

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

School: Montclair Elementary	School Year: 2016-17	Date of Plan: 8/15/16
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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 Members as of 8/10/16:	Role (Principal, Teacher, Parent, etc.):
1. Kristen Danley	1. Assistant Principal
2. Camelia Willis	2. Guidance Counselor
3. Jessica Kerkela	3. Grade 3 Teacher
4. Megan Swank	4. Grade 1 Teacher
5. Megan Brees	5. Special Area (Art Teacher)
6. Janice Williams	6. Kindergarten Teacher
7. Emily Willis	7. Grade 2 Teacher
8. Allison Hartzog	8. Grade 5 Teacher
9. Loretta Richardson	9. Grade 4 Teacher
10. Torey Wright, Sr.	10. Behavior Coach
11. Ryan Graber	11. ESE Teacher

**STATEMENT OF PURPOSE**

**Behavioral Mission Statement:**

To develop and maintain a positive environment for student learning by utilizing strategies and interventions that will reduce disciplinary infractions, referrals, and out of school suspensions through providing incentives to reward students who consistently demonstrate our school wide expectations of being respectful, honest, self-discipline, and active learners.

**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

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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.).

RTIB online system for minor/major infractions

FOCUS for major infractions

**SCHOOL-WIDE BEHAVIORAL GOALS**

1. Out-of-school Suspension

Reduce the number of out of school suspension from the previous school year (2015-16) by 50%.

2. Attendance

Increase student attendance from the previous school year (2015 -16).

3. Bullying

Decrease and/or maintain a low number of bullying incidents from the previous school year (2015-16).

4. Office Discipline Referrals

Decrease the number of office discipline referrals from the previous school year (2015-16).

5. Other

Provide more opportunities for students to be rewarded for adhering to the school wide expectations.

**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.

July 20, 2016 (completed)

August 31, 2016

September 28, 2015

October 26, 2015

November 30, 2015

January 25, 2016

February 22, 2016

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March 29, 2016

April 26, 2016

May 17, 2016

All meetings are scheduled to take place in the Media Center from 2:30 – 3:15.

All meetings will take place on the last Wednesday of each month except for December and May.

Chairperson: Torey Wright, Sr. (Behavior Coach)

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*.

Using RTIB online where teachers/administrators enter minor (Tier 1) infractions with appropriate consequences given by the referring teacher profoundly and consistently incorporating the Capturing Kids Heart technique emphasizing relationships, rules, and routines. Teachers/administrators may enter major infractions (Tier 2 or 3) in FOCUS with an administrator/behavior coach giving a consequence. Reports will be created and discussed during team meetings showing the relevant data to discuss needed strategies and the effectiveness of PBS interventions.

How will your school document the school-wide behavior team meetings? A designated member of the team will take notes that will be posted on Google Classroom.

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

Information during our formal monthly PBS meetings and/or faculty meetings will be shared and be disseminated among faculty staff, and other stakeholders through meetings and postings on Google classroom.

**SCHOOL EXPECTATIONS AND RULES**

List 3 – 5 school-wide expectations

Be respectful.

Be honest.

Have self-control.

Be an active learner.

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Rules/ Expectations:	Setting:	Setting:	Setting:	Setting:
Show respect.				
Be honest.				
Have self-control.				
Be an active learner.				

**TEACHING EXPECTATIONS AND RULES**

How will your school introduce the school-wide expectations and rules to all of your students and staff?

During the second week of the school year, the behavior coach will conduct assemblies with all grade levels to highlight the importance of knowing and demonstrating the four school wide expectations. Faculty and staff are expected to teach and model these to students daily, as our panther pledge posters stating these social expectations are to be posted in the classrooms, cafeteria, hallway, etc.

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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?

Earned Panther Pride school-wide celebrations, student of the month parties, Montclair's yearly Mardi Gras parade, classroom incentives and rewards, etc. for students who have shown the four school wide expectations. The Panther Pledge will be announced in the morning and discussed and practiced with students that will be modeled by faculty and staff throughout the school year. The pledge should be connected to classroom social contracts, behavior management plans, and practiced procedures.

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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?

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The Panther Pledge would be given daily and practiced via demonstration of expectations through actions. An initial orientation will be given on the second week of school or so and also at the beginning of the first semester. The behavior coach may speak with individual students newly enrolled at Montclair.

**REWARD/RECOGNITION PROGRAM**

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

Panther Pledge celebration  
Student of the month pizza party.  
Class Dojo.  
Individual classroom reward systems.

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

Those who consistently show respect, honesty, self-control, and an active willingness to learn

How will you implement the reward system?

Using established reward systems identified by the school and classroom teachers.

**DISCIPLINARY PROCEDURES**

How do the adjudication guidelines complement your disciplinary procedures?

When school and classroom procedures are practiced with consistency and rewards given authentically with emphasis on relationships, routines, and rules that correlate with school wide expectations to be shown by all stakeholders, then the potential for maladaptive behavior becomes reduced. The primary goal will be on developing relationships, rules, and routines for all faculty and staff. Each student is unique, and consideration is given to the student's life situation in looking at the "why" of the behavior and developing effective interventions and solutions to eliminate problem behavior.

Our PBS committee has created a step discipline system to address Tier 1 issues with consequences. Students who have accumulated a substantial number of behavior infractions would be subject to placement in the Tier 2 process, and possibly the Tier 3 process where additional interventions are identified, behavioral data gathering are procured, and evaluations are conducted.

**TRAINING AND IMPLEMENTATION**

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

Consistency and application of interventions and strategies to create a positive learning environment is a key component in the success of the school-wide behavior plan. Several teachers have or will attend relevant training or have access to resources that includes, but not limited to, Capturing Kids Hearts, Marcia Tate, Harry Wong's First Days of School, PBS training and online resources ([www.pbisworld.com](http://www.pbisworld.com)) to assist in the implementation of the behavior management plan.

A team will participate in the Safety School Behavioral Training to assist in crisis intervention, as CPI will no longer be utilized.

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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?

By using Capturing Kids Hearts in conjunction with Minor Infractions Discipline Procedures where teachers will receive the steps to address Tier 1 behavior. The behavior coach and/or PBS grade level representative will orient new faculty and staff with the school's disciplinary procedures. The PBS website will be given as an invaluable tool to assist with behavior management.

The PBS coach will disburse and discuss key information and grade level colleagues will provide needed assistance and guidance on implementation of the behavior plan.

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

Consistently following and adhering to the Minor Infractions Discipline and referring to available online resources on [www.pbisworld.com](http://www.pbisworld.com)

**TRAINING AND IMPLEMENTATION (continued)**

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

By recognizing teachers who have had success in incorporating the research-based strategies and interventions that have worked in their classrooms (i.e., Capturing Kids Heart).

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

Viewing our data and analyzing areas that need addressment or not by utilizing the Rtib system and FOCUS.

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?

Speaking with and providing information to parents during Open House and continuing to receive the services from community organizations like Gulf Power.

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

Through gathering data from the Rtib system and FOCUS and determining behavioral areas of concern that will be discussed with faculty and staff.