

Hawkins Middle School MTSS (Tier 1) Plan

Mission Statement	“To Educate, Empower, and Inspire All Students.”	
Purpose Statement	Whole Student, Whole School, Whole Community	
School-Wide Expectations	P – Prepared A – Always Respectful W – Work Ethic S – Safe *See Expectation Matrix for definitions	
<u>Academics</u> Faculty and Staff commitments:	<u>Behavior</u> Faculty and Staff commitments:	<u>Social Emotional Learning</u> Faculty and Staff commitments:
<p>Teach core programs and/or standards with fidelity:</p> <ol style="list-style-type: none"> (1) Eureka Math (2) Carnegie Learning (3) CTE Frameworks (4) Calkins (5) Read 180 (6) Holt Literature (7) EALRS (Social Studies) <ul style="list-style-type: none"> • Implement the following school-wide instructional strategies: <ul style="list-style-type: none"> ○ AVID- Organization <ul style="list-style-type: none"> ▪ Planner ▪ Binder ○ Scaffolding strategies <ul style="list-style-type: none"> ▪ GLAD ▪ Learning in the FastLane ○ Ci3T strategies for active engagement • Be available before/after school to provide support and/or make-up work • Grades updated weekly • Participate in Professional Development (book studies, PLC’s, learning walks, etc.) • Provide relevant work for students serving suspensions (Teacher provided work template) • Conduct, report, and use screening and other assessments (see Assessment Schedule) 	<p>SCHOOL-WIDE PBIS</p> <ul style="list-style-type: none"> • Teach the behavior matrix lessons according to school schedule. • Pre-correction strategy used to prompt attention (Verbal countdown from 3, then hold a zero and smile) • Follow the civility policy when communicating with students, staff, and families • Consistently pass out “Husky Bucks” for students going above and beyond, using Behavior Specific Praise • Provide active supervision in the hallways and common areas • Use the Response Plan when inappropriate behavior occurs <p>CLASSROOM PBIS</p> <ul style="list-style-type: none"> • Model and display classroom expectations (PAWS Classroom Matrix) • Provide behavior specific praise and reinforcement to students (2 x 10 Intervention) • Foster a safe environment for ALL students (emotionally & physically) • Make positive contact with parents (sample script) • Stay calm – pick your battles • Be the adult in the room • Provide relevant classwork for students serving suspension 	<p>EXPLICIT, INTENTIONAL SKILLS INSTRUCTION</p> <ul style="list-style-type: none"> • Teach core program(s) with fidelity: Second Step 26 lessons; 45 min.; All students; Once a week taught by Homeroom teacher in Homeroom • Social Norms Taught by Project Success Advocate All 7th graders; Six weeks course; in health classes, choir, band <p>TEACHER INSTRUCTIONAL PRACTICES</p> <ul style="list-style-type: none"> • Mindfulness- suggested activities and strategies When: 1st ten minutes of first period, and as needed during the day (transitions, before or after assessments, to calm down, to energize, to reset, etc.) • Use a trauma-informed approach • Pre-teach cooperative learning behaviors before group work <p>INTEGRATION WITH ACADEMIC CORE</p> <ul style="list-style-type: none"> • Reinforce skills taught in Second Step • Provide emotionally safe environment (tone of voice, word choice, etc.) • Model and use positive social/emotional strategies. <p>CULTURE AND CLIMATE STRATEGIES</p> <ul style="list-style-type: none"> • Use Kindness Pact in January school-wide • Greet students with a warm welcome each day • Manage one’s own emotional regulation (Take care of yourself) • Counselors available to any student. Procedures to visit the counselor (link)

		<ul style="list-style-type: none"> • Conduct SAEBRS Screening according to the assessment schedule
<p style="text-align: center;">Academics</p> <p>Students commitments:</p> <ul style="list-style-type: none"> • Actively participate and engage in instruction. • Take responsibility and ownership of learning • Self-advocate and request help • Monitor grades regularly using Skyward (Link) • Practice a growth mindset • Use Planners and binders • Respect and take care of all materials (school, personal, and others') 	<p style="text-align: center;">Behavior</p> <p>Students commitments:</p> <ul style="list-style-type: none"> • Meet school-wide expectations stated in the behavior matrix • Take responsibility for own actions and the effect on others • Tell an adult about unsafe behaviors and learn to self-advocate and request help • Respond respectfully to adults and peers at all times following our civility policy 	<p style="text-align: center;">Social Emotional Learning</p> <p>Students commitments:</p> <ul style="list-style-type: none"> • Take responsibility for own actions and develop own understanding of the effect of actions on others. • Accept that you may not like something or someone, but agree to work cooperatively • Use kind words and manners on school grounds • Take steps to help yourself maintain a positive learning attitude. • Accept and appreciate the differences in others • Follow school-wide expectations (PAWS) • Understand that your opinion may not be everyone's opinion
<p style="text-align: center;">Academics</p> <p>Parents commitments:</p> <ul style="list-style-type: none"> • Provide a location, materials, and assistance to help with homework • Communicate with school personnel about illness/absences and follow up makeup work • Check website, twitter or bulletin for announcements • Check Skyward to monitor student progress regularly • Encourage students to give best effort • Encourage and prepare students to be college and career ready • Follow and read school communication (via email, social media, mail) 	<p style="text-align: center;">Behavior</p> <p>Parents commitments:</p> <ul style="list-style-type: none"> • Follow NMSD civility policy civility policy • Be an active stakeholder in your child's education (attend conferences, return/answer phone calls, be in contact with teachers) • Keep accurate address, email address, and phone number(s) with the school • Notify school personnel of family needs (I.e. transportation, home visits, or other potential barriers) • Enable students to be present and on time every day and choose to keep students in school as much as possible 	<p style="text-align: center;">Social Emotional Learning</p> <p>Parents commitments:</p> <ul style="list-style-type: none"> • Model kind and respectful behavior at all school events and at home. • Attend student conferences • Communicate with staff regarding student concerns, performance and/or needs. • Work collaboratively with school to encourage positive social skills at school and home • Attend conferences, assemblies, and student events

<p style="text-align: center;">Academics Responsibilities</p>	<p style="text-align: center;">Behavior Responsibilities</p>	<p style="text-align: center;">Social Emotional Learning Responsibilities</p>
<p>Administrators will:</p> <ul style="list-style-type: none"> • Conduct learning walks to support curriculum fidelity • Support teachers/staff in following agreed upon non-negotiables • Organize and provide school-wide data with time for reflection, discussion, and feedback 3-4 times per year • Provide time for all faculty and staff to use data to determine secondary (Tier 2) and tertiary (Tier 3) intervention needs for students • Provide frequent communication about MTSS/BILT Interventions and data 	<p>Administrators will:</p> <ul style="list-style-type: none"> • Consistently implement the school-wide primary prevention plan, including the response plan components • Model and reinforce behavior expectations with parents, staff and students • Support teachers in teaching, by reinforcing and monitoring student behavior • Attend content PLC's periodically to ensure fidelity and assess needs for resources and professional learning • Organize and provide school-wide data to staff quarterly • Review expectations quarterly with students • Follow through on all matrix expectations with staff and students • Phone answered in main office when called • Conduct stand-up meetings after school to inform staff of potentially impactful events • Ensure schoolwide monitors are available for positive messaging • Communicate using the civility policy as a framework (Link) 	<p>Administrators will:</p> <ul style="list-style-type: none"> • Monitor treatment integrity for consistent implementation of Second Step, Mindfulness, and other SEL lessons for all teachers • Provide necessary supports and resources/staffing to meet student needs • Provide PD based on the school blueprint • Model and reinforce positive, respectful social interactions with staff, adults and students • Make building a positive school culture a priority by helping staff develop positive habits

