

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:	Monarch High School
School Number:	3541
SPBP Contact Name:	Deborah Sicard, SAC Chair and Mary Smith Bernstein-Hintz, SAC Chair Emeritus
Direct Phone Number:	(754)322-1400 Ext. 3126, Ext. 3111

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?
Dr. Moira Sweeting-Miller	Assistant Principal	Administration
Deborah A. Sicard	SPBP Point of Contact	SAC
Mary S. Bernstein-Hintz	Parent/Community Representation	SAC
Peter Tiernan	BTU Representative	BTU
Ericka Shartrand	LEAD Team	LEAD
Krystal-Ann DeSouza	Teacher	SAC

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	12:45 PM	Deborah Sicard	1. Create and disseminate updated Expectations and Rules lesson plans (#3 and #4) 2. Review progress of Implementation Action Plan (#9) 3. Collect & analyze implementation data (#10A) 4. Collect & analyze student outcome data (#10B)
10/18/2018	12:45 PM	Deborah Sicard	
1/8/2018	12:45 PM	Deborah Sicard	
3/21/2018	12:45 PM	Deborah Sicard	

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 <i>new</i> SPBP (for SY 2018/19) to staff	12/19/2017	# of participants =110 Teachers	Deborah Sicard
Held a <i>faculty</i> vote on the new SPBP (for SY 2018/19)	1/17/2018	% approved =77%	Deborah Sicard
Presented the <i>new</i> SPBP (for SY 2018/19) to stakeholders (parents and community)	01/10/2018	# of participants = 15	Deborah Sicard

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' 1 st day: 8/10/2018	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.	Deborah Sicard
Present the 2018/19 SPBP to stakeholders (parents and community)	Prior to Oct 1 st , 2018 9/6/2018		
Present behavior data to staff <i>Quarterly: minimum of 4 each year</i>	1. 8/23/2018	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	Department Heads
	2. 10/19/2018		
	3. 1/7/2019	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. 3/22/2019		

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. Class Cutting (Skipping)	6. Drug Possession/Use
2. Disobedience/Insubordination	7. Fight/Minor Altercation
3. Habitual Tardiness	8. Unruly/Disruptive Behavior
4. Leaving Campus without Permission	9. Dress Code Violation
5. Out of Assigned Area	10. Cellphone Violation

3B. Based on the behavior incidents in 3A, develop 3 – 5 **positive characteristics** (*not behaviors*) that would counteract the demonstration of these misbehaviors. These positive characteristics become your school-wide expectations.

School-wide Expectations
1. Respect Monarch classes by arriving on time.
2. Be respectful to teachers in speech toward them.
3. Be respectful to peers in speech and in actions.
4. Respect our campus by staying in assigned areas.
5. Respect yourself by capitalizing on the opportunities for growth for yourself mentally, physically, and socially.

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	8/17/2018	7:40-2:40PM
January	01/10/2019	7:40-2:40PM
4 th Quarter	05/09/2019	7:40-12:10PM
Who will be responsible for teaching the lesson plans?		Instructional Staff
Where will the lesson plan instruction occur?		During Class
Who is responsible for retaining, organizing and distributing all lesson plans?		Department Heads

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. Classroom	307
2.Hallways/Bathrooms	76
3.School Grounds	42

4B. Create an Expectations/Rules Matrix from your 3-5 school-wide expectations and your top 3 event locations. Develop a positively stated, observable, and measurable rule that correlates with every expectation to create a maximum of 5 rules under each location.

Expectations and Rules Matrix				
School-wide EXPECTATIONS	Copy and paste expectations from 3C.	IDENTIFIED LOCATIONS <i>Copy and paste locations from 4A.</i>		
		Classroom	Hallways & Restrooms	Parking Lot
		Rules	Rules	Rules
	1.Respect Monarch classes by arriving on time.	Treat your teachers and classmates, both verbally and in action, as you would want to be treated: arrive on time.	The students discard trash in the trash baskets, only during appropriate times and not during instruction.	Treat others in the parking lot respectfully and according to proper road rules; allow enough time.
	2.Be respectful to teachers in speech toward them.	Remain in the classroom or designated areas (pass) and maximize your learning opportunities by quietly paying attention to instruction.	The student uses a pass appropriately and respectfully returns to class to complete assignments.	Students will demonstrate respect by parking in assigned area/parking space and avoiding road rage.
	3.Be respectful to peers in speech and in actions.	Arrive on time to all classes; use cellphones only as instructed.	Be on time and remain in class, maximizing learning.	Leave campus only with appropriate authorization.
	4.Respect our campus by staying in assigned areas.	Follow classroom rules for behavior.	Treat school restrooms like your own; report inappropriate activities in the classroom.	Remain in only staff supervised areas.
	5.Respect yourself by capitalizing on the opportunities for growth for yourself mentally, physically, and socially.	Do what is asked of you.	Avoid socializing in the restroom.	Spend time in parking areas only during arrival and dismissal from school.

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	8/17/2018	7:40-2:40PM
January	01/10/2019	7:40-2:40PM
4 th Quarter	05/09/2019	7:40-12:10PM
Who will be responsible for teaching the lesson plans?		Instructional Staff

Where will the lesson plan instruction occur?	During Class
Who is responsible for retaining, organizing and distributing all lesson plans?	Department Heads

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: _____ Classroom _____

4 Step Problem Solving Process	Plan
1. Problem Identification: Use your behavior data to identify a school-wide problem. What problem did you identify? <i>(use numerical data)</i>	Data used: Data from BASIS 3.0 Behavior Dashboard Problem Identification: Class Cutting/Skipping
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>	Hypothesis: The incident of student cutting class/skipping will be reduced by 10%. Goal Statement: 80% of students will have fewer than one referral for cutting class/skipping.
3. Intervention Design: Describe how you will implement a positive reward program to decrease this problem.	Type of System: <i>Click here to choose a type</i> Description of System: <ul style="list-style-type: none"> The reward program will be posted in: <ol style="list-style-type: none"> All classrooms Cafeteria walls Each building (on multiple floors)
4. Evaluation: A. Implementation fidelity	A. How do you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program? <i>(2-3 sentences)</i> Monarch's Leadership Team, PASL Committee, and RTI team all collaborate to identify and support at-risk students. Through classroom walkthroughs, administration will identify the rewards posted in each classroom. Also, posting the rewards online, in the cafeteria, and on the walls of each building, on multiple floors will serve as a reminder for students when passing through.
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"? <i>(2-3 sentences)</i> Data attained from BASIS 3.0 Behavior Dashboard will determine success by showing a decrease in percentage of offenses.

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.Dress Code Violation	Student does not follow dress code rules.
2.Talking During Class	Student talks during instruction.
3.Habitual Tardiness	Student is not in the classroom when the bell rings.
4.Out of Assigned Area	Student uses a pass for something other than what it was intended.
5.Cellphone Use Violation	Student uses a cellphone for other than what was intended.

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
1.Dress Code Violation-Call parent		
2.Talking During Class-Internal Suspension		
3.Habitual Tardiness-Call Parent		
4.Out of Assigned Area-Internal Suspension & Call Parent		
5.Cellphone Use Violation- Call Parent		

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. Class Cutting/Skipping	More than 3 moderate misbehaviors in 9 weeks.
2. Disobedience/Insubordination	More than 2 moderate misbehaviors in 9 weeks.
3. Tardiness	More than 5 moderate misbehaviors in 9 weeks.
4. Out of Assigned Area	More than 3 moderate misbehaviors in 9 weeks.
5. Disruptive Behavior	More than 2 moderate misbehaviors in 9 weeks.
6. Repetitive staff managed misbehaviors	More than <input type="text" value="3"/> misbehaviors in <input type="text" value="one"/> <input type="text" value="period"/> warrants an office referral. e.g., <input type="text" value="3"/> <input type="text" value="half"/> <input type="text" value="hour"/> <input type="text" value="2"/> <input type="text" value="one"/> <input type="text" value="period"/>

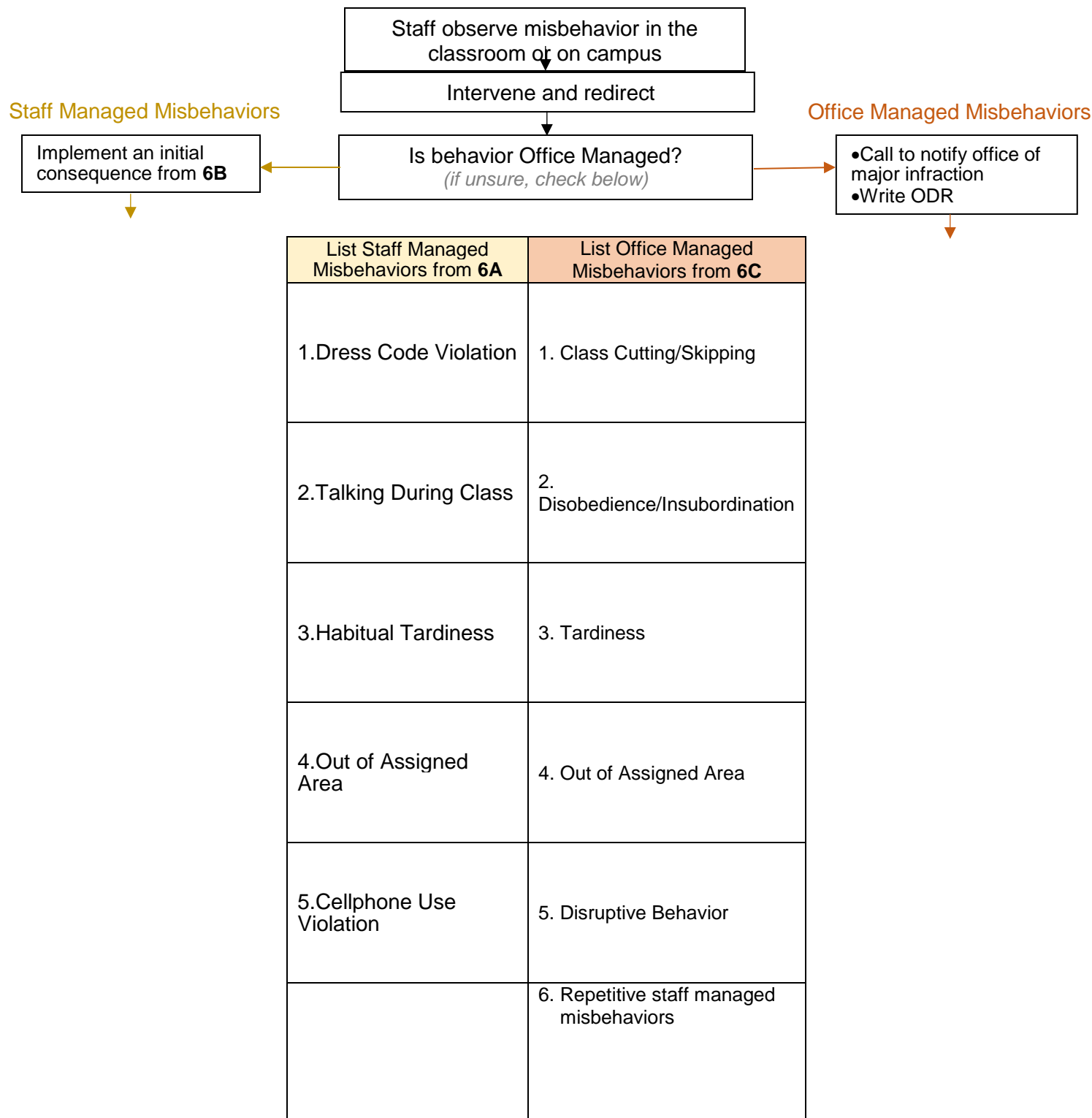
6D. School-wide Discipline Flow Chart:

(a) Review the sample discipline flow charts in “Additional Items” located on browardprevention.org

(b) Copy or customize a flow chart to graphically represent the discipline process at **your** school.

(c) Paste the flow chart here **OR** complete the flow chart below.

Student Behavior Discipline Flow Chart



CRITICAL ELEMENT # 7 : Classroom Management Systems

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

Which evidence-based classroom management system is supported by your school's administration and is expected to be implemented school-wide? (Class Dojo, LEAPs, HERO, Cloud 9, etc. are tools, <u>not</u> classroom systems)	<input type="checkbox"/> CHAMPs* <input checked="" 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 (your school will need to adopt one next year) <input type="checkbox"/> 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?	<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? (Measure staff skills , not student outcomes)
<input type="checkbox"/> CHAMPs 7 Up Checklist
<input type="checkbox"/> CHAMPs Classroom Check Up (CCU)
<input checked="" type="checkbox"/> PBIS Classroom Assistance Tool (CAT)
<input checked="" 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 (you will need to adopt a tool and plan next year)
<input type="checkbox"/> 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: (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 **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 :	438
Total number of school-wide discipline referrals:	577
% of referrals in the classroom:	!Zero Divide
Do more than 40% of your referrals come from the classroom?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

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

CRITICAL ELEMENT # 8: Data Collection and Analysis

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

(a) Complete **the yellow highlighted cells first.**

(b) Auto-calculate the “% of Total Population” by clicking on each “!Zero Divide” in the cells and pressing “Fn + F9”.

(c) Determine if the core is effective in all three areas

TOTAL Population:	2243			
# Referrals		% of Total Population	Core Effectiveness	
0 - 1 referral		!Zero Divide	Are your 0 – 1 referrals > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2 - 5 referrals (at risk students)	129	!Zero Divide	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
> 5 referrals (high risk students)	21	!Zero Divide	Are your >5 referrals <5%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

8B. Core Effectiveness Plan:

If <u>all 3</u> are “ Yes ”, your core is effective. Is your core behavior curriculum effective?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Answer either (a) or (b):	
(a) If you answered “ Yes ”, although your core is effective, what plan does your school leadership team implement for early identification of at risk and high risk students?	
(b) If you answered “ NO ”, indicate the supports and interventions your school leadership team will implement at the beginning of the next school year to improve core strength:	
Core Effectiveness Plan: (3-4 sentences)	

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	18	27	+9	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Hispanic/Latin	37	31	-6	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
White	37	35	0	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

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

If <u>all 3</u> are “ No ”, disproportionality is not indicated. Are all 3 “No”?	<input 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: (3-4 sentences)	

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>☑ check when Action completed</i>	Completed: Person Responsible Name & Title
Current	<input type="checkbox"/> This Action Plan has been saved to use <i>next year</i> during quarterly meetings	Deborah Sicard/SAC Co-Chair
Current	<input 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	Deborah Sicard/SAC Co-Chair
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 <u>new</u> 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 <u>new</u> SPBP <input type="checkbox"/> Teams watch the <u>new</u> SPBP Brainsharks and refers to <u>new</u> "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	Posting rules online and in each building, including the cafeteria and hallways on multiple floors.	Refer to quarterly presentation dates in 2B.	Department Heads
Behavior lesson plans are being taught as written and when indicated	95% teacher participation verified by walk-throughs.		Department Heads
Discipline consequences and flow chart are being used by all staff as written	95% staff participation verified by walk-throughs.	This is the data the team will be sharing during presentations.	Administration
A reward system is being implemented for <i>all</i> students	Rewards are posted in each classroom.		Teachers

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	80% of students will continue to have fewer than 1 referral.	Refer to quarterly presentation dates in 2B.	AP & Leadership Team
See critical element 4A • Top 3 event locations data	# of incidents of the top 3 reduced by 10%		AP & Leadership Team
See critical element 8 • Core effectiveness data		This is the data the team will be sharing during presentations.	AP & Leadership Team
See critical element 7A • Grade Level/Classroom referrals data			AP & Leadership Team