

The School District of Escambia County Multi-Tier System of Supports (MTSS) Plan for Behavior

School: Sherwood Elementary	School Year: 2018-2019	Date of Plan: August 13 th , 2018
Note: Please refer to the <i>Guidelines for Developing a Multi-Tier System of Supports (MTSS) Plan for Behavior</i> for instructions and recommendations. The Committee will meet the first Wednesday of every month at Sherwood Room 57-A.		
Describe how your school-wide behavior team will share the data and outcomes with your faculty, staff, and other stakeholders in the space below. Our Sherwood PBIS team will meet the first Wednesday of every month. We will review the behavior data in the RTIB database. We will dissect the data and look for trends and areas to improve upon. Each member of the team will share the outcome of the meeting with their grade level the following day (Thursday) at the grade level meeting. The results and plan of action for the month will be reiterated at the faculty meeting the 2 nd Wednesday of every month. Parents and families of the students of Sherwood will receive quarterly news, tips, and information in our school wide newsletters.		

STATEMENT OF PURPOSE

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Name of Team Member(s) in attendance:	Role of Team Member (Principal, Teacher, Parent, etc.):
1. Kristen Danley	1. Administration
2. Alexis Quick	2. Behavior Coach
3. Monya Curtis	3. Guidance Counselor (Special Area Rep.)
4. Jennifer Germain	4. RTI Facilitator (ESE Rep.)
5. Ingrid Gambilin & Liberty Davis	5. Teacher (Pre-k & K)
6. Chloe Hendricks	6. Teacher (1 st grade)
7. Adriannce Meyer	7. Teacher (2 nd grade)
8. Rachel Kelley	8. Teacher (3 rd grade)
9. Lynelle Robertson	9. Teacher (4 th grade)
10. Rionna Wages	10. Teacher (5 th grade)

SMART GOAL

As a PBIS school, our primary goal is developing healthy relationships by creating a safe learning environment through the targeted steps of engage, explore, communicate, empower and launch.

SCHOOL-WIDE BEHAVIORAL GOALS

Office Discipline Referrals: Reduce the number of office discipline referrals (ODRs) by 20% (376 last year to 302 this year).

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Out-of-School Suspensions: Reduce the number of out of school suspensions (OSS) by 30% (139 last year to 100 or less this year).

In-School Suspensions: The goal is to utilize strategies including in-school suspension (ISS) to reduce the number of OSS days, so the number of ISS days is expected to increase by 10% (66 ISS days last year to 72 this year).

Discipline Disproportionality: Decrease the percentage of African American students receiving ODR by at least 10% through school based programs (i.e. Mission 21, mentors). School Equity profile shows that 75% of ODRs were from African American students while African American students only make up 45% of the student body. This year the goal will be 65% or less.

Chronic Absenteeism: Increase average daily attendance from 92% to 95%.

Bullying Prevention: Educate students, parents and staff.

Other: [Click here to enter text.](#)

TEACHING EXPECTATIONS AND RULES

How will your school introduce the school-wide expectations and rules to all of your students and staff?

Staff received training on our Tier 1, Tier 2, and Tier 3 procedures/ expectations during the week of pre-school. Staff received their PBIS Handbook which outlines the school wide expectations and procedures. Students are introduced to the school wide expectations each morning on closed circuit news show. We have daily lessons that highlight the school wide expectations. Teachers then expand on the expectations each morning during “morning meetings” which is embedded in every classroom’s daily schedule.

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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?

Each morning, in every classroom, from 7:45 to 8:15 teachers host “morning meeting”. Morning meeting is a time to go over school expectations and rules of respect. It is also a time to do classroom team building to help improve relationships between teachers and students. Also, during this time, students will log in to Suite360, our district wide character building curriculum, and complete assignments and lessons that emphasize the school wide expectations and rules.

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?

Every 2nd Wednesday of the month, the PBIS team will provide quick tips and reminders to staff about how expectations and rules are being implemented in the school. New students will be oriented within their classes morning meeting routines. Depending on the number of new student enrollment, a mid year assembly for new students will be considered.

REWARD/RECOGNITION PROGRAM

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

We have a school wide token economy system. We use PBIS Rewards, an online program that allows students to purchase items from our school wide store. The student's earn "Bullseye Bucks" for displaying desired school wide expectations and use their bucks to purchase items. We advertise and hold quarterly school wide "parties" that students attend if they receive an A or B in citizenship (or made great gains). Classes earn a certificate and small treat if they go a whole quarter being referral free as a class. Buses have a point system and earn points for following the expectations on the bus and exhibiting bus safety. At the end of the month, the bus with the most points will receive a small token of appreciation and recognition on the news show and our Facebook school page for being the Bus of the Month. Our closed circuit T.V runs pictures of students meeting expectations and following school wide rules of respect. Students, teachers and staff can recognize others they see following our Arrows of Excellence or performing an act of goodness by filling out a Right on Target Ticket. Right on Target tickets are then read on the news and posted on a bulletin board.

Describe the behaviors for which you will reward or recognize students as stated in the expectation matrix.

Our school wide expectations are: respect, active learning, honesty, and responsibility. Students will be rewarded and recognized when they display acts of these expectations. We also have the Sherwood Aim High Rules to Success. 35 general rules of respect (saying "excuse me" when you bump into someone, opening doors for people, greeting people and making them feel welcome, etc.) that students will be recognized for as they exhibit them.

How will you implement the reward system?

Our reward system is implemented by all faculty and staff members in the school. It starts in the classroom with the teachers. Teachers will give out "bucks" as they are earned. Teacher helpers in the school (from bus drivers to custodians to office assistance) will also have bucks to give. All other incentive programs will be overseen by the PBIS team.

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TRAINING AND IMPLEMENTATION

Describe any training needs, material needs, and/or environmental arrangements necessary to implement your Multi-Tier System of Supports (MTSS) Plan for Behavior.

The FDLRS office at the Hall Center created posters to display around our school (school expectations and consequences). A behavior coach's office was built this summer by the district to include study carrels for ISS students.

Describe how your school will train all faculty and staff on your Multi-Tier System of Supports (MTSS) Plan for Behavior. How will you orient and teach new faculty and staff who arrive mid-year?

Staff received training on our Tier 1, Tier 2, and Tier 3 procedures/ expectations during the week of pre-school. Staff received their PBIS Handbook which outlines the school wide expectations and procedures. New staff will be oriented as needed, at grade level meetings upon arrival. Grade level meetings are each Thursday of the week.

What school-wide routines and procedures will be implemented by all faculty and staff to facilitate your Multi-Tier System of Supports (MTSS) Plan for Behavior?

Teachers will host morning meetings each morning with their class to reteach expectations. We streamlined our school wide citizenship grading process so that there is consistency throughout the school. Teachers will uphold school wide expectations in their classrooms and enter infractions into the RTIB system if expectations are violated. We will use the RTIB data to problem solve behavior issues on campus.

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

We have one member of each grade level represented on our PBIS team so that each grade level's voice is heard and so that we can meet the needs of each grade level. We are also implementing staff wide incentive programs to remind them that they are supported.

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TRAINING AND IMPLEMENTATION (CONT.)

Describe how you will monitor the implementation of your Multi-Tier System of Supports (MTSS) Plan for Behavior.

We will use our RTIB database to oversee the implementation of our MTSS plan. We will have class wide citizenship records and anecdotal records. We will have ISS records and teacher observations. We will also have our monthly minutes for PBIS team meetings.

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?

We sent out an introduction pamphlet to families of Sherwood that explains what PBIS/ school expectations are all about. We will send out quarterly newsletters to keep families updated on progress and successes at Sherwood and share pictures of great happenings at Sherwood including our incentive programs. Our PBIS team will have booths at family nights to continue advertising/ informing families about our school wide expectations and programs.

Describe how you will implement an ILR program at your site, and describe how you will monitor its effectiveness. (Middle and High School ONLY)

N/A