

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

School: Pensacola High School	School Year: 2016-2017	Date of Plan: Sep 21, 2016
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 (frequency) <u>Monthly</u> at (location) <u>Administrative Conference Room</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 PHS School-wide Behavior Team will meet the 2nd week of each month from September through May, at 7:50 am in the Administrative Conference Room. (Additional meetings are scheduled as needed). The Assistant Principal in charge of discipline, Mr. Al Marsh, will be responsible for scheduling the meetings.

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

Disciplinary data are input through the Dean's office as incidents occur by utilizing the FOCUS system. Necessary reports are generated through FOCUS and/or the data clerk's office. Reports will be gathered by the Assistant Principal in charge of discipline. The reports are collected and analyzed by the Behavior Team during meetings in order to summarize the data and identify any trends that are occurring throughout the school year. Findings and strategies are reported to the Parent Teacher Student Association (PTSA), School Advisory Council (SAC), and International Baccalaureate Support Foundation (IBSF). Also, the information will be shared with the faculty and staff throughout the year through faculty meetings and PLC's. Specific or detailed information pertaining to grade level will be shared with students during Academic Awareness Assemblies, and with individual students and/or parents during Parent/Teacher/Student Conferences.

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SCHOOL-WIDE BEHAVIOR TEAM

Name of Team Member in Attendance:	Role (Principal, Teacher, Parent, etc.):
1. <u>David Williams</u>	1. <u>Principal</u>
2. <u>Alphonse Marsh</u>	2. <u>Assistant Principal</u>
3. <u>Jessica Canales</u>	3. <u>Assistant Principal</u>
4. <u>Summer Demilly-machado</u>	4. <u>Dean</u>
5. <u>Marsh Regina</u>	5. <u>Dean</u>
6. <u>Casey Thiele</u>	6. <u>Dean</u>
7. <u>Elizabeth Howard</u>	7. <u>Behavior Coach</u>
8. <u>Diane Lindemann</u>	8. <u>Teacher</u>
9. <u>Peggy Arnold</u>	9. <u>Teacher</u>
10. <u>Olivia Calloway</u>	10. <u>RTI Coord/Guidance Counselor</u>

STATEMENT OF PURPOSE

Behavioral Mission Statement:
 The administration, along with faculty members, parents, and students will work together to provide a safe, effective, and positive learning environment to better prepare all Pensacola High School students to become successful and productive citizens in a constantly changing society.

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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.).

Monthly disciplinary data that includes but is not limited to specific referral information, suspensions, attendance, academic performance, etc. will be used to adjust strategies as necessary. Trends in individual student behavior will be analyzed to determine an effective intervention or particular course of action necessary to improve behavior.

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SCHOOL-WIDE BEHAVIORAL GOALS	
1.	<p>Out-of-school Suspension Reduce out-of-school suspensions by 3% by May 25, 2017.</p>
2.	<p>In-School Suspension Continue the usage of ISS which will remain relatively constant or slightly increase no more than 5% relative to the decrease in OSS by May 25, 2017.</p>
3.	<p>Attendance Maintain or increase average daily attendance at or above 94% by May 25, 2017.</p>
4.	<p>Bullying Ensure all staff and students receive bullying training on the new district bullying reporting protocol by Dec 16, 2016.</p>
5.	<p>Office Discipline Referrals Decrease the number of office discipline referrals 3% by May 25, 2017.</p>
6.	<p>Targeted Problem Behaviors Disrespect/Disruption/Defiance (The 3 D's) Refuse to follow instructions Tardy Cell phone Improper Dress</p>
7.	<p>Other:</p>

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SCHOOL EXPECTATIONS AND RULES
<p>List 3 – 5 school-wide expectations</p> <ol style="list-style-type: none"> 1. Maintain a safe learning environment free from harassment, bullying, or violence of any kind. 2. All students will be respectful to teachers, staff, and each other. 3. All students are responsible for adherence to the rules and regulations outlined in the Student Rights and Responsibilities Handbook.

Rules/ Expectations:	Setting: (Hall)	Setting: (Classroom)	Setting: (Cafeteria)	Setting: (Arrival/Dismissal)
Safety	<ol style="list-style-type: none"> 1. Walk in an orderly fashion to destination. 2. Stay to the right in the direction of travel in the hall. 	<ol style="list-style-type: none"> 1. Follow instructions. 2. Stay in assigned area. 	<ol style="list-style-type: none"> 1. Follow directions. 2. Report any accidents. 	<ol style="list-style-type: none"> 1. Walk in an orderly fashion. 2. Report any accidents or injuries. 3. No loitering.
Respectful	<ol style="list-style-type: none"> 1. Be courteous and respectful. 2. Be aware of other classes and keep noise to a minimum. 	<ol style="list-style-type: none"> 1. Stay seated. 2. Raise your hand to speak aloud. 3. Follow your teacher's directions. 	<ol style="list-style-type: none"> 1. When finished eating, maintain cleanliness in the cafeteria. 2. No skipping. 	<ol style="list-style-type: none"> 1. Walk in an orderly fashion. 2. Report any accidents or injuries. 3. No loitering.
Responsibility	<ol style="list-style-type: none"> 1. Be on time to class. 2. Follow all rules and regulations as outlined in the R&R handbook. 	<ol style="list-style-type: none"> 1. Be prepared for class and take part in classroom activities. 2. Follow class procedures. 	<ol style="list-style-type: none"> 1. Clean your area. 2. Exit through correct doors. 	<ol style="list-style-type: none"> 1. Travel expeditiously to appropriate area. 2. Do not loiter. 3. Keep traffic moving.

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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?

We will introduce expectations of the school-wide behavior plan during orientation, class assemblies at the very beginning of the school year and during pre-school in-service training with the entire faculty. We will re-enforce behaviors through the use of CCTV, posters, announcements, and student participation in the early establishment of individual classroom expectations/contracts.

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?

1. Through the use of CCTV and announcements, we will encourage continuous direct instruction of expectations and rules.
2. Signs posted on campus and in classrooms will be utilized to embed expectations and rules into the daily curriculum. Teachers are encouraged to incorporate the school-wide behavior expectations as part of their classroom expectations/contracts.
3. Teachers are encouraged to incorporate expectations into lessons. Language Arts: discuss characters in a novel who demonstrate examples of school-wide expectations. Math and Science: Collect counts on specific behaviors and graph the results.

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?

1. Faculty and students will take the bullying quiz.
2. SGA will hang posters around campus.
3. We will use our CCTV to scroll rules daily.
4. We will use teacher plan days for refreshers and/or new information.
5. Students who arrive mid-year will be given an overview of expectations from guidance and a copy of the R&R Handbook for review.

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REWARD/RECOGNITION PROGRAM

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

Student will be rewarded or recognized in the following methods:

1. Student recognition for good behavior (gift cards).
2. Other awards such as passes to school events.
3. Recognition through CCTV.
4. Marquee.
5. In-class recognition through student of the week awards.
6. Tiger of the month.

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

1. Appropriate behavior in class.
2. Appropriate behavior in out-of-class situations.
3. Students demonstrating extra effort beyond expectations.
4. Students demonstrating good citizenship by helping others.
5. Students making huge improvements in behavior.
6. Crime Stoppers will also be rewarded through the Pensacola Police Department or Escambia County Sheriff's Office.

How will you implement the reward system?

1. Teachers will report behaviors to the behavior team.
2. Rewards will be given 2-3 times per nine weeks.
3. Teacher awards will be implemented on a weekly basis.
4. The reward system will be evaluated by the school-wide behavior team throughout the year.

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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.

1. Time spent during pre-school days.
2. Time needed during teacher planning days.
3. Handouts given to faculty.
4. Bullying quiz (generated by Deans).
5. Incentives given through the faculty and PTSA.
6. District training opportunities in classroom management for new and/or struggling teachers.

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?

1. Pre-school meetings.
2. Teacher planning day meetings.
3. Distribution of the plan.
4. Discipline tips during pre-school.
5. Teacher mentoring.
6. Utilize the Safeschools videos and the school bullying quiz.
7. The PHS Administration will outline expectations to all new staff members.

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?

1. Parental contact before minor disruptive referrals are written.
2. Teacher notifying guidance and/or contacting parents concerning behavior and attendance.
3. Teachers standing outside of their rooms between classes.
4. Hallway procedure signs.
5. School information posted in classrooms.
6. Classroom rules posted.
7. Teacher-led detentions for students.
8. CCTV.
9. The RtI Coordinator/B team/Deans will implement Tier II referral processes to target repeat offender students.

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

1. Presentation and explanation of plan.
2. Communicate updated progress reports throughout the year to the faculty and staff.
3. Solicit teacher feedback and assistance as needed.
4. The RtI Coordinator, Deans, Behavior Coach, and Administration will be made available to provide support to struggling teachers inside the classroom as a whole, as well as with individual students.

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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.

1. Compilation and analysis of referral data monthly.
2. Behavior Team meetings.
3. Sharing results with faculty.
4. Quarterly Progress Monitoring Reports.
5. Administration classroom observations.
6. Rtl Coordinator and Behavior Coach student classroom observations.
7. teacher surveys will be used to assess overall changes in the climate of the school.

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?

1. Parent nights.
2. Reading nights for parents and students.
3. School messenger system.
4. PTSA, SAC, IBSF.
5. Sporting events-recognizing student behaviors.
6. Solicit feedback and discuss the program and expectations with members of the local community such as church Ministers or parents during conferences.
7. Utilize community involvement programs such as the school volunteer, Business Partnerships, and Youth Motivator Programs.

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

The Administrative Deans, Behavior Coach, and members of the SWB Team will analyze and compare student academics and behavior before entering and after completing I.L.R. Results will determine the effectiveness and, if needed, implementation of alternative strategies for improvement.