

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

School: Ransom Middle School	School Year: 2016 - 2017	Date of Plan: 9/15/16
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) the 1 st Wed. of each month at (location) <u>the innovation center</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.

Our PBS team will meet on the first Wednesday of each month in the innovation center. During these meetings the deans will provide discipline data for the team to review and identify any trends in problem behaviors. The team then will start the four-step problem solving strategy system to try and reduce the problem behaviors that are identified.

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

After each monthly meeting, the PBS team will share data and outcomes with the faculty and staff through emails, Google docs, and faculty meetings.

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SCHOOL-WIDE BEHAVIOR TEAM

Name of Team Member in Attendance:	Role (Principal, Teacher, Parent, etc.):
1. Mr. Brummet	1. Principal
2. Mr. Jackson	2. Dean
3. Mrs. Hamrac	3. Dean
4. Mrs. McCants	4. Behavior Coach
5. Mrs. Bechtel	5. Guidance Counselor
6. Ms. Johnson	6. PE
7. Mrs. Seibert	7. 7 th Grade Math Teacher
8. Ms. Williams	8. 8 th Grade Language Arts Teacher
9. Mrs. Lackey	9. 6 th Grade Reading Teacher
10. Mrs. Campbell	10. ESE Teacher

STATEMENT OF PURPOSE

Behavioral Mission Statement:

The goal of Ransom's Positive Behavior Support system is to increase the frequency of positive behaviors while decreasing the frequency of inappropriate behaviors. At Ransom Middle School, we believe that all students can reach their full potential both academically and behaviorally.

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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.).

We will track referrals through FOCUS and RTI B. We will also track minor infraction that teachers deal with in the classroom through RTI B. This will allow us to track the types of incidents that are occurring. We will be able to generate graphs with RTI B that will allow us to break referrals down in different ways. Guidance counselors will also keep up with students who fall into at least two of the following early warning indicators:

1. Attendance below 90%, regardless of whether absence is excused or unexcused
2. One or more suspension, whether in or out of school
3. Course failure in English Language Arts or mathematics
4. A Level 1 score on statewide, standardized assessments in ELA or mathematics

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SCHOOL-WIDE BEHAVIORAL GOALS	
1. Out-of-school Suspension	Our goal is to eliminate OSS completely. If we have to use OSS it will be as a last resort.
2. In-School Suspension	Our goal is to decrease ISS by 5%.
3. Attendance	Our goal is to have an average daily attendance of at least 95%.
4. Bullying	Our goal is to continue to train 100% of our staff and students on what bullying is and how to report it if it should occur. To train 100% of our staff in the Tier 2 process.
5. Office Discipline Referrals	Our goal is to decrease ODR by 5%.
6. Targeted Problem Behaviors	Our goal is to reduce the number of classroom disruption referrals.
7. Other:	

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SCHOOL EXPECTATIONS AND RULES
<p>List 3 – 5 school-wide expectations</p> <p>Taking Responsibility Instilling Integrity Going the Extra Mile Engaging in Learning Respecting Others</p>

Rules/ Expectations:	Setting: Classroom	Setting: Hallways	Setting: Cafeteria	Setting: Bus
Taking Responsibility	Be prepared to learn. Have all supplies ready and be in your seat when the bell rings.	Go straight to class. Keep hands and feet to yourself. Walk on the right side of the hallway.	Clean up your area before you leave.	Be on time for your bus. Go straight to the bus when the bell rings.
Instilling Integrity	Complete all assignments and follow class expectations	Be a role model and demonstrate appropriate hallway behaviors.	Follow all lunchroom expectations 100% of the time.	Follow all bus procedures and expectations 100% of the time.
Going the Extra Mile	Offer assistance to classmates and teachers when needed. Be nice to one another.	Open doors and help students in need. Help new students find their classrooms and common areas.	Be friendly to everyone. Invite students to sit with you.	Listen to the bus driver and be a role model for others.
Engaging in Learning	Follow directions and stay on task. Offer help to your peers when appropriate.	Know the hallway expectations and help new students learn the expectations.	Know lunchroom rules and expectations.	Know bus procedures and expectations.
Respecting Others	Use kind words, actions, and gestures. Respect the learning style of others.	Say, “excuse me” and respect the personal space of others.	Use kind words, actions, and gestures.	Use kind words, actions, and gestures.

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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 our school-wide expectations to the staff in a faculty meeting and to the students through our closed circuit TV (Tiger TV) during research classes. The expectations will be talked about every morning in advisory classes and on Tiger TV during research classes.

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?

We will teach our students the school-wide expectations during our students' research classes. Tiger TV will mention the tiger expectations each day and will have skits and videos that will go over the expectations.

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?

Research teacher will go over the Students Rights and Responsibilities Handbook at the beginning of the school year. The Deans will also visit every research class to address the Students Rights and Responsibilities Handbook with students. The School-Wide Behavior Team will review the expectations after every major break and as needed. The school wide expectations are discussed daily on Tiger TV. The Deans will meet with new students when they register throughout the school year to discuss the R & R handbook and the tiger expectations.

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REWARD/RECOGNITION PROGRAM

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

Field day each semester for students who have no discipline referrals and no more than 3 absences.

We will use Tiger Tracker as a Tier 2 intervention. This is a daily check-in checkout where students will meet face to face with a mentor. Students will earn rewards by maintaining 80% success in the program.

To help increase student attendance, we will be conducting monthly drawings for students in each grade with perfect attendance that month.

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

Taking Responsibility
Instilling Integrity
Going the Extra Mile
Engaging in Learning
Respecting Others

How will you implement the reward system?

Track data through FOCUS and Rti-B. We will use this data to reward students for meeting our PBS goals.

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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.

Allocate funding to help purchase student rewards for students who exhibit positive behaviors during the school year.

Allocate funding to pay a teacher a supplement for holding a before, after, and Saturday school detention programs.

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 deans will address the faculty, during a faculty meeting, explaining the discipline strategies and how we will implement our Positive Behavior Support system. The administration will meet with new faculty and staff who start mid year, to train the new hires on the discipline procedures. The PBS coach will conduct ongoing training on both Tier 1 and Tier 2 PBS modules throughout the year.

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 Tiger Expectations will be posted in every area of the school. The Tiger Expectations will be discussed every day on Tiger TV. There will be monthly activities and academic contests that tie directly into the school wide expectations.

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

By keeping the teachers updated as to the plan's progress and success and frequently asking the faculty about suggestions for improvement through teacher surveys. By rewarding and encouraging teachers who fully participate in the Rti process.

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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 School-Wide Discipline Team will review the discipline data, gathered from FOCUS and RTIB, on a monthly basis.

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?

The Peer Leadership Team involves parents with prevention activities. The counselors have a "coffee with the counselors" where all parents are invited to participate in an informal meeting, which targets Ransom's academic and behavior incentives. PBS will create an informative brochure for parents describing the program, its expectations, activities, and rewards available to all students.

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

We will monitor the progress of students who are in our I.L.R. program on a regular basis while they are in the program to ensure they successfully complete the program. We will continue to monitor the students who complete the program to evaluate the effectiveness of the program.