

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

School: Beulah Elementary	School Year: 2019-2020	Date of Plan: June 2019
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 in the Innovation Center at 2:15pm.		
Describe how your school-wide behavior team will share the data and outcomes with your faculty, staff, and other stakeholders in the space below.		
All grade level, ESE, & special area representatives of the School Wide Behavior Team will share the data and meeting outcomes with their respective peers at the following week's, Monday grade-level and area meetings.		
Grade-levels will host meetings during their planning time as needed/requested with administration, behavior tech, and/or guidance counselors.		
SAC committee may be apprised of general trends as they become available.		

STATEMENT OF PURPOSE	
Name of Team Member(s) in attendance:	Role of Team Member (Principal, Teacher, Parent, etc.):
1. Monica Silvers	1. Principal
2. Mathew Taylor	2. Assistant Principal
3. Matthew Ray	3. ESE
4. Elizabeth Lomax	4. Guidance 1, 3, 5
5. Rick Vangilder	5. Guidance K, 2, 4
6. Jeremy Gibson	6. 3-5 Rep (5 Teacher)
7. Shelly Mitchell	7. K-2 Rep (K Teacher)
8. Jennifer Desposito	8. ESE
9. Jennifer Carter	9. ESE
10. Special Area Rep	10. Teacher

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SMART GOAL
<p>Beulah Elementary will be a safe and welcoming school where students know and understand what is expected of them, are rewarded for making the right choices, feel safe at all times, and are welcomed each day. Students will not only know the expectations, but will understand the consequences for failing to meet those expectations. Beulah Elementary will be a positive environment for all students, teachers, staff, and parents that enter our school.</p> <p>Our school wide expectations will help encourage students to that end. The school wide expectations are: Wildcat PAWS- Practice Responsibility, Act Respectfully, Work Together, Safe Smart Choices. The school-wide expectations are seen each day during morning announcements. Progress will be measured by a reduction in the number of office discipline referrals for the 2019-20 school year.</p>

SCHOOL-WIDE BEHAVIORAL GOALS
<p>Office Discipline Referrals: Reduce the number of ODRs (104) by 5 percent as each of the last 3 years they have increased.</p>
<p>Out-of-School Suspensions: Maintain the OSS at the current low level, or reduce, if appropriate, from the previous school year.</p>
<p>In-School Suspensions: In-School Suspensions: Beulah Elementary utilizes a mix of after-school detention and ISS when staff is available. The goal of after-school detention and ISS will be to reduce the number of OSS occurrences.</p> <p>We will also utilize Suite 360 to assign ISS lessons to students to help teach them replacement behaviors and reduce the recurrence of ISS.</p>
<p>Discipline Disproportionality: Student population: 920 Total, 495 Male (54%), 426 Female (46%), 611 White (67%), 142 Black (15%), 71 Hispanic (8%), 23 Asian (1.5%), 70 Multiracial (8%), 3 Native American (0.2%), 3 Pacific Islander (0.2%).</p> <p>The average percentage of students with 0 ODR's was 95.9%, and our African American students with 0 ODR's is 90.8%, so this school year we will use school-wide expectations, individual guidance sessions, and an SEL program to help teach better choices.</p>

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Chronic Absenteeism:

Our goal is to reach 94% daily average attendance. Last year and previous year it was 93.4 and 93.3% respectively.

Bullying Prevention:

Beulah Elementary School's anti-bullying program has been very active with all guidance counselors involved in providing a Red Ribbon Week program and Grade-level specific anti-bullying lessons to all students at Beulah. Our guidance counselors will work with all of our classes to discuss being kind to one another. Our plan is to continue this intensive level of intervention activities against bullying during the upcoming school year. Guidance will schedule programs or individuals as able, such as Chip Minton from the Strength Team and Safety Net from the Gulf Coast Kids House.

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?

Pre-school in-service will provide baseline training for teachers on PAWS and expectations for that roll out. Students will be introduced to it on the first day and every other day of school, with a 3-5 week rollout of PAWS (Practice Responsibility, Act Respectfully, Work Together, Safe Smart Choices) in the different settings. Reviewing daily on the morning news.

We will also do a refresher of PAWS when students return from winter break. Throughout the year, we will provide specific coaching to help teachers understand how to implement interventions for challenging student behaviors.

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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?

As students display evidence of the school-wide expectations, they might be rewarded by faculty and staff with PAW Tickets. When students receive a PAW ticket, they will receive a prize and recognition for their behavior on the school news.

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?

Brief refresher trainings/reminders of school-wide expectations will take place during faculty meetings, grade-level meetings, and/or one-on-one with teachers throughout the year. This training will be based on RTIB data review. Guidance counselors will provide additional supports as needed to assist with behavior choices.

We will utilize our Anchored For Life Team leaders to help acclimate our new students to the "Beulah Way". New students are assigned a buddy that helps them as needed.

REWARD/RECOGNITION PROGRAM

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

1. Students of the Month: A "Student of the Month" is selected to represent each classroom for the characteristic of the month from the Suite360 calendar themes. These students are recognized with a certificate and are featured on the morning news.

Sept: Conduct

Oct: Bullying and Prevention

Nov: Social Relationships

Dec: Impulse Control

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Jan: Good Habits and Goal Setting

Feb: Friendship & Kindness

March: Anger Management / Responsibility

April: Citizenship

May: Emotional Health & Wellness

2. PAWS tickets for exhibiting characteristics of the PAWS expectations.

3. We have a bus of the week and month where the bus is recognized weekly on the news and monthly they receive a tangible incentive.

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

Students will be rewarded for showing desired characteristics matching our school PAWS, as well as the Suite360 themes of the month. They will also be rewarded for making choices that show they are practicing responsibility, acting respectfully, working together, and making safe smart choices.

How will you implement the reward system?

Individual classroom teachers will implement their reward systems on their agreed upon schedule with support from the behavior team and administration. CCTV is also used to recognize outstanding academic and behavioral achievements throughout the year. End of year awards from teachers, administration, and school partners recognize a variety of academic, behavioral, citizenship, and hardship achievements that students have made during the year.

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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.

Posters for PAWS implementation printed through Title 1. We will seek assistance from district-level behavior intervention specialists in developing interventions and follow-up for some of our students with intensive intervention needs.

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?

Beginning of year faculty in-service will provide baseline training with follow-up information at grade-level meetings following SWBMT meeting pass-down information. Resources and strategies will be posted in ItsLearning. We will meet individually with staff to answer any questions and also go over the resources that they will have access to in ItsLearning.

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?

- Students and teachers will follow and implement the PAWS expectations and guidelines.
- Students will respect faculty and staff and follow their instructions.
- Students will respect the right of all other students to attain their highest academic potential by not disrupting classroom instruction.
- Students will arrive on time and prepared for a full day of academic and social skills instruction.
- Students will respect our zero tolerance policy concerning bullying and always interact appropriately with their peers.
- Students will not bring inappropriate items to school, per Student Rights & Responsibilities Handbook 2019-2020.
- Keep your teacher happy.
- Raise your hand for permission to speak.
- Follow all classroom rules.
- Three S line in hallways.

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

Beginning of year faculty in-service will provide baseline training with follow-up information at grade-level meetings following the SWBMT meeting. Homeroom, special area, and ESE teachers will follow-up with review of expectations during the first week of school, and follow-up refreshers after extended breaks and other as-needed circumstances throughout the year. We will also have PAWS posters displayed throughout the school to reinforce the expectations.

TRAINING AND IMPLEMENTATION (CONT.)

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

We will review FOCUS data reports and RTI:B data reports at SWBMT regular meetings.

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?

School business partners, very active PTA, & volunteer programs involve many of our parents in supporting school activities. This in turn helps provide buy-in from the local community that Beulah serves and gives us a high standing in the community's respect for what our faculty and staff do at our school.

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