
Guidelines for Success

1. What are the school-wide Guidelines for Success?

Our school-wide Guidelines for Success forms the acronym KNIGHTS. We are the North Shore Knights and our Guidelines are as follows:

Keep Trying
Nurture the Environment
Inspire Cooperation
Give our Best Effort
Have Respect
Take Responsibility
Support Fellow Knights

2. Where are common area expectations posted?

Common area expectations are aligned with our Guidelines for Success and posted throughout the School. These guidelines are posted in the hallways and throughout the Cafeteria. In the Cafe, we have paired each guideline with appropriate behaviors. For example, listed next to our guideline "Keep Trying" we have the example, "Please remain in your seat". Next to our guideline "Nurture the Environment" we have the example, "Keep your area clean".

At North Shore Elementary School, our aim is to maintain a consistent and common language for our expectations throughout the entire campus.

3. How are common area expectations communicated?

Common area expectations are posted throughout the school. These expectations are then discussed and taught directly. Our Principal, Cooper Dawson appears on the North Shore News each and every morning with the "Principal's Proclamation". During the Principal's Proclamation, Ms. Dawson speaks to each and every one of our Guidelines for Success and addresses what following these expectations and guidelines may look like throughout the school. Teachers are also actively reinforcing school-wide expectations throughout their lessons in the classroom and as they transition through common areas around the school.

4. What are the classroom expectations/rules and how are they identified, posted, and clearly communicated?

All teachers have received a poster of the school-wide Guidelines for Success and have posted these guidelines in their classrooms. In addition, teachers have submitted their classroom discipline plan to the MTSS/Administration team. These plans are then carefully reviewed by administration to ensure they are aligned with the school-wide expectations and North Shore Elementary's positive behavior support project. These expectations and classroom rules are communicated with consistency to students by administration, teachers, and supporting staff members.

**15/16 School-wide Behavior Plan
North Shore Elementary School**

10/14/2015

Goal 1

Present Level of Performance

In the 2014-2015 school year, Black or African American students had 79 referrals. This is approximately 50% of all discipline referrals. 25% of the school population is Black or African American.

Expected Level of Performance

Our expected level of performance is to reduce the referrals of Black or African American Students by 20% to 63 referrals or less.

GAP

Reducing the referrals of our Black or African American subgroup from 79 to below 63 referrals creates a gap of 16 referrals or about 20%.

1. What problem have you identified?

At North Shore Elementary in the 2014-2015 school year, Black or African American students accounted for 50% of all discipline referrals. This creates a concern as Black or African American students account for only 25% of the student population. Our school used discipline referral data from Pinellas County's FOCUS database. We would like for students of the Black and African American subgroup to reduce their referrals in the 2015-2016 school year.

2. What is your Desired Outcome/Measureable Goal?

Our desired outcome is to reduce referrals by 20% within the Black or African American subgroup.

3. What are possible reasons that your goal has not yet been reached (barriers)?

One possible barrier that may have impacted our ability to reach our goal is insufficient professional development in relation to STOIC Data. Teachers have an understanding of STOIC principles, however, increasing their depth of knowledge in this area and offering more opportunity to discuss and practice these principles may positively impact our ability to reach our school-wide goals.

An inefficient intervention process may have lead delayed Tier II intervention support for some chronically referred students. The delay in supplemental services may have negatively impacted our ability to reach our school-wide goals.

3a. What is the most valid and alterable barrier (your priority)?

Delayed intervention is our most valid and alterable barrier. Becoming more proactive and less reactive will positively impact our ability to reach our goal.

3b. How do you know that this is the right barrier to address (validation)?

Taking a close look at our discipline data and school personnel validates that addressing our delayed tier II intervention process is the most appropriate choice. Our data shows us that only twenty African American or Black students accounted for 79 referrals. That is 5.4% of the school's population accounting for 50% of the discipline referrals. Putting in place early interventions for 5.4% of our students has the ability to dramatically impact referral rates and help us attain our school-wide behavior goal.

We have also retained our Behavior Specialist and MTSS Coach from the 2014-15 school year. Having returning personnel who have already identified students in need of supplemental behavior support only further validates our priority of immediately addressing those students in need of supplemental services.

Goal 1

4. How will this problem be solved?

Identify chronically referred students.

Implementation Steps (Including professional development)

MTSS Coach and Behavior Specialist will collaborate and generate Tier II watch list.

Person(s) Responsible

Casey Maker
Jill Jeffers

Timeline / By When?

Prior to the beginning of the year. Due August 24th, 2015

Initiated: 8/4/2015
Ongoing:
Pending:
Completed: 8/24/2015

Design appropriate interventions to meet students needs

Implementation Steps (Including professional development)

MTSS Coach and Behavior Specialist will attend PBS Tier II training. Identify which researched based interventions will be most effective for students.

Person(s) Responsible

Casey Maker
Jill Jeffers
Cooper Dawson

Timeline / By When?

Identify appropriate interventions by the end of the ten day count. Due September 8th, 2015

Initiated: 8/4/2015
Ongoing:
Pending: Y

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Completed:

Implement designated intervention with fidelity

**Implementation Steps
(Including professional development)**

Collaborate with classroom teachers to provide professional development for the appropriate intervention and to create a timeline.

Person(s) Responsible

Jill Jeffers
Cooper Dawson

Timeline / By When?

Meet with classroom teachers during the week of September 8th.

Initiated: 9/14/2015

Ongoing: Y

Pending: Y

Completed:

Monitor implementation of strategy intervention.

**Implementation Steps
(Including professional development)**

Conduct walk-throughs collecting STOIC data

Person(s) Responsible

Casey Maker
Cooper Dawson

Timeline / By When?

Beginning the of September 8th and ongoing

Initiated: 9/8/2015

Ongoing:

Pending: Y

Completed:

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Goal 1

5. Data collection and management

Tier II Knightly Behavior Report (Progress Monitoring)

Implementation Steps (Including professional development)

Teachers will monitor and mark on the student's Knightly Behavior Report. Reports will be submitted to Mr. Maker daily.

Person(s) Responsible

Classroom Teacher

Casey Maker

Timeline / By When?

Due: September 9th

Weekly

Initiated: 8/24/2015

Ongoing: Y

Pending: Y

Completed:

Review school-wide discipline referral data.

Implementation Steps (Including professional development)

Meet with the School Based Leadership Team to review school-wide discipline referral data. Identify trends, hotspots, and outliers.

Person(s) Responsible

SBLT Team

Timeline / By When?

Monthly

Initiated: 9/8/2015

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Ongoing: Y
Pending: Y
Completed:

Goal 1

6. Support Plan

Regular and ongoing behavior coaching

**Implementation Steps
(Including professional development)**

Collaboration between classroom teacher/interventionist and Behavior specialist.

Person(s) Responsible

Jill Jeffers

Timeline / By When?

Monthly

Initiated:

Ongoing: Y

Pending: Y

Completed:

Goal 1

7. Fidelity Plan

Walkthrough and intervention documentation worksheets.

**Implementation Steps
(Including professional development)**

Administration as well as behavior walkthroughs to monitor fidelity of intervention implementation

Person(s) Responsible

Cooper Dawson
Nikishia Dixon
Jill Jeffers

Timeline / By When?

Weekly

Initiated:

Ongoing: Y

Pending: Y

Completed:

Goal 2

Present Level of Performance

In the 2014-2015 school year 93% of North Shore received either 1 or 0 referrals.

Expected Level of Performance

The 2015-2016 expected level of performance is to increase the percentage of students who receive 1 or 0 referrals to 96%.

GAP

Our goal is to increase the percentage of students who receive either 1 or 0 referrals by 3%.

1. What problem have you identified?

At North Shore Elementary School our goal is to increase the strength of our Tier I Positive Behavior Support. The Pinellas County FOCUS database identified that in 2014-2015, 7% of students received two or more discipline referrals. We want students to know our school wide expectations and consistently follow the Guidelines for Success.

2. What is your Desired Outcome/Measureable Goal?

Our desired outcome is to increase the number of students receiving 1 or 0 referrals by 3%.

3. What are possible reasons that your goal has not yet been reached (barriers)?

One possible barrier that may have impacted our ability to reach our goal is insufficient professional development in relation to STOIC Data. Teachers have an understanding of STOIC principles, however, increasing their depth of knowledge in this area and offering more opportunity to discuss and practice these principles may positively impact our ability to reach our school-wide goals.

Inconsistency among teacher and staff follow through with school wide processes and procedures may also be considered a barrier. Classroom discipline plans that do not align the school-wide PBS philosophy may have had a negative impact on our ability to reach our goal.

3a. What is the most valid and alterable barrier (your priority)?

Lack of professional development in relation to STOIC principles is the most valid and alterable barrier to our goal.

3b. How do you know that this is the right barrier to address (validation)?

Our other barriers relate directly to the barrier we chose to address. By increasing awareness of STOIC principles as well as ensuring teacher/staff accountability, our other barriers may become less evident and create less of an impact.

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Goal 2

4. How will this problem be solved?

Professional Development of STOIC principles.

Implementation Steps
(Including professional development)

Implementation of brief Professional Development during morning meetings.

Person(s) Responsible

Casey Maker
Jill Jeffers

Timeline / By When?

Beginning brief overview and practice during first morning meeting of September.

Initiated:

Ongoing: Y

Pending: Y

Completed:

STOIC Walkthroughs and Data Chats

Implementation Steps
(Including professional development)

Conduct weekly walkthroughs for data collection purposes.

Person(s) Responsible

Cooper Dawson
Nikishia Dixon
Casey Maker

Timeline / By When?

After Implementation of Professional Development of STOIC Principles: September

Initiated:

Ongoing: Y

Pending: Y

Completed:

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Goal 2

5. Data collection and management

STOIC Walkthrough Data

Implementation Steps (Including professional development)

Administration and MTSS Coach will conduct walkthroughs to collect data. Data will be shared with classroom teachers.

Person(s) Responsible

Cooper Dawson
Nikishia Dixon
Casey Maker

Timeline / By When?

Monthly STOIC walkthroughs

Initiated:

Ongoing: Y

Pending: Y

Completed:

Review School-Wide Discipline Referral Data

Implementation Steps (Including professional development)

Meet with the School Based Leadership Team to review school-wide discipline referral data. Identify trends, hotspots, and outliers.

Person(s) Responsible

Casey Maker

School Based Leadership Team

Timeline / By When?

Monthly

Initiated:

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Ongoing: Y
Pending: Y
Completed:

Goal 2

6. Support Plan

Ongoing professional development and behavior coaching

**Implementation Steps
(Including professional development)**

Our behavior specialist and MTSS coach will meet with teachers monthly to review STOIC data and feedback

Person(s) Responsible

Casey Maker
Jill Jeffers

Timeline / By When?

Monthly

Initiated:

Ongoing: Y

Pending:

Completed:

Goal 2

7. Fidelity Plan

STOIC walkthroughs and PLC notes.

**Implementation Steps
(Including professional development)**

Administration as well as behavior walkthroughs to monitor fidelity of intervention implementation

Person(s) Responsible

Cooper Dawson
Nikishia Dixon
Jill Jeffers

Timeline / By When?

Monthly / By October 1st

Initiated:

Ongoing: Y

Pending:

Completed:

Goal 3

Present Level of Performance

Expected Level of Performance

GAP

1. The identified problem for Goal 3 is:

see Goal 1

2. What is your Desired Outcome/Measureable Goal?

3. What are possible reasons that your goal has not yet been reached (barriers)?

3a. What is the most valid and alterable barrier (your priority)?

3b. How do you know that this is the right barrier to address (validation)?

School-wide Reward System

1. What are your school-wide reward strategies?

Our school-wide reward strategy is based around our Principal's 100 Club. The Principal's 100 Club is a school-wide positive behavior support system that rewards students for following school-wide expectations and the Guidelines for Success around campus.

Another school-wide reward strategy in place is our First Friday Celebration. Students who have received zero discipline referrals or no more than one incident report each month are rewarded by participating in the First Friday Celebration.

Our cafeteria also implements a reward strategy for students and classes who continue to follow cafe expectations. Each cafeteria expectation is aligned with the school-wide Guidelines for Success. Tables/Classes that consistently follow the cafe expectations are rewarded each month as a group. The reward target is increased through out the school year to encourage students to excel.

A reward strategy is used on bus for buses that follow safety procedures on the bus. The bus is rewarded when students meet the monthly target.

2. Describe the procedure/practice used.

The Principal's 100 Club is a positive behavior support system that rewards students that follow the Guidelines for Success. Students who are "Caught" following the school-wide guidelines by mystery teachers are given a ticket that is redeemed in the office for a small token of appreciation as well as a spot on the Principal's 100 Club Board. The contest is similar to BINGO in that the board has numbered squares where students place their name in a square that coincides with a randomly drawn number chip. Once an entire row of 10 is filled, those students whose names appear in those boxes in the winning row will receive the Principal's Mystery Motivator Reward. The reward can range from an ice cream party with the Principal to certificates to use at a local restaurant. Upon completion of a cycle, the board will be wiped clean and the process will start again. The intended result is increased positive behavior and reduced office discipline referrals.

3. How, when, where, and by whom will strategies be implemented?

This school-wide positive behavior support is implemented daily and is implemented by all North Shore Knight staff members. Everyday, Staff members will issue tickets to students. Students will take their tickets to the front office staff to receive their number and a small prize. Students names are then placed the Principal's 100 Club board which is located in the hallway directly in front of the office door.

4. Explain how documented strategies are evidence-based and aligned to data?

This researched/evidence based strategy is adopted from the "Tough Kids" series and has been proven effective in schools throughout the country. The Principal's 100 Club is also a strategy recommended by Florida's Positive Behavior Support Project.

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Alignment of Classroom Management Systems With The School-Wide Behavior Plan

1. What STOIC-based classroom management system is implemented in your school?

Teachers will develop their own classroom management plans consistent with the core values, guiding principles and CHAMPs. These individual management plans make optimum use of expected behaviors, consequences and positive reinforcements for use in the classroom. Use of proactive intervention strategies can de-escalate behaviors before they get out of hand. There should be an effort to allow students to correct their own behavior. Students should have 15 minutes, for example, to correct their behavior on their own before the staff determines that an annoying behavior has gone from a level 1 to a level 3.

The classroom plan must be posted and include the reward system and consequences so that students are fully aware of the expectations. It also will serve as a reminder to follow the system with fidelity. Plans will be submitted for review to the Behavior Specialist.

2. How do you know that your classroom management system is research based?

CHAMPs is a proactive and positive approach to classroom management. The principles are researched based and CHAMPs translates the research on effective classroom and behavior management into easy to implement steps for classroom teachers.

3. How is your classroom management system aligned to data?

Classroom management systems are aligned to our school-wide positive behavior support system. Our school-wide behavior plan has used data to generate goals and identify barriers that impact the achievement of our goals. Within our school-wide behavior plan, there are processes in place to closely monitor progress and use data to drive dialogue and collaborative planning throughout the school year.

4. What specific outcomes are expected as a result of your classroom management system?

We expect positive outcomes from our positive approach to classroom and behavior management. We believe that maintaining consistency with our classroom management systems and school-wide behavior plan will ultimately lead to a more effective behavior education program and fewer instances of misconduct. Specifically, our expected outcomes from our positive behavior supports is to lower referral rates by 20% and consequently increase academic achievement levels for all students.