

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

School: Sherwood Elementary School	School Year: 2012-2013	Date of Plan: August 20, 2012
Note: Please refer to the <i>Guidelines for Developing a School-wide Behavior Management Plan</i> for instructions and recommendations.		

SCHOOL-WIDE BEHAVIOR TEAM

Name of Team Member in Attendance:	Role (Principal, Teacher, Parent, etc.):
1. Larry Knight	1. Principal
2. Carolyn Peery	2. Special Area
3. Tiffany Harvey	3. 3 rd Grade Teacher
4. Holly Peachey	4. Kindergarten Teacher
5. Monya Curtis	5. Guidance Counselor
6. Lori Puentes	6. 1 st Grade Teacher
7. Amy Engesser	7. School Psychologist
8. Quyen Nguyen	8. 4 th Grade Teacher
9. Michelle Johnston	9. 5 th Grade Teacher
10. Kathleen Halphen	10. ESE Representative
11. David Vaughn	11. Curriculum Coordinator
12. Nell Cassady	12. 2 nd Grade Teacher

STATEMENT OF PURPOSE

Behavioral Mission Statement:
The mission of Sherwood Elementary School is to educate and grow positive, self-sufficient and active learners. We will assist and support learning to help students fulfill their academic goals. We will provide students the tools necessary to develop appropriate social interaction skills.

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BASELINE DATA

PREVIOUS SCHOOL YEAR 2011 - 2012

Office Discipline Referrals (ODR)	
Number of Office Discipline Referrals (ODR)	254
Average ODR per Student (# ODR ÷ # of students enrolled)	.49
Number of Students with ODR	113
Out-of-School Suspensions (OSS)	
Number of Incidents of Out-of-School Suspension (OSS)	78
Average OSS per Student (# OSS ÷ # of students enrolled)	.15
Number of Students with OSS	42

In-School Suspensions (ISS)	
Number of Incidents of In-School Suspension (ISS)	16
Average ISS per Student (# ISS ÷ # of students enrolled)	.03
Number of Students with ISS	16
Attendance	
Average Daily Attendance	94.2
Bullying Prevention	
Percent of Students Trained	100
Percent of Staff Trained	100

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.).

RTI:B data to identify difficulties by grade level, location and problem behavior
Principal's Discipline Log

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SCHOOL-WIDE BEHAVIORAL GOALS

1. Out-of-school suspension

At Sherwood Elementary, we will work to reduce the number of out-of school suspensions by 1percentage point as compared to the 2011-2012 school year.

2. Attendance

At Sherwood Elementary, we will work to increase our average daily attendance by 1 percentage point as compared to the 2011-2012 school year.

3. Bullying

At Sherwood Elementary, we will provide bullying training for 100% of faculty and staff as part of our behavior management program. We will teach anti-bullying lessons to 100% of our students via a Rights and Responsibility assembly.

4. Office Discipline Referrals

At Sherwood Elementary, we will work to decrease the number of office discipline referrals by 1 percentage point as compared to the 2011-2012 school year.

5. Other

6. Other

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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.

Our team will meet at 2:20 in the media center on the following dates:

September 10, October 8, November 8, December 10, January 14, February 11, March 11, April 8, May 13, & June 4

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*.

1. Data from the Principal's Discipline Log Book will be summarized
2. Discipline Report will be generated by the school's data clerk
3. RTI:B Report will be generated by the school's guidance counselor

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

Meetings will be documented utilizing the School-Wide Behavior Management Plan Progress Monitoring Form and meeting notes transcribed by a team member.

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

This data will be shared with faculty and staff during faculty meetings. The information will be shared with stakeholders during PTA and School Advisory Council Meetings.

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SCHOOL EXPECTATIONS AND RULES

List 3 – 5 school-wide expectations

1. I am an Active Learner
2. I am Honest
3. I am Responsible
4. I am Respectful

Rules/ Expectations:	Setting: Hallway	Setting: Classroom	Setting: Cafeteria	Setting: Breakfast Line
Active Learner	Listen and follow directions while in the hallway. Always follow hallway rules whether you are with your class or a buddy.	Actively participate in classroom activities. Do not disrupt.	Listen and follow directions given by adults while in the cafeteria.	Follow rules and expectations while waiting to go through the breakfast line each morning.
Be Honest	Report any concerns to your teacher.	Do not bother things that don't belong to you. Be truthful if your teacher asks questions.	Take only those items that should be on your lunch tray, No Extras	Go to the back of the line when you arrive at breakfast, do not hold a place for your friends in line
Be Responsible	Walk at all times, do not knock on classroom doors as you go by, always walk on the right side of the hall.	Have items that you need for class, have backpacks unpacked and put away so that the teacher can begin instruction right away	Leave your area clean each day. If you drop items on the floor/ground, please pick them up. Do not put your hands on other students or their trays.	Go straight to breakfast each morning. Do not wait on friends. Stand in a quiet line. Eat quickly and go to class.
Be Respectful	Walk quietly, follow directions and hallway rules	Listen and follow directions. Do not talk back or argue with an adult. Let an adult take care of any problems or concerns	Keep hands and feet to yourself. Always use good manners.	Listen and follow directions that adults give in the breakfast line and at breakfast.

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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?

Faculty Meetings and Pre-Planning
CCTV/Morning Announcements Reminders By Principal and Curriculum Coordinator
Classroom Lessons (Learning for Life)
Newsletters
Bulletin Boards and Posters
Rights and Responsibilities Assembly

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?

Faculty Meetings
CCTV/Morning Announcements Reminders By Principal and Curriculum Coordinator
Classroom Lessons (Learning for Life)
Lessons by Guidance Counselor
High Visibility of the Principal and Curriculum Coordinator

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?

The PBS team will meet on a monthly basis to review data and input from teachers. The team will share behavior data with the faculty each nine weeks and discuss progress/concerns with our school-wide plan. The principal will meet with new students as they register or within two days of them registering to go over our School-Wide Expectations. Students with individual needs will have an opportunity to meet with the counselor as needed. After the Holidays, teachers will reteach the School-Wide Expectations. Also, there will be another Rights & Responsibilities Principal and Curriculum Coordinator will give daily reminders on CCTV concerning behavior expectations.

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REWARD/RECOGNITION PROGRAM

What type of reward system will you use?

"Bullseye" Bucks
Incentive Activities
Reward Store
Certificates
Awards
Recognition on Morning Announcements
Student of the Month
Quarterly Incentive Activity

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

Being Honest
Following directions
Listening
Being respectful
Helping Others
Being Responsible
Making the Right Choice
Being Prepared for Class
Trying Your Best
Attendance

How will you implement the reward system?

All faculty and staff will award "Bullseye" Bucks to students that they see making good choices. Students can receive "Bullseye" Bucks in all areas at school. As students are recognized, they will be told the positive behavior that was observed by the adult. The "Bullseye" Bucks can be used in the reward store. The PBS team will monitor the success of our implementation of the reward system and make changes as necessary. Based on citizenship grades each week, students can gain admittance to the Quarterly Incentive Activity. We will culminate the school year with bonus bucks and special prizes.

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DISCIPLINARY PROCEDURES

Explain the discipline process at your school. Differentiate between minor and major behavior incidents and describe the process for documenting and addressing both types of incidents.

For minor behaviors, Classroom Behavior Tracking Forms will be completed by the observing teacher or staff. Teachers can also request the Principal, Curriculum Coordinator, or Guidance Counselor intervene on minor issues in an effort to avoid future major behavior incidents. These incidents will be logged in the Principal's Discipline Log. Once a discipline referral is written for a student, the office will meet with the student to discuss/explain the infraction that has been cited. The student will be given an opportunity to tell his/her side of the story. We will speak to any students/witnesses that may have witnessed the infraction. If necessary, we will speak with the teacher responsible for writing the discipline referral for further clarification, and the administration will decide what action will be taken.

The parent of the student will then be contacted to let him/her know that the student was seen in the office that day. We will explain the discipline referral to the parent and the action that was taken as a result. Any questions that the parent may have will be addressed. The parent will be asked to discuss the referral with the child, sign it and return it to school the following day.

What intervention strategies will your school use to prevent behavior that results in discipline referrals and out-of-school suspensions?

Redirecting Students
Modeling Appropriate Behavior/Restating Expectations
Warning
Time-Out in Classroom
Buddy Break in Another Classroom
Calling/Conferencing with Parent
Rewarding Positive Behavior
Consequences in the Classroom (Loss of Privileges)
Changes in Classroom Environment
Behavior Contracts
Referral to Guidance Counselor
Learning For Life
Classroom Behavior Tracking Form will be used to document interventions and consequences given prior to discipline referrals.
Intervention "Chats" with the Principal or Curriculum Coordinator
Reflection Centers
Detention

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DISCIPLINARY PROCEDURES (continued)

What are the consequences or disciplinary actions that are used in your school?

Buddy Break in another classroom
Time-Out in the office
Conference with student
Conference with parent
Detention
Restitution
Referral to Guidance
Counseling
Out-of-School Suspension
Reflection Centers

For Middle or High Schools:

How do the adjudication guidelines complement your disciplinary procedures?

Not Applicable

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TRAINING AND IMPLEMENTATION

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

The PBS team asked faculty and staff to complete surveys, at the end of the 2011-2012 school year. Everyone seemed pleased with our progress and wished to continue as we have.

Signs with our "Problem Solving Process" will be printed and posted in classrooms and hallways.

Reward Store items will be replenished as needed.

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?

During pre-school planning the PBS team presented a refresher of PBS to faculty and staff. Teachers were provided with items needed for implementation of PBS.

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

Expectations and Procedures will be posted.

All faculty/staff will award "Bulls-Eye Bucks to students for modeling appropriate behavior.

Teachers will use common terms (example- "Transition Position")

All students will be expected to follow the same school rules (ex. Talking Rule / Color Coded Lunch Card Format) in common areas (hallways, restrooms, cafeteria, etc.)

All teachers will post classroom rules.

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TRAINING AND IMPLEMENTATION (continued)

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

The PBS team will meet monthly to share and look at data. Each grade level will have a team member that communicates with them individually to address concerns and serve as their representative to the PBS team. We will address needs and concerns as they arise, and the team will work to monitor implementation school-wide. We will seek input and share data at faculty meetings as well.

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

The administration will monitor implementation through classroom walkthroughs, observation, Principal's Discipline Log, data collected through RTI:B and TERMS, teacher input, and surveys of faculty and staff

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?

Seek donations from community members, businesses and partners.
The guidance counselor will provide parent workshops quarterly.
Family activities and programs will be planned for all grade levels.