

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

School: Sherwood Elementary	School Year: 2014/2015	Date of Plan: 9/3/14
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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. Larry Knight	1. Principal
Sunday Tindell	Assistant Principal
David Vaughn	Curriculum Coordinator
Monya Curtis	Guidance Counselor
Ila Harvey	Resource Teacher
Amanda Chaffee	ESE Teacher/Parent
Debbie Brown	School Secretary
Alexis Quick	Kindergarten Teacher
Kristen Palmer	1 <sup>st</sup> Grade Teacher
Megan Merritt	2 <sup>nd</sup> Grade Teacher
Melissa Ballard	3 <sup>rd</sup> Grade Teacher
Stephanie Brown	4 <sup>th</sup> Grade Teacher
Georgia Seitz	5 <sup>th</sup> 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.

**BASELINE DATA**

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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.).

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

Teacher surveys for level of understanding and implementation of Capturing Kids Hearts as part of our PBS. This data will be analyzed by the team to plan follow up professional development.

Admin Walkthroughs to monitor implementation and progress of Capturing Kids Hearts. This data will be analyzed by the team to plan follow up professional development.

**SCHOOL-WIDE BEHAVIORAL GOALS**

1. Out-of-school Suspension

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At Sherwood Elementary, we will work to reduce the number of out-of-school suspensions by 1 percentage 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. ISS**

At Sherwood Elementary, we will decrease or maintain the number of incidents of ISS when compared to the 2013/2014 school year.

**6. Campus Arrests**

At Sherwood Elementary, our goal is to have zero campus arrests.

**7. Other**

**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.

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Describe responsible party.

Our team will meet at 2:40 in the conference room on the following dates:  
September 3, October 1, October 15, November 5, December 3, January 7, January 21, February 4, February 18,  
March 4, March 18, April 8, April 20, May 6th

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. Discipline Report will be generated by the school's data clerk. 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.

**SCHOOL EXPECTATIONS AND RULES**

List 3 – 5 school-wide expectations

1. I am an Active Learner.

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I am Honest.  
I am Responsible.  
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.

**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, Assistant Principal, and Curriculum Coordinator  
Classroom Lessons (Learning for Life and Capturing Kids Hearts)

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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, Assistant Principal, and Curriculum Coordinator  
Classroom Lessons (Learning for Life and Capturing Kids Hearts)  
Lessons by Guidance Counselor  
High Visibility of Principal, Assistant 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.

**REWARD/RECOGNITION PROGRAM**

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

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

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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 Choices  
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.

**DISCIPLINARY PROCEDURES**

How do the adjudication guidelines complement your disciplinary procedures?

For minor behaviors, Classroom Behavior Tracking Forms will be completed by the observing teacher or staff. Teachers can also request the Principal, Assistant 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

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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.

**TRAINING AND IMPLEMENTATION**

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

Our school was a PBS Model school in 2013/2014. We also began implementing "Capturing Kids' Hearts" to complement our PBS Model that was in place. The focus of "Capturing Kids' Hearts" is building relationships. Less than 50% of the faculty was trained in "Capturing Kids' Hearts" during 2013/2014 school year and more attended summer training. 75% are now trained. Our goal is for 100% of our faculty and staff to be trained by the end of the 2014/2015 academic year, including all support personnel.

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, including Capturing Kids' Hearts strategies, to faculty and staff. We have monthly refreshers/training during faculty meetings.

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.  
Classroom Social Norms will be established.  
Teachers will greet students with a hand-shake each morning.  
The school day will begin with "Good Things" in each classroom.  
All faculty/staff will award "Bulls-Eye" Bucks to students for modeling appropriate behavior.  
Teachers will use common terms (example- "Transition Position", check yourself, foul, affirmations)  
Teachers will use "Four Questions" to redirect.

**TRAINING AND IMPLEMENTATION (continued)**

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



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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. Further training/refreshers will be provided based on data analysis.

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 TRI: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.

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

N/A