

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

<b>School:</b> Escambia High School	<b>School Year:</b> 2017-2018	<b>Date of Plan:</b> 10/16/2017
<p><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> Escambia High School.</p>		
<p><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> <p>The school-wide behavior team will share data and outcomes with faculty, staff, and stakeholders through faculty, Leadership Team, PBS, and School Advisory Council meetings. Data may also be shared through email communication as well as Google Docs.</p>		

<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. Frank Murphy	1. Principal
2. Esi Shannon	2. Assistant Principal
3. Melanie McElhaneey	3. Assistant Principal
4. Ryan James	4. PBS/RTI Coordinator
5. Anne McGowan	5. Instructional Coach
6. Derrick Boyd	6. Behavior Coach
7. Jewel Cannada-Wynn	7. Dean
8. Justin O'Quinn	8. Math Teacher
9. Brandi Gentry	9. ELA Teacher
10. (Name of team member)	10. (Role of team member)

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## SMART GOAL

Provide teachers with training and tools that will create a positive school environment resulting in an increase in academic performance and a decrease in behavioral incidents. During the 2017-2018 school year, faculty and staff are being trained to use strategies and techniques provided by Capturing Kids Hearts. In addition, faculty and staff are being trained to use both social and emotional strategies for both military and nonmilitary students. Teacher Assistants are being trained by the district on strategies to better engage students on the autism spectrum.

## SCHOOL-WIDE BEHAVIORAL GOALS

**Office Discipline Referrals:** Reduce the number of referrals each grading period and raise awareness of positive behaviors. The reduction of the number of referrals will be by 5%.

**Out-of-School Suspensions:** Reduce the number of OSS referrals each grading period compared to the 2016-2017 data by 5%.

**In-School Suspensions:** Reduce the number of ISS referrals each grading period compared to the 2016-2017 data by 5%.

**Discipline Disproportionality:** Reduce the range of disproportionality in referrals each grading period compared to the same subgroups in 2016-2017 data by 5%.

**Chronic Absenteeism:** Reduce the number of students with chronic absenteeism compared to the 2016-2017 data by 5%.

**Bullying Prevention:** Increase the number of school-wide bullying prevention activities for the 2017-2018 school year by two activities.

**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?**

School-wide behavior expectations will be introduced during teacher planning week at the beginning of the year. Teachers will be provided a laminated copy of the behavior expectation matrix as well as being posted throughout the school. Students will be introduced to the school-wide behavior matrix during their block class the third week of school. All teachers will be provided a five to ten minute lesson/powerpoint to be used at the start of fourth period each day of that week. Students will be provided a blank behavior matrix to complete with each daily lesson. On Friday, students will turn in their completed matrix in exchange for an official school-wide behavior matrix to keep at all times for reference.

### **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?**

Swamp swag will be used to reward positive behaviors in which students may redeem in the PBS store. Grade level competitions will be held throughout the year to lower office discipline referrals and reward students. Additionally, the daily PBS school expectation is recited during the morning announcements. Teachers will model these expectations so that students will continuously see how they are implemented. During classroom walk-throughs, administration will be looking for both classroom and school-wide expectations posted in the classrooms as well as desired behaviors from students. The PBS Coach and deans held a "Chat and Chew" during the zero planning time for teachers to address/reteach any issues or concerns that teachers had.

### **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?**

The Student Success Team-Behavioral Team will make recommendations based on RTI-B data each month. Students that enroll during the school year will receive a comprehensive packet of behavioral expectations.

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## REWARD/RECOGNITION PROGRAM

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

Swamp swag will be used as a form of currency to reward positive behaviors. Swamp swag can be redeemed in the PBS school store on a bi-weekly basis. In addition, grade level competitions will be held to lower targeted negative behaviors. The grade level with the fewest number of office discipline referrals in the selected category for the grading period will be rewarded with various incentives. Grade level competitions will be determined each grading period by targeted behaviors that the PBS team chooses. The PBS team will analyze data from the RTI-B database. Swamp swag will be awarded to students who are observed displaying positive behaviors according to the school-wide matrix. Students can spend their swamp swag in the school's PBS store on various items. At the end of the year, a PBS bash will be held that rewards students who have not received any disciplinary referrals. In addition, the MTSS Attendance team will incorporate an attendance requirement for the bash.

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

Students will be rewarded for a variety of behavioral expectations (ie. Office discipline referrals, attendance, etc.)

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

Faculty and staff are encouraged to reward students who exemplify positive behaviors or show a corrective behavior throughout the day. Students will be informed through announcements on the Gator News Network of PBS store opening as well as grade level competitions.

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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.**

Training will be needed for new teachers on how to use/submit online tracking forms using the RTI-B database. At the start of the year, paper tracking forms were used until all new/incoming students could be uploaded into the RTI-B database. Continued refresher training for teachers on classroom managed behaviors vs. office managed behaviors. Materials needed are paper to run copies, poster making capabilities, laminating materials, and money/donations to fund the PBS program.

### **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?**

Provide teachers with training and tools that will create a positive school environment resulting in an increase in academic performance and a decrease in behavioral incidents. During the 2017-2018 school year, faculty and staff are being trained to use strategies and techniques provided by Capturing Kids Hearts. In addition, faculty and staff are being trained to use both social and emotional strategies for both military and nonmilitary students. Teacher Assistants are being trained by the district on strategies to better engage students on the autism spectrum.

### **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?**

All teachers should review with their students the school-wide and classroom behavior matrices. Additionally, the school-wide behavior matrix will be posted throughout the school. Monitoring of online tracking forms will occur weekly to provide support for those teachers in need. Following the pledge of allegiance, a school-wide behavior expectation will be announced on a daily basis as a reminder for all students, faculty, and staff. Teachers will also be provided a flow chart for behavior as well as a classroom managed behavior vs office managed behavior chart to use as a reference.

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

The PBS team will have weekly and monthly "shout outs" to acknowledge teachers use of the system or just to simply say thank you for the good job they are doing. Also, the PBS team would like to track the number of Swamp Swag being given out to students by teachers in order to reward the teachers for their hard work.

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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 PBS/RTI Coordinator will pull information from the RTI-B database and FOCUS to track those students who have received tracking forms and office discipline referrals. The deans and behavior coaches will track the students assigned to them. In addition, the MTSS Attendance team will track students with chronic absenteeism using Focus. All parties will check to see if a correlation exists between attendance and behavior.

### **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?**

A brochure was designed and handed out to parents at Open House and is also available at the front office. Behavior data/information is presented at SAC meetings to inform additional stakeholders. Call outs, push outs on the School App, Canvas, the school website, and social media will be utilized to inform parents/guardians of PBS school events.

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

This year, the ILR program at Escambia High School is separate from the school's ISS program, each with a separately assigned teacher. Deans, behavior coaches, guidance counselors, and administration can recommend student placement on an as needed basis. Student information is reviewed by the ILR team for acceptance into the program. Once accepted, the parent, student, dean or behavior coach, and administrator meet to complete the intake process. The intake process consists of a form in which the parent must participate in completing as it requires in-depth background information. Once the student has completed his/her time in ILR, the student is placed back in their regular schedule of classes and will be required to complete weekly follow-up meetings with an assigned behavior coach until the final discharge date.