
Guidelines for Success

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

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 and Be Cooperative.

Westgate Core Values: We believe: A Westgate Student...exhibits self-control, is self-motivated, is tolerant and is a good citizen.

2. Where are common area expectations posted?

School-wide expectations for common areas are posted in the halls in the cafeteria and in classrooms.

3. How are common area expectations communicated?

During the first 10 days instruction on all school expectations are conducted by teachers, specialist and reviewed on morning announcements. Staff continues to use common language and teachers review expectations after winter and spring breaks and as needed throughout the school year.

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

Teachers/Specialist develop their own classroom management plans consistent with core values, guiding principles and Guidelines for Success. The expectation is that CMPs will be documented and uploaded to the server by the first month of the 2015-2016 school year. Administrators will review/approve all CMPs or suggest modifications.

Goal 1

Present Level of Performance

69 Infractions

Expected Level of Performance

Reduce the number and percent of discipline incident/infractions for each student subgroup by 40%

GAP

There is not a gap with the African American subgroup

1. What problem have you identified?

We want students to be able to follow school wide guidelines for success and classroom expectation. We want students to follow the expectations consistently.

Data: Office Referrals with discipline code.

2. What is your Desired Outcome/Measureable Goal?

The goal of Westgate Elementary is to use a positive approach and reduce the number and percent of discipline incidents/infractions for each subgroup by 40%.

The SBLT team utilized the office referral and early warning data from the 2014-2015 school year to establish this goal. The team meets weekly to review schoolwide data, determine next steps, review students' status, discuss new referrals, and problem solve concerns and issues.

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

- Lack of effective procedures for dealing with discipline
- Lack of behavior interventions

**15/16 School-wide Behavior Plan
Westgate Elementary School**

11/11/2015

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

On going training for all staff in implementing school wide guidelines for success and individual behavior interventions referral accurately and utilizing behavior menu to assess the severity of incidents and making the correct decision on referral or CMP.

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

We have copies of referrals that indicate that teachers are not implementing interventions.

Goal 1

4. How will this problem be solved?

We will train all staff members on regarding the guidelines for success. Teachers will implement first 10 days lesson plans.

**Implementation Steps
(Including professional development)**

August School Wide PLC

Person(s) Responsible

Administration

Timeline / By When?

Pre-School

Initiated: 8/24/2015

Ongoing: Y

Pending:

Completed:

Collect and share data from PR/BS and have regular data chats to update staff on discipline data and develop action plan to address the data

**Implementation Steps
(Including professional development)**

SBLT provide support to teachers as they address discipline concerns

Person(s) Responsible

SBLT Team

Timeline / By When?

May 2016

Initiated: 9/29/2015

Ongoing: Y

Pending:

**15/16 School-wide Behavior Plan
Westgate Elementary School**

11/11/2015

Completed:

Increase Positive Referrals

**Implementation Steps
(Including professional development)**

Share with staff Positive Behavior Referral Criteria

Person(s) Responsible

Administration

Timeline / By When?

September 2016

Initiated:

Ongoing:

Pending:

Completed:

Provide PD to Teachers Regarding Appropriate Tier 2 Behavior Interventions

**Implementation Steps
(Including professional development)**

Professional Development will be provided to address behavior concerns

Person(s) Responsible

SBLT

Timeline / By When?

January Foundations Team Meeting

Initiated:

Ongoing:

Pending:

Completed:

Goal 1

5. Data collection and management

Office Referrals

Classroom Behavior Intervention Report

**Implementation Steps
(Including professional development)**

SBLT will review data bi-weekly

Person(s) Responsible

MTSS Coach

Timeline / By When?

Monthly

Initiated:

Ongoing: Y

Pending:

Completed:

Goal 1

6. Support Plan

Behavior Resources and coaching will be provided

**Implementation Steps
(Including professional development)**

Foundations team will be used to train staff members

Person(s) Responsible

MTSS Coach

Timeline / By When?

Monthly

Initiated:

Ongoing: Y

Pending:

Completed:

Goal 1

7. Fidelity Plan

Students are able to follow guidelines for success and classroom expectations.

Teachers are consistently implementing individual behavior interventions.

**Implementation Steps
(Including professional development)**

SBLT will review infraction data and discipline documents.

Review of PLC notes

Person(s) Responsible

Principal

Timeline / By When?

Monthly

Initiated:

Ongoing: Y

Pending:

Completed:

Goal 2

Present Level of Performance

116 Positive Behavior Referrals

Expected Level of Performance

Increase the number of positive referrals by 3%

GAP

NA

1. What problem have you identified?

Students will model the desired behavior as outlined by the guidelines for success. PBS Benchmarks of quality and referrals

(Design Question 6 Element 4)

Students follow clear routines during class

Students can describe established rules and procedures

Data: iObservation Data, Positive referral data, PAWs data

2. What is your Desired Outcome/Measureable Goal?

Increase the number of students receiving positive referrals by 3% in each subgroup.

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

Teachers need to involve students in designing classroom routines and procedures.

Teachers need to actively teach students self-regulation strategies

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

Teachers need to actively teach students self-regulation strategies.

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

We have had success with classrooms that routinely involve students in designing classroom routines and procedures

**15/16 School-wide Behavior Plan
Westgate Elementary School**

11/11/2015

Goal 2

4. How will this problem be solved?

Teachers will implement first 10 days lesson plans. Which include students being involved.

**Implementation Steps
(Including professional development)**

Provide teachers PD on Establishing Classroom Routines

Person(s) Responsible

Administrators

Timeline / By When?

August 2015

Initiated:

Ongoing:

Pending:

Completed: 8/31/2015

Goal 2

7. Fidelity Plan

1. SBLT and Foundations prepare criteria for Charms Reward System

Implementation Steps

(Including professional development)

PD for instructional staff working with Tier 2 and 3 students in their classroom through support from SBLT to insure fidelity and monitoring interventions

Person(s) Responsible

Teachers/Specialists, Administration

Timeline / By When?

Initiated:

Ongoing: Y

Pending:

Completed:

2. SBLT review behavior data based on an established calendar for evaluation of school wide behavior

Implementation Steps

(Including professional development)

RtI/MTSS Process (Behavior)

Person(s) Responsible

MTSS Coach

Timeline / By When?

Initiated:

Ongoing: Y

Pending:

Completed:

**15/16 School-wide Behavior Plan
Westgate Elementary School**

11/11/2015

3. SBLT will review class room data on Pawisitive Paws

Implementation Steps
(Including professional development)

Person(s) Responsible

Leadership team

Timeline / By When?

review weekly

Initiated:

Ongoing: Y

Pending:

Completed:

Implementation Steps
(Including professional development)

Person(s) Responsible

Timeline / By When?

Initiated:

Ongoing:

Pending:

Completed:

Implementation Steps
(Including professional development)

**15/16 School-wide Behavior Plan
Westgate Elementary School**

11/11/2015

Person(s) Responsible

Timeline / By When?

Initiated:

Ongoing:

Pending:

Completed:

Goal 3

Present Level of Performance

37 Black Students Earned Infractions
93 White Students Earned Infractions

Expected Level of Performance

The demographics of discipline infractions should match the demographics of the school

GAP

There is not a discrepancy in discipline between black and non-black students.

1. The identified problem for Goal 3 is:

2. What is your Desired Outcome/Measureable Goal?

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

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

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

School-wide Reward System

1. What are your school-wide reward strategies?

Charms: Each grade level/specialist team will develop a criteria for earning positive rewards that can be earned individually or by class depending on the criteria.

Paws: Paws will be provided by any and all staff members to students demonstrating positive behavior aligned to the School-wide Expectations and Guidelines for Success.

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 positive referral to the office and administrator will make a positive phone call home and student will be given charm reward.

Principals List, Honor Roll assemblies and other celebrations and systems will be honored every nine weeks throughout the school year.

2. Describe the procedure/practice used.

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

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

Kick-off assembly via morning show, every nine weeks teachers, principal and assistant principal will evaluate data to determine student eligibility. Teachers will also keep track of student rewards by class spreadsheet. This is an ongoing process.

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

Teachers/Specialist develop their own classroom management plans consistent with core values, guiding principles and Guidelines for Success. The expectation is that Classroom Management Plans will be documented and uploaded to the server by the first month of the school year. Administrators will review/approve all Classroom Management Plans or suggest modifications as necessary. The office will maintain a copy of teachers' Classroom Management Plans. 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.

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

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

Tier 1: Universal PBS – Processes and procedures intended for all students and staff, in all settings and across campus. This is intended to impact approximately 80% of the students and staff.

- Westgate Schoolwide Guideline for Success and Common Area Expectations
- Olweus Bully Prevention Program
- Menu for Effectively Responding to Classroom Behavior
- Reward/Recognition System (Schoolwide "Pawsitive Paws" Positive Reinforcement & Charms for Success Program)

Classroom –Processes and procedures that reflect school-wide expectations for student behavior coupled with pre-planned strategies applied within classroom settings. Depending upon the data, classroom applications can be viewed as either a Tier 1 or Tier 2 intervention (do all teachers need support or just a few?)

- Classroom Guidelines for Success
- Community Building Lessons
- Class Meetings
- Behavior Level Calls
- RTI Process for Behavior

Tier 2: Supplemental PBS – Processes and procedures designed to address behavioral issues of groups of students with similar behavior problems or behaviors that seem to occur for the same reasons (i.e. attention seeking, escape) and/or across similar settings.

- Small Group Guidance Lessons
- Safety Plans
- Positive Behavior Intervention Plan

Tier 3: Intensive PBS – Processes and procedures that reflect school-wide expectations for student behavior coupled with team-based strategies to address problematic behaviors of individual students.

- Individual Counseling Sessions
- Safety Plans
- PBIP Positive Behavior Intervention Plan/FBA Functional Behavior Assessment

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

Classroom management systems used at Westgate align to the Marzano Framework

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

Classroom teachers monitor classroom data daily and make adjustments for individual students as it relates to Tier 1, Tier 2 and Tier 3.

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

CMPs 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.

**15/16 School-wide Behavior Plan
Westgate Elementary School**

11/11/2015