**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: Winston Park Elementary** |
| **School Number: 3091** |
| **SPBP Contact Person: James Tews/Crystal Walker** |
| **Direct Phone Number: 754-322-9000** |

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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.**

|  |  |  |
| --- | --- | --- |
| Full Name | Position | Stakeholder  Representation |
| Carolyn Eggelletion | Principal | Administration |
| Crystal Walker | SPBP Point of Contact | Rti:B Team |
| Jessica Norton | Parent/Community Representation | SAC |
| Hans Kuhlman | BTU Representative | BTU |
| Kathy Familia | Literacy Coach |  |
| Tenise McCray | Math Coach |  |
|  |  |  |
|  |  |  |

**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 |
| August 16, 2017 | 2:15 p.m. | Asst. Principal |
| September 14, 2017 | 2:15 p.m. | Asst. Principal |
| November 9, 2017 | 2:15 p.m. | Asst. Principal |
| January 11, 2017 | 2:15 p.m. | Asst. Principal |

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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:**

|  |  |  |
| --- | --- | --- |
| **Action Steps:** | **Date(s)**  ***(Before April 30th THIS YEAR)*** | **Content**  (2-3 sentences) |
| **Presented the 2017/18 SPBP to Staff** | 8/16/2016 | RtI: B team presented SPBP to staff. Staff asked questions and provided feedback. SPBP plan was updated based on suggestions. |
| **Presented the 2017/18 SPBP to stakeholders (parents and community)** | 9/1/2016 | SPBP shared with parents at Back to School Night. Teachers explained schoolwide plan and individual classroom plans. Administration was on hand to answer questions. |
| **Held a faculty vote on the 2017/18 SPBP** | 9/15/2016 | % approved:100 |

**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 2017/18SPBP for all staff** | Prior to students’ 1st day:  1. 8/16/2017 | 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. 9/7/2017 |
| **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. 10/18/2017 | 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. 1/10/2017 |
| 3. 3/15/2018 |
| 4. 5/24/2018 |

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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:**

|  |  |  |
| --- | --- | --- |
| Top 10 Behavior Incidents  (put N/A in any blank spaces) |  | 3-5 Negative Characteristics |
| 1.Battery |  | Disrespectful |
| 2. Unruly/Disruptive Behavior |  | Disobedient |
| 3. Disruption on Campus |  | Disruptive |
| 4. Assault/Threat |  |  |
| 5. N/A |  |  |
| 6. N/A |  |  |
| 7. N/A |  |  |
| 8. N/A |  |  |
| 9. N/A |  |  |
| 10. N/A |  |  |

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

|  |
| --- |
| 3 – 5 Positive Replacement Characteristics = your **School-wide Expectations** |
| #1 Respect other peoples’ person and property. |
| #2 Follow all staff members’ instructions. |
| #3 Maintain order and self control at all times. |
|  |
|  |

**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: Respect other people’s person and property**

|  |  |  |
| --- | --- | --- |
| Definition of expectation: | | |
| Student understands and practices the societal norms of personal space and social behavior and understands that other people’s property is for their own personal use unless granted permission otherwise by the owner. | | |
| Rationale for having this expectation | | |
| To maintain school order and to promote positive interactions between students and staff. | | |
| Positive examples: “looks like” | | Non-examples |
| Hands kept to self | | Hitting |
| Speaks kindly to others | | Cursing and/or screaming |
| Uses/touches only one’s own property | | Taking or defacing others’ prooperty |
|  | |  |
| 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.broward.kqw.fl.us/casdl/textbooks/KOCtab.pdf | | |
| 2.peacebekids.com | | |
| 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. Activate prior knowledge through interactive discussion. | | |
| 1. Video presentation or reading a book. | | |
| 1. Discuss positive examples and non examples of the expectation. | | |
| 1. Create a project exemplifying the expectation. Idea could be through a poster or comic strip. | | |
| 1. Presentation/demonstration. | | |
| **WHEN** will this lesson plan be taught? | | |
| **Beginning of school year** date(s) and time(s): | August 22, 2017, 8:30 a.m. | |
| **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? |
| Classroom teachers | | Classroom |

**Teaching School-wide Expectations**

Lesson Plan

**School-wide Expectation #2: Follow all staff members’ instructions**

|  |  |  |
| --- | --- | --- |
| Definition of expectation: | | |
| Every student complies with the verbal or written request of school staff members. | | |
| Rationale for having this expectation | | |
| The need for rules to maintain a positive learning environment. | | |
| Positive examples: “looks like” | | Non-examples |
| Attentive when staff members speak | | Not paying attention to staff |
| Cooperative | | Defiant |
| Agreeable | | Disagreeable |
|  | |  |
| 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.justiceteaching.org/resource | | |
| 2. peacebekids.com | | |
| 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. Activate prior knowledge through interactive discussion. | | |
| 1. Video presentation or reading a book. | | |
| 1. Discuss positive examples and non examples of the expectation. | | |
| 1. Create a project exemplifying the expectation. Idea could be through a poster or comic strip | | |
| 1. Presentation/demonstration. | | |
| **WHEN** will this lesson plan be taught? | | |
| **Beginning of school year** date(s) and time(s): | August 23, 2017, 8:30 a.m. | |
| **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? |
| Classroom teachers | | Classroom |

**Teaching School-wide Expectations**

Lesson Plan

**School-wide Expectation #3: Maintain order and self control**

|  |  |  |
| --- | --- | --- |
| Definition of expectation: | | |
| Making sure one is abiding by generally accepted social norms and controlling impulses that would lead to violation of school rules and/or policies. | | |
| Rationale for having this expectation | | |
| In order to establish and maintain a safe and positive learning environment. | | |
| Positive examples: “looks like” | | Non-examples |
| Reflection | | Impulsiveness |
| Control | | Uncontrolled |
| Positive attitude | | Negative attitude |
|  | |  |
| 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. Characterfirsteducation.com/c/curriculum-detail/2039081 | | |
| 1. Peacebekids.com | | |
| 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 Activate prior knowledge through interactive discussion. | | |
| 2 Video presentation or reading a book. | | |
| 3 Discuss positive examples and non examples of the expectation. | | |
| 4 Create a project exemplifying the expectation. Idea could be through a poster or comic strip. | | |
| 1. Presentation/demonstration. | | |
| **WHEN** will this lesson plan be taught? | | |
| **Beginning of school year** date(s) and time(s): | August 24, 2017, 8:30 a.m. | |
| **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? |
| Classroom Teacher | | Classroom |

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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”

|  |  |
| --- | --- |
| **Top 3 Locations** | |
| School Location | # Incidents |
| 1. **Classroom** | **6** |
| 1. **School Grounds** | **2** |
| 1. **Playground** | **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 rules 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**  Copy and paste locations from 4A. | | |
| Location #1: **Classroom**  **Rules** | Location #2: **School Grounds**  **Rules** | Location #3**: Playground**  **Rules** |
| Expectation #1:  Respect other peoples’ person and property. | Keeping hands to self and touching only your own property. | Keep hand to yourself , not touching others while in line. | Only touch other people when appropriate during play, otherwise keep hands to self. |
| Expectation #2:  Follow all staff members’ instructions. | Follow teacher’s instructions the first time. | Follow the instructions of teacher or other staff members in the hallways. | Do as the teacher or other adult at the playground instructs. |
| Expectation #3:  Maintain order and self control at all times. | Remain quiet during class. Move about the classroom quietly. | Walk quietly in line in an orderly fashion. | Play on playground in a way that is always safe and in control. |

**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: Classroom**

|  |  |  |
| --- | --- | --- |
| Location Rules:  (from 4B chart) | Positive Example: | Non-example: |
| Keep hands to self and touch only your own food. | Keeping hands within your personal space | Touching other people or their property without permission. |
| Follow teacher’s instructions the first time. | Do as teacher asks | Not doing what teacher asks. |
| Remain quiet during class. Move about the classroom quietly. | Raising hand to ask a question | Being loud, calling out. |

|  |  |  |
| --- | --- | --- |
| 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.broward.kqw.fl.us/casdl/textbooks/KOCtab.pdf | | |
| 2.peacebekids.com | | |
| 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 Activate prior knowledge through interactive discussion. | | |
| 2 Video presentation or reading a book. | | |
| 3 Discuss positive examples and non examples of the expectation. | | |
| 4 Create a project exemplifying the expectation. Idea could be through a poster or comic strip. | | |
| 1. Presentation/demonstration. | | |
| **WHEN** will this lesson plan be taught? | | |
| **Beginning of school year** date(s) and time(s): | August 21, 2017, 8:30 a.m. | |
| **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? |
| Teacher | | Classroom |

**Teaching Rules**

Lesson Plan

**Location #2: School Grounds**

|  |  |  |
| --- | --- | --- |
| Location Rules:  (from 4B chart) | Positive Example: | Non-example: |
| Keep hand to yourself , not touching others while in line. | Keeping hands within your personal space | Touching other people or their property without permission. |
| Follow the instructions of teacher or other staff members in the hallways. | Do as teacher asks | Arguing with teacher |
| Walk quietly in line in an orderly fashion. | Keeping hands to side and remaining silent in hallway. | Being loud, calling out. |

|  |  |  |
| --- | --- | --- |
| 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.justiceteaching.org/resource | | |
| 2. peacebekids.com | | |
| 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 Activate prior knowledge through interactive discussion. | | |
| 2 Video presentation or reading a book. | | |
| 3 Discuss positive examples and non examples of the expectation. | | |
| 4 Create a project exemplifying the expectation. Idea could be through a poster or comic strip. | | |
| 1. Presentation/demonstration. | | |
| **WHEN** will this lesson plan be taught? | | |
| **Beginning of school year** date(s) and time(s): | August 22, 2017, 8:30 a.m. | |
| **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? |
| Teacher | | classroom |

**Teaching Rules**

Lesson Plan

**Location #3: Playground**

|  |  |  |
| --- | --- | --- |
| Location Rules:  (from 4B chart) | Positive Example: | Non-example: |
| Only touch other people when appropriate during play, otherwise keep hands to self. | Playing tag and only touching the person when the game calls for it. | Touching other people or their property without permission. |
| Do as the teacher or other adult at the playground instructs. | Go inside when teacher says recess is over. | Continue playing when teacher says recess is over. |
| Play on playground in a way that is always safe and in control. | Play organized game | Run wildly around playground running into 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. Characterfirsteducation.com/c/curriculum-detail/2039081 | | |
| 1. Peacebekids.com | | |
| 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 Activate prior knowledge through interactive discussion. | | |
| 2 Video presentation or reading a book. | | |
| 3 Discuss positive examples and non examples of the expectation. | | |
| 1. Create a project exemplifying the expectation. Idea could be through a poster or comic strip. | | |
| 5 Presentation/demonstration. | | |
| **WHEN** will this lesson plan be taught? | | |
| **Beginning of school year** date(s) and time(s): | August 23, 2017, 8:30 a.m. | |
| **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? |
| Teacher | | classroom |

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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 | **Exhibit the positive behaviors enumerated within the SPBP. Teachers will monitor students with daily behavior points.** |
| **B. What reward/recognition will they earn?**  ⮚Include person(s) responsible for organizing | **They earn a certificate, a necklace, and get to be on the student parade on the closed circuit morning announcements. School counselor will organize.** |
| **C. How will you collect data to determine who has earned the reward?**  ⮚include person(s) responsible for organizing and analyzing | **Teachers monitor all students for the desired effect and submit nominees monthly based on the number of points they have earned.** |
| **D. When and how will the reward be provided?**  ⮚Include timeline  ⮚Include actual date | **It will be provided on a monthly basis by the school counselor and presented to the student body on the morning news.** |

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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.Playing roughly** | **Play which is considered to be outside the normal acceptable degree of roughness.** | **1. Repetitive Minor Misbehaviors** | **More than \_2\_\_\_ minor**  **behaviors in a week**(specified time frame e.g.,  30 minutes / 2 hours / 5 days) |
| **2.Not answering teacher’s questions** | **Refusing to answer student.** | **2.Hitting other students** | **Striking another student.** |
| **3.Using unkind words** | **Making remarks that can be taken offensively by others.** | **3.Using profanity directed at teacher** | **Use of expletives toward a staff member of the school.** |
| **4.Not following teacher directions** | **Any conduct contrary to instructions of teacher.** | **4.Bullying** | **Repetitive harassment of another individual.** |
| **5.Calling out in class** | **Making statements or noises when during class without permission.** | **5.Talking back to teacher** | **Self Explanatory** |
| **6. Creating disruption** | **Any act that inhibits orderly conduct of class/school.** | **6.Gross Insubordination** | **Direct refusal to comply with the instructions of a staff member.** |

**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): |
| * **Time out** | * **Parent Contact** |
| * **No classroom reward** | * **Sent to office** |
| * **Isolation in classroom (move desk)** | * **Loss of extra-curricular activity** |
| * **Apology** | * **Detention table at lunch** |
| * **Sent to another classroom** | * **In-school detention** |

**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. Repetitive moderate misbehaviors | **More than 2 moderate misbehaviors in a week.** |
| 2. Battery | Intentional and unconsensual contact that results in minor injury. |
| 3. Unruly/Disruptive Behavior | Unruly behavior that disrupts the learning environment. |
| 4. Disruption on Campus | Disruptive behavior that poses a threat to the learning environment. |
| 5. |  |
| 6. |  |

**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 crisis?

Is the behavior a referral?

Implement BCPS discipline matrix

Behavior continuing

reinforce/ reward student

Behavior corrected

the behavior minor?

Implement moderate consequences

Is the behavior moderate?

Is the behavior considered staff managed?

follow crisis protocol

reinforce/ reward student

Behavior continuing

Implement minor consequence

Behavior corrected

the behavior minor?

|  |
| --- |
| **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:** | **1212** | **Calculation to**  **determine % rate** | | **%** | **Core Evaluation** | | |
| **# Referrals** | **# Students** |
| 1 Referral | 33 | **(**Total Pop − (# of 2-5 Students) –  (# of >5 Students)**) ÷** Total Pop = | | 4.99%25 | ***Universal students****:*  *(# 0-1 Referrals should be >80%)* | **>80%?** | |
| **X**YES | ☐NO |
| 2-5 Referrals | 2 | (# of 2-5 Students) **÷**Total Pop = | | ..2%2 | **At risk students**:  *(# 2-5 Referrals should be <15%)* | **<15%?** | |
| **X**YES | ☐NO |
| >5 Referrals | 1 | (# of >5 Students) **÷**Total Pop = | | ..08% | **High risk students**:  *(# >5 Referrals should be <5%)* | **<5%?** | |
| **X**YES | ☐NO |
| **7B**. If all 3 are “**YES**”, your Core is Effective. **Is your core behavior curriculum effective?** | | | | | | | |
| **XYES** | | | **☐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?  We will be sure to identify students who are at risk for repeated misconduct by forming a social peer group with the counselor to proactively promote positive behavior. | | | 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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| **No entry needed for Critical Elements #8 and #9.** |

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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. Asst. Principal | School-wide **expectations** and location-specific **rules** are posted across campus (“marketing”). | All classrooms on campus will have school wide expectations posted. Location specific rules will be conspicuously posted in those areas. | Refer to 2B quarterly presentation dates. This is the data the team will be sharing during staff presentations. | Communicated by administration to staff during monthly staff meetings. |
| 2.Principal/Asst. Principal | **Behavior lesson plans** are being taught as written | 100% of teachers will have behavior lesson plan in planbook. Classroom observation will verify they are being taught as written | In person with teachers after observation. |
| 3.Principal/Asst. Principal | **Discipline consequences**  and **flow chart** are being used by all staff as written | Review of data through Basis, counselor’s log, and discipline paperwork and teacher’s logs. | Communicated directly with staff at monthly staff meetings and in person with individuals where needed. |

**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?”*

|  |  |  |  |  |
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| **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. Asst Principals | See critical element 3A. Quarterly **behavior incident** data**.** | Behavior incidents remain at or below level from previous year. | See critical element 2B quarterly presentation dates. This is the data the team will be sharing during staff presentations | Shared monthly at staff meetings |
| 2.Asst Principals | See critical element 4A. Quarterly **top 3 event locations** data. | Reduction of behavior incidents for each area relative to same period previous year. | Shared monthly at staff meetings |
| 3.Asst Principals | See critical element 7. Quarterly **core effectiveness** data**.** | 80% or more of students will have 1 or fewer referrals. | Shared monthly at staff meetings |