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## **Guidelines for Success**

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

School-wide Behavior Guidelines: The Four A's

Attendance- Students must be physically (on time to each class) and mentally (focused on instruction) present each school day.

Attire- Students must adhere to the dress code at all times.

Attitude- Students need to maintain a positive attitude.

Achievement- Students need to complete all assigned tasks and never accept a zero for any assignment.

Six Ships:

Scholarship, Relationship, Leadership, Citizenship, Partnership, and Sportsmanship

### **2. Where are common area expectations posted?**

Common area expectations are posted in all classroom, in some hallway areas and available on the school-web site via a recorded broadcast/introduction video.

### **3. How are common area expectations communicated?**

Common area expectations are communicated in the following ways: parent / student meeting, grade level assemblies, back to school night, school information video available on the Northeast High School website.

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

The classroom expectations are are:

School-wide Behavior Guidelines: The Four A's

Attendance- Students must be physically (on time to each class) and mentally (focused on instruction) present each school day.

Attire- Students must adhere to the dress code at all times.

Attitude- Students need to maintain a positive attitude.

Achievement- Students need to complete all assigned tasks and never accept a zero for any assignment.

The expectations are posted in each classroom and are reviewed with students in the beginning of the school year and reviewed as often as needed. The expectations are emphasized daily in morning announcements and reinforced through our TV news broadcast daily.

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## Goal 1

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### Present Level of Performance

2014-2015 Discipline data shows that our top 6 referral categories are Missed detention, skipping, defiance/ Insubordination, excessive tardiness, Class disruption and leaving campus. School attendance rate is less than 90% and there was only 1 school-wide behavior incentive celebration for the 2014-2015 school year.

### Expected Level of Performance

Students will have more opportunities to participate in positive behavior incentives that are connected directed to student attendance and positive behavior in the school community.

### GAP

School wide attendance was less than 90% and there were only 1 school-wide behavior incentive celebrations for the 2014-2015 school year.

#### 1. What problem have you identified?

There are not enough opportunities for students to participate in positive behavior support incentives. We would like to increase school-wide behavior positive incentives including the use of Viking Bucks and increase school-wide positive behavior celebrations within the school community.

#### 2. What is your Desired Outcome/Measureable Goal?

Increase the number of school-wide behavior incentives celebrations to 4 times per school year.

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

Some possible barriers are: funds for celebrations, consistently among staff members in implementing the use of Viking Bucks, not having prizes that are of value or interest to students.

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

The most valid and alterable barrier is to have prizes that are of value and interest to the student body.

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

Students have expressed that they are interested in having other items available to redeem Viking bucks.

**15/16 School-wide Behavior Plan  
Northeast High School**

8/27/2015

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**Goal 1**

**4. How will this problem be solved?**

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**Poll students to determine their items of interest for redemption of viking bucks.**

**Implementation Steps  
(Including professional development)**

Student government to assist with student poll.

**Person(s) Responsible**

PBS/ Behavior Team  
Student Government

**Timeline / By When?**

October 2015

**Initiated:** 9/9/2015

**Ongoing:**

**Pending:**

**Completed:**

**Secure additional funding sources to improve offering to redeem viking bucks.**

**Implementation Steps  
(Including professional development)**

Solicit support from community partners

**Person(s) Responsible**

PBS/ Behavior Team  
Volunteer Coordinator

**Timeline / By When?**

Ongoing

**Initiated:** 8/27/2015

**Ongoing:** Y

**Pending:**

**Completed:**

**15/16 School-wide Behavior Plan  
Northeast High School**

8/27/2015

**Set dates up dates, times and events for school-wide behavior events**

**Implementation Steps  
(Including professional development)**

Set dates up dates, times and events for school-wide behavior events

**Person(s) Responsible**

PBS/ Behavior Team

**Timeline / By When?**

December 2015

**Initiated:** 8/27/2015

**Ongoing:** Y

**Pending:**

**Completed:**

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**Goal 1**

**5. Data collection and management**

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**School - wide behavior data**

**Implementation Steps  
(Including professional development)**

Monthly review of School - side behavior data

**Person(s) Responsible**

PBS/ Behavioral Team  
Child Study Team  
Administrative Team

**Timeline / By When?**

June 2016

**Initiated:** 8/27/2015  
**Ongoing:** Y  
**Pending:**  
**Completed:**

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**Goal 1**

**6. Support Plan**

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**Review of school behavior data monthly**

**Implementation Steps  
(Including professional development)**

data review and PDSA

**Person(s) Responsible**

PBS/ Behavior Team

**Timeline / By When?**

monthly

**Initiated:** 8/27/2015

**Ongoing:** Y

**Pending:**

**Completed:**

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**Goal 1**

**7. Fidelity Plan**

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**Review of school behavior data monthly**

**Implementation Steps  
(Including professional development)**

Data review and PDSA

**Person(s) Responsible**

PBS / Behavior Team

**Timeline / By When?**

Monthly

**Initiated:** 8/27/2015

**Ongoing:**

**Pending:**

**Completed:**



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## Goal 3

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### Present Level of Performance

The 2014-2015 Discipline data shows that there were 675 students who received referrals last school year. Of that 675, 191 students were Black students. Black students made up 16% of the population and received 28% of the referrals.

### Expected Level of Performance

Decrease the number of referrals between black and non-students.

### GAP

Discipline gap between black and non-black students.

#### 1. The identified problem for Goal 3 is:

Decrease the discipline gap between black and non-black students. School - wide discipline data was used to identify the gap and concern.

#### 2. What is your Desired Outcome/Measureable Goal?

Decrease the discipline gap that exist between black and non-black students.

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

Deliberate establishment of an authentic relationship help link students with the school community.

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

Establishing authentic linkage with students in the school community.

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

Students should have positive authentic relationship with adults in the school community to help improve behavior and academic gains.

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### Goal 3

#### 4. How will this problem be solved?

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#### Cultural competency Training

##### Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

staff competency training

##### Person(s) Responsible

Administrative Team  
PBS/ Behavior Team

##### Timeline / By When?

June 2016

Initiated: 8/27/2015

Ongoing: Y

Pending:

Completed:

#### Peer to Peer mentor

##### Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

Linking students to the school community.

##### Person(s) Responsible

Administrative Team  
PBS/ Behavior Team  
District office of strategic partnership

##### Timeline / By When?

June 2016

Initiated: 8/27/2015

Ongoing: Y

Pending:

Completed:

**15/16 School-wide Behavior Plan  
Northeast High School**

8/27/2015

**African American pullout tutoring for FSA**

**Implementation Steps**

**(Including professional development opportunities aligned to Positive Behavior Supports)**

Establishing academic links to the school community

**Person(s) Responsible**

Administrative Team  
PBS/ Behavior Team

**Timeline / By When?**

June 2016

**Initiated:** 10/2/2015

**Ongoing:** Y

**Pending:**

**Completed:**

**Adult to peer tutoring**

**Implementation Steps**

**(Including professional development opportunities aligned to Positive Behavior Supports)**

Linking student to school community

**Person(s) Responsible**

Administrative team  
PBS/ Behavior Team

**Timeline / By When?**

June 2016

**Initiated:** 10/2/2015

**Ongoing:** Y

**Pending:**

**Completed:**

**15/16 School-wide Behavior Plan  
Northeast High School**

8/27/2015

**Targeted African student introduction to the school community interventions by administrative and guidance counseling team. (9th grade and 12th grade students)**

**Implementation Steps**

**(Including professional development opportunities aligned to Positive Behavior Supports)**

Establishing positive relationships in the school community

**Person(s) Responsible**

Guidance counselors

Administrative Team

**Timeline / By When?**

June 2016

**Initiated:** 9/25/2015

**Ongoing:** Y

**Pending:**

**Completed:**

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**Goal 3**

**5. Data collection and management**

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**Monthly student discipline data**

**Implementation Steps  
(Including professional development)**

review and evaluate monthly student discipline data

**Person(s) Responsible**

Administrative Team  
Child Study Team  
PBS/ Behavior Team

**Timeline / By When?**

June 2016

**Initiated:** 8/27/2015  
**Ongoing:** Y  
**Pending:**  
**Completed:**

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**Goal 3**

**6. Support Plan**

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**Review of school behavior data monthly**

**Implementation Steps  
(Including professional development)**

review and evaluate monthly student discipline data

**Person(s) Responsible**

Administrative Team  
Child Study Team  
PBS/ Behavior Team

**Timeline / By When?**

Monthly

**Initiated:** 8/27/2015  
**Ongoing:** Y  
**Pending:**  
**Completed:**

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**Goal 3**

**7. Fidelity Plan**

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**Review of school behavior data monthly**

**Implementation Steps  
(Including professional development)**

review and evaluate monthly student discipline data

**Person(s) Responsible**

Administrative Team  
Child Study Team  
PBS/ Behavior Team

**Timeline / By When?**

Monthly

**Initiated:** 9/3/2015  
**Ongoing:** Y  
**Pending:**  
**Completed:**

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## **School-wide Reward System**

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### **1. What are your school-wide reward strategies?**

1. Viking Bucks
2. Character Trait of the month
3. School - wide Behavior Celebrations.
4. Student of the month.

### **2. Describe the procedure/practice used.**

1. Teachers will be able to utilize the Viking Bucks system to reward students who are behaving in an appropriate manner. Students will be able to use the Viking Bucks for a variety of rewards (ice cream, fast pass to the front of the line in the café, teacher classroom incentives, chips and candy, items from PBS store, etc...). The idea is to create a token system that will encourage all students to behave in an appropriate manner.
2. Character Traits of the Month will be modeled by all staff, announced daily by the principal, and displayed in classrooms to foster the desired positive behaviors.
3. School-wide Celebrations will be conducted throughout the year to reward students for their good behaviors, grades, and attendance. Also, we will reward students who show improvements in behaviors throughout the academic year. Celebrations may include: Drama Productions, Faculty/Student Basketball Game, Red/White Football Game, Soccer Culture, Band/Choral Productions, Food Rewards, and Field Day (TASCO).
4. Student of the month for each grade level.

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

Strategies are implemented daily and monthly in all classrooms and throughout the school community.

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

Research shows that an increase in positive behavior support will improve behavior in the school community if done consistently and with fidelity.



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

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

All classrooms are required to implement a positive incentive plan which includes the use of Viking Bucks. All students are explicitly taught expectations and have opportunities to practice expectations in the classroom environment. Teachers are to submit their plans and plans must be aligned to the School-wide behavior expectations.

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

Teachers will be able to utilize the Viking Bucks system to reward students who are behaving in an appropriate manner. Students will be able to use the Viking Bucks for a variety of rewards (ice cream, fast pass to the front of the line in the café, teacher classroom incentives, chips and candy, items from PBS store, etc...). The idea is to create a token system that will encourage all students to behave in an appropriate manner.

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

Classroom management systems are based on the school-wide behavior management system.

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

The expected result is to improve student attendance, academic outcome and behavior outcome in the school community.