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## **Guidelines for Success**

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

Administrative, staff, and student declaration established and communicated.  
PCS student code of conduct guidelines aligned to the school's behavior expectations.  
Task force developed for tracking data, assessing processes, and solution focused planning.

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

All students and staff have PCS Code of Conduct  
Classroom Expectations posted in classrooms  
Guidance offices and Administration Offices have posted Expectations.  
School Website  
School Facebook Page

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

Freshman Orientation  
Beginning of the year assemblies  
Pre School Staff meeting  
School Website  
School Facebook Page  
Parent Connect Phone Calls  
Schools New Letter  
PTSA SAC meeting

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

All Students provided rigorous course specific learning objectives  
Students will have all materials necessary for success.  
Teachers will facilitate students tracking their progress towards proficiency of learning targets.  
Electronics will only be used as part of the learning process during class.  
Respectful communication will be used at all times in classrooms.  
These expectations are aligned to district and school expectations. They are posted, communicated during back to school night, sent home in classroom news letters, and reviewed and discussed in class regularly.

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## Goal 1

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### Present Level of Performance

730 incidences of Defiance/Insubordination

### Expected Level of Performance

50% reduction in incidences of Defiance/Insubordination to 365 incidences or less

### GAP

Students do not follow directions of teachers and staff resulting in discipline referrals for defiance/insubordination.

#### 1. What problem have you identified?

Students will respond to reasonable requests of all staff and comply with directions without incident.  
Students will know and follow expectations.

Data Used:

Focus incident data used.

Student survey results from ABS survey.

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

We will have a 50% reduction in the incidences of defiance/insubordination in 2015-2016 school year.

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

Expectations not communicated clearly.

Expectations not reviewed regularly.

Consequences not provided consistently.

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

Expectations communicated clearly and reviewed regularly.

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

Students survey results indicated that they were unaware that their behavior was defiant or insubordinate.

**15/16 School-wide Behavior Plan  
Dixie Hollins High School**

10/20/2015

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**Goal 1**

**4. How will this problem be solved?**

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**Pre School Staff Meeting to set clear consistent expectations.**

**Implementation Steps  
(Including professional development)**

Staff will post those agreed upon expectations

**Person(s) Responsible**

Principal

**Timeline / By When?**

8/21/2015

**Initiated:** 8/19/2015

**Ongoing:** Y

**Pending:**

**Completed:** 8/21/2015

**Student Assemblies by grade level during the first week of school.**

**Implementation Steps  
(Including professional development)**

Have 4 assemblies to communicate class and school expectations

**Person(s) Responsible**

Principal

**Timeline / By When?**

8/28/2015

**Initiated:** 8/24/2015

**Ongoing:**

**Pending:**

**Completed:** 9/4/2015

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**Goal 1**

**5. Data collection and management**

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**Focus referral incident by category**

**Implementation Steps  
(Including professional development)**

Run discipline report weekly beginning 8/31/2015

Communicate to all other administrators for review.

**Person(s) Responsible**

Taylor

**Timeline / By When?**

8/31/2015

**Initiated:** 8/31/2015

**Ongoing:** Y

**Pending:**

**Completed:**

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**Goal 1**

**6. Support Plan**

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**Walk Through classrooms to view posted expectations**

**Implementation Steps  
(Including professional development)**

Give feedback to teachers concerning classroom expectations.

**Person(s) Responsible**

Taylor, Kademoff, Sinatra, Zebley, Florio

**Timeline / By When?**

**Initiated:**

**Ongoing:** Y

**Pending:**

**Completed:**

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**Goal 1**

**7. Fidelity Plan**

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**All students know and meet the expectations.  
All classrooms have posted expectations.**

**Implementation Steps  
(Including professional development)**

**Person(s) Responsible**

**Timeline / By When?**

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

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## Goal 2

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### Present Level of Performance

487 incidences of skipping class

### Expected Level of Performance

50% reduction in incidences of skipping class to 243 incidences in 2015-2016 school year.

### GAP

Students who are excessively tardy sometimes skip the entire class to not receive a tardy detention.

#### 1. What problem have you identified?

Students will attend class on time daily.  
Attendance data used  
Skipping class referral incidences from Focus.

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

We will have a 50% reduction in incidences of skipping class.

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

Students skip classes when they have reached excessive tardiness.  
Students avoid classes when they are not engaged.

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

Teachers will plan engaging lessons and communicate clear learning targets where students can track their progress.

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

Marzano Research validates that engagement is increased when learning goals and tracking of progress are evident.



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**Goal 2**

**4. How will this problem be solved?**

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**Teachers will implement goals and scales in classrooms**

**Implementation Steps  
(Including professional development)**

PD on goals and scales pre school.

**Person(s) Responsible**

Administrators and coaches

**Timeline / By When?**

**Initiated:**

**Ongoing:**

**Pending:**

**Completed:**

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**Goal 2**

**5. Data collection and management**

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**Students will have goals and scales in notebooks and/or posted in classrooms to monitor their progress**

**Implementation Steps  
(Including professional development)**

**Person(s) Responsible**

**Timeline / By When?**

**Initiated:**

**Ongoing:** Y

**Pending:**

**Completed:**

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**Goal 2**

**6. Support Plan**

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**Classroom walk thoughts with feedback from administrators**

**Implementation Steps**  
(Including professional development)

**Person(s) Responsible**

**Timeline / By When?**

**Initiated:**

**Ongoing:** Y

**Pending:**

**Completed:**

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## **School-wide Reward System**

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

PBS will establish incremental rewards for students meeting expectations.

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

PBS teacher leader identified.  
PBS meeting calendar established.  
Invites to staff to be on PBS task force.  
Plans made by PBS task force and approved by the principal.  
Students and staff support PBS initiatives.

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

PBS will collaborate with MTSS and Child Study Team Coordinator to develop and implement strategies.  
Monthly meetings will be held by PBS task force.  
PBS task force will assign duties to staff as needed to implement strategies.

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

Strategies are aligned to Marzano framework for increasing student learning.  
Data will be reviewed monthly for planning and problem solving using Focus.

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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?**

Marzano, Champs, Kaagan, researched based classroom management systems are used at Dixie.  
AVID strategies are also used in classrooms at Dixie.

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

These systems are aligned to Nationally recognized classroom management systems.

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

Data collection of incidences with student surveys of qualitative reasons for incidences align to the classroom management systems.

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

Increased student learning.  
Decreased absences, Skipping.