One School's Journey

How SW-PBS Built a Culture at Westridge Elementary

Session Outcomes

1. Establish positive building culture
2. Facilitate buy in
3. Cultivate beliefs that produce desired outcomes
4. Challenge misconceptions
5. Align actions to results

Expectations

*Be skeptical, not cynical

*Active participation

*Find meaning and purpose

Today will be successful if...

Socio-Economic Data

High Transfer and Mobility Rate- About 50%

At-Risk Enrollment Factors:
Homeless= 3%
Form 2= 11%
Waiver= 3%
Foster Care= 2%
Career Foster Homes in the Attendance Area= 2
Free/Reduced Lunch= 80%

Socio-Economic Data (cont)

Students who take medication at school= 12%

At least one parent incarcerated= 12%

Average deaths of siblings or parents= 2 per year

Year One - Staff Data 15-16

New Staff Members- 21 (50%)
- Principal
- Secretary
- Teachers
- Title IA
- Sped IA
- Nurse

"Behavior precedes belief - that is, most people must engage in a behavior before they accept that it is beneficial; then they see the results, and then they believe that it is the right thing to do....implementation precedes buy-in; it does not follow it." -Doug Reeves

"The goal is not to do business with people who want what you have, the goal is to do business with people who believe what you believe." -Simon Sinek

Year One - Develop Culture

SW-PBS Tier 1 Components

- Finding Common Philosophy
- Effective Classroom Practices
- Discouraging Inappropriate Behavior

Year One - Develop Culture

"A culture will be strong or weak depending on the interactions between people in the organization. In a strong culture, there are many, overlapping, and cohesive interactions, so that knowledge about the organization's distinctive character and what it takes to thrive in it is widely spread." -Leah Shafer
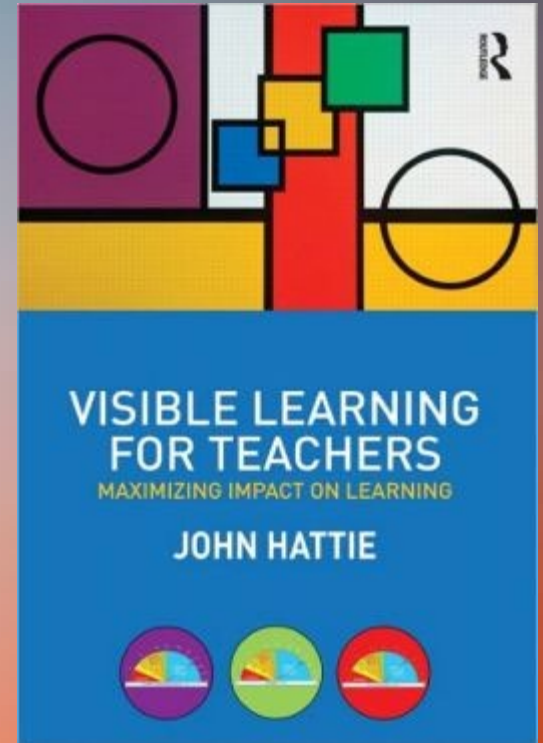
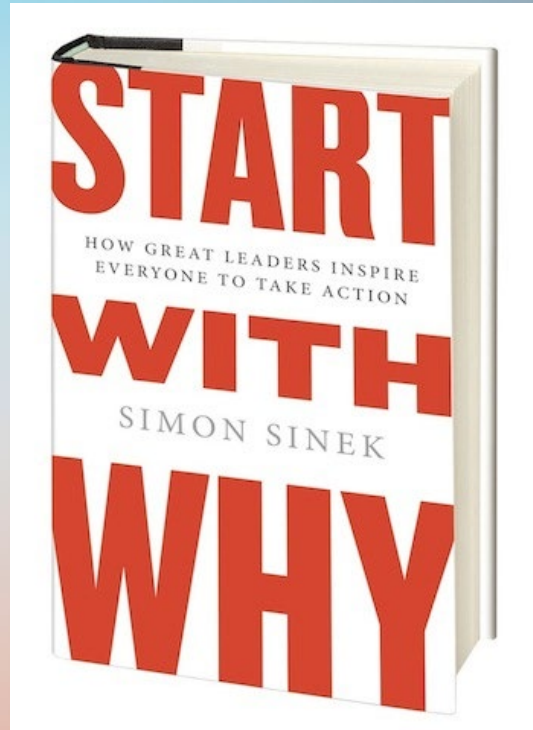# The Principal as a Curriculum Leader
Glatthorn, Jailall (2008)
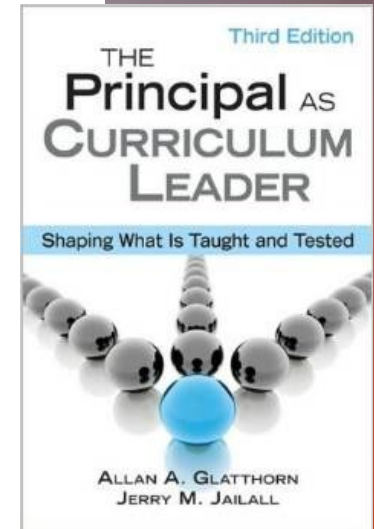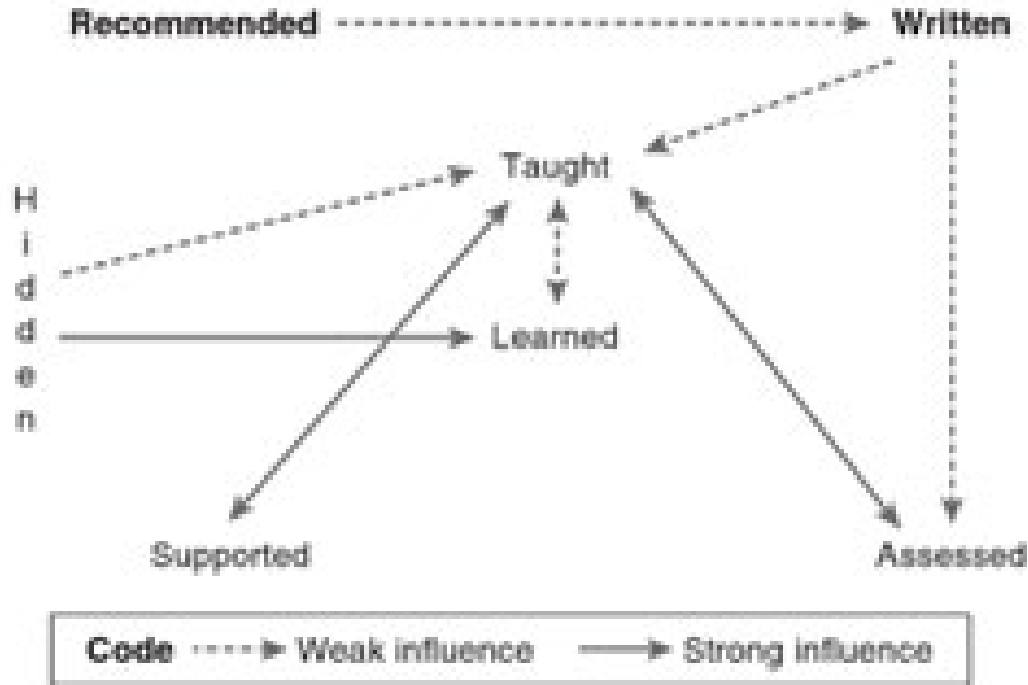
Visible Learning Hattie (2003)

Classroom culture has an effect size of .56- more than tutoring, homework, teacher style, and questioning
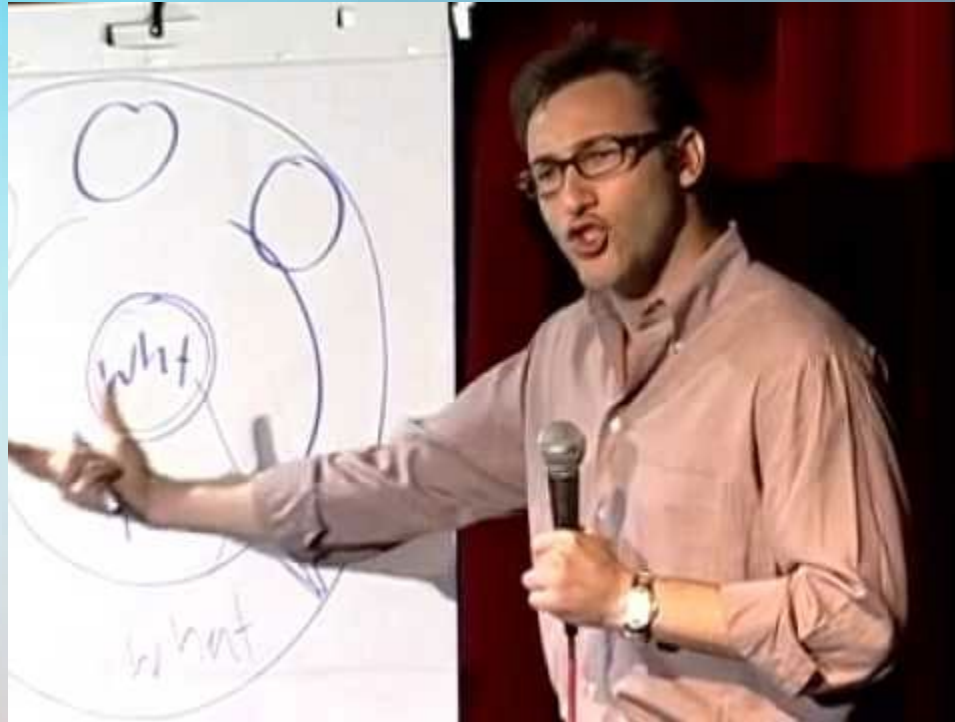
Year One - Develop Culture
Start With the Why

Year One - Develop Why

Why Implement SW-PBIS

What?

How?

Why?

What?

How?

Why?

Year One - Develop Culture

SW-PBS Tier 1 Components
- Finding Common Philosophy
  - Determined our why - Not what does PBIS need us to do or believe, how does PBIS help create our why?
  - Constant connection and discussion to our why.
    - Every PD asked, "How does this idea, initiative, practice, program align to our why?"

Year One - Develop Culture

- Effective Classroom Practices
  - Discuss how our responses to behavior reflect our why.
    i. How do we respond to behavior and why?
    ii. How does our hidden curriculum teach our desired behaviors?
- Discouraging Inappropriate Behavior
  - How does our why encourage appropriate behaviors?
    - Free and Frequent, Short Term, and Long Term
    - Definitions of Majors and Minors

Year One - School Academic Data 15-16

STAR ELA Goals: 41% met the target

STAR Math Goals: 41% met the target

Comparing 2015 to 2016 MPI

MAP ELA: -10 points

MAP Math: -42 points

MAP Science: -61 points

Year One - School Behavior Data 15-16

Students on Plans= 22%

Number of Physical Interventions= ~ 1 per week

Major Referrals= 9 per day (1789 total)

Minor Referrals= 12 per day (2147 total)

ISS= 3 per month (31 total)

OSS= 6 per month (63 total)

Year One - Develop Culture

Start With the Why

Year Two - Strengthen Culture through Development of Individuals and Collaboration

SW-PBS Tier 1 Components

- Finding Common Philosophy
- Teaching Expected Behavior
- Encouraging and Discouraging Behavior
- Effective Classroom Practices

SW-PBS Tier 2 Components

- Student Identification Process
- Data Based Decision Making
- Social Skills Intervention

Year Two - Strengthen Culture through Development of Individuals and Collaboration

Strengthening our Why

- Feedback from staff
  - Climate surveys indicated collective positivity, but a desire to grow more outside grade level teams
  - Too much to focus on to get good at any one thing
  - Evidence of conflict with our why and how we respond to behavior

Year Two - Strengthen Culture through Development of Individuals and Collaboration

Collaboration

- Increased time dedicated to address areas of need through discussion and input
    - Weeding the Garden
    - Refined the definitions of majors and minors
    - Responding to negative behavior

Year Two - Strengthen Culture through Development of Individuals and Collaboration

Weeding the Garden - Collaboration

- Lead- High impact low implementation
- Invest- High impact high implementation
- Evaluate- Low impact high implementation
- Weed- Low impact low implementation

Dr. Doug Reeves (2011) Finding Your Leadership Focus: What Matters Most for Student Results

Year Two - Strengthen Culture through Development of Individuals and Collaboration

Weeding the Garden - Collaboration

Behavior Initiative- PBS					
	Lead	Invest	Evaluate	Weed	N/A
Eagle Store	2	6	0	0	2
Eagle Dollars	0	6	4	0	0
PBS Lessons	4	2	0	1	3
Peace First	2	4	1	0	3
School Celebrations	5	3	0	0	2
Bus/Walker/Car Recognition	2	5	3	0	0
Hallway Superstars	5	1	4	0	0

Behavior Initiative- BIST					
	Lead	Invest	Evaluate	Weed	N/A
Continuum	4	2	4	0	0
Processing	5	2	3	0	1
Teach and Protect	4	2	1	1	2
Parent Contact	2	6	2	0	0
Suspension					

Year Two - Strengthen Culture through Development of Individuals and Collaboration

SW-PBS Tier 1 Components
- Encouraging and Discouraging Behavior
  - What do we reinforce and why?
  - What does our positive reinforcement say about our culture?
    - Quarterly assemblies celebrating behavior and academic achievement
- Effective Classroom Practices
  - Why are our expectations our expectations?

Year Two - Strengthen Culture through Development of Individuals and Collaboration

Redefined Majors and Minors - Collaboration

What do you expect to happen when a child leaves your classroom?

Year Two - Strengthen Culture through Development of Individuals and Collaboration

Responding to Negative Behavior - Collaboration

Do our responses and interpretation of behavior align with our desired culture?
- If a child doesn't understand have we taught it?
- If a child does understand it is the issue…
  - Our perceptions?
  - Our expectations?
  - Our procedures?

Year Two - Strengthen Culture through Development of Individuals and Collaboration

Development of Individuals

Are you on board?

Year Two - Strengthen Culture through Development of Individuals and Collaboration

Development of Individuals

Two types of People:
- Late adopters or Skeptics
- Cynics

Year Two - Strengthen Culture through Development of Individuals and Collaboration
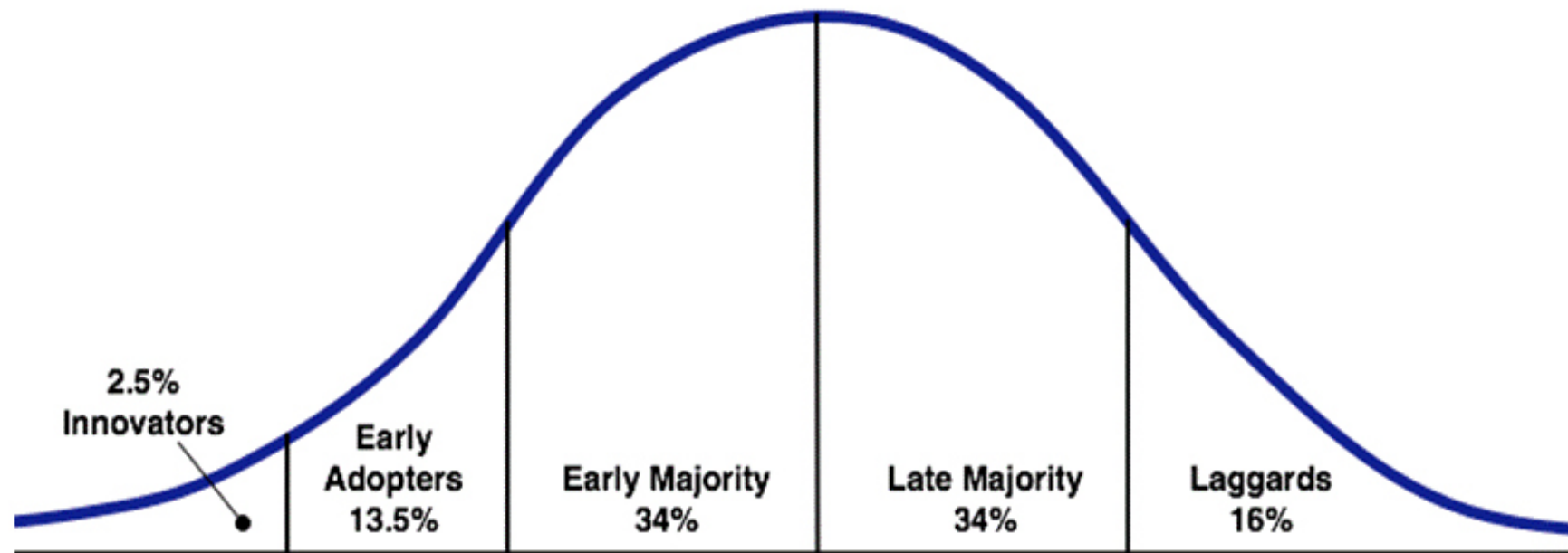
Development of Individuals

Innovation Adoption Curve

2.5%
Innovators

Early Adopters
13.5%

Early Majority
34%

Late Majority
34%

Laggards
16%

Year Two - Strengthen Culture through Development of Individuals and Collaboration

Development of Individuals - Skeptics

"I have to see it…"

Year Two - Strengthen Culture through Development of Individuals and Collaboration

Development of Individuals - Skeptics

Turning Skeptics into Late Adopters
- Foster their questions and perspectives. Lean on their strengths as a skeptic to foresee potential pitfalls or concerns.
- Saturate with evidence of your why.

Year Two - Strengthen Culture through Development of Individuals and Collaboration

SW-PBS Tier 2 Components
- Student Identification Process
- Data Based Decision Making
  - Replication of Data Review Team process for behavior
  - Bi-weekly meetings to review individual plans and grade level goals
- Social Skills Intervention
  - Social Skill Small Groups for students who need small interventions without behavior plans

Year Two- School Academic Data 16-17

STAR ELA Goals: 54% met the target (32%)

STAR Math Goals: 45% met the target (10%)

Comparing 2016 to 2017 MPI

MAP ELA: 6.1 points

MAP Math: 19.2 points

MAP Science: 43.4 points

Year Two - School Behavior Data 16-17

Students on Plans= 20%

Number of Physical Interventions=

Major Referrals= 8.3 per day (1579 total, -12%)

Minor Referrals= 7.8 per day (1490 total, -31%)

ISS= 5.2 per month (52 total, 68%)

OSS= 8.1 per month (81 total, 29%)

Year Three - Leveraging our Culture to Strengthen the Individual and Collaboration

SW-PBS Tier 1 Components
- Teaching Expected Behavior
- Encouraging and Discouraging Behavior
- Effective Classroom Practices

SW-PBS Tier 2/3 Components
- Student Identification Process
- Data Based Decision Making
- CICO
- Social Skills Intervention- Individual

Year Three - Leveraging our Culture to Strengthen the Individual and Collaboration

Year Three - Leveraging our Culture to Strengthen the Individual and Collaboration

Strengths

list your:
+ advantages
+ unique and low-cost resources
+ factors mean that you "get the sale"

Weakness

list your:
+ disadvantages, limitations
+ what could you improve
+ factors lose you sales

SWOT

Opportunities

list your:
+ chances to improve performance
+ good opportunities can you spot

Threats

list your:
+ external trouble for the business
+ obstacles do you face
+ what your competitors are doing

Taken From:
https://canvanizer.com/new/swot-canvas

Year Three - Leveraging our Culture to Strengthen the Individual and Collaboration

- Comparison of Finland and United States

- Comparison of similar schools and success

- Unified Goals

  - What is one thing you want every Westridge student to achieve before they leave Westridge?
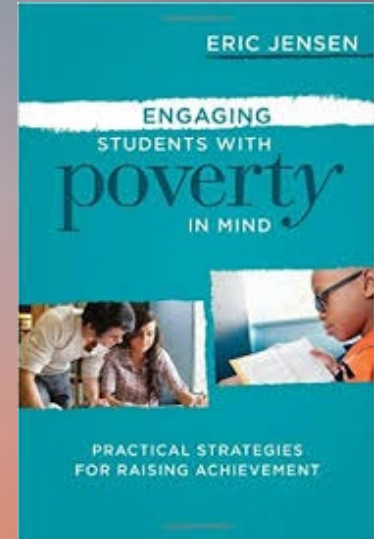
Year Three - Strengthen Culture through Development of Individuals and Collaboration
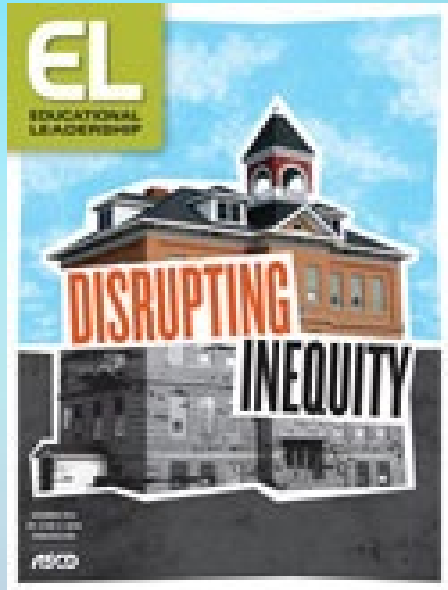
SW-PBS Tier 1 Components
- Encouraging and Discouraging Behavior
- Effective Classroom Practices
    - How do our biases affect our implementation of strategies?
- Clarifying Expected Behavior
    - Revisited expectations and addressed power struggles

Year Three - Leveraging our Culture to Strengthen the Individual and Collaboration

- Book Study- Engaging Students with Poverty in Mind. Guiding questions like:

  - Mindset- How do your actions represent your mindset? What beliefs do students develop based on your actions?

  - "It isn't as much about what you do as it is who you are." pg 21.

Year Three - Leveraging our Culture to Strengthen the Individual and Collaboration

Year Three - Strengthen Culture through Development of Individuals and Collaboration

Year Three - Strengthen Culture through Development of Individuals and Collaboration

SW-PBS Tier 2/3 Components
- Student Identification Process
- Data Based Decision Making
    - Only one intervention
    - Specific timelines and criteria of success
    - Increased input on intervention usage and data management
- CICO
- Social Skills Intervention- Individual

Year Three- School Academic Data 17-18

STAR ELA Goals: 58% met the target (7%)

STAR Math Goals: 59% met the target (31%)

Comparing 2017 to 2018 MPI

MAP ELA: 49 points in cohort growth

MAP Math: 9.6 points in cohort growth

MAP Science: N/A

Year Three - School Behavior Data   17-18

Students on Plans= 8%

Number of Physical Interventions= 6 for the year

Major Referrals= 3.1 per day (601 total, -62%)

Minor Referrals= 5.2 per day (1025 total, -31%)

ISS= 4.7 per month (41 total, -21%)

OSS= 4.1 per month (47 total, -42%)

Year Four - Staff Data 18-19

New Staff Members- 4 (10%)
- SLP
- Teacher
- Sped IA
- Secretary

Year Four - Maintaining our Culture to Establish the Individual and Strengthen Collab

SW-PBS Tier 1 Components
- Teaching Expected Behavior
- Encouraging and Discouraging Behavior
- Effective Classroom Practices

SW-PBS Tier 2/3 Components
- Student Identification Process
- Data Based Decision Making
- CICO
- Social Skills Intervention- Individual

Year Four - Maintaining our Culture to Establish the Individual and Strengthen Collab

Taken From:
https://canvanizer.com/new/swot-canvas

Year Four - Maintaining our Culture to Establish the Individual and Strengthen Collab

- Feedback from staff
  - Climate surveys showed a growing disconnect from staff. Low morale.
  - Challenging discussions led to a lack of perspective.
  - Collaboration within teams strengthened, but outside teams distanced themselves.
  - Changes out of our control had a negative impact on perceptions of performance.
  - Individual feedback seemed inconsistent

Year Four - Maintaining our Culture to Establish the Individual and Strengthen Collab

- Increase Morale
    - Monthly Food Recognition

- Improve Feedback
    - Met with every staff member at start of year to discuss preference on feedback and support

Year Four - Maintaining our Culture to Establish the Individual and Strengthen Collab
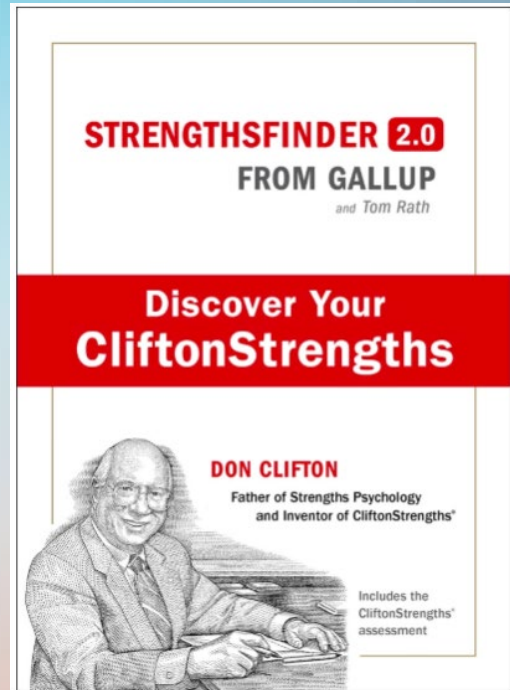
Year Four - Maintaining our Culture to Establish the Individual and Strengthen Collab

SW-PBS Tier 1 Components
- Teaching Expected Behavior
- Encouraging and Discouraging Behavior
- Effective Classroom Practices

SW-PBS Tier 2/3 Components
- Student Identification Process
- Data Based Decision Making
- CICO
- Social Skills Intervention- Individual

Year Four- School Academic Data 18-19

STAR ELA Goals: 59% met the target (2%)

STAR Math Goals:% met the target (

Comparing 2018 to 2019 MPI

MAP ELA: points

MAP Math: points

MAP Science: N/A

Year Four - School Behavior Data 18-19

Students on Plans= 12%

Number of Physical Interventions= 27 for the year

Major Referrals= 2.7 per day (502 total, -16%)

Minor Referrals= 6.5 per day (1285 total, 25%)

ISS= 2.8 per month (28 total, -32%)

OSS= 3 per month (30 total, -36%)

Four Year Review - Academic Data

STAR ELA Goals: Up by 44%

STAR Math Goals: Up by 44%

Comparing 2016 cohort growth to 2018 growth

MAP ELA:

MAP Math:

MAP Science: N/A

Four Year Review - School Behavior Data

Students on Plans= -45%

Number of Physical Interventions= -46%

Major Referrals= -72%

Minor Referrals= -40%

ISS= -10%

OSS= -52%

Contact Information

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