
Guidelines for Success

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

1) The GFS expectations are clearly identified throughout the school and recognized by both students and staff members. Our Schoolwide 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 goldenrod R.O.C.K. slips and putting it in the R.O.C.K. box 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. 3 student names and 1 teacher name is drawn at this time and each winner receives a R.O.C.K. Countryside HS spirit t-shirt. 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. Where are common area expectations posted?

Common area expectations are aligned with R.O.C.K. and are posted throughout each area of the school for students to reference.

3. How are common area expectations communicated?

Common area expectations and rules are posted and communicated around the campus, as well as communicated in the Cougar Chronicle (our quarterly newsletter). Teachers also post and discuss R.O.C.K. expectations in their classrooms. Our morning announcement show, UPC, also makes it a point to discuss R.O.C.K. when we do our monthly drawings.

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

Classroom expectations and rules are posted and communicated in each classroom. During preschool, our teachers are asked to send their administrator a copy of the classroom rules/expectations that are to be posted clearly in their classrooms, as well as a list of any positive responses and/or consequences they utilize.

Goal 1

Present Level of Performance

1,683 incidences of tardies were logged for the 2014-2015 school year.

Expected Level of Performance

Our expectation is that tardy referrals are cut by 25% and that there will be no more than 1,200 incidences logged this school year.

GAP

We ended the 2014-2015 school year with more than 1,600 tardy referrals. Our goal for the 2015-2016 school year is to have no more than 1,200 tardy referrals, as it will be the second year of implementation of our tardy policy.

1. What problem have you identified?

Our top infraction for the 2014-2015 school year was excessive tardiness. To determine this, we utilized data from DecisionEd and Focus so that we could figure out what our top infractions were for the year.

Plain and simple, we want our students to all of their classes on time everyday. We want them to know that the expectation is that they are in class and on time everyday and to know the importance of being on time and in class everyday.

2. What is your Desired Outcome/Measureable Goal?

Our goal is to decrease the amount of tardy referrals by 25% this year. In 2014-2015, we had 1,683 incidences of students being tardy. For the 2015-2016 school year, our goal is to have no more than 1,200 incidences of tardies to class.

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

Students have given many reasons for not being able to get to class on time. The top reasons include that the hallways are too crowded and that their classes are on opposite ends of the halls and there is not enough time to get to each one. The biggest reason that students seem to be tardy is that they just don't see the relevance in either getting to class on time or getting to class at all. They either do not like their classes or school, period.

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

Our most valid barrier is making school and all of our classes that we offer relevant to our students, so that they see the importance of getting to class on time everyday in order to learn.

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

Based on feedback from students, the Child Study Team and the RtI/MTSS team, this is the right barrier to address.

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The data that was used was pulled from Focus and Decision Ed in regards to attendance and tardies. Being in class on time and learning everyday should be the reason our students come to school. We have to make their classes relevant and interesting to them so that they WANT to be here and and WANT to go to class everyday.

Goal 1

4. How will this problem be solved?

Professional development for teachers in rigor and relevance

**Implementation Steps
(Including professional development)**

Professional development in Marzano Frameworks that assist teachers in incorporating higher order thinking and rigor into their lessons.

Person(s) Responsible

Clausen

Timeline / By When?

ongoing/by end of school year

Initiated: 8/25/2015

Ongoing: Y

Pending:

Completed:

Tardy and attendance incentives given to students for being to class on time and for perfect attendance

**Implementation Steps
(Including professional development)**

Develop incentive plan with teachers on discipline committee

Person(s) Responsible

Discipline Committee

Timeline / By When?

ongoing/by end of school year

Initiated: 9/2/2015

Ongoing: Y

Pending:

Completed:

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Countryside High School Teen Truancy Court is being started this year

**Implementation Steps
(Including professional development)**

- Voluntary Public Service course is being offered to current upperclassmen, where they will be trained on how to serve on a jury
- Students with chronic tardy/attendance issues will go before the jury (similar to the Pinellas County Truancy Court)

Person(s) Responsible

- MaryBeth Williams
- Officer Cathi Long (SRO)
- Helen Tait (Voluntary Public Service teacher)

Timeline / By When?

ongoing, throughout school year

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 1

5. Data collection and management

Will track tardies monthly via Focus and DecisionEd to ensure that we are on track in decreasing tardy referrals by at least 25%

**Implementation Steps
(Including professional development)**

-Administrative Team and Discipline team will monitor tardy referrals monthly in order to discuss chronic offenders, as well as to discuss steps needed to ensure that tardy referrals are decreasing.

Person(s) Responsible

Administrative Team, Discipline Team

Timeline / By When?

ongoing/by end of the school year

Initiated: 8/31/2015

Ongoing: Y

Pending:

Completed:

Goal 1

6. Support Plan

Administrative Team and Discipline Team will work together towards supporting our goal of decreasing tardy referrals.

**Implementation Steps
(Including professional development)**

-Monthly meetings to monitor and discuss data

Person(s) Responsible

Administrative Team, Discipline Team

Timeline / By When?

ongoing/by end of school year

Initiated: 9/2/2015

Ongoing: Y

Pending:

Completed:

Goal 1

7. Fidelity Plan

By end of school year, year-end data will show that tardy referrals were decreased by at least 25%. More students will be in their classes on time.

**Implementation Steps
(Including professional development)**

- Tardy policy will be implemented with fidelity, which will require buy-in and enforcement from all stakeholders.
- Administrative Team and Discipline Committee will monitor tardy data monthly to ensure that numbers are going down. If they are not, adjustments will be made.

Person(s) Responsible

Administrative Team, Discipline Committee, CHS teachers and staff

Timeline / By When?

Ongoing/by end of year

Initiated: 8/31/2015

Ongoing: Y

Pending:

Completed:

Goal 2

Present Level of Performance

During the 2014-2015 school year, 525 referrals for students being out of dress code were written. Last year, Countryside HS utilized the basic PCS dress code for students to follow; however, it became an increasing issue throughout the year as students came to school out of compliance.

Expected Level of Performance

Our concern is that we have implemented a new modified dress code for students this year that students are adjusting to, which might affect our numbers. Our realistic goal for the year is not have more than 1,000 dress code referrals. A great portion of our referrals for dress code were written during the first week of school. Second semester, we anticipate processing exponentially less dress code referrals than we will for first semester.

GAP

We ended the 2014-2015 school year with 525 referrals. Our goal for the 2015-2016 school year is to have no more than 1,000 referrals total. The increase in dress code referrals are a result of a newly implemented modified dress code put into effect this school year.

1. What problem have you identified?

During the 2014-2015 school year, students received 505 referrals for dress code infractions. The data we used to determine that this was an issue came from Decision Ed as well as discussions with our stakeholders, including faculty and parents. Students were coming to school in clothing that showed too much skin and it was becoming an increasing issue as the school year progressed. This year, as a way to get more students coming to school dressed appropriately, we have implemented a modified dress code, with the gist of it being that students are either wearing polo shirts or Countryside High School shirts and either jeans, khakis, or black pants. In enforcing this we want students to know that they are expected to abide by the dress code and to know that our focus is on academics and not necessarily fashion. We also want students to know that we are helping to prepare them for their future by getting them used to dressing properly. In reading research, we have also found that many schools that have implemented modified dress codes similar to ours have had decreased disciplinary incidences, such as class disruptions, which have been contributed to the dress code implementation. We feel as though because we have raised the bar with their dress code, that the culture of the school overall will change for the good and that students will start to carry themselves in a more positive manner, thus ideally contributing to less disciplinary infractions overall.

2. What is your Desired Outcome/Measureable Goal?

Our desired outcome/measurable goal is to decrease student referral for dress code infractions by 25% this year, which would be having no more than 379 by the end of the school year.

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

Because the modified dress code just went into effect this school year, we don't yet know if it is working or not; however, the biggest reason we have heard from parents and students that it may be an issue is related to lack of

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money. Many parents don't feel that they have the money to buy clothes that abide by the dress code for their children to wear everyday.

Another reason, mostly coming from students, that they feel the dress code will not work, is because students will rebel against it because it "takes away from their individuality".

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

The most valid and alterable barrier that is our priority is making sure that all of our students, no matter what their financial situation, are able to abide by the modified dress code.

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

This barrier is the easiest to resolve in order to ensure that students are in dress code, as we have strong community support that will provide for our students. Everyone has come together to help ensure that polos, Countryside t-shirts, and pants are available for those who cannot afford them.

Goal 2

4. How will this problem be solved?

Our Family/Community Liaison has reached out to community and business partners for clothing and monetary donations in order to have a supply of clothing available for students who may not have it.

**Implementation Steps
(Including professional development)**

- Reaching out to business/community partners for assistance
- Clothes for Kids contact
- Reaching out to parents who need support, as well as parents who can assist in donating

Person(s) Responsible

- Family/ Community Liaison
- Social Worker
- Administrative Team

Timeline / By When?

Ongoing

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

**Implementation Steps
(Including professional development)**

Person(s) Responsible

Timeline / By When?

Initiated:

Ongoing:

Pending:

Completed:

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Goal 2

5. Data collection and management

Administrative team and Discipline Team will meet monthly to monitor dress code data (data will be pulled from DecisionEd)

**Implementation Steps
(Including professional development)**

-Monthly meetings (admin team, discipline team)

Person(s) Responsible

Admin team, Discipline team

Timeline / By When?

ongoing

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 2

6. Support Plan

It will be a team effort in enforcing dress code and monitoring dress code in order to make sure it works.

**Implementation Steps
(Including professional development)**

Monthly meetings (admin team, discipline) to monitor data and PDSA

Person(s) Responsible

Admin team, Discipline Team, teachers

Timeline / By When?

ongoing

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 2

7. Fidelity Plan

Based on monthly monitoring of discipline data, including dress code, will help us know whether or not the dress code and interventions we have in place are working.

**Implementation Steps
(Including professional development)**

Monthly meetings (admin team, discipline team) to monitor data and PDSA.

Person(s) Responsible

Admin team, Discipline team, teachers

Timeline / By When?

ongoing

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 3

Present Level of Performance

For the 2014-2015 school year, our African-American population for the school was 10.6% or 254 students out of 2,393. In regards to total number of infractions, African-American students accounted for 20.6% of them, which means that they were 1.81 times more likely to have at least 1 referral than all other students.

Expected Level of Performance

For the 2015-2016 school year, we anticipate having approximately the same percentage of total student body and African-American students enrolled at Countryside. Our goal is to have no more than 15% of the referrals processed be for African-American students.

GAP

Last school year, our African-American students were almost twice as likely to receive a referral than another student on our campus. Our goal for this year is to decrease that percentage so that no more than 15% of the referrals processed are for African-American students. Looking forward, our ultimate goal is to have to get that percentage down to where it is directly proportional, if not less, than the percentage of African-American students we have on campus (i.e African-American students make up approximately 10% of the school, therefore no more than 10% of referrals written for African-American students).

1. The identified problem for Goal 3 is:

Based on data pulled from the Schoolwide Discipline Report Database (SDR), African-American students, who constituted 10.6% of the total student population for the 2014-2015 school year, accounted for 20.8% of total infractions, meaning that they were almost twice as likely to receive a referral than non-black students.

2. What is your Desired Outcome/Measureable Goal?

Our goal is to decrease the total number of referrals that our African-American students are earning so that the percentage is more proportional to the 10.6% of the total student population that they make up.

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

Possible reasons that our goal has not yet been reached might be that the total number of referrals earned is counting tardy referrals, which accounted for more than 1/3 of our total referrals for the student population for the 2014-2015 school year. Countryside High School implemented a new tardy policy last school year, which resulted in an increased amount of tardies and tardy referrals for all students. Skipping class and class disruptions were also a contributor to the referrals written for African-American students last year. The biggest barrier in resolving this for our African-American students has been struggling to get them to realize the importance of school overall. Based on conversations with many of them, they do not connect with what is going on in their classes or they are struggling with the material in their classes and therefore have a negative view of school, period.

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

Obviously, our priority is helping all of our students, particularly our African-American students, realize the importance of getting to their classes on time, staying in class, and learning. In helping them find a connection to the importance of school, a chain reaction can be set off where they are in class regularly and on-time, engaged in the learning process, providing the proper support (ie ELP, Gradpoint, etc) and succeeding academically, so that they can graduate on time.

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

It's the right barrier to address because if we can help our African-American students make those crucial connections to school and therefore have more of them in class for instruction, then they will be more academically successful, which is our ultimate goal for every student.

Goal 3

4. How will this problem be solved?

Positive Behavior Support/MTSS professional development

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

- schedule training during SWPD day for all teachers
- schedule a follow up for preschool of 2016-2017 school year

Person(s) Responsible

Admin team/discipline team

Timeline / By When?

ongoing, end of school year

Initiated: 02/15/2016

Ongoing: Y

Pending:

Completed:

Discuss students who have received multiple referrals during MTSS/Discipline Team meetings in order to determine whether Tier 2 or 3 interventions need to be put in place to help assist them.

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

- monthly meetings
- review list of tier 2 and 3 intervention strategies available

Person(s) Responsible

Admin Team, MTSS/Discipline Team

Timeline / By When?

ongoing, end of school year

Initiated: 9/2/2015

Ongoing: Y

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Pending:
Completed:

CHS Teen Truancy Court and Juvenile Arbitration being started this year to address chronic behavior issues or minor crimes (ie stealing) in lieu of school discipline and legal charges being brought against them.

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

- Voluntary Public Service course is being offered to current upperclassmen, where they will be trained on how to serve on a jury
- Students with behavioral issues or who commit minor crimes will go before a jury of their peers to plead their case.

Person(s) Responsible

Mary Beth Williams, Officer Cathi Long (SRO), Helen Tait (Voluntary Public Service teacher)

Timeline / By When?

ongoing, end of school year

Initiated: 8/24/2015
Ongoing: Y
Pending:
Completed:

Goal 3

5. Data collection and management

Data is collected from Focus and Decision Ed

**Implementation Steps
(Including professional development)**

Monthly meetings with Discipline Team to monitor disciplinary data and ensure that referrals for African-American students are decreasing. If they are not, Discipline Team and Admin Team will convene to discuss strategies that could be put in place to assist.

Person(s) Responsible

Discipline/MTSS Team, Administrative Team

Timeline / By When?

ongoing, end of the school year

Initiated: 9/2/2015
Ongoing: Y
Pending:
Completed:

Goal 3

6. Support Plan

Discipline/MTSS Team will be working together to monitor discipline data as well as implement professional development for faculty on PBS/MTSS Strategies as well as Cultural Diversity training.

**Implementation Steps
(Including professional development)**

- Determine when/where training will be held for faculty
- Meet once a month to monitor discipline data in order to ensure that African-American student referrals are decreasing

Person(s) Responsible

Admin team/MTSS and Discipline Team

Timeline / By When?

Ongoing, end of school year

Initiated: 9/2/2015

Ongoing: Y

Pending:

Completed:

Goal 3

7. Fidelity Plan

Monitor infraction data by ethnicity monthly.

**Implementation Steps
(Including professional development)**

-Data will have been monitored monthly in order to ensure that African-American student referrals are on a downward trend.

Person(s) Responsible

Admin team/Discipline/ MTSS Team

Timeline / By When?

end of school year

Initiated: 8/27/2015

Ongoing: Y

Pending:

Completed:

Teachers will receive professional development aligned to cultural competency so that they work on assisting African-American students in finding relevant connections to school.

**Implementation Steps
(Including professional development)**

PBS/MTSS professional development will be held and revisited as needed for faculty members.

Person(s) Responsible

Admin team/department heads

Timeline / By When?

ongoing

Initiated: 8/27/2015

Ongoing: Y

Pending:

Completed:

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School-wide Reward System

1. What are your school-wide reward strategies?

Our R.O.C.K. program is our schoolwide reward strategy. 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.

We also have other reward strategies within Countryside HS, but they are geared more towards grade levels. These include our Cougar U freshmen program and our On Track senior program. Within both of these, students are recognized and rewarded for good academics, behavior and attendance.

2. Describe the procedure/practice used.

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 Countryside High School t-shirt, which is a great incentive for our students as we have a modified dress code that went into effect this year. 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. At the end of the school year, any student who was nominated for R.O.C.K. throughout the school year is also invited to an ice cream social as a celebration.

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

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 Countryside High School t-shirt, which is a great incentive for our students as we have a modified dress code that went into effect this year. 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. At the end of the school year, any student who was nominated for R.O.C.K. throughout the school year is also invited to an ice cream social as a celebration.

Every staff member on our campus is expected to participate in R.O.C.K. by nominating students throughout the year. It is our hope that at least half of our student body (approximately 1,100 students) are nominated this school year and that at least 75% of our faculty members nominate a student. Last school year, less than 10% of students were nominated and less than 5% of our faculty members nominated students.

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

As stated above, every staff member on our campus is expected to participate in R.O.C.K. by nominating students throughout the year. It is our hope that at least half of the student body (approximately 1,100 students) are nominated this school year and that at least 75% of our faculty members nominate a student. Last school year, less than 10% of students were nominated and less than 5% of our faculty members nominated students for R.O.C.K. R.O.C.K. is a program that was in place when the current administrative team came on board three years ago. The first thing that we did was convene the RtI/MTSS team to discuss the program and it's pros and cons. We also solicited feedback from students. Feedback overall was positive in that most everyone liked the system that was in place, liked what R.O.

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C.K. stood for, and agreed that we needed to provide positive support for students who were demonstrated the qualities of R.O.C.K. Everything was kept in place for the 2013-2014 school year in order to see how the program would work. Student and teacher winners earned \$10 gift cards to various restaurants, stores and movie theaters that had been donated. However, for the 2014-2015 school year, in order to gear up for the following school year where a modified dress code was being put in place, we tweaked our incentives and the new incentive was a student-designed school spirit t-shirt that abided by the new dress code that they could wear to school daily. We started using these for our monthly drawings in April of 2014 and have continued using them so far in the 2015-2016 school year. Based on feedback from various stakeholders, this system with these incentives is working. Data-wise, we are seeing a positive trend in behavior. Leading up to this exact time last year, we had 1,279 referrals. So far this year, we have 845 referrals, which is A 34% decrease in referrals.

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

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

Teachers are responsible for implementing their own classroom management systems in a high school setting. There is no consistent classroom management setting across the board for our teachers and their classrooms.

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

Each teacher has their own classroom management system that they utilize. We, as a school do not offer specific professional development on one particular classroom management system nor do we require them to rely on one particular system as every teacher, student and classroom are different and therefore do what works for them. Most teachers design their classroom management system as a result of what has been the most effective for them in the past.

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

Again, each teacher has their own classroom management system that they utilize. We, as a school do not offer specific professional development on one particular classroom management system nor do we require them to rely on one particular system as every teacher, student and classroom are different and therefore do what works for them. Most teachers design their classroom management system as a result of what has been the most effective for them in the past.

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

As a result of teachers utilizing and relying on their personal classroom management systems, the outcome we would intend to see is less disciplinary referrals overall by the end of the school year.