
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) The GFS expectations are clearly identified throughout the school and recognized by both students and staff members. Our School-wide Guidelines for Success/Expectations is our R.O.C.K program. R.O.C.K. stands for responsible, on-time, cooperative, and kind. These are the four traits that we expect all of our students to exhibit on a daily basis. R.O.C.K posters and flyers are hung up throughout the school, including outside at busses, in the cafeteria, in classrooms, hallways, the media center and in the restrooms. When teachers see students exhibiting any of the R.O.C.K. traits, they are able to nominate them by filling out a R.O.C.K. slips and putting it in the R.O.C.K. box that is located in the media center. From there, a R.O.C.K drawing is held live on the morning announcements during the last Friday of every month. Three student names and one teacher name are drawn at that time and each winner receives a ten dollar gift card for a local business (Publix, Chipotle, McDonalds, etc.). The names of the winners are also displayed on the TV outside of the media center until the next R.O.C.K. drawing the following month.
- 2) Common-area expectations are aligned with R.O.C.K. and again, are posted throughout each area of the school for students to reference. See above.
- 3) Classroom expectations/rules are posted and communicated in each classroom. During preschool, our teachers are asked to give their administrator a copy of the classroom rules/expectations that will need to be posted clearly/visibly in their classroom, as well as any positive responses and/or consequences they follow before writing a disciplinary referral.

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

1/16/2015

Goal 1:

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?

R.O.C.K. recognition slips will be printed on goldenrod-colored paper and given to teachers to use in their classrooms and in the halls when students are caught following the rules; better rewards for R.O.C.K. program (gift cards, etc); discuss R.O.C.K. during school-wide and grade-level assemblies as a reminder for students to follow the rules.

Implementation Steps

- 1) Discuss R.O.C.K. at beginning of the school year grade-level assemblies.
- 2) Visit more local businesses in order to get better prizes to be given away during drawing.
- 3) Track and keep data on spreadsheet in order to ensure that teachers are consistently nominating students.

Person(s) Responsible

Administrative team, teachers, Rtl/MTSS team

Timeline / By When?

Review with faculty during preschool (8/8/14)
Make and distribute R.O.C.K. slips and give to teachers to handout (throughout year)
R.O.C.K. drawing (monthly)

Initiated
08/16/2012

Status
Ongoing

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?

RTI/MTSS team regularly reviews discipline data as well as R.O.C.K. nomination data to see if we are targeting students who would benefit from recognition.

Implementation Steps

- Monthly R.O.C.K. drawings
- Semester-end ice cream social for nominated students

Person(s) Responsible

RTI/MTSS team

Timeline / By When?

Ongoing throughout the year

Initiated
8/16/2013

Status
Ongoing

Completed

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Goal 2:

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 state that they don't have time in their daily routines to teach character education lessons or don't know how to teach character education, so lessons have been gathered from the Internet and created so that the lessons can be embedded into what they are already having students do in their classes anyway. Teachers are able to reference these lessons on CHSNet.

Implementation Steps

A character education committee was formed, composed of teachers who are interested in assisting with making it a school-wide initiative. Research done on character education and lesson plans and recourses were gathered and put on CHSNet for teachers to pull and use during their lessons. We will follow the character traits of the month that Pinellas County Schools utilizes as a focus.

Person(s) Responsible

Administrative Team, Character Education committee, RTI/MTSS team

Timeline / By When?

Administration will monitor month to month via discussions with teachers and students, including the character education committee. Admin will also utilize classroom walkthroughs as a way to see character education in action in the classrooms. A survey will be conducted towards the end of the year in order to see how we can improve on embedding character education into CHS in the future.

Initiated

8/18/2014

Status

Ongoing

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?

Using teacher input, RTI/discipline data, look at current systems in place to see how we can improve. Character Education was noted multiple times as a way to make students more aware of their behaviors.

Implementation Steps

- Character Education professional development presented during preschool RTI/MTSS session
- Character Trait of the Month sent out at beginning of each month, including sample lessons

Person(s) Responsible

Administrative Team, RTI/MTSS team, teachers

Timeline / By When?

Throughout the school year

Initiated

8/18/2014

Status

Ongoing

Completed

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Goal 3:

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?

Professional development will be offered to teachers at both the school and district level that will teach them how to handle student behavior problems fairly and consistently.

Implementation Steps

1) During preschool training this year, teachers attended an RTI/MTSS training where they were presented with data from 2013-2014 school year in order to target where our biggest areas of discipline were and how to correct them. We reviewed our Menu of Misbehaviors and Pyramid of Interventions as well in order to discuss how discipline could be handled at the classroom level fairly and consistently.

Person(s) Responsible

Administrative team, social worker, psychologist, ESE teachers

Timeline / By When

Will be monitored throughout the school year by administration based on referral and disciplinary data.

Initiated

8/16/2014

Ongoing

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?

Look at data regarding student discipline and needs of students in order to plan professional development for staff.

Implementation Steps

- review data (ongoing)
- discuss professional development that concerns how to improve data
- have those who have experience in those specific areas plan PD and present to staff.

Person(s) Responsible

-Administrative team, ESE teachers, psychologist, social worker

Timeline / By When

Ongoing throughout the school year

Initiated

8/16/2013

Ongoing

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?

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

1/16/2015

Our R.O.C.K. (responsible, on-time, cooperative, and kind) program is our main source of positive behavior support recognition without CHS. These are the four traits that all of our students are expected to exhibit at all times.

Implementation Steps

-Discuss R.O.C.K. at beginning of school year grade-level assemblies

Person(s) Responsible

Administrative team, RTI/MTSS team

Timeline / By When

Ongoing throughout the school year

Initiated

8/16/2013

Ongoing

Completed

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

Decrease amount of total referrals by 10% from the previous school year and increase the amount of students who receive R.O.C.K. recognition by 10%.

Implementation Steps

- Review data at RTI/MTSS meetings every month in order to track whether or not goals are being made
- Establish community and business partnerships in order to gain better prizes for monthly drawings.
- Coordinate ice cream socials for end of each semester for all students who were nominated.

Person(s) Responsible

-RTI/MTSS team

Timeline / By When?

Ongoing throughout the school year

Initiated

Status

Completed

**14/15 School-wide Behavior Plan
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1/16/2015

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?

Present to faculty at preschool professional development

Implementation Steps

- Preschool professional development
- Monitor and revisit during department meetings and faculty meetings; adjust and correct as needed.

Person(s) Responsible

Administrative team, RTI/MTSS team

Timeline / By When?

Preschool, periodically throughout the school year

Initiated

8/16/2014

Status

Ongoing

Completed

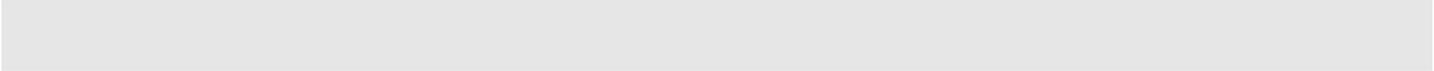
Action Plan:

Plan to Monitor for Fidelity of Implementation

- Review of RTI/MTSS data
- Student feedback (formal and informal)
- Teacher feedback (formal and informal)
- Observations

Professional Development:

List Professional Development Opportunities Aligned To The Positive Behavior Supports

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- 1) Preschool RTI/MTSS training (school-based)
 - 2) Principals of Character Education Strategies (district)
 - 3) Appreciating Personal Differences (district)
 - 4) Conflict Intervention (district)
 - 5) CPI level 1(district)
 - 6) ESE: ABC's of Behavior (district)
 - 7) Managing Antisocial Behaviors (district)
 - 8) ESE Improving Practice book study (school-based)

Midyear:

1. How will you reduce the discipline discrepancy between Black and Non-Black?

Enter a summary of the current status of implementation

Currently, our African-American population accounts for 9.8% of our total student population; however, they also account for 19.9% of our total referrals for this school year thus far. We have put many interventions in place this year in order to help decrease the amount of referrals that our entire student body, including our Black students, receive. Currently, we have a teacher on campus who sponsors our 5000 Role Models Club, which exists as a way to get mentoring in place for many of our Black males on campus. We also have our SRO, Officer Cathi Long, working with many of our students, particularly our Black students, in a program called Operation: Graduate. The program's main focus is to increase the number of our students graduating on time; however, they also work on introducing them to college and work experiences, developing life skills, and providing them and their families with any services or interventions they might need outside of school. This is a program that has helped some of our students, especially some of our black males who were previously students with disciplinary issues. School-wide, our positive behavior reward system, R.O.C.K., also enforces students to exhibit positive behaviors such as being responsible, on-time, cooperative, and kind. These characteristics are recognized by staff members on a daily basis and when they are, students' names are written on a R.O.C.K. sheet, put in the R.O.C.K. box, and once a month, names are randomly drawn for students to win gift cards for various area restaurants, stores, and businesses. At the end of the year, all students who were nominated for R.O.C.K. throughout the year will have their names put in the box and 4 names will be drawn randomly to win \$100 gift cards to Westfield Countryside Mall. We have noticed that students are very excited about this opportunity and have seen many of them, including our black students, going out of their way to exhibit the R.O.C.K. characteristics. Finally, we have our "On Track" program for our seniors. For those seniors who are "off-track" faculty members have volunteered their time to "check and connect" with them twice a month in order to assist with putting tutoring in place, getting students signed up for ACT/SAT to get a concordant FCAT score, signing them up for Gradpoint credit recovery courses, and just serving as someone to help them with any other issues they may be having that are preventing them from getting "on track". Our plan starting next school year is to bring back Cougar U, which will serve as our freshmen house in order to better support our ninth graders, both academically, socially, and behaviorally.