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. <u>ACTION</u>: Log in with your p # and watch the Brainshark <u>before Jan 30th</u>.**
- ✓ **A NEW Overview Brainshark for Teams. <u>ACTION</u>: 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*.
<u>ACTION</u>: Download, complete and upload the SPBP into your School Improvement Plan <u>before May 1, 2018</u>:

School Name:	Parkside Elementary
School Number:	3631
SPBP Contact Name:	Mark Andriesse, Assistant Principal
Direct Phone Number:	754-322-7850

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 <u>ongoing team meetings</u> and <u>participation in developing this SPBP</u>. 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?
Laneia Hall	Principal	Administration
Mark Andriesse	SPBP Point of Contact	Administration
Lakay Wilkerson	Parent/Community Representation	SAC
Joan King	BTU Representative	Teachers/Specials
Margie Engle	School Counselor	Staff
Jethina Ovesen	Teacher	Kindergarten
Sharon D'Arcy	Teacher	1st Grade
Randy Bitton	Teacher	2nd Grade
Pendora Miller	Teacher	3rd Grade
Timothy DeVita	Teacher	4th Grade
Robin Berkowitz	Teacher	5th 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:
8/23/2018	8:30 am	Mark Andriesse, Assistant Principal	1. Create and disseminate updated Expectations and Rules lesson plans (#3 and #4)
11/8/2018	2:15 pm	Mark Andriesse, Assistant Principal	2. Review progress of Implementation Action Plan (#9)
1/24/2019	2:15 pm	Mark Andriesse, Assistant Principal	3. Collect & analyze implementation data (#10A)
3/14/2019	2:15 pm	Mark Andriesse, Assistant Principal	4. Collect & analyze student outcome data (#10B)

CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment:

2A. Action Steps <u>completed **this year**</u> (SY 2017/18) that increased faculty and stakeholder understanding and knowledge of your *new* (2018/19) SPBP:

Action Steps:	Date *(Between Jan 15 – April 30, 2018)*	Details *(retain attendance sheets at school)*	Person responsible to collect and retain attendance sheets:
Presented the *new* SPBP (for SY 2018/19) to staff	4/5/2018	# of participants = 87	Mark Andriesse
Held a *faculty* vote on the new SPBP (for SY 2018/19)	4/19/2018	% approved = 100	Mark Andriesse
Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community)	4/5/2018	# of participants = 16	Mark Andriesse

2B. Action Steps <u>to be completed **next year**</u> (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: 8/16/2018	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.	Mark Andriesse
Present the 2018/19 SPBP to stakeholders (parents and community)	Prior to Oct 1st, 2018 9/6/2018		
Present behavior data to staff *Quarterly: minimum of 4 each year*	1. 8/16/2018	The team will present the <u>implementation data</u> in 10A. Include: • the "marketing" (teaching and posting) of expectations and rules • lesson plan implementation • discipline procedures • reward system implementation The team will present the <u>student outcome data</u> in 10B. Include: • top 3 event locations • type of behavior incidents • core effectiveness data • classroom referral data, as well as analysis of this data.	Mark Andriesse
	2. 11/8/2018		
	3. 1/24/2019		
	4. 3/14/2019		

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. Fight/Minor Altercation
2. Disobedience/Insubordination	7. Disruption on Campus
3. Disruptive/Unruly Play	8. Habitual Defiance of Authority
4. Out of Assigned Area	9. Cell Phone Violation
5. Insulting/Profane Language	10. Bus 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.   Always Do Your Best
2.   Cooperate with Others
3.   Manage yourself
4.   Respect the Rights and Property of Others
5.   Try to Resolve Conflict

3C. Research indicates that discipline referrals increase after long holidays and during testing times. Plan to teach your expectations at least 3 times throughout the year (and anytime the expected behaviors are not being demonstrated).
ACTION: Create at least <u>one lesson plan for **each** school-wide expectation above</u> and distribute to teachers during pre-planning 2018-19. Develop additional lesson plans you will use throughout the year to re-teach and reinforce your school-wide expectations. *You do not need to submit your lesson plans with the SPBP. Retain all behavior lesson plans at the school; make sure these lesson plans are available for guests and stakeholders.*

When will school-wide expectations lesson plans be taught?		
	Date(s)	Time:
August	08/23/2018	8:15 am
January	01/24/2019	8:15 am
4th Quarter	05/01/2019	8:15 am

Who will be responsible for teaching the lesson plans?	Teachers/Guidance/Administration
Where will the lesson plan instruction occur?	Assembly/ Classroom
Who is responsible for retaining, organizing and distributing all lesson plans?	Mark Andriesse

CRITICAL ELEMENT #4: Location-based Rules

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

Top 3 Locations	
School Location	# Incidents
1. Hallway	12
2. Playground	11
3. Cafeteria	9

Hallway

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

Expectations and Rules Matrix				
		IDENTIFIED LOCATIONS *Copy and paste locations from 4A.*		
		Hallway	Playground	Cafeteria
	Copy and paste expectations from 3C.	**Rules**	**Rules**	**Rules**
School-wide EXPECTATIONS	Always Do Your Best	**Walk quietly so you do not disturb classes that are in session**	**Exhibit good sportsmanship**	**Keep your eating area clean**
	Cooperate With Others	**Stay together with your teacher and classmates**	**Speak Kindly and allow others to play**	**Talk quietly to those around you.**
	Manage Yourself	**Walk at all times, keeping your hands to yourself**	**Keep hands to yourself**	**Stay seated at your assigned table**
	Respect the Rights and Property of Others	**Look, but don't touch posted artwork**	**Stay in assigned area and share space**	**Use proper manners in both the serving line and while eating**
	Try to Resolve Conflict	**All students should be reading quietly in the hall before the first bell**	**Play by the rules**	**Raise your hand if you need assistance.**

4C. Research indicates that discipline referrals increase after long holidays and during testing times. Plan to teach your location-specific rules at least 3 times throughout the year (and anytime the expected behaviors are not being demonstrated). **<u>ACTION:</u>** Create at least <u>one lesson plan for **each** location above</u> and distribute to teachers during pre-planning 2018-19. Develop additional lesson plans you will use throughout the year to re-teach and reinforce your location-specific rules. *You do not need to submit your lesson plans with the SPBP. Retain all behavior lesson plans at the school; make sure these lesson plans are available for guests and stakeholders.*

When will location-specific rules lesson plans be taught?		
	Date(s)	Time:
August	08/23/2018	8:15 am
January	01/24/2019	8:15 am
4th Quarter	05/01/2019	8:15 am

Who will be responsible for teaching the lesson plans?	Teachers/Counselor
Where will the lesson plan instruction occur?	Classroom
Who is responsible for retaining, organizing and distributing all lesson plans?	Mark Andriesse

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: BASIS Behavior Dashboard** **Problem Identification: Cafeteria can be loud and messy at times. Management of behaviors is a challenge for support staff while helping to clean and dismiss tables.**
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 need positive reinforcement for their cafeteria behavior while the teacher is not with them.** **Goal Statement:** By December 2018, we should see a reduction in the total behavior incidents in the cafeteria and improved cleanliness from the students.
3. Intervention Design: Describe how you will implement a positive reward program to decrease this problem.	**Type of System: Point system** **Description of System:** *Using Green, Yellow, and Red cups on each table, support staff will recognize classes who keep their area clean and maintain positive behavior during lunch. Staff will track the number of days that they keep their green cup on the table. Classes will assign helpers to check for trash and sweep. Once the students earn 10 days of green cups, they will earn a reward or recognition. Emphasize staying seated, keeping the area clean, and using quiet voices. All 3=Green, 2 out of 3=Yellow, 1 or none out of 3=Red*
4. Evaluation: A. Implementation fidelity	**A.** How do you monitor the fidelity (consistency and effectiveness) of the **staff's** implementation of the reward program? *Support staff will discuss common standards for each cup in order to build consistency. Teacher and support staff feedback will be collected. The number of classes earning green cups will be tracked.*
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"? *We will track which classes are earning a green cup. This chart will allow us to see how the classes are progressing.*

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. Talking to classmates disrespectfully	**Speaking in a way that insults another student, such as telling someone to shut up or calling them names.**
2. Habitual interruptions to instruction	**Disrupting teaching and learning, such as calling out of turn**
3. Refusal to follow directions	**Difficulty following directions the first time, such as needing two or three reminders to do something**
4. Not participating in class activities	**Not working with the class, such as refusal to work in groups or complete assignments.**
5. Habitually off-task	**Not focused on work, such as talking to friends during instruction**
6. Student uses technology inappropriately	**Violating technology policy, such as using a cell phone or visiting web sites that are not assigned by the teacher.**

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

Is this a menu or hierarchy system?	☒ Menu ☐ Hierarchy
Written behavior contract	
Behavior plan/ Daily Parent Report	
Mentoring/Guidance	
Privilege lost	
Separate student from others	

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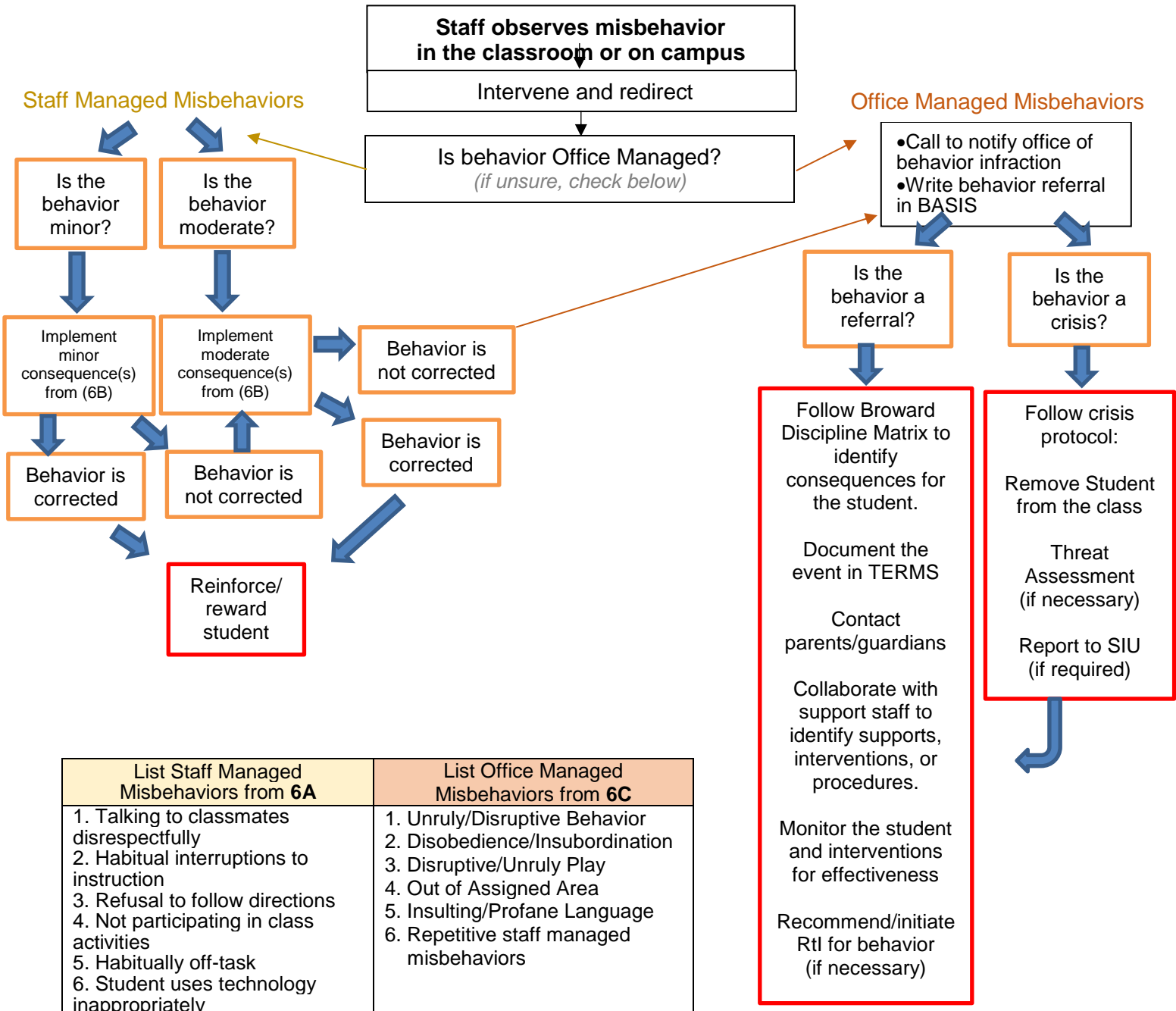(c) Determine staff tolerance level for repetitive misbehaviors (the point at which the number of staff-managed misbehaviors becomes an ODR).

Office Discipline Referrals (ODRs)	
Behavior	"Looks Like" - *provide a description with example(s)*
1. Unruly/Disruptive Behavior	Disrupting the learning environment, such as arguing, pushing, or interrupting instruction.
2. Disobedience/Insubordination	Refusing to cooperate such as arguing with the teacher or refusing to follow directions
3. Disruptive/Unruly Play	Rough play on the playground, such as pushing another student
4. Out of Assigned Area	Leaving class without permission
5. Insulting/Profane Language	Cursing or speaking disrespectfully
6. Repetitive staff managed misbehaviors	More than 2 misbehaviors in 1 week warrants an office referral.

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

Staff observes misbehavior in the classroom or on campus

Intervene and redirect

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

Staff Managed Misbehaviors

Office Managed Misbehaviors

Is the behavior minor?

Is the behavior moderate?

• Call to notify office of behavior infraction
• Write behavior referral in BASIS

Implement minor consequence(s) from (6B)

Implement moderate consequence(s) from (6B)

Behavior is not corrected

Is the behavior a referral?

Is the behavior a crisis?

Behavior is corrected

Behavior is not corrected

Behavior is corrected

Reinforce/ reward student

Follow Broward Discipline Matrix to identify consequences for the student.

Document the event in TERMS

Contact parents/guardians

Collaborate with support staff to identify supports, interventions, or procedures.

Monitor the student and interventions for effectiveness

Recommend/initiate RtI for behavior (if necessary)

Follow crisis protocol:

Remove Student from the class

Threat Assessment (if necessary)

Report to SIU (if required)

List Staff Managed Misbehaviors from **6A**	List Office Managed Misbehaviors from **6C**
1. Talking to classmates disrespectfully 2. Habitual interruptions to instruction 3. Refusal to follow directions 4. Not participating in class activities 5. Habitually off-task 6. Student uses technology inappropriately	1. Unruly/Disruptive Behavior 2. Disobedience/Insubordination 3. Disruptive/Unruly Play 4. Out of Assigned Area 5. Insulting/Profane Language 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:**	Click here to enter name of system.
*CHAMPs is the district-supported, evidence-based universal classroom management system for all teachers. Would your Principal like to be contacted to learn about CHAMPs professional development?	☐ Yes ☒ No

7B. Fidelity of **staff** implementation of school-wide classroom management systems

What data collection tool does your school leadership team use to monitor and evaluate your teacher's classroom management skills? *(Measure **staff skills**, not student outcomes)*
☐ CHAMPs 7 Up Checklist
☐ CHAMPs Classroom Check Up (CCU)
☐ PBIS Classroom Assistance Tool (CAT)
☐ PBIS Walkthrough
☒ Marzano's Domain 1, Design Questions 5, 6, 7, 8, 9
☐ Fidelity of staff classroom management implementation is not monitored to determine training needs this year *(you will need to adopt a tool and plan next year)*
☐ Other *(specify):*
Explain how this data is collected and analyzed by your school leadership team as a **universal screening** <u>across teachers</u> to determine the need for classroom management training:
Fidelity of Implementation Plan: *Introduce PBIS and LEAPS resources to staff. Utilize PBIS World to finding interventions for students struggling with the tier 1 classroom behavior plan. Utilize the RtI/MTSS process to address repeated misbehaviors and ensure that staff implements behavior plans with fidelity.*

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**:	77
Total number of **school-wide** discipline referrals:	55
% of referrals in the classroom:	58%
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:	862				
# Referrals	75	**% of Total Population**	Core Effectiveness		
0 - 1 referral		98%	Are your 0 – 1 referrals > 80%?	☒Yes	☐No
2 - 5 referrals (at risk students)	11	1%	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 all 3 are "**Yes**", your core is effective. Is your core behavior curriculum effective?	☒Yes ☐No
Answer **either** (a) or (b): (a) If you answered "**Yes**", although your core is effective, what plan does your school leadership team implement for early identification of at risk and high-risk students? (b) If you answered "**NO**", indicate the supports and interventions your school leadership team will implement at the beginning of the next school year to improve core strength:	
Core Effectiveness Plan: *Once we have identified a student as having behavior issues in the classroom, we support teachers in creating individual behavior charts or contracts with the students. We communicate frequently with parents to ensure follow through at home. If a student does not respond to classroom behavior charts or similar interventions, support staff will assist in creating further interventions to assist the student with the goal of helping them succeed in the classroom.*	

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	43	44	1	☒Yes	☐No
Hispanic/Latin	37	45	8	☒Yes	☐No
White	20	11	-9	☐Yes	☒No

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

If all 3 are "**No**", disproportionality is not indicated. Are all 3 "No"?	☐Yes	☒No
Answer **either** (a) or (b): (a) If you answered "**Yes**", although your data indicates equity, what plan does your school leadership team implement for early identification of any disproportionality issues (b) If you answered "**No**", indicate the support plan and interventions your school leadership team will implement at the beginning of next year to improve sub group disproportionality		
Disproportionality Plan: *The data show that the ratio of referrals to race is close. Interventions must be designed to account for specific factors such as language barriers, autistic students, ESE students, or students who are new to the school. Teachers must be sensitive to any disparity and apply their classroom behavior plans and the district's discipline matrix fairly for all. The support team will work with teachers to develop individual plans that are sensitive to racial and cultural factors but do not change behavior expectations based on those factors.*		

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

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**	**Mark Andriesse, AP**
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**	**Mark Andriesse, AP**
Pre-Planning 2018	☐ Print up your SPBP Review and school score from OSPA ☐ Provide SPBP presentation to all staff during Pre-Planning ☐ Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders ☐ Market and post school-wide Expectations and location-specific Rules (posters, PSAs, etc.) ☐ Identify your RtI Instructional Facilitator provided by the district 　(Contact tyyne.hogan@browardschools.com for more information, if you are unsure) ☐ Confirm 1st team meeting date and time	Click here to enter NAME & title.
August 1st meeting	☐ Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP ☐ Determine any needed <u>team training</u>, such as the 4 Step PSP Brainshark Series, 10 Critical Elements Brainsharks, Data Collection, Effective CPST Teams, PBIS 101, etc. 　Trainings available at: http://www.browardprevention.org/mtssrti/training-modules/ ☐ Review previous year's behavior data. (Use 'Agenda' and 'Data Collection Template') 　Forms available at: http://www.browardprevention.org/mtssrti/rtib in Tier 1, Teaming ☐ Present implementation data, behavior data, team activities and progress to entire staff ☐ Utilize the 4 Step Problem Solving Process to develop initial interventions ☐ Review previous year's SPBP and feedback form ☐ Verify and implement teaching schedule for SPBP Expectations and Rules behavior lesson plans	Click here to enter NAME & title
September	☐ Provide stakeholder presentation on SPBP prior to October 1 ☐ Check for staff and teacher understanding of PBIS - provide "PBIS 101" Brainshark as a resource 　Brainshark available at: http://www.brainshark.com/browardschools/PBIS101	Click here to enter NAME & title.
October 2nd meeting	☐ Ensure instructional staff know how to (and are, as needed) enter Tier 1 Supplemental Strategies for behavior in BASIS ☐ Present implementation data, behavior data, team activities and progress to entire staff	Click here to enter NAME & title.
November	☐ Staff to re-teach Expectations and Rules first day back from break. ☐ Team to develop new and/or improved lesson plans as indicated by behavior data.	Click here to enter NAME & title
January 2019 3rd meeting Prepare for *2019/20* SPBP	☐ Staff to re-teach Expectations and Rules first day back from break ☐ Ensure the <u>Principal signs in</u> and watches the *new* SPBP Brainshark: Due January 30th ☐ Present implementation data, behavior data, team activities and progress to entire staff ☐ Choose team members and dates to work on, complete, and submit the *new* SPBP ☐ Teams watch the *new* SPBP Brainsharks and refers to *new* "Additional items" 　Brainsharks and Additional items posted at: http://www.browardprevention.org/mtssrti/rtib	Click here to enter NAME & title.
February	☐ Ensure progress towards completion of SPBP ☐ Check on recently hired staff for PBIS understanding - provide "PBIS 101" Brainshark resource ☐ Provide the SPBP Surveymonkey link to all staff (optional). Email Tyyne.hogan@browardschools.com to request analysis.	Click here to enter NAME & title
March 4th meeting	☐ Ensure progress towards completion of SPBP ☐ Provide staff presentation and vote on new SPBP for next year ☐ Provide stakeholders/parent presentation on new SPBP for next year ☐ Present implementation data, behavior data, team activities and progress to entire staff	Click here to enter NAME & title
April	☐ Submit your SPBP in OSPA by April 30th every year	Click here to enter NAME & title

CRITICAL ELEMENT # 10: Monitoring Plans

10A. How will you determine the success **of *staff* implementation** of the School-wide Positive Behavior Plan?
*"Are **staff** implementing the SPBP with fidelity? How do you know?"*

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
Fidelity of Implementation Monitoring Plan			
School-wide **expectations** and location-specific **rules** are posted across campus	By April 2019, we will see a reduction in repeat referrals and overall referrals in each area.		Mark Andriesse
Behavior lesson plans are being taught as written and when indicated	By April 2019, tier 1 behavior instruction is evident in all classrooms through iObservation Domain 1 data.	1. 8/16/2018 2. 11/8/2018 3. 1/24/2019 4. 3/14/2019	Mark Andriesse
Discipline consequences and **flow chart** are being used by all staff as written	By April 2019, we will see a reduction in overall office referrals in each area.		Mark Andriesse
A **reward system** is being implemented for *all* students	By April 2019, we will see a reduction in referrals from the cafeteria.		Mark Andriesse

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 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
Student Outcome Monitoring Plan			
See critical element 3A • Type of **behavior incidents** data	By April 2019, we will see a reduction of each incident type as evidenced by BASIS referrals.		Mark Andriesse
See critical element 4A • **Top 3 event locations** data	By April 2019, we will see a reduction in the total number of events in each area.	1. 8/16/2018 2. 11/8/2018 3. 1/24/2019 4. 3/14/2019	Mark Andriesse
See critical element 8 • **Core effectiveness** data	By April 2019, we will see a reduction in repeat referrals for individual students through "at risk" data in BASIS.		Mark Andriesse
See critical element 7A • **Grade Level/Classroom referrals** data	By April 2019, we will see a reduction in the total number of referrals/events by 15%.		Mark Andriesse