

LHMS

Patriot PRIDE

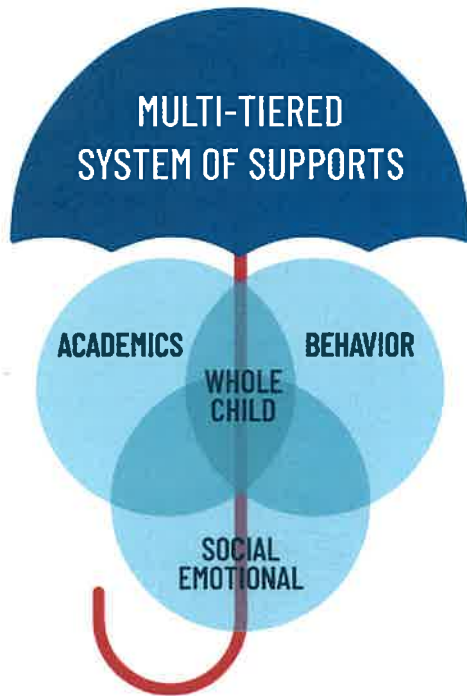


A Behavior Solutions/Multi Tiered
System of Student Support

THE LHMS MTSS/BEHAVIOR SOLUTIONS STORY

At Lincoln Heights Middle School, MTSS work is predicated on two major ideas:

1. No two students are the same
2. The academic, disciplinary, and wrap-around needs of a student are not mutually exclusive



In most schools, teachers are far beyond accepting the fact that students learn differently and each bring to the table their own set of circumstances, experiences, and needs. While the focus of differentiation has permeated discussions around instruction, it surfaces less so in conversations about discipline. For 25 plus years, Assertive Discipline has been the cornerstone of classroom management across the United States, including Hamblen County and Lincoln Heights Middle School. For a long time, studies have suggested that students benefit from the well-structured management strategies of Assertive Discipline. For a couple of decades, people hung their hat on the anecdotal quote spoken by a teacher observed by Lee Canter, "I will tolerate no students stopping me from teaching or other students from learning," However, proponents stop short of embodying the subsequent quote, "You are all going to succeed in my class because I am not going to let you fail" (Canter, 1976).

To be clear, MTSS does not eliminate the need for Assertive Discipline. In fact, a clear, strategic, straightforward Assertive Discipline process could be seen as the foundation upon which an MTSS program grows. It is our experience that a strong assertive discipline process actually helps clarify and ensure fairness in the administration of consequences. It eliminates disciplinary or consequential surprises and ensures everyone has a fair system of due process. But in building, after a foundation is laid, each room begins to take its own shape based on its own purpose and needs. So too, the subsequent layers of the MTSS program begins to take shape, responding to different needs, flexible in its design, and responsive to human needs.

Just as students respond differently to instructional methods, students also respond differently to dedisciplinary consequences. A simple verbal warning from a teacher might send one child under the desk in shame while another barely has a passing thought about the severity of a warning. While one student may attend in-school suspension and never want to set foot in such quiet isolation ever again, another may actually appreciate a break from the noise and hustle and bustle of the school day. For schoolwide discipline to have an impact on school culture, the end goal must be for every child to find their pathway to success and to ultimately remain in the regular school setting in order to receive the highest quality, on-grade level instruction available to him/her. Therefore, it is not the sterile dispensation of a list of consequences that remediates

at-risk students. Rather, it is a systematic program of building relationships, learning what challenges each child experiences and why, and knowing what motivates the student to do better. Since the answer to those questions are clearly individual, the response to them should be as well. After all, no two students are the same.

The second main idea drives the work of responding to and supporting at-risk students. At LHMS, we believe that the academic, disciplinary, and wrap-around needs of a student are not mutually exclusive. In fact, we find it rare that one happens with out at least one other category involved. For example, a student who consistently responds to adults with disrespect often has regular disrespectful dialogue with an adult outside school. This disrespect for authority can cause a student to not complete in-class assignments, driving his or her grade down. Eventually, the student gives up on that course and fails to pay attention, falling further behind, causing him/her to have more disrespectful encounters with the teacher. In this instance, what looks on the surface to be a disciplinary problem actually has much deeper roots and will need a multi-layered response for remediation. However, without building a relationship with this student, one may never get to the root of the problem. Just catching up on missing classwork will not set this child on a path to success. This wider viewpoint on problem solving for at-risk students serves to broaden the resources put in place when supporting the student. Rather than just an Assertive Discipline consequence, this student needs support that is multi-tiered.

Post-COVID, teachers saw an even sharper rise in disruptive behaviors and in some cases, a lower sense of motivation to succeed in school. This was not exclusive to LHMS, but was touted as a school crisis nationwide. There were two ways we could respond: stricter consequences, or stronger support. Upon reflection, we were pretty happy with our existing Assertive Discipline plan. It is, in our opinion, fair, clear, and codified in district policy. What we needed was stonger, coordinated support for students we defined as at-risk. At-risk, to us, could mean at-risk of failing academically, at-risk of being removed from the school, or at-risk of living without a basic quality of life.

As a Solution Tree Model PLC School, in order to develop this program, we looked through the lens of the 4 PLC Questions:

When it comes to behaving in a way that leads to success in school


- What do we want students to know and be able to do?
- How will we know that they can do it?
- What will we do if they can't?
- What will we do if they can?

This thinking, along with deep research into successful MTSS models led to the development of our MTSS program.

Our school mission is to see every Patriot succeed. In our daily instruction, you will see teachers crafting instruction to meet that mission. But instruction alone will not put every student on a path to success. Now, more than ever, students need multi-layered, mulit-tiered support that meets each student where they are and supports their indiviudalized needs. Only then can we live out our mission and be who we say we are.

Patriot PRIDE MTSS


Multi-tier Systems of Support
Program Overview



Why Are You Here?


The Related Arts Department has the opportunity to really set the tone and lead this work. Your department has each student each year. Your opportunity to make an impact and difference is significant.

How?
In order to understand your role. You must first understand the process.




Multi-Tiered System of Support- MTSS

MTSS was introduced in the Every Student Succeeds Act (2015). It combined RTI (Response to Intervention) and PBIS (Positive Behavior Intervention and Supports). RTI addressed academic interventions through tiered support, while PBIS addressed behavior and social-emotional interventions. MTSS rolls both up into one and incorporates an expectation that schools and teachers are using evidence-based or research-based approaches and programs.



Why MTSS?

- Every Kid, Every Day, All means each.
- Maximizes the students exposure to Tier 1 Instruction.
- MTSS focuses on the "Whole" Student.
- Research Based.
- Provides Access, Equity, and Inclusivity.



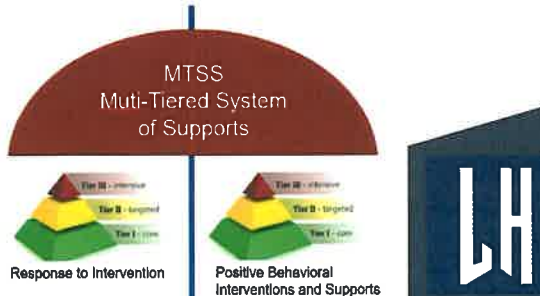

MTSS at LHMS

Goal for 2023 - 2024:

- Implement our intentionally planned infrastructure to streamline and provide uniformity for expected student behavior and discipline.



MTSS Multi-Tiered System of Supports

An MTSS analogy: Visiting the dentist's office

Each day, we are all providing universal, general care for our teeth in the form of brushing and flossing. Most communities also have a dental office, where general practitioner dentists are staffed to provide regular cleanings. These high-quality, universal best practices—flossing, brushing, and regular cleanings—are intended to be effective for the vast majority of patients.

They are also intended to prevent a high number of patients from needing advanced dental care, such as oral surgery. Oral surgery is an intense treatment, demanding more resources, more training, and specialized staff.

Data, such as pain or medical examinations, may reveal that some patients truly need that intensive care, in which case it's important to provide support that is well aligned with the patient's needs in a timely manner. But if there are many people who need intense treatment, our available resources may be exhausted by the demand.



Tennessee MTSS Model

Guiding Principles: Leadership, Collaboration, Data-Driven, Prevention, and Early Intervention

Multi-Tiered System of Supports

TIER I (80-85%)
 ALL STUDENTS receive a core curriculum that is high quality, evidence-based, and differentiated to meet individual needs. Universal interventions are provided to all students to ensure they are successful in the general education environment. Data is used to monitor and adjust interventions as needed. This is the foundation of the MTSS model.

TIER II (10-15%)
 IN ADDITION to Tier I, students who are at risk of not meeting the standards for proficiency are provided with targeted interventions. These interventions are designed to address specific learning needs and are provided to students who are at risk of not meeting the standards.

TIER III (5%)
 IN ADDITION to Tier I, students who are at risk of not meeting the standards for proficiency are provided with intensive interventions. These interventions are designed to address specific learning needs and are provided to students who are at risk of not meeting the standards.

ACADEMICS


- TIER III (5%)**: Intensive Interventions
 - Individual Students
 - Diagnostic Assessments
 - High Intensity
- TIER II (15%)**: Targeted Interventions
 - Some Students at Risk
 - Rapid Response
 - Frequent Progress Monitoring
- TIER I (80%)**: Research-Based Core Instruction
 - All Students
 - Prevention
 - Early Intervention

BEHAVIOR

- TIER III (5%)**: Intensive Individual Interventions
 - Individual Students
 - Assessment Based
 - Intensive Discrete Procedures
- TIER II (15%)**: Targeted Group Interventions
 - Some Students at Risk
 - Rapid Response
 - Frequent Progress Monitoring
- TIER I (80%)**: Universal Interventions
 - All Settings, All Students
 - Prevention, Practice
 - Classroom Management

ALL 3 TIERS FOCUS ON ACADEMIC AND BEHAVIORAL STRATEGIES IN THE GENERAL EDUCATION SETTING.

MTSS 3 Critical Teams



School Leadership Team:
 Dr. Greene, Dr. Voiles, Mr. Jones, Mrs. Langhans, Mrs. Lawson

School Intervention Team:
 → Tier II and III Intervention Team:
 Dr. Rumph, Ms. Spurlock and Coach Rainey
 → The whole school should operate as the Tier I Intervention Team.

Grade Level Teams:
 → Grade Level Teams and PLC Teams
 → Related Arts: Reward, Branding, and Marketing

Behavior Expectations = P.R.I.D.E

Perseverance
Respect
Integrity
Discipline
Engagement

Behavior Expectations Per Area

Classroom Expectations	Library Expectations	Recess Expectations	Cafeteria Expectations
P Perseverance Do not give up. Keep trying. Do not stop.	P Perseverance Do not give up. Keep trying. Do not stop.	P Perseverance Do not give up. Keep trying. Do not stop.	P Perseverance Do not give up. Keep trying. Do not stop.
R Respect Use a polite voice. Listen to others. Do not talk back.	R Respect Use a polite voice. Listen to others. Do not talk back.	R Respect Use a polite voice. Listen to others. Do not talk back.	R Respect Use a polite voice. Listen to others. Do not talk back.
I Integrity Do not cheat. Do not lie. Do not steal.	I Integrity Do not cheat. Do not lie. Do not steal.	I Integrity Do not cheat. Do not lie. Do not steal.	I Integrity Do not cheat. Do not lie. Do not steal.
D Dependability Do what you say you will do. Do your best.	D Dependability Do what you say you will do. Do your best.	D Dependability Do what you say you will do. Do your best.	D Dependability Do what you say you will do. Do your best.
E Engagement Pay attention. Participate. Ask questions.	E Engagement Pay attention. Participate. Ask questions.	E Engagement Pay attention. Participate. Ask questions.	E Engagement Pay attention. Participate. Ask questions.

Tier 1-All Students Positive Behavior Support

Tier 1 of the Patriot PRIDE program involves all students receiving positive behavior support. As students exhibit the positive attributes of the PRIDE acronym, teachers give students tickets. Every other Friday, students can visit the **Patriot Place** to cash in tickets for rewards including snacks, a positive Home, extra PE time, lunch with a teacher, hat day, etc.

Tier 1 also involves a **Student of the Month** program where the MTSS staff team meet to select two students from each grade level to honor as Patriot PRIDE student of the month as well as a Patriot PRIDE staff member of the month who goes The extra mile to build relationships and support The work of the Patriot PRIDE

Positive office referrals are another function of Tier 1 of the Patriot PRIDE program. Teachers can give students who exhibit the PRIDE characteristics a positive office referral. The referral is read aloud over the intercom by an administrator and an administrator will call home to brag on the student to a parent or guardian. A sample of a positive office referral is below.





POSITIVE OFFICE REFERRAL

<i>Student Name</i>	<i>Sophia Maynard</i>
<i>Date</i>	<i>12/12/2023</i>
<i>Grade</i>	<i>7th</i>
<i>Teacher</i>	<i>Mrs. Hawk</i>

PRIDE Indicator (Circle/Highlight one or more)

Perseverance **Respect** **Integrity** **Dependability** **Engagement**

Teacher Comments:

Sophia works incredibly hard everyday in math class and her advisor. After completing her assigned lessons, she spends time working on additional assignments, such as ALEKS (the math program that aligns with our standards). Sophia has dedicated more than 30 hours working on ALEKS this semester. She has completed and mastered all 310 of the 7th grade math skills taught in ALEKS! She has been awarded a certificate of completion and is now working towards mastery of the 8th grade skills taught in ALEKS. Good job, Sophia!

Lincoln Learning Lab is another Tier 2 support for those student struggling with attendance and/or missing work. The MTSS coordinator and the librarian host the Lincoln Learning Lab every other Friday for students referred by classroom teachers. Teachers send the missing work with the student and the two lab teachers provide assistance, including any missed instruction, to the student in order to complete the work. More than just a “do your missing work” situation, the student is tutored by one of two certified teachers. The MTSS coordinator reports back to the teacher what assignments have been completed which may include accommodations.

The following is a list of students, their teacher, and assignments that were completed in Lincoln Learning Lab today. The assignments names all correspond to the assignment name in power school.

Date	Student	Grade	Teacher	Assignment(s) completed
12/1/23	Camden Marshall	8	Sarah Taylor	<ul style="list-style-type: none"> • Barrington Irving TDQs • Anne Frank Test
12/1/23	Marissa Ramos	8	Sarah Taylor	<ul style="list-style-type: none"> • Barrington Irving Packet
12/1/23	Itzel Motalvo	8	Sarah Taylor	<ul style="list-style-type: none"> • Grammar Corrections BR • Anne Frank Bellringer • Anne Frank Act II CW • Anne Frank Test • Anne Frank Act II
12/1/23	Eli Carter	8	Sarah Taylor	<ul style="list-style-type: none"> • Selection Test (Online): Barrington Irving, Pilot and Educator
12/1/23	Taylon Mullins	7	Greene	<ul style="list-style-type: none"> • Figurative Language Worksheet • Conflicts • Grammar Correction
12/1/23	Allison Vargas Huipe	8	Sarah Taylor	<ul style="list-style-type: none"> • Beginning Paragraph Correction 1
12/1/23	Noah Colley	8	Sarah Taylor	<ul style="list-style-type: none"> • Selection Test (Online): Barrington Irving, Pilot and Educator
12/1/23	Emerson Sales Perez	8	Sarah Taylor	<ul style="list-style-type: none"> • Anne Frank/Acceptance Speech Test • Exploring Anne Frank's Diary • The Diary of Anne Frank Act 1 Test
12/1/23	Emerson Sales Perez	8	Sydney Taylor	<ul style="list-style-type: none"> • Lesson 4-2 Extra Practice
12/1/23	Jeremiah Cluesman	8	Sarah Taylor	<ul style="list-style-type: none"> • Beginning Paragraph Correction 3 • From Anne Frank: The Diary of a Young Girl • Anne Frank Act 1, Scene 2

Tier 3- Enhanced Behavior Interventions

Students who do not respond to Tier 2 interventions

Tier 3 interventions are for those students who have a Tier 2 plan but are unable to respond in a positive manner. When a student is in need of Tier 3 interventions, the MTSS coordinator meets with the Tier 3 team and the parents of the student to analyze all academic and behavioral data available.

The team works together to plan for enhanced supports which may include one-on-one academic support, counseling with either the licensed clinical social worker or the guidance counselor, and/or in home supports. Academic supports may include referrals to RTI or Special Services. The student is more closely monitored for success including the interventions that were put in place at Tier 2. In both cases this year that students have been referred for Tier 3, the students were able to respond and make their way back to Tier 2 after a few weeks of intensive support.

School Intervention Team Meeting Minutes and Problem-Solving Action Plan Form

Today's Meeting: Date: 11/3/23 Time: 9:00 a.m. Location: Library Facilitator: T. Jones Minute Taker: Rumph Data Analyst: Team
Next Meeting: Date: 12/15/23 Time: 9:00 a.m. Location: Library Facilitator: Jones Minute Taker: Rumph
 Data Analyst: Team

Team Members (bold are present today)

Rumph, Spurlock, Jones

Today's Agenda Items

01. Review Teacher Input Forms
02. Review Discipline/Intervention Documentation
03. Set Goals/Establish Plan BIP CICO

Next Meeting Agenda Items

01. Review CICO Sheets
02. Review Discipline
03. Make any changes necessary

Potential Problems Raised
01. Behavior during unstructured times and structured times when direct supervision isn't present.
02. Impulsive Behavior

Administrative/General Information and Issues

Information for Team, or Issue for Team to Address	Discussion/Decision/Task (if applicable)	Who?	By When?
9/12/23 Inappropriate Language	Reviewed PowerSchool Discipline Record and discussed frequency, location, and details of incidents.	Tier II Team	N/A
10/18/23 Horseplay			
10/30/23 Profane Gesture	Reviewed MTSS Teacher Classroom Observation	Tier II Team	N/A

Problem-Solving Action Plan

Precise Problem Statement, based on review of data (What, When, Where, Who, Why)	Solution Actions (e.g., Prevent, Teach, Prompt, Reward, Correction, Extinction, Safety)	Who?	Implementation and Evaluation	
			By When?	Goal, Timeline, Decision Rule, & Updates
<p>_____ has regularly exhibited off task behavior within tier one instruction. _____ struggles to maintain focus and causes or becomes distracted when direct supervision isn't present.</p> <p>MTSS CICO Sheets</p>	<ol style="list-style-type: none"> 1. Meet with Coach Jones daily to review CICO sheets and discuss any changes in behavior that need to be made. 2. _____ will be scored and rewarded with tickets based on teacher scores of performance on PRIDE indicators. 	T. Jones	1/4/23	Daily for 5 minutes
		Teachers	1/4/23	5 days per week

Evaluation of Team Meeting (Mark your ratings with an "X")

	Our Rating		
	Yes	So-So	No
1. Was today's meeting a good use of our time?	X		
2. In general, did we do a good job of tracking whether we're completing the tasks we agreed on at previous meetings?	X		
3. In general, have we done a good job of actually completing the tasks we agreed on at previous meetings?	X		
4. In general, are the completed tasks having the desired effects on student behavior?		TBID	

Behavior Expectations Per Area



PRIDE

Classroom Expectations

P Perseverance

- Work hard
- Finish assigned tasks
- Overcome challenges

R Respect

- Greet one another with a smile
- Clean up after yourself
- Follow classroom expectations

I Integrity

- Take care of classroom materials
- Be honest
- Do the right thing even when no one is watching

D Dependability

- Be on time
- Bring required materials
- Turn in assigned work on time

E Engagement

- Actively listen
- Participate in classroom activities
- Work in groups collaboratively



PRIDE

Hallway Expectations

P Perseverance

- Be intentional
- Move with purpose

R Respect

- Listen to staff and students
- Allow others to pass to their destination
- Keep hands, feet, and other objects to yourself
- Use appropriate volume level

I Integrity

- Avoid horseplay
- Walk, don't run
- Go straight to your destination

D Dependability

- Be in your destination before the bell rings
- Have all required materials with you

E Engagement

- Say hello to others
- Listen actively
- Assist others



PRIDE

Restroom Expectations

P Perseverance

- Get in and out quickly
- Move with purpose

R Respect

- Wait patiently
- Maintain the privacy of others
- Keep hands, feet, and other objects to yourself

I Integrity

- Return to class immediately
- Let a teacher know if a custodian is needed

D Dependability

- Help keep the bathroom clean
- Report inappropriate behaviors immediately

E Engagement

- Have a good attitude
- Listen and follow directions



PRIDE

Cafeteria Expectations

P Perseverance

- Move with purpose
- Wait in line patiently

R Respect

- Be polite to cafeteria staff
- Eat and touch only the food on your tray
- Listen and follow directions
- Keep hands, feet, and other objects to yourself

I Integrity

- Throw trash in the trashcan when finished
- Avoid horseplay
- Sit at assigned table

D Dependability

- Help keep the cafeteria clean
- Stay seated
- Use appropriate volume

E Engagement

- Be kind to others
- Have a good attitude

Non Area Specific Behavior Expectations



PRIDE

School Event Expectations

P **Perseverance**

-Be patient

R **Respect**

-Pay attention to the speaker
-Be polite to opponents and their fans
-Listen and follow directions

I **Integrity**

-Pick up after yourself
-Show good sportsmanship
-Do the right thing even when no one is watching

D **Dependability**

-Be on time
-Be picked up on time
-Help keep school property clean and well-cared for

E **Engagement**

-Show school spirit
-Have a good attitude
-Pay attention and listen actively



PRIDE

Arrival & Dismissal Expectations

P **Perseverance**

-Move with purpose

R **Respect**

-Remove hats and hoodies when entering the building
-Turn off and put away electronic devices
-Follow dress code

I **Integrity**

-Leave on the appropriate bell
-Assist others when needed
-Go straight to your destination

D **Dependability**

-In the morning, go straight to the cafeteria or gym
-At dismissal, remain seated until your bell rings!

E **Engagement**

-Have a good attitude
-Be on time
-Say hello and goodbye to others



PRIDE

Technology

P **Perseverance**

-Maintain focus
-See task to completion

R **Respect**

-Handle and treat technology devices with care
-Do not be distracted by technology during instruction

I **Integrity**

-Do not access inappropriate material
-Return found computers and chargers immediately
-Report damage or issues immediately

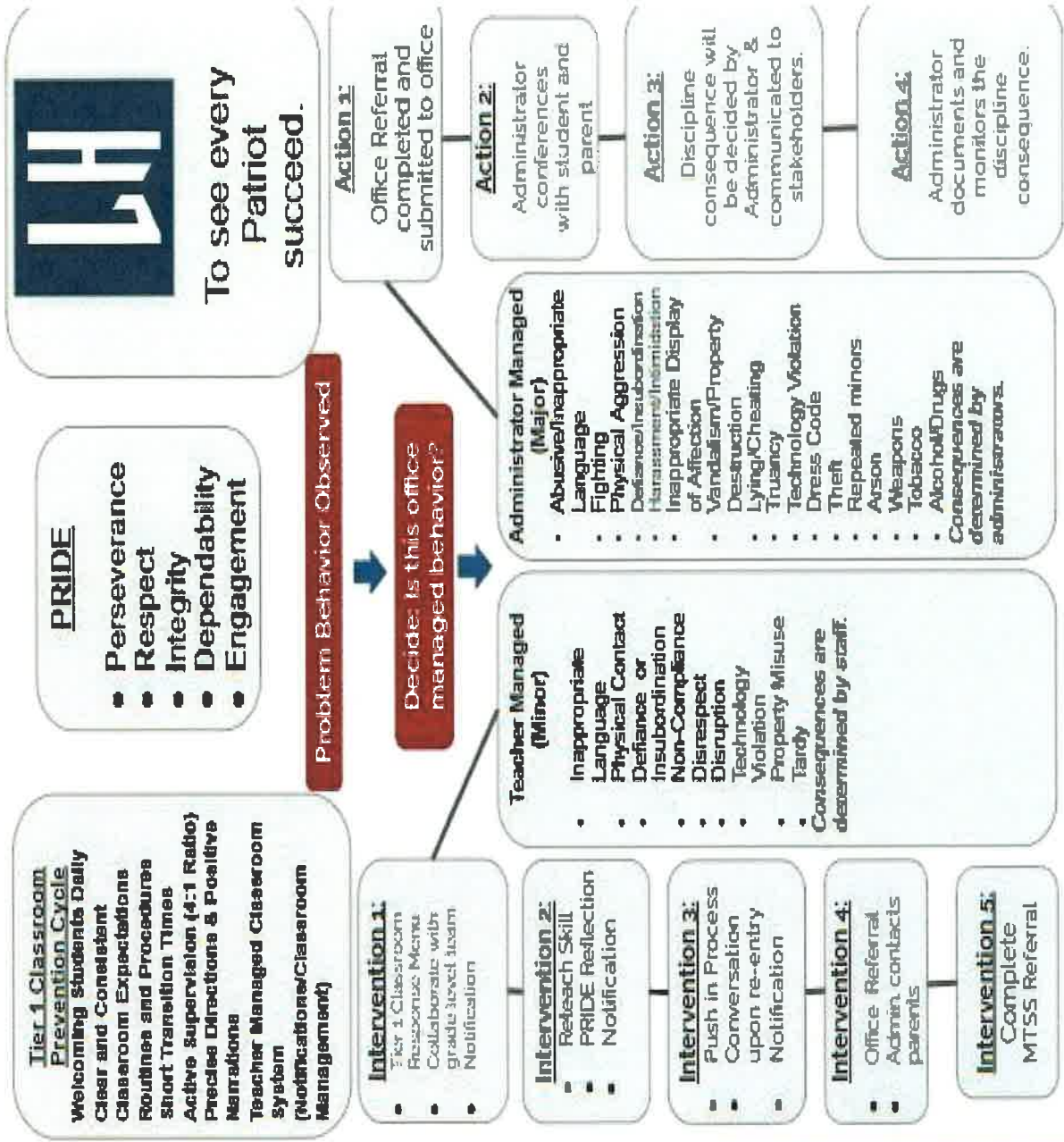
D **Dependability**

-Check for and run updates daily
-Follow protocol for retrieving and returning compute

E **Engagement**

-Use technology to enhance your learning
-Only access teacher directed programs during class

BEHAVIOR FLOWCHART



To see every Patriot succeed.



Lincoln Heights Middle School

P.O.V. Mentoring Program

Patriots of Valor Mentoring Program, reinforcing and establishing positive "points of view" for our young men.

At Lincoln Heights Middle School we believe that once our students are "Patriots" they are always "Patriots." We believe that we have a collective responsibility to not only assure our students are successful while they are at LHMS, but to assure they are successful as they transition into high school. The P.O.V. (Patriots of Valor) Mentoring Program will bridge the gap between LHMS and West and East High School. The program is designed to give purpose and direction to a selected group of young men, by establishing a positive point of view about themselves and the opportunities high school offers them. Participants in the program will have the opportunity to meet high school teachers and coaching staffs, spend time with former LHMS Patriots experiencing success in high school, and learn from successful men within our community. Participants in the program will be given opportunities to serve and show leadership within our building and at Lincoln Heights Elementary School. By participating in this program we believe the student will be more likely to be successful at the next level.



Lincoln Heights Middle School **P.O.V. Mentoring Program**

Patriots of Valor Mentoring Program, reinforcing and establishing positive "points of view" for our young men.

By signing below I, _____, am committing to meeting the following expectations as a participant in the Lincoln Heights Middle School P.O.V. Mentoring Program. I understand that not meeting the expectations will result in a probationary period of 6 weeks following the first offense and dismissal from the program following the second offense.

Patriot of Valor Expectations:

- I will attend each weekly meeting unless absent from school.
- I will attend school regularly with no more than 2 unexcused absences or tardies within a 9 week period.
- I will maintain a minimum grade point average of 2.5 including both core academic and related arts classes.
- I will not receive more than 2 notifications within a 9 week period.
- I will not receive an office referral for any reason.
- I will show leadership qualities within the classroom by adhering to all PRIDE behavior expectations by intentionally showing respect to my teachers and fellow classmates.
- I will actively participate in all service opportunities within LHMS and LEMS.
- I will participate in events that are planned outside of the normal school day to the best of my ability.

_____ (Signature of Student)

_____ (Printed name of Student)

_____ (Signature of Parent/Guardian)

_____ (Printed name of Parent/Guardian)