

**The School District of Escambia County
MTSS Plan for Behavior Progress Monitoring Form**

DISCUSSION (Quarters 1-3 ONLY)

Discuss the progress made towards the school-wide behavioral goals. Provide your best explanation for the progress or lack of progress toward the goals.

Molino Park believes we are making progress toward our goals. We believe our behavior tracking forms are assisting us with keeping track of behaviors.

Discuss any revisions that need to be made to the MTSS Plan for Behavior (e.g., modify procedures, add new procedures, remove procedures, etc.).

At this time, there are no revisions that need to be made to our MTSS Plan for Behavior.

Do you need to collect and analyze any additional data or outcomes to monitor your progress? If so, please describe.

We do not need to collect and/or analyze any additional data at this time.

Are there any areas where support or resources are needed?

None at this time

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PROGRESS TO GOAL
<p>In the following lines, provide a brief statement describing your progress towards each goal in your MTSS Plan for Behavior. Please refer to and discuss your current data and outcomes and address what progress you are making with your goals for race, grade, gender, and exceptionality.</p>
<p>Out-of-School Suspensions: Data – 3 incidents of out of school suspensions (OSS); 2 students with OSS (Male White and Male Hispanic); 1 Student With Disability; 1 student with 1 OSS; 1 student with 2 or more OSS. Our OSS decreased from 11 incidents (2016 1st grading period) to 3 incidents (2017 1st grading period). We will continue to use our behavior tracking form.</p>
<p>In-School Suspensions: Data – 3 incidents of in-school suspension (ISS); 3 students with ISS (Male White; Male Hispanic; Male Multi-racial); 3 students with 1 ISS. Our ISS also decreased from 11 incidents (2016 1st grading period) to 3 incidents (2017 1st grading period) as a result of teachers using our behavior tracking form.</p>
<p>Office Discipline Referrals: Data – 8 office discipline referrals (ODR); 6 students with ODR (4 Male White; 1 Male Hispanic; 1 Male Multi-racial); 3 Students With Disabilities Our ODR decreased from 21 (2016 1st grading period) to 8 (2017 1st grading period). Teachers are using their classroom behavior management system and communicating with parents prior to recording offenses on our behavior tracking form.</p>
<p>Chronic Absenteeism: At this time, we feel that our attendance/tardies are an issue, and we have to look at other ways to get parents to get their children to school. Data – 376 Days Excused Q1; 307 Days Unexcused Q1; 205 Checkout Excused Q1; 46 Checkout Unexcused Q1; 48 Checkin Excused Q1; 272 Checkin Unexcused Q1.</p>
<p>Disproportionality: For the first nine weeks, we feel our OSS and ISS were racially proportionate. Data – 3 incidents of OSS; 2 students with OSS (Male White and Male Hispanic) Data – 3 incidents of ISS; 3 students with ISS (Male White; Male Hispanic; Male Multi-racial). We did not have any females with ODR. Data – 8 ODR; 6 students with ODR (4 Male White; 1 Male Hispanic; 1 Male Multi-racial). We will continue to monitor our data to prevent and/or decrease any race or gender disproportionality. We will implement behavior strategies to use with our male population.</p>
<p>Bullying: We are fortunate that this has not been an issue for our school this year. We will continue to identify any bullying situations and focus on our SOAR expectations for all students; especially Show Respect and Offer Kindness (S – Show Respect; O – Offer Kindness; A – Always Follow Directions; R – Remain Responsible).</p>

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Other: N/A

END-OF-YEAR DISCUSSION

Which school-wide behavioral goals did you meet or not meet? If goals were not met, provide your best explanation for the lack of progress.

[Click here to enter text.](#)

What specific interventions in your MTSS Plan for Behavior were most effective?

[Click here to enter text.](#)

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What specific interventions in your MTSS Plan for Behavior were least effective?

Click here to enter text.

END-OF-YEAR DISCUSSION (CONT.)

What are some revisions that may need to be made to your plan for the next school year?

Click here to enter text.

What additional goals, data, or outcomes does your school need to consider for the next school year?

Click here to enter text.

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Are there any resources or supports needed to facilitate improvements for the next school year?

[Click here to enter text.](#)