

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

School: Woodham Middle	School Year: 2017-2018	Date of Plan: 10/19/2017
<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 Admin Conference Room.</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 will be shared quarterly at Monday's Shark-U (grade level PLC's). At the PLC's, not only will data be shared, but staff will be encouraged to engage in the problem solving process to identify ways to decrease "frequent" flyer behaviors, and increase positive behaviors. This will enable the staff to gain a sense of buy-in for the interventions and supports (or systems changes) that are needed to make positive behavioral growth.</p> <p>The SAC committee will be given data at their quarterly meetings as well, for the same purposes as above.</p>		

STATEMENT OF PURPOSE	
Name of Team Member(s) in attendance:	Role of Team Member (Principal, Teacher, Parent, etc.):
1. Wilson Taylor	1. Principal
2. Marietta McCaskill	2. Assistant Principal
3. Ashleigh Crowson	3. MTSS/RtI Coordinator
4. David Thompson	4. Dean
5. Hayden Riggs	5. Behavior Coach
6. Tammy Westmark	6. Guidance Counselor
7. Sandra Reynolds	7. 8 th Grade Reading
8. (Name of team member)	8.
9. (Name of team member)	9. (Role of team member)
10. (Name of team member)	10. (Role of team member)

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SMART GOAL

We will decrease the number of students receiving referrals by 15% by the end of the 2017-2018 school year.

SCHOOL-WIDE BEHAVIORAL GOALS

Office Discipline Referrals: We will decrease the number of referrals by 15%, which is 98 referrals. We will have no more than 556 referrals at the end of the 2017-2018 school year.

Out-of-School Suspensions: We will continue to decrease the number of days of OSS. In 2016-2017, the number of events of OSS were 121, and days served in OSS was 539. We will aim to decrease this number to under 100 events OSS and under 475 days OSS.

In-School Suspensions: With the decrease in OSS, ISS will be used as an alternative to out of school suspension, enabling students to remain in school, have access to, and assistance with, their school work. We will aim to keep ISS events to not more than 475.

Discipline Disproportionality: In regards to disproportionality we are within range of the guidelines except when it comes to OSS. With OSS our African- American population makes up over 90% of the OSS days and incidences. ESE students are also within guidelines and ranges. With ISS and other discipline actions we are within expected ranges.

Chronic Absenteeism: Our attendance is 93%. We have 18 students who have been absent 10 or more days. We will increase daily attendance to 95% through perfect attendance incentives, and increased callouts/home visits/child study teams through guidance and the School Social Worker. Each student who is 'on the radar' for attendance is invited to the bi-weekly Coloring with the Counselor in an attempt to build relationships with staff members and increase attendance.

Bullying Prevention: Through Capturing Kids Hearts, the social contract is a way we combat bullying. Students also regularly will request to see their guidance counselor and will self-report bullying. Peer mediation, counseling, and parental contact help to combat bullying.

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?

Woodham is a Capturing Kids Hearts school. The majority of the staff has been formally trained in the CKH program. There is a review of the CKH model to all staff during inservice week. Additionally, there is a training for all new staff/those who haven't been trained, and those who want a refresher, being offered in November.

The first two weeks of school contain direct instruction with the students regarding our school expectations (Be Respectful, Be Responsible, Be Accountable), and developing the Social Contract in each class. Additionally, other expectations are reviewed that align with our school expectations and CKH model such as responsible use of technology, common area/hall/bathroom expectations, and consistent modeling of the CKH EXCEL model.

We are meeting with teachers, and having them review social contracts and practice expectations at the start of each nine weeks.

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 majority of teachers use many components of the EXCEL model within their classroom management structure. Students are greeted at the door, the class begins with Good News (usually after the Bell Ringer) and many teachers use a Launch to exit class.

We are also going to begin using one Sustained Silent Reading period per week to conduct character and team building lessons and activities to increase the relationships between students, and with their teacher.

Our dean and behavior coach have pulled the names of the students who have the highest number of referrals. The guidance counselors will be conducting weekly anger management training with these students to help them develop appropriate behaviors.

Rewarding students with Gotcha's are directly tied to the school's expectations, and are used as brief, teachable moments to give specific positive praise to students meeting or exceeding expectations.

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?

Our school is holding a mandatory half-day Capturing Kids Hearts training for all staff new to the school, as well as other teachers who are not consistently implementing the CKH model in their classroom.

Each 9 weeks, the teachers will begin reviewing and/or revising their social contracts with students.

Administration will be making rounds with a specific focus on integrating CKH in the classroom.

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REWARD/RECOGNITION PROGRAM

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

Woodham is a Capturing Kids Heart School. We use Gotcha! Cards to recognize students who are demonstrating our school expectations. Gotcha! Cards are used to “purchase” items from our Shark Cart that travels the grade level halls every other Friday. There are snack items, pickles, juices, the opportunity to read the morning and afternoon announcements, an extra tardy pass, free admission to basketball games, etc.

We have quarterly referral free celebrations. For this 9 weeks, any student who remained referral free will be eligible to view the film “City of Ember” and have popcorn and other movie snacks. This also ties into our curriculum because all classes are reading City of Ember during SSR time.

We also have rewards for students for progress monitoring growth, and academic achievement after quarterly assessments and report card grades.

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

Be Respectful – Using manners with peers and adults, saying “please and thank you”, holding the door open for others, sticking up for other students.

Be Responsible – completing assignments correctly and on time, staying in area during transition, cleaning up table/area in cafeteria if someone else leaves a mess behind, performing errands or offering assistance without being asked.

Be Accountable – owning up to/apologizing for mistakes, bringing SSR book and Chromebook to school, telling the truth, reporting safety or school violations to adults.

How will you implement the reward system?

The reward system is implemented through the direct giving of Gotcha’s by teachers, staff, and administration. Gotcha’s are the token economy used to earn treats and rewards on a bi-weekly basis.

Students are surveyed once a semester in terms of what they want to “purchase” on the Shark Cart, as well as the activities they want for no-referral celebrations.

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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.

Woodham will be conducting a Capturing Kids Hearts training on a Saturday with all new staff, struggling staff and anyone who would like to participate in a refresher. Each year we start off the year with a half day training on CKH and write our social contract for all meetings. This is so we constantly model the CKH components to reflect what should be done in the classroom.

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?

During in-service training, the RtI/MTSS Coordinator led a training that was an overview of the MTSS umbrella system, its intended purposes, and the school wide discipline and academic data. This was used to set goals for school improvements.

New teachers will be provided a more in-depth training on the Capturing Kids Hearts model in November. They will also meet with the CKH lead, MTSS Coordinator, and have the opportunity to observe in other classrooms to help orient them to the Woodham model.

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 are trained on our behavior system and expectations. These are followed throughout the school. Students who violate the expectations receive a warning, phone call home, silent lunch reflections, Saturday detention and then a major referral. All information must be documented in RTIb. Only major offenses go straight to a major referral. The RTIb referral system is monitored by our dean, behavior coach and RTI coordinator.

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

Buy in is achieved and maintained by being available for staff and providing supports where necessary.

Meeting with teacher's regularly to review their data, and assisting in the problem solving process has also helped with the buy in.

Presenting data, and involving both team leads, and the entire faculty, in the problem solving process develops staff buy-in.

The CKH team also makes it a point to write affirmations to those staff members who are struggling or not "buying in" to help increase morale and participation in the MTSS program.

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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.

We will monitor the implementation primarily through a review of hard data, and soliciting qualitative feedback from the staff.

Additionally, we will continue to complete the PIC surveys for the Florida PBIS Project to monitor our implementation status.

We are also using an implementation guide to not only shape the implementation at Woodham, but will use it to shape the program as Woodham Middle transitions to Beulah Middle.

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?

Our school has very low community and parental involvement. We use free coupons provided by business to reward students at certain times of the year. Our school raises money to provide rewards to our students on a regular basis. Monthly academic nights are provided to give students the opportunity to showcase their knowledge and parents to learn activities to engage students at home in academic areas. We have partnered with IHMC and a local hotel management business to engage with our students through field trips and other activities.

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 students who have been/are placed in the ILR program are placed according to the guidelines set forth in the ECSD Discipline Matrix. The Dean notifies staff via email of students placed in ILR. The ILR teacher provides a daily email of student's attendance. Students are able to access their curriculum via Google Classrooms. The ILR teachers provides assistance with completion of assignments, or provides alternative assignments if necessary. Additionally, each student receives a daily behavior/academic report that is sent home and a parent signature is required. Data is monitored based up the D/F report (academic success) and students who are successfully able to transition out of the ILR program without recidivism (referral data/review of placement data).

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