<div align="center">

School-wide Positive Behavior Plan (SPBP)
To be implemented in pre-planning 2017

</div>

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 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:

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

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 <u>ongoing team meetings</u> and <u>participation in developing this SPBP</u>. 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.

Full Name	Position	Stakeholder Representation
Robert Crawford	Director	Administration
Vicky LaPorte	Assistant Director	Administration
Rebecca Miller	SPBP Point of Contact	SAC
Sandy Ondo	Parent/Community Representation	Parent/Community Representation
Hallema Collier	BTU Representative	BTU
Cheryl Fidlow	School Counselor	Guidance
Debra Evangelista	ESE Specialist	ESE
Dale Beames	Department Head	Science
Nancy Kramer	Department Representative	Social Studies
James Mulhern	Department Head	English Language Arts
Rochelle Williams	Department Representative	Math

1B. Schedule and document your team meetings for 2017/18 school year: (minimum of 4)
Also enter in the school's master calendar.

Meeting Date	Time	Responsible Person
10/23/2017	2:00 PM – 2:30 PM	Vicky LaPorte / R. Miller
01/22/2018	2:00 PM – 2:30 PM	Vicky LaPorte / R. Miller
04/09/2018	2:00 PM – 2:30 PM	Vicky LaPorte / R. Miller
05/21/2018	2:00 PM – 2:30 PM	Vicky LaPorte / R. Miller

Approved 04/26/2017

CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment:

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

Action Steps:	Date(s) *(Before April 30th THIS YEAR)*	Content (2-3 sentences)
Presented the 2017/18 SPBP to Staff	4/19/2017	Reviewed the Critical Incidents, Locations and Core Effectiveness. Collaborated on infractions & consequences. Presented developed lesson plans.
Presented the 2017/18 SPBP to stakeholders (parents and community)	3/21/2017 4/20/2017	At our SAC and SAF meetings the data and plan has been shared. ROAR and PEER programs received high praise. Presented updated plan, behaviors & consequences.
Held a faculty vote on the 2017/18 SPBP	4/26/2017	% approved: **92%**

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

Action:	Date(s) *(NEXT YEAR)*	Content
Provide a professional development on the 2017/18 SPBP for all staff	Prior to students' 1st day: 1. 8/15/2017	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 2017/18 SPBP to stakeholders (parents and community)	Prior to Oct 1st, 2017 1. 9/19/2017	
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. 10/25/2017	The team will share the updated implementation data in 10A including: the "marketing" of expectations and rules, lesson plan implementation, and discipline processes.
	2. 1/25/2018	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.
	3. 4/112018	
	4. 6/1/2018	

CRITICAL ELEMENT # 3: School-wide Expectations

3A. Collect behavior data from BASIS 3.0:

Top 10 Behavior Incidents (put N/A in any blank spaces)
1.Disobedience/Insubordination (6)
2.Leaving Campus Without Permission (4)
3.Disruptive (Unruly) Behavior (3)
4.Class Cut (Skipping) (2)
5.Profanity – Use of Insulting/Obscene Language (1)
6.Profantiy Directed Towards a Staff Member (1)
7. Tardiness, Habitual (1)
8. Technology – Illegal Use (Computers or Networks) (1)
9. Weapons (1)
10. Falsification/Misrepresentation (Lying, Forgery or Signature) (1)

3B. Group similar problem behaviors to develop:

3-5 Negative Characteristics
Disrespect
Out of Area
Disruptive

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

3 – 5 Positive Replacement Characteristics = your **School-wide Expectations**
Be respectful
Be in the right place
Be responsible

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.

School-wide Expectation #1: <u>Be respectful</u>

Definition of expectation:
Showing kindness towards others/ Being thoughtful of the consequences
Rationale for having this expectation
Understanding how to show respect in school will create a more positive environment

Positive examples: "looks like"	Non-examples
Listening to others when they speak	Having side conversations not related to the lesson
Apologize when you make a mistake	Deny responsibility or blame others
Call individuals by their names	Create nicknames that make fun of people

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. https://www.edutopia.org/blog/teaching-kindness-the-kind-campaign-lisa-dabbs
2. http://www.educationworld.com/a_curr/columnists/charney/charney005.shtml

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. Pre-Planning Week: Invite SGA student leaders to come into school.
2. SGA students will create 3 – 5 skits demonstrating respectful exchanges.
3. Skits will include examples and non-examples in dealing with peers, adults, and visitors.
4. Skits will be performed during Class Meetings.
5. Classroom teachers will follow up with an in-class discussion or activity of their choosing.

WHEN will this lesson plan be taught?	
Beginning of school year date(s) and time(s):	August 25, 2017 (All Day – a different grade level per period.)
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?
SGA Members & Classroom Teachers	Class Meetings & Classrooms

School-wide Expectation #2: <u>Be in the right place</u>

Definition of expectation:
Be in your assigned space at your assigned time

Rationale for having this expectation
Being where you are supposed to be communicates dedication, interest, and responsibility.

Positive examples: "looks like"	Non-examples
Reporting directly to your location	Stopping to chat with friends during class time
Prepare the night before for school	Waiting until the morning to pack your lunch/backpack
Using the café & vending machines during lunch time	Taking the restroom pass and going to the vending area

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. http://www.school-for-champions.com/character/reliable.htm#.WPihG0Xyvcs
2. http://www.artofmanliness.com/2012/08/26/heading-out-on-your-own-day-26-15-maxims-for-being-a-reliable-man/

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. Warm Up: What does it mean to be reliable? Cite an example or non-example of a time when you were/were not reliable.
2. Share examples from Warm Up.
3. Discuss benefits of being reliable.
4. Discuss: How does being in the right place demonstrate reliability and trustworthiness?
5. Ticket Out the Door: Create one goal on how you are going to increase your reliability this school year.

WHEN will this lesson plan be taught?	
Beginning of school year date(s) and time(s):	September 6, 2017
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?
Fourth Period Teachers	Classroom

School-wide Expectation #3: <u>Be responsible</u>

Definition of expectation:
Responsibility-to show accountability for one's own actions and words, to know and follow classroom and school rules and expectations.

Rationale for having this expectation
Our school safety is everyone's responsibility.

Positive examples: "looks like"	Non-examples
Be on time and in your assigned seat at the start of class.	Running through the door, arriving after the bell, disrupting the beginning of class, walking around the room.
Act responsibly: hands and feet to self, working or sitting quietly without talking out or talking to others.	Distracting others, talking without raising hand, books in the aisle, throwing things
Stay on task. Do the work assigned, pay attention to the instruction, and follow directions.	Off task, talking, head down, doing homework for another class

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. https://www.smartclassroommanagement.com/2009/06/18/broken-windows-theory-and-classroom-management/
2. PPT Located on OneDrive

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. Warm Up Report Out: Respond: Does wearing a uniform make someone more or less responsible? Explain your answer.
2. Report Out & Discuss Warm Up Responses
3. Broken Windows Theory PPT Presentation
4. Students will have the opportunity to interact and make choices as they go.
5. Ticket Out the Door: Students will explain via a method of their choosing (flow chart, essay, cartoon, etc.) how being in uniform sets the tone for being responsible.

WHEN will this lesson plan be taught?	
Beginning of school year date(s) and time(s):	August 30, 2017
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?
First Period Teachers	Classroom

CRITICAL ELEMENT #4: Location-based Rules

4A. Determine top 3 locations for <u>Event</u> problems from the BASIS 3.0 Behavior Dashboard. Do not use "classroom"

Top 3 Locations	
School Location	# Incidents
1. Other (Hallway)	**5**
2.Cafe/Vending Area	**5**
3. Parking Lot	**1**

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 <u>rules</u> that correlate with every expectation to create a maximum of 5 rules for each location.

Expectations and Rules Chart			
Expectations Copy and paste expectations from 3C.	**Locations** Other-Hallway/Café & Vending Area/Parking Lot		
	Location #1: Other - Hallway **Rules**	Location #2: Café & Vending Area **Rules**	Location #3: Parking Lot **Rules**
Expectation #1: Be respectful	Location rule(s) for expectation #1 Smile & offer greetings	Location rule(s) for expectation #1 Pick up trash from table & floor	Location rule(s) for expectation #1 Allow enough time to park and walk to class
Expectation #2: Be in the right place	Location rule(s) for expectation #2 Travel directly to and from your assigned areas	Location rule(s) for expectation #2 Visit only during your assigned lunch time	Location rule(s) for expectation #2 Park in spaces marked for students
Expectation #3: Be responsible	Location rule(s) for expectation #3 Keep hands & feet to yourself	Location rule(s) for expectation #3 Keep hands & feet to yourself	Location rule(s) for expectation #3 Bring all necessary materials with you

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

Teaching Rules
Lesson Plan

Location #1: Parking Lot

Location Rules: (from 4B chart)	Positive Example:	Non-example:
Allow enough time to park and walk to class	Arriving to school by 6:45 AM to allow for traffic	Arriving after 6:55 AM (first bell)
Bring all necessary materials with you	Bring all needed materials for the day	Using your vehicle as a locker
Park in spaces marked for students	Park in STUDENT spot/ Between the lines	Park in the BUS lane or on the grass

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. http://dotherightthinginc.org/
2. http://www.educationworld.com/a_admin/admin/admin493.shtml

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. What would you do? Post 6 scenarios from OneDrive on screen. (Each describes an event in a school location. Such as: Yvette bumps into Dale in the hall and her books fall to the ground. / Dennis spills his milk all over Kayla's new dress.
2. Select one scenario. How would you respond?
3. Discuss each scenario & appropriate responses.
4. Model appropriate responses using student act it outs.
5. Exit Ticket: Describe a strategy you can use to de-escalate a tense situation at school.

WHEN will this lesson plan be taught?	
Beginning of school year date(s) and time(s):	September 13, 2017
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?
Third Period Teachers	Classroom

Location #2: __Hallways__

Location Rules: (from 4B chart)	Positive Example:	Non-example:
Walk directly to your assigned area	Take the most direct route to your next class	Go to the vending machines
Be friendly & courteous	Smile and offer greetings	Push or shove in the halls
Keep hands and feet to yourself	Hands by your side, in pockets, or behind back	Touching walls or bulletin boards or other students

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. http://dotherightthinginc.org/
2. http://www.educationworld.com/a_admin/admin/admin493.shtml

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. What would you do? Post 6 scenarios from OneDrive on screen. (Each describes an event in a school location. Such as: Yvette bumps into Dale in the hall and her books fall to the ground. / Dennis spills his milk all over Kayla's new dress.
2. Select one scenario. How would you respond?
3. Discuss each scenario & appropriate responses.
4. Model appropriate responses using student act it outs.
5. Exit Ticket: Describe a strategy you can use to de-escalate a tense situation at school.

WHEN will this lesson plan be taught?	
Beginning of school year date(s) and time(s):	September 13, 2017
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?
Third Period Teachers	Classroom

Location #3: <u>Café & Vending Areas</u>

Location Rules: (from 4B chart)	Positive Example:	Non-example:
Stay in assigned area	Only go where authorized	Leaving the lunch area/Going to the vending machines while on a restroom pass
Keep hands and feet to yourself	Hands by your side, in pockets, or behind back	Touching walls or bulletin boards or other students
Pick up trash from table and floor	Clear breakfast or lunch garbage from the table	Leave breakfast or lunch tray on table for someone else to clean.

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. http://dotherightthinginc.org/
2. http://www.educationworld.com/a_admin/admin/admin493.shtml

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. What would you do? Post 6 scenarios from OneDrive on screen. (Each describes an event in a school location. Such as: Yvette bumps into Dale in the hall and her books fall to the ground. / Dennis spills his milk all over Kayla's new dress.
2. Select one scenario. How would you respond?
3. Discuss each scenario & appropriate responses.
4. Model appropriate responses using student act it outs.
5. Exit Ticket: Describe a strategy you can use to de-escalate a tense situation at school.

WHEN will this lesson plan be taught?	
Beginning of school year date(s) and time(s):	September 13, 2017
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?
Third Teachers	Classrooms

CRITICAL ELEMENT #5 Reward and Recognition Programs

💡 **NEW element**: refer to Rewards Brainshark for further guidance. **http://www.browardprevention.org/mtssrti/rtib/**

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	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.
B. What reward/recognition will they earn? ➢Include person(s) responsible for organizing	The ROAR cards are entered into a monthly drawing for prizes such as gift cards to local restaurants**.** Magnet Coordinator is responsible for overseeing the ROAR program.
C. How will you collect data to determine who has earned the reward? ➢include person(s) responsible for organizing and analyzing	Teachers and staff will maintain a log of students who have been awarded a ROAR card. Magnet Coordinator is responsible for overseeing the ROAR program.
D. When and how will the reward be provided? ➢Include timeline ➢Include actual date	Teachers give the ROAR cards to deserving students and the students should deposit the card in the ROAR box in 2418 by the 25th of the month to be included in the monthly drawing.

Front of ROAR Card

ATC Technical High School

ROAR Recognition Program

Ready To Work
On Time
Attentive
Respectful

Back of ROAR Card

Congratulations on your ROAR!

Bring this card to Room 2418 for the monthly prize drawing.

_____
Student

_____
Instructor

CRITICAL ELEMENT #6 Effective Discipline Procedures

6A. Categorize the top 6 *most common* staff-managed misbehaviors <u>at your school</u> 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. Chewing gum/ Eating or drinking in class	**Chewing gum or eating or drinking in class**	**1. Repetitive Minor Misbehaviors**	**More than 5 minor behaviors in quarter**
2.Hallway Misconduct	**Running in the hall**	**2.Disrespectful tone/ attitude/ body language**	**Eye rolling upon receiving a request**
3.Out of seat	**Getting up without permission**	**3.Unauthorized use of electronic device**	**Cell phone out during class**
4.Talking out	**Not raising your hand and being called upon to speak**	**4.Inappropriate language (mild)**	**Uses mild language but inappropriate for class**
5.Off task	**Not following the agenda of the class/ Head down/ Talking**	**5.Horseplay**	**Pushing or shoving with a friend**
6. Making noises	**Booing/ Laughing / Woooing**	**6.On pass too long**	**Gone from class for an extending amount of time**

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

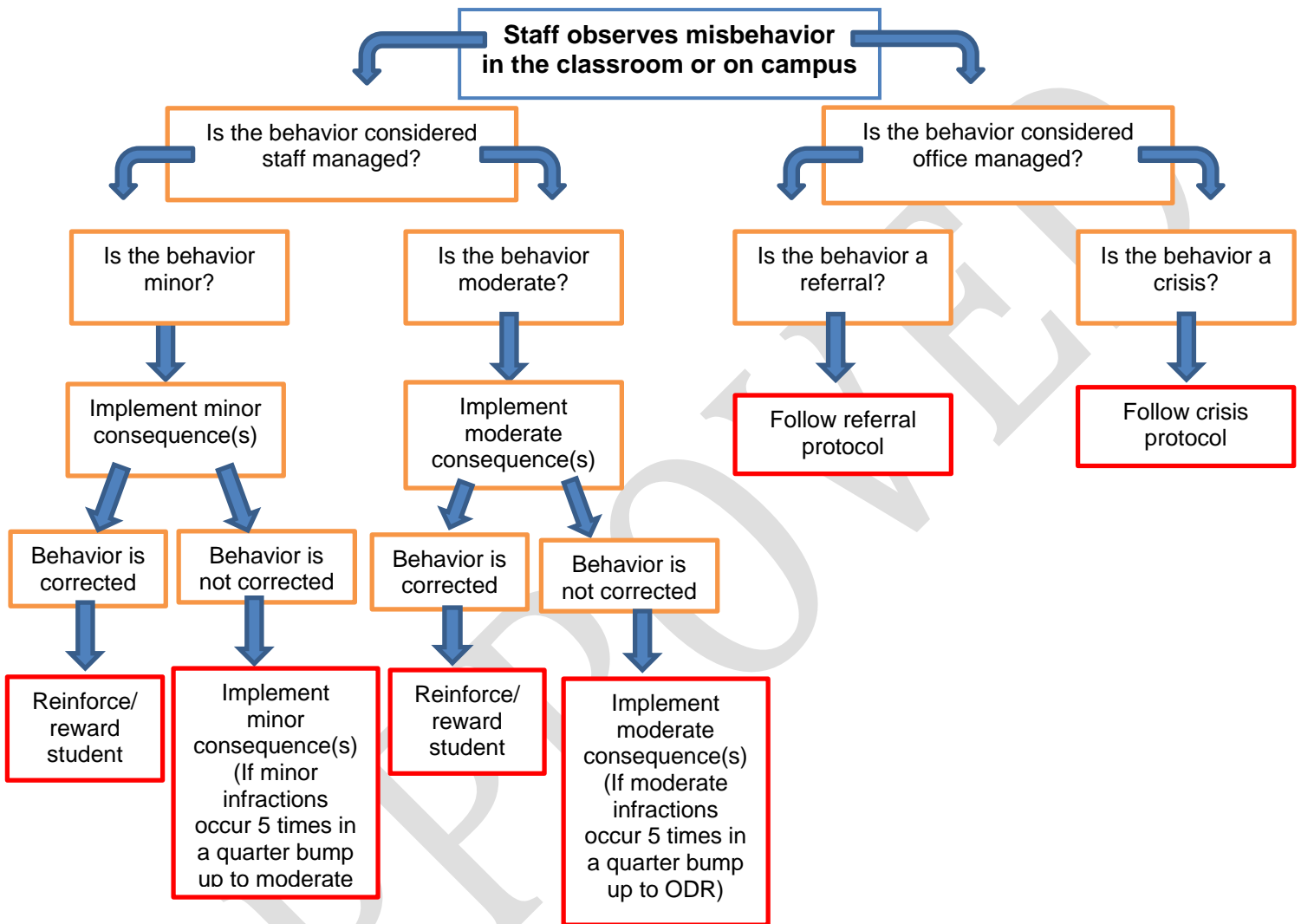| Consequence Menu for **Minor** Misbehaviors (Staff's choice of 5):	Consequence Menu for **Moderate** Misbehaviors (Staff's choice of 5):
• **Move closer to student (Proximity)**	• **Time out from activity**
• **Speak privately with student**	• **Time out from room**
• **Nonverbal cues – Teacher Evil Eye**	• **Home contact (phone, email, letter)**
• **Redirect student**	• **Move student's seat**
• **Cue/Prompt/Remind**	• **Detention**

6C. List the top 5 *most common* **misbehaviors** <u>at your school</u> **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. Repetitive moderate misbehaviors	**More than 5 moderate misbehaviors in a quarter**
2. Fighting/Bullying	Physical altercation/Behaviors meeting RIP standards for bullying
3. Refusing to surrender cell phone	Teacher/Staff requests student to hand over cell phone & student does not comply after second request
4. Accessing websites with sexual/violent content	Student uses school computer or network to access web content that is sexual or violent in nature
5. Leaving school grounds without permission	Student leaves campus without prior permission
6. Skipping school	Student does not attend school & parent has not approved the absence

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.)

```
                    ┌──────────────────────────────┐
                    │  Staff observes misbehavior  │
                    │  in the classroom or on campus│
                    └──────────────────────────────┘

   ┌──────────────────────────┐           ┌──────────────────────────┐
   │ Is the behavior considered│           │ Is the behavior considered│
   │    staff managed?        │           │     office managed?      │
   └──────────────────────────┘           └──────────────────────────┘

  ┌─────────────┐  ┌─────────────┐      ┌─────────────┐  ┌─────────────┐
  │Is the behavior│ │Is the behavior│    │Is the behavior│ │Is the behavior│
  │   minor?     │  │  moderate?   │      │ a referral?  │  │  a crisis?   │
  └─────────────┘  └─────────────┘      └─────────────┘  └─────────────┘

  ┌─────────────┐  ┌─────────────┐      ┌─────────────┐  ┌─────────────┐
  │Implement minor│ │Implement    │     │Follow referral│ │Follow crisis │
  │consequence(s)│ │moderate     │      │  protocol    │  │  protocol    │
  │              │ │consequence(s)│     └─────────────┘  └─────────────┘
  └─────────────┘  └─────────────┘
```

| Behavior is corrected | Behavior is not corrected | Behavior is corrected | Behavior is not corrected |

| Reinforce/ reward student | Implement minor consequence(s) (If minor infractions occur 5 times in a quarter bump up to moderate | Reinforce/ reward student | Implement moderate consequence(s) (If moderate infractions occur 5 times in a quarter bump up to ODR) |

CRITICAL ELEMENT # 7: Data Collection and Analysis

💡 **NEW element**: refer to Data Brainshark for further guidance. **http://www.browardprevention.org/mtssrti/rtib/**

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

Total Population:	**600**	**Calculation to determine % rate**	**%**	**Core Evaluation**		
# Referrals	**# Students**					
1 Referral	44	**(**Total Pop − (# of 2-5 Students) − (# of >5 Students)**)** ÷ Total Pop =	99.5	*Universal students: (# 0-1 Referrals should be >80%)*	**>80%?**	
					☒YES	☐NO
2-5 Referrals	3	(# of 2-5 Students) ÷Total Pop =	0.5	**At risk students**: *(# 2-5 Referrals should be <15%)*	**<15%?**	
					☒YES	☐NO
>5 Referrals	0	(# of >5 Students) ÷Total Pop =	0	**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? Intense monitoring by school counselor and RtI team.	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?

No entry needed for Critical Elements #8 and #9.

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. Assistant Director	School-wide **expectations** and location-specific **rules** are posted across campus ("marketing").	100% of classrooms will display posters (Sign Off Sheet/Classroom Visits)	Refer to 2B quarterly presentation dates. This is the data the team will be sharing during staff presentations.	Staff Meetings in August (08/15/2017)
2. Assistant Director	**Behavior lesson plans** are being taught as written	100% of teachers will implement (Sign Off Sheet)		Staff Meetings in August (08/15/2017)
3. Assistant Director	**Discipline consequences** and **flow chart** are being used by all staff as written	100% of classrooms will display posters (Sign Off Sheet/Classroom Visits)		Staff Meetings in August (08/15/2017)

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. Assistant Director	See critical element 3A. Quarterly **behavior incident** data.	10% reduction in behavioral incidents in our targeted areas	See critical element 2B quarterly presentation dates. This is the data the team will be sharing during staff presentations	Shared at RtiB Meetings/SAC/ PLC
2. Assistant Director	See critical element 4A. Quarterly **top 3 event locations** data.	10% reduction in behavioral incidents in our targeted areas		Shared at RtiB Meetings/SAC/ PLC
3. Assistant Director	See critical element 7. Quarterly **core effectiveness** data.	90% of students will have 1 or less ODR		Shared at RtiB Meetings/SAC/ PLC