Guidelines for Success:

1.   **Have the school-wide GFS expectations been clearly identified?**
2.   **Are common-area expectations posted and clearly communicated?**
3.   **Have the classroom expectations/rules been clearly identified, posted and clearly communicated?**

Questions to guide discussion:

Bayside High School
Guidelines for success

1. Clearly identified guidelines are posted in the classrooms and are referenced throughout the year. (what are the guidelines? - be specific)
   Preschool: Staff revisits discipline data and previous school wide guidelines for success and targets the guidelines for success.

2. Common areas are focused on specific targeted guidelines. Posters or signs are around the school reminding the students of the cell phones expectations (i.e. Cafe patio).

3. Classroom expectations are posted in each room and are regularly referenced with the students. First day of school each teacher communications the expectations and
desired behaviors for the classroom, and throughout the school. Teachers also review at the beginning of each quarter.

Goal 1: To reduce the number of African American students with 20 or more referrals

A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?

Bayside will assign mentors to our African American students who have 20 or more referrals. The list will include students from last year as well as students who are currently on track for a high number of referrals.

Implementation Steps

The first step is to identify the students who are on track or have received 20 or more referrals. The next step is to recruit staff members who are wanting to participate in the mentoring program. The last step is to assign mentors and create weekly check in sheet.

Person(s) Responsible

Multi tiered student services team - first step
Mr. Gregg (Assistant Principal) 2nd and 3rd step

Timeline / By When?

September 2014 -ongoing

Initiated	Status	Completed
8/18/2014	Ongoing	

A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?

Development and Maintain a school wide atmosphere of Cultural Proficiency and Responsiveness

Implementation Steps

Staff Review and discussion of school wide data at monthly staff meeting

Teams will make referrals to the MTSSRtI Team for support as per above discussions
MTSSRtI Team to Profile students with behavior referrals- attendance, tardies, grades. behavior, work and homework completion
MTSSRtI Team/Teacher to meet to support positive behavior interventions

2. MTSSRtI Team to compile a list of students
   MTSSRtI Team to create a check in system for students to "check-in" with an adult.
   MTSSRtI Team to track data on each eligible student attendance, tardies, grades, behavior
   MTSSRtI to discuss student progress monthly at MTSSRtI meetings (depending on size of the list- this schedule may rotate) and provide additional supports as needed

Person(s) Responsible

MTSS team

Timeline / By When?

September 2014

Initiated	Status	Completed
	Ongoing	

Goal 1 Data Collection and Management:

1. **Did your team access and use the student data information systems?**
2. **What is the correlation between reinforcement of positive behaviors and targeted behaviors?**
3. **Does the plan identify types of data needed, data system to access, and person(s) responsible for data collection and reporting?**
4. **Does the plan identify a regular schedule of data and analysis?**

Strategy

Use data to drive need for PD and implement best practices for student and staff success

Implementation Steps

Collect, Analyze and Discuss Referral data from Data Warehouse with Staff and Professional learning communities
Collect, Analyze and Discuss cookie passes
Compare data by classroom

Person(s) Responsible

Administration- Referral data and discussion
Team Leader- Subject level referral discussion
Multi tiered student services team-

Timeline / By When?

Begin September 2014 - ongoing

Initiated	**Status**	**Completed**
8/18/2014	Ongoing	

Goal 2: Eliminate gap in black v non-black referrals as per demographic data.

A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?

1. Develop and Maintain a school wide atmosphere of Cultural Proficiency and Responsiveness

Implementation Steps

1. Embedded Professional Development at monthly staff meetings and Team Leader meetings to build and maintain a school wide atmosphere of Cultural Proficiency and Responsiveness
Staff Review and Discussion of School Wide Data at monthly staff meeting Teams will make referrals to the multi tiered school services team for support as per above discussions.
MTSSRtI Team to Profile students with behavior referrals- attendance, tardies, grades. behavior, work and homework completion
MTSSRtI Team/Teacher to meet to support positive behavior interventions

2. MTSSRtI Team to compile a list of students
   MTSSRtI Team to create a check in system for students to "check-in" with an adult.
   MTSSRtI Team to track data on each eligible student attendance, tardies, grades, behavior
   MTSSRtI to discuss student progress monthly at MTSSRtI meetings (depending on size of the list- this schedule may rotate) and provide additional supports as needed

Person(s) Responsible

Mr. Gregg will conduct short Professional Learning Communities meetings monthly targeted at cultural proficiency and responsiveness.

Timeline / By When?

Begin August 8 to ongoing

Initiated	**Status**	**Completed**
8/18/2014	Ongoing	

A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?

Implementation Steps

Person(s) Responsible

Timeline / By When?

Initiated	**Status**	**Completed**

Goal 2 Data Collection and Management:
1. **Did your team access and use the student data information systems?**
2. **What is the correlation between reinforcement of positive behaviors and targeted behaviors?**
3. **Does the plan identify types of data needed, data system to access, and person(s) responsible for data collection and reporting?**
4. **Does the plan identify a regular schedule of data and analysis?**

Strategy

Use data to drive need for Professional Development and implement best practices for student and staff success

Implementation Steps

Collect, Analyze and Discuss Referral data from Data Warehouse with Staff and PLC
Collect, Analyze and Discuss cookie passes
Compare data by classroom/student
Stakeholder Survey focused on climate and culture- Title 1, District and School based

Person(s) Responsible

Mr. Gregg - Referral data and discussion

Multi tiered student services team- School Surveys/Check In List and Schedule/ Student Profiles

Timeline / By When?

Begins August 8 to on-going

Initiated	**Status**	**Completed**

Goal 3:

A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?

Implementation Steps

Person(s) Responsible

Timeline / By When

Initiated	revised 1/26/15	Completed
8/18/2014	Ongoing	

Develop A School-Wide Reward/Recognition System Aligned To Targeted Behavior:

1.   **How, when, where, and by whom will strategies be implemented?**
2.   **Are documented strategies evidence- based and aligned to data – e.g., explicit description of the procedure/practice, clear definition of the settings and implementers who use the procedure/practice, identification of the population of individuals who are expected to benefit, and the specific outcomes expected?**

Strategy

Use data to determine student success- grades, attendance, tardies and referrals

Implementation Steps

MTSSRtI Team to create a profile on each eligible student
MTSSRtI Team to discuss student success and determine if further support needs to be added
MTSSRtI Team to conduct student/staff surveys for feedback on impact/success of program

Person(s) Responsible

MTSSRtI Team

Timeline / By When?`

Begins September 2014-on-going
Surveys TBD

Initiated	**Status**	**Completed**
9-1-2014	Ongoing	

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

1.   How, when, where, and by whom will strategies be implemented?
2.   Are documented strategies evidence- based and aligned to data – e.g., explicit description of the procedure/practice, clear definition of the settings and implementers who use the procedure/practice, identification of the population of individuals who are expected to benefit, and the specific outcomes expected?

A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?

Establish classroom rules and consequences that align with Guidelines for Success

Implementation Steps

First week at school teachers to review Guidelines for Success and create Classroom Rules to help clarify guidelines.
Teachers to clearly define each guideline, rule and process. Ex: what does this look and sound like?
Guidelines and Rules to be posted, communicated with parents and referenced throughout the school day.

Person(s) Responsible

Teacher - establish rules
Administrator - walk throughs to ensure implementation is successful

Timeline / By When?

August 18 to on-going

Initiated	**Status**	**Completed**
	Ongoing	

Action Plan:
Plan to Monitor for Fidelity of Implementation

Routine Review Data:
    Cookie passes
    Check and Connect- Attendance, Grades, Testing, Referrals
    Lesson plans with Team Building Activities
    PLC Notes

Display of Data:
    cookie passes
    Referral data by class/grade level/ethnicity

Data Will be Reviewed at the following levels
    Administrative Team
    PLC
    MTSSRtl
    Classroom Teacher

Professional Development:
List Professional Development Opportunities Aligned To The Positive Behavior Supports

CHAMPS: A Proactive and Positive Approach to Classroom Management, 2nd
Edition by Randy Sprick (Jan 1, 2009).

Marzano, R, Marzano, J, and Pickering, D. (2003).Classroom management that works. Research-based strategies for
every teacher, Association for Supervision and Curriculum Development, Alexandria, VA.

Midyear:
1. **Which goals, barriers and strategies were revised based on response to intervention?**
2. **What evidence was used to drive the revisions?**
Be sure to include how you are addressing the discrepancy between Black and Non-Black discipline in your response to intervention discussion.

Enter a summary of the current status of implementation

We are currently working to reduce the discipline of black students by addressing the issues on an individual basis and also as a whole group. Through mentoring we have addressed attendance, academics and behavior with a select students. These students were selected through data as needing additional interventions. These were the black students who received 20 or more referrals from the previous school year. A recent data search shows that out of all kids with five or more referrals at Bayside high school, their total referral count shows 461. When looking further into the data, 122 of those referrals where received by the students from their other schools. The overall data count is not accurate for Bayside high school, and changes each time we receive a new student. When searching for students school wide with 10 or more referrals, our data indicates we have 13 students. Three of the 13 students are new to Bayside high school and their referral count is still showing from their previous schools.

Our overall behavior data for our African American students is still showing a gap from the actual number of students enrolled compared to the number of students receiving referrals. After comparing the data it has been determined that there are three students who are receiving a large share of these referrals. This is causing our African American behavior gap to appear larger than it actually is. And as a school we are addressing these three students through mentoring and alternative discipline measure.

Goal one specifically addresses mentoring and how the mentoring process will be conducted. Bayside high school has had some success with the program at this point in the year. Unfortunately our student population is very transient and some of the students who were identified earlier are no longer at Bayside high school. As a team we are working to identify new students that may need the mentoring services, this is a process that continues throughout the school year. A mid year review shows that 3 of the 11 assigned mentored students are no longer with the school. Five of the remaining eight are showing some level of academic improvement. The team is currently assessing 3 other students to assign to mentors. These students have been identified through Multi tiered student services data.

Goal 2 We are currently working to deliver professional development to staff members for better cultural understanding, Future Professional learning communities will address specific needs of the staff through the use of CHAMPS and the book "Motivating Black Males to Achieve.