

---

**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?
- 

**Questions to guide discussion:**

Curtis Fundamental Elementary is a fundamental school with specific rules and expectations. All students are expected to comply with Curtis rules without exception. Appropriate student behavior is one of the basic fundamental school principles. All students and parents are expected to abide by school and classroom rules. Students, parents, and staff sign the fundamental policy paperwork each school year. By doing so they are agreeing to follow fundamental policies.

In accordance with fundamental school policy, warning/detentions will be used as a consequence for violation of school behavior expectations, dress code, homework policy, or classroom guidelines. Warnings/detentions will be given to all students grade K-5 for infractions of these guidelines. Office referrals are given for severe infractions or repetitive violations. Office referrals are handled by the principal and may be referred to I.A.C.

**Common Area/Cafeteria Expectations/Rules**

1. Always Walk
2. Use inside Voices
3. Do Not Share Food
4. Raise Hand for Help
5. Be Silent When Lights are Off.

Each classroom teacher develops specific classroom expectations with their students each year based upon the guidelines for success/expectations listed above. The teachers share the classroom expectations with the parents at Open House and in weekly newsletters. Classroom rules and posted in each classroom.

---

**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?**

Barrier-Time. New staff members have many trainings to attend at the beginning of the year while preparing for their new positions. To reduce and/or eliminate this barrier, hold regularly scheduled mentor/mentee meetings.

**Implementation Steps**

Assign all new staff members a mentor to assist them with the transitions to our school. Mentors and grade level teams are to review fundamental policies and procedures with them. New students/families are taught about fundamental procedures at our Orientation meeting held prior to the new school year.

**Person(s) Responsible**

Pam Metz-Easley,, Principal facilitated mentor assignments.

Current Staff Members/Mentors: Theresa Eberle, Gayle Denny, Paul Bosacki, Brandy Lathan, Sherra Jones, Maria DeWese,

Pam Metz-Easley and Marcy Streicher (data prep) reviewed procedures for families at Orientation meetings.

Teachers teach about procedures at Open House.

**Timeline / By When?**

Within the first week of work (pre-planning) for staff and within the first 10 days of schools for students/families.

**Initiated**

9/4/2014

**Status**

Ongoing

**Completed**

---

**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?
- 

**Strategy**

Review number of warnings (and reasons) staff members give. Also review numbers of warnings that new students receive and set-up conferences to assist new families as they transition, if having a difficult time.

**Implementation Steps**

Each infraction period a summary is provided to the principal which includes who many warnings are given by teacher/grade level. During leadership team meeting the data is reviewed and discussed.

**Person(s) Responsible**

Marcy Streicher, Data Prep  
Pam Metz-Easley, Principal

**Timeline / By When?**

1st 9 weeks (October 17, 2014)

**Initiated**

9/4/2014

**Status**

Ongoing

**Completed**

---

**Goal 2: PBS Team has regular meetings (at least monthly)**

---

**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**

**Status**

**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?**

Time is a barrier due to other meetings and parent conferences, so combine the PBS team meeting with a meeting that already exists and place it on the agenda.

**Implementation Steps**

During Leadership meetings, which are held monthly, add to the agenda that the team will review our PBS system.

**Person(s) Responsible**

Pam Metz-Easley, facilitator of Leadership Meeting  
Melinda Watson, School Counselor

**Timeline / By When?**

October 31, 2014

**Initiated**

9/4/2014

**Status**

Pending

**Completed**

---

**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**

During Leadership Meetings review the number of fundamental warnings and discipline referrals as it pertains to PBS.

**Implementation Steps**

Collect information monthly to review during leadership/PBS meeting  
Discuss positive behavior systems in place and if adjustments are needed.  
Keep copies of the agenda showing PBS team met.

**Person(s) Responsible**

Melinda Watson, School Counselor

**Timeline / By When?**

October 31, 2014

**Initiated**

**Status**

**Completed**

---

**Goal 3: Establish a clear mission/purpose**

---

**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**  
9/4/2014

**revised 1/26/15**  
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?**

Time is a barrier due to other meetings and parent conferences, so combine the PBS team meeting with a meeting that already exists. During first leadership meeting review PBS and mission/purpose.

**Implementation Steps**

During Leadership meetings, which meet monthly, add to the agenda that the team will review the mission/purpose of PBS.

**Person(s) Responsible**

Pam Metz-Ealsey, facilitator of Leadership Meetings  
Melinda Watson, School Counselor

**Timeline / By When**

October 31, 2014

**Initiated**  
9/4/2014

**revised 1/26/15**  
Pending

**Completed**

---

**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?
- 

**Strategy**

During Leadership Team Meeting also review PBS for our school and our behavior data. Survey knowledge level of team.

**Implementation Steps**

Survey leadership staff about knowledge of PBS and who has been trained.

**Person(s) Responsible**

Melinda Watson, School Counselor

**Timeline / By When?**

October 31, 2014

**Initiated**

9/4/2014

**revised 1/26/15**

Pending

**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?
- 

**Strategy**

Positively Charged: students are recognized weekly for positive behavior choices by the principal. Certificates/pencils are given during our morning news show.

**Implementation Steps**

1. Students are selected by their teachers and are rewarded for positive behaviors and choices related to their classroom rules.
2. Every student is selected at least one time each year.

**Person(s) Responsible**

Teachers  
Pam, Metz-Easley, Principal  
Jan Hager, Librarian

**Timeline / By When?**

Weekly; within first 30 days of school

**Initiated**

9/4/2014

**Status**

Ongoing

**Completed**

**Strategy**

Terrific Kids Awards

**Implementation Steps**

1. Two students are recognized and rewarded in front of the whole school during Open Court for exceptional behavior. The counselor a member of Dunedin Kiwanis present the awards and read WHY the student was selected.

**Person(s) Responsible**

Teachers  
Melinda Watson, School Counselor

**Timeline / By When?**

Monthly; beginning first week of October

**Initiated**

9/4/2014

**Status**

Ongoing

**Completed**



**Strategy**

Positive Curtis Behaviors Recognition

**Implementation Steps**

1. PTA Parent collaborates with school staff to reward students for positive Curtis behaviors throughout the school year.
2. Through collaboration, a class from each grade level is selected on a monthly basis to receive stuffed cougars as a reward for their positive behaviors/choices.
3. Classes will be recognized for their behavior in common areas such as the cafeteria, car circle after school, as well as for best attendance and the least tardies.

**Person(s) Responsible**

All Staff

**Timeline / By When?**

Monthly; beginning first week of October

**Initiated**

9/4/2014

**Status**

Ongoing

**Completed**

---

**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?
- 

**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?**

Time is a barrier due to other meetings, so combine the PBS team meeting with the Leadership meeting. During Leadership meetings, review SWBP and its alignment with classroom management systems, as well as fundamental warnings.

**Implementation Steps**

During leadership meeting review SWBP and its alignments with classroom management systems, as well as fundamental warnings.

Each team leader will share information with their team following each monthly Leadership meeting.

**Person(s) Responsible**

Leadership Team

**Timeline / By When?**

October 31, 2014

**Initiated**  
9/4/2014

**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?**

Barrier: Teachers do not know/follow process for requesting supplemental or intensive intervention for students.

Strategy: Staff will be trained each year, and coached individually when necessary on the necessary procedures for referring students with behavioral concerns. The team will use Multi-Tiered Systems of Support.

**Implementation Steps**

Provide training on forms/process (both school-based and district-based); Coach individual teachers as cases arise.

**Person(s) Responsible**

MTSS Team Members (Counselor, Curriculum Specialist, Psychologist, Principal)

**Timeline / By When?**

Training during the first semester; individual coaching as needed throughout school year.

**Initiated**  
9/4/2014

**Status**  
Ongoing

**Completed**

---

**Action Plan:**

**Plan to Monitor for Fidelity of Implementation**

---

PBS Chairperson to attend monthly Leadership meeting and share PBS mission and goals.  
PBS Chairperson will review behavior data during PBS/Leadership meeting.  
PBS Chairperson will report to MTSS (SBLT) steps taken to reach goals within this SWBP.

---

**Professional Development:**

**List Professional Development Opportunities Aligned To The Positive Behavior Supports**

---

Staff Training on process for requesting assistance in providing supplemental interventions (Tier 2) for students in need of behavior support.

Monthly SBLT/Leadership joint meetings to review data, including referrals and communication form data, to determine effectiveness of core behavior systems.

PBS Committee Chair/Intervention Coordinator (Counselor) to visit grade level PLC meetings to answer questions as they arise.

---

**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.**

---

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

Referrals 2014-2015

1st 9 weeks- 1 referral (physical contact with another student)- white male

2nd 9 weeks- 2 referrals (physical contact with another student)- white male student and African American female student

In School/ Out of School Suspensions 2014-2015

1st 9 weeks- 0

2nd 9 weeks- 0

1st Infraction Period- 124 warnings written

2nd infraction Period- 124 warnings written

Students dismissed as of 1/20/15- 1 student

The leadership team continues to meet monthly to review referrals and warnings by grade level.