

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

School: C. A. Weis Elementary	School Year: 2018-2019	Date of Plan: 8-07-2018
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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** twice monthly **at** C. A. Weis Elementary.

Describe how your school-wide behavior team will share the data and outcomes with your faculty, staff, and other stakeholders in the space below

After classroom consequence measures have been exhausted, teachers will enter discipline referrals into RtI-B. The behavior coaches will work together to review the referrals and compile the information into a spreadsheet. The spreadsheet is open to be viewed by all administrators, faculty, and staff but will also be shared with the leadership team every other week to brainstorm support strategies and identify teachers who need additional support.

STATEMENT OF PURPOSE

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Name of Team Member(s) in attendance:	Role of Team Member (Principal, Teacher, Parent, etc.):
1. Holly Magee	1. Principal
2. Shannon Cross	2. Assistant Principal
3. Laurie Cothran	3. Assistant Principal
4. Cindy Speed	4. Curriculum Coordinator
5. Megan Stephenson	5. Behavior Coach
6. Jenny Hurd	6. Behavior Coach
7. Witney Clay	7. Teacher
8. Ali Habib	8. Teacher
9. Brianna Griffin	9. Teacher
10. Jamie Okrochov	10. Teacher

SMART GOAL

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C.A. Weis will work to decrease overall discipline incidents by 40% by May, when the 2018 – 2019 total office discipline referrals are compared to the 2017 – 2018 total office discipline referrals.

C.A. Weis Elementary will work to increase the number of PBIS points given to students by faculty / staff by 50%.

SCHOOL-WIDE BEHAVIORAL GOALS

Office Discipline Referrals: During the 2017 - 2018 school year, CA Weis processed 392 ODRs. Our goal for the 2018 - 2019 school year is to decrease the number of ODRs by 30%.

Out-of-School Suspensions: During the 2017 - 2018 school year, CA Weis has 218 incidents of OSS, with 107 students earning the infractions. Our goal is to reduce the number of OSS incidents by 30%.

In-School Suspensions: During the 2017 - 2018 school year, CA Weis had 119 incidents of ISS, with 83 students earning the infractions. Our goal is to reduce the number of ISS incidents by 30%.

Discipline Disproportionality: During the 2017 - 2018 school year, 73% of the ODRs were given to male students. The population within our school consists of 49% males. Weis's population is made up of 80% African American students. Our goal is to continue working with this subset population to decrease the amount of discipline incidents by 50%.

Chronic Absenteeism: During the 2017 - 2018 school year, CA Weis had a consistent Average Daily Attendance rate of 89%. Our goal is to increase attendance by 10%.

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Bullying Prevention: During the 2017 - 2018 school year, CA Weis has 0 reported incidents of bullying. We hope, during the 2018 - 2019, to continue this pattern.

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?

The faculty and staff of our school received training on our school-wide expectations on relationship building strategies and behavior management during our preschool planning. Various strategies were used, such as table activities with turn and talks, Google Slides presentations, and interactive web response pages. All classrooms received information on the Zones of Regulation and were given a poster to use while building their class' Social Contract.

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?

Members of the Leadership and Regulator team developed lesson plans for the various targeted areas of the school. On-going professional developments are planned for our faculty and staff throughout the school year. A social skills special area class, led by a behavior coach, has been included for our students. We will continue using LEAPs, a social skills education course, daily with our students Kindergarten through fifth grade to develop important social skills.

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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?

The teachers will be responsible for ensuring that students new to their classroom receive an orientation in the school-wide expectations and classroom Social Contract.

REWARD/RECOGNITION PROGRAM

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

All faculty and staff will be able and encouraged to reward students with Weis Bucks for positively displayed behaviors specific to the school-wide expectations as defined by the School-Wide PBIS rules and expectations matrix. Bucks are given by scanning a QR code either for a specific student or class. The Bucks can be spent at the Weis store, where students can purchase fun items for various amounts. Students within a class can also work together to earn Bucks for class rewards.

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

Students will be rewarded for behaviors as they relate to being safe, responsible, and respectful. Our school will use the PBIS Reward System App to award selected students or classes with various points for behaviors.

Our school has also implemented the Kindness Campaign where students can earn points for their class when 'caught' doing an act of kindness. When each class receives a designated amount of points, based on grade level, the entire class and teacher receives a t-shirt.

How will you implement the reward system?

Each teacher will download the PBIS Reward App on his/her compatible device to award points to students throughout the day. Non-classroom teachers will also have the app. Each student will receive a lanyard with a QR code. When the student is awarded points, the teacher can scan the code or access the app. Also, each classroom will have each student's QR code as well as a classroom QR code posted outside. Faculty and staff received training on the PBIS system during a faculty meeting in late August.

TRAINING AND IMPLEMENTATION

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Describe any training needs, material needs, and/or environmental arrangements necessary to implement your Multi-Tier System of Supports (MTSS) Plan for Behavior.

None

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?

Our faculty was trained initially during pre-school planning week at the onset of the 2018-2019 school year. As we approached year five of implementation of Trauma Informed Practices, we added several new faculty members. To assist with this, we held an onboarding training to introduce Trauma Informed Practices as well as expose our new faculty/staff to our population and their needs. The onboarding training will be held as new faculty/staff join our team.

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?

Administrators, faculty, and staff have log in information to the PBIS Rewards and are able to award points to students by scanning either a whole class QR code or a student's individual QR code. Classroom teachers have also introduced the Zones of Regulation to help students monitor their own feelings & develop strategies to self-soothe. Teachers also have a Peace Zone in their classroom, which allows students who are dysregulated a few moments to collect themselves and prepare to rejoin the classroom.

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

We reward our teachers with points and we have a teacher store. During peak times of the year (holidays etc) we will have behavior challenges to keep classes motivated.

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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.

The leadership team will meet every other month to review the school-wide student behavior data. The amount of PBIS Points being awarded will be tracked on a monthly basis to determine participation by teacher, and as the administrative team completes classroom walks they will monitor as well for the use of the school-wide expected strategies.

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/Guardians will have access to the PBIS Reward system to see their student's points as well as receive messages about their students' progress.

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

N/A