

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

School: A.K. SUTER	School Year: 2014-2015	Date of Plan: SEPTEMBER 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. RUSSELL F. QUEEN	1. Principal
2. KENYATTA EVANS	2. Parent
3. KELLY LOW	3. Behavior Representative
4. DARIAN MARTIN	4. Gen Ed Teacher
5. SARAH O'TOOLE	5. ESE Teacher
6. AMY PROSHEK	6. GUIDANCE

STATEMENT OF PURPOSE

Behavioral Mission Statement:
The faculty, staff, families and community of A.K. Suter Elementary unite to instill in our students a high standard of academic excellence and responsible behavior that will prepare them to compete in a rapidly changing and culturally diverse society.

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.).

- *School Surveys (teacher and parent).
- *Students in the RTI process.
- *Behavioral referrals for in attendance-zone students compared to out of attendance-zone students.

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SCHOOL-WIDE BEHAVIORAL GOALS

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| <p>1. Out-of-school Suspension
Keep our out of school suspension rate at 1% or less.</p> |
| <p>2. Attendance
Keep our Average Daily Attendance at or above 96%.</p> |
| <p>3. Bullying
Train 100% of our students and faculty in Bullying Prevention.</p> |
| <p>4. Office Discipline Referrals
Keep our discipline referrals at 5% or less.</p> |
| <p>5. ISS
In-School suspension will be a part of the discipline progression.</p> |
| <p>6. Campus Arrests
N/A</p> |
| <p>7. Other</p> |

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 school-wide behavior management team will meet a minimum of 1 time each month. These meetings will be held either in the principal's office or the media center. Meetings will be held the last Monday of each month.

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 data clerk will run reports each month detailing the behavior and attendance data for the month.

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These will be distributed to the team prior to each meeting.

The guidance counselor will report monthly on students and staff trained in bullying prevention.

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

There will be a sign sheet and agenda for each meeting.

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

Data will be shared at Team Leader meetings, faculty meetings, and School Advisory Council meetings.

SCHOOL EXPECTATIONS AND RULES

List 3 – 5 school-wide expectations

- *Students will be responsible for their own behavior.
- *Students will be prepared for learning.
- *Students will be respectful and kind to their teachers, staff and fellow students.

Rules/ Expectations:	Setting: HALLWAY	Setting: CAFETERIA	Setting: RESTROOM	Setting: CLASSROOM
BE RESPONSIBLE	3 S line Straight. Silent. Single File.	Find your place to sit quickly and quietly. Use “Dolphin Diner” manners. These are posted in the cafeteria.	3 S line until your turn. Only 4 students in the restroom at the time.	Be Prompt. Do assigned task in a timely manner.
BE RESPECTFUL AND KIND	3 S line Straight. Silent. Single File.	Follow the table sign: RED-Silent GREEN-Speak Softly	Throw paper towels in the trash can. Wash Hands.	Keep hands, feet and objects to yourself. Speak kind words.
BE PREPARED FOR LEARNING	3 S line Straight. Silent. Single File.			Have materials ready. Follow directions the first time. Be attentive to classroom rules

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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?

If data shows a need for specific training, the training will be provided.

All expectations will be posted in the classroom and common areas.

The Suter Pledge is recited every morning during the TV morning show (Daily Affirmation).

REWARD/RECOGNITION PROGRAM

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

The students of the month are recognized (bulletin board and morning television program.)

Dolphin Dollars!! Each employee is issued dolphin dollars every week. These are given to students who are "caught" doing the targeted behaviors.

There is a drawing each week, Monday, of two dolphin dollars per grade level. These students get to choose a prize from the school's treasure bucket.

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

Using Good Manners.
The 3 S line (straight, silent, single file).
Following directions the first time.
Speaking politely.
Helping.

How will you implement the reward system?

The students of the month are recognized (bulletin board and morning television program.)

Dolphin Dollars!! Each employee is issued dolphin dollars every week. These are given to students who are “caught” doing the targeted behaviors.

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DISCIPLINARY PROCEDURES

How do the adjudication guidelines complement your disciplinary procedures?

Each teacher uses the Fred Jones Model and verbage in the classroom. The language dealing with behavior, expectations and discipline is consistent throughout the school.

When a student is experiencing problems parent contact is the first step. Teachers log the parent contact in their contact log.

If the teacher feels guidance is the appropriate avenue the guidance counselor is contacted.

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When a referral is written the student is seen by the principal and the parent is contacted immediately.

TRAINING AND IMPLEMENTATION

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

We have all the necessary materials.

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?

All teachers will be trained in Fred Jones Tools for Teaching.
Teachers are expected to follow the Fred Jones strategies in their classrooms.
Refresher mini-lessons will be conducted during faculty meetings

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

See above.

TRAINING AND IMPLEMENTATION (continued)

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

Inform the faculty of the District's expectations and goals.
Get faculty input for implementation.

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

Check which staff members are handing out Dolphin Dollars.

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Classroom observations.

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?

Parent surveys are used in developing the goals.

Parents are invited to see their child receive the student of the month award.

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