## Guidelines for Success

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

The Lakewood High School Guidelines for Success have been established as the Lakewood Legacy. The expectations for the Lakewood Legacy are as follows:

**<u>Lakewood Legacy</u>**
Be Respectful
Be On Time
Be Prepared
Be Compliant

Be a Spartan!

The Lakewood Legacy was implemented as an important piece of our school-wide discipline plan in the 2014 - 2015 school year. Staff were provided with a copy of these expectations in the staff handbook, as well as on a poster for display in their classrooms.  This is a plan which is expected to be continued this school year.

However, we will roll out these processes the week of September 8th which we are calling, Lakewood Legacy Week.

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

A plan has been put in place to create and post posters with common area expectations in the hallways, school front, bus area, cafeteria, and gymnasium.  An example of the Lakewood High School common area expectations are the ones created for the hallway. The common area expectations for the hallway are:

Talk appropriately and respectfully.
Seek the nearest adult when needing assistance.
Keep hands and feet to yourself.
Walk and talk safely
Follow the Lakewood Legacy

The common areas posters will be created and mounted by a team of people lead by the behavior specialist.  These posters will be mounted by the end of week of September 8th.

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

Common area expectations will be communicated through the following resources:

*   PA Announcements

*   Fast-Forward Morning Show

*   SNN Newspaper

*   Formal/Informal teacher discussion

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

Classroom expectations/rules have been clearly identified by the way of the Lakewood Legacy, the Lakewood High School Referral Flow Chart, and the Lakewood High School Misbehavior Menu. The expectation is for all of these processes to be posted and displayed in each classroom by up to 100% by Friday, September 11th.

The Lakewood HS PBS team is working toward developing a STOIC walkthrough plan which will help to ensure this expectation is met and maintained throughout the 2015 - 2016 school year with fidelity.

## Goal 1

**Present Level of Performance**

**Expected Level of Performance**

**GAP**

### 1. What problem have you identified?

Data from the 2014 - 2015 school year shows that _____ referrals were written for Defiance/Disrespect.  Students will be able to improve in being compliant in following all teacher directions and instructions.

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

The number of referrals written for Defiance/Disrespect will decrease by 30%.

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

Some possible barriers for not reaching this goal are:

* Undetermined staff definition about WHAT defiance/Disrespect looks like at Lakewood High School.

* Inconsistency in following the Tier 1 discipline processes and procedures.

* Classroom management and procedures not followed with fidelity.

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

It is priority that we determine as a staff:

1.  WHAT Defiance/Disrespect looks like at Lakewood High School.

2.  What are some proactive interventions and procedures which assist in preventing students becoming defiant or disrespectful.

3.  What are the next steps once a student is about to become OR has become defiant/disrespectful.

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

We know this is the right barrier due to the variance in referrals written in situations staff deemed to be defiant/disrespectful situations.

## Goal 1

## 4. How will this problem be solved?

### STOIC

**Implementation Steps
(Including professional development)**
Onsite STOIC Training - TBD

**Person(s) Responsible**

MTSS Team

**Timeline / By When?**

January 2016

**Initiated:**
**Ongoing:**
**Pending:**    Y
**Completed:**

## Goal 1

## 5. Data collection and management

### Referrals written for students being defiant/disrespectful.

**Implementation Steps**
**(Including professional development)**

Data collection through FOCUS and Baseball Card.

**Person(s) Responsible**

Lane
Dickerson
Culbreth
Davis

**Timeline / By When?**

Bi-Weekly

**Initiated:**
**Ongoing:**
**Pending:**     Y
**Completed:**

## Goal 1

## 6. Support Plan

**The collection of this data will be done by rotation, thereby removing barriers and constraints such as time.**

**Implementation Steps**
**(Including professional development)**
Development of a rotation schedule for those who are collecting data.

**Person(s) Responsible**

Lane
Dickerson
Culbreth
Davis

**Timeline / By When?**

October 5th

**Initiated:**
**Ongoing:**
**Pending:**    Y
**Completed:**

## Goal 1

## 7. Fidelity Plan

**Trend data will be kept throughout the school year to assist in determining whether our goal is being met.**

### Implementation Steps
### (Including professional development)

Data will be kept on an Excel Spreadsheet, therefore allowing data managers to turn the data into graph form.

### Person(s) Responsible

Lane
Dickerson
Culbreth
Davis

### Timeline / By When?

October 14th

**Initiated:**
**Ongoing:**
**Pending:**     Y
**Completed:**

## Goal 2

**Present Level of Performance**

**Expected Level of Performance**

**GAP**

### 1. What problem have you identified?

Data from the 2014 - 2015 school year shows that _____ students were given out-of-school suspensions.  Lakewood High School staff will implement proactive strategies and procedures which prevent behaviors from becoming suspendable behaviors.

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

The number of out-of-school suspensions will be reduced by 10%.

### 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**

**Expected Level of Performance**

**GAP**

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

Data from the 2014 - 2015 school year shows that of 84.2% of the referrals written for 2014 - 2015 school year were for Black students, as compared to 15. 9% of the referrals written for non-Black students.  The amount of referrals will be reduced for all students, thereby allowing the amount of referrals for Black students to decrease as well.

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

The amount of referrals written for Black students will decrease by 20%.

**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)?**

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**School-wide Reward System**

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

Student of the Week/Month

Principal's List - Honor Roll - Perfect Attendance Ceremonies

Spartan Spenders

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

The Lakewood High School PBS Team will implement a student reward and recognition system called, Spartan Spenders. Spartan Spenders are tokens which students can use to purchase
school rewards such as gift cards, t-shirts, and fun school supplies. Spartan Spenders can also be used to gain entry into various student SUCCESS celebrations.

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

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

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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?

The Lakewood High School RtI-B team will work toward developing a plan which supports the implementation of STOIC strategies into the classroom.

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

The Lakewood High School PBS team will develop an ongoing process which provides staff with researched based strategies that can be used in every teacher's classroom.

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

Teachers at Lakewood High School will be provided with ongoing data chats throughout the year which exposes them to behavior data related to classroom referrals or calls. Teachers will be encouraged to use this data to determine whether they are adhering to school wide expectations as it pertains to discipline, as well as whether their classroom management system continues to support the expectations of the school wide discipline process and procedures.

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

As a result of the classroom management systems implemented at Lakewood High School, we expect to see a decrease in the amount of behavior infractions and concerns found in Tier 1. We also expect to see an increase in student achievement, engagement, and success.