

**The**  
**Westview**  
**Bunch**



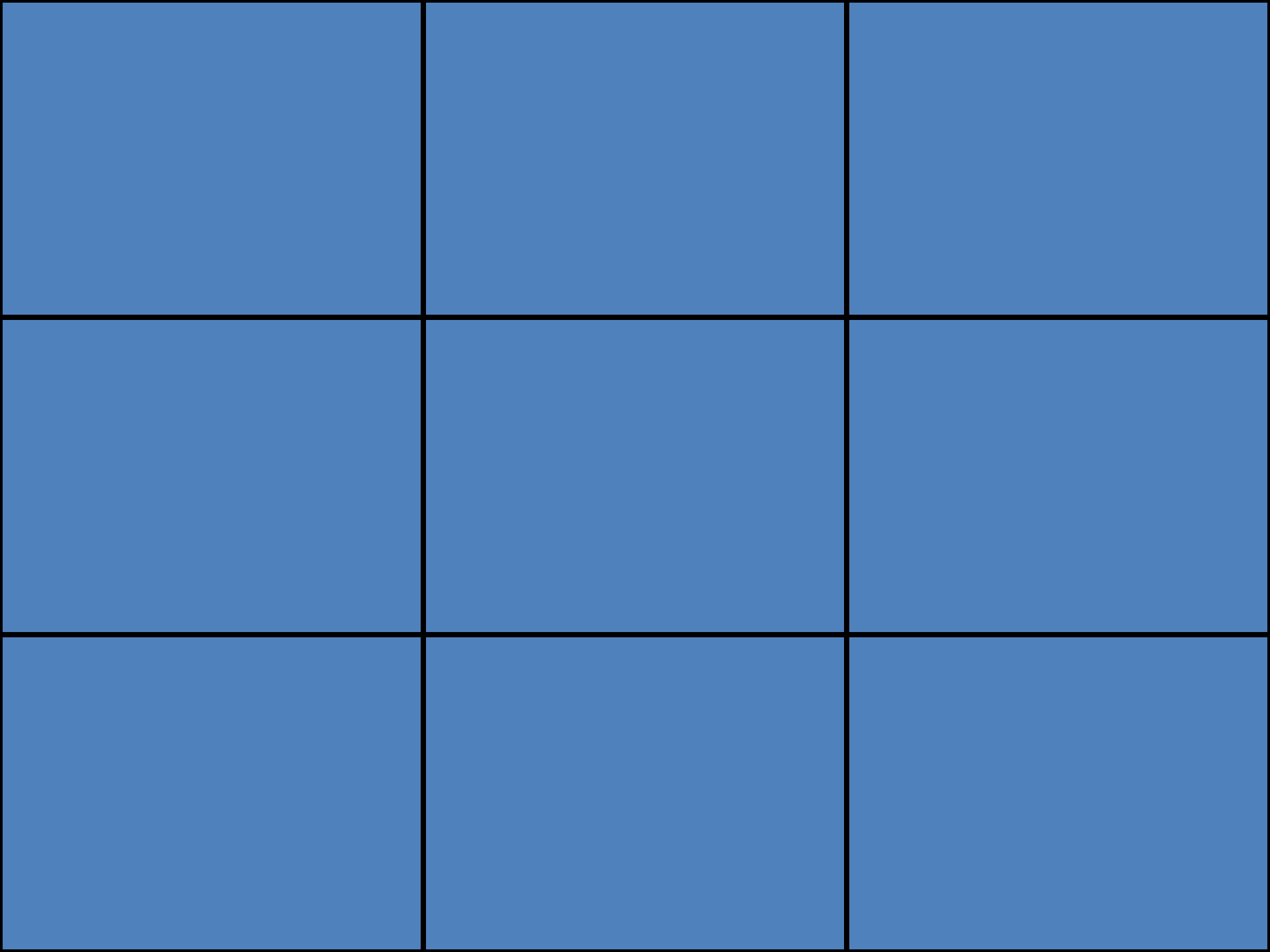
# OUR SCHOOL

## Westview Elementary

- 545 students enrolled; K-5
- 43% free and reduced
- 12% are identified SPED
- 38 certified staff members

### Building Plan Goal for Behavior:

Increase the % of students with 0-1 referrals to 90% by the end 2012-2013 school year.





# STAFF

- Buy-in is crucial for success
- Weekly Lessons
- PLC training for Tiers 1 and 2
- Data shared in Grade level team meetings
- New staff training at the beginning of the year on all initiatives and behavior management strategies

	<b>Staff</b>	

# PRINCIPALS



- Participation on All 3 PBIS Tiers and PST
- Fidelity Checks
  - ✓ PBIS Lessons
  - ✓ RtI Process / PALS
- Weekly Grade Level Team Meetings
- Create PLC Schedule and Agenda Based on Feedback From Grade Level Teams

**Principals**

**Staff**



# PLC

(Professional Learning Community)

- Focus On Collaborative Culture (Teaming)
- Focus On Strong Instructional Strategies
- Focus On Improving Learning Opportunities For Students
- Focus On Data
  - ✓ RtI
  - ✓ CBM
  - ✓ CFA
  - ✓ DRA
  - ✓ PBIS
  - ✓ SWIS
  - ✓ Acuity
- Focus On Action Steps To Improve Learning Goals
- Continual Focus on Feedback and Reflection Throughout the Process





**Principals**

**PLC**

**Staff**

# The Family

## Tier 1 :

- Principal
- Recovery Room Assistant
- Music Teacher
- 3<sup>rd</sup> Grade Teacher (2)
- 2<sup>nd</sup> Grade Teacher
- Special Ed. Teacher



(PBIS Teams)

## Tier 2:

- Both Principals
- Recovery Room Assistant
- Title 1 Reading Teacher
- Both counselors
- District Psychological Examiner
- Instructional Coach



## Tier 3:

- Both Principals
- Recovery Room Assistant
- Both counselors
- District Psychological Examiner
- Child's Teacher(s)
- Child's Parent



# Tier 1

- Weekly lessons teaching school-wide expectations
- Golden ticket store and menu of prizes/ using tickets appropriately
- Make sure matrix is aligned with school needs

## GRR!

Go Safely, Respectfully and Responsibly at Westview Elementary

Go...	All Settings	Recess	Hallways	Cafeteria	Bus	Restroom
Safely	<ul style="list-style-type: none"> <li>*Keep bodies calm at all times</li> <li>*Resolve problems peacefully</li> <li>*Ask an adult for permission to leave</li> </ul>	<ul style="list-style-type: none"> <li>*Line up calmly and quickly when the whistle blows</li> <li>*Use equipment correctly</li> </ul>	<ul style="list-style-type: none"> <li>*Walk on the right side of the hallway</li> <li>*Face forward</li> </ul>	<ul style="list-style-type: none"> <li>*Use utensils correctly</li> </ul>	<ul style="list-style-type: none"> <li>*Sit in your seat with your feet on the floor</li> <li>*Use a quiet voice</li> </ul>	<ul style="list-style-type: none"> <li>*Use the stall the right way</li> <li>*Wash hands with soap and water</li> <li>*Keep water in the sink</li> </ul>
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# Tier 1 Incentives

**Any prize in the Prize Cabinet—30 Tickets**

**Read to a Buddy Room—30 Tickets**

**Wear your slippers to school—30 Tickets**

**Wear your pajamas to school—30 Tickets**

**Sit in the Rock Star Chair for a day—40 Tickets**

**Bring a toy or stuffed animal to school—40 tickets**

**Have lunch with a friend at a private table— 50 Tickets**

**Be the School DJ for the Day—50 Tickets**

**Have lunch with a specials teacher—75 tickets**

**Crazy Friday Hair with Mrs. Gelband—75 Tickets**

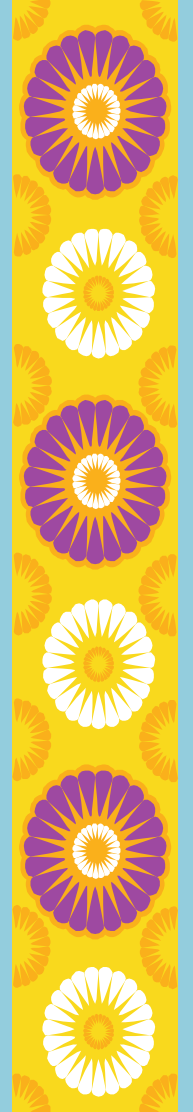
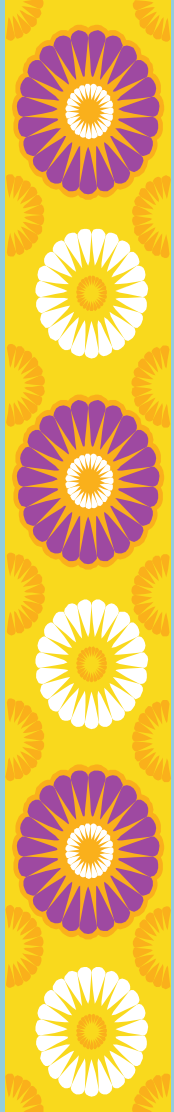
**Help in a kindergarten classroom— 100 tickets**

**Extra Art Time with Mrs. Pierson—100 Tickets**

**Extra PE Time with Mr. Marsh—100 Tickets**

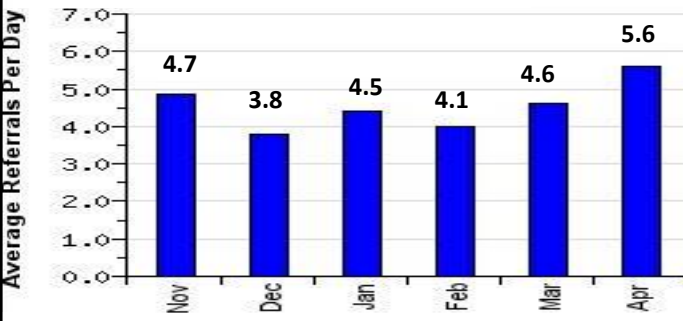
**Have Lunch with a Friend and the Principal—100 Tickets**

**Private recess with a friend—150 tickets**

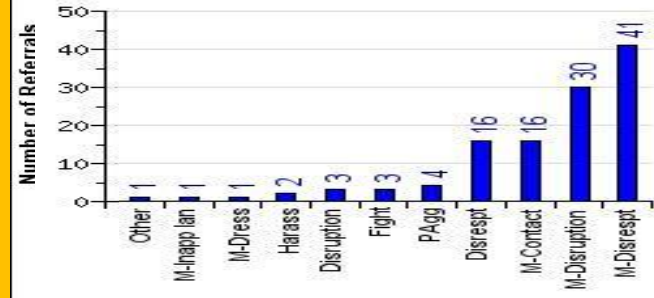


# Big 5 Data

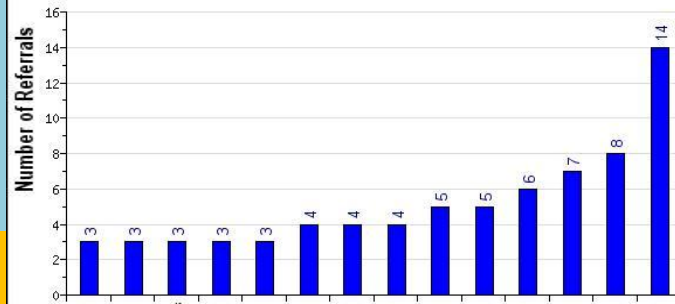
Average Referrals Per Day Per Month



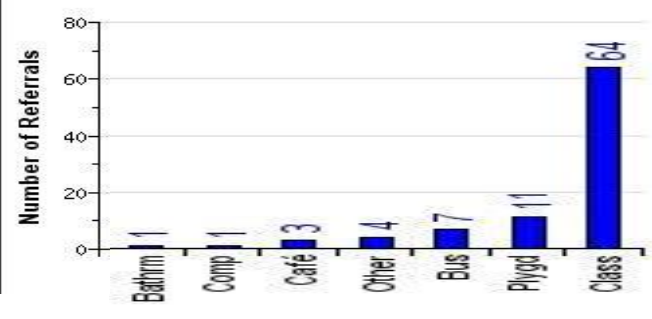
Referrals By Problem Behavior



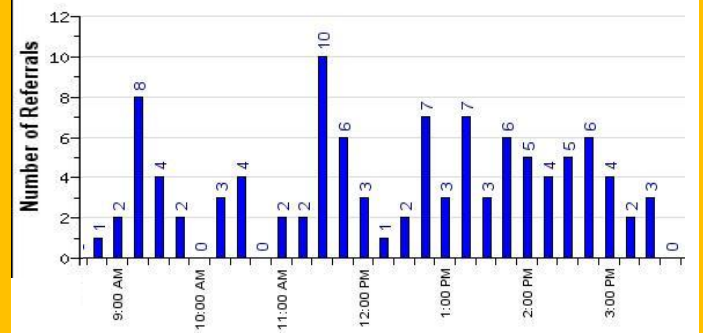
Referrals By Student



Referrals By Location



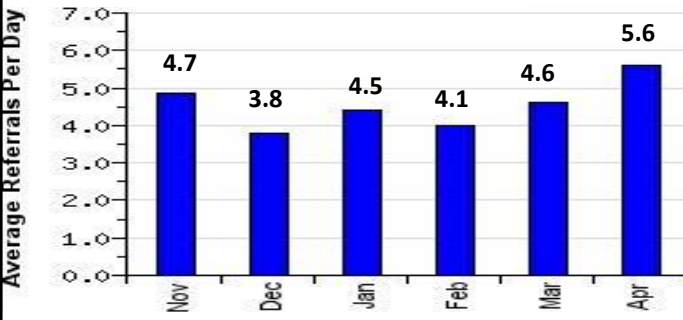
Referrals By Time



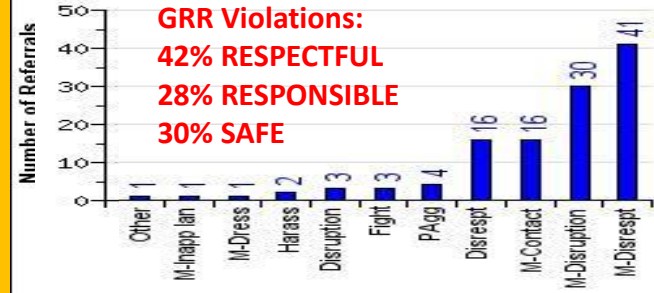
# Big 5 Data (more)

# Groovy

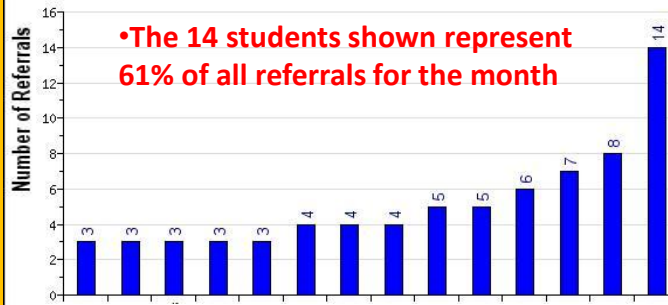
Average Referrals Per Day Per Month



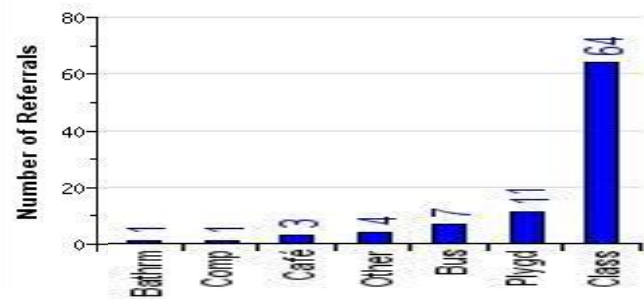
Referrals By Problem Behavior



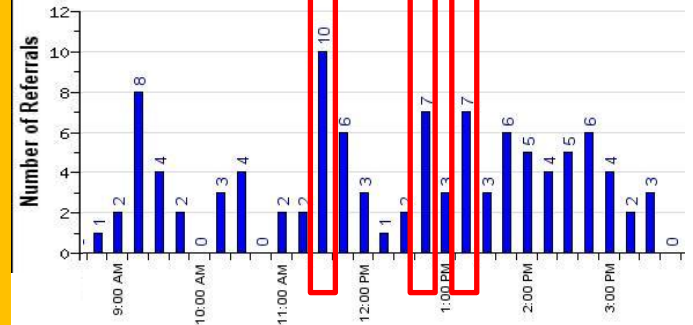
Referrals By Student



Referrals By Location

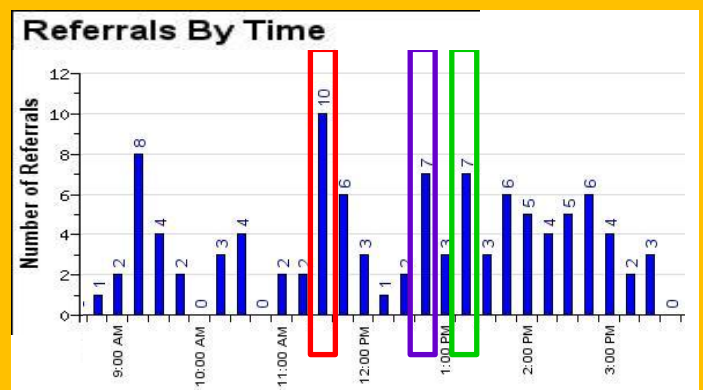
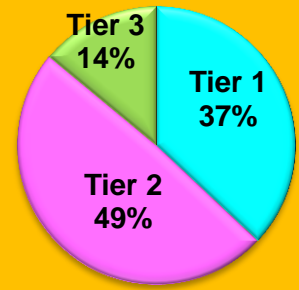
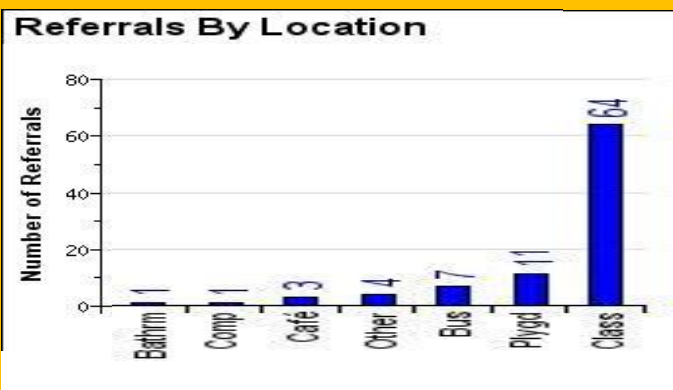
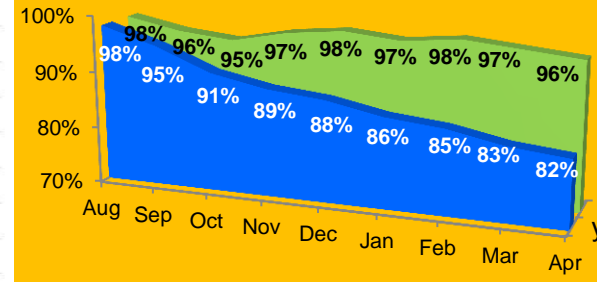
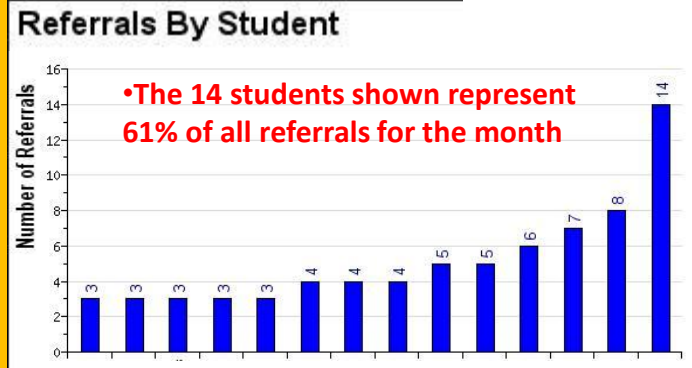
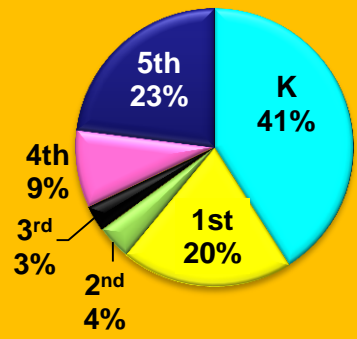
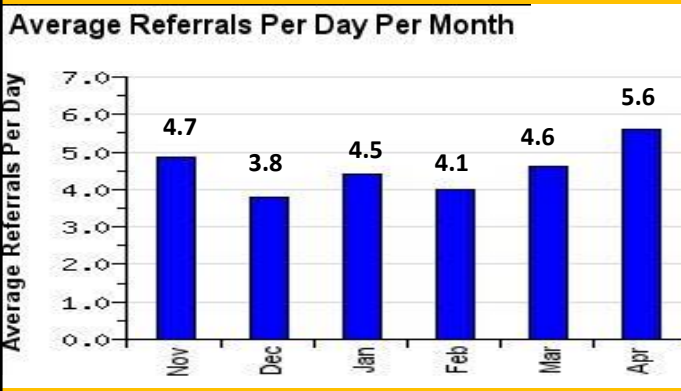


Referrals By Time



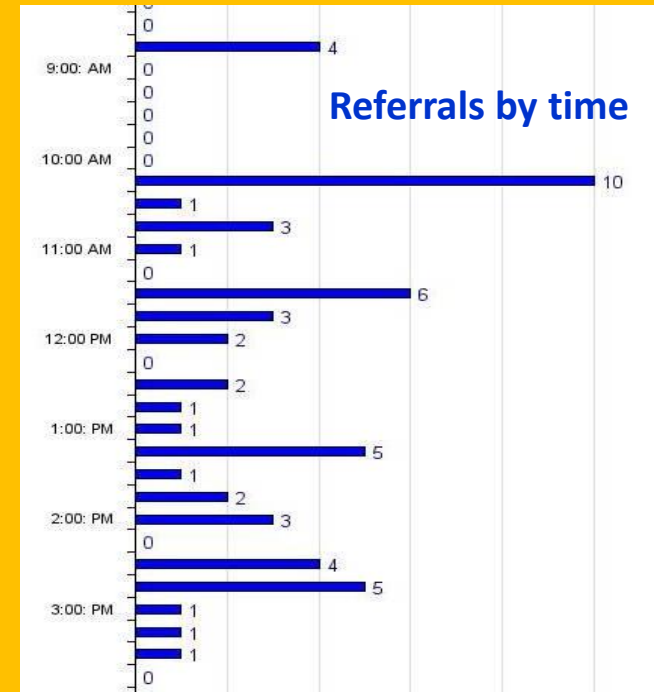
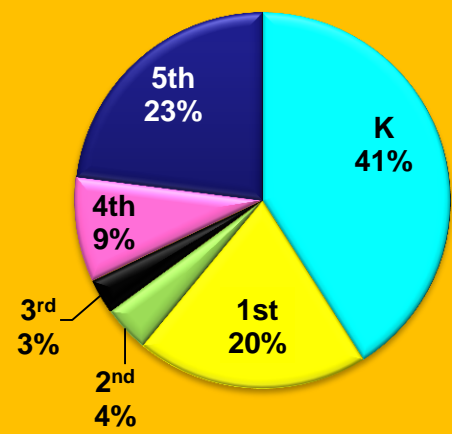
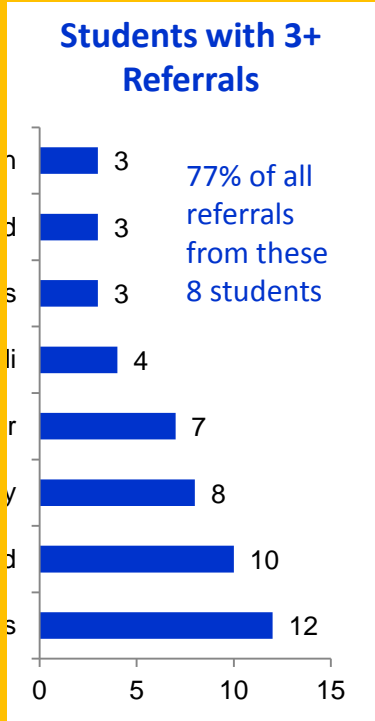
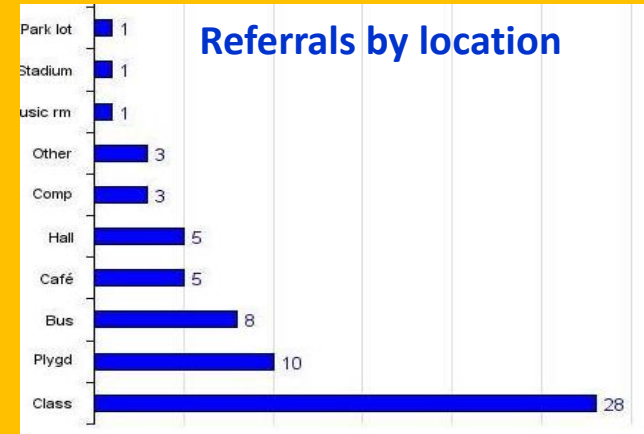
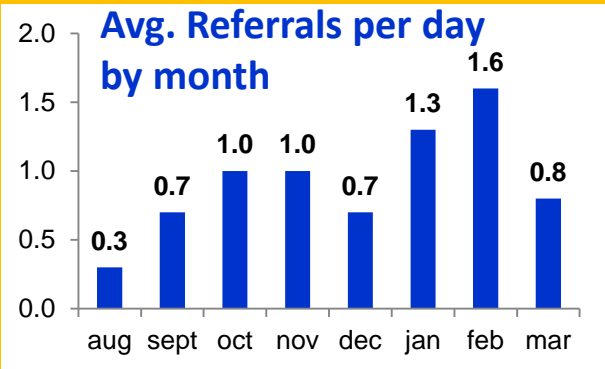
# Big 5 Data (even more)

# Far Out!



# Big 5 Data (Grade Level)

## Outta! Sight



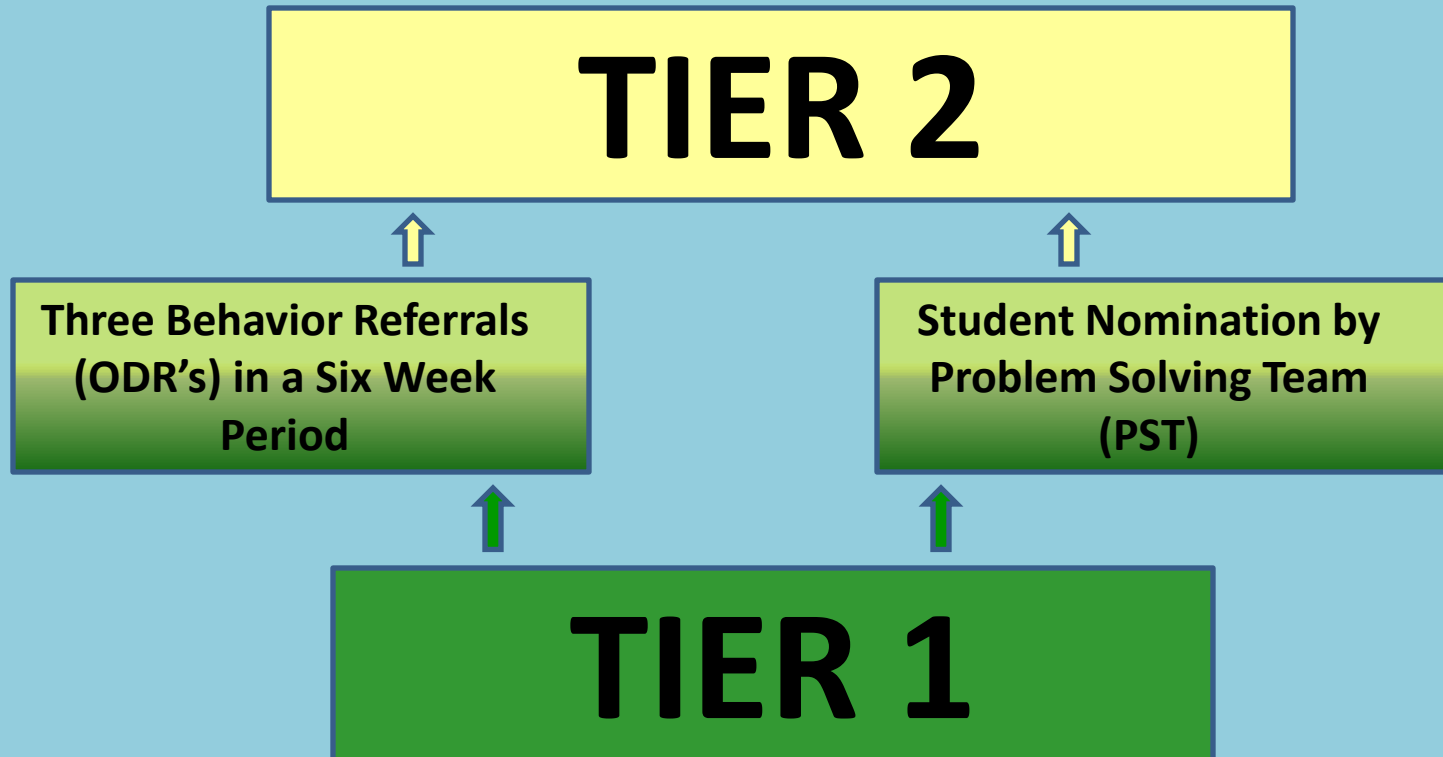




# Tier 2

- Data decision rule
- CICO(Check in/Check out)
- SSG(Social Skills Group)
- Review individual student data
- Share information with pertinent staff
- Recognition of tier 2 students showing positive change in behavior

# Data Decision Rule



# Tier 2 Data

## Daily Progress Report

Name: \_\_\_\_\_ Date: \_\_\_\_\_  
First and last

### GRR! GOALS:

- SAFE - I can keep my body calm
- RESPECTFUL - I can follow directions when asked
- RESPONSIBLE - I can do my work

<b>GRR!</b>	Reading Block 1	Writing	Math	Recess	Specials	Reading Block 2	Science/ Social Studies	Closure
SAFE	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
RESPECTFUL	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
RESPONSIBLE	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2	0 1 2
TEACHER INITIALS								
TOTAL POINTS								

Teacher should initial each subject block after conferring with student.  
 Use these codes in subject blocks where no discussion occurred:

- A = late arrival or early dismissal (including Wednesday)
- N = block not scored at the time subject occurred



I DID EXACTLY THE RIGHT THINGS

2



I DID PRETTY GOOD

1



I COULD HAVE DONE BETTER

0

2012  
 Rev. 2, Effective 11/14/2011  
 Remove Daily Score

## My Daily GRR! Report

Name: \_\_\_\_\_

Date: \_\_\_\_\_

These are my GRR! Goals:  
 SAFE - Keep my body calm  
 RESPECTFUL - Follow teacher directions  
 RESPONSIBLE - Do my work

**WOW!**

*Something I did really well today was:*

**SAFE**

**RESPECTFUL**

**RESPONSIBLE**

My Comments: \_\_\_\_\_

Teacher Comments: \_\_\_\_\_

Parent signature\*: \_\_\_\_\_

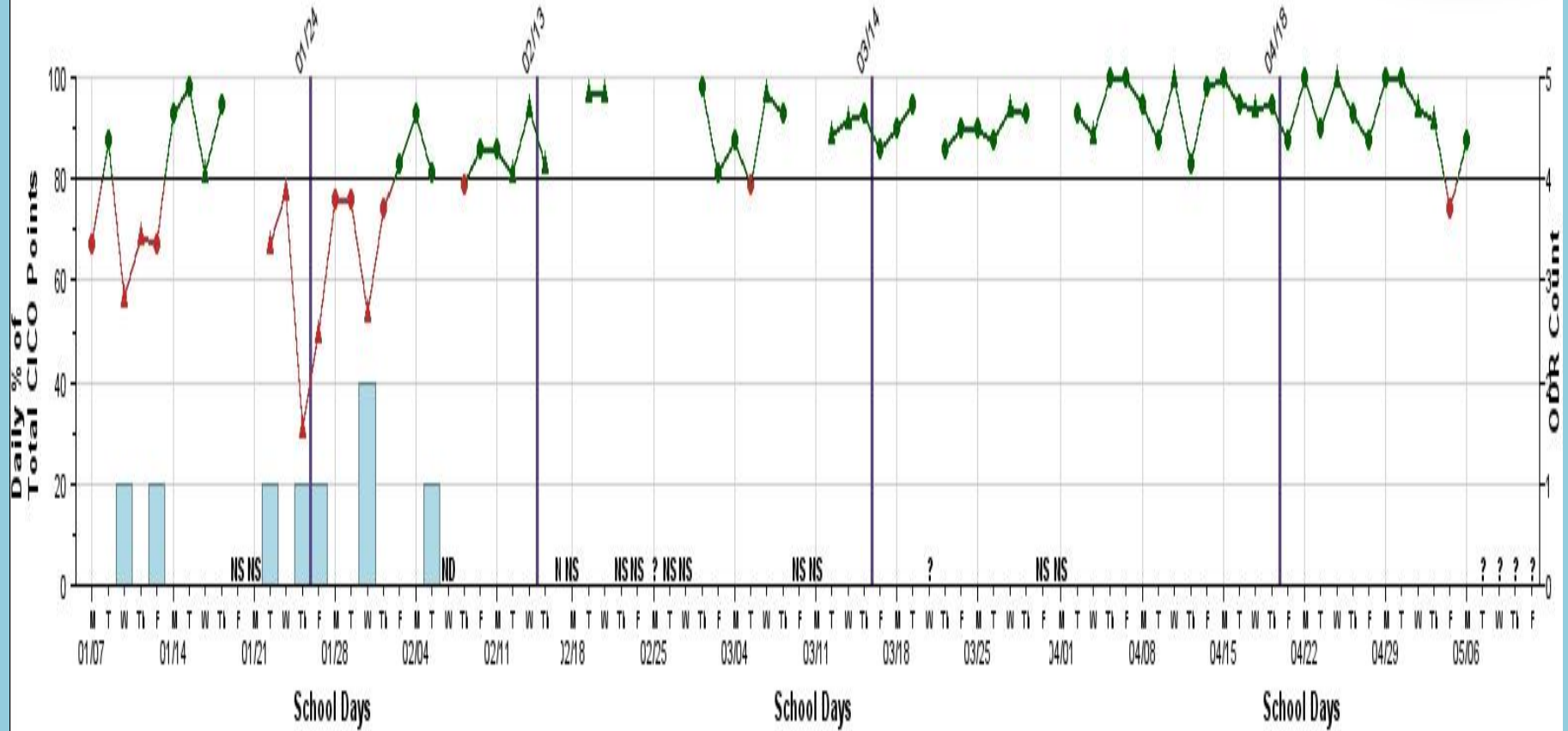
Comments: \_\_\_\_\_

*\*Please sign and return next day for gold ticket bonus*

# Tier 2 Data



This student had positive response to Tier 2 interventions.  
 This student met behavior goals and advanced to self monitoring.  
 This student graduated CICO at year end.



# Tier 2 Recognitions

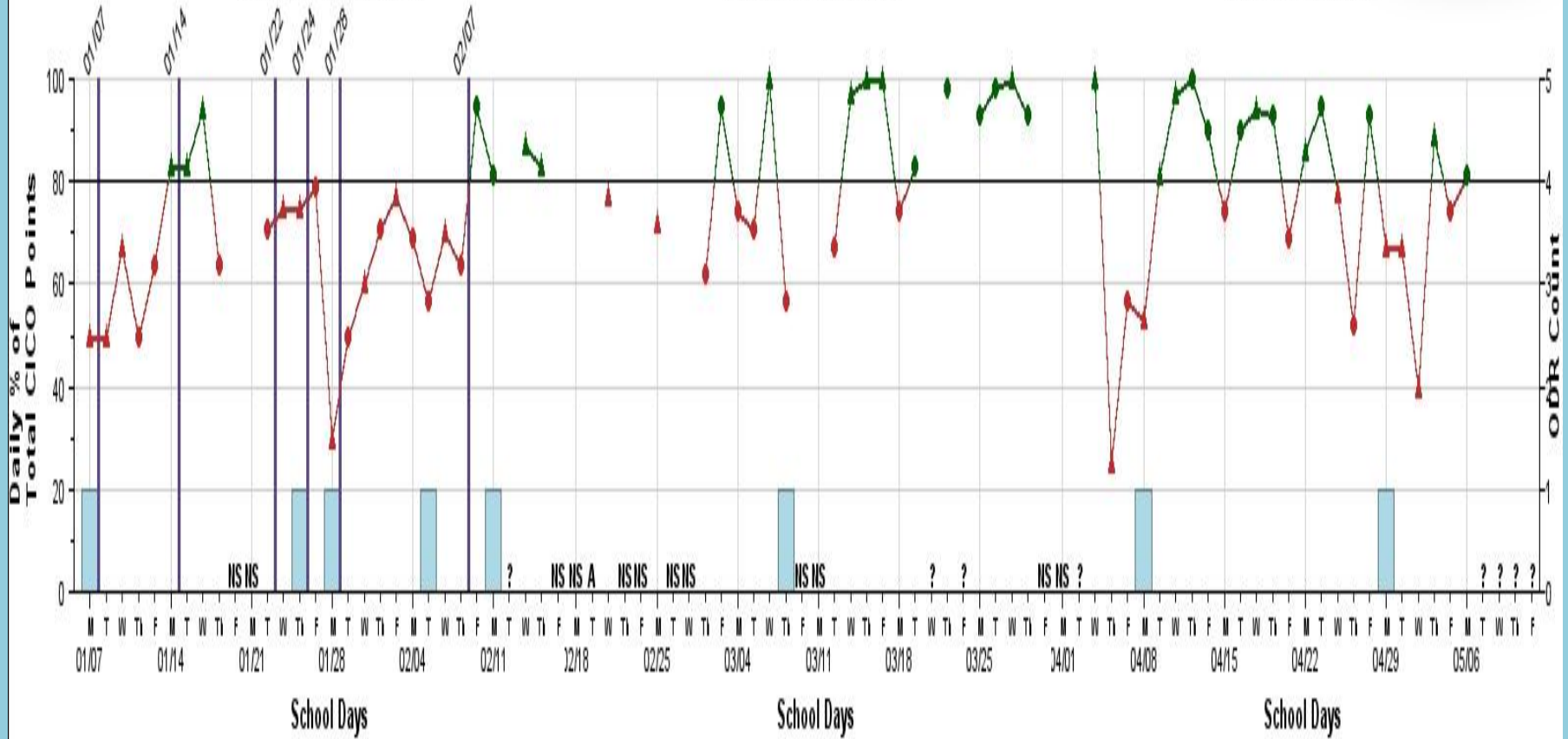
## Students showing positive response

- Some will continue (next school year); the Tier 2 support they receive is sufficient, but student is not ready to go without it
- Some graduate ; student has demonstrated the ability to self monitor and correct their behaviors without any adult support

# Tier 2 Data



This student showed some positive response to Tier 2 interventions.  
 This student did not consistently meet behavior goals.  
 This student has advanced to Tier 3 intervention.



# TIER 3

## Non-Negotiable Behaviors

(including but not limited to physical aggression, fleeing the building, possession of weapon or illegal substance)

CICO data points < 80% goal consistently in an eight week period

Social Skills data points < 80% goal in a Six Week Intervention

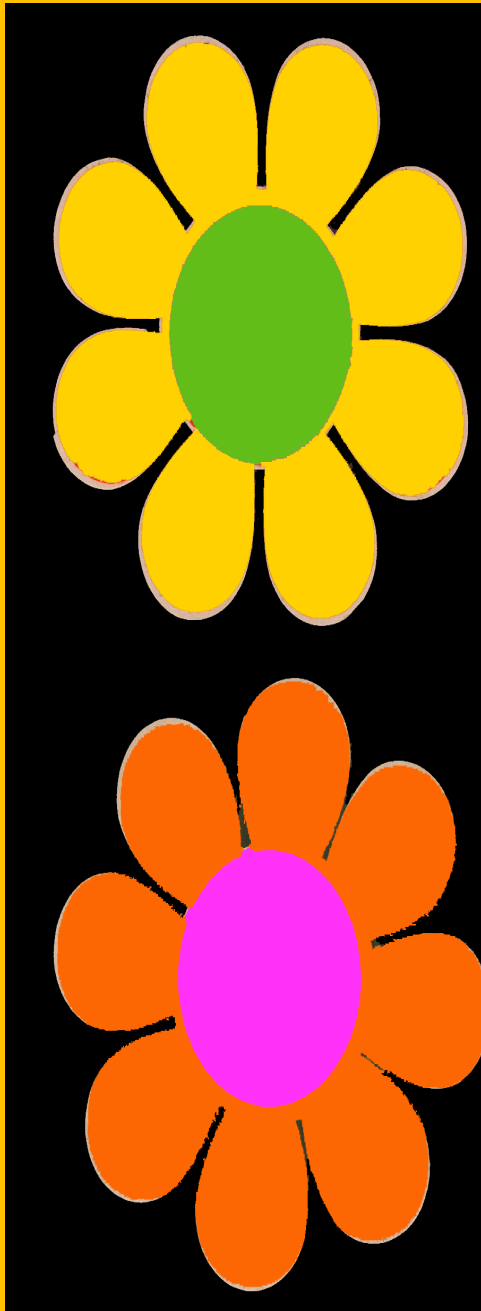
# TIER 2

Three Behavior Referrals (ODR's) in a Six Week Period

Student Nomination by Problem Solving Team (PST)

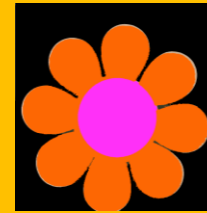
# TIER 1

# Tier 3



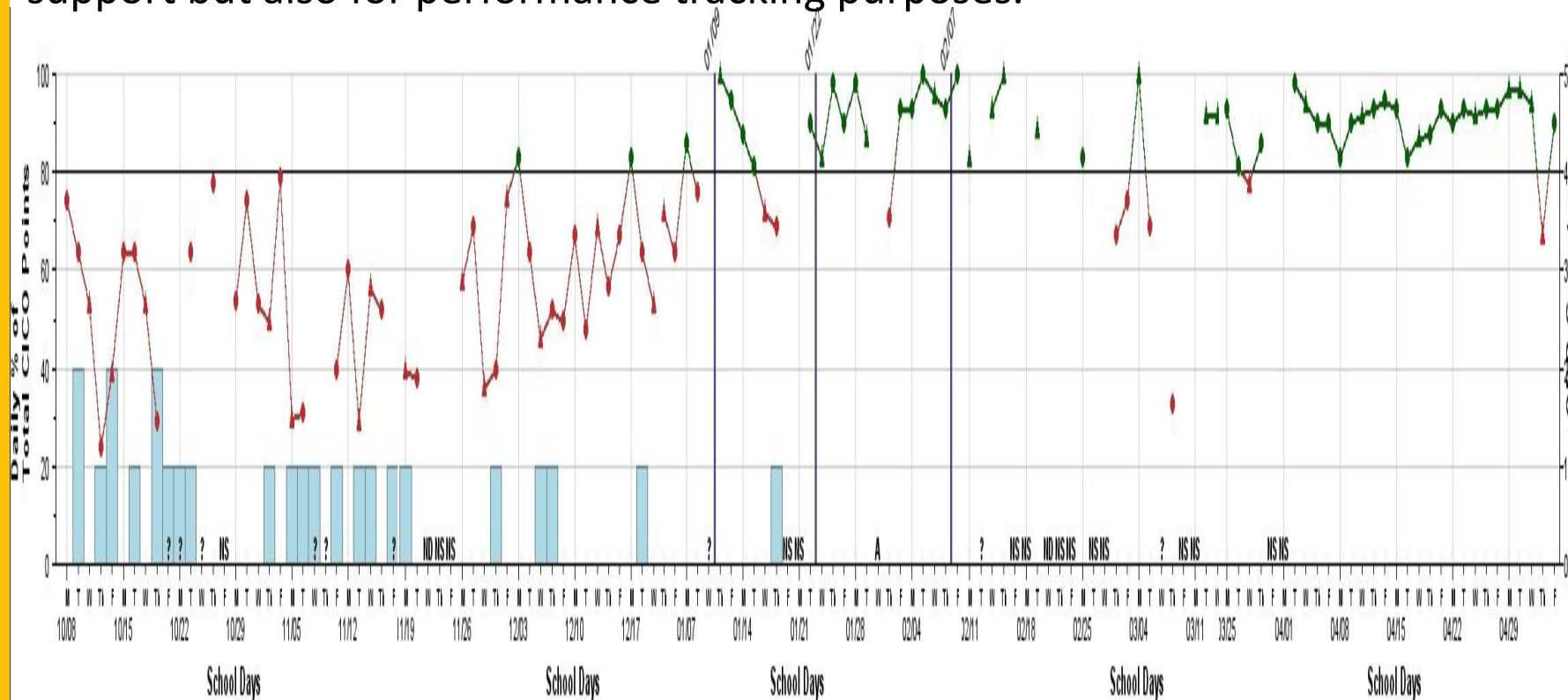
- Ensure Tier 2 interventions are implemented with fidelity
- Teaming of parents and teachers to develop FBA
- Create FBA and BIP
- Train all pertinent staff on implementation of BIP
- Communicate plan with parents
- Monitor student progress  
use of CICO/SWIS or other





# Tier 3 Data

This student did not show positive response to Tier 2 interventions. The FBA development and the parent/teacher partnership were sufficient for the student's improvement and achievement of goal. This student remains at Tier 3 level. CICO will continue not only for student support but also for performance tracking purposes.



**Tier 1**

**Principals**

**PLC**

**Tier 2**

**Tier 3**

**Staff**

# Recovery Room

- Referral procedures

Staff Training \* Parent Communication \* Office or Teacher Managed Behaviors

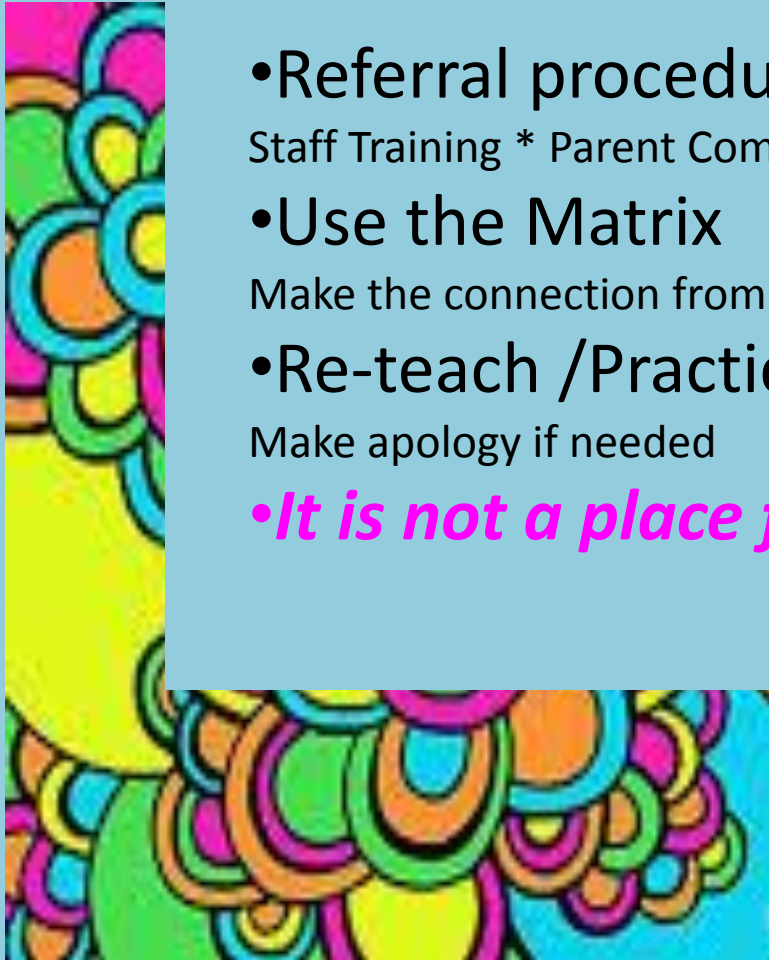
- Use the Matrix

Make the connection from inappropriate behavior to the appropriate behavior

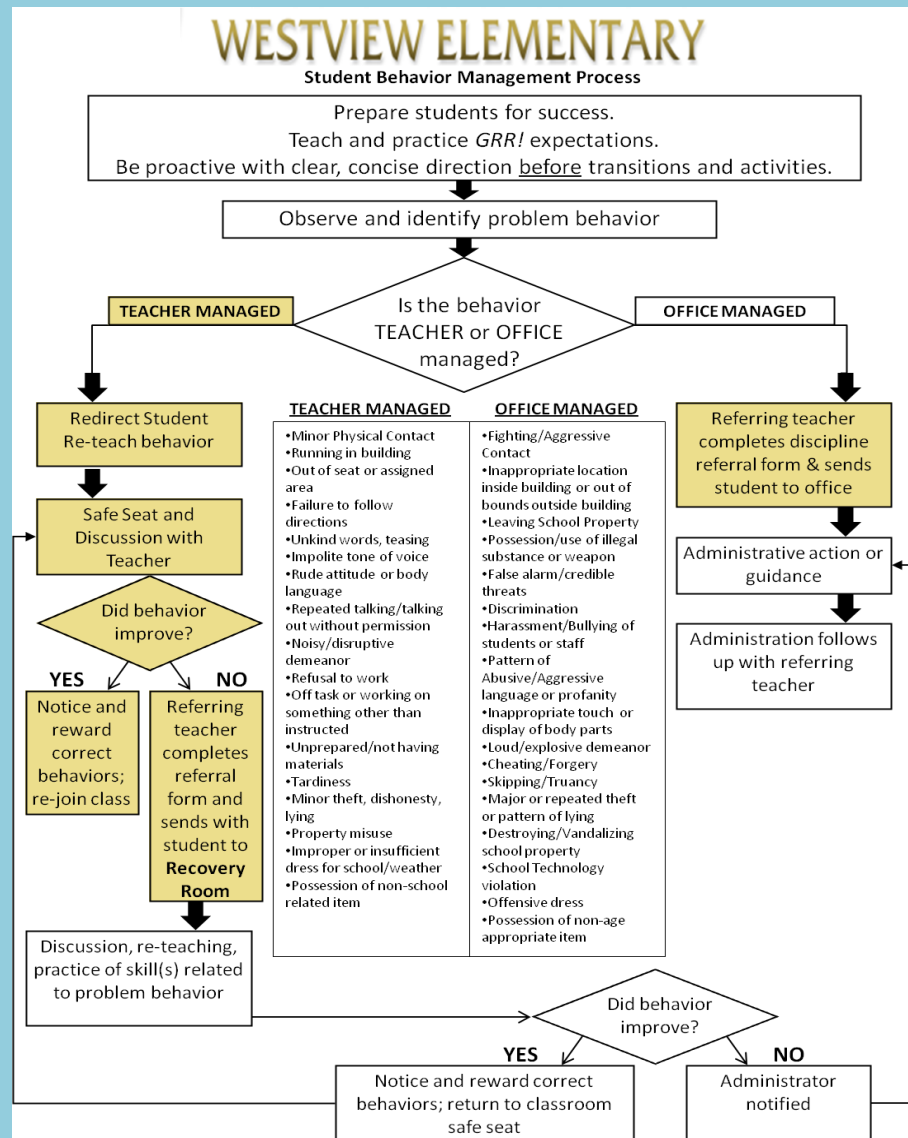
- Re-teach /Practice/Reward correct behaviors

Make apology if needed

- It is not a place for punishment.*



# Behavior Flowchart





# Use the Matrix for Behavior Processing

## EXAMPLE 1:

*During recess, student "A" was arguing with student "B" over a toy. Student "A" pushed "B" to the ground and took the toy.*

# GRR!

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# Use the Matrix for Behavior Processing

## EXAMPLE 2:

*Student is disruptive by getting out of seat without permission, roaming around classroom instead of completing assignment at desk*

# GRR!

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**Tier 1**

**Principals**

**PLC**

**Tier 2**

**Recovery  
Room**

**Tier 3**

**Staff**





# PST

(Problem Solving Team)

- Behavior and academic strategies are given for teachers requesting help.
- Teachers have intervention binders to choose an intervention to address the child's weakness and begin collecting data. Data is graphed to determine change of intervention or continue with current intervention.
- Students are referred on to Tier 2 if they do not show improvement. 8 data points are collected.

**Tier 1**

**Principals**

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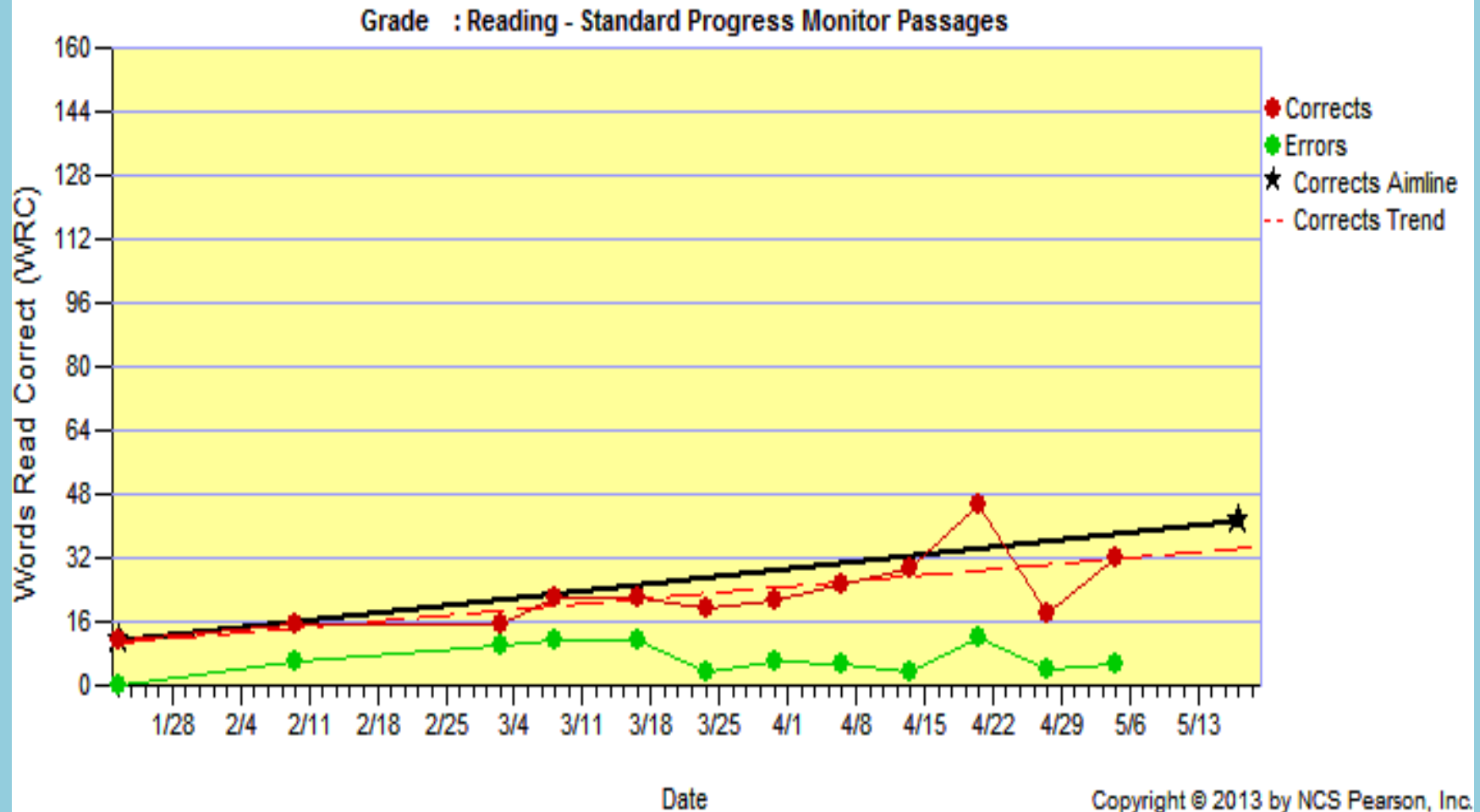


# RTI

(Response to Intervention)

- Rtl data is used for PST purposes.
- Academic universal screening is used.
- Rtl intervention data is used frequently at data team meetings.
- Rtl data is discussed during T2 and T3 meetings when it is relevant to a particular child.

# RtI Data



**Tier 1**

**Principals**

**PLC**

**Tier 2**

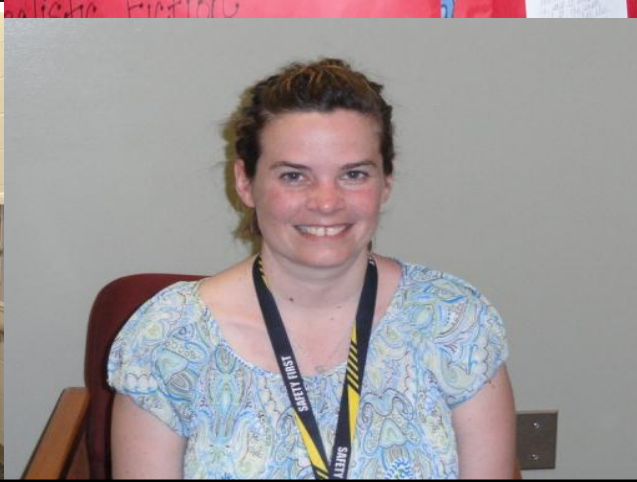
**Recovery  
Room**

**PST**

**Tier 3**

**Staff**

**Rtl**



**The**  
**Westview**  
**Bunch**

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**Amy Olinger** [aolinger@estigers.k12.mo.us](mailto:aolinger@estigers.k12.mo.us)