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:	West Broward High School
School Number:	3971
SPBP Contact Name:	Richard Gonzalez
Direct Phone Number:	754-323-2600

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?
Teresa Hall	Principal	Administration
Richard Gonzalez	SPBP Point of Contact	Administration
Itza Diaz	Parent/Community Representation	SAC
Donna Yard	BTU Representative	BTU
Vanessa Pena	SAC Co Chair	SAC
Gloria Basulto Arencibia	Behavior Specialist	Administration
Beatriz Garcia	ESE Specialist	ESE
Linda Freedman	RtI: B Point of Contact	RtI: B Team
Norma Tchir	ELL Coordinator	ELL

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:
8/10/2018	9:30 AM	Richard Gonzalez; Administrator	1. Create and disseminate updated Expectations and Rules lesson plans (#3 and #4)
10/19/2018	1:00 PM	Richard Gonzalez; Administrator	2. Review progress of Implementation Action Plan (#9)
1/7/2019	1:00 PM	Richard Gonzalez; Administrator	3. Collect & analyze implementation data (#10A)
3/22/2019	1:00 PM	Richard Gonzalez; Administrator	4. Collect & analyze student outcome data (#10B)

CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment:

2A. Action Steps <u>completed **this year**</u> (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 = 200	Richard Gonzalez
Held a *faculty* vote on the new SPBP (for SY 2018/19)	4/27/2018	% approved =94 % Staff voted on 4/27/18.	Gloria Basulto Arencibia and Vanessa Pena
Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community)	4/23/2018	# of participants = 24	Vanessa Pena

2B. Action Steps <u>to be completed **next year**</u> (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: 8/10/2018	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.	Richard Gonzalez, A.P.
Present the 2018/19 SPBP to stakeholders (parents and community)	Prior to Oct 1st, 2018 8/20/2018		
Present behavior data to staff *Quarterly: minimum of 4 each year*	1. 9/6/2018	The team will present the <u>implementation data</u> 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 <u>student outcome data</u> in 10B. Include: • top 3 event locations • type of behavior incidents • core effectiveness data • classroom referral data, as well as analysis of this data.	Richard Gonzalez, A.P.
	2. 11/1/2018		
	3. 1/10/2018		
	4. 3/7/2018		

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. Class Cut (Skipping)	6. Profanity to Staff Member
2. Tobacco Possession	7. Leaving Campus without Permission
3. Disobedience/ Insubordination	8. Disruptive Unruly Play
4. Fighting Medium	9. Disruption of Campus (Major)
5. Unruly/ Disruptive Behavior	10. Defiance of Authority

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. Respect yourself, Respect Others and Respect Property.
2. Be Safe, Be Responsible and Be Respectful.
3. Attend class on time daily.
4. Remain in assigned area during school hours.
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	8/16/18 and 8/17/18 ("A" and "B" Schedule)	Time varies depending on Social Studies and Elective courses. ("A" and "B" bell schedule from 7:40 AM- 2:40 PM)
January	1/8/19 and 1/9/19 ("A" and "B" Schedule)	Time varies depending on Social Studies and Elective courses. ("A" and "B" bell schedule from 7:40 AM- 2:40 PM)
4th Quarter	4/3/19 and 4/4/19 ("A" and "B" Schedule)	Time varies depending on Social Studies and Elective courses. ("A" and "B" bell schedule from 7:40 AM- 2:40 PM)
Who will be responsible for teaching the lesson plans?		Social Studies and Elective Teachers
Where will the lesson plan instruction occur?		Social Studies and Elective Classroom ("A" and "B" Schedule)
Who is responsible for retaining, organizing and distributing all lesson plans?		Richard Gonzalez, Assistant Principal

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	37
2. Other	27
3. Restroom	25

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	Other	Restroom
		Rules	**Rules**	**Rules**
	Respect	Student will allow others to pass through the hallway easily and walk on the right side of the hallway.	Student will respect others and their property on campus.	Student will be respectful and respects other's right to privacy in restroom.
	Integrity	Student will move directly from class to class efficiently.	Student will model appropriate behavior in all situations at all areas on campus.	Student will return to class when they are finished in the restroom.
	Dignity	Student will keep hallways clean.	Student will use good judgement and accept responsibility for their actions.	Student will leave clean up after themselves after using the restroom.
	Empathy	Student will help others while walking in the hallways when necessary.	Student will help others around campus when necessary.	Student will help others or alert security and staff to assist a peer when necessary.
	Achievement	Student will arrive to class on time.	Student will be in attendance during instructional class time.	Student will minimize use of restroom during instructional class time.

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	8/16/18 and 8/17/18 ("A" and "B" Schedule)	Time varies depending on Social Studies and elective courses. ("A" and "B" Schedule from 7:40 AM – 2:40 PM)
January	1/8/19 and 1/9/19 ("A" and "B" Schedule)	Time varies depending on Social Studies and Elective courses. ("A" and "B" Schedule from 7:40 AM – 2:40 PM)
4th Quarter	4/3/19 and 4/4/19 ("A" and "B" Schedule)	Time varies depending on Social Studies and Elective courses. ("A" and "B" Schedule from 7:40 AM- 2:40 PM)
Who will be responsible for teaching the lesson plans?		Social Studies and Elective Teacher

Where will the lesson plan instruction occur?	Social Studies and Elective Classes
Who is responsible for retaining, organizing and distributing all lesson plans?	Richard Gonzales; Assistant Principal. Lesson plans will be shared through teacher email and SharePoint.

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: __Hallway_____

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: Based on BASIS 3.0 Behavior Dashboard there are 37 discipline referrals in the hallway.** **Problem Identification: The number of ODRs in the 2018 behavior dashboard has increased by 2 discipline referrals higher than last year in the 2017 school year (35). 2018 ODRs= 37 referrals**
2. Problem Analysis: Why do you think this problem is occurring? What is your goal? *(use a SMART goal statement with numerical data)*	**Hypothesis: 9th- 12th grade students are horse-playing and need more structure and guidance in the hallway. If hallways are monitored regularly by faculty and staff, then the number of behavioral incidences occurring in the hallways will decrease.** **Goal Statement:** By the end of second quarter, ODR's from the hallway will decrease from 37 to less than 27 (27% reduction).
3. Intervention Design: Describe how you will implement a positive reward program to decrease this problem.	**Type of System:** Token system **Description of System:** 1- **Faculty and staff will monitor hallways during class change to identify a student in the act.** 2- **Faculty and staff are encouraged to fill out a "shout out" form for a student when they see a student doing something that shows good character or when the student goes above and beyond what is typically expected of them.** 3- **These "shout outs" are then read during morning announcements so that the student can be recognized publicly for their positive actions.** 4- **The "shout outs" will be announced every Friday on the morning announcements.** 5- **The student with the highest "shout outs" at the end of each quarter will earn breakfast with the principal.**
4. Evaluation: A. Implementation fidelity	**A.** How do you monitor the fidelity (consistency and effectiveness) of the **staff's** implementation of the reward program? 1- Provide faculty and staff one "shout out" form each quarter to submit. 2- The administrative team will circulate and monitor campus to ensure that teachers are posted in assigned area during class exchange. 3- Recognize the faculty and staff member that enters the best "shout out" moment of the quarter. 4- Behavior Specialist will ensure "shout outs" are announced with fidelity on the morning announcements.
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"? 1- The number of hallway referrals will be collected every month to ensure the system is positively impacting ODR's and no interim modifications needs to be made.

	2- The total number ODR's for the second quarter will be collected and analyzed on 1/7/18 by Administrative team and behavior specialist. 3- The team will meet again on 1/15/18 and will determine we met our goal if the number of ODR's is decreasing.

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. Excess Tardiness	A repeated pattern as a student of not being in the classroom when classes are scheduled to begin. A pattern of non-attendance may be established by an accumulation of tardiness that exceed five (5) days in a marking period or ten (10) days in two (2) marking periods. Excessive tardiness will be addressed on a cases-by-case basis to determine if there is pattern of nonattendance.
2. Insubordination	Failure to obey a reasonable or repeated instruction or request from a member of the school staff with three occurrences in a marking period.
3.Cutting Class (Skipping Class)	Deliberate/willful refusal to attend an assigned class. Minor misbehavior if student has cut class more than three times in a marking period.
3. Out of assigned area	Out of assigned area without permission and /or in a restricted access area without permission. Minor misbehavior if student is out of assigned are more than two times in a marking period.
4. Dress code violation	To dress or accessorize in a manner that violates the Code of Student Conduct or approved school's dress code or uniform policy. To dress/ accessorize in a manner that would be dangerous to the health and/or safety of self or others or to dress/accessorize in a manner that causes a substantial disruption to the learning environment. Minor misbehavior if students have more than three dress code violations in a marking period.
5. Cellphone violation	The use of Wireless Communication Devices (Including, but not limited to, cellular telephones, camera telephones, MP3 players, iPods etc.) in violation of time, place and manner restrictions outlined in the Code of Student Conduct. More than 5 cellphone violations in a marking period.

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.

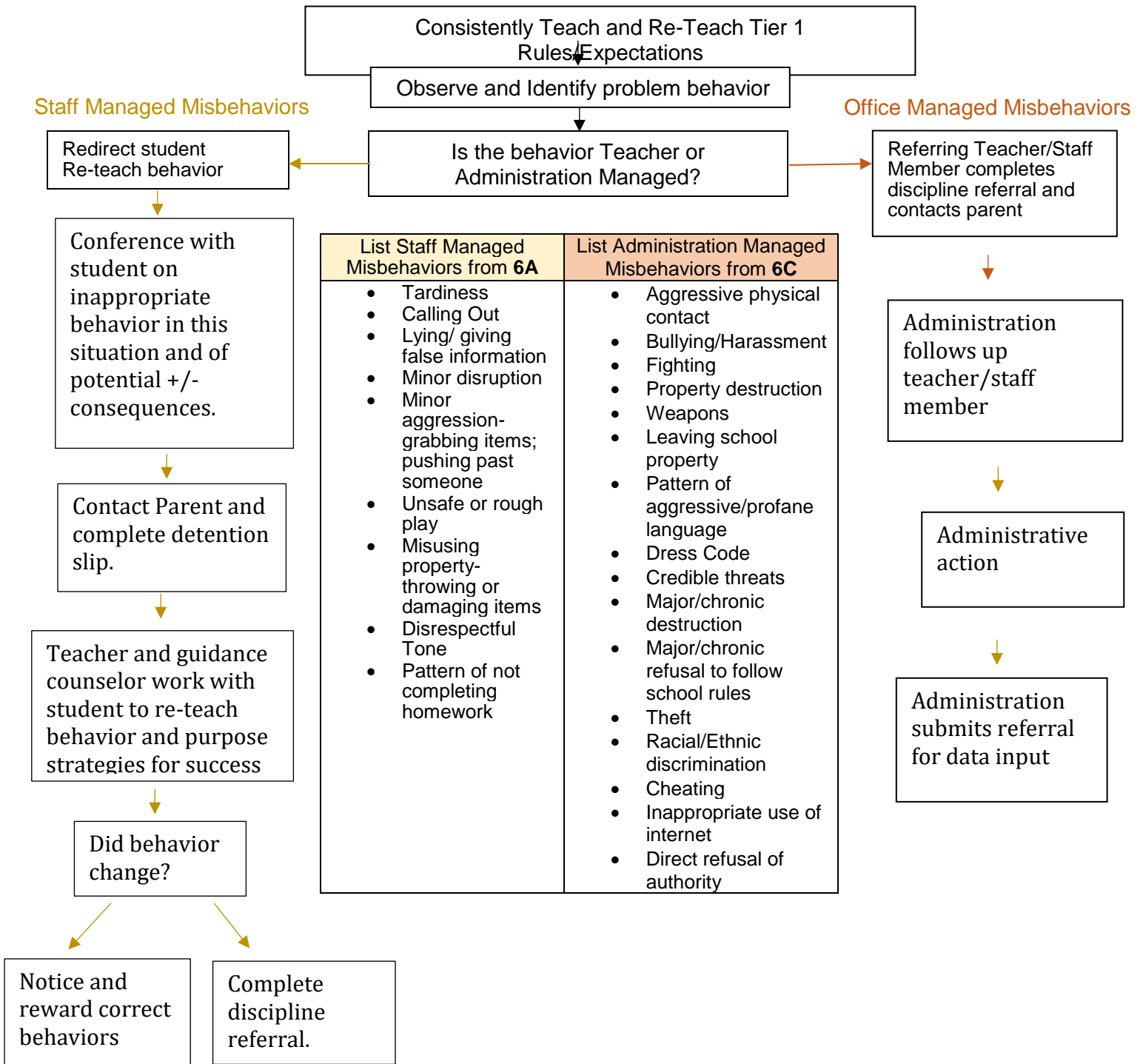| Is this a menu or hierarchy system?	☒ Menu ☐Hierarchy
1- Parent contact	
2- Verbal redirection	
3- Re-teach appropriate behavior	
4- Detention	
5- Loss of Privilege	

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	Leaving the classroom without permission; refusing to follow staff directions
2. Disruptive/Unruly Play	Disturbs the learning environment; horseplay
3. Defiance of authority	Behavior and attitude which shows you are not willing to obey authority.
4. Cursing	Directing profanity at a staff member, calling staff a profane name.
5. Cutting class (Skipping Class)	Student does not attend class; Student leaving class and not returning; Student cutting one class.
6. Repetitive staff managed Misbehaviors	More than [2] misbehaviors in [One] [Period] warrants an office referral. *e.g.,* *3* *half* *hour*

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

Consistently Teach and Re-Teach Tier 1 Rules/Expectations

Observe and Identify problem behavior

Staff Managed Misbehaviors

Office Managed Misbehaviors

Is the behavior Teacher or Administration Managed?

Redirect student
Re-teach behavior

Referring Teacher/Staff Member completes discipline referral and contacts parent

Conference with student on inappropriate behavior in this situation and of potential +/- consequences.

Administration follows up teacher/staff member

Contact Parent and complete detention slip.

Administrative action

Teacher and guidance counselor work with student to re-teach behavior and purpose strategies for success

Administration submits referral for data input

Did behavior change?

Notice and reward correct behaviors

Complete discipline referral.

List Staff Managed Misbehaviors from **6A**	List Administration Managed Misbehaviors from **6C**
- Tardiness - Calling Out - Lying/ giving false information - Minor disruption - Minor aggression- grabbing items; pushing past someone - Unsafe or rough play - Misusing property- throwing or damaging items - Disrespectful Tone - Pattern of not completing homework	- Aggressive physical contact - Bullying/Harassment - Fighting - Property destruction - Weapons - Leaving school property - Pattern of aggressive/profane language - Dress Code - Credible threats - Major/chronic destruction - Major/chronic refusal to follow school rules - Theft - Racial/Ethnic discrimination - Cheating - Inappropriate use of internet - Direct refusal of authority

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? *CHAMP's*	☒ 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:**	n/a
*CHAMPs are 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** <u>across teachers</u> to determine the need for classroom management training:
Fidelity of Implementation Plan: *(3-4 sentences)*   Administrative team completes PBIS walk throughs. Feedback is provided to teachers by walkthroughs and observations. Training will be provided to teachers on professional study days.

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**:	60
Total number of **school-wide** discipline referrals:	186
% of referrals in the classroom:	24%
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:	2703		
# Referrals		% of Total Population	Core Effectiveness
0 - 1 referral	53	99%	Are your 0 – 1 referrals > 80%? ☒Yes ☐No
2 - 5 referrals (at risk students)	21	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)*
The administrative team will continue to collect and analyze data on new and articulating students. School leadership team will continue to assist and provide resources to students at risk. At risk students will be offered mentorship programs such as Latinos in Action, Empowerment Male Leaders, Women of Tomorrow and other mentorship programs.

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	35%	33%	-2	☐Yes ☒No
Hispanic/Latin	42%	42%	0	☒Yes ☐No
White	19%	21%	2	☒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:
Our data indicates a minor disproportionality in the subgroup for our black student population. Administrative team will address this by providing resources and guidance through mentorship programs like Empowerment Male Leaders. Data will be monitored quarterly. Training will be provided to staff during teacher planning week.

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

Month	Action Step ☒ check when Action completed	Completed: Person Responsible Name & Title
SPBP Team Implementation Action Plan 2018 - 2019		
Current	☒ **This Action Plan has been saved to use *next year* during quarterly meetings**	**Richard Gonzalez; 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**	**Richard Gonzalez; 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	Richard Gonzalez; Assistant Principal

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
		Richard Gonzalez;
		Assistant Principal

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	Richard Gonzalez; Assistant Principal
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	Richard Gonzalez; Assistant Principal
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.	Richard Gonzalez; Assistant Principal
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	Richard Gonzalez; Assistant Principal
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.	Richard Gonzalez; Assistant Principal
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	Richard Gonzalez; Assistant Principal
April	☐ Submit your SPBP in OSPA by April 30th every year	Richard Gonzalez; Assistant Principal

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	By the end of each quarter, 100% of hallways, other (student area) and restroom will have at least 2 posters of expectations and rules posted.	September 6, 2018 November 1, 2018 January 10, 2019 April 4, 2019	Administrative Team to complete observations and tally quarterly. Graphic representation will be shared in staff meeting.
Behavior lesson plans are being taught as written and when indicated	Survey the faculty and collect the school wide data to progress monitor the effectiveness of the behavior lesson plans implementation.		Administrative Team; Data collected from survey will be shared in staff meeting.
Discipline consequences and **flow chart** are being used by all staff as written	Provide faculty with a discipline flow chart and a Student Disciplinary Matrix to record consequences applied and interventions provided.		Administrative Team; Collect and analyze recorded consequences in staff meeting.
A **reward system** is being implemented for *all* students	The "shout out" form will provide all students the opportunity to be identified by faculty and staff members going above and beyond showing positive behavioral characteristics.		Administrative Team; Collect data and analyze to see if its having a positive impact.

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	By the end of the second quarter, the number of behavior incidents will decrease by 5%.	September 6, 2018 November 1, 2018 January 10, 2019 April 4, 2019	Click here to enter name Administrative Team; Data will be collected and analyzed quarterly and present in staff meeting.
See critical element 4A • **Top 3 event locations** data	By the end of the second quarter, ODR's from the hallway will decrease from 37 referrals to 27 referrals (27% Reduction).		Administrative Team; Data will be collected and analyzed quarterly and present in staff meeting.
See critical element 8 • **Core effectiveness** data	By the end of the second quarter the number of students with 2-5 ODR's referrals will decrease by 5 students.		Administrative Team; Data will be collected and analyzed quarterly and present in staff meeting. Click here to enter name
See critical element 7A • **Grade Level/Classroom referrals** data	By the end of the second quarter the number of classroom referrals will decrease by 2 %.		Click here to enter name: Administrative Team; Data will be collected and analyzed quarterly and present in staff meeting.