

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

School: Lincoln Park	School Year: 2017 - 2018	Date of Plan: Oct. 18, 2017
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 the school's Media Center.		
<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>During School Leadership Team meetings, the behavior data will be discussed and input will be solicited. We will brainstorm strategies for improvement and discuss strategies that are working well. A review of the Positive Discipline Model approach will take place when deemed necessary during faculty and leadership team meetings. Implementation of this progressive model includes: a daily review and modeling of the school rules, warnings, redirection of students, use of proximity methods, and incorporation of Buddy Teacher/Time Out strategies. The next steps include direct contact with parents by phone or through conferences. If greater involvement is warranted, an in-house behavior form and the discipline referral system are used. These forms play a role in helping generate data which enables our team to establish plans for meeting the needs of our students.</p>		

STATEMENT OF PURPOSE

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Name of Team Member(s) in attendance:	Role of Team Member (Principal, Teacher, Parent, etc.):
1. Cassandra Smith	1. Principal
2. Melanie Haupt	2. Administrator on Special Assignment
3. Rosilyn Lee	3. Guidance Counselor
4. Serena Franklin	4. Pre-Kindergarten Teacher
5. La tris Garner	5. Kindergarten Teacher
6. Cheresal Lambert	6. ESE Teacher
7. Joni Hossman	7. Third Grade Teacher
8. Natasha Thacker	8. Parent
9. N/A	9. N/A
10. N/A	10. N/A

SMART GOAL

The Lincoln Park Primary School Community will decrease our discipline referrals by 2% for the 2017 – 2018 school year by partnering with families and engaging students.

STATEMENT OF PURPOSE: The Lincoln Park Primary School Community which includes the school’s administration, staff, and parents, will work together to foster a safe, motivating, and engaging learning environment that will increase the students’ educational performance.

SCHOOL-WIDE BEHAVIORAL GOALS

Office Discipline Referrals: At the end of the 2016 – 2017 school year, we had a total of 89 Office Discipline Referrals. Our goal is to reduce that number by 2% this school year.

***This data does not include ICARE data.

Out-of-School Suspensions: There were a total of 30 Out-of-School Suspensions last year. Our goal is to reduce that number by 2% this school year.

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In-School Suspensions: Last year we had one incident of In-School-Suspension. Our goal is to maintain this average. We expect to see an increase since we anticipate using ISS instead of OSS when the situation dictates.

***This data does not include ICARE data.

Discipline Disproportionality: In regards to ethnicity and students with disabilities disproportionality, our disciplinary actions reflect the make-up of our school. However, our gender disproportionality did not reflect the overall make-up of our school. Our goal is to reduce our number of referrals for our male students.

Chronic Absenteeism: With a decrease in our average daily attendance of 3.1% from the previous year, our goal is to improve our average daily attendance by 3%.

Bullying Prevention: Through the continuation of social skills lessons implemented by our Guidance Counselor in kindergarten through 4th grade, our goal is to reduce the number of incidents of bullying.

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?

During pre-school, our teachers received training on our Progressive Discipline Plan and schoolwide expectations and rules. During the first few weeks of school, our students received intensive instruction and practice on our schoolwide expectations and rules.

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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?

To encourage ongoing instruction and adherence to our expectations and rules, the students and staff are reminded daily of our rules and expectations on our daily news show. Throughout the year, the principal reinforces the rules during her morning announcements. Parents/guardians are contacted as needed to encourage and assist students with following the school rules. Our check-in/check-out program provides a on-on-one daily reminder and direct instruction in schoolwide expectations for those students who require more frequent direct instruction and encouragement. Our Guidance Counselor provides social skills training in our kindergarten through 4th grade classrooms.

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 will be provided to faculty on a quarterly basis. The Principal and Guidance Counselor meet with all new students to orient them to the expectations and rules of our school. Each week, all grade levels receive social skills classes taught by our Guidance Counselor.

REWARD/RECOGNITION PROGRAM

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

A token reward system is used as an incentive to exhibit good behavior. Every Friday students bring their "leopard loot" to the school store to purchase educational and fun items. Leopard loot is dispersed randomly by all faculty and staff when school expectations and rules are being followed.

Our school also uses a recognition system, "Leopard Leaders," to reinforce good behavior. Each week the teacher selects one student from their class who has exhibited positive behaviors to be the "leopard leader." The student wears a special badge designating them as the "leopard leader." The selected student sits in a special chair in the classroom and during lunch the "leopard leader" sits on the stage at decorated tables with one student of their choosing.

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

Students promise to respect themselves by having a positive attitude and being responsible for their own actions. Students promise to respect teachers and staff by creating an environment that is orderly and conducive to learning through friendly and polite interactions with our faculty and staff. Students promise to respect others by treating others in a polite and courteous manner. Students promise to respect school property by keeping the school clean and orderly, and respecting computers, chromebooks and other materials.

How will you implement the reward system?

The Principal, faculty and staff will distribute leopard loot throughout each day to students exhibiting positive behaviors, socially and academically, by meeting schoolwide expectations. School staff will provide an opportunity for every class to visit the school store each week. The Guidance Counselor will work with the teachers to implement the "Leopard Leaders" program.

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.

Sanford Harmony Social Skills Curriculum
School Store Items

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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?

During pre-school inservice, the faculty and staff received professional development training on our schoolwide expectations and rules. Our Guidance Counselor will revisit training throughout the year during faculty meetings.

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 schoolwide routines and procedures students are expected to exhibit are the Lincoln Park Promises, our Whole Brain rules, transition position while traveling around the school, and “restaurant-style” lunchroom behaviors. To reinforce adherence to these routines and procedures, they will be recited and demonstrated on the morning news show each and every morning.

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

In an effort to achieve faculty and staff buy-in, they will be given the opportunity to review, discuss and provide input on the development of the plan. Quarterly, the faculty and staff will participate in a review of our behavior data and encouraged to provide suggestions for improvements and revisions to the plan.

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.

The monitoring of the implementation of our Behavior Plan will be conducted through formal and informal observations during classroom visits and campus walkthroughs. By closely reviewing our behavior data, we will determine if the behavior plan is being implemented to fidelity by our entire faculty and staff.

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?

Frequent phone calls and positive notes will be sent home to inform parent(s)/guardian(s) concerning their child's behavior and academic progress toward achieving our school-wide expectations. At Orientation and during conferences, the school-wide expectations and rules will be shared with the parents/guardians. Our expectations and rules will also be shared during Parent Involvement Meetings, Parent Report Card Conferences and School Advisory Council Meetings.

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