

School-wide Positive Behavior Plan (SPBP)
 Broward County Public Schools
 To be implemented in SY 2018/19



Elements have changed in the SPBP.

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

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

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

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

School Name:	Dillard High 6 -12
School Number:	0371
SPBP Contact Name:	Mrs. Yolanda D. Williams
Direct Phone Number:	754-322-0808

CRITICAL ELEMENT # 1: Active Team with Administrative Participation

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

Full Name	Position	Who or what grade level does this member represent?
Mrs. Casandra D. Robinson	Principal	Administration
Mrs. Yolanda D. Williams	SPBP Point of Contact	Administration
Miss Tracie Latimer	Assistant Principal	Administration
Darryl Burrows	Parent/Community Representation	Parent
Aabron Wynn	BTU Representative	BTU
Teralyn Butler – Overstreet	SAC Chair	SAC
Maryland Patterson – Hankerson	Guidance Director	Guidance
Demetria Rawls	RTi-B	RTi-B Team
Jeanie Jones	Teacher	Faculty
Rory Mapp	Teacher	Faculty
Darryl Williams	Behavior Support	Staff
Connie Miller	Behavior Support	Faculty
Myia Moultry	Teacher	Middle School

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

Meeting Date	Meeting Time	Name & title of person responsible to facilitate meeting	Content of meetings:
8/13/2018	3:00pm	Mrs. Yolanda D. Williams	1. Create and disseminate updated Expectations and Rules lesson plans (#3 and #4) 2. Review progress of Implementation Action Plan (#9) 3. Collect & analyze implementation
10/22/2018	3:00pm	Mrs. Yolanda D. Williams	
1/14/2019	3:00pm	Mrs. Yolanda D. Williams	

4/15/2019	3:00pm	Mrs. Yolanda D. Williams	data (#10A) 4. Collect & analyze student outcome data (#10B)
-----------	--------	--------------------------	---

CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment:

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

Action Steps:	Date <i>(Between Jan 15 – April 30, 2018)</i>	Details <i>(retain attendance sheets at school)</i>	Person responsible to collect and retain attendance sheets:
Presented the <i>new</i> SPBP (for SY 2018/19) to staff	4/5/2018	# of participants =	Mrs. Demetria Rawls / Mr. Darryl Williams
Held a <i>faculty</i> vote on the new SPBP (for SY 2018/19)	4/11/2018	% approved =	Mr. Aabron Wynn
Presented the <i>new</i> SPBP (for SY 2018/19) to stakeholders (parents and community)	4/18/2018	# of participants =	Mrs. Yolanda D. Williams

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

Action Steps:	Date(s) <i>(NEXT YEAR)</i>	Content <i>(retain attendance sheets at school)</i>	Person responsible to collect and retain attendance sheets:
Provide a professional development on the 2018/19 SPBP for all staff	Prior to students' 1 st day: 8/14/2018	The team will present the updates in the SPBP for the 18/19 school year. All stakeholders will be provided with access to the SPBP. Feedback will be collected for future team meetings.	TBA
Present the 2018/19 SPBP to stakeholders (parents and community)	Prior to Oct 1 st , 2018 9/19/2018		
Present behavior data to staff <i>Quarterly: minimum of 4 each year</i>	1. 10/4/2018	The team will present the <u>implementation data</u> in 10A. Include: <ul style="list-style-type: none"> the "marketing" (teaching and posting) of expectations and rules lesson plan implementation discipline procedures reward system implementation 	TBA
	2. 1/10/2019		
	3. 3/7/2019	The team will present the <u>student outcome data</u> in 10B. Include: <ul style="list-style-type: none"> top 3 event locations type of behavior incidents core effectiveness data classroom referral data, as well as analysis of this data. 	
	4. 4/4/2019		

CRITICAL ELEMENT # 3: School-wide Expectations

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

Top 10 Behavior Incidents <i>(put N/A in any blank spaces)</i>	
1. Unruly Disruptive Behavior	6. Profanity to Staff Member
2. Disobedience/Insubordination	7. Fight -Minor/Altercation/Confrontation
3. Unserved Detention	8. Defiance of Authority/Habitual
4. Fighting - Medium	9. Truancy
5. Class Cut (Skipping)	10. Out of Assigned Area

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

School-wide Expectations
1. Show respect for staff and peers
2. Demonstrate Self – Control
3. Attend classes regularly and on time
4.
5.

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

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

When will school-wide expectations lesson plans be taught?		
	Date(s)	Time:
August	August 13, 2018	1:00pm
January	January 7, 2018	1:00pm
4 th Quarter	May 9, 2018	1:00pm
Who will be responsible for teaching the lesson plans?		All teacher
Where will the lesson plan instruction occur?		In classrooms
Who is responsible for retaining, organizing and distributing all lesson plans?		Miss Tracie Latimer

CRITICAL ELEMENT #4: Location-based Rules

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

Top 3 Locations	
School Location	# Incidents
1. School Grounds	121
2. Hallway	113
3. Cafeteria	51

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

Expectations and Rules Matrix					
		IDENTIFIED LOCATIONS			
		<i>Copy and paste locations from 4A.</i>			
School-wide EXPECTATIONS	<i>Copy and paste expectations from 3C.</i>	School Grounds	Hallway	Cafeteria	
		Rules	Rules	Rules	
		1.Show respect for staff and peers	Use words, actions, and body language that show respect for others.	Keeping hands, feet and objects to yourself.	Wait your turn in line and keep all food on trays.
		2.Demonstrate Self – Control	Respect school property and avoid horseplay.	Refrain from running in the hallway; respect personal space; and use respectful language in passing.	Enter the cafeteria orderly and wait your turn in line.
		3.Attend classes regularly and on time	Arrive to school/class on time and attend school/classes daily.	Move directly to class and walk on the right side of the hallway to avoid traffic; promote a smooth traffic flow.	Arrive at the cafeteria at your assigned time and leave immediately when your breakfast/lunch is over.
		Click here to enter Expectation #4	Click here to enter a Rule	Click here to enter a Rule	Click here to enter a Rule
	Click here to enter Expectation #5	Click here to enter a Rule	Click here to enter a Rule	Click here to enter a Rule	

4C. Research indicates that discipline referrals increase after long holidays and during testing times. Plan to teach your location-specific rules at least 3 times throughout the year (and anytime the expected behaviors are not being demonstrated). **ACTION:** Create at least one lesson plan for each location above and distribute to teachers during pre-planning 2018-19. Develop additional lesson plans you will use throughout the year to re-teach and reinforce your location-specific rules. *You do not need to submit your lesson plans with the SPBP. Retain all behavior lesson plans at the school; make sure these lesson plans are available for guests and stakeholders.*

When will location-specific rules lesson plans be taught?		
	Date(s)	Time:
August	August 13, 2018	1:00pm
January	January 7, 2018	1:00pm
4 th Quarter	May 9, 2018	1:00pm
Who will be responsible for teaching the lesson plans?		All teacher
Where will the lesson plan instruction occur?		In classrooms
Who is responsible for retaining, organizing and distributing all lesson plans?		Mrs. Yolanda D. Williams

CRITICAL ELEMENT # 5: Reward and Recognition Programs

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

Expectation or Location: Demonstrate Self-Control

4 Step Problem Solving Process	Plan
1. Problem Identification: Use your behavior data to identify a school-wide problem. What problem did you identify? <i>(use numerical data)</i>	Data used: Basis 3.0 – Behavior Dashboard Problem Identification: Unruly/Disruptive Behavior (201 incidents)
2. Problem Analysis: Why do you think this problem is occurring? What is your goal? <i>(use a SMART goal statement with numerical data)</i>	Hypothesis: Lack of self-control; age related immaturity and learned behavior Goal Statement: Students will not receive any disciplinary referrals in a 9-week period reducing the identified problem by 25% by June 2019.
3. Intervention Design: Describe how you will implement a positive reward program to decrease this problem.	Type of System: Economic simulation system Description of System: Create “Dillard Dollars” where students will receive a specific amount of dollars based on them exhibiting positive behavior attributes to purchase after school snacks and admission to other school related activities.
4. Evaluation: A. Implementation fidelity	A. How do you monitor the fidelity (consistency and effectiveness) of the staff’s implementation of the reward program? <i>Every 9 weeks teachers will identify students who qualify for the Economic Simulation System. Teachers will distribute the dollars to students at the beginning of the following 9-week period.</i>
B. Student outcome monitoring	B. How will you know if the reward program is positively impacting students ? What measurable data will you use to determine “success”? We will look at the reduction of the identified unruly behavior on a quarterly basis.

CRITICAL ELEMENT #6 Effective Discipline Procedures

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

Staff Managed Misbehaviors	
Misbehavior	"Looks Like" - <i>provide a description with example(s)</i>
1. Inappropriately use of electronic device	Students are not using electronic devices for educational purposes. For example, texting in class and on social media.
2. Tardy	Students arriving to school/class after the tardy bell. For example, walking a friend to class.
3. Profanity (general)	Students inadvertently using profanity daily. For example, using profane words while having a friendly conversation.
4. Verbal Outburst	Students speaking out of terms during class time. For example, yelling out in class.
5. Cheating	Students are using inappropriately resources without permission. For example, using cell phone to access answers to tests.
6. Dress inappropriately	Students not following the School Board of Broward County Dress Code of Conduct. For example, wearing mid-riff tops and spaghetti straps without over blouses to school.

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

Is this a menu or hierarchy system?	<input checked="" type="checkbox"/> Menu <input type="checkbox"/> Hierarchy
Student/Parental Contact (Phone call home/conference)	
Teacher issued consequence	
Afterschool Detention	
Saturday School	
Administrative Referral	
Contact Administrator	

6C. Administration Managed Misbehaviors:

- (a) Define the first 3 behaviors by providing examples that clearly identify the point at which the misbehavior warrants an Office Discipline Referral (ODR).
- (b) List two additional common school-wide misbehaviors that will result in an ODR. Provide concrete examples.
- (c) Determine staff tolerance level for repetitive misbehaviors (the point at which the number of staff-managed misbehaviors becomes an ODR).

Office Discipline Referrals (ODRs)	
Behavior	"Looks Like" - <i>provide a description with example(s)</i>
1. Disobedience/Insubordination	Student is not following staff instruction. For example, student refusing to sit in their assigned seat.
2. Disruptive/Unruly Play	Student running and touching each other. For example, slap-boxing.
3. Defiance of authority	Student refusing to follow school rules. For example, student talking back to the teacher.
4. Skipping	Students are refusing to report to class. For example, hanging out in the stairwell.
5. Leaving class without permission	Student walking out of class before dismissal. For example, walking out because they have to catch the bus.
6. Repetitive staff managed misbehaviors	More than <input type="text" value="2"/> misbehaviors in <input type="text" value="one"/> <input type="text" value="period"/> warrants an office referral. <i>e.g., 3 half hour</i> <i> 2 one period</i>

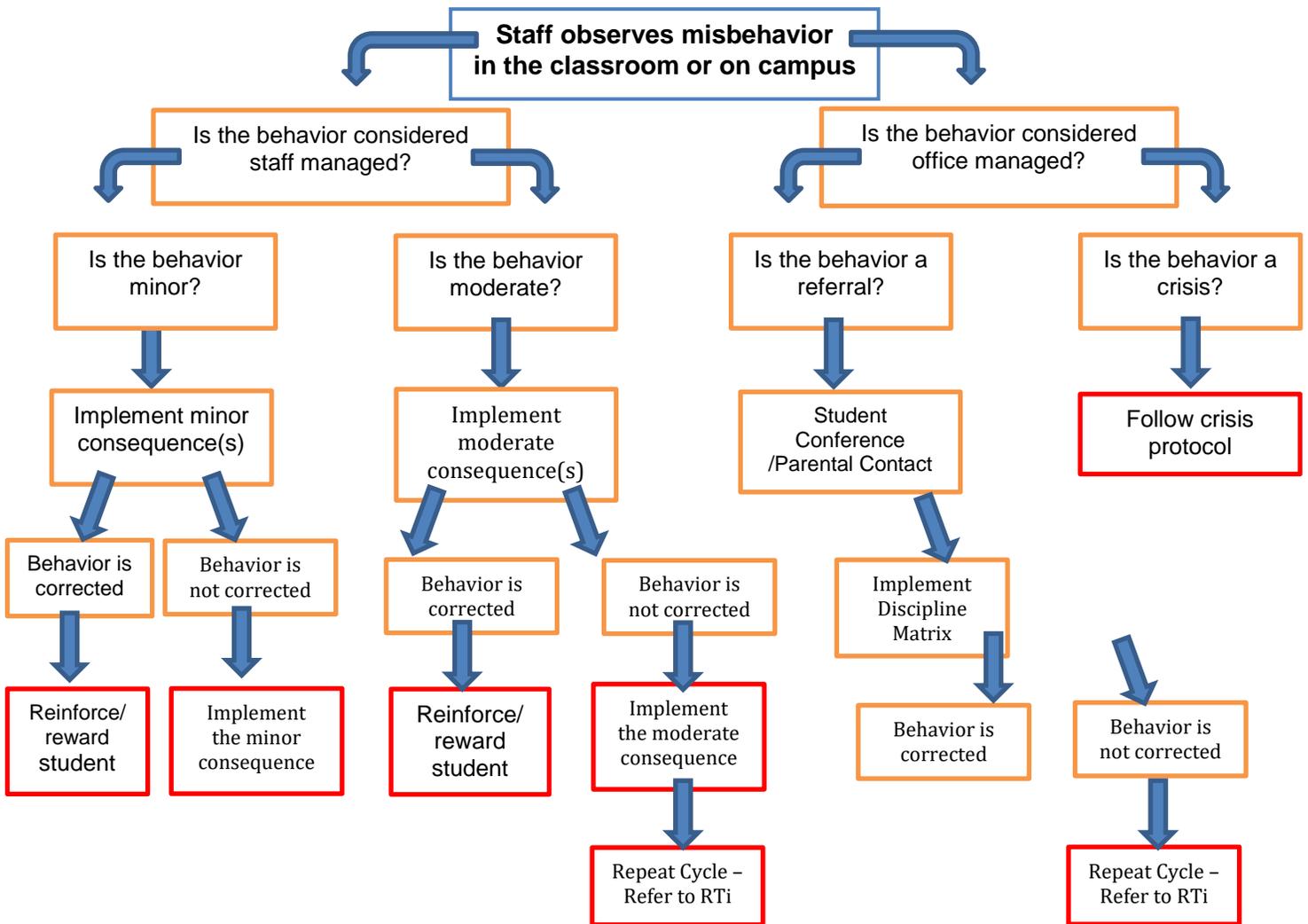
6D. School-wide Discipline Flow Chart:

(a) Review the sample discipline flow charts in “Additional Items” located on browardprevention.org

(b) Copy or customize a flow chart to graphically represent the discipline process at **your** school.

(c) Paste the flow chart here **OR** complete the flow chart below.

Student Behavior Discipline Flow Chart



CRITICAL ELEMENT # 7 : Classroom Management Systems

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

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

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

What data collection tool does your school leadership team use to monitor and evaluate your teacher’s classroom management skills? <i>(Measure staff skills, not student outcomes)</i>
<input type="checkbox"/> CHAMPs 7 Up Checklist
<input type="checkbox"/> CHAMPs Classroom Check Up (CCU)
<input type="checkbox"/> PBIS Classroom Assistance Tool (CAT)
<input type="checkbox"/> PBIS Walkthrough
<input checked="" type="checkbox"/> Marzano’s Domain 1, Design Questions 5, 6, 7, 8, 9
<input type="checkbox"/> Fidelity of staff classroom management implementation is not monitored to determine training needs this year <i>(you will need to adopt a tool and plan next year)</i>
<input type="checkbox"/> Other <i>(specify):</i>
Explain how this data is collected and analyzed by your school leadership team as a universal screening <u>across teachers</u> to determine the need for classroom management training:
Fidelity of Implementation Plan: <i>Basis 3.0 is used to monitor the number of referrals written. I Observation is also used to monitor student interaction and classroom management.</i>

7C. Percentage of Classroom Referrals:

- (a) Review your classroom data YTD (“Events by Location”) in BASIS 3.0 Behavior Dashboard.
- (b) Complete **the yellow highlighted cells first.**
- (c) Auto-calculate the % of referrals in the classroom by clicking on “!Zero Divide” in the next cell and pressing “Fn + F9” together.

Total number of discipline referrals from classrooms:	599
Total number of school-wide discipline referrals:	1001
% of referrals in the classroom:	37%
Do more than 40% of your referrals come from the classroom?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

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

CRITICAL ELEMENT # 8: Data Collection and Analysis

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

- (a) Complete the yellow highlighted cells first.
- (b) Auto-calculate the “% of Total Population” by clicking on each “!Zero Divide” in the cells and pressing “Fn + F9”.
- (c) Determine if the core is effective in all three areas

TOTAL Population:	2145			
# Referrals		% of Total Population	Core Effectiveness	
0 - 1 referral		88%	Are your 0 – 1 referrals > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2 - 5 referrals (at risk students)	234	11%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
> 5 referrals (high risk students)	24	1%	Are your >5 referrals <5%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

8B. Core Effectiveness Plan:

If all 3 are “Yes”, your core is effective. Is your core behavior curriculum effective?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Answer either (a) or (b):	
(a) If you answered “Yes”, although your core is effective, what plan does your school leadership team implement for early identification of at risk and high risk students?	
(b) If you answered “NO”, indicate the supports and interventions your school leadership team will implement at the beginning of the next school year to improve core strength:	
Core Effectiveness Plan: <i>The leadership team implements the Mile Marker Program for both middle school and high school students. They also implement the RTi throughout the school to monitor academics and behavior within our school. Generated attendance and academic reports are also implemented.</i>	

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

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

Subgroups	(PctPop - Green) % of students	(PctRef - Blue) % of referrals	Difference in referral composition	Positive value suggests disproportionality (Is the value positive?)
Black	1922	97%	-1921	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Hispanic/Latin	110	2%	-110	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
White	145	1%	-145	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

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

If all 3 are “No”, disproportionality is not indicated. Are all 3 “No”?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Answer either (a) or (b):	
(a) If you answered “Yes”, although your data indicates equity, what plan does your school leadership team implement for early identification of any disproportionality issues	
(b) If you answered “No”, indicate the support plan and interventions your school leadership team will implement at the beginning of next year to improve sub group disproportionality	
Disproportionality Plan: <i>Staff diversity training, and family and school counseling are implemented. Teachers/staff members are asked to refer SEL prior to administering a consequence for discipline.</i>	

Critical Elements # 9: SPBP Implementation Planning

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

Required actions for all schools in Broward County

Best Practices for all schools in Broward County

Resources



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

CRITICAL ELEMENT # 10: Monitoring Plans

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

Fidelity of Implementation Monitoring Plan			
Action Step	Create an observable and measurable SMART goal to determine “successful” staff implementation of action step	When will data be collected, analyzed & presented?	Person responsible to collect and analyze data
School-wide expectations and location-specific rules are posted across campus	One-hundred percent of the faculty will receive the expectations and rules to post in their classrooms during pre-planning week.	10/4/2018 1/10/2019 3/7/2019 4/4/2019	Administration
Behavior lesson plans are being taught as written and when indicated	At least eighty-five percent of teachers will implement the behavior lessons during the first week of school and submit their class scores to administration by the end of every quarter.		Administration
Discipline consequences and flow chart are being used by all staff as written	Eight-five percent of staff will show a 5% decrease in referrals as reflected by BASIS 3.0 for the 2017 -2018 and 2018-2019 BASIS report.		Administration
A reward system is being implemented for <i>all</i> students	At the end of every quarter, 100% of faculty/staff will submit a list of students who were issued the “Dillard Dollars”.		Administration

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

Student Outcome Monitoring Plan			
Student Outcome Data	Create an observable and measurable SMART goal to determine “successful” student outcomes	When will data be collected, analyzed & presented?	Person responsible to collect and analyze data
See critical element 3A • Type of behavior incidents data	Medium fighting will decrease by 10% by June 2019.	10/4/2018 1/10/2019 3/7/2019 4/4/2019	Administration
See critical element 4A • Top 3 event locations data	Presence in hallway during class time will decrease by 20% by June 2019.		Administration
See critical element 8 • Core effectiveness data	Decrease referrals written on at-risk students by 2% by June 2019.		Administration
See critical element 7A • Grade Level/Classroom referrals data	Classroom referrals will decrease by 20% by June of 2019.		Administration