

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

School: Bellview Middle School	School Year: 2016-2017	Date of Plan: 8 September, 2016
<p>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>Bellview Innovation Center</u></p>		

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 will meet on the third Thursday of each month at 8:40 AM in the Bellview Innovation Center. The responsible party is the assistant principal, Tara Palasciano, with the assistance of the leaders of the discipline committee.

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 meet with the entire faculty at the Wednesday morning faculty meeting following the end of each 9 week grading period. A review of the behavior data will be presented to the faculty.

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SCHOOL-WIDE BEHAVIOR TEAM

Name of Team Member in Attendance:	Role (Principal, Teacher, Parent, etc.):
1. <u>Melia Adams, Tara Palasciano</u>	1. <u>Principal, Assistant Principal</u>
2. <u>Vermonda McNair</u>	2. <u>Dean</u>
3. <u>William Lange</u>	3. <u>Dean/PBS Coach</u>
4. <u>Ken Whetstone</u>	4. <u>Rtl Coordinator</u>
5. <u>Janice Hall</u>	5. <u>Behavior Coach</u>
6. <u>Joann Washington</u>	6. <u>A.S.E.R. Teacher</u>
7. <u>Ricky Lester</u>	7. <u>ISS Teacher</u>
8. <u>David Ewing, Florence Chivington</u>	8. <u>Teachers</u>
9. <u>Barry Archie, Amber Franklin</u>	9. <u>Teachers</u>
10. <u>Leah Rhodes</u>	10. <u>Teacher</u>

STATEMENT OF PURPOSE

Behavioral Mission Statement:

To promote and maintain a positive learning environment through adherence to Bellview Middle School Warrior Expectations:

*Be Respectful

*Make Responsible Choices

*Stay Safe

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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.).

Academic data from Focus will be used to monitor academic progress. If discipline is reduced, we expect there to be a measurable increase in academic performance. Daily discipline performance will be monitored through a review of the iCards, which document steps and interventions for minor infractions.

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SCHOOL-WIDE BEHAVIORAL GOALS	
1. Out-of-school Suspension	We expect a 20% reduction in Out-of-school suspensions
2. In-School Suspension	We will decrease the number of incidents by at least 5%
3. Attendance	To increase by 1%
4. Bullying	We will train 100% of students, faculty, and staff by presenting an education and information session during compass.
5. Office Discipline Referrals	We will decrease discipline referrals by at least 40%.
6. Targeted Problem Behaviors	We will target problem behaviors by using a multi-tiered approach. Our counselors in collaboration with the CDAC counselor will provide counseling services to those students that need additional assistance for behavior issues. We also will utilize a peer mentoring system where students will choose their mentor. We will offer extra mentoring for those students that are identified as being at greater risk.
7. Other:	It is the desire to send teachers and/or admin to a conference in restorative practices and/or discipline. Also, administration will be requiring specific teachers to attend either Safety Care training or Fred Jones.

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SCHOOL EXPECTATIONS AND RULES
<p>List 3 – 5 school-wide expectations</p> <p>Be Respectful Make Responsible Choices Stay Safe</p>

Rules/ Expectations:	Setting: Cafeteria	Setting: Hallway	Setting: Classroom	Setting: Dismissal
Be Respectful	Keep hands, feet and objects to self. Use quiet voices. Clean up your area.	Keep hands, feet and objects to self. Follow adult instructions.	Show respect for others. Use polite language and low tone of voice. Accept responsibility for your own actions. Be prepared for bell to bell instruction.	Follow directions of adults. Follow dismissal plan. Be prepared to leave.
Make Responsible Choices	Follow adult directions. Follow the rules. Pick up after yourself. Make healthy choices.	Follow rules and adult instructions. Move directly from class to class. Arrive to class on time prepared to participate and learn.	Follow rules and adult instructions. Be honest and trustworthy.	Follow directions of adults. Be where you are supposed to be and on time.
Stay Safe	Walk. Form single file lunch lines (no cutting). Sit facing your assigned table.	Stay to the right. Walk. Use low tone of voice. Be alert to your environment.	Keep hands, feet, and objects to self. Use materials appropriately.	Walk in single file line with teacher. Leave campus promptly.

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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?

During the first week of school, students and teachers meet by teams with the administrators and deans to introduce ourselves, explain the functions of each office, to discuss rules and expectations, distribute rights and responsibilities handbooks.

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?

Bellview Middle School utilizes positive behavior support for all students. This program uses "Warrior Bucks" to reward good behavior. Warrior Bucks may be exchanged in the PBS store for prizes, they may be used to purchase tickets and items at specific events. Selected students needing more intense interventions are identified to become members of the Spear club. Their behavior is closely monitored on a daily basis and they meet daily with their leader to discuss rules, expectations, and how well the students are responding to meeting expectations.

Procedures (routines) are utilized daily to reinforce expectations, for example, walking in lines from place to place

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 for staff will occur during team meetings and faculty meetings bi-weekly. New teachers will be trained by their assigned team leaders. New students will be oriented as they enroll through the guidance office and their teachers will pair them with a mentor student to help them learn the new procedures at Bellview Middle School.

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REWARD/RECOGNITION PROGRAM

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

The basic recognition and reward system uses "Warrior Bucks" students earn for displaying positive behavior. They may be used to purchase prizes in the PBS store on a weekly basis. Bi-weekly at lunch students may purchase a spin on the warrior wheel for 3 warrior bucks for prizes. We hold periodic dances for students to attend that have not earned referral or steps in the progressive discipline plan. At the end of each 9 weeks period there is a celebration, a field day in the fall and spring, and a party in the winter. We hold monthly Out of Uniform days as a reward and fund-raiser to purchase prizes for the PBS store.

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

Examples of behaviors that will earn rewards are as follows:

Be respectful - Students may be rewarded for demonstrating respect to other students by their words or actions in the cafeteria, hallways, or classroom.

Make responsible choices - students may be rewarded for making responsible choices without adult direction, such as picking up after their self or others, completing homework, and being prepared.

Stay safe - students may be rewarded for making sure the area around them is safe and free from hazards that might affect others.

How will you implement the reward system?

The reward system is implemented by the entire staff. The positive behavior coach provides teachers, staff, even the cafeteria workers, janitors, and bus drivers Warrior Bucks to distribute as they deem fit for any positive behavior they observe. The PBS store and events such as field day and dances are staffed and operated by student volunteers and teacher chaperones.

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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 needs: Safety-Care Behavioral Safety Training and Fred Jones for teachers who need it and those identified by administration. Capturing Kids Hearts for new teachers.

Material needs: posters, CICO sheets and supporting documents.

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?

All faculty and staff were trained on MTSS Plan for Behavior during rotations during pre-school. Each teacher plan day there will be a review of the plan. All new staff will meet with their team leader to review the plan for behavior.

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?

Our school wide routine and procedures for MTSS for behavior includes the teaching of our students and staff our PBS school wide expectations of Be respectful, Make Responsible choices and Stay safe. We will reinforce positive behaviors by offering incentives such as the warrior wheel and warrior store. In addition, we will utilize our ICARD system as an intervention of poor behavior or choices. The ICARD system will include several parent contacts and interventions before a discipline referral is written.

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

The administration and deans are provided with Super Staff tickets that are given to staff members that have been seen to go above and beyond. Additionally, the dean has just recently implemented staff bingo, where a staff member can be rewarded with prizes for filling a bingo card by following through on admin expectations. Additionally, administration has taken a survey of the faculty and staff's favorite treats and will treat staff regularly with treats in their box for a "job well done."

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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.

Review of data/review of iCards/walk-throughs/observation

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?

At least twice a nine weeks, Bellview has a literacy night and/or report card days. At these events, parents will be reminded of Bellview's behavior expectations.

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

The effectiveness of the ILR program will be monitored daily by Joann Washington, the certified teacher that works with students in the ILR program. We will also monitor the behavior of students when they come out of ILR to ensure they re-acclimate well in the regular school atmosphere. Student grades in ILR are reported to the subject matter teachers to merge with their gradebooks. They can then compare academic performance in both environments. The Deans meet with students when they come out of ILR and they are told that we will be available to help them when they are struggling with any type of school issues, and that we will be monitoring their progress by visiting with their team teachers.