

Ignite Talks

S3 Symposium 2013

Seaside High School

Seaside, CA

Ignite • S3 Symposium 2013

Every Student—Every Day



SEASIDE HIGH SCHOOL

Home of the Spartans

At Seaside High School

- Student success is our focus
- *Instructional Focus* where students and teachers are fully engaged in the instructional process
- *School Wide Behavior Expectations* is our commitment to excellence and success for all students in the classroom and throughout campus
- *Professional Learning Community (PLC)*, we believe that every student has the potential to become a successful contributor to society.

We are Seaside

- Our goals are to provide sustainability to the changes that we have experienced
- With the strong foundation laid out before us, we will continue to grow as a community

OUR PHILOSOPHY



Seaside High School has embraced a layered approach of Professional Learning Community, PBIS and S3 into a comprehensive program to meet the needs of our diverse demographic. As a result we have experienced a shift in student engagement and positive school climate.

Expected School-Wide Learning Results

- Professional Learning Community
- School-wide Behavior Expectations
- Instructional Focus
- College and Career Readiness

Goals for School Wide Professional Learning Community (PLC)

- Develop and Maintain Collective Commitments
- Complete Regular Peer Observations
- Share Intervention and Enrichment Strategies
- Develop four (4) Common Formative Assessments
- Regularly Celebrate PLC Successes

School Wide Behavior Expectations

- BE ON TIME FOR SCHOOL
- BE ACTIVELY ENGAGED IN BELL TO BELL INSTRUCTION
- BE RESPECTFUL OF SELF AND OTHERS
- BE APPROPRIATELY DRESSED FOR SCHOOL
- BE SAFE AT ALL TIMES



We continually focus on asking four key questions:

1. What do we want students to learn?
2. How will we know if they have learned it?
3. What will we do if they have?
4. What will we do if they haven't?



Intervention & Support

We strive to create an educational setting where all students see academic success. In meeting the needs of our diverse population, we provide a number of intervention and support programs,

including:

- Seminar for Success
- Departmental Tutorial
- READ 180
- Instructional Minute Recovery
- Saturday School
- APEX - Credit Recovery
- Short Term Independent Study



Every Student—Every Day

- Listening to what students have to say.
- Based on data we have experienced a 10% increase on how students feel about being heard while at school
- We are a Community of Excellence where Every Student, Every Day matters.



Pacifica High School

Oxnard, CA

Ignite • S3 Symposium 2013



PACIFICA HIGH SCHOOL ~ OXNARD

**Bijou Beltran-Principal
Coordinator**

Katie Pugh-S3

Tardy Sweep Program



Tardy Sweeps



- When the bell rings, teachers will shut and lock their doors.
- Any students outside the classrooms (including inside buildings) will be swept up by teachers.
- No hall passes the first 10 minutes or last 10 minutes of class.

Tardies- 3,300 students at PHS!





Consequences for being tardy

- **Every tardy-phone call home**
- 3rd Tardy- Conference with tardy coordinator
- 5th Tardy- **LUNCH** Detention—AP conference
- 7th Tardy- Saturday School
- 9th Tardy- Parent meeting/ In-school

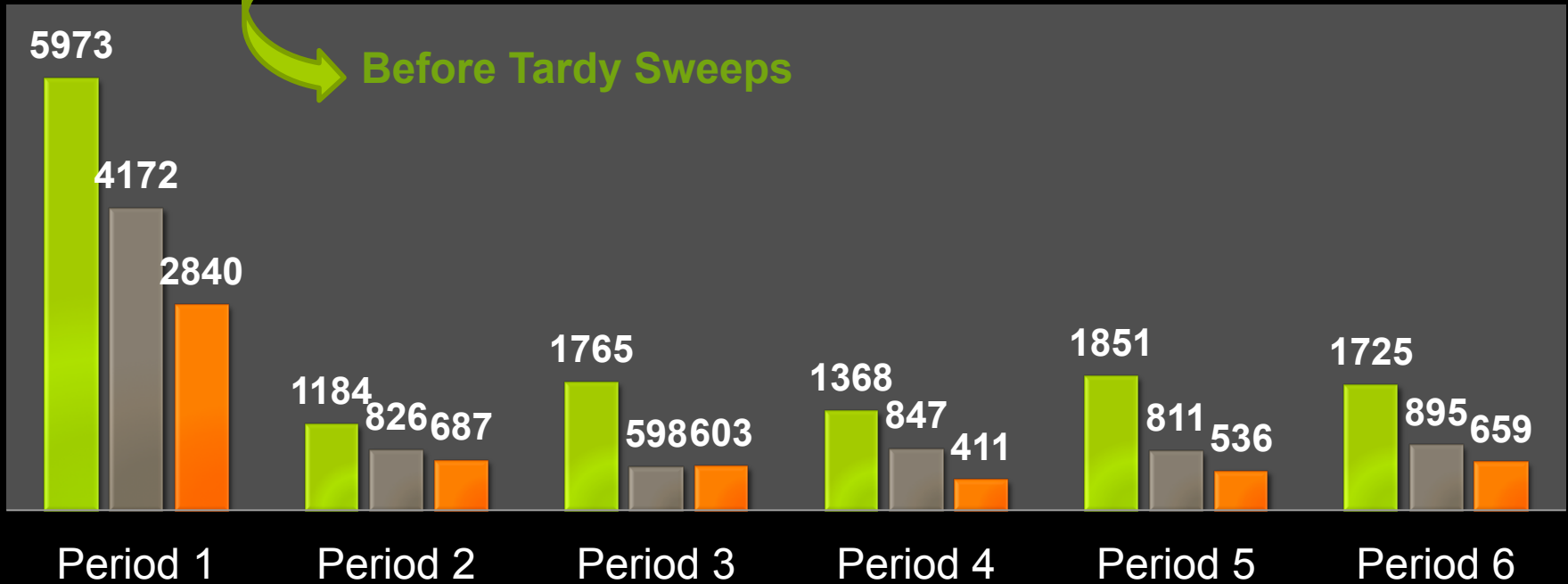
*If student doesn't serve their consequences the admin will follow the progressive discipline plan



Quarter 1 Tardy Comparison

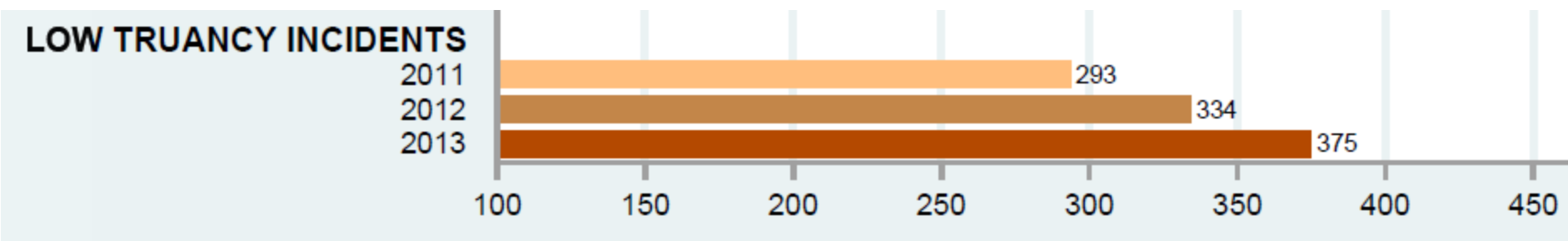
■ 2011-2012 ■ 2012-2013 ■ 2013-2014

Before Tardy Sweeps





From CHKS Survey Data



Oakland High School

Oakland, CA

Ignite • S3 Symposium 2013

OAKLAND HIGH SCHOOL

Coordinator: Tiago Robinson

Principal: Matin Abdel-Qawi

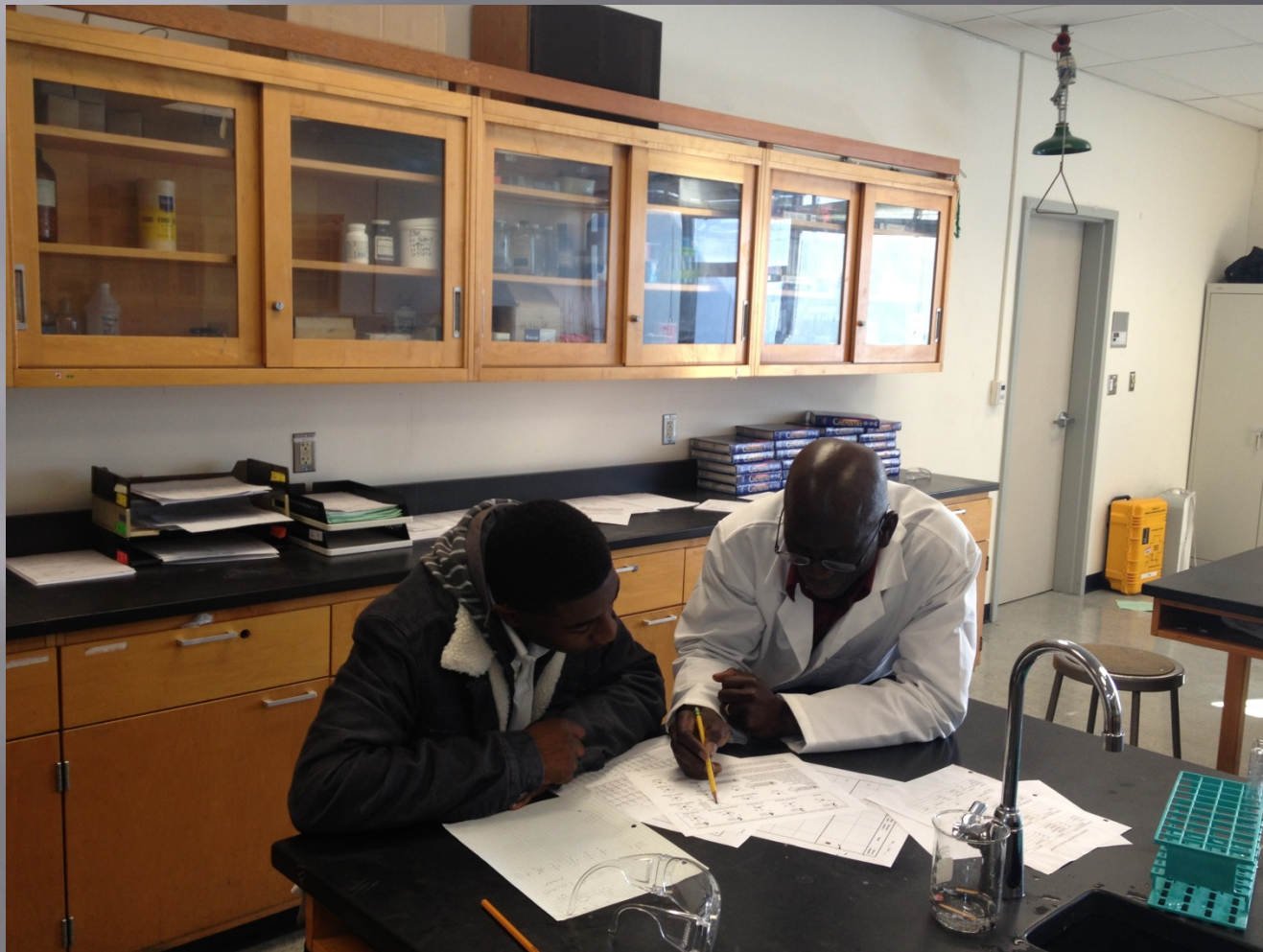
TOGETHER WE MAKE A DIFFERENCE



S³: Safety Supportive Schools

- Teacher & Admin Training & Parental Involvement
 - Anti-Bullying
 - Student Focus Groups: School & Community
 - Positive Behavior Intervention Support (PBIS) for students and staff
 - Wellness Center Coordination (COST)
 - Credit Recovery

CREDIT RECOVERY



Case Management

- Home Visits & Bi-Weekly Parent Contact (Failing and/or Truant)
- Mentoring
- Advocacy of Students of Color in AP Courses
- Student Placement
- Classroom Push-In (Teacher Support)
- Saturday School (Behavior, Truancy, Credit Recovery)
- Advocacy with Justice/Juvenile System

ADVOCACY OF STUDENTS IN AP COURSES



School Climate & Culture

- Attendance: SART / SARB
- Community Liaison – Community Outreach
- African American Males – Individual Student Plans with Parent Involvement
- Career & College Readiness & Life Skills
- Enrichment Pathways: College Tours & Educational Field Trips

COLLEGE & CAREER : LIFE SKILLS



WE LOOK FORWARD TO YOUR SUPPORT TO CONTINUE TO PROMOTE THE LIVES OF OUR OAKLAND YOUTH

- ▣ Tiago Robinson
 - Email: wegotgame@hotmail.com

- ▣ Matin Abdel-Qawi
 - Email: matin.abdel-qawi@ousd.k12.ca.us

Climate Connection Toolkit

WestEd

Ignite • S3 Symposium 2013



Climate Connection



TOOLKIT

[HTTP://CALIFORNIAS3.WESTED.ORG/RESOURCES/CLIMATECONNECTIONTOOLKIT_V4.PDF](http://CALIFORNIAS3.WESTED.ORG/RESOURCES/CLIMATECONNECTIONTOOLKIT_V4.PDF)

WHAT IS THE CLIMATE CONNECTION TOOLKIT?

The Climate Connection Toolkit outlines no– and low–cost practical strategies for examining and strengthening your school’s climate.





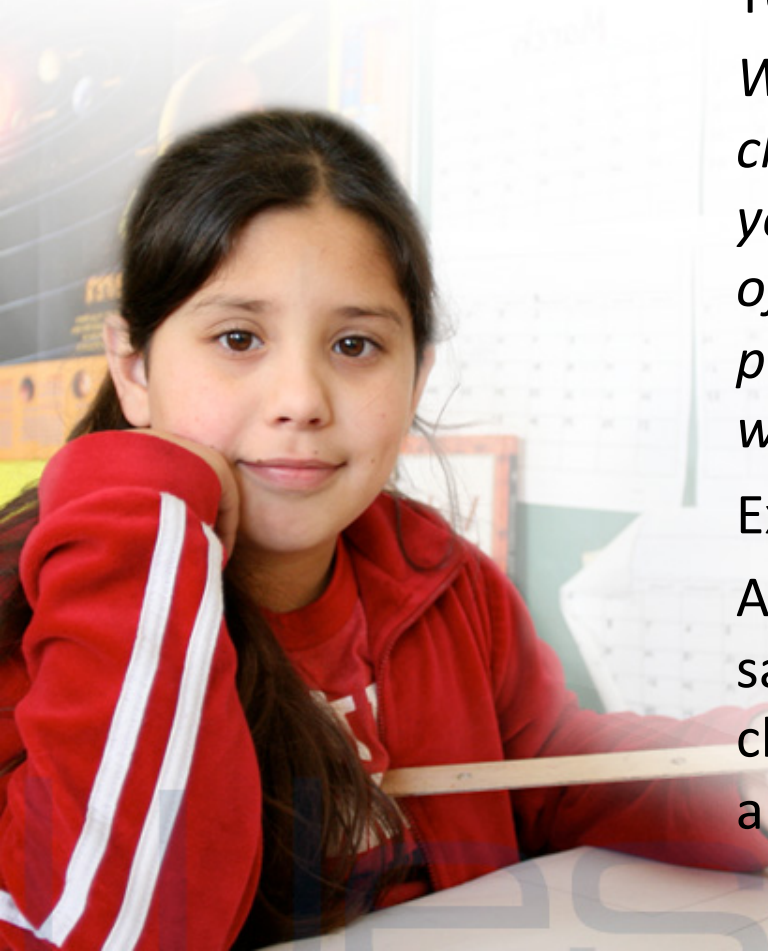
“That’s Who We Are”

Tool: School Climate Prompt

When you think of a school with a positive climate—a school that is a positive place where you want to come each day—what do you think of? What does the school look like? How do people talk to each other? How do people work with one another?

Example: Daily Message

At California High School, students and adults say hello to one another in the hallways, keep a clean campus by picking up after themselves, and help one another whenever they can.





Observing Ourselves



Example: Completed Observation Log

Date: 9/15/13	Location: Quad	Time Start: 12:00 p.m.	Time End: 12:15 p.m.
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	Description	Tally	Final Count
Expected Behavior 1	Students throw trash on the floor.	 	10
"Hoped For" Behavior 1	Students pick up trash from floor and put it in trashcans.		4
Expected Behavior 2	Adults talk sternly to students.		3
"Hoped For" Behavior 2	Adults smile and make eye contact with students.		5



Centered Listening

Person 1 (Speaker) turns to person 2 (Listener) and tells person 2 about something meaningful to him/her. Person 2 listens actively for the full 1 minute. Person 3 (Reflector) tries not to listen in.

Speaker's job: Answer the school climate prompt.

Listener's job: Listen carefully. Try to avoid a dialogue. Just listen and provide nonverbal indications that you are listening (e.g., nodding, smiling).

Reflector's job: Try not to listen while the Speaker is speaking. Then listen carefully as the Listener reflects back to you. Ask the Speaker at least one follow-up question about what you heard.

“I Noticed”

To:**Date:****I noticed ...**

[NAME] said something encouraging a student.

From (optional):**Note (optional):****To:****Date:****I noticed ...**

[NAME] helped me by answering my questions.

From (optional):**Note (optional):**

Connect the Dots

SOCIO-GRAM:

I have a strong enough connection to these students that they would come to me for help with a personal problem.

		STUDENT									
		Lauren	Sonia	Eric	Jose	Pei	Trinity	Talia	Marco	Tony	Tameka
STAFF	Ms. Izuk						X	X		X	X
	Mr. Haas	X			X			X			X
	Ms. Jain		X		X	X			X		X

From Passing to Connecting

You signed up to connect with students!

MARCH

month

Name: Mr. Rogers

Place: Main Office

Date: March 15

Time: Before School (7:30-7:45 a.m.)

Remember, connecting with students can be easy!

- » Make eye contact
- » Smile
- » Say hello
- » Ask about the students' weekend
- » Call students by name
- » Have FUN!!!

Notes (optional):

(Note from Facilitator) March 15 is the 7:45 A.M. school-wide assembly. All students should be going to the gym.

(Note to Facilitator) John Doe (10th grade) arrived on time and went to the assembly without an argument.



Photo Finish



- Staff highlight school adults and students by posting photos and interviews on campus.
- Select a process for determining who will be featured. Be careful not to highlight only the most well known students and staff members. This is an opportunity to highlight everyone on campus!
- Tie this activity to the “Connect the Dots” activity by selecting the students to be featured from the list of students who did not have any dots by their names.



Climate Connection



TOOLKIT

[HTTP://CALIFORNIAS3.WESTED.ORG/RESOURCES/CLIMATECONNECTIONTOOLKIT_V4.PDF](http://CALIFORNIAS3.WESTED.ORG/RESOURCES/CLIMATECONNECTIONTOOLKIT_V4.PDF)

Thanks to all participating speakers,
their schools,
and YOU.

IGNITE change.