

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

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| School: Blue Angels Elementary School | School Year: 2018-2019 | Date of Plan: August 31, 2018 |
| 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 Blue Angels Elementary School. | | |
| Describe how your school-wide behavior team will share the data and outcomes with your faculty, staff, and other stakeholders in the space below. We will use the RTI:B Database to maintain data and run reports as often as needed. We will use the RTI:B Database reports to summarize needs of students as we move toward our SWBMP goals. The information will be used to compile the discipline data for presentation of the information to faculty at Faculty Meetings. We will share the data results with the faculty and staff during the next faculty meeting following our monthly school-wide behavior team meetings which coincide with our PBIS team meetings. The RTI:B database and/or handout exhibiting pertinent information during Faculty Meetings will also occur as necessary and/or appropriate. Faculty and staff may also be sent an electronic newsletter at the end of every nine weeks sharing the same information. Other stakeholders will be presented with the information during SAC and PTA meeting. | | |

STATEMENT OF PURPOSE

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

| Name of Team Member(s) in attendance: | Role of Team Member (Principal, Teacher, Parent, etc.): |
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| 1. Jayne Murphy | 1. Principal |
| 2. Christine Jenkins | 2. Assistant Principal |
| 3. Gary Southworth/Vanessa Griffin | 3. School Counselors |
| 4. Kim Sasser/Kathleen Moriarty | 4. Teachers |
| 5. Christie Anderson/Shari Romel | 5. Teachers |
| 6. Annie Carter | 6. ESE Teacher |
| 7. Kristi Antoine | 7. Teachers/Parent |
| 8. Suzanne Brown | 8. Teacher |
| 9. Jennifer Langford | 9. Teacher |
| 10. Lynn Greene | 10. External Coach |

SMART GOAL

The mission of Blue Angels Elementary School is to promote joy in learning in a positive, safe, child-centered environment. Our behavioral mission is to facilitate a pro-active learning environment through modeling and recognizing positive behavior that aligns with the school-wide expectations. The school community includes students, parents, teachers, administrators, Partners in Education, family members, friends, and all who care about the education of children.

SCHOOL-WIDE BEHAVIORAL GOALS

Office Discipline Referrals: We will strive to reduce the number of office discipline referrals by at least 1% compared to the 2017- 2018 school year. We will reduce the number of bus referrals by at least 1% compared to the 2017- 2018 school year.

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

Out-of-School Suspensions: We will strive to reduce the number of out-of-school suspensions by at least 1% compared to the 2017-2018 school year. We will reduce the number of suspensions resulting from bus referrals by at least 1% compared to the 2017-2018 school year.

In-School Suspensions: N/A

Discipline Disproportionality: 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: We will strive to keep attendance at or above ninety-five percent (95%) with a possible increase of 1% as compared to the 2017-2018 school year. School Messenger will notify parents on a daily basis when students are absent from school. Attendance Child Study Meetings will be held as needed. SSW will be contacted to assist.

Bullying Prevention: Ninety-five percent (95%) of students will receive training on bullying prevention by September 28, 2018. Ninety-eight percent (100%) of teachers will complete training on bullying prevention through the Safe Schools website by October 31, 2018.

Other: N/A

TEACHING EXPECTATIONS AND RULES

How will your school introduce the school-wide expectations and rules to all of your students and staff?

Since this is our 8th year of PBIS, the PBIS committee reviewed components of the Positive Behavior System during pre-planning. All faculty and staff were provided an updated PBIS Handbook. The administrative staff, including the principal, assistant principal, guidance counselors and the military family life consultant (MFLC), spoke with third, fourth and fifth grade students regarding school-wide expectations. Classroom teachers will reinforce classroom and school-wide expectations in depth during the first two weeks of school and then periodically throughout the school year. Guidance will participate in classroom visits for grades K, 1 and 2 to further reinforce school wide rules and expectations as well as working with individual students and small groups as needed. CCTV will be utilized to showcase the “Theme of the Month.” All students will benefit from this as it is shown during the Morning News/Announcements. We will continue to utilize the “Transportation Position” poster and the

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

acronym S.E.A.T. Students will be introduced to this initiative by their bus drivers as well as by the Administrative Team school wide. Along with the poster, bus drivers will be given square yellow and red tickets describing the expectations of each bus rider and will utilize those tickets to report any violations of the expectations daily to bus duty staff. These tickets will be forwarded to the student's teacher for citizenship marking as well as processing with the student the expectation violated. These tickets will be kept by bus duty staff and used to collect data on those students who violate bus rider expectations. The tickets will also be utilized to facilitate any calls home to parents/guardians to inform them of the behavior. During pre-school all Faculty were trained on Capturing Kids Hearts. One of our School Counselors attended the Training for the Sanford Harmony relationship building kits and will train the other school counselor on the implantation of the program. A plan has been developed to train the individual grade levels, K-5 on the use of the Sanford Harmony program materials.

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 are asked to review the rules daily during the first couple of weeks of school then periodically thereafter. The rules are posted in each classroom, in the halls, in the cafeteria, in the administrators and guidance offices, at the PE area and in the media center. Guidance will have a data driven "theme" each month to provide students with continuous review of the rules and expectations. Implemented this year is the acronym S.E.A.T and new term "Transportation Position." S.E.A.T will be taught as Show Respect, Engage in Safety, Act Responsibly and Talk Quietly. All bus drivers have been given and will display a "Transportation Position" poster on their bus and refer to it when advising students of the expectations with regard to traveling on the bus.

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 will provide refresher training once per semester. The teachers will refresh students and introduce new students to the expectations as often as needed in individual classrooms. Guidance is also available to assist with the orientation of new students to our school-wide rules and expectations. Guidance will meet with new teachers within one week to orient them to PBS and provide them with the tools necessary to implement and teach our school wide rules and expectations. New Faculty will be advised to seek out a grade level member of the team or Guidance if further information is needed.

REWARD/RECOGNITION PROGRAM

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

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

We have updated the look of our Soaring High tickets that students earn for following the school-wide rules and expectations. These tickets now represent \$1 and will be used for shopping at the “Flight Deck”, school store. Tickets are turned in to homeroom teachers or kept by students until their day to shop. Students will get a chance to shop every Friday, by grade level, two at a time, during a specified time frame. At the end of each nine week period, all students that have maintained a "B" or better in citizenship or who have improved two letter grades will participate in a school-wide event. Those students that are not eligible to go to the school wide event will have a character building activity with their grade level teachers.

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

Students will receive tickets for following school-wide expectations, Blue's Café expectations, classroom expectations, bus and car rider expectations, etc. Appropriate behaviors will be rewarded as often as possible in all settings (media center, bus ramp, special area, transition in hallways). Any adult will be able to give tickets to students.

How will you implement the reward system?

Tickets will be given to all teachers, administrators, counselors, teacher assistants, parent educators, cafeteria workers, custodial staff, nursing staff and front office staff. Each adult is familiar with the school-wide rules and expectations and can give tickets to any student regardless of grade level.

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

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.

There is currently no training or material needs, nor any environmental arrangements necessary to implement the school wide behavior management plan. Core members of the Team will attend all mandatory PBIS trainings and those that have to do with implementation of the school wide behavior management plan.

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?

We will review this document with the faculty. As new faculty and staff arrive during the school year, grade level chairs can explain the process to teachers. The counselors are also available to review the plan and answer any questions that may arise and to provide any new faculty/staff with the PBIS handbook and any associated processes and procedures.

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?

Practice, practice, practice. The more the plan is used; the better the faculty and staff will be at instituting the system. As the students get more excited about the process, they will want to participate. Children tend to work and achieve at the level that is expected. Although we will handle any and all inappropriate behavior, we will focus on what students are doing "right" and reward positive behaviors. We expect students to follow the rules and the students will perform.

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

Teachers will buy-in to this process as long as they know administrators will support them when they ask for assistance. Providing staff and faculty with visuals of the data as it relates to this process will also assist with buy-in achievement and maintenance.

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

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 behavior plan through the PBS team monthly meetings. The team is comprised of representatives from each grade level as well as ESE and parents that will bring to the table the needs, wants, and concerns of the grade levels and others involved. A close examination of the discipline data during the meetings will help the team monitor whether the process is working and drive any need to adjust or make changes to the plan.

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?

We have more than one parent represented on our school-wide behavior team who will share ideas from a parent perspective. We will include pertinent information in our parent newsletter and in our parent resource room. We will also share information regarding the system with our SAC committee.

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

Not applicable as we do not have an In Lieu of Removal program.