

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:	Lloyd Estates Elementary
School Number:	1091
SPBP Contact Name:	Josianne Valmé
Direct Phone Number:	754-322-6800

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?
Shawn Allen	Principal	Administration
Josianne Valmé	SPBP Point of Contact	AP/Administration
Karen Hoddy	Parent/Community Representation	SAC
Kim Gilliam	BTU Representative	Teachers/BTU
Carolyn Reidy	ESE Specialist	Pre K
Victoria LaFavor Campbell	Teacher	Kindergarten
Gustavo Hurtado	Lead Facilities Serviceperson	Facilities
Marila Van Buren	Cafeteria Manager	Cafeteria
Alicia Brown	Teacher	Grade 1
Donna Plastini	Teacher	Grade 2
Jeanette Luna	Teacher	Grade 3
Carmen Rivera	Teacher	Grade 4
Darcy Cassell	Teacher	Grade 5
Sue Polley	Paraprofessional	Paraprofessionals
Vivian Rowe	Guidance	Support Staff
Nirupa Jaglal	IMT	Clerical
Suzanne Assad	Teacher – STEM Lab	Specials Teachers

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:
8/9/2018	2:00 PM	Josianne Valmé – Assistant Principal	<ol style="list-style-type: none"> 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)
11/6/2018	8:30 AM	Josianne Valmé – Assistant Principal	
1/7/2019	8:30 AM	Josianne Valmé – Assistant Principal	
3/22/2019	2:00 PM	Josianne Valmé – Assistant Principal	

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	4/26/2018	55 # of participants =	Josianne Valmé Assistant Principal
Held a <i>faculty</i> vote on the new SPBP (for SY 2018/19)	4/27/2018	85% approved =	Josianne Valmé Assistant Principal
Presented the <i>new</i> SPBP (for SY 2018/19) to stakeholders (parents and community)	4/13/2018	17# of participants =	Josianne Valmé Assistant Principal

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: 8/8/2018	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.	Josianne Valmé Assistant Principal
Present the 2018/19 SPBP to stakeholders (parents and community)	Prior to Oct 1 st , 2018 9/4/2018		
Present behavior data to staff <i>Quarterly: minimum of 4 each year</i>	1. 9/11/2018	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 	Josianne Valmé Assistant Principal
	2. 12/11/2018		
	3. 3/19/2019	The team will present the <u>student outcome data</u> in 10B. Including: <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. 	
	4. 5/15/2019		

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 <i>(put N/A in any blank spaces)</i>	
1.Unruly/Disruptive Behavior	6. Level 3 – Bus Violations
2.Level 1 – Bus Violations	7.Disruption on Campus - Minor
3.Fight – Minor Altercation	8.Disobedience/Insubordination
4.Disruptive/Unruly Play	9.Level 2 – Bus Violations
5.Insulting/Profane/Obscene Language	10.Fighting Medium

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.Transition Safely
2.Be Respectful to yourself and others
3.Be Accountable
4.
5.

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	8/15/2018; 8/16/18; 8/17/2018; 8/202018 – 8/24/2018	8:15 AM until 8:45 AM; 1:30 PM until 1:45 PM
January	1/8/2019 thru 1/15/2019	8:15 AM until 8:45 AM; 1:30 PM until 1:45 PM
4 th Quarter	4/1/2019 thru 6/4/2019	8:15 AM until 8:30 AM; 1:40 – 1:50 PM
Who will be responsible for teaching the lesson plans?		Classroom Teachers and Specials Teachers
Where will the lesson plan instruction occur?		Classrooms
Who is responsible for retaining, organizing and distributing all lesson plans?		Josianne Valmé – Assistant Principal

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. Bus	9
2. Cafeteria	3
3. School Grounds	3

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	Copy and paste expectations from 3C.	IDENTIFIED LOCATIONS		
		Copy and paste locations from 4A.		
		BUS	CAFETERIA	SCHOOL GROUNDS
		Rules	Rules	Rules
Transition Safely	Follow the bus driver's directions at all times.	Enter the cafeteria on level 0. Wait at an empty table. Line up on the blue line when called.	Report promptly to your destination.	
Be Respectful to yourself and others	When sitting in your assigned seats, use a level 2 voice.	Be respectful. Use your manners. Keep hands and feet to yourself. Keep food on trays.	Treat others the way you want to be treated.	
Be Accountable	Keep your head, hands, feet, and unkind words to yourself.	Stay seated at all times. Raise your hand for assistance. Use voice level 2.	Take ownership for your words and actions.	

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	8/15/2018; 8/16/18; 8/17/2018; 8/20/2018 – 8/24/2018	8:15 AM until 8:45 AM; Before lunch; 1:30 PM until 1:45 PM
January	1/8/2019 thru 1/15/2019	8:15 AM until 8:45 AM; Before lunch; 1:30 PM until 1:45 PM
4 th Quarter	4/1/2019 thru 6/4/2019	8:15 AM until 8:45 AM; Before lunch; 1:30 PM until 1:45 PM
Who will be responsible for teaching the lesson plans?		Classroom Teachers, Cafeteria Monitors, Teachers monitoring the bus area.
Where will the lesson plan instruction occur?		Classroom, Cafeteria, Bus
Who is responsible for retaining, organizing and distributing all lesson plans?		Josianne Valmé – Assistant Principal

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: Location: CAFETERIA; EXPECTATION: Be Respectful to Yourself and Others

4 Step Problem Solving Process	Plan
1. Problem Identification: Use your behavior data to identify a school-wide problem. What problem did you identify? <i>(use numerical data)</i>	Data used: BASIS Referrals; Staff Observations Problem Identification: Students fail to use appropriate behavior in the cafeteria.
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>	Hypothesis: The cafeteria environment is less structured than the classroom. Goal Statement: Students will exhibit appropriate behavior in the cafeteria by following the expectations and rules during their lunch period.
3. Intervention Design: Describe how you will implement a positive reward program to decrease this problem.	Type of System: Economic simulation system Description of System: <i>Students will earn a total of 5 CAFÉ Dollars for following the established rules and expectations. They receive the physical CAFÉ Dollars at the beginning of each lunch period and may lose \$1 for displaying inappropriate behaviors. Classes whose students adhere to cafeteria rules and expectations get to keep their CAFÉ dollars at the end of the period. Dollars are accumulated and students have the opportunity to earn a prize as a class at the end of the month. Administration creates a chart for each calendar month listing the minimum amount of CAFÉ Dollars needed to earn a class prize. Each teacher will post a copy of the goals chart in the classroom.</i>
4. Evaluation: A. Implementation fidelity	A. How do you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program? <i>Create a chart outlining examples and non-examples of behaviors that may result in a class losing CAFÉ Dollars during their lunch periods. Staff members will adhere to the specific behaviors outlined in the chart, and may not take away CAFÉ Dollars if the behavior does exhibited is not listed on the chart.</i>
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"? <i>All classes will be eligible for the minimum prize.</i>

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. Disruptive/Rough Play	Pushing and shoving in line; Not keeping to your personal space.
2. Running	Moving at a fast pace while transitioning; Being reckless.
3. Failure to be in your assigned area	Making an unnecessary detour; lingering; loitering.
4. Using a Disrespectful Tone	Talking back.
5. Vandalism	Damaging school property.
6. Defiance of authority	Refusing to do something.

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
Students practice and model the appropriate behavior.		
Students apologize.		
Move student's name on behavior consequence chart.		
Loss of privilege.		
Time out.		

6C. Administration Managed Misbehaviors:

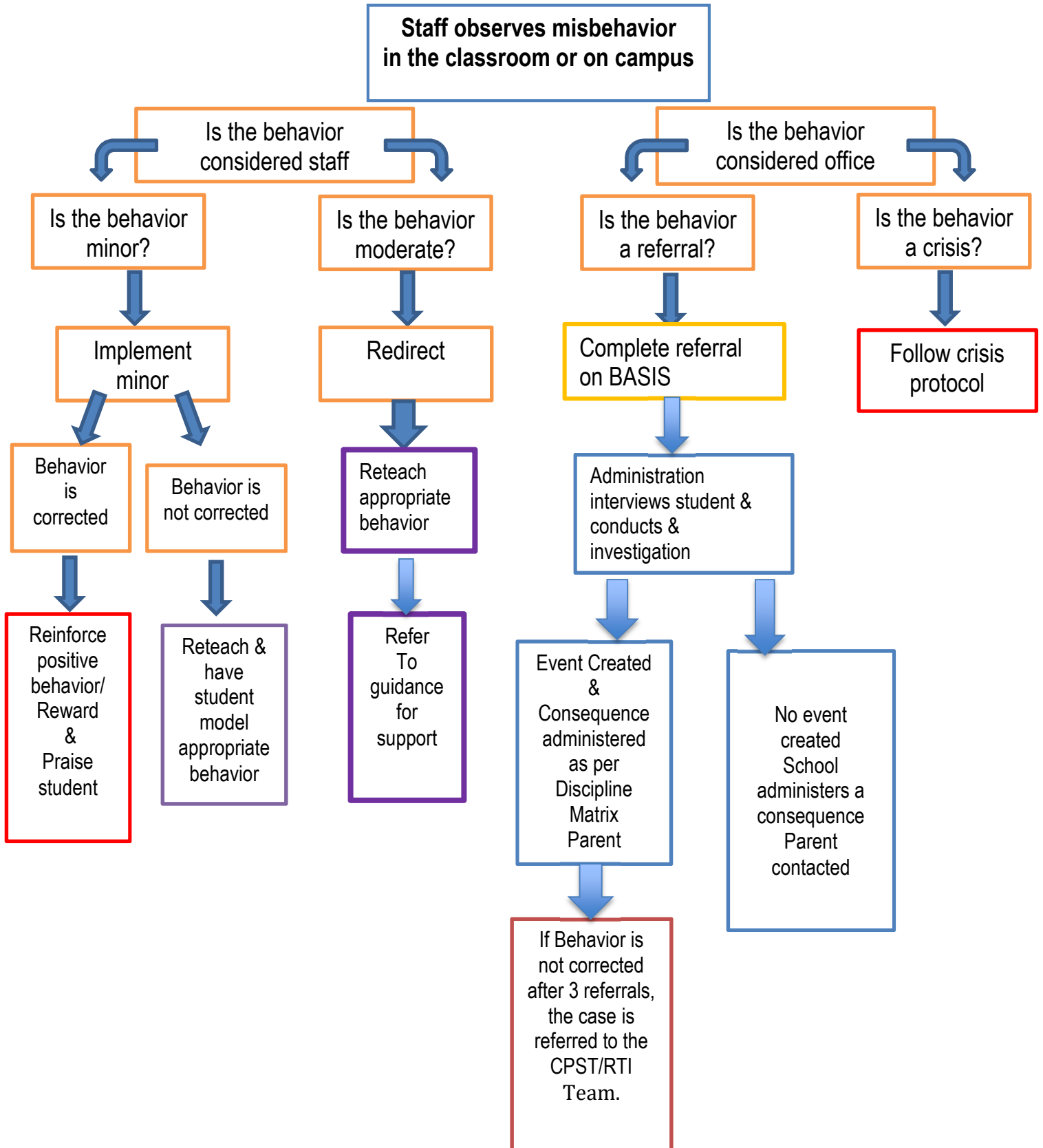
- (a) Define the first 3 behaviors by providing examples that clearly identify the point at which the misbehavior warrants an Office Discipline Referral (ODR).
- (b) List two additional common school-wide misbehaviors that will result in an ODR. Provide concrete examples.
- (c) Determine staff tolerance 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	Refusing to do as asked or as instructed.
2. Disruptive/Unruly Play	Pushing, pulling, and hitting without malicious intent resulting in an injury.
3. Defiance of authority	Walking slowly intentionally as a show of defiance and disrupting the group as a result. Refusing to serve a consequence and causing disruption to the group as a result.
6. Repetitive staff managed misbehaviors	More than <input type="text" value="3"/> misbehaviors in <input type="text" value="Half"/> <input type="text" value="Hour"/> 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



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? <i>(Class Dojo, LEAPs, HERO, Cloud 9, etc. are tools, <u>not</u> classroom systems)</i>	<input checked="" type="checkbox"/> CHAMPs* <input 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 checked="" 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 checked="" 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 <i>across teachers</i> to determine the need for classroom management training:
Fidelity of Implementation Plan: <i>We will use Marzano's Domain 1, Design Questions 5, 6, 7, 8, 9 in conjunction with the CHAMPs 7 Up Checklist.</i>

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

Total number of discipline referrals from classrooms :	22
Total number of school-wide discipline referrals:	102
% of referrals in the classroom:	22%
Do more than 40% of your referrals come from the classroom?	<input type="checkbox"/> Yes <input checked="" 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:	551			
# Referrals		% of Total Population	Core Effectiveness	
0 - 1 referral		95.6%%	Are your 0 – 1 referrals > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2 - 5 referrals (at risk students)	21	3.8%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
> 5 referrals (high risk students)	3	0.5%	Are your >5 referrals <5%?	<input checked="" type="checkbox"/> Yes <input 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 checked="" type="checkbox"/> Yes <input 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>We will implement our SPBP with fidelity. Students with multiple referrals will be referred to the RTI committee for targeted behavioral interventions.</i>	

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	76%	73%	-3%	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Hispanic/Latin	17%	20%	+3%	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
White	7%	8%	+1%	<input checked="" type="checkbox"/> Yes <input 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>We will implement our SPBP with fidelity and provide guidance services to any subgroup represented disproportionately.</i>	

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	☑ This Action Plan has been saved to use <i>next year</i> during quarterly meetings	Josianne Valmé Assistant Principal
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	Josianne Valmé Assistant Principal
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 <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/ <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 <u>Principal signs in</u> and watches the <i>new</i> 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 <i>new</i> SPBP <input type="checkbox"/> Teams watch the <i>new</i> SPBP Brainsharks and refers to <i>new</i> "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	Banners illustrating the positive behaviors expected will be posted around the school (i.e. hallways, walkways), the bus area and the cafeteria.	Refer to quarterly presentation dates in 2B. This is the data the team will be sharing during presentations.	Josianne Valmé Assistant Principal
Behavior lesson plans are being taught as written and when indicated	Behavior lesson plans will be included in each teacher’s lesson plan binder.		Josianne Valmé Assistant Principal
Discipline consequences and flow chart are being used by all staff as written	Decrease in behavior incidents, office referrals, calls for assistance, etc.		Josianne Valmé Assistant Principal
A reward system is being implemented for <i>all</i> students	Student behaviors in the cafeteria will improve; All classes will earn at least the minimum CAFÉ Dollar prize.		Josianne Valmé Assistant Principal

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	By June 2019, Unruly/Disruptive behavior incidents will decrease by 50%.	9/11/2018 12/11/2018 3/19/2019 5/15/2019	Josianne Valmé Assistant Principal
See critical element 4A • Top 3 event locations data	By June 2019, The # of bus referrals will decrease by 50%.		Josianne Valmé Assistant Principal
See critical element 8 • Core effectiveness data	By June 2019, the # of students who receive 2-5 referrals will decrease by 50%.		Josianne Valmé Assistant Principal
See critical element 7A • Grade Level/Classroom referrals data	By June 2019, the percentage of student referrals in grades Kindergarten & grade 5 will decrease by 50%.		Josianne Valmé Assistant Principal