

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

School:	School Year:	Date of Plan:
<p>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 monthly at 3:20 in the Administrative Conference Room</p>		
<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 style="margin-top: 20px;">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 School Advisory Council (SAC), and Leadership Team.</p>		

STATEMENT OF PURPOSE	
Name of Team Member(s) in attendance:	Role of Team Member (Principal, Teacher, Parent, etc.):
1. Laura Touchstone	1. Principal
2. Emily King	2. Assistant Principal
3. Latasha McGruder	3. Assistant Principal
4. Billy Bishop	4. PBIS Coach
5. Stephanie Edwards	5. Guidance
6. Shanae Teasley	6. Dean
7. Sean Roby	7. Behavior Coach

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SMART GOAL

In comparing annual baseline behavioral data, reduce the number of specific disrespect, disruption, and defiance incidents/referrals by 5% by May 24, 2020.

SCHOOL-WIDE BEHAVIORAL GOALS

Office Discipline Referrals:

Decrease the number of office discipline referrals 10% by May 24, 2020.

Out-of-School Suspensions:

Reduce out-of-school suspensions by 3% by May 24, 2020.

In-School Suspensions:

Continue the usage of ISS which will remain relatively constant or slightly increase no more than 10% by May 24, 2020.

Discipline Disproportionality:

The discipline gap should decrease also by at least 5% by May 24, 2020, comparing each race category to previous year baseline data.

Chronic Absenteeism:

Chronic absenteeism will decrease by at least 5% compared to previous year baseline data of the number of students identified as having chronic absenteeism.

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Bullying Prevention:

Prevention: Ongoing training will be provided by PBIS team, guidance, deans, and mental health counselor.

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

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.

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 ENN 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. PBIS Team will incorporate core expectations training into planning for 2019-2020.

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 questionnaire through guidance.
2. PBIS will display posters around campus for constant reminders and reinforcement.
3. We will use our ENN to reiterate expectations.
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?

1. Student of the Month (through guidance)
2. PBIS Incentives

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

Students will be verbally praised by teachers for following rules and expectations. Students will also be recognized for academic performance by the administrative staff. Announcements will be made recognizing the efforts of students in the academic and extra-curricular activities.

How will you implement the reward system?

1. Student nominations are selected by teachers who will report behaviors to the PBIS 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.

- PBIS training with PBIS team, classroom management and discipline strategies, anti-bullying materials for training faculty and staff, student mental health training, and a review for teachers about when it is appropriate to write a discipline referral versus utilizing RtIB.
- Referral information will be reviewed by the Deans, Administration, Behavior Coaches
- PBIS Committee classroom management for new and/or struggling teachers.

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?

Faculty and staff will be trained during pre-school in-services, faculty meetings, and at semester break. New faculty will be trained on Pine Forest High School's Behavior Management Plan during the month of July.

Any staff member that has not been trained Capturing Kids Hearts Training will attend a two day training in July. All other staff will attend a ½ day refresher course for CKH in July/August.

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 before minor RTIB 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 ENN.
5. School information and classroom rules posted in classrooms.
6. Teacher-led detentions for students.
7. The Discipline Team will implement Tier II referral processes to target repeat offender students

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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. Deans, Behavior Coaches, 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 during bi-weekly discipline chats.
2. PBIS/CKH Team meetings.
3. Sharing results with faculty.
4. Quarterly Progress Monitoring Reports.
5. Administration classroom observations.
6. Instructional Coach, Dean, 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. Open House
2. Title 1 nights for parents and students.
3. School messenger system.
4. Sporting events-recognizing student behaviors.
5. Solicit feedback and discuss the program and expectations with members of the local community such as church Ministers or parents during conferences.
6. Utilize community involvement programs such as the School Volunteer, Business Partnerships, and Youth Motivator Programs.

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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 goal of the PFHS ILR program is to continue structured instruction for students after a major incident on campus or chronic behavioral infractions during the course of a nine-week period. This program has been designed to accomplish the following:

1. It allows the student to have extended reflection time in lieu of out of school suspension or request for removal.
2. It will allow the student to continue to complete the assignments for your class in a structured environment, but out of the classroom environment, which often is a contributing factor to the student's behavior.
3. It will allow the disciplinary team to continue the RTI process without students losing an extended time out of school.