

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

<b>School:</b> R.C. Lipscomb Elementary	<b>School Year:</b> 2019-2020	<b>Date of Plan:</b> 08/08/2019
<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 Committee will meet Monthly at Innovation Center.		
<p style="text-align: center;"><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>Behavioral data will be entered into FOCUS. The data reported will be shared with the School Wide Behavior Management Leadership Team. Data results will be provided at grade level meetings and faculty 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. Susan Sanders	1. Principal
2. Barbara Quarells	2. Assistant Principal
3. Amber Nims	3. Behavior Coach
4. Libby DeBrabant	4. Guidance Counselor
5. Pati Reiners	5. Guidance Counselor
6. Elizabeth Thornburgh	6. Teacher
7. Laura Wesley	7. Teacher
8.	8.
9.	9.
10.	10.

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## SMART GOAL

The mission of R.C. Lipscomb Elementary is to encourage students to make the most of their potential to become independent thinkers and lifelong learners; and to produce self-reliant, productive citizens.

## SCHOOL-WIDE BEHAVIORAL GOALS

### Office Discipline Referrals:

Maintain the number of office discipline referrals for the 2019-2020 in comparison to the 2018-2019 school year.

### Out-of-School Suspensions:

Decrease the number of out-of-school suspensions for the 2019-2020 school year, in comparison to the 2018-2019 school year.

### In-School Suspensions:

Maintain the percentage of in-school suspensions for the 2019-2020 school year, in comparison to the 2018-2019 school year.

### Discipline Disproportionality:

Maintain the number of office discipline referrals in the male population and decrease the disproportionality between genders by 1% in comparison to the 2018-2019 school year.

### Chronic Absenteeism:

Increase the average daily attendance by 0.5% for the 2019-2020 school year, in comparison to the 2018-2019 school year.

### Bullying Prevention:

Continue to train 100% of staff and students on prevention of bullying, and positive procedures in reacting to and reporting bullying.

**Other:** Provide refresher training to faculty on Tier-I social curriculum Sanford Harmony.

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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?**

- School-wide expectations and rules will be introduced to faculty and staff during the first faculty meeting of the year.
- Teachers will introduce the school-wide expectations and rules to the students the first week of school.
- Rules and Expectations will be posted throughout the school to reinforce Lipscomb Leaders
- Students will be reminded to earn their "PAWS" (Positive Action With Success) tickets on the daily news, which enforces the leadership qualities of Lipscomb Leaders.

**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?**

- Posters will be displayed throughout the school to serve as reminders to students, parents, and staff of the school-wide expectations and rules.
- Community mentors will be charged with emphasizing good behavior strategies, based on teacher input and necessary and acceptable behaviors.
- Lipscomb Leader attributes will be incorporated into classroom lessons across the curriculum as deemed appropriate.
- Positive Action With Success (P.A.W.S) weekly incentive.
- Sanford Harmony: Social Emotional Learning Program instruction will be implemented within the classrooms.

**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?**

Review of rules and expectations will be conducted in the classroom. Refresher training for the staff will be held each quarter.

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## REWARD/RECOGNITION PROGRAM

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

R.C. Lipscomb will be involved in two rewards systems.

1. Lipscomb Leaders: A Lipscomb Leader Assembly will be held each nine weeks to award students who have gone above and beyond exhibiting Lipscomb Leader attributes: Leadership; Effort and Enthusiasm; Attendance and Achievement; Dependable; Empathy; Respectful and Responsible; Studious and Sincere
2. PAWS (Positive Action With Success) tickets will be given out during the nine weeks to provide continuous reinforcement of Lipscomb Leader qualities. These tickets will be given out to students (individually) who portray Lipscomb Leader attributes. The individual tickets received will have a student's name on it and be placed in a container for a weekly drawing.

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

Students will be recognized/rewarded for helping others, assisting a teacher or parent, helping with a much needed task without being asked, being a responsible student who comes prepared to learn each day, trying hard each day even though it might be a struggle, always following directions, always participating in special areas, table manners, good sportsmanship, dependability, enthusiasm, respect, responsibility, friendly, inclusive, and thoughtful. Positive hallway behavior, restroom behavior, and positive behavior in special areas will also be components for recognition. All areas of the daily school routine will be targeted. A PAWS ticket will immediately award positive actions. Lipscomb Leaders will be the finale to the nine-week period with chosen students participating in the assembly.

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

Each faculty and staff member is given "PAWS" tickets to pass out throughout the nine-week period. In the main hallway, located in front of the guidance office, is a container for students to place their received tickets, for the weekly drawing. Six student names will be drawn each week to come to the office for a tangible reward. At the end of each nine weeks, students chosen for the Lipscomb Leader attributes will receive a letter home to participate in the Lipscomb Leader Assembly.

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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.**

Staff will be trained during pre-planning week. Poster for the 2019-2020 school year will be designed and displayed in appropriate areas.

**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?**

Components and procedures of the school-wide behavior management plan will be shared with teachers at faculty meetings. New teachers will be oriented to the MTSS plan for Behavior during new teacher orientation. Teacher mentors, guidance, behavior coach, and administrators will be available to help teachers and assist with students who are posing problems in the classroom. Copies of the plan will be made available to all grade levels.

**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?**

Daily school news will be used to introduce and reinforce plan components, such as PAWS program, and highlight the attributes of Lipscomb Leaders. Training on the character building curriculum Stanford Harmony will be completed during the first nine-weeks and be implemented as a Tier-I support.

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

Buy-in will be obtained by the positive nature of the plan and the outcomes of the students who have experienced behavioral difficulties. Teachers will have input through the representatives of the school-wide behavior team.

Faculty and staff will also participate in recognizing coworkers, by displaying Cheers for Peers notes in the teacher's workroom. Teachers who receive a cheer from a peer will be recognized during faculty meetings. This will encourage a positive school-wide environment.

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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.**

The plan will be monitored using student data. Rule Benders, referrals, attendance, out-of school suspensions, repeat offender data, etc. are some of the information we will review to determine progress. Analysis of the data will be useful in determining what is proficiently working, and what needs to be altered. The behavior plan is an evolving program, which will change as the needs of the school and students change.

### **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 will receive notice of the Students Right and Responsibilities Handbook.  
The classroom teacher will actively provide student's citizenship report to parents.

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

This section is not applicable to R.C. Lipscomb Elementary