

**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:**

<b>School Name:</b>	Heron Heights Elementary
<b>School Number:</b>	3961
<b>SPBP Contact Name:</b>	Jennifer Glancy
<b>Direct Phone Number:</b>	(754) 322-9153

**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?
Jennifer Glancy	Assistant Principal/ SPBP Point of Contact	Administration
Shakira Celestin	School Counselor	School Counselor
Patricia Victoria	Teacher	Art Specials
Theresa Pratt	Teacher	Kindergarten / Parent
Heather Randazzo	Teacher	1 <sup>st</sup> Grade / Parent
Shalonda McWhorter	Teacher / SAC Chair	2 <sup>nd</sup> Grade
Adam Sage	Teacher	3 <sup>rd</sup> Grade
Luis Rolon	Teacher	4 <sup>th</sup> Grade
Chrissy Abrams	Teacher	5 <sup>th</sup> Grade / Parent
Stephanie Irwin	Teacher	K/1 Multiage / Community Member

**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:
10/17/2018	2:15-3:00 p.m.	Jennifer Glancy, AP	1. Create and disseminate updated Expectations and Rules lesson plans (#3 and #4) 2. Review progress of Implementation Action Plan (#9) 3. Collect & analyze implementation data (#10A) 4. Collect & analyze student outcome data (#10B)
12/19/2018	2:15-3:00 p.m.	Jennifer Glancy, AP	
3/20/2019	2:15-3:00 p.m.	Jennifer Glancy, AP	
5/9/2019	2:15-3:00 p.m.	Jennifer Glancy, AP	

**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:

<b>Action Steps:</b>	<b>Date</b> <i>(Between Jan 15 – April 30, 2018)</i>	<b>Details</b> <i>(retain attendance sheets at school)</i>	<b>Person responsible to collect and retain attendance sheets:</b>
Presented the <i>new</i> SPBP (for SY 2018/19) to staff	4/18/2018	# of participants = 70	Jennifer Glancy
Held a <i>faculty</i> vote on the new SPBP (for SY 2018/19)	4/20/2018	% approved = 79%	Jennifer Glancy
Presented the <i>new</i> SPBP (for SY 2018/19) to stakeholders (parents and community)	4/23/2018	# of participants = 8	Shalonda McWhorter

**2B.** Action Steps to be completed next year (SY 2018/19) to increase faculty and stakeholder understanding and knowledge of your SPBP:

<b>Action Steps:</b>	<b>Date(s)</b> <i>(NEXT YEAR)</i>	<b>Content</b> <i>(retain attendance sheets at school)</i>	<b>Person responsible to collect and retain attendance sheets:</b>
Provide a professional development on the 2018/19 SPBP for all staff	Prior to students' 1 <sup>st</sup> 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.	Jennifer Glancy
Present the 2018/19 SPBP to stakeholders (parents and community)	Prior to Oct 1 <sup>st</sup> , 2018 9/17/2018		
Present behavior data to staff <i>Quarterly: minimum of 4 each year</i>	1. 10/19/2018	The team will present the <u>implementation data</u> in 10A. Include: <ul style="list-style-type: none"> <li>• the “marketing” (teaching and posting) of expectations and rules</li> <li>• lesson plan implementation</li> <li>• discipline procedures</li> <li>• reward system implementation</li> </ul> The team will present the <u>student outcome data</u> in 10B. Include: <ul style="list-style-type: none"> <li>• top 3 event locations</li> <li>• type of behavior incidents</li> <li>• core effectiveness data</li> <li>• classroom referral data, as well as analysis of this data.</li> </ul>	Jennifer Glancy
	2. 1/7/2019		
	3. 3/22/2019		
	4. 5/16/2019		

## CRITICAL ELEMENT # 3: School-wide Expectations

**3A.** List the **top 10 behavior incidents** data YTD from BASIS 3.0 Behavior Dashboard:

Top 10 Behavior Incidents <i>(put N/A in any blank spaces)</i>	
1. Level 3 Bus Violations	6. NA
2. Disruptive Unruly Play	7. NA
3. Unruly / Disruptive Behaviors	8. NA
4. Disobedience / Insubordination	9. NA
5. NA	10. NA

**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 Safe
2. Be Respectful
3. Be Responsible
4. NA
5. NA

**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 15th-31 <sup>st</sup> , 2018	1:25-1:55 p.m.
January	January 8-18 <sup>th</sup> , 2019	1:25-1:55 p.m.
4 <sup>th</sup> Quarter	April 1-12 <sup>th</sup> , 2019	1:25-1:55 p.m.
Who will be responsible for teaching the lesson plans?		Teachers K-5
Where will the lesson plan instruction occur?		Classroom
Who is responsible for retaining, organizing and distributing all lesson plans?		Jennifer Glancy

**CRITICAL ELEMENT #4: Location-based Rules**

**4A.** List the **top 3 locations** for behavior Events YTD from BASIS 3.0 Behavior Dashboard. **Do not use “classroom”**

Top 3 Locations	
School Location	# Incidents
1. Bus Stop	5
2. Playground	3
3. Cafeteria	3

**4B.** Create an Expectations/Rules Matrix from your 3-5 school-wide expectations and your top 3 event locations. Develop a positively stated, observable, and measurable rule that correlates with every expectation to create a maximum of 5 rules under each location.

Expectations and Rules Matrix				
School-wide EXPECTATIONS	Copy and paste expectations from 3C.	IDENTIFIED LOCATIONS <i>Copy and paste locations from 4A.</i>		
		Bus	Playground	Cafeteria
		Rules	Rules	Rules
	Be Safe	Sit on your bottom facing forward with feet flat on the ground.	Using the playground equipment properly.	Sit on your bottom facing forward with feet flat on the floor.
	Be Respectful	Listening and following all of the rules from the bus driver.	Include all classmates in games and activities. Use the buddy bench if you need someone to play with.	Clean up after yourself.
	Be Responsible	Make sure you have all your items before you get on or exit the bus.	Take care of the playground equipment.	Bring your lunch card, lunch money or lunch box to the cafeteria.
NA	NA	NA	NA	
NA	NA	NA	NA	

**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 13-31, 2018	1:25-1:55 p.m.
January	January 11-18, 2019	1:25-1:55 p.m.
4 <sup>th</sup> Quarter	April 5-12, 2019	1:25-1:55 p.m.

Who will be responsible for teaching the lesson plans?	Teacher K-5
Where will the lesson plan instruction occur?	Classroom
Who is responsible for retaining, organizing and distributing all lesson plans?	Jennifer Glancy

## 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: Be Respectful

4 Step Problem Solving Process	Plan
<b>1. Problem Identification:</b> Use your behavior data to identify a school-wide problem. What problem did you identify? <i>(use numerical data)</i>	<b>Data used:</b> Referrals  <b>Problem Identification:</b> Based on the 13 referrals that were documented in BASIS last year, students demonstrated a lack of respect in the cafeteria, playground, and on the bus.
<b>2. Problem Analysis:</b> Why do you think this problem is occurring? What is your goal? <i>(use a SMART goal statement with numerical data)</i>	<b>Hypothesis:</b> This problem is occurring because of an increased need to provide social emotional learning strategies that will aide in the development of positive character traits.  <b>Goal Statement:</b> By June 4, 2019, there will be a 5% decrease in the number of referrals written from the previous year.
<b>3. Intervention Design:</b> Describe how you will implement a positive reward program to decrease this problem.	<b>Type of System:</b> <b>Lottery</b>  <b>Description of System:</b> Students who are caught being respectful around campus will be given a "Caught being good" ticket. At the end of the month 2 students from each grade level will be pulled for a special activity. This could be lunch bunch, recess time, game time, or another activity with a teacher or administration.
<b>4. Evaluation:</b> A. Implementation fidelity	<b>A. How do you monitor the fidelity (consistency and effectiveness) of the <u>staff's implementation of the reward program</u>?</b> Each staff member will be given 10 tickets a month to hand out to students outside of their classroom (ex. Hallway, cafeteria, playground, arrival and dismissal areas, etc..) At the end of the month we will total the amount of tickets collected. Each month we will see a 5% increase of the tickets passed out to students.
B. Student outcome monitoring	<b>B. How will you know if the reward program is positively impacting <u>students</u>? What measurable data will you use to determine "success"?</b> We will know our reward program is working because the number of referrals written each quarter will decrease and the amount of tickets totaled each month will increase.

## CRITICAL ELEMENT #6 Effective Discipline Procedures

**6A. Staff Managed Misbehaviors:** List the top 6 *most common* school-wide misbehaviors **staff are expected to manage**. Write a short, objective, and measurable definition for each.

Staff Managed Misbehaviors	
Misbehavior	"Looks Like" - <i>provide a description with example(s)</i>
1. Not keeping hands/feet to themselves	Pushing others, playing rough, or putting their hands on others.
2. Not following classroom rules	Calling out, talking while others are talking, getting out of seat without permission
3. Inappropriate use of technology	Going on social media sites, texting, or using the phone
4. Name Calling	Cursing, derogatory language, teasing
5. Not following procedures	Not following center rotations, bathroom procedures, classroom procedures
6. Vandalism	Writing on desks, writing on the amphitheater wall.

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

Is this a menu or hierarchy system?	<input checked="" type="checkbox"/> Menu <input type="checkbox"/> Hierarchy
Redirect their behavior	
2 <sup>nd</sup> Warning- redirect the behavior	
Teacher/Student conference	
Sensory/Reflection corner	
Parent Notification (Phone call, email, conference)	

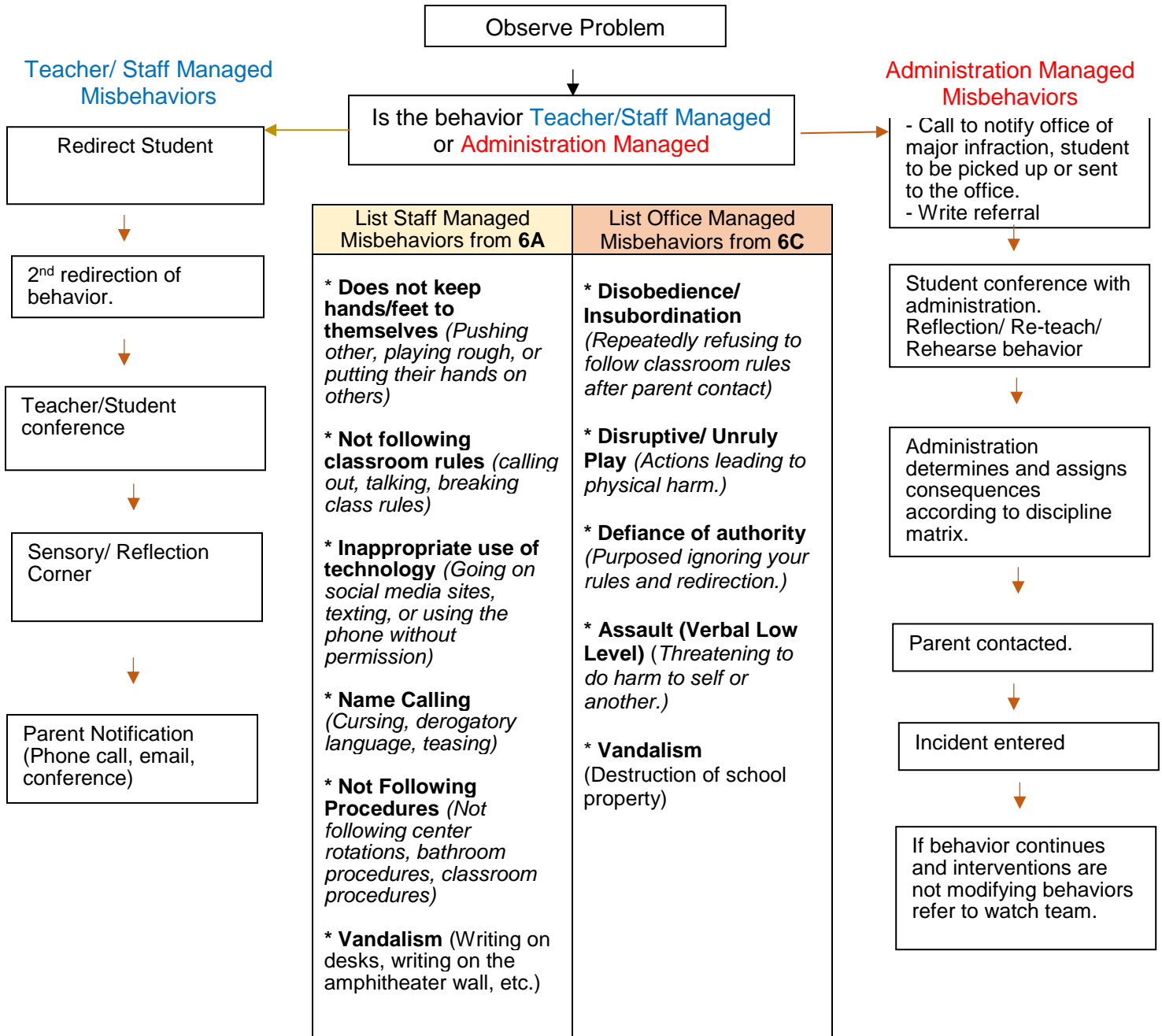
**6C. Administration Managed Misbehaviors:**

- (a) Define the first 3 behaviors by providing examples that clearly identify the point at which the misbehavior warrants an Office Discipline Referral (ODR).
- (b) List two additional common school-wide misbehaviors that will result in an ODR. Provide concrete examples.
- (c) Determine staff tolerance level for repetitive misbehaviors (the point at which the number of staff-managed misbehaviors becomes an ODR).

Office Discipline Referrals (ODRs)	
Behavior	"Looks Like" - <i>provide a description with example(s)</i>
1. Disobedience/Insubordination	Repeatedly refusing to follow classroom rules after parent contact.
2. Disruptive/Unruly Play	Actions leading to physical harm.
3. Defiance of authority	Purposed ignoring your rules and redirection.
4. Assault (Verbal Low Level)	Threatening to do harm to self or another.
5. Vandalism	Destruction of school property
6. Repetitive staff managed misbehaviors	More than <span style="border: 1px solid black; padding: 2px 5px;">5</span> misbehaviors in <span style="border: 1px solid black; padding: 2px 5px;">1</span> <span style="border: 1px solid black; padding: 2px 5px;">week</span> warrants an office referral.  <i>e.g.,      3                      half              hour</i> <i>              2                      one             period</i>

6D. School-wide Discipline Flow Chart:

Student Behavior Discipline Flow Chart



## CRITICAL ELEMENT # 7 : Classroom Management Systems

### 7A. ALL teachers implement an effective Tier 1 classroom management system:

Which <b>evidence-based</b> classroom management system is supported by your school's administration and is expected to be implemented school-wide? <i>(Class Dojo, LEAPs, HERO, Cloud 9, etc. are tools, <u>not</u> classroom systems)</i>	<input type="checkbox"/> CHAMPs* <input type="checkbox"/> PBIS Classroom Management <input checked="" type="checkbox"/> Administration does not expect an evidence-based classroom management system to be implemented by teachers this year <i>(your school will need to adopt one next year)</i> <input type="checkbox"/> Other <i>(complete below)</i>
If other, name the <b>evidence-based classroom management system</b> :	Click here to enter name of system.
*CHAMPs is the district-supported, evidence-based universal classroom management system for all teachers. Would your Principal like to be contacted to learn about CHAMPs professional development?	<input type="checkbox"/> Yes <input type="checkbox"/> No

### 7B. Fidelity of **staff** implementation of school-wide classroom management systems

What data collection tool does your school leadership team use to monitor and evaluate your teacher's classroom management skills? <i>(Measure <b>staff skills</b>, not student outcomes)</i>
<input type="checkbox"/> CHAMPs 7 Up Checklist
<input type="checkbox"/> CHAMPs Classroom Check Up (CCU)
<input type="checkbox"/> PBIS Classroom Assistance Tool (CAT)
<input type="checkbox"/> PBIS Walkthrough
<input checked="" type="checkbox"/> Marzano's Domain 1, Design Questions 5, 6, 7, 8, 9
<input type="checkbox"/> Fidelity of staff classroom management implementation is not monitored to determine training needs this year <i>(you will need to adopt a tool and plan next year)</i>
<input type="checkbox"/> Other <i>(specify):</i>
Explain how this data is collected and analyzed by your school leadership team as a <b>universal screening</b> <u>across teachers</u> to determine the need for classroom management training:
Fidelity of Implementation Plan: Teachers earning applying or innovating in Design Questions 5, 6, 7, 8, 9 will increase 5% each semester.

### 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 <b>from classrooms</b> :	<b>5</b>
Total number of <b>school-wide</b> discipline referrals:	<b>13</b>
% of referrals in the classroom:	28%
Do more than 40% of your referrals come from the classroom?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

**If >40% of discipline referrals come from the classroom, it suggests Tier 1 classroom management implementation may need to be strengthened school-wide.**



**CRITICAL ELEMENT # 8: Data Collection and Analysis**

**8A. Determine your School-wide Core Effectiveness YTD** from the BASIS Behavior Dashboard in the “Referrals per Student” chart.

- (a) Complete **the yellow highlighted cells first.**
- (b) Auto-calculate the “% of Total Population” by clicking on each “!Zero Divide” in the cells and pressing “Fn + F9”.
- (c) Determine if the core is effective in all three areas

TOTAL Population:	1125			
# Referrals		% of Total Population	Core Effectiveness	
0 - 1 referral		100%	Are your 0 – 1 referrals > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2 - 5 referrals (at risk students)	3	0%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
> 5 referrals (high risk students)	1	0%	Are your >5 referrals <5%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

**8B. Core Effectiveness Plan:**

If <u>all 3</u> are “Yes”, your core is effective. Is your core behavior curriculum effective?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Answer <b>either</b> (a) or (b):	
(a) If you answered “Yes”, although your core is effective, what plan does your school leadership team implement for early identification of at risk and high risk students?	
(b) If you answered “NO”, indicate the supports and interventions your school leadership team will implement at the beginning of the next school year to improve core strength:	
Core Effectiveness Plan: <i>At the beginning of the year, the assistant principal will monitor the students who have had more than 2 referrals a year. The AP will pull the referral data monthly to review.</i>	

**8C. Disproportionality: Determine if there are any issues within subgroups** from BASIS 3.0 Behavior Dashboard in the “Referrals by Demographics” chart.

- (a) Complete **the yellow highlighted cells first.**
- (b) Auto-calculate the difference by clicking on each “0” in the next cell and pressing “Fn + F9”.

Subgroups	(PctPop - Green) % of students	(PctRef - Blue) % of referrals	Difference in referral composition	Positive value suggests disproportionality (Is the value positive?)
Black	7	10	3	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Hispanic/Latin	7	10	3	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
White	60	38	-22	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

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

If <u>all 3</u> are “No”, disproportionality is not indicated. Are all 3 “No”?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Answer <b>either</b> (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: Classroom teachers will follow the discipline flow chart. The discipline committee will review the information quarterly.	

## Critical Elements # 9: SPBP Implementation Planning

This form provides a timeline to complete best practices and required actions. This timeline should drive team actions and accountability. As you implement your SPBP *NEXT* year, check off **completed items** and indicate the accountable person. **(Complete only the yellow highlighted area at this time)**. Next year, you will upload this completed plan within your SPBP.

Required actions for all schools in Broward County

Best Practices for all schools in Broward County

Resources



SPBP Team Implementation Action Plan 2018 - 2019		
Month	Action Step <i><input checked="" type="checkbox"/> check when Action completed</i>	Completed: Person Responsible Name & Title
Current	<input type="checkbox"/> This Action Plan has been saved to use <i>next year</i> during quarterly meetings	Jennifer Glancy; Assistant Principal
Current	<input type="checkbox"/> Create a SPBP binder or portfolio to retain (for 2 years) hard copies of: your SPBPs, Action Plans, staff PBIS professional development attendance, stakeholder training attendance, quarterly meeting agendas, quarterly staff behavior presentations, voting attendance and outcome, Expectation lesson plans and Rules lesson plans	Jennifer Glancy; Assistant Principal
Pre Planning 2018	<input type="checkbox"/> Print up your SPBP Review and school score from OSPA <input type="checkbox"/> Provide SPBP presentation to all staff during Pre Planning <input type="checkbox"/> Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders <input type="checkbox"/> Market and post school-wide Expectations and location-specific Rules (posters, PSAs, etc.) <input type="checkbox"/> Identify your RtI Instructional Facilitator provided by the district (Contact <a href="mailto:tyne.hogan@browardschools.com">tyne.hogan@browardschools.com</a> for more information, if you are unsure) <input type="checkbox"/> Confirm 1 <sup>st</sup> team meeting date and time	Click here to enter NAME & title.
August 1 <sup>st</sup> meeting	<input type="checkbox"/> Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP <input type="checkbox"/> Determine any needed <u>team training</u> , such as the 4 Step PSP Brainshark Series, 10 Critical Elements Brainsharks, Data Collection, Effective CPST Teams, PBIS 101, etc. Trainings available at: <a href="http://www.browardprevention.org/mtssrti/training-modules/">http://www.browardprevention.org/mtssrti/training-modules/</a> <input type="checkbox"/> Review previous year's behavior data. (Use 'Agenda' and 'Data Collection Template') Forms available at: <a href="http://www.browardprevention.org/mtssrti/rtib">http://www.browardprevention.org/mtssrti/rtib</a> in Tier 1, Teaming <input type="checkbox"/> Present implementation data, behavior data, team activities and progress to entire staff <input type="checkbox"/> Utilize the 4 Step Problem Solving Process to develop initial interventions <input type="checkbox"/> Review previous year's SPBP and feedback form <input type="checkbox"/> Verify and implement teaching schedule for SPBP Expectations and Rules behavior lesson plans	Click here to enter NAME & title
September	<input type="checkbox"/> Provide stakeholder presentation on SPBP prior to October 1 <input type="checkbox"/> Check for staff and teacher understanding of PBIS - provide "PBIS 101" Brainshark as a resource Brainshark available at: <a href="http://www.brainshark.com/browardschools/PBIS101">http://www.brainshark.com/browardschools/PBIS101</a>	Click here to enter NAME & title.
October 2 <sup>nd</sup> meeting	<input type="checkbox"/> Ensure instructional staff know how to (and are, as needed) enter Tier 1 Supplemental Strategies for behavior in BASIS <input type="checkbox"/> Present implementation data, behavior data, team activities and progress to entire staff	Click here to enter NAME & title.
November	<input type="checkbox"/> Staff to re-teach Expectations and Rules first day back from break. <input type="checkbox"/> Team to develop new and/or improved lesson plans as indicated by behavior data.	Click here to enter NAME & title
January 2019 3 <sup>rd</sup> meeting Prepare for 2019/20 SPBP	<input type="checkbox"/> Staff to re-teach Expectations and Rules first day back from break <input type="checkbox"/> Ensure the <u>Principal signs in</u> and watches the <i>new</i> SPBP Brainshark: Due January 30 <sup>th</sup> <input type="checkbox"/> Present implementation data, behavior data, team activities and progress to entire staff <input type="checkbox"/> Choose team members and dates to work on, complete, and submit the <i>new</i> SPBP <input type="checkbox"/> Teams watch the <i>new</i> SPBP Brainsharks and refers to <i>new</i> "Additional items" Brainsharks and Additional items posted at: <a href="http://www.browardprevention.org/mtssrti/rtib">http://www.browardprevention.org/mtssrti/rtib</a>	Click here to enter NAME & title.
February	<input type="checkbox"/> Ensure progress towards completion of SPBP <input type="checkbox"/> Check on recently hired staff for PBIS understanding - provide "PBIS 101" Brainshark resource <input type="checkbox"/> Provide the SPBP SurveyMonkey link to all staff (optional). Email <a href="mailto:Tyne.hogan@browardschools.com">Tyne.hogan@browardschools.com</a> to request analysis.	Click here to enter NAME & title
March 4 <sup>th</sup> meeting	<input type="checkbox"/> Ensure progress towards completion of SPBP <input type="checkbox"/> Provide staff presentation and vote on new SPBP for next year <input type="checkbox"/> Provide stakeholders/parent presentation on new SPBP for next year <input type="checkbox"/> Present implementation data, behavior data, team activities and progress to entire staff	Click here to enter NAME & title
April	<input type="checkbox"/> Submit your SPBP in OSPA by April 30 <sup>th</sup> 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 <b>observable</b> and <b>measurable</b> SMART goal to determine “successful” <b>staff implementation</b> of action step	When will data be collected, analyzed & presented?	Person responsible to collect and analyze data
School-wide <b>expectations</b> and location-specific <b>rules</b> are posted across campus	By Sept. 29, 2018, 100% of the school will have a minimum of 2 school-wide expectation and rules posters posted in the hallways and cafeteria.	Refer to <b>quarterly</b> presentation dates in 2B.  This is the data the team will be sharing during presentations.	J. Glancy, A.P., will tally the monthly. Data will be shared at faculty meetings.
<b>Behavior lesson plans</b> are being taught as written and when indicated	By September 29, 2018, 95% of teachers will have taught all of the the school-wide expectations behavior lesson plans. Lesson Plans will be documented in their planbook (www.planbook.com)		J. Glancy, A.P., will check planbook.com for lesson plans.
<b>Discipline consequences</b> and <b>flow chart</b> are being used by all staff as written	Every quarter, there will be a 5% decrease in the number of referrals that contain previously identified staff-managed misbehaviors.		J. Glancy, A.P., the number of referrals will be charted at the end of each quarter.
A <b>reward system</b> is being implemented for <i>all</i> students	There will be a 5% increase each month in the number of tickets given out.		J. Glancy, A.P., will chart the number of the tickets given out each month.

**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 <b>observable</b> and <b>measurable</b> SMART goal to determine “successful” <b>student outcomes</b>	When will data be collected, analyzed & presented?	Person responsible to collect and analyze data
See critical element 3A • <b>Type of behavior incidents</b> data	By June 4, 2019, referrals will reduce 5% each quarter as measured by the BASIS Behavior Dashboard.	Refer to <b>quarterly</b> presentation dates in 2B.  This is the data the team will be sharing during presentations.	J. Glancy, A.P., will chart the number of referrals each quarter.
See critical element 4A • <b>Top 3 event locations</b> data	By the end the quarter, the referrals in the playground will decrease by 3% as measured by the BASIS Behavior Dashboard.		J. Glancy, A.P., will chart the number of referrals from the playground each quarter.
See critical element 8 • <b>Core effectiveness</b> data	By the end of the quarter, students receiving 2-5 referrals will decrease by 2% as measured by the BASIS Behavior Dashboard.		J. Glancy, A.P., will chart the number of students receiving 2-5 referrals each quarter.
See critical element 7A • <b>Grade Level/Classroom referrals</b> data	By the end of the 1 <sup>st</sup> semester, classroom referrals will decrease by 5% as measured by the BASIS Behavior Dashboard.		J. Glancy, A.P. will chart the number of classroom referrals given in the 1st semester.