Tier 1 Behavior Plan

School Name	Mort Elementary School
School Year	2025-2026
Principal Name	Kelly Snellgrove
Point of Contact	Dominique Thompkins (AP)

Objective
To create a proactive comprehensive framework for building and supporting school-wide behavior management practices for *ALL* students.

The five guiding principles for effective school-wide behavior management are:
 a) Every Tier 1 behavior plan is designed to be an instrument of support and inclusion, not removal and isolation.
 b) Be clear about expected behaviors and what success can/should look like.
 c) Be reasonable, consistent, and fair when responding to inappropriate behaviors.
 d) Pre-correct for anticipated behavior errors.
 e) Respect the uniqueness of each student, each incident, and each set of circumstances.

What is MTSS?
MTSS, Multi-Tiered System of Supports, is a term used to describe an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and interventions. Integrated instruction and interventions are provided to students at varying levels of intensity based on student need. The goal is to prevent problems and intervene early so that ALL students can be successful.

Benefits of Establishing a MTSS Tier 1 Behavior Framework
- Creates positive school climate
- Helps correct disproportionate practices
- Enhances school safety
- Improves student behavior
- Reduces need for more intensive supports
- Improves attendance
- Strengthens student connectedness and school pride/culture
- Helps to decrease staff turnover
- Establishes a culture for learning which can lead to an increase in student achievement
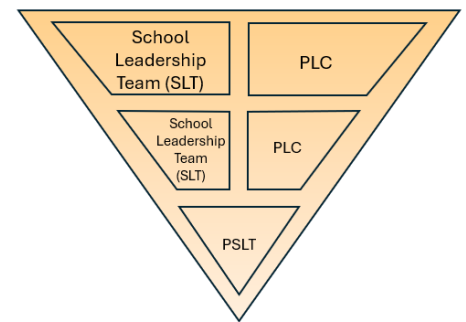
The Behavior Team should collaboratively work through each of the sections of the Tier 1 Behavior Plan:
- Teaming
- Essential Behavior Standards
- Teaching of Behaviors
- Reinforcement Systems
- Classroom Management Essentials
- Discipline Procedures
- Progress Monitoring and Evaluation
- Faculty Commitment
- Implementation Plan

Throughout this process, the Behavior Team will be tasked with creating school-wide resources, engaging in data analysis, progress monitoring, and implementing the Tier 1 Behavior Plan. The plan should be fluid throughout the school year and updated regularly in response to data.

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Teaming

Schools should establish a Behavior Team to promote, implement, and monitor the Tier 1 Behavior Plan. This team should include administration, classroom staff, and other important stakeholders that can represent staff and students in all settings. Members may be part of the school's SLT (recommended) or form a new team. They should meet monthly to focus on implementation, consider feedback, and examine data.

Part 1: Behavior Team Members

Identify members of the Behavior Team.

Behavior Team Members		
Stakeholder Representation	**Name**	**Position**
Administration	Dominque Thompkins	Assistant Principal
ESE	Amy DiSalvo	ESE Specialist
Student Services	Olivia Hayles Mallory Schaffer Elizabeth Boylan	School Psychologist School Social Worker Guidance Counselor
Teacher	Sangeeta Bhagwandeen	Teacher
Other Stakeholders	Darwin Rivera	Community School Director

Part 2: Behavior Team Meeting Details

*Complete the information below for the current school year. Hyperlink for meeting agendas should be included once established. Click **here** for an example agenda template.*

Behavior Team Meeting Schedule				
Meeting Dates (Include full school year)	**Time**	**Location**	**Facilitator** (Sets meetings & agenda)	**Hyperlink for Meeting Agenda**
Last Monday of each month	**8:00-8:30**	**Office Conference Room**	**Dominique Thompkins**	
Weekly on Mondays	**9:00-9:30**	**Office Conference Room**	**Stacey Richards/Shayla Solomon**	

Essential Behavior Standards

To establish essential behavior standards, schools should begin by collecting and reviewing school discipline data.

Part 1: Top 10 Incidents of Behavior

Use discipline data resources to complete this section. An incident describes the type of referral that has been submitted. If your school has minimal referrals, use minor incident data.

Top 10 Incidents of Behavior	
Incident Type	**# of Incidents**
1. Disruptive Rough/Horseplay	**4**
2. Physical Attack	**1**
3. Fighting	**4(Minor)**
4. Disruptive	**0**
5. Room Clearing Event	**1**
6. Petty Theft	**0**
7. Vape	**3**
8. Left class without permission	**0**
9. Threat/Intimidation	**3**
10. Larceny/Theft	**0**

Part 2: Essential Behavior Standards

Develop or ensure that existing essential behavior standards are applicable to EVERYONE in ALL settings. See "Standards vs Rules vs Procedures" chart for clarification.

Essential Behavior Standards	
Top 3-5 Incidents from Above	**3-5 Essential Behavior Standards**
EXAMPLE: Profanity	*EXAMPLE: Be Respectful*
1. Disruptive Horseplay	Respect other student comments, opinions and ideas
2. Disruptive	Follow the specific, classroom protocols

3. All Incidents	➡️	No matter the circumstances always be honest
4.	➡️	
5.	➡️	

Part 3: Display Essential Behavior Standards

Essential Behavior Standards should be displayed throughout the school and classrooms. They should also be included in additional publications such as on Teams, in a staff or student handbook, and on the school website for stakeholders. HRS Level 1 Lagging Indicator: Posters across the school communicate specific rules & procedures expected within the school.

Part 4: Top 3 Incident Locations

The following information can be found in FOCUS. Determine the top 3 locations (excluding classrooms) with behavior concerns. Click here for considerations when cafeteria is a top location.

Top 3 Incident Locations (Excluding classrooms)	
Incident Location	**# of Incidents**
EXAMPLE: Cafeteria	*42*
1. *Classroom*	*3*
2. *Lunchroom*	*9*
3. *Hallway(Bathroom)*	*3*

Part 5: Location-Based Rules

Create a standards/rules chart by completing the following. There should be a maximum of 5 rules per location. Columns may be added, as necessary.

Location-Based Rules			
EXAMPLE: *We Are Respectful*	*Playground* *Take turns using equipment*	*Front Office* *Remain seated while waiting for help*	*Media Center* *Use Conversation Level 1*
Essential Behavior Standards	Location #1: Classroom	Location #2: Lunchroom	Location #3: Hallway
Standard #1: Respect other student's comments, opinions, and ideas.	Rule: Follow the directions of the teacher the first time.	Rule: Follow directions of the teacher the first time.	Rule: Conversation level 0 in the hallway.

Standard #2: Follow the specific classroom protocols.	Rule: Transition quickly	Rule: Work on assigned task by the teacher	Rule: Walk on the right
Standard #3: No matter the circumstances always tell the truth.	Rule: Ask for permission	Rule: Be respectful to your classmate by allowing time to join in your game.	Rule: Walk quickly to your expected destination.
Standard #4:	Rule:	Rule:	Rule:
Standard #5:	Rule:	Rule:	Rule:

Teaching of Behaviors

For essential behavior standards and rules to be implemented and followed, a behavior curriculum should be designed and explicitly taught throughout the school year. School teams should develop lesson plans that can be embedded within subject area curriculum, include examples and non-examples of desired behavior standards and rules, and include a variety of teaching strategies. The behavior curriculum lesson plans should also be designed in collaboration with key stakeholders.

Part 1: Tier 1 Behavior Curriculum

Create a behavior curriculum to teach ALL students the essential behavior standards, rules, procedures, and reinforcement system(s) that they should exemplify and expect to see.

Tier 1 Behavior Curriculum	
Essential Behavior Standards	*22 Essentials – At Mort students follow rules that help them be successful in life. The 22 Essentials are posted throughout the school for students to refer too.*
	Frameworks – Frameworks supports teachers and students by providing Morning Meeting lessons to help start the day off right and offers conflict resolution options.
Curriculum Planning	
Who will be the point of contact for the behavior curriculum?	Elizabeth Boylan/Stacey Richards/Shayla Solomon
Describe the method(s) the school will use to teach ALL students the essential behavior standards, location-based rules, and the reinforcement system(s). Include dates, topics, and resources. The Media Specialist will introduce and go over the 22 Essentials on the Morning Show daily. The teachers will reinforce the 22 Essentials. Grade level assembly and PowerPoint made for teacher to present to students. Monthly Pep Rallys will review the 22 Essentials.	

Click here for considerations for lesson plans.

Click here to access a resource from "IDEAs that Work" with behavior lesson plans!

Click here to access example lesson plans to teach Respect, Responsibility, and Safety.

Reinforcement Systems

Reinforcing positive behaviors should be effortless and align to the school's essential behavior standards. Examples of reinforcement systems include Point Systems, Token Economy, Tickets, etc.

Part 1: Reinforcement System Schedule

Describe the reinforcement system(s) that will be implemented this school year. Consider having multiple opportunities for <u>behavior</u> *reinforcement throughout the year to help encourage and maintain the essential behavior standards. The chart below provides suggested opportunities for behavior reinforcement.*

Reinforcement System Schedule	
Frequency	**Reinforcer and Description**
EXAMPLE: *Daily*	*EXAMPLE:* *Buck$ (point system) - Students will earn 1 "Buck" each from teacher for demonstrating the essential behavior standards of "We Are Responsible" by arriving to class on time.*
Daily	CASA points: Character, Attendance, School Uniform, Academics
Weekly	Attendance Prizes
Monthly	CASA/House Parties
Quarterly	CASA events
End of Year	Big End of the YEAR Celebration that missed less than 10 days total.
Other	

Part 2: Location-based Reinforcement

Describe the reinforcement system that will be implemented this school year in the following high needs areas. Then, refer to the school's location-based rules (in Part 5 of the "Essential Behavior

Standards" section) to determine what additional areas require behavioral supports and reinforcements. Rows may be added, as necessary.

Location-based Reinforcement	
Location	**Reinforcer and Description**
EXAMPLE: *Cafeteria*	*EXAMPLE:* *Buck$ (point system) - Students will earn one "Buck" for each occurrence as observed from cafeteria staff for demonstrating the essential behavior standard of "We Are Responsible" by throwing away their trash.*
Location #1: Classroom	**Classroom students earn points for CASA and participating in the classroom.**
Location #2: PE	Students earn points for specials of the month recognized during monthly pep rally.

Classroom Management Essentials

School teams should perform fidelity checks periodically to obtain data on implementation of Tier 1 classroom management essentials. Walkthroughs should be completed at least quarterly. Data obtained should be used by the school team to better support teachers. HRS Level 1 Lagging Indicator: Tier 1 Classroom Walkthrough score of 80% or greater for all categories. *Click **here** for walkthrough template.*

Conduct a Classroom Walkthrough

The team should conduct a walkthrough quarterly and update this plan with data. For each quarter, write the percent of classrooms that met the requirements for each look for.

Tier 1 Classroom Walkthrough				
Look fors:	**Q1**	**Q2**	**Q3**	**Q4**
Essential behavior standards are displayed prominently	100%	100%	100%	100%
Materials are organized and easily accessible	95%	95%	95%	95%
Room is organized for student success	95%	95%	95%	95%
Routines & procedures are evident	100%	100%	100%	100%
Rules are displayed prominently	100%	100%	100%	100%
Rules are limited to 5	100%	100%	100%	100%
Rules are positively stated	100%	100%	100%	100%
Students are on-task	95%	95%	95%	95%
Positive reinforcement is evident	95%	95%	95%	95%
There are consequences for inappropriate behaviors	100%	100%	100%	100%

Discipline Procedures

Part 1: Classroom Managed vs Office Managed Behaviors

Disaggregate incidents into specific behavior examples. Clarifying incidents creates consistency among all stakeholders when addressing behavior. HRS Level 1 Lagging Indicator: Data show less than 5% of the student body are getting removed from class or school for conduct. *Click **here** for an example of a Call Log you can use to monitor student removals.*

Classroom Managed vs Office Managed Behaviors		
Incident of Behavior	**Classroom Managed Behaviors**	**Office Managed Behaviors (Office Discipline Referral)**
EXAMPLE: Disobedience	*Not answering teacher's question*	*Using profanity directed at teacher*
1.	1. Putting hands on others students to bother them.	1. Putting hands on other student to hurt them.
	2.	2. Inappropriately touching someone.
	3.	3.
2.	1. Not staying assigned area.	1. Eloping from classroom.
	2.	2.
	3.	3.
3.	1.	1.
	2.	2.
	3.	3.

Part 2: Responding to Student Behavior - Discipline Flow Chart

Using information obtained in this section, create a discipline flow chart outlining the process for staff to handle classroom managed and office managed behaviors. Consider including prevention strategies, response strategies, and follow-up strategies. Example flowcharts can be found here.

Progress Monitoring and Evaluation

Establishing an effective Tier 1 system will increase appropriate behaviors and decrease problem behaviors school-wide. Data should be reviewed regularly to effectively plan, deliver, and evaluate the Tier 1 Behavior System.
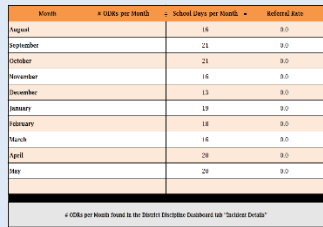
Part 1: Tier 1 Behavior Data System

Complete the chart below to describe the school's Tier 1 Behavior System.

Tier 1 Behavior Data System		
Component		**Response**
Data Management	Name of System – Tickets, dollars, points, etc.	**CASA Points**
	Description of System • What is it? • How does it reinforce the essential behavior standards?	**Character, Attendance, School Uniform, Academics. Students earn points for their house for demonstration in the four areas. CASA tracker system**

	Data
	• What data will be collected?
	• How will data be monitored?
	• How will the team utilize the data to determine:
	    o Students meeting behavior standards and students needing additional support
	    o Staff needing additional support with implementation of the system
	    o Staff needing additional support with behavior management
		CASA points
		Monitored weekly point collections

	Name of individual(s) responsible for managing, maintaining, and analyzing the behavior data	**Stacey Richards and Shayla Solomon**
Data Communication	Dates the data will be shared	**Points are turned in on Monday mornings and staff/students are notified on Fridays**
	Method(s) of sharing: • Method with parents, guardians, and community members (parent email, website, backpack letter, etc.) • Method with staff (faculty meeting, department meetings, share fair, etc.) • Method with students (morning meetings, weekly announcements, etc.)	**Monthly Pep Rallys- recognize the House of the Month**
	Name of individual(s) responsible for communicating data with stakeholders	**Stacey Richards/Shayla Solomon**

Part 2: Discipline Data Resources

To monitor the effectiveness of your plan, a school can use one of the following resources. Data should be reviewed regularly. HRS Level 1 Lagging Indicator: Data show a decrease in Office Discipline Referral or Suspension rates.

Discipline Data			
Type of School	PBIS Schools	Schools with BRT, CCRT, RTI Resource, & CCEIS support staff	Remaining K-12 Schools
Resource	FOCUS	FOCUS	FOCUS
Form to Complete	Outcome Data Summary ODS	Student Outcomes Profile	Behavior Summary
Optional: To access a more comprehensive data template, use the **Tier 1 Data Template**.			

Faculty Commitment

Part 1: Plan for Current School Year

Plan the activities for this school year to increase faculty and stakeholder understanding and knowledge of the Tier 1 Behavior Plan. HRS Level 1 Lagging Indicator: Climate survey data indicate that 95% of faculty & staff claim they consider the school a safe, supportive, and orderly place. *Click **here** for a sample survey you can use.*

Current School Year's Tier 1 Behavior Plan Communication Schedule		
Action	**Date(s)**	**Details**
Staff Professional Development on Tier 1 Behavior Plan	Pre-planning:	Present Behavior plans and review CASA point system and expectation.
	Q1:	We meet with parents at Meet the Teacher and talk about the importance of attending school and how this makes students feel a part of the community which intern helps with behavior. We share our CASA expectations.

	Q2:	We will update our plan quarterly with current data.
Quarterly Staff Presentation of Behavior Data.	Q3:	We will update our plan quarterly with current data.
	Q4:	We will update our plan with quarterly data.
Stakeholders' Presentation(s) of Tier 1 Behavior Plan		We will share our plan with SAC committee as well as our Community Partners at our meeting to start off the year. The plan will be on our website.

Part 2: Staff Reinforcement

Consider having multiple opportunities to reinforce and recognize staff for supporting the Tier 1 Behavior Plan, including the reinforcement system(s), lesson plan administration, and leading and/or attending behavior professional development.

Staff Positive Reinforcement & Recognition System	
Reason	**Name, Description, and Frequency**
EXAMPLE: *Utilizing the points reinforcement system*	*EXAMPLE:* *Staff who distribute Buck$ will be entered into a bi-weekly drawing where they can win spirit-wear, a snack from the Student Store, or a free cup of coffee from Starbucks. Names will be drawn from redeemed Buck$.*
Staff will use house points to reinforce students behavior and attendance.	**Staff earn points for their house based on the behavior of the students in their classroom.**

Implementation Plan

Month	Action Steps ☐ check when Action Step is completed
Summer	☑ Meet as a team to review previous years' behavior data ☑ Revisit and revise the previous year's Tier 1 Behavior Plan ☑ Attend any behavior related trainings/book studies that would support the school plan ☑ Work with district support staff as needed for plan creation/revision
Pre-Planning	☐ Provide Tier 1 Behavior Plan presentation to all staff / send feedback survey ☐ Disseminate the current Tier 1 Behavior Plan (hard copy and/or electronically) to all staff ☐ Market and post essential behavior standards and location-specific rules ☐ Confirm 1st team meeting date and time
August	☐ Create schedule of monthly meeting dates/times for entire year ☐ Review implementation plan; check off completed Action Steps ☐ Determine any needed team training ☐ Develop a school-wide reward system to reinforce behavior standards ☐ Verify and implement teaching schedule for standards, rules, and behavior lessons ☐ Present implementation data, behavior data, and progress on Tier 1 Behavior Plan to staff ☐ Ensure the Discipline Flow Chart is distributed to all staff and is being used as written
September	☐ Conduct a Tier 1 walkthrough for baseline information and discuss with SLT ☐ Ensure all teachers are using a classroom management plan ☐ Ensure instructional staff know how to document Tier 1 behavior interventions

October	☐ Review Implementation plan; check off completed Action Steps ☐ Review previous month's behavior data and discuss with SLT ☐ Present implementation data, behavior data, and progress on Tier 1 Behavior Plan to staff
November	☐ Review the discipline data with the SLT to ensure it is proportionate ☐ During team meeting develop new and/or improved lesson plans ☐ Create a Tier 1 Behavior Plan survey
December	☐ Provide the Tier 1 Behavior Plan survey link to all staff
January	☐ Conduct a Tier 1 walkthrough, check for baseline information and discuss with SLT ☐ Review Implementation Plan and staff survey; check off completed Action Steps ☐ Have staff re-teach standards and rules to students ☐ Present implementation data, behavior data, and progress on Tier 1 Behavior Plan to staff
February	☐ Assess progress towards the Tier 1 Behavior Plan implementation
March	☐ Present implementation data, behavior data, and progress on Tier 1 Behavior Plan to staff ☐ Staff to re-teach standards and rules after returning from spring break
April	☐ Choose team members and dates to work on, complete, and submit the *new* Tier 1 Behavior Plan ☐ Continue implementing the *current* Tier 1 Behavior Plan through the end of the current school year
May	☐ Present implementation data, behavior data, and Tier 1 Behavior Plan progress to entire staff

Additional Supports

Completing the Tier 1 Behavior Plan

Support Requested	Contact
Tier 1 Behavior Plan • Completing the template • Conducting a Tier 1 Walkthrough	Schools' BRTs or CCRTs If you do not have any of the above mentioned, contact: stacy.wrenn@hcps.net raul.garcia@hcps.net
FOCUS • Office Discipline Referrals (ODRs)	michael.rowan@hcps.net
Behavior & Discipline Resources (SharePoint)	raul.garcia@hcps.net

Next Steps?

Support Requested	Contact

Positive Behavioral Interventions and Support (PBIS)	School's PBIS Point of Contact *OR* stacy.wrenn@hcps.net raul.garcia@hcps.net
Establishing or Supporting a Behavior Team	stacy.wrenn@hcps.net
School-wide Behavior Focused Professional Development • Behavior Basics • Poverty Awareness • PBIS	stacy.wrenn@hcps.net
Behavior trainings created by HCPS Behavior Analysts • Classroom Management Foundations and Handbook • The Real Story of Reinforcement Strategies • Core Skills to Manage and Prevent Problem Behaviors • 4 R's to Handle Extreme Behaviors • Point/Level Systems • Behavior Coaching	dwayne.renaker@hcps.net stephanie.huffman@hcps.net tara.stratton@hcps.net
Multi-tiered Systems of Supports (MTSS)	andrew.hartranft@hcps.net nichole.sullivan@hcps.net kelly.luksich@hcps.net thomas.lefevre@hcps.net