

The School District of Escambia County

Multi-Tier System of Supports (MTSS) Plan for Behavior

School: Beulah Elementary	School Year: 2022-2023	Date of Plan: 8/2022
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 in the administrative portable until the conference room is available.		
Describe how your school-wide behavior team will share the data and outcomes with your faculty, staff, and other stakeholders in the space below All grade level, ESE, & special area representatives of the SWBT will share the data and meeting outcomes with their respective peers at the following week's, grade-level and area meetings. Grade-levels will host meetings during their planning time as needed/requested with administration and/or guidance counselors. The SAC committee may be appraised of general trends as they become available.		

STATEMENT OF PURPOSE	
Name of Team Member(s) in	Role of Team Member (Principal, Teacher, Parent, etc.):
1. Monica Silvers	1. Principal
2. Angela Mott	2. Assistant Principal
3. Leigh Ann Beck	3. Kindergarten Teacher
4. Kristen Palmer	4. 1st Grade Teacher
5. Lauren McKiernan	5. 2nd Grade Teacher
6. Emily Wilson	6. 3rd Grade Teacher
7. Johanna Moore	7. 4th Grade Teacher
8. Krystal Gibson	8. 5th Grade Teacher
9. Melissa Price	9. Special Area Teacher
10. Angie Weiden	10. ESE Teacher
11. Jennifer Desposito	11. RTI Coordinator
12. Liz Lomax	12. Guidance Counselor
13. Rick VanGilder	13. Guidance Counselor
14. Serena Franklin	14. Behavior Coach
15. Luis Balbin	15. Campus Security

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SMART GOAL

Beulah Elementary will be a safe and welcoming school where students know and understand what is expected of them, are rewarded for making smart choices, feel safe at all times, and are welcomed each day. Students will not only know the expectations, but will understand the consequences for failing to meet those expectations. Beulah Elementary will be a positive environment for all students, teachers, staff, and parents that enter our school.

Our school wide expectations will help encourage students to that end. The schoolwide expectations are: Wildcat PAWS- Practice Responsibility, Act Respectfully, Work Together, Safe Smart Choices. The school-wide expectations are seen each day during morning announcements. Progress will be measured by a reduction in the number of office discipline referrals for the 2022-23 school year.

SCHOOL-WIDE BEHAVIORAL GOALS

Office Discipline Referrals:

Our goal is to utilize the minor referral system before submitting major referrals. This in mind will identify the issues before escalating to major referrals in hopes to lower our ODR by 5% for the 2022-2023 school year.

Out-of-School Suspensions:

Maintain the OSS at the current low level, or reduce, if appropriate, from the previous school year.

In-School Suspensions:

In-School Suspensions: Beulah Elementary utilizes ISS when staff is available. The goal of ISS will be to reduce the number of OSS occurrences. We will also utilize Suite 360 to assign ISS lessons to students to help teach them replacement behaviors and reduce the recurrence of ISS.

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Discipline Disproportionality

Student population: 950 Total, 501 Male (53%), 449 Female (47%), 576 White (61%), 167 Black (18%), 92 Hispanic (9%), 31 Asian (3%), 79 Multiracial (8%), 2 Native American (0.2%), 3 Pacific Islander (0.2%).

The average percentage of students with 0 ODR's was 96.8%, and our African American students with 0 ODR's is 92%. This school year we will use school-wide expectations, individual guidance sessions, and positive character trait building activities to increase our overall percentage of 0 ODRs to 98% and our African American students with 0 ODRs 94%.

Chronic Absenteeism:

Our goal is to reach 94% daily average attendance. Last year and previous year it was 92.7.

Bullying Prevention:

Beulah Elementary School's anti-bullying program has been very active with all guidance counselors involved in providing a Red Ribbon Week program and Grade-level specific anti-bullying lessons to all students at Beulah. Our plan is to continue this intensive level of intervention activities against bullying during the upcoming school year. Our K-2nd grade teachers will use Whole Brain Teaching to teach social skills and help build positive character traits. Our 3rd - 5th grade classes will use Ron Clark's House system to create a positive climate and culture for students and staff. Our guidance counselors will work with all of our classes to discuss being kind to one another. We also will participate in the program presented by the Gulf Coast Kids House.

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?

Teachers will be briefed on the school-wide discipline program in our regular faculty meetings. Each teacher will be provided with a copy of our PAWS-itive Behavior guide and will use this guide to help develop rules and procedures for each classroom.

K-2nd grade teachers will receive training on Whole Brain Teaching during the week of pre-school. Refreshers and individual teacher training will be provided as needed.

3rd-5th grade teachers will receive training on Ron Clark's House system during the week of pre-school. Refreshers and individual teacher training will be provided as needed.

School-wide expectations of behavior will be introduced to students in conjunction with the presentation of the Students' Rights and Responsibility Handbook and through classroom instruction & over our morning news show. We will also feature weekly social skills and positive character traits on the morning news.

We will use common language across all settings during the school day. Each classroom will display the same school wide rules and voice level posters. We will also have the same 3 S line poster in each classroom and in our hallways.

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?

Students will be reminded each morning on the morning news of the behavior expectations.

KG-2nd teachers set their own reward systems for their classrooms.

3rd-5th grade teachers will schedule celebrations every 6-7 weeks to reward the class with the most points earned from the House system.

Each teacher will choose a student of the month. This student is chosen based on behavior and other personal achievements.

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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?

Brief refresher trainings/reminders of school-wide expectations will take place during faculty meetings, grade-level meetings, and/or one-on-one with teachers throughout the year. This training will be based on RTIB data review. Guidance counselors will provide additional support as needed to assist with behavior choices.

REWARD/RECOGNITION PROGRAM

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

Students of the Month: A "Student of the Month" is selected to represent each classroom. These students are recognized with a certificate and are featured on the morning news.

We are starting a "Battle for Best Behaved BUS". Administration is meeting with bus drivers to develop a set of unified rules and to allow veteran drivers an opportunity to share strategies that have effectively improved appropriate bus behavior. Each month there will be a new competition and students on the winning bus will receive tangible treats purchased by our PTA.

At the end of each quarter all students with an A or B average in citizenship will be rewarded with an extra recess and a tangible treat.

Students also receive quarterly ribbons for behavior and academic achievements.

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

Students will be rewarded for showing desired characteristics matching our school PAWS-itive behavior matrix. Practicing responsibility, Acting respectfully, Working together, and making Safe Smart choices.

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How will you implement the reward system?

Individual classroom teachers will implement their reward systems on their agreed upon schedule with support from the behavior team and administration. CCTV is also used to recognize outstanding academic and behavioral achievements throughout the year. End of year awards from teachers, administration, and school partners recognize a variety of academic, behavioral, citizenship, and hardship achievements that students have made during the year.

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.

Posters for PAWS implementation printed through Title 1. We will seek assistance from district-level behavior intervention specialists in developing interventions and follow-up for some of our students with intensive intervention needs.

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?

Beginning of year faculty in-service will provide baseline training with follow-up information at grade-level meetings following SWBMT meeting pass-down information. Resources and strategies will be posted in each grade level's shared google drive. We will meet individually with staff to answer any questions and also go over the resources that they will have access to.

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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?

Students and teachers will follow and implement the PAWS expectations and guidelines.

Students will respect faculty and staff and follow their instructions.

Students will respect the right of all other students to attain their highest academic potential by not disrupting classroom instruction.

Students will arrive on time and prepared for a full day of academic and social skills instruction.

Students will respect our zero tolerance policy concerning bullying and always interact appropriately with their peers.

Students will not bring inappropriate items to school, per Student Rights & Responsibilities Handbook 2022-2023.

Three S line in hallways.

K-2nd grade will follow Whole Brain Teaching rules.

3rd -5th grade will utilize the HOUSE system.

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

Beginning of year faculty in-service will provide baseline training with follow-up information at grade-level meetings following the SWBMT meeting. Homeroom, special area, and ESE teachers will follow-up with review of expectations during the first week of school, and follow-up refreshers after extended breaks and other as-needed circumstances throughout the year. We will also have PAWS posters displayed throughout the school to reinforce the expectations.

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TRAINING AND IMPLEMENTATION (CONT.)

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

We will review FOCUS data reports and RTI:B data reports at SWBMT regular meetings.

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?

School business partners, very active PTA, & volunteer programs involve many of our parents in supporting school activities. This in turn helps provide buy-in from the local community that Beulah serves and gives us a high standing in the community's respect for what our faculty and staff do at our school.

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