

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

School: J.M. Tate High School	School Year: 2017-2018	Date of Plan: 10-18-2017
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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** Quarterly (each 9wks) **at** Admin Conference Room.

Describe how your school-wide behavior team will share the data and outcomes with your faculty, staff, and other stakeholders in the space below.

Data will be reviewed and discussed in our leadership team meetings. In addition, data will be reviewed during faculty meetings and updates emailed to faculty members following each meeting. Data will be discussed in department meetings following the SWBT meetings. The data will also be available at SAC meetings.

Name of Team Member(s) in attendance:	Role of Team Member (Principal, Teacher, Parent, etc.):
1. Rick Shackle	1. Principal
2. Deborah Long	2. Assistant Principal
3. Greg Blackmon	3. Admin Dean
4. Mitch Ashford	4. Admin Dean
5. Elaine Shores	5. Admin Dean
6. Clyde Abney	6. Admin Dean
7. Tony Gage	7. Behavior Specialist
8. Christy Mills	8. Parent
9. Jonah Cass	9. Student
10. Skye Papillion	10. Student

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SMART GOAL

Develop a plan to address school-wide attendance concerns.
Provide attendance updates to all teachers weekly.
Provide teacher completion reminders daily and weekly.
Provide teachers with a daily attendance sheet to reflect on students that are marked absent.
Teachers are instructed to notify the attendance team when they notice chronically absent students.
Contact the parents via phone of students that are chronically absent.

SCHOOL-WIDE BEHAVIORAL GOALS

Office Discipline Referrals:

2015-2016 ODRs decreased from 1836 to 1660
2016-2017 Reduce ODRs by 5% from 1660 to 1577, exceeded goal at 1255
2017-2018 Reduce ODRs by 3% from 1255 to 1215

Out-of-School Suspensions:

2015-2016—Reduce OSS's by 10% from 164 to 148, Met goal 145
2016-2017—Reduce OSS's by 10% from 145 to 131, Met goal 118
2017-2018—Reduce OSS's by 5% from 118 to 112

In-School Suspensions:

Our goal is to increase the use of ISS as an alternative to OSS.

Discipline Disproportionality:

Decrease the ODR by 10% for our students with disabilities.

Chronic Absenteeism:

Teachers, counselors, and deans will work with students that are absent. The At Risk Counselor will coordinate Attendance Child Study Team meetings. Referrals to the School Social Worker will be made for students with chronic absenteeism.

Bullying Prevention:

One-hundred percent (100%) of faculty trained in bullying and harassment awareness.
One-hundred percent (100%) of students provided bullying and harassment awareness and resources.

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?

Teachers will have professional learning opportunities during pre-planning and PLC's

Deans will visit classrooms to review the Rights and Responsibilities Handbook and school-wide expectations.

School-wide expectations will be shared during morning and afternoon announcements and morning news via our CCTV and tatestudents.com website.

Students will sign a roster in first period to indicate they have reviewed their Rights and Responsibilities Handbook and behavior expectations powerpoint.

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 will review policies and procedures each class period at the beginning of the year. They will also review procedures each nine weeks, especially when we return from semester break. Teachers will also display rules and consequences on their classroom bulletin boards or walls.

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?

New students will receive information on rules and guidelines from the guidance department as they enroll.

Guidance will provide school wide behavior packet for each student and parent when they register. We will review school wide expectations via closed circuit TV and at tatestudents.com at the beginning of the second semester. We will also review school wide expectations with teachers and staff during PLCs and faculty meetings.

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REWARD/RECOGNITION PROGRAM

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

Students are nominated by teachers and staff for student of the month each month.
Students who limit the use of their tardy tickets will be part of a quarterly drawing for a reward.
Daily announcements recognizing student academic and athletic achievements.
Student body behavior will warrant additional activities such as pep rallies, spirit award and Hall of Fame honors.

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

Attendance
No referrals or dress code violations
Academic achievements
Authentic effort witnessed by staff

How will you implement the reward system?

The reward system will be implemented on the basis of students demonstrating and exemplifying the character established for each reward. In addition, morning announcements and closed circuit TV and tatestudents.com will be used to announce the rewards.

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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.

Professional development for classroom management strategies for teachers who are struggling with classroom management.

Newsletter

Safe Schools (Social and Behavioral Awareness)

Rewards

PEER Modeling

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?

Our administration meets with all new faculty to discuss expectations and procedures for students at the beginning of the school year and for any new teachers who start during the school year. Our leadership team meets monthly to discuss school-wide academic and behavior progress and or concerns. Each new teacher is paired with a mentor teacher who is tasked with assisting the new teacher with acclimating to our system of supports.

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?

Explanation of expectations for students and faculty

Implementing same procedures for all teachers and students

Signs and posters as reminders

Announcements

Comment box

Recognition

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

Aggie Calls

Reporting positive behaviors by students to parents and guardians

Walkthroughs

Collaboration: student staff, teachers, parents/guardians

Recognitions

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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.

Administrators will discuss and address behavior concerns with faculty during monthly PLC meetings. Deans will obtain data and report to SWBMT quarterly or as needed. Our plan is fluid and modifications can be made for any part of the plan that is determined to be ineffective.

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?

Principal's newsletter
School Advisory Council
Open House
School Website
School Messenger
FOCUS
Remindme101

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

Student progress will be reviewed with the deans, guidance counselors, and ILR teacher. Feedback from participating teachers will help determine if changes are needed.