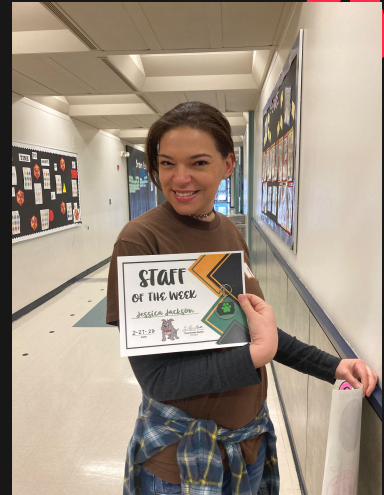
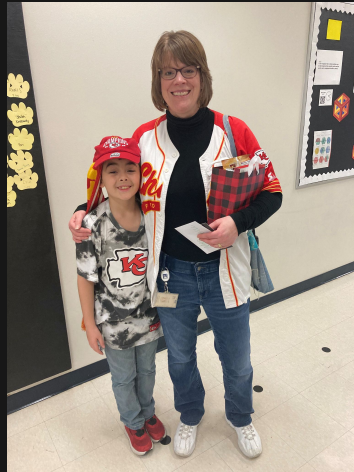
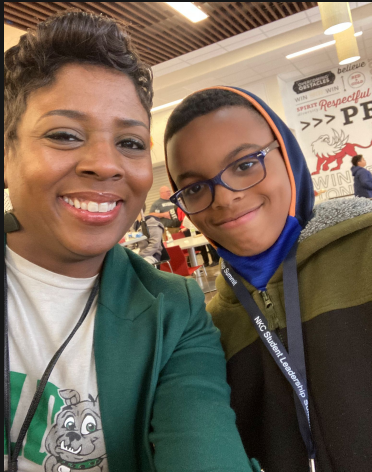


# It's A Bulldog Thing!

Tina Hinds-Booth, Principal  
Shelley Campbell, Counselor

Jessica Jackson, School Community Resource Specialist





# HOUSEKEEPING THINGS

If you aren't learning or you find this doesn't apply to you, feel free to step out. We will not be offended :)

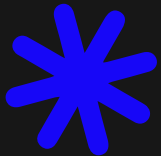
We'd be happy to share any and all resources with you. In fact, you find links to helpful resources at the end of this presentation.



# Session Overview



Participants will understand how the Topping Bulldog team worked together to meet the unique challenges of students with the support of building and district level supports and systems and achieve Gold status in one school year. SW-PBS teams and administrators will walk away with resources and strategies that can be implemented right away to support all students.



# Session Outcomes



- Learn how self-regulation strategies were integrated into our Tier 2 implementation with students and receive a variety of resources to assist with your buildings Tier 2.
- Review the strategies and systems that were put in place that created a culture and environment that is conducive to supporting all students and how to build the capacity of staff to sustain the implementation.
- Understand the use of the district-wide Tier 3 supports and systems that ensured the accurate implementation of practices with fidelity.



# WHO WE ARE?



## Tina Hinds-Booth

Mom of 3-one in college and 2 starting middle school  
Former Middle and High School English teacher  
Principal at Topping Elementary - 2nd Year in current district

## Shelley Campbell

Mom of 1 daughter - will be a senior in high school  
Wife  
Elementary School Counselor for 30 years

## Jessica Jackson

Mom of 1- starting Kindergarten  
Wife  
Licensed Professional Counselor (LP)



# A BIT ABOUT



**TOPPING**  
Elementary School



<b><u>Location</u></b>	4433 N Topping Ave. Kansas City, MO 64117
<b><u>District</u></b>	North Kansas City School District - 2nd largest district in the state
<b><u>Grade Levels</u></b>	K-5 building
<b><u>Colors</u></b>	Green and Yellow
<b><u># of Students</u></b>	312
<b>What makes us special?</b>	The sense of belonging and community that is present among our staff, students and parents.



**[Topping's Website](#)**

Follow us on Twitter **[@ToppingBulldogs](#)**

# Topping Timeline

2018-2019

2019-2020

2020-2021

2021-2022

2022-2023

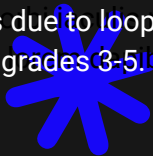
Change in leadership with an interim principal mid-year.

\*\*Topping became a

Title I school

approximately 2006.

Noticed higher MAP scores due to looping within grades 3-5.



Covid Year - enough said.

Same principal and the work began with Tier I PBIS and the building leadership team.

Established a common language and procedures with handbook. Achieved Bronze status.

Requested key positions - BI, SCRS, Reading Interventionist

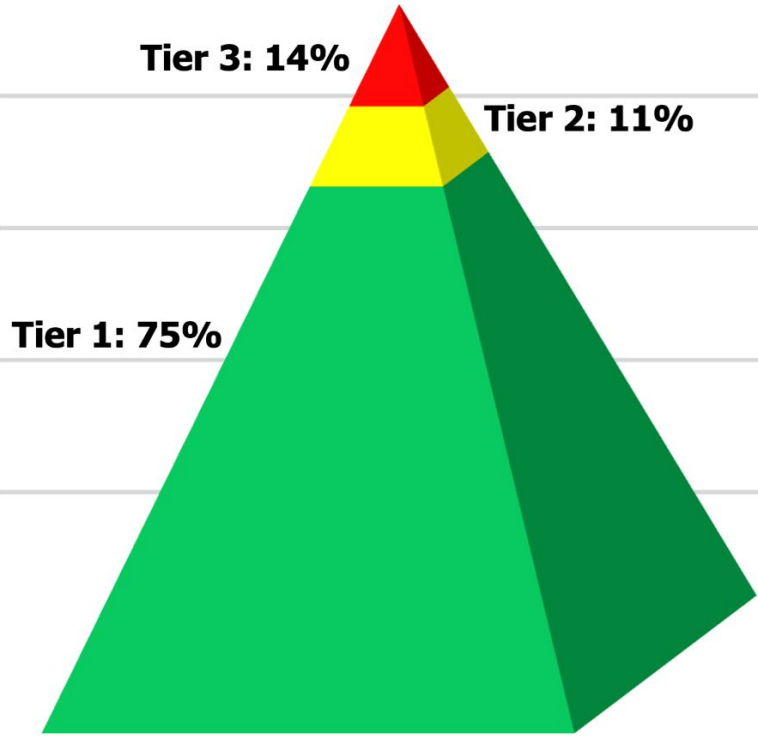
Change in leadership again, the school needed a leader with more Tier 2 and 3 experience due to the learning loss and student population needs.

\*\*Achieved Gold status  
Decreased behavior incidents by 55%

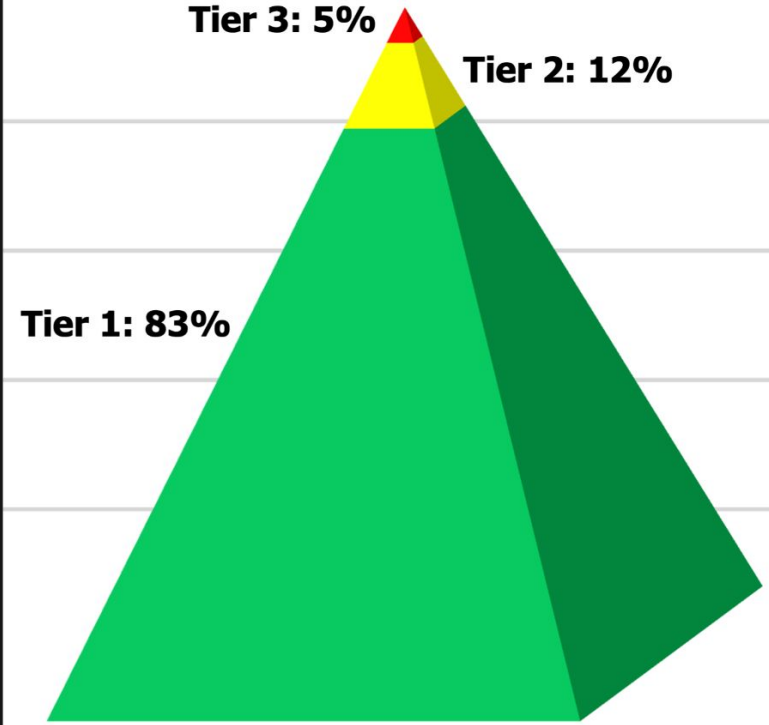
We updated our Tier 2 and 3 process.

Decreased incidents by 80%

Involved our whole staff with CICO and MTSS process.



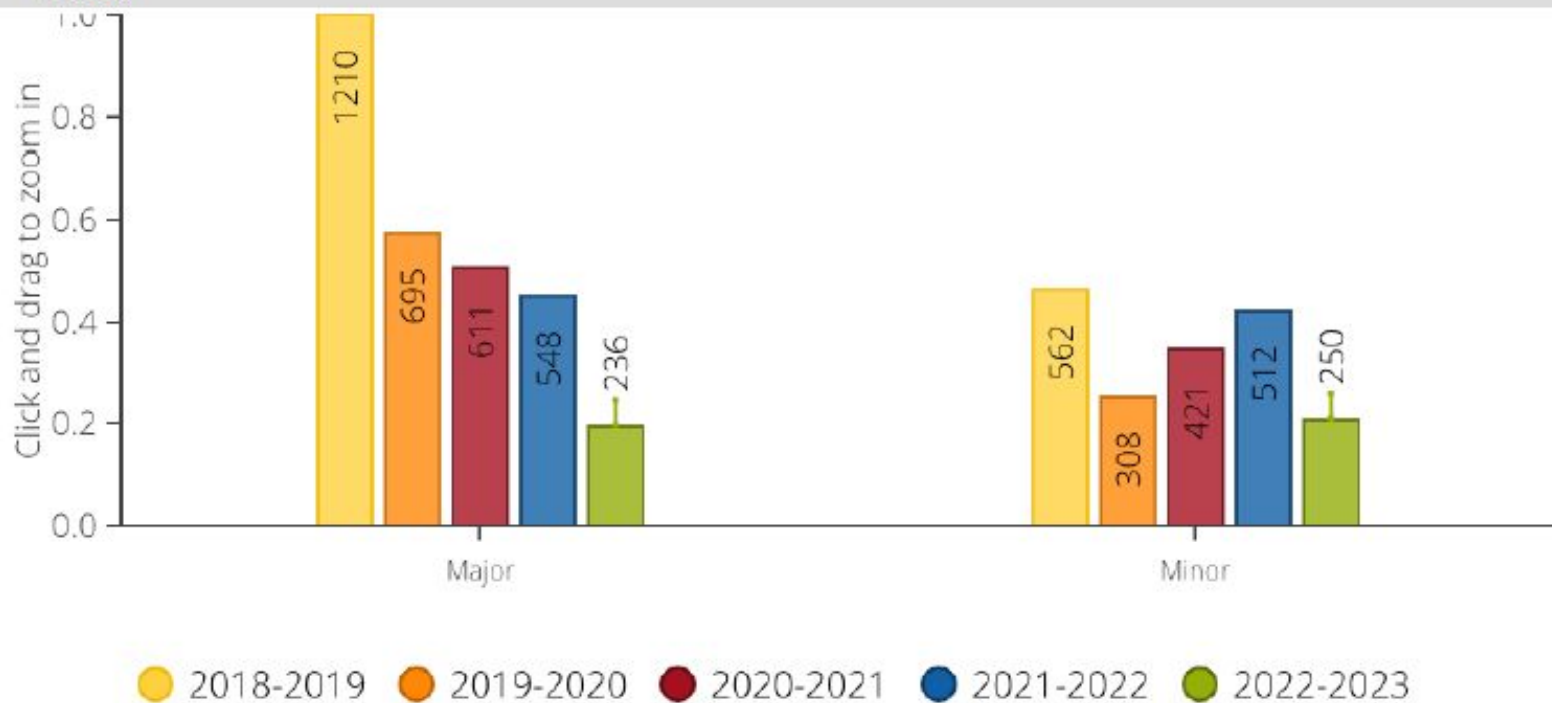
**2018-2019**



**2022-2023**  
**Updated January 2023**



By Primary Incident Type (2022-2023, 2021-2022, 2020-2021, 2019-2020, 2018-2019, Topping Elementary School)



# How did we achieve Gold Status within 1 year?

01

Communication

03

Differentiated

02

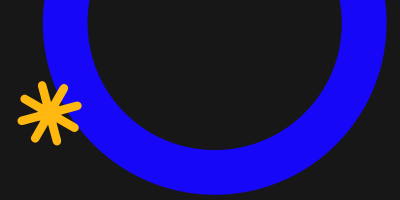
Data  
Decision-Making

04

Teamwork



**CICO-Igbal**





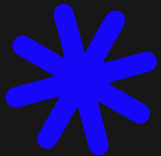
01



# Communication

# Communication

- What are exciting ways we wanted students to become leaders?
  - Hope Squad
  - Diversity Council
  - Student Ambassadors
- Whole staff approach
  - CICO sheets
  - CICO script
  - Social Stories
  - Attendance Team
  - Tier 2 & 3 team meetings (Behavior MTSS)





02



# Data-driven Decision-Making



# Data-Driven Decision-Making

- Hiring intentionally
- Having a common language and plan (MTSS Support System)
- Involving everyone in the school with the process
- EduClimber ●Data Walls ●Action Plans ●Staff & Student Surveys & Screeners





03

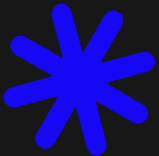


Differentiated

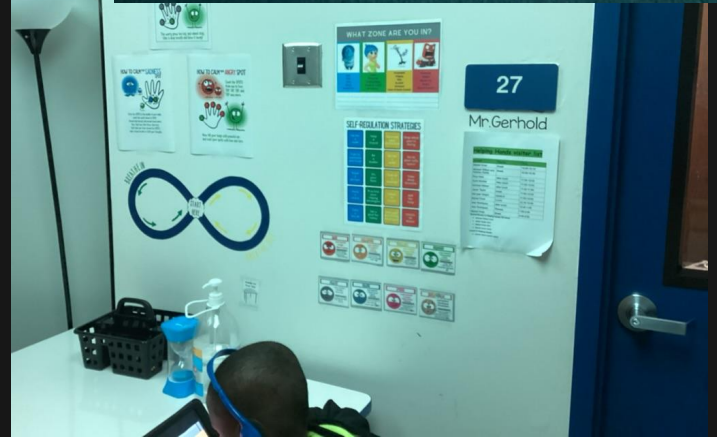
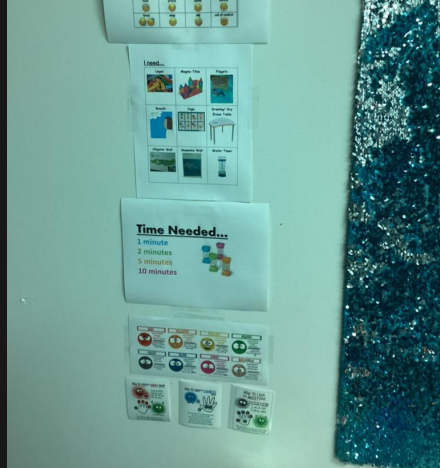


# Differentiated

- Transient population, offering various options and alternatives to suspension and for attendance to include but not limited to; having a virtual option for students when they have to leave town (ELL students, emergencies, etc)
- Tier 2 plans look different and not the same for everyone
- Leadership opportunities for students



# Helping Hands



## Tier 2



MTSS Levels of Support



CICO

CICO Mentor Script



Social Stories - N

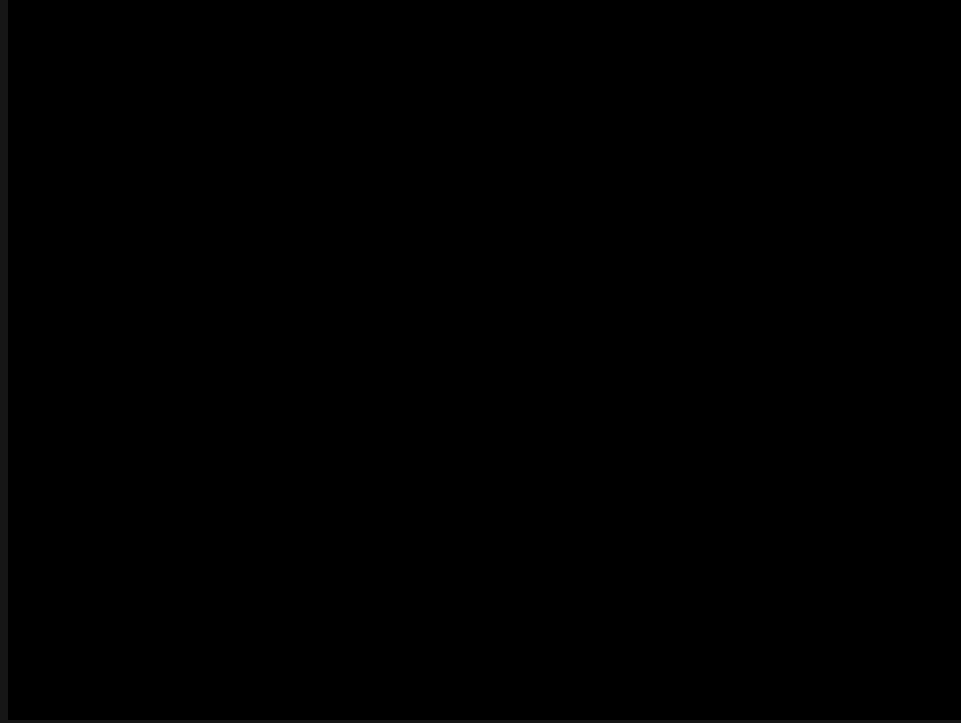
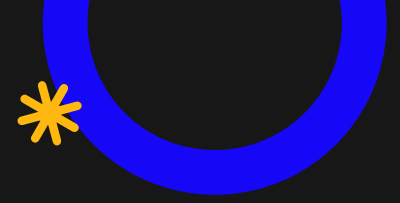


04

# Teamwork

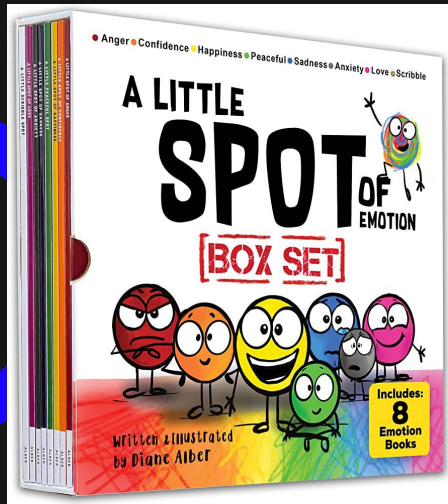


**CICO-KK**



# EXAMPLE Resources

Little Spots



Zones of Regulation

### The ZONES of Regulation

<b>Blue Zone</b> Sad Bored Tired Sick	<b>Green Zone</b> Happy Focused Calm Proud	<b>Yellow Zone</b> Worried Frustrated Silly Excited	<b>Red Zone</b> overjoyed/Elated Panicked Angry Terrified

Second Step

secondSTEP<sup>®</sup>  
Skills for Social and Academic Success

# Tier 3



Approximately 1-5% of students will continue to experience difficulty after participation in ongoing Tier 1 support and inclusion in a Tier 2 intervention. In many cases these students have school histories of significant academic and behavioral difficulties over an extended period of time. Because their needs may be more intense and chronic, Tier 3 support systems are individualized. Just as with the Tier 2 level, schools must build on the established school wide system to accurately identify these students, and data-based decision making is essential.

Students with chronic and/or intense problem behaviors require specially designed and individualized interventions that match the function of the problem behavior. A simple functional behavioral assessment (FBA) is conducted to create a summary statement that forms the basis for a student's behavior intervention plan (BIP). Expertise in the science of behavioral assessment is necessary for the development and implementation of individualized support plans.

# THANKS!

## DO YOU HAVE ANY QUESTIONS?



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