

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

School: Ferry Pass Middle School	School Year: 2017-2018	Date of Plan: 10/30/2017
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 the first Wednesday of each month in the media 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. Ferry Pass Middle School's school-wide Behavior Team will share data and outcomes from the MTSS Plan for Behavior via monthly Behavior Leadership Team meetings, online using Google Docs, and as a paper copy upon request. This information will also be shared with the faculty each nine weeks and the SAC .		

STATEMENT OF PURPOSE	
Name of Team Member(s) in attendance:	Role of Team Member (Principal, Teacher, Parent, etc.):
1. Sherri Mims	1. Principal
2. Juanda White	2. Assistant Principal
3. Tom Horne	3. Dean
4. Kim Lipnicky	4. Positive Behavior Coach
5. Susie Quinlan	5. ESE Behavior Coach
6. Janet L'Orange	6. RTI/MTSS Coordinator
7. Bobby Guy	7. SRO/Community Member
8. Kaye Worley	8. School Guidance Counselor/Parent
9. Michelle Tomlin	9. Teacher
10. Julie McGill	10. Teacher

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SMART GOAL

By the end of the 2017-18 School year, Ferry Pass Middle School will reduce discipline referrals by 5% as a result of monthly collaboration among students, teachers, administrators, and other staff to provide a safe, positive, and nurturing environment which allows all parties the opportunity to experience a learning environment that promotes school achievement goals and academic gains.

SCHOOL-WIDE BEHAVIORAL GOALS

Office Discipline Referrals: Within the duration of the 2017-2018 school year, Ferry Pass Middle School will increase behaviors that promote learning and respectful interactions as evidenced by a 5% reduction in repeat offender behavioral referrals.

Out-of-School Suspensions: In order to increase learning time for students who commit repeated offenses, Ferry Pass Middle School will decrease the time students are off campus for disciplinary reasons by reducing the total number of Out-of-School Suspensions by 5%.

In-School Suspensions: In order to reduce the number of Out-of School Suspensions, Ferry Pass Middle School will continue to use In-School Suspensions as a consequence for behavior in lieu of Out-of-School Suspension as deemed appropriate.

Discipline Disproportionality: In order to avoid disparity within our subgroups, Ferry Pass Middle School will promote a spirit of community, compassion and tolerance in an effort to increase the percentage of students with zero Office Discipline Referrals in Students With Disabilities by 1% and in Black Students by 3%.

Chronic Absenteeism: In order to best meet the educational needs of all students, Ferry Pass Middle School Behavior Leadership Team will implement a school-wide rewards plan to encourage attendance and reduce absences and tardies by 0.5% during the 2017-2018 school year. FPMS will also implement a parent/guardian notification system. This system includes sending written notification to parent/guardian when a student has missed 5 days out of 30, and it refers the student to our Attendance Child Study Team. When a student has missed 10 days out of 90, the parent/guardian will be asked to attend a meeting regarding the student's absences and academic progress at school.

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SCHOOL-WIDE BEHAVIOR GOALS (CONT'D)

Bullying Prevention: Ferry Pass Middle School has a strict policy against bullying which follows the Escambia County School District bullying reporting system. Information regarding bullying has been conveyed to faculty and staff via on-campus trainings. Students have been made aware of the FPMS Bullying Policy and subsequent consequences during the Dean's beginning of the year grade level assemblies. These assemblies were also used to introduce students to the Escambia County School District anti-bullying website. Posters containing anti-bullying messages, some of which were created by students, have also been displayed throughout campus, and a bulletin board in the main hallway includes information about prevention, reporting, and policy. An informational page about bullying has also been added to the agenda/calendar which is sent home with each student at the beginning of the school year. This page includes a definition of bullying, examples, our school's policy, and how to report incidences of bullying and/or harassment (through the online reporting system or in person at our 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?

Teachers will attend a training, which is conducted by the Dean, during pre-planning to introduce and explain the school-wide expectations using a slide show presentation.

While attending lunch during the second week of school the Dean will introduce and explain the school-wide expectations to students using a slide show presentation.

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?

In order to encourage on-going instruction of the school-wide expectations and rules, activities such as pep rallies, field trips, dances, earning/spending school-based "cash" (Eagle Bucks), and involvement in the district's mentoring program will occur throughout the school year. Expectations and rules will be posted throughout the school and in classrooms. Ferry Pass Middle School will embed the expectations and rules into the daily curriculum via CCTV announcements, student agendas, school websites, social media, and verbal reminders to teachers and students.

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?

Ferry Pass Middle School will embed the expectations and rules into the daily curriculum via CCTV announcements, student agendas, school websites, social media, and verbal reminders to teachers and students.

There will be a refresher slide show presentation offered to teachers on January 2, 2018.

When a student enrolls at FPMS they receive printed rules and expectations in the student agenda and a slide show presentation of Ferry Pass Middle School's rules and expectations. The entire student body of Ferry Pass Middle School will also have a refresher presentation of rules and expectations during all lunch periods the week of January 3, 2018, presented by the Dean and behavior team.

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REWARD/RECOGNITION PROGRAM

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

Our Behavior Leadership Team (BLT) has continued our rewards program in order to reach a more diverse range of students. Students earn Eagle Bucks for positive behavior. Eagle Bucks can be used at our school store to purchase prizes of different values. At the end of each nine weeks, each grade level has an Honor Roll party, and an exciting No Referral Pep Rally celebration is held for students with no discipline referrals. We bring in volunteers/guests from the community, like the Pensacola State basketball players, to be a part of the Honor Roll parties and No Referral Pep Rally. Our school participates in the district's mentoring program, and several of our teachers are matched up with students. We also offer alternative forms of disciplinary interventions (i.e. detention, work detail, essays, and loss of privileges) to give students a greater chance of being in school, rather than out for OSS. Students in ISS and ILR receive ongoing online lessons from Learning for Life Character Education. These lessons teach life skills and help prepare youths to successfully handle the complexities of society by enhancing their self-confidence, motivation, and self-esteem. Our ILR students complete most of their academic lessons through the FUEL Ed online program, with support from the ILR teacher and subject area teachers, as needed.

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

As stated in the expectation matrix, students will be rewarded for displaying examples of the following:

- Eager to Learn
- Always Safe
- Give Respect
- Loyal and Responsible
- Expect Success

How will you implement the reward system?

The reward system will be implemented via the school-based "cash" (Eagle Bucks). This system involves students receiving Eagle Bucks from teachers and staff for demonstrating examples of behaviors stated in the behavior matrix.

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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.

Eagles Bucks - made from Cardstock

Prizes for the Eagle Buck Store - Purchased using Behavior Leadership Team Funds

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 attend a series of trainings, provided by the school administrative team during pre-planning and throughout the year, to introduce and explain the school-wide expectations and plan for the positive management of behaviors. New faculty and staff who arrive mid-year will also be paired with a teacher leader who will provide support and training on the school's MTSS Plan for Behavior. All teachers will attend the mid-year refresher training for behavior that is conducted by the Dean on January 2, 2018.

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?

Teachers will follow school-wide routines and procedures as stated in the trainings conducted by the Dean at the beginning of the year and mid-year in order to facilitate Ferry Pass Middle School's MTSS Plan for Behavior. All teachers will use our internal I-Card system to document student misbehavior and parent communication.

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

Our school has progressively reduced the number of yearly referrals for the past 8 years. The faculty and staff have already bought into our plan because many of our teachers have been a part of the success. We maintain buy-in through shared decision making and accountability, and regular positive communication of our successes and goals.

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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.

Implementation of the MTSS Plan for Behavior will be monitored via classroom walkthroughs and observations, referral data tracking, and I-card data tracking. We will also look at the number of Eagle Bucks teachers and staff are giving out and the merchandise students are purchasing with these bucks. We can encourage teachers to give out more bucks for positive behavior if we start to see an increase in referrals and not many students using Eagle Bucks at the store. When I-card entries increase, we identify at risk students who may benefit from alternative disciplinary interventions.

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?

MTSS Plan for Behavior and data are shared at School Advisory Council Meetings and PTSA Board Meetings. Our Success Day photos are shared on our website and school Facebook page. Our first Success Day included Pensacola State basketball team players interacting with our students as part of the day's celebration. They also participated in our No-Referral pep rally.

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 ILR program at FPMS has students assigned to the class after other types of discipline consequences have been put in place, and the Behavior Team determines this is the best placement for the student. (The Secondary Discipline Intervention Matrix is used as a guide when assigning all student consequences.)

The Behavior Team will look at each student's grades, attendance, and behavior in order to monitor its effectiveness. The goal is for the student to transition back into regular classes after nine weeks. At the end of the school year we will look at the behavior data, grades, attendance, and FSA scores to evaluate the overall effectiveness of our ILR program.