

Principal: Derek Pendley

Date: 5-9-2019

Modesto City Schools
Positive Behavior Intervention and Support Implementation Plan Rubric
2018-2019

Measurable Goal/Objective:

Each school site fully implements Positive Behavior Intervention and Support at their respective school site.

Samples of evidence that may be considered by the Director and Principal are listed with each guiding question.

Guiding Question	4. Full Implementation	3. Partial Implementation	2. Beginning Implementation	1. Implementation Not Started
<p>To what extent has the principal developed defined expectations at their school site?</p> <p><i>Possible Evidence: Posted list of rules Established agreed upon behavior norms</i></p>	<ul style="list-style-type: none">• The site has five or fewer positively stated rules/behavioral expectations posted in at least eight locations.	<ul style="list-style-type: none">• The site has five or fewer school rules/behavioral expectations, but the expectations are not posted in enough locations.	<ul style="list-style-type: none">▪ The site has begun meeting with leadership team and coming to agreement on five or fewer positively stated rules/behavioral expectations	<ul style="list-style-type: none">▪ The site has not met to begin the process of identifying agreed upon rules and behavioral expectations.

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<p>To what extent has the principal ensured that behavioral expectations are taught within their school site.</p> <p><i>Possible Evidence: Sample lessons Course syllabi Interviews with staff Survey Monkey Video</i></p>	<ul style="list-style-type: none"> ▪ Site teams have a documented system for teaching behavioral expectations to students on an annual basis. ● At least 90% of staff state that teaching of behavioral expectations to students has occurred during the year. ● 90% of the teaching staff indicated that the school-wide program has been taught/reviewed with staff on an annual basis. ● At least 70% of 15 students state the agreed upon school rules and behavioral expectations? ● 90% of the staff list the agreed upon school rules/behavioral expectations? 	<ul style="list-style-type: none"> ▪ Site teams have developed a system for teaching behavioral expectations to students but it is not documented. ● At least 60% of staff state that teaching of behavioral expectations to students has occurred during the year. ● 60% of the teaching staff indicated that the school-wide program has been taught/reviewed with staff on an annual basis. ● At least 50% of 15 students state the agreed upon school rules and behavioral expectations? ● 60% of the staff list the agreed upon school rules/behavioral expectations? 	<ul style="list-style-type: none"> ▪ Site teams are in the process of developing a system for teaching behavioral expectations. ● At least 30% of staff state that teaching of behavioral expectations to students has occurred during the year. ● 30% of the teaching staff indicated that the school-wide program has been taught/reviewed with staff on an annual basis. ● At least 25% of 15 students state the agreed upon school rules and behavioral expectations? ● 30% of the staff list the agreed upon school rules/behavioral expectations? 	<ul style="list-style-type: none"> ▪ There is no system for teaching behavioral expectations. ● Staff are not teaching behavioral expectations to students. ● The school-wide program has not been taught or reviewed on an annual basis. ● Students are not aware of the school rules and expectations. ● Staff queried are not aware of any agreed upon school rules/behavioral expectations.

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<p>To what extent has the principal developed a system for providing on-going reinforcement for desired behavioral expectations?</p> <p><i>Possible Evidence: Reward system Interviews with staff/students Survey Monkey</i></p>	<ul style="list-style-type: none"> ▪ The site has developed a documented system for rewarding student behavior. • 50% of the students indicate they have received a reward, other than verbal praise, to students for expected behavior over the past two months. • 90% of the staff indicates they have delivered a reward (other than verbal praise) to students for expected behavior over the past two months. 	<ul style="list-style-type: none"> • The site has developed a system for rewarding positive behavior but it is only partially implemented. • 30% of the students indicate they have received a reward (other than verbal praise, to students for expected behavior over the past two months. • 60% of the staff indicates they have delivered a reward (other than verbal praise) to students for expected behavior over the past two months. 	<ul style="list-style-type: none"> ▪ The site is developing a system for rewarding student's behavior. • 10% of the students indicate they have received a reward (other than verbal praise), to students for expected behavior over the past two months. • 30% of the staff indicates they have delivered a reward (other than verbal praise) to students for expected behavior over the past two months. 	<ul style="list-style-type: none"> ▪ The site does not have a system for rewarding student behavior. • None of the students indicated they have received a reward (other than verbal praise), to students for expected behavior over the past two months. • None of the staff indicate they have delivered a reward (other than verbal praise) to students for expected behavior over the past two months.

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<p>To what extent has the principal developed a system for responding to behavioral violations?</p> <p>Possible Evidence: Interviews with staff Copies of crisis plan Faculty meeting agendas</p>	<ul style="list-style-type: none"> ● The site has developed a documented system for dealing with and reporting specific behavioral violations. ● 90% of staff agree with administration on what problems are office-managed and what problems are classroom-managed. ● There is a documented crisis plan for responding to extreme dangerous situations readily available in 6 of 7 locations. ● 90% of staff agree with administration on the procedure for handling extreme emergencies (stranger in the building with a weapon)? 	<ul style="list-style-type: none"> ● The site has partially developed a documented system for dealing with and reporting specific behavioral violations. ● 60% of staff agree with administration on what problems are office-managed and what problems are classroom-managed. ● There is a documented crisis plan for responding to extreme dangerous situations readily available in 1-5 of 7 locations. ● 60% of staff agree with administration on the procedure for handling extreme emergencies (stranger in the building with a weapon)? 	<ul style="list-style-type: none"> ● The site is in the process of developing a documented system for dealing with and reporting specific behavioral violations. ● 30% of staff agree with administration on what problems are office-managed and what problems are classroom-managed. ● The site is developing a documented crisis plan for responding to extreme dangerous situations. ● 30% of staff agree with administration on the procedure for handling extreme emergencies (stranger in the building with a weapon)? 	<ul style="list-style-type: none"> ● The site has not begun to develop a documented system for dealing with and reporting specific behavioral violations. ● 0-15% of the staff agree with administration on what problems are office-managed and what problems are classroom-managed. ● The site has not begun developing a documented crisis plan for responding to extreme dangerous situations. ● 0-15% of staff agree with administration on the procedure for handling extreme emergencies (stranger in the building with a weapon)?

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<p>To what extent has the principal developed a system of monitoring and decision making regarding positive behavior implementation?</p> <p>Possible Evidence: Copies of summary reports Analysis of summary reports Interviews with staff Survey monkey</p>	<ul style="list-style-type: none"> ● The principal can clearly define a system for collecting and summarizing discipline referrals. ● The principal reports that the PBIS team provides discipline summary reports at least three times per year. ● 90% of the PBIS team members report that discipline data is used for making decisions in designing, implementing, revising school-wide effective behavior support systems in the school. 	<ul style="list-style-type: none"> ● The principal has knowledge of the system for collecting and summarizing discipline referrals, but is only partially used. ● The principal reports that the PBIS team provides discipline summary reports 1-2 times per year. ● 60% of the PBIS team members report that discipline data is used for making decisions in designing, implementing, revising school-wide effective behavior support systems in the school. 	<ul style="list-style-type: none"> ● The principal is familiarizing him/herself with the system for collecting and summarizing discipline referrals. ● The principal reports that the PBIS team is in the process of developing summary reports to be presented to staff. ● 30% of the PBIS team members report that discipline data is used for making decisions in designing, implementing, revising school-wide effective behavior support systems in the school. 	<ul style="list-style-type: none"> ● The principal is not aware of and does not use a system for collecting and summarizing discipline referrals. ● The principal reports that the PBIS team does not share discipline report summaries with the staff. ● The PBIS team does not use discipline for making decisions in designing, implementing, revising school-wide effective behavior support systems in the school

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<p>To what extent has the principal set up a system of management and oversight to the PBIS team?</p> <p>Possible Evidence: Copy of school improvement plan Interviews with staff Survey Monkey PBIS team members Faculty meeting agenda Copy of action plan</p>	<ul style="list-style-type: none"> ● The SPSA lists improving behavior support systems as one of the top 3-school improvement plan goals. ● 90% of the staff report there is a school-wide team established to address behavior support systems in the school. ● The PBIS team is composed of membership of all applicable staff members ie. administration, teachers, clerical, yard duties/campus supervisors ● The administrator is an active member of the school-wide behavior support team. ● The team reports progress to the staff at least four times per year. ● The team has developed an action plan with specific goals that is less than one year old. 	<ul style="list-style-type: none"> ● The SPSA lists improving behavior support systems as one of the goals, but is not one of the top three. ● 60% of the staff report there is a school-wide team established to address behavior support systems in the school. ● The PBIS team is composed of a few members but does not include all applicable staff members. ● The administrator is occasionally a part of the school-wide behavior support team. ● The team reports progress to the staff but not four times per year. ● The team has developed an action plan but it has not been revised. 	<ul style="list-style-type: none"> ● The SPSA does not currently list behavior support as a goal, but is being revised to include it as a priority. ● 30% of the staff report there is a school-wide team established to address behavior support systems in the school. ● The PBIS team is currently being assembled. ● The administrator has not been a part of the school-wide behavior support team but plans to this year. ● The team has reported progress to the staff, but not on a consistent basis. ● The team is developing an action plan. 	<ul style="list-style-type: none"> ● The SPSA does not include mention of behavior support. ● Staff are not aware of a school-wide team to address behavior support systems in the school. ● There is not a PBIS team at the site. ● The administrator is not part of the school-wide behavior support team. ● The team has not reported progress to the staff. ● There is not a PBIS action plan in place at the site.