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

School: Pensacola High School	School Year: 2019-2020	Date of Plan: Sep 19, 2019
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** Monthly **at** Administrative 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.		
Disciplinary data are input through the Dean's office as incidents occur by utilizing the FOCUS system. Necessary reports are generated through FOCUS and/or the data clerk's office. Reports will be gathered by the Assistant Principal in charge of discipline. The reports are collected and analyzed by the Behavior Team during meetings in order to summarize the data and identify any trends that are occurring throughout the school year. Findings and strategies are reported to the Parent Teacher Student Association (PTSA), School Advisory Council (SAC), and International Baccalaureate Support Foundation (IBSF). Also, the information will be shared with the faculty and staff throughout the year through faculty meetings and PLC's. Specific or detailed information pertaining to grade level will be shared with students during Academic Awareness Assemblies, and with individual students and/or 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. David Williams	**1.** Principal
2. Bryan Freeman	**2.** Assistant Principal
3. Jessica Canales	**3.** Assistant Principal
4. Summer Demilly-Machado	**4.** Dean
5. Marsha Regina	**5.** Dean
6. Casey Thiele	**6.** Dean
7. Elizabeth Howard	**7.** Behavior Coach
8. Stephanie Washington	**8.** Teacher(ISS)/Basketball Coach
9. Raymond Corner	**9.** Teacher (ILR)/Baseball Coach
10. Olivia Calloway	**10.** RTI Coordinator/Guidance Counselor

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SMART GOAL
In comparing annual baseline behavioral data, reduce the number of specific disrespect, disruption, and defiance incidents/referrals by 3% by May 22, 2020

SCHOOL-WIDE BEHAVIORAL GOALS
Office Discipline Referrals: Decrease the number of office discipline referrals 3% by May 22, 2020
Out-of-School Suspensions: Reduce out-of-school suspensions by 3% by May 22, 2020
In-School Suspensions: Continue the usage of ISS which will remain relatively constant or slightly increase no more than 5% relative to the decrease in OSS by May 22, 2020
Discipline Disproportionality: In our efforts to decrease the number of office discipline referrals 3%, the discipline gap should decease also by at least 3% by May 22, 2020 , comparing each race category to previous year baseline data.
Chronic Absenteeism: In our efforts to maintain or increase average daily attendance at or above 94% by May 22, 2020, chronic absenteeism will also decrease by at least 5% compared to previous year baseline data of the number of students identified as having chronic absenteeism.
Bullying Prevention: Ensure all staff and students receive bullying training on the new district bullying reporting protocol by Dec 13, 2019.
Other: Click here to enter text.

9/25/2019

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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 expectations of the school-wide behavior plan during orientation, class assemblies at the very beginning of the school year and during pre-school in-service training with the entire faculty. We will re-enforce behaviors through the use of CCTV, posters, announcements, positive interventions such as Snaps and Praises, as well as student participation in the early establishment of individual classroom expectations/contracts.

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?

1. Through the use of CCTV and announcements, we will encourage continuous direct instruction of expectations and rules.
2. Signs posted on campus and in classrooms will be utilized to embed expectations and rules into the daily curriculum. Teachers are encouraged to incorporate the school-wide behavior expectations as part of their classroom expectations/contracts.
3. Teachers are encouraged to incorporate expectations into lessons. Language Arts: discuss characters in a novel who demonstrate examples of school-wide expectations. Math and Science: Collect counts on specific behaviors and graph the results.

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?

1. Faculty and students will take the bullying quiz annually.
2. SGA will display posters around campus for constant reminders and reinforcement.
3. We will use our CCTV to scroll rules daily.
4. We will use teacher plan days for refreshers and/or new information.
5. Students who arrive mid-year will be given an overview of expectations from guidance and a copy of the R&R Handbook for review.

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REWARD/RECOGNITION PROGRAM
What type of incentive/recognition/reward system will you use? Student will be rewarded or recognized in the following methods: 1. Student recognition for good behavior (gift cards). 2. Other awards such as passes to school events. 3. Recognition through CCTV. 4. Marquee. 5. In-class recognition through student of the week awards. 6. Tiger of the month. 7. Snaps and Praises
Describe the behaviors for which you will reward or recognize students as stated in the expectation matrix. 1. Appropriate behavior in class. 2. Appropriate behavior in out-of-class situations. 3. Students demonstrating extra effort beyond expectations. 4. Students demonstrating good citizenship by helping others. 5. Students making huge improvements in behavior. 6. Crime Stoppers will also be rewarded through the Pensacola Police Department or Escambia County Sheriff's Office.
How will you implement the reward system? 1. Student nominations are selcected by teachers who will report behaviors to the behavior team. 2. Rewards will be given 2-3 times per nine weeks. 3. Teacher awards will be implemented on a weekly basis. 4. The reward system will be evaluated by the school-wide behavior team throughout the year.

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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.

1. Time spent during pre-school days.
2. Time needed during teacher planning days.
3. Handouts given to faculty.
4. Bullying quiz (generated by Deans).
5. Incentives given through the faculty and PTSA.
6. District training opportunities in classroom management for new and/or struggling teachers.
7. Addiditonal surveillance cameras

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. Distribution of the plan.
4. Discipline tips during pre-school.
5. Teacher mentoring.
6. Utilize the Safeschools videos and the school bullying quiz.
7. The PHS Administration will outline expectations to all 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?

1. Parental contact/refocus ticket before minor disruptive referrals are written.
2. Teacher notifying guidance and/or contacting parents concerning behavior and attendance.
3. Teachers standing outside of their rooms between classes.
4. Hallway procedure signs and Tigervision.
5. School information and classroom rules posted in classrooms.
6. Teacher-led detentions for students.
7. The RtI Coordinator/B team/Deans will implement Tier II referral processes to target repeat offender.

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

1. Presentation and explanation of plan.
2. Communicate updated progress reports throughout the year to the faculty and staff.
3. Solicit teacher feedback and assistance as needed.
4. The RtI Coordinator, Deans, Behavior Coach, and Administration will be made available to provide support to struggling teachers inside the classroom as a whole, as well as with individual students.

TRAINING AND IMPLEMENTATION (CONT.)

Describe how you will monitor the implementation of your Multi-Tier System of Supports (MTSS) Plan for Behavior.
1. Compilation and analysis of referral data monthly.
2. Behavior Team meetings.
3. Sharing results with faculty.
4. Quarterly Progress Monitoring Reports.
5. Administration classroom observations.
6. RtI Coordinator and Behavior Coach student classroom observations.
7. Teacher surveys will be used to assess overall changes in the climate of the school.

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. Parent nights.
2. Reading nights for parents and students.
3. School messenger system.
4. PTSA, SAC, IBSF.
5. Sporting events-recognizing student behaviors.
6. Solicit feedback and discuss the program and expectations with members of the local community such as church Ministers or parents during conferences.
7. Utilize community involvement programs such as the School Volunteer, Business Partnerships, and Youth Motivator Programs.

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 Administrative Deans, Behavior Coach, and members of the SWB Team will analyze and compare student academics and behavior before entering and after completing I.L.R. Results will determine the effectiveness and, if needed, implementation of alternative strategies for improvement.