

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

School: School Warrington Elementary	School Year: 2018-2019	Date of Plan: 2018-2019
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 the data room.		
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>We will email monthly reports to both faculty and staff. The reports will provide details with regards to current data, goals, and progress made towards goals. In addition, grade level representatives will debrief the other members of their grade level teams during regularly scheduled grade level meetings. We will use faculty meetings and grade specific professional development meetings weekly to provide information relating to our goals and progress towards goals to our students. The PBIS coach will share data with teachers and students.</p>		

STATEMENT OF PURPOSE	
Name of Team Member(s) in attendance:	Role of Team Member (Principal, Teacher, Parent, etc.):
1. Tim Rose	1. Principal
2. Angie Harris	2. Assistant Principal
3. Michele Bunch	3. Guidance Counselor
4. Sylvia Harvey-Thomas	4. PBIS Coach
5. Eileen Dillon	5. Psychologist
6. Darren Henderson	6. ESE Inclusion Teacher
7. Paula Sides	7. Reading coach
8.	8.
9.	9.
10.	10.

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SMART GOAL

Warrington Elementary will be a safe and welcoming school where students know and understand what is expected of them, are rewarded for making the right choices, feel safe at all times, and are welcomed each day. Students will not only know the expectations, but will understand the consequences for failing to meet those expectations. Warrington Elementary will be a Positive environment for all students, teachers, staff, and parents that enter our school.

Our school-wide expectations will help encourage students to that end. The school-wide expectations are: To be Responsible, Respectful and Safe.

The PBIS coach will visit all classrooms within the first 9 weeks of school to assess student knowledge of expectations.

SCHOOL-WIDE BEHAVIORAL GOALS

Office Discipline Referrals:

Reduce the number of office discipline referrals by at least 20% as compared to the 2017-2018 school year.

Out-of-School Suspensions:

Decrease the number of out of school suspensions by at least 20% as compared to the 2017-2018 school year. This will drop our Out-of-School Suspensions to under 100 for the year.

In-School Suspensions:

Our goal will be to reduce the number of out of school suspensions and have a limited number of students who will receive ISS for more than one occurrence.

Discipline Disproportionality:

By implementing a Social Skills program, we hope to create a school culture that increases social awareness and appropriate social interaction school-wide. The PBIS coach along with the guidance counsel will work with specific groups of students needing strategies and support based on data collected throughout the year.

Chronic Absenteeism:

Increase the average daily attendance rate by at least 1% as compared to the 2017-2018 school year. School guidance counselor will work with the school social worker to identify students with chronic absenteeism by meeting with parents and counseling families on the importance of attendance and punctuality to school.

Bullying Prevention:

Utilize the school's guidance counselor to train 100% of students K-5 to recognize, report, and react to bullying. Utilize safe school training to train 100% of the school's faculty and staff on identifying and handling bullying incidents.

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Other: [Click here to enter text.](#)

TEACHING EXPECTATIONS AND RULES

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

Teachers were given an updated PBS handbook and the PBS team went over key areas of the handbook during the teacher pre-school week at the beginning of the school year. Students were introduced to the school-wide expectations, rules, and procedures during the first 5 weeks of school as outlined in the PBS handbook. The principal will review the school-wide expectations on the morning news at the beginning of the year. Students will be given refreshers as needed throughout the year, including when students return from winter break.

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?

Students are rewarded for using school procedures and expectations with school bucket tickets. Students put names on tickets and place them in a drawing at the end of each week for PBIS prizes. There will be quarterly PBS activities for students who have earned at least a C in citizenship for that quarter. School-wide expectations are posted in classrooms, bathrooms, hallways, the cafeteria, and media center.

After students return from winter break, the expectations will be re-taught as a reminder to students.

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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?

All teachers will be provided PowerPoint presentations, and materials from new and previous trainings to become familiar with our PBIS program. In addition, grade level PBIS representatives will be responsible for explaining our PBIS systems and answering any questions posed by faculty new to their grade levels. Classroom teacher and peers will orient new students to our PBIS program and the school-wide expectations. PBIS refreshers will be provided to faculty and staff at the beginning of the school year and in January. Classroom teachers will provide PBIS refresher lessons to their students in January.

REWARD/RECOGNITION PROGRAM

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

Students are rewarded for using school procedures and expectations with school bucket tickets. Students put names on tickets and place them in a drawing at the end of each week for PBIS prizes. There will be quarterly PBS activities for students who have earned at least a C in citizenship for that quarter.

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

Students that exhibit school wide expectations and have a citizenship grade of C or higher will be able to attend PBS celebrations.

How will you implement the reward system?

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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. We need to train teachers on how to use reward and recognition systems effectively. We need to train teachers on how to use classroom data to analyze behavior, identify function, implement, and monitor classroom based interventions. We need more financial support and community volunteers to effectively implement the reward systems (involve parents, staff, and community partners). We need character education and social skills curriculum for school-wide instruction of expectations and targeted instruction for students in need of Tier 2 and 3 supports.

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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?

We will provide PBIS training to teachers at both the beginning of the year and in January. We will share training materials and PBIS handbook with faculty and staff. We will share data, outcomes, and progress towards SWBMP goals monthly via email, Google drive, and faculty meetings. Grade- level PBIS representatives will train any new faculty and staff who arrive mid-year.

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 implement daily lessons to teach social skills and character education topics during the designated instructional time block. All faculty and staff will receive bucket tickets to award to students for following school-wide expectations.

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

We will ensure continuous communication between PBIS team members and school faculty by designating a representative at each grade level who is responsible for both keeping other grade level team members informed regarding PBIS, as well as, performing check-ins to receive input relating to activities, rewards, strengths, and weaknesses of the program. We will conduct quarterly surveys to obtain input regarding our program, need for training, and need for resources. We will share data and progress towards goals monthly with faculty and staff.

TRAINING AND IMPLEMENTATION (CONT.)

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Describe how you will monitor the implementation of your Multi-Tier System of Supports (MTSS) Plan for Behavior.

We will use data from the RTIB database and Focus to monitor the effectiveness of Tier 1 processes. The district PBIS coach will conduct walkthroughs throughout the year and provide feedback on Tier 1 implementation. We will use information gathered from grade level check-ins and quarterly surveys. We will monitor the percentage of student participation in Tier 1 PBIS school-wide activities. We will use attendance sheets from Tier 2 social skills groups and check in/ check out logs to monitor implementation of Tier 2 and Tier 3 supports. We will use daily progress monitoring data to monitor implementation of Tier 2 and Tier 3 supports in the classroom.

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 will use our school website to provide parents with information about our PBIS program and activities. Parents will receive a letter/ flyer providing an overview of PBIS initiatives at Warrington. Parents will be invited to family events to celebrate and promote school expectations and positive behaviors. Community members will be encouraged to participate through volunteering or providing donations to support school-wide PBIS initiatives.

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