

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

School: Beulah Elementary School	School Year: 2017-2018	Date of Plan: 10/27/17
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 monthly at Beulah Elementary School @ 2:15 pm.		
<p style="text-align: 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.</p> <p>All grade level, ESE, and special area representatives of the Schoolwide Behavior Management Team (SWBMT) will share the data and meeting outcomes with their respective peers at the following week's Monday grade level meeting.</p> <p>The School Advisory Council (SAC) committee may be appraised of general trends as they become available.</p>		

STATEMENT OF PURPOSE

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Name of Team Member(s) in attendance:	Role of Team Member (Principal, Teacher, Parent, etc.):
1. Monica Silvers	1. Principal
2. Mathew Taylor	2. AP
3. Matt Ray	3. ESE
4. Grade Level Reps K-5	4. Teachers
5. Special Area	5. Teacher
6. Maghen Gardner	6. Guidance 3-5
7. Elizabeth Lomax	7. Guidance K-2
8. -	8. -
9. -	9. -
10. -	10. -

SMART GOAL

At Beulah Elementary School we recognize the importance of high expectations and expect students to adhere to the behavioral requirements as detailed in the 2017-2018 Student Rights and Responsibilities Handbook. We also firmly believe that for every student to attain their highest potential academically, students must respect Beulah's faculty and staff, actively and positively participate in their own education, and respect the rights of all other students to do the same. Our goal for the 2017-2018 school year is to see a reduction in referrals, suspensions, and absences.

SCHOOL-WIDE BEHAVIORAL GOALS

Office Discipline Referrals: Maintain or decrease current level of Office Discipline Referrals (ODR) with continued use of our informal, progressive interventional process prior to formal ODR.

Out-of-School Suspensions: Maintain the Out-of-School Suspensions (OSS) at the current low level, or reduce, if appropriate.

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In-School Suspensions: Maintain the In-School Suspension (ISS) at the current low level, or reduce, if appropriate.

Discipline Disproportionality: Maintain the discipline disproportionality at the current low level, or reduce, if appropriate.

Chronic Absenteeism: Reduce the number of chronic absenteeism by communicating with families the importance of being present for our academic day. We will hold parent conferences to find solutions with the families on how to overcome the obstacle(s) causing them to be absent. We will work with the student to find incentives for attending school. If necessary, the school will send the social worker for a home visit. If necessary, the school will submit a referral to the court system

Bullying Prevention: Guidance counselors will participate in a bully prevention program with their respective grade levels that will take place in classrooms. A bully prevention speaker will be present at a schoolwide assembly during Red Ribbon Week. We will have our student leaders create a video to be shown on the CCTV about not being a bully. During Red Ribbon Week we will play the appropriate videos over the CCTV for grade levels to view at their convenience. Guidance counselors

Other: N/A

TEACHING EXPECTATIONS AND RULES

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

A beginning of year faculty inservice will provide baseline training with follow-up information at grade level meetings following SWBMT meetings and share information. Homeroom, special area, and ESE teachers will follow-up with review of expectations during the first week of school, and follow-up refreshers after extended breaks and on other as-needed circumstances throughout the year.

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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?

Homeroom, special area, and ESE teachers will follow-up with review of expectations during the first week of school. Follow-up refreshers after extended breaks and on other as-needed circumstances daily and throughout the week will take place at teacher discretion.

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?

A beginning of year faculty in-service will provide baseline training with follow-up information at grade level meetings following SWBMT meetings to share information. Homeroom, special area, and ESE teachers will follow-up with review of expectations during the first week of school, and follow-up refreshers after extended breaks and on other as-needed circumstances throughout the year.

REWARD/RECOGNITION PROGRAM

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

Each grade level, ESE, and special area departments coordinate and implement their own overall strategies to address inappropriate behavior and provide age-appropriate incentives on a structured hourly, daily, and weekly basis to their students.

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

Beulah recognizes students for outstanding achievement in the following major areas:

Academic
Citizenship
Adversity
Effort
Attendance
PE
Music
Art

How will you implement the reward system?

Individual classroom teachers will implement their reward systems on their agreed upon schedule. CCTV is also used to recognize outstanding academic and behavioral achievements throughout the year. End of year awards from teachers, administration, and school partners recognize a variety of academic, behavioral, citizenship, and hardship achievements students have made during the year.

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.

We will need assistance from district-level behavior intervention specialists in developing interventions and follow-up for some of our students with intensive intervention needs.

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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?

A beginning of year faculty in-service will provide baseline training with follow-up information at grade level meetings following SWBMT meetings to share information.

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?

School-wide routines include several basic rules that are at a minimum implemented in every classroom. Keep your teacher happy. Raise your hand for permission to speak. Follow all classroom rules. Three S line in hallways.

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

Beginning of year faculty in-service will provide baseline training with follow-up information at grade-level meetings following SWBMT meeting to share information. Homeroom, special area, and ESE teachers will follow-up with review of expectations during the first week of school, and follow-up refreshers after extended breaks and on other as-needed circumstances throughout the year.

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 Focus data reports at SWBMT regular 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?

School business partners, and very active PTA and volunteer programs involve many of our parents in supporting school activities. This in turn helps provide buy-in from the local community that Beulah serves and gives us a high standing in the community's respect for what our faculty and staff do at our school.

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

N/A