
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:

The vision of Westgate Elementary School is: To be a community of learners where students, families, and staff work together to achieve total success.

The mission of Westgate Elementary School is to provide an environment in which learners will continue to succeed through quality teaching.

The students at Westgate Elementary School will follow school Guidelines for Success (GFS). Clear behavior expectations and high standards ensure a school climate that maximizes student achievement and safety, which allows discipline to have a minimal impact on the learning environment.

Westgate Guidelines for Success.

- Be Respectful
- Be Responsible
- Be Honest
- Be Cooperative

Core Values- We believe:

A Westgate student . . .

- exhibits self-control
- is self-motivated
- is tolerant
- is a good citizen

Goal 1: Using a positive and proactive approach to we will increase rewards for positive behaviors by 3% consistently in settings as well as by staff based on 2013-2014 data.

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?

*Review/revisit school wide expectations and reward processes during preschool for clear understanding; Implementation of a school-wide positive recognition/behavior system(PR/BS), grade level teams will create team criteria for earning charms aligned to the PR/BS; School wide assemblies with students will be conducted to clearly communicate expectations as well as criteria;

*Parents will receive written communication regarding our PR/BS in an effort to engage parents.

* Staff will be engaged in data-based dialogue regarding gaps and collected data from PR/BS.

Implementation Steps

*Provide staff with training and information on PR/BS. Grade level teams establish criteria for student recognition system by grade level/specials; Conduct school-wide assembly; Teachers will track positive rewards earned. Postive referrals must meet criteria and be specific.

Person(s) Responsible

Leadership Team, Foundations Team, Rtl Coach

Timeline / By When?

After the 10 day count of the 2014-15 school year. Once established data is analyzed on an ongoing basis within Coordinating Council, SBLT and Leading the Learning Cadre(LLC meetings to determine effectiveness of PR/BS.

Initiated
08/18/2014

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?
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Strategy

We will track the number of referrals and analyze referral data and alignment with PR/BS to make informed decisions.

Implementation Steps

We (Rtl Coach and Administrators) will use survey data, PBS data of positive recognition to determine support needed for implementation and indicate who, what, when, where and how

Person(s) Responsible

Leadership Team, Foundations Team, Rtl Coach

Timeline / By When?

Data is reviewed as an on going measure within leadership meeting to determine effectiveness and to inform decision making. Data also will be shared every nine weeks throughout the 2014-15 school year through grade level PLC.

Initiated
08/18/2014

Status
Ongoing

Completed

Goal 2: Using a positive and proactive approach, we will increase the accuracy and consistency of discipline forms completed by staff by 3% per grading period as measured by 2013-2014 discipline data.

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?

We will ensure that all teachers will be trained on completing and appropriately documenting discipline forms. Increase the positive rewards students receive based on the grade level positive recognition/behavior system(PR/BS). Collect and share data from PR/BS; engage in data-based dialogue about discipline gaps with staff.

Implementation Steps

Review and update discipline forms as necessary (Menu for Effectively Responding to Behavior)All grade level teams/specials will establish a reward system program criteria to recognize student positive behavior. Teachers/Specialists will utilize charms criteria to determine student reward. Teachers/Specialists will routinely keep parents informed regarding individual student rewards. Teachers/Specialists will work closely with the leadership team for data collection methods. Positive referrals must be genuine and specific.

Person(s) Responsible

Foundations Team, Leadership Team, SBLT Team, Rtl Coach

Timeline / By When?

Data is analyzed on an ongoing basis to determine effectiveness of SWBP. Data to be analyzed includes, but is not limited to Office Discipline Referral (ODR) data, behavior call data, attendance data, bullying report data, student engagement survey data, and core classroom behavioral data.

<u>Initiated</u> 08/18/2014	<u>Status</u> Ongoing	<u>Completed</u>
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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?

Provide training on how to complete discipline forms accurately and appropriate documentation across staff.

Implementation Steps

Review and update dicipline forms as necessary

Person(s) Responsible

Timeline / By When?

<u>Initiated</u>	<u>Status</u>	<u>Completed</u>
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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

Teachers will document student charms earned using grade level criteria to guide decision making. We will use Data Warehouse, Focus, EDS and on site data (PAWs & Charms) to monitor effectiveness of system.

Implementation Steps

Teachers/leadership will reward students meeting grade level and school-wide criteria for positive behavior. Develop a schedule for data review by Leadership Team. Data will be shared on an ongoing basis with all stakeholders.

Person(s) Responsible

Leadership Team, SBLT Team, Rtl Coach

Timeline / By When?

Data is analyzed on an ongoing basis to determine effectiveness of SWBP. Data to be analyzed includes, but is not limited to Office Discipline Referral (ODR) data, behavior call data, attendance data, bullying report data, student engagement survey data, and core classroom behavioral data.

Initiated

Status

Completed

14/15 School-wide Behavior Plan
Westgate Elementary School

1/30/2015

Goal 3:

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
08/18/2014

revised 1/26/15
Ongoing

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

1. Collect data on the students every nine weeks
2. Collect, analyze, and share student data (determine eligibility)
3. Revisit the plan as necessary and update.
 - Each grade level/ specialist team will develop a criteria for earning positive rewards that can be earned individual or by class depending on the criteria. Paws will be provided by any and all staff at Westgate. Once the class meets their goal, the teacher will provide the class with an incentive. Positive Behavior Referrals-Students will receive positive referrals for following classroom rules. Students will bring their positive referral with them to the front office to see a member of the leadership team to receive positive phone call and charm reward • Principals List & Honor Roll Assembly • Other celebrations and systems will be honored every nine weeks throughout the school year.

Implementation Steps

Kick-off Assembly, every nine weeks teachers/Principal and AP will evaluate student data to determine student eligibility, Teachers will keep track of student rewards by class spreadsheet rewards will be on going.

Person(s) Responsible

Principal, AP and Teachers

Timeline / By When?

Charms Kick-off assemblies will be held by grade level on 09/05/2014

Initiated
09/05/2014

Status
Ongoing

Completed

Strategy

Implementation Steps

Person(s) Responsible

Timeline / By When?

Initiated

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?

Teachers/Specialists develop their own classroom management plans consistent with core values, guiding principles, and Guidelines for Success. The expectation is that CMP's will be documented and uploaded to the server by the first month of the 2014-2015 school year. Administrators will review/approve all CMPs or suggest modifications as necessary. The office will maintain a copy of each teacher's CMP. These individual management plans make optimum use of expected behaviors, consequences and positive reinforcements for use in the classroom. Use of proactive intervention strategies can de-escalate behaviors before the need for administration to intervene.

Implementation Steps

Teachers/Specialist develop their CMP and once completed upload plan on the Westgate server for administrator review and approval. On going PDSA of CMP within the classroom.

Person(s) Responsible

Teachers/Specialists,Administrators

Timeline / By When?

CMPs are due by the end of the first month school and must be approved by an administrator. Leadership team will meet regularly to analyze school-wide data and make adjust as needed based on practices.

Initiated
08/19/2014

Status
Ongoing

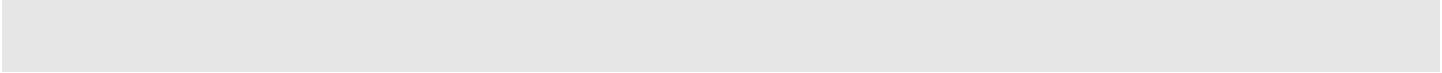
Completed

**14/15 School-wide Behavior Plan
Westgate Elementary School**

1/30/2015

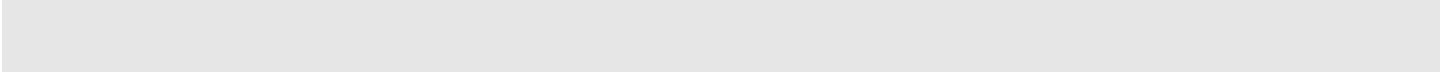
Action Plan:

Plan to Monitor for Fidelity of Implementation

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1. SBLT and Foundations prepare criteria for Charms Reward System
 2. SBLT review behavior data based on an established calendar for evaluation school wide behavior (Tier I).
 - *Students needing Tier 2 or Tier 3 behavior supports
 - *PD for instructional staff working with Tier 2 and 3 students in their classroom through support from SBLT to insure fidelity and monitoring interventions.
 3. SBLT will review classroom data on Pawsitive Paws.

Professional Development:

List Professional Development Opportunities Aligned To The Positive Behavior Supports

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1. Olweus Bullying refresher (pre school PD)
 2. CPI 1 update/renewal
 3. CPI 2 update/renewal
 4. RtI/MTSS Process (Behavior)

**14/15 School-wide Behavior Plan
Westgate Elementary School**

1/30/2015

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

Our school-wide behavior plan continues to be successful and includes the addition positive rewards(charms). Data received during the self assessment reflects a positive trend in our current referral data(see attached files). Our leadership team (SBLT) continue to work with staff and district team members to identify best practices to support our students with disabilities as they represent 7% of our population. However, our students with disabilities only represent 3% of our current referral with is a significant decrease from previous year's data. The percent of students in the African American subgroup earning referrals is proportion to the school's total population. The overall school-wide data reflects additions to our school-wide behavior recognition system is positive.