

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

School: Ernest Ward Middle School	School Year: 2018-2019	Date of Plan: 9/18/18
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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** Admin Conference 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.

The School-Wide Behavior Team (SWBT) will share data through monthly faculty meetings. Behavior data will be collected by the team and sent via email to all faculty, staff, and stakeholders prior to the meeting along with the meetings agenda. This will allow time for teachers to review data to make discussion or Q&A time more productive. Mr. Hicks will also share behavior data at quarterly SAC meetings.

STATEMENT OF PURPOSE

Name of Team Member(s) in attendance:	Role of Team Member (Principal, Teacher, Parent, etc.):
1. Nancy Gindl Perry	1. Principal
2. Virkeisha Palmer	2. Assistant Principal
3. Kenneth Hicks	3. Dean
4. Amy Dozier	4. Guidance Counselor
5. Ashley Long	5. PBIS Team Member
6. Dave Bashore	6. SRO
7. Connie Chamberlin	7. Overage Class Teacher
8. Lacie Gindl	8. ESE Teacher
9. Amanda Bailey	9. Parent
10. McKenna Simmons	10. SGA President

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

SMART GOAL

The goal of the Ernest Ward SWBT for the 2018-2019 school year is to improve behavior through the teaching of school wide expectations, parent contact, and reduce discipline issues through data driven decision making.

SCHOOL-WIDE BEHAVIORAL GOALS

Office Discipline Referrals:

The goal for the Ernest Ward SWBT is to reduce ODR's by 5% from the 2017-2018 school year.

Out-of-School Suspensions:

The goal for the Ernest Ward SWBT is to only discipline using OSS as a last resort. Student will only receive OSS in situations where it is absolutely required.

In-School Suspensions:

Our goal is to shift to a period by period ISS for discipline incidents that are of the minor variety. Only students with major incidents will go to ISS for the whole day. Our goal is to keep students in class as much as possible, so they are not missing instruction.

Discipline Disproportionality:

EWMS school wide PBIS encourages all faculty and staff to be proactive instead of reactive, the RTIB process of parental contact for all students, and our school wide mentoring program the number of referrals of SWD and Black students will decrease by 1%.

Chronic Absenteeism: To intervene with students who are chronically absent, the counselor monitors attendance using a Focus report. Phone calls to parents are made and attendance letters explaining the state compulsory attendance law and the district attendance policy are sent. All calls and letters sent regarding attendance are logged in Focus as documentation. Students who continually have unexcused absences will be scheduled a child study meeting to which the parent is invited. If the meeting results in no change, truancy court is recommended.

Bullying Prevention: Bullying is not tolerated at Ernest Ward. Teachers and students worked together on not ignoring incidents and students were made aware of the district reporting system. All reports are investigated to determine substantiated or unsubstantiated incidents. The reporting system also allowed administration to monitor students accused of bullying. Student/Parent Conferences with reported aggressors to discuss with them consequences of their actions and gave them an opportunity to change their behavior. Faculty and staff have been trained and are aware of the district bullying reporting system. Teachers will participate in a refresher training in preschool

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

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 are introduced to expectations and rules during pre-planning week. The Dean spends an hour going over PBIS and our discipline process. Students are introduced to our expectations and rules during the first day of school when each teacher ties their classroom rules to our school wide expectations. Students are again introduced to expectations during grade level assemblies on the second or third day of school. During the first week when History teachers review the R&R Handbook and a behavior presentation by the dean students are again reminded of the expectations. We also have posters throughout the whole school with expectations and rules for each area of the school.

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 have aligned our classroom rules and any incentives to the school-wide expectations. Each classroom reviews how the classroom rules and incentives align on a continuous basis. We also reward Kona Ice for students who have gone above and beyond within the classroom, transition time, or towards another peer. We use the RTIB process, in which 3 of the 4 steps include restating and re-teaching the expectations, prior to writing a referral.

We are currently implementing an individual classroom incentive program and nine-week activity days to reward students showing positive behavior through grades, attendance, and behavior.

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?

Each teacher planning day a time will be set aside to refresh teachers of our expectations.

When a new student enrolls at EWMS, the dean will meet with the student within 5 school days and present the slide presentation to the student.

REWARD/RECOGNITION PROGRAM

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

All faculty and staff members are given positive behavior slips to be given out for students displaying positive behaviors. When students receive these they are given an opportunity to select an item from our prize closet with items like candy, homework passes, school supplies, etc. Also, students who exhibit good behavior throughout the nine weeks will participate in the end of the nine weeks reward day.

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

Examples of behaviors for which a student could be rewarded for:

Being a positive influence on peers

Picking up messes or trash in the cafeteria without being told

Achieving academic successes

There are many different ways to earn this rewards and teachers are encouraged to always find the positive actions of students.

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 will be implemented via school based, teacher based, and classroom based using incentives and rewards for students demonstrating classroom, school, and district rules stated in the matrix and EWMS PBIS system.

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.

All faculty and staff will attend training presented by the PBIS team explaining the School wide behavior expectations and the EWMS PBIS plan.

By the second week of school the dean will visit every Social Studies classroom to explain the school wide behavior system and the Students R&R to students.

We also plan to utilize Suite 360 as a way to educate students on negative behaviors and assist them with making good choices. Our goal is to do an activity day once a month starting in October where students will spend the activity period doing a Suite 360 lesson.

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?

Faculty and staff will attend a training, which is conducted by the Dean, during pre-planning to introduce and explain the school-wide expectations using a slide show presentation. New faculty and staff who arrive mid-year will be trained and have a mentor who is familiar with our school's MTSS Plan for Behavior as well as attending the mid-year refresher training for behavior that is conducted by the Dean.

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?

Teachers will follow school-wide routines and procedures as stated in the trainings conducted by the Dean and the PBIS team to ensure EWMS MTSS plan is followed. All teachers will use the NCR Negative Academic/Behavior report to communicate with parents and RTIB system to document student behavior. The Dean will check RTIB several times daily and will call both the student and parent before the student returns to the reporting teacher the next school day.

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

Student, Faculty/Staff incentive programs as mentioned above.

TRAINING AND IMPLEMENTATION (CONT.)

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

The MTSS plan for Ernest Ward Middle School will be continually monitored through a variety of ways. First administration will conduct periodic walkthroughs of classrooms to check for implementation of the plan at the classroom level. Data will also be monitored every month, by the behavior team, to look for areas of concern and areas of improvement. This will allow the team to evolve our plan and goals based on the needs of our school, classrooms, and teachers. The last method of monitoring will be through the sharing of data at least once each nine weeks through mini faculty meetings and giving teachers time to voice positives and negatives of our plan which will allow the team to evolve the plan as needed.

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

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?

MTSS Plan for Behavior and data are shared at School Advisory Council Meetings and on the school's website. Monthly Kona Ice. Classroom incentives and end of the nine weeks activity days.

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 ILR program at EWMS has students assigned to the class after other types of discipline consequences have been put in place, and a Behavior contract has been given to the student. After 20 days in the program the committee will look at each student's grades, attendance, and behavior in order to monitor its effectiveness. The goal is for the student to go back into regular classes after 20 days. At the end of the school year we will look at the behavior data, grades, attendance, and FSA scores to look at the overall effectiveness.