

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

|  |                               |   |
|--|-------------------------------|---|
| <b>School: Global Learning Academy</b>   | <b>School Year: 2019-2020</b> | <b>Date of Plan: September 20, 2019</b> |
| <p><b>Note: Please refer to the <i>Guidelines for Developing a Multi-Tier System of Supports (MTSS) Plan for Behavior</i> for instructions and recommendations.</b></p> <p><b>The committee will meet monthly in D-126 at Global Learning Academy.</b></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 PBIS team will meet monthly. Part of the agenda for the PBIS meetings will include data analysis. The team, with a minimum of one member from each grade level, will evaluate the behavior data from RTI-B and Focus to determine recommendations for Tier I supports and Tier II interventions. The team members will share their information with their grade level during their next weekly meeting. The PBIS team also has PTA members that will share the information accordingly.</p> <p>Specific concerns will be addressed: grade level (at least monthly at grade level meetings), individual teacher (as needed with direct coaching by the behavior coach/administrator), and individual student (as needed with direct coaching by the behavior coach/administrator).</p> |                               |   |

| <b>STATEMENT OF PURPOSE</b>           |   |
|---------------------------------------|---|
| Name of Team Member(s) in attendance: | Role of Team Member (Principal, Teacher, Parent, etc.): |
| 1. Judy La Bounty                     | 1. Principal  |
| 2. Lisa Hale                          | 2. Assistant Principal                                  |
| 3. Rachel Pepper                      | 3. PBIS Coach/Behavior Coach                            |
| 4. Kimberly Adams                     | 4. Guidance/RtI Coordinator                             |
| 5. Dian Isert                         | 5. Remedial Teacher                                     |
| 6. Deborah Parker                     | 6. Remedial Teacher/PTA Representative                  |
| 7. Cathy Gibson                       | 7. Special Education Teacher                            |

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**SMART GOAL**

During the 2019-2020 school year, we will increase staff knowledge about implementing PBIS interventions to decrease the number of referrals (excluding bus referrals) and out of school suspensions by ten percent.

**SCHOOL-WIDE BEHAVIORAL GOALS**

**Office Discipline Referrals:** Staff will utilize PACT (Practice Honesty, Accept Responsibility, Choose Respect, Think Safe), Capturing Kids Hearts, de-escalation strategies\*, management tools flip cart, PBIS interventions, peace (reflection) corner, and Suite 360 to manage student behavior without administrative assistance.

\*Each grade level has a notebook with strategies to use to help teachers de-escalate and manage student behavior.

**Out-of-School Suspensions:** We will utilize every other option before an out-of-school suspension is chosen with the exception of extreme cases.

**In-School Suspensions:** Our goal is for the students to be in the classroom learning. If a student needs to reset, the teacher can utilize a neighbor classroom (peace/reflection corner), a break card, or a quick break with the leadership team but then right back into the classroom.

If a student needs more than a quick reset, the student will be able to restart their day with the PBIS coach using Suite 360 and their classroom work with the intent to return to class as soon as the student has reflected on their behavior that is impeding their learning.

**Discipline Disproportionality:** The majority of our students are African American. This tends to skew our data when looking at discipline disproportionality.

**Chronic Absenteeism:** The guidance counselor will send out weekly emails to the staff with attendance reports attached. The teachers will be expected to enter the data into Focus to keep track of the interventions. The guidance counselor will schedule Child Study Meetings with parents and reach out to truancy court if needed. The community liaison conducts home visits if the teacher/school is unable to communicate with the parent. If three unsuccessful

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communication attempts are noted in Focus, the guidance counselor has the option to request a wellness check by law enforcement.

**Bullying Prevention:** One hundred percent of students and teachers will participate in bully prevention awareness given by the guidance counselor. Students, parents, and teachers are able to report bullying through the district website and students can ask to see the guidance counselor when needed.

**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 staff received two days of training during the preservice days in August (8/2/19 & 8/9/19): Capturing Kids Hearts, School-wide expectations, staff created a social contract, discipline procedures outlined in the Global Learning Academy Policy Handbook and District Federal Compliance documentation, PBIS, RTI-B, Focus/Referrals, etc.
- The PBIS team met on 8/6/19 to establish expectations. The team shared the expectations among their grade levels during that preservice week.
- The school-wide expectations are modeled, demonstrated, and/or explained on the morning announcements weekly

**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?**

- Teachers will utilize Capturing Kids Hearts and PACT qualities to model and teach expectations
- Students and teachers will honor the social contract made in each classroom
- Weekly, monthly, quarterly PBIS events
- Global Buck are rewarded with specific positive feedback
- Student groups will have a student reflector that provides feedback based on how well the group followed the social contract during the lesson
- Calendars are sent home daily to communicate with parents
- Citizenship grades are calculated weekly based on the student's calendar

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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?**

The school-wide expectations are shared daily on the morning announcements that all staff and students are expected to watch. The staff are expected to discuss behavior data monthly in their grade level meetings and with their PBIS member(s). The staff are trained to introduce new students to their expectations and social contract day one and have students sign the contract. It should be a whole group experience that involves everyone teaching the new student.

**REWARD/RECOGNITION PROGRAM**

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

- Students earn Global Bucks which can be redeemed for various PBIS rewards in the classroom and with the PBIS events (weekly, monthly, quarterly)
- Student of the Week (class celebration, certificate on the door)
- Student of the Month (lunch at the Pensacola Yacht Club, morning announcements, certificate/picture on the wall of fame)
- Global Amigos: monthly reward club with the guidance counselor (teacher nominates one student per class)

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

Students will be rewarded based on the PACT qualities and the social contract. Any staff member may recognize students with specific feedback at any time.

**How will you implement the reward system?**

Student participation in PBIS events will be based on the amount of Global Bucks the student earns. Teachers will keep track of the Global Bucks students earn and use these amounts to determine student eligibility in PBIS events (Teachers were provided a Google document to keep track of Global Bucks).

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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.**

We receive weekly curriculum support from the district, but we would benefit from addition behavior support and training from the district.

Trainings that would be beneficial for an at-risk population would include: trauma informed care, de-escalation, 1-day safety care (modified), emotional poverty (Ruby Payne), collaborative and proactive solutions...

**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?**

New faculty and staff are required to participate in grade level meetings. The staff will receive training in weekly grade level meetings. The PBIS meetings have an open format (available to anyone) where needs can be addressed and support provided.

**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?**

- Capturing Kids Hearts: Greeting Students; Social Contract; Four Questions; Launch
- Hand Signals = Time-Out, Check, Foul
- 3s Line = Single, Straight, Silent
- PACT Qualities
- Maintaining Student Calendars and Citizenship Grades
- Providing Students with Positive Feedback and Global Bucks Daily
- Implementing PBIS Interventions within the Classroom
- Following all behavior plans with fidelity

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

- Support and incentives will be given to teachers throughout the year: teacher of the year, staff of the week, random gift card drawings, gifts in mailboxes, affirmation notes, cards, etc.
- The PBIS team, behavior coach, remedial teachers, guidance counselor, and administrators are available to coach, train, and support teachers

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**TRAINING AND IMPLEMENTATION (CONT.)**

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

There will be a place on the monthly agenda to review the MTSS plan. At the end of the year, we can survey the staff.

**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?**

The PBIS team has parents involved and we work with mentors in the community. The Rotary Club has been a major contributor to our work as well as private donors in the community. We work closely with these organizations and welcome them into our building to hold meetings and interact with staff and students.

**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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