

MTSS CORE TEAM

- 2 Administrators
- 1-English Teacher
- 1-Business Teacher
- 1-Science Teacher
- 1-Math Teacher
- 1 Career and Technical Ed Teacher
 - 1-Special Education Teacher
 - 1-Tier Teacher
 - 2 Counselors

Meet Once Each Month

MTSS Tier Team

- Behavior Interventionist
- English Interventionist
- Math Interventionist
- 2 Paras
- 2 Counselors
- 2 Administrators
- District Office- Student Services Director

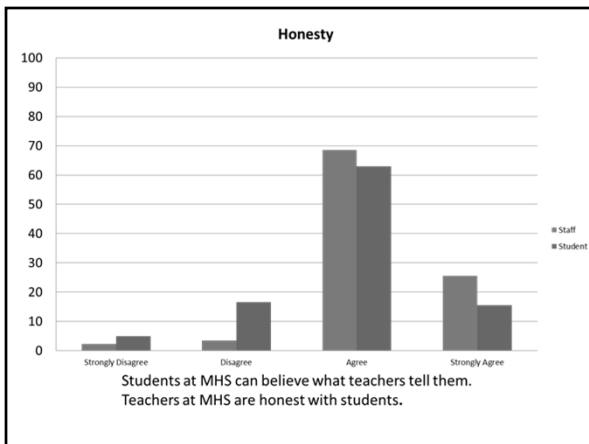
**Meet 2 x a week during 6th hour
Tues. and Thurs.**

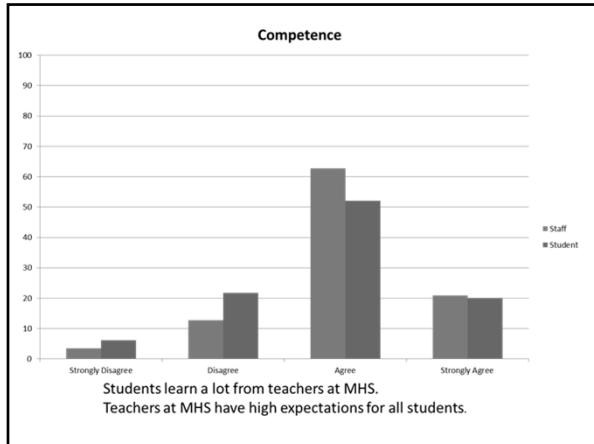
Evaluating Need

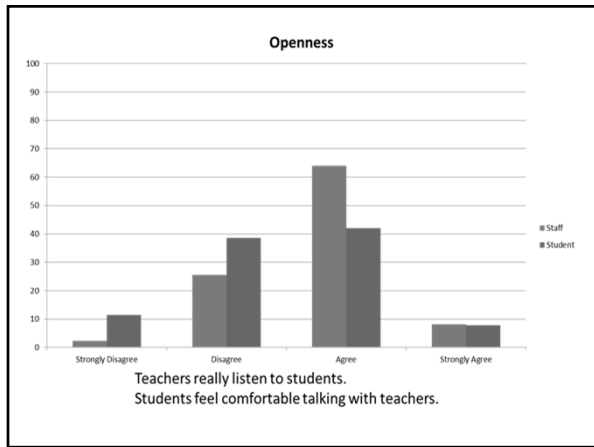
- Analyzed academic and behavior data; MTSS team determined BEHAVIOR would be our first goal.
- Created a student and staff survey based on the ideals around developing student trust
- Students and staff completed it using CLICKERS
- Analyzed data to determine the focus
- Findings shared with staff and SITE council

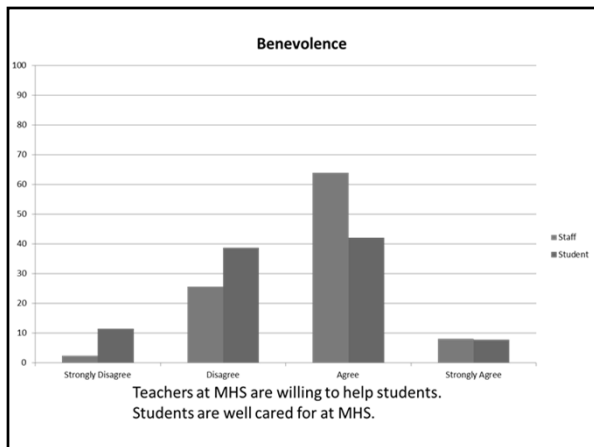
MHS School Climate (Trust) Survey

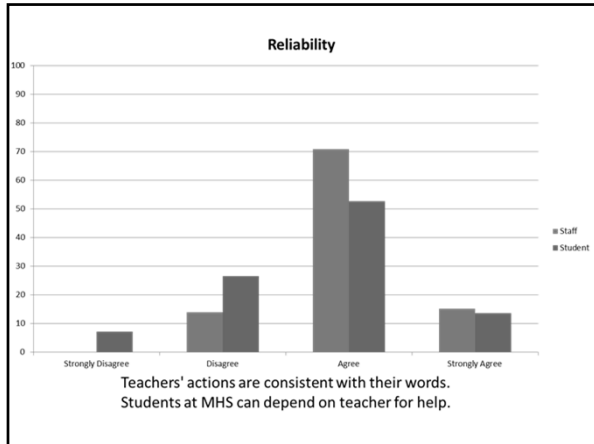
Validating Questions and Comparing Responses











Target Behavior Area Revealed

Weakness: Openness, Benevolence, Reliability

Students did not perceive a strong "relationship" between students and teachers

Focus #1- Adult Behavior

School Wide Intervention #1

Positive Behavior Supports

- Larry Thompson- Give Em' 5- Responsible-Centered Discipline
- Development of Pillars (expectations) with staff and students
 - Respect
 - Responsibility
 - Safety

School Wide Expectation #1: Respect				
Care for Yourself	Care for Others			Care for MHS
What does it look like? *Use outdoors and furniture appropriately *Keep hands to yourself	Challenges *Students were careful of a walking pace *Use tables and chairs appropriately *Keep hands to yourself	Commons *Walk in Quiet when Tocused *Use tables and chairs appropriately *Keep lines and Exit Clear	Actions *Clean a Table throughout *Keep lines and Exit Clear	Practicing list *Enter and Exit the Parking Lot Appropriately *Practice Safe Conflict Solving *Wear your seatbelt
School Wide Expectation #2: Responsible				
Request Yourself	Request Others			Request our School
What does it look like? *Clean classroom desks *Use pencils appropriately *Place on the teacher/leader *Request for others being and thought	Challenges *No resources and use resources *Use positive, supportive language of an appropriate volume *Lead properly with care and respect	Commons *Ask for your turn *Use positive, supportive language of an appropriate volume *Be Patient - Courteous	Actions *Monitor Seat Cooperation - Rule 12 *Request Personal Space of Others *Promote School Spirit *Request/Believe in Learning Leadership and Production	Practicing list *Use Appropriate Language *Remember Patience *Request/Believe in Learning Leadership and Production
School Wide Expectation #3: Responsible				
Be Prepared for School	Make Positive Choices			Follow Rules and Expectations
What does it look like? *Be prepared - arrive with necessary materials *Remain on task *Hydrate and remain alert/active *Keep eyes clean *Use classroom time wisely	Challenges *Have behavior done *Keep behavior silent *Maintain personal space	Commons *Keep eyes clean *Clean up trash items *Use for all items *Head and drink stay in the commons *Remain in commons for lunch until dismissed	Actions *Clean Personal Files *Clean up after yourself *Remain on task *Bring appropriate items daily	Practicing list *Keep Parking Lot Clear *Walk to Publications *Please wear seatbelts and buckles up seats

School Wide Intervention # 2

Character Education for all students
Lion's Quest
Service Learning and Character Education
completed through Advisory Class

School Wide Service Day
During Buffer Week
All students participate
 $\frac{1}{2}$ Day Projects

November 7th Service Project Day Schedule

6:45-8:00
8:00-8:30
8:30-9:00
9:00-9:30
9:30-10:00
10:00-10:30
10:30-11:00
11:00-11:30

*All students will report in their advisory classrooms for announcements and directions prior to leaving for any event sites.

Activities:
11:30 - Students leave with Advisory Teachers to Main Street Park with each teacher.
12:00 - Go to work site until 2:00.

Dismissal and Reporting:
2:00-2:30 - A Lunch
2:30-3:00 - Return to Advisory and prepare to go to work sites
3:00-3:30 - Return to MHS from Work Sites
3:30-4:00 - Dismissal
4:00-4:30 - Report to work sites
4:30-5:00 - Return to MHS from Work Sites

November 7th Service Day projects 2012-2013 Service Project

Project Name	Teacher	Advisory	Which Group?
1. Group to Main Street Park			
2. Group to Main Street Park			
3. Group to Main Street Park			
4. Group to Main Street Park			
5. Group to Main Street Park			
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45. Group to Main Street Park			
46. Group to Main Street Park			
47. Group to Main Street Park			
48. Group to Main Street Park			
49. Group to Main Street Park			
50. Group to Main Street Park			

MHS Schedule for Fall Service Day

School Wide Intervention #3

- Engaging Instructional Strategies (McREL)
- Kagan Cooperative Learning Strategies



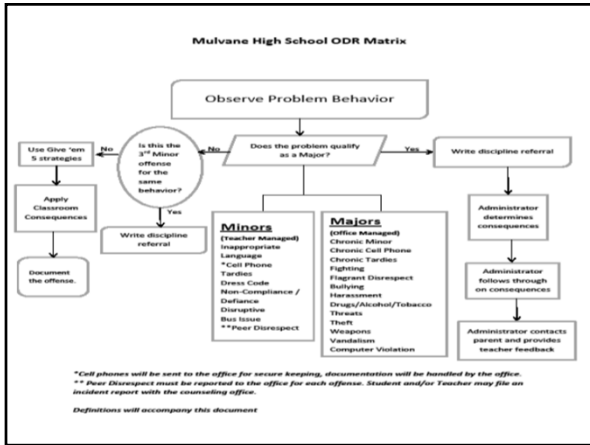
Recognition System Worksheet

Recognition System e.g., "taught you something new", "D tardies", student of the week	Procedure for Recognition e.g., ticket given to student when observed exhibiting an expected behavior, or class party at the end of the month if less than 5 tardies	Person(s) Responsible for Carrying out Recognition	Frequency of delivery D-Daily W-Weekly M-Monthly Q-Quarterly S-Semester A-Annually	Date of Recognition/ When will recognition be provided?	Who is recognized? e.g., individual, class, staff
Big Cat	Students are nominated for showing outstanding efforts in following our Pillars	Student Council representative	Weekly	Every Tuesday	Individual student – one from each grade level
Faculty Big Cat	Faculty/Staff are nominated by either students or colleagues for showing outstanding efforts in following our Pillars	Administration	Monthly	Faculty Meeting/ Wed. am	Faculty/Staff
Quarterly Party	Students are invited to attend who have 0 ODR's & 0 Tardies (or decreasing ODR's & Tardies after 1 st Quarter)	Administration/ Staff	Quarterly	At the end of each quarter	Individual students
Apple Award	Faculty/Staff are awarded the apple award for going above and beyond for another faculty member or student	Previous Apple Award recipient	Monthly	Faculty Meeting/ Wed. am	Faculty/Staff
Cat Cash	Students receive Wildcat Cash for positive behaviors, Cash can be redeemed at the Wildcat Cafe	Faculty/Staff	Daily	Daily	Individual Student

Tool: Recognition Template Behavior

Office Discipline Referral Process

- Majors and Minors
- Minors spreadsheet
- Discipline Referral Flow Chart
- Reflection form



- ## MTSS Behavior Definitions
- Major:** Student behavior that causes significant disruption, endangers self or others and/or requires direct office intervention:
1. **Chronic Minor (3 or more)**. See Minor Definitions
 2. **Unexcused Absence**: 5 or more minutes late to class without a valid excuse/documentation. **Attendance**
 3. **Fighting**: A physical conflict between two or more individuals. **Violence**
 4. **Harassment/Intimidation**: teasing or other repeated, aggressive words/language. **Intimidation**
 5. **Bullying**: means systematically and chronically, inflicting physical hurt or psychological distress on one or more students or school employees. It is further defined as a pattern of unwanted and repeated verbal, physical, or psychological behavior, including any threatening, insulting, or dehumanizing gesture by an adult or student, that is severe or pervasive enough to create an intimidating, hostile, or offensive educational environment, cause discomfort or humiliation, or unreasonably interfere with the individual's school performance or participation that includes a noted power differential. Bullying may involve: Teasing, Social exclusion, Threats, Intimidation, Stalking, Physical violence, Theft, Sexual, religious, or racial harassment, Public humiliation, Destruction of Property, Cyberbullying, Cyberharassment.
 6. **Harassment**: means any threatening, insulting or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a student or school employee that: 1. Places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property; 2. Has the effect of substantially interfering with a student's educational performance; **Safety**
 7. **Drugs/Alcohol/Tobacco**: Under the influence of, possession of or distribution of drugs/alcohol/tobacco. **Substance**
 8. **Indirect Threats**: An expression of an intention to inflict pain, injury, exit, or punishment, an indication of impending danger or harm. One that is regarded as a possible danger, a menace, **Substance**
 9. **Weapons**: any instrument or means which is used for one's own defense or for attacking others. **Substance**
 10. **Vandalism**: Willful or malicious destruction of public or private property. **Substance**
 11. **Computer Use/Abuse**: major misuse of the computer hardware, attempt to circumvent security systems, hacking into unauthorized accounts, using school accounts to post inappropriate material or download inappropriate materials etc. **Substance**
- Minor:** Student behavior that can be redirected without significant disruption to the class and does not require office intervention:
1. **Inappropriate Language**: foul, offensive, demeaning, threatening, and/or harassing language. **Intimidation**
 2. **Cell Phone**: use or disruption with the device during class hour. **Attendance**
 3. **Tardies**: less than 5 minutes late to a class. **Attendance**
 4. **Dress Code**: Violation of school dress code. **Attendance**
 5. **Non-Compliance**: positive refusal to comply with request. **Attendance**
 6. **Defiance**: outward refusal to comply with request. **Attendance**
 7. **Disruptive**: behavior that interferes with the learning of other students.
 8. **Peer Disrespect**: name calling, teasing, etc. that is not defined as bullying; this must be reported to the office for documentation purposes to determine if further incidents are bullying. **Attendance**

Minor Offense Log Sheet
(Incidents #3 and up shall be sent as an office referral in Skyward. Include the dates of the first three incidents in the referral)
(All MAPS Offenses shall be submitted on the first violation as an office referral in Skyward)

Student Name	Date of Offense	Mark the Primary Violation			Short Description of the Incident (signature)	Mark One			Parent Contact Date		
		Safety	Discipline	Responsibility		Office # 1	Office # 2	Office # 3 Referral	Send	Phone	None

Data Gathering

Universal Screeners:

- Behavior- SRSS, DOT activity**
- Math- NWEA/MAPS**
- Language Arts- NWEA/MAPS**

Students Below Cut Scores

- **Behavior: (SRSS High Risk 9-21)**
 - BASC
 - FBA
- **Math: (NWEA below the 25th %ile)**
 - AIMSweb
 - Glencoe curriculum based assessment
- **Reading (NWEA below the 25th %ile)**
 - AIMSweb
 - GORT

Progress Monitoring Tools

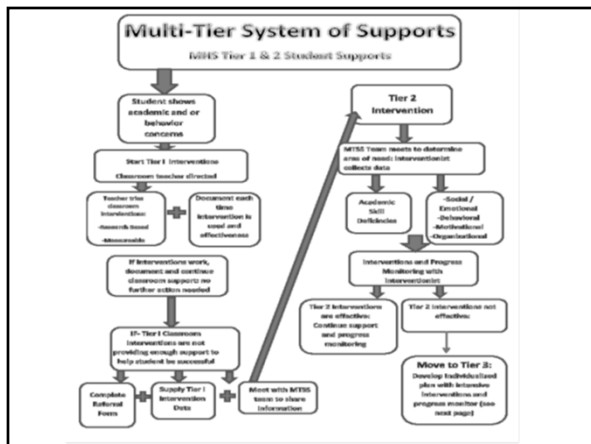
Behavior- ODR's, data from individual BIPs

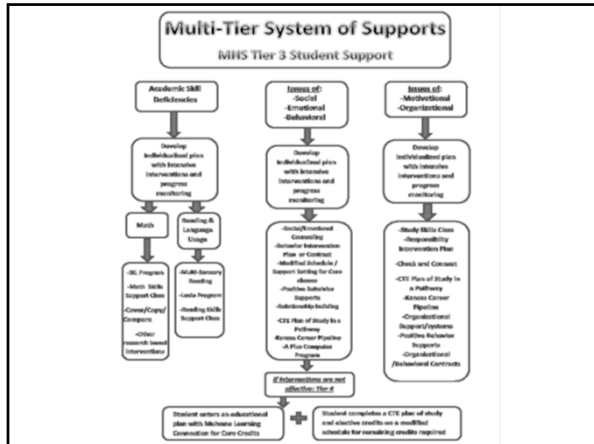
Math- AIMSweb

Language Arts- AIMSweb (MAZE and fluency), Lexia

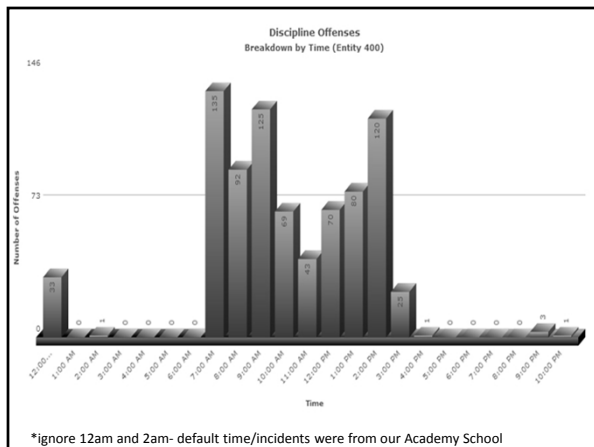
MHS TIER Student Supports

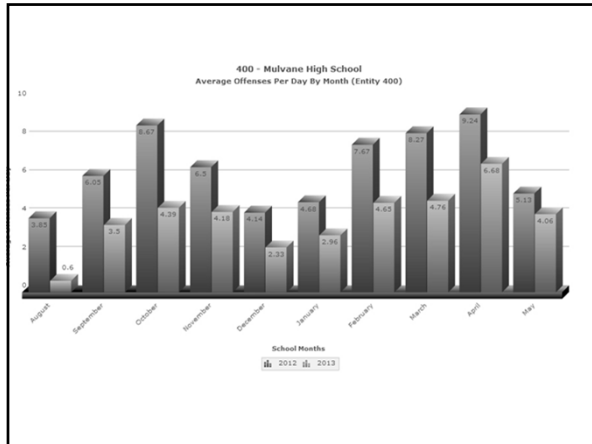
(Behavior and Academic)

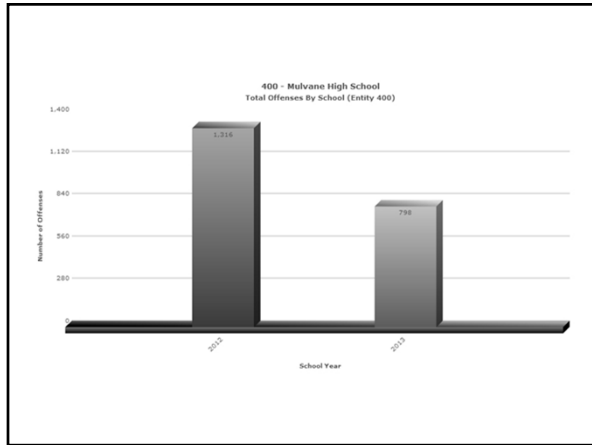




MHS ODR Data from 2012-2013







Tier 1 Interventions

- Advisory- Weekly Grade Checks
- Advisory- Lion's Quest Character education
- Advisory- Bullying and Harassment Prevention
- Advisory- Study Skills and Test Prep.
- All Teachers- accommodations such as Close notes, read alouds, re-testing, one on one, extra time, chunking, pre-teaching, frequent feedback, low distraction work areas, use of technology, engaging instruction, positive reinforcement, clear routines, movement, hands on learning

Tier 2 Interventions

- Check and Connect
- Multi-sensory Reading and Spelling
- 6 Min. Solution
- Re-teaching
- One-on One
- Peer tutoring
- Modified assignments
- Chunking
- Career Tech Planning
- Self Monitoring
- Tier Classroom
- Organization systems
- Test taking strategies
- Study Skills
- Counseling
- Group counseling
- "Safe Place"
- Class changes
- Accomodations (i.e.- read aloud, chunking, highlighting, copy of notes)
- Credit recovery on VPL

Tier 3 Interventions

- More frequent check and connect
- Multi-sensory reading and spelling
- Lexia
- IXL
- Modified curriculum
- Additional accomodations
- FBA
- Core Curriculum on VPL
- More frequent counseling
- Class changes
- CWC Placement
- Behavior Plan
- Positive Reinforcement
- Additional Tiered Class time
- Off campus classes @ learning center

On- Going Staff Development

- **Faculty practice of Give' Em 5**
- **Review of pillars with staff and students**
- **Engaging instructional strategies (Kagan)**
- **Continual practice and reinforcement**

Family Engagement

- Family Night – Meet the Teacher
- Sports Parent Meetings (3x a year)
- District Art and Technology Fair
- Booster Club Tailgate Nights (3x a year)
- Online Access to Grades and Schedules
- SITE Council
- College Prep Night (FASFA Info)
- Parent Teacher Conferences 2 x a year

Follow Up Parent Survey Spring 2013

Mulvane High School: Respect, Responsibility, & Safety Parent/Guardian Survey

By completing this brief survey, your feedback will be contributing to the on-going school improvement plan for Mulvane High School. Thank you for your time and consideration.

Disagree

Students treat other students with respect, regardless of differences.

1 2 3 4 5

Strongly Disagree Strongly Agree

Students treat school staff with respect.

1 2 3 4 5

Strongly Disagree Strongly Agree

School staff treat students with respect.

1 2 3 4 5

Strongly Disagree Strongly Agree

Students feel safe at school.

1 2 3 4 5

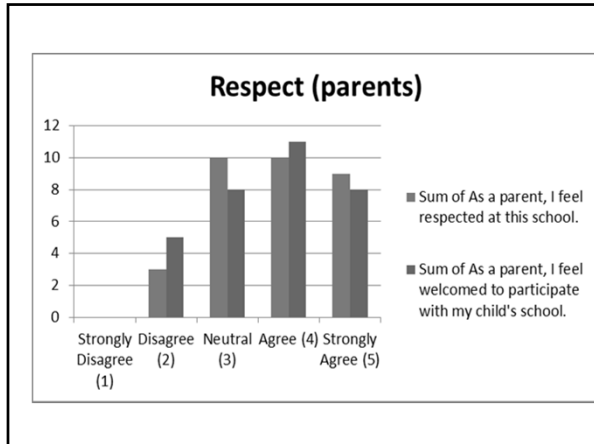
Strongly Disagree Strongly Agree

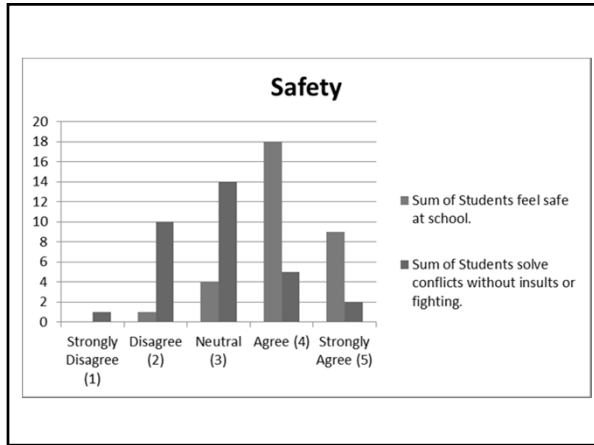
People in this school are generally polite (say please, thank you, excuse me, hold the door, etc.).

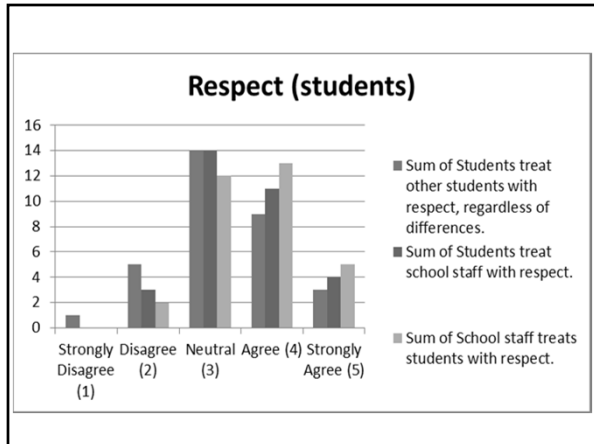
1 2 3 4 5

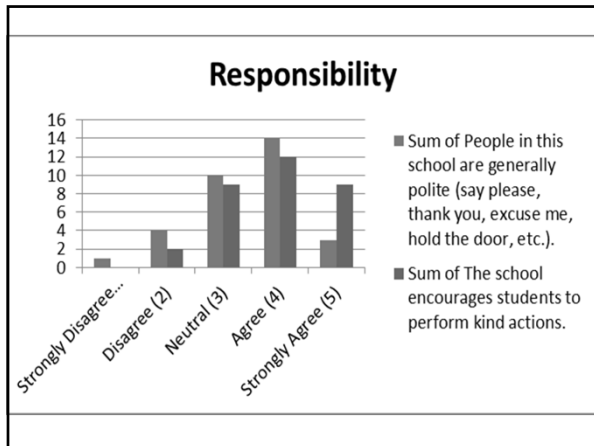
Strongly Disagree Strongly Agree

**Spring 2013
Parent
Follow Up
Survey
completed
through
Survey
Monkey**









School Wide Expectation #1: Safety

Care for Yourself	Care for Others			Care For MHS
<i>What does It Look Like?</i>	Hallways	Commons	Events	Parking lot
*Use materials and furniture appropriately	*Students move carefully at a walking pace	*Push-in Chairs when Finished	*Create a Safe Atmosphere	*Enter and Exit the Parking Lot Appropriately
*Keep Hands to Yourself	*Use hallway time efficiently and appropriately *Keep Hands to Yourself	*Use tables and chairs appropriately	*Keep aisles and Exits Clear	*Practice Safe-Cautious Driving *Wear your seatbelt

School Wide Expectation #2: Respect

Respect Yourself	Respect Others			Respect our School
<i>What does It Look Like?</i>	Hallways	Commons	Events	Parking lot
*Follow classroom rules *Use positive supportive language at an appropriate volume	*Be courteous and use manners *Use positive, supportive language at an appropriate volume	*Wait for your turn *Use positive supportive language at an appropriate volume	*Maintain Good Sportsmanship - Rule 52	*Use Appropriate Language
*Focus on the teacher/speaker *Respect for others' feeling and thoughts	*Treat property with care and respect	*Be Patient - Courteous	*Respect Personal Space of Others *Promote School Spirit *Respect Performers during Assemblies and Productions	*Demonstrate Patience

School Wide Expectation #3: Responsibility

Be Prepared for School	Make Positive Choices			Follow Rules and Expectations
<i>What does It Look Like?</i>	Hallways	Commons	Events	Parking lot
*Be prepared - arrive with necessary materials	*Keep hallways clean	*Keep area Clean	*Follow Posted Rules	*Keep Parking Lot Clean
*Arrive on Time	*Keep lockers locked	*Throw your trash away	*Clean-up after yourself	*Yield to Pedestrians
*Participate and remain attentive	*Maintain personal space	*Pay for all items	*Arrive on time	*Honor senior, visitor and handicapped spots
*Keep area clean		*Food and drinks stay in the commons *Remain in commons for lunch until dismissed	*Bring Appropriate Items Only	
*Use classroom time wisely				

Mulvane High School Give Em' 5 2012-2013

Pillars:
Safety (*sfty*) Respect (*rspt*) Responsibility (*rsbly*)

Preventative Procedures
 Engaging Instruction
 Meaningful Lessons
 Seating Arrangement
 Build Relationships
 Build Community
 Bell to Bell Instruction
 Consistency
 Established Routines
 Praise more than correcting

Establish Clear Expectations
Based on Pillars

Reminders:
 Keep it private
 Don't "talk down"
 Eye Level
 Don't touch
 Individual
 No Groups

Break Down
in
Expectation

Use Give 'em 5 strategies

1. Support Statement
2. Describe Expectation Breakdown
3. Explain Expectation
4. Benefit to student
5. Positive Closure of understanding

Level 3-
 Student is unable to work through process with the teacher, closure can't happen

Level 1-
 Student works well with the teacher and closure happens quickly.

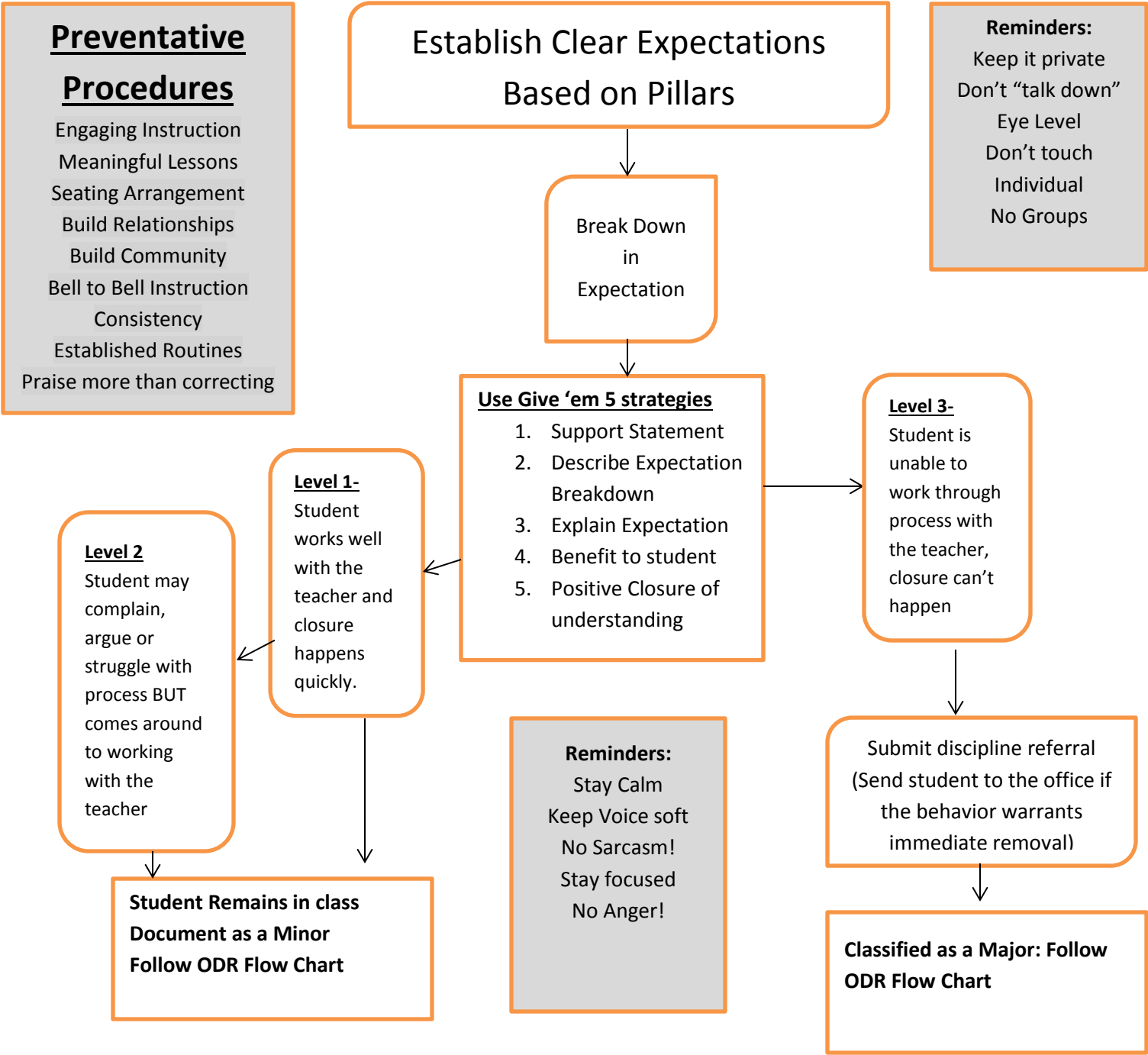
Level 2
 Student may complain, argue or struggle with process BUT comes around to working with the teacher

Reminders:
 Stay Calm
 Keep Voice soft
 No Sarcasm!
 Stay focused
 No Anger!

Submit discipline referral
(Send student to the office if the behavior warrants immediate removal)

Student Remains in class
Document as a Minor
Follow ODR Flow Chart

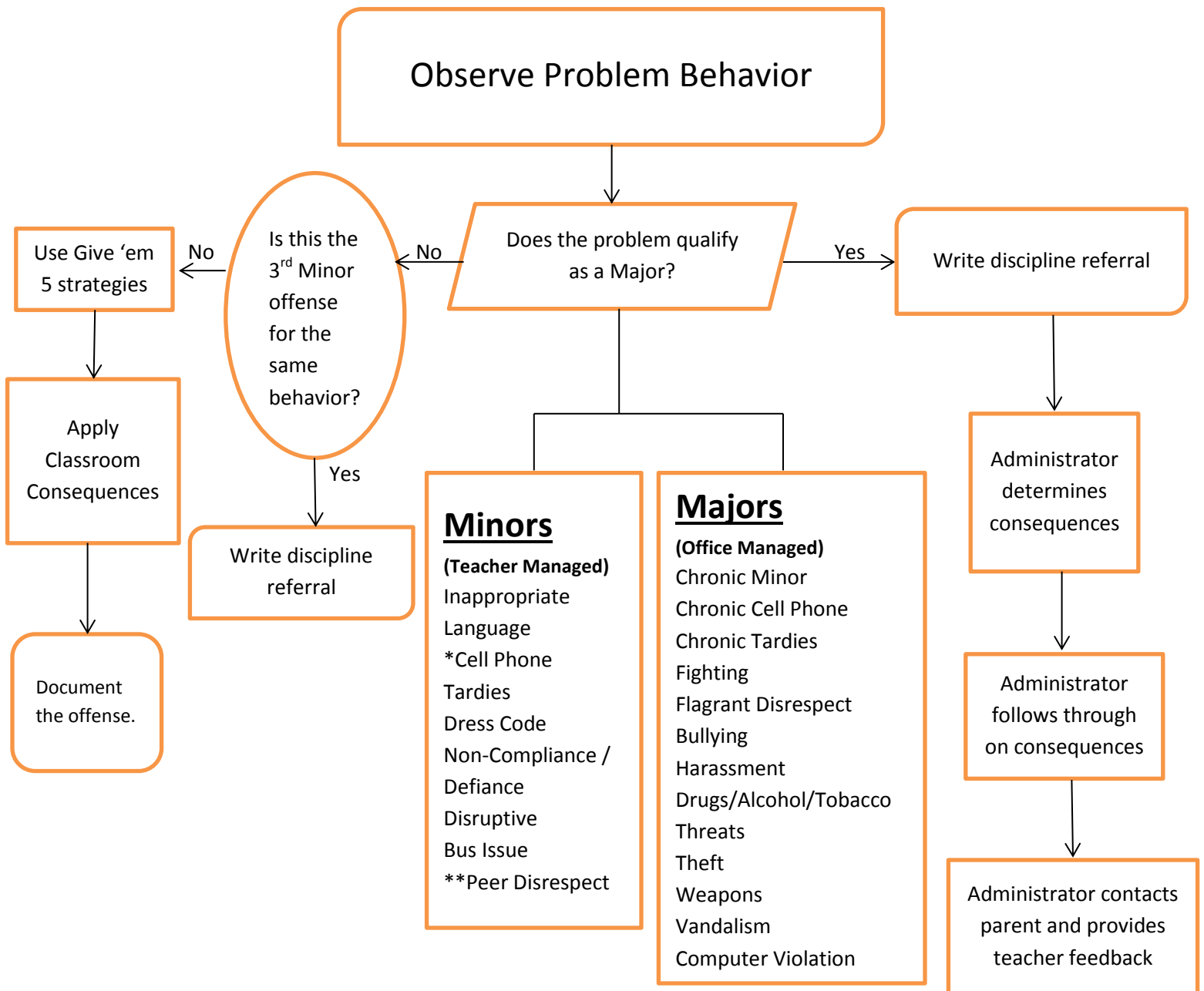
Classified as a Major: Follow ODR Flow Chart



Recognition System Worksheet

Recognition System <i>e.g., “caught you being good”, “0 tardies”, student of the week</i>	Procedure for Recognition <i>e.g., ticket given to student when observed exhibiting an expected behavior, or class party at the end of the month if less than 5 tardies</i>	Person(s) Responsible for Carrying out Recognition	Frequency of delivery D=Daily W=Weekly M=Monthly Q=Quarterly S=Semester A=Annually	Date of Recognition/ When will recognition be provided?	Who is recognized? <i>e.g., Individual, class, staff</i>
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Cat Cash	Students receive Wildcat Cash for positive behaviors, Cash can be redeemed at the Wildcat Café’	Faculty/Staff	Daily	Daily	Individual Student

Mulvane High School ODR Matrix



**Cell phones will be sent to the office for secure keeping, documentation will be handled by the office.*

*** Peer Disrespect must be reported to the office for each offense. Student and/or Teacher may file an incident report with the counseling office.*

Definitions will accompany this document

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3. **Fighting**- A physical conflict between two or more individuals **(Safety)**
4. **Flagrant Disrespect**-cussing at ,refusal after redirection attempts, aggressive tone/language **(Respect)**
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6. **Harrassment:** means any threatening, insulting or dehumanizing gesture, use of data or computer software, or written, verbal or physical conduct directed against a student or school employee that:
1. Places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property.
2. Has the effect of substantially interfering with a student's educational performance **(Safety)**
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8. **(Safety) Threats**- An expression of an intention to inflict pain, injury, evil, or punishment; an indication of impending danger or harm; One that is regarded as a possible danger; a menace. **(Safety)**
9. **Weapons**- any instrument or means which is used for one's own defense or for attacking others **(Safety)**
10. **Vandalism**- Willful or malicious destruction of public or private property. **(Respect)**
11. **Computer Violation**- major misuse of the computer hardware, attempt to circumvent security systems, hacking into unauthorized accounts, using school accounts to post inappropriate material or download inappropriate materials etc. **(Respect)**

Minor- Student behavior that can be redirected without significant disruption to the class and does not require office intervention

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2. **Cell Phone**-use or disruption with the device during class hours **Responsibility)**
3. **Tardies**- Less than 5 minutes late to a class **Responsibility)**
4. **Dress Code**- Violation of school dress code **Responsibility)**
5. **Non-Compliance**- passive refusal to comply with request **Responsibility)**
6. **Defiance**- outward refusal to comply with request. **(Respect)**
7. **Disruptive**-behavior that interferes with the learning of others **(Respect)**
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