

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

School: Booker T. Washington High School	School Year: 2019-2020	Date of Plan: 9/15/2019
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Note: Please refer to the *Guidelines for Developing a Multi-Tier System of Supports (MTSS) Plan for Behavior* for instructions and recommendations. The Committee will meet **every six weeks** in the Administration 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.
 School-wide data, comprised of behavioral, attendance, social-emotional, identified at-risk students will be input through the Deans' office as incidents utilizing FOCUS and Rtl-b entries. Necessary reports are generated through the Rtl-b database and FOCUS. Reports will be gathered and analyzed by BTWHS Behavior Team members weekly to summarize the data and identify any trends that are occurring throughout the school year. Findings and strategies are reported to School Advisory Council (SAC), School-wide Behavior Team, and Faculty/Staff throughout the year. Specific or detailed information pertaining to grade level will be shared with students during Academic Awareness Assemblies, Individual Students, and their parents during Parent/Teacher/Student Conferences.

STATEMENT OF PURPOSE

Name of Team Member(s) in attendance:	Role of Team Member (Principal, Teacher, Parent, etc.):
1. Michael Roberts	1. Principal
2. Sherita Williams	2. Assistant Principal
3. Ernest Green	3. PBIS Coach
4. Valerie Cope	4. Guidance
5. George Schellang	5. Dean
6. Veronica Tormey	6. Behavior Coach
7. Charlotte Watts	7. Rtl-Coordinator
8. Kevin Turner	8. Parent
9. Mary Bennett Lipham/Jordyn Palmer	9. Students

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SMART GOAL

Decrease the number of Office Disciplinary Referrals; decrease the number of Out-of-School Suspensions to increase student attendance rate.

SCHOOL-WIDE BEHAVIORAL GOALS

Office Discipline Referrals: Decrease the number of Office Discipline Referrals (ODR) 10% by May 22, 2020.

Out-of-School Suspensions: Reduce Out-of-School Suspensions by 10% by May 22, 2020.

In-School Solutions: The usage of In-School Solutions (ISS) will remain constant or significantly increase in order to reduce our Out-of-School Suspensions (OSS). We will continue to place students in ISS for class period the disruption occurred in instead of the entire school day when warranted; this will keep students in class for instructions the majority of the time and ISS will be given for the period in which the teacher who wrote the ODR.

Discipline Disproportionality: Along with the decrease in the number of ODR, the racial discipline disproportionality gap will decrease. We will modify our focus and devise a plan to aggressively monitor students, identify behavior triggers, and address Discipline Disproportionality. With more Professional Development, we will change knowledge, attitudes, and beliefs. We will continue to train teachers with handling classroom managed behaviors and encourage continued use of the Rtl-B database system.

Chronic Absenteeism: Increase attendance to 97%. Students who are chronically absent will meet with Rtl-Coordinator, Guidance Counselors, and Administrative Staff; make phone calls home and send out visiting teacher; nurture a culture of attendance by increasing student engagement. Additionally School Messenger will make period by period callouts to homes.

Bullying Prevention: Bullying Prevention assembly scheduled. All staff and students will receive bullying training on the District's bullying reporting protocol. Anti-bullying videos will be shown throughout the school year on CCTV. Bullying Prevention Posters will be placed throughout the school.

Other:

- Mental Health, Social Emotional and Ethical Decision Making– Develop self-awareness and self-management skills essential to success in school and in life.
- Increase Parental Involvement – parents/guardians will be invited and encouraged to participate in Rtl-b meetings.

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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?

We will introduce the school-wide expectations during the first week of school. Teachers will get the expectations and lesson plan during pre-planning and students are taught the expectations during the first week. At the end of the first week, there will be a PBIS Pep Rally for all grade levels to review school-wide expectations. School-wide expectations are posted throughout the school on large banners. Each classroom has the expectations posted on posters. Expectations will be reviewed frequently. Will have a student leader go over the school-wide behavior expectation of the week on the morning announcements.

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 use of CCTV and announcements; TV Production team will make commercials and those will air during announcements. Teachers are encouraged to reteach expectations each time they discipline a student. Signs are posted in each classroom and throughout the school.

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 will be taught in the beginning of the school year with review sessions quarterly. New teachers will meet with the RtI-Coordinator to be taught the expectations and how to implement them in the classroom; the AP of Operations/Administrative Deans will conduct refreshers in monthly New Teachers meetings and during Faculty Meetings. Students who arrive mid-year will be given an overview of the expectations and a copy of the "BTWHS Wildcat Airlines" Behavior Matrix. More emphasis will be placed on constructive interventions as an alternative to punitive discipline. We will find alternative solutions to deal with teacher frustration.

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REWARD/RECOGNITION PROGRAM

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

The PBIS team will conduct an event each quarter to reward students for their positive behavior or attendance. Cat Scratches are given to teachers so they may reward students for following the Behavior Matrix Expectations. The Cat Scratches may be used in the Cat Shack to purchase food or other items. The Cat Scratch may also be used for other rewards as the teacher sees fit. Tardy passes, homework passes etc. We also have a board in the front of the school for students "Get Caught Being a Wildcat" to recognize students going "above and beyond" behavior expectations. Monthly rewards are given to students.

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

Students will be rewarded for having appropriate behavior in the classroom and in other areas of the school as described in the attached behavior matrix: "Flying into the Future/BTWS Wildcat Airlines".

How will you implement the reward system?

The PBIS team and the RtI-Coordinator will monitor the behavior and attendance and set the PBIS event to help improve specific areas. Faculty and staff will be given Cat Scratches to hand to students who are meeting the expectations. End of the nine weeks reward for grade level with the least number of referrals will receive incentives. End of the year PBIS events for students without referrals will take place on May 8, 2020.

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.

Teachers will need to be trained during the pre-school days and throughout the year during planning days. The teachers will be trained in Trauma informed care. Provision of restorative justice programs will be implements (Escambia 360). District training opportunities in classroom management for new and/or struggling teachers will be recommended. Will utilize Multiple Inventions from Tier 1 along with incorporate behavior screenings as part of regular school practices.

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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?

1. Pre-school meetings
2. Teacher planning day meetings
3. Teacher mentoring
4. Rtl-Coordinator

The teachers will be introduced and taught how to use the system during pre-school and planning days; Rtl Coordinator will reteach, assist, and model expectations to struggling teachers.

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?

1. The Rtl-b database will be used to track minor infractions.
2. Teachers/Deans must make contact with a parent or guardian.
3. Teachers must stand in the hallway between classes.
4. Behavior expectations are posted in each classroom and hallways.
5. Teacher assigned detention/Student Time Out encouraged.
6. Choose a specific intervention that matches student need and instructional focus.

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

- MTSS implementation is everyone's responsibility and advances and behavioral achievement.
- Review the cumulative record including academic and behavioral data, including pertinent background information.
- Identify student's strengths and motivators.
- Complete progress monitoring data.
- Communicate the data and give updated progress reports to the faculty.
- Receive feedback from teachers, what is working for them, and what is not.
- Rtl-Coordinator will be available to provide support to struggling teachers inside the classroom and with individual students.

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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 MTSS team will meet **every six weeks** to analyze and discuss the data – offer adjustments to the environment to prevent problem behavior. The PBIS team will look at data every nine weeks monitoring progress of students and checking for ways to implement improvements. Progress reports will be given to the faculty. Classroom observations by Administration along with student observations by the Rtl-Coordinator will be conducted.

School-Wide Behavior Meeting scheduled:

Wednesday, September 25, 2019

Wednesday, November 6, 2019

Wednesday, December 18, 2019

Wednesday, January 8, 2020

Wednesday, February 19, 2010

Wednesday, April 8, 2020

Wednesday, May 20, 2020

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?

1. Parents and/or guardians will be invited and encouraged to participate in school-based intervention team meetings.
2. Plan for communication with families with Parent Nights and school newsletter
3. Phone Calls
4. School Website
5. School Advisory Council (SAC)
6. Community involvement programs such as the school volunteer, business partnerships, and youth mentor programs
7. Title I Newsletter (The High School Publications)

Describe how you will implement an ILR program at your site, and describe how you will monitor its effectiveness. (Middle and High School ONLY) The BTWHS Behavior Team will meet weekly and discuss student's behavior, academics, and ensure all steps are covered before assigning a student to ILR. Interventions must have been attempted before a student may be placed in ILR. Students will have exit reviews from ILR. BTWHS Behavior Team will plan for transition from middle school to high school.