

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

<b>School:</b> Sherwood	<b>School Year:</b> 2013-2014	<b>Date of Plan:</b> 8/19/13
<b>Note: Please refer to the <i>Guidelines for Developing a School-wide Behavior Management Plan</i> for instructions and recommendations.</b>		

**SCHOOL-WIDE BEHAVIOR TEAM**

<b>Name of Team Member in Attendance:</b>	<b>Role (Principal, Teacher, Parent, etc.):</b>
1. Larry Knight	1. Principal
2. David Vaughn	2. Curriculum Coordinator
3. Monya Curtis	3. Guidance Counselor
4. Teresa Clarke	4. School Psychologist
5. Maderia Wallace	5. Kindergarten Teacher
6. Debbie Elleard	6. 1 <sup>st</sup> Grade Teacher
7. Lori Puentes	7. 2 <sup>nd</sup> Grade Teacher
8. Melissa Ballard	8. 3 <sup>rd</sup> Grade Teacher
9. Stephanie Golden	9. 4 <sup>th</sup> Grade Teacher
10. Georgia Seitz	10. 5 <sup>th</sup> Grade Teacher
11. Amanda Chaffee	11. ESE Teacher/Parent
12. Ila Harvey	12. Resource 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 -**

<b>Office Discipline Referrals (ODR)</b>	
Number of Office Discipline Referrals (ODR)	188
Average ODR per Student (# ODR ÷ # of students enrolled)	34%
Number of Students with ODR	101
<b>Attendance</b>	
Average Daily Attendance	93.8
Excused Tardies ( <i>Elem</i> )	311
Unexcused Tardies ( <i>Elem</i> )	3600
Excused Early Check-outs ( <i>Elem</i> )	1397
Unexcused Early Check-outs ( <i>Elem</i> )	481

<b>Out-of-School Suspensions (OSS)</b>	
Number of Incidents of Out-of-School Suspension (OSS)	64
Average OSS per Student (# OSS ÷ # of students enrolled)	12%
Number of Students with OSS	44
<b>In-School Suspensions (ISS)</b>	
Number of Incidents of In-School Suspension (ISS)	18
Average ISS per Student (# ISS ÷ # of students enrolled)	3%
Number of Students with ISS	17
<b>Bullying Prevention</b>	
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 or maintain as compared to the 2012-2013 school year.

**2. Attendance**

At Sherwood Elementary, we will work to increase our average daily attendance by 1 percentage point as compared to the 2012-2013 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 or maintain as compared to the 2012-2013 school year.

**5. Tardies (Elementary – see attached plan) or Other School-wide Behavior Goal**

**6. Early Check-Outs (Elementary – see attached plan) or Other School-wide Behavior Goal**

**7. Other School-wide Behavior Goal**

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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 9, October 2, November 6, December 4, January 6, February 5, March 5, April 9, May 7, & June 2

**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. Comparative information will also be shared in our monthly newsletter.

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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

<b>Rules/ Expectations:</b>	<b>Setting: Hallway</b>	<b>Setting: Classroom</b>	<b>Setting: Cafeteria</b>	<b>Setting: Breakfast Line</b>
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.
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
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.
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 assembly second semester. 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  
Work Detail

**For Middle or High Schools:**

**How do the adjudication guidelines complement your disciplinary procedures?**

N/A

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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.**

he PBS team asked faculty and staff to complete surveys, at the end of the 2012-13 school year. Everyone seemed pleased with our progress and wished to continue as we have.

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.