

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

School: Longleaf	School Year: 2017-2018	Date of Plan: 9/27/17
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 the 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>Data will be shared during faculty meetings with all faculty. The outcomes will also be shared during grade level meetings and at School Advisory Council Meetings.</p>		

STATEMENT OF PURPOSE	
Name of Team Member(s) in attendance:	Role of Team Member (Principal, Teacher, Parent, etc.):
1. Troy Brown	1. Principal
2. Maury Cowart	2. Assistant Principal
3. Nicole Everette	3. Curriculum Coordinator
4. Cecelia Hale	4. Behavior Coach
5. Megan Slms	5. Teacher
6. Connie Sharpless	6. Teacher
7. Deborah Lindsay	7. Teacher
8. Wendy Stacey	8. Teacher
9. Melissa Venable	9. Teacher
10. Sallie Phillips	10. Teacher

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SMART GOAL

School- Wide Goals are below and will be measured as effective by decreasing out-of-school suspensions:

1. **Be Respectful**
2. **Be Responsible**
3. **Be Ready**

SCHOOL-WIDE BEHAVIORAL GOALS

Office Discipline Referrals: Our goal is to decrease out-of-school suspensions by 5%.

Out-of-School Suspensions: Out-of-school suspensions will decrease by 5%.

In-School Suspensions: The number of in-school suspensions will decrease by 5%.

Discipline Disproportionality: N/A

Chronic Absenteeism: Average daily attendance will increase by 1%. We will continue parent phone calls, conferences, and child study team meetings for excessive absences. We will continue to reward and recognize students with good attendance in an effort to motivate students. The number of early checkouts and tardies will decrease by 5%. The Guidance Counselor will follow up with letters and phone calls, then referrals to the School Social Worker.

Bullying Prevention: Bullying Prevention Training will be provided to 100% of faculty and students. Additional Sanford Harmony lessons will be provided to students needing extra interventions.

Other: N/A

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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 Positive Behavior Intervention System (PBIS) Coach introduced the expectations during pre-planning. During the first week of school, an overview of the schoolwide rules and procedures is given via closed circuit television and students are given daily reminders from the administration. Follow-up lessons are provided by teachers in classrooms. Teachers reinforce the expectations, post them in the room, explain why they are needed, and give examples. Each day of the first week, the expectations, rules, and procedures for all settings are discussed with students. All teachers review the expectations utilizing Time to Teach and Sanford Harmony.

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?

Closed circuit television morning news program is used to provide daily reinforcement for our schoolwide expectations and rules. Examples and non-examples are provided. Throughout the year, students will be recognized and rewarded for demonstration of our schoolwide rules and expectations.

Time to Teach is incorporated into each teacher's schedule. The Sanford Harmony program is also used with students. Posters are displayed throughout the school as reminders and our school newsletter is used to communicate these rules and procedures to our parents.

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 is completed within grade level meetings after monthly PBIS meetings. Training for students is ongoing and they receive reinforcement on a daily basis, through classroom instruction and on closed circuit television. Since these are visited daily, new students are informed of rules and expectations. The Guidance Counselor and Behavior Coach will assist with focus groups if needed.

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REWARD/RECOGNITION PROGRAM

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

Individual teachers have classroom behavior systems in place based on positive reinforcement. Patriot Bucks are given to students making good choices. Bucks are traded in to purchase items at our school store. Students can save them for a big monthly event. The first month students will attend a "dance glow party". Each month teachers select 2 students as "Positive Patriots" and one student who has made the most improvement that month. At the end of the 9 weeks, "A" citizens will be recognized and given ribbons.

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

Students that are respectful, responsible, and/or ready will be rewarded. (See school expectations and rules section for specific behaviors for each of these expectations.) All "A" citizens will attend the PBIS quarterly event for citizenship.

How will you implement the reward system?

Individual teachers have classroom behavior systems in place based on positive reinforcement. Teachers and other faculty members are given Patriot Bucks to distribute to students when they are making good choices. Students are able to cash these in to purchase items at the school store every other Friday. Every 9 weeks, students with A citizenship attend the "reward" event as well. In addition, at the end of the 9 weeks, "A" citizens will be recognized and given ribbons.

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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.

All faculty members receive training for implementation of the plan. This training takes place at the beginning of each school year. Refresher training is also provided at the beginning of the second semester of school. Teachers are also given a notebook with our behavior/discipline process and resources (strategies and interventions for specific behaviors).

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?

All faculty members receive training for implementation of the plan. This training takes place at the beginning of each school year. Refresher training is also provided at the beginning of the second semester of school. New employees are given training by the team's facilitator or the Behavior Coach.

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 described previously (respectful, responsible, and ready) will be implemented and reinforced by all faculty and staff. These routines will be posted in classrooms, hallways, and other areas of our school. In addition to recognizing students for demonstrating these behaviors, faculty and staff are recognized and rewarded throughout the year as well.

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

Our Schoolwide Behavior Team members regularly seek input from faculty and staff that is presented at each monthly meeting. Surveys are also used when additional input is needed or if a change to our plan is being considered. Team members report to faculty members and an opportunity is also given to discuss any issues or concerns of the faculty and staff.

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TRAINING AND IMPLEMENTATION (CONT.)

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

Monthly meeting will be held to review, analyze, and discuss our schoolwide data. At these meetings our schoolwide behavioral goals will be reviewed and monitored and additional strategies/interventions will be added if needed.

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?

Our Partners in Education assist by providing rewards and incentives for our students to encourage and motivate them throughout the year. Parents receive regular communication throughout the year via our monthly newsletter and at family events to further understanding and support for our schoolwide expectations and rules. Additionally, students are recognized at these events to motivate and reinforce the importance of appropriate school behavior at 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