

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

School: McMillan Pre-K	School Year: 2016-2017	Date of Plan: September 22, 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. Dr. Patrice Moody	1. Principal
2. Shaunece McNair	2. Parent
3. Lillian Welch	3. VPK Teacher
4. Kimberly White	4. ESE Pre-K Teacher

**STATEMENT OF PURPOSE**

Behavioral Mission Statement: To provide an opportunity for our pre-k children to grow and improve their social, intellectual, physical and emotional development prior to entering kindergarten. Thus, it is our professional desire and expectation that we provide a positive impact on our students' behavior, making a difference in their lives and prepare them for lifelong learning.

**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' previous cumulative attendance for the 2015-2016 school term. 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, provide our staff with additional resources, and

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

maintain an engaging classroom environment, we began this 2016 -2017 school term off with a commitment to training extra staff members on the Safety-Car Behavioral Safety Training program. These workshop are currently offered multiple times during this school term, and we are excited to have personnel attending two separate training sessions.

**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 our 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. Therefore, 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 both 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 was implemented school-wide in previous years and will continue to be utilized this year to gather/monitor behavior and provide valuable data.

5. Other

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

**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 or as needed 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?

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

**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.

**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.	

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

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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 8th. The faculty and staff were introduced to the school-wide expectations and rules at our professional learning community meeting on August 25, 2016.

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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 professional community learning group to discuss the rules (as needed) and, if necessary, how we might need to improve delivery within our daily curriculum.

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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?

Refresher training will be delivered through our professional learning community school learning groups, on an as necessary 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 call-outs, and our school web site will serve as awareness vehicles

**REWARD/RECOGNITION PROGRAM**

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

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

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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.

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How will you implement the reward system?

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

Each teacher will implement the reward system in their classroom. When meeting in the Professional Learning Community group, teachers will be encouraged to provide feedback about the implementation of our reward system and make recommendations/suggestions for improvement.

**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 progressively. 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 Functional Behavior Assessment (FBA) or Positive Behavior Intervention Plan (PBIP) will begin.

**TRAINING AND IMPLEMENTATION**

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

Last year, we have additional staff members designated to attend each of the Functional Behavioral Assessments (FBA) and Positive Behavior Intervention Plans (PBIP) training sessions offered. This year, we assigned staff personnel to participate in the Safety-Care Behavioral Safety Training sessions.

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 faculty and staff members are trained during the beginning of the year. As necessary, we will include a refresher during our Professional Learning Community meetings that convene weekly. In the event of new hires, they will receive training during a refresher session.

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. Additionally, all parents are introduced to our school-wide rules during their mandatory pre-k orientation. This introduction serves as a catalyst to support our success as a home-to-school connections bridge.

**TRAINING AND IMPLEMENTATION (continued)**

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

By continuing to encourage the staff to assist in how we develop and implement the

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

school-wide behavior plan. Listening carefully to their suggestions concerning strategies that do not function appropriately within our pre-k setting/environment. Additionally, to support faculty and staff buy-in, we have extreme flexibility for classroom reward systems that operated within teacher's unique classroom environment.

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

Internal staff communication surveys during classroom walk-through visits, keeping track of students' attendance, sharing of classroom/teacher phone logs, monitoring/reviewing Classroom Management Behavior Data Sheets, and networking in our Professional Learning Community 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?

Parents are actively involved within our school, as we host monthly parent involvement activities: workshops, lap-sits, Family Night Out activities, etc., 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.