

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

School:	School Year:	Date of Plan:
Pine Forest High School	2017-2018	10/16/2017
<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 Innovation Center.</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.</p> <p>Data reports from FOCUS, EWS, PBS, and collective discussions from the Discipline Committee are reviewed. School-wide data is shared in Faculty Meetings along with recommendations for improvement. Additionally, areas to celebrate and improve upon are outlined monthly. Many professional development opportunities are provided to teachers as a result of quarterly data.</p>		

STATEMENT OF PURPOSE	
Name of Team Member(s) in attendance:	Role of Team Member (Principal, Teacher, Parent, etc.):
1. Bryan Freeman	1. Assistant Principal
2. Shanae Teasley	2. Discipline Team Department Chair
3. David Rigby	3. Discipline Team
4. Twyla Akkerman	4. Discipline Team
5. Sean Roby	5. Behavior Coach
6. Paul Bryan	6. Behavior Coach
7. Coby Watson	7. ISS Instructor
8. Ryan Vandervort	8. ILR Instructor
9. Alexandria Harper	9. PBS Coach
10. Laura Touchstone	10. Principal

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SMART GOAL

1. Reduction of school-wide skipping referrals by 15%.
2. We will identify teachers within the first nine weeks who have a high frequency of referrals, meet with them and develop an action plan to reduce their frequency of referrals by 10%.
3. Reduction of SESIR incidents by 10%.
4. Reduce the number of Discipline Reassignments for students by 20%.

SCHOOL-WIDE BEHAVIORAL GOALS

Office Discipline Referrals: 20% Reduction in Office Discipline Referrals from 2016-2017 to 2017-2018. Office Discipline Referrals were at 2227 in 2016-2017.

Out-of-School Suspensions: 10% Reduction in Out-of-School Suspension days from 2016-2017 to 2017-2018. Pine Forest High School had 723 Out of School Suspensions in 2016-2017.

In-School Suspensions: 5% Decrease in In-School Suspension incidents from 2016-2017 to 2017-2018. Pine Forest High School had 1145 incidents in 2016-2017.

Discipline Disproportionality: The following goals pertain to students with an IEP: 25% reduction in ODRs from 2016-2017. There were 2227 in 2016-2017 for students with an IEP. 15% reduction in the number ODR for male students as compared to 2016-2017.

Chronic Absenteeism: It is the goal of the Discipline Team during the 2017-2018 school year to increase the daily average attendance to 94% (from 93% in 2016-2017). Additionally we will reduce the number of students who are absent 10 or more days by 10%. Pine Forest High School had 48 students absent 10 or more days in 2016-2017.

Bullying Prevention: It is the goal of the Discipline Team to enhance student knowledge of what constitutes bullying so that 100% of our students are trained about this area of concern. This is to be done through grade level assemblies and student training sessions.

Other: It is the goal of the Discipline Team during the 2017-2018 school year to reduce the number of incidents of tardy by 25% from 2016-2017.

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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?

Expectations will be presented to the faculty during pre-school in an in-service training. This training will review existing expectations, as well as new initiatives. School-wide expectations will also be reviewed as needed during faculty meetings or department meetings. Students will be introduced to new/existing expectations during beginning of the year assemblies. First period teachers will review the Escambia County School District's Rights and Responsibilities Handbook and Pine Forest High School's expectations, with students, during the first two weeks of school. During pre-school all teachers receive the 2017-2018 Faculty Handbook. The handbook contains all school rules, expectations, policies, and best practices associated with discipline. Many professional development opportunities are provided to teachers during pre-school which included:

Core-Expectations/Non-Negotiables Training (with Discipline Team), Capturing Kids Heart Refresher (Process Champions Team), and EWS Data Mining Training (EWS Team).

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?

Teachers and staff model desired positive behaviors to students on a daily basis as a reinforcer to Pine Forest High School's expectations. Modeling desired behaviors gives the students a tangible example not just a written rule to follow. Teachers will also use class/team builders to encourage students to work together in a positive manner. A behavior analyst will work with the behavior team to add more strategies for implementing desired behaviors. Information derived will be utilized in RtI meetings to provide a more in-depth attempt to address the individual problems of targeted students. The PBS team will also have character building assemblies once per semester that focus on Being Respectful, Being Responsible, and Being Resilient.

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?

Deans and Behavior Coaches will utilize information received from Behavior Tracking Forms to address individual concerns about the classroom management practices of specific teachers, as well as students who may require additional training in appropriate behavior for the instructional setting. The behavioral team will also provide mini-lessons to students through SOAR classes to reiterate school expectations, inform students and teachers of available resources, and to address current trends observed through the recent referrals. Additionally, the following meetings will take place:

Quarterly Data Chats (with Department Chairs)

PBS BiWeekly Meetings

CKH Refreshers (Quarterly)

EWS Meeting (Quarterly)

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REWARD/RECOGNITION PROGRAM

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

We have established a PBS Team that will look for ways to enhance school morale and rewarding behavior that aligns with the overall school mission statement. Individual teachers have techniques within their classrooms to reward positive behavior. Praise is widely used to reinforce good behavior. Departments will recommend Students of the Month to be recognized. Students who are caught "doing a good deed" receive rewards, such as certificates/recognition from administration. Teachers are nominated for "Teacher of the Month" for going above and beyond in the classroom and school/community.

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

Students will be verbally praised by teachers for following rules and expectations. Students will also be recognized for academic performance by the administrative staff. Announcements will be made recognizing the efforts of students in the academic, extracurricular, and transitional settings.

How will you implement the reward system?

The reward system is implemented daily in the classrooms, hallways, cafeteria, buses, and after-school activities. All members of the school community are urged to recognize students who uphold the school-wide expectations at our annual PBS Awards Night. School-Wide spirit celebrations are additional activities that require students to avoid office referrals in order to meet criteria to participate in the activity. Students who do not have any referrals for the nine weeks have the opportunity to attend pep rallies and additional celebrations related to targeted behaviors.

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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.

PBS training with a behavior analyst, classroom management and discipline strategies, anti-bullying materials for training faculty and staff, and a review for teachers about when it is appropriate to write a discipline referral are needed to ensure the staff is properly trained. Referral information will be reviewed by the Dean's, Administration, Behavior Coaches, and PBS Committee.

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?

Faculty and staff will be trained during pre-school in-services, faculty meetings, and at semester break. New faculty will be trained on Pine Forest High School's Behavior Management Plan during the month of July. New staff members who enter during the school year will be trained before their first day with students. Nearly all current faculty and staff members are Capturing Kids' Hearts trained.

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?

PFHS teachers have school-wide policies and procedures. It is the administrative expectation that all teachers adhere to school-wide non-negotiables, procedures, and policies. Teachers are encouraged to monitor and know their students. If a teacher has a concern about a student's behavior, that concern should be brought to the attention of the Deans and/or Behavior Coaches before potential problems surface. Cell phone policy, tardy policy, dress code policy and PBS Expectations, are all posted for both students and teachers to refer to on a daily basis.

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

Faculty and staff will be refreshed at monthly faculty meetings and each professional learning day. New faculty will be trained on Pine Forest High School's Discipline Team during the month of July. Reports generated through FOCUS and data reports created/maintained by the dean will be kept and monitored monthly. Surveys that address the behavior plan will be given to the faculty, staff and 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.

Reports generated through FOCUS will be reviewed and monitored monthly. Surveys that evaluate the behavior plan will be given to the faculty, staff and students once per semester through the PBS Team.

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?

Teachers are encouraged to contact parents/guardians with information regarding their children. Parents and guardians receive quarterly calls with academic and discipline updates. The School Advisory Council receives monthly updates from the discipline team about school-wide data.

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 program will be divided into 2 components- Full Term (FT) and Long Term In School Suspension (LTISS). FT students will be enrolled in Peak and EVA classes. LTISS students will be working, from the LTISS classroom, in their normal classwork, preferably using the Google Classroom platform. Students in ILR and LTISS will sign **contracts/behavior plans** at the beginning of their term/stay dictating expectations, consequences, rules, incentives, etc. FT students will be tagged according to the reason for placement - Absence, Behavior, Grades/Credits. Their goals and completion factors will vary according to this tag. LTISS students will have a minimum length of stay but will have to earn their way out through a **restitutive** process. These tasks can include service around the school. courses or modules relative to their inappropriate behavior, or letters or essays to or dealing with the offended party. This will be outlined in their **contract/behavior plan**.

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- All students in the ILR program, regardless of which component they are in, will be required to sign a **contract/behavior plan** which includes the factors contributing to their assignment, goals for completing the program successfully, tasks or benchmarks that must be met, and consequences for non-compliance.
- The **contracts/behavior plans** will vary between the components. FT will have longer reaching goals and objectives, while the LTISS will be shorter and more task oriented (**restitutive**)
- FT students will be evaluated on academic performance (completion %) and behavioral compliance (points). Point system will be descending based on number of redirects per day. Students will be responsible for keeping track of their progress on a chart that tracks academic performance and point totals
- LTISS students will be evaluated on point system (behavioral expectations will be the same for both classes) and completion of restitutive tasks. Students will be responsible for tracking their progress on **behavior and restitution on a chart.**
- Students will be referred to **counseling** as needed

Program Structure

- All electronics will be secured in a lock box at the beginning of the day
- Student will sit in assigned seats
- All students will begin the day with 100 pts. Each redirection or violation will result in a loss of points. Last five minutes of the day will be daily evaluation. Points will be charted in a binder kept by the instructor
- Incentives can be earned for FT students- lunch in the commons, bathroom passes, library passes, breaks between classes. Incentives for LTISS students could be reduced time