

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

School: Workman IB School	School Year: 2018-2019	Date of Plan: 09/04/2018
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.		
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>Our school wide behavior committee will share data and outcomes with our faculty, staff and other stakeholders through two newly created positions within our team, our MTSS Coordinator and our Rtl:B Coordinator. These two individuals will meet with our faculty and staff throughout each month to update them on both school wide data and facilitate plans that will disseminate data to teams and departments as well. The administrative team will also begin holding monthly Coffee & Conversation mornings with parents and stakeholders during which time we will share data regarding the school and our progress toward our goals.</p>		

STATEMENT OF PURPOSE	
Name of Team Member(s) in attendance:	Role of Team Member (Principal, Teacher, Parent, etc.):
1. Traci Ursrey	1. Principal
2. Crystal Marr	2. Assistant Principal
3. Julie Davidson	3. IB Coordinator
4. Amber Gunnels	4. MTSS Coordinator
5. Santelia Houston	5. Dean
6. Marcus Duckworth	6. Guidance Counselor
7. Tommy Pearson	7. ISS teacher
8. TBD	8. Rtl:B Coordinator/ILR Teacher
9. Traci Sturgeon	9. Parent
	10. Student

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10. AnMarie Sturgeon	
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SMART GOAL
By the close of the 18-19 SY, Workman Middle School will reduce our ODR rate by 3%.

SCHOOL-WIDE BEHAVIORAL GOALS
<p>Office Discipline Referrals:</p> <p>By the close of the 18-19 SY, Workman Middle School will reduce our ODR rate by 3%</p>
<p>Out-of-School Suspensions:</p> <p>Through the use of facilitated small group reflection and intensive interventions (both academic and behavioral) Workman Middle School will reduce the number of students receiving out of school suspensions by 5% during the 2018-2019 SY.</p>
<p>In-School Suspensions:</p> <p>Through the use of facilitated small group reflection and intensive interventions (both academic and behavioral) Workman Middle School will reduce the number of students receiving out of school suspensions by 5% during the 2018-2019 SY.</p>
<p>Discipline Disproportionality:</p> <p>Workman Middle School will reduce our disproportionate referrals of both black males and students with disabilities by 4% each.</p>
<p>Chronic Absenteeism:</p> <p>Workman Middle School will decrease our chronic absenteeism by 2% during the 2018-2019 SY.</p>

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Bullying Prevention:

Through the use of intentional outreach and proactive measures by our guidance department, Workman Middle School will continue to work strategically to stamp out bullying in our school.

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?

School wide expectations and rules will be consistent by team and department. These will be explicitly taught during the first two weeks of the school year and revisited at the close of each trimester.

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?

Through the use of our Research Class, we will focus on both a monthly ATL (Approach to Learning) as well as an expectation and provide teachers with lesson plans to explicitly teach each while also providing support for facilitating conversations about expectations within the classrooms.

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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?

Refresher will be provided at each trimester. New students will be oriented through our guidance department as they arrive to our campus.

REWARD/RECOGNITION PROGRAM

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

At the end of each quarter, students without behavior infractions will have the opportunity to attend a teambuilding activity with their grade level peers.

Students who display the need for behavior intervention will be referred to our Rtl:B Coordinator who will both push in in the classrooms to assist teachers with management strategies and will also pull small groups to teach the skills needed to be successful in the classroom.

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

Students will be rewarded when they are REAL:

**Respectful
Eager to Learn
Accountable
Loyal**

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How will you implement the reward system?

The data specialist will pull a report quarterly of ODRs. Any student that has not had an ODR during that marking period will be allowed to participate in the reward day activity.

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.

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?

This training will be provided by our MTSS and RtI:B Coordinators. They will walk the teachers through a series of small group professional learning sessions where they will both teach teachers about the process and facilitate the process as they delve into specific cases with students. This cycle will begin monthly as long as teachers are being hired on campus.

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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 are inputting minor infractions into Rtl:B. Support staff are monitoring student data. Once students reach their 4th minor infraction, students will be referred for the Rtl (B) Tier process.

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

Many teachers provide input on our plan and at Workman we value a diverse group of voices to ensure that the plan we create is equitable for both students and staff.

TRAINING AND IMPLEMENTATION (CONT.)

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

We will monitor the implementation of our MTSS Plan for Behavior through the analyzing of school wide data and reporting and tweaking of our system at School Support meetings which occur twice monthly.

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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 hope to involve parents and our community members through our PTSA and our Community Partnerships.

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

It is our school's vision that we will use what would traditionally be ILR support during the first semester to provide intensive interventions to our students who show the greatest need on campus. It is our hope that through these interventions we will see an increase in both instructional time and attention to task and respectful behavior both inside the classroom and while on campus.

If we have to re-initiate our ILR program after the first semester, we will ensure it's effectiveness through a tightly scheduled day, the implementation of restorative practices including a required exit project, and through walkthroughs and formal evaluations.