

School-wide Positive Behavior Plan (SPBP)

Broward County Public Schools
To be implemented in SY 2018/19



Elements have changed in the SPBP.

Before completing, go to <http://www.browardprevention.org/mtssrti/rtib/> → School-wide Positive Behavior Plan for:

- ✓ A NEW Brainshark for Principals. **ACTION:** Log in with your p # and watch the Brainshark before Jan 30th.
- ✓ A NEW Overview Brainshark for Teams. **ACTION:** Log in with school name and watch the Brainshark.
- ✓ A NEW mini Brainshark Series for teams. These Brainsharks are divided into the 10 Critical Elements of PBIS. They will show you “how to” write a comprehensive SPBP (and receive a high score!)
- ✓ A Rating Rubric to ensure teams will correctly complete the SPBP and develop a meaningful plan.

To provide consistency across the District, *only plans entered on the current district template will be accepted.*

ACTION: Download, complete and upload the SPBP into your School Improvement Plan before May 1, 2018:

School Name:	Atlantic Technical College & Technical High School
School Number:	2221
SPBP Contact Name:	Rebecca Miller
Direct Phone Number:	754-321-5304

CRITICAL ELEMENT # 1: Active Team with Administrative Participation

1A. List your current (SY 2017/18) team members (6 - 10 team members). **Must include an instructional representative from EACH grade/content area.** Each name on this list verifies attendance in ongoing team meetings and participation in developing this SPBP. Each member is responsible for representing major stakeholders and sharing the SPBP content and updates with their respective group.

Full Name	Position	Who or what grade level does this member represent?
Vicky LaPorte	Assistant Director	Administration
Rebecca Miller	SPBP Point of Contact	Career & Technical Instructors
Karla Coto	Parent/Community Representative	SAC
Hallema Collier	BTU Representative	11/12 Grades
Dale Beames	Department Head	Science Department
Nancy Kramer	Lead Teacher	Social Sciences Department
Patricia Dietz	Lead Teacher	English Department
Rochelle Williams	Teacher	Math Department
Mari Lee	Magnet Coordinator	9/10 Grades
Vedra Roker	Literacy Coach	Reading Department

1B. Schedule and document your quarterly team meeting dates for *next* 2018/19 school year:

Meeting Date	Meeting Time	Name & title of person responsible to facilitate meeting	Content of meetings:
8/9/2018	8:00 AM	Vicky LaPorte, Assistant Director	1. Create and disseminate updated Expectations and Rules lesson plans (#3 and #4) 2. Review progress of Implementation Action Plan (#9) 3. Collect & analyze implementation data (#10A) 4. Collect & analyze student outcome data (#10B)
10/22/2018	2:00 PM	Vicky LaPorte, Assistant Director	
1/14/2019	2:00 PM	Vicky LaPorte, Assistant Director	
4/8/2019	2:00 PM	Vicky LaPorte, Assistant Director	

CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment:

2A. Action Steps completed this year (SY 2017/18) that increased faculty and stakeholder understanding and knowledge of your *new* (2018/19) SPBP:

Action Steps:	Date (Between Jan 15 – April 30, 2018)	Details (retain attendance sheets at school)	Person responsible to collect and retain attendance sheets:
Presented the <i>new</i> SPBP (for SY 2018/19) to staff	4/20/2018	# of participants = 67	R. Miller
Held a <i>faculty</i> vote on the new SPBP (for SY 2018/19)	4/25/2018	% approved = 85	R. Miller
Presented the <i>new</i> SPBP (for SY 2018/19) to stakeholders (parents and community)	4/4/2018	# of participants = 22	R. Miller

2B. Action Steps to be completed next year (SY 2018/19) to increase faculty and stakeholder understanding and knowledge of your SPBP:

Action Steps:	Date(s) (NEXT YEAR)	Content (retain attendance sheets at school)	Person responsible to collect and retain attendance sheets:
Provide a professional development on the 2018/19 SPBP for all staff	Prior to students' 1 st day: 8/8/2018	The team will present the updates in the SPBP for the 18/19 school year. All stakeholders will be provided with access to the SPBP. Feedback will be collected for future team meetings.	R. Miller
Present the 2018/19 SPBP to stakeholders (parents and community)	Prior to Oct 1 st , 2018 9/25/2018		
Present behavior data to staff <i>Quarterly: minimum of 4 each year</i>	1. 10/19/2018	The team will present the <u>implementation data</u> in 10A. Include: <ul style="list-style-type: none"> the "marketing" (teaching and posting) of expectations and rules lesson plan implementation discipline procedures reward system implementation The team will present the <u>student outcome data</u> in 10B. Include: <ul style="list-style-type: none"> top 3 event locations type of behavior incidents core effectiveness data classroom referral data, as well as analysis of this data. 	R. Miller
	2. 12/21/2018		
	3. 3/22/2019		
	4. 6/5/2019		

CRITICAL ELEMENT # 3: School-wide Expectations

3A. List the **top 10 behavior incidents** data YTD from BASIS 3.0 Behavior Dashboard:

Top 10 Behavior Incidents <i>(put N/A in any blank spaces)</i>	
1. Class Cutting (5)	6. Technology – Inappropriate Use (1)
2. Leaving Campus Without Permission (4)	7. Tardiness – Habitual (1)
3. Insulting/Profane/Obscene Language (3)	8. Cell Phone Violation (1)
4. Bus Violation (2)	9. Petty Theft (1)
5. Unruly/Disruptive Behavior (1)	10. Under the Influence of Unauthorized Substance (1)

3B. Based on the behavior incidents in 3A, develop 3 – 5 **positive characteristics** (*not behaviors*) that would counteract the demonstration of these misbehaviors. These positive characteristics become your school-wide expectations.

School-wide Expectations
1. Be respectful
2. Be in the right place
3. Be responsible
4.
5.

3C. Research indicates that discipline referrals increase after long holidays and during testing times. Plan to teach your expectations at least 3 times throughout the year (and anytime the expected behaviors are not being demonstrated).

ACTION: Create at least one lesson plan for each school-wide expectation above and distribute to teachers during pre-planning 2018-19. Develop additional lesson plans you will use throughout the year to re-teach and reinforce your school-wide expectations. *You do not need to submit your lesson plans with the SPBP. Retain all behavior lesson plans at the school; make sure these lesson plans are available for guests and stakeholders.*

When will school-wide expectations lesson plans be taught?		
	Date(s)	Time:
August	August 22, 2018	Class Meetings
January	January 15, 2019	Second Period Teachers
4 th Quarter	April 3, 2019	Second Period Teachers
Who will be responsible for teaching the lesson plans?		SGA Members & Classroom Teachers
Where will the lesson plan instruction occur?		Class Meetings & Classrooms
Who is responsible for retaining, organizing and distributing all lesson plans?		Rebecca Miller

CRITICAL ELEMENT #4: Location-based Rules

4A. List the **top 3 locations** for behavior Events YTD from BASIS 3.0 Behavior Dashboard. **Do not use “classroom”**

Top 3 Locations	
School Location	# Incidents
1. Hallways	4
2. Cafeteria	4
3. Parking Lot	1

4B. Create an Expectations/Rules Matrix from your 3-5 school-wide expectations and your top 3 event locations. Develop a positively stated, observable, and measurable rule that correlates with every expectation to create a maximum of 5 rules under each location.

Expectations and Rules Matrix				
School-wide EXPECTATIONS		IDENTIFIED LOCATIONS		
		<i>Copy and paste locations from 4A.</i>		
		Hallway	Café & Vending Area	Parking Lot
	Rules	Rules	Rules	
	Be Respectful	Smile & Offer Greetings	Pick up trash from table & floor	Allow enough time to park & walk to class
Be in the Right Place	Travel directly to and from your assigned areas	Visit only during your assigned lunch	Park in spaces marked for students	
Be Responsible	Keep hands & feet to yourself	Keep hands & feet to yourself	Bring all necessary materials with you	

4C. Research indicates that discipline referrals increase after long holidays and during testing times. Plan to teach your location-specific rules at least 3 times throughout the year (and anytime the expected behaviors are not being demonstrated).

ACTION: Create at least one lesson plan for **each** location above and distribute to teachers during pre-planning 2018-19. Develop additional lesson plans you will use throughout the year to re-teach and reinforce your location-specific rules. *You do not need to submit your lesson plans with the SPBP. Retain all behavior lesson plans at the school; make sure these lesson plans are available for guests and stakeholders.*

When will location-specific rules lesson plans be taught?		
	Date(s)	Time:
August	August 22, 2018	Class Meetings
January	January 15, 2019	Third Period Teachers
4 th Quarter	April 3, 2019	Third Period Teachers
Who will be responsible for teaching the lesson plans?		SGA Members & Classroom Teachers
Where will the lesson plan instruction occur?		Class Meetings & Classrooms
Who is responsible for retaining, organizing and distributing all lesson plans?		Rebecca Miller

CRITICAL ELEMENT # 5: Reward and Recognition Programs

Although you will post, teach, review, practice and reinforce all school-wide expectations and location-specific rules, **choose 1 expectation OR 1 event location** you will target for a specific reward program for students. Based on the data that led to this expectation or location, create a reward plan using the 4 Step Problem Solving Process:

Expectation or Location: Be in the right place.

4 Step Problem Solving Process	Plan
<p>1. Problem Identification: Use your behavior data to identify a school-wide problem. What problem did you identify? <i>(use numerical data)</i></p>	<p>Data used: Behavior Dashboard: Top Incidents</p> <p>Problem Identification: 5 referrals for class cuts & 4 referrals for leaving campus without permission</p>
<p>2. Problem Analysis: Why do you think this problem is occurring? What is your goal? <i>(use a SMART goal statement with numerical data)</i></p>	<p>Hypothesis: Students are not returning to campus in a timely manner from an off campus program.</p> <p>Goal Statement: By June 2019, the number of referrals generated for class cuts and leaving campus without permission will reduce by 10%.</p>
<p>3. Intervention Design: Describe how you will implement a positive reward program to decrease this problem.</p>	<p>Type of System: Lottery</p> <p>Description of System: <i>Because we are committed to making a difference in our community, Atlantic Technical College and Technical High School is continually seeking methods to improve student achievement, foster character development, and encourage a disciplined work ethic. When a student receives a "ROAR" card, a teacher has recognized him or her for exemplifying these qualities: Ready to Work, On Time, Attentive, and Respectful. The ROAR cards are entered into a monthly drawing for prizes such as gift cards to local restaurants.</i></p>
<p>4. Evaluation: A. Implementation fidelity</p>	<p>A. How do you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program? <i>Submitted ROAR cards and a list of the selected students will be kept.</i></p>
<p>B. Student outcome monitoring</p>	<p>B. How will you know if the reward program is positively impacting students? What measurable data will you use to determine "success"? <i>There will be a 10% reduction in these types of referrals.</i></p>

CRITICAL ELEMENT #6 Effective Discipline Procedures

6A. Staff Managed Misbehaviors: List the top 6 *most common* school-wide misbehaviors **staff are expected to manage**. Write a short, objective, and measurable definition for each.

Staff Managed Misbehaviors	
Misbehavior	“Looks Like” - <i>provide a description with example(s)</i>
1. Chewing Gum/Eating or Drinking in Class	Chewing gum or eating or drinking in class
2. Hallway Misconduct	Running in the hall
3. Out of seat	Getting up without permission
4. Talking Out	Not raising your hand & being called upon to speak
5. Off Task	Not following the agenda/Head down/Talking
6. Making Noises	Booing/Laughing/Woo Hooing
7. Repetitive Minor Misbehaviors	More than 5 minor misbehaviors in a quarter
8. Disrespectful Tone/Attitude/Body Language	Eye rolling/Heavy sigh/Tsking
9. Unauthorized use of an electronic device	Cell phone out during class
10. Inappropriate language (mild)	Uses mild obscene or profane language
11. Horseplay	Pushing or shoving with a friend
12. Out of class (on pass) too long	Gone from class for an extending amount of time

6B. Staff Managed Consequences: Create a consequence menu **OR** a consequence hierarchy for staff to use when students exhibit the above misbehaviors. Provide a minimum of **5** consequences.

Is this a menu or hierarchy system?	<input checked="" type="checkbox"/> Menu <input type="checkbox"/> Hierarchy
Proximity (move closer to student)	
Speak privately with student	
Nonverbal Cues – Teacher Stank Eye	
Redirect Student	
Cue/Prompt/Remind	
Time out from an activity	
Time out from the room	
Home Contact (phone call, email, letter)	
Move student’s seat	
Detention	

6C. Administration Managed Misbehaviors:

(a) Define the first 3 behaviors by providing examples that clearly identify the point at which the misbehavior warrants an Office Discipline Referral (ODR).

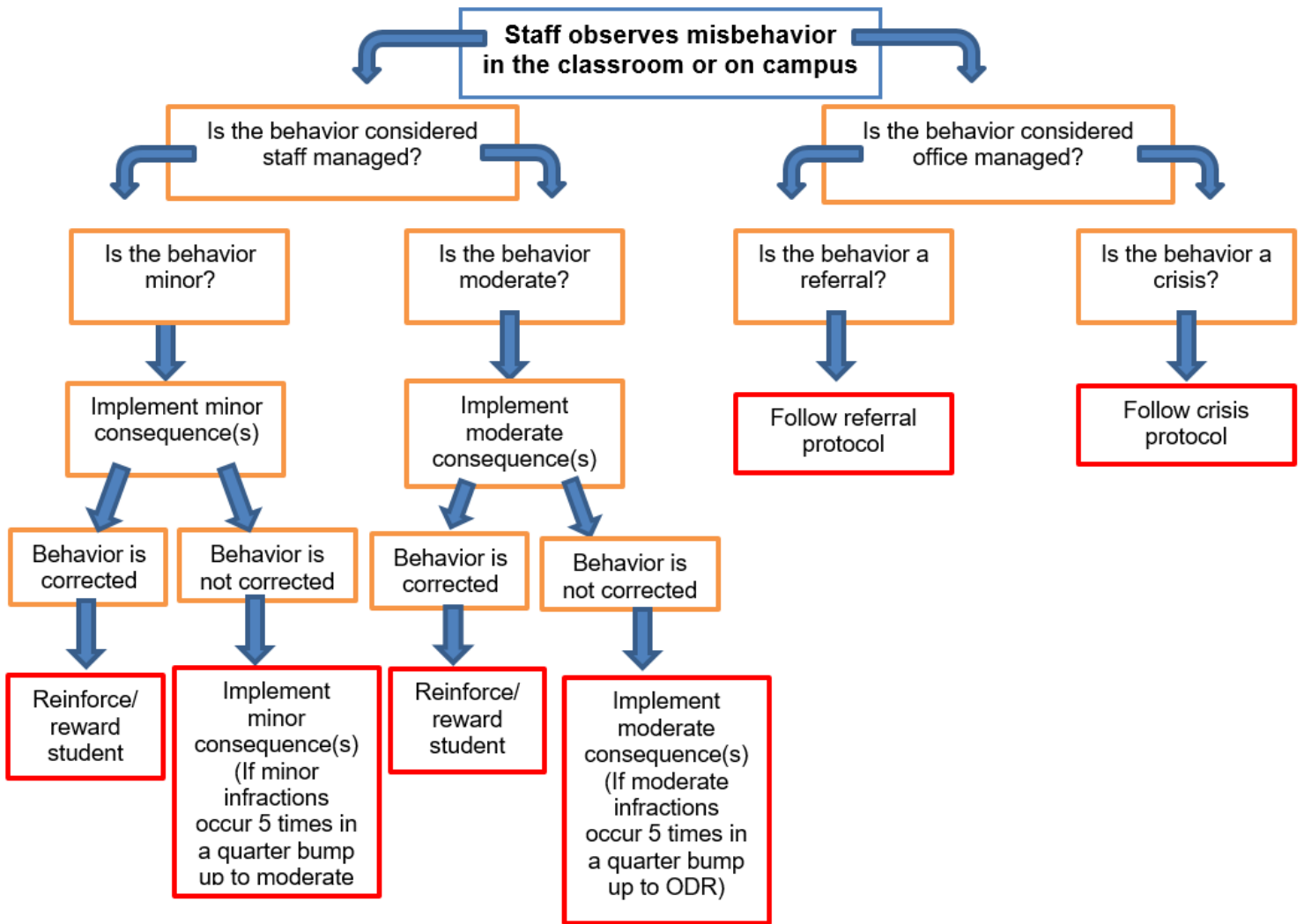
(b) List two additional common school-wide misbehaviors that will result in an ODR. Provide concrete examples.

(c) Determine staff tolerance level for repetitive misbehaviors (the point at which the number of staff-managed misbehaviors becomes an ODR).

Office Discipline Referrals (ODRs)	
Behavior	“Looks Like” - <i>provide a description with example(s)</i>
1. Disobedience/Insubordination	Repeated failure to follow classroom polices
2. Disruptive/Unruly Play	Physical altercation/Injury/Constant disruption of classroom momentum
3. Defiance of authority	Refusing to comply with a direct request made by an adult staff member
4. Leaving School Grounds	Student leaves campus without prior permission
5. Refusing to surrender a cell phone	Teacher/Staff requests student to hand over cell phone & student does not comply after second request
6. Repetitive staff managed misbehaviors	More than <input type="text" value="5"/> misbehaviors in <input type="text" value="1"/> <input type="text" value="Quarter"/> warrants an office referral.

6D. School-wide Discipline Flow Chart:

- (a) Review the sample discipline flow charts in “Additional Items” located on browardprevention.org
- (b) Copy or customize a flow chart to graphically represent the discipline process at **your** school.
- (c) Paste the flow chart here **OR** complete the flow chart below



CRITICAL ELEMENT # 7 : Classroom Management Systems

7A. ALL teachers implement an effective Tier 1 classroom management system:

Which evidence-based classroom management system is supported by your school's administration and is expected to be implemented school-wide? <i>(Class Dojo, LEAPs, HERO, Cloud 9, etc. are tools, <u>not</u> classroom systems)</i>	<input checked="" type="checkbox"/> CHAMPs* <input type="checkbox"/> PBIS Classroom Management <input type="checkbox"/> Administration does not expect an evidence-based classroom management system to be implemented by teachers this year <i>(your school will need to adopt one next year)</i> <input type="checkbox"/> Other <i>(complete below)</i>
If other, name the evidence-based classroom management system :	Click here to enter name of system.
*CHAMPs is the district-supported, evidence-based universal classroom management system for all teachers. Would your Principal like to be contacted to learn about CHAMPs professional development?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

7B. Fidelity of **staff** implementation of school-wide classroom management systems

What data collection tool does your school leadership team use to monitor and evaluate your teacher's classroom management skills? <i>(Measure staff skills, not student outcomes)</i>
<input type="checkbox"/> CHAMPs 7 Up Checklist
<input type="checkbox"/> CHAMPs Classroom Check Up (CCU)
<input type="checkbox"/> PBIS Classroom Assistance Tool (CAT)
<input type="checkbox"/> PBIS Walkthrough
<input checked="" type="checkbox"/> Marzano's Domain 1, Design Questions 5, 6, 7, 8, 9
<input type="checkbox"/> Fidelity of staff classroom management implementation is not monitored to determine training needs this year <i>(you will need to adopt a tool and plan next year)</i>
<input type="checkbox"/> Other <i>(specify):</i>
Explain how this data is collected and analyzed by your school leadership team as a universal screening <i>across teachers</i> to determine the need for classroom management training:
Fidelity of Implementation Plan: <i>Data will be collected through classroom observations both informal and formal by Assistant Directors using the Marzano Evaluation System. Assistant Directors will then determine if appropriate preventative intervention or additional staff development or mentoring is required to support the classroom teachers.</i>

7C. Percentage of Classroom Referrals:

(a) Review your classroom data YTD ("Events by Location") in BASIS 3.0 Behavior Dashboard.

(b) Complete **the yellow highlighted cells first.**

(c) Auto-calculate the % of referrals in the classroom by clicking on "!Zero Divide" in the next cell and pressing "Fn + F9" together.

Total number of discipline referrals from classrooms :	4
Total number of school-wide discipline referrals:	32
% of referrals in the classroom:	13%
Do more than 40% of your referrals come from the classroom?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

If >40% of discipline referrals come from the classroom, it suggests Tier 1 classroom management implementation may need to be strengthened school-wide.

CRITICAL ELEMENT # 8: Data Collection and Analysis

8A. Determine your School-wide Core Effectiveness YTD from the BASIS Behavior Dashboard in the “Referrals per Student” chart.

(a) Complete **the yellow highlighted cells first.**

(b) Auto-calculate the “% of Total Population” by clicking on each “!Zero Divide” in the cells and pressing “Fn + F9”.

(c) Determine if the core is effective in all three areas

TOTAL Population:	600			
# Referrals		% of Total Population	Core Effectiveness	
0 - 1 referral		99%	Are your 0 – 1 referrals > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2 - 5 referrals (at risk students)	8	1%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
> 5 referrals (high risk students)	0	0%	Are your >5 referrals <5%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

8B. Core Effectiveness Plan:

If all 3 are “ Yes ”, your core is effective. Is your core behavior curriculum effective?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Answer either (a) or (b):	
(a) If you answered “ Yes ”, although your core is effective, what plan does your school leadership team implement for early identification of at risk and high risk students?	
(b) If you answered “ NO ”, indicate the supports and interventions your school leadership team will implement at the beginning of the next school year to improve core strength:	
Core Effectiveness Plan: <i>Classroom teachers and support staff monitor all students closely through the Rtl process. Classroom teachers indicate through Basis what interventions they are using for any problems students are encountering in their classroom. Certified school counselors follow up with both students and teachers and if need be, create a referral for the Rtl team for more intensive interventions or services.</i>	

8C. Disproportionality: Determine if there are any issues within subgroups from BASIS 3.0 Behavior Dashboard in the “Referrals by Demographics” chart.

(a) Complete **the yellow highlighted cells first.**

(b) Auto-calculate the difference by clicking on each “0” in the next cell and pressing “Fn + F9”.

Subgroups	(PctPop - Green) % of students	(PctRef - Blue) % of referrals	Difference in referral composition	Positive value suggests disproportionality (Is the value positive?)
Black	53	45	-8	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Hispanic/Latin	28	27	-1	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
White	12	23	11	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

8D. Disproportionality Plan: If any values are positive, the percentage of referrals contributed to that subgroup is higher than expected, given that subgroups’ percentage in the student population.

If all 3 are “ No ”, disproportionality is not indicated. Are all 3 “No”?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Answer either (a) or (b):	
(a) If you answered “ Yes ”, although your data indicates equity, what plan does your school leadership team implement for early identification of any disproportionality issues	
(b) If you answered “ No ”, indicate the support plan and interventions your school leadership team will implement at the beginning of next year to improve sub group disproportionality	
Disproportionality Plan: <i>At risk students are identified by the leadership team. Students receive additional monitoring and when appropriate, an individual behavior plan is created to lead to more positive outcomes.</i>	

Critical Elements # 9: SPBP Implementation Planning

This form provides a timeline to complete best practices and required actions. This timeline should drive team actions and accountability. As you implement your SPBP *NEXT* year, check off **completed items** and indicate the accountable person. **(Complete only the yellow highlighted area at this time)**. Next year, you will upload this completed plan within your SPBP.

Required actions for all schools in Broward County

Best Practices for all schools in Broward County

Resources



SPBP Team Implementation Action Plan 2018 - 2019		
Month	Action Step	Completed: Person Responsible Name & Title
Current	<input checked="" type="checkbox"/> This Action Plan has been saved to use <i>next year</i> during quarterly meetings	Rebecca Miller, CTE Advisor
Current	<input checked="" type="checkbox"/> Create a SPBP binder or portfolio to retain (for 2 years) hard copies of: your SPBPs, Action Plans, staff PBIS professional development attendance, stakeholder training attendance, quarterly meeting agendas, quarterly staff behavior presentations, voting attendance and outcome, Expectation lesson plans and Rules lesson plans	Rebecca Miller, CTE Advisor
Pre Planning 2018	<input type="checkbox"/> Print up your SPBP Review and school score from OSPA <input type="checkbox"/> Provide SPBP presentation to all staff during Pre Planning <input type="checkbox"/> Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders <input type="checkbox"/> Market and post school-wide Expectations and location-specific Rules (posters, PSAs, etc.) <input type="checkbox"/> Identify your RtI Instructional Facilitator provided by the district (Contact tyne.hogan@browardschools.com for more information, if you are unsure) <input type="checkbox"/> Confirm 1 st team meeting date and time	Vicky LaPorte, Assistant Director & Rebecca Miller, CTE Advisor
August 1 st meeting	<input type="checkbox"/> Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP <input type="checkbox"/> Determine any needed <u>team training</u> , such as the 4 Step PSP Brainshark Series, 10 Critical Elements Brainsharks, Data Collection, Effective CPST Teams, PBIS 101, etc. Trainings available at: http://www.browardprevention.org/mtssrti/training-modules/ <input type="checkbox"/> Review previous year's behavior data. (Use 'Agenda' and 'Data Collection Template') Forms available at: http://www.browardprevention.org/mtssrti/rtib in Tier 1, Teaming <input type="checkbox"/> Present implementation data, behavior data, team activities and progress to entire staff <input type="checkbox"/> Utilize the 4 Step Problem Solving Process to develop initial interventions <input type="checkbox"/> Review previous year's SPBP and feedback form <input type="checkbox"/> Verify and implement teaching schedule for SPBP Expectations and Rules behavior lesson plans	Vicky LaPorte, Assistant Director & Rebecca Miller, CTE Advisor
September	<input type="checkbox"/> Provide stakeholder presentation on SPBP prior to October 1 <input type="checkbox"/> Check for staff and teacher understanding of PBIS - provide "PBIS 101" Brainshark as a resource Brainshark available at: http://www.brainshark.com/browardschools/PBIS101	Vicky LaPorte, Assistant Director & Rebecca Miller, CTE Advisor
October 2 nd meeting	<input type="checkbox"/> Ensure instructional staff know how to (and are, as needed) enter Tier 1 Supplemental Strategies for behavior in BASIS <input type="checkbox"/> Present implementation data, behavior data, team activities and progress to entire staff	Vicky LaPorte, Assistant Director & Rebecca Miller, CTE Advisor
November	<input type="checkbox"/> Staff to re-teach Expectations and Rules first day back from break. <input type="checkbox"/> Team to develop new and/or improved lesson plans as indicated by behavior data.	Rebecca Miller, CTE Advisor
January 2019 3 rd meeting Prepare for 2019/20 SPBP	<input type="checkbox"/> Staff to re-teach Expectations and Rules first day back from break <input type="checkbox"/> Ensure the <u>Principal signs in and watches the new SPBP Brainshark: Due January 30th</u> <input type="checkbox"/> Present implementation data, behavior data, team activities and progress to entire staff <input type="checkbox"/> Choose team members and dates to work on, complete, and submit the <i>new</i> SPBP <input type="checkbox"/> Teams watch the <i>new</i> SPBP Brainsharks and refers to <i>new</i> "Additional items" Brainsharks and Additional items posted at: http://www.browardprevention.org/mtssrti/rtib	Vicky LaPorte, Assistant Director & Rebecca Miller, CTE Advisor
February	<input type="checkbox"/> Ensure progress towards completion of SPBP <input type="checkbox"/> Check on recently hired staff for PBIS understanding - provide "PBIS 101" Brainshark resource <input type="checkbox"/> Provide the SPBP SurveyMonkey link to all staff (optional). Email Tyne.hogan@browardschools.com to request analysis.	Vicky LaPorte, Assistant Director & Rebecca Miller, CTE Advisor
March 4 th meeting	<input type="checkbox"/> Ensure progress towards completion of SPBP <input type="checkbox"/> Provide staff presentation and vote on new SPBP for next year <input type="checkbox"/> Provide stakeholders/parent presentation on new SPBP for next year <input type="checkbox"/> Present implementation data, behavior data, team activities and progress to entire staff	Rebecca Miller, CTE Advisor

CRITICAL ELEMENT # 10: Monitoring Plans

10A. How will you determine the success of staff implementation of the School-wide Positive Behavior Plan?
“Are staff implementing the SPBP with fidelity? How do you know?”

Fidelity of Implementation Monitoring Plan			
Action Step	Create an observable and measurable SMART goal to determine “successful” staff implementation of action step	When will data be collected, analyzed & presented?	Person responsible to collect and analyze data
School-wide expectations and location-specific rules are posted across campus	By August 31, 2018, 100% of high school classrooms will display posters.	Refer to quarterly presentation dates in 2B. This is the data the team will be sharing during presentations.	Vicky LaPorte, Assistant Director
Behavior lesson plans are being taught as written and when indicated	By earlier stated deadlines, 100% of high school students will have participated in behavior lesson plans as written.		Rebecca Miller
Discipline consequences and flow chart are being used by all staff as written	For the 2018-2019 school year, 100% of staff will follow the discipline, consequences, and flow chart or be redirected by their Assistant Director to do so.		Vicky LaPorte, Assistant Director
A reward system is being implemented for <i>all</i> students	For the 2018-2019 school year, 100% of staff will participate in the ROAR, Make Good Choices, and Student of the Term reward programs.		Rebecca Miller

10B. How will you determine whether the SPBP is successful in positively impacting **students**?
“If staff are implementing the SPBP consistently and effectively, did it positively impact the students? How do you know?”

Student Outcome Monitoring Plan			
Student Outcome Data	Create an observable and measurable SMART goal to determine “successful” student outcomes	When will data be collected, analyzed & presented?	Person responsible to collect and analyze data
See critical element 3A • Type of behavior incidents data	Each quarter, a 2% reduction in behavioral incidents in our targeted areas.	Refer to quarterly presentation dates in 2B. This is the data the team will be sharing during presentations.	Vicky LaPorte, Assistant Director
See critical element 4A • Top 3 event locations data	Each quarter, a 2% reduction in behavioral incidents in our targeted areas.		Vicky LaPorte, Assistant Director
See critical element 8 • Core effectiveness data	Each quarter, 90% of students will have 1 or less ODR.		Vicky LaPorte, Assistant Director
See critical element 7A • Grade Level/Classroom referrals data	Each quarter, 20% or less referrals will be generated from the classroom level.		Vicky LaPorte, Assistant Director