

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:	Riverside Elementary School
School Number:	3031
SPBP Contact Name:	Natalie Brantley
Direct Phone Number:	(754)322-8250

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?
Merideth Schnur	Principal	Administration
Natalie Brantley	SPBP Point of Contact	Rtl:B Team
Amanda Kennedy	Parent/Community Representation	SAC
Vonda Allen	BTU Representative	BTU
Sherry Rosen	Assistant Principal	Administration
Mari Crawford	Teacher	Kindergarten
Valerie Galietti	Teacher	1 st Grade
Taylor D'Elia	Teacher	2 nd Grade
Cheryl Strach	Teacher	3 rd Grade
Yahira Tamayo	Teacher	4 th Grade
Rosanne Johnson	Teacher	5 th Grade

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

Meeting Date	Meeting Time	Name & title of person responsible to facilitate meeting	Content of meetings:
8/13/2018	8:30 A.M	Yahira M. Tamayo SAC Co-Chair	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)
11/20/2018	2:15 P.M	Yahira M. Tamayo SAC Co-Chair	
2/26/2019	2:15 P.M	Yahira M. Tamayo SAC Co-Chair	
5/28/2018	2:15 P.M	Yahira M. Tamayo SAC Co-Chair	

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	4/24/2018	# of participants = 44	Sherry Rosen
Held a <i>faculty</i> vote on the new SPBP (for SY 2018/19)	4/27/2018	% approved = 89%	Sherry Rosen
Presented the <i>new</i> SPBP (for SY 2018/19) to stakeholders (parents and community)	5/21/2018	# of participants = (will be filled in after the meeting)	Sherry Rosen

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

Action Steps:	Date(s) <i>(NEXT YEAR)</i>	Content <i>(retain attendance sheets at school)</i>	Person responsible to collect and retain attendance sheets:
Provide a professional development on the 2018/19 SPBP for all staff	Prior to students' 1 st day: 8/14/2018	The team will present the updates in the SPBP for the 18/19 school year. All stakeholders will be provided with access to the SPBP. Feedback will be collected and shared at future team meetings.	Sherry Rosen
Present the 2018/19 SPBP to stakeholders (parents and community)	Prior to Oct 1 st , 2018 9/25/2018		
Present behavior data to staff <i>Quarterly: minimum of 4 each year</i>	1. 9/25/2018	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 	Sherry Rosen
	2. 12/18/2018		
	3. 3/19/2019	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. 5/21/2019		

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. SB - 23 Disruptive/Unruly Behavior	6. ZW – 4 Defiance of Authority – Habitual
2. 01 - 10 Disobedience/ Insubordination	7. XA – 3 Disruption on Campus – Minor
3. UP - 9 Disruptive/Unruly Play	8. ZX – 3 Profanity Directed Towards Staff Member
4. ZU – 6 Out of Assigned Area	9. 02 – 1 Profanity
5. ZN – 5 Assault/Threat Low Level	10. Z1 – 1 Fight/Minor Altercation

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. Be READY to learn.
2. Be RESPONSIBLE for your own actions.
3. Be RESPECTFUL to yourself and other.

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	8/15/18 – 8/17/18	8:00am-2:00pm
January	1/8/19 – 1/11/19	8:00am-2:00pm
4 th Quarter	4/1/19 – 4/4/19	8:00am-2:00pm
Who will be responsible for teaching the lesson plans?		Classroom teachers
Where will the lesson plan instruction occur?		Classrooms
Who is responsible for retaining, organizing and distributing all lesson plans?		Sherry Rosen

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. Playground	6
2. Cafeteria	5
3. Schools Grounds (Halls)	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				
		IDENTIFIED LOCATIONS		
		Playground	Cafeteria	Hallways
		Rules	Rules	Rules
School-wide EXPECTATIONS	Ready and Safe	Use playground equipment in a safe an appropriate manner at all times.	Remain seated in you assigned area until you receive permission to leave.	Always walk in the hallway using the sidewalks.
	Responsible	Follow through with all teacher directions with playground activities.	Clean up your area once you are finished eating and drinking.	Walk on the right side of the hallway, one behind the other.
	Respectful	Use kind words and treat your teacher and classmates as you wish to be treated at all times.	Use inside voices with school appropriate language at all times.	Use undistruptive voices when traveling through the hallways.

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	8/15/18 – 8/17/18	8:00am-2:00pm
January	1/8/19 – 1/11/19	8:00am-2:00pm
4 th Quarter	4/1/19 – 4/4/19	8:00am-2:00pm
Who will be responsible for teaching the lesson plans?		Classroom teachers
Where will the lesson plan instruction occur?		Classrooms
Who is responsible for retaining, organizing and distributing all lesson plans?		Sherry Rosen

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
<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: Five incidents reported</p> <p>Problem Identification: At times students are not remaining in their assigned areas, not using inside voices and not cleaning up their area.</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 at all grade levels are not adhering to the cafeteria expectations.</p> <p>Goal Statement: By 6/4/19 (end of the school year) students' lack of adherence to the cafeteria expectations will decrease by 20%, based on the incident report provided on the Behavior Dashboard.</p>
<p>3. Intervention Design: Describe how you will implement a positive reward program to decrease this problem.</p>	<p>Type of System: Token system</p> <p>Description of System: 1. Class tables are monitored through-out lunch using a green, yellow, red cup system. 2. Classes receive a "Rocky" ticket upon dismissal of lunch for adherence to the expectations. 3. At the end of each quarter the class with the most "Rocky" tickets is rewarded.</p>
<p>4. Evaluation: A. Implementation fidelity</p>	<p>A. How do you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program? <i>(2-3 sentences)</i></p> <ol style="list-style-type: none"> 1. The token system will be taught to the cafeteria staff by Sherry Rosen. 2. The number of "Rocky" tickets earned for each class will be displayed on a bulletin board in the cafeteria for all classes to see. 3. The Assistant Principal will observe in the cafeteria 3 random times during the week. 4. The winner for each grade level will be announced on the morning announcements at the end of each quarter. 5. Administration will ensure that each winning class is rewarded by the last Friday of each quarter.
<p>B. Student outcome monitoring</p>	<p>B. How will you know if the reward program is positively impacting students? What measurable data will you use to determine "success"? <i>(2-3 sentences)</i></p> <ol style="list-style-type: none"> 1. The number of incidents in the cafeteria will decrease. 2. The team will meet as needed to make adjustments to the School Wide Positive Behavior Plan as needed.

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. Talking	Talking while the teacher is giving directions. ("Riverside Five")
2. Out of assigned area	Student refuses to stay in assigned areas. (lunch table, hallways, designated play area)
3. Touching others	Students not keeping hands and feet to themselves.
4. Uncooperative	Refusing to get along with other students.
5. Inappropriate Play	Students fooling around and playing in an inappropriate manner.
6. Disobedient	Refusing to follow a reasonable request from the teacher.

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
Loss of privilege	
Reflection Activity	
Student conference	
Timeout in or out of the classroom	
Parent contact	

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.

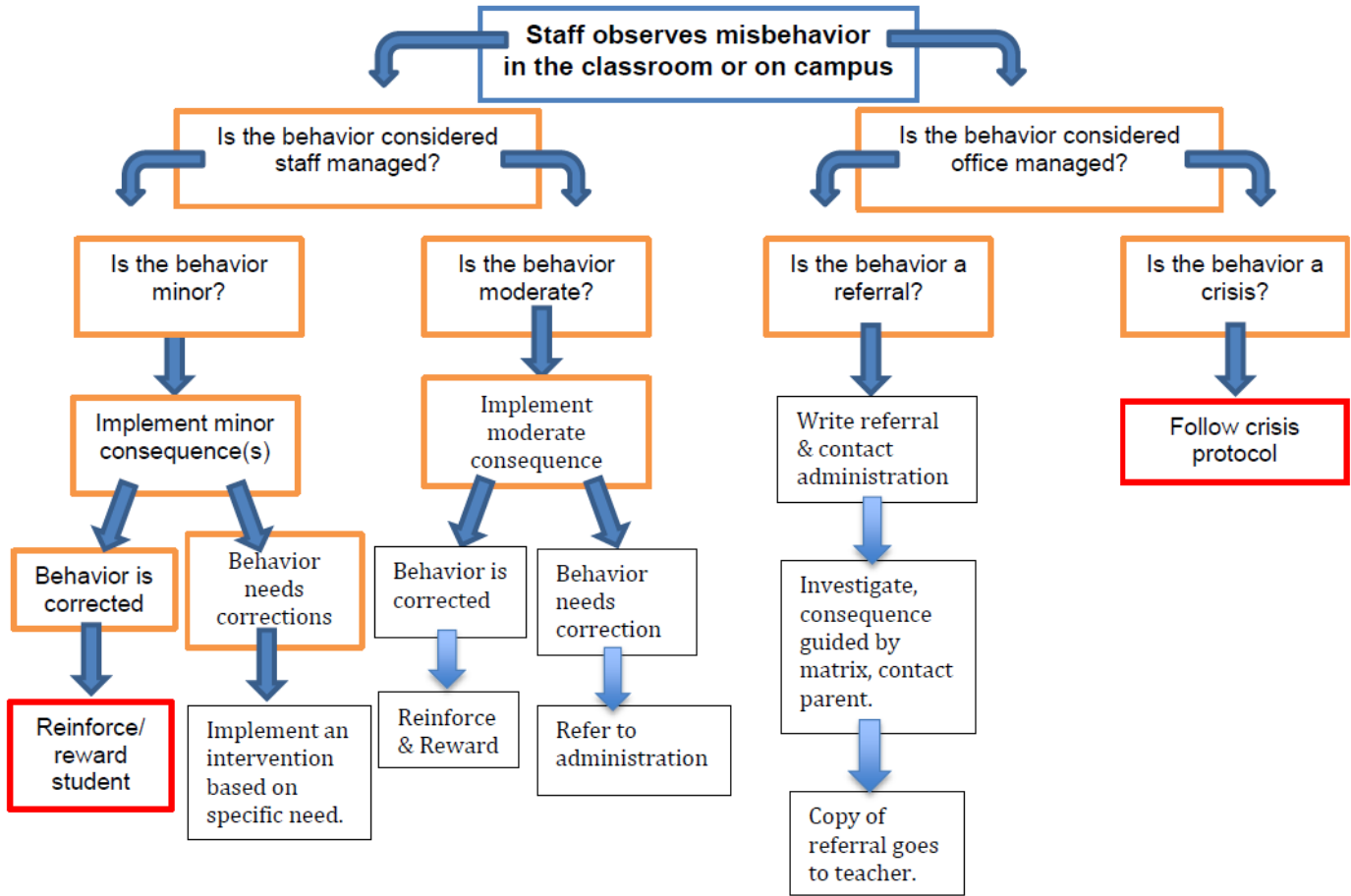
(c) Determine staff tolerance level for repetitive misbehaviors (the point at which the number of staff-managed misbehaviors becomes an ODR).

Office Discipline Referrals (ODRs)	
Behavior	"Looks Like" - <i>provide a description with example(s)</i>
1. Disobedience/Insubordination	Refusing to follow a reasonable request from staff members
2. Disruptive/Unruly Play	Students fooling around and playing in an inappropriate manner.
3. Defiance of authority	Students challenge authority
4. Out of Assigned Area	Leaving the classroom without permission
5. Assault or Threat	A student makes a comment (verbally, written or physical) to conflict harm on another individual (staff or student).
6. Repetitive staff managed misbehaviors	More than 4 misbehaviors in one day warrants an office referral. <i>e.g.,</i> 3 <i>half</i> <i>hour</i> 2 <i>one</i> <i>period</i>

6D. School-wide Discipline Flow Chart:

- (a) Review the sample discipline flow charts in “Additional Items” located on browardprevention.org
- (b) Copy or customize a flow chart to graphically represent the discipline process at **your** school.
- (c) Paste the flow chart here **OR** complete the flow chart below.

Student Behavior Discipline Flow Chart



CRITICAL ELEMENT # 7 : Classroom Management Systems

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

Which evidence-based classroom management system is supported by your school’s administration and is expected to be implemented school-wide? <i>(Class Dojo, LEAPs, HERO, Cloud 9, etc. are tools, <u>not</u> classroom systems)</i>	<input checked="" type="checkbox"/> CHAMPs* <input type="checkbox"/> PBIS Classroom Management <input type="checkbox"/> Administration does not expect an evidence-based classroom management system to be implemented by teachers this year <i>(your school will need to adopt one next year)</i> <input type="checkbox"/> Other <i>(complete below)</i>
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?	<input type="checkbox"/> Yes <input checked="" 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: Behaviors are observed and monitored through classroom walk throughs and observations using the Marzano Framework continuously to ensure CHAMPS strategies are implemented in the classroom management system.

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:	18
Total number of school-wide discipline referrals:	42
% of referrals in the classroom:	30%
Do more than 40% of your referrals come from the classroom?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

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

CRITICAL ELEMENT # 8: Data Collection and Analysis

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

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

TOTAL Population:	720			
# Referrals	42	% of Total Population	Core Effectiveness	
0 - 1 referral	14	99%	Are your 0 – 1 referrals > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2 - 5 referrals (at risk students)	9	1%	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 all 3 are “Yes”, your core is effective. Is your core behavior curriculum effective?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Answer either (a) or (b): (a) If you answered “Yes”, although your core is effective, what plan does your school leadership team implement for early identification of at risk and high risk students? (b) If you answered “NO”, indicate the supports and interventions your school leadership team will implement at the beginning of the next school year to improve core strength:	
Core Effectiveness Plan: High Risk students are on individual behavior plans as defined on PBIS. They are monitored daily at various times based on individual needs with a focus of one or two areas. This is communicated with parents daily.	

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	52	69	17	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Hispanic/Latin	17	12	-5	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
White	26	17	-9	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

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

If all 3 are “No”, disproportionality is not indicated. Are all 3 “No”?	<input type="checkbox"/> Yes <input checked="" 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: Individual Behavior Plans for our high risk students will be revisited and implemented with continued monitoring through-out the year with fidelity.	

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	Sherry Rosen/ 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	Sherry Rosen/ Assistant Principal
Pre Planning 2018	<input type="checkbox"/> Print up your SPBP Review and school score from OSPA <input type="checkbox"/> Provide SPBP presentation to all staff during Pre Planning <input type="checkbox"/> Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders <input type="checkbox"/> Market and post school-wide Expectations and location-specific Rules (posters, PSAs, etc.) <input type="checkbox"/> Identify your RtI Instructional Facilitator provided by the district (Contact tyne.hogan@browardschools.com for more information, if you are unsure) <input type="checkbox"/> Confirm 1 st team meeting date and time	Click here to enter NAME & title.
August 1 st meeting	<input type="checkbox"/> Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP <input type="checkbox"/> Determine any needed <u>team training</u> , such as the 4 Step PSP Brainshark Series, 10 Critical Elements Brainsharks, Data Collection, Effective CPST Teams, PBIS 101, etc. Trainings available at: http://www.browardprevention.org/mtssrti/training-modules/ <input type="checkbox"/> Review previous year's behavior data. (Use 'Agenda' and 'Data Collection Template') Forms available at: http://www.browardprevention.org/mtssrti/rtib in Tier 1, Teaming <input type="checkbox"/> Present implementation data, behavior data, team activities and progress to entire staff <input type="checkbox"/> Utilize the 4 Step Problem Solving Process to develop initial interventions <input type="checkbox"/> Review previous year's SPBP and feedback form <input type="checkbox"/> Verify and implement teaching schedule for SPBP Expectations and Rules behavior lesson plans	Click here to enter NAME & title
September	<input type="checkbox"/> Provide stakeholder presentation on SPBP prior to October 1 <input type="checkbox"/> Check for staff and teacher understanding of PBIS - provide "PBIS 101" Brainshark as a resource Brainshark available at: http://www.brainshark.com/browardschools/PBIS101	Click here to enter NAME & title.
October 2 nd meeting	<input type="checkbox"/> Ensure instructional staff know how to (and are, as needed) enter Tier 1 Supplemental Strategies for behavior in BASIS <input type="checkbox"/> Present implementation data, behavior data, team activities and progress to entire staff	Click here to enter NAME & title.
November	<input type="checkbox"/> Staff to re-teach Expectations and Rules first day back from break. <input type="checkbox"/> Team to develop new and/or improved lesson plans as indicated by behavior data.	Click here to enter NAME & title
January 2019 3 rd meeting Prepare for 2019/20 SPBP	<input type="checkbox"/> Staff to re-teach Expectations and Rules first day back from break <input type="checkbox"/> Ensure the <u>Principal signs in</u> and watches the <i>new</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	Click here to enter NAME & title.
February	<input type="checkbox"/> Ensure progress towards completion of SPBP <input type="checkbox"/> Check on recently hired staff for PBIS understanding - provide "PBIS 101" Brainshark resource <input type="checkbox"/> Provide the SPBP SurveyMonkey link to all staff (optional). Email Tyne.hogan@browardschools.com to request analysis.	Click here to enter NAME & title
March 4 th meeting	<input type="checkbox"/> Ensure progress towards completion of SPBP <input type="checkbox"/> Provide staff presentation and vote on new SPBP for next year <input type="checkbox"/> Provide stakeholders/parent presentation on new SPBP for next year <input type="checkbox"/> Present implementation data, behavior data, team activities and progress to entire staff	Click here to enter NAME & title
April	<input type="checkbox"/> Submit your SPBP in OSPA by April 30 th 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 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	By the end of the first week of school, 100% of teachers will post expectations and rules in classrooms and cafeteria.	Refer to quarterly presentation dates in 2B. This is the data the team will be sharing during presentations.	Sherry Rosen (Assistant Principal)
Behavior lesson plans are being taught as written and when indicated	At the end of each quarter, 100% of teachers will have implemented the quarterly lesson plans.		Sherry Rosen (Assistant Principal)
Discipline consequences and flow chart are being used by all staff as written	By the end of the school year, 100% of staff will have followed and fulfilled their role in the administration of consequences as described on the chart.		Sherry Rosen (Assistant Principal)
A reward system is being implemented for <i>all</i> students	By the end of each quarter, 100% of students will receive their reward for following the rules and expectations in the cafeteria as provided by administration.		Sherry Rosen (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	By the end of the school year, behavior incidents will decrease by at least 5% from the previous year.	Refer to quarterly presentation dates in 2B. This is the data the team will be sharing during presentations.	Sherry Rosen (Assistant Principal)
See critical element 4A • Top 3 event locations data	By the end of the school year, behavior incidents in top locations will decrease by at least 5% from the previous year.		Sherry Rosen (Assistant Principal)
See critical element 8 • Core effectiveness data	By the end of the school year, referrals within our subgroup identified as disproportionality (at risk students) will decrease by 5% of referrals within this subgroup from the previous year.		Sherry Rosen (Assistant Principal)
See critical element 7A • Grade Level/Classroom referrals data	By the end of the school year, repeated referrals will decrease by 5% from previous year.		Sherry Rosen (Assistant Principal)