
Westview High School

PBIS Data

2005 - 2007

Making the
Impossible, possible
for each and every
student!

Westview **PRIDE**
clearly articulates
our
expectations
for each other...

Personal responsibility
Respect
Integrity
Daily Effort
Embrace Community

Have you shown your
PRIDE today???

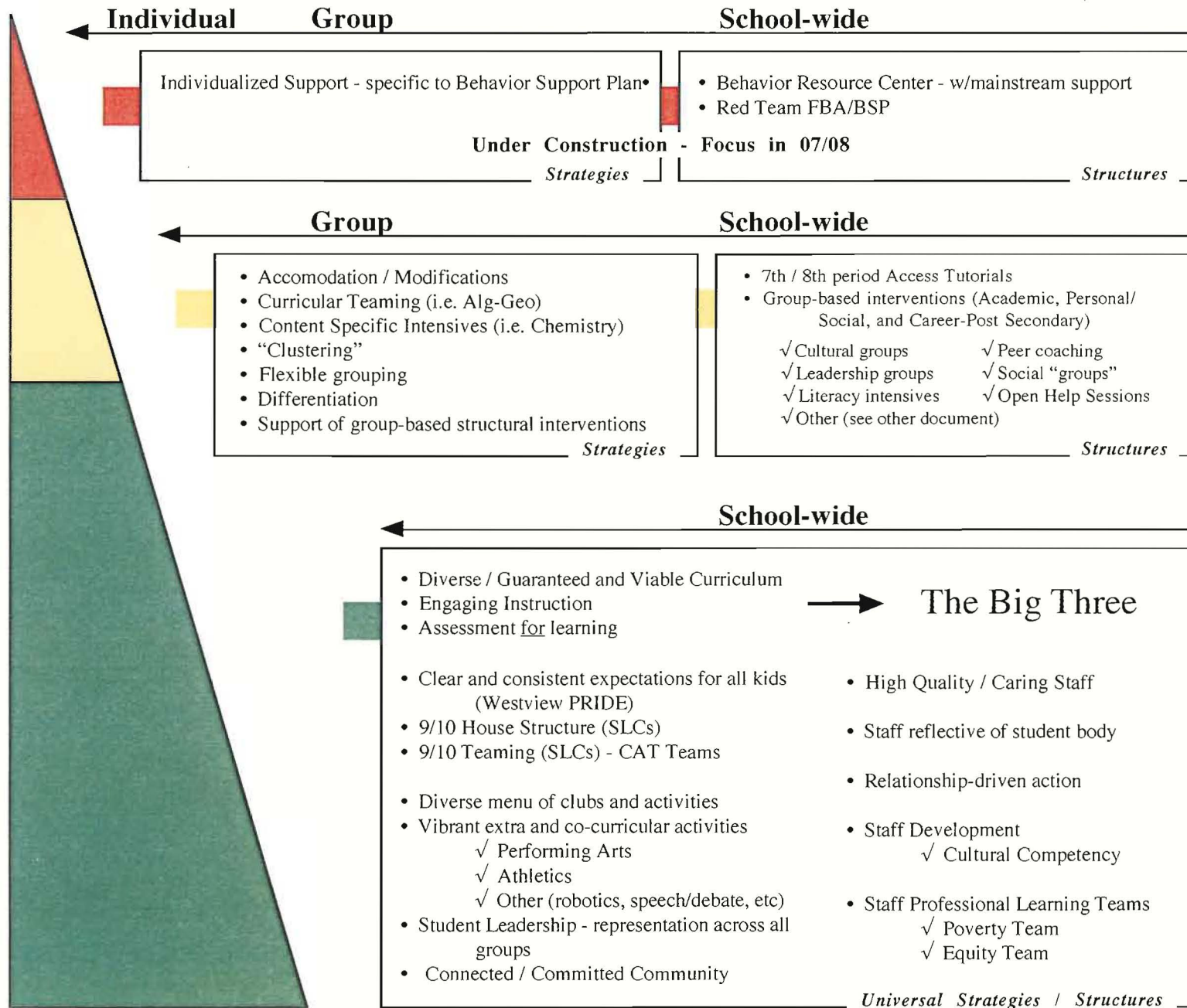
Our Small Learning
Community focus is
on the 3 R's...

Rigor
Relevance
and Relationships

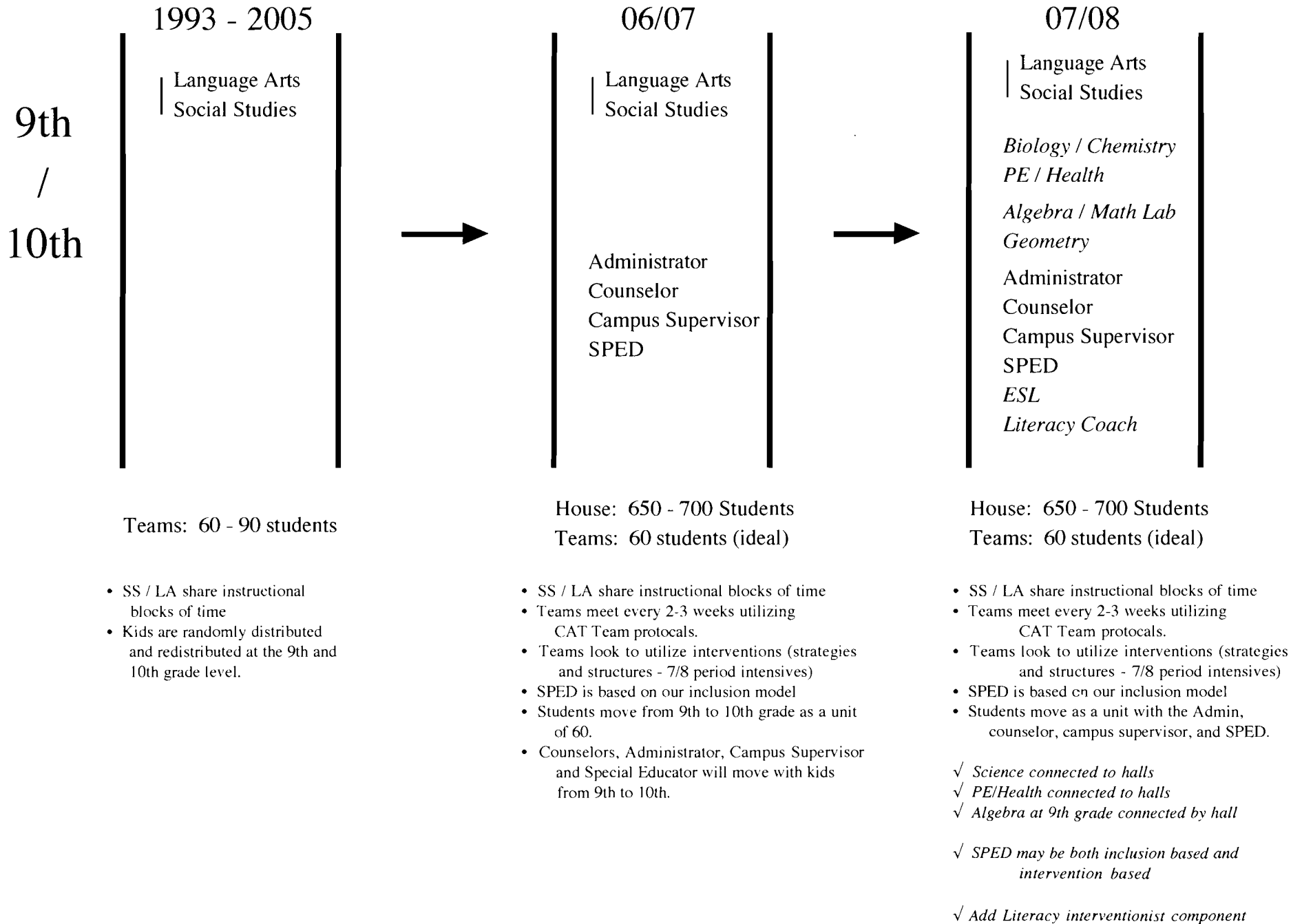
PBIS at Westview High School is...

- the "PITS"
Positive/**P**roactive, **I**ntervention-based,
Teach what we expect, keep it **S**imple
- one of two school improvement goals
- based on Functional Behavior Analysis
and the ABC's of behavior
- lead by a team of teachers
- championed by the Principal
- part of our small school efforts
- having an incredible impact
- a concept (three tiers) we apply across
everything we do
- is at the heart of our efforts to reach and
teach all kids
- not easy
- not perfect
- not going away! :)")

Westview High School • PBIS Intervention Continuum



Westview House Structure



Presenting Problem/Concern

Indicators

Attendance / Behavior / Literacy / Organization / Other



Identify / Implement Interventions

Strategies (classroom) / Structures (7th / 8th period)

See the PBIS continuum of intervention chart.



Progress Monitor

Is it working?

Yes

No

Maintain types
and/or intensity
of interventions

Adjust type
and/or intensity
of interventions

Why not?

Fidelity of
Intervention/s?

Low Fidelity

High Fidelity

Wrong
intervention/s

Parent Initiated Referral

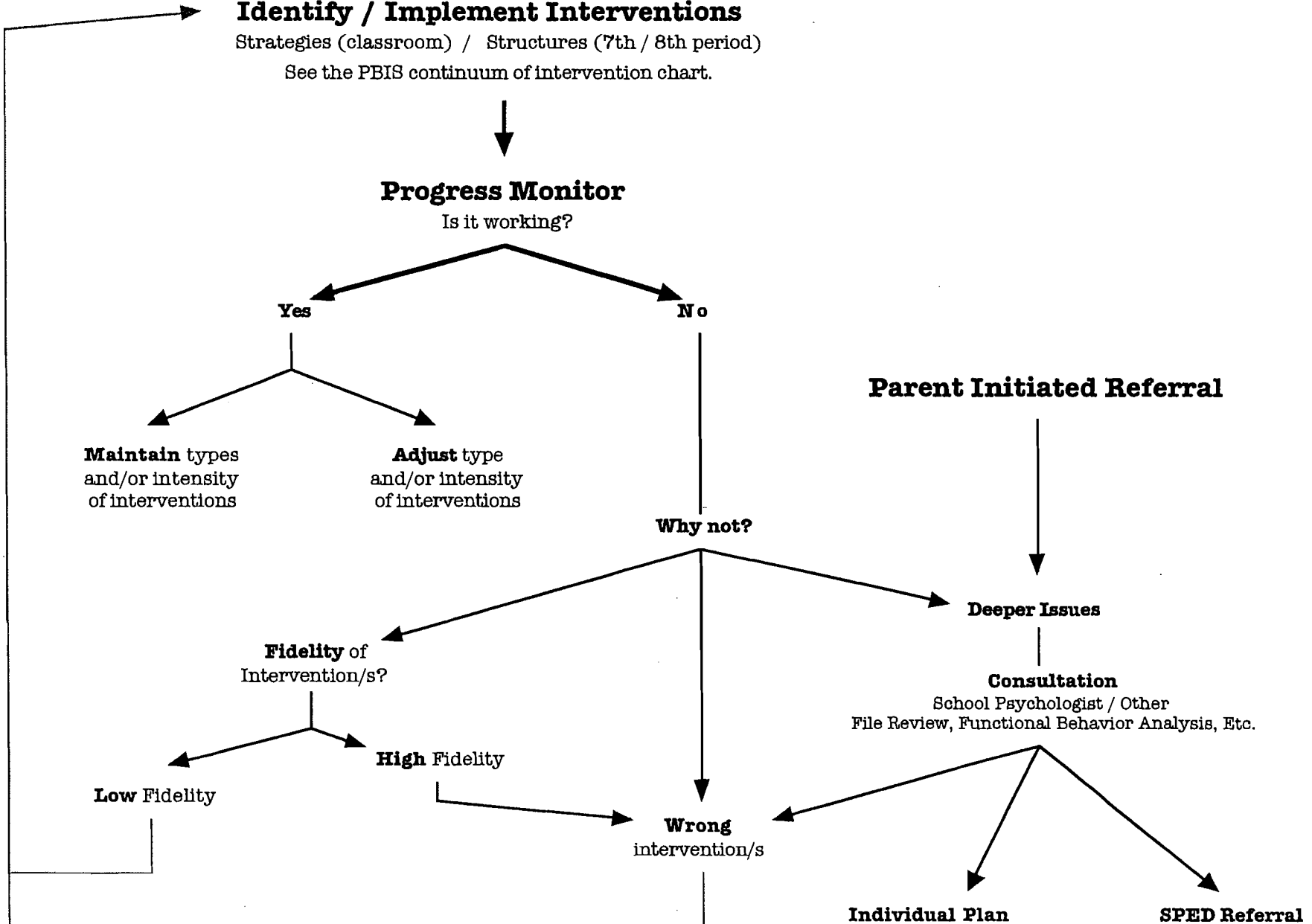
Deeper Issues

Consultation

School Psychologist / Other
File Review, Functional Behavior Analysis, Etc.

Individual Plan

SPED Referral



Date _____

Kid Chat Protocol

Team _____

Collaborative Achievement Teams

Team Members Roles

- ✓ English/Social Studies/Science Teachers
- ✓ Special Education Teacher
- ✓ Administrator / **Facilitator**
- ✓ Counselor / **Note Taker - ESIS Alert**
- ✓ Campus Security

Progress Monitoring

- ✓ Identify kid and briefly articulate the presenting problem/concern as well as the desired outcome.
- ✓ Utilize Kid chat flow chart for guided questions.

New Kids

- ✓ Presenting Problem/Concern (with both quantitative data - utilize CAT folder - and anecdotal)
- ✓ What would we identify as our desired outcome? How would we measure it?
- ✓ Identify possible interventions in terms of strategies and structures (see intervention continuum for 06/07). * SPED may require IEP review and/or IEP addendum.
- ✓ Articulate and document which interventions, level of intensity, timeline for progress monitoring, and who will be responsible.
- ✓ Communicate with student and family - team member with strongest relationship will be key communicator with the family.

Agenda Building

- ✓ Identify kids to progress monitor for next meeting...identify possible new kids.

Today's Date: _____

Pd. 7/8 Intervention Referral Form

Please fill out the following and turn it in to Sho.

Student Name: _____ ID: _____

Your name: _____ AT Period (if known): _____

CAT Referral? Y N (SS/LA teachers _____) Grade: _____

****Please be sure you've completed the Intervention Checklist (see back)****

What are your concerns about this student?: _____

What is your desired outcome for this student? Please be specific and connect your answer to the learning target in your class.

Student's strengths/weaknesses: _____

Recommended intervention (please refer to the intervention menu in your cluster): _____

* Y N Have you talked to the student about your recommendation?

* Y N Is the student interested?

* How will you hold the student accountable for his/her success in this intervention (For academic interventions only)? (e.g. attach it to K contract, use consistent language, progress monitoring with the student & intervention person, etc.)

Office Use:

Date	Action Taken

Intervention placed: _____ Start: _____

Notified teachers re: placement: Y N Date: _____

Referral made: Y N Date: _____ Note: _____

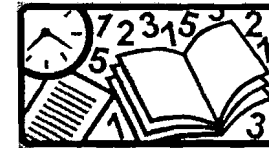
Checklist of Interventions Provided

The following are the recommended classroom-level intervention strategies. Please document the strategies you have utilized and worked/not worked prior to referring students. This information will help students to be placed into most appropriate interventions and intervention facilitators to design and implement effective intervention strategies.

✓ (When provided)	Strategies	Date	Did it work? Please indicated "Y/N"
Academic Interventions			
	Parent contact (e-mail, conference, phone)		
	Pull-out program		
	Extended time - HW/Tests		
	Shortened assignment		
	Test retakes		
	Cooperative grouping		
	Periodic peer tutoring		
	Periodic teacher tutoring		
	Assignments on website		
	Student planner checks		
	Weekly progress report		
	Grades on internet		
	Differentiated assignments		
	Second set of books at home		
	Use of visual/technology		
Behavioral Interventions			
	Preferred seating		
	Periodic administrative interventions		
	Attendance tracking		
	Peer mentoring		
	Counseling group		
Literacy Interventions (Refer to Access Tool Kit for more specifics)			
	Before the lesson strategies, such as previewing, developing word power, learning high-utility words		
	During the lesson strategies, such as increasing thinking & memory skills, improving passage reading		
	After the lesson strategies, such as answering written questions, using new vocabulary in context		

ACADEMIC

Period 7&8 Yellow Light Interventions S2



(Updated 1/23/07)

	ELL Core Area Help Session	Open Math Help	Peer Coaching	Computer Lab	Writing Intensive	Reading Apprenticeship	Honors Seminar	Credit Recovery
Who	- 9-12 yellow - ELL students at all proficiency levels	- 9 - 12 yellow - Struggling students below Alg. II	- 11/12 green serving as coaches for 9/10 yellow	- All who need computer access	- 9/10 yellow - Low writing skills	- 9/10 yellow - Low reading skills - 25 students cap	- 9 th grader who wish to complete an honors project in Language Arts	- 12 yellow - Senior - Completed 14 to 15.5 credits
Enrollment Process	Drop in (must have a pass from ESL staff)	Drop in (must have a pass from a math teacher)	CAT referral needed	Drop in	Drop-in: e-mail Nancy at least 2 days in adv w/student info	Referral needed	Referral only	By invitation (identified by counselors)
What	To provide additional support in core areas	To provide intensive math support for those placed in Alg. II or below	To provide support to struggling mentees by peer coaches	Access to computer	To teach writing strategies and to provide one-on-one support to help complete written assignments	To increase students' reading attitudes and habits through various strategies	Weekly seminar to help students earn an "H" designation on transcript in language arts	To provide credit recovery opportunity for seniors to graduate on time
How long & When	- 78 - On-going	- Weekly (Tu/W)	- 78A - On-going	78	- 7B - On-going	- 7A - Semester long	- 8 - 2 - 3x/mos	- 78 - On-going
Where	Staff Lounge	Pd. 7 - S127 Pd. 8 - S114	7 - S125/6 8 - N125/6	Pd. 7 - N110 Pd. 8 - S110	S229	7 - N219	P-5	N140
Contact Person	ESL staff	Christy Batsell	Jim Lekas Chris Martin Sue Long		Nancy Minor	Martina Pedersen	Tom Puterbaugh Sandy Douglas	Beth Johnson

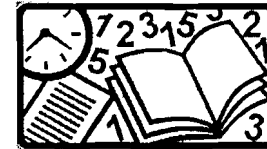
7A - Pd. 7 only, first 45 minute
 7B - Pd. 7 only, last 45 minute
 7 - Pd. 7 only, 90 minutes
 8A - Pd. 8 only, first 45 minutes
 8B - Pd. 8 only, last 45 minutes
 8 - Pd. 8 only, 90 minutes
 78A - Both Pd. 7&8, first 45 minutes
 78B - Both Pd. 7&8, last 45 minutes
 78 - Both Pd. 7&8, 90 minutes

Attendance Procedure:

Open (Drop-In): teacher sign student planner; student check in with AT first, then off to intervention
 Closed: intervention teacher responsible for attendance; students DO NOT check in with AT, directly report to intervention

ACADEMIC

Period 7&8
Yellow Light Interventions
S2



	Honors Seminar						
Who	- 9 th grader who wish to complete an honors project in Language Arts						
Open/Closed Enrollment	Referral only						
What	Weekly seminar to help students earn an "H" designation on transcript in language arts						
How long & When	- 8 - 2 - 3x/mos						
Where	P-5						
Contact Person	Tom Puterbaugh Sandy Douglas						

- 7A - Pd. 7 only, first 45 minute
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- 8A - Pd. 8 only, first 45 minutes
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PERSONAL/SOCIAL

Period 7&8 Interventions S2

(Updated 1/24/07)



	Chicano Education (Gang prevention & intervention)	Latina Girls Talking Circle	African American Leadership Cadre	Latino Leadership Cadre	Pacific Islander Student Group	Native American Talking Circle	Somali Student Group	Grief Group
Who	- 9-12 yellow - Latino boys - Gang affiliate or potential - 2+ discipline referrals	- 9/10 yellow - Hispanic girls	- 9 - 12 African American students	- 9 - 12 Latino students	- 9 - 12 Pacific Islander students	- 9 - 12 Native American/ Alaska Native students	- 9 - 12 Somali students	- 9 - 12 - Those who have recently lost a loved one and impacting academic success
Enrollment process	Referral needed	Referral needed	Referral needed	Referral needed	Referral needed	Referral needed	Referral needed	Referral needed
What	To provide a culturally safe environment for students to address issues and to develop school success skills	To provide culturally relevant support system for girls to develop strategies to succeed in school	To provide culturally relevant support system to develop strategies to succeed in school	To provide culturally relevant support system to develop strategies to succeed in school	To provide culturally relevant support system to develop strategies to succeed in school	To provide culturally relevant support system to develop strategies to succeed in school	To provide culturally relevant support system to develop strategies to succeed in school	To help students develop appropriate coping skills and network system
How long & When	- 7 - On-going	- Weekly (Th) - Semester long - 7/8	- Weekly - 7 (Th/F)/8 (W/Th) - On-going	- Weekly (T/W) - 7/8 - On-going	- Weekly (W/Th) - 8 - On-going	- 2x/mos (Th/F) - 8B - On-going	- Weekly (M/Tu) - 8 - On-going	
Where	Pd 7 - S214	LNC	Pd. 7 - S216 Pd. 8 - S118	Pd. 7 - S117 Pd. 8 - P-8	N115	P-8	N115	LNC
Contact Person	Vince Rodas	Sho Shigeoka	Sho Shigeoka Andre Abraham	Amparo Reyes	Sho Shigeoka	Woesha Hampson	Sho Shigeoka	Donna McGregor

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Attendance Procedure:

1

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PERSONAL/SOCIAL

Period 7&8 Interventions S2



	Boys Motivational	Boys Delinquency	Girls Conflict Group				
Who	- 9 - 10 yellow - Those underachieving students with academic potential	- 9 - 12 yellow & red - Boys - 2+ rule violation referrals - 2+ peer related referrals	- 9 - 12 girls - Habitual skippers - Defiant - Insubordinate				
Open/Closed Enrollment	Referral needed	Referral needed	Referral needed				
What	To provide students with information to help them acquire the knowledge, attitude, and skills to succeed academically	To help students develop conflict management skills to succeed in school and to practice following rules	To help students better manage anger and other behavioral issues that interfere with their learning				
How long & When	- Weekly (M/T) - 8	- 8A - On-going - Pd. 7 starts in January	- Weekly (F)				
Where	P-12	Pd. 7 - S214 Pd. 8 - S114	LNC				
Contact Person	Andre Abraham	Ed Smith	Beth Johnson				

7A - Pd. 7 only, first 45 minute
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 7 - Pd. 7 only, 90 minutes
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Attendance Procedure:

2

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Closed: intervention teacher responsible for attendance; students DO NOT check in with AT, directly report to intervention

May

Interventions pd. 7/8 (as of 4-30-07)

Monday	Tuesday	Wednesday	Thursday	Friday
30 (B)	1 (A)	2 (B)	3 (A)	4 (B)
8:Boys behav S226 8:ELL Help Library 8:Honors sem A P-5 8:Somali cadre N115 8A:Peer Coaching N125/6 Lunch:Latina girls LNC 8:Computer lab S110	7:Chicano ed group S214 7:ELL Help Library 7:Latino cadre S117 7:Math Help S127 7A:Peer coaching S125/6 7A:Rdg app N219 7B:Writing S229 7:Computer lab S110	8:Af Am cadre N127 8:Boys behav S226 8:ELL Help Library 8:Honors sem A P-5 8:Math Help N230 8:Pacific isl cadre N115 8A:Peer Coaching N125/6 8:Computer lab S110	7:Af Am cadre S216 7:Chicano ed group S214 7:ELL Help Library 7A:Peer coaching S125/6 7A:Rdg app N219 7B:Writing S229 7:Computer lab S110	8:Boys behav S226 8:ELL Help Library 8:Girls conflict LNC 8A:Peer Coaching N125/6 8:Computer lab S110
7 (A)	8 (B)	9 (A)	10 (B)	11 (A)
7:Chicano ed group S214 7:ELL Help Library 7A:Peer coaching S125/6 7A:Rdg app N219 7B:Writing S229 Lunch:Latina girls LNC 7:Computer lab S110	8:Boys behav S226 8:ELL Help Library 8:Math Help N230 8:Somali cadre N115 8A:Peer Coaching N125/6 8:Computer lab S110	7:Af Am cadre S216 7:Chicano ed group S214 7:ELL Help Library 7:Latino cadre S117 7:Math Help S127 7A:Peer coaching S125/6 7A:Rdg app N219 7B:Writing S229 7:Computer lab S110	8:Af Am cadre N127 8:Boys behav S226 8:ELL Help Library 8:Math Help N230 8:Pacific isl cadre N115 8A:Peer Coaching N125/6 8:Computer lab S110	7:Af Am cadre S216 7:ELL Help Library 7:Chicano ed group S214 7:Girls conflicts LNC 7A:Peer coaching S125/6 7A:Rdg app N219 7B:Writing S229 7:Computer lab S110
14 (B)	15 (A)	16 (B)	17 (A)	18 (B)
8:Boys behav S226 8:ELL Help Library 8:Honors sem A P-5 8:Somali cadre N115 8A:Peer Coaching N125/6 8:Computer lab S110	7:Chicano ed group S214 7:ELL Help Library 7:Latino cadre S117 7:Math Help S127 7A:Peer coaching S125/6 7A:Rdg app N219 7B:Writing S229 7:Computer lab S110	8:Af Am cadre N127 8:Boys behav S226 8:ELL Help Library 8:Honors sem A P-5 8:Math Help N230 8:Pacific isl cadre N115 8A:Peer Coaching N125/6 8:Computer lab S110	7:Af Am cadre S216 7:Chicano ed group S214 7:ELL Help Library 7A:Peer coaching S125/6 7A:Rdg app N219 7B:Writing S229 7:Computer lab S110	8:Boys behav S226 8:ELL Help Library 8:Girls conflict LNC 8A:Peer Coaching N125/6 8:Computer lab S110
21 (A)	22 (B)	23 (A)	24 (B)	25
7:Chicano ed group S214 7:ELL Help Library 7A:Peer coaching S125/6 7A:Rdg app N219 7B:Writing S229 7:Computer lab S110	8:Boys behav S226 8:ELL Help Library 8:Honors sem A P-5 8:Math Help N230 8:Somali cadre N115 8A:Peer Coaching N125/6 8:Computer lab S110	7:ELL Help Library 7:Chicano ed group S214 7:Girls conflicts LNC 7:Latino cadre S117 7:Math Help S127 7A:Peer coaching S125/6 7A:Rdg app N219 7B:Writing S229 7:Computer lab S110	8:Af Am cadre N127 8:Boys behav S226 8:ELL Help Library 8:Honors sem A P-5 8:Pacific isl cadre N115 8A:Peer Coaching N125/6 8:Computer lab S110	NO STUDENTS
28	29 (A)	30 (B)	31 (A)	
HOLIDAY	7:Chicano ed group S214 7:ELL Help Library 7:Latino cadre S117 7:Math Help S127 7A:Peer coaching S125/6 7A:Rdg app N219 7B:Writing S229 7:Computer lab S110	8:Af Am cadre N127 8:Boys behav S226 8:ELL Help Library 8:Math Help N230 8:Pacific isl cadre N115 8A:Peer Coaching N125/6 8:Computer lab S110	7:Af Am cadre S216 7:Chicano ed group S214 7:ELL Help Library 7A:Peer coaching S125/6 7A:Rdg app N219 7B:Writing S229 7:Computer lab S110	

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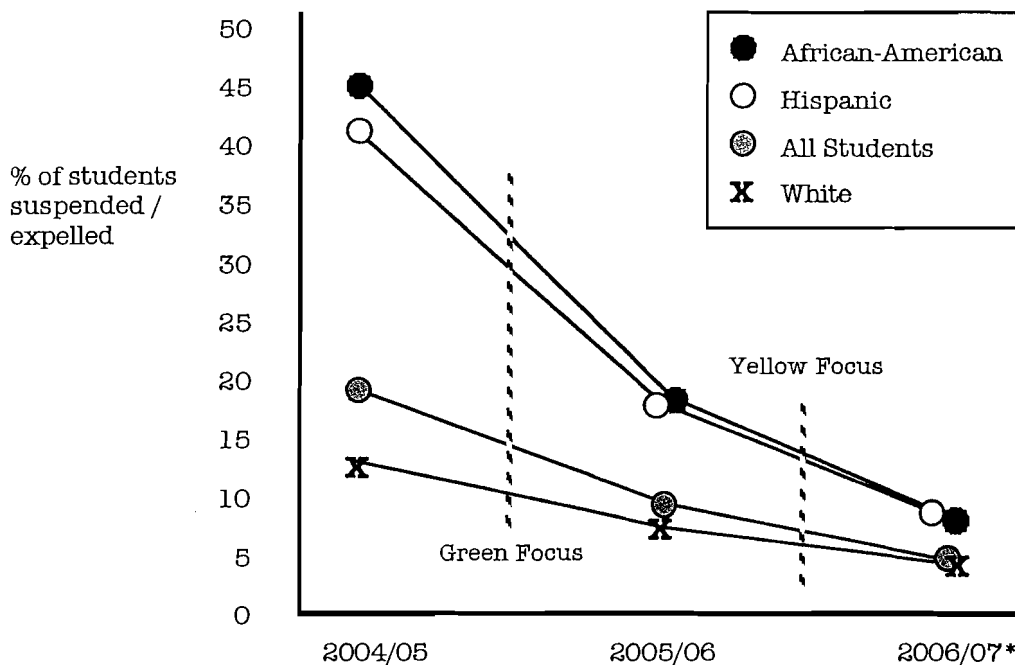
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% of students within subgroups suspended over the course of each school year



Green (primary)...

- ✓ Elimination of In School Suspension / Implementation of Saturday School
- ✓ School-wide expectations taught and reinforced (PRIDE)
- ✓ 9th/10th grade teaming - House Structure
- ✓ School-wide recognition of "all" groups of kids via announcements, assemblies, etc.
- ✓ Restructuring Selection/Representation on Student Leadership (not just elected...cultural leadership groups are represented)
- ✓ 7/8th Period access tutorial - restructured

Yellow (secondary)...

- ✓ Cultural Leadership Groups
 - Hispanic, African-American, and Native American Leadership Cadre
 - Somali Student Group, Pacific Islander Student Group
- ✓ Other Culturally Specific Groups
 - Latina Girls Talking Circle
- ✓ Other "groups"
 - Anger
 - Attendance
 - Girl's Self Esteem
- ✓ Academic Help Sessions
 - ELL Core Area Support
 - NHS Tutoring
 - Athletic AT
 - Reading Apprenticeship
 - Open Math Lab
 - Peer Coaching
 - Writing Workshop/Intensive
- ✓ Diversify Club Opportunities
 - Music Appreciation Club
 - Urban Dance Club
- ✓ Curriculum Teaming
 - Algebra - Geometry Survey

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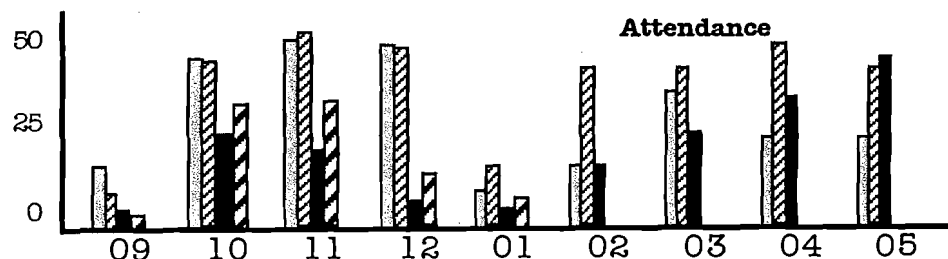
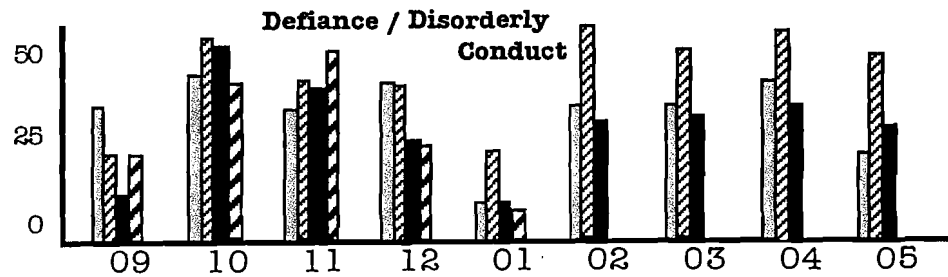
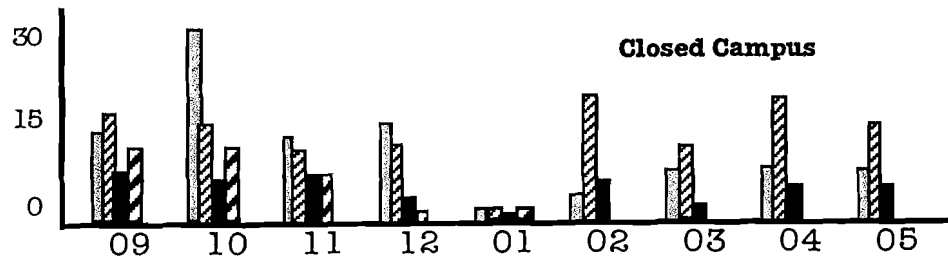
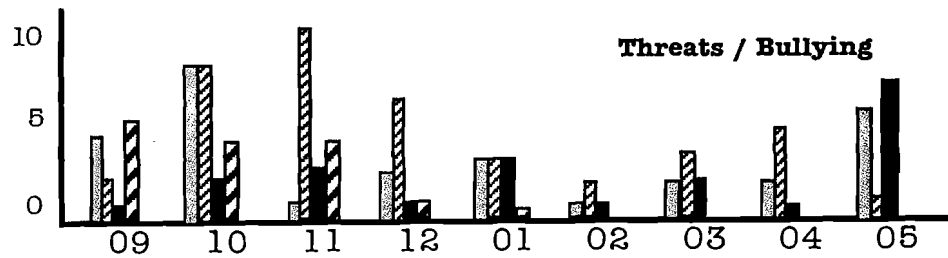
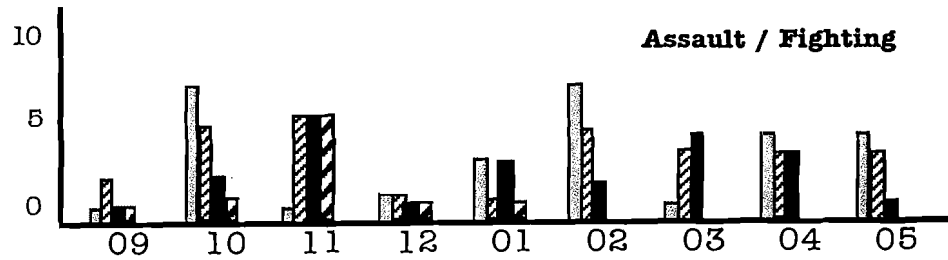
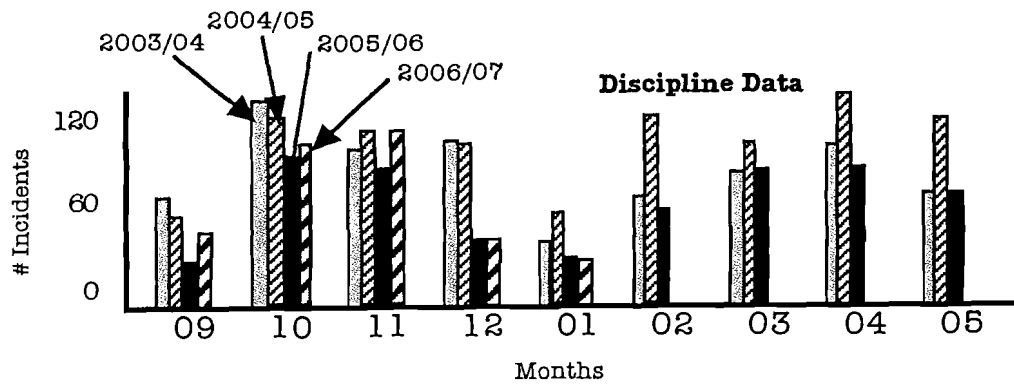
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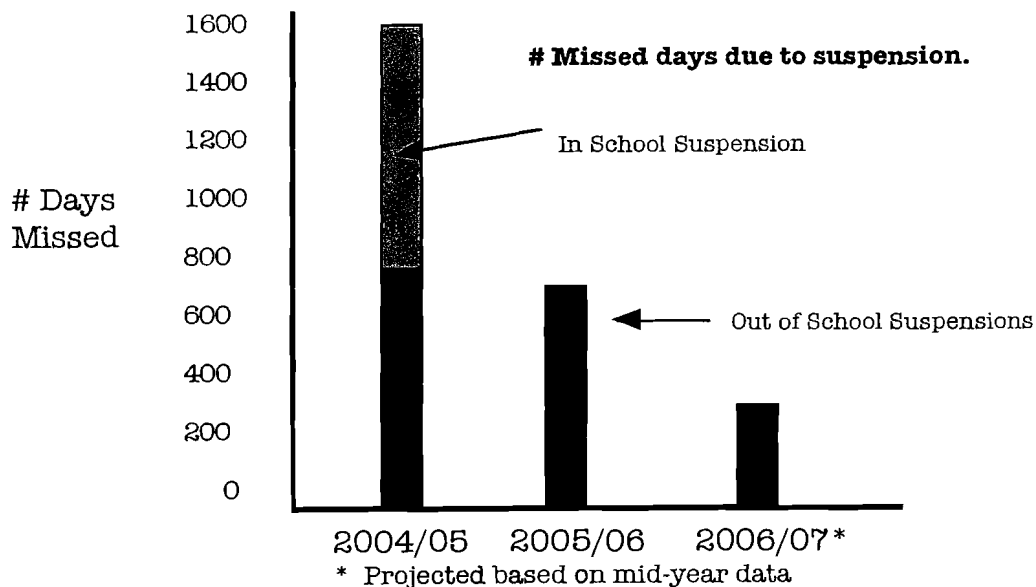
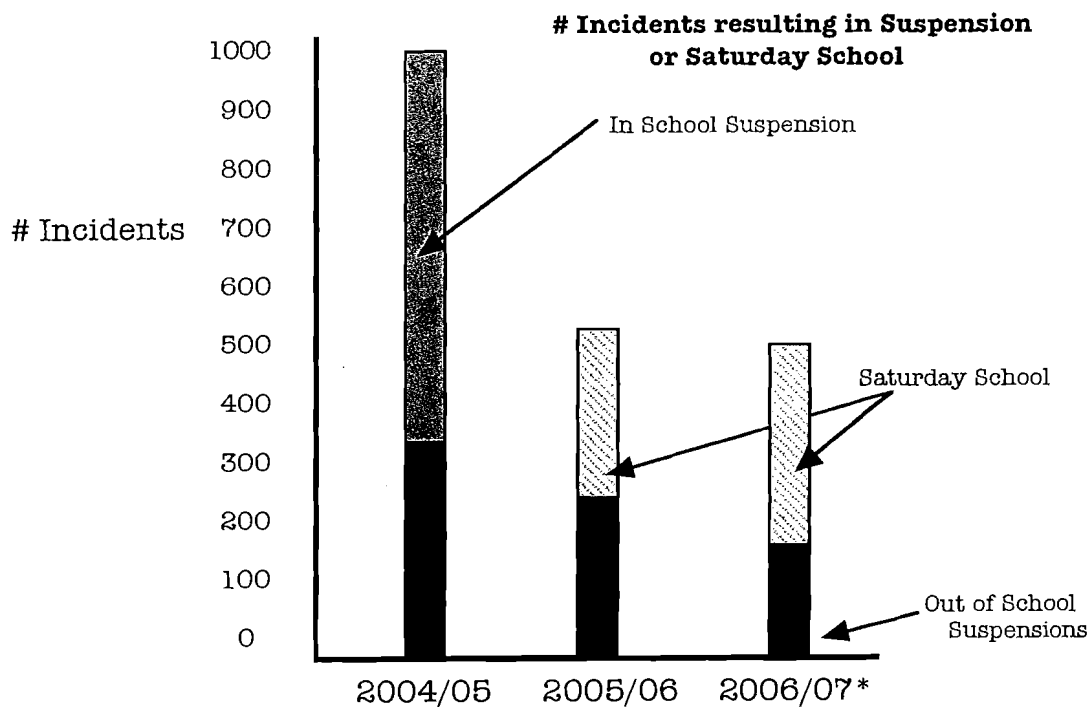
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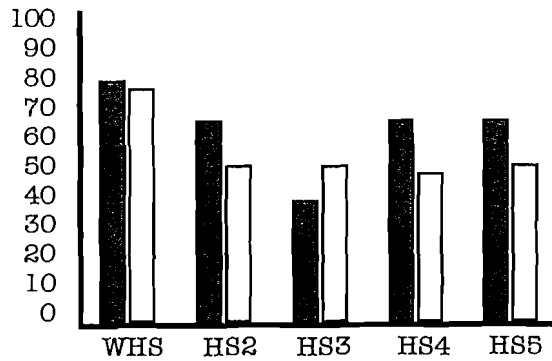
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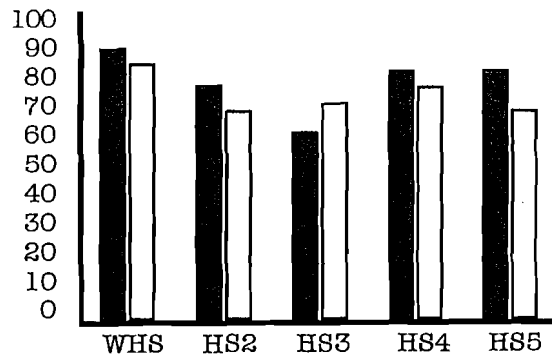
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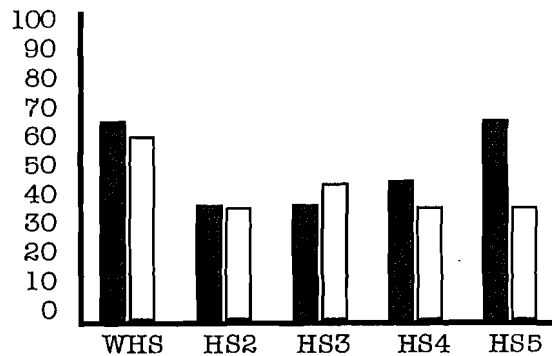
% rating/grading an A or B



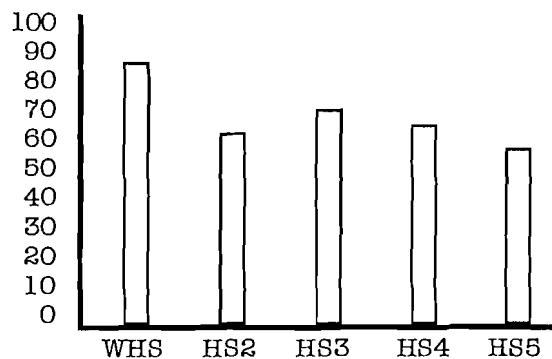
Rules are enforced fairly...



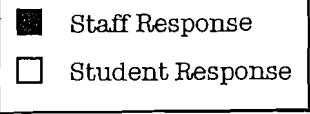
Students feel welcome



Students treat each other well



Grade your school



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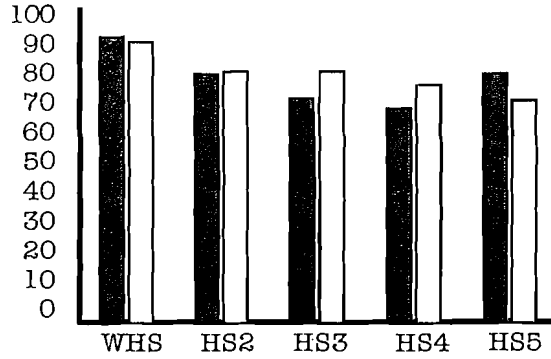
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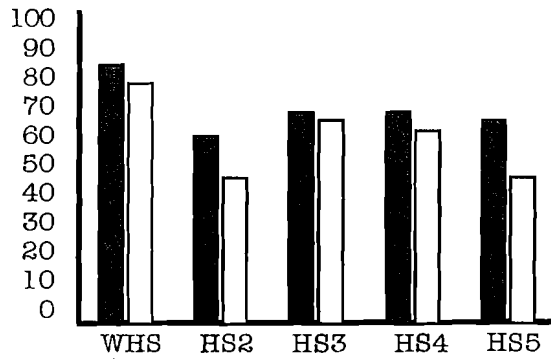
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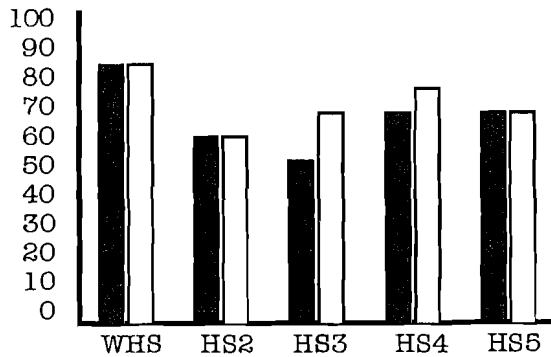
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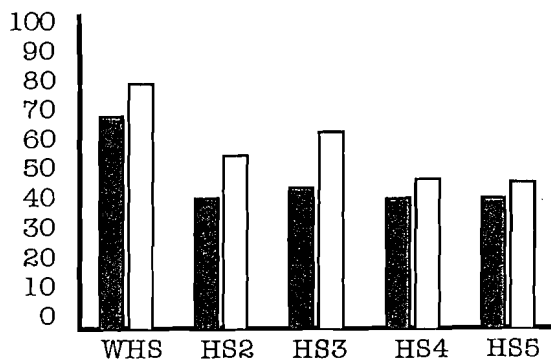
Safety in Classrooms



Safety in Hallways



Safety in Cafeteria



Safety at Lockers

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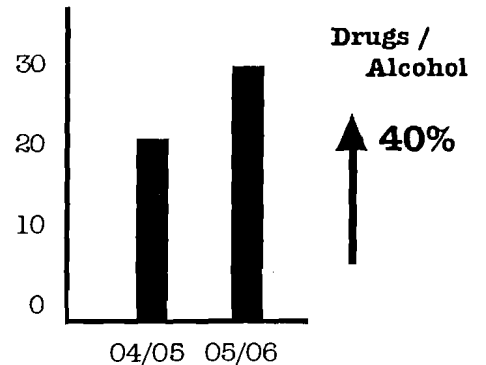
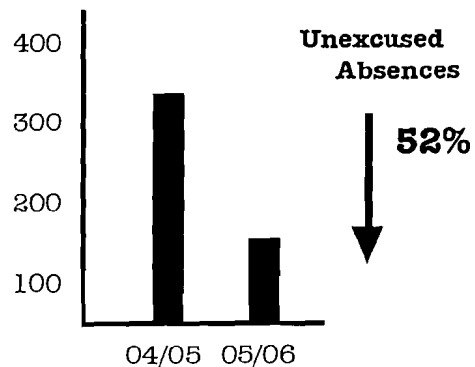
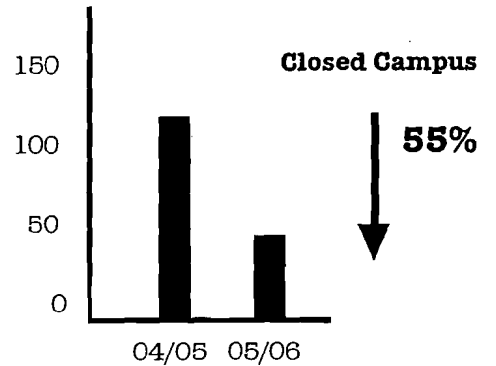
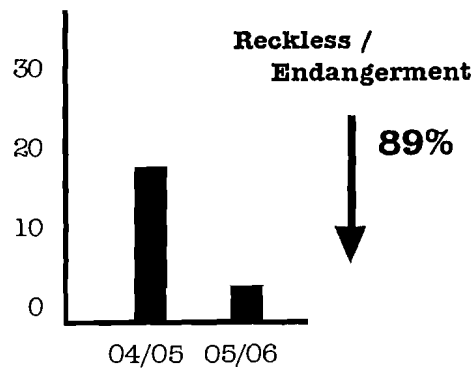
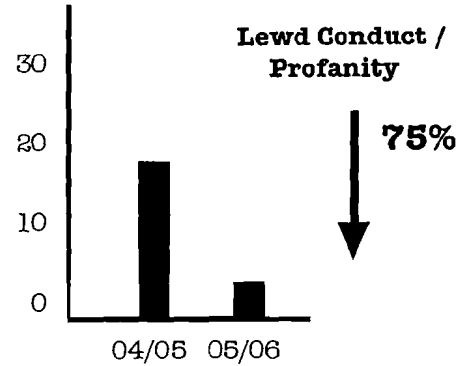
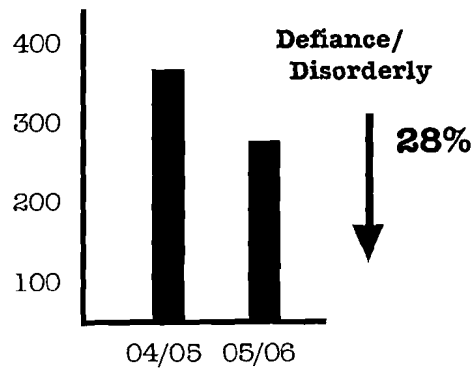
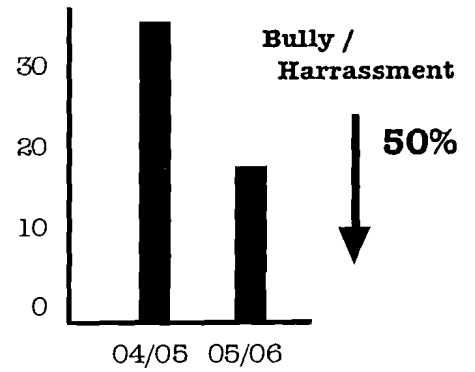
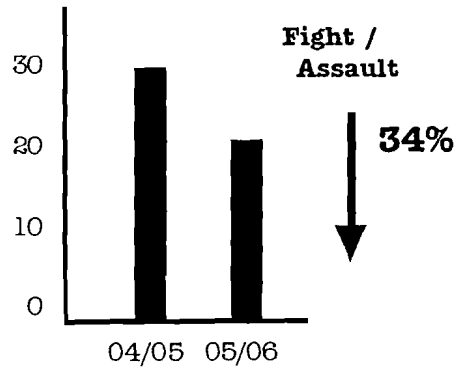
Westview PRIDE
clearly articulates
our
expectations
for each other...

Personal responsibility
Respect
Integrity
Daily Effort
Embrace Community

Have you shown your
PRIDE today???

Our Small Learning
Community focus is
on the 3 R's...

Rigor
Relevance
and Relationships



Westview High School

PBIS Data

2005 - 2007

Making the
Impossible, possible
for each and every
student!

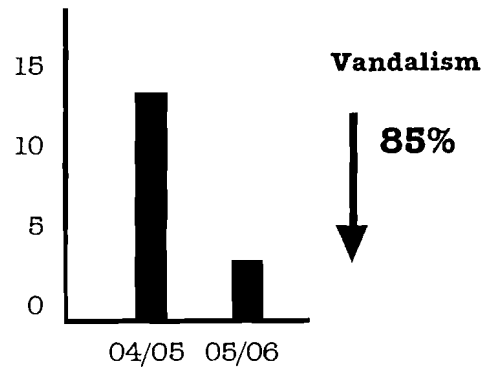
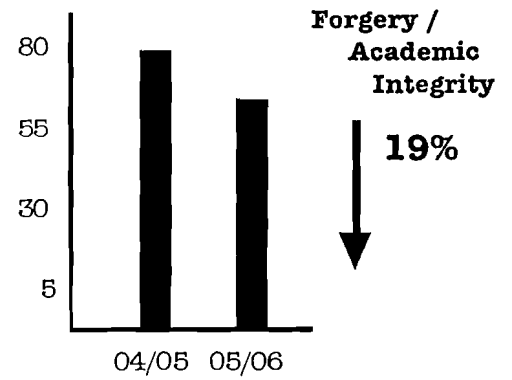
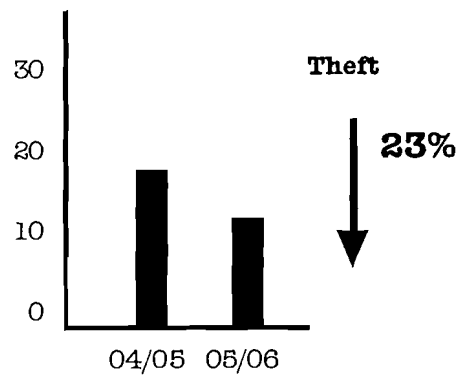
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Westview High School

Alg/Geo Teaming 2006-07

Making the Impossible, possible for each and every student!

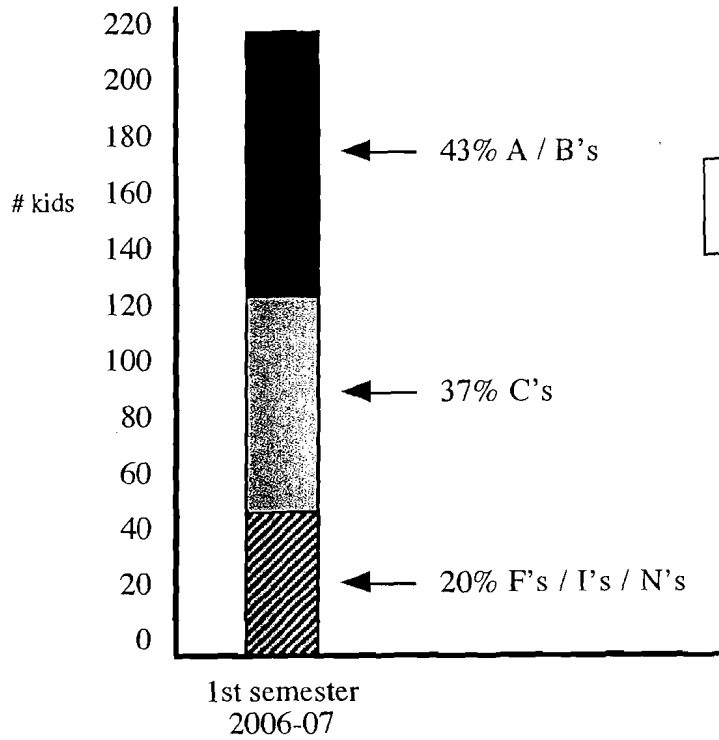
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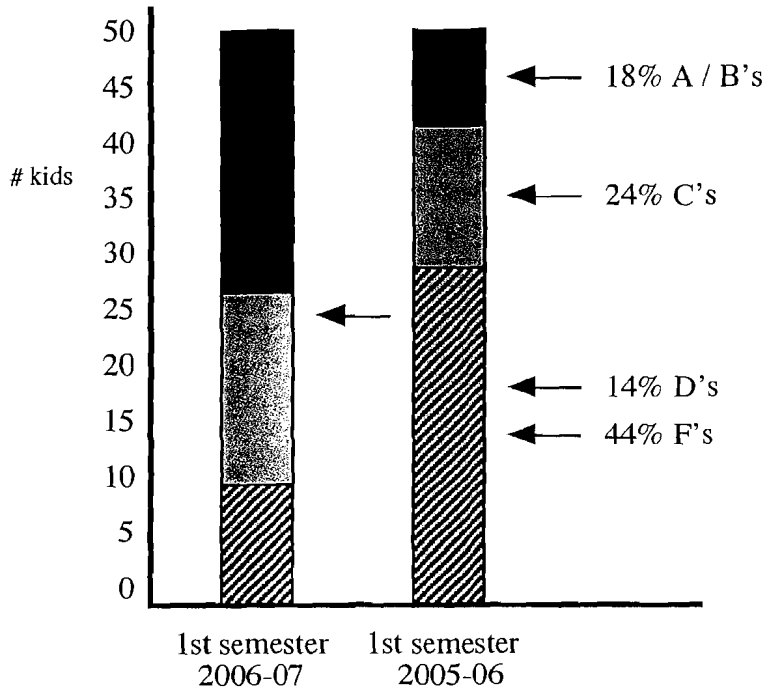
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Rigor
Relevance
and Relationships



219 students enrolled in Algebra/Geometry Survey



50 students randomly selected to compare grades from 05/06 to 06/07.