

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

School: Warrington Middle	School Year: 2016-2017	Date of Plan: October 3,2016
<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>once a month</u> at (location) <u>Innovation Center</u> .		

**PROGRESS MONITORING**

Your school-wide behavior team should meet to review data and discuss concerns or revisions to your school-wide behavior management plan 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 discipline team will meet once a month on the last Tuesday of each month at 8:00 a.m. Our plan is to review the school discipline data and focus on target areas that need improvement. Once the target area are identified we will develop interventions and strategies for improvement.

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

The data will be disseminated by the following: Faculty Meetings  
Grade Level/Team Meetings  
News Letter  
RtIB Team Meetings

\*Stakeholders include faculty, staff, Turn Around Solutions, PTSA

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<b>SCHOOL-WIDE BEHAVIOR TEAM</b>	
<p>Name of Team Member in Attendance:</p> <p>1. Dr. Lipnick</p> <p>2. Mr. Thomas</p> <p>3. Bakari Franklin</p> <p>4. Ashley Frizen</p> <p>5. Erica Brown-Adams</p> <p>6. Betsy Lyons</p> <p>7. Ke-Kenya Price</p>	<p>Role (Principal, Teacher, Parent, etc.):</p> <p>1. Principal</p> <p>2. Assistant Principal</p> <p>3. Dean</p> <p>4. Behavior Coach/PBS</p> <p>5. Guidance Counselor</p> <p>6. Guidance Counselor</p> <p>7. Gen Ed Teacher</p>

**STATEMENT OF PURPOSE**

**Behavioral Mission Statement:**

The mission of Warrington Middle School, through a partnership of students, families, staff and community, is to ensure that every student has the skills to build a strong social and academic foundation, in order to transition into a successful high school student and become a responsible member of the community. This mission is accomplished by providing a challenging, standards-based curriculum established by the state of Florida that meets individual needs and is delivered in a safe environment by a dedicated nurturing 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 school-wide behavior management plan (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.).

- Monitor students attendance
- Ongoing PBS training and updates throughout the year
- Weekly RTIB meetings/PBS Meetings to discuss RTBB data/FOCUS data
- Monthly meeting with the school's Leadership Team
- Monthly meetings with teachers to analyze individual student data
- Determine what infractions are occurring the most
- Determine where most of the infractions are occurring i.e. hallway, bus, classroom, etc
- Determine the time of day that most infractions are occurring
- Tier 1 and Tier2 interventions, point systems, and proper documentation of PBIP and FBA's

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<b>SCHOOL-WIDE BEHAVIORAL GOALS</b>	
1. Out-of-school Suspension	The implementation of a variety of interventions/consequences such as (Rocket Refuel/ Launch Pad, Work Detail, Detention, ISS, etc.) will be utilized to reduce the number of out of school suspensions by 1%.
2. In-School Suspension	ISS will be utilized more frequently to prevent OSS rates from increasing. The goal of this is to keep students in school so they can stay current with their academic requirements.
3. Attendance	The leadership team will track students with poor attendance and identify various ways to end the poor attendance of those students. The goal will be to increase the average daily attendance to 92 %. Strategies will include parent conferences, home visits by teachers and/or social workers, assign a mentor to students who are consistently absent, etc.
4. Bullying	The staff will receive training to identify bullying behavior. Bully expectations will be taught to the students the first week of school and they will become familiar with their resources for reporting known cases. Counselors will work with the students by educating and counseling students to help reduce the number of bullying incidents by 1%.
5. Office Discipline Referrals	The implementation of PBS strategies such as Rocket Rewards Incentive Program, Launch PAD, Displaying School Expectations and Rocket Refuel will reduce the number of referrals by 1%
6. Targeted Problem Behaviors	
7. Other:	

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**SCHOOL EXPECTATIONS AND RULES**

List 3 – 5 school-wide expectations

Attend class on time and engage in discussion at appropriate times

<b>Rules/ Expectations:</b>	<b>Setting: Cafeteria</b>	<b>Setting: Classroom</b>	<b>Setting: Restroom</b>	<b>Setting: Hallway</b>
Respect	<ul style="list-style-type: none"> <li>*Be patient while waiting in line</li> <li>*Be appropriate with your food and drink</li> <li>*Say Please and Thank-you</li> </ul>	<ul style="list-style-type: none"> <li>*Listen when others talk</li> <li>*Engage in discussion at appropriate time</li> <li>*Be friendly and tolerant of others</li> </ul>	<ul style="list-style-type: none"> <li>*Use toilet, soap, sinks, and dryers for their intended purpose</li> <li>*Keep restrooms clean</li> </ul>	<ul style="list-style-type: none"> <li>*Maintain personal space</li> <li>*Keep walking swiftly on the right</li> </ul>
Responsibility	<ul style="list-style-type: none"> <li>*Properly dispose of garbage and throw away trays in closest bin</li> <li>*Keep walkways and aisles clear</li> </ul>	<ul style="list-style-type: none"> <li>*Attend class on time</li> <li>*Bring all necessary class materials</li> <li>*Be seated and ready to learn upon entering class</li> </ul>	<ul style="list-style-type: none"> <li>*Wash your hands and turn off water before you leave the restroom</li> <li>*Return to class promptly and quickly</li> </ul>	<ul style="list-style-type: none"> <li>*Keep hallways clean and clear</li> <li>*Use a direct route to your destination</li> <li>*Use a hall pass when required</li> </ul>
Ready to Learn	<ul style="list-style-type: none"> <li>*Only attend your assigned lunch period</li> <li>*Quickly sit in your assigned area</li> </ul>	<ul style="list-style-type: none"> <li>*Be an advocate for your learning needs</li> <li>*Use work time wisely</li> <li>*Be engaged and ready to learn</li> </ul>	<ul style="list-style-type: none"> <li>*Use the closest restroom</li> <li>*Find alternative restrooms when necessary to avoid conflicts or over-crowding</li> </ul>	<ul style="list-style-type: none"> <li>*Find alternative routes to avoid conflicts , distractions, or tardiness</li> <li>*Keep our eyes up and ears free of headphones</li> </ul>

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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?

The school-wide expectations and rules are presented to the staff during our pre-school in-service.

The students will receive an initial overview of the school-wide expectations first week of school during their research time. In addition, teachers will continue reviewing the school-wide expectations, rights and responsibilities, and rules in the classroom quarterly for student refreshing.

Grade level assembly will be take place the second week of school to review expectations and answer any questions.

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?

Expectations will also be posted in the appropriate areas for students to see them on a regular basis. Collaboration with the PBS team to implement video clips of examples and non-examples of expectations will be shared as well.

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 on expectations will be provided quarterly to the student population. As a result new students will receive the review during the quarterly review as well.

Expectations will be covered monthly on Rocket TV.

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**REWARD/RECOGNITION PROGRAM**

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

**The Rocket Reward**

Rocket Rewards are a method for reinforcing students for engaging in school-wide expectations, rules, and other appropriate behaviors. Every two weeks students will be able to enter rockets into a raffle drawing for small prizes on Friday. Quarterly rocket rewards will take place at the end of each quarter and students will be able to turn in their rockets and earn a ticket to attend a special event. Students need 30 rockets to attend the party. Also dress down days will be given biweekly to the grade level with the less referrals.

Describe the behaviors for which you will reward or recognize students.

The students will be rewarded for positive behaviors, academic achievement, following expectations, attendance, no tardies, etc.

How will you implement the reward system?

The system will be implemented by the teachers, administrative team, and PBS team. A tutorial on how to distribute and implement the rewards to students will be given at the preschool in-service.

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**TRAINING AND IMPLEMENTATION**

Describe any training needs, material needs, and/or environmental arrangements necessary to implement your school-wide behavior management plan.

PBS training- provides insight on strategies for the positive behavior system  
Dean's In-service provides adjudication guidelines and new guidelines for students  
Technology Lab- provides videos for students to role-play expected behaviors Bullying  
Training  
FBA/PBIP Training

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?

Teachers will be given the School Wide Discipline Handbook/Procedures at the beginning of the year school in-service. The packet provides detail explanations on how to teach expectations, handle behaviors, and administer rewards. New faculty and staff will receive a handbook and a representative from the discipline committee will give them a brief overview in combination with support given by their team leader.

What school-wide routines and procedures will be implemented by all faculty and staff to facilitate your school-wide behavior management plan?

Disseminating Rewards by all stakeholders  
Posters stating expectations  
Rocket TV monthly expectation videos  
RTI/FBA/PBIP

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

Consistency/Teacher Recognition by staff Rewards, tracking data of referrals, teachers utilizing Rockets and recognizing their efforts monthly. How will you achieve and maintain faculty and staff buy-in to your school's plan?

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**TRAINING AND IMPLEMENTATION (CONTINUED)**

Describe how you will monitor the implementation of your school-wide behavior management plan.  
Focus Reports/ RTI Reports/Leadership Team Meetings

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?

Communication with PTSA Newsletter  
Turnaround Solutions Community Piece with Career Fairs  
Open House

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

Keeping track of the dates for the students that are enrolled  
Staying in constant communication with the ILE teacher about the performance of the students  
Monitor academic performance to ensure students are completing assignments  
Provide reflection and intervention components to help aide completion  
Communication with parents if students are not taking advantage of the program