<div align="center">

School-wide Positive Behavior Plan (SPBP)
To be implemented in pre-planning 2018

</div>

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 mini-Brainshark Series for teams. These Brainshark's are divided into the Critical Elements of PBIS. Although they are not mandatory to watch, they will show you "how to" write a comprehensive SPBP (and receive a high score!) **It is recommended that all school teams watch the Overview Brainshark** at the URL above.
- ✓ A Feedback Rubric to ensure your team will correctly complete the SPBP and develop a meaningful plan.

To provide consistency across the District, only plans entered in the district template will be accepted.
ACTION: Download, complete, and upload the SPBP in your SIP Plan, BP # 2, before May 1, 2018:

School Name: Whiddon-Rogers Education Center
School Number: 0452
SPBP Contact Person: Stacey Ross
Direct Phone Number: 754-321-7550

CRITICAL ELEMENT # 1: Functioning Team and Administrative Support

1A. List your current (SY 2016/17) team members: (must have 6-8 team members)

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 stakeholders (i.e. Educational Support Personnel, grade level teachers, specials teachers, support staff, etc.) and sharing SPBP content and updates with respective groups.

Full Name	Position	Stakeholder Representation
John Battle	Assistant Principal	Administration
Stacey Ross	SPBP Point of Contact	RTI-B Team
Darlene Holland	Parent/Community Representation	Community
Deborah Nesbit	BTU Representative	BTU
Garrett Schubert	Behavior Specialist	Support Staff
Judith Vlad	Math Teacher	Teachers
Carrie Palmer	ESE Support	ESE
Ewelina Cich	Math Teacher	Community

1B. Schedule and document your team meetings for 2018/19 school year: (minimum of 4)
Also enter in the school's master calendar.

Meeting Date	Time	Responsible Person
January 18, 2018	1:30	Stacey Ross
January 24, 2018	1:30	Stacey Ross
January 31, 2018	1:30	Stacey Ross
February 7, 2018	1:30	Stacey Ross

CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment:

2A. Indicate the action steps <u>completed in the 2016/17 school year</u> that increased faculty and stakeholder understanding and knowledge of the SPBP:

Action Steps:	Date(s) *(Before April 30th THIS YEAR)*	Content (2-3 sentences)
Presented the 2018/19 SPBP to Staff	2/9/2018	Faculty & Staff received an email copy of the proposed 2018-19 SWPBP. The staff was given the opportunity to provide detailed feedback through Surveymonkey.com on the SWPBP by responding to the email request.
Presented the 2018/19 SPBP to stakeholders (parents and community)	3/14/2018	SAC chair shared the SWPBP with the parents and community members. The SWPBP team presented the plan to the SAC committee and explained the purpose of the SWPBP plan and how the plan was developed. As a result, the 2018-19 SWPBP plan was accepted by the SAC committee.
Held a faculty vote on the 2018/19 SPBP	3/28/2018	% approved: 93% Whiddon Rogers School Faculty & Staff received an email on the voting process for the proposed 2018-19 SWPBP. The staff was notified about the importance of voting on the plan, and how the voting would take place.

2B. Plan the activities for 2018/19 school year to increase faculty and stakeholder understanding and implementation of the SPBP:

Action:	Date(s) *(NEXT YEAR)*	Content
Provide a professional development on the 2018/19 SPBP for all staff	Prior to students' 1st day: 1. 8/9/2018	The team will present the SPBP for the 18/19 school year. Details of modifications and updates will be included. All stakeholders will be provided with access to the SPBP. Feedback will be collected for future team meetings.
Present the 2018/19 SPBP to stakeholders (parents and community)	Prior to Oct 1st, 2017 1. 9/12/2018	
Present updated fidelity of implementation from Critical Element 10A and student outcome data from Critical Element 10B to all staff (Quarterly: minimum of 4 each year)	1. 8/17/2017	The team will share the updated implementation data in 10A including: the "marketing" of expectations and rules, lesson plan implementation, and discipline processes. The team will share the updated student outcome data in 10B including: top 3 event locations, type of behavior incidents, and core effectiveness data as well as analysis of this data.
	2. 11/2/2017	
	3. 1/11/2018	
	4. 4/5/2018	

CRITICAL ELEMENT # 3: School-wide Expectations

3A. Collect behavior data from BASIS 3.0:

Top 10 Behavior Incidents (put N/A in any blank spaces)
1. Disobedience/Insubordination
2. Tardiness
3. Unruly Disruptive
4. Defiance of Authority
5. Skipping/OOAA
6. Class Cut
7. Insult
8. Fighting Medium
9. Profanity to Staff
10. Leaving Campus

3B. Group similar problem behaviors to develop:

3-5 Negative Characteristics
Disobedience
Disruptive
Skipping/OOAA

3C. List the *opposites* of the 3 - 5 negative characteristics to develop:

3 – 5 Positive Replacement Characteristics = your **School-wide Expectations**
Be Responsible
Be Respectful
Be on time / punctual

3D. Using the expectation lesson plan templates, complete 3 – 5 lesson plans, 1 for each of the above listed school-wide expectations. (e.g., if you have 4 expectations, you will use 4 lesson plan templates). Delete any empty templates you do not use.

Teaching School-wide Expectations
Lesson Plan

School-wide Expectation #1: <u>**Be Responsible**</u>

Definition of expectation:
Meeting obligations by being reliable, accountable, and dependable to self and others

Rationale for having this expectation
Responsibility includes taking ownership of ones thoughts, words, and actions. Responsibility is the basis for a free and civil society where each person does what he or she is expected to do.

Positive examples: "looks like"	Non-examples
Following School Rules	Cutting in the lunch line
Demonstrating Self Control	Use of profanity
Taking ownership for ones learning	Sleeping in class
Respecting others right to learn	Talking during teacher lessons

List 2 resources (website addresses, curriculum with location, books with page numbers, programs with lesson plan number, etc.) you will use to teach this lesson plan. **Be specific enough so the resources can be located by anyone.**
1. LEAPS: https://appserver.goleaps.com/#/home/curriculum/allCurriculums/92/
2. CHARACTER.ORG: http://character.org/lessons/lesson-plans/high/hinsdale-central-high-school/

List the steps of this lesson plan (Include lesson format, activities, and materials). **Be detailed enough so the lesson can be implemented by anyone.**
1. Write the words "right" and "responsibility: on the board. Ask students to define both words. Record Students' definitions on the board.
2. Ask students to list on paper what they believe are their academic responsibilities Encourage students to share their ideas with the class.
3. Discuss: What is the difference between a right and a responsibility? What rights do you have?
4. How do you define responsibility? What are some of your non-academic responsibilities?
5. Remind student they have a right to a free public education, but it is their responsibility to get to school on time, do their work, be prepared, respect others and complete all graduation requirements.

WHEN will this lesson plan be taught?	
Beginning of school year date(s) and time(s):	Thursday, August 23, 2018 7:35 a.m.
After long holidays	Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this expectation.
3rd quarter	
WHO will teach this lesson plan?	**WHERE** will the lesson plan instruction occur?
2nd period teacher	2nd period classroom

School-wide Expectation #2:   <u>**Be Respectful**</u>

Definition of expectation:
Respect is essential for becoming a healthy, happy, and productive person, and it is the basis for a free and civil society where each person does what he or she is expected to do. Following the Golden Rule of treating others with respect, being tolerant and accepting of differences.

Rationale for having this expectation
Displaying respect builds character and teaches the student to invest in their life.

Positive examples: "looks like"	Non-examples
Using kind words when interacting with others	Using profanity to fellow students or staff
Respect property – only touch or take things that belong to you	Taking or stealing other people's property
Respecting a person's personal space	Constantly touching or invading one's space

List 2 resources (website addresses, curriculum with location, books with page numbers, programs with lesson plan number, etc.) you will use to teach this lesson plan. **Be specific enough so the resources can be located by anyone.**
1. http://headsup.scholastic.com/teachers/respect-others-respect-yourself
2. Broward County Schools Department of Prevention and Intervention – character education curriculum: RESPECT

List the steps of this lesson plan (Include lesson format, activities, and materials). **Be detailed enough so the lesson can be implemented by anyone.**
1.   Direct groups of students to write and act out their own original scenarios to perform for the class and demonstrate how healthy communication can be employed to resolve or avoid an unhealthy situation
2.   Instruct students, individually or in groups, to write or design public service announcements that draw the connections between respect for oneself and others to healthy relationships and living drug-free
3.   Instruct students to describe a potentially unhealthy situation they may face and how they would respond using healthy communication strategies

WHEN will this lesson plan be taught?	
Beginning of school year date(s) and time(s):	September 20, 2018
After long holidays	Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this expectation.
3rd quarter	
WHO will teach this lesson plan?	**WHERE** will the lesson plan instruction occur?
2nd period Classroom Teacher	2nd Period Class

School-wide Expectation #3:   **Be Punctual / On-Time**

Definition of expectation:
Teach students the importance of arriving on time for school and other committed appointments

Rationale for having this expectation
Punctuality is an important quality. Mastering punctuality shows the seriousness of the person and the importance of respecting time. Being punctual ensures the student receives the full daily lesson.

Positive examples: "looks like"	Non-examples
Understanding the distance and obstacles that could be present while traveling to school	Oversleeping, missing your transportation and arriving to school after the 1st tardy bell.
Using your time in between class wisely and swiftly move from class to class	Loitering in the halls during class change.
Allowing the school bells to be a guidance of time.	Disregarding the school bell, arriving to classes after the tardy bell.

List 2 resources (website addresses, curriculum with location, books with page numbers, programs with lesson plan number, etc.) you will use to teach this lesson plan. **Be specific enough so the resources can be located by anyone.**
1.   School video "Soaring Eagles" (A video that will be created detailing school-wide expectations and positive examples)
2.   Effective Discipline Procedures supplemental information provided through SWPBP team Positive Expectation Power Point and Lesson Plan/Activities copies provided in School Manual.

List the steps of this lesson plan (Include lesson format, activities, and materials). **Be detailed enough so the lesson can be implemented by anyone.**
1.   During the 1st and 3rd quarters, students will participate in general assemblies by class to discuss school-wide expectations and consequences. The assembly will also contain positive examples which will model respect and punctuality.
2.   During the Intake Process for new students in Guidance, incoming students will be introduced to the school-wide expectations and consequences through video.
3.   Students will also watch a School-wide video "Soaring Eagles" played during morning announcements.

WHEN will this lesson plan be taught?	
Beginning of school year date(s) and time(s):	August 30, 2018 2nd period October 18, 2018 2nd period Throughout the 2018-19 school year, during new student orientation protocol. January 10, 2019 General Assembly 1st week of 2nd semester
After long holidays	Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this expectation.
3rd quarter	

WHO will teach this lesson plan?	**WHERE** will the lesson plan instruction occur?
Administration/ Discipline Team and Classroom Teachers	Cafeteria, Guidance, classrooms

CRITICAL ELEMENT #4: Location-based Rules

4A. Determine top 3 locations for Event problems from the BASIS 3.0 Behavior Dashboard. Do not use "classroom"

Top 3 Locations	
School Location	# Incidents
1. **Hallway**	**139**
2. **Gym**	**70**
3. **School Grounds**	**36**

4B. Create an Expectations/Rules Chart from your 3-5 school-wide expectations and your top 3 locations. Develop 1 to 2 positively stated, observable, and measurable rules that correlate with every expectation to create a maximum of 5 rules for each location.

Expectations and Rules Chart			
Expectations Copy and paste expectations from 3C.	**Locations** Copy and paste locations from 4A.		
	Location #1: Hallway **Rules**	Location #2: Gym **Rules**	Location #3: School Grounds **Rules**
Expectation #1: Be Responsible	Students will remain in class for the 1st 15 and last 15 minutes of each period.	Personal technology including cell phones are to be turned off and kept out of sight during class time.	Students will familiarize themselves with student code handbook, following all school rules and requirements
Expectation #2: Be Respectful	All students in the hallways are required to have a hall pass.	Use appropriate language towards staff and students.	Be respectful to staff, students and property. Students will comply with reasonable instructions or requests from any member of the school staff.
Expectation #3: Be On-Time	Students will report to their assigned areas/class and be seated ready to learn when the tardy bell rings.	Arrive to class prior to the late bell, Remain in class from bell to bell.	Arrive to school on time, attend daily, and attend all 7 assigned classes.

4C. Using the rule lesson plan templates, complete 3 lesson plans, 1 for each of the above listed specific locations. Include all the rules listed under the location in the lesson plan.

Teaching Rules
Lesson Plan

Location #1:   Hall

Location Rules: (from 4B chart)	Positive Example:	Non-example:
Students will remain in class for the 1st 15 and last 15 minutes of each period. All students in hall are required to have a hall pass.	Walking in the hall with a valid pass from a teacher within the permitted time frame. (15 after late bell - 15 minutes before dismissal)	Going to or coming from a classroom or office without a pass during class time.
Follow directions with respectful appropriate language and actions.	Responding politely and appropriately to staff when directed or redirected to class.	Failure to obey a reasonable request from a staff member.
Arrive to class on time, be in your assigned seat ready to learn when the tardy bell rings. Use time between classes wisely, rest room vending etc.	Students will arrive to class on time	Late to class

List 2 resources (website addresses, curriculum with location, books with page numbers, programs with lesson plan number, etc.) you will use to teach this lesson plan. **Be specific enough so the resources can be located by anyone.**
1. https://appserver.goleaps.com/#/home/dashboard/ Reactions Leading to Consequences
2.   https://appserver.goleaps.com/#/home/dashboard/ Controlling Yourself

List the steps of this lesson plan (Include lesson format, activities, and materials). **Be detailed enough so the lesson can be implemented by anyone.**
1. Play a game of word association and situations response. Give scenarios and words, Push students for immediate reactions and responses.
2. Review student responses and ask why they responded in this fashion. Discuss the responses walk students through the consequences of these responses.
3. Discuss different responses and consequences.
4. Discuss how immediate reactions could lead to unpleasant, damaging and possibly even legal consequences.
5. Student complete the "Reactions Leading to Consequences" matrix.

WHEN will this lesson plan be taught?	
Beginning of school year date(s) and time(s):	9/5/19 2nd Period
After long holidays	Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this location's rules.
3rd quarter	

WHO will teach this lesson plan? All 2nd period teachers	WHERE will the lesson plan instruction occur? In classrooms during instructional time

Teaching Rules

Location #2: Gym

Location Rules: (from 4B chart)	Positive Example:	Non-example:
Follow class rules, Personal technology including cell phones are to be turned off and kept out of sight during class time.	Place personal technology in pocket, backpack or purse prior to entering the classroom.	Using cell phone in class, having cell phone out during class time.
Use class time responsibly, Use appropriate language towards staff and students.	Participate in assignments and activities, handle disagreements with appropriate words, demeanor and behavior.	Use of insulting, abusive, profane, obscene or vulgar language.
Arrive to class prior to the late bell, Remain in class from bell to bell.	Arrive to class prior to the late bell, report to assigned area in the classroom and give teacher full undivided attention.	Arrive late to class.

List 2 resources (website addresses, curriculum with location, books with page numbers, programs with lesson plan number, etc.) you will use to teach this lesson plan. **Be specific enough so the resources can be located by anyone.**

1. https://appserver.goleaps.com/#/home/dashboard/Personal Accountability: Proactive Problem-Solving

2 . https://appserver.goleaps.com/#/home/dashboard/ Using Language To Convey Respect

List the steps of this lesson plan (Include lesson format, activities, and materials). **Be detailed enough so the lesson can be implemented by anyone.**

1. Ask students to define the problem, class discussion of identified problems. Teach the Problem Solving Problem.

2. Explain the importance of identifying problem, identifying the student's role in the problems and apply the problem solving formula.

3. Class or small group discussion. What could have been done differently?

4. Allow students to demonstrate that they have the ability to foresee potential problems and deal with them before they escalate. Allow students to demonstrate they can be proactive in problem solving.

5. Students will complete Personal Accountability: Practice Problem Solving Matrix.

WHEN will this lesson plan be taught?

Beginning of school year date(s) and time(s):	9/12/19 2nd Period
After long holidays	Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this location's rules.
3rd quarter	

WHO will teach this lesson plan?	WHERE will the lesson plan instruction occur?
All 2nd period teachers	In classrooms during instructional time

Teaching Rules
Lesson Plan

Location #3: School Grounds

Location Rules: (from 4B chart)	Positive Example:	Non-example:
Students will familiarize themselves with code and conduct book, following all school rules & requirements.	Student arrives to assigned class on time and attends all assigned classes.	Student walks the halls when there is a substitute.
Be respectful to staff, students and property. Students will comply with reasonable instructions or requests from any member of the school staff.	Students will respond respectfully to staff when asked where they are going. Why are they in the hall without a pass, etc.	Use of insulting profane language, Student continues to walk away from adults when spoken to.
Arrive to school on time, attend daily, and attend all 7 assigned classes.	Student arrives to school and classes on time, each day and each period.	Student arrives to school late. Student attends only the classes they like.

List 2 resources (website addresses, curriculum with location, books with page numbers, programs with lesson plan number, etc.) you will use to teach this lesson plan. **Be specific enough so the resources can be located by anyone.**
1. https://appserver.goleaps.com/#/home/dashboard/ The Stress of the Classroom
2. https://appserver.goleaps.com/#/home/dashboard/ School Discipline and Accountability

List the steps of this lesson plan (Include lesson format, activities, and materials). **Be detailed enough so the lesson can be implemented by anyone.**
1.   Share Student Code and Conduct Book with Students
2.   Ask student to name the classes that cause them the most problems, Break down parts of the class.
3.   Identify areas of the class that cause the most stress.
4.   Explain that getting stressed is nothing new, assist in problem solving, Reassure students they stress because they care.
5.   Reaffirm the inevitability of taking these classes and the drive for success will create stress. Reaffirm that you know the students can get through these classes with the right attitude with the help they have identified.

WHEN will this lesson plan be taught?	
Beginning of school year date(s) and time(s):	9/12/18 2nd Period
After long holidays	Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this location's rules.
3rd quarter	

WHO will teach this lesson plan?	**WHERE** will the lesson plan instruction occur?
All 2nd period teachers	In classrooms during instructional time

CRITICAL ELEMENT #5 Reward and Recognition Programs

⚲ **NEW element**: refer to Rewards Brainshark for further guidance. **http://www.browardprevention.org/mtssrti/rtib/**

5. Describe in detail one positive school-wide intervention plan you will use to reward/recognize students who follow your school-wide expectations and/or location-specific rules: (2 - 6 sentences for each section)

Plan Section	Plan
A. What do students need to do to earn the reward? ➢Link to expectations and rules ➢Must be measurable	**Pass code & conduct Quiz, rules & procedures quiz. Earn Hero points from teachers for outstanding responsibility, respect and punctuality.**
B. What reward/recognition will they earn? ➢Include person(s) responsible for organizing	**RTI-B team will be responsible for organizing monthly reward system for students earning Hero Points. Rewards may include, field trips, pizza party, movie day, lunch with Principal.**
C. How will you collect data to determine who has earned the reward? ➢include person(s) responsible for organizing and analyzing	**RTI-B team will collect data monthly on students that have earned Hero Points for responsibility, respect and punctuality.**
D. When and how will the reward be provided? ➢Include timeline ➢Include actual date	**Rewards will be provided monthly. October 26 , November 30, December 14, January 24, February , March 15, April 26, May 24.**

CRITICAL ELEMENT #6 Effective Discipline Procedures

6A. Categorize the top 6 *most common* staff-managed misbehaviors <u>at your school</u> into "Minor" and "Moderate" categories. Write a short, objective, and measurable definition for each.

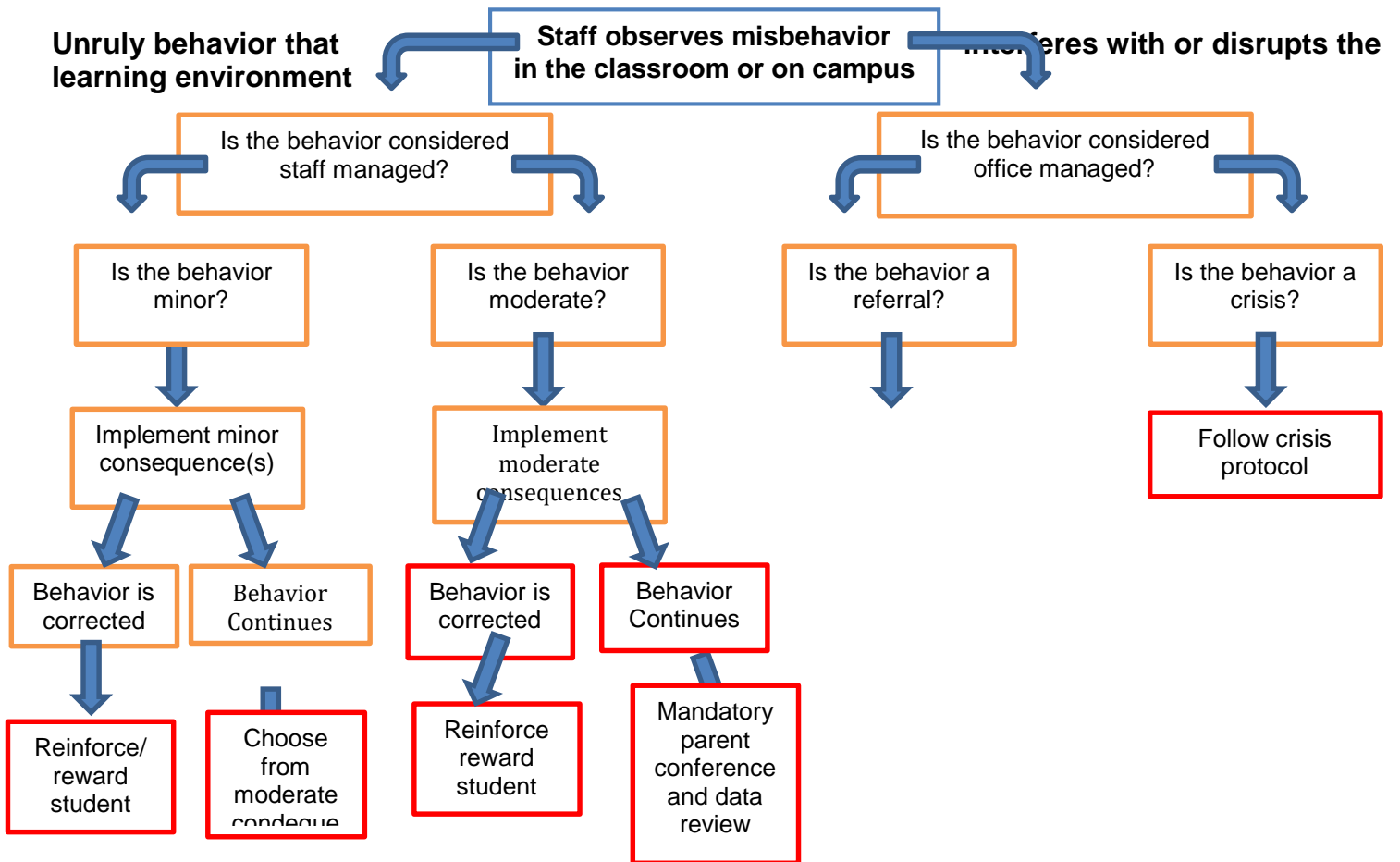| Staff-Managed Misbehaviors			
Minor Misbehaviors		**Moderate** Misbehaviors	
Misbehavior	Definition	Misbehavior	Definition
Skipping	**Deliberate/willful refusal to attend an assigned class.**	**Repetitive Minor Misbehaviors**	**More than 3 minor behaviors in 5 days.**
OOAA	**Out of assigned area without permission and/or in a restricted access area without permission.**	**Fight Minor**	**Mutual participation of 2 or more persons in a physical encounter without injury.**
Tardiness	**Failure to be in a place of instruction at assigned time.**	**Gambling**	**Participation in any game of chance or skill for money, profit, or anything of value.**
Dress Code	**Refusal to comply with Dress code policy as outlined in the code and conduct book.**	**Inciting a disturbance**	**Contributing through words or action to a fight or campus disruption.**
Profanity	**Use of insulting abusive profane obscene or vulgar language in any form.**	**Defiance**	**Failure to comply with a reasonable request from staff.**
Cell phone	**Use of wireless communication in violation of time, place and manner.**	**Unruly/disruptive**	**Unruly behavior that interferes with or disrupts the learning environment.**

6B. Create a consequence menu for all staff to choose from when students exhibit the above misbehaviors:

Consequence Menu for **Minor** Misbehaviors (Staff's choice of 5):	Consequence Menu for **Moderate** Misbehaviors (Staff's choice of 5):
• **Restate rule, expectation**	• **Mandatory In-School parent conference**
• **Reteach rule, model expected behavior**	• **Probationary contract Lunch Detention**
• **Recognize effort**	• **Exclusion from school activities**
• **In class behavior contract**	• **SOAR/Internal suspension 1 day**
• **Parent conference**	• **RTI- data review, teacher & support staff conference.**

6C. List the top 5 *most common* misbehaviors <u>at your school</u> that are handled with an Office Discipline Referral (ODR). Write a short, objective, and measurable definition for each. (Exclude crisis situations that must follow District protocol.)

Office Discipline Referrals (ODRs)	
Behavior	Definition
1. Repetitive moderate misbehaviors	More than 3 moderate misbehaviors in 10 days
2. Fight	Mutual participation of 2 or more persons in physical encounter that results in injury.
3. Profanity to Staff	Use of insulting, abusive profane obscene or vulgar language or conduct in any form.
4. Defiance of Authority	Disobedience – 4 or more referrals, failure to comply with IS.
5. Disobedience	Failure to obey a reasonable or repeated instruction from staff
6. Leaving school grounds without permission	Unauthorized leaving of the school grounds

6D. Continue and customize the next steps in this flow chart to show the discipline process at your school. (Or you may delete this flow chart and create your own from scratch.)

Unruly behavior that learning environment | **Staff observes misbehavior in the classroom or on campus** | **Interferes with or disrupts the**

Is the behavior considered staff managed?

Is the behavior considered office managed?

Is the behavior minor?

Is the behavior moderate?

Is the behavior a referral?

Is the behavior a crisis?

Implement minor consequence(s)

Implement moderate consequences

Follow crisis protocol

Behavior is corrected

Behavior Continues

Behavior is corrected

Behavior Continues

Reinforce/ reward student

Choose from moderate condeque

Reinforce reward student

Mandatory parent conference and data review

Unruly behavior that interferes with or disrupts the learning environment

CRITICAL ELEMENT # 7: Data Collection and Analysis

💡 **NEW element**: refer to Data Brainshark for further guidance. **http://www.browardprevention.org/mtssrti/rtib/**

7A. Determine your Core Effectiveness Year-to-Date:

Total Population:	1015	Calculation to determine % rate	%	Core Evaluation		
# Referrals	# Students					
1 Referral	159	**(**Total Pop − (# of 2-5 Students) – (# of >5 Students)**)** ÷ Total Pop =	80%	*Universal students: (# 0-1 Referrals should be >80%)*	**>80%?**	
					☒YES	☐NO
2-5 Referrals	159	(# of 2-5 Students) ÷Total Pop =	15%	**At risk students**: *(# 2-5 Referrals should be <15%)*	**<15%?**	
					☒YES	☐NO
>5 Referrals	43	(# of >5 Students) ÷Total Pop =	.04	**High risk students**: *(# >5 Referrals should be <5%)*	**<5%?**	
					☒YES	☐NO

7B. If <u>all 3</u> are "**YES**", your Core is Effective.   **Is your core behavior curriculum effective?**

☒YES	☐NO
If **YES**, although your core is effective, how will you assist any at-risk and high risk students at the beginning of the next school year? Mentors, community support, Targeted Support, for all of our high risk students.	If one or more are "**NO**", what supports and interventions will you implement at the beginning of the next school year to improve your core?

No entry needed for Critical Elements #8 and #9.

CRITICAL ELEMENT # 10: Monitoring Plans

10A. How and what data will you use to monitor the fidelity (frequency, consistency, documentation, etc.) **of the implementation** of the SPBP?

"Did you do what you said you were going to do? How will you know?"

Fidelity of Implementation Plan				
WHO: Responsible Person(s)	WHAT: Data Analyzed	WHAT: Criteria for "Success" of Implementation	WHEN: Dates of Analysis (quarterly dates)	HOW: Shared with Staff and Stakeholders?
1. Assistant Principal	School-wide **expectations** and location-specific **rules** are posted across campus ("marketing").	100% of classrooms will post school wide expectations.	November 2, 2017 January 11, 2018 April 5, 2018	Faculty Meetings
2.Department Heads	**Behavior lesson plans** are being taught as written	100% of teachers will teach behavior lesson plans.		PDD / Professional Develop Days, School Advisory Council and department meetings
3.Assistant Principal	**Discipline consequences** and **flow chart** are being used by all staff as written	Behavior Trends will be analyzed by Behavior Team for Success of implementation		Department Common Planning

10B. How and what data will you use to determine the success of the plan by student outcome or need for modifications? Include a minimum of 2 different analyses.

"If you did what you said you were going to do, did it positively impact the students? How do you know?"

Student Outcome				
WHO: Responsible Person(s)	WHAT: Data Analyzed	WHAT: Criteria for "Success" of Student Outcome	WHEN: Dates of Analysis (quarterly dates)	HOW: Shared with Staff and Stakeholders
1. RTI-B Team	Quarterly **behavior incident** data**.**	10% reduction of behaviors.	November 2, 2017 January 11, 2018 April 5, 2018	Faculty Meetings
2.RTI-B Team	Quarterly **top 3 event locations** data.	10% reduction of behaviors.in event locations (hall, gym, school grounds)		PDD
3.RTI-B Team	Quarterly **core effectiveness** data**.**	5% reduction of students with 5 or less referrals		Department Common Planning