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:	Peters Elementary
School Number:	0931
SPBP Contact Name:	Jessica Temple, Assistant Principal
Direct Phone Number:	754-322-7900

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?
Joyce Krzemienski	Principal	Administration
Jessica Temple	SPBP Point of Contact/Assistant Principal	Administration
Dana Kennedy	Parent/Community Representation	SAC
I. Friedman	BTU Representative	Community
N. Rey	Team Leader	Kindergarten
R. Marsh	Team Leader	First Grade
J. Heiss	Team Leader	Second Grade
F. Buchanan	Team Leader	Third Grade
H. Brockman	Team Leader	Fourth Grade
S. Hernandez	Team Leader	Fifth Grade
L. Bolona	Team Leader	Specials

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	2:00 PM	Jessica Temple, Assistant Principal	The team will present the SPBP for the 18/19 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. The team will share the updated implementation data in 10B including: the "marketing" of
8/21/2018	2:00 PM	Jessica Temple, Assistant Principal	
8/28/2018	2:00 PM	Jessica Temple, Assistant Principal	
9/11/2018	2:00 PM	Jessica Temple, Assistant Principal	

			expectations and rules, lesson plan implementation, and discipline processes. The team will share the updated student outcome data including: top 3 event locations, type of behavior incidents, and core effectiveness data as well as analysis of this data.
1/8/2019	2:00 PM	Jessica Temple, Assistant Principal	
3/12/2019	2:00 PM	Jessica Temple, 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 *(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	2/27/2018	# of participants = 40	Jessica Temple
Held a *faculty* vote on the new SPBP (for SY 2018/19)	3/8/2018	% approved = 98%	Jessica Temple
Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community)	4/10/2018	# of participants = 9	Jessica Temple

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.	Jessica Temple
Present the 2018/19 SPBP to stakeholders (parents and community)	Prior to Oct 1st, 2018 8/21/2018		
Present behavior data to staff *Quarterly: minimum of 4 each year*	1. 8/28/2018	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	Jessica Temple
	2. 10/16/2018		
	3. 1/8/2019	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. 4/9/2019		

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.Unruly/Disruptive Behavior	6. Level 2- Bus Violations
2. Disobedience/Insubordination	7. Technology-Inappropriate Use
3. Disruption on Campus	8. Out of Assigned Area
4. Unsubstantiated Bullying	9. Level 1- Bus Violations
5. Disruptive/Unruly Play	10. Insulting/Profane/Obscene Language

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.   All students will adhere to all rules and procedures that are in place.
2.   All students will have a safe and secure learning environment.
3.   All students will treat one another with respect and fairness.
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 27- August 28, 2018	8:10-2:10 PM
January	January 7- January 11, 2019	8:10-2:10 PM
March	March 11- March 15, 2019	8:10-2:10 PM

Who will be responsible for teaching the lesson plans?	Classroom Teachers and Support Staff
Where will the lesson plan instruction occur?	Classrooms and Cafeteria (Behavior Assembly)
Who is responsible for retaining, organizing and distributing all lesson plans?	Mrs. Goldman

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. Hallway	9
2. Cafeteria	9
3. Bus	4

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** *Copy and paste locations from 4A.*		
		Classroom	Hallway	Cafeteria
		Rules	**Rules**	**Rules**
	Be respectful to others	Pick up trash from desk and floor in classroom.	Keep hands and feet to self. Walk on the right side.	Use a level 2 conversation.
	Be responsible for your actions	Make choices that align with the expectations of the adults in the classroom.	Make choices that align with the expectations of the faculty/staff.	Make choices that align with the expectation of the school wide plan/supervising adults on campus/cafeteria.
	Be safe at all times	Follow directions that are given by an adult. Speak positive words to one another.	Allow personal space. Speak positively to one another.	Use a level 2 conversation. Speak positive words to one another or the supervising adults or paraprofessionals.
	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 27- August 28, 2018	8:10-2:10 PM
January	January 7- January 11, 2019	8:10-2:10 PM
March	March 11- March 15, 2019	8:10-2:10 PM

Who will be responsible for teaching the lesson plans?	Classroom teachers and support staff
Where will the lesson plan instruction occur?	Classrooms and Cafeteria (Behavior Assembly)

Who is responsible for retaining, organizing and distributing all lesson plans?	Mrs. Goldman

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: Student administrative referrals** **Problem Identification: Students are not following cafeteria assigned rules and procedures.**
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 lack of knowledge of rules and procedures in the cafeteria.** **Goal Statement: By the end of the quarter we will reduce the number of referrals by 1%.**
3. Intervention Design: Describe how you will implement a positive reward program to decrease this problem.	**Type of System:** Token system **Description of System:** *(3-4 sentences)* The students will receive panda bucks as an incentive in the cafeteria for following the rules and procedures of the cafeteria. Cafeteria staff, support staff members, and instructional leaders are able to provide students with panda bucks. Monthly the students will have an opportunity to cash in their panda bucks for an incentive of their choice.
4. Evaluation: A. Implementation fidelity	**A.** How do you monitor the fidelity (consistency and effectiveness) of the **staff's** implementation of the reward program? *(2-3 sentences)* In order to monitor the fidelity of the staff's implementation of the reward program, I will monitor the distribution of the panda bucks from the cafeteria staff to the students. I will also ensure that the staff are aware of reasons in which a student can earn a panda buck.
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"? *(2-3 sentences)* Negative behavior in the cafeteria will decrease which will result in a decrease of referrals that are being issued out. Also the increased number of panda bucks issued will illustrate a success of the reward program.

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. Unruly/disruptive behavior	Throwing paper in classroom. Using unauthorized technology during instructional time. Varying altercations with peers.
2. Inciting a disturbance	Yelling/singing during instructional time. Running throughout the classroom imitating the teachers.
3. Fight minor altercation	Pushing one another in an aggressive manner. Squaring up/chest to chest/posturing to participate in a physical confrontation. Kicking and hitting one another but does not result in injury or does not require intervention to separate.
4. Disobedience/insubordination	Failure to obey a reasonable or repeated instruction or request from a member of the school staff.
5. Profanity/Use of Obscene language	Use of insulting, abusive, profane, obscene or vulgar language in any form (verbal, written, or gestures)
6. Technology/Inappropriate Use of	Any act which violates the SBBC Technology

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.

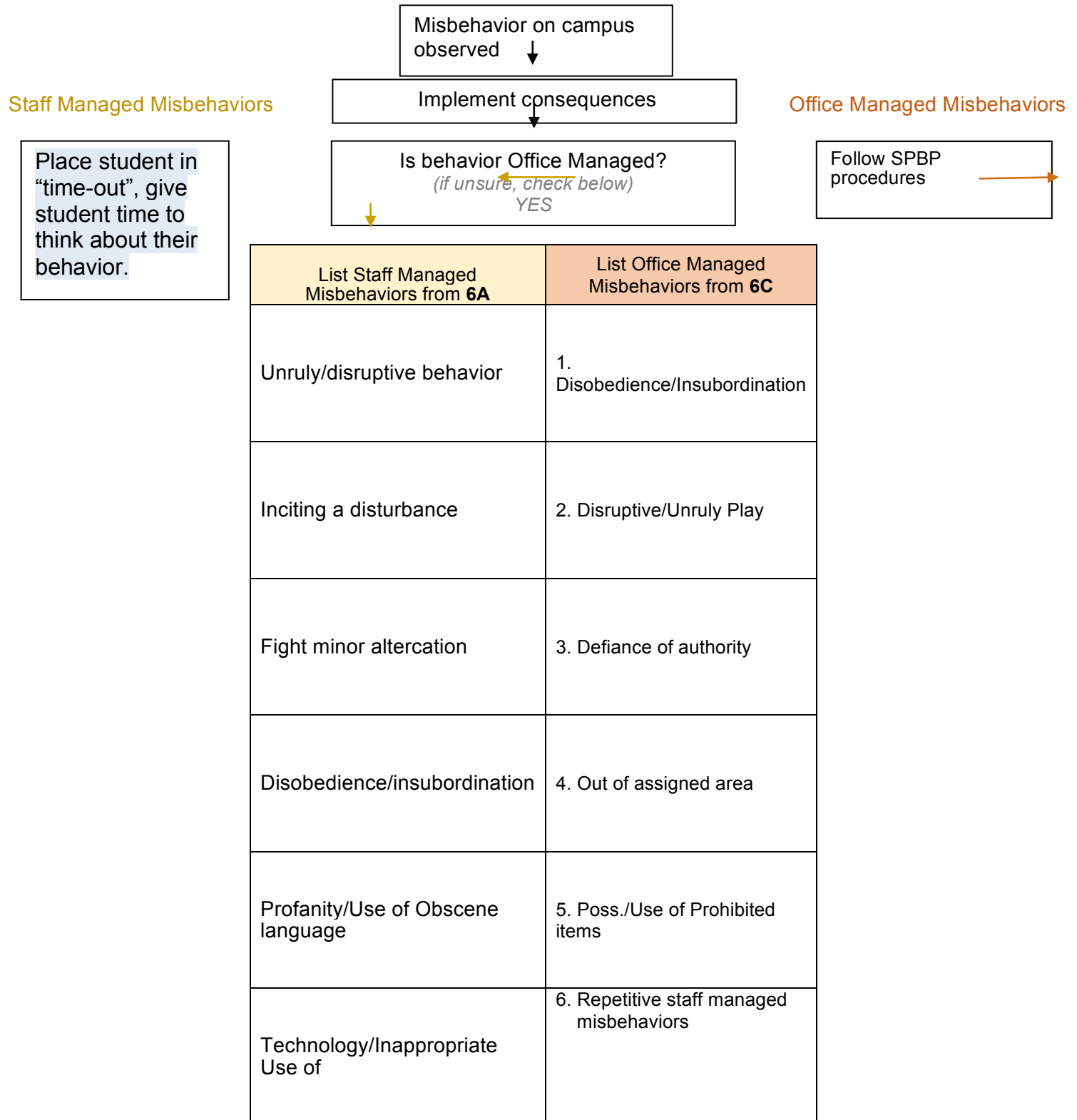| Is this a menu or hierarchy system?	☒ Menu ☐ Hierarchy
Place student in "time-out", give student time to think about their behavior.	
Give student a consequence based on the classroom behavior plan.	
Give the parent a phone call.	
Give student a verbal redirection.	
Schedule a student/teacher conference.	

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" - *provide a description with example(s)*
1. Disobedience/Insubordination	Any repeated incident in which the students uses inappropriate language and/or gestures (as identified in the Discipline Matrix) towards a staff member.
2. Disruptive/Unruly Play	Any incident that causes or potentially causes intentional bodily harm to themselves or others.
3. Defiance of authority	Any repeated incident in which the students uses inappropriate language and/or gestures (as identified in the Discipline Matrix) towards a staff member.
4. Out of assigned area	Any incident in which a student is out of an assigned area in the school, i.e. the student is intentionally leaving class without permission, in an unassigned area without supervision, and/or leaving school without permission/supervision.
5. Poss./Use of Prohibited items	Any incident in which the student has in their possession, attempts to use, or uses a prohibited item on themselves or another.
6. Repetitive staff managed misbehaviors	More than [3] misbehaviors in [half] [hour] warrants an office referral. *e.g.,* 3 half hour 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

Misbehavior on campus observed

Implement consequences

Staff Managed Misbehaviors

Is behavior Office Managed?
(if unsure, check below)
YES

Office Managed Misbehaviors

Place student in "time-out", give student time to think about their behavior.

Follow SPBP procedures

List Staff Managed Misbehaviors from **6A**	List Office Managed Misbehaviors from **6C**
Unruly/disruptive behavior	1. Disobedience/Insubordination
Inciting a disturbance	2. Disruptive/Unruly Play
Fight minor altercation	3. Defiance of authority
Disobedience/insubordination	4. Out of assigned area
Profanity/Use of Obscene language	5. Poss./Use of Prohibited items
Technology/Inappropriate Use of	6. Repetitive staff managed misbehaviors

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:**	Passport to Peace
*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** _across teachers_ to determine the need for classroom management training:
Fidelity of Implementation Plan: *(3-4 sentences)*

7C. Percentage of Classroom Referrals:
(a) Review your classroom data YTD ("Events by Location") in BASIS 3.0 Behavior Dashboard.
(b) Complete <mark>the yellow highlighted cells first.</mark>
(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**:	29
Total number of **school-wide** discipline referrals:	67
% of referrals in the classroom:	30%
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:	682				
# Referrals	67	**% of Total Population**	Core Effectiveness		
0 - 1 referral		**!Zero Divide**	Are your 0 – 1 referrals > 80%?	⊠Yes	No
2 - 5 referrals (at risk students)	16	2%	Are your 2 - 5 referrals <15%?	⊠Yes	No
> 5 referrals (high risk students)	2	0%	Are your >5 referrals <5%?	⊠Yes	No

8B. Core Effectiveness Plan:

If <u>all 3</u> 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: *(3-4 sentences) The school leadership team will work in conjunction with the MTSS and Rti process for early identification of at risk and high risk students.*	

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	60	70	10	⊠Yes	No
Hispanic/Latin	28	15	-13	☐Yes	⊠No
White	12	15	3	⊠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 <u>all 3</u> 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: *(3-4 sentences) The support plan and interventions that the school leadership team will implement at the beginning of the next year to improve sub group disproportionality will collaborate with grade level teams to support all ELL initiatives.*		

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** ☒ *check when Action completed*	**Completed:** Person Responsible Name & Title
Current	☒ **This Action Plan has been saved to use *next year* during quarterly meetings**	**Jessica Temple-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**	**Jessica Temple-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 team training, 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 Principal signs in 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 August 28, 2018, school-wide expectations and location-specific rules are posted across campus that identifies the positive behaviors with illustrations.	August 28, 2018 Refer to **quarterly** presentation dates in 2B. This is the data the team will be sharing during presentations.	Jessica Temple
Behavior lesson plans are being taught as written and when indicated	By August 28, 2018 behavior lesson plans are being taught. Peace assemblies will also take place once a quarter to ensure the students are striving towards positive and kind behavior.		Jessica Temple
Discipline consequences and **flow chart** are being used by all staff as written	By August 28, 2018, the grade level teams will discuss components and strategies of the consequences and flow chart. (ongoing)		Jessica Temple
A **reward system** is being implemented for _all_ students	By August 28, 2018, the reward system of utilizing panda bucks will be used for all students.		Jessica Temple

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	80% students will have 1 or less ODR	Refer to **quarterly** presentation dates in 2B. This is the data the team will be sharing during presentations.	Jessica Temple
See critical element 4A • **Top 3 event locations** data	85% or less will have less than 1 ODR		Jessica Temple
See critical element 8 • **Core effectiveness** data			Jessica Temple
See critical element 7A • **Grade Level/Classroom referrals** data	85% of students will have less than 1 ODR		Jessica Temple