

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

School: Bailey Middle School	School Year: 2018-2019	Date of Plan: 09/04/2018
<p>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 Innovation Center.</p>		
<p>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> <p>Disciplinary data are input through the Dean’s office as incidents occur by utilizing the FOCUS system. Necessary reports are generated through the RtIb database and FOCUS. Reports will be gathered by the RtI Coordinator. The reports are collected and analyzed by the Behavior Team during monthly meetings in order to summarize the data and identify any trends that are occurring throughout the school year. Findings and strategies are reported to the Parent Teacher Student Association (PTSA), School Advisory Council (SAC). Also, the information will be shared with the faculty and staff throughout the year through faculty meetings and PLC’s. Specific or detailed information pertaining to grade level will be shared with students during STAR Block, and Parent/Teacher/Student Conferences.</p>		

STATEMENT OF PURPOSE	
Name of Team Member(s) in attendance:	Role of Team Member (Principal, Teacher, Parent, etc.):
1. Janet Penrose	1. Principal
2. Tara Rush	2. Assistant Principal
3. Regina Sanders	3. Assistant Principal
4. Julia Britt	4. RtI Coordinator
5. Crystal Gainey	5. Dean
6. Denise Dean	6. Guidance Counselor
7. Amanda Reffitt	7. ISS/ILR teacher
8. Amanda Haggard	8. Behavior Coach
9. Charline Barger	9. Teacher/Parent
10. Jude Barger	10. Student

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SMART GOAL

Decrease the number of referrals and out of school suspensions while increasing attendance rate.

SCHOOL-WIDE BEHAVIORAL GOALS

Office Discipline Referrals: Decrease the number of office discipline referrals by 10% by May 24, 2019.

Out-of-School Suspensions: Reduce out-of-school suspensions by 10% by May 24, 2019.

In-School Suspensions: Continue the usage of in-school suspensions and will remain constant or slightly increased in order to reduce the out-of-school suspensions. We will implement a program where students will enter ISS for only one period instead of the entire day. This will keep students in class the majority of the time and ISS will be given for the period in which the teacher who wrote the referral.

Discipline Disproportionality: Along with the decrease in the number of referrals, the discipline gap should also decrease.

Chronic Absenteeism: Increase attendance to 98%. Students who are chronically absent will meet with Assistant Principal or RTI Coordinator, make phone calls home and send out visiting teacher.

Bullying Prevention:

Ensure all staff and students receive bullying training on the new district bullying reporting protocol by October 8, 2018.

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 are posted throughout the school on large banners and posters, and each classroom has the expectations posted.

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 use of CCTV and announcements, morning and afternoon. Teachers are encouraged to reteach expectations each time they discipline a student. Signs are posted in each classroom throughout the school.

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?

Teachers will be taught in the beginning of school and again during the teacher planning day in January. New teachers will meet with the RtI Coordinator to be taught the expectations and how to implement them in the classroom. Students who arrive mid-year will be given an overview of the expectations and a copy of the behavior matrix.

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REWARD/RECOGNITION PROGRAM

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

The PBS team will conduct an event each nine-weeks to reward students for their behavior. Bulldog Bucks are given to teachers so they can reward students for following the matrix expectations. The Bulldog Bucks can be used at the school store. They can also be redeemed at the school carnival.

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

Students will be rewarded for having appropriate behavior in the classroom and in other areas of the school as described in the matrix.

How will you implement the reward system?

The PBS team and the RTI Coordinator will monitor the behavior and attendance and set the PBS event to help improve specific areas. Faculty and staff are given Bulldog Bucks to hand to students who are meeting the expectations.

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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.

Teachers will need to be trained during the pre-school days and throughout the year during planning days. The new teachers will need to be trained in Capturing Kids Hearts and refresher training for those that have had CKH. Training the teachers in trauma informed care would be beneficial. District training opportunities in classroom management for new and/or struggling teachers.

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?

1. Pre-school meetings
2. Teacher planning day meetings
3. Teacher mentoring
4. Rtl Coordinator

The teachers will be introduced and taught how to use the system during pre-school and planning days. The RTI Coordinator will reteach and assist any struggling teacher.

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?

1. The RTIB database will be used to track minor infractions
2. Teachers must make contact with a parent or guardian
3. Teachers stand in the hallway between classes
4. Expectations posted in each classroom and hallways
5. Teacher assigned detention

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

Communicate the data and give updated progress reports to the faculty. Receive feedback from teachers, what is working for them, and what is not. The RTI Coordinator will be made available to provide support to struggling teachers inside the classroom and with individual students.

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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 MTSS team will meet monthly and discuss the data. The PBS team meets monthly to look at the data and see what can be implemented to improve the data. Progress reports will be given to the faculty. Classroom observations by Administration and student observations by the RTI Coordinator.

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?

1. Parent nights
2. School website
3. PTSA, SAC
4. Utilize community involvement programs such as the school volunteer, business partnerships, and youth mentor programs

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

The behavior team will meet to discuss student behavior and academics, and the steps involved to send someone to ILR. Interventions must have been attempted before a student can be placed in ILR.