

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

School: Brentwood Elementary School	School Year: 2016-2017	Date of Plan: 9/02/2016
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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. Jennifer Sewell	1. Principal
2. Kristin Cain	2. Assistant Principal
3. Scotti Mason	3. Positive Behavior Coach
4. Gail O'Neal	4. Guidance Counselor
5. Kenneth Hartley	5. ESE Teacher
6. Audrey Brown	6. Gen Ed Teacher K
7. Lacey Carrasquillo	7. Gen Ed Teacher 1
8. Cathy Hamilton	8. Gen Ed Teacher 2
9. Maita Trahms	9. Gen Ed Teacher 3
10. Sherri Jackson	10. Gen Ed Teacher 4
11. Melissa Giles	11. Gen Ed Teacher 5
12. Maria Cardoso	12. ICARE TIC
13. Amber Whitfield	13. Special Area- Art
14. Dee Pettit	14. PTA Member/ Parent

STATEMENT OF PURPOSE

Behavioral Mission Statement:
To provide a climate of cooperation, academic excellence, and social-emotional competence, while providing a safe and positive educational experience for all students.

BASELINE DATA

Refer to Progress Monitoring Form for data.

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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.).

The school will use the RTIb data shared with the School Wide Behavior Management Team each month to determine problem areas that need to be addressed. We will continue to monitor SWBMP progress monitoring quarterly. PBS data will indicate the number of students not able to participate in Bucket filing Celebrations due to a D or lower in Citizenship. These students will be targeted for additional social and behavioral support with specific behavior lessons designed to teach replacement behaviors. Using RTIb data the team will be able to identify a variety of areas throughout the school, grade levels, times of day and bus incidents that need to be addressed.

Teachers have been trained to put all minor forms in RTIb to maintain better data and plan for appropriate interventions at the Tier 1 and Tier 2 level.

SCHOOL-WIDE BEHAVIORAL GOALS

1. Out-of-school Suspension

Reduce OSS by 2% or more when compared to the 2015-2016 school year final SWBMP.

2. Attendance

Increase the percentage of daily attendance to a minimum of 95%. Guidance Counselors will track attendance data and contact families. Guidance counselors will work with classroom teachers to recognize classes and grade levels with perfect attendance. Students that are in attendance all week will be recognized in our Learning Earnings program with Brentwood Bucks to encourage perfect attendance. A district daily call out will be made daily for all absences. Students

3. Bullying

We will continue to train 100% of employees and students on how to identify and prevent bullying. The trainings are to include what to do in the event a student experiences bullying issues. Guidance counselors will team with ICARE faculty to share and utilize Bully prevention curriculum. We will have a bully assembly with separate grade levels to address the students about bullying. The PBS Coach will teach bully prevention lessons to individual classes when needed.

4. Office Discipline Referrals

Reduce the percentage of students with ODR by 2% when compared to the final SWBMP for the 2016-2017 school year.

5. Detention

After school detention will be used as a consequence and intervention before OSS occurs. Detention will be monitored with "In-house" data. Data will be reviewed monthly to identify and address problem areas.

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6. ISS (In School Suspension)

ISS will be used as a consequence and intervention before OSS occurs. ISS will be monitored with “in-house” data and Focus. Data will be reviewed monthly to identify and address problem areas.

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. Describe responsible party.

The SWBP Leadership team will meet on the third Wednesday of each month to discuss progress monitoring data as well as address changes or modifications that may be needed to improve the plan. The school’s PBS team will serve as the SWBMP leadership team. The PBS coach/ coordinator will submit progress-monitoring form quarterly.

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*.

We will enter behavior data into Focus and into RTIb. The PBS coach will enter information into Focus and RTIb. Teachers have been trained to enter Tier I infractions into RTIb database. The data PBS coordinator will print Focus reports and the PBS coach will print RTIb reports to share with the SWBMP leadership team. The PBS coach is also the RTIb facilitator and will share information regarding specific students in Tier II or III for behavior. We will compare information and data during strategic planning.

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

We will have sign-in sheets, meeting agendas, and notes will be kept for each meeting. Important information will be related from grade chair members on the Leadership team to grade levels. All notes will be submitted to the principal and put in the PBS Google drive.

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

Data results will be shared at faculty meetings, grade level meetings, and RTI meetings at the end of each nine weeks or as needed. Data will also be shared at school advisory council meetings.

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SCHOOL EXPECTATIONS AND RULES

List 3 – 5 school-wide expectations

1. Be Safe
2. Be Attentive
3. Be Responsible
4. Be Respectful

Rules/ Expectations:	Setting: Cafeteria	Setting: Bus	Setting: Hallway	Setting: Playground/Gym
Be Safe	Walk single file Hold tray with two hands. Voice Volume zero in line.	Wait for bus to stop Wear your seatbelt Stay in Seat Voice Volume 1	Stay in Line Walk on the right side of the hallway. Voice Volume 0	Use equipment as directed. Keep your hands and feet to yourself. Stay in your designated area.
Be Attentive	Listen to the cafeteria workers. Follow adult directions.	Listen to the bus driver. Follow all bus rules. Be aware of your surroundings.	Refrain from talking. Transition quietly and quickly to your destination.	Be aware of your surroundings. Stay near your teacher.
Be Responsible	Clean your area. Throw away all your trash.	School-appropriate objects only. Objects should be kept in backpack, binders or pockets. Be on time	If you see something inappropriate report it to a teacher immediately. Transition to your designated area in a timely manner	Remember your actions affect others, be gentle and kind. Bring anything you took with you back inside.
Be Respectful	Keep hands, feet, and objects to self.	Greet the bus driver with a smile Use kind words on the bus Be considerate of others on the bus Follow all bus rules	Walk until you have reached your designated area. Refrain from conversations. Keep your hands by your sides	Use your playground and gym as intended Stay with the group, be a leader and share with others.

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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?

The PBS team provided every classroom with mini lessons about the school wide expectations and procedures, in addition to the classroom teacher instruction. Expectations are posted throughout the school and scroll on the CCTC daily. The principal will share with parents the expectations and procedures through school newsletters, school website and a video presentation during open house.

All Brentwood faculty and staff have access and are encouraged to teach one social skills daily using LEAPS during Morning Meetings. They also have access to anti-bullying curriculum provided by the Alternative Education ICARE program on site.

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?

Video presentations on the school's CCTV news show, promotion of the PBS celebrations using posters, CCTV, and flyers to be sent home. The school wide expectations are not only posted and used throughout the school, but are visible and a large part of every classroom. Teachers teach and reteach these expectations by using them in their social contracts.

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?

Teachers will introduce the PBS system, expectations, rules, and procedures with every new student. Review of expectations will be conducted on the school's CCTV news show to help students and staff members learn the rules and expectations. Refresher trainings will be provided at various Faculty meetings throughout the year. Periodically during the year, teachers will review the school wide expectations and procedures and re-read "Have you Filled a Bucket Today" book.

REWARD/RECOGNITION PROGRAM

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

Teachers will use "Have You Filled a Bucket Today?" by Carol McCloud to encourage positive behavior, kindness, and appreciation to others. Students will earn bucket tickets as a reward for good behavior. The class with the most bucket tickets at the end of each month will win the bucket filler of the month celebration to reward and recognize them for following school wide expectations and for being positive students.

Each week a student from each class will be chosen as the Bucket Filler of the Week, this student will earn a certificate, their picture posted on the poster outside of their classroom, and Learning Earnings "Brentwood Bucks".

Students will earn "Brentwood Bucks" in the Learning Earnings program for behavior, academics, and

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attendance.

Classes will also set a goal to earn tickets in their buckets to attend the school wide PBS celebrations.

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

Students earning a C or higher will be eligible to participate in the "Bucket Filling Celebrations." Students who are demonstrating safe, respectful, responsible, and attentive behaviors will be given tickets. Teachers will choose one student per week who is exceling at demonstrating the expectations to be their student of the week and they will be recognized. Classes that get the most tickets each month will be recognized with a small celebration, they will earn the tickets by demonstrating the expectations. Each month's winner will be posted on a bulletin board in the main hallway to recognize the class that was the Bucket Filler of the Month for the school.

For students to earn "Brentwood Bucks" they must come to school, follow school wide expectations, and do their work. Each teacher may individually set other goals for their classrooms to earn additional bucks.

How will you implement the reward system?

Each employee is given a large stack of "bucket tickets" to pass out throughout the month. Each month, a total is sent to determine the winner of the monthly celebration, at this time more tickets are handed out to teachers.

Tickets are also kept in key areas for easy access for teachers to give out, for example: cafeteria, teacher's lounge, etc. All areas of the school will have bucket tickets, including the buses.

Each classroom has been given a bucket to fill with "Bucket Tickets." The PBS team will manage the reward system by delivering weekly certificates to Bucket Fillers of the Week , providing a monthly celebration for the class that wins Bucket Filler of the Month, and the large PBS celebrations.

The Principal will electronically give learning Earning Bucks to faculty and staff. The teachers will then give bucks to students in their class and other classes.

DISCIPLINARY PROCEDURES

How do the adjudication guidelines complement your disciplinary procedures?

Brentwood's progressive discipline consequences are in line with the Districts Discipline Intervention Matrix for Elementary level students. Our PBS model focuses on Positive Reinforcement and preventive measures before disciplinary action occurs.

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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.

Initial PBS training was provided for Brentwood faculty. Continued support will be used from the district PBS coordinator in maintaining the integrity and consistency of the program. Posters and banners are used to promote our PBS program as well as rules and expectations. Continued training for faculty in Capturing kids hearts, Kagan strategies, and Whole Brain techniques will be a priority.

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?

Provide a one-hour training during the Pre-School Planning Week. This will be presented by the PBS coach and the ICARE TIC.

Provide refreshed training at faculty meetings as needed.

Review continuously throughout the school year on the school's CCTV news show for both students and teachers to be reminded of the expectations and proper protocols.

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

Consistent:
Drill Procedures
Arrival procedures
Hallway procedures
Cafeteria breakfast and lunch procedures
Restroom procedures
Recess Procedures
Dismissal Procedures
Dress- Code Procedures
Gaining Attention Procedures
Voice Volume Procedures
Gym/Playground Procedures

TRAINING AND IMPLEMENTATION (continued)

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

Provide constant feedback with evidence-based data that demonstrates the effectiveness of the implementation of PBS. Show data of reduced OSS and ODR's at the school from year to year. Allow frequent feedback from faculty and staff on what they like, dislike, what worked for them and what they would like to change.

Each grade level has a representative on the PBS leadership team.

Provide surveys for teachers to share their thoughts, ideas, concerns, and questions.

"Manage up", give "Shout outs" and recognize and thank teachers with treats and special luncheons.

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

We will analyze data from each PBS celebration from students that could not participate. We will investigate and track each student as they progress through the nine week period and support them in areas they are struggling that may have prevented them from going to the celebration. For example, if a student has not attended a celebration for disrespectful behavior causing them to have a low citizenship grade, then a specific lesson on disrespect will be given to the child in lieu of the celebration.

Study the SWBMP Quarterly Report results along with the RTIb results.
RTIb results will be reviewed regularly.

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?

Provide information in school newsletters, flyers, and on the Brentwood websites.

Provide an overview at Open House. Teachers provide information during Open House.

Invite families and school partners to join us during “ Bucket Filling Celebrations.”

Provide training and support for parents in school curriculum resources.