**School-wide Positive Behavior Plan (SPBP)**

To be implemented in pre-planning 2017

**Elements have changed in the SPBP.**

Before completing, go to[**http://www.browardprevention.org/mtssrti/rtib/ →**](http://www.browardprevention.org/mtssrti/rtib/%20→)*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 mini-Brainshark Series for teams. These Brainsharks are divided into the Critical Elements of PBIS. Although

they are not mandatory to watch, they will show you “how to” write a comprehensive SPBP (and receive a high score!)

**It is recommended that all school teams watch the Overview Brainshark** at the URL above.

* A Feedback Rubric to ensure your team will correctly complete the SPBP and develop a meaningful plan.

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

**ACTION: Download, complete, and upload the SPBP in your SIP Plan, BP # 2, before May 1, 2017:**

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| **School Name: Cooper City High School** |
| **School Number: 1931** |
| **SPBP Contact Person: Jorge Souza/Gregory Pluim** |
| **Direct Phone Number: 754-323-0200** |

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| **CRITICAL ELEMENT # 1: Functioning Team and Administrative Support** |

**1A. List your current (SY 2016/17)** **team members:** (must have 6-8 team members)

**Each name on this list verifies attendance in ongoing team meetings and participation in developing this SPBP. Each member is responsible for representing stakeholders (i.e. Educational Support Personnel, grade level teachers, specials teachers, support staff, etc.) and sharing SPBP content and updates with respective groups.**

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| Full Name | Position | Stakeholder  Representation |
| Gregory Pluim | Assistant Principal | Administration |
| Gregory Pluim | SPBP Point of Contact | Administration |
| Debbie Espinoza | Parent/Community Representation | SAC |
| Warren Denise | BTU Representative | Teachers |
| Heather Tanner | Parent | Parents and community |
| Laurel Garfinkel | Parent | Parents and community |
| Ilianna Polatos | SAC Co-Chair | Staff and community |
| Jorge Souza | SAC Co-Chair | Staff and community |

**1B. Schedule and document your team meetings for 2017/18 school year:** (minimum of 4)

Also enter in the school’s master calendar.

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| Meeting Date | Time | Responsible Person |
| 9/25/17 | 3:00 -4:00 pm | Greg Pluim / Ilianna Polatos/Jorge Souza |
| 11/27/17 | 3:00 -4:00 pm | Greg Pluim / Ilianna Polatos/Jorge Souza |
| 2/25/18 | 3:00 -4:00 pm | Greg Pluim / Ilianna Polatos/Jorge Souza |
| 4/30/18 | 3:00 -4:00 pm | Greg Pluim / Ilianna Polatos/Jorge Souza |

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| **CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment:** |

**2A. Indicate the action steps completed in the 2016/17 school year that increased faculty and stakeholder understanding and knowledge of the SPBP:**

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| **Action Steps:** | **Date(s)**  ***(Before April 30th THIS YEAR)*** | **Content**  (2-3 sentences) |
| **Presented the 2017/18 SPBP to Staff** | 4/24/2017 | School staff members will be given the opportunity to review the plan prior to this date. Feedback will be solicited through department chairs and forwarded to behavior plan team members. Feedback will be integrated into the plan prior to the faculty vote. |
| **Presented the 2017/18 SPBP to stakeholders (parents and community)** | 4/24/2017 | Parent and community members will have the opportunity to review the plan. Feedback will be solicited and answers to questions provided. Suggestions and clarification will be considered based on this information and added where appropriate prior to the faculty vote. |
| **Held a faculty vote on the 2017/18 SPBP** | 4/24/2017 | % approved: \_\_\_\_\_\_\_\_ |

**2B. Plan the activities for 2017/18 school year to increase faculty and stakeholder understanding and implementation of the SPBP:**

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| **Action:** | **Date(s)**  ***(NEXT YEAR)*** | **Content** |
| **Provide a professional development on the 2017/18SPBP for all staff** | Prior to students’ 1st day:  1. 8/24/2017 | The team will present the SPBP for the 17/18 school year. Details of modifications and updates will be included. All stakeholders will be provided with access to the SPBP. Feedback will be collected for future team meetings. |
| **Present the 2017/18SPBP to stakeholders (parents and community)** | Prior to Oct 1st, 2017  1. 9/25/2017 |
| **Present updated fidelity of implementation from Critical Element 10A and student outcome data from Critical Element 10B to all staff**  (Quarterly: minimum of 4 each year) | 1. 9/25/2017 | The team will share the updated implementation data in 10A including: the “marketing” of expectations and rules, lesson plan implementation, and discipline processes.  The team will share the updated student outcome data in 10B including: top 3 event locations, type of behavior incidents, and core effectiveness data as well as analysis of this data. |
| 2. 11/27/2017 |
| 3. 2/26/2018 |
| 4. 4/30/2018 |

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| **CRITICAL ELEMENT # 3: School-wide Expectations** |

**3A. Collect behavior data from BASIS 3.0: 3B. Group similar problem behaviors to develop:**

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| Top 10 Behavior Incidents  (put N/A in any blank spaces) |  | 3-5 Negative Characteristics |
| 1. Class cuts (skipping) (34) |  | Disruptive and unruly |
| 2. Disobedience Insubordination (19) |  | Irresponsible and immature |
| 3. Leaving campus without permission (14) |  | Hostile and belligerent |
| 4. Out of assigned area (8) |  |  |
| 5. Assault threat non-criminal (8) |  |  |
| 6. Cell phone violation (7) |  |  |
| 7. Disruptive unruly play 96) |  |  |
| 8. Fight minor (6) |  |  |
| 9. Insulting/profane language (4) |  |  |
| 10. Fighting medium (4) |  |  |

**3C. List the *opposites* of the 3 - 5 negative characteristics to develop:**

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| 3 – 5 Positive Replacement Characteristics = your **School-wide Expectations** |
| Polite |
| Responsible |
| Positive |

**3D. Using the expectation lesson plan templates, complete 3 – 5 lesson plans, 1 for each of the above listed school-wide expectations. (e.g., if you have 4 expectations, you will use 4 lesson plan templates).** Delete any empty templates you do not use.

**Teaching School-wide Expectations**

Lesson Plan

**School-wide Expectation #1: \_**The Rights & Responsibilities of the Student **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| Definition of expectation: | | |
| This lesson will help student better understand their rights as students, and how these rights are contingent upon acting as a responsible student. | | |
| Rationale for having this expectation | | |
| Every student is fully responsible for their own actions, and they must take full responsibility for actions and subsequent consequences. However, the students also have rights that are inherent to being a student. They need to know and understand what the responsibilities are, as well as their rights within the school. The students also need to understand that these rights are contingent upon their willingness to self-accountable and adhere to the rules all students are charged to follow. | | |
| Positive examples: “looks like” | | Non-examples |
| Punctual to class. | | Tardy to class |
| Attending class on a daily basis. | | Choosing to go to class on their own personal preference. |
|  | |  |
| List 2 resources (website addresses, curriculum with location, books with page numbers, programs with lesson plan number, etc.) you will use to teach this lesson plan. **Be specific enough so the resources can be located by anyone.** | | |
| 1. [www.goleaps.com](http://www.goleaps.com) | | |
| 2. Student Code of Conduct | | |
| List the steps of this lesson plan (Include lesson format, activities, and materials). **Be detailed enough so the lesson can be implemented by anyone.** | | |
| 1. Ask the students to think of each and every right they have that applies to education. Make a list of the rights identified. | | |
| 2. As the students identify the rights, ask for examples. Affirm each appropriate one identified. If a right is inappropriate, write it down, but move to the next. Examples of rights as a student include: the right to receive a good education, the right to receive a meal, the right to be treated fairly by students and faculty, the right of protection by the school, the right to participate in extracurricular activities. | | |
| 3. After the students have completed the list, fill in any that the student has missed. | | |
| 4. Now ask if these rights are absolute. Ask if there is anything that would cause these rights to go away. Ask how the students could lose the rights on the list. | | |
| 5. Explain that these rights are actually conditioned upon the students’ ability to accept the responsibility of being good students. | | |
| 6. Ask the students to identify and explain what their responsibilities are, as good students, in order to receive the rights identified. Afterwards, share that in order to receive the rights associated with being good students, they must: demonstrate courtesy and respect for others, behave in a responsible manner, attend all classes regularly and on time, prepare for each class, be well groomed and properly dressed, obey all campus and classroom rules, respect the rights and privileges of other students, teachers, and other school staff, respect the property of others, including school property, cooperate with staff in maintaining safety, order and discipline, cooperate with school staff in investigation of disciplinary cases involving other people. | | |
| 7.After the students have reviewed this list, ask if there are any points with which they disagreed. If so, why? | | |
| 8. Now explain that the list is developed and maintained in order to protect and respect everyone involved with the school. Therefore, these points are neither negotiable nor breakable. | | |
| 9. Explain that every right a person has is contingent on their ability to abide within the system that give those rights. Even adults live within laws if they want the many rights this nation affords. | | |
| 10. Discuss with the students the fact that rights are predicted and conditioned on the ability and willingness to respect the rights of others, and to hold themselves accountable to the rules listed above. | | |
| **Summary**- Students are granted certain rights in the educational system. However, in order to maintain these rights the students must become responsible members of the school community. Rights are freely granted, but they must be maintained through effort. The students need to learn that the maintenance of these rights is a system under which they will always live. If they act responsibly, there are numerous rights. But if they are an irresponsible student or citizen, then these rights can and will be removed. | | |
| * As the students identify their rights, affirm the correct choices. When inappropriate suggestions are given, write them down and discuss them after the responsibilities are outlined. * Use this exercise to affirm the students’ rights, but make sure the students fully realize and recognize their responsibilities as well. * Give examples of how people have forfeited their rights, both in school and in the community, when they have been unwilling to abide by the rules and laws. | | |
| Talking points   * Discuss the fundamental notion of having rights, both as a students and citizens. * Discuss how rights are granted without condition, but maintaining these rights is conditional. * Talk about the concept of personal responsibility, and how this responsibility will define the students’ ability to maintain rights.   Probing Questions   * What things do you think you are entitled to as students of this school? Why? * Why are rights as students tied to your behavior as a student? Is this fair? Why/Why not? * Why do you think it is necessary to predicate rights upon behaviors? | | |
| Key Points   * You identified your rights as they apply to the formal education process and provided examples for each one. * Next you explained how you could lose the rights you listed previously. * You identified what your responsibilities are in order to receive the rights identified. * You discussed how your rights as a student are predicated on your ability to respect the rights of others as well as your ability to hold yourself accountable to the rules discussed earlier in the exercise. | | |
| **Consequence of not using the skill**- Failing to acknowledge the responsibilities of a student within an educational setting will result in the school taking your rights from you as a form of punishment until you have shown that you are capable of accepting the responsibilities associated with them.  **Benefits of using this skill**- Within an educational setting every students is granted rights by their school. By utilizing the skills covered within this exercise you will gain better understanding of what those rights are as well as what your responsibilities are for maintaining those rights. | | |
| **WHEN** will this lesson plan be taught? | | |
| **Beginning of school year** date(s) and time(s): | First week of school. | |
| **After long holidays** | Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this expectation. | |
| **3rd quarter** |
| **WHO** will teach this lesson plan? | | **WHERE** will the lesson plan instruction occur? |
| Personalization Teachers | | Personalization Period |

**Teaching School-wide Expectations**

Lesson Plan

**School-wide Expectation #2: \_**School Discipline & Accountability**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| Definition of expectation: | | |
| This exercise will outline the types of discipline used by the school for various rule infractions. The lesson will also teach the students that discipline is an earned result for personal behaviors. | | |
| Rationale for having this expectation | | |
| Nobody likes being on the receiving end of discipline. Students are no exception, and whether at home, in the community, or at school, no one wants to be disciplined for their actions. The students need to understand that personal accountability is what will define personal discipline. If enforced discipline is received due to inappropriate behaviors, from the school or any other entity, then it is deserved. The students need to learn that maturity and independence comes with accountability and self-discipline. | | |
| Positive examples: “looks like” | | Non-examples |
| Being compliant with school expectations | | Not following school rules |
|  | |  |
| List 2 resources (website addresses, curriculum with location, books with page numbers, programs with lesson plan number, etc.) you will use to teach this lesson plan. **Be specific enough so the resources can be located by anyone.** | | |
| 1. [www.goleaps.com](http://www.goleaps.com) | | |
| 2. Student Code of Conduct | | |
| List the steps of this lesson plan (Include lesson format, activities, and materials). **Be detailed enough so the lesson can be implemented by anyone.** | | |
| 1. Ask the students to share a time that they have been in trouble at school. The trouble can be minor or major. What happened/ What did they do? What were the end results/consequences? | | |
| 2. Ask the students if they deserved the discipline received for these actions. Why or why not? | | |
| 3. Explain that the school represents a small community. Everyone in the school is a resident of this community and must abide by the rules or else face the consequences, | | |
| 4. Ask the students to define accountability, self-discipline, and personal responsibility. Then explain how these things fit into their responsibility as students. If the students are unable to define these terms, then you define them. | | |
| 5. Ask the students to think of as many examples of school-based discipline techniques and processes as possible. Write these down. After the students have completed the list, fill in the rest with the examples below:   * Oral corrections and verbal warnings * Cooling-off time * Seating changes in the classroom * Parent-teacher conferences * Temporary or permanent confiscation of inappropriate or disruptive personal items. * Loss of lowering of a grade for cheating * Behavioral contracts * In-school suspension * Being sent to administration * Detention * Removal from primary educational campus * Placement in alternative educational setting * Upon serious offense, reporting of infraction to authorities * Expulsion | | |
| 6. After the list is completed, ask the students to review the list in its entirety. | | |
| 7. Explain there are different disciplinary techniques for different levels of rule infractions. | | |
| 8. Explain there are different disciplinary techniques for different levels of rule infractions. | | |
| 9. Review the list with the students, giving and asking for specific behaviors that would warrant each of the disciplinary results listed. | | |
| 10. After the review, explain that every one of these behavioral disciplines are enacted only in reaction to the behavior of a student. | | |
| 11. Explain that discipline is neither random nor biased. Any student breaking a rule will receive discipline in accordance with the offense. | | |
| 12. Explain that this process of behavior-based discipline is a microcosm, or small example, of the real world. In every community across the country, people are subjected to behavior-based discipline in the legal system. However, these disciplines are far more intrusive than anything the school will enforce. | | |
| 13. Explain that the students need to learn that they are responsible for their own behaviors and there is accountability for everything they do. This is no different than the world they will live in as an adult. | | |
| 14. Tell the students that the way they will stay out of trouble, have full school privileges, and receive an opportunity to learn skills necessary for success as an adult, is if they learn, apply, and maintain personal accountability and responsibility. | | |
| **Summary**- School is the starting point of community integration for all people in the country. School is where children first learn society’s responsibilities and enforced accountability for their actions, or consequences will be enforced. They need to learn that throughout life, there will be rules and laws and that breaking or ignoring these rules and laws will result in enforced discipline. The students need to learn that holding themselves accountable for actions is much more beneficial than being held accountable by someone else. | | |
| * When the students are asked to define personal accountability, ask for specific examples when they must be accountable, and what the consequences of failing to be accountable would be. * While reviewing the discipline processes and techniques, help the students personalize them by asking how they would feel, how their family would react, and the impact the discipline would have on their life in general. * Clearly make the point that all of these discipline techniques are applicable to every member of the student body. Be sure students understand that discipline is earned through inappropriate behavior, and the recipient 100% responsible. | | |
| Talking Points   * Talk about how school discipline programs are designed to help the students prepare for life as an adult. * Talk about how the school discipline programs are designed for the safety of every student, including them. * Explore what the school would be like if there was a complete absence of discipline. Talk about the personal dangers the students would likely face.   Probing Questions   * Have you ever done something to get in trouble at school? What? What type of punishment did you receive? What did you learn from this? * How is holding yourself accountable for your actions different than the school holding you accountable for your actions? How are the results different? * How can getting in constant trouble at school affect your opportunities later in life? | | |
| Key Points   * You shared a time when you were in trouble at school. You explained what you did that resulted in you getting into trouble and what the end results were. * You defined accountability, self-discipline, and personal responsibility. You then described how these concepts are directly linked to your responsibilities as a student. * You discussed a number of school-based disciplinary techniques with your instructor and learned that there are different techniques based upon the nature of the infractions. * You discussed the fact that the disciplinary system you experience within the school environment is a microcosm of the world you will be a part of as an adult. You also learned that the sooner you are able to live within the parameters of that system the sooner you will be prepared for the real world. | | |
| * **Consequence of not using this skill**- Not applying the skills taught within this exercise will likely lead to more immediate problems such as disciplinary actions taken against you by your school officials, as well as long range issues centered around your inability to live within the demands of society. * **Benefits of using this skill**- By practicing these skills you now know how accountability, self-discipline, and personal responsibility play a critical role in your actions as students. And how by being knowledgeable of the disciplinary system will guide you with your decision-making process. | | |
| **WHEN** will this lesson plan be taught? | | |
| **Beginning of school year** date(s) and time(s): | First week of school. | |
| **After long holidays** | Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this expectation. | |
| **3rd quarter** |
| **WHO** will teach this lesson plan? | | **WHERE** will the lesson plan instruction occur? |
| Personalization Teacher | | Personalization Period |

**Teaching School-wide Expectations**

Lesson Plan

**School-wide Expectation #3: \_**Dress & Personal Communication**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| Definition of expectation: | | |
| This exercise will help students create personal dress code that is in compliance with the school’s dress code. | | |
| Rationale for having this expectation | | |
| Most people want to make all decisions about their personal appearances what they wear, how they look, and the style of their hair. Students do not have the luxury of making carte blanche personal choices in regard to how they dress at school. The students need to learn that the school, as well as most places of business, have and will enforce dress codes. The students need to learn that self-expression must be in compliance with rules of the school, and deviation from the acceptable dress code will result in consequences. | | |
| Positive examples: “looks like” | | Non-examples |
| Refer to Student Code of conduct for examples | | Refer to Student Code of conduct for non-examples |
| List 2 resources (website addresses, curriculum with location, books with page numbers, programs with lesson plan number, etc.) you will use to teach this lesson plan. **Be specific enough so the resources can be located by anyone.** | | |
| 1. www.goleaps.com | | |
| 2. Student Code Of Conduct | | |
| List the steps of this lesson plan (Include lesson format, activities, and materials). **Be detailed enough so the lesson can be implemented by anyone.** | | |
| 1. Ask the students to complete a chart outlining how they dress, and the style of clothes they wear for a typical school week. Have the students give examples of a typical week. One column should represent the types of clothes they wear. The other column represents things such as jewelry or scarves they would wear to accessorize an outfit. | | |
| 2. Ask the students to look at the chart and give some details for the outfits they have chosen. For example, are the pants and shirts tight, baggy, or loose-fit? What items are designer and what items are generic? Are there any relevant markings for the different items? | | |
| 3. After the students have described their weekly dress, tell the students that the school has and enforces dress code. Have the students identify the articles of clothing that are either in violation of the dress code or questionable. | | |
| 4. After the students have shared ideas about the appropriateness of their dress, share the following sample dress code with the students. Students are not permitted to wear:   * Any clothing or apparel that is considered unsafe, dangerous, or health hazard. * Any clothing or apparel that contains offensive or obscene symbols, signs, slogans, or words regarding any gender, cultural, religious, or ethic values. * Any clothing or apparel that contains language or symbols oriented toward violence, sex, drugs, alcohol or tobacco, or any other prohibited substance. * Any attire or grooming that is disruptive to the instructional process, such as: bare midriffs, leotards, spandex or mesh, halter/crop tops, tank tops, sheer or see-through blouses, spaghetti straps, short shorts or extremely short skirts, tight or revealing clothing that allows underwear to be exposed, sagging or baggy pants, extremes in hair style, inappropriate tattoos, caps, hats, or headbands. * Any gang-related apparel such as: hats or head gear, chains, hair nets or bandanas, monikers or other gang markings, spiked rings or bracelets. | | |
| 5. After you g=have shared the dress code, ask the students if any of the items identified on the chart is either in violation or is questionable in accordance with the dress code. If so, what? | | |
| 6. Ask students why the school has a dress code and whether they feel it is necessary. | | |
| 7. Ask the students to identify the areas of the dress code they disagree with or think is too harsh. | | |
| 8. After the students have given opinions, tell the students that the way they dress is a reflection on their taste, morals, interests, and ambitions. However, the students also need to know that the way they dress reflects their entire family as well. | | |
| 9. Ask the students if knowing that dress reflects on them personally as well as their family changes their belief on style. | | |
| 10. Explain that in spite of the student’s personal preferences and beliefs, the dress code exists and it is non-negotiable. Though they may disagree, it is not an option to ignore the dress code. | | |
| 11. Explain that when a rule is inevitable and is enforceable, the students need to carefully consider the repercussions for ignoring the rule. Ask for examples of what would happen if the students broke the dress code. | | |
| 12. Finally, tell the students that the dress code is in existence, it is firm, and it will be enforced whether they like it or not. The students should want to dress with self-respect, respect for their family, and respect for education. Tell the students that the world will judge them by outward appearance. | | |
| Summary- Every school has parameters for how students are allowed to express themselves through dress. The students that every school and every job has dress codes. There are certain styles, fashions, and accessories that will not be allowed in school or on a job. The students need to learn the parameters of the school’s dress code and then learn the consequences for ignoring this code. | | |
| * As the students complete their weekly dress list, point out any discrepancies between what they are choosing versus what they are currently wearing, or what you know they wear. * As you recite the dress code, watch for disapproval of any of the specific points. Come back to this and ask why the students don’t approve. | | |
| Talking Points   * Ask the students if they have an example of when they broke the dress code. What happened? What were the consequences? * Discuss why the school has generalized rules such as dress codes, and why these rules are important in maintaining a safe and education-centered environment. * Talk about how what the students do, the way they look, and the choices they make reflect on them.   Probing Questions   * Why do you think the school has a dress code? * What do a person’s clothes say about that person? * Does it matter what you wear when you are interviewing for a job? Going to church? Going to see your grandparent? Going to school? | | |
| Key points   * You described your dress in detail listing the style of clothes, including accessories, you would wear throughout a typical week. * Your instructor shared with you a sample dress code. Afterwards you were asked to identify any of your clothing articles that would be in violation of the list you reviewed. * You explained why you think the school maintains a dress code and whether or not you believe it is a necessary step. * Along with the instructor you discussed examples of what the repercussions would be for breaking the dress code. | | |
| **Consequence of not using this skill**- Ignoring your school’s dress code will result in disrupting the educational process for you as well as the other students around you. Your appearance is a reflection of your attitude and by dressing inappropriately you will give others the impression that you do not respect yourself enough to participate in school.  **Benefits of using this skill**- Before you are able to adhere to your school’s dress code you must first know what is acceptable and what is not. Once you know the rules you are then able to dress appropriately, within the guidelines of the dress code, while maintaining your self-expression. | | |
| **WHEN** will this lesson plan be taught? | | |
| **Beginning of school year** date(s) and time(s): | First week of school. | |
| **After long holidays** | Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this expectation. | |
| **3rd quarter** |
| **WHO** will teach this lesson plan? | | **WHERE** will the lesson plan instruction occur? |
| Personalization Teacher | | Personalization Period |

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| **CRITICAL ELEMENT #4: Location-based Rules** |

**4A. Determine top 3 locations for Event problems from the BASIS 3.0 Behavior Dashboard.** Do not use “classroom”

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| **Top 3 Locations** | |
| School Location | # Incidents |
| **1.School Ground** | **13** |
| **2.Hallways** | **8** |
| **3.Cafeteria** | **4** |

**4B. Create an Expectations/Rules Chart from your 3-5 school-wide expectations and your top 3 locations. Develop 1 to 2 positively stated, observable, and measurable rules that correlate with every expectation to**

**create a maximum of 5 rules for each location.**

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| --- | --- | --- | --- |
| **Expectations and Rules Chart** | | | |
| **Expectations**  Copy and paste expectations from 3C. | **Locations** | | |
| Location #1: School Grounds  **Rules** | Location #2: Hallways  **Rules** | Location #3: Cafeteria  **Rules** |
| Expectation #1:  Be polite | Students will drive the speed limit on campus | Students will use media center quickly | Students will dispose of all personal trash properly |
| Expectation #2:  Be responsible | 2a Students will park on campus in authorized spots only  2b Students will park on campus with an authorized pass | Students will use the bathroom in a timely manner | Students will exit cafeteria before last bell |
| Expectation #3:  Be positive | N/A | Students will walk to class without lingering in the hallways after the tardy bell | Students will wait their turn in line for food |

**4C. Using the rule lesson plan templates, complete 3 lesson plans, 1 for each of the above listed specific locations. Include all the rules listed under the location in the lesson plan.**

**Teaching Rules**

Lesson Plan

**Location #1: \_School Grounds\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| Location Rules:  (from 4B chart) | Positive Example: | Non-example: |
| Students will drive the speed limit on campus | Students obey all traffic signs | Students ignore traffic laws and signs |
| Students will park on campus in authorized spots only | All authorized juniors will be parked in junior lot while all authorized seniors will be parked in senior lot | Students parking on grass |
| Students will park on campus with an authorized pass | Students parking on campus with a decal or temporary tag | Students parked on campus without a parking decal |

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| List 2 resources (website addresses, curriculum with location, books with page numbers, programs with lesson plan number, etc.) you will use to teach this lesson plan. **Be specific enough so the resources can be located by anyone.** | | |
| 1.[www.goleaps.org](http://www.goleaps.org) | | |
| 2. Student Code of Conduct | | |
| List the steps of this lesson plan (Include lesson format, activities, and materials). **Be detailed enough so the lesson can be implemented by anyone.** | | |
| 1. Explain that the school has disciplinary authority over all students during certain times and in certain places. This means that the school has the ability to apply and enforce rules during this time and at these places. | | |
| 2. Use the following as a guideline for discussing the times and places that the school has disciplinary authority over all students. Explain that the school staff has disciplinary authority over the students:   * During the regular school day and while the students are going to and from school on school transportation. * While students are participating in any activity during the school day on school grounds. While students are in attendance at any school-related activity, regardless of time or location. * When retaliation against a school employee is involved either on or off school property. * When student commit certain felonies. * When criminal mischief is committed on or off school property or at a school-related event. * All activity that is being conducted in the student parking lot. | | |
| 3. After giving the boundaries of disciplinary authority, work with the students to identify an example of each. Give an example of each type if school authority is in place – For example football games, choir concerts, and field trips. | | |
| 4. Now ask for an example of the school involving disciplinary authority over students who have violated rules that relate to the students’ examples. What consequences did they face? | | |
| 5. Ask the students to look at the rest of their examples, and discuss how the school will respond to the examples presented. What types of punishments can they expect if they were to disobey school rules in each instance? | | |
| 6. Finally, talk about the responsibilities of being students and the responsibilities the school has over them. Discuss the purpose of these rules---student and teacher safety and proper maintenance of facilities and equipment. | | |
| 7. Assure the students that the disciplinary authority boundaries are in place to protect them, the school, and the teachers. | | |
| 8. Also explain that the school’s disciplinary authority within these parameters is an inevitable fact of life, and they need to accept this authority and learn how to co-exist with school rules and expectations. If not, there are very real consequences. | | |
| **Summary**- The school has the right and responsibility to apply and enforce disciplinary authority over students in multiple locations, at multiple times, and within multiple contexts. The students need to know and understand the boundaries of the school’s disciplinary authority so that they fully aware of responsibilities at all times. Although ignorance is no excuse for misbehavior, if the students are fully informed of their responsibilities and school’s authority, then there are no excuses. | | |
| **Outcomes-** As you outline the school’s disciplinary authority, give examples of each, as well as examples of an individual student violating a school rule within each.  As the students think of examples of a violation of the school’s authority, ask them to provide known examples of when someone broke a rule and the price they paid.  As you discuss the inevitability of the school’s disciplinary authority, talk about how every aspect of life, including adulthood, will have rules and laws that are overseen by some sort of authority. | | |
| **Talking Points**   * Talk about why it is important for the school to have a clear outline on its responsibility for disciplinary authority. * As about how school invokes its authority to monitor and supervise different areas of the students life. Do these areas of responsibility negatively or positively impact students? * Talk about the inevitability of rules and the inevitable enforcement of those rules.   **Probing Questions**   * When and where can the school enforce its rules over you? * What happens if you break school rules at school? On a field trip? At a sporting event? * Why do you think the school enforces rules even away from campus? Is this fair? Why? | | |
| **Key Points**   * Using the examples given by your instructor you discussed the times and places that the school has disciplinary authority over all students. * You gave examples of when each type of authority is to be used. * You discussed the responsibilities of being a student as well as the responsibilities the school has over its students. * You discussed how the authority held by your school is an inevitiable fact of life and that it is in your best interest to learn how to co-exist with its rules. | | |
| **Benefits of using this skill-** Acknowledging the authority role of your school and understanding why that role exists will help you better understand why it is critical that you respect and abide by its guidelines.  **Consequence of not using this skill-** Your inability to identify and/or follow the rules set forth by your school’s authority will result in you failing to meet your responsibilities as students both socially and academically. | | |
| **WHEN** will this lesson plan be taught? | | |
| **Beginning of school year** date(s) and time(s): | First week of school | |
| **After long holidays** | Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this location’s rules. | |
| **3rd quarter** |
| **WHO** will teach this lesson plan? | | **WHERE** will the lesson plan instruction occur? |
| Grade level administrator, guidance counselor and support staff | | Auditorium |

**Teaching Rules**

Lesson Plan

**Location #2: \_Hallways\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- |
| Location Rules:  (from 4B chart) | Positive Example: | Non-example: |
| Students will use media center quickly | Student access computers, complete work and then leave the media center | Student spend media time visiting with friends |
| Students will use bathroom between classes | Student will exit bathrooms in time to arrive in class before the tardy bell | Students arrive to class from the bathroom after the tardy bell |
| Students will walk to class without lingering in the hallways | Hallway are clear of students after the tardy bell | Student remain in the hallway after the tardy bell |

|  |  |  |
| --- | --- | --- |
| List 2 resources (website addresses, curriculum with location, books with page numbers, programs with lesson plan number, etc.) you will use to teach this lesson plan. **Be specific enough so the resources can be located by anyone.** | | |
| 1.www.goleaps.org | | |
| 2. Student Code of Conduct | | |
| List the steps of this lesson plan (Include lesson format, activities, and materials). **Be detailed enough so the lesson can be implemented by anyone.** | | |
| 1. Explain that the school has many rules with varying levels of enforcement. Also explain that these rules are not negotiable or flexible. They are simply rules that will be enforced. | | |
| 2. Explain that some rules, if broken, will have mirror consequences such as study hall, detention, or some other form of minor punishment. However, some rules, if broken, will have severe consequences such as placement in alternative education setting, expulsion, and/or legal actions. | | |
| 3. Tell the students that hey are fully responsible for themselves while at school. Everything the students do will be directly attributed to them, and they will have to take responsibility for their actions. | | |
| 4. Explain that since the students will be held fully responsible for themselves and for all actions while at school, they need to know and understand the rules. They especially need to understand the rules of serious misconduct because these rules have severe consequences if broken. | | |
| 5. After giving a list of examples of misbehaviors in the classroom, go back to the top of the list and go rule by rule, and asking for affirmation that the students understand the rule. | | |
| 6. As the students affirm understanding of each rule, ask for an example of a violation of each rule. | | |
| 7. Afterwards, explain the repercussion for breaking each rule. | | |
| 8. Explain that these rules are in place to protect the students, the teachers, other students, and everyone involved with the school. These rules are non-negotiable and inevitable. They need to know, understand, and comply with these rules, or else there are consequences for each violation. | | |
| Summary- Every school has multiple rules dealing with multiple situations. However, the rules regarding serious misconduct tend to be similar from school to school because these rules are in place to guard the well-being of both students and faculty. The students need to know and fully understand that they will be held directly responsible for adherence to these rules, and, therefore, they need to know, understand, and abide by each and every rule. | | |
| **Outcomes**   * Review the list in its entirety before any discussion with the students. * When discussing the rules and asking the students to give examples of violations of rules, ask for specific examples of a time they know of serious rule violation. What happened? What were the consequences? * When talking about the inevitably of rules, give specific examples of the repercussion of violating them. Help the students understand that there are very specific and very extreme consequences of each. | | |
| **Talking points**   * Talk about times when serious conduct violations have occurred the past, and the affect of violations and the subsequent consequences on all people involved. * When discussing the violations, talk about the lasting effects of violating a law, and how these consequences can reach far beyond just school. * Discuss the necessity of rules, and ask the students to affirm the necessity of each rule as it applies to the safety of all involved in the school.   **Probing Questions**   * Have you ever known anyone who violated one of these rules? What happened? What were the consequences? * If you were to break one of these rules how would it affect you at school? At home? * How does violating one of these rules affect other people, not just the person violating the rule? | | |
| **Key points**   * You discussed how the specific guidelines that govern minor behavior infractions vary from school to school, although the rules that address serious misconduct will remain similar from one campus to another and therefore should be easily recognizable. * You reviewed a list provided by your instructor containing examples of serious misconduct often displayed by students. You also added additional examples and rules you came up with on your own. * After you affirmed that you understand each one of the rules on the list you then gave an example of a violation of each rule. * You described what the repercussions would be for breaking each of the rules contained on the list. | | |
| **Benefits of using this skill-** The rules for serious misconduct tend to run the same from school to school in makeup and severity. By knowing these rules and understanding why they are in place you will be better prepared to avoid the negative consequences that are associated with them.  **Consequence of not using this skill-** Without identifying and defining what the rules are for serious/minor misconduct you will likely find yourself being punished for committing mistakes that could have easily been avoided by simply paying attention and following the rules. | | |
| **WHEN** will this lesson plan be taught? | | |
| **Beginning of school year** date(s) and time(s): |  | |
| **After long holidays** | Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this location’s rules. | |
| **3rd quarter** |
| **WHO** will teach this lesson plan? | | **WHERE** will the lesson plan instruction occur? |
| Grade level administrator, guidance counselor and support staff | | Auditorium |

**Teaching Rules**

Lesson Plan

**Location #3: \_Cafeteria\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- |
| Location Rules:  (from 4B chart) | Positive Example: | Non-example: |
| Students will dispose of all trash properly | Students dispose of trash appropriately in the trash receptacle | Students leave their cafeteria table without disposing of the used food items |
| Students will exit cafeteria before last bell | Cafeteria is clear of students after the tardy bell | Students remain in cafeteria after the tardy bell |
| Students will wait their turn in line for food | Students stand in an orderly que waiting patiently for their turn to order and pay for their items | Students cutting the line |

|  |  |  |
| --- | --- | --- |
| List 2 resources (website addresses, curriculum with location, books with page numbers, programs with lesson plan number, etc.) you will use to teach this lesson plan. **Be specific enough so the resources can be located by anyone.** | | |
| 1. [www.goleaps.org](http://www.goleaps.org) | | |
| 2. Student Code of Conduct | | |
| List the steps of this lesson plan (Include lesson format, activities, and materials). **Be detailed enough so the lesson can be implemented by anyone.** | | |
| 1. This exercise will help the students learn how to notice the people around them and make decisions that convey respect to those people. | | |
| 2. Ask the students to identify their favorite time during the school day. | | |
| 3. Ask them to describe what it is they like to do during this time and what it is about this time that makes it their favorite. | | |
| 4. Now ask the students to think about the people involved during this time. If it is a class, ask them to think of as many fellow students as possible as well as the teacher. If it is lunchtime or some other non-class time, ask them to think of as many people by name as possible and then in generalities about the other people present. For example, if it is lunchtime friends, teachers, strangers, and cafeteria workers may all be present. | | |
| 5. After the students have thought about everyone present during their favorite time, ask them to name one person within the following categories: friends, acquaintances, strangers- teens or children, strangers- adult, teachers, person of authority. | | |
| 6. After the students have completed a list of the people involved by category, ask them to think back to the things they like doing during this time. | | |
| 7. Ask the students to look at the list and think of ways they could show disrespect to each of the categories of participants. As they identify these disrespectful acts ask them to identify the consequences of each act. | | |
| 8. Now ask the students to think of ways they can show respect to each group of people on the list. How can they show that they respect the people as well as what they are doing during this time period. As the students identify these signs of respects ask them to identify the consequences for these acts. | | |
| 9. Ask the students if they act the same around everyone on the list. Do they feel comfortable having the same conversations and doing the same things around teachers and strangers that they do with friends? | | |
| 10. Now explain to the students that they are responsible for his actions and subsequent demonstrations of respect to each of these groups of people even though they do not share the same level of camaraderie with them. | | |
| 11. Look back at the list of categories of people and ask the students to share a time when they have treated someone within of the categories of people with disrespect. What did they do? How was is received? | | |
| 12. Now turn the tables and ask the students to represent the person they treated disrespectfully. What would they do, say, and feel if they were on the receiving end of the same disrespectful action? Explain to the students the importance of realizing who is around them and the need for behavior that demonstrates respect not only for friends, but for other people as well. | | |
| 13. Talk with the students about how respect is something that is reciprocal and unless the students are willing to give it they will never receive it. Until they treat people with the same dignity with which they would want to be treated, they will not be respected. | | |
| 14. Now ask the students to think of the person they most admire. Ask them to think of the person they would most want to protect. | | |
| 15. Now place that person in the role of the person the students disrespected earlier. Ask the students how this would make them feel to have someone they love treated this way. What would they do? | | |
| **Summary**- Showing respect towards other people can sometimes be a lost endeavor. Children and teens tend to get wrapped up in their own world and do not pay attention to how their language and actions effect other people. The students need to learn that they live in a place surrounded by other people and what they say and do will be used to determine the amount of respect given to them. The determination will be made based upon the amount of respect they are showing the people around them. | | |
| * **Outcomes** * Make the talk of the students favorite time light-hearted and laugh with the students so that they open up and are more likely to give an accurate depiction of their behavior in a group. * When talking about disrespectful behaviors towards other people put the students in the other person’s place and then put the student’s favorite person in the other person’s place. * Have the students affirm that they want to be treated with respect and use this as a point for need to treat others with respect. | | |
| **Talking points**   * Discuss with the students how respect is generally measured in two ways, talking and actions. * Talk about the reciprocity of respect and how respect will likely not be given until respect is shown. * Discuss the fact that respect can be quickly lost based on what the students say and does.   **Probing Questions**   * How do people demonstrate respect to friends? Strangers? Peers? People of authority? * How do people demonstrate a lack of respect to friends? Strangers? Peers? People of authority? * How does it make you feel when someone treats you or someone close to you badly? | | |
| **Key points**   * You identified your favorite time during the school day as well as described why that is your favorite. * You gave examples of ways you could show respect and disrespect to those you identified along with the consequences of each action. * You shared a time when treated someone with disrespect. You then reversed the roles and expressed your feelings and reactions to being who was treated disrespectfully. | | |
| **Befits of using this skill-** By utilizing these skills you will gain a better appreciation for showing respect to others by simply putting yourself on the receiving end of your actions and seeing the damaging effects of being disrespected and the positive affects of being treated with respect.  **Consequences of not using this skill**- Failing to show respect to those around you will result in you receiving the same level of disrespect in return. | | |
| **WHEN** will this lesson plan be taught? | | |
| **Beginning of school year** date(s) and time(s): |  | |
| **After long holidays** | Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this location’s rules. | |
| **3rd quarter** |
| **WHO** will teach this lesson plan? | | **WHERE** will the lesson plan instruction occur? |
| Grade level administrator, guidance counselor and support staff | | Auditorium |

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| **CRITICAL ELEMENT #5 Reward and Recognition Programs** |

 **NEW element**: refer to Rewards Brainshark for further guidance. [**http://www.browardprevention.org/mtssrti/rtib/**](http://www.browardprevention.org/mtssrti/rtib/%20→)

**5. Describe in detail one positive school-wide intervention plan you will use to reward/recognize students who follow your school-wide expectations and/or location-specific rules:** (2 - 6 sentences for each section)

|  |  |
| --- | --- |
| **Plan Section** | **Plan** |
| **A. What do students need to do to earn the reward?**  ⮚Link to expectations and rules  ⮚Must be measurable | Students clean their cafeteria tables by removing their tray to the trash. When student clean their table, they are acknowledged for this behavior. |
| **B. What reward/recognition will they earn?**  ⮚Include person(s) responsible for organizing | Students are given a pass to the front of the lunch line. This pass can be used to move to the front of the line. The SPBP team will organize. |
| **C. How will you collect data to determine who has earned the reward?**  ⮚include person(s) responsible for organizing and analyzing | The Plasco student monitoring system is used to issue the pass. This system will summarize and track the data. The PBIS team will organize and analyze. |
| **D. When and how will the reward be provided?**  ⮚Include timeline  ⮚Include actual date | The reward is provided directly after the behavior is displayed. The pass is issued and can be used a future date during the current school year. |

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| **CRITICAL ELEMENT #6 Effective Discipline Procedures** |

**6A. Categorize the top 6 *most common* staff-managed misbehaviors at your school into “Minor” and “Moderate” categories. Write a short, objective, and measurable definition for each.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Staff-Managed Misbehaviors** | | | |
| **Minor** Misbehaviors | | **Moderate** Misbehaviors | |
| Misbehavior | Definition | Misbehavior | Definition |
| **1. Tardy to class** | **Tardy between classes** | **1. Repetitive tardy** | **More than 5 tardies in a quarter** |
| **2. Late to school** | **Arriving late to school for your first class of the day (unexcused)** | **2. Repetitive late to school** | **More than 5 late to school in a quarter** |
| **3. Leaving class for an extended period** | **Partial class cut** | **3. Repetitive partial class cut** | **More than 5 partial class cuts in a quarter** |
| **4. Taking out of turn without allowing others to speak** | **Class disruption** | **4. Shouting in class** | **Insubordination** |
| **5. Using cell phone** | **Cell phone violation** | **5. Repeated cell phone violation** | **More than 2 cell phone violations in a quarter** |
| **6. Out of seat in class** | **Class disruption** | **6. Repeated out of seat violation** | **More than 5 partial class cuts in a quarter** |

**6B. Create a consequence menu for all staff to choose from when students exhibit the above misbehaviors:**

|  |  |
| --- | --- |
| Consequence Menu for **Minor** Misbehaviors  (Staff’s choice of 5): | Consequence Menu for **Moderate** Misbehaviors  (Staff’s choice of 5): |
| * Verbal Reminder—remind of rule | * Parent/student conference |
| * Written reminder | * No pass list |
| * Contact Parent--note in planbook | * One period IS |
| * Parent conference with guidance | * Half day IS |
| * Teacher detention--timely | * All day IS |

**6C. List the top 5 *most common* misbehaviors at your school that are handled with an Office Discipline Referral (ODR). Write a short, objective, and measurable definition for each**. (Exclude crisis situations that must follow District protocol.)

|  |  |
| --- | --- |
| **Office Discipline Referrals (ODRs)** | |
| Behavior | Definition |
| **1. Class cuts (skipping all period)** | **Absent from class during the entire period while still on campus and without a pass** |
| **2. Disobedience Insubordination** | **Direct refusal to compile with a reasonable request from a staff member** |
| **3. Leaving campus with permission** | **Leaving campus without permission of a staff member and being signed out by a guardian** |
| **4. Out of assigned area** | **Loitering in an area unsupervised by a staff and engaged in moderate misbehavior** |
| **5. Assault threat non-criminal** | **Causing fear in another person through words, postings or other action** |
| **6. Cell phone violation** | **Refusal to hand over cell based on minor violation** |

**NEW section**: refer to Discipline Brainshark for further guidance. [**http://www.browardprevention.org/mtssrti/rtib/**](http://www.browardprevention.org/mtssrti/rtib/%20→)

**6D. Continue and customize the next steps in this flow chart to show the discipline process at your school.**

**(Or you may delete this flow chart and create your own from scratch.)**

Is the behavior minor?

**Staff observes misbehavior**

**in the classroom or on campus**

Is the behavior considered office managed?

Is the behavior a referral?

Follow crisis protocol

Is the behavior a crisis?

Implement additional strategies such as counseling and therapy

Behavior is corrected

Implement referral

Behavior is not corrected

Reinforce/

reward student

Behavior becomes office managed

Reinforce/

reward student

Behavior is not corrected

Behavior is corrected

Implement moderate consequence(s)

Behavior is not corrected

Behavior becomes moderate

Is the behavior moderate?

Is the behavior considered staff managed?

Reinforce/

reward student

Implement minor consequence(s)

Behavior is corrected

|  |
| --- |
| **CRITICAL ELEMENT # 7: Data Collection and Analysis** |

**NEW element**: refer to Data Brainshark for further guidance. [**http://www.browardprevention.org/mtssrti/rtib/**](http://www.browardprevention.org/mtssrti/rtib/%20→)

**7A. Determine your Core Effectiveness Year-to-Date**:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Total Population:** | **2267** | **Calculation to**  **determine % rate** | | **%** | **Core Evaluation** | | |
| **# Referrals** | **# Students** |
| 1 Referral | 81 | **(**Total Pop − (# of 2-5 Students) –  (# of >5 Students)**) ÷** Total Pop = | | 98.6% | ***Universal students****:*  *(# 0-1 Referrals should be >80%)* | **>80%?** | |
| YES | NO |
| 2-5 Referrals | 30 | (# of 2-5 Students) **÷**Total Pop = | | 1.3% | **At risk students**:  *(# 2-5 Referrals should be <15%)* | **<15%?** | |
| YES | NO |
| >5 Referrals | 3 | (# of >5 Students) **÷**Total Pop = | | .1% | **High risk students**:  *(# >5 Referrals should be <5%)* | **<5%?** | |
| YES | NO |
| **7B**. If all 3 are “**YES**”, your Core is Effective. **Is your core behavior curriculum effective?** | | | | | | | |
| **YES** | | | **NO** | | | | |
| If **YES**, although your core is effective, how will you assist any at-risk and high risk students at the beginning of the next school year?  **Rti invention team will convene to administer further intervention** | | | If one or more are “**NO”**, what supports and interventions will you implement at the beginning of the next school year to improve your core? | | | | |

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| **CRITICAL ELEMENT # 10: Monitoring Plans** |

**10A. How and what data will you use to monitor the fidelity** (frequency, consistency, documentation, etc.) **of the implementation of the SPBP?**

*“Did you do what you said you were going to do? How will you know?”*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Fidelity of Implementation Plan** | | | | |
| WHO:  Responsible Person(s) | WHAT: Data Analyzed | WHAT: Criteria for “Success” of Implementation | WHEN: Dates of Analysis  (quarterly dates) | HOW: Shared with Staff and Stakeholders? |
| 1. Student Government Association | School-wide **expectations** and location-specific **rules** are posted across campus (“marketing”). | 100% of all school buildings will contain promotional material as monitored by SPBP team | Monthly SAC Meetings and quarterly staff meeting as noted in section 2B. | SPBP Team will monitor for completion and will share at SAC meetings, staff meetings, and through email. |
| 2.Persoanalization Teacher | **Behavior lesson plans** are being taught as written | 100% of personalization classroom will implement lesson plans as monitored through Code of Conduct material | SPBP Team will monitor for completion and will share at SAC meetings, staff meetings, and through email. |
| 3.Cafeteria, hallway and campus monitoring staff | **Discipline consequences** are being used by all staff | 100% of monitoring staff will implement rules as measured by BASIS data | SPBP Team will monitor for completion and will share at SAC meetings, staff meetings, and through email. |

**10B. How and what data will you use to determine the success of the plan by student outcome** or need for modifications? Include a minimum of 2 different analyses.

*“If you did what you said you were going to do, did it positively impact the students? How do you know?”*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Student Outcome** | | | | |
| WHO:  Responsible Person(s) | WHAT: Data Analyzed | WHAT: Criteria for “Success” of Student Outcome | WHEN: Dates of Analysis  (quarterly dates) | HOW: Shared with Staff and Stakeholders |
| 1. SPBP Team | See critical element 3A. Quarterly **behavior incident** data**.** | BASIS and Plasco data will indicate and overall decline in annual trend data. | Monthly SAC Meetings and quarterly staff meeting as noted in section 2B. | SAC meetings staff meetings, email and sharepoint |
| 2.SPBP Team | See critical element 4A. Quarterly **top 3 event locations** data. | BASIS and Plasco data will indicate and overall decline in annual trend data. | SAC meetings staff meetings, email and sharepoint |
| 3.SPBP Team | See critical element 7. Quarterly **core effectiveness** data**.** | BASIS and Plasco data will indicate and overall decline in annual trend data. | SAC meetings staff meetings, email and sharepoint |