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:	Fox Trail Elementary
School Number:	3531
SPBP Contact Name:	Jennifer McGreevy
Direct Phone Number:	754-323-5808

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 <u>ongoing team meetings</u> and <u>participation in developing this SPBP</u>. 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?
Jennifer McGreevy	Assistant Principal/SPBP Point of Contact	Administration
Lynn Burgess	Principal	Administration
Suzanne Nelson	Assistant Principal	Administration
Ashley Farina	Teacher	KG
Marie Nanni	Parent/Community Representation	SAC
Diane Hamilton	Teacher/BTU Representative	BTU
Donna Bleich	Teacher	1st
Jennifer Viola	Teacher	2nd
Nicole Berg	Teacher	3rd
Jackie Alberico	Teacher	4th
Peggy Cummins	Teacher	5th
Teresa Vegiard	Teacher	ESE
Jennifer Hamel	Teacher	Professional Development Team
Philippe Wells	Teacher	Equity Liaison

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:
9/11/2018	Team Leader Meeting 8:00 AM-2:00 PM	Assistant Principals: McGreevy and Nelson	1. Create and disseminate updated Expectations and Rules lesson plans (#3 and #4)
11/13/2018	Team Leader Meeting 8:00 AM-2:00 PM	Assistant Principals: McGreevy and Nelson	2. Review progress of Implementation Action Plan (#9)
2/2/2018	Team Leader Meeting 8:00 AM-2:00 PM	Assistant Principals: McGreevy and Nelson	3. Collect & analyze implementation data (#10A)
4/16/2018	Team Leader Meeting 8:00 AM-2:00 PM	Assistant Principals: McGreevy and Nelson	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	4/24/2018	# of participants = 79	McGreevy
Held a *faculty* vote on the new SPBP (for SY 2018/19)	4/24/2018	% approved = 100%	McGreevy
Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community)	4/16/2018	# of participants = 18	McGreevy

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: 8/8/2018	The team will present the updates in the SPBP for the 18/19 school year. All stakeholders will be provided with access to the SPBP. Feedback will be collected for future team meetings.	McGreevy and Nelson
Present the 2018/19 SPBP to stakeholders (parents and community)	Prior to Oct 1st, 2018 9/17/2018		
Present behavior data to staff *Quarterly: minimum of 4 each year*	1. 10/19/2018	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.	McGreevy and Nelson
	2. 1/7/2019		
	3. 3/22/2019		
	4. 6/5/2019		

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.Unruly/Disruptive Behavior	6. Out of Assigned Area
2.Disobedience/Insubordination	7. Fight/Minor
3.Unruly/Disruptive Play	8. Assault/Threat
4.Level 2 Bus Violation	9. Weapons Class B
5. Insulting/Profane/Obscene Language	10. Technology Inappropriate Use (1)

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 responsible for your choices (Be Proactive, Begin with the End in Mind, Put First Things First)
2. Be respectful to yourself and others (Think Win-Win, Synergize, Seek First to Understand, Then to be Understood)
3. Be safe at all times (Be Proactive, Think Win-Win)
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 <u>one lesson plan for **each** school-wide expectation above</u> and distribute to teachers during pre-planning 2018-19. Develop additional lesson plans you will use throughout the year to re-teach and reinforce your school-wide expectations. *You do not need to submit your lesson plans with the SPBP. Retain all behavior lesson plans at the school; make sure these lesson plans are available for guests and stakeholders.*

When will school-wide expectations lesson plans be taught?		
	Date(s)	Time:
August	8/15/18 - 8/24/18	Any 30-minute block during each day
January	1/8/19 - 1/11/19	Any 30-minute block during each day
4th Quarter	4/1/19-4/5/19	Any 30-minute block during each day

Who will be responsible for teaching the lesson plans?	Classroom Teacher
Where will the lesson plan instruction occur?	Classroom
Who is responsible for retaining, organizing and distributing all lesson plans?	McGreevy

August: The First 8 Days of School Lesson Plans from The Leader in Me
https://theleaderinmeonline.org/en/student-learning/lesson-plans/first-8-days.html

Other Lessons: See individual lesson plans in binder

CRITICAL ELEMENT #4: Location-based Rules

4A. List the **top 3 locations** for behavior <u>Events</u> YTD from BASIS 3.0 Behavior Dashboard**. *Do not use "classroom"***

Top 3 Locations	
School Location	# Incidents
1.Hallway	15
2.Cafeteria	12
3.Bus	11

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 <u>rule</u> that correlates with every expectation to create a <u>maximum</u> 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.*		
		Hallway	Cafeteria	Bus
		Rules	**Rules**	**Rules**
	Be responsible for your choices	Walk in the hallway, Use the right side of the stairways and halls (stay tight to the right)	Clean up your area before you leave Only talk to our friends at our table	Listen to and follow directions from Bus Operator
	Be respectful to yourself and others	Keep your hands, feet, and objects to yourself	Keep your hands, feet, and objects to yourself Use good table manners	Keep your hands, feet, and objects to yourself
	Be safe at all times	Go directly to your assigned destination	Remain seated and raise your hand for help	Stay seated while the bus is in motion

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). **<u>ACTION:</u>** Create at least <u>one lesson plan for **each** location above</u> and distribute to teachers during pre-planning 2018-19. Develop additional lesson plans you will use throughout the year to re-teach and reinforce your location-specific rules. *You do not need to submit your lesson plans with the SPBP. Retain all behavior lesson plans at the school; make sure these lesson plans are available for guests and stakeholders.*

When will location-specific rules lesson plans be taught?		
	Date(s)	Time:
August	8/15/18 - 8/24/18	Any 30-minute block during each day
January	1/8/19 - 1/11/19	Any 30-minute block during each day
4th Quarter	4/1/19-4/2/19	Any 30-minute block during each day

Who will be responsible for teaching the lesson plans?	Classroom Teacher
Where will the lesson plan instruction occur?	Classroom
Who is responsible for retaining, organizing and distributing all lesson plans?	McGreevy

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. <u>Based on the data</u> that led to this expectation or location, create a reward plan using the 4 Step Problem Solving Process:

Expectation or Location: Cafeteria

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:** 12 Referrals in 17-18 vs 6 Referrals from 16-17 **Problem Identification:** Office referrals for the cafeteria have doubled since last year.
2. Problem Analysis: Why do you think this problem is occurring? What is your goal? *(use a SMART goal statement with numerical data)*	**Hypothesis:** The time students are in the cafeteria is unstructured and the ratio of adults to children is higher than any other area of our campus. **Goal Statement:** By the end of the 2018-19 school year, our goal is to reduce the number of office referrals during the times that students are in the cafeteria.
3. Intervention Design: Describe how you will implement a positive reward program to decrease this problem.	**Type of System: Point System** **Description of System:** Classes that follow the rules in the cafeteria will earn points daily. Classes can earn 6 points each day for adhering to all rules and expectations. Individual class positive cafeteria recording sheets will be provided to each teacher, so they can be brought to the cafeteria daily. These sheets will notify teachers of points earned as well as infractions occurred. Classes that earn 6 points every day of the week will be rewarded publicly on the morning announcements by an administrator. Classes that earn 6 points all month will earn a popcorn party. PTSA popcorn committee will make and distribute the popcorn to classrooms.
4. Evaluation: A. Implementation fidelity	**A.** How do you monitor the fidelity (consistency and effectiveness) of the **<u>staff's</u>** implementation of the reward program? Lunchroom monitors will record points earned on a master chart as well as on the individual class sheet. The class sheet will serve as a communication tool with the classroom teacher. This laminated sheet has room for the daily score as well as space for extra notes. Mrs. Nelson will collect the sheets to determine those classes that have received the 6 points and also see any classes that may need assistance or reteaching.
B. Student outcome monitoring	**B.** How will you know if the reward program is positively impacting **<u>students</u>**? What measurable data will you use to determine "success"? Weekly, Mrs. Nelson will publicly announce the classes that earn 6 points every day in the cafeteria. These classes will earn a popcorn party. By March 2019, we will have less than 8 referrals in the cafeteria.

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.Physical Contact	Not keeping hands, feet, and objects to themselves, horseplay, accidental
2.Disruptive Behavior	Making noises, not respecting property or personal space, out of seat, playing, off-task
3.Disrespect	Tone, attitude, talking back
4.Defiance	Refuses to follow rules and expectations, telling adults no when asked to comply, refusal to do a specified task
5.Minor Aggression	Grabbing, anger outburst
6.Inappropriate Language	Not using kind words, cursing

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.

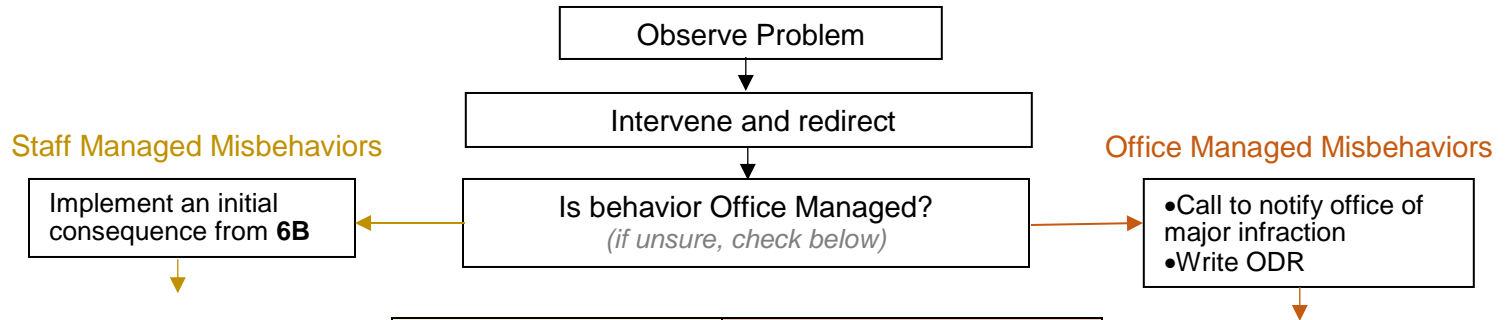| Is this a menu or hierarchy system?	☒ Menu ☐Hierarchy
Verbal Warning/Redirection	
Student Conference/Re-teach expectation	
Time Out/Reflection	
Loss of Privilege	
Parent Conference/Contact Parent	

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. Disobedience/Insubordination	Aggressively and/or repeatedly refusing to follow school rules and expectations. Telling an adult "no" when asked to comply. Multiple reminders are ineffective.
2. Disruptive/Unruly Play	Unruly play that interferes or disrupts the learning environment, examples: noise making, playing with toys/gadgets after being told to put away
3. Defiance of authority	Repeated and continued direct refusal to authority/staff and interventions are not changing the behavior. Parent has been contacted about behavior previously.
4. Disruptive/Unruly Behavior	Unruly behavior or insubordinate conduct that interferes with or disrupts the learning environment.
5. Insulting/Profane/Obscene Language	Use of insulting, abusive, profane, obscene, or vulgar language in any form (verbal, written, or gestures). This includes racially or sexually offensive conduct that does not have the potential to escalate into a disruption on campus or a substantial disruption of the learning environment.
6. Repetitive staff managed misbehaviors	More than [3] misbehaviors in [1] [week] 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

↓

Intervene and redirect

↓

Staff Managed Misbehaviors

Implement an initial consequence from **6B** ← Is behavior Office Managed? *(if unsure, check below)* → **Office Managed Misbehaviors**

- Call to notify office of major infraction
- Write ODR

List Staff Managed Misbehaviors from **6A**	List Office Managed Misbehaviors from **6C**
1.Physical Contact	1. Disobedience/Insubordination
2.Disruptive Behavior	2. Disruptive/Unruly Play
3.Disrespect	3. Defiance of authority
4.Defiance	4. Disruptive/Unruly Behavior
5.Minor Aggression	5. Insulting/Profane/Obscene Language
6.Inappopriate Language	6. Repetitive staff managed misbehaviors

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: Administration will analyze data from iObservation Design Questions 5-9 on a quarterly basis to determine if elements are in the Applying and above range. For those teachers who score Developing and lower in Design Question 6 and/or 7 additional coaching and possibly training will be offered. In addition, if the data shows that certain elements in Domains 5-9 are not scored at all, this could indicate lack of implementation of the management system. These elements will be looked at more closely if needed.

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**:	50
Total number of **school-wide** discipline referrals:	65
% of referrals in the classroom:	43%
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:	1256				
# Referrals		% of Total Population	Core Effectiveness		
0 - 1 referral		99%	Are your 0 – 1 referrals > 80%?	☒Yes	☐No
2 - 5 referrals (at risk students)	11	1%	Are your 2 - 5 referrals <15%?	☒Yes	☐No
> 5 referrals (high risk students)	7	1%	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: Administration will identify at-risk and high-risk students from the 2017-18 school year and ensure they are appropriately placed with teachers that will match their needs for the 2018-19 school year. At the beginning of the 2018-19 school year, administration will meet with these students to discuss a positive behavior plan for the year as well as set behavior goals. Administration will monitor these students monthly and address the needs of any new students that become at-risk or high-risk.	

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	2	1	-1	☐Yes	☒No
Hispanic/Latin	53	69	16	☒Yes	☐No
White	41	29	-12	☐Yes	☒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"?	☐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: We are collaborating with Western High School to implement mentoring for some of our targeted Hispanic students. This program is called Latinos in Action. Western HS will be sending 25-30 students once a week to work with selected students in our school beginning in October of 2018.		

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** ☒ *check when Action completed*	**Completed:** Person Responsible Name & Title
Current	☒ **This Action Plan has been saved to use *next year* during quarterly meetings**	**Jennifer McGreevy** **Assistant Principal**
Current	☒ **Create a SPBP binder or portfolio to retain (for 2 years) hard copies of: your SPBPs, Action Plans, staff PBIS professional development attendance, stakeholder training attendance, quarterly meeting agendas, quarterly staff behavior presentations, voting attendance and outcome, Expectation lesson plans and Rules lesson plans**	**Jennifer McGreevy** **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 <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/
	☐ 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 <u>Principal signs in</u> 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

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	At the end of every quarter, 100% of hallways, cafeteria, and all classrooms will have at least 2 posters of Expectations and Rules posted.	Refer to **quarterly** presentation dates in 2B. This is the data the team will be sharing during presentations.	Assistant Principals: McGreevy and Nelson
Behavior lesson plans are being taught as written and when indicated	100% of staff will teach the behavior lesson plans during the times indicated in this plan as evidenced by classroom walkthroughs.		Assistant Principals: McGreevy and Nelson
Discipline consequences and **flow chart** are being used by all staff as written	Discipline consequences and the flow chart are being used by all staff as written as evidenced by the ODRs in BASIS.		Assistant Principals: McGreevy and Nelson
A **reward system** is being implemented for _all_ students	A Tier 1, Classroom Positive Behavior Chart, is posted and being utilized by 100% of instructional staff as evidenced by classroom walkthroughs.		Assistant Principals: McGreevy and Nelson

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	At the end of every quarter, there will be 10% fewer student referrals in unruly/disruptive behavior..	Refer to **quarterly** presentation dates in 2B. This is the data the team will be sharing during presentations.	Assistant Principals
See critical element 4A • **Top 3 event locations** data	At the end of every quarter, there will be 10% fewer referrals from the cafeteria.		Assistant Principals
See critical element 8 • **Core effectiveness** data	By May 2018, we will have decreased our total students who are considered at-risk (11) and high-risk (7) for referrals as evidenced by data from BASIS.		Assistant Principals
See critical element 7A • **Grade Level/Classroom referrals** data	By the end of every quarter, there will be 10% fewer referrals in the classroom.		Assistant Principals