

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

School: C. A. Weis	School Year: 2017-2018	Date of Plan: October 26, 2017
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 C. A. Weis.		
<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.</p> <ol style="list-style-type: none">a. Pre-Inservice Workshops – New Teacher Orientation, WEIS Academy and Full Staff Back to School Inserviceb. Monthly Staff Meetingsc. Monthly Data Meetings that focus on behaviord. Individual meetings based on changes in student behaviors, program modifications or staffing turnover.e. Bus Driver Luncheon (Two times a year)f. Monthly Positive Behavior Intervention System (PBIS)/Behavior Newsletter		

STATEMENT OF PURPOSE

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Name of Team Member(s) in attendance:	Role of Team Member (Principal, Teacher, Parent, etc.):
1. Holly Magee	1. Principal
2. Shannon Cross	2. Assistant Principal
	3. Curriculum Coordinator
3. Cindy Speed	4. Behavior Coach
4. Aaron Poloff	5. Behavior Coach
5. Jenny Hurd	6. Teacher
6. Michelle Andersen	7. Teacher
7. Megan Stephenson	8. Licensed Mental Health Counselor
8. Terri Perkins	9. -
9. -	10. -

SMART GOAL

1. In 2015-16 Weis Elementary wrote over 600 Referrals. In 2016-2017, approximately 450 referrals were written. For 2017-2018, our goal is to write less than 300 referrals. To achieve this goal we will continue to reinforce and strengthen several programs that are already in place. These programs, listed below, will allow for a strong, safer and more productive school community.
 - a. PBIS School Wide Program; b. Monthly trip to the Weis Store for use of PBIS; c. Monthly PBIS student and classroom incentives; d. Student of the Month Luncheon

SCHOOL-WIDE BEHAVIORAL GOALS

Office Discipline Referrals: As previously stated, our goal is to process/write less than 300. This would allow for us to reduce the amount of referrals being written/processed by 50% within a two year period. In 2016-2017 we averaged 70 ODR's per grading period for the first half of the year. That number increased the second half of the year to over 100 per grading period.

Out-of-School Suspensions: In 2016-2017, we averaged 40 students requiring OSS per grading period in the first half of the year. This number stayed consistent through out the year as we added two behavior classrooms for those students that were consistently ending up with OSS. The goal for this year, is to average less than 30 students with OSS.

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<p>In-School Suspensions: Our number of ISS were very low last year. That was due to a very inconsistent facilitation of the program. The program lacked structure and was unsuccessful. In 2017-2018, we have created a very structured and consistent ISS program. We expect to see our ISS numbers increase from 2016-2017, and see a decrease in OSS infractions. Our goal is to run the program and evaluate it at the end of the year.</p>
<p>Discipline Disproportionality: At this point, the only disproportionality from the end of the year data was with Students with Disabilities. The number of incidences was a little higher percentage than the number of non-disabled students.</p>
<p>Chronic Absenteeism: Monitoring student absenteeism - when a student reaches 3 consecutive days of absenteeism, a phone call will be made to the parent. If there is no answer, then a School Social Worker form will be completed. Child study meetings occur once a child has over 5 unexcused absences. These meetings are scheduled by the Guidance Counselor.</p>
<p>Bullying Prevention: All classes have a bullying prevention class the first nine weeks. We also have daily social skills training which addresses the issue of bullying.</p>
<p>Other: N/A</p>

TEACHING EXPECTATIONS AND RULES

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

STAFF: a. Pre-Inservice Workshops – New Teacher Orientation, WEIS Academy and Full Staff Back to School Inservice; b. Monthly Staff Meetings; c. Monthly Data Meetings that focus on behavior; d. Individual meetings based on changes in student behaviors, program modifications or staffing turnover; e. Bus Driver Luncheon (Two times a year)

STUDENTS

- a. Teachers review classroom/school rules with students
- b. Sanctuary Model is conducted in every class
- c. Rules/Expectations are posted in every class
- d. Schoolwide expectations are posted at various places around the school.
- e. Daily LEAPS Lessons
- f. SEL Lessons in Primary (K-1) Grades
- g. PBIS Kickoff Assembly

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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?

- a. Sanctuary Model is conducted in every class
- b. Rules/expectations are posted in every class
- c. Schoolwide expectations are posted at various places around the school.
- d. Daily LEAPS lessons
- e. SEL Lessons in Primary (K-1) Grades
- f. Monthly PBS assemblies
- g. Monthly opportunities to shop with Weis Bucks in the Weis Store

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?

Each nine weeks for all staff and more frequently for those staff members who need it.

For students, teacher and students have a plan in their classroom to make new students familiar with the process.

REWARD/RECOGNITION PROGRAM

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

We use a token economy system with Weis Bucks. (PBIS REWARDS ONLINE PROGRAM)

Student earn "bucks" for following the school rules and expectations. Bucks can be spent on items for the classroom store (each teacher is required to have some type of store in room) or 1 time a month in the Weis Store.

Students who earn a designated amount of points also get to attend the monthly PBS activity.

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

Being Safe
Being Respectful
Being Responsible

How will you implement the reward system?

Teachers and staff were trained pre-school. Implementation started day 1 of students.. We had a kickoff campaign to get students excited and motivated to earn points.

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.

none

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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?

This is ongoing at the school. We do a training during our Weis Academy in the summer. The School Psychologist trained teachers the first month of school as grade levels. Training is continued on an as needed basis.

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?

Our entire school starts the day with Community meetings from the Sanctuary Model where students answer four questions. Teachers then go into a social skills lesson each morning.

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

We reward our teachers with points and we have a teacher store.
During peak times of the year (holidays etc) we will have behavior challenges to keep classes motivated.

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.

With the support of our Counselor, Behavior Coaches, and Behavior Team, we will meet and discuss individual needs with both staff and students.

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 are invited to the monthly celebrations. As the Principal, I send home a monthly newsletter where I list the Students of the Month based on character traits. I also send home social skill activities twice a month that parents can do with their child. If the child returns the sheet with parent signature, they get 10 extra Weis Bucks.

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