

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

<b>School:</b> Booker T. Washington High School	<b>School Year:</b> 2017-2018	<b>Date of Plan:</b> 10/30/2017
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**Note:** Please refer to the *Guidelines for Developing a Multi-Tier System of Supports (MTSS) Plan for Behavior* for instructions and recommendations. The Committee will meet Monthly at Innovation 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.**

Disciplinary data are input through the Deans' office as incidents occur by utilizing the FOCUS system. Necessary reports are generated through the RtIB database and FOCUS. Reports will be gathered by the RtI Coordinator. The reports are collected and analyzed by the Behavior Team during weekly meetings in order to summarize the data and identify any trends that are occurring throughout the school year. Findings and strategies are reported to the Parent Teacher Student Association (PTSA), School Advisory Council (SAC), and faculty/staff throughout the year. Specific or detailed information pertaining to grade level will be shared with students during Academic Awareness Assemblies and with individual students and their parents during Parent/Teacher/Student Conferences.

<b>STATEMENT OF PURPOSE</b>	
<b>Name of Team Member(s) in attendance:</b>	<b>Role of Team Member (Principal, Teacher, Parent, etc.):</b>
1. Michael Roberts	1. Principal
2. Sherita Williams	2. Assistant Principal
3. Amy Gordon	3. Assistant Principal
4. Tara Rush	4. RtI Coordinator
5. Joe Williams	5. Dean
6. Elise Glidden	6. Guidance Counselor
7. Kendra Gilbert	7. ISS/ILR teacher
8. Aronica Thomas	8. Teacher
9. Rev. Edward Hayes	9. Parent
10. Marcus Thomas	10. Student

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**SMART GOAL**

Decrease the number of referrals and out-of school suspensions while increasing attendance rate.

**SCHOOL-WIDE BEHAVIORAL GOALS**

**Office Discipline Referrals:** Decrease the number of Office Discipline Referrals (ODR) 10% by May 23, 2018.

**Out-of-School Suspensions:** Reduce Out-of-School Suspensions by 10% by May 23, 2018.

**In-School Suspensions:** Continue the usage of In-School Suspensions (ISS) will remain constant or slightly increased in order to reduce our Out-of- School Suspensions. We will pilot a program where students will enter ISS for class period the disruptions occurs in instead of the entire school day; this will keep students in class the majority of the time and ISS will be given for the period in which the teacher who wrote the ODR.

**Discipline Disproportionality:** Along with the decrease in the number of ODR, the racial discipline gap should also decrease.

**Chronic Absenteeism:** Increase attendance to 97%. Students who are chronically absent will meet with Assistant Principal; make phone calls home and send out visiting teacher; nurture a culture of attendance by increasing student engagement.

**Bullying Prevention:** All staff and students will receive bullying training on the District's bullying reporting protocol. Anti-bullying videos will be shown throughout the school year on CCTV. Bullying Prevention Posters will be place throughout the school.

**Other:** [Click here to enter text.](#)

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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 will introduce the school-wide expectations during the first week of school. Teachers will get the expectations and lesson plan during pre-planning and students are taught the expectations during the first week. At the end of the first week, there will be a PBIS Pep Rally for all grade levels to review school-wide expectations. School-wide expectations are posted throughout the school on large banners. Each classroom has the expectations posted on posters. Will have a student leader go over the school-wide behavior expectation of the week on the morning announcements.

**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?**

The use of CCTV and announcements; TV Production team will make commercials and those will air during announcements. Teachers are encouraged to reteach expectations each time they discipline a student. Signs are posted in each classroom and throughout the school.

**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?**

Teachers will be taught in the beginning of the school year and again during the teacher planning day in January. New teachers will meet with the RtI Coordinator to be taught the expectations and how to implement them in the classroom; the AP of Operations will conduct refreshers in monthly New Teachers meetings. Students who arrive mid-year will be given an overview of the expectations and a copy of the behavior matrix.

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**REWARD/RECOGNITION PROGRAM**

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

The PBIS team will conduct an event each nine-weeks to reward students for their positive behavior or attendance. Cat Scratch is given to teachers so they can reward students for following the matix expectations. The Cat Scratch can be used in the Cat Shack to purchase food or other items. The Cat Scratch can also be used for other rewards as the teacher sees fit, ie. Tardy passes, homework passes etc. We also have a board in the front of the school for students "Get Caught Being a Wildcat" to recognize students going above and beyond expectations. Monthly rewards will be given to a student.

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

Students will be rewarded for having appropriate behavior in the classroom and in other areas of the school as described in the attached behavior matrix.

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

The PBIS team and the RtI Coordinator will monitor the behavior and attendance and set the PBIS event to help improve specific areas. Faculty and staff are given Cat Scratch to hand to students who are meeting the expectations.

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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.**

Teachers will need to be trained during the pre-school days and throughout the year during planning days. The teachers will be trained in Trauma informed care. Training in Capturing Kids Hearts would be beneficial and Implicit Bias, but funds will need to be raised to pay for outside training. District training opportunities in classroom management for new and/or struggling teachers will be recommended.

**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?**

1. Pre-school meetings
2. Teacher planning day meetings
3. Teacher mentoring
4. Rtl Coordinator

The teachers will be introduced and taught how to use the system during pre-school and planning days; Rtl Coordinator will reteach, assist, and model expectations to struggling teachers.

**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?**

1. The RTIB database will be used to track minor infractions.
2. Teachers must make contact with a parent or guardian.
3. Teachers must stand in the hallway between classes.
4. Behavior expectations are posted in each classroom and hallways.
5. Teacher assigned detention/Student Time Out encouraged.

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

Communicate the data and give updated progress reports to the faculty. Receive feedback from teachers, what is working for them, and what is not. The Rtl Coordinator will be made available to provide support to struggling teachers inside the classroom and with individual students.

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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 MTSS team will meet monthly to analyze and discuss the data – offer adjustments to the environment to prevent problem behavior. The PBIS team will meet monthly to look at the data and see what can be implemented to improve the data results. Progress reports will be given to the faculty. Classroom observations by Administration and student observations by the RtI Coordinator will be conducted.

**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?**

1. Parent nights
2. School Website
3. PTSA, SAC
4. Utilize community involvement programs such as the school volunteer, business partnerships and youth mentor programs

**Describe how you will implement an ILR program at your site, and describe how you will monitor its effectiveness. (Middle and High School ONLY)**

The Behavior team will meet weekly and discuss students behavior, academics, and ensure all steps are covered before assigning a student to ILR. Interventions must have been attempted before a student may be placed in ILR.