

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

School: Ransom Middle School	School Year: 2019-2020	Date of Plan: Aug 12, 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 or designated dean. The reports are collected and analyzed by the Behavior Team during scheduled 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) and School Advisory Council (SAC). Also, the information will be shared with the faculty and staff throughout the year through faculty and department chair meetings. General information pertaining to grade level will be shared with students during assemblies as appropriate. Specific or detailed information pertaining to individual students will be shared 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. Regina Lipnick	1. Principal
2. Alphonse Marsh	2. Assistant Principal
3. Felicia McCants	3. Behavior Coach
4. Michael Bond	4. Dean
5. Jerry Baird	5. Dean
6. Cynthia Phenix	6. ISF Teacher
7. Sarah Bonner	7. 8th Grade Counselor
8. Elizabeth Isphording	8. Science Teacher
9. Kelly Greenfield	9. 6 th Grade Social Studies
10. Matt Alford	10. ESE Department Chair

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

SMART GOAL

In comparing annual baseline behavioral data, reduce the number of specific disrespect, disruption, and defiance incidents/referrals by 3% by the end of the school year, May 24, 2020. Our ultimate goal is to ensure our students become productive citizens in society by providing guidance, modeling acceptable behaviors, teaching decision making skills, establishing positive relationships and respect for all throughout the entire school.

SCHOOL-WIDE BEHAVIORAL GOALS

Office Discipline Referrals: Decrease the overall number of office discipline referrals 5% by May 24, 2020 the end of the school year.

Out-of-School Suspensions: Reduce the number of overall out-of-school suspensions by 5% by May 24, 2020 the end of the school year.

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 24, 2020?

Discipline Disproportionality: In our efforts to decrease the number of office discipline referrals 5%, 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: In our efforts to maintain or increase average daily attendance at or above 95% by May 24, 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 information on the new district bullying reporting protocol by Dec 14, 2019. All teachers receive bullying training via SafeSchools training. Students will receive information on how to use the Bully Prevention website and how to report from the Dean's initial training during the first two weeks of school.

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

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

TEACHING EXPECTATIONS AND RULES

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

The Deans will introduce expectations of the school-wide behavior plan and Students Rights and Responsibilities Handbook during social studies classes at the beginning of the school year. Each research teacher uses a uniform PowerPoint presentation to re-inforce expectations outlines in the R&R handbook. We will continue to re-enforce behaviors throughout the year through the use of CCTV, posters, announcements, positive interventions 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. Administrators and department chairs encourage teachers to incorporate expectations into lessons. Example: Language Arts: discuss characters in a novel who demonstrate examples of school-wide expectations.
4. Advisory classes and research classes review Tiger Expectations regularly. Tiger TV use videos and skits created by the Student Leadership Team (SLT) that illustrate the expectations.

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. The deans film videos that address Rights and Responsibilities for the advisory classes and are aired on Tiger TV throughout the year. Deans meet with new students throughout the year to discuss the R & R handbook and the Tiger Expectations. New students also receive a "passport" from their guidance counselor to complete that helps them learn school-wide expectations.
2. We will use our CCTV to scroll rules daily.
3. We will use teacher plan days for refreshers and/or new information.
4. Students who arrive mid-year will be given an overview of expectations from deans/guidance and a copy of the R&R Handbook for review.

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

REWARD/RECOGNITION PROGRAM

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

Student will be rewarded or recognized in the following methods:

1. We hold a field day each semester for students who have no referrals.
2. We use Tiger Tracker as a Tier 2 intervention and students earn rewards for achieving eighty percent success in the program.
3. We conduct bi-weekly perfect attendance drawings to encourage student attendance
4. Student recognition through CCTV and Marquee. Example: Student of the Month
5. Tiger Trackers reward students for improved behavior.

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 data is tracked through Focus and RTIB. We use this data to reward students for meeting PBS goals.
2. Student nominations are selected by teachers who will report behaviors to the behavior team.
3. Rewards will be given 2-3 times per nine weeks.
4. The reward system will be evaluated by the school-wide behavior team throughout the year.

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

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. Incentives given through the faculty and PTSA.
4. District training opportunities in classroom management for new and/or struggling teachers.
5. Additional 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. Allocate funding to purchase rewards for students who exhibit positive behaviors throughout the school year.
8. Allocate funding to pay teacher supplements for conducting before, after, and Saturday school detentions.
9. The Deans 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 before minor 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. Tiger Expectations are posted in common areas of the school and are reinforced daily on Tiger TV.
8. The RtI Coordinator/B team/Deans will implement Tier II referral processes to target repeat offender students.

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

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. The Deans will compile and analyze referral data monthly.
2. Behavior Team meetings coordinated by Deans.
3. Sharing results with faculty.
4. Quarterly Progress Monitoring Reports.
5. Administration classroom observations.
6. RtI Coordinator and Behavior Coach will conduct student classroom observations.
7. District climate 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. The Peer Leadership Team involves parents with prevention activities. The guidance counselors hold a "Coffee with the Counselors" that encourages parents to meet informally and discuss Ransom's academic and behavior incentives.
2. Counselors distribute a PBS brochure for parents that describes the program, its expectations, activities, and rewards available to all students.
4. School messenger system.
5. PTSA and SAC
6. Administrators/Deans/Counselors will naturally solicit feedback and discuss the program and expectations with members of the local community such as church Ministers or parents during conferences.
7. School volunteer coordinator and mentor coordinator utilize community involvement programs such as the School Volunteer, Navy Federal Volunteer Program, Business Partnerships, and Youth Motivator Programs.
8. Facebook Page

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

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 In-Lieu of Removal (ILR) program is designed to provide another opportunity for students with disciplinary problems a quality education within their zoned school before being removed or reassigned to an alternative setting. The majority of the students in the program are 6th grade students with a host of academic and disciplinary problems. Students assigned to ILR are tasked to complete course assignments given by their regular classroom teachers. Individual student progress is monitored by the ILR instructor. 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.