

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:	Hallandale High School
School Number:	0403
SPBP Contact Name:	James Davis
Direct Phone Number:	754-323-0963

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?
Sonja Sherman	Assistant Principal	Administration
James Davis	SPBP Point of Contact	Teacher
Ernie Sharp	Parent/Community Representation	SAC
Lisa Jacques	BTU Representative	BTU
Trevor Rambaran	Teacher	ESE
Fredericka Carter	Teacher	Performing Arts
Suzette Johnson	Teacher	English
Leona Sturup	Teacher	Reading
Lashaundra Williams	Teacher	Social Studies
Khalil Jones	Teacher	English
Lisa Young	Teacher	Reading
Anthony Shinoster	Teacher	Performing Arts
Erin Freeman	Teacher	Social Studies
Collie Blake	Teacher	Social Studies
Olivia Hays	Teacher	Social Studies
Barbara Harris	Teacher	Reading
Eldard Fenelon	Teacher	Math
Michelle McNab	Teacher	Reading
Furshelia White	Teacher	Social Studies
Marcia Notkin	Teacher	CTACE

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:
10/18/2018	1:00	James Davis	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)
12/21/2018	1:00	James Davis	
2/21/2019	1:00	James Davis	
3/21/2019	1:00	James Davis	

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 <i>(Between Jan 15 – April 30, 2018)</i>	Details <i>(retain attendance sheets at school)</i>	Person responsible to collect and retain attendance sheets:
Presented the <i>new</i> SPBP (for SY 2018/19) to staff	4/20/2018	# of participants = 74	Sonja Sherman
Held a <i>faculty</i> vote on the new SPBP (for SY 2018/19)	4/25/2018	% approved = 86%	Sonja Sherman
Presented the <i>new</i> SPBP (for SY 2018/19) to stakeholders (parents and community)	4/30/2018	# of participants = 30	Sonja Sherman

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) <i>(NEXT YEAR)</i>	Content <i>(retain attendance sheets at school)</i>	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: 8/9/2018	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.	James Davis
Present the 2018/19 SPBP to stakeholders (parents and community)	Prior to Oct 1 st , 2018 9/24/2018		
Present behavior data to staff <i>Quarterly: minimum of 4 each year</i>	1. 8/9/2018	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 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. 	James Davis
	2. 10/18/2018		
	3. 1/7/2018		
	4. 3/21/2018		

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 <i>(put N/A in any blank spaces)</i>	
1. Disobedience/Insubordination	6. Tardiness Habitual
2. Defiance of Authority	7. Unruly/Disruptive Behavior
3. Skipping	8. Disruptions of Campus/Major
4. Fighting-Medium	9. Leaving Campus w/o Permission
5. Profanity to Staff Member	10. Out of Assigned Area

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
P ride in Positive Behavior
O wn your behavior
W ill power to do the right thing
E mbrace responsibility
R espect towards others

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	8/15/18 thru 8/24/18	Periods 1-8 will each teach 1 of the 8 lesson plans.
January	1/08/19 thru 1/11/18	Periods 1-8 will each teach 1 of the 8 review lessons.
4 th Quarter	4/1/19 thru 4/5/19	Periods 1-8 will each teach 1 of the 8 review lessons.
Who will be responsible for teaching the lesson plans?		Teachers
Where will the lesson plan instruction occur?		Periods 1-8 All classrooms
Who is responsible for retaining, organizing and distributing all lesson plans?		James Davis – Behavior Specialist

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. Hallway	44
2. School Grounds	29
3. Cafeteria	16

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		IDENTIFIED LOCATIONS		
		Hallway	School Grounds	Cafeteria
		Rules	Rules	Rules
	Demonstrate Charger Pride	Keep hallways clean.	Place trash in proper garbage receptacle.	Throw all garbage away in the proper place.
	Demonstrate Charger Ownership	When in the Hallway have a valid school ID & hall pass	Be in assigned area and have a legitimate pass	Clean up after yourself.
	Demonstrate Charger Will Power	Be in your seat by the tardy bell and follow the 10-10 rule.	Stay on school grounds during school hours.	Mind your own business.
	Demonstrate Charger Embracing Responsibility	Speak in a moderate tone/volume without profane language.	If you see something, say something: report it.	Speak in a moderate tone/volume without profane language.
	Demonstrate Charger Respect	Walk on the right and keep hallway traffic flowing.	At dismissal, leave school grounds or arrive to extracurricular activities by 2:40	Promptly report to auditorium when you finish eating.

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	8/15/18 thru 8/24/18	Periods 1-8 will each teach 1 of the 8 lesson plans.
January	1/08/19 thru 1/11/18	Periods 1-8 will each teach 1 of the 8 review lessons.
4 th Quarter	4/1/19 thru 4/5/19	Periods 1-8 will each teach 1 of the 8 review lessons.
Who will be responsible for teaching the lesson plans?		Teachers
Where will the lesson plan instruction occur?		Periods 1-8 all classrooms
Who is responsible for retaining, organizing and distributing all lesson plans?		James Davis – Behavior Specialist

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: Disobedience & Insubordination

4 Step Problem Solving Process	Plan
<p>1. Problem Identification: Use your behavior data to identify a school-wide problem. What problem did you identify? <i>(use numerical data)</i></p>	<p>Data used: 57 incidents- Data Dashboard</p> <p>Problem Identification: Disobedience & Insubordination was our highest ranking infraction with 57 incidents in 2017-2018 up from 54 last year.</p>
<p>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></p>	<p>Hypothesis: 1. Students need to be trained in how to show respect for teachers and communication. 2. Staff need to speak and make requests of students in a dignified and professional manner. 3. Expectations should be made (headphones/cellphones) Firm, Fair, and Consistent</p> <p>Goal Statement: We will decrease the % of students referred for Disobedience/Insubordination by 10% from 57 incidents to 51 incidents.</p>
<p>3. Intervention Design: Describe how you will implement a positive reward program to decrease this problem.</p>	<p>Type of System: Point system</p> <p>Description of System: <i>HERO program will be use to award points to students for positive behavior which can be used to gain entry in reward parties.</i></p>
<p>4. Evaluation: A. Implementation fidelity</p>	<p>A. How do you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program? Staff usage of the HERO program is monitored through the HERO online platform. Increased participation is encouraged through incentives and recognition.</p>
<p>B. Student outcome monitoring</p>	<p>B. How will you know if the reward program is positively impacting students? What measurable data will you use to determine "success"? Student infractions will show a decrease.</p>

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. Tardy to Class	Arriving to class after the bell without a pass.
2. Inappropriate cell phone use	Having a cell phone out during classroom instruction without permission.
3. Talking Back	Responding to teacher directions by arguing or making questionable comments.
4. Disrespectful Tone	Speaking to a teacher or other students in a disrespectful manner.
5. Not following directions	Any time a student is doing something other than what they were asked to do.
6. Profanity - general	Using profane language in speech that is not directed towards anyone.

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
Verbal warning		
Teacher time out		
Seat change		
Loss of classroom privilege		
Phone call home		

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.

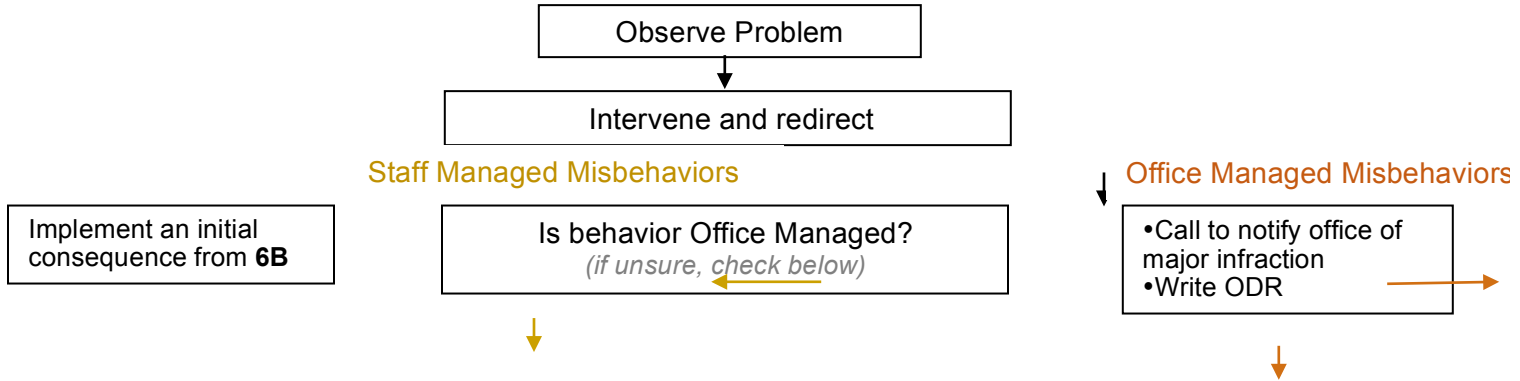
(c) Determine staff tolerance level for repetitive misbehaviors (the point at which the number of staff-managed misbehaviors becomes an ODR).

Office Discipline Referrals (ODRs)	
Behavior	“Looks Like” - <i>provide a description with example(s)</i>
1. Disobedience/Insubordination	Failing to obey directions given by a teacher or staff member and/or showing disrespect for the authority of the teacher/staff member.
2. Disruptive/Unruly Play	Intentionally and repetitively engaging in behaviors that are meant to disrupt the class and/or the learning environment.
3. Defiance of authority	Willfully refusing to follow directions given by the teacher.
4. Skipping	Willfully refusing to attend class.
5. Fighting	An exchange of physical blows, hits or punches with an intent to injure.
6. Repetitive staff managed misbehaviors	More than <input type="text" value="3"/> misbehaviors in <input type="text" value="one"/> <input type="text" value="MP"/> 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



List Staff Managed Misbehaviors from 6A	List Office Managed Misbehaviors from 6C
<ul style="list-style-type: none"> • Failure to be in one’s assigned place • Inappropriate language • Tardiness • Calling Out • Teasing • Inattentive Behavior • Invading personal space • Lying/giving false information • Minor disruption • Minor aggression-grabbing items • Pushing past someone • Unsafe or rough play • Misusing property-throwing or damaging items • Disrespectful tone • Pattern not completing work 	<ul style="list-style-type: none"> • Aggressive physical contact • Bullying/Harassment • Fighting • Property destruction • Weapons • Leaving School Property • Pattern of aggressive/profane language • Dress Code • Credible Threats • Major/chronic destruction • Major/chronic refusal to follow school rules • Theft • Racial/Ethnic discrimination • Cheating • Inappropriate use of internet • Direct refusal to follow directives
<ol style="list-style-type: none"> 1. Redirect student/Re-teach 2. Conference with student on inappropriate behavior in this situation and of potential +/- consequences. 3. Teacher detention/Parent Contact 4. Teacher and counselor/support staff work with student to re-teach behavior and propose strategies for success 	<ol style="list-style-type: none"> 1) Referring Teacher/Staff member completes discipline referral and contacts parent. 2) Administration follows up with teacher/staff member 3) Administrative action 4) Administration submits referral outcome data

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?	<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 <i>(your school will need to adopt one next year)</i> <input type="checkbox"/> Other <i>(complete below)</i>
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 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? <i>(Measure staff skills, not student outcomes)</i>
<input type="checkbox"/> CHAMPs 7 Up Checklist
<input type="checkbox"/> CHAMPs Classroom Check Up (CCU)
<input type="checkbox"/> PBIS Classroom Assistance Tool (CAT)
<input 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 <i>(you will need to adopt a tool and plan next year)</i>
<input type="checkbox"/> Other <i>(specify):</i>
Explain how this data is collected and analyzed by your school leadership team as a universal screening across teachers to determine the need for classroom management training:
Fidelity of Implementation Plan: <i>(3-4 sentences)</i> End of Year iObservation element trend data will be utilized to determine general areas in need of improvement school-wide. We will implement Professional Development during Pre-Planning week and ongoing throughout the year in reference to specific elements in need of improvement.

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 "iZero Divide" in the next cell and pressing "Fn + F9" together.

Total number of discipline referrals from classrooms :	141
Total number of school-wide discipline referrals:	278
% of referrals in the classroom:	51%
Do more than 40% of your referrals come from the classroom?	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:	1332		
# Referrals		% of Total Population	Core Effectiveness
0 - 1 referral	122	9%	Are your 0 – 1 referrals > 80%? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2 - 5 referrals (at risk students)	43	3%	Are your 2 - 5 referrals <15%? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
> 5 referrals (high risk students)	0	0%	Are your >5 referrals <5%? <input type="checkbox"/> Yes <input checked="" 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 type="checkbox"/> Yes <input checked="" 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: <i>(3-4 sentences)</i>	
Students with multiple referrals are referred to and monitored by the RTI team. They will also be referred to the “lunch Bunch” in 2018-2019, where they will receive mentoring, character education, and goal setting	

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	78%	80%	+2%	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Hispanic/Latin	19%	18%	-1%	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
White	2%	2%	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: <i>(3-4 sentences)</i>	
Black student showed a slightly disproportionate % of referrals with 78% of the population receiving 80% of the referrals. Black students who have several risk factors will be referred to our mentoring groups including, but not limited to: Mentoring Tomorrow’s Leaders, 5000 Role Models, MSST, Carter Cares, Gllitter Girls, and the Lunch Bunch.	

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	X This Action Plan has been saved to use <i>next year</i> during quarterly meetings	James Davis – Behavior Specialist
Current	X 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	James Davis – Behavior Specialist
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 team training, 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 Principal signs in and watches the new 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 new SPBP <input type="checkbox"/> 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	<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	These items will be posted in every hallway, the cafeteria,, and outside on the grounds, as well as in every classroom.	Refer to quarterly presentation dates in 2B. This is the data the team will be sharing during presentations.	Assistant Principal & Behavior Specialist
Behavior lesson plans are being taught as written and when indicated	100% of teachers will teach behavior lesson plans as evidenced by classroom walkthroughs and/or posted student work.		Assistant Principal & Behavior Specialist
Discipline consequences and flow chart are being used by all staff as written	There will be 0 referrals for minor and moderate infractions.		Assistant Principal & Behavior Specialist
A reward system is being implemented for <i>all</i> students	All students will have the opportunity to earn hero points and participate in reward parties if they earn enough points.		Assistant Principal & Behavior Specialist

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	10% fewer referrals for disobedience/insubordination	Refer to quarterly presentation dates in 2B. This is the data the team will be sharing during presentations.	Assistant Principal & Behavior Specialist
See critical element 4A • Top 3 event locations data	10% fewer referrals in the hallway		Assistant Principal & Behavior Specialist
See critical element 8 • Core effectiveness data	Reduce the % of students with 2-5 referrals by .5%		Assistant Principal & Behavior Specialist
See critical element 7A • Grade Level/Classroom referrals data	Reduce the % of students referred from the classroom by 10%.		Assistant Principal & Behavior Specialist