

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

School: McArthur Elementary	School Year: 2019-2020	Date of Plan: September 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 Quarterly at 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>Each grade level and Special Area has a Discipline Committee Chair Member to represent them on the school-wide committee. These members gather and share information at their regular weekly grade level meetings. The school-wide committee also gains input from each group through this process and uses the information for school decisions.</p>		

STATEMENT OF PURPOSE	
Name of Team Member(s) in attendance:	Role of Team Member (Principal, Teacher, Parent, etc.):
1. Tama Vaughn	1. Principal
2. Kristin Arnold	2. Assistant Principal
3. Kimberly Garman	3. Teacher Pre-K
4. Shelley Prince	4. Teacher K
5. Jeanette English	5. Teacher 1st
6. Deborah Keslar	6. Teacher 2nd
7. Nancy Fiedor	7. Teacher 3rd
8. Kimberly Smith	8. Teacher 4th
9. Michelle Simmons	9. Teacher 5th
10. Melissa Giles	10. Teacher ESE

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SMART GOAL

Provide an on-going plan at McArthur Elementary that allows both students and adults to have a clear understanding of the behavioral expectations in school. This structure will be fully inclusive and will focus on all school activities from the start of a school day to the close of that school day. The Plan will include involvement of parents and community resources.

SCHOOL-WIDE BEHAVIORAL GOALS

Office Discipline Referrals:

The goal is to reduce missed academic instruction due to behavior referrals and to assure fidelity of each classroom discipline plan and the school-wide discipline plan. The flow of our discipline referrals (for the same behavior in a condensed amount of time) is as follows:

1. Time outs
2. Detention (after 3 time-outs)
3. ISS
4. OSS (if appropriate)

Our goal is to maintain our 18-19 school year ODR's, which was 6.2% of students with 1 ODR.

Out-of-School Suspensions:

We will use a tier process both in the classroom and at the school-wide level in order to allow struggling students to learn how to work through their specific behavior difficulties. It will involve the student, teacher, parent and all other concerned school personnel.

In-School Suspensions:

ISS will continue to be a tool in the MTSS plan of behavior. It is the final step in the process before out of school suspensions. The exception is for a major violation of the behavior code as deemed appropriate by the Principal/AP, the student can be given ISS. In an effort to reduce OSS. Detention, and ISS will be preferred methods of discipline.

Discipline Disproportionality:

This year we are planning to reduce ODR's by 5%. At the same time, we will also be focused on disproportionality (specifically African American males). Last year we saw an overall reduction of OSS (75 days total, with 3.4% of the student population). A substantial amount of OSS was due to multiple infractions with the same students (39 students with OSS, 24 with 1 and 15 with 2 or more). We will continue to hold all students accountable for their behaviors. We plan to reduce the instances of

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students with 2 or more suspensions, targeting our AA male population which comprised 50% of repeat offenses

Chronic Absenteeism:

We continued with parent communication (notes, calls, letters, parent conferences), afterschool study hall for tardies, and efforts to keep students needs met and motivations up. We are in need of additional support to motivate parents who continue to bring students late and have excessive absences. For the 19-20 sy, we will begin a new process to have teachers help monitor truancy issues, as they are the first line of defense. As a first step teachers will call home after 3 consecutive days missed. After this contact the School Counselor and AP will become involved. In addition, we will utilize our VT, when needed.

Bullying Prevention:

Continue training/educating students, teachers and parents affected by bullying and appropriate ways to respond. Each year teachers receive training on bully prevention. We will continue to dedicate focus to stop bullying and support a "No Bully Zone" atmosphere. Individual, and/or classroom efforts are made to promote appropriate behavior and eliminate the inappropriate choices in words and action. Special Programs will also be used to encourage positive behavior toward others, including Escambia360 and our monthly Kindness Board.

Other: Counselor has been recently trained in Safety Care and FBA/PBIP. Teachers have requested ERASE training, which was requested September 2019 with our new School Psych.

TEACHING EXPECTATIONS AND RULES

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

We have a beginning of the year assembly to review the Rights and Responsibilities and the school rules for each grade level. Each teacher posts classroom and school rules in their classroom. We discuss varies rules as we work through the Student of the Week calendar (each week has a different word or topic), and the Principal/AP review rules and our school-wide expectations for school and Bus behavior...

Eager to learn

Always safe

Give respect

Listen well

Everyone cooperate

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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?

Students earn Eagle Bucks each nine week period with a goal of earning enough Bucks to attend the Eagle Buck Celebration. These bucks are also redeemed at the bi-monthly trip to the school store. Each buck earned counts toward attending the quarterly Eagle Buck Celebrations. The Celebrations also require an A/B classroom citizenship grade and no involvement is the school-wide discipline plan (including bus referrals). Our monthly themes are as follows:

August = Building relationships

September = Make your mark!

October = Making good choices

November = Giving back and giving thanks!

December = Cultural awareness

January = Explore our world of science and careers

February = Heart healthy living

March = Shower kindness wherever you go!

April = Purple Up! (military and volunteer appreciation)

May = Celebrate and appreciate!

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?

Behavior expectations are reviewed weekly during our morning news program. Weekly grade level meetings include behavior concerns and needed support from the guidance counselor. The Discipline Committee presents any needs shared by the teachers and this can involve the Leadership Committee if necessary. When new students join our school, a copy of the Rights and Responsibilities Handbook is given to the family, the classroom teacher reviews classroom rules and the Principal/AP support the new student when it is indicated by the student's teacher.

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REWARD/RECOGNITION PROGRAM

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

Student of the week is focused so every student has an opportunity to earn it one to two times per year. Students of the Month are selected from each grade. The School Store provides treats the students can buy with Eagle Bucks, pictures of the students of the week are shown on the morning news for the week and a picture of the students of the month are displayed on a special bulletin board and students have an opportunity to attend the Eagle Buck Celebrations.

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

School-wide goes back to our School-wide expectations for EAGLE.

Eager to learn – present, prepared, punctual, polite

Always safe – keep hands to yourself, wear proper shoes, walk

Give respect – raise hand, treat others nicely, be a good sport at P.E., do not borrow others materials

Listen well – voices off, ears on, eyes on teacher, quiet voices at lunch

Everyone cooperate – completes work, supports classmates, takes turns, cleans up

How will you implement the reward system?

Teachers are given a Student of the Week Certificate each week and the names are read over the morning news program, our Bus Drivers also submit a student of the week.

Teachers give out Eagle Bucks every day when the student earns them and then the student visits the School Store every other week right after lunch.

At the end of the 9 week period, teachers bring their students to the Eagle Buck Celebration and one teacher on each grade level keeps the students that did not earn the Celebration for the grade.

When the Student of the Month is announced, the student is on the morning news with the Principal and presented a t-shirt and certificate. Their picture then is added to the Bulletin board.

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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.

The following areas were identified as Staff Development needs. (Training was provided during Pre-Planning Week:

Trauma and anxiety behavior, by Silvio Fina (MHC Coordinator)
Parent/Teacher Conferences, by Leigh South (Title I)
Building a Behavior Management Plan, by Nichaka Tribbey (START Teacher)

Materials: Paper for parent letters, card stock for Eagle Bucks, funds for school store items, most Eagle Buck Celebrations are low cost—sidewalk chalk, popsicles, trail mix for an adventure in the woods (Westgate Nature Trail), Dance in the cafeteria.

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?

Training is presented at the beginning of the year during Pre-Planning and an outline and parent letters are given to new teachers and they are supported by the grade level.
Principal/AP supports the new teacher when a behavior challenge arises and walks the teacher through the process.

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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?

The classroom teacher explains the program to the students, letters go to the parents throughout the Tier Process and parent newsletters explain the school-wide behavior program to parents.

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

The Discipline and Leadership Committees are very important in supporting the program, identifying needs and concerns from the teachers and making changes to strengthen the Program making it successful.

Grade level agendas include sections specific to classroom behavior/issues/concerns—which are brought directly to the team for suggestions and support.

TRAINING AND IMPLEMENTATION (CONT.)

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

The Discipline Committee monitors the program and brings questions to our meetings. The Committee has been instrumental in the success of the School-Wide Program from the Beginning.

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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?

Parent communication and support of united goals has been the key to a successful behavior plan at our school. Teachers begin the school year with telephone calls that start a positive relationship and a uniting of goals for success.

Recognition in formal ways through the morning news and informal recognition walking in the halls or dropping into the classroom keep our goals for positive behavior in the fore front on a daily basis.

Parents have the opportunity to provide feedback through school-wide surveys. Their comments and suggestions are considered when planning future events.

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.