

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:	Bayview Elementary School
School Number:	0641
SPBP Contact Name:	Christina Murphy
Direct Phone Number:	754-322-5400

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?
Tonya Frost	Principal	Administration
Christina Murphy	SPBP Point of Contact	Administration
Deidre Ferenc	Parent/Community Representation	SAC
Nancy Green	BTU Representative	3 rd Grade
Debra Carranante	Teacher	Kindergarten
William Lane	Teacher	1 st Grade
Jane Barcelo	Teacher	2 nd Grade
Debra Moran	Teacher	4 th Grade
Denise Salsburg	Teacher	5 th Grade
Elana Cohen	Guidance Counselor	Support Staff

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:
8/9/2018	1 p.m.	Christina Murphy, Assistant Principal	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 data (#10A) 4. Collect & analyze student outcome data (#10B)
10/19/2018	1 p.m.	Christina Murphy, Assistant Principal	
1/7/2019	1 p.m.	Christina Murphy, Assistant Principal	
3/22/2019	1 p.m.	Christina Murphy, Assistant Principal	

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	4/25/2018	# of participants = 40	Christina Murphy, Assistant Principal
Held a <i>faculty</i> vote on the new SPBP (for SY 2018/19)	4/27/2018	% approved =98	Christina Murphy, Assistant Principal
Presented the <i>new</i> SPBP (for SY 2018/19) to stakeholders (parents and community)	4/26/2018	# of participants = 11	Christina Murphy, Assistant Principal

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: 8/9/2018	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.	Christina Murphy
Present the 2018/19 SPBP to stakeholders (parents and community)	Prior to Oct 1 st , 2018 9/5/2018		
Present behavior data to staff <i>Quarterly: minimum of 4 each year</i>	1. 10/3/2018	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 	Christina Murphy
	2. 12/5/2018		
	3. 2/6/2019	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. 4/10/2019		

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. Fire-Starting a Fire on Campus	6.N/A
2. Disruptive/Unruly Play	7.N/A
3. Disobedience/Insubordination	8.N/A
4. Threat (Non-Criminal)	9.N/A
5.N/A	10.N/A

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. Respect others
2. Demonstrate Self Control
3. Respect Your Environment
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	16	8:15 am or 8:45 am (depending on Specials schedule)
January	7	8:15 am or 8:45 am (depending on Specials schedule)
4 th Quarter	April 1, 2019	8:15 am or 8:45 am (depending on Specials schedule)
Who will be responsible for teaching the lesson plans?		Classroom teachers
Where will the lesson plan instruction occur?		In the classrooms and/or the cafeteria (depending on the lesson plan)
Who is responsible for retaining, organizing and distributing all lesson plans?		Christina Murphy

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. cafeteria	1
2. playground	0
3. bathrooms	0

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				
School-wide EXPECTATIONS	Copy and paste expectations from 3C.	IDENTIFIED LOCATIONS <i>Copy and paste locations from 4A.</i>		
		Cafeteria	Playground	Bathrooms
		Rules	Rules	Rules
	Respect Others	Use positive, helpful words only	Treat others as you would like to be treated.	Respect Privacy
	Self Control	Use a 6 inch voice	Keep hands, feet and other objects to yourself.	Use a 6 inch voice
	Respect Your Environment	Clean up after yourself	Use equipment appropriately	Flush the toilet
	Click here to enter Expectation #4	Click here to enter a Rule	Click here to enter a Rule	Place all trash in proper receptacles.
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	17	8:15-8:45 a.m
January	8	8:15-8:45 a.m.
4 th Quarter	April 2, 2019	8:15-8:45 a.m.
Who will be responsible for teaching the lesson plans?		Mrs. Murphy, Mrs. Cohen and classroom teachers
Where will the lesson plan instruction occur?		In the cafeteria, on the playground and in classrooms.
Who is responsible for retaining, organizing and distributing all lesson plans?		Mrs. Murphy

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: Be Kind to Others _____

4 Step Problem Solving Process	Plan
<p>1. Problem Identification: Use your behavior data to identify a school-wide problem. What problem did you identify? <i>(use numerical data)</i></p>	<p>Data used: We used the data from the survey that went out to the staff. 61% of the people surveyed identified that one of the top three misbehaviors is being unkind to one another. This was the most common misbehavior listed.</p> <p>Problem Identification: 61% of staff members surveyed felt students were unkind to others.</p>
<p>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></p>	<p>Hypothesis: Students are not always aware that their behaviors are offensive to others.</p> <p>Goal Statement: We will decrease the percentage of teachers indicating “unkind behaviors” by the students to 30% total or less.</p>
<p>3. Intervention Design: Describe how you will implement a positive reward program to decrease this problem.</p>	<p>Type of System: Lottery</p> <p>Description of System: We are going to start a “Kindness Challenge”. In August, we will implement a “Friendship Day” where all students will wear a nametag and be encouraged to get to know someone new. Beginning September 1st, students will be given a checklist with random acts of kindness. This will be referred to as a “Kindness Challenge”. All students will be encouraged to complete the challenge. This challenge will then be continued throughout the year. Teachers will write down random acts of kindness displayed by their students. One random act a day, will be chosen to be read on announcements and students will receive a token (pencil, pin, sticker) as a reward.</p>
<p>4. Evaluation: A. Implementation fidelity</p>	<p>A. How do you monitor the fidelity (consistency and effectiveness) of the <u>staff’s</u> implementation of the reward program? We will monitor the fidelity by tracking which teachers are submitting random acts of kindness. We will also monitor which students are being selected. We should see less referrals coming from classrooms that are actively participating.</p>
<p>B. Student outcome monitoring</p>	<p>B. How will you know if the reward program is positively impacting <u>students</u>? What measurable data will you use to determine “success”? We will survey our teachers on a quarterly basis to see how many students are displaying “unkind behaviors”. Mrs. Murphy will also track students who are sent to the office for “unkind behaviors” and see if these behaviors are decreasing. Although, many times these are not behaviors that warrant a referral, they can impact the environment in a classroom.</p>

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. Off-task behavior	Not doing what the teacher has instructed the student to do
2. Running in the hallway	Running in the hallway instead of walking in the designated area
3. Getting out of seat in cafeteria	Students getting out of their seats without permission
4. Not following directions	Not doing what is being asked of oneself
5. Not keeping hands to self.	Touching other students' food, bodies, possessions etc.
6. Being unkind to others	Using words that are not positive or helpful towards others.

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
"Clip down"	
Walking laps at recess	
Lunch detention	
Time-out in another classroom	
Student/Teacher/Parent Conference	

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	Teacher has repeatedly asked the student to do something and they refuse.
2. Disruptive/Unruly Play	Behavior that interrupts the flow of the classroom.
3. Defiance of authority	Deliberately doing what an authority figure directed not to do.
4. Fighting	Two or more students engaging in a physical fight.
5. Profanity toward a staff member	Using profanity language or gestures toward a staff member.
6. Repetitive staff managed misbehaviors	More than <input style="width: 30px; text-align: center;" type="text" value="2"/> misbehaviors in <input style="width: 50px; text-align: center;" type="text" value="one"/> <input style="width: 50px; text-align: center;" type="text" value="hour"/> warrants an office referral. <i>e.g., 3 half hour</i> 2 one period

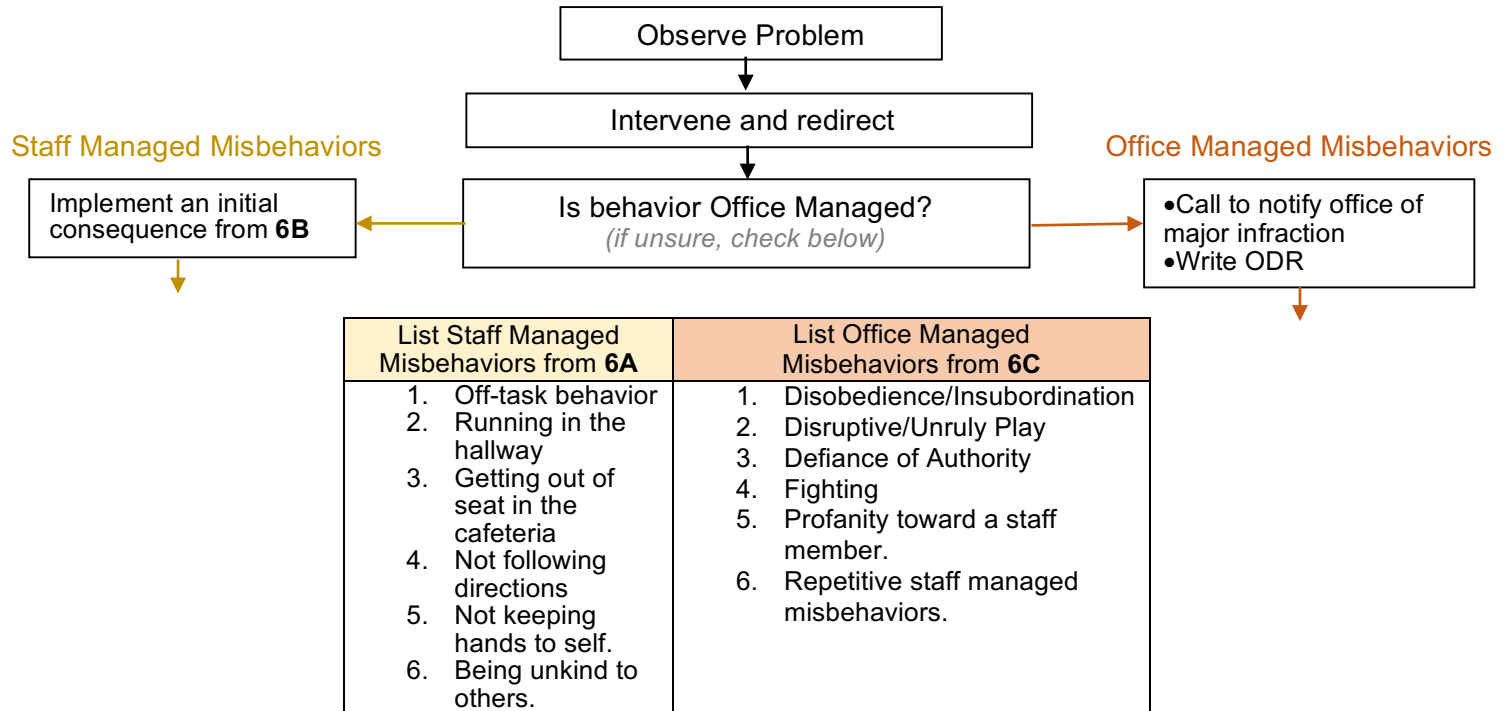
6D. School-wide Discipline Flow Chart:

(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, not classroom systems)</i>	<input type="checkbox"/> CHAMPs* <input type="checkbox"/> PBIS Classroom Management <input checked="" 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 :	We have a school-wide progressive discipline plan.
*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: We meet quarterly for data chats. At that time, we

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 :	3
Total number of school-wide discipline referrals:	4
% of referrals in the classroom:	75%
Do more than 40% of your referrals come from the classroom?	<input checked="" type="checkbox"/> Yes <input 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:	597			
# Referrals	3	% of Total Population	Core Effectiveness	
0 - 1 referral	1	100%	Are your 0 – 1 referrals > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2 - 5 referrals (at risk students)	1	0%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
> 5 referrals (high risk students)	0	0%	Are your >5 referrals <5%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

8B. Core Effectiveness Plan:

If <u>all 3</u> 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: Our core effectiveness plan is working effectively. For students who are “at risk”, the CPST team meets and puts a specific plan into action for the specific student.	

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	4%	4%	0	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Hispanic/Latin	0	0	0	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
White	96%	96%	0	<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 <u>all 3</u> 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: We will review referral data monthly.	

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><input checked="" type="checkbox"/> check when Action completed</i>	Completed: Person Responsible Name & Title
Current	<input checked="" type="checkbox"/> This Action Plan has been saved to use <i>next year</i> during quarterly meetings	Christina Murphy, Assistant Principal
Current	<input checked="" type="checkbox"/> 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	Christina Murphy, 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	Christina Murphy, Assistant Principal
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	Christina Murphy, Assistant Principal
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	Christina Murphy, Assistant Principal
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	Elana Cohen, Guidance Counselor
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.	School-wide Positive Behavior Team
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</i> SPBP Brainshark: Due January 30 th <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</i> SPBP <input type="checkbox"/> Teams watch the <i>new</i> SPBP Brainsharks and refers to <i>new</i> "Additional items" Brainsharks and Additional items posted at: http://www.browardprevention.org/mtssrti/rtib	Christina Murphy, Assistant Principal
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.	Christina Murphy, Assistant Principal
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	Christina Murphy, Assistant Principal
April	<input type="checkbox"/> Submit your SPBP in OSPA by April 30 th every year	Christina Murphy, Assistant Principal

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	There will be fewer referrals to the office.	Refer to quarterly presentation dates in 2B. This is the data the team will be sharing during presentations.	Christina Murphy, Assistant Principal
Behavior lesson plans are being taught as written and when indicated	Lessons will be evident during classroom walkthroughs and will be discussed during data chats.		Elana Cohen, Guidance Counselor
Discipline consequences and flow chart are being used by all staff as written	Teachers will be able to describe the consequences and course of action for infractions.		Christina Murphy, Assistant Principal
A reward system is being implemented for <i>all</i> students	Assistant Principal will chart the amount of students receiving “Random acts of kindness” throughout the school on a monthly basis.		Christina Murphy, Assistant Principal

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	Decreased number of referrals	Refer to quarterly presentation dates in 2B. This is the data the team will be sharing during presentations.	Christina Murphy, Assistant Principal
See critical element 4A • Top 3 event locations data	Decreased number of referrals in bathrooms, playground and cafeteria.		Christina Murphy, Assistant Principal
See critical element 8 • Core effectiveness data	Decreased number of students receiving 2 or more referrals.		Christina Murphy, Assistant Principal
See critical element 7A • Grade Level/Classroom referrals data	Decreased number of classroom referrals.		Christina Murphy, Assistant Principal