

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

School: Sherwood Elementary	School Year: 2017/2018	Date of Plan: 8/10/17
<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 monthly at Conference Room.</p>		
<p>Describe how your school-wide behavior team will share the data and outcomes with your faculty, staff, and other stakeholders in the space below. The behavior team will share the data and outcomes with faculty and staff during monthly faculty meetings. Professional development and/or new strategies and interventions will be provided by the team as needed based on data.</p>		

STATEMENT OF PURPOSE	
Name of Team Member(s) in attendance:	Role of Team Member (Principal, Teacher, Parent, etc.):
1. Kristen Danley	1. Principal
2. Sunday Tindell	2. Assistant Principal
3. David Vaughn	3. Curriculum Coordinator
4. Alexis Quick	4. Remediation Teacher
5. Monya Curtis	5. Curriculum Coordinator
6. Liberty Davis	6. K Teacher
7. Colleen Maurer	7. 3 rd Grade Teacher
8. Megan Wolter	8. ESE Teacher
9. Jamie Zielinski	9. PE Teacher
10.	10.

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SMART GOAL

As a Positive Behavior Intervention System (PBIS) school, our primary goal is developing healthy relationships by creating a safe learning environment through the targeted steps of engage, explore, communicate, empower, and launch as measured by a reduction in office discipline referrals and out-of-school suspensions for the 2017-2018 school year.

SCHOOL-WIDE BEHAVIORAL GOALS

Office Discipline Referrals: Reduce the number of office discipline referrals (ODR) by 10% (262 last year to 236 or less this year).

Out-of-School Suspensions: Reduce the number of out-of-school suspensions (OSS) by 10% (111 last year to 100 or less this year).

In-School Suspensions: The goal is to utilize strategies including in-school suspension (ISS) to reduce the number of OSS, so the number of ISS days is expected to increase. Last year there were 8 ISS days.

Discipline Disproportionality: Decrease the percentage of African American students receiving ODR by at least 10%. Last year 65% of ODR were by African American students.

Chronic Absenteeism: Increase average daily attendance to 95% (up from 92% in 16/17).

Bullying Prevention: Educate students, parents and faculty on bully prevention.

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?

Our schoolwide expectations are taught to all staff during preschool week and to all of the students in the school the first week of school. Students are taught the expectations through morning news shows, classroom teachers, and a rights and responsibilities assembly with administration. The expectations are also posted around the school. Classroom expectations and class-created Social Contracts are also posted in each class and referred to throughout the day. Students are taught self-checking and buddy-checking strategies to curtail misbehavior.

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?

We will focus on the schoolwide expectations of being respectful, being an active learner, being honest, and being responsible through “Word of the Week” on the morning news show, classroom morning meetings where good things are shared, building and use of the classroom social contract, and ongoing character training using Sanford Harmony curriculum.

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?

We will provide refresher training monthly to staff, based on behavior data analysis and staff input. We will focus on the schoolwide expectations of being respectful, active learners, honest, and responsible through “Word of the Week” on the morning news show, classroom morning meetings where good things are shared, building and use of the classroom social contract, and ongoing character training using Sanford Harmony curriculum.

In addition to all of the above, we will have a “mini” assembly mid-year for new students to orient them on expectations and rules.

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REWARD/RECOGNITION PROGRAM

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

As a PBIS model school, we focus on, and reinforce, positive behaviors above all. Our means of positive reinforcement (to help keep students engaged) include: distributing "Learning Earnings" dollars that can be used at the reward store when students make good choices, hosting quarterly parties that students can gain admittance to by earning an A or B in citizenship grades, and giving students who display acts of positive behavior "shout outs" on our morning news show.

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

The Sherwood Arrows of Excellence are: Be respectful, Be an active learner, Be honest, and Be responsible.

How will you implement the reward system?

Students earn Learning Earnings reward dollars by exemplifying arrows of excellence. Learning Earnings is an online token economy, where faculty/staff deposit bucks to student accounts. When depositing these funds, a reason for the reward is also tagged. Students then know who the bucks are from and why they are receiving them. Students then shop online for their prizes. Our PBS Coordinator delivers prizes weekly.

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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.

Learning Earnings training was provided for all new faculty and staff, as well as a refresher for all others. We utilize as many non-tangible rewards as possible (lunch with teacher, extra computer time, etc), but some are tangible requiring money to purchase those prizes/rewards. Training for the new "Sanford Harmony" curriculum was provided for all faculty and staff at the beginning of the year. Additional training was provided for implementation of RtIb for documenting minor incidents.

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?

Our PBS Coordinator and Guidance Counselor provided training on the Multi-tier System of Support (MTSS) plan for behavior at the beginning of the school year and also trained new faculty and staff first quarter. They will provide training for new faculty/staff mid-year, as well as provide refreshers for all others.

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?

We utilize "RtiB" which is an online database that tracks discipline issues. Infractions are entered into the database as they occur. Our school's PBIS team meets monthly to review the data and problem solve accordingly. After the behavior team meets to discuss the data, the information is relayed at monthly faculty meetings. At our monthly faculty meetings, the PBIS team also provides tips and refreshers to teachers for promoting positive behavior and minimizing behavior infractions. Each grade level will have a team member that communicates with them individually to address concerns and serve as their representative on the PBIS team. We will address needs and concerns as they arise, and the team will work to monitor schoolwide implementation based on data, including walkthrough data and teacher input. We will seek input and share data at faculty meetings as well. Additional training/refreshers will be provided based on data analysis.

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

We will achieve and maintain buy-in by providing consistency and support at all levels, through administration, Response To Intervention (RTI) Teacher, and PBIS Committee as well as having grade level representatives be a part of the PBIS committee.

TRAINING AND IMPLEMENTATION (CONT.)

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

Our school's PBIS team meets monthly to review the data and problem solve accordingly. We will address needs and concerns as they arise, and the team will work to monitor schoolwide implementation based on data, including walk through data and teacher input. Further training/refreshers will be provided based on data analysis. MTSS meetings are regularly scheduled to monitor progress of individual student progress. The PBS coordinator/RTI Teacher assists and supports teachers in tracking 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?

Parents and community members are notified of all PBS expectations, programs, and activities. They are encouraged to participate in quarterly PBIS events.

When administration, Guidance Counselor, or PBIS/RTI Teacher intervene with students having behavior issues we are also looking at what outside of school stressors could be affecting this student's behavior to see if there are other services that the school could provide to students and/or families. Each month when the PBIS Team meets to discuss students in RTI for behavior, this is also a topic of discussion to see if and how the school could provide additional support for students and families.

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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