

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

|   |                           |                          |
|---|---------------------------|--------------------------|
| School:<br>Escambia High School   | School Year:<br>2016-2015 | Date of Plan:<br>10-3-15 |
| <b>Note:</b> 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 (frequency) <u>monthly</u> at (location) <u>Escambia High School</u> . |                           |                          |

**PROGRESS MONITORING**

Your school-wide behavior team should meet to review data and discuss concerns or revisions to your MTSS Plan for Behavior 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 school-wide behavior team plans to meet during the last week of each month. These meetings will take place in the Administrative Conference Room or Innovation Center before school at 7:45 am. The school-wide behavior team consists of the three administrators, the PBS/RTI Coordinator, the Instructional Coach, a Behavior Coach, a Dean, and a teacher from the PBS team.

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

The school-wide behavior team will share data and outcomes with faculty, staff, and stakeholders through faculty, department head, PBS, and SAC meetings. On occasion, data may be shared through email communication as well as Google Docs.

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**SCHOOL-WIDE BEHAVIOR TEAM**

| Name of Team Member in Attendance: | Role (Principal, Teacher, Parent, etc.): |
|------------------------------------|--|
| 1. <u>Frank Murphy</u>             | 1. <u>Principal</u>                      |
| 2. <u>Esi Shannon</u>              | 2. <u>Assistant Principal</u>            |
| 3. <u>Melanie McElhane</u>         | 3. <u>Assistant Principal</u>            |
| 4. <u>Ryan James</u>               | 4. <u>PBS/RTI Coordinator</u>            |
| 5. <u>Anne McGowan</u>             | 5. <u>Instructional Coach</u>            |
| 6. <u>Derrick Boyd</u>             | 6. <u>Behavior Coach</u>                 |
| 7. <u>Jewel Cannada-Wynn</u>       | 7. <u>Dean</u>                           |
| 8. <u>Justin O'Quinn</u>           | 8. <u>Math Teacher</u>                   |
| 9. _____ 10. _____                 | 9. _____                                 |
|                                    | 10. _____                                |

**STATEMENT OF PURPOSE**

**Behavioral Mission Statement:**  
The Escambia High School community strives to create and maintain a positive, productive, and safe working and learning environment for students, teachers, and all staff.

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**BASELINE DATA**

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 Multi-Tier System of Supports (MTSS) Plan for Behavior (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-wide behavior team will utilize data from FOCUS and RTI-B to monitor grades, attendance, and some behavior incidents. Teachers will refer students with academic needs to the PBS/RTI Coordinator using the RTI-A Academic Referral Form. RTI-B will be used to monitor both minor and major classroom incidents. All minor incidents will be tracked with an online tracking form. The major classroom incidents will be managed by ODR's and tracked through FOCUS and RTI-B.

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| <b>SCHOOL-WIDE BEHAVIORAL GOALS</b>   |
|---|
| <p>1. Out-of-school Suspension<br/>Reduce the number of OSS referrals each grading period.</p>                                      |
| <p>2. In-School Suspension<br/>Reduce the number of ISS referrals each grading period.</p>  |
| <p>3. Attendance<br/>Reduce the number of absences and tardiness each grading period.</p>   |
| <p>4. Bullying<br/>Educate students on the meaning of bullying and provide prevention and reporting information.</p>                |
| <p>5. Office Discipline Referrals<br/>Reduce the number of ODR's each grading period and raise awareness of positive behaviors.</p> |
| <p>6. Targeted Problem Behaviors<br/>The PBS team has identified classroom disruption as the focus for target behavior.</p>         |
| <p>7. Other:<br/>Implementation of a Digital Citizen Campaign to educate students on the proper use of technology.</p>              |

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| <b>SCHOOL EXPECTATIONS AND RULES</b>   |
|--|
| <p>List 3 – 5 school-wide expectations</p> <p>Escambia Gators are expected to be respectful, responsible, safe, and proud throughout the school at all times. Please see the school-wide behavior matrix attached.</p> |

| <b>Rules/<br/>Expectations:</b> | <b>Setting:<br/>Restrooms</b>  | <b>Setting:<br/>Hallways</b>  | <b>Setting:<br/>Classroom</b>  | <b>Setting:<br/>Cafeteria</b>  |
|---------------------------------|--|---|--|--|
| Respectful                      | Use restrooms for the appropriate purposes and give others privacy.                                    | Use appropriate language and volume in the hallways; abstain from displays of affection.                      | Be an active listener in the classroom and participate in classroom activities.              | Stay in lunch line, allow personal space from others, and use appropriate language while in the cafeteria. |
| Responsible                     | Use the nearest restrooms between classes and during lunch and report back to class immediately.       | Walk quickly to class; stop at water fountains, restrooms, and lockers as needed.                             | Be on time and be prepared with materials to class.  | Keep all food and drinks in the designated area.   |
| Safe                            | Report any problems to the nearest adult immediately and always wash your hands.                       | Avoid conflict with others; respect personal space of others; report spills and hazards to the nearest adult. | Follow procedures. Stay in your own personal space; keep hands/feet and objects to yourself. | Keep hands, feet, and other objects to yourself; stay in your seat until dismissal.                        |
| Proud                           | Dispose of trash in proper place; keep surfaces graffiti free; pick up/throw away trash on the ground. | Keep all food and drinks in designated areas; pick up any litter on the ground and throw it away.             | Be an active learner; pick up any litter on the ground and throw it away.                    | Report spills to staff; place trash in bins; pick up any litter or trash on the ground and throw it away.  |

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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?

School-wide behavior expectations will be introduced during teacher planning week at the beginning of the school year during small group meetings. Teachers will be provided a laminated copy of the behavior expectation matrix as well as being posted throughout the school. Students will be introduced to the school-wide behavior matrix during their fourth period block classes the second week of school. All teachers will be provided a five to ten minute lesson/power point to be used at the start of fourth period each day of that week. Students will be provided a blank behavior matrix to complete with each daily lesson. On Friday, students will turn in their completed matrix in exchange for an official school-wide behavior matrix to keep at all times for reference.

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?

Swamp swag will be used to reward positive behaviors in which students may redeem in the PBS store. Grade level competitions will be held throughout the year to lower ODR's and reward students.

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?

Refresher training will be determined by data from RTI-B on a monthly basis. Students that enroll during the school year will be provided a copy of the school-wide behavior matrix upon enrollment.

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**REWARD/RECOGNITION PROGRAM**

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

Swamp swag will be used as a form of currency to reward positive behaviors. Swamp swag can be redeemed in the PBS school store on a bi-weekly basis. In addition, grade level competitions will be held to lower targeted negative behaviors. The grade level with the fewest number of ODR's in the selected category for the grading period will be rewarded.

Describe the behaviors for which you will reward or recognize students as stated in the Expectation Matrix.

Grade level competitions will be determined each grading period by targeted behaviors that the PBS team chooses. The PBS team will analyze data from the RTI-B data base. Swamp swag will be awarded to students who are observed displaying positive behaviors according to the school-wide matrix. Students can spend their swamp swag in the school's PBS store on various items.

How will you implement the reward system?

Teachers are encouraged to reward students who exemplify positive behaviors throughout the day. Students will be informed through announcement on the Gator News Network of PBS store opening as well as grade level competitions.

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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.

Training will be needed for online tracking forms using RTI-B. Continued refresher training for teachers on classroom managed behaviors vs. office managed behaviors. Materials needed are paper to run copies, poster making capabilities, laminating materials, and money/donations to fund the PBS program.

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?

The first session of training occurred in small group meetings during teacher pre-planning week. This training covered the school-wide behavior matrix implementation as well as PBS program. The first week of September, training sessions were held on the online tracking form and how to use RTI-B. New faculty and staff that arrive mid-year will be trained during the common planning time before the start of the instructional day.

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?

All teachers should review with their students school-wide and classroom behavior matrices. Additionally, the school-wide behavior matrix will be posted throughout the school. Monitoring of online tracking forms will occur weekly to provide support for those teachers in need. Following the Pledge of Allegiance, a school-wide behavior expectation will be announced on a daily basis as a reminder for all students, faculty, and staff. Teachers will also be provided a flow chart for behavior as well as a classroom managed behavior vs office managed behavior chart to use as a reference.

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

The PBS team will have weekly shout outs at the beginning of the week to acknowledge teachers' use of the system or just to simply say thank you for the good job they are doing. Also, the PBS team would like to track the number of swamp swag being given out to students by teachers in order to reward the teachers for their hard work.

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**TRAINING AND IMPLEMENTATION (CONTINUED)**

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

The PBS/RTI Coordinator will pull information from the RTI-B database and FOCUS to track those students who have received tracking forms and ODR's.

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?

A brochure was designed and handed out to parents at Open House and is also available at the front office. Behavior data/information is presented at SAC meetings to inform additional stakeholders. Call outs, push outs on the School App, the school web site, and social media will be utilized to inform parents/guardians of PBS school events.

Describe how you will monitor the effectiveness of your I.L.R. program.

The I.L.R. program here at Escambia High School operates in conjunction with the school's ISS program. At this time, Escambia does not have any students enrolled in the I.L.R. program as we are utilizing other resources.