

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

School: Sherwood Elementary School	School Year: 2019-2020	Date of Plan: 9/16/19
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Please refer to the *Guidelines for Developing a Multi-Tier System of Supports (MTSS) Plan for Behavior* for instructions and recommendations. The Committee will meet the first Monday of every month at 2:15 PM at Sherwood Elementary School.

Describe how your school-wide behavior team will share the data and outcomes with your faculty, staff, and other stakeholders in the space below: Behavioral data is pulled from the RTIB database and FOCUS system and discussed at each monthly behavior meeting. There is one member from each grade level on the behavior team. After each monthly meeting, the grade level representative will share the data with their team at their respective grade level meeting. The data is shared quarterly with the students via the closed circuit television and in quarterly newsletters sent home to the parents.

STATEMENT OF PURPOSE	
Name of Team Member(s) in attendance:	Role of Team Member (Principal, Teacher, Parent, etc.):
1. Kristen Danley	1. Principal
2. Alexis Quick	2. PBIS Coach
3. Monya Curtis	3. Guidance
4. Ingrid Gamblin	4. Pre-K Representative
5. Niña Bryant	5. Kindergarten Representative
6. Chloe Hendricks	6. 1st grade Representative
7. Patrice Majewski	7. 2nd grade Representative
8. Ariana Glaser	8. 3rd grade Representative
9. Jamie Secola	9. 4th grade Representative
10. Jana Knight	10. 5th grade Representative

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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 10% (371 last year to 334 or less this year).

Out-of-School Suspensions:

Reduce the number of out of school suspensions (OSS) by 10% (63 last year to 57 or less this year).

In-School Suspensions:

Reduce the number of in school suspensions (ISS) by 10% (93 last year to 84 or less this year).

Discipline Disproportionality:

Decrease the percentage of African American students receiving ODRs through school based programs (i.e. Mission 21, mentors).

For total ODRs: our goal is to reduce disproportionality by 20% (from 1.96 to 1.57)

For OSS: reduce disproportionality from 2.68 times more likely to receive OSS down to 2.5 (or less).

Chronic Absenteeism:

Increase the average daily attendance from 91.3% to 93%

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Bullying Prevention: Develop a strong sense of community in our school by continuing to educate students, parents, and staff about bullying prevention. Develop our school into a trauma sensitive school that builds on restorative practices and encourages character development.

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. In grade level meetings the second week of school, staff was trained on school wide expectations. 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. Our PBIS team members attended a "Trauma Informed School Conference" and will use learned material to train and empower other staff members throughout the year at monthly faculty meetings.

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 8:05 teachers host morning meeting. Morning meeting is a time to go over school wide expectations and rules of respect. It is also a time to do classroom teambuilding 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. Each month every classroom teacher chooses an "Archer of the Month" to represent their classroom. The archer is chosen based off of monthly school wide positive character traits. The students are honored on the morning news.

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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?

During the monthly faculty meetings, 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 class's morning meeting routines. Depending on the number of new student enrollment, a mid-year assembly for new students will be considered.

REWARD/RECOGNITION PROGRAM

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

Along with our class wide "Archers of the Month", we also have a school wide token economy system. We use school wide money (better known as "Bull's eye Bucks") that can be earned by students for displaying desired school wide expectations. They can then use their bucks to purchase items at the Sherwood Shop.

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 then distributed to the children with a small treat.

Classes and individual students receive tokens of appreciation for meeting attendance goals that are monitored by guidance and administration.

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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. These are the main behaviors that drive the citizenship grades in the classrooms. Students will be rewarded and recognized when they display acts of these expectations. We also have the Sherwood Aim High Rules to Success. 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. Our monthly characteristics highlight the school wide expectations, but also include character traits such as: empathy, anti-bullying, perseverance, kindness, cooperation, and positive attitude. These traits are defined by behaviors that exemplify them and are awarded through school wide recognition and praise.

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. The PBIS team will plan the quarterly parties,

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.

We created a small sensory/break room for students with sensory break needs. We implemented a school wide policy that every classroom contains a 'calming area' where students can go when they need a mental break to recover.

We have had district behavior analysts train our staff on behavior strategies. Certain staff members were trained on the new FBA/PBIP process.

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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 held on Tuesdays and Thursdays each week. Each new staff member at our school is assigned a campus “mentor”. That mentor can help educate the new staff member about behavioral policies. We have a campus PBIS coach that is available to assist new and incoming teachers as well.

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 database system if expectations are violated. We will use the RTIB data to problem solve behavior issues on campus. As a committee, we will develop plans throughout the year that target areas that need improving. The principal will arrange schedules so that teachers get the opportunity to observe other effective/highly effective teachers that are implementing effective strategies for success.

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 (Tier I, II, & III). 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 and FOCUS reports. In addition to our monthly PBIS committee meeting, we will also have four lead committee members (administration, PBIS coach, RTI facilitator, and guidance counselor) meet monthly to discuss the progress of the Tier 2 and Tier 3 behavior plans and students.

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 and our 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