

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

School: Sherwood	School Year: 2016/2017	Date of Plan: 9-12-16
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.Angel Ellis	2. Parent/Teacher
3.Alexis Quick	3. Behavior Representative
4.Melissa Ballard	4. Gen Ed Teacher
5.Megan Wolter	5. ESE Teacher
6.Joshua Steele	6. Gen Ed Teacher
7.Lynell Robertson	7. Gen Ed Teacher
8.Tammy Prell	8. Gen Ed Teacher
9. Juanita Calvin-Golden	9. Gen Ed Teacher
10. Caroline Peery	10. Special Area Teacher
11. Sunday Tindell	11. Assistant Principal
12. Curriculum Coordinator	12. Curriculum Coordinator

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

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.).

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.

Students who are in the Rtl process for behavior will be monitored by the Rtl team every six weeks.

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 1 percentage point or maintain as compared to the 2015-2016 school year.

2. Attendance

At Sherwood Elementary, we will work to increase our average daily attendance by 1 percentage point as compared to the 2015-2016 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 and Learning for Life Lessons.

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 2015-2016 school year.

5. 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. Describe responsible party.

Our team will meet at 2:40 in the conference room on the following dates:
September 7, October 5, November 16, December 7, January 2, February 1, March 1, April 5, May 3.

The principal, assistant principal, curriculum coordinator and/or the RTI Teacher/PBS Coach will be responsible for these meetings.

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. Focus Discipline Report will be generated by the school's data clerk.
3. Rtl: B report will be generated by the school's PBS Coach.

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.
2. I am Honest.
3. I am Responsible.
4. I am Respectful.

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Rules/ Expectations:	Setting:	Setting:	Setting:	Setting:
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, Curriculum Coordinator, and PBS Coach
 Classroom Lessons (Learning for Life and Capturing Kids Hearts)
 Newsletters
 Bulletin Boards and Posters
 Rights and Responsibilities Assembly

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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 or a designee 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, Assistant Principal, Curriculum Coordinator, and PBS Coach will give daily reminders on CCTV concerning behavior expectations.

REWARD/RECOGNITION PROGRAM

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

Online "Bullseye" Bucks through Learning Earnings
Incentive Activities
Online Learning Earnings Reward Store
Certificates
Awards
Recognition on morning announcements
Student of the Month
Quarterly Incentive Activity
Right on Target Awards

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

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How will you implement the reward system?

All faculty and staff will award “Bullseye” Bucks through the online Learning Earnings program 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 online 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 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.

We will continue our online token economy through Learning Earnings and have budgeted the costs involved for prizes and annual renewal.

Those teachers not already trained in Capturing Kids' Hearts were trained this summer. Faculty and Staff attended a one day professional development on “Research-based Strategies, Narrowing the Achievement Gap for Under-Resourced Students” developed by Ruby K. Payne, Ph.D. This training focused on academic interventions, as well as behavior strategies and interventions.

All teachers will participate in a book study on “Shouting Doesn't Grow Dendrites” within grade level or special area teams.

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.

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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?

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

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 RTIB and FOCUS, 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 each semester.
Family activities and programs will be planned for all grade levels.