
Guidelines for Success

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

Curlew Creek Elementary Guidelines for Success represent the minimum behavioral expectations required for a successful participation in the educational process. All students and staff are responsible for demonstrating the Guidelines for Success.

Put Safety First
Be Responsible
Show Respect

2. Where are common area expectations posted?

Common area expectations are posted in the car circle, throughout the hallways, and in the cafeteria.

3. How are common area expectations communicated?

Common area expectations will be communicated to all students at the beginning of the school year at our first day cafeteria assembly and during our first week school-wide assembly. Classroom teachers will also review and discuss on the the first day of the school year and monitor and review throughout the year.

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

Each teaching team has developed common classroom rules/expectations for their grade level. These rules/expectations will be posted in each classroom and will be reviewed at the start of the school year, and reviewed daily in the classroom. Teachers will monitor throughout the year. These expectations are also sent home by teachers in the first week parent letter.

Goal 1

Present Level of Performance

During the 2014-15 school year less than 50% of classes were consistently using the school-wide behavior system.

Expected Level of Performance

100% of classes will consistently participate in the school-wide behavior system.

GAP

50%

1. What problem have you identified?

All classes are not consistently using the school-wide behavior plan. Our goal is to increase participation and collaboration in the PBS process and way of work. This is measured by the school Coyote ticket system.

2. What is your Desired Outcome/Measureable Goal?

Our goal is for all grade levels to fully participate in the PBS, both in their classrooms and in common areas. This will be monitored weekly by totaling the number of coyote tickets that have been distributed and and collected in each classroom. All staff will participate in our PBS and will distribute tickets to students based on our GFS and C2C traits.

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

Previously, our PBS was overcomplicated and misunderstood by staff members. This year, we have simplified the PBS based on staff feedback and have clearly explained the new system.

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

The most alterable barrier was the overcomplicated ticket system.

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

This is based on staff feedback and data collected last year regarding the distribution/collection of tickets.

Goal 1

4. How will this problem be solved?

Implement a school PBS committee.

Implementation Steps (Including professional development)

Implementation Steps

- a. Meet with PBS team monthly to review our system.
- b. Distribute and present information to staff.
- c. Monitor the number of tickets that are being earned in each classroom and grade level
- d. Monitor and review data with the PBS committee.

Person(s) Responsible

Administration and the PBS Team

Timeline / By When?

Ongoing and periodic. Beginning, mid-year, and end of year.

Initiated: 9/9/2015

Ongoing:

Pending:

Completed:

All stakeholders will be educated on our school-wide behavior plan.

Implementation Steps (Including professional development)

Implementation Steps

- a. PBS updates will be presented on the morning news show.
- b. Update Curlew Creek Behavior handbook and intervention process
- c. Update Curlew Creek school-wide recognition program
- d. Create and display posters around the school.
- e. Distribute COYOTE tickets to all staff each month with C2C character listed on the back. (On Wednesdays, tickets with GFS on the back)
- f. Collaborate with community to get incentives to celebrate successes

Person(s) Responsible

Administration and PBS team

**15/16 School-wide Behavior Plan
Curlew Creek Elementary School**

9/4/2015

Timeline / By When?

Weekly student news segments and bi-monthly school wide assemblies

Initiated:

Ongoing:

Pending:

Completed:

Implementation Steps

(Including professional development)

- Update Curlew Creek Behavior handbook and intervention process
- Update Curlew Creek school-wide recognition program
- Create and display posters in classrooms and around the school.
- Distribute BEARS PAWS to all staff each month with C2C character listed on the back.
- Collaborate with community to get incentives to celebrate successes.
- Plan and implement ongoing staff meeting to educate staff on the behavior plan.
- Plan staff meeting to roll out our school-wide recognition program, principal will give motivational speech challenging staff to utilize the program

Person(s) Responsible

Timeline / By When?

Initiated:

Ongoing:

Pending:

Completed:

Goal 1

5. Data collection and management

Coyote Character Trait and GFS Tickets

**Implementation Steps
(Including professional development)**

Tickets will be collected weekly from each classroom and totals will be monitored and analyzed by the PBS team.

Person(s) Responsible

School Counselor and PBS Team

Timeline / By When?

Weekly through May 2016

Initiated:

Ongoing:

Pending:

Completed:

Goal 1

6. Support Plan

Monthly (or as needed) PBS team meetings

**Implementation Steps
(Including professional development)**

Grade level reps on the PBS team will serve as liaisons between the team and teachers.

Person(s) Responsible

PBS Team

Timeline / By When?

Monthly through May 2016

Initiated: 9/9/2015

Ongoing:

Pending:

Completed:

Ticket collections will reflect that all teachers are utilizing the PBS by handing out tickets to students

**Implementation Steps
(Including professional development)**

PBS Team will monitor ticket data

Person(s) Responsible

PBS Team, School Counselor

Timeline / By When?

Monthly through May 2016

Initiated: 10/7/2015

Ongoing:

Pending:

Completed:

**15/16 School-wide Behavior Plan
Curlew Creek Elementary School**

9/4/2015

Goal 1

7. Fidelity Plan

We will monitor the distribution/collection of tickets. We will also collaborate with all teachers at their PLC meetings. Data will be reviewed at PBS and MTSS meetings.

**Implementation Steps
(Including professional development)**

PBS team and PLC meeting data reviews

Person(s) Responsible

Administrators and PBS Team

Timeline / By When?

Weekly/monthly through
May 2016

Initiated: 9/21/2015

Ongoing:

Pending:

Completed:

Goal 2

Present Level of Performance

Expected Level of Performance

GAP

1. What problem have you identified?

Decrease the number of incident reports in the cafeteria. The number of school incident reports received were greater from the cafeteria than any other common area.

2. What is your Desired Outcome/Measureable Goal?

We would decrease the number of incident reports from cafeteria from semester 1 to semester 2 of the school year.

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

There was not a school-wide cafeteria plan in place supported by the entire school staff in the decision making process.

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

Professional development and /or information clearly provided to all stakeholders including parents and visitors to the cafeteria.

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

Everyone must understand the system to implement it with efficiency and with fidelity. It was too often heard from staff, students and parents they did not know the expectations.

Goal 2

4. How will this problem be solved?

**Positive Behavior system- Blue/Green/Yellow /Red
cones on the tables for visible behavior currently exhibiting**

CHAMPS

Class exit slips used to provide immediate feedback of reaching desired goal

**Implementation Steps
(Including professional development)**

School-wide assembly to introduce the system to students /teachers

Power point created to provide visuals of expectations

Expectations posted throughout the cafeteria

Teacher calendar of daily feedback of expectations and outcome posted in the
classroom

Person(s) Responsible

Administrators PBS Team, Teachers , Cafeteria attendants

Timeline / By When?

At the start of the year, mid year and end of the year

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 2

5. Data collection and management

The classroom calendars of daily feedback from cafeteria exit slips

**Level 2 incident
reports from the cafeteria**

Number of cafeteria referrals

**Implementation Steps
(Including professional development)**

Teachers record exit slips data daily. Weekly- monthly information can be reviewed by administrators, SBLT committee and PBS committee

Person(s) Responsible

Administrators, Teachers, PBS Committee, SBLT committee,

Timeline / By When?

Weekly- monthly

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 2

6. Support Plan

Daily coverage and walk throughs

**Data chats with PBS committee
and SBLT committee , Team leaders, cafeteria attendants**

**Implementation Steps
(Including professional development)**

Administrators provides expectations and support

Person(s) Responsible

Administrators, Teachers, PBS committee,SBLT committee

Timeline / By When?

Bi -weekly/ monthly

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Goal 2

7. Fidelity Plan

Implementation Steps
(Including professional development)

Person(s) Responsible

Timeline / By When?

Initiated: 9/22/2015
Ongoing: Y
Pending:
Completed:

Goal 2

8. What is the response to your intervention in each goal area?

As of 9/22/2015

Summary of Data Review

Data-based Decision

Next Steps

Goal 3

Present Level of Performance

2 black students received a referral last year. One was a bus referral.

Expected Level of Performance

No referrals for any students

GAP

The gap is minimal. Out of 30 students who received referrals, 28 of the students were non-black.

1. The identified problem for Goal 3 is:

Decrease the discipline gap between black students and non-black students. To be measured by student discipline data and recognition earned.

2. What is your Desired Outcome/Measureable Goal?

There will be fewer discipline records and greater recognition earned for our Black student population.

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

The two students who received referrals experienced mobility between schools and family trauma.

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

These students were in need of more services than the school was able to offer.

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

When the student has that time with student services personnel, the services are able to be delivered consistently. When this does occur, we see a positive change in the child's behavior based on data collection.

Goal 3

4. How will this problem be solved?

Provide training and support to teachers/staff on the Check-in Check-out strategy to support positive behavior plans with African American students, who have more than two referrals.

Implementation Steps

(Including professional development opportunities aligned to Positive Behavior Supports)

- MTSS Behavior team will review behavior plan for targeted students
- Use findings of data to develop individualized plan (FBA/PBIP)
- Provide professional development on Check-in Check-out process to staff
- Train targeted students regarding process for Check-in Check-out
- Implement PBIP/FBA
- Review and monitor discipline data monthly
- Share data monthly to staff
- Adjust PBIP/FBA as needed

Person(s) Responsible

MTSS team

Timeline / By When?

Ongoing

Initiated:

Ongoing:

Pending:

Completed:

Goal 3

5. Data collection and management

Discipline referrals will be monitored, incident reports will utilized when appropriate as opposed to referrals.

**Implementation Steps
(Including professional development)**

This data will be reviewed at weekly SBLT meetings

Person(s) Responsible

SBLT, MTSS team

Timeline / By When?

Weekly ongoing

Initiated:

Ongoing:

Pending:

Completed:

Goal 3

6. Support Plan

Data and strategies will be reviewed weekly

**Implementation Steps
(Including professional development)**

Weekly SBLT/MTSS meetings

Person(s) Responsible

SBLT, MTSS team

Timeline / By When?

Weekly, ongoing

Initiated:

Ongoing:

Pending:

Completed:

Goal 3

7. Fidelity Plan

Weekly review of the data should reflect a decline in referrals and an increase in positive recognition.

**Implementation Steps
(Including professional development)**

Referral data will be monitored as well as positive recognition

Person(s) Responsible

MTSS team, SBLT

Timeline / By When?

Weekly and ongoing.

Initiated:

Ongoing:

Pending:

Completed:

School-wide Reward System

1. What are your school-wide reward strategies?

Coyote tickets will be given to students who follow the GFS and school wide expectations. There will also be positive recognition events held at assemblies and on the student news. Classroom teachers will implement their own reward systems within their classrooms.

2. Describe the procedure/practice used.

Tickets will be given in common areas. Each month the Coyote will reflect the Character Trait of the month. Staff will explain to the student exactly what they did to earn a coyote ticket as it connects to the trait printed on the back of the ticket.

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

These strategies will be implemented school-wide by all staff members when observing character traits being exhibited in common areas during the school day, including arrival and dismissal.

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

These strategies will be aligned to data through weekly reviews at our SBLT meetings, as well as monthly at PBS team meetings. Data will be collected and reviewed on the number of tickets given for each character trait.

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

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

We are utilizing the PBS/CHAMPS system throughout our entire school environment.

Structure/environment- The physical setting, schedule, routines and procedures are developed in each classroom. Teachers will structure their classrooms to prompt responsible student behavior.

Teaching expectations- Students will consistently be taught how to behave responsibly and respectfully through instruction, independent seat work, cooperative groups, and tests.

Observing/monitoring- Teachers will monitor behavior by circulating the classroom and visually scanning the room. Teachers will use their classroom management system data to monitor behavioral trends.

Interactions to positively support students- Teachers will give attention and specific feedback to students acting respectfully and responsibly. They will have a high ratio of positive to negative interactions with students.

Corrections fluently delivered- Teachers will respond to misbehavior briefly, calmly and consistently.

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

CHAMPS is a research based program from Safe and Civil Schools that is widely used throughout our school district in conjunction with PBS.

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

Teachers give each student a daily behavior rating based on their individual classroom plan. Some teachers use the DoJo system to monitor results, while others use their own daily rating system such as a scale. Students will also be given opportunities to complete a self-reflection using a rating scale.

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

Students will follow school Guidelines for Success and Commitment to Character traits which will lead a positive school-wide culture for success. Fewer discipline referrals and more opportunities for positive recognition will take place. Proactive and positive approaches will create greater opportunities for positive recognition.