

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

School: Beulah Middle School	School Year: 2018-2019	Date of Plan: August 30, 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** Monthly **at** Room 184.

Describe how your school-wide behavior team will share the data and outcomes with your faculty, staff, and other stakeholders in the space below. Beulah Middle Staff meets weekly on Monday's for grade level "Bear Necessities" team meetings. After the plan is finalized, the RtI Coach will present to the staff during Bear Necessities. We have presented preliminary goals during pre-school in-service. Additionally, the Principal, Assistant Principal and RtI Coach meet individually with teachers every 9 weeks to review both academic and behavior data.

STATEMENT OF PURPOSE	
Name of Team Member(s) in attendance:	Role of Team Member (Principal, Teacher, Parent, etc.):
1. Wilson Taylor	1. Principal
2. Marietta McCaskill	2. Assistant Principal
3. N/A	3. Assistant Principal
4. Ashleigh Crowson	4. RtI Coordinator
5. David Thompson	5. Dean
6. Tammy Westmark	6. Guidance Counselor
7. Geralene Johnson	7. ISS/ILR teacher
8. Kelly Jenkins	8. Teacher
9.	9. Parent
10.	10. Student

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

SMART GOAL

As a newly established middle school in the county, our baseline goal is to have no more than 600 Office Discipline Referrals for the school year.

SCHOOL-WIDE BEHAVIORAL GOALS

Office Discipline Referrals:

We will have no more than 600 Office Discipline Referrals for the school year.

Out-of-School Suspensions:

We are using "OSS as a last resort" approach this year. When a major, SESIR level infraction occurs, students will be placed in the ILR program. Students in ILR can be suspended Out of School, but we will not suspend students Out of School unless they are in the ILR program. This approach should help with disproportionality, and increase academic achievement since the students will be at school receiving instruction through the ILR curriculum.

In-School Suspensions:

With using OSS as a last resort, ISS and In Lieu of Removal will be used as the alternative to out of school suspension, enabling students to remain in school, have access to, and assistance with, their school work. We will aim to keep ISS events to not more than 450, and use alternate interventions to address the problem behavior that resulted in the referral.

Discipline Disproportionality:

By using OSS as a last resort, ISS and In Lieu of Removal, will be used as the alternative to out of school suspension. This should help prevent disproportionality because students will be placed into ILR rather than receiving OSS.

Chronic Absenteeism: Our baseline goal is to have a 95% daily attendance rate.

Bullying Prevention: We have a variety of manners to help prevent bullying. We will use this year to gather baseline data. Some programs we are using are: Capturing Kids Hearts, the social contract, PBIS, the district See Something, Say Something campaign, Positive Office Referrals, and our new Student Leadership Team. The Beulah Bootcamp at the beginning of the year enabled several team building and bullying prevention lessons and activities. Students have a digital counselor request form on their Chromebooks to easily

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

request to see their counselor. Peer mediation, counseling, and parental contact help to combat bullying.

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?

Staff- We began the school in-service week with Capturing Kids Heart & PBIS training to re-introduce and train new staff in the basic components of CKH and PBIS. We reviewed the school expectations, in class behavior management system, and CKH techniques to build and establish relationships with students. The Dean & Behavior Coach also met with staff in small groups to review in detail the rules, procedures, minor and major referral process, and how ISS/OSS/ILR are implemented. They also led a discussion on techniques to address misbehaviors in the classroom. The MTSS Coach also provided a guideline on identifying and redirecting minor behaviors that are disrupting the classroom. Our second “Bear Necessities” <grade level team meetings every Monday> was a more in-depth training by our CKH Coach to model the social contract, “new view” “check” and “time” procedures. It was also a way to share and teams to brainstorm ways to best use CKH and PBIS in their classrooms.

Students- Since Beulah is brand new, and combining many students from different schools and backgrounds (particularly in 7th & 8th grade), we created a “Beulah Boot Camp” for the first two days of school. Students remained with their homeroom teacher and participated in activities that reviewed the school expectations, the Rights & Responsibilities Handbook, and did several anti-bullying, character education, and team building activities.

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?

We are taking the Morning Meeting approach during our extended homeroom. This allows a strong class culture, a check in/check out system with a trusted adult. Additionally, each Friday will be a rotating period where half of the class (apx 20 minutes) is spent on character education and team building. Each month has a theme of focus, which is tied to our school expectations (Be Responsible, Be Accountable, Be Successful) and Core Values. The CKH model also allows for the EXCEL model and Social Contract to be imbedded into the academic curriculum.

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

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?

Capturing Kids Hearts is a wrap around model, so it is easily embedded in all aspects of the curriculum. The social contract is revisited every 9 weeks, as well, allowing for new students to be part of the social contract process.

Each semester begins with a refresher training for new and in-coming staff. Bear Necessities is used as a way to provide more direct trainings for small groups of teachers. Our CKH teacher/trainer also provides a half day refresher for new staff members, as well as those who want additional training.

REWARD/RECOGNITION PROGRAM

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

We are currently using "Gotcha!" cards as our token economy. We will transition to a digital economy through Learning Earnings at the end of the 1st 9 weeks. We use Gotcha! Cards to recognize students who are demonstrating our school expectations. Gotcha! Cards are used to "purchase" items from our PBIS Cart that travels the grade level halls every month. There are snack items, pickles, juices, the opportunity to read the morning and afternoon announcements, an extra tardy pass, free admission to basketball games, etc.

We have quarterly referral free celebrations.

We also have rewards students for progress monitoring growth, and academic achievement after quarterly assessments and report card grades.

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

Be Accountable – owning up to/apologizing for mistakes, bringing SSR book and Chromebook to school, telling the truth, reporting safety or school violations to adults.

Be Responsible – completing assignments correctly and on time, staying in area during transition, cleaning up table/area in cafeteria if someone else leaves a mess behind, performing errands or offering assistance without being asked.

Be Successful- showing growth or achievement in academics, staying referral free, obtaining A/B honor roll, having good attendance (better than 95%), showing improvement in behavior, advocating for oneself.

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

How will you implement the reward system?

The reward system is implemented through the direct giving of Gotchas! by teachers, staff, and administration. Gotchas! are the token economy used to earn treats and rewards on a monthly basis.

Students are surveyed once a semester in terms of what they want to “purchase” from the PBIS Cart, as well as the activities they want for no-referral celebrations.

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 will now be using Suite360 & ISS360 for social-emotional learning. More training for staff in this program is needed.

As always, money for PBIS events and celebrations is needed to provide rewards that are important and relevant to the students.

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?

A Bear Necessities grade level team meeting will be used to train faculty on the MTSS Plan for Behavior. Each month, after our MTSS meeting, we will take the time to share behavior and academic data to the staff so they are aware of the progress, or lack thereof, towards our goals.

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

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?

Capturing Kids Hearts and the Social Contracts are essential components of our Plan for Behavior.

Teachers also record minor behavior infractions in RtIB. The RtI Coach, Dean, and Behavior Coach review this data weekly to identify high or frequent fliers who can use additional intervention or support.

We have in- and out of class- behavior reflections when student's need a cooling off period. It requires a plan for positive behavior choices, and a brief student/teacher conference. If a student is assigned a Lunch Detention, they also have a behavior reflection to complete. This helps students see the consequences of their action(s), and also helps to uphold our school wide expectation of accountability.

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

Buy in is achieved and maintained by being available for staff and providing supports where necessary.

Meeting with teacher's regularly to review their data, and assisting in the problem solving process has also helped with the buy in.

Presenting data, and involving both team leads, and the entire faculty, in the problem solving process develops staff buy-in.

The CKH team also makes it a point to write affirmations to those staff members who are struggling or not "buying in" to help increase morale and participation in the MTSS program.

TRAINING AND IMPLEMENTATION (CONT.)

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

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

We will monitor the implementation primarily through a review of hard data, and soliciting qualitative feedback from the staff.

Additionally, we will continue to complete the PIC survey's for the Florida PBIS Project to monitor our implementation.

Finally, we will have monthly MTSS meetings, of which ESE and all grade levels are represented. When it is an RtIB meeting, the Dean or Behavior Coach will also be present.

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?

Beulah Middle has a strong PTSA. The PTSA takes the time to promote events occurring at the school. They also volunteer to take around our PBIS Cart of Reward days, and have created a donation letter to assist in having local businesses donate to the PBIS program.

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

Beulah ILR Program Plan of Action Curriculum

The ILR Program provides and implements the same curriculum as our school, Beulah implements. ILR will also implement Restorative and Overcoming Obstacles Social Skills which are taught by either the Guidance Counselors and/or the ILR teacher.

When students enter the ILR Program, the rules and procedures are explained daily. Students will copy and personalize the rules with "I will". Students will have a long term and a short term goal to be successful in both academics and behaviors.

The following interventions are implemented: 1. Warnings 2. Time Out 3. Call Home 4. Daily Academic/Behavior Sheet

Parent Involvement

When students enter the ILR Program, a letter is sent home to the parent explaining the Daily Academic/Behavior Sheet. The teacher and student will sign the sheet daily. The Parents are

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

also asked to review, write comments, and sign daily and return the sheet. ILR also involves parents with phone calls, conferences, emails, and gmails.

Team Incorporation

Team incorporation is implemented by having meetings and conferences with teachers, emails, and sharing information with teachers and administrators. Outside classroom Interactions: Although students are to remain in the ILR classroom for most of the day, they will have lunch in the cafeteria and visits to the library. Students will go outside and take a walk twice a day when available. Also, students will communicate with a counselor as needed.

Transitioning

Prior to being released, students must complete a Written Solution Transition Letter in the ILR Google Classroom. Students must include their reason for enrollment, share what they've learned while in the program, and provide an explanation on how they will conduct themselves and prevent actions when they return to their classes. Teachers are notified prior to students' returning and are encouraged to welcome them back.

Early Released or 3-5-10-Camelot

When a student has served most of his/her days in the ILR Program, and when they have been very cooperative with the teachers, and have kept their grades up, and have good attendance, the teacher can request that they be released a few days earlier. If a student's behavior result in OSS, while in the ILR Program, he/she will receive 3 days for the 1st referral, 5 days for a second referral, and 10 days for a 3rd referral, and then to the administrators for a determination of Camelot.

Monitoring Effectiveness

This ILR Program Plan of Actions will be monitored daily by monitoring the students engagement and data results from students grades, progress, and performances.