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**Guidelines for Success:**

1. Have the school-wide GFS expectations been clearly identified?
  2. Are common-area expectations posted and clearly communicated?
  3. Have the classroom expectations/rules been clearly identified, posted and clearly communicated?
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**Questions to guide discussion:**

1. School-wide Guidelines for Success (GFS) have been clearly identified and delineated in the behavior intervention plan, attendance and tardy policy, dress code policy, and cell phone and electronic device policy. Students have been made aware, through grade level assemblies and new student orientations, of behavior expectations and consequences for not adhering to those guidelines. In addition, the GFS expectations are periodically re-emphasized through general announcements to all students. These GFS expectations have also been communicated to parents through new student orientation and back to school night assemblies and are posted on the school's website: Dunedin-HS.pcsb.org.

**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. 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.
1. Hats and other head coverings will not be worn while on campus.
  2. Electronic devices will be turned off and placed out of site from 7:00 a.m. – 1:35 p.m.
  3. 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 cafeteria and obtain a pass to class. Once nine tardies are reached in a 9-weeks grading period, students will progressively longer detentions for subsequent tardies.
3. 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 school.

**14/15 School-wide Behavior Plan  
Dunedin High School**

2/3/2015

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**Goal 1: Decrease the number of discipline referrals (1999) written during the 2014-2015 school year by 10%.**

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**A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?**

Educate the DHS staff through the PLCs and professional development sessions on classroom management strategies before a referral is written.

**Implementation Steps**

Identify PD & PLC facilitators to model best practice strategies for consistent interventions that manage classroom behavior.

**Person(s) Responsible**

Kyle Johnson (Principal), Tanya King (Assistant Principal)

**Timeline / By When?**

June 2015

**Initiated**

**1/26/15 Revised**

**Completed**

Ongoing

01/27/2015

**A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?**

Plan and develop SWPD and PLC presentations to be delivered to staff.

**Implementation Steps**

Identify PD & PLC facilitators to model best practice strategies for consistent interventions that manage classroom behavior.

**Person(s) Responsible**

Kyle Johnson (Principal), Tanya King (Assistant Principal)

**Timeline / By When?**

August 2015

**Initiated**

**1/26/15 Revised**

**Completed**

Ongoing

08/16/2014

**A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?**

Present best practice strategies to staff during preschool PD.

**Implementation Steps**

**14/15 School-wide Behavior Plan  
Dunedin High School**

2/3/2015

Identify PD & PLC facilitators to model best practice strategies for consistent interventions that manage classroom behavior.

**Person(s) Responsible**

Kyle Johnson (Principal), Tanya King (Assistant Principal)

**Timeline / By When?**

August 2015

**Initiated**

**1/26/15 Revised**

**Completed**

Ongoing

08/16/2014

**14/15 School-wide Behavior Plan  
Dunedin High School**

2/3/2015

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**Goal 1 Data Collection and Management:**

1. Did your team access and use the student data information systems?
  2. What is the correlation between reinforcement of positive behaviors and targeted behaviors?
  3. Does the plan identify types of data needed, data system to access, and person(s) responsible for data collection and reporting?
  4. Does the plan identify a regular schedule of data and analysis?
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**Strategy**

Weekly data analysis of referral/discipline data retrieved from Focus and Decision Ed

**Implementation Steps**

Administrative team meets weekly to analyze referral/discipline data and implement corrective actions as necessary in order to work toward goal.

**Person(s) Responsible**

Kyle Johnson (Principal), all Assistant Principals

**Timeline / By When?**

Ongoing

**Initiated**

**2/16/15 Revised**

**Completed**

Ongoing

01/27/2015

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**Goal 2: Improve campus security by increasing the amount of time that students are in the classroom and decreasing the number of students tardy to class by implementing procedures to improve consistency of the current tardy policy with fidelity.**

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**A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?**

**Implementation Steps**

**Person(s) Responsible**

**Timeline / By When?**

**Initiated**

**2/16/15 Revised**

**Completed**

**A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?**

Educate the staff through PLC and professional development sessions on procedures dealing with hall passes and the current tardy policy. Require consistent adherence to rules related to students tardy to class. Send all students not in class at bell to tardy room for pass. Mark student tardy that comes to class with pass. Publish non-negotiables for use in classroom, new teacher training, and preschool professional development sessions. Create common hall pass with different colored lanyard for use in each building.

**Implementation Steps**

Identify list of "non-negotiables" related to issuing hall passes and sending students out of classroom. Cover tardy policy and procedures in preschool training and in all student orientations and grade level assemblies. Administrators will continue to monitor their areas of campus to ensure adherence to tardy policy.

**Person(s) Responsible**

Kyle Johnson (Principal), Tanya King (Assistant Principal)

**Timeline / By When?**

June 2015

**Initiated**

**2/16/15 Revised**

**Completed**

Ongoing

08/16/2014

**A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?**

**Implementation Steps**

**14/15 School-wide Behavior Plan  
Dunedin High School**

2/3/2015

**Person(s) Responsible**

**Timeline / By When?**

**Initiated**

**2/16/15 Revised**  
Ongoing

**Completed**

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**Goal 2 Data Collection and Management:**

1. Did your team access and use the student data information systems?
  2. What is the correlation between reinforcement of positive behaviors and targeted behaviors?
  3. Does the plan identify types of data needed, data system to access, and person(s) responsible for data collection and reporting?
  4. Does the plan identify a regular schedule of data and analysis?
- 

**Strategy**

Create documentation for staff and training materials for preschool discussions. Retrieve tardy data from Decision Ed and Focus.

**Implementation Steps**

Run reports to cross check with Tardy Book to ensure all students who are marked "Tardy" who come to class with a pass from the Tardy Room.

**Person(s) Responsible**

Kyle Johnson (Principal), Tanya King (Assistant Principal)

**Timeline / By When?**

Ongoing

**Initiated**

**Status**

**Completed**

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**Goal 3: Decrease the number of students skipping class (338) by monitoring the parking lot.**

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**A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?**

**Implementation Steps**

**Person(s) Responsible**

**Timeline / By When**

**Initiated**

**revised 2/16/15**

**Completed**

Ongoing

01/27/2015

**A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?**

Educate the staff and administration on the need to monitor egress areas of DHS (parking lots, back lot, etc.) to reduce the number of students leaving campus without permission to leave (PTL).

**Implementation Steps**

Identify areas of the campus that need to be monitored and develop a schedule to monitor effectively and consistently. Use southwest parking lot for students that need to leave for Dual Enrollment/SPC with appropriate identification of vehicle. Enforce parking tags/permits for all vehicles in parking lots. Lock gates in south parking lots (junior-senior) and require students to get permissions to leave and escort to parking lot to leave campus (if driving.)

**Person(s) Responsible**

Kyle Johnson (Principal), Tanya King (Assistant Principal), Robert Allen (Assistant Principal), Erica Davis (Campus Monitor), SROs

**Timeline / By When**

June 2015

**Initiated**

**revised 2/16/15**

**Completed**

Ongoing

08/16/2014

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**Goal 3 Data Collection and Management:**

1. Did your team access and use the student data information systems?
  2. What is the correlation between reinforcement of positive behaviors and targeted behaviors?
  3. Does the plan identify types of data needed, data system to access, and person(s) responsible for data collection and reporting?
  4. Does the plan identify a regular schedule of data and analysis?
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**Strategy**

Use real-time surveillance information to monitor campus to ensure adherence to the monitoring programs and make recommendations for improvement.

**Implementation Steps**

Administrative team meets weekly to analyze data and implement corrective actions as necessary in order to work toward goal.

**Person(s) Responsible**

Kyle Johnson (Principal), all Assistant Principals

**Timeline / By When?**

Ongoing

**Initiated**

**revised 2/16/15**

**Completed**

Ongoing

**Strategy**

Analyze weekly the skipping incident referrals retrieved from Focus and Decision Ed.

**Implementation Steps**

Administrative team meets weekly to analyze data and implement corrective actions as necessary in order to work toward goal.

**Person(s) Responsible**

Kyle Johnson (Principal), all Assistant Principals

**Timeline / By When?**

Ongoing

**Initiated**

**revised 2/16/15**

**Completed**

Ongoing

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**Develop A School-Wide Reward/Recognition System Aligned To Targeted Behavior:**

1. How, when, where, and by whom will strategies be implemented?
  2. Are documented strategies evidence-based and aligned to data – e.g., explicit description of the procedure/practice, clear definition of the settings and implementers who use the procedure/practice, identification of the population of individuals who are expected to benefit, and the specific outcomes expected?
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**Strategy**

FALCON Positive Behavior System (Faithful, Accountable, Leading, Cooperative, Open-Minded, Nice)

**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.

**Person(s) Responsible**

Kyle Johnson (Principal)

**Timeline / By When?**

Pending

**Initiated**

**2/16/15 Revised**

**Completed**

Ongoing

**Strategy**

Character Education Student of the Month Program

**Implementation Steps**

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.

**Person(s) Responsible**

Kyle Johnson (Principal), Tanya King (Assistant Principal)

**Timeline / By When?**

Ongoing

**Initiated**

**2/16/15 Revised**

**Completed**

Ongoing

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

1. How, when, where, and by whom will strategies be implemented?
  2. Are documented strategies evidence-based and aligned to data – e.g., explicit description of the procedure/practice, clear definition of the settings and implementers who use the procedure/practice, identification of the population of individuals who are expected to benefit, and the specific outcomes expected?
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**A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?**

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.

**Implementation Steps**

Plan a school-wide professional development in the STOIC approach to classroom management. Administrators will monitor effective use of the STOIC classroom management approach through walkthroughs.

**Person(s) Responsible**

Kyle Johnson (Principal), all Assistant Principals, all classroom teachers

**Timeline / By When?**

June 2015

**Initiated**

**1/26/15 Revised**  
Pending

**Completed**

**A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?**

Culturally Responsive Instruction

**Implementation Steps**

Facilitate school-wide professional development in the use of culturally responsive instruction (CRI) . Support teachers in the implementation of CRI strategies in the classroom.

**Person(s) Responsible**

Kyle Johnson (Principal)

**Timeline / By When?**

June 2015

**Initiated**

**1/26/15 Revised**  
Pending

**Completed**

**14/15 School-wide Behavior Plan  
Dunedin High School**

2/3/2015

**A. Strategies to reduce or eliminate barrier for this goal, B. What are the barriers to achieving this goal that were validated by the problem solving team?**

Individual Classroom Management Plan

**Implementation Steps**

Share expectations for individual classroom management plans with teachers. Provide explanations and exemplars for components to be included in the plan: guidelines for success, teaching expectations, monitoring procedures, encouragement procedures, possible corrective consequences, and procedures for managing student work.

**Person(s) Responsible**

Kyle Johnson (Principal), all Assistant Principals, all classroom teachers

**Timeline / By When?**

August 2015

**Initiated**

**1/26/15 Revised**

**Completed**

Pending

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**Action Plan:**

**Plan to Monitor for Fidelity of Implementation**

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The administrative team will meet weekly to monitor progress of the effective implementation of various components of the school-wide behavior plan, including but not limited to campus security, referrals and discipline, increased time spent in the classroom, and adherence to common area guidelines for success.

The administrative team will be observing classrooms to ensure that teachers have a common board configuration that includes the items listed below.

1. Bell Work Activity - Students should have meaningful work to do the moment they enter class.
2. Benchmark/Standards – Set a purpose for clarifying and raising expectations for students.
3. Essential Questions – Provokes deep thoughts, lively discussion, sustained inquiry, & new understanding as well as more questions.
4. Agendas - Provide a play-by-play outline for the class. Agendas can be used to track both the teacher's and student's progress.
5. Word Wall/Vocabulary - Students may have inadequate basic reading skills, such as word identification or decoding skills, and so some may not be able to read with fluency. Using interactive word walls helps students refer to previously introduced words and provides a tool to assist them as they integrate new words and provides tool to assist them as they incorporate new words into their speaking, reading, and writing of content vocabulary.
6. Homework Assignments – Provides students with an opportunity to extend their academic learning outside of the classroom.
  - a. The HW Club began on Monday, August 25th.
  - b. Students can receive HW assistance in math, English, science, social studies and Nova Net completion.
  - c. Please offer students incentives to attend the HW Club.
  - d. The HW Club is a school-wide initiative to provide our students with academic support.
  - e. The HW Club is included in our School Improvement Plan.

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**Professional Development:**

List Professional Development Opportunities Aligned To The Positive Behavior Supports

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Culturally Responsive Instruction  
STOIC classroom management techniques  
classroom management strategies

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**Midyear:**

1. Which goals, barriers and strategies were revised based on response to intervention?

2. What evidence was used to drive the revisions?

**Be sure to include how you are addressing the discrepancy between Black and Non-Black discipline in your response to intervention discussion.**

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**Enter a summary of the current status of implementation**

1. Goal 1- strategy that was revised was an offering of Professional Development over the summer to teachers who were struggling with classroom management.

-evidence used was discipline data tracking (the number of referrals for disrupting the learning environment per teacher per month)

-evidence used was weekly data analysis of referral/discipline data retrieved from FOCUS and Decision Ed

2 . Goal 2- strategy that was revised was an adjustment made to the tardy policy- tardies are now accumulated for each individual grading period- the tardy room only operates the first 10 minutes of first period and the first 5 minutes of every other period (otherwise, students report to IC for the remainder of the tardy class period)- this was modified as an effort to get kids into their classrooms as soon as possible and to limit wandering on campus. The tardy room is manned by volunteer teachers and the assistant principal that oversees discipline as needed- tardies are carefully recorded and consequences are given for 9 or more tardies for all classes combined.

Also, this year DHS began the use of color coded hall pass lanyards for use in each building- to deter students from leaving the area where their classroom is.

-evidence used was weekly data analysis of tardy data retrieved from FOCUS

3. Goal 3- strategy that was revised was to better monitor the parking lots, especially at lunch and at the end of the school day when many students are leaving for dual enrollment classes- tags were given to distinguish between students leaving for a legitimate reason and leaving without permission.

-evidence used was weekly data analysis of an increasing number of students leaving campus without permission- with and without a vehicle.

We are currently working towards our goal of a school-wide reward system aligned to targeted behavior. A strategy we are in the process of implementing is the FALCON positive behavior system- where teachers nominate students in a quarterly drawing for a prize.

We currently recognize a character student of the month and an athlete of the month. We also have 'Swag Day Thursday', where students are nominated for 'dressing for success' and receive recognition and a prize. We are also working towards a process for a general 'student of the month' to be chosen and a 'teacher of the month' to help improve teacher morale.

-evidence used was information gathered from our annual survey- which noted that morale seemed lower last school year and that positive energy is needed on the DHS campus.

An individual Classroom Management Plan is required of all teachers- to be posted along with weekly lesson plans and a Deliberate Practice Plan on public folders for Dunedin High School.

**14/15 School-wide Behavior Plan  
Dunedin High School**

2/3/2015

We are addressing the discrepancy between Black and Non-Black discipline by providing as much support as possible to students who struggle and have less support from home for school success.

We have revitalized the 5000 Role Models Program at DHS which had previously dismantled. We now have 4 registered level 2 volunteers that meet with young black male students every other week and mentor them on issues like grades, behavior, life choices, life plans, etc.