

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

School: Lincoln Park Elementary	School Year: 2019 - 2020	Date of Plan: Sept. 6, 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 at our Innovation Center.		
<p>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> <p>During School Leadership Team meetings, the behavior data will be discussed and input will be solicited. We will discuss strategies that are working well and strategies in need of improvement. A review of the Positive Discipline Model approach will occur during faculty meetings and leadership team meetings. Implementation of this progressive model includes: a daily review and modeling of the school rules, warnings, redirections of students, use of proximity control, classroom time out, parent contact, and lastly, an in-house behavior form and/or a referral. These forms generate data, which allows the team to establish plans to meet our behavioral needs.</p>		

STATEMENT OF PURPOSE	
Name of Team Member(s) in attendance:	Role of Team Member (Principal, Teacher, Parent, etc.):
1. Cassandra F. Smith	1. Principal
2. Melanie Haupt	2. Administrator on Special Assignment
3. Rosilyn Lee	3. Guidance Counselor / Parent
4. Serena Franklin	4. ESE Pre-K
5. Latris Garner	5. KG Teacher
6. Chresal Lambert	6. ESE Teacher
7. Joni Hossman	7. 4 th Grade Teacher
8. Jamila Richardson	8. 1 st Grade Teacher
9. Rosalyn Rohling	9. 5th Grade Teacher

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SMART GOAL

For the 2019 – 2020 school year, Lincoln Park Elementary School community will decrease our discipline referrals by 2% by partnering with families and engaging students.

STATEMENT OF PURPOSE: The Lincoln Park Elementary School community, which includes the school's administration, staff, and parents, will work together to foster a safe, motivating, and engaging learning environment that will increase the students' educational performance.

SCHOOL-WIDE BEHAVIORAL GOALS

Office Discipline Referrals: At the end of the 2018 – 2019 school year, we had a total of 107 Office Discipline Referrals (ODRs). Our goal is to reduce that number by 5% this school year.

Out-of-School Suspensions: There were a total of 54 Out-of-School Suspensions (OSS) last year. Our goal is to reduce our OSSs by 5% this school year.

In-School Suspensions: There were a total of 30 In-School Suspensions (ISS) last year. Our goal is to reduce our ISSs by 1% this school year.

Discipline Disproportionality: Last year, our discipline disproportionality in the categories of ethnicity, and students with disabilities reflected the the make up of our school. However, in the category of gender, the percentages are considerably higher for male students with 2 or more ODRs. The percentages for OSSs and ISSs are fairly close to the gender make up of our school. Our goal will be to closely monitor our male populations to provide early preventative interventions to reduce the percentage of males with ODRs by 5% this year.

Chronic Absenteeism: Last year our Average Daily Attendance dropped from 90% to 89%. Historically our Average Daily Attendance has been approximately 93%. Our goal for this year is to have an Average Daily Attendance of 91% or higher.

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Bullying Prevention: Last year we had a total of 4 ODRs (.09%) involving bullying. Our goal for this school year is to maintain this low percentage or less.

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?

Our teachers received training during pre-school on our Progressive Discipline Plan and school-wide expectations, rules and procedures. During the first few weeks of the school year, our students received intensive instruction and practice on our school-wide expectations, rules and procedures. Large posters were hung in every classroom displaying the Progressive Discipline Plan.

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?

The students and staff are reminded daily of the school-wide expectations and rules via our daily news show. The first few weeks of school, teachers review and practice school procedures, review school rules and expectations. Throughout the year, the principal makes announcements and meets with groups of students when necessary to review the expected behaviors. Parents/guardians are contacted as needed to encourage and assist students with following the school rules.

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?

During each quarter, teachers will receive refresher training. The Principal and Guidance Counselor meet with all new students to orient them to the expectations and rules of our school. Following holiday breaks, teachers are encouraged to review and reinforce adherence to our school-wide expectations. Every day students participate in Suite360, the online social skills program provided by the district.

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REWARD/RECOGNITION PROGRAM

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

Our school store provides a token reward system to promote good behavior. Every Friday students visit the school store to spend their “leopard loot” on educational and fun items. Teachers and staff randomly hand out “leopard loot” when students exhibit good behavior reflecting the school-wide expectations and rules.

“Leopard Leaders” is another program our school incorporates to encourage and reinforce good behavior. Each week one student in each class who exhibited positive behaviors is selected by their teacher to be the “leopard leader.” This student is recognized by wearing a special “leopard leader” badge and sitting in a special chair in the classroom. During lunch, the “leopard leader” sits on the stage at decorated tables with one student of their choosing.

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

Students will be rewarded and recognized for exhibiting the following behaviors:

- Students promise to respect themselves by having a positive attitude and being responsible for their own actions.
- Students promise to respect teachers and staff by creating an environment that is orderly and conducive to learning through friendly and polite interactions with faculty and staff.
- Students promise to respect others by treating others in a polite and courteous manner.
- Students promise to respect school property by respecting computers, Chromebooks, school materials and keeping the school clean and orderly.

How will you implement the reward system?

The Principal, faculty and staff will distribute leopard loot throughout each day to students exhibiting positive behaviors, socially and academically, by meeting school-wide expectations. School staff will provide an opportunity for every class to visit the school store each week. The guidance counselor will work with the teachers to implement the “Leopard Leaders” program.

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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.

- Items for our school store
- Training and review of expectations occur during Faculty Meetings. Materials needed to implement programs are purchased and/or donated.

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?

Our faculty and staff received professional development training on our school-wide expectations and rules during pre-school inservice. Our guidance counselor will revisit training throughout the year during faculty meetings.

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?

The school-wide routines and procedures students are expected to exhibit are:

- The Lincoln Park promises (respect for self, teachers/staff, other students & property)
- Whole Brain rules
- Transition position while traveling around the school
- “Restaurant-style” behavior in the lunchroom

To reinforce adherence to these routines and procedures, they will be recited in the classroom and demonstrated on the morning news show daily.

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

In an effort to achieve buy-in, faculty and staff will have the opportunity to review, discuss and provide input on the development of the plan. Quarterly, the faculty and staff will participate in a review of our behavior data and encourage to provide suggestions for improvements and revisions to the plan.

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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.

During classroom visits and campus walkthroughs, formal and informal observations will be conducted to monitor the adherence and implementation of our behavior plan. By closely reviewing our behavior data on a regular basis, we will determine if the behavior plan is being implemented to fidelity by our entire faculty and 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?

Frequent phone calls and positive notes will be sent home to inform parent(s)/guardian(s) of their child's behavior and academic process toward achieving our school-wide expectations. At Orientation, and during conferences, the school-wide expectations and rules will be shared with the parent(s)/guardian(s). We will also share our school-wide expectations and rules during Parent Involvement Meetings, Parent Report Card Conferences and School Advisory Council Meetings.

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