

**The School District of Escambia County
SCHOOL-WIDE BEHAVIOR MANAGEMENT PLAN**

School: Global Learning Academy	School Year: 2014-2015	Date of Plan: September 12, 2014
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Note: Please refer to the *Guidelines for Developing a School-wide Behavior Management Plan* for instructions and recommendations.

SCHOOL-WIDE BEHAVIOR TEAM

Name of Team Member in Attendance:	Role (Principal, Teacher, Parent, etc.):
1. Judy La Bounty	1. Principal
2. Donald Wright	2. Parent
3. Kaitlin Carington	3. Behavior Representative
4. Kasey Wicker	4. Gen Ed Teacher
5. Terri Herrington	5. ESE Teacher
6.	6.
7.	7.
8.	8.

STATEMENT OF PURPOSE

Behavioral Mission Statement:

The faculty and staff at Global Learning Academy have high expectations in all areas for its students and are highly cognizant that positive behaviors contribute to high academic achievement. We believe that desirable student behaviors should be recognized and rewarded and that undesirable student behaviors should serve as learning opportunities.

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BASELINE DATA

Refer to Progress Monitoring Form for data.

ADDITIONAL DATA AND OUTCOMES

What other data or outcomes will your school use for continuous monitoring of your school-wide behavior management plan (e.g., academic data, faculty attendance, school surveys, training, ESE referrals, etc.)? The outcomes may also include various ways of analyzing school-wide behavioral data as outlined in the *School-wide Behavioral Data Guide* (e.g., referrals/suspensions by grade level, location, problem behavior, time of day, student, class, etc.).

We have each grade level represented on the PBS Team. Teachers will use the incentive, Global Bucks, to teach and reinforce the desired/appropriate behavior. Teachers will keep a record of how many bucks are given to each student within the classroom. Monthly, the PBS team will analyze the teacher's data as well as behavioral data such as location of disruptions, teachers' minor and major referrals, time of referrals, type of referral and students with the referrals. The team will identify areas of concern school-wide (teacher implementation, students who are not responding, etc.). Interventions will be put into place so that the behavior program is yielding the ultimate results.

PBS grade level representatives will present data to grade levels. The grade level will look for effectiveness and ineffectiveness within grade levels. The grade levels with the PBS representative will use the data to identify areas to improve. Based on the data, the grade level will decide if the behavior program is being effectively used and how to perfect the program so that behavior disruptions are minimized.

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SCHOOL-WIDE BEHAVIORAL GOALS

1. Out-of-school Suspension Our goal is to reduce our number of out-of-school suspensions by 30% over 2013-2014.
2. Attendance The goal in attendance is to increase by 1% the percentage of daily average attendance.
3. Bullying Each class will be provided a bullying presentation by our guidance counselor; in addition, faculty will be provided online training.
4. Office Discipline Referrals No more than one discipline referral per teacher per month
5. ISS A modified form of in-school suspension monitored by the administration will be offered on a small scale as a last-resort alternative to out-of-school suspension.
6. Campus Arrests Our goal is to have no arrests made on campus during 2014-2015.
7. Other

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PROGRESS MONITORING

Your school-wide behavior team should meet to review data and discuss concerns or revisions to your school-wide behavior management plan once a month and complete progress monitoring forms quarterly. Describe when you plan to meet (days, location, and time) throughout the school year. Describe responsible party.

The team will meet immediately following dismissal the first Monday of each month in the administrative conference room.

Describe the procedures that your school will use to collect, summarize, and analyze the behavioral data prior to team meetings. Procedures are required for entering the information into the database, summarizing the data, and developing graphs using the *School-wide Behavioral Data Guide*.

All discipline referrals will be processed by a single clerical staff member in a central location to ensure accountability and provide consistency. The data specialist will provide reports each month prior to committee meetings.

How will your school document the school-wide behavior team meetings?

Minutes will be taken and copies distributed to the faculty and school advisory council.

Describe how your school-wide behavior team will share the data and outcomes with your faculty, staff, and other stakeholders?

Data will be provided via e-mail with follow-up in grade level and faculty meetings; in addition, data will be shared with the school advisory council.

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SCHOOL EXPECTATIONS AND RULES

List 3 – 5 school-wide expectations
 GLA has three school-wide rules:
 Students will treat adults and peers alike with kindness and respect.
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 Students will complete all assignments in-class and at home.
 Explorers show we “C.A.R.E.” by promoting...
 “C”- Communicate effectively
 “A”-Actively listen
 “R”-Respectful and Responsible
 “E”-Engaged in Learning

Rules/ Expectations:	Setting: Dining room	Setting: Bus	Setting: Hallway	Setting:
“C”- Communicate effectively	We use inside voices.	We communicate with the driver and/or aide when a need arises.	We walk in a 3 “S” Line; Single, Straight and Silent.	
“A”-Actively listen	We are engaged in conversation with those who are sitting at our table.	We talk quietly to our seat partners.	We follow all teacher directions while walking in a 3 “S” Line.	
“R”-Respectful and Responsible	We clean our area before leaving the dining room.	We sit “bottom to bottom, back to back with our folder in our lap” and our seatbelt on and secured.	We walk on the right side of the hall and obey all traffic signs.	
“E”-Engaged in Learning	We use proper etiquette when eating.	We obey all safety procedures on the bus.	We promote positive behavior and learn to respect each other’s personal space.	

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TEACHING EXPECTATIONS AND RULES

How will your school introduce the school-wide expectations and rules to all of your students and staff?

Our three basic school-wide rules for student behavior are posted in each classroom and referred to frequently by the administration in school-wide communications.

During the school year, what activities will your school implement to encourage on-going direct instruction of the school-wide expectations and rules? How will your school embed the expectations and rules into the daily curriculum?

The principal regularly models and highlights examples of the desired student behaviors on the morning announcements via video.

How often will you plan to provide refresher training on expectations and rules to staff and students in your school? How will you orient and teach new students who arrive mid-year?

This is an ongoing process which is reinforced through morning video announcements on a regular basis.

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REWARD/RECOGNITION PROGRAM

What type of incentive/recognition/reward system will you use?

Global Learning Academy is implementing the Positive Behavior Support (PBS) system this year.

Global Learning Academy will be involved in 4 rewards system.

- 1. Global Amigos: Outstanding students will be identified in each classroom. The students will be announced on the news. They will wear a lanyard which identifies them as a Global Amigo all month. At the end of the month, the students will have a celebration with the guidance counselor.**
- 2. "Doing the Next Right Thing": Students are regularly recognized for doing the next right thing. These students are announced on the news. A picture is taken of the students and posted on a common bulletin board with a description of the positive action demonstrated.**
- 3. PBS: Global Bucks are distributed on a daily basis to students who demonstrate C.A.R.E (communicate effective, actively listen respectful and responsible and engaged in learning) characteristics. Students use the Global Bucks, within the classroom, to pay for various items. Every month and at the end of each 9 Week Grading Period, students will use Global bucks to participate in school-wide events.**
- 4. Student of the Month: A "Student of the Month" is selected to represent our school. This student is recognized with a certificate and is featured on the morning news program. He/She is also invited to enjoy lunch with our Community Liaison at the monthly Subwest Rotary Meeting (a Partner in Education).**

Describe the behaviors for which you will reward or recognize students.

Students will be rewarded for desirable behaviors that show kindness and respect for their peers and staff alike. In addition, behaviors that demonstrate students are making good choices and displaying honesty, integrity, and "doing the next right thing" will also be highlighted and praised.

Students will be rewarded in the classroom for communicating with their peers in a polite manner, asking questions about the lesson, completing all assignments and following classroom procedures. They are recognized in our hallway for walking in a 3 "S" Line and being courteous to their peers and adults. In the dining room, they are recognized for using proper etiquette, inside voices, cleaning their area and making quiet and quick transitions.

How will you implement the reward system?

Each faculty and staff member is provided Global Bucks to give to each student who is demonstrating our "C.A.R.E" qualities. Daily and/or weekly (teachers' choice) teachers allow students to purchase high interest items as an incentive to promote positive behaviors. Teachers record the Global Bucks earned in students' accounts. Students are then allowed to use their savings to purchase a ticket to the 9 Week Grand Event.

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DISCIPLINARY PROCEDURES

How do the adjudication guidelines complement your disciplinary procedures?

Our disciplinary procedures are aligned with the established Discipline Intervention Matrix for Elementary Schools. This matrix is assisting teachers with the awareness of the different Levels of Interventions/Consequences.

The teacher's actions are then varied and diverse in regards to the age, grade level and nature of the incident. Incidents are recorded on a school designed "Student Discipline Report" that is kept in the individual student Success Binder. The reports are utilized to conference with the student, parent, guidance counselor and administration. These individuals are then able to spend much quality time discussing the desired behaviors with all constituents in order to resolve the issues.

TRAINING AND IMPLEMENTATION

Describe any training needs, material needs, and/or environmental arrangements necessary to implement your school-wide behavior management plan.

The committee will update the staff during regular faculty meetings as appropriate.

Describe how your school will train all faculty and staff on your school-wide behavior management plan. How will you orient and teach new faculty and staff who arrive mid-year?

Information disseminated from the committee to the faculty will be reinforced in grade-level meetings.

What school-wide routines and procedures will be implemented by all faculty and staff to facilitate your school-wide behavior management plan?

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- 1. Common hallway procedures**
- 2. Daily cafeteria procedures during breakfast and lunch**
- 3. Establishment of central location for pick up/drop off of special area class**

TRAINING AND IMPLEMENTATION (continued)

How will you achieve and maintain faculty and staff buy-in to your school's plan?

Grade-level chairs will solicit input from all faculty to report to committee during regular monthly meetings.

Describe how you will monitor the implementation of your school-wide behavior management plan.

During monthly meetings, the committee will evaluate all available data and plans may be adjusted as deemed appropriate.

How will your school actively involve parents and community members in the activities and programs that involve teaching and rewarding the school-wide expectations and rules?

- 1. Expectations are posted on school website.**
- 2. The School Advisory Council (SAC) will be solicited for input and advisement.**
- 3. Partners in Education will be solicited in providing tangible rewards for students.**

Describe how you will monitor your ILE program?

A formal in-lieu-of-expulsion program is not in place at this time. In the unlikely event that the conduct of a K-5 student would warrant the exploration of expulsion, the administration would seek guidance from the Director of Elementary Education.