

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

School: Bellview Elementary School	School Year: 2017-2018	Date of Plan: 10-24-17
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 2nd Wed of every month at Media Center.		
Describe how your school-wide behavior team will share the data and outcomes with your faculty, staff, and other stakeholders in the space below. Each grade level and team and group within the school is represented on our behavior team. Representatives are provided with information, data, and action steps to take to their grade level teams. Grade level team minute forms are submitted weekly by grade levels, to include any action steps required of the team.		

STATEMENT OF PURPOSE

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Name of Team Member(s) in attendance:	Role of Team Member (Principal, Teacher, Parent, etc.):
1. Melissa Groff	1. Principal
2. Laura Carroll	2. Assistant Principal
3. Christina Long	3. Kindergarten Teacher
4. Katie Trier	4. First Grade Teacher
5. Sandra Rice	5. Second Grade Teacher
6. Jennifer Cowan	6. Third Grade Teacher
7. Audrey Dexter	7. Fourth Grade Teacher
8. Ruth Smith	8. Fifth Grade Teacher
9. Joseph Rogers	9. ESE Teacher
10. Linda Sweeting	10. IMPACT Team Rep

SMART GOAL

By implementing and monitoring the PBS and Behavior MTSS systems, student discipline incidents will decrease resulting in increased instructional time resulting in a minimum of 50% proficiency in reading and math according to STAR data.

SCHOOL-WIDE BEHAVIORAL GOALS

Office Discipline Referrals: Bellview Elementary School will reduce the number of students with repeated office discipline referrals by 10%.

Out-of-School Suspensions: Bellview Elementary School will reduce the number of students with Out of School Suspensions by 20%.

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In-School Suspensions: Bellview Elementary School will reduce the number of students with in school suspension by 10%.

Discipline Disproportionality: Bellview Elementary will close the gap between black students and the rest of the population by reducing referrals for the identified group by 10%.

Chronic Absenteeism: Bellview Elementary School will reduce the number of chronically absent students by 5%.

Bullying Prevention: Bellview Elementary will reduce bullying incidents by 10%.

Other: Bellview Elementary School will decrease the number of bus referrals by 10%.

TEACHING EXPECTATIONS AND RULES

How will your school introduce the school-wide expectations and rules to all of your students and staff?

The Behavior Team created lesson plans for each of the expectations in each area. Teachers utilized the first weeks of school to take the students to each area and teach the lessons. Teachers used the last 30 minutes of the first week of school to teach the dismissal and transportation lessons. Bus drivers have a Bus matrix on their bus and used the first couple of weeks to teach the expectations while teachers assisted in the afternoons.

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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?

Students receive refresher lessons throughout the year, we utilize the Sanford Harmony curriculum to teach social expectations. Our special area team is referred to as IMPACT this year; Integrated music, PE, Art, citizenship, and technology. Teachers across the teams embed citizenship into their daily lessons. Our students are recognized through positive phone call tickets to share good choices that adhere to the expectations to parents at home.

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?

There will be refreshers after each quarter if the data determines it needed. New students will be introduced to SOARS by their teacher, with assistance from the Behavior Coach, if needed.

REWARD/RECOGNITION PROGRAM

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

See attached.

SOARS experiences
Eagle of the Month
Service Learning opportunities
Positive communication
Class Dojo Class competitions

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Describe the behaviors for which you will reward or recognize students as stated in the expectation matrix.

Being safe in all areas, being on task in all areas, having a positive and helpful attitude in all areas, being responsible in all areas and maintaining self-control in all areas during any type of situation.

How will you implement the reward system?

See attached.

The Behavior Team will plan the SOARS experiences each month.

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.

None at this time

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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?

We trained all staff during pre-school. Teachers were trained on the flow chart which indicates the step in which RTI-BWe will train new teachers in RtIB before the end of the first quarter.

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?

The use of the school-wide citizenship plan
The use of the flow chart for classroom managed behaviors
SOARS lessons and common language everywhere

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

Continuously providing support, review of data, rewarding classes and staff for use and adherence to the plan. Weekly drawings of positive communication tickets for both students and staff will occur.

TRAINING AND IMPLEMENTATION (CONT.)

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

We will review our RtIB minor and major infraction data weekly and have quarterly discussions with our Behavior Team. We will use the areas the data deems necessary to target school-wide.

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?

We have implemented a positive communication ticket program school wide, which has staff members communicating positively much more frequently. Parents are notified when students receive behavior achievements and our school-wide citizenship plan will provide parents with uniform communication between school and home. Newsletters home to the parents, placing information and photos about the celebrations on the school's Facebook page and webpage.

Describe how you will implement an ILR program at your site, and describe how you will monitor its effectiveness. (Middle and High School ONLY)

[Click here to enter text.](#)