

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

School: O. J. Semmes	School Year: 2019-2020	Date of Plan: 9-16-19
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 in the conference room.		
Describe how your school-wide behavior team will share the data and outcomes with your faculty, staff, and other stakeholders in the space below		
Information is shared with faculty through grade level meetings and faculty meetings. The School Advisory Council is given data information through its regularly scheduled meetings.		

STATEMENT OF PURPOSE	
Name of Team Member(s) in attendance:	Role of Team Member (Principal, Teacher, Parent, etc.):
1. Connie Farish	1. Principal
2. Amy Roby	2. Assistant Principal
3. Stacey Ladner	3. Guidance
4. Rickie Merritt	4. Behavior Coach
5. Candace Tart	5. Curriculum Coordinator
6. Caleb Cobia	6. Teacher

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SMART GOAL

O. J. Semmes will decrease the number of office discipline referrals for the 2019-2020 school year by 25%.

SCHOOL-WIDE BEHAVIORAL GOALS

Office Discipline Referrals:

Office discipline referrals will decrease 25% from the previous year's referrals.

Out-of-School Suspensions:

Out-of-school suspensions will decrease to less than 200.

In-School Suspensions:

In-school suspensions will decrease to less than 5.

Discipline Disproportionality:

None

Chronic Absenteeism:

Chronic absenteeism will be reduced to less than 50 students from 73 last year.

Bullying Prevention:

All students in kindergarten-fifth grade participate in an anti-bullying prevention presentation.

Other: [Click here to enter text.](#)

TEACHING EXPECTATIONS AND RULES

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

School-wide expectations are explained to teachers and staff during pre-school faculty meetings. Teachers were also given a "Behavior Management Guidelines" booklet that outlined the school-wide plan and expectations. Teachers are responsible for implementing and teaching students the rules and expectations.

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 make use of the Samford Harmony Social Skills Curriculum. School-wide expectations are revisited as often as needed by classroom teachers. Social skills classes are also taught by the guidance counselor.

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?

Teachers and peers orient new students who arrive during the year. Team leaders work with new teachers.

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REWARD/RECOGNITION PROGRAM

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

Teachers use their own classroom reward systems. School-wide, each classroom selects a "Student of the Week" to eat lunch at a special table with administration each Friday. Two students from each class are recognized at bi-monthly "Terrific Kids" ceremonies. The guidance counselor coordinates these events and invites parents.

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

Students who are responsible, respectful, and make progress towards academic achievement will be rewarded.

How will you implement the reward system?

The assistant principal will make the arrangements for the weekly "Student of the Week" lunch. The guidance counselor will be responsible for the "Terrific Kid" program. Classroom teachers implement their own reward systems.

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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.

None are needed.

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 facilitated by the school guidance counselor and school psychologist. The guidance counselor and team leaders train new staff members.

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?

Samford Harmony curriculum, Calm Down Strategies, Walking in transition, positive reinforcement.

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

Teachers feel supported and are encouraged to share concerns at weekly meetings. Concerns are addressed by administration as needed.

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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 by review of data through Focus and RTI and grade level data meetings.

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?

Community partners share in the rewarding of students for positive behavior and academic success. Volunteers and mentors work with students needing additional support. The Key Club from Gulf Breeze High School and the Kiwanis Club support our "Terrific Kids" 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)

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