Guidelines for Success

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

Bayside High School uses PBS.
Guidelines for success

1. Clearly identified guidelines are posted in the classrooms and are referenced throughout the year.
 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

2. Where are common area expectations posted?

Doors leading into specific rooms and and the media center, also in each classroom.

3. How are common area expectations communicated?

They are communicated through posters in common areas, in the orientation packet and through weekly announcements and connect ed phone calls. Before students are enrolled at Bayside there is mandatory meeting with the parent and the student. This meeting allows administration to meet the parents and review expectations so that the student can be successful and graduate.

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

Through data we have identified cell phone usage as the main reason students are out of class on discipline. The expectation is that all electronics are off and out of sight.   This expectation is posted in hallways throughout the school as well as communicated on the orientation package, also each time a student meets with an administrator for discipline the expectation is reviewed again.

Goal 1

Present Level of Performance

Currently Bayside High's attendance rate is 72 %.

Expected Level of Performance

The expected level of performance is 80% school wide.

GAP

Currently there is an 8% gap.

1. What problem have you identified?

As a school we want our students to know that there is a connection between consistent attendance and improved academic success. We used school wide attendance data.

2. What is your Desired Outcome/Measureable Goal?

The desired outcome is that overall attendance will improve and therefore individual academic performance will improve as wel..

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

One possible barrier is the start time of the school. Some students have to walk over a mile and be at the bus stop by 4:50 a.m. Another barrier is that most of our students have not experienced a lot of academic success and are used to not attending due to academic failures over the years.

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

Our priority is to improve the students chances of reaching academic success in the school when they attend to and to reward this success.

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

This si the right barrier according to attendance studies that shows the more a student attends schools the better the chance of graduation.

Goal 1

4. How will this problem be solved?

Work with the child study team to address specific students who are chronically absent.

Implementation Steps
(Including professional development)

1. Identify students who have a high number of absences and a high number of referrals.
2. Work with attendance team to develop positive incentives for better attendance.
3. Work with child study team to create lists for contacts and home visits.

Person(s) Responsible

S. Gregg

Social Worker

Attendance clerk

Attendance team

Timeline / By When?

Monitor progress quarterly.

Initiated: 11/13/2015
Ongoing:
Pending:
Completed:

Goal 1

5. Data collection and management

Attendance data through focus

Implementation Steps
(Including professional development)

    1. Create calendar for dates related to SWBP monitoring

    2. Check calendar regularly

Person(s) Responsible

    S. Gregg
    S. Palmer

Timeline / By When?

    Ongoing throughout the school year

Initiated: 11/13/2015
Ongoing:
Pending:
Completed:

Implementation Steps
(Including professional development)

Person(s) Responsible

Timeline / By When?

Initiated:
Ongoing:
Pending:
Completed:

Goal 1

6. Support Plan

To ensure data is being monitored as scheduled

Implementation Steps
(Including professional development)

    1. Create calendar for dates related to SWBP monitoring

    2. Check calendar regularly

Person(s) Responsible

    Attendance team

Timeline / By When?

    End of each month

Initiated: 11/13/2015
Ongoing:
Pending:
Completed:

Implementation Steps
(Including professional development)

Person(s) Responsible

Timeline / By When?

Initiated:
Ongoing:
Pending:
Completed:

Goal 1

7. Fidelity Plan

We will check fidelity of the plan by checking data midyear and at the end of the year.

Implementation Steps
(Including professional development)
1. Check data mid year and at the end of the year.
2. Meet with child study team to review/ make changed according to data

Person(s) Responsible

S. Gregg

Timeline / By When?

Mid/ year

Initiated: 11/13/2015
Ongoing:
Pending:
Completed:

Goal 2

Present Level of Performance

see goal 3

Expected Level of Performance

GAP

1. What problem have you identified?

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)?

Goal 3

Present Level of Performance

The 2014 - 2015 school data shows that overall African American percentage of enrollment was 48.2%. The same data shows that African American student received 69.2% of referrals.

Expected Level of Performance

The expected level of performance for the 2015- 2016 school year is that the amount of referrals for African American students mirror their total enrollment for the school.

GAP

There was a 21% gap in amount of African American students receiving referrals versus their actual enrollment in the school.

1. The identified problem for Goal 3 is:

To understand the expectations, and to adhere to the expectations throughout the school and within individual classrooms. Data Warehouse

2. What is your Desired Outcome/Measureable Goal?

Less than 50% of the school total infractions will be for African American students. (are the infractions, referrals, ISS, OSS for misuse of electronic devices?) RS No, the referrals represent all infractions, not just the misuse of electronics.

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

Low student attendance results in students not fully understanding the school wide discipline process. Missed time also means missed opportunities for success in the classroom. Students are used to having constant access to their personal electronics and frequently would rather face a discipline referral instead of relequeshing the use of the electronics.

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

Our priority is to identify strategies that allow re teaching of student expectations and appropriate behaviors.

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

Through referral data and student conversations we have learned that students that are absent are more likely to be removed from the learning environment due to a miss understanding of what the student perceives is appropriate classroom behavior and what the teacher determines is appropriate classroom behavior.

Goal 3

4. How will this problem be solved?

Work with the child study team to address specific students who are chronically absent.

we are focusing specifically on the AA students and reasons why they are not attending school regularly.

Implementation Steps
(Including professional development opportunities aligned to Positive Behavior Supports)
1. Identify African American students who have a high number of absences and a high number of referrals.
2. Work with attendance team to develop positive incentives for better attendance.
3. Work with child study team to create lists for contacts and home visits.

Person(s) Responsible

S. Gregg

Social Worker

Attendance clerk

Timeline / By When?

Monitor progress quarterly.

Initiated: 8/25/2015
Ongoing: Y
Pending:
Completed:

Goal 3

5. Data collection and management

Referral data through (Decision Ed.)

Implementation Steps
(Including professional development)
1. Monitor school discipline data for ethnicity as well as correlating attendance data.
2. Present data to school attendance team
3. Schedule data review PLC's to allow instructional staff to disaggregate their ethnicity data and attendance data

Person(s) Responsible

S. Gregg
S. Palmer

Timeline / By When?

Ongoing throughout the school year

Initiated: 8/25/2015
Ongoing: Y
Pending:
Completed:

Goal 3

6. Support Plan

To ensure data is being monitored as scheduled

Implementation Steps
(Including professional development)
1. Create calendar for dates related to SWBP monitoring

2. Check calendar regularly

Person(s) Responsible

S. Gregg

Timeline / By When?

End of each month

Initiated: 8/26/2015
Ongoing: Y
Pending:
Completed:

Ensure time, data, training and neccessary are available to facilitate the strategies

Implementation Steps
(Including professional development)
1. Identify appropriate district trainings

2. Work with leadership to ensure resources are available school wide.

Person(s) Responsible

S. Gregg

Timeline / By When?

Quartlerly

Initiated: 8/26/2015

Ongoing: Y
Pending:
Completed:

Goal 3

7. Fidelity Plan

We will check fidelity of the plan by checking data midyear and at the end of the year.

Implementation Steps
(Including professional development)
1. Check data mid year and at the end of the year.
2. Meet with child study team to review/ make changed according to data

Person(s) Responsible

S. Gregg

Timeline / By When?

Mid year/ end of year

Initiated: 8/25/2015
Ongoing: Y
Pending:
Completed:

Goal 3

8. What is the response to your intervention in each goal area?

As of 2/1/2016

Summary of Data Review

Data-based Decision

Next Steps

School-wide Reward System

1. What are your school-wide reward strategies?

Daily cookie passes

Weekly cookie pass drawings for gift cards

Attendance incentives

Quarterly student celebration program

Quarterly principals list celebration

Daily recognition with school social worker (basketball in the gym)

2. Describe the procedure/practice used.

Students earn cookie passes from staff members by following school rules and by exhibiting behaviors aligned to Bayside High's behavioral expectations. Review of data will indicate students which need positive recognotion for adhering to school wide behavioral expectations.

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

The strategies are implemented daily by the staff. Each time a student is seen following the rules or going out of their way to do something nice, the student is handed a cookie pass to be redeemed daily.

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

Our strategies are aligned to data each year. The data is a representation of what issues the school is having each year with behavior.

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?

School wide, we review behavioral expectations with students and their parents upon enrollment into Bayside High School. These expectations are reviewed frequently in the classroom and each time an administrator meets with a student for a discipline issue.

C.H.A.M.P.S.

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

The program is based on the "Safe and civil program" from Randy Sprick.

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

As a school we review data monthly to look for trends in discipline. We have aligned our expectations and management system so that we are proactive in fixing specific problems before they become a bigger school wide issue.

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

As a school we expect that all students will be in and class and learning. Through C.H.A.M.P.S we work to ensure less time out of class for students through better classroom management techniques.