

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

School: Bellview Elementary	School Year: 2018-2019	Date of Plan: 8-20-2018
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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** monthly **at** BES Innovation 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

The School-Wide Behavior Team will meet each month to share data and discuss strategies to implement towards our target goals. Members of the school-wide behavior team will disseminate this information to their cohorts at weekly grade level meetings and PLCs. Behavior data will be included in School Advisory Council meetings to include other stakeholders.

STATEMENT OF PURPOSE

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Name of Team Member(s) in attendance:	Role of Team Member (Principal, Teacher, Parent, etc.):
1. Laura Carroll	1. Assistant Principal
2. Paul Yannucci	2. Behavior Coach
3. Whitney Brauneis	3. K- teacher
4. Erin Bartush	4. Grade 1 teacher
5. Ali Carnes	5. Grade 4 teacher
6. Stephanie Ramsey	6. Grade 3 teacher
7. Kristin Paulson	7. Grade 5 teacher
8. Stephanie Gregory	8. IMPACT teacher

SMART GOAL
<p>If teachers use the behavior flowchart and implement strategies with fidelity, office discipline referrals should decrease by a minimum of 10%.</p>

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SCHOOL-WIDE BEHAVIORAL GOALS

Office Discipline Referrals: 236 ODR during 2017-2018

During the 2018-2019 school year, we hope to reduce this number by a minimum of 10%.

Out-of-School Suspensions: 123 OSS during 2017-2018

During the 2018-2019 school year, we hope to reduce this number by a minimum of 10%.

In-School Suspensions: 13 ISS during 2017-2018

True instances of ISS are very few at Bellview. We do not have the staffing to actually hold ISS as much as we would like to. This number is more of a reflection of spending the day in the office because a student was unable to maintain control and behavior in the classroom and / or the parent couldn't or wouldn't come.

Discipline Disproportionality: ODR male to female = 171:65 during 2017-2018

White to Black 83:129

We will monitor behavioral data regarding referrals/suspensions by grade level, teacher, location of incidences as well as problem behavior/offense type, to include gender and race. We will monitor student citizenship quarterly. Findings will be discussed at a minimum monthly during SWBMP/PBIS meetings.

Chronic Absenteeism: During the 2017-2018 school year, our average daily attendance was 92.78%. This year we hope to see this number increase.

Bullying Prevention: During the 2017-2018 school year, Bellview had two incidents which were reported in the School Violence Reporting System. These were both investigated and found to be unsubstantiated as incidents of bullying. It is our goal to have no incidents of 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?

School-wide expectations and rules were discussed at BEST practices during summer PD. Faculty worked together to form non-negotiables that would be uniform throughout the school. Expectations that are specific to Bellview (SOARS expectations) were introduced to new faculty at BEST practices and taught, modeled and practiced with students during the first weeks of school.

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?

All classrooms start their day with a morning meeting where expectations are discussed as well as students personal goals for the day. SOARS expectations are read each morning during announcements. Expectations within SOARS include being SAFE, ON TASK, having a positive ATTITUDE, being RESPONSIBLE and having SELF-CONTROL. All staff members are expected, and can be heard enforcing what this looks like. "I love the ON TASK behavior I see in this classroom!" Our bus drivers, cafeteria staff, custodians and office staff affirm students when they are seen SOARING.

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?

We do not anticipate a need to provide refresher training to our staff throughout the year. If it is observed that a particular teacher is struggling with an aspect of behavior management, coaching as well as modeling may be provided. New staff members will be introduced to SOARS expectations through our digital handbook. We expect that teachers would offer grace and patience with students who transition and are new to Bellview. However, classes with usually high turnover rates may require a reteach or whole class review of rules and expectations.

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REWARD/RECOGNITION PROGRAM

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

[Click here to enter text.](#)

This year our overarching incentive / recognition / reward system is based on the Ron Clark Academy house system. Each teacher is in one of five houses which identify with one of our SOARS expectations. Students earn house tickets for their “family” which in turn earn their house rewards / experiences.

Classroom teachers are also free to use their own personal classroom management system, most utilizing some form of token economy / prize box / treasure chest system.

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

[Click here to enter text.](#)

Students are recognized for actions that display SOARING behavior. Students who are safe, on task, have a positive attitude, are responsible and have self-control are recognized in their classroom, in the hallways, on the bus and in special area. Of course, expectations are not the same for all students and many may be rewarded for simply turning their day around or not displaying an unwanted behavior for a stated period of time.

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How will you implement the reward system?

[Click here to enter text.](#)

Again, our reward system is based on the Ron Clark Academy house system. Our overarching reward system will have students receiving rewards for being in the house that has the most tickets at the end of each 6 week period. We focus our rewards more towards “experiences,” rather than “treats.” Students might paint rocks, do some geocaching, take a virtual trip, or participate in service learning activities such as visiting / serving the Ronald McDonald House.

This does not take away from each teacher’s personal ability to reward students individually, as a team or as a class.

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.

[Click here to enter text.](#)

We have already conducted training with our staff on the basics of the House System. We have held “SOARS Assemblies” for each of the five houses within the first two weeks of school. We used PBS funds to purchase items for our display: glass house for tickets, identity stickers, teacher cards etc...

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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?

[Click here to enter text.](#)

Our staff received extensive training this summer about MTSS this summer during BESt practices PD. Bellview also has a school psychologist on campus one day each week. Dr. Clanton has created a video training to refresh our faculty and staff as well as orient any new hires or the very few who missed BESt practices.

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?

[Click here to enter text.](#)

During teacher planning days one of our goals was to explain our behavior plan as well as establish non-negotiables that all students would adhere to and all staff would support. Those non-negotiables include:

- No hoodies inside the building- ever.
- No jackets / hoodies outside during warm weather.
- No changing shoes in class before going out to PE / recess. Students should wear appropriate shoes for outside play each day.
- Teachers defined transition position with electives on what students will do with their hands in the hallway.

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

[Click here to enter text.](#)

The House system was met with mixed levels of buy-in. Those who were skeptical were those with stronger classroom management who feared losing their independent ability to maintain student behavior with their own system. Once they understood that this would not replace, but enhance their plan, they were much more open. In order to keep buy-in as well as engagement at a peak level, we have implemented a means for teachers to earn points for their house based on Gamified PD. Gamified PD was rolled out during 2017-2018 and was met with varied responses. Teachers had their game boards displayed, it was clear who was being proactive about their own professional learning. Now their game boards will not be displayed but the ability to earn points for their house should result in greater teacher involvement in self-selected gamified PD. Teachers who are part of the House will earn / win adult-type incentives along with the students receiving theirs.

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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.

Click here to enter text.

Monitoring the implementation of the House system simply involves keeping students' SOARS expectations a constant topic of discussion in classrooms as well as in common areas. We must also ensure that teachers do not drift from their beginning of the year enthusiasm for recognizing student behavior. IMPACT (special area) teachers play a large part in our plan and we need to monitor that they use their influence well. Being visible and vocalizing "shout-outs" to teachers and students who are found SOARING keeps our system forefront in our minds.

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?

Click here to enter text.

At Bellview, our SOARS expectations are a part of most communication home. We praise students for SOARING and ask parents / guardians for support if students are struggling in a particular area of behavior. We typically do not involve families in student celebrations for positive behavior in order to keep the focus on students.

Community members, especially community partners are involved to the extent that they might contribute in providing students rewards, setting positive examples, serving as mentors or simply in donating funds or materials to be used in school.

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

Click here to enter text.

N/A