

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

<b>School:</b> McMillan Pre-K	<b>School Year:</b> 2018 - 2019	<b>Date of Plan:</b> August 20, 2018
<b>Note:</b> Please refer to the <i>Guidelines for Developing a Multi-Tier System of Supports (MTSS) Plan for Behavior</i> for instructions and recommendations. The <b>Committee will meet</b> bi-weekly <b>at</b> McMillan Pre- K in Room 200.		
<b>Describe how your school-wide behavior team will share the data and outcomes with your faculty, staff, and other stakeholders in the space below.</b> Staff members continuously review classroom rules, with all students, and monitor our school-wide rules. During our bi-weekly team meetings, teachers will continue to have an opportunity to openly expressed any additional behavioral concerns that become prevalent. If our Behavior Committee identifies a negative trend with our behavior data, we will certainly provide transparent data to all stakeholders. Prior to our students initial start date, each parent must complete an orientation session with their child’s assigned teacher. During this orientation, our parents are provided an opportunity to review our student rules and sign a behavior/discipline contract. If behaviors are observed, parents are contacted and classroom strategies are immediately implemented.		

**STATEMENT OF PURPOSE**

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Name of Team Member(s) in attendance:	Role of Team Member (Principal, Teacher, Parent, etc.):
1. Dr. Patrice Moody	1. Principal
2. Mrs. Kimberly Baird	2. ESE Pre-K Teacher
3. Mrs. Stephanie Collins	3. VPK Teacher
4. Mrs. Janetha Henry	4. Early Childhood Assistant
5. Ms. Lillian Welch	5. VPK Teacher
6. (Name of team member)	6. (Role of team member)
7. (Name of team member)	7. (Role of team member)
8. (Name of team member)	8. (Role of team member)
9. (Name of team member)	9. (Role of team member)
10. (Name of team member)	10. (Role of team member)

### SMART GOAL

To provide an opportunity for our pre-k children to grow and improve their social, intellectual, physical and emotional development prior to entering kindergarten. Thus, it is our professional desire and expectation that we provide a positive impact on our students' behavior, making a difference in their lives and preparing them for lifelong learning.

### SCHOOL-WIDE BEHAVIORAL GOALS

**Office Discipline Referrals:** We have only pre-k students; thus, historically office discipline referrals have not appeared to be a problem for us. However, our Behavior Committee has agreed that we continue to use our previously designed "Classroom Behavior Data" sheet that has been implemented school-wide and is used to gather/monitor behavior.

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**Out-of-School Suspensions:** We have only pre-k students; therefore, historically out-of-school suspension has not appeared to be a problem for us.

**In-School Suspensions:** Fortunately, student suspension has not been an issue for us previously; however, our Behavior Committee will continue to use our previously designed "Classroom Behavior Data" sheet to gather data that can be used to reflect any issue for potential in-school suspension.

**Discipline Disproportionality:** Absolutely no concerns with discipline disproportionality at McMillan Pre-K.

**Chronic Absenteeism:** When our children miss 3 consecutive days of school, we contact the parents to find out why their child is absent. Our focus during the initial nine weeks is to monitor our school-wide tardies. Therefore, we will continue to focus on excessive tardies, early checkouts, and unexcused absences.

**Bullying Prevention:** Fortunately, our pre-k students are not bullying; however, with our curriculum, we work with our children on being friends, respecting others feelings, and both social/emotional growth.

**Other:** We are demonstrating and/or instructing our pre-k children how to make "good" choices so they will be respectful, responsible, and safe students.

### TEACHING EXPECTATIONS AND RULES

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

Parents and students were introduced to the school-wide expectations and rules at our Parent/Child Orientation before school begins on August 9th. All incoming new students, following our initial Orientation, are informed of the school-wide expectations during their mandatory pre-k orientation meeting. The faculty and staff were introduced to the school-wide expectations and rules at our professional learning community meeting on August 3, 2018.

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**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 staff will meet bi-weekly in our professional community learning group to discuss the rules (as needed) and, if necessary, how we might need to improve delivery within our daily curriculum.

**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?**

Refresher training will be delivered through our professional learning community school learning groups, on an as necessary basis. As new students enroll, all parents are required to attend an orientation session; thus, 100 % of our parents and students are aware of our rules. In addition, weekly newsletters, school messenger call-outs, and our school website will serve as awareness vehicles

**REWARD/RECOGNITION PROGRAM**

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

Praise, stickers, happy faces, and popcorn/popsicle parties.

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

Keeping hands and feet to self.

Cleaning up after eating--picking up paper and large food pieces that the children have dropped on the floor in the cafeteria.

Consistently following classroom/school-wide rules.

**How will you implement the reward system?**

Each teacher will implement the reward system in their classroom. When meeting in the Professional Learning Community group, teachers will be encouraged to provide feedback about the implementation of our reward system and make recommendations/suggestions for improvement.

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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.**

Our ESE pre-k self contained staff members have attended the Functional Behavioral Assessments (FBA) and Positive Behavior Intervention Plans (PBIP) training sessions offered. Additionally, all our teachers participated in the Safety-Care Behavioral Safety Training sessions. This year, if funding permits, I'm hoping to allow some of our paraprofessionals an opportunity to complete the Safety-Care Behavioral Safety Training sessions.

**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?**

All faculty and staff members are trained during the beginning of the year. As necessary, we will include a refresher during our Professional Learning Community meetings that convene bi-weekly. In the event of new hires, they will receive training during a refresher session.

**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?**

Rules posted in classrooms, praising children when they exemplify positive and/or appropriate behavior. Additionally, all parents are introduced to our school-wide rules during their mandatory pre-k orientation. This introduction serves as a catalyst to support our success as a home-to-school connections bridge.

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

By continuing to encourage the staff to assist in how we develop and implement our multi-tier system of support plan for behavior. Listening carefully to their suggestions concerning strategies that do not function appropriately within our pre-k setting/environment. Additionally, to support faculty and staff buy-in, we have extreme flexibility for classroom reward systems that operated within teachers' unique classroom environments.

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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.**

Internal staff communication surveys during classroom walk-through visits, keeping track of students' attendance, sharing of classroom/teacher phone logs, monitoring/reviewing Classroom Management Behavior Data Sheets, and networking in our Professional Learning Community meetings.

**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?**

Parents are actively involved within our school, as we host monthly parent involvement activities: workshops, lap-sits, Family Night Out activities, etc., to encourage parent/student interaction. Thus, parents can observe 'first hand' our multi-tier system of support for behavior and the rules and expectations. In addition, we continue to network within our community via our School Advisory Council and the multiple community-based programs/trainings held/offered within our facility.

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

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