

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

School: McArthur Elementary	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. T. Vaughn/C. Johnecheck	1. Principal/AP
2. R VanGilder	2. Counselor/Coordinator
3. M. Pitard	3. Behavior Representative
4. B. Penton/S. Arnette	4. Gen Ed Teachers K/1
5. P. Griffith/L. Barretto	5. Gen Ed Teachers 2/3
6. C. Saukira/C. Blackman	6. Gen Ed Teachers 4/5
7. Jaclyn Smit	7. ESE Teacher
8. A. Byers	8. Special Area

STATEMENT OF PURPOSE

Behavioral Mission Statement:

It is the mission of the School-Wide Behavior Team to provide an on-going structure at McArthur Elementary that allows both students and adults to have a clear understanding of how to behave in school. This structure will be full inclusive and will focus on all school activities from the beginning of a school day to the close of that day. The structure must respect the function of each individual classroom to the various school-wide functions. The team will also consider the involvement of the parent group and community.

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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.).

The Team will utilize data concerning the number of afterschool detentions, in- and out-of-school suspensions, and referrals to the office. Attendance including excused and unexcused, as well as, tardies and early checkouts will be considered. The team will get more specific if negative behavior issues are occurring at any patterned areas of the school or times of activities.

The team will utilize data from students earning the designed incentives/rewards for positive behavior to determine if those students struggling with behaviors are converting to the group with successful behavior outcomes.

The team will also consider any subgroup patterns where problematic behaviors may be occurring on a consistent basis. As an example, there might be a higher incident of office referrals with the students classified in the lower quartile of academic test results or a higher frequency to the school clinic.

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SCHOOL-WIDE BEHAVIORAL GOALS

1. Out-of-school Suspension	The use of a tiered process both in the classroom and at the school-wide level will allow struggling students to better learn how to work through their specific behavior difficulties. This process will provide natural and realistic consequences for the student. Also, it guarantees the involvement of student, teacher, parent, principals, school counselor, and others as needed to function as a team.
2. Attendance	The team wants to see the number of tardies and early check outs to continue to decline. Overall attendance tends to be at a high level at McArthur Elementary. The area of concern is with a small group of students. It is our goal to see these students moving out of the delinquent range.
3. Bullying	The team believes there is a need for continued training all parties involved on bullying and how we can stop it. This seems to be an area of great success for the school.
4. Office Discipline Referrals	The goal to reduce office referrals is to assure that teachers are following through (to the fullest) with their classroom discipline plan and early steps of the school-wide behavior plan. If followed correctly, fewer students should require office referrals.
5. ISS	ISS has shown to be an effective tool for our school. The number is low for students being involved with ISS and do not repeat the process.
6. Campus Arrests	Not an issue.
7. Other	NA

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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.

During the first semester, the team will meet 8/28, 9/4, 10/9, and 12/4 in the school media center at 2:15. This team is to review data, general concerns or interests, and to plan for Eagle Buck events and the school store.

2nd semester is tentatively scheduled for 1/29, 3/5, 4/16, and 5/14.

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*.

Data from focus will be collected concerning attendance, referrals, and suspensions. Count of Eagle Bucks earned and then spent in the store will be calculated along with number of participants in the celebrations used for incentive.

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

Through meeting minutes which are distributed back to grade level meetings. Compiled in the quarterly reports.

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

Described above.

SCHOOL EXPECTATIONS AND RULES

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List 3 – 5 school-wide expectations

Eager to Learn
Always Safe
Give Respect
Listen Well
Everyone Cooperates

Rules/ Expectations:	Setting: Classroom	Setting: Cafeteria	Setting: Hallway	Setting: Special Area
Eager to Learn	Present, Prepared, and Punctual with a Positive Attitude	Manners Procedures Routines Volume Clean your area	Single File Hands at side or behind No Talking	Follow class rules Be on time
Always Safe	Bottoms in seat Feet on floor Hands/feet to self Chair legs on floor Clear walkways Walk	Walk Single file Hands, feet, food, drinks, and objects to self	Walk Hands to self	Proper footwear Proper use of equipment
Give Respect	Raise Hand Respect authority Follow golden rule Respect property	Hands/feet/objects to self Clean area Push in chair	Follow rules Quiet so to not disturb classes Listen to teacher	Follow direction Cooperate with others
Listen Well	Voices off Ears/eyes on speaker Quiet hands/feet	Silent first 10 minutes Follow with inside voices Follow direction Silence when lights out	Listen for teacher direction	Voices off Ears/eyes on teacher
Everyone Cooperates	Have supplies/books Effort with class/homework Support classmates	Work together to create a clean/healthy environment	Follow rules and directions Use silent signals to help others	Have needed supplies Complete activities with effort Support classmates

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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?

The principal and counselor provide public service announcements on the morning news show. The principal, assistant principal and counselor conducted 2 separate assemblies (k-2 and 3-5) to provide the information. The faculty and staff participated in a workshop to describe the school-wide plan at the early part of school year. Reminders are provided throughout the year at faculty meetings (trainings) as needed. Posters and flyers are posted around the school. Cheat sheets for the step process are provided to any share holder at any time.

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 student of the week program utilizes a weekly calendar with a word of the week that follows a monthly theme. Students are recognized on a weekly basis.

The Eagle Buck program allows students to earn valuable money for following the rules on a daily basis. These bucks are used in two separate avenues. First, the students are allowed to visit the school store known as the Eagle's Nest every other week. The store is a new addition to our school during this 2014-2015 school year. The students are also credited for each buck earned, along with other requirements, in order to gain access to each of the quarterly Eagle Buck celebrations coordinated with each grading 9 weeks.

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?

The specific training is conducted within the classroom by the teacher and a peer student.

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REWARD/RECOGNITION PROGRAM

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

Student of the Week which gives the students TV recognition, a picture on the Student of the Week bulletin board for one week, school pencil, and a certificate.

Eagle Bucks earned on a daily basis and collected for use in the student store and for the quarterly Eagle Buck celebrations.

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

The behaviors vary by grade level. It was determined that the Eagle Buck incentives (school-wide focus) needs to be above and beyond behaviors. Each grade level determines those identified behaviors. It is established that throughout the year, each grade level has the choice to change the targeted behaviors.

The Student of the Week words are the targets for those rewarded actions and changes each week.

How will you implement the reward system?

Each classroom teacher maintains a chart for Eagle Bucks earned. Teachers are also responsible for selecting the Students of the Week and the School Counselor maintains the rest of the necessary tasks.

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DISCIPLINARY PROCEDURES

How do the adjudication guidelines complement your disciplinary procedures?

Our goals and guidelines match.

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TRAINING AND IMPLEMENTATION

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

All needs have been met with our school, except for components of the new school store. We are having things purchased and built for the remodeling of the room used for the store. We are raising money in order to supply the store and focused on a continuing basis. The school is employed by our upper level students with ASD.

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?

The principal and counselor provide public service announcements on the morning news show. The principal, assistant principal and counselor conducted 2 separate assemblies (k-2 and 3-5) to provide the information. The faculty and staff participated in a workshop to describe the school-wide plan at the early part of school year. Reminders are provided throughout the year at faculty meetings (trainings) as needed. Posters and flyers are posted around the school. Cheat sheets for the step process are provided to any share holder at any time.

In the rare occurrence that a new staff member enters midyear, that individual will be trained.

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

The eagle buck distribution, participation with the school store and Eagle Buck celebrations. Weekly participation with Student of the Week.

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TRAINING AND IMPLEMENTATION (continued)

<p>How will you achieve and maintain faculty and staff buy-in to your school's plan?</p> <p>Constant encouragement and support from administration, guidance, and through each SDT member. Encouraging feedback and making changes as necessary. This is evident by changes made each school year.</p>
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<p>Describe how you will monitor the implementation of your school-wide behavior management plan.</p> <p>The monitoring occurs through each class's participation in each of the events. Students definitely buy into this process and make it known if something is not working properly.</p>
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<p>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?</p> <p>Each teacher has a classroom newsletter which includes information on classroom citizenship issues as well as school-wide behavior issues and celebration activities. Use of connect-ed calls. The use of the PTA board and members and through those activities sponsored by the PTA.</p> <p>We will have various Parent Nights throughout the year, volunteer trainings, parent-teacher conferences, PTA and SAC committee meetings.</p>

<p>Describe how you will monitor the effectiveness of your I.L.E. program.</p>
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