

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

<b>School: Brentwood Elem</b>	<b>School Year: 2019-2020</b>	<b>Date of Plan: 9/11/2019</b>
<p><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. <b>The Committee will meet</b> Every Month at Rm.13 Behavior Coaches Office/ Conference Room</p>		
<p><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> <p>The behavior coach will review data daily and summarize it weekly. Every month the PBS Team will meet to review the data, graphs, and discuss changes that may need to be made based on the results. All data and updates will be shared at the faculty meetings with all staff and on our Google PBS Drive. This folder on Google will be available to be viewed at any time by appropriate faculty and staff. Data will also be shared at SAC meetings.</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. Jennifer Sewell	1. Principal
2. Quinn Evans	2. Assistant Principal
3. Scotti Mason	3. PBIS Coach/ Behavior Coach
4. Gail O’Neal	4. School Counselor
5. Nancy Prout	5. Curriculum Coordinator
6. Audrey Brown	6. Kindergarten Teacher

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<b>7.</b> Gail Hanson	<b>7.</b> 1 <sup>st</sup> Grade Teacher
<b>8.</b> Nicole Didier	<b>8.</b> 2 <sup>nd</sup> Grade Teacher
<b>9.</b> Tricia Smith	<b>9.</b> 3 <sup>rd</sup> Grade Teacher
<b>10.</b> Tonya Morris	<b>10.</b> 4 <sup>th</sup> Grade Teacher
<b>11.</b> Bridge Hill	<b>11.</b> 5 <sup>th</sup> Grade Teacher

**SMART GOAL**

To provide a loving, safe climate of cooperation, restorative practices, academic excellence, social and emotional competence, all while providing a safe and positive educational experience for all students.

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**SCHOOL-WIDE BEHAVIORAL GOALS**

**Office Discipline Referrals:**

To reduce ODR's by 2% when compared to the 2018-2019 school year.

**Out-of-School Suspensions:**

To reduce OSS's by 2% when compared to the 2018-2019 school year by using in class and school interventions instead of OSS. We are focusing on restorative practices. The use of detention and meditation will be used as well as the district wide matrix to give students adequate time to adjust their behaviors when given interventions or taught new skills.

**In-School Suspensions:**

ISS is only used for parts of the day as a consequence and an intervention before OSS. ISS students will participate in a Suite 360 Lesson. ISS is monitored by data and focus. Data will be reviewed to address any issues.

**Discipline Disproportionality:**

All students will be treated equally and fairly. All students will be provided with the same opportunities, rewards, and consequences if needed. All students will be treated with respect.

**Chronic Absenteeism:**

Our school counselor focuses on absent students, as well as tardiness. This is addressed through phone class, letters, meetings, and when needed the VT. We will use positive incentives to encourage students to be on time and attend school daily.

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### **Bullying Prevention:**

Brentwood uses the Bucket Filler book and system, as well as our school wide expectations for how to treat others and how to prevent and report any signs of bullying. We encourage all students to seek out an adult, teacher, or the behavior coach to report any concerns of bullying. All bullying reports are addressed immediately. We train all staff, faculty, and student on how to identify, report, and prevent bullying. The training includes what to do in the event a student encounters bullying. We are ZERO tolerance for bullying. A box has been set up to report anonymously any concerns or comments about 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?**

The behavior coach met with each grade level and different groups of faculty and staff during pre-planning. The behavior coach also met with each teacher individually about the expectations and PBS plan. The PBS team provided each teacher with mini lessons to teach the school wide procedures, expectations, and rules. Expectations are posted throughout the school and school on the daily morning show. They are shared with parents through school newsletters, the school website, Facebook, and a video presentation at open house. The expectations are also connected to our daily citizenship cards for students.

#### **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?**

Video presentations are done on the morning show daily. We will promote positive behavior through flyers, posters, and presentations. Teachers will teach and re-teach them throughout the year with the use of their social contracts. Students will complete in a competition to display expectations through the use of pictures, drawings, writings, songs, poems, raps, etc.

## **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?**

All teachers will review expectations and rules after long weekends or holidays. Refresher training will be provided to all staff at faculty meetings. New teachers and students will meet with the behavior coach to get a full training and understanding.

### **REWARD/RECOGNITION PROGRAM**

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

Teachers will use the book "Have you filled a bucket today?" to encourage positive behavior, kindness, and how to treat others. Students will earn class Dojo points for positive behavior, attendance, and academics. Each week a student from each class will be chosen as the Bucket Filler of the week and will earn rewards in class, as well as have their photo displayed, they will also receive a certificate and dojo points.

Class DOJO will be used to earn points, communicate with parents, and buy rewards from the classroom and school store.

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

Students who are demonstrating safe, respectful, responsible, and attentive behaviors will be given Dojo Points. Students will be recognized for changing/ improving their behaviors as well. Teachers will choose one student each week whom is exceling at demonstrating the expectations to be their student of the week and will be recognized as the Bucket Filler.

For students to earn DoJo points, they must come to school on time, follow all school wide expectations, do their work, and be the bucket filler. Each teacher will individually set additional goals for their classrooms to earn additional points.

Students in the RTIB process will earn rewards based on their daily goals.

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## How will you implement the reward system?

We are going back to class DoJo. We will introduce the program to the staff and then to the students. Each employee will set up and share their classrooms. DoJo points will be given out daily. The behavior coach will monitor the implementation of the reward 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.**

Initial PBS training was provided for Brentwood faculty. We will provide continued support from the district PBS coordinator to maintain the integrity and consistency of the program. Poster and banners are used to promote our PBS program. We will need continual training for new teachers in Capturing Kids Hearts, Kagan Strategies, and Whole Brain techniques. These trainings are a huge priority. We have also started training for Trauma Informed and will attend an training in October. We also use the one-day safety care training for teachers that need extra support with behavior concerns.

### **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?**

We provided a one hour training during Pre-Planning Week. This was presented by the Positive Behavior Coach with support by the Principals.

We will provide refresher training at faculty meetings as needed.

We will continually review expectations and protocols with students, faculty, and staff as needed. New staff will attend a training with the behavior coach to review the process during their first week starting at Brentwood. There was also a slideshow created with all necessary information that is shared on the PBS Google Drive. Each teacher also receives a packet with vital information and a mentor to help with any additional questions.

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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?**

Consistent:

Drill procedures, arrival Procedures, hallway procedures, cafeteria procedures, restroom procedures, recess procedures, dismissal procedures, reflection, dress code, gaining attention procedures, voice volumes, gym and playground procedures.

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

We will provide constant feedback with evidence based data that demonstrates the effectiveness of the implementation of PBS. We will show data of reduced OSS, ISS, and ODR's at the school from year to year. We will allow for frequent feedback from faculty and staff on what they like, dislike, what worked for them, and what they would like to change.

Each grade level has a representative on the PBS Team.

We will provide surveys for teachers to share their thoughts, ideas, concerns, and questions.

We will give shout-outs and have other teachers give shout outs to recognize and praise others. We will thank teachers with treats and special luncheons.

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

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

We will meet monthly with each grade level to make sure that it is being implemented correctly. We will analyze data. We will investigate and track each student as they progress through the nine week period and support them in the areas they are struggling.

We will study the data used for the SWBMP quarterly reports along with RTIB data.

RTIB results will be reviewed daily and summarized weekly.

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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 will provide information in school newsletters, flyers, the Brentwood website, and the Brentwood Facebook page. We will provide an overview at Open House. Teachers will also explain it during Open House. We will invite parents and families to volunteer. We will provide training for parents about PBS and with school curriculum resources. We will send home information about Class Dojo and how they can be involved at home with the 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)**

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**N/A**