



Eagles Club: A School-Wide Behavior Plan

Willow Bend School Rolling Meadows, Illinois



Toni Kappel, Principal

kappelt@ccsd15.net

Tracy Mueller, Teacher

muellert@ccsd15.net

Willow Bend School



- ◆ K-6 elementary
- ◆ 470 students
- ◆ 26.4% low Income
- ◆ 19.9% mobility Rate
- ◆ 34.5% Limited English Proficient
(29 Languages Spoken)
- ◆ Located approximately 30 miles from Chicago
- ◆ 33 certified staff
- ◆ 17 program assistants

Behavior Plan Rationale

Eagles Club:

- ◆ Believes that all students belong to all staff
- ◆ Shapes positive behaviors
- ◆ Provides community language and consistency throughout school
- ◆ Teaches children self-monitoring and self awareness
- ◆ Enhances student responsibility
- ◆ Documents frequency and type of behaviors that require redirection
- ◆ Allows for daily communication between parents and teachers

Development

- ♦ The purpose of this plan is to shape students' behavior by positively reinforcing the key areas of need.
- ♦ Created eleven years ago by Willow Bend's student support team.
- ♦ Used by all staff for students requiring a more structured behavior management plan.
- ♦ Students collect their own data related to their key areas of behavior.
- ♦ As students improve behavior, they move through the levels with the goal to maintain "Level 4" behavior.

Effectiveness

- ♦ All staff are trained because all students belong to all staff.
- ♦ Students have gained confidence in their abilities and are more responsible for their daily work requirements.
- ♦ On average, only three students per month need to visit the principal's office for a behavior issue.
- ♦ Key component related to our academic goals as evidenced by higher test scores on state achievement tests.
- ♦ Recognized by Robert Marzano in his video, "Classroom Management, What Works?"

Process

- ◆ Survey staff for addressing behavior needs
- ◆ Communication throughout school
- ◆ Supportive administration
- ◆ Empowered staff
- ◆ All students learn and understand behavior plan
- ◆ Dollar bill activity

Level System

- ◆ All children begin on Level 2, Day 1 and progress through the levels based on their behavior.
- ◆ In order for a student to make their day, they must not have more than the number of infractions for their grade level.
- ◆ They must have twice as many positives as infractions in order to make their day.
- ◆ A student will drop one level if he or she does not make his or her day twice on any level.
- ◆ A student will drop to Level 1 if they show a zero tolerance behavior.
- ◆ The FLEXIBILITY RULE: These numbers are negotiable under certain circumstances. The proposed numbers are not a law, but rather a guideline.

Point Fines

1. Incomplete homework -10 points for each assignment
2. Not having your point sheet signed by an adult - 10 points
3. Doodles on your point sheet -10 points
4. Not having your point with you at all times -20 points
5. Losing a point sheet -50 points
6. Not bringing back a point sheet -50 points
7. Turning in a point sheet that is torn, crumpled, or otherwise mutilated -100 points
8. Replacement folder -300 points

Infraction Criteria

If you are in grade...	Level 2	Level 3	Level 4
1	10	8	6
2	10	8	6
3	8	6	4
4	8	6	4
5	6	4	2
6	6	4	2

Moving UP a Level

If you are in grade...	Level 1 to Level 2	Level 2 to Level 3	Level 3 to Level 4
1	1 day	10 days	15 days
2	2 days	10 days	15 days
3	3 days	15 days	20 days
4	4 days	15 days	20 days
5	5 days	20 days	25 days
6	6 days	20 days	25 days

Levels

Level 1

- ♦ Zero Tolerance Behaviors (Gang representation, stealing, aggressive behavior, weapons, verbal and physical threats, extreme disrespect, damage to school property)
- ♦ Children on Level 1 serve 'Level 1 Lunch' (detention) supervised by a staff member.

♦ Restrictions:

1. No group lunch
2. No games
3. Restricted field trips
4. No errands for the teacher
5. No movies (unless for instruction)
6. No jobs or out of the classroom responsibilities
7. No celebration participation
8. No spending points

Level 2

♦ Restrictions:

1. No computer games
2. No errands for the teacher.
3. No jobs or out of the classroom responsibilities

♦ Rights:

1. Group lunch
2. Movies
3. Field trips
4. Celebration participation

Level 3

♦Rights:

1. Group Lunch
2. Field trips
3. Computer use including games
4. Errands for teachers
5. Movies
6. Jobs or out of the classroom responsibilities
7. Celebration participation
8. Level 3 surprise on the first day!

Level 4

♦Rights:

1. Group Lunch
2. Field trips
3. Computer use including games
4. Errands for teachers
5. Movies
6. Jobs or out of the classroom responsibilities
7. Celebration participation
8. Recognition certificate for reaching Level 4
9. Level 4 prize book

Positive Behaviors

- ♦walking quietly
- ♦completed assignments
- ♦apologizing
- ♦positive peer and adult interactions
- ♦respect for property
- ♦raising hand
- ♦listening well
- ♦waiting patiently
- ♦cooperation

- ♦eye contact while speaking or listening
- ♦appropriate language
- ♦telling the truth
- ♦good sportsmanship
- ♦accepting consequences
- ♦solving conflict in a respectful manner
- ♦respecting another's ideas

Daily Check Out

- ◆ Students check out at the end of the day with a special area teacher.
- ◆ They discuss their point sheet and how their day went.
- ◆ Goals are set for the following day.
- ◆ Point sheets are brought home each day to be shared with parents and are signed and returned the next day.
- ◆ In several instances, parents have implemented Eagles Club as part of behavioral expectations at home. The points earned at home are sent back to school adding to the Eagles Club bank book.

Summary Points

- ◆ The collaborative nature of the program enables students to be successful with their individualized behavior plan.
- ◆ Eagles Club provides students with a structured way to pay attention to their behavior by enhancing student responsibility, allowing them to identify appropriate behavior, and reinforcing positive behavior.
- ◆ This clear, concise program empowers staff to handle behavioral issues as they occur throughout the school.
- ◆ The teacher acts as a facilitator. They are not in charge of student behavior which has allowed teachers to have more time for instruction.