

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

<b>School:</b> Bellview Middle School	<b>School Year:</b> 2019-2020	<b>Date of Plan:</b> September 09, 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. The Committee will meet Monthly at Innovation Center.		
<p style="text-align: center;"><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></p> <p>Data has been shared with the entire faculty during pre-school; and we will continue to share data with the entire faculty at the beginning of each semester and as needed beginning each 9 week period. Data is also shared with the Discipline Committee Members each month; and members are to share the information with other members of their team.</p> <p>An analysis of the behavior data will be shared using PowerPoint, handouts, with any other applicable charts or graphs.</p>		

<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. Melia Adams	1. Principal
2. Tara Palasciano	2. Assistant Principal
3. Vermonda Ongeri	3. Administrative Dean
4. Ken Whetstone	4. Rtl Coordinator
5. Jan Hall	5. Behavior Coach
6. Jan Robbins	6. Guidance Counselor
7. Theamad Thomas	7. ISS/ILR teacher
8. Jonathan Cordier	8. PBS Coach
9. Clareta Broadnax	9. Teacher
10. Cheryl Gardner	10. Teacher Assistant

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SMART GOAL
<p>S- We will decrease the number of ODR from 2018-2019 to the 2019-2020 school year.</p> <p>M- The decrease in the number of referrals from 2018-2019 school year to the 2019-2020 school year will be 10%.</p> <p>A- This goal can be reached by establishing a positive foundation such as the “Warrior Pledge” on a daily basis. This goal can also be reached by building positive relationships with students and practicing expectations daily. Students will earn the opportunity to have more incentives/rewards; therefore creating a positive climate and culture.</p> <p>R- The goal is relevant for our school’s overall academic and behavior success. It is also important in order to garner more buy in from the community.</p> <p>T- We will accomplish this goal by the end of the 2019-2020 school year.</p>

SCHOOL-WIDE BEHAVIORAL GOALS
<p><b>Office Discipline Referrals:</b> Our goal is to have a 10% reduction in office discipline referrals.</p>
<p><b>Out-of-School Suspensions:</b> Our goal is to decrease the number of OSS suspensions by 15%</p>
<p><b>In-School Suspensions:</b> Our goal is to decrease the number of In school Suspensions by 10%</p>
<p><b>Discipline Disproportionality:</b> Our goal is to continue creating programs specifically geared toward our behaviorally challenged female students, our 6<sup>th</sup> grade male students, and our students who receive frequent referrals. We have had a school wide discipline assembly; and will be meeting with various groups of students in the future to discuss ways to reach our other sub group of students.</p>
<p><b>Chronic Absenteeism:</b> Our goal is decrease the number of students with chronic absenteeism by 15%</p>
<p><b>Bullying Prevention:</b> Our goal is to decrease the number incidences in relation to bullying reports by 20%. We will train and educate staff and students on recognize bullying incidents, how to prevent it, and respond to incidences of bullying when recognized or notified. We will also try to have more conversations and lessons with the students about kindness and how to treat others.</p>

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**Other:** The Dean, PBS Coach, Behavior Coach, RTI coordinator, and counselors will work together to come up with solutions of helping struggling students deal with behavior, ways to manage it, and plans students can come up with of their own to handle their situations. We will also work with teachers on tracking and monitoring behavior, and helping those teachers struggling in the classrooms with behavior issues.

## TEACHING EXPECTATIONS AND RULES

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

The Dean will conduct school wide assemblies during the first week of school using a power point presentation. The topics discussed will include the School Pledge, important topics in the Rights and Responsibilities Handbook, where the handbook is located for parents and students to view and reference, bullying/harassment and ways to report it, the school wide step/behavior system and expectations, positive incentives, how and when to see a counselor, as well as other important topics. The assemblies will include the Dean, the Principal and Assistant Principal, the Counselors, The SRO, and Positive Behavior Coach. We will continue to implement these expectations through conversations, postings around the school, and through the morning news.

**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?**

Bellview Middle School utilizes positive behavior support for all students. We utilize Warrior Bucks to reward positive behavior. Warrior bucks can be “spent” during lunch at the PBS store every other week. On the 9<sup>th</sup> week of every grading period, we will have a school wide incentive for those students that do not have any referrals for that nine week period. Students will be able to use their Warrior Bucks to “buy” snacks and drinks. Students that are in need of more intensive interventions will be placed in the “Spear Club. “These students will receive a daily behavior sheet that is to be signed by each teacher; the sheet tracks how well they follow rules and expectations. If students receive a 90% or better on their Spear Sheet, they are rewarded by administration with a special treat. Twice per 9 weeks, the rules and expectations will be reviewed during Compass time. Students will also recite the school pledge right after the US Pledge each morning to take accountability of their actions during the day.

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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 for staff will occur during team meetings and faculty meetings. New teachers will be trained by their assigned team leaders and receive orientation of expectations by the Dean. New students will be oriented as they enroll through the guidance office, and their teachers will pair them with a mentor student to help them learn the new procedures at Bellview Middle School. We will also have a second semester school wide discipline assembly.

## **REWARD/RECOGNITION PROGRAM**

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

-Our reward/recognition system consists of the warrior buck system where students can earn warrior bucks for positive behavior. The bucks may be used to purchase items, prizes, food, etc... out of the school store every other Friday.

-Students are also awarded the opportunity to attend a school wide 4<sup>th</sup> week incentive such as dances, pep rallies, or other exciting planned events; and students may be awarded an opportunity our 9<sup>th</sup> week incentive which is Field day. Field day consists of different games, arts, crafts, food, prizes, and entertainment set up in the gymnasium.

-Students will also be recognized over the intercom system and morning announcements for various contests and incentives.

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

Examples of behaviors that will earn rewards are as follows:

(BMS= Bellview Middle School)

B- Be Respectful- students may be rewarded for demonstrating respect for other students by their words or actions in the cafeteria, hallways, or classroom.

M- Make Responsible Choices- students may be rewarded for making responsible choices such as picking up after themselves or others, completing homework, and being prepared.

S- Stay Safe- students may be rewarded for making sure the area around them is safe and free from hazards that may affect others. They also make choices to walk in the hallway, report to their assigned areas, and keep their hands to themselves.

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

The reward system is implemented by the entire staff. The PBS team will provide teachers, staff, cafeteria workers, custodians, and bus drivers with Warrior Bucks to distribute as they observe students following the school wide expectations. Those bucks will, in turn, be used for the PBS store and the fourth and ninth week incentives.

The other incentives will be implemented through name drawing or by planned and announced contest rules.

## **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.**

Training Needs: Safety Care Behavioral Safety Training: This will include four staff in which three of the four have been trained or recertified.

5-Step Behavior Plan – Intervention Plan to help students with behavior issues for before escalating to office referrals. Parent conferences and parent calls are implemented into this plan.

Fred Jones- New teachers to Bellview, and those that struggled with behavior management last year, will be asked to attend Fred Jones training once a week in the afternoons at Bellview Middle.

Youth Mental Health First Aiders Team– Trained and certified team to recognize warning signs of common mental and adolescent behavior; and how to support.

Guidance Programs/RISE

Positive Behavior Tools- Classroom Management Tools/ Capturing Kids Heart/ Building Positive Relationships.

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

### **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?**

All faculty and staff were trained on MTSS Plan for Behavior during pre-school rotations. Teachers will occasionally review the plan with team and leaders during their planning time; and when new or revised information occurs. All new staff will meet with their team leader, Dean, and Positive Behavior Coach to discuss the plan upon first day of orientation.

### **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?**

Our school wide routines and procedures for MTSS for behavior includes teaching students and staff our school wide PBS expectations of Be Respectful, Make Responsible Choices, and Stay Safe. We will reinforce positive behaviors by offering incentives such as the warrior store and field days. In addition, we will utilize our Icard database as a tracking mechanism for behavior infractions of students. The Icard will make note of parent contact, conferences, and time outs.

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

-The administration and deans are provided with Super Staff tickets that are given to staff members for things such as being on duty, helping another staff member, or volunteering at events. Once per nine weeks the Super Staff store will be open for teachers to shop and "purchase" sticky notes, food, notebooks, coffee cups etc... with their Super Staff tickets.

-The "sweet treats" sheet was also completed by every staff member. This sheet indicates the favorite treat of each person and is used to occasionally provide surprise treats.

-We will also meet with the Discipline/PBS Committee/ Team Leaders on committee meeting days to get ideas, recommendations, and feedback to be able to collaborate as a faculty and team.

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

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

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

Monitoring of the implementation of the MTSS Plan for Behavior will occur by reviewing lcard entries, referral data, and classroom walkthroughs. Also, data will be collected from students to gather information of how often and for what reasons they are receiving Warrior Bucks; and also other items or ideas they would like to see for incentives as well as in the school store.

### **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?**

Bellview will host interactive and informative family nights and/or parent events at least once per nine weeks. Some activities that are planned include, but are not limited to: Game Day Check In (meeting with parents during sporting events to provide grades, attendance, discipline updates, procedure and expectations), Family Literacy Night/Bingo for Books, report card days (October, January, April), Research Night, and Math Night.

### **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 ILR program will be implemented as per the matrix when students have been involved in major incidents resulting in ILR, have exhausted interventions after placing students on behavior contracts, or when students have received four 5-Step Referrals. Student will be placed on a behavior contract upon entering the program, they will not carry backpacks or cell phones into the program as the program will be designed to help and prepare students to be successful in the general classroom with less distractions, they will remain in the portable classroom the entire time except for walking to and from lunch, and for any students who come out to attend Civics, Algebra, or Workforce classes for that period as long as their behavior complies.

ILR students will be given an Individualized Behavior Plan to complete with both student and parent that must be completed before exiting the program. ILR students will also be required to complete an exit project such as a 1000 word reflection essay. ILR students will also be required to increase or maintain a passing GPA before exiting the program as well as good behavior.

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ILR students work in Google classroom with direct instruction interventions provided to all students by the teacher in order to make the transition back to the general classroom as smoothly as possible. This allows students to remain a part of the team and not fall behind in their learning during their ILR placement. ILR students also participate in Sustained Silent Reading (SSR) every morning and are required to summarize the material in writing. Suite/Escambia 360 is another component of ILR which focuses on the behavioral aspects of the program. Students are assigned modules available as well as ones that cannot be assigned but are available that the teacher or student feels would be a good source of learning. ALS is a supplementary academic program that students are assigned based on their learning/grade levels. Each student has a custom curriculum to meet his/her needs. Other computer-based programs implemented on a regular basis include Moby Max, Discovery Ed, iReady, and Khan Academy.

When the students exit the ILR program, they will become Spear Students and will be placed in the Spear program; whereby they will have their behavior tracked each day by their teachers. They will also be referred to the RISE (CDAC) to ensure ongoing behavioral support.