
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:

Curlew Creek's Guidelines for Success are:

1. Put Safety First
2. Be Responsible
3. Show Respect

Every common area and every classroom has the GFS expectations/rules prominently posted.

These expectations are reviewed and discussed on the first day of school. Permanent signage details expectations in the hallways and outside.

Each classroom has posted rules that have been developed by team.

Goal 1: Reduce behavioral incidents occurring in the cafeteria.

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?

Specific program designed to diminish inappropriate behavior and reward good behavior. Coyote Cafe' Plan includes the following expectations:

1. Stay seated, face forward and keep hands, feet and objects to yourself.
2. Talk at level 2 or below - respectful conversations
3. Raise your hand if you need help
4. Food should be properly handled and never shared.
5. Make sure all trash is picked up.

Implementation Steps

AP and Principal share cafeteria expectations with each grade level in the cafeteria. The cone system will be modeled and explained. Video showing examples and non-examples will be shown on morning announcements and reinforced by classroom teachers.

Person(s) Responsible

Assistant Principal

Timeline / By When?

Begins August 25th and will continue throughout the year.

Initiated

Status

Completed

Ongoing

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

Students will receive daily class coyote points for team building efforts in the cafeteria. In addition, individual tickets may be received by students for following the rules, helping other students or adults. When a class receives 50 points the will earn a special reward.

Person(s) Responsible

All adults supervising in the cafeteria

Timeline / By When?

August 25, 2014

Initiated

Status

Completed

Ongoing

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?
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Strategy

Although the discipline data doesn't indicate that there was a concern with cafeteria behavior, staff indicates that improvement was necessary due to daily observation.

Implementation Steps

A better system of data collection will be developed. Although a discipline referral is not always warranted, the acts of misbehavior will be monitored and documented by those adults supervising in the cafeteria.

Person(s) Responsible

AP, Principal, cafeteria attendants

Timeline / By When?

August 25th -June 2015

Initiated

Status
Ongoing

Completed

Goal 2: Increase implementation of classroom and school-wide PBS plans.

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?

A focus on 100% PBSP from all teachers is necessary. There is an uneven distribution of tickets being awarded throughout the school and paperwork is not always followed with fidelity.

Implementation Steps

At the first faculty meeting of the year, the PBSP will be reviewed and discussed. An emphasis will be made to increase participation as it relates to coyote ticket distribution.

A quota will be established to as how many tickets will be distributed by each person each week and completed homework will be an automatic ticket for every class.

Person(s) Responsible

Principal, AP and all classroom teachers.

Timeline / By When?

8/8/14

Initiated
8/8/2014

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?

Implementation Steps

Person(s) Responsible

Timeline / By When?

Initiated

Status

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?
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Strategy

Require teachers to meet a weekly quota of distributed coyote tickets.

Implementation Steps

Conduct a review of PBSP meeting.
Monitor the number of tickets being distributed.
Have

Person(s) Responsible

Guidance Counselor and Community Involvement Liaison

Timeline / By When?

Ticket counting will begin 9/13/14

Initiated

Status

Completed

Goal 3: Close the achievement gap and motivate minority students.

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?

Continue STEP and Check and Connect programs to provide mentoring and leadership opportunities for minority students.

Implementation Steps

1. Identify students for "STEP" and "Check and Connect" programs. 2. Acquire parent permission 3. Match students with mentors. 4. Create meeting schedule 5. Have initial STEP meeting with guest speaker. 6. Students set personal goals.

Person(s) Responsible

Assistant Principal, Community Involvement Liaison

Timeline / By When

October, 2014 - June 2015

Initiated

8/8/2014

Ongoing

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?
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Strategy

The SBLT, upon reviewing achievement data, determined that the achievement gap continues to exist at Curlew Creek. Although behavior data does not support a need to target behaviors among that demographic, it is expected that due to participation in the programs leadership skills and academic achievement will increase as measured by surveys and assessment data.

Implementation Steps

Progress monitoring of academic achievement and behavior will take place every two weeks.

Person(s) Responsible

Assistant Principal and mentors

Timeline / By When?

Begin October, 2014 - June 2015

Initiated

Status

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?
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Strategy

Individual, class and school-wide recognition initiatives will support the GFS's and school rules.

Implementation Steps

1. Every supervising adult will carry "Coyote Tickets."
2. Tickets are given to students when they are caught doing the right thing - let the child know why they are earning the ticket.
3. Adult will sign or initial the ticket, student will write their name, teacher name and grade on the back.
4. Tickets will go in a container in their homeroom.
5. Each week teachers will draw a ticket for a small prize.
6. Each Friday afternoon, the teacher counts the tickets and sends them (along with a tally) to Mrs. James
7. Those tickets go into a large hopper for the weekly drawings.
8. For every 750 tickets a class earns, they will win a popcorn party. Second semester the number goes to 1000.
9. The grade level with the greatest number of tickets in December and again at the end of the year will be invited to a special party at school with Mr. McFadden and Mrs. Wilson

Person(s) Responsible

Every Faculty/Staff member at school.

Timeline / By When?

1. Weekly drawings for grade level winners
2. Scheduled assemblies and school-wide drawings. All dates are on Fridays as follows: 10/24, 11/14, 12/19, 1/23, 2/27, 4/24, 5/29

Initiated
8/18/2014

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?
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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?

Have a Positive Behavior Checklist for each classroom teacher to complete and turn-in to administration.

Implementation Steps

Create checklist:

1. My plan involves students "gaining/moving forward" for following expectations
2. My plan does NOT involve moving students down or changing colors for inappropriate choices.
3. My team has 5-7 rules that are MEASURABLE.
4. Our rules relate directly to Curlew's GFS.
5. Our team has a plan of consistent consequences to use when the rules are not followed.
6. I understand the classroom incident report and will use it to keep data on students who may need behavioral support beyond the classroom.
7. I will use the ODR each time a student is sent to the office.

Person(s) Responsible

All teachers and administration. During walkthroughs checks for fidelity will be looked for and noted.

Timeline / By When?

First meeting 8/8/14
Checklist due 9/13/14
On going walkthroughs and feedback

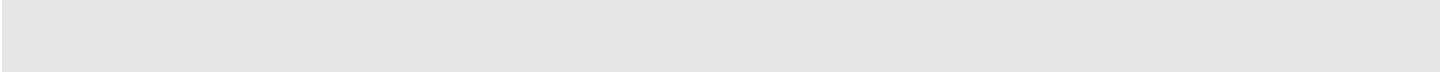
Initiated

Status

Completed

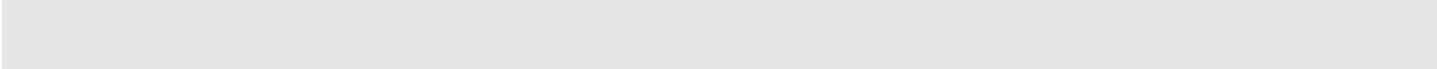
Action Plan:

Plan to Monitor for Fidelity of Implementation

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1. Monthly PLC's will have a brief agenda item to address the PBSP.
 2. Ongoing walkthroughs with feedback will be conducted to check for fidelity.
 3. Monthly school-wide assemblies will celebrate successes.
 4. Feedback from mentors and students will be collected via surveys.
 5. Referrals will be monitored for patterns or trends to address in a timely manner.
 6. Mid-year update will address fidelity
 7. End-of-year report will reflect success or need for adjustment.

Professional Development:

List Professional Development Opportunities Aligned To The Positive Behavior Supports



Mentor training
Multicultural training