

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

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| School: McArthur Elementary | School Year: 2017-20018 | Date of Plan: Aug 17, 2017 |
| <p>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 quarterly at library.</p> | | |
| <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>Each grade level and special area has a Discipline Committee Chair Member to represent them on the schoolwide committee. These members gather and share information at their regular weekly meetings. The schoolwide committee also gains input from each group through this process.</p> | | |

| STATEMENT OF PURPOSE | |
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| Name of Team Member(s) in attendance: | Role of Team Member (Principal, Teacher, Parent, etc.): |
| 1. T Vaughn/E Greenberg | 1. Principal/AP |
| 2. R VanGilder | 2. Counselor/Lead Chair |
| 3. K Rode/J English | 3. Kg/1st |
| 4. C Taylor | 4. 2 nd |
| 5. K Rowe | 5. 3rd |
| 6. M Hendrickson | 6. 4th |
| 7. C Higgins | 7. 5th |
| 8. R Burt | 8. Special Area |
| 9. E Ball | 9. ESE |
| 10. M Pitard | 10. ASD/School Store |

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| SMART GOAL |
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| <p>Provide an on-going structure at McArthur Elementary that allows both students and adults to have a clear understanding of the behavioral expectations in school. This structure will be fully inclusive and will focus on all school activities from the start of a school day to the close of that school day. Also, this structure will be designed to respect the function of each individual classroom to the various schoolwide components. We will also consider the involvement of the parent group and community resources. Our goal will be measured by a reduction in office discipline referrals.</p> |
| SCHOOL-WIDE BEHAVIORAL GOALS |
| <p>Office Discipline Referrals: The goal to reduce office referrals is to assure fidelity of each classroom discipline plan and at the early steps of the schoolwide discipline plan. If followed correctly, behaviors will be altered and will not need an office referral.</p> |
| <p>Out-of-School Suspensions: We will use a tier process both in the classroom and at the schoolwide level in order to allow struggling students to learn how to work through their specific behavior difficulties. The consequences will be natural and realistic. It will involve the student, teacher, parent and all other concerned school personnel.</p> |
| <p>In-School Suspensions: In-school suspension (ISS) will continue to be a tool in the Multi-tier System of Support (MTSS) plan of behavior. It is the final step in the process before home suspensions. The exception is for a major violation of the behavior code as deemed appropriate by the Principal/Assistant Principal, the student can jump straight to ISS.</p> |
| <p>Discipline Disproportionality: The greatest disproportion is with our black male population. We will continue to hold all students accountable for their behaviors. We place a great focus with schoolwide and classroom incentives to keep a focus on being caught in the positive as opposed to only focusing on the behaviors of violation. There is a desire to increase the number of mentors to <u>some of our students who might benefit from the increased one-on-one attention.</u></p> |
| <p>Chronic Absenteeism: This continues to be an issue for a small group of students in our school. We continue with parent communication (notes, calls, letters, conferences), Thursday work study for tardies, and efforts to keep students needs met and motivations up. We are in greater need of support from the district and with the court system to motivate those parents who will not respond <u>positively to our efforts.</u></p> |
| <p>Bullying Prevention: Continue training/educating all parties involved on bullying and appropriate ways to respond. We will continue to have dedicated weeks to focus and celebrate on "No Bully Zone", as well as motivational speakers. Individual, small group, and/or classroom efforts are made (as needed) to promote appropriate behavior and eliminate the inappropriate.</p> |
| <p>Other: N/A</p> |

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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?

We have a beginning of the year assembly to review the Rights and Responsibilities Handbook and the school rules for each grade level. Each teacher posts classroom and school rules in their classroom. We discussed various rules as we work through the Student of the Week calendar (each week has a different word or topic), and the Principal reviews rules and our schoolwide expectation...

Eager to learn

Always safe

Give respect

Listen well

Everyone cooperate

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 earn Eagle Bucks and the criteria is based on grade level. These bucks are easily redeemed at the bi-monthly trip to the school store. Each buck earned counts toward earning the privilege to attend the quarterly Eagle Buck Celebrations. The celebrations also require an A/B classroom citizenship grade and no involvement in the schoolwide discipline plan (including bus referrals).

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?

This is simply as needed. Our staff is fully aware of the plan and we focus to stay consistent. When a new staff member comes aboard, we work with them immediately.

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REWARD/RECOGNITION PROGRAM

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

Student of the week which is focused so every student has an opportunity to earn it one to two times per year. School store and Eagle Buck Celebrations. Most classrooms have established a Friday Fun day for the very end of the week.

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

We have elected to be more specific at each grade level due to the wide variety of developmental issues within an elementary school.

Schoolwide goes back to our schoolwide expectations for EAGLE.

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How will you implement the reward system?

Student of the Week, School store, Eagle Buck celebrations, Friday Fun, Morning News announcements.

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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.

PTA supports through funding the student recognition account. This involves pictures, pencils, certificates, and other various supplies not common to a weekly need.

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?

Same as already listed above.

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?

To follow the plan on a daily basis.

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

Involving all staff members in the decision making process through our Discipline Committee. Our plan is very similar from year to year. We have nearly perfected the process, but from time to time adjustments are needed.

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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.

The committee meets at the beginning of the year, at the end of each quarter.

We discuss any issues presented by each grade level as well as special areas. We plan for the next Eagle Buck Celebration and discuss any outlying issues. This may be recognized by faculty experiences or by the collected data.

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?

Each classroom teacher sends home newsletters on a weekly basis which includes classroom and school events and issues. The Principal tends to make 1 – 2 callouts each week keeping parents informed. We advertise on the school sign and send home flyers.

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