

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

<b>School:</b> Warrington Elementary	<b>School Year:</b> 2017-2018	<b>Date of Plan:</b> 9-1-17
<b>Note:</b> Please refer to the <i>Guidelines for Developing a Multi-Tier System of Supports (MTSS) Plan for Behavior</i> for instructions and recommendations. The <b>Committee will meet</b> monthly <b>at</b> Warrington Elementary.		
<b>Describe how your school-wide behavior team will share the data and outcomes with your faculty, staff, and other stakeholders in the space below.</b>		
<p>We will email monthly reports to both faculty and staff. The reports will provide details with regards to current data, goals, and progress made towards goals. In addition, grade level representatives will debrief the other members of their grade level teams during regularly scheduled grade level meetings. We will provide information with regards to data, goals, and outcomes to parents and other stakeholders by creating and maintaining the PBIS information link on our school website. We will use faculty meetings and the morning huddle to provide information relating to our goals and progress towards goals to our students. Classroom teachers will share data with their students monthly.</p>		

**STATEMENT OF PURPOSE**

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<b>Name of Team Member(s) in attendance:</b>	<b>Role of Team Member (Principal, Teacher, Parent, etc.):</b>
1. David Schmittou	1. Principal
2. Angie Harris	2. Assistant Principal
3. Jennifer Lane	3. Behavior Coach
4. Laura Coker	4. Instructional Coach
5. Linsay Whitley	5. Guidance Counselor
6. Brianna McEachern	6. 1 <sup>st</sup> grade Representative
7. Valerie Britt	7. 2 <sup>nd</sup> grade Representative
8. Megan Sorrell	8. 3 <sup>rd</sup> grade Representative
9. Brittney Goldthwaite	9. 5 <sup>th</sup> grade Representative
10. Alma Shoults	10. ESE Representative

**SMART GOAL**

At Warrington Elementary School, we strive to ensure that all students are provided with the supports necessary to reach their full potential both academically and socially. We recognize that all students benefit from proactive positive behavior supports and interventions. Our mission is to establish a safe and positive school climate that promotes the academic, social, and emotional development of all students as measured by a decrease in the total number of office discipline referrals and out-of-school suspensions for the 2017-2018 school year.

**SCHOOL-WIDE BEHAVIORAL GOALS**

**Office Discipline Referrals:** Decrease the total number of office discipline referrals (ODRs) by 20% to 200 or fewer ODR's for the year

**Out-of-School Suspensions:** Decrease the number of out-of-school suspensions (OSS) incidents from 228 to 100 or fewer for the year.

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<b>In-School Suspensions:</b> Decrease in-school suspensions by increasing Tier 1 supports through Positive Behavior Interventions.
<b>Discipline Disproportionality:</b> N/A
<b>Chronic Absenteeism:</b> Increase average daily attendance rate from 90% to 95%
<b>Bullying Prevention:</b> Our goal is to have 100% of our faculty, staff, and students trained in identifying, addressing, and reporting bullying behavior.
<b>Other:</b> Decrease the number of bus referrals by 10% to 68 or fewer bus referrals for the year.

**TEACHING EXPECTATIONS AND RULES**

**How will your school introduce the school-wide expectations and rules to all of your students and staff?**

Teachers will introduce, teach, and model the schoolwide expectations during the first two weeks of school. They will teach Positive Behavior Intervention System (PBIS), schoolwide expectations, topics of the month, schoolwide discipline procedures, and reward distribution schedule will be shared with faculty/ staff via email and Google drive. Teachers will be provided with expectation posters and PowerPoint presentations for teaching the school-wide expectations during the first two weeks of school. Teachers were given the "Have You Filled a Bucket Today" books, buckets, and bucket tickets. Teachers will use the books to teach students how to be a bucket-filler. Team Leaders will meet with faculty and staff to provide PBIS trainings and PBIS refreshers. Teachers will communicate with PBIS team members through trainings, refreshers, email, and PBIS grade level representatives. A PBIS kickoff will be scheduled to introduce the students to PBIS and review schoolwide expectations. Teachers will be provided character education topics and lessons to present during the designated.

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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?**

There is a designated time block built into the daily master schedule to teach expectations and social skills. Administration will conduct periodic Tier 1 walkthroughs to monitor implementation. Teachers will be given Learning for Life curriculum to teach daily social skills and character education lessons. Teachers will embed instruction and reinforcement of expectations within the curriculum throughout the instructional day. Teachers will share ideas and suggestions for social skills and character education instruction during monthly intervention meetings.

**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?**

All teachers will be provided PowerPoint presentations, and materials from new and previous trainings to become familiar with our PBIS program. In addition, grade level PBIS representatives will be responsible for explaining our PBIS systems and answering any questions posed by faculty new to their grade levels. Classroom teacher and peers will orient new students to our PBIS program and the schoolwide expectations. PBIS refreshers will be provided to faculty and staff at the beginning of the school year and in January. Classroom teachers will provide PBIS refresher lessons to their students in January.

**REWARD/RECOGNITION PROGRAM**

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

Bucket Tickets: Students will have the opportunity to earn bucket tickets for positive behavior. Tickets can be earned based on either individual or group behavior and tied to class, grade level, and schoolwide reward systems.

Student of the Month: Teachers recognize one student per month due to excellent or improved citizenship, effort, and/or academic skills. Students receive a certificate and invitation to a special monthly activity.

PBIS Activities: The PBIS team will host a special schoolwide family activities 4 or 5 times for the year.

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

We will reward and recognize students who exemplify our schoolwide expectations or for any other positive behaviors consistent with our schoolwide expectations. 1. Be Respectful 2. Be Responsible 3. Be Safe 4. Be A Role Model.

**How will you implement the reward system?**

The reward/ recognition systems will be implemented throughout the school day and occur across all school settings. Students will earn bucket tickets and receive praise for demonstrating behaviors consistent with our schoolwide expectations. Teachers will have a classroom system for distributing and collecting bucket filler tickets. It is the responsibility of the student to make sure he/ she puts all of his/ her bucket filler tickets in the teacher assigned location within his/ her classroom. Teachers will celebrate weekly in their classrooms to recognize positive behavior. Teachers will submit Student of the Month nominations monthly to the Guidance Counselor.

**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.**

We need to train teachers on how to use reward and recognition systems effectively. We need to train teachers to use classroom data to analyze behavior, identify function, implement, and monitor classroom-based interventions. We need more financial support and community volunteers to effectively implement the reward systems (involve parents, staff, and community partners). We need character education and social skills curriculum for schoolwide instruction of expectations and targeted instruction for students in need of Tier 2 and 3 supports.

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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?**

We will provide PBIS training to teachers at both the beginning of the year and in January. We will share training materials and PBIS handbook to faculty and staff via email and Google Drive. We will share Schoolwide Behavior Management Plan (SWBMP) via email and Google Drive. We will share data, outcomes, and progress towards SWBMP goals monthly via email, Google drive, and faculty meetings. Grade level PBIS representatives will train any new faculty and staff who arrive mid-year.

**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?**

Teachers will implement daily lessons to teach social skills and character education topics during the designated instructional time block. All faculty and staff will receive bucket tickets to award to students for following schoolwide expectations.

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

We will ensure continuous communication between PBIS team members and school faculty by designating a representative at each grade level who is responsible for both keeping other grade level team members informed regarding PBIS, as well as, for performing check-ins to receive input relating to activities, rewards, strengths, and weaknesses of the program. We will conduct monthly surveys to obtain input regarding our program, need for training, and need for resources. We will share data and progress towards goals monthly with faculty and staff.

**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.**

We will use data from the RtiB database and CCF's to monitor the effectiveness of Tier 1 processes. The district PBIS coach will conduct walkthroughs throughout the year and provide feedback on Tier 1 implementation. We will use information gathered from grade level check-ins and monthly surveys. We will monitor the percentage of student participation in Tier 1 PBIS schoolwide activities. We will use attendance sheets from Tier 2 social skills groups and check-in/ check-out logs to monitor implementation of Tier 2 and Tier 3 supports. We will use daily progress monitoring data to monitor implementation of Tier 2 and Tier 3 supports in the classroom.

**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?**

We will use our school website to provide parents with information about our PBIS program and activities. Parents will receive a letter/ flyer providing an overview of PBIS initiatives at Warrington. Parents will be invited to family events to celebrate and promote school expectations and positive behaviors. Community members will be encouraged to participate through volunteering or providing donations to support schoolwide PBIS initiatives.

**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