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| **BENCHMARKS OF QUALITY (BoQ) ACTION PLAN** | | | | | | | | | |
| **School:** | |  | | **Date:** | | | |  | |
| **Critical Elements** | **Benchmarks of Quality** | | **Yes (++)** | | **Partial (+)** | **No (-)** | **Actions Needed or Questions to Ask** | | **Follow Up** |
| 1. PBL Team | 1. Team has Principal support | |  | |  |  |  | |  |
| 1. Team has regular meetings (at least monthly) | |  | |  |  |
| 1. Team has established a clear mission/purpose | |  | |  |  |
| 2. Staff Commitment | 1. Staff are aware of behaviour problems across school through regular data sharing | |  | |  |  |  | |  |
| 1. Staff involved in establishing and reviewing goals | |  | |  |  |
| 1. Staff feedback is obtained throughout the year | |  | |  |  |
| 3. Effective Procedures for Dealing with Discipline | 1. Discipline process described in narrative format or depicted in graphic format | |  | |  |  |  | |  |
| 1. Discipline process includes documentation procedures | |  | |  |  |
| 1. Discipline referral form includes information useful in decision making | |  | |  |  |
| 1. Problem behaviours are defined | |  | |  |  |
| 1. Major/minor behaviours are clearly differentiated | |  | |  |  |
| 1. Suggested array of appropriate responses to major (office-managed) problem behaviours | |  | |  |  |
| 4. Data Entry and Analysis Plan Established | 1. Data system is used to collect and analyse office discipline referral (ODR) data (includes student, time, location, problem, number of referrals per day per month) | |  | |  |  |  | |  |
| 1. Additional data are collected (attendance, grades, school attendance, surveys) and used by PBL team | |  | |  |  |
| 1. Data analysed by team at least monthly | |  | |  |  |
| 1. Data shared with team and staff monthly (minimum) | |  | |  |  |

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| **Critical Elements** | **Benchmarks of Quality** | **Yes (++)** | **Partial (+)** | **No (-)** | **Actions Needed or Questions to Ask** | **Follow Up** |
| 5. Expectations and Rules Developed | 1. 3-5 positively stated school-wide expectations are posted around school |  |  |  |  |  |
| 1. Expectations apply to both students and staff |  |  |  |
| 1. Rules are developed and posted for specific settings (settings where data suggest rules are needed) |  |  |  |
| 1. Rules are linked to expectations |  |  |  |
| 1. Staff are involved in development and/or review of expectations and rules |  |  |  |
| 6. Reward/ Recognition Program Established | 1. A system of rewards has elements that are implemented consistently across the school |  |  |  |  |  |
| 1. A variety of methods are used to reward students |  |  |  |
| 1. Rewards are linked to expectations and rules |  |  |  |
| 1. Rewards are varied to maintain student interest |  |  |  |
| 1. Ratios of acknowledgement to correction are high |  |  |  |
| 1. Students are involved in identifying/developing incentives |  |  |  |
| 1. The system includes incentives for staff |  |  |  |
| 7. Lesson Plans for Teaching Expectations/ Rules | 1. A behavioural curriculum includes teaching expectations and rules |  |  |  |  |  |
| 1. Lessons include examples and non-examples |  |  |  |
| 1. Lessons use a variety of teaching strategies |  |  |  |
| 1. Lessons are embedded into subject area curriculum |  |  |  |
| 1. Staff and students are involved in development, delivery and/or review of behavioural curriculum |  |  |  |
| 1. Strategies to share key features of PBL program with families/community are developed and implemented |  |  |  |
| 8. Implementation Plan | 1. A curriculum to teach the components of the discipline system to all staff is developed and used |  |  |  |  |  |
| 1. Plans for training staff how to teach expectations/rules/rewards are developed, scheduled and delivered |  |  |  |
| 1. A plan for teaching students expectations/rules/rewards is developed, scheduled and delivered |  |  |  |
| 1. Booster sessions for students and staff are planned, scheduled and delivered |  |  |  |
| 1. Schedule for rewards/incentives for the year is planned |  |  |  |
| 1. Plans for orienting incoming staff and students are developed and implemented |  |  |  |
| 1. Plans for involving families/community are developed and implemented |  |  |  |

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| **Critical Elements** | **Benchmarks of Quality** | **Yes (++)** | **Partial (+)** | **No (-)** | **Actions Needed or Questions to Ask** | **Follow Up** |
| 9. Classroom Systems | 1. Classroom rules are defined for each of the school-wide expectations and are posted in classrooms |  |  |  |  |  |
| 1. Classroom routines and procedures are explicitly identified for activities where problems often occur (e.g. entering class, asking questions, sharpening pencil, using toilet, dismissal) |  |  |  |
| 1. Expected behaviour routines in classroom are taught |  |  |  |
| 1. Classroom teachers use immediate and specific praise |  |  |  |
| 1. Acknowledgement of students demonstrating adherence to classroom rules and routines occurs more frequently than acknowledgement of inappropriate behaviours |  |  |  |
| 1. Procedures exist for tracking classroom behaviour problems |  |  |  |
| 1. Classrooms have a range of consequences/interventions for problem behaviour that are documented and consistently delivered |  |  |  |
| 10. Evaluation | 1. Students and staff are surveyed about PBL |  |  |  |  |  |
| 1. Students and staff can identify expectations and rules |  |  |  |
| 1. Staff use referral process (including which behaviours are office managed vs. teacher managed) and forms appropriately |  |  |  |
| 1. Staff use reward system appropriately |  |  |  |
| 1. Outcomes (behaviour problems, attendance, morale) are documented and used to evaluate PBL plan |  |  |  |

**Other Comments:**