

**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>	Driftwood Elementary
<b>School Number:</b>	0721
<b>SPBP Contact Name:</b>	Lourdes Cruz
<b>Direct Phone Number:</b>	754-323-5459

**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?
Marina Rashid	Principal	Administration
Lourdes Cruz	SPBP Point of Contact	Administration
Teresa Garcia	Parent/Community Representation	SAC
Michele London	BTU Representative	Rtl:B
Sigried Palau	Guidance Counselor	Rtl: B
Ronnie Leff	ESE Specialist	Rtl:B
Moises Bejar	School Social Worker	Rtl: B
Avery Warren-Coleman	Teacher	Rtl:B

**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:
8/29/2018	2:15 pm	Lourdes Cruz, Assistant Principal	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)
9/19/2018	2:15 pm	Lourdes Cruz, Assistant Principal	
10/17/2018	2:15 pm	Lourdes Cruz, Assistant Principal	
11/28/2018	2:15 pm	Lourdes Cruz, Assistant Principal	

**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	3/12/2018	# of participants = 14	Lourdes Cruz
Held a <i>faculty</i> vote on the new SPBP (for SY 2018/19)	4/24/2018	% approved =100%	Lourdes Cruz
Presented the <i>new</i> SPBP (for SY 2018/19) to stakeholders (parents and community)	4/3/2018	# of participants = 15	Deanna Pomales

**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.	Lourdes Cruz
Present the 2018/19 SPBP to stakeholders (parents and community)	Prior to Oct 1 <sup>st</sup> , 2018 9/11/2018		
Present behavior data to staff <i>Quarterly: minimum of 4 each year</i>	1. 9/18/2018	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>	Lourdes Cruz
	2. 10/16/2018		
	3. 11/20/2018		
	4. 12/18/2018		

### 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 <i>(put N/A in any blank spaces)</i>	
1. Unruly/Disruptive Behavior	6. Assault/Threat
2. Disobedience/Insubordination	7. Fight-Minor/Altercation
3. Battery	8. Disruptive/Unruly Play
4. Out of Assigned Area	9. Disruption of Campus (Minor)
5. Profanity to Staff Member	10. N/A

3B. Based on the behavior incidents in 3A, develop 3 – 5 positive characteristics (not behaviors) that would counteract the demonstration of these misbehaviors. These positive characteristics become your school-wide expectations.

School-wide Expectations
1. Be a SAFE learner
2. Be a KIND learner
3. Be an ENGAGED learner
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 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 8, 2018	8:30 am
January	January 9, 2019	8:30 am
4 <sup>th</sup> Quarter	April 3, 2019	8:30 am
Who will be responsible for teaching the lesson plans?		Classroom teachers and School Counselor
Where will the lesson plan instruction occur?		Classroom and during school-wide assemblies
Who is responsible for retaining, organizing and distributing all lesson plans?		School counselor, Sigerid Pallau

## 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. Hallways	15
2. School Grounds	4
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>		
		Hallways	School Grounds	Cafeteria
		Rules	Rules	Rules
	Be a SAFE learner	Walk in a single line	Keep hands and feet to self	Refrain from running in the cafeteria
	Be a KIND learner	Respect people, property, and hallways displays	Be courteous to others and use kind words with peers and adults	Care about your school by picking up garbage and keeping area clean
	Be an ENGAGED learner	Follow all staff directives the first time given	Follow the outdoor expectations for playing outdoors	Raise your hand to leave your assigned area
Click here to enter Expectation #4	Click here to enter a Rule	Click here to enter a Rule	Click here to enter a Rule	
Click here to enter Expectation #5	Click here to enter a Rule	Click here to enter a Rule	Click here to enter a Rule	

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 8, 2018	8:30 am
January	January 9, 2019	8:30 am
4 <sup>th</sup> Quarter	April 3, 2019	8:30 am
Who will be responsible for teaching the lesson plans?		Classroom teachers and School Counselor
Where will the lesson plan instruction occur?		Classroom and during school-wide assemblies
Who is responsible for retaining, organizing and distributing all lesson plans?		School counselor, Sigerid Pallau

## 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 an engaged learner.

4 Step Problem Solving Process	Plan
<p><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></p>	<p><b>Data used:</b> 30% of our behavior incidents occur outside of the classroom.</p> <p><b>Problem Identification:</b> Students are off task in the hallways, school grounds and Cafeteria.</p>
<p><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></p>	<p><b>Hypothesis:</b> Students are not in a structured setting and have minimal supervision</p> <p><b>Goal Statement:</b> By June 2019, the number of students off task outside the classroom will decrease by 10%.</p>
<p><b>3. Intervention Design:</b> Describe how you will implement a positive reward program to decrease this problem.</p>	<p><b>Type of System:</b> Lottery</p> <p><b>Description of System:</b> Any staff member who catches students being on task outside the classroom will enter that class' name into a bucket. At the end of each month, a name will be drawn and that class will be recognize don morning announcements and with a certificate that will be displayed on their door.</p>
<p><b>4. Evaluation:</b> A. Implementation fidelity</p>	<p><b>A.</b> How do you monitor the fidelity (consistency and effectiveness) of the <b>staff's</b> implementation of the reward program? <i>Based on the number of entries that are submitted on a weekly basis. Leadership Team will develop a template to record student names and class positive behavior winners.</i></p>
<p>B. Student outcome monitoring</p>	<p><b>B.</b> How will you know if the reward program is positively impacting <b>students</b>? What measurable data will you use to determine "success"? <i>If the number of discipline referrals are reduced in number. In addition, if the number of detentions being given is reduced we will know that the program is being effective and motivating students to behave better.</i></p>

**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. Disrupting the learning environment	Talking, passing notes and not completing classwork in the allotted time
2. Disobeying the classroom rules	Not following the teachers' directives and posted classroom rules
3. Challenge the authority of the teacher	Refusing to do what is asked by the teacher
4. Getting out of their seats	Walking around the classroom without permission
5. Inappropriate use of technology	Going on inappropriate sites and communicating in unacceptable ways
6. Putting their hands on classmates	Pushing, shoving, horse playing

**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
One on one conference with student		
Reteach & review classroom expectations		
Phone call home		
Loss of privileges		
Time Out		

**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	Not following the school or classroom rules
2. Disruptive/Unruly Play	Behaviors that disrupt the learning environment such as talking, laughing, writing notes, etc.
3. Defiance of authority	Not following directives given by school staff
4. Profanity towards a staff member	Using profanity towards school staff and classmates
5. Continuous opposition to authority	Continuous resistance regarding school staff's directives
6. Repetitive staff managed misbehaviors	More than <input type="text" value="3"/> misbehaviors in <input type="text" value="one"/> <input type="text" value="day"/> warrants an office referral. <i>e.g., 3 half hour</i> <i>2 one period</i>

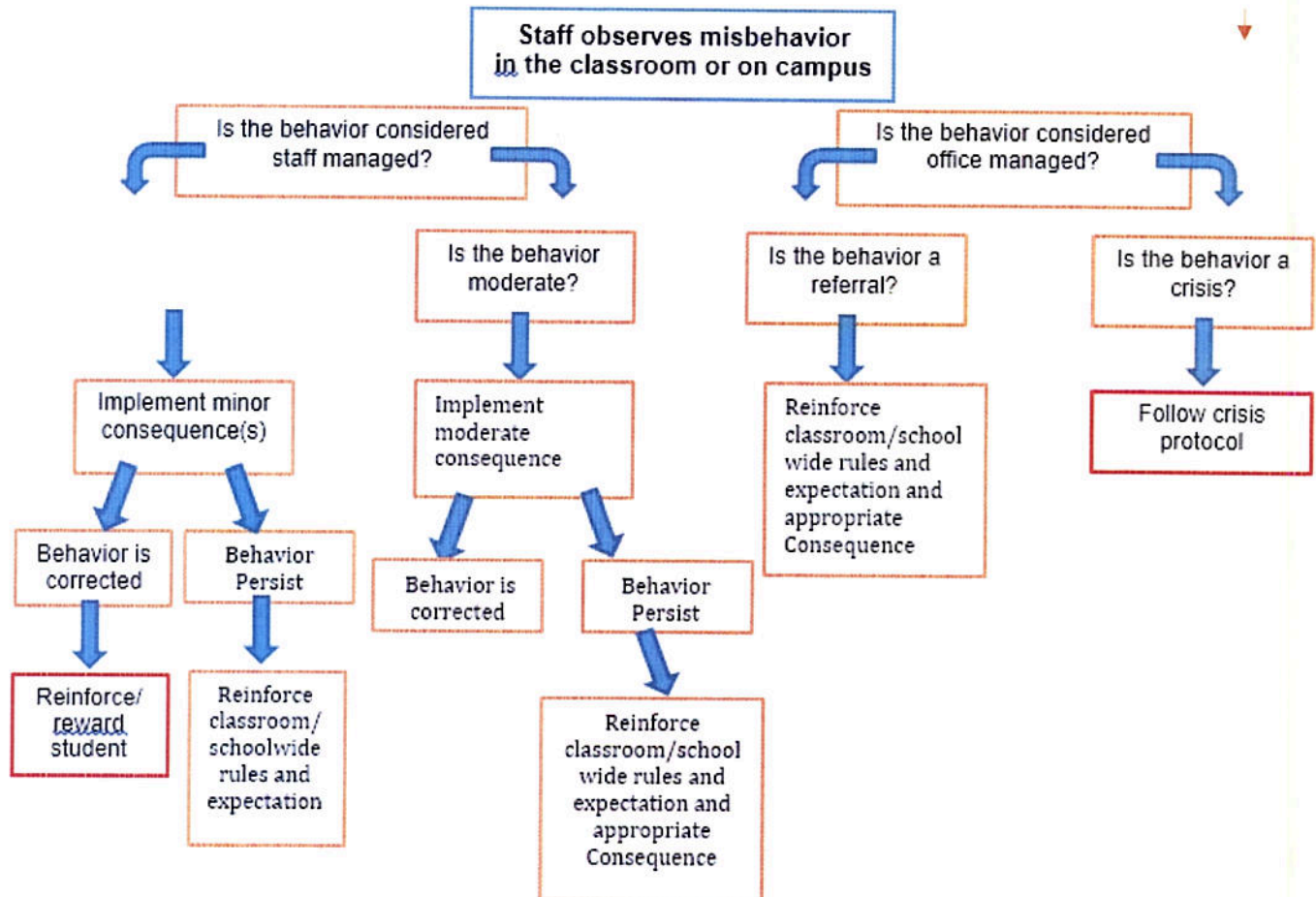
**6D. School-wide Discipline Flow Chart:**

(a) Review the sample discipline flow charts in "Additional Items" located on [browardprevention.org](http://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**



## 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 checked="" 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 staff skills, 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 type="checkbox"/> Marzano's Domain 1, Design Questions 5, 6, 7, 8, 9
<input checked="" 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 across teachers</b> to determine the need for classroom management training: Fidelity of Implementation Plan: <i>(3-4 sentences)</i>

**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> :	24
Total number of <b>school-wide</b> discipline referrals:	49
% of referrals in the classroom:	33%
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:	645		
# Referrals		% of Total Population	Core Effectiveness
0 - 1 referral			Are your 0 – 1 referrals > 80%? <input type="checkbox"/> Yes <input type="checkbox"/> No
2 - 5 referrals (at risk students)	7	1%	Are your 2 - 5 referrals <15%? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
> 5 referrals (high risk students)	2	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>(3-4 sentences)</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	38	58	20	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Hispanic/Latin	23	15	-8	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
White	19	13	-6	<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: <i>(3-4 sentences) Leadership will ensure additional positive behavior supports, resources and personnel are identified and provided for all students. A focus on social-emotional learning will be emphasized during professional development and professional learning communities. Teachers will embed social-emotional instruction within their instructional practices and lesson plans.</i>	

## 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>☑ check when Action completed</i>	Completed: Person Responsible Name & Title
Current	☑ This Action Plan has been saved to use <i>next year</i> during quarterly meetings	Lourdes Cruz, AP
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	Lourdes Cruz, AP
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 <u>new SPBP Brainshark: Due January 30<sup>th</sup></u> <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 <u>new SPBP</u> <input type="checkbox"/> Teams watch the <u>new SPBP Brainsharks</u> and refers to <u>new "Additional items"</u> 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	100% teachers and staff will ensure school-wide expectations and location-specific rules are posted across campus by June 2019	Refer to <b>quarterly</b> presentation dates in 2B.  9/18/18 10/16/18 12/18/18.	Lourdes Cruz, Assistant Principal
<b>Behavior lesson plans</b> are being taught as written and when indicated	100% teachers and staff will ensure behavior lesson plans are planned and taught by June 2019		Lourdes Cruz, Assistant Principal
<b>Discipline consequences</b> and <b>flow chart</b> are being used by all staff as written	100% teachers and staff will ensure discipline consequences and flow chart are implemented and used by June 2019		Lourdes Cruz, Assistant Principal
A <b>reward system</b> is being implemented for <i>all</i> students	100% teachers and staff will ensure reward system is implemented for all students by June 2019.		Lourdes Cruz, Assistant Principal

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 • Type of <b>behavior incidents</b> data	By June 2019, we will see a 10% reduction of unruly/disruptive behavior.	9/18/18, 10/16/18, 11/20/18, 12/18/18  This is the data the team will be sharing during presentations.	Lourdes Cruz
See critical element 4A • <b>Top 3 event locations</b> data	By June 2019, we will see a 10% reduction of behavior incidents in the hallway, cafeteria and school grounds		Lourdes Cruz
See critical element 8 • <b>Core effectiveness</b> data	N/A Core was effective		Lourdes Cruz
See critical element 7A • <b>Grade Level/Classroom referrals</b> data	N/A		Lourdes Cruz