

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

School: Beulah Middle School	School Year: 2019-2020	Date of Plan: June 18, 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 Monthly at Admin 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.

Beulah Middle Staff meets weekly on Monday's for grade level "Bear Necessities" team meetings. After the plan is finalized, the RTI Team will present to the staff during pre-school in-service. Additionally, the Principal, Assistant Principal and Rtl Coach meet individually with teachers every 9 weeks to review both academic and behavior data.

STATEMENT OF PURPOSE

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Name of Team Member(s) in attendance:	Role of Team Member (Principal, Teacher, Parent, etc.):
1. Wilson Taylor	1. Principal
2. Marietta McCaskill	2. Assistant Principal
3. Avis Hite	3. Behavior Coach
4. Stephanie Hamrac	4. Dean
5. Tammy Westmark	4. Guidance Counselor
6. James Seigle	6. 8 th grade Teacher
7. Kelly Jenkins	7. ESE Teacher
8. Sandi Reynolds	8. 7 th grade Teacher
9. Jessica Eldridge	9. 6 th grade Teacher

SMART GOAL

Beulah Middle School will decrease ODR's by 5% based off the current years goal for students with 2 or more ODR's.

SCHOOL-WIDE BEHAVIORAL GOALS

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Office Discipline Referrals:

75% of the school's population will receive NO ODR's.

Out-of-School Suspensions:

We are using "OSS as a last resort" approach this year. When a major, SESIR level infraction occurs, students will be placed in the ILR program. Students in ILR can be suspended Out of School, but we will not suspend students Out of School unless they are in the ILR program. This approach should help with disproportionality, and increase academic achievement since the students will be at school receiving instruction through the ILR curriculum.

In-School Suspensions:

With using OSS as a last resort, ISS and In Lieu of Removal, will be used as the alternative to out of school suspension, enabling students to remain in school, have access to, and assistance with, their school work. We will aim to keep ISS events to not more than 450, and use alternate interventions to address the problem behavior that resulted in the referral.

Discipline Disproportionality:

By using OSS as a last resort, ISS and In Lieu of Removal, will be used as the alternative to out of school suspension. This should help prevent disproportionality because students will be placed into ILR rather than receiving OSS.

Chronic Absenteeism: Our baseline goal is to have a 95% daily attendance rate.

Bullying Prevention: We have a variety of manners to help prevent Bullying Prevention. We will use this year to gather baseline data. Some programs we are using are: Capturing Kids Hearts, the social contract, PBIS, the district See Something, Say Something campaign, Positive Office Referrals, and our new student organizations, such as SGA and RAK (Random Acts of Kindness). The Beulah Bootcamp at the beginning of the year enabled several team building and bullying prevention lessons and activities. Students have a digital counselor request form on their Chromebooks to easily request to see their counselor. Peer mediation, counseling, and parental contact help to combat bullying.

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

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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?

Staff- We will begin our school year with in-service training. This training will include expectations from our principal, Capturing Kid's Hearts, PBIS, MTSS and RTI both A and B training and Autism. All of these trainings are to help us build relationship capacity between all staff and students. We believe that by building relationships with students we will lower ODR's and increase academics by students staying in the classroom and staying engaged. We will then continue training through Bear Necessities throughout the year and by using PBIS strategies such as CAT to help with classroom management. We will establish school wide expectations, across the board rules for classrooms, bathrooms, hallways and cafeteria.

Students- We will be starting the year off with a Bootcamp. The bootcamp will consist of going over the R and R handbook, school wide expectations, classroom expectations, team building activities, procedures and other information needed for the students to feel comfortable and safe at school. Activities will include an assembly with the administration, tours of the school and demonstrating in a variety of ways what they have learned to the administration of the school. Expectations will be revisited on announcements regularly and within the classrooms after breaks and when new students are introduced to the classroom.

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?

We are taking the Morning Meeting approach during our extended homeroom. This allows a strong class culture, a check in/check out system with a trusted adult. Additionally, each Friday will be a rotating period where half of the class (apx. 20 minutes) is spent on character education and team building. Each month has a theme of focus, which is tied to our school expectations (Be Responsible, Be Accountable, Be Successful) and Core Values. The CKH model also allows for the EXCEL model and Social Contract to be imbedded into the academic curriculum.

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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?

Capturing Kids Hearts is a wrap around model, so it is easily embedded in all aspects of the curriculum. The social contract is revisited every 9 weeks, as well, allowing for new students to be part of the social contract process.

Each semester begins with a refresher training for new and in-coming staff. Bear Necessities is used as a way to provide more direct trainings for small groups of teachers. Our goal is to have one training a month on expectations, CKH or Trauma Informed Care in our Bear Necessities meetings. Our CKH teacher/trainer also provides a half day refresher for new staff members, as well as those who want additional training.

REWARD/RECOGNITION PROGRAM

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

We are currently using "Gotcha!" cards as our token economy. We will transition to a digital economy through Learning Earnings at the end of the 1st 9 weeks. We use Gotcha! Cards to recognize students who are demonstrating our school expectations. Gotcha! Cards are used to "purchase" items from our PBIS Cart that travels the grade level halls every month. There are snack items, pickles, juices, the opportunity to read the morning and afternoon announcements, an extra tardy pass, free admission to basketball games, etc.

We have quarterly referral free celebrations. These include a movie, Winter Games and finally March Madness.

We also have rewards students for progress monitoring growth, and academic achievement after quarterly assessments and report card grades.

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

Be Accountable – owning up to/apologizing for mistakes, bringing SSR book and Chromebook to school, telling the truth, reporting safety or school violations to adults.

Be Responsible – completing assignments correctly and on time, staying in area during transition, cleaning up table/area in cafeteria if someone else leaves a mess behind, performing errands or offering assistance without being asked.

Be Successful- showing growth or achievement in academics, staying referral free, obtaining A/B honor roll, having good attendance (better than 95%), showing improvement in behavior, advocating for oneself.

How will you implement the reward system?

The reward system is implemented through the direct giving of Gotchas! by teachers, staff, and administration. Gotchas! are the token economy used to earn treats and rewards on a monthly basis.

Students are surveyed once a semester in terms of what they want to “purchase” from the PBIS Cart, as well as the activities they want for no-referral celebrations.

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.

We will now be using Suite360 & ISS360 for social-emotional learning. More training for staff in this program is needed. We will also be conducting more training on RtIB and a systematic approach across the campus for minor infractions to prevent issues with understanding school wide expectations and classroom rules.

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As always, money for PBIS events and celebrations is needed to provide rewards that are important and relevant to the students.

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?

A Bear Necessities grade level team meeting will be used to train faculty on the MTSS Plan for Behavior. Each month, after our MTSS meeting, we will take the time to share behavior and academic data to the staff so they are aware of the progress, or lack thereof, towards our goals.

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?

Capturing Kids Hearts and the Social Contracts are essential components of our Plan for Behavior.

Teachers also record minor behavior infractions in RtIB. The Administration, RtI Coach, Dean, and Behavior Coach review this data weekly to identify high or frequent fliers who can use additional intervention or support.

We have in- and out of class- behavior reflections when student's need a cooling off period. It requires a plan for positive behavior choices, and a brief student/teacher conference. If a student is assigned a Lunch Detention, they will sit in silence in the cafeteria in a special area that will be monitored by either administration or staff. This helps for students to see the consequences of their action(s), and also helps to uphold our school wide expectation of accountability.

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

Buy in is achieved and maintained by being available for staff and providing supports where necessary.

Meeting with teacher's regularly to review their data, and assisting in the problem solving process has also helped with the buy in.

Presenting data, and involving both team leads, and the entire faculty, in the problem solving process develops staff buy-in.

The CKH team also makes it a point to write affirmations to those staff members who are struggling or not "buying in" to help increase morale and participation in the MTSS program.

TRAINING AND IMPLEMENTATION (CONT.)

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

We will monitor the implementation primarily through a review of hard data, and soliciting qualitative feedback from the staff.

Additionally, we will continue to complete the PIC surveys for the Florida PBIS Project to monitor our Implementation.

Finally, we will have monthly MTSS meetings, of which ESE and all grade levels are represented. When it is an RtIB meeting, the Dean or Behavior Coach will also be present.

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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?

Beulah Middle has a strong PTSA. The PTSA takes the time to promote events occurring at the school. They also volunteer to take around our PBIS Cart of Reward days, and have created a donation letter to assist in having local businesses donate to the PBIS program.

Describe how you will implement an ILR program at your site, and describe how you will monitor its effectiveness. (Middle and High School ONLY)

Beulah ILR Program Plan of Action Curriculum

The ILR Program provides and implements the same curriculum as our school, Beulah implements. ILR will also implement Restorative and Overcoming Obstacles Social Skills which are taught by either the Guidance Counselors and/or the ILR teacher.

Intervention: When students enter the ILR Program, the rules and procedures are explained daily. Students will copy and personalized the rules with "I will". Students will have a long term and a short term goal to be successful in both academics and behaviors.

The following interventions are implemented: 1. Warnings 2. Time Out 3. Call Home 4. Daily Academic/Behavior Sheet

Parent Involvement

When students enter the ILR Program, a letter is sent home to the parent explaining the Daily Academic/Behavior Sheet. The teacher and student will sign the sheet daily. The Parents are also asked to review, write comments, and sign daily and return the sheet. ILR also involves parents with phone calls, conferences, emails, and g-mails.

Team Incorporation

Team incorporation is implemented by having meetings and conferences with teachers, emails, and sharing information with teachers and administrators. Outside classroom Interactions Although Students are to remain in the ILR classroom for most of the day, they will have lunch in the cafeteria and visits to the library. Students will go outside and take a

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walk twice a day when available. Also, students will communicate with a counselor as needed.

Transitioning

Prior to being released, students must complete a Written Solution Transition Letter in the ILR Google Classroom. Students must include their reason for enrollment, share what they've learned while in the program, and provide an explanations on how they will conduct themselves and prevent actions when they return to their classes. Teachers are notified prior to students' returning and are encouraged to welcome them back.

Early Released or 3-5-10-Camelot

When a student has served most of his/her days in the ILR Program, and when they have been very cooperative with the teachers, and have kept their grades up, and have good attendance, the teacher can request that they be released a few days early from the ILR program.

If a student's behavior result in OSS, while in the ILR Program, he/she will receive 3 days for the 1st referral, 5 days for a second referral, and 10 days for a 3rd referral, and then to the administrators for a determination of alternative placement.

Monitoring Effectiveness

This ILR Program Plan of Actions will be monitored daily by monitoring the student's engagement and data results from student's grades, progress, and performances.