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:	Virginia Shuman Young Montessori
School Number:	3321
SPBP Contact Name:	Laura Stapleton, Luke Balchaitis, Dione Chase
Direct Phone Number:	754-322-9050

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?
Ms. Cynthia Felton	Principal	Administration
Mr. Luke Balchaitis	Assistant Principal	Administration
Ms. Sara Klavan	Parent/Community Representation	Community
Ms. Kristina Rowntree	BTU Representative	BTU
Ms. Barbara Condry	SPBP Point of Contact	RTI: B Team
Ms. Laura Stapleton	SAC Chair/Magnet Coordinator	Staff/Faculty
Ms. Stephany Stock	SAC Chair/Teacher	Faculty Council
Ms. Michelle Frails	Teacher	Faculty Council
Mr. Bruce Barclay	Guidance Counselor	RTI/Support
Ms. Carin Davis	ESE Specialist	RTI/Support
Ms. Barbara Dodd	ESP Rep	ESP
Ms. Claudia Sinta-Hoffman	Specials Area Teacher	Specials Team

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	1:30	Luke Balchaitis, Assistant Principal	1. Create and disseminate updated Expectations and Rules lesson plans (#3 and #4)
12/21/2018	1:30	Luke Balchaitis, Assistant Principal	2. Review progress of Implementation Action Plan (#9)
2/21/2019	1:30	Luke Balchaitis, Assistant Principal	3. Collect & analyze implementation data (#10A)
3/21/2019	1:30	Luke Balchaitis, Assistant Principal	4. Collect & analyze student outcome data (#10B)

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 *(Between Jan 15 – April 30, 2018)*	Details *(retain attendance sheets at school)*	Person responsible to collect and retain attendance sheets:
Presented the *new* SPBP (for SY 2018/19) to staff	4/26/2018	# of participants = 48	Dione Chase
Held a *faculty* vote on the new SPBP (for SY 2018/19)	4/26/2018	% approved = 100%	Dione Chase
Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community)	4/18/2018	# of participants = 42	Laura Stapleton

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) *(NEXT YEAR)*	Content *(retain attendance sheets at school)*	Person responsible to collect and retain attendance sheets:
Provide a professional development on the 2018/19 SPBP for all staff	Prior to students' 1st 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.	Luke Balchaitis, Laura Stapleton, Dione Chase
Present the 2018/19 SPBP to stakeholders (parents and community)	Prior to Oct 1st, 2018 9/12/2018		
Present behavior data to staff *Quarterly: minimum of 4 each year*	1. 9/18/2018	The team will present the implementation data in 10A. Include: • the "marketing" (teaching and posting) of expectations and rules • lesson plan implementation • discipline procedures • reward system implementation The team will present the student outcome data in 10B. Include: • top 3 event locations • type of behavior incidents • core effectiveness data • classroom referral data, as well as analysis of this data.	Luke Balchaitis, Laura Stapleton, Dione Chase
	2. 11/13/2018		
	3. 2/12/2019		
	4. 5/7/2019		

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 *(put N/A in any blank spaces)*	
1.SB: Unruly/Disruptive Behavior	6. N/A
2 UB: Unsubstantiated Bullying	7. N/A
3.UP: Disruptive/Unruly Play	8. N/A
4. 01: Disobedience/Insubordination	9. N/A
5. 22: Battery	10.N/A

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. Use active listening and proper interpersonal communication skills
2. Be Respectful to Others
3. Be Respectful to the Environment
4. Be Respectful of Yourself and Others
5. Use self-regulation and self-monitoring skills

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	August 16, 2018	9:45 a.m.
January	January 8, 2019	9:45 a.m.
4th Quarter	April 2, 2019	9:45 a.m.

Who will be responsible for teaching the lesson plans?	Classroom Teacher/Support Staff
Where will the lesson plan instruction occur?	In the classroom/ Dining Room Assembly
Who is responsible for retaining, organizing and distributing all lesson plans?	Dione Chase

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. Playground	7
2. Hallway	3
3. Bus	2

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				
		IDENTIFIED LOCATIONS *Copy and paste locations from 4A.*		
		Playground	Hallway	Bus
	Copy and paste expectations from 3C.	**Rules**	**Rules**	**Rules**
School-wide EXPECTATIONS	Use active proper listening and interpersonal communication skills	Stay within view to listen for changes in directions from the teacher.	Use conversation etiquette to actively speak.	Pay attention to the rules provided by the bus driver to stay safe.
	Be Respectful to Others	Walk around games that are in session. Keep your hands and feet to yourself.	Walk in a single file line and stay to the right side.	Respect others around you, while riding the bus. Stay in your seat, keeping your hands and feet to yourself. Use quiet/inside voices when riding the bus.
	Be Respectful to the Environment	Replace equipment back to the proper place.	Work with others to maintain clean hallways and common areas.	Keep your area clean when riding the bus. Be sure to remove all belongings when you exit.
	Be Respectful to Yourself	Wait your turn and always walk away from crowded areas.	Use a voice level between 0-1.	Buckle your seatbelt (if available) and stay seated while riding the bus.
	Develop student's self-control and self-regulation skills	Follow instructions and show courtesy when playing with others.	Place hands close to the body and away from the walls.	Respect the personal space of others.

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	August 16, 2018	10:15 a.m.
January	January 8, 2019	10:15 a.m.
4th Quarter	April 2, 2019	10:15 a.m.
Who will be responsible for teaching the lesson plans?		Classroom Teacher/Support Staff/Administration
Where will the lesson plan instruction occur?		In the classroom/ Dining Room assembly

Who is responsible for retaining, organizing and distributing all lesson plans?	Dione Chase/ Luke Balchaitis

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: Playground

4 Step Problem Solving Process	Plan
1. Problem Identification: Use your behavior data to identify a school-wide problem. What problem did you identify? *(use numerical data)*	**Data used: Students are disrespecting each other by using disruptive play/behavior.** **Problem Identification: There were 7 events reported.**
2. Problem Analysis: Why do you think this problem is occurring? What is your goal? *(use a SMART goal statement with numerical data)*	**Hypothesis: Students are not remembering to actively use self-monitoring/regulation skills.** **Goal Statement:** The number of disruptive play events reported on the playground will decrease in 2018-19 by 53%.
3. Intervention Design: Describe how you will implement a positive reward program to decrease this problem.	**Type of System: Token system** **Description of System:** Students will receive positive praise from the staff for using self-monitoring coping skills appropriately. This will result in additional time spent with the teacher (including lunch bunch and additional positive experiences with the teacher). Positive examples will also be shared with the class as a model.
4. Evaluation: A. Implementation fidelity	A. How do you monitor the fidelity (consistency and effectiveness) of the **staff's** implementation of the reward program? Discussion of the program will take place at faculty meetings and grade level meetings. Topics may include community meeting ideas, positive examples and recognitions used.
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"? Anecdotal records and shared experiences amongst staff will be presented at staff and team meetings. The frequency of events reported on the playground will continue to decrease.

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" - *provide a description with example(s)*
1. Not completing work in a timely fashion	Purposely not completing work (wasting time with other preferred tasks). More than 2 times in 1 day.
2. Purposely not listening to directions	Choosing not to follow directions or listen to redirection from an adult. More than 1 time in 1 day.
3. Placing hands on peers (rough play)	Using physical touch in an inappropriate manner that may/could result in injury. More than 1 time in 1 day.
4. Cutting in line	Students attempt to move ahead of a line for various reasons. More than 2 times in 1 day
5. Interrupting others	Students talk over their peers and adults in order to be heard. More than 2 times in 1 day.
6. Being involved in peers' social and academic status	Students constantly refer to what their peers are doing and become distracted from their own tasks. More than 2 times in 1 day.

6B. Staff Managed Consequences: Create a consequence <u>menu</u> **OR** a consequence <u>hierarchy</u> for staff to use when students exhibit the above misbehaviors. Provide a minimum of **5** consequences.

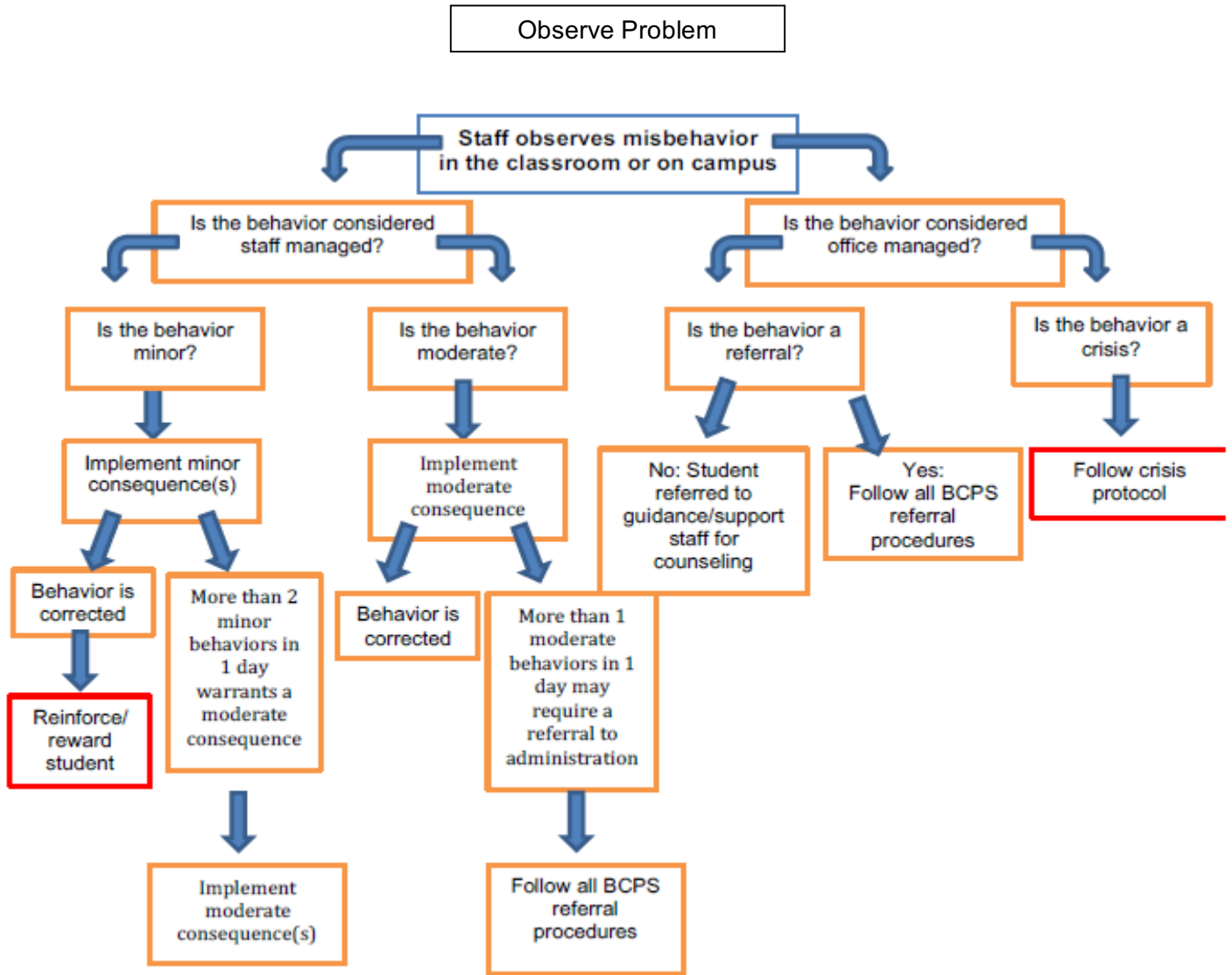| Is this a menu or hierarchy system?	☒ Menu ☐ Hierarchy
Review rules/expectation; community meeting	
Verbal Warning	
Time out	
Loss of privilege	
Parent Contact	
Student Conference/Admin	
Detention/suspension (less than 1 day)	

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" - *provide a description with example(s)*
1. Attempts to use physical force toward peers.	Use of hands and/or feet to harm peers/ using PE equipment that will result in harm: Physical touch that leads to pain or injury such as using hands, feet, or objects in an inappropriate fashion.
2. Disrespect (verbal) towards peers	Students use profane language towards peers informally and to intentionally cause offense.
3. Disrespect (verbal) towards staff	Repetitive refusal to follow directions/routines given by the staff: Student refuses to move away from their location when requested and responds to staff member in defiance.
4. Consistent disruptions in class	Verbal and nonverbal action/gestures for the purpose of gaining attention away from the teacher and class.
5. Using technology inappropriately	Students use technology to search/send/receive information nonrelated to school topics and/or for inappropriate material. Students also damage the hardware equipment by harshly pressing the keys and/or screens.
6. Repetitive staff managed misbehaviors	More than [2] misbehaviors in [1] [day] warrants an office referral. *e.g.,* *3* *half* *hour* *2* *one* *period*

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

Observe Problem

Staff observes misbehavior in the classroom or on campus

Is the behavior considered staff managed?

Is the behavior considered office managed?

Is the behavior minor?

Is the behavior moderate?

Is the behavior a referral?

Is the behavior a crisis?

Implement minor consequence(s)

Implement moderate consequence

No: Student referred to guidance/support staff for counseling

Yes: Follow all BCPS referral procedures

Follow crisis protocol

Behavior is corrected

More than 2 minor behaviors in 1 day warrants a moderate consequence

Behavior is corrected

More than 1 moderate behaviors in 1 day may require a referral to administration

Reinforce/ reward student

Implement moderate consequence(s)

Follow all BCPS referral procedures

List Staff Managed Misbehaviors from **6A**	List Office Managed Misbehaviors from **6C**
1. Not completing work in a timely fashion	1. Attempts to use physical force toward peers.
2. Purposively not listening to directions	2. Disrespect (verbal) towards peers
3. Placing hands on peers (rough play)	3. Disrespect (verbal) towards staff
4. Cutting in line	4. Consistent disruptions in class
5. Interrupting others	5. Using technology inappropriately
6. Being involved in peers' social and academic status	

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? *(Class Dojo, LEAPs, HERO, Cloud 9, etc. are tools, __not__ classroom systems)*	☐ CHAMPs* ☒ PBIS Classroom Management ☐ Administration does not expect an evidence-based classroom management system to be implemented by teachers this year *(your school will need to adopt one next year)* ☐ Other *(complete below)*
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?	☐ Yes ☒ 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? *(Measure **staff skills**, not student outcomes)*
☐ CHAMPs 7 Up Checklist
☐ CHAMPs Classroom Check Up (CCU)
☐ PBIS Classroom Assistance Tool (CAT)
☐ PBIS Walkthrough
☒ Marzano's Domain 1, Design Questions 5, 6, 7, 8, 9
☐ Fidelity of staff classroom management implementation is not monitored to determine training needs this year *(you will need to adopt a tool and plan next year)*
☐ Other *(specify):*
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: *(3-4 sentences)* Administration reviews data collected from Design Questions 5,6,7,8,9. Current data trends are discussed with the leadership team. Individual needs are discussed through post conferences.

7C. Percentage of Classroom Referrals:
(a) Review your classroom data YTD ("Events by Location") in BASIS 3.0 Behavior Dashboard.
(b) Complete <mark>the yellow highlighted cells first.</mark>
(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**:	16
Total number of **school-wide** discipline referrals:	52
% of referrals in the classroom:	31%
Do more than 40% of your referrals come from the classroom?	☐ Yes ☒ 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:	678		
# Referrals		% of Total Population	Core Effectiveness	
0 - 1 referral		99%	Are your 0 – 1 referrals > 80%?	☒Yes ☐No
2 - 5 referrals (at risk students)	9	1%	Are your 2 - 5 referrals <15%?	☒Yes ☐No
> 5 referrals (high risk students)	0	0%	Are your >5 referrals <5%?	☒Yes ☐No

8B. Core Effectiveness Plan:

If all 3 are "**Yes**", your core is effective. Is your core behavior curriculum effective?	☒Yes ☐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: *(3-4 sentences)*
Current at risk students will meet with administration and support staff during the first week of school to create a personal goal/behavior contract. This plan will be shared with their parents and teachers to ensure all stakeholders are aware of the goals, expectations, and consequences. At risk students will be provided mentors (teachers, support staff, and volunteers) to continually reflect on their progress, as well as provide resources and strategies to improve their behavior.

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	64	73	9	☒Yes	☐No
Hispanic/Latin	8	4	-4	☐Yes	☒No
White	24	21	-3	☐Yes	☒No

8D. Disproportionality Plan: If any values are positive, the percentage of referrals contributed to that subgroup is24 higher than expected, given that subgroups' percentage in the student population.

If all 3 are "**No**", disproportionality is not indicated. Are all 3 "No"?	☐Yes	☒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:
An adult mentoring group will be established with both staff members and outside community members that include representatives from the subgroup in need. This will provide social emotional support leading to positive behaviors. The mentoring group will meet quarterly with administration and support staff to review progress.

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. <mark>(Complete only the yellow highlighted area at this time)</mark>. 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

Month	Action Step ☒ check when Action completed	Completed: Person Responsible Name & Title
Current	☒ **This Action Plan has been saved to use *next year* during quarterly meetings**	**Laura Stapleton, Magnet Coordinator**
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**	**Luke Balchaitis, Assistant Principal**
Pre Planning 2018	☐ Print up your SPBP Review and school score from OSPA ☐ Provide SPBP presentation to all staff during Pre Planning ☐ Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders ☐ Market and post school-wide Expectations and location-specific Rules (posters, PSAs, etc.) ☐ Identify your RtI Instructional Facilitator provided by the district (Contact tyyne.hogan@browardschools.com for more information, if you are unsure) ☐ Confirm 1st team meeting date and time	Click here to enter NAME & title.

August 1st meeting	☐ Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP
	☐ 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/
	☐ 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
	☐ Present implementation data, behavior data, team activities and progress to entire staff
	☐ Utilize the 4 Step Problem Solving Process to develop initial interventions
	☐ Review previous year's SPBP and feedback form
	☐ Verify and implement teaching schedule for SPBP Expectations and Rules behavior lesson plans
		Click here to enter NAME & title

September	☐ Provide stakeholder presentation on SPBP prior to October 1 ☐ 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 2nd meeting	☐ Ensure instructional staff know how to (and are, as needed) enter Tier 1 Supplemental Strategies for behavior in BASIS ☐ Present implementation data, behavior data, team activities and progress to entire staff	Click here to enter NAME & title.
November	☐ Staff to re-teach Expectations and Rules first day back from break. ☐ Team to develop new and/or improved lesson plans as indicated by behavior data.	Click here to enter NAME & title
January 2019 3rd meeting Prepare for 2019/20 SPBP	☐ Staff to re-teach Expectations and Rules first day back from break ☐ Ensure the Principal signs in and watches the *new* SPBP Brainshark: Due January 30th ☐ Present implementation data, behavior data, team activities and progress to entire staff ☐ Choose team members and dates to work on, complete, and submit the *new* SPBP ☐ 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	☐ Ensure progress towards completion of SPBP ☐ Check on recently hired staff for PBIS understanding - provide "PBIS 101" Brainshark resource ☐ Provide the SPBP Surveymonkey link to all staff (optional). Email Tyyne.hogan@browardschools.com to request analysis.	Click here to enter NAME & title
March 4th meeting	☐ Ensure progress towards completion of SPBP ☐ Provide staff presentation and vote on new SPBP for next year ☐ Provide stakeholders/parent presentation on new SPBP for next year ☐ Present implementation data, behavior data, team activities and progress to entire staff	Click here to enter NAME & title
April	☐ Submit your SPBP in OSPA by April 30th every year	Click here to enter NAME & title

SPBP Team Implementation Action Plan 2018 - 2019

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 **measureable** 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 classroom teachers will have rules and expectations posted in traditional and/or technological means, Area specific (cafeteria, bathroom, etc.) will also be posted prior to the 2018-19 school year. Administration will observe and record data on this expectation, then report the findings during a professional development.	Refer to **quarterly** presentation dates in 2B.	Luke Balchaitis
Behavior lesson plans are being taught as written and when indicated	100% of classroom teachers will have behavioral lesson plans in their plan binders. Teacher will then discuss/share experiences implementing them during their team meetings. Meeting notes will be collected and responded to by administration.	This is the data the team will be sharing during presentations. 9/18/2018 11/13/2018 2/12/2019 5/7/2019	Cynthia Felton/Luke Balchaitis
Discipline consequences and **flow chart** are being used by all staff as written	All staff members will be introduced to the flow chart. Questions/reflections will be discussed at future team meetings/PLC. Flow chart will be accessible on school based Sharepoint.		Luke Balchaitis
A **reward system** is being implemented for _all_ students			Laura Stapleton

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 **measureable** 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	Reduction of incidents by 10% each quarter found in 3A. At- risk students with repetitive incidents (2-5) will decrease by the end of the 2018-19 school year.	Refer to **quarterly** presentation dates in 2B. This is the data the team will be sharing during presentations. 9/18/2018 11/13/2018 2/12/2019 5/7/2019	Luke Balchaitis
See critical element 4A • **Top 3 event locations** data	Reduction of incidents of 25% per top locations by mid- year and another 25% by the end of the year.		Luke Balchaitis
See critical element 8 • **Core effectiveness** data	Reduction of disproportionality of 50 % in the subgroups by the end of the school year.		Luke Balchaitis
See critical element 7A • **Grade Level/Classroom referrals** data	High- risk students will remain at 0% of total core effectiveness and at risk students will be reduced by 1 student.		Luke Balchaitis

13