

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/> → *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: Deerfield Beach Elementary School
School Number: 0011
SPBP Contact Person: Dr. Latonya L. Cooper, Ed.D
Direct Phone Number: 754-322-6100

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
Andrew Gerlach	Principal	Administration
Latonya L. Cooper	SPBP Point of Contact	Administration Discipline Committee Chair
Barbara Skulski	Parent/Community Representation	SAC
Alison Keenan	BTU Representative	BTU
Margaret Caton	Teacher	Discipline Committee
Patricia Kennedy	Teacher	Discipline Committee
Lucy Martinez	Business Partner	Discipline Committee
Tazeen Shirazi	Teacher	Discipline Committee
Theresa Hudnall	Teacher	Discipline Committee
Jill O'Neil	Teacher	Discipline Committee
Adriana Valle	Teacher	Discipline Committee
Amy Major	Teacher	Discipline Committee
Jennifer Grant	Teacher	Discipline Committee
Tameisha Campbell	Teacher	Discipline Committee
Coral de Pablos	Teacher	Discipline Committee

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
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February 23, 2017	1:00p.m.	Andrew Gerlach
March 14, 2017	2:15p.m.	Andrew Gerlach
April 5, 2017	2:15p.m.	Andrew Gerlach
April 19, 2017	2:15p.m.	Latonya L. Cooper
April 25, 2017	2:15p.m.	Latonya L. Cooper

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 30 th THIS YEAR)	Content (2-3 sentences)
Presented the 2017/18 SPBP to Staff	4/25/2017	Staff reviewed positive behavior plan/Behavior Data/Questions generated
Presented the 2017/18 SPBP to stakeholders (parents and community)	4/19/2017	Stakeholders viewed the positive behavior plan at the April's SAF/SAC meeting.
Held a faculty vote on the 2017/18 SPBP	4/19/2017	% 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 2017/18 SPBP for all staff	Prior to students' 1 st day: 1. 8/14/2017	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 1 st , 2017 1. 8/23/2017	
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. 8/14/2017	The team will share the updated implementation data in 10A including: the "marketing" of expectations and rules, lesson plan implementation, and discipline processes.
	2. 9/14/2017	
	3. 10/19/2017	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.
	4. 1/9/2018	

CRITICAL ELEMENT # 3: School-wide Expectations

3A. Collect behavior data from BASIS 3.0:

Top 10 <u>Behavior</u> Incidents (put N/A in any blank spaces)
1. Fighting Medium (10)
2. Fighting Minor/Altercation/Confrontation (8)
3. Unruly/Disruptive Behavior (7)
4. Disobedience/Insubordination (7)
5. Bus Violation Level 2 (5)
6. N/A
7. N/A
8. N/A
9. N/A
10. N/A

3B. Group similar problem behaviors to develop:

3-5 Negative <u>Characteristics</u>
Aggressive
Disrespectful
Disruptive

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

3 – 5 Positive Replacement <u>Characteristics</u> = your School-wide Expectations
Be a problem solver.
Be respectful at all times.
Be cooperative 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: Be a problem solver at all times.

Definition of expectation:	
A problem solver is one who can utilize strategies to find positive solutions at all times.	
Rationale for having this expectation	
When we utilize strategies to find positive solutions, we create a safe environment.	
When we utilize strategies to find positive solutions, we increase self-control.	
When we utilize strategies to find positive solutions, we enable ourselves to make better choices.	
Positive examples: "looks like"	Non-examples
Think before you act	Physical aggression
Use kind words to solve problems	Profane language
Seek out an adult	Take matters into your own hands
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. CHAMPS desired behaviors – Monthly Professional Development (K-5)	
2. Proud Parrot's Treasure - Weekly grade level meetings (K-5) and monthly PLC's	
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. Students to participate in classroom discussions/brainstorm and model showing positive strategies to find positive solutions.	
2. During morning announcements students will show examples of self-control through small video clips, etc.	
3. Proud Parrot's Treasure	
4.	
5.	
WHEN will this lesson plan be taught?	
Beginning of school year date(s) and time(s):	August 21, 2017 – September 4, 2017 during classroom morning opener.
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, Physical Education teacher, Art teacher, and Music teacher.	In the classroom

Teaching School-wide Expectations
Lesson Plan

School-wide Expectation #2: Be respectful

Definition of expectation:	
Being respectful means to be polite to others and show respect at all times.	
Rationale for having this expectation	
When we respect others, we get along with others and focus more on learning instead of creating conflict.	
Positive examples: "looks like"	Non-examples
Respect yourself and others	Refusal to follow rules and procedures
Using kind words and actions	Using verbal profanity
Work cooperatively with others	Disrespecting others
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.CHAMPS desired behaviors – Monthly Professional Development (K-5)	
2.Proud Parrots Treasure (K-5)	
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.Students will participate in classroom discussions/brainstorm and model showing examples of positive strategies to find positive solutions.	
2.In Art class, students will create posters depicting examples of showing positive strategies to find positive solutions.	
3.Proud Parrots Treasure	
4.	
5.	
WHEN will this lesson plan be taught?	
Beginning of school year date(s) and time(s):	August 21, 2017 – September 4, 2017 during classroom morning opener.
After long holidays 3rd quarter	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.
WHO will teach this lesson plan?	WHERE will the lesson plan instruction occur?
Classroom teachers, Art, Physical Education, and Music Teacher.	In the classroom

Teaching School-wide Expectations
Lesson Plan

School-wide Expectation #3: Be Cooperative at all times

Definition of expectation:
Being cooperative means working or acting together willingly to accomplish a positive goal.
Rationale for having this expectation
Being cooperative allows one to work well with all adults and peers.

Positive examples: "looks like"	Non-examples
Listen carefully to others and be sure you understand what they are saying.	Ignoring others and do not listen to adults/peers
Compromise when you have a serious conflict.	Refusal to agree with adults or peers
Encourage peers to do their best.	Discourage peers to do their best.
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. CHAMPS desired behaviors – Monthly Professional Development (K-5)	
2. Proud Parrots Treasure (K-5)	
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. Students participate in classroom discussions and model being cooperative.	
2. In Art class students will create posters depicting examples of being cooperative in the classroom, hallway, cafeteria, and playground.	
3. Proud Parrots Treasure (K-5 students)	
4.	
5.	
WHEN will this lesson plan be taught?	
Beginning of school year date(s) and time(s):	August 21, 2017 – September 4, 2017 during classroom morning opener.
After long holidays 3rd quarter	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.
WHO will teach this lesson plan?	
Classroom teachers, Art, Physical Education, and Music Teacher.	WHERE will the lesson plan instruction occur? In the classroom

Teaching School-wide Expectations
Lesson Plan

School-wide Expectation #4: _____

Definition of expectation:

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Rationale for having this expectation

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Positive examples: "looks like"	Non-examples
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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.

2.

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.

2.

3.

4.

5.

WHEN will this lesson plan be taught?

Beginning of school year date(s) and time(s):	
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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?
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Teaching School-wide Expectations
Lesson Plan

School-wide Expectation #5: _____

Definition of expectation:

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Rationale for having this expectation

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Positive examples: "looks like"	Non-examples
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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.

2.

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.

2.

3.

4.

5.

WHEN will this lesson plan be taught?

Beginning of school year date(s) and time(s):	
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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?
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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.Cafeteria	11
2.Hallway	7
3.Outside Classroom Hallway	2

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: Cafeteria Rules	Location #2: Hallway Rules	Location #3: Outside Classroom Hallway Rules
Expectation #1: Be a problem solver.	<ul style="list-style-type: none"> Sit in your assigned seat Raise your hand to leave your seat or ask for something Clean up your area before you leave 	<ul style="list-style-type: none"> Students will walk in an orderly, quiet line Students will always use the yellow and red lines Students will listen to all adults 	<ul style="list-style-type: none"> Students will walk outside their class in an orderly fashion Students will line up safely and soundly Students will keep their voices at an appropriate level
Expectation #2: Be respectful.	<ul style="list-style-type: none"> Say please and thank you Wait patiently in line for your food Use a quiet voice 	<ul style="list-style-type: none"> Respect yourself and others Use kind words Stand in your assigned location 	<ul style="list-style-type: none"> Listen to your teacher/adult Use a quiet voice Stand in your assigned location/no pushing
Expectation #3: Be cooperative at all times.	<ul style="list-style-type: none"> Listen carefully to all adults and make sure you understand what they are saying. Think before you get involved with conflict Encourage peers to follow all rules. 	<ul style="list-style-type: none"> Listen carefully to all adults and make sure you understand what they are saying. Think before you get involved with conflict Encourage peers to follow all rules. 	<ul style="list-style-type: none"> Listen carefully to all adults and make sure you understand what they are saying. Think before you get involved with conflict Encourage peers to follow all rules.
Expectation #4: Click here to enter text.	Location rule(s) for expectation #4	Location rule(s) for expectation #4	Location rule(s) for expectation #4
Expectation #5: Click here to enter text.	Location rule(s) for expectation #5	Location rule(s) for expectation #5	Location rule(s) for expectation #5

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: Cafeteria

Location Rules: (from 4B chart)	Positive Example:	Non-example:
Enter and exit correctly	-Enter the cafeteria in an orderly fashion -Students walk nicely and quietly to their assigned table -Students sit correctly in their assigned seat	Pushing, shoving, skipping in line, yelling in line, and/or at assigned table
Keep area clean at all times	-Pick-up after themselves -Helping others keep the area tidy	Leaving trash on the floor, condiments spilled over the table and/or floor, table left uncleaned
Appropriate volume control	Whispering (Level 1 voice) and/or speaking with peer across from you or next to you	Screaming, shouting, banging, water bottles and/or popping Ziploc bags.
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.Student code of conduct book		
2.LEAPS Website: https://selforschools.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.Introduce expectations and rules		
2.Discuss expectations and add student input		
3. Staff model and practice behavior with students		
4.		
5.		
WHEN will this lesson plan be taught?		
Beginning of school year date(s) and time(s):	August 21, 2017 – September 4, 2017 during classroom morning opener.	
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?
Teachers		Classroom/Specials

Teaching Rules Lesson Plan

Location #2: Hallway

Location Rules: (from 4B chart)	Positive Example:	Non-example:
Students will walk in an orderly, quiet line	-Hands down to your side -Mouth closed -In correct line order	Swinging hands and arms all around, hitting peers, mouth open speaking loudly, and/or not in the correct line order
Students will always use the yellow and red lines	-Students will stay to the far right on the correct color coded line -Student will stay to the far left on the correct color coded line	Student is walking in the middle of the red and yellow line, bumping into other students and/or not adhering to rules
Students will listen to all adults	-Students looking and understanding what the adult is saying to them at all times	Student is not paying attention to the adult and is not understanding the adult's directive
Keep hands, feet, objects and unkind words to yourself.	-Students will keep hands, feet, objects and unkind words to yourself.	Swinging hands and arms all around, hitting peers and using profanity.
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.Code of Conduct first day of school video		
2.Safety Video		
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.Introduce expectations and rules		
2.Discuss expectations and consequences		
3.Review and implement safety video elements		
4.Staff model and practice how to walk on the yellow and red lines with students		
5.		
WHEN will this lesson plan be taught?		
Beginning of school year date(s) and time(s):	August 21, 2017 – September 4, 2017 during classroom morning opener.	
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?
Teachers		In classroom and hallway

Teaching Rules Lesson Plan

Location #3: Outside Classroom Hallway

Location Rules: (from 4B chart)	Positive Example:	Non-example:
Walk in an orderly fashion	Parrot walk (walk on the red and yellow lines, hands down to your side, quietly transitioning in the hallway)	Running, skipping, talking loudly while walking through the hallway
Use Manners	-Saying Please and thank you -Raising your hand -Respecting peers and adults	Teasing, inappropriate language and being disrespectful
Respecting the learning environment you are passing by in the hallway	-Follow all directions -Keep the bulletin boards outside of your class tidy	Not adhering to rules and instructions Destroy bulletin boards Leave trash on the ground
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.Student Code of Conduct book		
2.Modeling Behavior (Videos)/Resource Room		
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.Introduce expectations and rules to students		
2.Have student discussions allowing students to provide their input and examples		
3.View video		
4.Model and Practice by teachers and students		
5.		
WHEN will this lesson plan be taught?		
Beginning of school year date(s) and time(s):	August 21, 2017 – September 4, 2017 during classroom morning opener.	
After long holidays 3rd quarter	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.	
WHO will teach this lesson plan?		WHERE will the lesson plan instruction occur?
Teachers		In the classroom

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	Students who follow the school-wide rules, be cooperative, be a problem solver, and show respect for others will earn a Proud Parrot's Coin each time.
B. What reward/recognition will they earn? >Include person(s) responsible for organizing	The students will also receive a specific verbal praise and recognition when they are caught following all rules. When a class receive a total of 15 Proud Parrot Coins, they will receive a popcorn party and when the class receive 30 Proud Parrot Coins, the class will receive a pizza party.
C. How will you collect data to determine who has earned the reward? >include person(s) responsible for organizing and analyzing	Teachers will collect Proud Parrot Coins from all students and turn them in to the administrative staff. All teachers' names will be announced during the morning announcements once they have received their 15 Proud Parrot Coins and 30 Proud Parrot Coins.
D. When and how will the reward be provided? >Include timeline >Include actual date	Every 4 weeks each class that received the required amount of Proud Parrot's Coins will receive their incentive of either a popcorn party or pizza party. Daily, when students are showing that they are following all school-wide rules, will received a Proud Parrot's Coin.

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.Fighting (Minor)	Pushing, shoving, yelling, and disrespecting peers.	1.Repetitive Minor Misbehaviors	More than <u>2</u> minor behaviors in a school day or week
2. Tone/Attitude	Student’s action or behavior exhibited in a negative manner towards peers and adults	2. Threatening words	Student state negative/harmful words to peers
3.Tardy	Student arriving to class late after the warning bell.	3.Out of assigned area	Student leaves assigned area without permission 1-2 times per week
4.Preparedness	Student coming to school not well equipped to complete all tasks given or students are not ready to perform all tasks when directed.	4. Touching	Inappropriate or unwelcoming touch of peers
5.Calling Out	Student speaking out without being called on by an adult.	5. Refusal to do classwork	Student denial of completing work
6. disrespect the school property	Leaving the classroom and school grounds in disarray.	6. Profanity	Inappropriate language and/or cursing

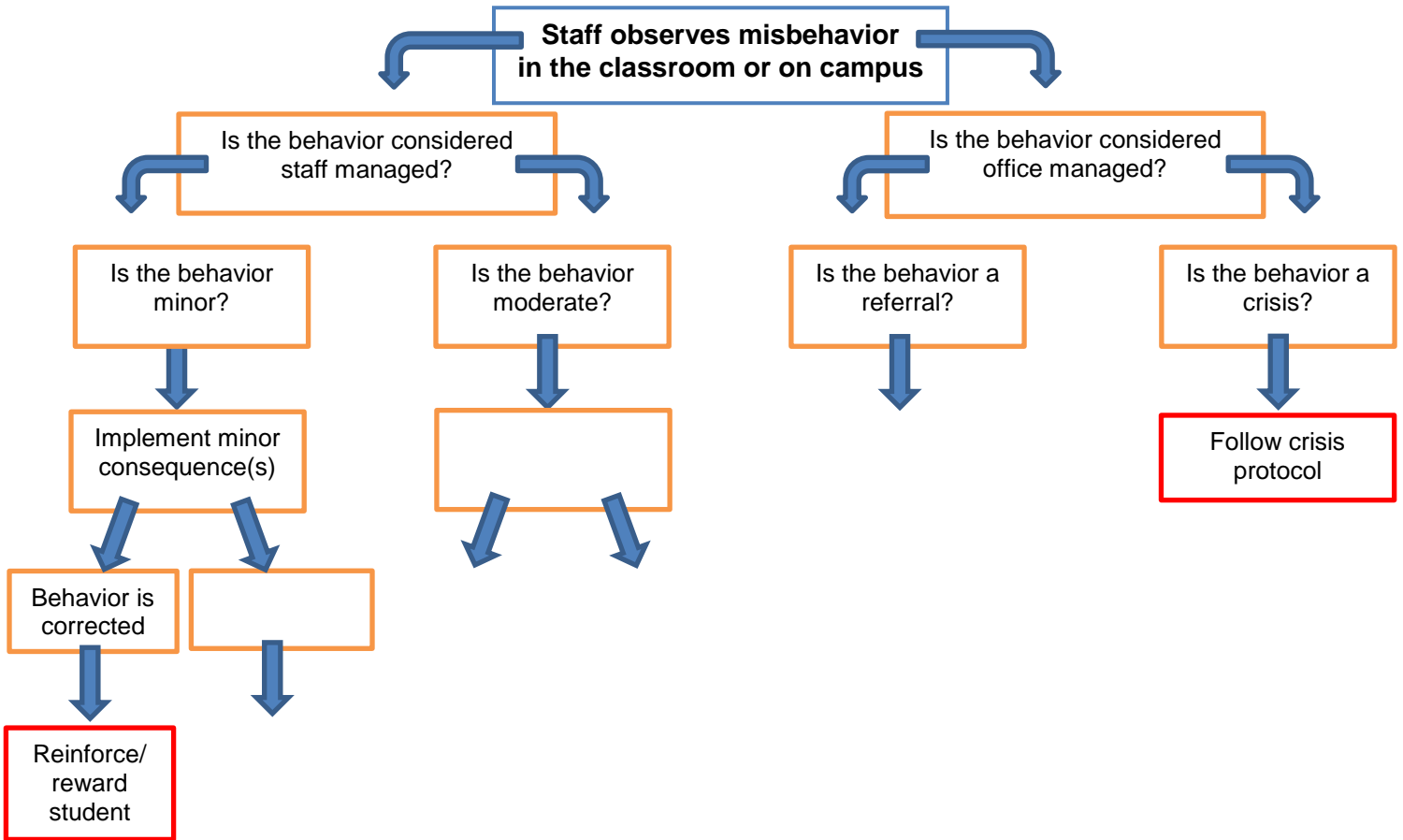
6B. Create a consequence menu for all staff to choose from when students exhibit the above misbehaviors:

Consequence Menu for Minor Misbehaviors (Staff’s choice of 5):	Consequence Menu for Moderate Misbehaviors (Staff’s choice of 5):
• Verbal Warning	• Verbal Warning
• Behavior Correction	• Student Conference- service hours
• Time out from classroom environment into another classroom on the same grade level	• Parent Contact
• Time out for service hours at teacher discretion	• Guidance or Social Worker Referral
•	• Time out from classroom environment into another classroom on the same grade level

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 school day or week
2. Major Classroom/School Disruption	More than __2__ moderate misbehaviors in school day or week
3. Minor Classroom/School Disruption	More than __2__ moderate misbehaviors in school day or week
4. Unacceptable Use of Technology	More than __1__ moderate misbehaviors in school day or week
5. Disruptive/Unruly Play	More than __1__ moderate misbehaviors in school day or week

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.)



CRITICAL ELEMENT # 7: Data Collection and Analysis

 **NEW element:** refer to Data Brainshark for further guidance. <http://www.browardprevention.org/mtsrti/rtib/>

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

Total Population:		Calculation to determine % rate	%	Core Evaluation		
# Referrals	# Students					
1 Referral	22	(Total Pop – (# of 2-5 Students) – (# of >5 Students) ÷ Total Pop =	97%	Universal students: (# 0-1 Referrals should be >80%)	>80%?	
<input checked="" type="checkbox"/> YES				<input type="checkbox"/> NO		
At risk students: (# 2-5 Referrals should be <15%)				<15%?		
<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO					
>5 Referrals	1	(# of >5 Students) ÷ Total Pop =	0%	High risk students: (# >5 Referrals should be <5%)	<5%?	
<input checked="" type="checkbox"/> YES				<input type="checkbox"/> NO		

7B. If all 3 are “YES”, your Core is Effective. **Is your core behavior curriculum effective?**

<input checked="" type="checkbox"/> YES	<input type="checkbox"/> 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?	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. Administration Discipline Committee	School-wide expectations and location-specific rules are posted across campus (“marketing”).	100% of school will have posted location specific rules and expectations for area will be taught.	Refer to 2B quarterly presentation dates. This is the data the team will be sharing during staff presentations.	Faculty/Staff Meetings
2. Administration Discipline Committee	Behavior lesson plans are being taught as written	100% of teachers will have placed behavior lesson plans in plan book and covered all materials included.		Faculty/Staff Meetings
3. Administration Discipline Committee	Discipline consequences and flow chart are being used by all staff as written	100% of the teachers will read and implement discipline flow chart/consequences.		Discipline Committee Meetings

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 Principal	See critical element 3A. Quarterly behavior incident data.	Decrease student referrals by at least 30%	See critical element 2B quarterly presentation dates. This is the data the team will be sharing during staff presentations	SAC, Discipline, Faculty and PTA meetings
2. Assistant Principal	See critical element 4A. Quarterly top 3 event locations data.	Decrease student classroom referrals by at least 30%		SAC, Discipline, Faculty and PTA meetings
3. Assistant Principal	See critical element 7. Quarterly core effectiveness data.			SAC, Discipline, Faculty and PTA meetings