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:	Cresthaven Elementary School
School Number:	0901
SPBP Contact Name:	Jan Heavner/Assistant Principal
Direct Phone Number:	754-322-6009

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?
Donald E. Lee	Principal	Administration
Jan Heavner	SPBP Point of Contact	Administration
Jessica Beckette	Parent/Community Representation	SAC
Carroll Wilcox	BTU Representative	Pre-K
Marcelle Dahan	Teacher	K
Lynnor Raymond	Teacher	1st
Katrina Christoffersen	Teacher	2nd
Alexa Naidus	Teacher	3rd
Kara Kenny	Teacher	4th
Martha LaCava	Teacher	5th
Nicole Parra	Teacher	5th

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:
8/8/2018	8:00 A.M.	Jan Heavner/Assistant Principal	1. Create and disseminate updated Expectations and Rules lesson plans (#3 and #4)
10/19/2018	8:00 A.M.	Jan Heavner/Assistant Principal	2. Review progress of Implementation Action Plan (#9)
1/7/2019	8:00 A.M.	Jan Heavner/Assistant Principal	3. Collect & analyze implementation data (#10A)
4/4/2019	2:15 P.M.	Jan Heavner/Assistant Principal	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 *(Between Jan 15 – April 30, 2018)*	Details *(retain attendance sheets at school)*	Person responsible to collect and retain attendance sheets:
Presented the *new* SPBP (for SY 2018/19) to staff	4/17/2018	# of participants = 54	Jan Heavner
Held a *faculty* vote on the new SPBP (for SY 2018/19)	4/17/2018	% approved = 100%	Jan Heavner
Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community)	4/19/2018	# of participants = 9	Denise Camuto- SAC chair

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) *(NEXT YEAR)*	Content *(retain attendance sheets at school)*	Person responsible to collect and retain attendance sheets:
Provide a professional development on the 2018/19 SPBP for all staff	Prior to students' 1st day: 8/8/2018	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.	Jan Heavner
Present the 2018/19 SPBP to stakeholders (parents and community)	Prior to Oct 1st, 2018 9/27/2018		
Present behavior data to staff *Quarterly: minimum of 4 each year*	1. 10/2/2018	The team will present the implementation data in 10A. Include: • the "marketing" (teaching and posting) of expectations and rules • lesson plan implementation • discipline procedures • reward system implementation	Jan Heavner
	2. 1/7/2018		
	3. 3/5/2019	The team will present the student outcome data in 10B. Include: • top 3 event locations • type of behavior incidents • core effectiveness data • classroom referral data, as well as analysis of this data.	
	4. 4/2/2019		

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 *(put N/A in any blank spaces)*	
1. Disobedience/Insubordination	6. Level 3 Bus Violations
2. Unruly/disruptive behavior	7. Fighting (medium)
3. Fight- Minor altercation	8. Insulting/profane language
4. Level 2 Bus violations	9. Disruptive/unruly play
5. Level 1 Bus violations	10. Defiance of Authority-Habitual

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 Cresthaven ROKS
1. We are **R**esponsible
2. We are **O**bservant of Rules
3. We are **K**ind
4. We are **S**afe

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 <u>one lesson plan for **each** school-wide expectation above</u> 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	8/15/2018 and 8/16/2018	9:30-10:00
January	1/8/2019 and 1/9/2019	8:00-8:20
4th Quarter	4/1/2019 and 4/2/2019	8:00-8:20

Who will be responsible for teaching the lesson plans?	Classroom teacher
Where will the lesson plan instruction occur?	Classroom
Who is responsible for retaining, organizing and distributing all lesson plans?	Jan Heavner

CRITICAL ELEMENT #4: Location-based Rules

4A. List the **top 3 locations** for behavior <u>Events</u> YTD from BASIS 3.0 Behavior Dashboard**. *Do not use "classroom"***

Top 3 Locations	
School Location	# Incidents
1. Cafeteria	13
2. Bus	10
3. Media Center	5

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 <u>rule</u> that correlates with every expectation to create a <u>maximum</u> of 5 rules under each location**.**

Expectations and Rules Matrix				
		IDENTIFIED LOCATIONS *Copy and paste locations from 4A.*		
School-wide **EXPECTATIONS**	*Copy and paste expectations from 3C.*	Cafeteria	Bus	Media Center
		Rules	**Rules**	**Rules**
	We are Responsible	Stay in your seat and raise hand to get up.	Take care of your belongings	Raise your hand to speak or get out of your seat.
	We are Observant of Rules	Follow all directions given by staff	Follow directions given by the bus driver.	Follow all directions given by staff
	We are Kind	Speak appropriately in quiet voices to friends at your table	Speak politely to other students on the bus.	Listen politely while others speak
	We are Safe	Sit facing forward with your feet under the table.	Stay seated on the bus at all times.	Keep all 4 legs of the chairs on the floor

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). <u>**ACTION:**</u> Create at least <u>one lesson plan for **each** location above</u> 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	8/17/2018	8:30-9:00 am
January	1/10/2019	8:30-9:00 am
4th Quarter	4/1/2019	8:30-9:00 am

Who will be responsible for teaching the lesson plans?	Admin., support staff and teachers
Where will the lesson plan instruction occur?	Aug- Assemblies. Jan. and Apr. in classroom
Who is responsible for retaining, organizing and distributing all lesson plans?	Jan Heavner

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: _____ Cafeteria _____

4 Step Problem Solving Process	Plan
1. Problem Identification: Use your behavior data to identify a school-wide problem. What problem did you identify? *(use numerical data)*	**Data used: Office discipline Referral incidents in the cafeteria.** **Problem Identification: The number of cafeteria referrals in 2017/18 (13) was nearly equal to number given in 2016/17 (15).**
2. **Problem Analysis:** Why do you think this problem is occurring? What is your goal? *(use a SMART goal statement with numerical data)*	**Hypothesis: Students who are out of their assigned seats in the cafeteria are more likely to be involved in referable incidents.** **Goal Statement:** By December 2018, the number of office discipline referrals in the cafeteria will decrease from 13 to less than 6.
3. Intervention Design: Describe how you will implement a positive reward program to decrease this problem.	**Type of System:** Point system **Description of System:** *Students will earn a positive point/happy face when their class follows the rules in the cafeteria or at specials. Specials teachers and cafeteria supervisors will award points as they line up to be dismissed. When the class accumulates 30 ☺ they receive ice pops.*
4. Evaluation: A. Implementation fidelity	**A.** How do you monitor the fidelity (consistency and effectiveness) of the **staff's** implementation of the reward program? *As classrooms earn the ice pops, the cafeteria supervisors announce the classes on the microphone. Supervisors and specials teachers ensure that the ☺/points are given or provide teacher with reason it was not earned.*
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"? *The number of cafeteria referrals will be documented by the assistant principal by Dec. 17, 2018 to determine if there was a decrease in the number of referrals. The data will be presented to the team on 1/7/2019.*

6

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" - *provide a description with example(s)*
1. Insubordination	Refusing to follow the teacher's directions.
2. Teasing	Calling others names, saying things to classmates or teacher that are hurtful
3. Physical contact	Not monitoring one's hands and feet, in another's personal space
4. Making noises	Purposeful disruption by tapping on desk, humming, etc.
5. Calling out	Responding without having been asked
6. Off task	Not paying attention or engaged in an unrelated activity

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

Is this a menu or hierarchy system?	☒ Menu ☐Hierarchy
Redirection	
Change of Seat	
Time-out in classroom or another classroom	
Loss of a privilege (Fun Friday, class job)	
Clip Down on behavior chart or loss of point	
Parent Contact (Call or Note)	
Individual Behavior plan-Refer to CPST	

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.
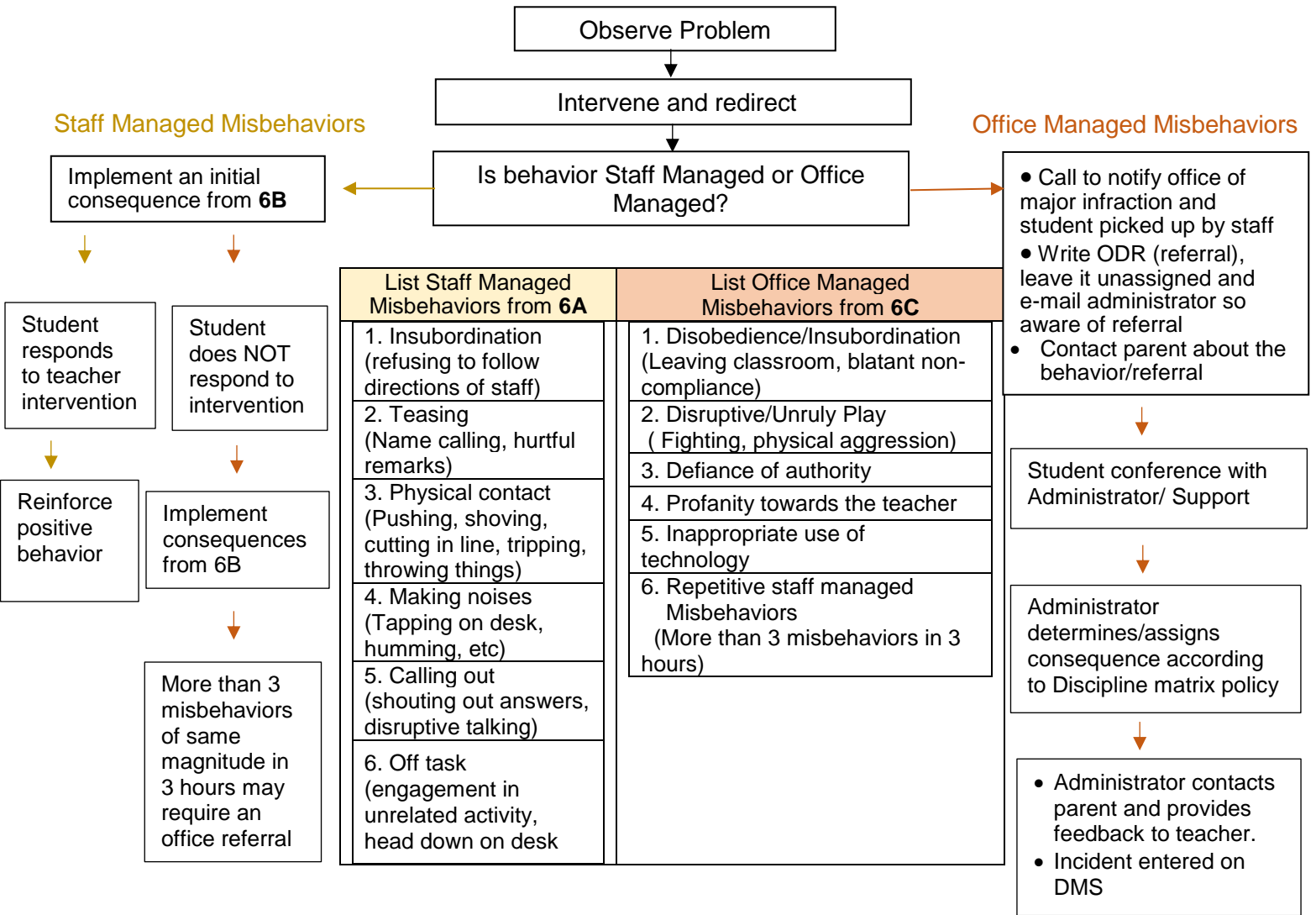(c) Determine staff tolerance level for repetitive misbehaviors (the point at which the number of staff-managed misbehaviors becomes an ODR).

Office Discipline Referrals (ODRs)	
Behavior	"Looks Like" - *provide a description with example(s)*
1. Disobedience/Insubordination	Leaving assigned area without permission, persistent non-compliance
2. Disruptive/Unruly Play	Fighting or physical aggression,
3. Defiance of authority	Verbally abusive, blatant refusal to comply
4. Profanity towards the teacher	Calling the teacher an inappropriate name or cursing at the teacher
5. Inappropriate use of technology	Searching or viewing sexually explicit material
6. Repetitive staff managed misbehaviors	More than ⟨3⟩ misbehaviors in ⟨3⟩ ⟨hours⟩ warrants an office referral.

6D. School-wide Discipline Flow Chart:

.

Cresthaven Elementary School 2018-19

Student Behavior Discipline Flow Chart

```
Observe Problem
      ↓
Intervene and redirect
      ↓
Is behavior Staff Managed or Office Managed?
```

Staff Managed Misbehaviors

Implement an initial consequence from **6B**

→ Student responds to teacher intervention → Reinforce positive behavior

→ Student does NOT respond to intervention → Implement consequences from 6B → More than 3 misbehaviors of same magnitude in 3 hours may require an office referral

List Staff Managed Misbehaviors from **6A**	List Office Managed Misbehaviors from **6C**
1. Insubordination (refusing to follow directions of staff)	1. Disobedience/Insubordination (Leaving classroom, blatant non-compliance)
2. Teasing (Name calling, hurtful remarks)	2. Disruptive/Unruly Play (Fighting, physical aggression)
3. Physical contact (Pushing, shoving, cutting in line, tripping, throwing things)	3. Defiance of authority
	4. Profanity towards the teacher
	5. Inappropriate use of technology
4. Making noises (Tapping on desk, humming, etc)	6. Repetitive staff managed Misbehaviors (More than 3 misbehaviors in 3 hours)
5. Calling out (shouting out answers, disruptive talking)	
6. Off task (engagement in unrelated activity, head down on desk)	

Office Managed Misbehaviors

- Call to notify office of major infraction and student picked up by staff
- Write ODR (referral), leave it unassigned and e-mail administrator so aware of referral
- Contact parent about the behavior/referral

↓

Student conference with Administrator/ Support

↓

Administrator determines/assigns consequence according to Discipline matrix policy

↓

- Administrator contacts parent and provides feedback to teacher.
- Incident entered on DMS

Notes on Classroom Managed Behaviors

- Implement proactive and corrective strategies (CHAMPS).
- Should contact parent, but MUST contact parent if referred to office.
- When misbehaviors are frequent, refer the student to CPST and begin individual behavior plan

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? *(Class Dojo, LEAPs, HERO, Cloud 9, etc. are tools, __not__ classroom systems)*	☒ CHAMPs* ☐ PBIS Classroom Management ☐ Administration does not expect an evidence-based classroom management system to be implemented by teachers this year *(your school will need to adopt one next year)* ☐ Other *(complete below)*
If other, name the **evidence-based classroom management system:**	Click here to enter name of system.
*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?	☒ Yes ☐ 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? *(Measure **staff skills**, not student outcomes)*
☐ CHAMPs 7 Up Checklist
☐ CHAMPs Classroom Check Up (CCU)
☐ PBIS Classroom Assistance Tool (CAT)
☐ PBIS Walkthrough
☒ Marzano's Domain 1, Design Questions 5, 6, 7, 8, 9
☐ Fidelity of staff classroom management implementation is not monitored to determine training needs this year *(you will need to adopt a tool and plan next year)*
☐ Other *(specify):*
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: Teachers' data is recorded in the i-Observation system. The administration currently monitors teacher data and discusses with teacher and coach. Support is given to teachers who are not monitoring that the majority of students are displaying the desired effect for DQ 5-9. The importance of the impact of the environment on students and the degree to which students are engaged is discussed with teachers. When we are implementing CHAMPS in 2018-19, we will use the CHAMPS 7Up Check and monitor as we do Marzano's DQ5-9.

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**:	83
Total number of **school-wide** discipline referrals:	126
% of referrals in the classroom:	40%
Do more than 40% of your referrals come from the classroom?	☐ Yes ☒ 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:	638			
# Referrals		% of Total Population	Core Effectiveness	
0 - 1 referral		97%	Are your 0 – 1 referrals > 80%?	☒Yes ☐No
2 - 5 referrals (at risk students)	13	2%	Are your 2 - 5 referrals <15%?	☒Yes ☐No
> 5 referrals (high risk students)	5	1%	Are your >5 referrals <5%?	☒Yes ☐No

8B. Core Effectiveness Plan:

If all 3 are "**Yes**", your core is effective. Is your core behavior curriculum effective?	☒Yes ☐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: The guidance counselor and teachers will employ LEAPS as suggested by the DMS. Teachers refer students to CPST for behavior concerns. Students with behavior concerns are put on an individual behavior plan monitored by the teacher and CPST. CHAMPS will be introduced to staff as professional development and area of study.	

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	54	41	-13	☐Yes	☒No
Hispanic/Latin	34	29	-5	☐Yes	☒No
White	10	29	19	☒Yes	☐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"?	☐Yes ☒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: 36 of the 39 referrals were written for 2 students which caused the disproportionality. The plan will be to watch for early identification of disproportionality. The Discipline Committee and administration will analyze data on the BASIS dashboard to address disproportionality should it occur. Administration will also present the data to the CPST to discuss strategies for teachers when the numbers become disproportionate.	

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. <mark>(Complete only the yellow highlighted area at this time)</mark>. 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** ☒ *check when Action completed*	**Completed:** Person Responsible Name & Title
Current	☒ **This Action Plan has been saved to use *next year* during quarterly meetings**	**Jan Heavner/Assistant Principal**
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**	**Jan Heavner/Assistant Principal**
Pre Planning 2018	☐ Print up your SPBP Review and school score from OSPA ☐ Provide SPBP presentation to all staff during Pre Planning ☐ Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders ☐ Market and post school-wide Expectations and location-specific Rules (posters, PSAs, etc.) ☐ Identify your RtI Instructional Facilitator provided by the district (Contact tyyne.hogan@browardschools.com for more information, if you are unsure) ☐ Confirm 1st team meeting date and time	Click here to enter NAME & title.

August 1st meeting	☐ Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP
	☐ 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/
	☐ 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
	☐ Present implementation data, behavior data, team activities and progress to entire staff
	☐ Utilize the 4 Step Problem Solving Process to develop initial interventions
	☐ Review previous year's SPBP and feedback form
	☐ Verify and implement teaching schedule for SPBP Expectations and Rules behavior lesson plans
		Click here to enter NAME & title

September	☐ Provide stakeholder presentation on SPBP prior to October 1 ☐ 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 2nd meeting	☐ Ensure instructional staff know how to (and are, as needed) enter Tier 1 Supplemental Strategies for behavior in BASIS ☐ Present implementation data, behavior data, team activities and progress to entire staff	Click here to enter NAME & title.
November	☐ Staff to re-teach Expectations and Rules first day back from break. ☐ Team to develop new and/or improved lesson plans as indicated by behavior data.	Click here to enter NAME & title
January 2019 3rd meeting *Prepare for 2019/20 SPBP*	☐ Staff to re-teach Expectations and Rules first day back from break ☐ Ensure the <u>Principal signs in</u> and watches the *new* SPBP Brainshark: Due January 30th ☐ Present implementation data, behavior data, team activities and progress to entire staff ☐ Choose team members and dates to work on, complete, and submit the *new* SPBP ☐ Teams watch the *new* SPBP Brainsharks and refers to *new* "Additional items" Brainsharks and Additional items posted at: http://www.browardprevention.org/mtssrti/rtib	Click here to enter NAME & title.
February	☐ Ensure progress towards completion of SPBP ☐ Check on recently hired staff for PBIS understanding - provide "PBIS 101" Brainshark resource ☐ Provide the SPBP Surveymonkey link to all staff (optional). Email Tyyne.hogan@browardschools.com to request analysis.	Click here to enter NAME & title
March 4th meeting	☐ Ensure progress towards completion of SPBP ☐ Provide staff presentation and vote on new SPBP for next year ☐ Provide stakeholders/parent presentation on new SPBP for next year ☐ Present implementation data, behavior data, team activities and progress to entire staff	Click here to enter NAME & title

April	☐ Submit your SPBP in OSPA by April 30th every year	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 **measureable** 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	By the end of each quarter, 100% of the hallways, classrooms and cafeteria will have at least 2 Behavior expectations and Rules posters.	10/2/2018

1/7/2019

3/5/2019

4/2/2019 | AP Jan Heavner, will observe and document the number of posters and data will be shared with staff at quarterly meeting. |
Behavior lesson plans are being taught as written and when indicated	By Sept 1, 2018, 85% of the teachers will have taught the schoolwide expectations and lesson plans as evidenced by their lesson plan books.		Principal, Mr. Lee, will monitor plan books to ensure that behavior lessons have been taught.
Discipline consequences and **flow chart** are being used by all staff as written	By the end of each quarter the number of office discipline referrals will decrease by 5% as evidenced by BASIS behavior dashboard.		Jan Heavner, AP, will monitor the number of office referral incidents each quarter and report the data to the staff.
A **reward system** is being implemented for *all* students	Be the end of each quarter, 90% of the classrooms will have earned the incentives as evidenced by the number of incentive forms received by the office and ice pops distributed.		Jan Heavner AP, will record the number of forms received. Ms. Salcedo, office receptionist will collect the forms and give to AP as ice pops are distributed (when class gets to 30 points.)

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 **measureable** 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	By April, 2019, the number of office discipline referrals will have been reduced by 5% as measured by the BASIS behavior dashboard.	10/2/2018

1/7/2019

3/5/2019

4/2/2019.

End of year data collected in June will be presented to staff at opening of 2019-20 school year (Aug. 2019). | AP, Jan Heavner, will monitor the number of referrals and report to the Discipline Committee as they finalize the 2019-20 SPBP. |
See critical element 4A • **Top 3 event locations** data	By the end of each quarter, there will be 10% fewer Office discipline referrals from the cafeteria as indicated by the BASIS behavior dashboard..		AP, Jan Heavner, will monitor the number of referrals and present the data to the staff.
See critical element 8 • **Core effectiveness** data	By the end of each quarter, the number of students receiving one or less referrals will increase by 2% as measured by the BASIS behavior dashboard.		AP, Jan Heavner, will monitor the number of referrals and present the data to the staff.
See critical element 7A	By June 2019, the number of office discipline referral in grades 4 and 5 will		AP, Jan Heavner, will monitor the number of referrals and present the

• **Grade Level/Classroom referrals** data	decrease by 10% as measured by the behavior dashboard on BASIS.		data to the staff in August 2019.

• **Grade Level/Classroom referrals** data	decrease by 10% as measured by the behavior dashboard on BASIS.		data to the staff in August 2019.