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## Guidelines for Success

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

Curtis Fundamental Elementary is a fundamental school within Pinellas County. All students are expected to comply with fundamental policy. 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 grades 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. Positive rewards and incentives are in place for students exceeding expectations.

### 2. Where are common area expectations posted?

In the cafeteria and out near the P.E. field.

### 3. How are common area expectations communicated?

Each classroom teacher develops specific classroom expectations with their students each year based on fundamental policies. The teachers share these classroom expectations with the parents at Open House, and throughout the school year. In addition, the teachers review and teach the procedures/guidelines for all areas of the campus, including the common areas.

The first week of school, all non-load bearing staff members are in the cafeteria during lunch. Students are taught the rules (LUNCHES) and adults model the expectations. Students practice saying the rules during lunch under the leadership of staff. The rules are as follows:

- L-Line up quietly
- U-Use good manners
- N-Nice conversations
- C-Clean up your area
- H-Hands up for help
- E-Eat your own food
- S-Stay in your seat

The school news team (Curtis Fundamental News) also prepared a video modeling the appropriate

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

Each classroom teacher has specific expectations/rules which they teach the 1st week of school, share with parents in newsletters, and post in the classroom. Each team leader shared his/her classroom rules:

Bakewell- color chart system (red/yellow/green) which is stamped daily in communication folder that goes home to parents.

Coy- smiley face system with colors (4 options)

Fuhs- 1. Always be respectful, Speak kindly, Listen and follow directions the first time. She uses Fuhs money as a

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consequence and reward.

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## Goal 1

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### Present Level of Performance

273 total behavior warnings were written during the 2014-2015 school year. Of those warnings, 2 resulted in an office referral for inappropriate physical contact

### Expected Level of Performance

0 referrals for inappropriate physical contact

### GAP

2

#### 1. What problem have you identified?

When looking at the past four year's data, physical contact with another student has been the number 1 reason for an office referral. Students should keep their hands to themselves and learn coping strategies for anger management and how to resolve conflicts with others without grabbing or hitting. In addition, the team review the needs assessment survey from 2014-2015 which identifies conflict resolution and anger management as targeted areas which students need assistance with.

#### 2. What is your Desired Outcome/Measureable Goal?

Students will not have inappropriate physical contact with another students with 99% compliance by the end of the school year.

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

They are children and need to be taught/modeled appropriate behaviors/expectations. They make mistakes and are still learning coping strategies for when they are angry.

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

The alterable barrier is lack of knowledge. We can specifically teach conflict resolution skills and anger management techniques to students.

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

Research indicates when students are provided the education and knowledge for dealing with a conflict, they are better prepared to deal with it.

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**Goal 1**

**4. How will this problem be solved?**

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**Teach conflict resolution skills in the classroom.**

**Implementation Steps  
(Including professional development)**

1. Schedule guidance lessons in the classroom which focus on conflict resolution.
2. Provide follow-up lessons for teachers to implement throughout the year.
3. Attend Florida School Counselor Convention for additional strategies to implement.

**Person(s) Responsible**

School Counselor

**Timeline / By When?**

June 2016

**Initiated:** 9/8/2015

**Ongoing:** Y

**Pending:**

**Completed:**

**Create structured rules/procedures for cafeteria and other common areas.**

**Implementation Steps  
(Including professional development)**

1. First week of school teach rules/procedures.
2. Model expectations using adults and students as models.
3. Tape news anchors (CFN) modeling expectations and review throughout the year on the daily news.
4. Post rules in common areas.

**Person(s) Responsible**

Principal  
Counselor  
Librarian  
Gifted Teachers

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**Timeline / By When?**

September 2015

**Initiated:** 8/24/2015

**Ongoing:** Y

**Pending:**

**Completed:**

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**Goal 1**

**5. Data collection and management**

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**Referrals**  
**Behavioral Warnings**

**Implementation Steps**  
**(Including professional development)**

1. Review referrals/behavior warnings with team leaders monthly
2. Review referrals/behavior warnings with MTSS team during data chats

**Person(s) Responsible**

Principal  
Counselor  
Data Clerk

**Timeline / By When?**

June 2016

**Initiated:** 8/24/2015

**Ongoing:** Y

**Pending:**

**Completed:**

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**Goal 1**

**6. Support Plan**

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**1. Provide funding for counselor to attend counseling association convention.**

**Implementation Steps  
(Including professional development)**

1. Attend Florida Counselor Association convention.

**Person(s) Responsible**

School Counselor

**Timeline / By When?**

October 2015

**Initiated:** 8/24/2015

**Ongoing:**

**Pending:** Y

**Completed:**

**2. Provide materials for Cafeteria/ Common Area posters to be created.**

**Implementation Steps  
(Including professional development)**

1. As a team create rules/procedures.
2. Create posters, buy supplies for teaching students on the first day (tape, etc.0

**Person(s) Responsible**

Principal  
Counselor  
Gifted Teachers

**Timeline / By When?**

August 24, 2015

**Initiated:** 8/24/2015

**Ongoing:**

**Pending:**

**Completed:** 8/24/2015



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**Goal 1**

**7. Fidelity Plan**

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**1. At monthly leadership meetings review data, including referrals and warnings**

**Implementation Steps  
(Including professional development)**

Create agenda which includes discussion of data as a topic.  
Take notes and follow-up.

**Person(s) Responsible**

Principal  
Counselor

**Timeline / By When?**

June 2016

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

**2. During data chats with grade levels review academic and behavioral data.**

**Implementation Steps  
(Including professional development)**

Create agenda which includes discussion of data as a topic.  
Take notes and follow-up.

**Person(s) Responsible**

Principal  
Curriculum Specialist  
Counselor  
Teachers

**Timeline / By When?**

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June 2016

**Initiated:** 8/24/2015

**Ongoing:** Y

**Pending:**

**Completed:**

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## Goal 2

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### Present Level of Performance

During the 2014-2015 school year 1, 637 warnings were written for incomplete/unacceptable homework or that it was not turned in.

### Expected Level of Performance

It is expected that students will receive warnings as reminders. If every child receives on average 2 (1 for each semester) a school year, the total expected number of warnings would be 1072.

### GAP

565

#### 1. What problem have you identified?

Students should be able to complete the correct homework and turn it in at the appropriate time. Fundamental warnings from last year were analyzed and used to identify the problem.

#### 2. What is your Desired Outcome/Measureable Goal?

Students will decrease the number of fundamental warnings written specifically for homework by 10% (167 warnings) by June 2016.

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

1. Student forgets homework at school and/or home.
2. Student writes wrong homework down.
3. Teacher is not clear about what specifically needs to be completed.
4. Student forgets supplies required to do homework.
5. Student writes illegible and makes it difficult for parents to see what homework is required.

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

Target students are completing the assignment incorrectly or leaving it at home/school.

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

The majority of warnings are for incomplete/unacceptable homework and leaving homework at school/home.

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## Goal 2

### 4. How will this problem be solved?

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#### 1. Small groups targeting students with multiple warnings for homework.

##### Implementation Steps (Including professional development)

1. Identify students with multiple warnings for homework.
2. Create small group which meets 1x/week during lunch time and teaches organizational strategies for 6-8 weeks.
3. Students will self-monitor progress with a tracking/goal chart.
4. Continue monitoring progress after each infraction period.

##### Person(s) Responsible

School Counselor

##### Timeline / By When?

June 2016

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

#### 2. Intervention and Appeals Committee

##### Implementation Steps (Including professional development)

1. After 7 warnings invite parents to IAC meeting to discuss interventions which can be implemented to address problem.

##### Person(s) Responsible

IAC Committee

##### Timeline / By When?

June 2016

Initiated: 8/24/2015

Ongoing: Y

Pending:

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**Completed:**

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**Goal 2**

**5. Data collection and management**

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**Summary sheets at the end of the infraction period from teachers by student and reason for warning.**

**Implementation Steps  
(Including professional development)**

1. At the end of each infraction period collect summary sheet from each teacher which identifies by student the warning date/why.
2. During monthly team leaders' meeting review data collected.
3. During data chats with each grade level discuss students with academic concerns and review warnings to see if the two correlate.

**Person(s) Responsible**

Teachers  
Data Clerk

**Timeline / By When?**

June 2016

**Initiated:** 9/8/2015

**Ongoing:** Y

**Pending:**

**Completed:**



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**Goal 2**

**6. Support Plan**

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**Provide counselor with funding to purchase organizational materials for small group.**

**Implementation Steps  
(Including professional development)**

1. Budget money for supplies for counselor to use.

**Person(s) Responsible**

Counselor

**Timeline / By When?**

June 2016

**Initiated:** 8/24/2015

**Ongoing:** Y

**Pending:**

**Completed:**

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**Goal 2**

**7. Fidelity Plan**

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**Lesson plans written/attendance recorded by counselor for small group.**

**Implementation Steps  
(Including professional development)**

Counselor will attend Florida Counseling Association Conference to gather additional ideas for assisting students.

**Person(s) Responsible**

Counselor  
Principal

**Timeline / By When?**

June 2016

**Initiated:** 8/24/2015

**Ongoing:** Y

**Pending:**

**Completed:**

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## Goal 3

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### Present Level of Performance

During the 2014-2015 school year 273 behavioral warnings were written. Of those, 41 were issued to black students (15%).

### Expected Level of Performance

11%

### GAP

4

#### 1. The identified problem for Goal 3 is:

The percentage of black students at Curtis is 11%. Last year the number of behavioral warnings issued to black students was 15%. There is not a significant discrepancy between the percentage of black students at Curtis and the number of behavioral warnings issued to black students.

#### 2. What is your Desired Outcome/Measureable Goal?

The goal is to maintain and continue monitoring the number of behavioral warnings issued to black students verses non-black students. We want the number to stay within 5% of the percentage of black students (11%), so it should not exceed 16%.

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

The goal is within 4% and is extremely close. One reason the goal may not yet be met is that last school year one particular student received multiple behavioral warnings which skewed the data since the subgroup is a small number of students.

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

Identify black students who are frequently receiving behavioral warnings and place interventions in place.

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

Review of behavioral warnings analyzing which students received warnings and comparing.

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**Goal 3**

**4. How will this problem be solved?**

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**After reviewing data identify students who may need additional support.**

**Implementation Steps**

**(Including professional development opportunities aligned to Positive Behavior Supports)**

1. Offer small group counseling which targets behavioral interventions.
2. Create positive behavior plans with individual students.
3. Involve school psychologist for cases needing additional support/interventions

**Person(s) Responsible**

Counselor  
Principal  
School Psychologist

**Timeline / By When?**

June 2016

**Initiated:** 9/7/2015

**Ongoing:** Y

**Pending:**

**Completed:**

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**Goal 3**

**5. Data collection and management**

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**Behavioral Warnings**

**Implementation Steps  
(Including professional development)**

1. Collect warnings after each infraction period and analyze difference between black verses non-black.

**Person(s) Responsible**

Principal  
Counselor  
Leadership Team

**Timeline / By When?**

June 2015

**Initiated:** 9/8/2015  
**Ongoing:** Y  
**Pending:**  
**Completed:**

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**Goal 3**

**6. Support Plan**

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**Create agenda for leadership meetings making sure behavioral warnings of black verses non-black are reviewed.**

**Implementation Steps  
(Including professional development)**

1. Collect summary sheets after each infraction period from teacher.
2. Disaggregate data after sheets are returned.
3. Meet with leadership team after each infraction period.

**Person(s) Responsible**

Data Clerk  
Teachers  
Counselor  
Leadership Team  
Principal

**Timeline / By When?**

June 2015

**Initiated:** 9/7/2015

**Ongoing:** Y

**Pending:**

**Completed:**

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**Goal 3**

**7. Fidelity Plan**

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**After identifying students provide additional behavior supports/interventions**

**Implementation Steps**

**(Including professional development)**

1. Follow-up with counselor for students identified and receiving behavioral interventions
2. Brainstorm additional ideas/interventions to implement.
3. Involve school psychologist for cases needing additional support.

**Person(s) Responsible**

Leadership Team  
Principal  
Counselor

**Timeline / By When?**

June 2016

**Initiated:** 9/8/2015

**Ongoing:** Y

**Pending:**

**Completed:**



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## School-wide Reward System

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### 1. What are your school-wide reward strategies?

1. Positively Charged
2. Terrific Kids
3. Cougar Awards

### 2. Describe the procedure/practice used.

1. Students are selected by their teachers to be awarded for positive behaviors and choices related to their classroom rules.
2. Two students per grade level are selected as the Terrific Kid and are acknowledged at Open Court each month. Certificates, pencils, and t-shirts are presented by the school counselor and a representative from Kiwanis.
3. Each month the principal identifies one area that she is going to focus on and the class that in each grade level that has the best behavior (or other area principal has identified) receives a stuff Curtis cougar which goes back to class for the remainder of the month. Classes are rewarded at Open Court.

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

1. Weekly; on the morning news; principal awards recognition
2. Monthly; at Open Court; counselor/Kiwanis
3. Monthly; at Open Court; principal

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

Research shows that positive reward systems do impact student behaviors.

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

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

Each teacher has classroom rules posted. The first week of school students are taught the rules and model the rules if needed. Throughout the school year our principal observes and monitors classrooms with daily walk throughs. Teachers and staff praise children for following rules/procedures and correct behaviors immediately if it does not meet the expectation. Individual students are retaught the rules/procedures and an adult models what is expected, then the student practices and receives praise for doing it correctly.

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

Pinellas County Schools follows PBS (Positive Behavioral Support) which is research based.

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

Warnings are written and tracked by each classroom teacher. Meetings are held quarterly with leadership team to review warnings by teacher/grade level. In addition, during data chats, individual students are discussed using academic data and behavioral data. Students needing a Tier 3 intervention are discussed with the MTSS team, including the psychologist and additional interventions are created if data supports the need.

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

Students are expected to behave on campus and follow fundamental policies.