
Guidelines for Success

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

East Lake High School will provide a safe and respectable learning environment for students, teachers and staff

A Safe Classroom Environment

- Keep hands and personal objects to oneself during class time except when change is called for in the instructional plan

A Safe Hallway Environment

- No doorways will be blocked by stationary students or staff during passing times
- Sit only on the right side if eating lunch in the hallway

A Respectful Classroom Environment

- Use only appropriate voice, words, gesture and other actions.
- Use only school appropriate language

2. Where are common area expectations posted?

Common area expectations are posted within various offices, copy rooms and departmental lounges, large classrooms, the gym and cafeteria.

3. How are common area expectations communicated?

These expectations are communicated through the use of appropriate signage, continued reminders and time appropriate behavior correction.

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

Classroom expectations are communicated through the use of postings, communication via e-mail, faculty meetings, teacher communication with families and other stakeholders including PTSA and the SAC. Additionally, each teacher reviews and models classroom expectations regularly through their course syllabi, websites, along with FOCUS and Moodle.

Goal 1

Present Level of Performance

Expected Level of Performance

GAP

1. What problem have you identified?

We want students to know and understand the importance of being on time to school and class, while following teacher directions to earn a quality education at East Lake High School. One problem that has been identified as a result from FOCUS data reports has been the number of classroom discipline referrals for defiance.

2. What is your Desired Outcome/Measureable Goal?

We would like to work towards a 11% or more drop in the number of students receiving dress code violations

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

The number of student referrals increased last year.

A possible cause the considerable stressed placed on students to perform well on the large number of standardized tests, and an increase in reading and math remediation which often eliminates a chosen elective course a student would prefer.

There is a large amount of peer pressure to fit in that is natural among adolescents but is a daunting presence to many of our students at East Lake. Some may be acting out to try and "fit in" with a certain group of

Students that fall behind academically early on, often feel a crushing weight of not knowing whether they will be able to graduate on time, and simply give up on school. This can be a carry over from middle school if they were not successful there.

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

As students fall behind academically they often give up. Looking at students with large numbers of discipline referrals from 2014-2015, many of these students are academically behind.

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

There is a strong correlation between students with a large discipline history and weak academic performance.

**15/16 School-wide Behavior Plan
East Lake High School**

9/10/2015

Additionally, many of these students are identified as being at-risk by the state of Florida through poor standardized test scores in 8th grade.

Goal 1

4. How will this problem be solved?

Identify students

**Implementation Steps
(Including professional development)**

Use data available in Data Warehouse and Focus to identify students with significant discipline history

Person(s) Responsible

Mr. Latimore

Timeline / By When?

Ongoing

Initiated:
Ongoing:
Pending:
Completed:

Work towards building a mentoring relationship with identified students and a trusted school staff member

**Implementation Steps
(Including professional development)**

Work to pair students and mentor staff members together

Person(s) Responsible

Mr. Latimore

Timeline / By When?

Ongoing

Initiated:
Ongoing:
Pending:
Completed:

**15/16 School-wide Behavior Plan
East Lake High School**

9/10/2015

Communicate to teachers what we are trying to accomplish through the changing of student behaviors.

**Implementation Steps
(Including professional development)**

Communicated through e-mail and in faculty meeting situations that we are trying to accomplish a decline of referrals through mentor relationships

Person(s) Responsible

Mr. Latimore

Timeline / By When?

Ongoing

Initiated:

Ongoing:

Pending:

Completed:

Goal 1

5. Data collection and management

Student Discipline/Referral Data from FOCUS SIS

**Implementation Steps
(Including professional development)**

Initiate advanced reports to identify students with discipline history

Person(s) Responsible

Mr. Latimore

Timeline / By When?

Ongoing

Initiated:
Ongoing:
Pending:
Completed:

Student Academic data from FOCUS SIS

**Implementation Steps
(Including professional development)**

Initiate advanced reports on students with significant discipline history to view their academic progress, and inform teachers on how to best proceed

Person(s) Responsible

Mr. Latimore

Timeline / By When?

Ongoing

Initiated:
Ongoing:
Pending:
Completed:

**15/16 School-wide Behavior Plan
East Lake High School**

9/10/2015

Goal 1

6. Support Plan

Data chats, conferences and e-mail

**Implementation Steps
(Including professional development)**

A check-in for students utilizing mentors will be kept by the teacher providing this leadership. The teacher will then consult with Mr. Latimore.

Person(s) Responsible

Mr. Latimore

Timeline / By When?

Ongoing

Initiated:

Ongoing:

Pending:

Completed:

Goal 1

7. Fidelity Plan

We will examine discipline data at the end of each quarter and then compare to previous years

**Implementation Steps
(Including professional development)**

Advanced reports in FOCUS SIS and the Data Warehouse will be pulled, examined and compared to previous academic years

Person(s) Responsible

Mr. Latimore

Timeline / By When?

Quarterly

Initiated:

Ongoing:

Pending:

Completed:

Goal 2

Present Level of Performance

Expected Level of Performance

GAP

1. What problem have you identified?

The problem identified is the number of discipline referrals for defiance/insubordination. The goal is to have students familiar with school wide behavior expectations and be able to maximize classroom instructional time. The data used to identify this problem was from 2014-2015 discipline data.

2. What is your Desired Outcome/Measureable Goal?

We would like to work towards a 11% drop in the number of students with the identified mis-behavior of defiance/insubordination.

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

One possible reason for the identified goal not being met is that students are not familiar with school wide expectations and proper resources to help assist with conflict and challenges.

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

To properly identify the students with multiple offenses and provide timely resources and interventions through SBLT meetings.

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

The purpose of the SBLT is to address tiered academic and behavior resources established on campus. Bi-weekly reports can be generated to identify the students.

Goal 2

4. How will this problem be solved?

Identify Students through SBLT

**Implementation Steps
(Including professional development)**

Communicate School Wide Behavior Expectations(Posters)

Person(s) Responsible

SBLT Team
Mr. Latimore

Timeline / By When?

ongoing

Initiated: 9/24/2015

Ongoing: Y

Pending:

Completed:

Develop Tiered Inventory Resources here at East Lake High School

**Implementation Steps
(Including professional development)**

SBLT team creates site based inventory for all academic/behaviors for students at all levels.

Person(s) Responsible

SBLT Team
Mr.Latimore

Timeline / By When?

Ongoing/October

Initiated: 9/24/2015

Ongoing: Y

Pending:

Completed:

**15/16 School-wide Behavior Plan
East Lake High School**

9/10/2015

Goal 2

5. Data collection and management

Focus and Data warehouse will be used to monitor progress.

**Implementation Steps
(Including professional development)**

Bi-weekly reports will be generated from FOCUS and Data Warehouse.

Person(s) Responsible

Mr.Latimore

Timeline / By When?

Ongoing

Initiated: 9/24/2015

Ongoing: Y

Pending:

Completed:

Goal 2

6. Support Plan

Data chats, conferences and faculty meetings

**Implementation Steps
(Including professional development)**

Behavior referral form created to assist in identifying the students who exhibit the need of interventions and each grade level AP will be the point of contact.

Person(s) Responsible

Mr.Latimore and ALL AP's

Timeline / By When?

ongoing

Initiated: 9/24/2015

Ongoing: Y

Pending:

Completed:

Goal 2

7. Fidelity Plan

Discipline reports will be generated every 2 weeks.

**Implementation Steps
(Including professional development)**

Reports will be pulled from FOCUS and the Data Warehouse to compare from previous years and to align to target.

Person(s) Responsible

Mr. Latimore

Timeline / By When?

Quarterly

Initiated: 10/22/2015

Ongoing: Y

Pending:

Completed:

Goal 3

Present Level of Performance

Expected Level of Performance

GAP

1. The identified problem for Goal 3 is:

The goal for the 2015-2016 school year is to monitor all black students and provide a mentor to assist with academics and social interventions. The data from FOCUS identifies all the black students and with referrals.

2. What is your Desired Outcome/Measureable Goal?

To provide all Black students with a mentor for the school year.

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

One possible reason for the goal not being reached would be the number of mentors available. The East Lake staff will be included in this initiative.

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

The most valid barrier will be the recruitment of volunteers and mentors for all Black students.

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

This barrier has been identified by the district as a priority.

Goal 3

4. How will this problem be solved?

Assigning all Black students a mentor

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

Volunteer coordinator will work with community members and the staff/administration will be included as well

Person(s) Responsible

Administration

Timeline / By When?

ongoing

Initiated: 10/12/2015

Ongoing:

Pending:

Completed:

Goal 3

5. Data collection and management

African American student population from FOCUS

**Implementation Steps
(Including professional development)**

Establishing list of mentors and then aligning the students to a mentor. The total number needed will be 113 for the population of students.

Person(s) Responsible

Administration/ Latimore

Timeline / By When?

ongoing

Initiated: 10/12/2015

Ongoing:

Pending:

Completed:

Goal 3

6. Support Plan

Data chats, conferencing and Administration Meetings

**Implementation Steps
(Including professional development)**

Students will have a form to complete that monitors their academic status as to graduation, discipline data and monthly check ins with mentor

Person(s) Responsible

Administration

Timeline / By When?

ongoing/monthly

Initiated:

Ongoing:

Pending:

Completed:

Goal 3

7. Fidelity Plan

Administration will review data monthly during meetings and mentors will report to Mr. Latimore about progress.

**Implementation Steps
(Including professional development)**

All student academic/behavior data forms will be reviewed and the plan will continue to support students throughout the year.

Person(s) Responsible

Latimore

Timeline / By When?

ongoing

Initiated:

Ongoing:

Pending:

Completed:

School-wide Reward System

1. What are your school-wide reward strategies?

East Lake High School emphasizes bell to bell instruction so that students may receive a quality instruction without any disturbances. Lunch time would be the time frame to recognize and award students. Students with no tardies can be targeted every 9 weeks.

2. Describe the procedure/practice used.

The attendance clerk will run weekly reports and through these reports students with no tardies can be identified. The Child Study/MTSS team receives these reports on a bi-weekly basis. A list of students can be generated to recognize every 9 weeks.

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

Develop a system to identify the targeted students and then create a calendar for incentives each report card period. Classroom teachers will communicate to students.

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

The strategies identified are a result from the data generated from FOCUS. Excessive tardies and skipping are identified as a priority. The more instructional time students receives, the more successful they can be academically.

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

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

Interactions to positively support students

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

Teachers have received research based training in implementing positive behavior interventions. All new staff will receive assistance from peers and Administration.

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

Data reports from FOCUS and the data warehouse will be generated monthly to align to the school's goal. MTSS will review the data and determine the alignment.

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

As a result from the classroom management system students should be able to increase their instructional opportunity time by decreasing the amount of discipline referrals. The overall goal is to have all students aware of the school wide classroom management system and for instructors to develop more positive interactions with their students.