

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

<b>School:</b> Warrington Elementary	<b>School Year:</b> 2019-2020	<b>Date of Plan:</b> September 18, 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.		
<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>		
The behavioral data will be shared with the faculty and staff, during grade level meetings, faculty meetings, and SAC meetings.		

<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. Timothy Rose	1. Principal
2. Angela Harris	2. Assistant Principal
3. Sylvia Harvey-Thomas	3. PBIS Coach
4. Shatema Mason	4. Guidance Counselor
5. Sarah Stevenson	5. Behavior Coach
6. Anna Christopher	6. PK (EBD) Teacher
7. Laura Bennett	7. First Grade Teacher
8. Holly Czuchna	8. Second Grade Teacher
9. Beate Gant	9. Third Grade Teacher
10. Teresa Sanderson	10. Fourth Grade Teacher
11. Kayla Kurtzke	11. Fifth Grade Teacher
12. Melinda Feugate	12. Teacher of Exceptionalities (K-2)
13. Jennifer Godwin	13. Media Specialist

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**SMART GOAL**

Warrington Elementary School is dedicated to continuous commitment to promoting positive behavior to inspire academic excellence for all of its students. Our goal is to continue to motivate and to support students to be their best selves in order to increase their academic achievement. This will be done through monitoring students, mentoring at-risk students, and providing Tier 3 services to our most challenging students.

**SCHOOL-WIDE BEHAVIORAL GOALS**

**Office Discipline Referrals:**

The office discipline referrals will decrease by 65% with 253 or fewer incidents. During the 2018-2019 school year there were 390 of ODR; bus referrals are included in the number of ODR.

**Out-of-School Suspensions:**

The OSS will be reduced by 30% with 75 or fewer incidents. Last year, records indicated 108 of OSS.

**In-School Suspensions:**

The number of in school suspensions will be reduced by 20% with 50 or less incidents. During the 2018-2019 school year there were 50 days of ISS incidents; this included both whole and half day.

**Discipline Disproportionality:**

The 2018-2019 school year concluded with 390 ODR. Of those 390 ODR, 300 incidents were of African American students and 90 incidents were of White students. In 2019-2020 school year, the goal will be to decrease African American ODR by 60%, 180 incidents or fewer.

**Chronic Absenteeism:**

The daily attendance will increase by 5%, beginning with the 2018-2019 school year of an average daily attendance was 88.76% to 90.3%.

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### **Bullying Prevention:**

Faculty will participate in training providing by the district. The guidance counselor will provide anti-bullying training to students. As part of our school's PBIS program, anti-bullying mailboxes will be displayed around the school. They will be used for anonymous reporting of incidents in the classroom, school and beyond. Also, some students will take part in social skill training that's available through the guidance counselor, Overlay counselor, and PBIS Coach.

**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?**

Professional development will be provided to the faculty and staff during pre-planning. Warrington's School Wide Expectations will be taught using guided lesson plans each month. Teachers will review these expectations daily, and at the end of the lessons, the classroom teachers', along with their students, will create a project to demonstrate their understanding of the expectation taught. In addition, posters will be displayed throughout the school to serve as reminders of our 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?**

The school-wide expectations will be demonstrated in every area of the school throughout the day. A social contract will be developed in each class. The school posters will be present emphasizing school expectations: Be Safe, Be Respectful, Be Responsible, Be a Role Model. Students will have an opportunity to earn incentives from the classroom teacher and participate in quarterly PBIS events. Also, guided lessons on school-wide expectations will be provided to teacher to be infused as part of their curricula.

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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?**

Refresher training will be provided on expectations and rules to staff and students as often as possible. A new teacher/student will be oriented one-on-one.

**REWARD/RECOGNITION PROGRAM**

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

Warrington Elementary will continue to use our "Bucket Tickets" as a token economy system. Students will accumulate tickets randomly throughout the day in order to maintain and demonstrate the desired behaviors, BE SAFE, BE RESPECTFUL, BE RESPONSIBLE, AND BE A ROLE MODEL.

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

Students will be rewarded for exhibiting the expectations, BE SAFE, BE RESPECTFUL, BE RESPONSIBLE, BE A ROLE MODEL. Whether in class or out, students will receive "Bucket Tickets" for displaying the school wide expectations. They will receive incentives from the classroom teachers and the staff, and they will have a chance to win prizes during a weekly drawing and take part in quarterly PBIS celebrations.

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

When students demonstrate the school-wide expectations, the faculty and staff will reward students using "Bucket Tickets". Students will then be able to earn incentives in and outside of the classroom.

### **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.**

Throughout the school year, teachers and staff will continue to receive training regarding the PBIS process and MTSS process as necessary to ensure resources are available to address behavior needs at all levels of Tier.

#### **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 Coash will be responsible for providing for our MTSS Plan for Behavior training and for providing any needed information regarding the SWBP to grade level chairpersons and providing individual assistance with the implementation of the plan 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?**

The faculty and staff will continuously exhibit our school wide expectations and utilize our school's Student Behavior Management Process which is to teach and reteach school-wide expectations, to provide a reflection area for those who struggle with the expectations, to refer to R.E.S.E.T (Restoring, Emotions, Safely, Emphasizing, Trust) room, to track challenging behaviors utilizing the Rib database, and to complete the referral process for MTSS for behavior.

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

Faculty and staff buy-in at WES will begin with recognizing teacher who go above and beyond to help their colleagues. This will be presented in our Wildcat Weekly Newsletter published weekly. The teachers and staff will engage in frequent social gatherings, which demonstrates a family community striving toward a common goal, improving the positive outlook of everyone in the building.

### **TRAINING AND IMPLEMENTATION (CONT.)**

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

The RTIB database will be used as our tracking source to improve behavior. This database is able to track behavior based on grade level, incident location and time. This allows us to identify the time and places most challenging behavior occur. As a result, the team is able to establish strategies and interventions for target behavior concerns.

The database will be the focal point when taking students through the RTI process for behavior. Here, the team will be able to analyze, review and discuss behavior concerns occurring throughout the campus.

Surveys will be utilized to determine the PBIS goals are being met and what changes can be made to enhance the program. Parents, students, faculty and staff will be asked to complete this year.

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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?**

Community partners will assist with providing incentives for students at WES efforts to continue promoting positive behavior in classroom, school and beyond. The activities will be planned during times when families and community members are available to participate. Families and community members will have an opportunity to take part in Orientation, Open House, "Dad take your child to school" event, Literacy Night and a host of other parental engagement activities. Parental and community involvement activities will be ongoing throughout the year.

**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