
Guidelines for Success

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

1. Best practices in instructional assessment and intervention are followed.
2. Student progress is accurately considered within the context of student progression in their grade cohort.
3. Parents will be properly informed and encouraged to participate in all aspects of their child's educational program.
4. Students will know and abide by the school's expectations.
5. A strong knowledge of the school mission and vision will be established.
6. Core values and the setting of goals will be established.
7. Character Education will be used to help students make good choices and decisions.
8. Available resources and services will be used.

2. Where are common area expectations posted?

Changing focus to making everything relate to 100% student success.

Appropriate expectations for each common-area (i.e., cafeteria, media center, courtyard, etc.) are prominently displayed in each area. Students have been made aware of these expectations through grade level assemblies, school wide announcements, and consistent and positive reinforcement by administrators in their assigned supervision areas.

The Dunedin High School Behavior Intervention Plan has been updated for this school year and posted through the school.

New policies and procedures regarding student dress, electronics, tardies have been reiterated to students and parents.

3. How are common area expectations communicated?

Common area expectations are communicated on the website, on social media, at grade level assemblies, at new student/freshman orientation, at back to school night and by automated phone calls.

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

Hats and other head coverings will not be worn while on campus.

Electronic devices are allowed before school, at lunch, and during passing times- they are NOT to be used when class is in session unless a teacher permits them to be used in their classroom.

Students are to arrive on time to class. If students are not in class by the time the tardy bell rings, they must report to the tardy room and obtain a pass to class.

Once nine tardies are reached in a 9-weeks grading period, students will serve progressively longer detentions for subsequent tardies.

Classroom expectations and rules, which align with the school-wide GFS expectations, have been clearly identified by teachers and are prominently displayed in each classroom. Teachers have communicated their classroom expectations and rules through inclusion in course syllabi and covering classroom policies and procedures in the opening weeks of

**15/16 School-wide Behavior Plan
Dunedin High School**

8/28/2015

school.

Goal 1

Present Level of Performance

Expected Level of Performance

College Readiness REading 4.0

GAP

1. What problem have you identified?

Reading Goal- to continue to increase College Readiness Reading- more specifically to increase the participation and passing rates of students in Advanced Placement classes.

2. What is your Desired Outcome/Measureable Goal?

College Readiness Reading 4.0

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

The need to make the Media Center be a better environment for the students and teachers....some teachers may be resistant to incorporating school wide reading strategies into their daily curriculum.

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 1

4. How will this problem be solved?

Teachers engage in close reading of complex text along with text-dependent questions and performance tasks aligned to Language Arts Florida Standards.

**Implementation Steps
(Including professional development)**

Person(s) Responsible

Timeline / By When?

Initiated:
Ongoing: Y
Pending:
Completed:

Best practices at DHS will include instruction implementing rigorous strategies to deepen knowledge by examining similarities, differences and reasoning.

**Implementation Steps
(Including professional development)**

Person(s) Responsible

Timeline / By When?

Initiated:
Ongoing: Y
Pending:
Completed:

**Implementation Steps
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**15/16 School-wide Behavior Plan
Dunedin High School**

8/28/2015

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**Implementation Steps
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Person(s) Responsible

Timeline / By When?

Initiated:

Ongoing:

Pending:

Completed:

Goal 2

Present Level of Performance

Expected Level of Performance

Algebra I EOC 5.0
ELA/Reading Gains 4.0
Science Proficiency 3.0
U.S. History EOC 5.0
Writing Gains District Assessment 5.0

GAP

1. What problem have you identified?

We need to improve all standardized test scores.

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

80%

Expected Level of Performance

85%

GAP

1. The identified problem for Goal 3 is:

We need to improve the graduation rate. We want the students to understand the requirements for graduation, resources to use to assist with graduating and the importance/benefits of graduating high school. We used the graduation data from the 2014-15 school year.

2. What is your Desired Outcome/Measureable Goal?

DHS will have 85% of our seniors graduate for the 2015-16 school year.

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

- low income students who struggle academically
- minority students who struggle academically

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

4. How will this problem be solved?

DHS would like to start a 'senior safety net' program- to link up seniors in danger of not graduating to teachers who would check in with them on a weekly basis to keep them on track for graduation with a goal of an 85% graduation rate

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

Person(s) Responsible

Timeline / By When?

Initiated:

Ongoing: Y

Pending:

Completed:

DHS will incorporate the 6Ms in planning and daily instruction to address the minority achievement gap. 1. Meaning- 2. Models 3. Multiple checks for understanding 4. Mouth 5. Movement 6. Music

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

Person(s) Responsible

Timeline / By When?

Initiated:

Ongoing: Y

Pending:

Completed:

**15/16 School-wide Behavior Plan
Dunedin High School**

8/28/2015

DHS will stress culturally relevant pedagogy- through: 1. Identity and Achievement 2. Equity and Excellence 3. Developmental Appropriateness 4. Teaching the Whole Child 5. Student-Teacher relationships

**Implementation Steps
(Including professional development opportunities aligned to Positive Behavior Supports)**

Person(s) Responsible

Timeline / By When?

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

DHS would like to recruit and involve more minority young men to be involved in the 5000 Role Models program

**Implementation Steps
(Including professional development opportunities aligned to Positive Behavior Supports)**

Person(s) Responsible

Timeline / By When?

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

School-wide Reward System

1. What are your school-wide reward strategies?

Strategies:

1. FALCON Positive Behavior System (Faithful, Accountable, Leading, Cooperative, Open-Minded, Nice)
2. Character Education Student of the Month Program
3. We have 'swag day' Thursday- when students who are the 'best dressed' are recognized.

2. Describe the procedure/practice used.

Positive Behavior Recognition/Awards

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

Implementation Steps:

FALCON PBS posters are displayed in classrooms and around school. Teachers nominate students who display the aforementioned character traits. Nomination forms placed in box. Weekly drawing for students to earn Dunedin Dollars, which can be used in the cafeteria, stickers, bracelets, or positive referrals. Names of teachers who nominate students are placed in a quarterly drawing for a door prize.

Identification of character traits focused on each month during the school year. Communication of student nomination program to teachers. Nomination of students for Student of the Month program. Recognition of students earning the monthly awards.

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

Our data shows that attendance is down- we are hoping to make DHS a more POSITIVE place by bringing these recognition programs to life.

Tari Connell, attendance specialist and Managing Officer of School Social Work had data showing that Dunedin High School had a percentage of 20% and higher of students missing 10% or more days of school. This was from the data at the end of last school year (2014-2015).

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

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

Teachers will be encouraged to use the STOIC approach to classroom management and discipline:
Structure and organize all settings to prompt responsible student behavior.
Teach your expectations regarding how to behave responsibly within the structure you have created.
Observe whether students are meeting expectations by physically circulating, visually scanning, and collecting meaningful data.
Interact positively with students to build relationships and provide frequent, age-appropriate positive feedback.
Correct irresponsible behavior fluently—calmly, consistently, immediately, briefly, respectfully, and (as much as possible) privately.

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

The STOIC-based classroom management system contains many elements of the Marzano model- which is research based.

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

Implementation Steps

When teachers returned this fall- the leadership team planned a school-wide professional development on MARZANO and incorporating the STOIC approach to classroom management. Administrators will monitor effective use of the STOIC classroom management approach and MARZANO through walkthroughs:

- Teachers will be evaluated by supervising Administrator
- 4 Observations that count toward appraisal
- 1 class period observation – a minimum of 45 minutes
- 3 observations a minimum of 15 minutes

Full Observation first 35 days of school – pre – observation – post cycle for new teachers or teachers new to Pinellas County ONLY

- Observation #1 - during September, Will not rate element 1 (too early) -Can be any class/period/subject
- Observation # 2 – during October (will rate element 1) – will be in dominate subject area where/goals/scales are expected
- Observation # 3 – during November

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

Higher student achievement- 100% student success and all students being college and career ready upon graduation from Dunedin High School.

**15/16 School-wide Behavior Plan
Dunedin High School**

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