

School-wide Positive Behavior Plan (SPBP)

To be implemented in pre-planning 2017

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 mini-Brainshark Series for teams. These Brainsharks are divided into the Critical Elements of PBIS. Although they are not mandatory to watch, they will show you “how to” write a comprehensive SPBP (and receive a high score!) **It is recommended that all school teams watch the Overview Brainshark** at the URL above.
- ✓ A Feedback Rubric to ensure your team will correctly complete the SPBP and develop a meaningful plan.

To provide consistency across the District, only plans entered in the district template will be accepted.

ACTION: Download, complete, and upload the SPBP in your SIP Plan, BP # 2, before May 1, 2017:

School Name: Palm Cove Elementary
School Number: 3311
SPBP Contact Person: Michelle Alvarez
Direct Phone Number: 754-323-6812

CRITICAL ELEMENT # 1: Functioning Team and Administrative Support

1A. List your current (SY 2016/17) team members: (must have 6-8 team members)

Each name on this list verifies attendance in ongoing team meetings and participation in developing this SPBP. Each member is responsible for representing stakeholders (i.e. Educational Support Personnel, grade level teachers, specials teachers, support staff, etc.) and sharing SPBP content and updates with respective groups.

Full Name	Position	Stakeholder Representation
David S. Johnson	Principal	Administration
Michelle Alvarez	SPBP Point of Contact	Assistant Principal
Andrea Norris	Special's Team Leader	SAC
Kaye Brown	BTU Representative	BTU and Team Leader Fifth Grade
Tania Figueroa, Tamika St. Fort, Ismelie Felix	Team Leaders	Team Leader 1 st , 4 th , and 3 rd Grades
Kimberly Charpentier	Literacy Coach and Team Leader 2 nd	Support
Kaitlin Wolfram	Kindergarten Teacher	Support
Madeline Duluc	ASD Teacher	Support

1B. Schedule and document your team meetings for 2017/18 school year: (minimum of 4)

Also enter in the school's master calendar.

Meeting Date	Time	Responsible Person
11/7/2017, 10/5/17	2:15 pm	Michelle Alvarez
1/9/2018, 1/16/2018	2:15 pm	Michelle Alvarez
4/13/2018	2:15 PM	Michelle Alvarez
4/27/2018	2:15 pm	Michelle Alvarez

CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment:

2A. Indicate the action steps completed in the 2016/17 school year that increased faculty and stakeholder understanding and knowledge of the SPBP:

Action Steps:	Date(s) (Before April 30 th THIS YEAR)	Content (2-3 sentences)
Presented the 2017/18 SPBP to Staff	Click here to enter a date.	
Presented the 2017/18 SPBP to stakeholders (parents and community)	Click here to enter a date.	
Held a faculty vote on the 2017/18 SPBP	Click here to enter a date.	% approved: _____

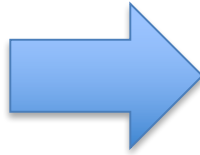
2B. Plan the activities for 2017/18 school year to increase faculty and stakeholder understanding and implementation of the SPBP:

Action:	Date(s) (NEXT YEAR)	Content
Provide a professional development on the 2017/18 SPBP for all staff	Prior to students' 1 st day: 1. 8/14/2018	The team will present the SPBP for the 17/18 school year. Details of modifications and updates will be included. All stakeholders will be provided with access to the SPBP. Feedback will be collected for future team meetings.
Present the 2017/18 SPBP to stakeholders (parents and community)	Prior to Oct 1 st , 2017 1. 10/19/2018	
Present updated fidelity of implementation from Critical Element 10A and student outcome data from Critical Element 10B to all staff (Quarterly: minimum of 4 each year)	1. 12/14/2018	The team will share the updated implementation data in 10A including: the "marketing" of expectations and rules, lesson plan implementation, and discipline processes.
	2. 2/15/2019	
	3. 4/26/2019	The team will share the updated student outcome data in 10B including: top 3 event locations, type of behavior incidents, and core effectiveness data as well as analysis of this data.
	4. 5/11/2019	

CRITICAL ELEMENT # 3: School-wide Expectations

3A. Collect behavior data from BASIS 3.0:

Top 10 Behavior Incidents (put N/A in any blank spaces)
1. SB: 136 Disruptive Unruly Behavior
2. XA: 20 Disruption on Campus (MINOR)
3. 01: 15 Disobedience/Insubordination
4. Z1: 9 Inciting a Disturbance
5. Z9: 8 Level 3 Violation Bus
6. 22: 7 Battery
7. Z7: 6 Level 1 Violation Bus
8. ZN: 6 Assault/Threat (Low Level)
9. Z8: 5 Level 2 Violation Bus
10. UP: 4 Disruptive Unruly Play



3B. Group similar problem behaviors to develop:

3-5 Negative Characteristics
Disrespect
Not following directions
Horse playing
Inappropriate language



3C. List the *opposites* of the 3 - 5 negative characteristics to develop:

3 – 5 Positive Replacement Characteristics = your School-wide Expectations
Be respectful of others
Be safe
Be polite
Be responsible

3D. Using the expectation lesson plan templates, complete 3 – 5 lesson plans, 1 for each of the above listed school-wide expectations. (e.g., if you have 4 expectations, you will use 4 lesson plan templates). Delete any empty templates you do not use.

Teaching School-wide Expectations
Lesson Plan

School-wide Expectation #1: ___Be respectful to each other.

Definition of expectation:	
<p>Treat people the way you would want to be treated. Be kind and caring. Rationale for having this expectation By being respectful to others we teach the student that they if they want to be treated with respected they must know how to respect others. Positive examples: “looks like” Non-examples 1. Listen to others when they speak 1. Have side conversations that are not related to topic/lesson/activity 2. Listen to instructor while they provide directions 2. Write notes to your friend instead of listening to teacher 3. Ask before touching things that belong to others 3. Take and keep things that do not belong to you 4. Apologize when you make a mistake 4. Deny responsibility and blame others List 2 resources (website addresses, curriculum with location, books with page numbers, programs with lesson plan number, etc.) you will use to teach this lesson plan. Be specific enough so the resources can be located by anyone. 1. browardprevention.org 2. http://www.educationworld.com/a_lesson/lesson/lesson329.shtml List the steps of this lesson plan (Include lesson format, activities, and materials). Be detailed enough so the lesson can be implemented by anyone. 1. Model to class what respect looks like. 2. Role play scenarios of examples and non-examples of being respectful. 3. Reinforce positive behavior. 4. Research different cultures and how people view being respectful 5. Have students work as a class or in small groups to brainstorm responses to the question, What does "respect" mean to me? WHEN will this lesson plan be taught? Beginning of school year date(s) and time(s): August 29 at 1:00 p.m. After long holidays Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this expectation. 3rd quarter WHO will teach this lesson plan? WHERE will the lesson plan</p>	
Who: Classroom teacher will teach it	Where: Classroom
	Non-examples
1. Listen to others when they speak	1. Have side conversations that are not related to topic/lesson/activity
2. Listen to instructor while they provide directions	2. Write notes to your friend instead of listening to your teacher
3. Ask before touching things that belong to others	3. Take and keep things that do not belong to you
4. Apologize when you make a mistake	4. Deny responsibility and blame others
1. Browardprevention.org (website used to teach lesson)	
2. http://www.educationworld.com/a_lesson/lesson/lesson.329.shtml	

1. Model to class what respect looks like.	
2. Role play scenarios of examples and nonexamples of being respectful.	
3. Reinforce positive behavior.	
4. Research different cultures and how people view being respectful.	
5. Have students work as a class or in small groups to brainstorm responses to the question, What does respect mean to me?	
Beginning of the school year date(s) and time(s): August 20, 2018	
After the long holidays	Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this expectation.
3rd quarter	
WHO will teach this lesson plan?	WHERE will the lesson plan instruction occur?
Classroom Teacher	Classroom

Teaching School-wide Expectations
Lesson Plan

School-wide Expectation #2: Be safe

Definition of expectation:	
To be safe is to not be exposed to danger or risk.	
Rationale for having this expectation	
Students cannot focus academically if they feel they are endanger of getting hurt or someone harming them.	
Positive examples: "looks like"	Non-examples
Keeping your hands and feet to yourself	Hitting others
Walking in the classroom and hallways	Running on campus
Wearing your school I.D	Not wearing your school I.D
Only letting teachers open the schools doors	Opening the school's doors
List 2 resources (website addresses, curriculum with location, books with page numbers, programs with lesson plan number, etc.) you will use to teach this lesson plan. Be specific enough so the resources can be located by anyone.	
1. http://elementarysafety.com/	
1. https://www.teachervision.com/subjects/health-safety/safety	
List the steps of this lesson plan (Include lesson format, activities, and materials). Be detailed enough so the lesson can be implemented by anyone.	
1. Teacher will introduce safety to the students by showing them a video of what it is to be safe. http://elementarysafety.com/videos-list/kids-safety-videos	
2. Discuss with student's examples of being safe on school.	
3. Have students create a comic strip of what safety means to them.	
4. Review student code of conduct with students.	
5. Monthly character education traits.	
WHEN will this lesson plan be taught?	
Beginning of school year date(s) and time(s):	August 21, 2018
After long holidays 3rd quarter	Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this expectation.
WHO will teach this lesson plan?	WHERE will the lesson plan instruction occur?
Classroom and specials teacher	classroom

Teaching School-wide Expectations
Lesson Plan

School-wide Expectation #3: Be polite

Definition of expectation:	
Being respectful to others	
Rationale for having this expectation	
Due to our diverse student and staff population, it is important for all students to work together in a positive way and develop empathy for each other. Students understand what it means to be respectful to other when they show self-control and make good choices.	
Positive examples: "looks like"	Non-examples
Use "inside" voices	Screaming in the cafeteria and hallways
Raising your hand to ask or answer a question	Yelling at a teacher
Use proper manners	Spitting at others
Respect others' privacy and space	Stealing someone's property
List 2 resources (website addresses, curriculum with location, books with page numbers, programs with lesson plan number, etc.) you will use to teach this lesson plan. Be specific enough so the resources can be located by anyone.	
1. http://www.freemannerslesson.com/GoodApple_Lesson1.pdf	
2. http://learning.learningforlife.org/wp-content/pdf/Early%20Childhood%20Sample%20Lessons.pdf	
List the steps of this lesson plan (Include lesson format, activities, and materials). Be detailed enough so the lesson can be implemented by anyone.	
1. Teacher and students will discuss what it means to be polite.	
2. As a class, they will make an anchor chart of behaviors that are polite, and behaviors that are not polite.	
3. Students will reflect in their journal on their meaning of being polite using drawings and writing.	
4.	
5.	
WHEN will this lesson plan be taught?	
Beginning of school year date(s) and time(s):	August 22, 2018
After long holidays 3rd quarter	Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this expectation.
WHO will teach this lesson plan?	WHERE will the lesson plan instruction occur?
Classroom teacher	Classroom

Teaching School-wide Expectations
Lesson Plan

School-wide Expectation #4 Be responsible

Definition of expectation:	
A responsible person is a person who can act without guidance or supervision. He/she is accountable and answerable for his or her own behavior. This person is trustworthy and dependable and can perform tasks on his/her own.	
Rationale for having this expectation	
A person who is responsible would be able to maintain a safe and clean environment. It is important for students to understand the value of a clean learning environment. This will promote school pride. In addition, our expectation is to promote citizenship and character education.	
Positive examples: "looks like"	Non-examples
Be on time and prepared to learn	Being late for class
If you see a piece of trash, pick it up	Ripping papers up and leaving them on the floor
Help others in need	Making fun of someone
Report Graffiti and other such incidents	Writing or putting your feet on walls
List 2 resources (website addresses, curriculum with location, books with page numbers, programs with lesson plan number, etc.) you will use to teach this lesson plan. Be specific enough so the resources can be located by anyone.	
1. Browardprevention.org	
2. selfforschools.com	
List the steps of this lesson plan (Include lesson format, activities, and materials). Be detailed enough so the lesson can be implemented by anyone.	
1.Review social emotional learning with students.	
2.Choose a lesson or responsibility from LEAPS website	
3.Teacher will demonstrate inappropriate behavior, such as running in the hallway, talking out of turn, not listening to the speaker, and leaving trash in the hallway.	
4.Discuss not touching another student's property.	
5.Following the rules during fire drills, tornado drills and emergency codes.	
WHEN will this lesson plan be taught?	
Beginning of school year date(s) and time(s):	August 23, 2018
After long holidays 3rd quarter	Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this expectation.
WHO will teach this lesson plan?	WHERE will the lesson plan instruction occur?
Classroom teacher, Special teachers.	In the Classroom, and when students go to Special classes.

Teaching School-wide Expectations
Lesson Plan

School-wide Expectation #5: _____

Definition of expectation:	
Treat people the way you would want to be treated. Be kind and caring.	
Rationale for having this expectation	
By being respectful to others we teach the student that if they want to be treated with respect they must know how to respect others	
Positive examples: "looks like"	Non Examples
Listen to others when they speak	Have side conversations that are not related to topic/lesson/activity
Listen to instructor while they provide directions	Write notes to your friend instead of listening to teacher
Ask before touching things that belong to others	Take and keep things that do not belong to you
Apologize when you make a mistake	Deny responsibility and blame others
List 2 resources (website addresses, curriculum with location, books with page numbers, programs with lesson plan numbers, etc.) you will use to teach this lesson plan.	
1. browardprevention.org	
2. http://www.educationworld.com/a_lesson/lesson/lesson329.shtml	
List the steps of this lesson plan (include lesson format, activities, and materials). Be detailed enough so the lesson can be implemented by anyone.	
1. Model to class what respect looks like.	
2. Role play scenarios of examples and non-examples of being respectful.	
3. Reinforce positive behavior.	
4. Research different cultures and how people view being respectful	
5. Have students work as a class or in small groups to brainstorm responses to the question, What does "respect" mean to me?	
WHEN will this lesson be taught?	
Beginning of school year date(s) and time(s):	August 23, 2018
After long holidays 3rd quarter	Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this expectation.
WHO will teach this lesson plan?	WHERE will the lesson plan instruction occur?
Classroom Teacher/Administration	Classroom & during discipline assembly

CRITICAL ELEMENT #4: Location-based Rules

4A. Determine top 3 locations for Event problems from the BASIS 3.0 Behavior Dashboard. Do not use “classroom”

Top 3 Locations	
School Location	# Incidents
1. Hallway	
2. Cafeteria	
3. Media Center	

4B. Create an Expectations/Rules Chart from your 3-5 school-wide expectations and your top 3 locations. Develop 1 to 2 positively stated, observable, and measurable rules that correlate with every expectation to create a maximum of 5 rules for each location.

Expectations and Rules Chart			
Expectations Copy and paste expectations from 3C.	Locations Copy and paste locations from 4A.		
	Location #1: Hallway	Location #2: Media Center	Location #3: Cafeteria
	Rules	Rules	Rules
Expectation #1: Be respectful to each other	Location rule(s) for expectation #1 <ul style="list-style-type: none"> Respect people, property, and hallway procedures No talking in line Keep your hands to yourself 	Location rule(s) for expectation #1 <ul style="list-style-type: none"> Enter Quietly Be A good Listener Respect People and property Follow directions first time given Only use quiet (low) voice 	<ul style="list-style-type: none"> Local Retention rule(s) for expectation #1 Respect others Keeping food, feet, and hands to yourself Keep your place in line No Talking
Expectation #2: Be Safe	Location rule(s) for expectation #2 <ul style="list-style-type: none"> Walk down the steps carefully. Keep your hands to yourself. Stay in a straight line Do not run 	Location rule(s) for expectation #2 <ul style="list-style-type: none"> Follow Teacher's directions Do not run Stay on Task Keep your hands to yourself 	Location rule(s) for expectation #2 <ul style="list-style-type: none"> Walking at all times Staying in your seats Keeping food in the cafeteria
Expectation #3: Be polite	<ul style="list-style-type: none"> Use appropriate language Be Helpful towards peers. Location rule(s) for expectation #3 	Location rule(s) for expectation #3 <ul style="list-style-type: none"> Use quiet inside voices Be courteous of others space Wait patiently to check out books. Silent reading 	Location rule(s) for expectation #3 <ul style="list-style-type: none"> Waiting patiently in line. Clean up after your self Use Polite manners Using indoor voices
Expectation #4: Be Responsible	Location rule(s) for expectation #4 <ul style="list-style-type: none"> Provide personal space Be on time Be prepared to 	Location rule(s) for expectation #4 <ul style="list-style-type: none"> See something say something Help others 	Location rule(s) for expectation #4 <ul style="list-style-type: none"> Take care of yourself and your tray Throw away your own trash Keep your food on your tray

	learn		<ul style="list-style-type: none"> Raise your hand to get out of your seat.
Expectation #5: Be Kind and Caring	Location rule(s) for expectation #5 Help other classmates when needed Provide personal space	Location rule(s) for expectation #5 Take care of your environment If you see trash pick it up	Location rule(s) for expectation #5 Take care of your environment If you see trash pick it up

4C. Using the rule lesson plan templates, complete 3 lesson plans, 1 for each of the above listed specific locations. Include all the rules listed under the location in the lesson plan.

Teaching Rules Lesson Plan

Location #1: _____

Location Rules: (from 4B chart)	Positive Example:	Non-example:

List 2 resources (website addresses, curriculum with location, books with page numbers, programs with lesson plan number, etc.) you will use to teach this lesson plan. **Be specific enough so the resources can be located by anyone.**

1. _____

2. _____

List the steps of this lesson plan (Include lesson format, activities, and materials). **Be detailed enough so the lesson can be implemented by anyone.**

1. _____

2. _____

3. _____

4. _____

5. _____

WHEN will this lesson plan be taught?

Beginning of school year date(s) and time(s):	
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After long holidays 3rd quarter	Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this location's rules.
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WHO will teach this lesson plan?	WHERE will the lesson plan instruction occur?
---	--

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Teaching Rules Lesson Plan

Location #2: _____

Location Rules: (from 4B chart)	Positive Example:	Non-example:
List 2 resources (website addresses, curriculum with location, books with page numbers, programs with lesson plan number, etc.) you will use to teach this lesson plan. Be specific enough so the resources can be located by anyone.		
1.		
2.		
List the steps of this lesson plan (Include lesson format, activities, and materials). Be detailed enough so the lesson can be implemented by anyone.		
1.		
2.		
3.		
4.		
5.		
WHEN will this lesson plan be taught?		
Beginning of school year date(s) and time(s):		
After long holidays 3rd quarter	Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this location's rules.	
WHO will teach this lesson plan?		WHERE will the lesson plan instruction occur?

Teaching Rules Lesson Plan

Location #3: _____

Location Rules: (from 4B chart)	Positive Example:	Non-example:
List 2 resources (website addresses, curriculum with location, books with page numbers, programs with lesson plan number, etc.) you will use to teach this lesson plan. Be specific enough so the resources can be located by anyone.		
1.		
2.		
List the steps of this lesson plan (Include lesson format, activities, and materials). Be detailed enough so the lesson can be implemented by anyone.		
1.		
2.		
3.		
4.		
5.		
WHEN will this lesson plan be taught?		
Beginning of school year date(s) and time(s):		
After long holidays 3rd quarter	Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this location's rules.	
WHO will teach this lesson plan?		WHERE will the lesson plan instruction occur?

CRITICAL ELEMENT #5 Reward and Recognition Programs



NEW element: refer to Rewards Brainshark for further guidance. <http://www.browardprevention.org/mtssrti/rtib/>

5. Describe in detail one positive school-wide intervention plan you will use to reward/recognize students who follow your school-wide expectations and/or location-specific rules: (2 - 6 sentences for each section)

Plan Section	Plan
<p>A. What do students need to do to earn the reward? Classroom teacher to expectations and rules 90% of the time</p>	<p>In the classroom, students need to follow directions and classroom routines. They need to complete their assigned class work and homework.</p> <p>In the cafeteria, students should keep their areas clean, raise hand when they need assistance and walk quietly.</p>
<p>B. What reward/recognition will they earn? Classroom teacher Include person(s) responsible for organizing</p>	<p>The rewards students can earn:</p> <ul style="list-style-type: none"> • extra computer time • note home to parents • teacher helper • treasure box • Special treat from their teacher • Class, as a whole, can earn extra recess
<p>C. How will you collect data to determine who has earned the reward? Classroom teacher, Guidance include person(s) responsible for organizing and analyzing</p>	<ul style="list-style-type: none"> • Classroom teacher will monitor student's behavior daily. <ul style="list-style-type: none"> ○ Grades K-3 use color chart to monitor student behavior. ○ Grades 4 & 5 use a baseball chart.
<p>D. When and how will the reward be provided? Every Friday & the last day of each quarter</p>	<p>The class room rewards will be given on a weekly basis.</p> <ul style="list-style-type: none"> • Students on a behavior plan may have rewards awarded as written in behavior plan.

CRITICAL ELEMENT #6 Effective Discipline Procedures

6A. Categorize the top 6 *most common* staff-managed misbehaviors at your school into “Minor” and “Moderate” categories. Write a short, objective, and measurable definition for each.

Staff-Managed Misbehaviors			
Minor Misbehaviors		Moderate Misbehaviors	
Misbehavior	Definition	Misbehavior	Definition
Calling out	When the teacher asks a question, student calls out instead of raising their hand to answer the question.	Repetitive minor misbehaviors	More than 3 minor behaviors in 1 class day (specified time frame e.g., 30 minutes / 2 hours / 5 days)
Not following directions	Completing what was asked of student – whether a class assignment or task	Disrespect towards adults	Talking back when an adult is addressing them
Being unreasonable	Refusing to complete what was asked of the student	Students pushing each other	Putting their hands on another student
Uncooperative	Refusing to work with other students or adults	Talking about another student	Disrespecting another student verbally
Not completing homework	Assigned homework is not started or completed	Being impulsive	Getting out of their seat without permission from their teacher
Talking in class	Talking during instruction time	Inappropriate language	Using language that is unacceptable

6B. Create a consequence menu for all staff to choose from when students exhibit the above misbehaviors:

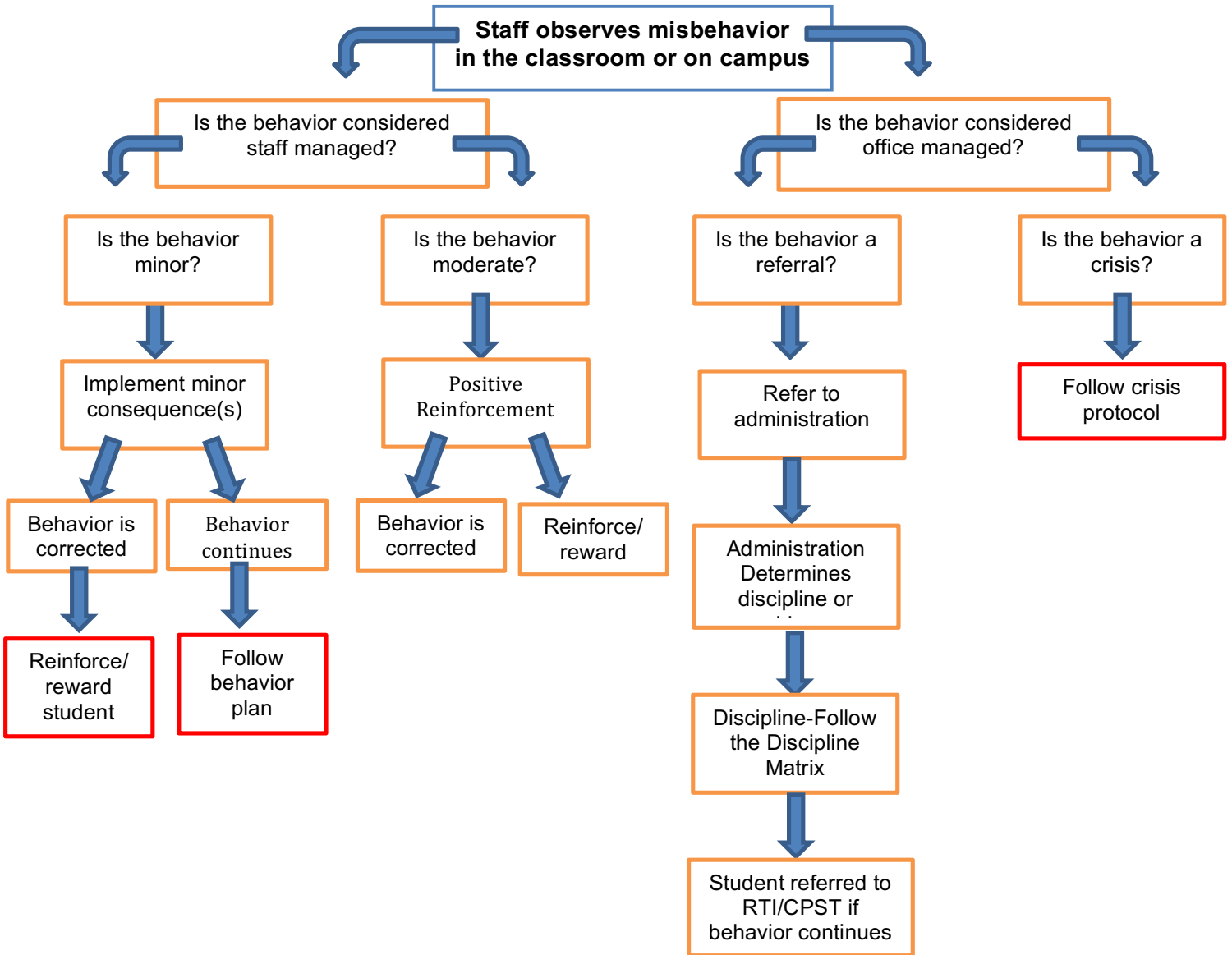
Consequence Menu for Minor Misbehaviors (Staff's choice of 5):	Consequence Menu for Moderate Misbehaviors (Staff's choice of 5):
• Verbal warning	• Loss of reward
• Unable to earn reward	• Behavior contract
• Teacher call home	• Call home
• Change of seat	• Peer/Guidance mediation
• Cafeteria detention	• Behavior referral

6C. List the top 5 *most common* misbehaviors at your school that are handled with an Office Discipline Referral (ODR). Write a short, objective, and measurable definition for each. (Exclude crisis situations that must follow District protocol.)

Office Discipline Referrals (ODRs)	
Behavior	Definition
1. Disruptive unruly behavior	Behavior that interferes with the learning environment
2. Disruption on Campus (MINOR)	Behavior in the classroom or hallway that disrupts learning for a short time
3. Disobedience/Insubordination	Failure to obey a reasonable request from a member of the school staff
4. Inciting a Disturbance	Minor fight or disturbance
5. Level 3 Bus Violation	Putting oneself or others in danger on the bus
6. Battery	Intentionally striking a teacher

💡 **NEW section:** refer to Discipline Brainshark for further guidance. <http://www.browardprevention.org/mtssrti/rtib/>

6D. Continue and customize the next steps in this flow chart to show the discipline process at your school. (Or you may delete this flow chart and create your own from scratch.)



CRITICAL ELEMENT # 7: Data Collection and Analysis

 **NEW element:** refer to Data Brainshark for further guidance. <http://www.browardprevention.org/mtssrti/rtib/>

7A. Determine your Core Effectiveness Year-to-Date:

Total Population:		Calculation to determine % rate	%	Core Evaluation	
# Referrals	# Students				
1 Referral		$(\text{Total Pop} - (\# \text{ of 2-5 Students}) - (\# \text{ of } >5 \text{ Students})) \div \text{Total Pop} =$		Universal students: (# 0-1 Referrals should be >80%)	>80%? <input type="checkbox"/> YES <input type="checkbox"/> NO
2-5 Referrals		$(\# \text{ of 2-5 Students}) \div \text{Total Pop} =$		At risk students: (# 2-5 Referrals should be <15%)	<15%? <input type="checkbox"/> YES <input type="checkbox"/> NO
>5 Referrals		$(\# \text{ of } >5 \text{ Students}) \div \text{Total Pop} =$		High risk students: (# >5 Referrals should be <5%)	<5%? <input type="checkbox"/> YES <input type="checkbox"/> NO

7B. If all 3 are "YES", your Core is Effective. **Is your core behavior curriculum effective?**

<input type="checkbox"/> YES	<input type="checkbox"/> NO
If YES , although your core is effective, how will you assist any at-risk and high risk students at the beginning of the next school year?	If one or more are " NO ", what supports and interventions will you implement at the beginning of the next school year to improve your core?

No entry needed for Critical Elements #8 and #9.

CRITICAL ELEMENT # 10: Monitoring Plans

10A. How and what data will you use to monitor the fidelity (frequency, consistency, documentation, etc.) of the implementation of the SPBP?

“Did you do what you said you were going to do? How will you know?”

Fidelity of Implementation Plan				
WHO: Responsible Person(s)	WHAT: Data Analyzed	WHAT: Criteria for “Success” of Implementation	WHEN: Dates of Analysis (quarterly dates)	HOW: Shared with Staff and Stakeholders?
1.	School-wide expectations and location-specific rules are posted across campus (“marketing”).		Refer to 2B quarterly presentation dates. This is the data the team will be sharing during staff presentations.	
2.	Behavior lesson plans are being taught as written			
3.	Discipline consequences and flow chart are being used by all staff as written			

10B. How and what data will you use to determine the success of the plan by student outcome or need for modifications? Include a minimum of 2 different analyses.

“If you did what you said you were going to do, did it positively impact the students? How do you know?”

Student Outcome				
WHO: Responsible Person(s)	WHAT: Data Analyzed	WHAT: Criteria for “Success” of Student Outcome	WHEN: Dates of Analysis (quarterly dates)	HOW: Shared with Staff and Stakeholders
1.	See critical element 3A. Quarterly behavior incident data.		See critical element 2B quarterly presentation dates. This is the data the team will be sharing during staff presentations	
2.	See critical element 4A. Quarterly top 3 event locations data.			
3.	See critical element 7. Quarterly core effectiveness data.			