

Improving School Culture & Student Achievement

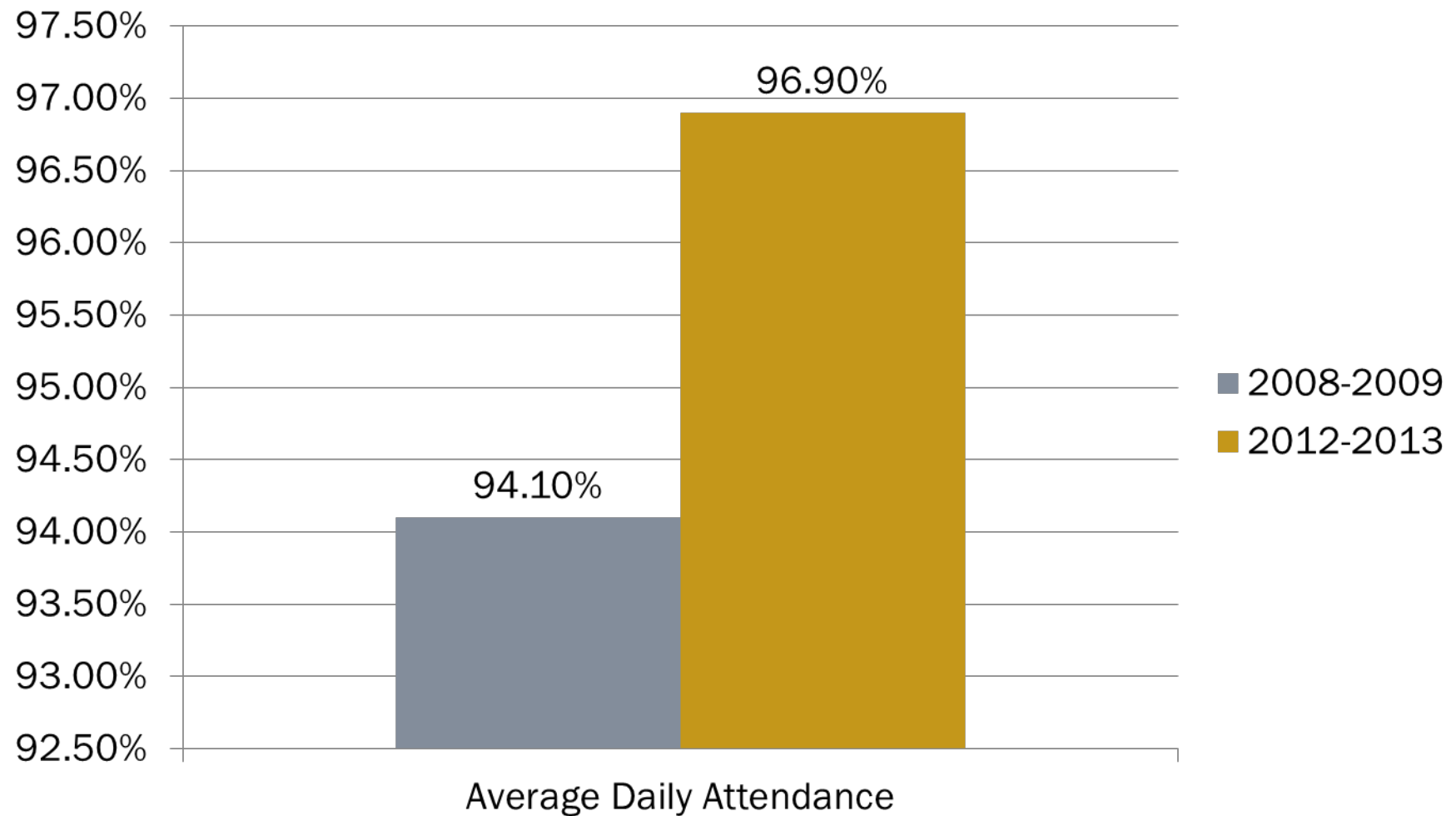


Kerry Callahan, Pioneer High School

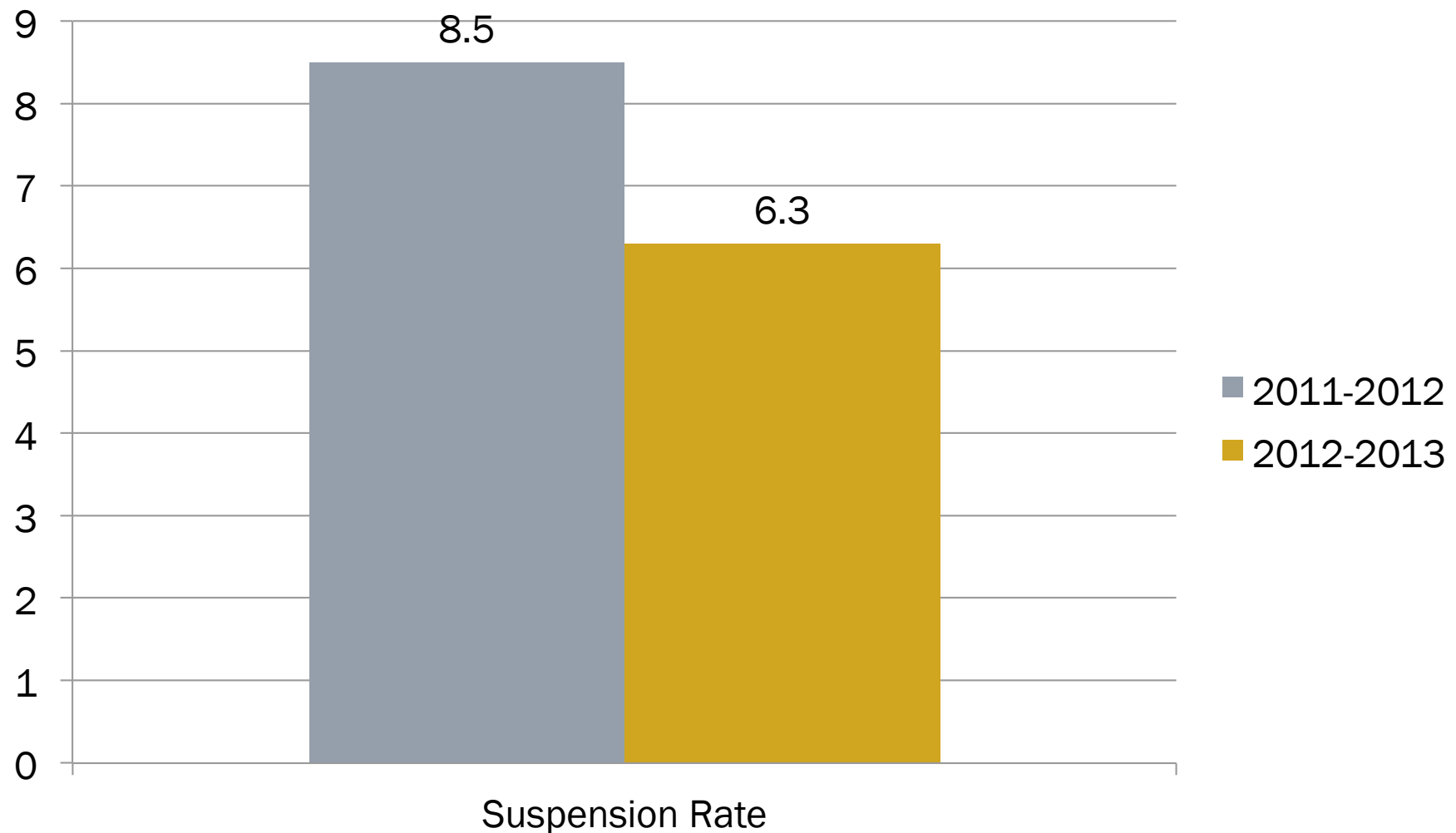
Pioneer High School Demographics (2013-2014)

- ☞ 1476 Students
- ☞ 58% Free & Reduced Lunch
- ☞ 12% English Learners
- ☞ 62% Hispanic or Latino
- ☞ 8% Asian
- ☞ 27% White
- ☞ 3% Other

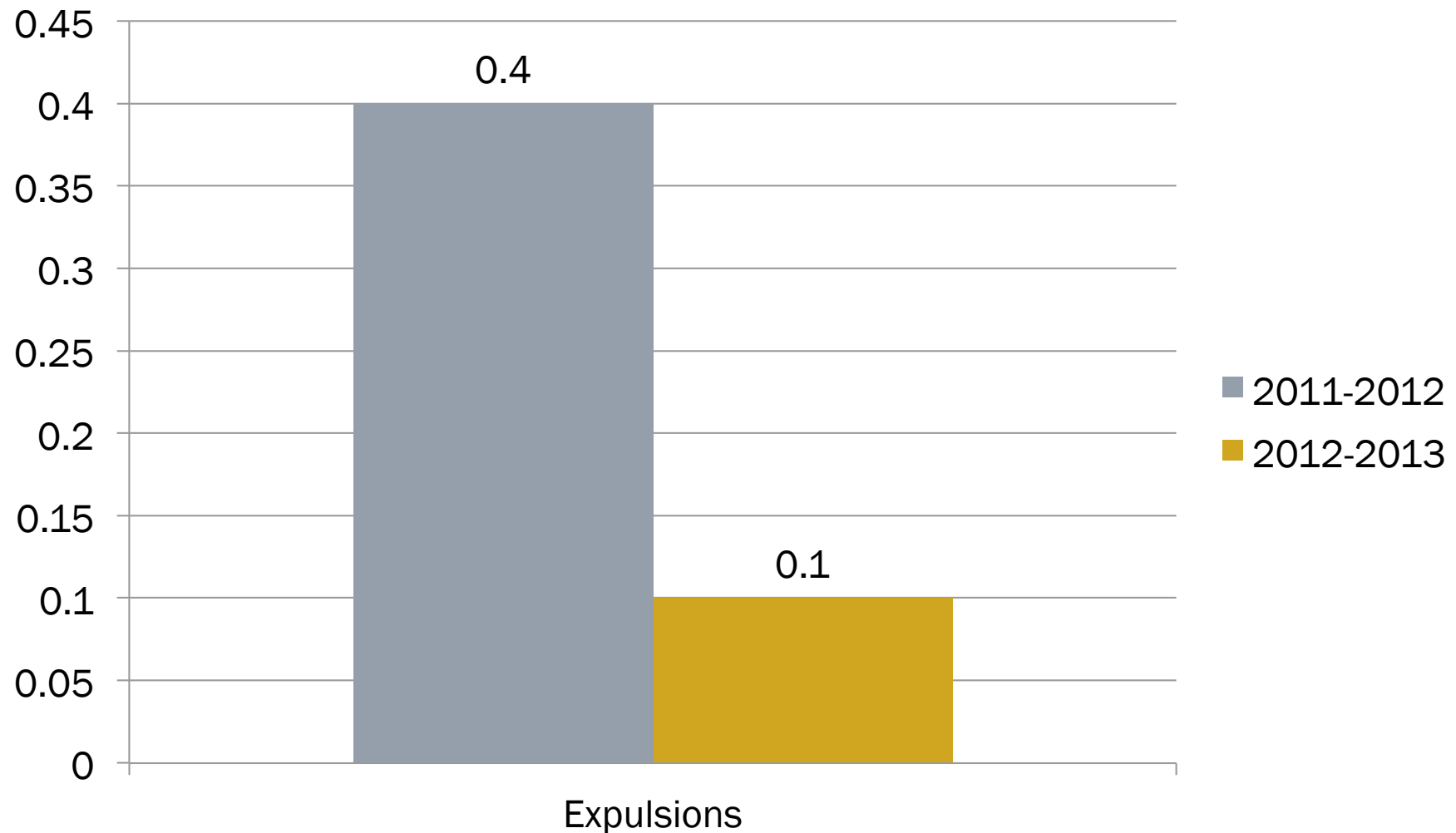
ADA



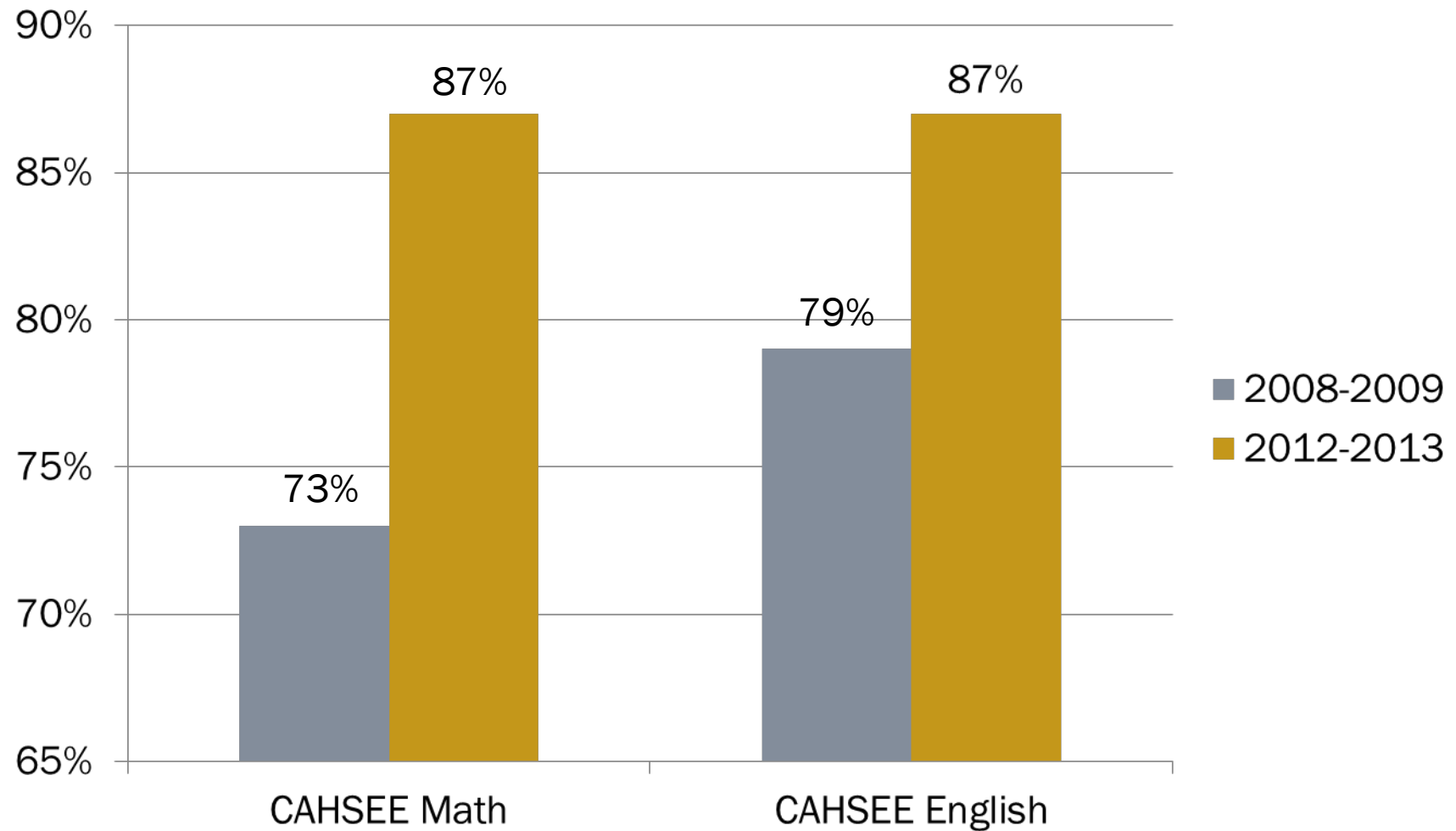
Suspension Rate



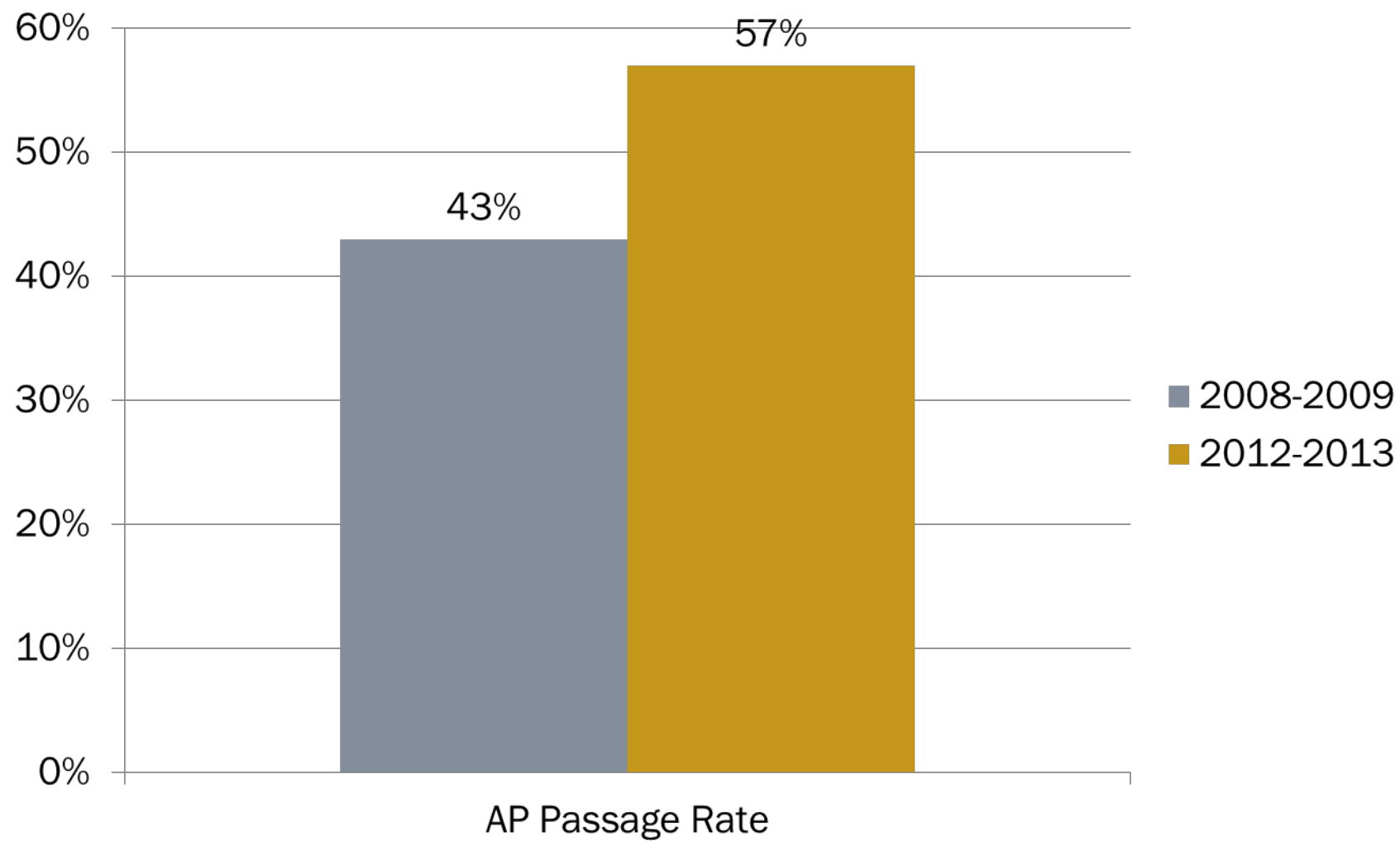
Expulsion Rate



CAHSEE



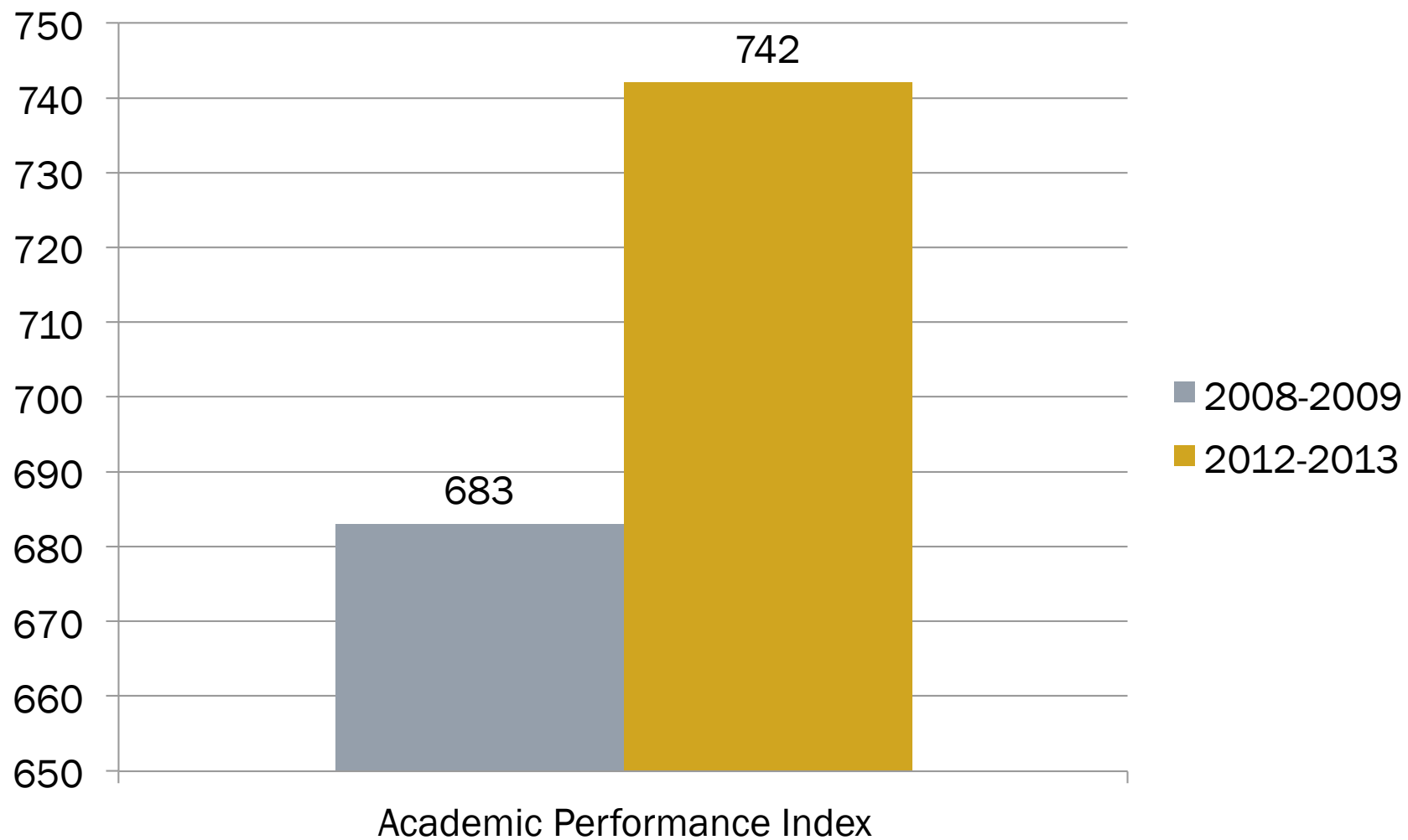
AP



CST (Summary)

SUBJECT	% PRO or ADV (2009)	% PRO or ADV (2013)
Mathematics (All)	11%	18%
English (All)	36%	51%
History (World & US)	39%	42%
Science (EOC)	33%	38%
Science (Life Science - 10)	46%	49%

API



How did PHS do it?

☞ Leadership

☞ Mission

☞ School Structures & Practices

☞ Staff Development & Accountability

Leadership

- ∞ We serve our students and families
- ∞ It's our job to ensure students learn
- ∞ EVERYONE is capable of achieving and innately want to
- ∞ Students and their families are our greatest resources
- ∞ Youth become the adults who raise them
- ∞ We judge others less when we know their story
- ∞ There's no excuse for bad behavior, but there are triggers
- ∞ Tomorrow is a new day

Mission

∞ Mission

- We ensure all students develop and demonstrate the skills necessary for success during and beyond high school

∞ How

- We build positive relationships, value diversity, maintain high academic and behavior expectations, and provide relevant, engaging learning opportunities in a safe environment

Addressing the Elephant

∞ What if I don't believe and want to behave in accordance with our shared beliefs?

- There is nothing that can likely be said to change a person's beliefs.
- Our beliefs are a result of our experience, and our experience is a product of our behaviors.
- New experiences are needed to change our beliefs and usually require us to behave differently.

- DuFour & Eaker, 1998

∞ You will not be told what to believe but you will be liable for your behaviors.

- Callahan, 2010

School Structures & Practices

∞ Youth Development & The 3 R's

∞ SLCs - 9th & 10th Grade Teams

- POW!; Freshman Seminar; College visits; CAHSEE Preparation; Day of Understanding

∞ PBIS & Restorative Justice

- Intervention Protocol; Rtl; Peer Mediators & Mentors

∞ Master Schedule Development

- Elimination of Non-A-G options; AP Recruitment; Teacher Assignments; Co-Teaching

∞ Parent/Community Involvement

- Spring Fling, Parent Volunteers, Report Card Chats, Workshops, Parent Liaison, Newspaper

Youth Development & The 3 R's

YOUTH DEVELOPMENT SUPPORTS & OPPORTUNITIES AND THE 3 R's

Youth who develop healthy relationships, participate in meaningful learning opportunities, and are held to high expectations become successful adults who maintain economic self-sufficiency, have healthy relationships, and contribute to their community.



PBIS

The Patriot Way (Student Handbook)



THE PATRIOT WAY

Pioneer will be implementing a set of new, school-wide behavior expectations called "the Patriot Way" during the 2021-22 school year. Pioneer students will be expected to be safe, respectful, and responsible at all times. Each different area on Pioneer's campus will have a set of expectations. Below are Pioneer's school-wide expectations.

Be Safe

- Use all equipment, furniture, and materials properly
- Follow directions and safety procedures
- Enter and exit buildings in an orderly fashion
- Stay in designated student areas
- Wear your student ID at all times

Be Respectful

- Treat property with respect
- Treat others the way you want to be treated
- Use good manners
- Use positive language
- Maintain a clean and inviting campus
- Dress professionally and appropriately
- Actively listen to classmates, teachers, and guests

Be Responsible

- Remind others to follow the rules
- Actively participate and be responsible for your own learning/behavior
- Ask questions and get help when needed
- Clean up after yourself

PBIS

School-Wide Expectations

Classroom Expectations

Be Safe

Keep aisles clear.
Ask permission to leave assigned area
Sit properly in chairs and not on other furniture
Keep hands, feet and objects to self
Remove your hat or hood
Put cell phones away
Use appropriate voice and tone

SW Use all equipment, furniture and materials properly
SW Follow directions and safety procedures
SW Enter and exit buildings in an orderly fashion
SW Stay in designated student areas
SW Wear your student ID at all times
SW Dress professionally and appropriately

Be Respectful

Respect everyone's right to learn

SW Treat property with respect
SW Treat others the way want to be treated
SW Use good manners
SW Use positive language
SW Maintain a clean and inviting campus

Be Responsible

Be present, on time, and prepared
Bring school planner and other class materials
Produce a product during class time

SW Remind others to follow the rules
SW Actively participate and be responsible for your own learning/behavior
SW Ask questions and get help when needed
SW Clean up after yourself
SW Actively listen to classmates, teachers, and guests

SW = School Wide Expectations

PBIS

Intervention Protocol

PIONEER HIGH SCHOOL INTERVENTION PROTOCOL

2013-2014

LEVEL	INTERVENTION	DESCRIPTION OF ACTIONS TO BE TAKEN
1	Warning/ Quick Conference	<ol style="list-style-type: none"> 1. Teacher will warn the student to cease the problem behavior. 2. Teacher will initiate a brief 1-on-1 conference (privately) with the student to discuss the problem behavior and attempt to alleviate further incidence.
2	15-Minute Detention	<ol style="list-style-type: none"> 1. Teacher will assign a 15 minute classroom detention (to be served with the teacher during lunch, before or after school). 2. Teacher will call or email parents (within 24 hours) to discuss the student's problem behavior, assign detention, and next steps to be taken if behavior continues. 3. Teacher will document problem behavior, parent contact, and assigned detention in ABI Interventions. 4. If a student fails to serve the classroom detention after 3 attempts, the teacher will notify the Admin Secretary (Friday School to be Assigned) and contact parent regarding failure to serve detention and inform them of the Friday School assignment. <p>NOTE: A teacher may choose to remain at Level 2, assigning multiple detentions, before moving on to Level 3. Moving on to Level 3 will require at least one parent phone call.</p>
3	Class Suspension/ Parent Conference	<ol style="list-style-type: none"> 1. Teacher will suspend the student from class for 1 to 2 class periods (teacher must communicate how many). 2. Teacher will call Admin Secretary, who will log the class suspension in AERIES Discipline and ensure student finds his/her way to ISS. 3. Teacher will call or email parents (within 24 hours) to schedule a parent conference PER ED CODE to discuss the student's continued problem behavior and next steps to be taken if behavior continues. 4. Teacher will document problem behavior, parent contact, and results of conference in ABI Interventions. <p>NOTE: When sending a student to the office, please notify the Admin Secretary immediately (via Phone or Email) and, if student is a flight risk, ask for a security escort.</p>
4	Referral to Administration	<ol style="list-style-type: none"> 1. Teacher will send student to administration for behavior consequences. 2. Teacher will call or email parents to discuss the student's continued problem behavior and to notify them that he/she was referred to administration. 3. Teacher will document problem behavior, parent contact, and referral to administration in ABI Intervention 4. Administration will call parents to discuss behavior referral and consequence(s) assigned (Friday School, Class Suspension, ISS, or Suspension) 5. Administration will log consequence(s) and parent contact in AERIES Discipline and will notify teacher of action(s) taken. <p>NOTE: When sending a student to the office, please notify the Admin Secretary immediately (via Phone or Email) and, if student is a flight risk, ask for a security escort.</p>
5	Student Study Team (SST) Meeting	<ol style="list-style-type: none"> 1. In addition to continued consequences for problem behavior, team leaders and/or administration will set up a Student Study Team (SST) meeting with necessary personnel, parents, and student to determine a plan for eliminating future problem behavior 2. Administration will document continued consequences and parent contacts in AERIES Discipline and SST results in AERIES Intervention 3. Teacher will continue to document all pertinent information regarding student's problem behavior in ABI Intervention

"FAST PASS" – May be implemented at any level. If a student continues to be disruptive/defiant during one class period, despite attempts from the teacher to modify behavior, a teacher may send a student to the office via the "Fast Pass" for a Time Out, Class Suspension or Referral to Administration (preference must be noted by teacher on "Fast Pass"). **The teacher must contact the parents (within 24 hours) to notify them of the incident and schedule a conference and log incident in ABI Intervention.**