

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

School: Beulah Elementary School	School Year: 2016-2017	Date of Plan: August 2016
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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. Monica Silvers	1. Principal & Parent
2. Dr. Steven R. Schubert	2. Assistant Principal
3. Tammy Douglas	3. ESE Teacher
4. Denise Moore	4. Gen Ed Teacher
5. Mat Taylor	5. Gen Ed Teacher & IT
6. Mat Ray	6. Gen Ed Teacher & Parent
7. Christina Angel	7. Gen Ed Teacher & Parent
8. Vanessa Carrasco	8. Gen Ed Teacher
9. Miranda Freauff	9. Gen Ed Teacher
10. Brandy Paynter	10. Gen Ed Teacher
11. Elizabeth Lomax	11. Guidance
12. Maghen Gardner	12. Guidance
13. Lynette Bledsoe	13. Military & Family Life Counselor (MFLC)

STATEMENT OF PURPOSE

Behavioral Mission Statement:

All faculty and staff at Beulah Elementary School believe that success in any of life's endeavors begins with high expectations. These expectations are academic and behavioral and must begin at an early age. At Beulah Elementary School, we recognize the importance of these high expectations and expect students to adhere to the behavioral requirements as detailed in the 2016-2017 Student Rights and Responsibilities Handbook. We also firmly believe that for every student to attain their highest potential academically, students must respect Beulah's faculty and staff, actively and positively participate in their own education, and respect the rights of all other students to do the same.

BASELINE DATA

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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.).

Beulah's SWBT will review behavioral & ESE referrals using FOCUS reports, tallies of progressive discipline reports, and Rtl status of targeted students at regular meetings. These reviews will focus on location, times, types of behavior, grade levels, and even specific classroom data to identify trends and needs of specific interventions. Most available interventions are already part of the Rtl process or are listed in the Student Rights and Responsibilities Handbook matrix, and will be chosen in an attempt to target disruptive, inappropriate, or lack of engagement behaviors that may ultimately lead to a lack of academic performance of one or more students.

SCHOOL-WIDE BEHAVIORAL GOALS

1. Out-of-school Suspension

Maintain the OSS at the current low level, or reduce, if appropriate.

2. Attendance

This is always a challenging issue as there are very limited consequences to parents that continue to poorly support adequate attendance and on-time arrival to ensure children receive a full instructional day. This is especially true of children who are not yet six years of age and are not legally required to be in school. Teachers will continue to contact parents to discuss how the missed classroom time is impacting their child's academic progress. The school will utilize child attendance meetings with the parent, teacher, guidance, administration, and social worker. The school will also send the social worker out for home visits. If necessary, the school will submit a referral to the court system for chronic attendance problems.

3. Bullying

Zero tolerance for bullying is Beulah's goal. We have been aggressive in educating all students, teachers, and parents in identifying and addressing formal bullying incidents, and intend to continue these aggressive interventions. New students receive training at the beginning of each month following their arrival. This training is conducted by the guidance department and supported by administrative and ESE behavior teacher presence to emphasize the importance of our zero tolerance, anti-bullying policy.

4. Office Discipline Referrals

Maintain or decrease current level of ODR with continued use of our informal, progressive interventional process prior to formal ODR.

5. Other

N/A

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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.

Beulah Elementary School's School -Wide Behavior Team (SWBT) will plan on meeting the last Tuesday of each month @ 2:15 PM in the media center. Responsible parties include:

Principal
Assistant Principal
ESE teachers
Tech Coordinator
Guidance & MFLC
Grade level representatives K-5
Special Area representative
Other school/district representatives as needed

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*.

We will review FOCUS data reports at SWBMT regular meetings.

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

The AP & ESE teacher that coordinate interventions will produce meeting minutes.

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

Minutes will be placed on Google Classroom for teachers to review.

Grade-level and department chairs will report back to their areas.

SCHOOL EXPECTATIONS AND RULES

List 3 – 5 school-wide expectations

Students will respect faculty and staff and follow their instructions.

Students will respect the right of all other students to attain their highest academic potential by not disrupting classroom instruction.

Students will arrive on time and prepared for a full day of academic and social skills instruction.

Students will respect the no bullying policy and interact appropriately with others.

Students will not bring inappropriate items to school, per Student Rights & Responsibilities Handbook 2016-2017.

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Rules/ Expectations:	Setting: Classroom & Cafeteria	Setting: Hallway & Restroom	Setting: Playground	Setting: Dismissal
Be Safe	Listen to your teacher Follow classroom rules Walk single file facing forward Eat your food only Stay seated	Use the 3S line: Silent, Single File, Straight Walk on the right side of the hallway Walk, don't run Wash hands with soap before leaving Go directly to your destination	Follow playground rules Follow directions the first time Keep hands and feet to self No rough play	Use the 3S line: Silent, Single File, Straight Keep hands and feet to yourself Follow directions
Be Respectful	Be ready to listen Be kind & helpful to others Use manners at all times Leave lunch area clean Use quiet voice	Be quiet Be polite Stop at intersections Respect the privacy of others Be neat	Take turns Be patient Share equipment Include others	Follow adult directions Wait your turn
Be Responsible	Be prepared for class Use time wisely Put supplies and materials away Take care of school property Clean your area, including the floor	Voices off, ears on, use silent signals Keep hands and feet off wall No playing Wipe feet before entering building Keep the bathroom clean	Line up when asked Collect all equipment Report any incidents to teacher	Go directly where you need to be Be on time Keep your belongings with you

TEACHING EXPECTATIONS AND RULES

<p>How will your school introduce the school-wide expectations and rules to all of your students and staff?</p> <p>Beginning of year faculty in-service will provide baseline training with follow-up information at grade-level meetings following SWBMT meeting pass-down information. Homeroom, special area, and ESE teachers will follow-up with review of expectations during the first week of school, and follow-up refreshers after extended breaks and on other as-needed circumstances throughout the year.</p>
<p>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</p>

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and rules into the daily curriculum?

Homeroom, special area, and ESE teachers will follow-up with review of expectations during the first week of school. Follow-up refreshers after extended breaks and on other as-needed circumstances daily and throughout the week will take place at teacher discretion.

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?

Beginning of year faculty in-service will provide baseline training with follow-up information at grade-level meetings following SWBMT meeting pass-down information. Homeroom, special area, and ESE teachers will follow-up with review of expectations during the first week of school, and follow-up refreshers after extended breaks and on other as-needed circumstances throughout the year.

REWARD/RECOGNITION PROGRAM

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

Each grade level, ESE, and special area departments coordinate and implement their own overall strategies to address inappropriate behavior and provide age-appropriate incentives on a structured hourly, daily, and weekly basis to their students. These include, but are not limited to:

Weekly Classroom Citizenship Reports;
Citizenship Honor Roll Ribbons;
Student of the month;
Student of the year;
Classroom Cash.

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

Beulah recognizes students for outstanding achievement in the following major areas:

Academic
Citizenship
Adversity
Effort
Attendance
PE
Music
Art

How will you implement the reward system?

Individual classroom teachers will implement their reward systems on their agreed upon schedule. CCTV is also used to recognize outstanding academic and behavioral achievements throughout the year. End of year awards from teachers, administration, and school partners recognize a variety of academic, behavioral, citizenship, and hardship achievements students have made during the year.

DISCIPLINARY PROCEDURES

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How do the adjudication guidelines complement your disciplinary procedures?

Beulah Elementary School uses guidelines and the Discipline Intervention Matrix as provided in the Student Rights & Responsibilities Handbook.

TRAINING AND IMPLEMENTATION

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

We will need assistance from district-level behavior intervention specialists in developing interventions and follow-up for some of our students with intensive intervention needs.

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?

Beginning of year faculty in-service will provide baseline training with follow-up information at grade-level meetings following SWBMT meeting pass-down information.

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

School-wide routines include several basic rules that are at a minimum implemented in every classroom.

Teachers stand by their doors in the morning
Classroom procedures are practiced to mastery
Students will eat in silence for the first ten minutes of lunch and will obey red/green cup system in lunchroom
All faculty and staff are on duty in the AM & PM
Whole Brain Teaching for Challenging Kids – 5 Rules used school-wide
Walk on right side of hallway in a 3S line (silent, single file, straight)

TRAINING AND IMPLEMENTATION (continued)

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

The plan will be implemented as a working document that encourages input, suggestions, and knowledge.

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

We will review FOCUS data reports at SWBMT regular meetings.

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?

School business partners, and very active PTA & volunteer programs involve many of our parents in supporting school activities. This in turn helps provide buy-in from the local community that Beulah

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serves and gives us a high standing in the community and respect for what our faculty and staff do at our school. We also schedule and do the following throughout the year:

Weekly citizenship reports
Report cards
Honor roll
Open House
PTA & All Hands Day
School Advisory Council meetings
Parent conferences
Family Fun Night
Lunch with a loved one or a Hero
School Messenger phone callouts
School Carnival
Volunteer program
School web site
School/Business Partnership program
Newsletters