

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:	Marjory Stoneman Douglas
School Number:	3011
SPBP Contact Name:	Brandy Hermosillo
Direct Phone Number:	(754) 322 - 2150

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?
Ivette Figueroa	Assistant Principal	Administration
Brandy Hermosillo	SPBP Point of Contact	Math (9/12)
Stephanie Tephford-Rush	Parent/Community Representation	SAC
Melissa Falkowski	BTU Representative	English (11/12)
Holly Van Tassel	SAC Chair	English (10/11)
Elisa Williamson	SAC Chair	PE (9-12)
Carla Verba	SAC	Social Sciences
Steve Johnson	Teacher	Social Sciences

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:
11/16/2017	3:00 PM	Brandy Hermosillo/SPBP Change Agent	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)
1/22/2017	3:00 PM	Brandy Hermosillo/SPBP Change Agent	
2/14/2018	Cancelled	Brandy Hermosillo/SPBP Change Agent	
3/22/2018	1:00 PM	Brandy Hermosillo/SPBP Change Agent	

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	4/2/2018	# of participants = Whole Staff	Brandy Hermosillo
Held a <i>faculty</i> vote on the new SPBP (for SY 2018/19)	4/5/2018	% approved =	Melissa Falkowski
Presented the <i>new</i> SPBP (for SY 2018/19) to stakeholders (parents and community)	3/14/2018	# of participants = 28	Carla Verba

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: 8/14/2018	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.	Carla Verba
Present the 2018/19 SPBP to stakeholders (parents and community)	Prior to Oct 1 st , 2018 09/12/2018		
Present behavior data to staff <i>Quarterly: minimum of 4 each year</i>	1. 9/6/2018	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. 	Brandy Hermosillo
	2. 11/1/2018		
	3. 1/10/2019		
	4. 3/7/2019		

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. Class cut/Skip	6. Defiance of Authority (habitual)
2. Disobedience/Insubordination	7. Out of Assigned Area
3. Unserved Detention	8. Cell Phone Violation
4. Tobacco Possession, Use, or Sale	9. Leaving Campus without Permission
5. Unruly/Disruptive Behavior	10. Cheating (minor)

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. Be Positive
2. Be Passionate
3. Be Proud
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	Week of August 20th	During Personalization Period
January	Week of January 7th	During Personalization Period
4 th Quarter	Week of April 1st	During Personalization Period
Who will be responsible for teaching the lesson plans?		Personalization Teachers
Where will the lesson plan instruction occur?		In the classroom
Who is responsible for retaining, organizing and distributing all lesson plans?		Holly Van Tassel

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. School Grounds	19
2. Restroom	19
3. Hallway	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	Copy and paste expectations from 3C.	IDENTIFIED LOCATIONS		
		Copy and paste locations from 4A.		
		School Grounds	Restroom	Hallway
		Rules	Rules	Rules
	Be Positive	Be in your assigned area and follow school rules.	Clean up after yourself and deposit all garbage in the proper receptacles.	Keep your hands to yourself while walking down the hallway.
	Be Passionate	Be an active participant in school activities.	Keep your volume at an appropriate level.	Help others that are in need of assistance.
	Be Proud	Follow the rules given by MSD staff.	Keep the bathroom clean and report issues to MSD staff.	Speak in a pleasant tone when communicating with MSD staff and peers.
	Click here to enter Expectation #4	Click here to enter a Rule	Click here to enter a Rule	Click here to enter a Rule
	Click here to enter Expectation #5	Click here to enter a Rule	Click here to enter a Rule	Click here to enter a Rule

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	Week of August 20th	Personalization Period
January	Week of January 7 th	Personalization Period
4 th Quarter	Week of April 1 st	Personalization Period
Who will be responsible for teaching the lesson plans?		Personalization Teachers
Where will the lesson plan instruction occur?		In the classroom
Who is responsible for retaining, organizing and distributing all lesson plans?		Holly Van Tassel

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: _____ School Grounds _____

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: 41 incidents of skipping Problem Identification: Students are skipping classes and our out on school grounds instead.
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: Students receive a detention for skipping and they can make up the work missed. They see no real consequences. Goal Statement: Present students will be in class 90% of the time first semester.
3. Intervention Design: Describe how you will implement a positive reward program to decrease this problem.	Type of System: Lottery Description of System: <i>Students who have perfect attendance as indicated by Pinnacle will receive a certificate for perfect attendance. Each quarter, the name of all students with perfect attendance will be placed in a lottery for a gift card.</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? Staff consistently take accurate attendance. At the end of each quarter, the attendance report will be pulled by clerical staff. The Positive Behavior Committee will draw the lottery winner.
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"? The Positive Behavior Committee will monitor attendance data via Pinnacle for improvement quarter over quarter.

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. Tardiness	Arriving to class any time after the tardy bell.
2. Class Rules	Breaking the classroom rules specified by each classroom teacher.
3. Cell Phone Violations	Unauthorized use of a mobile device during instructional time.
4. Cheating Minor	Copying from a cheat sheet or another student's work. Acting dishonestly to gain an academic advantage.
5. Out of Assigned Area	Being in a location that is not near your assigned classroom.
6. Disrespect	Ignoring instructions of school staff or using inappropriate language or tone.

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 type="checkbox"/> Menu	<input checked="" type="checkbox"/> Hierarchy
Modelling/ Positive Reinforcement		
Verbal Warning		
Parent Contact		
Detention		
Referral		

6C. Administration Managed Misbehaviors:

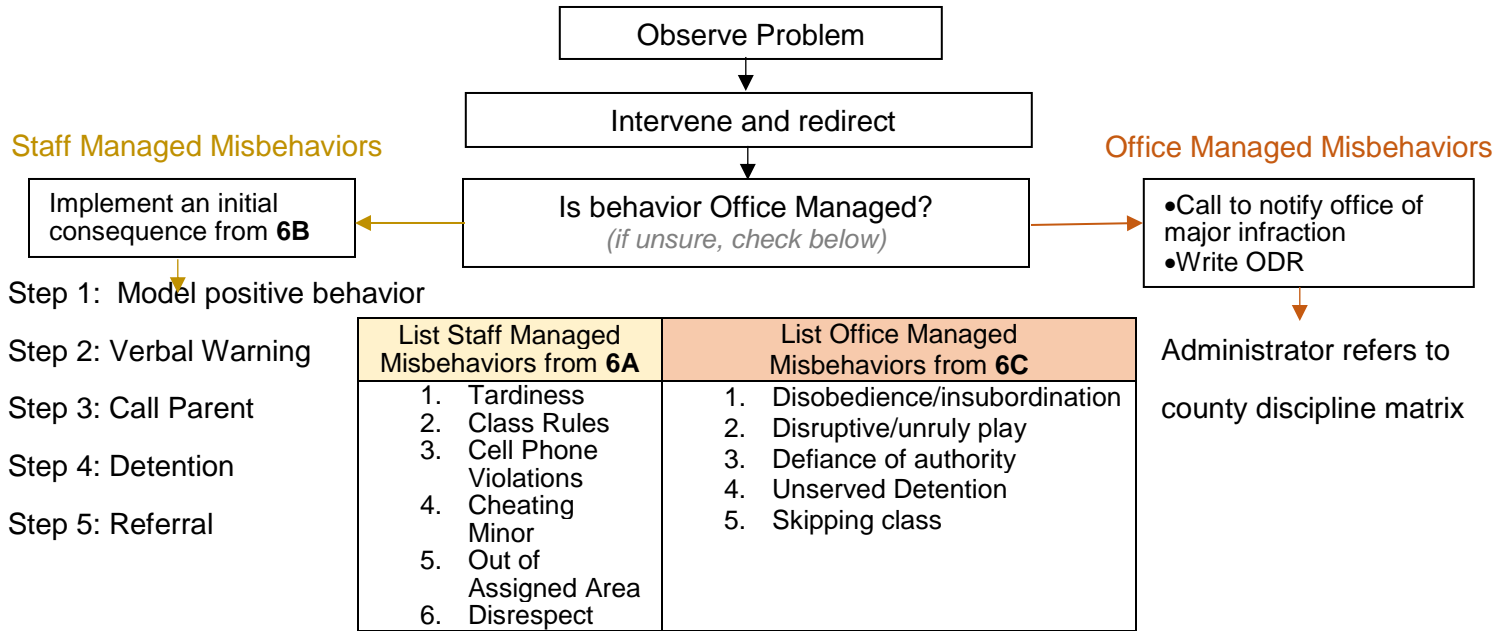
- (a) Define the first 3 behaviors by providing examples that clearly identify the point at which the misbehavior warrants an Office Discipline Referral (ODR).
- (b) List two additional common school-wide misbehaviors that will result in an ODR. Provide concrete examples.
- (c) Determine staff tolerance 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	Failure to obey a reasonable or repeated instruction (Only needs to occur once to be considered defiant).
2. Disruptive/Unruly Play	Unruly behavior or insubordinate conduct that interferes with or disrupts the learning environment (Only needs to occur once in order to be referred).
3. Defiance of authority	Failure to obey a directive given by a staff member.
4. Unserved Detention	Student does not appear in detention during the allotted time period.
5. Skipping more than 50% of a class period	Student is not present in assigned class.
6. Repetitive staff managed misbehaviors	More than <input type="text" value="3"/> misbehaviors in <input type="text" value="one"/> <input type="text" value="period"/> warrants an office referral. <i>e.g., 3 half hour</i> <i>2 one period</i>

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, not classroom systems)</i>	<input 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 checked="" type="checkbox"/> Other <i>(complete below)</i>
If other, name the evidence-based classroom management system :	Marzano Framework of Teaching and Learning
*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 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: The data is reviewed during Leadership Team Meetings. During these meetings, administrators review the validity of the data to determine how to provide teachers with resources to encourage active engagement. Professional learning opportunities are aligned to Marzano Classroom Observation Protocols. Administrators are able to share this data during SPBP Meetings and Faculty Meetings. iObservation reports are run to show datamarks that are assigned/scored for each element in Design Questions 5-9. <i>(3-4 sentences)</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 :	169
Total number of school-wide discipline referrals:	216
% of referrals in the classroom:	44%
Do more than 40% of your referrals come from the classroom?	<input checked="" type="checkbox"/> 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:	3275			
# Referrals		% of Total Population	Core Effectiveness	
0 - 1 referral		98%	Are your 0 – 1 referrals > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2 - 5 referrals (at risk students)	51	2%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
> 5 referrals (high risk students)	5	0%	Are your >5 referrals <5%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

8B. Core Effectiveness Plan:

If all 3 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: Students that are high risk will be members of our PASL program. This will provide them with a unique opportunity to build positive relationships with their teachers and peers. Additionally, these at-risk students will be closely monitored and strategically scheduled for a Personalization period. During this class time, students will be mentored and closely monitored for academic and social success. In the event that the student does not respond in a positive manner, we will explore further options via the RTI Process.	

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	22	22	0	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Hispanic/Latin	22	21	-1	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
White	49	49	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 all 3 are “No”, disproportionality is not indicated. Are all 3 “No”?	<input checked="" type="checkbox"/> Yes <input 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: School leaders use BASIS to identify students with a disproportionate number of risk factors. These students are placed in the PASL program, Mentors for Tomorrow’s Leaders, and assigned Peer Counselors Program. Plans are to scale up the PASL program to include a school-wide effort to reach at risk students at all age levels.	

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><input checked="" type="checkbox"/> check when Action completed</i>	Completed: Person Responsible Name & Title
Current	<input checked="" type="checkbox"/> This Action Plan has been saved to use <i>next year</i> during quarterly meetings	Brandy Hermosillo
Current	<input checked="" type="checkbox"/> 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	Brandy Hermosillo
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 <u>new</u> 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 <u>new</u> SPBP <input type="checkbox"/> Teams watch the <u>new</u> SPBP Brainsharks and refers to <u>new</u> "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	100% of the signs created will be hung around campus as measured by the lack of signs within two months after the start of school.	Refer to quarterly presentation dates in 2B. This is the data the team will be sharing during presentations.	Ivette Figueroa
Behavior lesson plans are being taught as written and when indicated	95% of teachers will teach the assigned lesson plans as indicated by survey results.		Ivette Figueroa
Discipline consequences and flow chart are being used by all staff as written	100% of staff will be trained on how to implement the SPBP flow chart and reinforce positive behavior.		Ivette Figueroa
A reward system is being implemented for <i>all</i> students	Committee members will evaluate for discipline and attendance compliance quarterly to implement reward system.		Ivette Figueroa

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	Overall 10% decrease in # referrals written for the top 3 incidents in the first semester.	Refer to quarterly presentation dates in 2B. This is the data the team will be sharing during presentations.	Ivette Figueroa
See critical element 4A • Top 3 event locations data	5% reduction in events reported based on 2017-2018 baseline data by the end of first semester.		Ivette Figueroa
See critical element 8 • Core effectiveness data	5% reduction in referrals for all subgroups by the end of first semester.		Ivette Figueroa
See critical element 7A • Grade Level/Classroom referrals data	50% of the student population will be incorporated into the PASL program by December 2018.		Ivette Figueroa