

**School-wide Positive Behavior Plan (SPBP)**

Broward County Public Schools

To be implemented in SY 2019/20

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| **School Name:** | **Walter C. Young Middle School** |
| **School Number:** | **3001** |
| **SPBP Contact Name:** | **Ben Reeves** |
| **Direct Phone Number:** | **754 323-4500** |

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| **CRITICAL ELEMENT # 1: Active Team with Administrative Participation** |

**1A.** Current (SY 2018/19) SPBP team members:

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| **Full Name** | **Position** |
| Ben Reeves | 1. Administrator |
| Charles King | 2. BTU Representative |
| Madelyn Doval | 3. SPBP Point of Contact |
| Elizabeth Austin | 4. Parent/Community Representation |
| Dory Spector | 5. Science Department Chair / Teacher |
| Grisel Berrios | 6. Science Teacher |
| Susan Vestal | 7. Math Teacher |
| Susan Crawford | 8. Reading Teacher |
| Dr. Carole D’ Ausilio | 9. ESE Specialist |
| Brian Lokeinsky | 10. P.E. Teacher |
| Jordan Sawyer | 11. Band Director |
| Carolyn Hepburn-Brown | 12. P.E. Teacher |

**1B**. Schedule of quarterly SPBP Team Meeting dates for *next* 2019/20 school year:

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| **Meeting Date** | **Meeting Time** | **Content of meetings:** |
| 8/13/2019 | 10:00AM – 11:00AM | 1. Progress of Action Steps indicated in Implementation Plan in #9  2. Collect & analyze fidelity of staff implementation data in #10A  3. Collect & analyze student outcome data in #10B |
| 10/18/2019 | 8:05AM – 8:55AM |
| 1/6/2020 | 8:05AM – 8:55AM |
| 3/20/2020 | 8:05AM – 8:55AM |

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| **CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment:** |

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

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| **Action Steps:** | **Date**  *(Between Jan 15 and*  *April 30, 2019)* | **Details**  *(Sign-in sheets in SPBP Binder)* |
| Presented the *new* SPBP (for SY 2019/20) to staff | 4/17/2019 | # of participants = 75 |
| Held a *faculty* vote on the new SPBP  (for SY 2019/20) | 4/24/2019 | # of participants = 58  % approved = 95 |
| Presented the *new* SPBP (for SY 2019/20) to stakeholders (parents and community) | 4/23/2019 | # of participants = 22 |

**2B.** Action Steps to be completed **next year** (SY 2019/20) to increase faculty and stakeholder knowledge of the *new* SPBP:

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| **Action Steps:** | **Date**  *(SY 2019-20)* | **Content**  *(Sign-in sheets in SPBP Binder)* |
| Provide professional development on the 2019/20SPBP for all staff | Prior to students’ 1st day:  8/13/2019 | The team will present the updates in the SPBP for the 19/20 school year. All stakeholders will be provided with access to the SPBP. Feedback will be collected for future team meetings. |
| Present the 2019/20SPBP to stakeholders  (parents and community) | Prior to Oct 1st, 2019  9/10/2019 |
| Present the behavior data to all staff quarterly | 1. 9/3/2019 | The team will present:   * the team’s progress in the Implementation Plan in # 9. * the fidelity of staff implementation data in #10A. * the student outcome data in #10B. |
| 2. 11/5/2019 |
| 3. 1/7/2020 |
| 4. 4/7/2020 |

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| **CRITICAL ELEMENT # 3: School-wide Expectations** |

**3A.** Top five behavior incidents data YTD as listed in BASIS 3.0

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| **Top 5 Behavior Incidents** |
| 1. Unruly/Disruptive Behavior |
| 1. Disobedience/Insubordination |
| 1. Tardiness Habitual |
| 1. Skipping Class |
| 1. Fight Minor Altercation |

**3B.** School-wide expectations are 3 – 5 positive characteristics *(not behaviors)* that counteract the demonstration of the top school-wide misbehaviors above. ALL people on campus model these expectations.

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| **School-wide Expectations** |
| 1. **B**e Cooperative |
| 1. **E**xercise Respect |
| 1. **S**how Self-Control |
| 1. **T**ime Management Awareness |

**3C.** At least one lesson plan for **each** school-wide expectation above is distributed to teachers during pre-planning SY 2019/20 and maintained in the SPBP Binder.

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| **Dates the school-wide expectations lesson plans are taught:** | | | |
|  | Date(s) | Time: | Location(s): |
| August | August 15th & 16th | 9:00AM – 3:30PM | In the classroom during their core classes (LA, MATH, SOCIAL STUDIES & SCIENCE |
| January | January 7th & 8th | 9:00AM – 3:30PM | In the classroom during their core classes (LA, MATH, SOCIAL STUDIES & SCIENCE |
| After Spring Break | March 30th & 31st | 9:00AM – 3:30PM | In the classroom during their core classes (LA, MATH, SOCIAL STUDIES & SCIENCE |

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| **CRITICAL ELEMENT #4: Location-based Rules** |

**4A.** Top three school-wide **locations** for Behavior Events YTD.

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| **Top 3 Locations, not including Classroom:** | |
| School Location | # Incidents |
| **1. Cafeteria** | **29** |
| **2. Locker Room** | **18** |
| **3. Hallways** | **15** |

**4B.** Expectations and Rules Chart for common areas of school campus**:** *(next page)*

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| --- | --- | --- | --- | --- |
| **Expectations and Rules Chart** | | | | *To be completed by classroom teachers* |
| **School-wide EXPECTATIONS** | **Cafeteria Rules** | **Hallway Rules** | **Locker Room Rules** | **Classroom Rules** |
| Expectation #1:  **Be Cooperative** | * Sit at designated tables and wait to be called to go into the lunch line * Pick up after yourself | * Walk on the right side of the hallway * Use appropriate voices not to disrupt classes taking place. | * Sit in your designated seat on the bench in the locker room. | * Work cooperatively with your teacher and productively with your classmates |
| Expectation #2:  **Exercise Respect** | * Have lunch money ready | * Follow the traffic patterns while walking | * Be mindful of other student’s belongings | * Raise hand and wait to be recognized by your teacher * Listen while others are speaking |
| Expectation #3:  **Show Self-Control** | * Use appropriate language while having discussions at your tables | * Follow hands, body and objects rules | * Provide personal space when changing into PE uniforms * Use appropriate language when communicating | * Follow hands, body and objects rules |
| Expectation #4:  **Time Management Awareness** | * Obtain your food tray in a timely manner so that the lunch line moves quickly | * Report to your next class on time and use shortest distance to next class | * Be in the appropriate PE uniform and in your seat by the designated time | * Be prepared with all materials needed for instructional time |

**4C.** At least one Rules lesson plan for **each** specific location is distributed to teachers during pre-planning SY 2019/20 and maintained in the SPBP Binder.

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| **Dates the Locations’ Rules lesson plans are taught** | | | |
|  | Date(s) | Time: | Location(s): |
| August | August 19th & 20th, 2019 | First & Second Period Physical Education Classes | Locker Rooms |
| January | January 7th & 8th, 2020 | First & Second Period Physical Education Classes | Locker Rooms |
| After Spring Break | April 1st & 2nd, 2020 | First & Second Period Physical Education Classes | Locker Rooms |

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| **CRITICAL ELEMENT # 5: Reward and Recognition Programs** |

5. The reward system is focused on one School-wide Expectation OR specific location *at a time*.

Expectation or Location: Time Management

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| **4 Step Problem Solving Process** | **Plan Details** |
| **1. Problem Identification:** Use your behavior data to identify one school-wide problem.  What problem did you identify? *(use numerical data)* | **Data used:** BASIS 3.0 Dashboard    **Problem Identification Statement:** Due to the data pulled from BASIS 3.0, Habitual Tardiness was one of our top three incidents (49 referrals have been generated as of April 12, 2019). |
| **2**. **Problem Analysis:** Why do you think this problem is occurring?  What is your goal? *(use a SMART goal statement with numerical data)* | **Hypothesis:** If tardies are decreased, then the amount of tardy and insubordination referrals will be reduced.  **Goal Statement:** By December 2019, referrals for tardies and insubordination will be reduced by 5%. |
| **3. Intervention Design:**  Describehow you will implement a positive reward program to decrease this problem. | **Type of System: Point system**  **Description of System:** A student behavior database, entitled HERO, will be used by teachers to assign points to all students that exhibit expected behaviors such as being on time to class and being compliant with the unified dress code policy including I.D. badges. Students that accrue specific amounts of points will be rewarded incentives at the end of each quarter. |
| **4. Evaluation:**  A. Implementation fidelity | 1. How will you monitor the fidelity (consistency and effectiveness) of the **staff’s** implementation of the reward program? *(2-3 sentences)*   A report will be pulled from the HERO database by an administrator on a bi-weekly basis to determine the usage of each staff member assigning points to students for positive behavior. Administration will communicate with staff members that may not have assigned points to their students and direct them to update student’s points based on a student positive behavior calendar created by the school-wide positive behavior team. |
| B. Student outcome monitoring | 1. How will you know if the reward program is positively impacting **students**? What measurable data will you use to determine “success”? *(2-3 sentences)*   Student outcome monitoring will be measured by a 10% decrease in classroom referrals reflected in School Reports. Student outcome monitoring will be measured by a 10% increase in positive behavior reflected in the HERO student behavior database. Student outcome monitoring will be measured by a 10% decrease in student behavior interventions reflected in BASIS 3.0. |

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| **CRITICAL ELEMENT #6: Effective Discipline Procedures** |

**Student Behavior Discipline Flow Chart**

Observe problem behavior behaviorBehavior

Staff Managed Misbehaviors

Intervene and redirect

Office Managed Misbehaviors

Implement an initial consequence

No

Is behavior Office Managed?

*(if unsure, check below)*

|  |  |
| --- | --- |
| Specific Examples of  6 Staff Managed  Misbehaviors: | Specific Examples of  6 Office Managed  Misbehaviors: |
| 1. Out of seat without permission – Leaving their assigned seat 2. Phone usage during instructional time – Student using their phone for social media or conversation (text/verbal) when not instructed by teacher 3. Talking without permission – Student conversation not regarding academics 4. Not on task – Student is off topic/task during instructional time 5. Tardy – Student is not in their seat ready to work when the late bell rings 6. Playing with distracting items – Students using items that do not pertain to the lesson | 1. Disobedience/Insubordination – Constant refusal and argument of a reasonable request by an adult 2. Disruptive/Unruly Play – Verbal and/or physical behaviors that interfere with the learning environment. Students that horse play, which escalates into an injury. 3. Defiance of authority – Disobedience/insubordination resulting in four (4) or more separate (01); Disobedience/insubordination referrals, or the deliberate refusal to physically attend the In-School-Suspension Program as assigned, or failure to comply with the In-School Suspension Program rules and requirements resulting in dismissal from the Program 4. Tardiness Habitual – Not arriving to their designated area on time. No more than 3 tardies in a quarter. 5. Cutting Class (Skipping) – Deliberate/willful refusal to attend an assigned class 6. More than 3 misbehaviors in a 2-week period warrants an office referral |

*(if unsure, check below)*

Yes

Call to notify office of a

crisis/safety issue

|  |  |
| --- | --- |
| Specific Examples of  6 Staff Managed  Misbehaviors: | Specific Examples of  6 Office Managed  Misbehaviors: |
| 1. Out of seat without permission – Leaving their assigned seat 2. Phone usage during instructional time – Student using their phone for social media or conversation (text/verbal) when not instructed by teacher 3. Talking without permission – Student conversation not regarding academics 4. Not on task – Student is off topic/task during instructional time 5. Tardy – Student is not in their seat ready to work when the late bell rings 6. Playing with distracting items – Students using items that do not pertain to the lesson | 1. Disobedience/Insubordination – Constant refusal and argument of a reasonable request by an adult 2. Disruptive/Unruly Play – Verbal and/or physical behaviors that interfere with the learning environment. Students that horse play, which escalates into an injury. 3. Defiance of authority – Disobedience/insubordination resulting in four (4) or more separate (01); Disobedience/insubordination referrals, or the deliberate refusal to physically attend the In-School-Suspension Program as assigned, or failure to comply with the In-School Suspension Program rules and requirements resulting in dismissal from the Program 4. Tardiness Habitual – Not arriving to their designated area on time. No more than 3 tardies in a quarter. 5. Cutting Class (Skipping) – Deliberate/willful refusal to attend an assigned class 6. More than 3 misbehaviors in a 2-week period warrants an office referral |

W.C. Young Discipline Flow Chart

Misbehavior is considered “**Office Managed”**

Misbehavior is considered “**Office Managed”**

Misbehavior is considered “**Staff Managed”**

Misbehavior is considered “**Staff Managed”**

Staff observes misbehavior in classroom or on campus

In classroom or campus

Staff observes misbehavior in classroom or on campus

In classroom or campus

**Additional notes:**

* Staff managed misbehavior hierarchy resets every two weeks.
* If Behavior form is not signed by parent and returned next day, teacher initiates office referral
* If student continues misbehavior in alternative Time Out setting, security is called to remove student and original teacher initiates office referral.
* Cell Phone and Tardies – Please refer to the posted classroom poster

**Additional notes:**

* Staff managed misbehavior hierarchy resets every two weeks.
* If Behavior form is not signed by parent and returned next day, teacher initiates office referral
* If student continues misbehavior in alternative Time Out setting, security is called to remove student and original teacher initiates office referral.
* Cell Phone and Tardies – Please refer to the posted classroom poster

Refer to RtI Team if student has more than 2 referrals per quarter

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Call security and initiate school’s crisis protocol

Call security and initiate school’s crisis protocol

Teacher writes up referral **and** makes contact with family

Teacher writes up referral **and** makes contact with family

Misbehavior requires

**crisis intervention**

Misbehavior requires

**crisis intervention**

Misbehavior requires

an **office referral**

Misbehavior requires

an **office referral**

Referral level misbehavior includes:

○ insulting, profane, obscene language directed at staff

○ tardy more than 3 times per quarter

○ constant and continued disobedience/ insubordination

○ inappropriate use of electronics

○ disruptive/unruly play

Referral level misbehavior includes:

○ insulting, profane, obscene language directed at staff

○ tardy more than 3 times per quarter

○ constant and continued disobedience/ insubordination

○ inappropriate use of electronics

○ disruptive/unruly play

Misbehavior is considered **“Staff Managed,** including:

○ talking without permission

○ out of seat without permission

○ being tardy to class

○ using electronics devices during class

○ off task (not doing work)

○ playing with items

Misbehavior is considered **“Staff Managed,** including:

○ talking without permission

○ out of seat without permission

○ being tardy to class

○ using electronics devices during class

○ off task (not doing work)

○ playing with items



Staff follows hierarchy consequence

Staff follows hierarchy consequence

Behavior is corrected

Behavior is corrected

Behavior is not corrected; move to next consequences:

* **Teacher redirection**
* **Individual student conversation**
* **Behavior reflection form**
* **Time out in class**
* **Parent Contact**
* **Office Referral (s) until behavior is corrected**

Behavior is not corrected; move to next consequences:

* **Teacher redirection**
* **Individual student conversation**
* **Behavior reflection form**
* **Time out in class**
* **Parent Contact**
* **Office Referral (s) until behavior is corrected**

Staff reinforces positive behavior

Staff reinforces positive behavior

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| **CRITICAL ELEMENT # 7: Classroom Management Systems** |

**7A.** In SY 2019/20,ALL teachers implement an evidence-based Tier 1 classroom management system:

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| Evidence-based system: | Evidence of training: |
| CHAMPS | 9% of teachers currently holding valid CHAMPS certificate: |
| PBIS Classroom Management  *http://www.fl-pda.org/independent/* | % of teachers currently holding completion certificate: |
| Other: Click here to enter name of system. | Training evidence: Click here to enter evidence  % of teachers currently trained: |

**7B.** The administration reviews and analyzes the fidelity of staff implementation of Tier 1 classroom management systems ***across teachers*** using:

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| CHAMPs 7 Up Checklist |
| Basic FIVE (Classroom Management Screening) |
| PBIS Classroom Assistance Tool (CAT) |
| Other *(specify):* |
| Classroom management screening is not conducted *across* teachers to determine appropriate professional  development. *(Next year, assessment of classroom management implementation fidelity will be scored).* |

**7C**. School year 2018/19 percentage of classroom referrals:

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| --- | --- |
| Total number of discipline referrals **from classrooms**: | 369 |
| Total number of *other* **school-wide** discipline referrals: | 194 |
| % of referrals in the classroom: | 66% |
| 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.***

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| If “**Yes**”, school-wide classroom management professional development will be conducted in 2019-20: |
| CHAMPS Training - District offered  If “Other”, indicated system here: Click here to enter text. |

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| **CRITICAL ELEMENT # 8: Data Collection and Analysis** |

**8A.** Core Effectiveness:

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| --- | --- | --- | --- | --- |
| TOTAL Population: | 1,123 | % of Total Population | Core Effectiveness | |
| # Referrals: 523 | # of Students: |
| 0 - 1 referrals | 114 | 10% | Are your 0 – 1 referrals > 80%? | Yes No |
| 2 - 5 referrals  (at risk students) | 74 | 7% | Are your 2 - 5 referrals <15%? | Yes No |
| > 5 referrals  (high risk students) | 26 | 2% | Are your >5 referrals <5%? | Yes No |

**8B.** Core Effectiveness Action Steps:

|  |  |
| --- | --- |
| 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 steps does your school leadership team take 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 Action Steps: *(3-4 steps)*  1. Provide professional development for all teachers on CHAMPS to increase schoolwide effective classroom management skills.  2. Ensure all teachers implement the expectations and rules lesson plans during the first 2 weeks of school.  3. Each grade level administrator will provide an expectations and rules grade level assembly for their students.  4. Implement schoolwide positive behavior point system to promote and reward expected student behaviors. | |

**8C.** Disproportionality within racial subgroups:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Subgroups | (PctPop - Green)  % **of students** | (PctRef - Blue)  **% of referrals** | Difference in referral composition | Positive value suggests disproportionality  (Is the value positive?) |
| Black | 29 | 48 | 19 | Yes No |
| Hispanic/Latin | 49 | 42 | -7 | Yes No |
| White | 15 | 8 | -7 | Yes No |

**8D.** Disproportionality Action Steps:

|  |  |
| --- | --- |
| If all three 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 Action Steps: *(3-4 steps)*  1. Due to the disproportionality within the Black Subgroup referrals, we will schedule a consultation with School Climate and Discipline experts to assist in determining specific needs for this subgroup.  2. We will plan staff development trainings to address the disproportionality in the Black Subgroup based on the consultation notes.  3. We will also consult with our Diversity and Equity School Liaison to help us develop and implement strategies that will eliminate or significantly decrease the disproportionality in the Black Subgroup.  4. The SPBP team will explore the BCPS resources to determine what resources will fit at our school (ie: culturally responsive teaching or courageous conversations). Currently, we have multicultural events throughout the school year. | |

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| **Critical Elements # 9: SPBP Implementation Planning** |

RED Font = Action Steps for all schools in Broward County

GREY Font = Best Practices for all schools in Broward County

TEAL Font = Resources available at <https://browardcountyschools.sharepoint.com/sites/DPI6Strands/strand6/SitePages/SPBP.aspx>

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| **SPBP Team Implementation Action Plan 2019 - 2020** | |
| **Month** | **Action Steps**  *check off Action Step when completed* |
| **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, Expectations lesson plans and Rules lesson plans |
| **Pre-Planning**  **2019** | 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  Identify your district RtI Instructional Facilitator  (Contact [tyyne.hogan@browardschools.com](mailto:tyyne.hogan@browardschools.com) for more information, if you are unsure)  Confirm 1st team meeting date and time |
| **August**  **1st meeting** | Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP  Review Implementation plan; check off completed Action Steps  Determine any needed team training, such as these Brainsharks: 4 Step Problem Solving Process series, PBIS 10  Critical Elements, Data Collection, Big 5 Data, PBIS 101, etc. (All found in Sharepoint site)  Review previous year’s behavior data. (Use ‘Agenda’ Form and ‘Data Collection Template’ in Sharepoint site)  Utilize the 4 Step Problem Solving Process to initiate a Reward System for all students  Review previous year’s SPBP and feedback form; make necessary modifications  Verify and implement teaching schedule for Expectations and Rules behavior lesson plans  Present implementation data, behavior data, team activities and SPBP progress to entire staff |
| **September** | Provide SPBP stakeholder presentation 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>  Ensure the Discipline Flow Chart is distributed to all staff and is being used as written |
| **October**  **2nd meeting** | Review Implementation plan; check off completed Action Steps  Ensure instructional staff know how to (and are, as needed) enter Tier 1 Supplemental Strategies  for behavior in BASIS  Review previous quarter’s behavior data. (Use ‘Agenda’ and ‘Data Collection Template’ in Sharepoint site)  Present implementation data, behavior data, team activities, and SPBP progress to entire staff  Ensure all teachers are using an evidence-based classroom management plan, such as CHAMPS  Ensure Core Effectiveness Action Steps are being implemented as written |
| **November** | Team to develop new and/or improved lesson plans as indicated by behavior data.  Ensure that the Disproportionality Action Steps are being implemented as written |
| **January**  **2020**  **3rd meeting**  Prepare for SY *2020/21* SPBP | Review Implementation plan; check off completed Action Steps  Staff to re-teach Expectations and Rules after winter break  Principal signs in and watches the *new “*SPBP for Principals” Brainshark: Due January 30th  Present implementation data, behavior data, team activities, and SPBP progress to entire staff  Choose team members and dates to work on, complete, and submit the *new* SPBP  Teams watch the *new “*SPBP Team Overview” Brainshark and refers to district resources and supports  (Brainsharks and Additional items in Sharepoint site. Webinars and in-person lab information in Team Brainshark) |
| **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)* |
| **March**  **4th meeting** | Ensure progress towards completion and submission of SPBP  Review Implementation plan; check off completed Action Steps  Staff to re-teach Expectations and Rules after from spring break  Provide stakeholders/parent presentation on new SPBP for next year  Provide staff presentation and faculty vote on new SPBP for next year  Present implementation data, behavior data, team activities, and SPBP progress to entire staff |
| **April** | Submit your SPBP in OSPA by April 30th every year. Use this new SPBP in the next school year  Continue implementing your *current* SPBP through the end of the current school year |

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| **CRITICAL ELEMENT # 10: Evaluation** |

**10A. Staff** implement the School-wide Positive Behavior Plan effectively:

*“Are* ***staff*** *implementing the SPBP with fidelity? How do you know?”*

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| **STAFF Implementation Monitoring** | |
| Action Step | Create an observable and measurable SMART goal to determine “successful”  **staff implementation** of action step |
| School-wide **expectations** and location-specific **rules** are posted across campus | By September 3, 2019, 90% of school-wide rules and expectations will be posted in the hallways, locker rooms, classrooms and cafeteria. Two posters will be placed in each hallway and will be observed by Mr. Reeves each quarter. |
| **Expectations and Rules lesson plans** are being taught as written and when indicated | By September 3, 2019, all students will be taught the expectations and rules lesson plans according to section 3c. Teachers will send to their grade level administrator a class roster of students that participated in the lesson. School counselors will go over lesson plans of students that were not in attendance.  Quarterly review of lesson plans to ensure fidelity. We expect 100% of the staff will comply with this directive. |
| The **Discipline flow chart** is being used by all staff as written | During pre-planning and first week of school, administration will walk the school to ensure that 100% of the classrooms display the flow chart and behavior expectations in classrooms, hallways and cafeteria.  Quarterly, review of behavior referrals will indicate that 95% of teachers are utilizing the flow charts to assist in classroom management. |
| A **reward system** is being implemented for *all* students | During the first two weeks of the 2019-2020 school year, 95% of the teachers will implement the HERO point system for positive reinforcement of our target area: Time Management |

**10B.** 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?”*

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| **STUDENT Outcome Monitoring** | |
| Student Outcome Data | Create an observable and measurable **SMART** goal to determine  “successful” **student outcomes** |
| **Behavior Incident** data  (See critical element #3A) | By March 19, 2020, the end of 3rd quarter, our current top 5 incidents will be decreased by 10% as reflected in discipline data pulled from school reports. |
| **Top 3 event locations** data  (See critical element #4A) | By March 19, 2020, the end of 3rd quarter, our current top 3 event locations incidents will be decreased by 10% as reflected in discipline data pulled from school reports. |
| **Core effectiveness** data  (See critical element #8A) | By March 19, 2020, the end of 3rd quarter, our current total number of referrals will be decreased by 10% as reflected in discipline data pulled from school reports. |
| **Classroom referrals** data  (See critical element #7C) | By March 19, 2020, the end of 3rd quarter, our current total number of classroom referrals will be decreased by 10% as reflected in discipline data pulled from school reports. |