

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

School: McMillan Pre-K	School Year: 2014 - 2015	Date of Plan: Sept. 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. Patrice Moody	1. Principal
2. Loris Clark	2. Parent
3. Stalla McKinney	3. Behavior Representative
4. Gracey Dunmore	4. Gen Ed Teacher
5. Jennifer Huffaker	5. ESE Teacher
6. Heather Buehler	6. Speech Pathologist
7.	7.
8.	8.

**STATEMENT OF PURPOSE**

Behavioral Mission Statement:

To provide an opportunity for children to grow and improve their social, intellectual, physical and emotional development prior to entering kindergarten. Therefore, it is our hope that we provide a positive impact on all our students' behavior, making a difference in students' lives and prepare them for lifelong learning.

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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 will continue to monitor our daily attendance closely, as we are strongly seeking to maintain or increase our students' cumulative attendance. In addition, staff members continuously review classroom rules, with all students, and monitor our school-wide rules. During our bi-weekly team meetings, teachers will continue to have an opportunity to openly expressed any additional behavioral concerns that become prevalent.

To support our students' success and maintain an engaging classroom environment, we began this 2014 -2015 school term off with a 4 week "Pre-k Classroom Management Tips" training for instructional and paraprofessional staff members. Our training is being conducted each Thursday morning for the entire month of September.

Additionally, our Behavior Committee designed a new "Classroom Behavior Management" sheet that is being implemented this 2014 – 2015 school term to gather school-wide behavior data.

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**SCHOOL-WIDE BEHAVIORAL GOALS**

1. Out-of-school Suspension

We have only pre-k students; therefore, historically out-of-school suspension has not appeared to be a problem for us .

2. Attendance

When children miss 3 consecutive days of school, we contact the parents to find out why their child is absent. Our focus this initial nine weeks is to monitor our school-wide tardies; however, with our students requiring adult supervision, at their designated bus stop, parents are often times reluctant to wait for a bus that is running late and thus resorted to transporting their child, occasionally arriving beyond our school start time. Additionally, we will continue to focus on both excessive tardies and early checkouts this year.

3. Bullying

Fortunately, our pre-k students are not bullying; however, with our curriculum, we work with children on being friends, respecting others feelings, and social/emotional growth.

4. Office Discipline Referrals

We have only pre-k students; thus, historically office discipline referrals have not appeared to be a problem for us. However, our Behavior Committee has designed a "Classroom Behavior Data" sheet that has been implement school-wide for this 2014 – 2015 school term to gather/monitor behavior and provide valuable data.

5. ISS

Fortunately, student suspension has not been an issue for us previously; however, our Behavior Committee has designed a "Classroom Behavior Data" sheet that will be used to gather data that can be used to reflect any issues with potential in-school-suspension.

6. Campus Arrests

Hopefully, if history repeats itself, we should never have a pre-k student arrested at McMillan Pre-k.

7. Other

We are demonstrating and/or instructing our children how to make "good" choices so they will be respectful, responsible, and safe students.

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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.

Members of our school-wide behavior team will meet with staff on a bi-weekly basis from 8:40 - 9:05 a.m. to discuss any prevalent concerns that may transpire. All meetings will occur on our campus, during the morning time frame, prior to students' arrival.

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*.

The primary procedures that will be utilized by our staff to collect data are: observational anecdotal notes, checklist, and teacher phone log. Additionally, data will be extracted from our "Classroom Management Behavior" data sheets and summarized for discussion.

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

Utilizing sign-in logs and highlighting the agenda.

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

Review agenda/minutes, when necessary, and provide opportunity for open discussion during our Professional Learning Community meetings.

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**SCHOOL EXPECTATIONS AND RULES**

List 3 – 5 school-wide expectations

\*Be Respectful

\*Be Responsible

\*Be Safe

<b>Rules/ Expectations:</b>	<b>Setting: Classroom</b>	<b>Setting: Cafeteria</b>	<b>Setting: Playground</b>	<b>Setting:</b>
Be Respectful	Treat others nicely. Use kind words and actions. Be a good listener. Keep hands and feet to yourself.	Talk quietly to people at your table. Keep hands and feet to self. Use kind words and actions. Use good table manners.	Play nicely with friends. Share equipment and toys. Use kind words and actions.	
Be Responsible	Help clean up the toys. Take care of classroom materials and supplies.	Push chair in. Pick up straw paper, napkins, and large food items. Put trays in trash cans carefully.	Keep toys in playgorund and do not throw them over the fence.	
Be Safe	Keep toys out of mouth. Walk inside.	Keep food to self without sharing. Stay seated.	Follow safety rules for climbing. Look where you are going. Dig in the sand and not throw it.	

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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?

Parents and students were introduced to the school-wide expectations and rules at our Parent/Child Orientation before school begins on August 14th. The faculty and staff were introduced to the school-wide expectations and rules at our professional learning community meeting on August 11, 2014.

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 staff will meet bi-weekly in our school community learning group to discuss the rules and, if necessary, how we might need to improve delivery within our daily curriculum.

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?

Refresher training will be delivered through our community school learning groups on a regular basis. As new students enroll, all parents are required to attend an orientation session; thus, 100 % of our parents and students are aware of our rules. In addition, weekly newsletters, school messenger, and our school web site will serve as awareness vehicles.

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**REWARD/RECOGNITION PROGRAM**

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

Praise, stickers, happy faces, and popcorn/popsicle parties

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

Keeping hands and feet to self.

Cleaning up after eating--picking up paper and large food pieces that the children have dropped on the floor in the cafeteria.

Consistently following classroom/school-wide rules.

How will you implement the reward system?

Each teacher will implement the reward system in their classroom.

When meeting in the School Learning Community, teachers will be encouraged to provide feedback about the program implementation.

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**DISCIPLINARY PROCEDURES**

How do the adjudication guidelines complement your disciplinary procedures?

If a student is exhibiting an inappropriate behavior, the teacher assistant or teacher will respond immediately. Positive behavior is continuously modeled and monitored within our classrooms; thus, any student showing a repeated negative pattern is addressed. Rule violations are documented and shared with parents if necessary. The implementation of the Elementary Discipline Intervention Matrix provides specific suggestive examples of classroom interventions that can be used appropriately and progressive. When appropriate, the principal will be contacted to provide assistance and support for the desired classroom. If problems are not corrected with the principal, additional conferences are scheduled with parents. If appropriate, a referral would be written regarding student's behavior. In addition, the initiation of a FBA packet will begin if necessary.



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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.

During the month of September 2014, all staff members, instructional and paraprofessional, are participating in our “Pre-k Classroom Management Tips” professional development training during our Professional Learning Community meetings.

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?

We will include this in our Professional Learning Community meetings that convene every two weeks, following our initial pre-school staff in-service.

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

Rules posted in classroom, praising children when they exemplify positive and/or appropriate behavior.

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**TRAINING AND IMPLEMENTATION (continued)**

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

Encourage the staff to assist in how we develop and implement the plan. Listen carefully to their suggestions concerning strategies that do not function appropriately within our setting/environment.

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

Staff surveys, keeping track of attendances, share classroom/teacher phone log, monitor/review Classroom Management Behavior Data Sheets, and networking in our Community Learning Group.

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?

Parents are actively involved within our school, as we host monthly parent involvement activities to encourage parent/student interaction. Thus, parents can observe 'first hand' our school-wide behavior plan and the rules and expectations. In addition, we continue to network within our community via our School Advisory Council and the multiple community-based programs/trainings held/offered within our facility.

Describe how you will monitor the effectiveness of your I.L.E. program.

N/A