

**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>	Bright Horizons School
<b>School Number:</b>	0871
<b>SPBP Contact Name:</b>	Mario Michel-Fabiola B. Munoz
<b>Direct Phone Number:</b>	(754) 321-6400

**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?
Ann Kowalski	Principal	Administration
Mario Michel Fabiola B. Munoz	SPBP Point Contact	Behavior Support Specialists
Miguel Portal	Parent/Community Representation	SAC
Courtney Brown	BTU Representative	BTU
Carol Levin	Assistant Principal	Administration
Lori Naslund	ESE Specialist	Staff
Angela Portal	Autism Coach	Support Staff
Tabatha Edwards	Job Coach	Non-Instructional Staff

**1B.** Schedule and document your quarterly team meeting dates for next 2018/19 school year:

Meeting Date	Meeting Time	Name & title of person responsible to facilitate meeting	Content of meetings:
9/7/2018	12:30 pm	Mario Michel-Fabiola B. Munoz	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)
11/16/2018	12:30 pm	Mario Michel-Fabiola B. Munoz	
2/15/2019	12:30 pm	Mario Michel-Fabiola B. Munoz	
4/12/2019	12:30 pm	Mario Michel-Fabiola B. Munoz	

## CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment:

**2A.** Action Steps completed **this year** (SY 2017/18) that increased faculty and stakeholder understanding and knowledge of your *new* (2018/19) SPBP:

Action Steps:	Date <i>(Between Jan 15 – April 30, 2018)</i>	Details <i>(retain attendance sheets at school)</i>	Person responsible to collect and retain attendance sheets:
Presented the <i>new</i> SPBP (for SY 2018/19) to staff	4/12/2018	# of participants = 40	Mario Michel Fabiola B. Munoz
Held a <i>faculty</i> vote on the new SPBP (for SY 2018/19)	4/12/2018	% approved = 100	Mario Michel Fabiola B. Munoz
Presented the <i>new</i> SPBP (for SY 2018/19) to stakeholders (parents and community)	4/3/2018	# of participants = 8	Mario Michel Fabiola B. Munoz

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

Action Steps:	Date(s) <i>(NEXT YEAR)</i>	Content <i>(retain attendance sheets at school)</i>	Person responsible to collect and retain attendance sheets:
Provide professional development on the 2018/19 SPBP for all staff	Prior to students' 1 <sup>st</sup> day: 8/13/2018	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.	Mario Michel Fabiola Munoz
Present the 2018/19 SPBP to stakeholders (parents and community)	Prior to Oct 1 <sup>st</sup> , 2018 9/28/2018		
Present behavior data to staff <i>Quarterly: minimum of 4 each year</i>	1. 10/12/2018	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>	Mario Michel Fabiola Munoz
	2. 1/11/2018		
	3. 3/21/2019	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>	
	4. 5/24/2019		

## 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. N/A	6. N/A
2. N/A	7. N/A
3. N/A	8. N/A
4. N/A	9. N/A
5. N/A	10. N/A

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

School-wide Expectations
1. Use appropriate communication
2. Be respectful to others
3. Be safe

**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 21 and 22, 2018	9:00 am-9:30 am
January	January 15 and 16, 2019	9:00 am-9:30 am
4 <sup>th</sup> Quarter	May 14 and 15, 2019	9:00 am-9:30 am
Who will be responsible for teaching the lesson plans?		ESE teacher
Where will the lesson plan instruction occur?		Individual classrooms
Who is responsible for retaining, organizing and distributing all lesson plans?		Fabiola Munoz, Behavior Support

## 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. Hallway	N/A
2. Cafeteria	N/A
3. Bus area	N/A

**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		
		Copy and paste locations from 4A.		
		Hallway	Cafeteria	Bus
		Rules	Rules	Rules
Use appropriate communication	Greet others verbally, using voice output device and/or picture symbols.	Request wants and needs verbally, using voice output device and/or picture symbols.	Raise your hand to ask for help.	
Be respectful to self and others	Walk in line keeping hands and feet to self.	Keep hands and feet to self. Eat your food only.	Wait your turn to get on the bus.	
Be safe	Walk in line to assigned area.	Sit in assigned table until lunch is finished.	Wait quietly with adults.	

**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 27 and 28, 2018	9:00am - 9:30 am
January	January 22 and 23, 2018	9:00am - 9:30 am
4 <sup>th</sup> Quarter	May 20 and 21, 2018	9:00am - 9:30 am
Who will be responsible for teaching the lesson plans?		ESE Teacher
Where will the lesson plan instruction occur?		Individual Classrooms
Who is responsible for retaining, organizing and distributing all lesson plans?		Fabiola Munoz

## 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:

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> Individual Positive Behavioral Intervention Plan (PBIP)</p> <p><b>Problem Identification:</b> Individual for each student</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> 53% of the students at Bright Horizons have a PBIP</p> <p><b>Goal Statement:</b></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> <b>Token Economy</b></p> <p><b>Description of System:</b> In order to earn a reward, students must follow classroom rules. In addition, the majority of our students have a PBIP (Positive Behavior Intervention Plan). Within each PBIP are specific target behaviors for reduction, preventative strategies, consequences and replacement skills that are individualized for each student. Rewards are earned based on the daily behavior data collected in the classroom.</p> <p>Our school has a “Dollar Store”. In the beginning of the school year a reinforcement survey is sent home for the parents to fill out. The store is stocked with items based on student preferences. The store is located within the building and is managed by selected students who are supervised by staff. The store has a visual menu with pictures of items available for the students to purchase. Since many of our students are non-verbal, they make their choices by pointing to pictures or by bringing their communication devices that have been programmed with the choices. Based on their behavior, students earn dollars (play money) throughout the week. Staff accompany students, who bring their earned money to the Dollar Store and purchase desired items. Once students make their selection, they pay for it with their money.</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>(2-3 sentences)</i></p> <p>Teacher data reflecting documentation of student participation in school wide reward program.</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>(2-3 sentences)</i></p> <p>Behavior data reflected on PBIP will show fading of negative behavior and an increase of time on task.</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” - <i>provide a description with example(s)</i>
1. <b>Yelling</b>	Loudly demanding or protesting
2. <b>Out of seat</b>	Leaving seat during instruction without permission
3. <b>Throwing items</b>	Throwing instructional materials or items in the student’s close proximity
4. <b>Physical contact</b>	Touching, accidental horseplay, and lightly pushing others
5. <b>Low intensity SIB (Self Injurious Behaviors)</b>	Self stimulatory behavior (biting self, dropping to the floor, hand mouthing)
6. <b>Mouthing objects</b>	Placing non edible items in mouth and biting without ingesting

**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
<ul style="list-style-type: none"> <li>• Reteach and model appropriate behavior</li> <li>• Redirect student back to their seat using least to most prompting (gesture, verbal, partial physical, physical)</li> <li>• Do not allow student to escape the ongoing activity, redirect and prompt student to finish the assigned task</li> <li>• Re-teach, model and practice appropriate behavior and personal space</li> <li>• Redirect and reinforce compliance and appropriate behavior</li> </ul>	

**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).

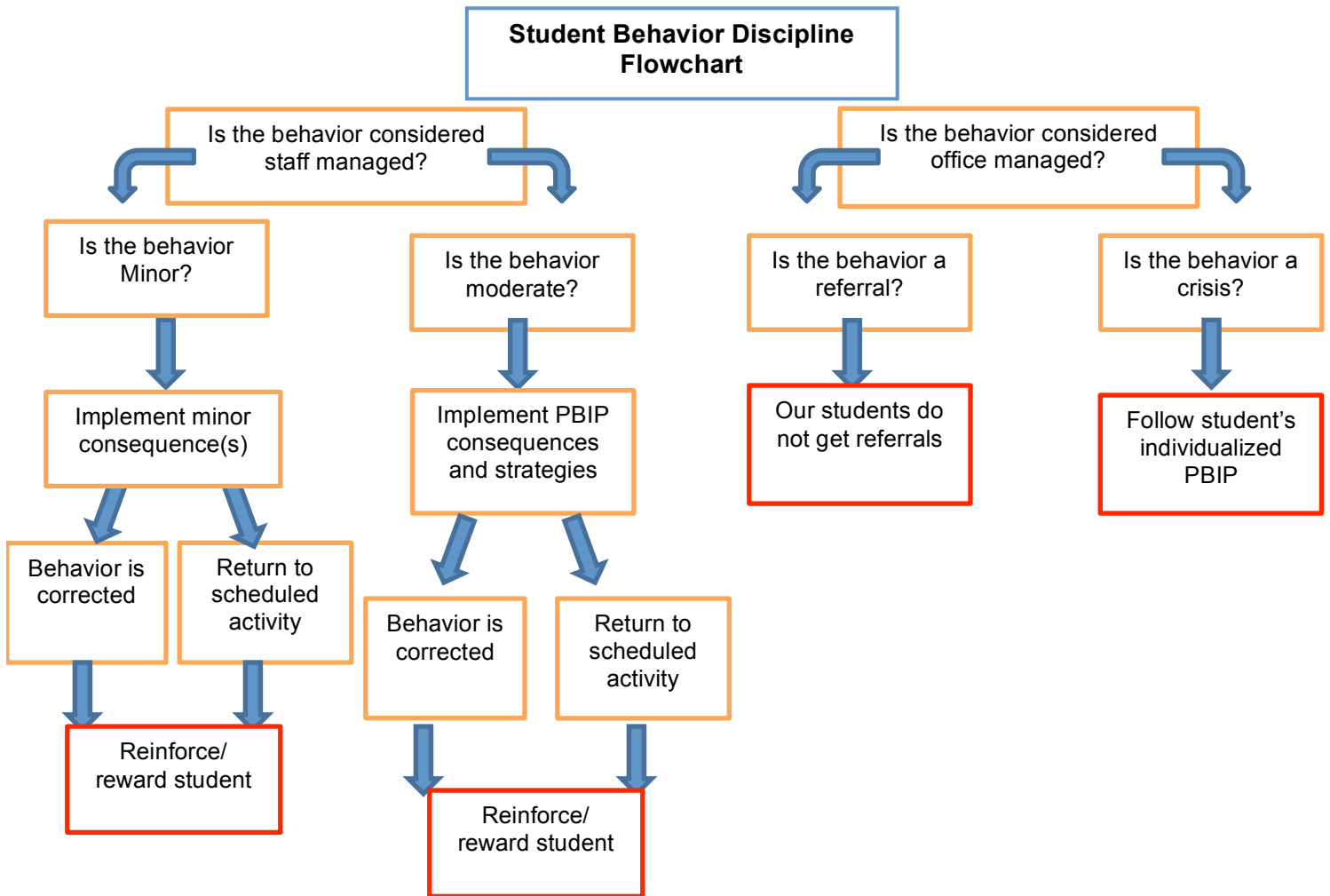
Office Discipline Referrals (ODRs)	
Behavior	“Looks Like” - <i>provide a description with example(s)</i>
1. N/A	N/A
2.	
3.	
4.	
5.	
6.	More than <input style="width: 40px;" type="text"/> misbehaviors in <input style="width: 60px;" type="text"/> <input style="width: 60px;" type="text"/> warrants an office 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

(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.



## CRITICAL ELEMENT # 7 : Classroom Management Systems

### 7A. ALL teachers implement an effective Tier 1 classroom management system: **Our students do not get referrals**

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>	All the strategies and procedures that used to train teachers are based on the basic principles of Applied Behavior Analysis. Behavior Specialists conduct trainings throughout the year and do hands on training in individual classrooms as needed.
If other, name the <b>evidence-based classroom management system</b> :	<a href="#">Click here to enter name of system.</a>
*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 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> :	N/A
Total number of <b>school-wide</b> discipline referrals:	N/A
% of referrals in the classroom:	<b>!Zero Divide</b>
Do more than 40% of your referrals come from the classroom?	<input type="checkbox"/> Yes <input 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.**



## Our students do not get referrals

### 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:	154		
# Referrals		% of Total Population	Core Effectiveness
0 - 1 referral		!Zero Divide	Are your 0 – 1 referrals > 80%? <input type="checkbox"/> Yes <input type="checkbox"/> No
2 - 5 referrals (at risk students)	N/A	!Zero Divide	Are your 2 - 5 referrals <15%? <input type="checkbox"/> Yes <input type="checkbox"/> No
> 5 referrals (high risk students)	N/A	!Zero Divide	Are your >5 referrals <5%? <input type="checkbox"/> Yes <input type="checkbox"/> No

**8B. Core Effectiveness Plan:**

If all 3 are “Yes”, your core is effective. Is your core behavior curriculum effective?	<input type="checkbox"/> Yes <input type="checkbox"/> 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)	

**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	N/A	N/A	0	<input type="checkbox"/> Yes <input type="checkbox"/> No
Hispanic/Latin	N/A	N/A	0	<input type="checkbox"/> Yes <input type="checkbox"/> No
White	N/A	N/A	0	<input type="checkbox"/> Yes <input 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 all 3 are “No”, disproportionality is not indicated. Are all 3 “No”?	<input type="checkbox"/> Yes <input type="checkbox"/> 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: (3-4 sentences)	

## 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	<input checked="" type="checkbox"/> This Action Plan has been saved to use <i>next year</i> during quarterly meetings	Fabiola Munoz Mario Michelle Behavior Support
Current	<input checked="" 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	Fabiola Munoz Mario Michelle Behavior Support
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:tyyne.hogan@browardschools.com">tyyne.hogan@browardschools.com</a> for more information, if you are unsure) <input type="checkbox"/> Confirm 1 <sup>st</sup> team meeting date and time	Fabiola Munoz Mario Michelle Behavior Support
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 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: <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	Fabiola Munoz Mario Michelle Behavior Support
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>	Fabiola Munoz Mario Michelle Behavior Support
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	Fabiola Munoz Mario Michelle Behavior Support
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.	Fabiola Munoz Mario Michelle Behavior Support
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 Principal signs in and watches the new 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 new SPBP <input type="checkbox"/> Teams watch the new SPBP Brainsharks and refers to new "Additional items" Brainsharks and Additional items posted at: <a href="http://www.browardprevention.org/mtssrti/rtib">http://www.browardprevention.org/mtssrti/rtib</a>	Fabiola Munoz Mario Michelle Behavior Support
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:Tyyne.hogan@browardschools.com">Tyyne.hogan@browardschools.com</a> to request analysis.	Fabiola Munoz Mario Michelle Behavior Support
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	Fabiola Munoz Mario Michelle Behavior Support
April	<input type="checkbox"/> Submit your SPBP in OSPA by April 30 <sup>th</sup> every year	Fabiola Munoz Mario Michelle Behavior Support

## 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	Visual verification of rules and expectations posted in required areas	Refer to <b>quarterly</b> presentation dates in 2B.  This is the data the team will be sharing during presentations.	1. Leadership Team
<b>Behavior lesson plans</b> are being taught as written and when indicated	Observation of instructors during behavioral lessons as documented by an integrity checklist		2. Behavior Specialists
<b>Discipline consequences</b> and <b>flow chart</b> are being used by all staff as written	Documentation as represented by individual behavioral data		3. Leadership Team
A <b>reward system</b> is being implemented for <i>all</i> students	Documentation as represented by individual behavioral data		4. Behavior Specialists

**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	Individual Student Data from PBIP	Refer to <b>quarterly</b> presentation dates in 2B.  This is the data the team will be sharing during presentations.	ESE Teacher/Behavior Tech/Behavior Specialist
See critical element 4A • <b>Top 3 event locations</b> data	Individual Student Data from PBIP		ESE Teacher/Behavior Tech/Behavior Specialist
See critical element 8 • <b>Core effectiveness</b> data	Individual Student Data from PBIP		ESE Teacher/Behavior Tech/Behavior Specialist
See critical element 7A • <b>Grade Level/Classroom referrals</b> data	N/A		N/A