

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

<b>School:</b> Bellview Elementary	<b>School Year:</b> 2019-2020	<b>Date of Plan:</b> 5. September
<b>Note:</b> Please refer to the <i>Guidelines for Developing a Multi-Tier System of Supports (MTSS) Plan for Behavior</i> for instructions and recommendations. The <b>Committee will meet</b> Monthly at Mr. Yannucci's Office.		
<b>Describe how your school-wide behavior team will share the data and outcomes with your faculty, staff, and other stakeholders in the space below.</b>		
<p>Bellview's school-wide behavior team is a professional learning community that will track behavior data with an emphasis on the behavior of boys. PLC meetings occur once a month and each PLC also shares out to the faculty on a monthly basis. This year we are using a google form for teachers to report behavior incidents in the absence of a district provided minor infraction form in FOCUS.</p>		

<b>STATEMENT OF PURPOSE</b>	
<b>Name of Team Member(s) in attendance:</b>	<b>Role of Team Member (Principal, Teacher, Parent, etc.):</b>
1. Paul Yannucci	1. Behavior Coach
2. Gerald Kirby	2. ESE Teacher
3. Dana Sharp	3. Grade 5 teacher
4. Angelia Grimes	4. Grade 2 teacher
5. Monica Fowler	5. K teacher
6. Liz Ribaudó	6. Gifted teacher
7. Cynthia Hamlett	7. Grade 1 teacher
8. Joseph Rogers	8. PE Coach
9. Chris Humphries	9. Grade 3 teacher
10. Molly McDaniels	10. Grade 4 teacher

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**SMART GOAL**

This year our goal is to decrease the number of OSS of boys by 10%.

**SCHOOL-WIDE BEHAVIORAL GOALS**

**Office Discipline Referrals:**

88% of our students had no office discipline referrals during the 2018-2019 school year. We would like to see that number increase to 90%.

**Out-of-School Suspensions:**

2018-2019 = 107 OSS

Goal for OSS in 2019-2020 = 97.

**In-School Suspensions:**

2018-2019 = 15 ISS

Goal for OSS in 2019-2020 = <15.

**Discipline Disproportionality:**

The number of boys (83) with incidents of OSS is almost 4X the number of girls (24). This is our greatest discipline disproportionality and our area of focus for our behavior plan / goals this year.

**Chronic Absenteeism:**

Our average daily attendance for 2018-2019 was 92.1%. We hope to increase that number.

**Bullying Prevention:**

We had 0 cases of substantiated bullying during the 2018-2019 year.

**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?**

Our teachers participate in a day of PD in the summer titled "Best Practices" where we introduce new systems or procedures as well as review handbook type information. During "Best Practices" we discussed school-wide expectations, rules and PBS incentives.

Our behavior system is based on the pillars of SOARS. Students should be safe, on task, have a positive attitude, be responsible and have self-control. Our Bellview students know what it takes to SOAR and our teachers spend the first two weeks of school teaching rules and procedures and developing their classroom community.

**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?**

Our teachers use Sanford Harmony kits to teach social / emotional skills as well as to deal with conflicts that may arise in the classroom.

Each day students complete their own SOARS reflection papers to determine how well they followed the expectations set forth. Reflection papers go home each day for parents to see.

**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?**

We expect our teachers to begin the second semester with a review / refresher of the expectations and rules. This helps to orient new students as well as give them an opportunity to safely find a place within the classroom community.

With regards to teachers who may need refresher training; this is done on an as-needed basis with individual teachers who may demonstrate that they require some review or even coaching on establishing routines and procedures.

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## REWARD/RECOGNITION PROGRAM

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

Our school runs on a house system, developed after studying strategies from the Ron Clark Academy. Students and teachers are all in one of five “houses” representing Safe, On Task, Positive Attitude, Responsible, and Self-Control. Students earn tickets for their house which translate into STEM activities, dance parties or other special treats.

For our “high flyers” we have a Soaring Eagles Group- a group for boys with a history of behavior intervention needs that focuses on social skills, relationships and community outreach.

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

For the majority of our students they will be recognized for safe behavior (walking, proper use of playground equipment) on task behavior (completion of work cycles, doing tasks with purpose) having a positive attitude (in all situations) being responsible (telling the truth, owning your actions) and having self-control (withholding reactions, avoiding impulsivity).

For those students with positive behavior intervention plans, they may be rewarded more frequently, for different achievements.

### How will you implement the reward system?

Each week the tickets are counted and tallied, house winners are announced and rewards follow. For our special boys club, they may earn breakfast with a mentor or the right to participate in a community outreach project.

Our teachers also submit positive office referrals for students who should be recognized for doing “above” the right thing. Teachers complete a card we provide for them, students bring it to the office, we make a big deal out of it, they get a prize and we make a positive phone call on the spot. We usually take pictures with the students and post them on our school FB page.

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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.**

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?**

For official RTi for behavior, our guidance counselor works closely with our behavior coach as well as instructional coach and train teachers as needed when they have a student who is a candidate for behavioral Rti.

We provide a flow chart during Best Practices training and explain the process, but find that it needs to be repeated, almost completely, when it becomes relevant to each 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?**

Teachers follow the series of steps outlined below (and on the discipline flow chart):

1. Verbal correction of behavior/reteach
2. Private conversation with student. "I noticed you are calling out a lot today. Is there something I can do to help you with this?" **CKH 4 questions are great here!**
3. Classroom level logical intervention; see logical consequence chart
4. Time out in another classroom- follow school time out protocol
5. Minor Infraction report and detention (detention varies for individual students)
6. Office Discipline Referral (Step 6 can be if the behavior continues still after step 5 OR after a student has received 4 step 5s in a 10 day period)

Students receive a clean slate each day; these steps start over every day and for every behavior.

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

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

Each of our five PLCs is completing a piece of our SIP based on their identified targeted need. The "Self-Control" teachers are in the "Behavior of Boys" PLC and this committee wrote the Planning for Improvement section for behavior. Having their involvement to such a degree that they write that piece of our SIP creates a sense of ownership and natural buy-in.

### **TRAINING AND IMPLEMENTATION (CONT.)**

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

Our plan will be monitored by looking at the data, analyzing trends and patterns and reporting out to the rest of the faculty each month. We will look at behavior incidents and compare numbers to the same calendar points from last year.

We will also closely monitor those students who are in the Rti process for behavior and have a positive behavior intervention plan. We strive to select interventions that are specific for each student, to implement with fidelity, monitor and adjust as needed.

#### **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 are provided with a letter that clearly explains our student citizenship grading. When house rewards involve special STEM activities, we often extend that invite to family members to come and participate with their child.

#### **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