

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

School: Longleaf Elementary	School Year: 2019-2020	Date of Plan: September 9, 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.		
Describe how your school-wide behavior team will share the data and outcomes with your faculty, staff, and other stakeholders in the space below		
Behavior data will be shared during faculty, grade level, and School Advisory Council meetings.		

STATEMENT OF PURPOSE	
Name of Team Member(s) in attendance:	Role of Team Member (Principal, Teacher, Parent, etc.):
1. Troy Brown	1. Principal
2. Marnie Lowery	2. Assistant Principal
3. Cecelia Hale	3. Positive Behavior Support Coach
4. Christopher Gayo	4. Guidance Counselor
5. Sheri Marinovich	5. ESE Behavior Coach
6. Sallie Phillips	6. Gen Ed. Teacher
7. Megan Sims	7. ESE Teacher
8. Rena Croker	8. Parent

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SMART GOAL

Longleaf Elementary School is committed to promoting character excellence in our students. We provide a positive, encouraging climate to grow tomorrow's leaders. Our goal is to increase student achievement by providing our students with the necessary tools to instill positive social behaviors and good character.

SCHOOL-WIDE BEHAVIORAL GOALS

Office Discipline Referrals:

Our goal is to decrease office discipline referrals by 15%. There was a total of 259 ODRs during the 2018-2019 school year (excluding bus).

Out-of-School Suspensions:

Out of school suspensions will decrease by 10%. During the 2018-2019 school year, there were 74 incidents of OSS.

In-School Suspensions:

N/A

Discipline Disproportionality:

Focus will be placed on decreasing the number of ODR incidents involving African American students by 25%. Last school year, 88 students received at least 1 ODR. Of the 88 students, 66 were African American.

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Chronic Absenteeism:

Average Daily Attendance will increase by 1%. Our ADA was 92% last school year. We will continue parent phone calls, conferences, and child study team meetings for excessive absences. We will continue to reward and recognize students with good attendance in an effort to motivate students.

Bullying Prevention:

Bullying Prevention Training will be provided to 100% of faculty and students. Additional Suite 360 lessons will be provided to students needing extra interventions.

Other:

N/A

TEACHING EXPECTATIONS AND RULES

How will your school introduce the school-wide expectations and rules to all of your students and staff?

Our school wide expectations and Student Behavior Management Process was introduced to faculty during the first week of school. Folders with information needed to implement the behavior process were provided. During the first week of school, an overview of the school wide rules and procedures was given via closed circuit television. Teachers and all staff members will reinforce expectations and procedures daily.

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?

Our closed circuit television program will be used for daily reinforcement of school wide expectations and rules. Throughout the school year, students will be recognized and rewarded when demonstrating school wide rules and expectations.

PBIS posters and social contracts are posted in classrooms and displayed throughout the school in various settings as reminders.

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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?

Initial PBIS training has been provided to each grade level. Refresher trainings on expectations and rules will be provided within grade level meetings. Training for students is ongoing and they receive reinforcement on a daily basis, through classroom instruction and on closed circuit television. Since these are visited on a daily basis, new students are informed of rules and expectations. The PBIS Coach and Guidance Counselor will assist with individual groups as needed.

REWARD/RECOGNITION PROGRAM

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

Individual teachers have classroom behavior systems in place for positive reinforcement.

Our School Wide Token Economy used to reward positive behavior choices are *Longleaf Patriot Bucks*.

Longleaf Patriot Bucks will be earned when a student demonstrates desired behaviors that are respectful, responsible, and ready to learn. Bucks can be redeemed for purchasing a variety of items in our PBIS School Store.

At the end of each 9-week grading period, students who earn a citizenship grade of an A will be invited to attend a Patriot Pride Event.

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

Longleaf Patriot Bucks will be distributed to students in order to maintain desired behaviors that are respectful, responsible, and ready to learn.

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How will you implement the reward system?

Faculty and staff will reward positive behavior choices in all school settings. Longleaf Patriot Bucks will be earned when a student demonstrates desired behaviors that are respectful, responsible, and ready to learn.

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.

Training on our Student Behavior Management Process was provided to Longleaf faculty in grade level meetings during the first week of school to address behavior at the Tier I universal level.

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?

The PBIS Coach and Guidance Counselor will be provide training for our MTSS plan for behavior.

The PBIS Coach will provide any needed information regarding implementation of the School Wide Behavior Management Plan to grade level chairpersons and individual assistance with strategies/intervention for specific behaviors as needed.

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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?

Faculty and staff will consistently implement the Student Behavior Management Process to prepare students, pre-correct potential misbehaviors, intentionally set the tone for the next event, and also observe and identify problem behavior that needs to be addressed.

The *Longleaf Classroom Infraction Report for Minor Incidents* will be used to track a recurring classroom behavior incident. Parent contact is also documented on this form. A separate form is used to track each specific behavior, along with interventions used based on the behavior.

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

Throughout the year, we will regularly seek input from faculty and staff. Surveys will also be used when additional input is needed or if a change to our plan is considered. Team members will report to faculty members and opportunity is also given to discuss any issues or concerns of the faculty and staff.

TRAINING AND IMPLEMENTATION (CONT.)

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

RTI-B will be used as a tracking tool for behavioral data. The data will be used during meetings to form targeted interventions for specific behaviors in efforts to have students successfully meet expectations. Based off the data, school wide behavioral goals will be reviewed and additional strategies/interventions will be added if needed.

The Longleaf Classroom Infraction Report for Minor Incidents will be used to document a recurring classroom behavior incident.

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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?

Our Partners in Education will assist in providing rewards and incentives for our students to encourage and motivate them throughout the year. Requests will also be made for various community members to assist in providing support for students to help with our efforts in promoting citizenship and character excellence. Parents will receive frequent communication throughout the year via newsletters and family engagement events to further understanding of our PBIS 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)

N/A