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:	McFatter Technical High School
School Number:	1291
SPBP Contact Name:	Cara Daniel
Direct Phone Number:	754-321-5745

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?
Jeanette Johnson	Principal	Administration
Cara Daniel	SPBP Point of Contact	Administration
Stacey Casson	Parent/Community Representation	SAC/PTSA
David Wood	BTU Representative	Literacy Coach 9th -12th
Neil Rosenthal	Teacher/9th Grade Department Chair	9th
Sophia Kusturis Zuluetta	Teacher/10th Grade Department Chair	10th
Melissa Stapleton	Teacher/11th & 12th Grade Department Chair	11th & 12th Grade
Lillie Henry	Magnet Coordinator	9th – 12th Grade
Johnathan Amman	Post Secondary Instructor	11th & 12th Grade
Louis Ryan	Technology Department Chair	IT Department
Natalie Guy	Teacher 10th Grade	Teacher 10th Grade

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:
8/9/2018	8:45	Cara Daniel, Intern Principal	1. Create and disseminate updated Expectations and Rules lesson plans (#3 and #4)
10/18/2018	8:45	Cara Daniel, Intern Principal	2. Review progress of Implementation Action Plan (#9)
1/24/2019	8:45	Cara Daniel, Intern Principal	3. Collect & analyze implementation data (#10A)
3/21/2019	8:45	Cara Daniel, Intern Principal	4. Collect & analyze student outcome data (#10B)

CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment:

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

Action Steps:	Date *(Between Jan 15 – April 30, 2018)*	Details *(retain attendance sheets at school)*	Person responsible to collect and retain attendance sheets:
Presented the *new* SPBP (for SY 2018/19) to staff	1/8/2018	# of participants = 30	Natalie Guy & Cara Daniel
Held a *faculty* vote on the new SPBP (for SY 2018/19)	4/12/2018	% approved = 80%	Natalie Guy & Cara Daniel
Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community)	2/12/2018	# of participants = 20	Natalie Guy & Cara Daniel

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

Action Steps:	Date(s) *(NEXT YEAR)*	Content *(retain attendance sheets at school)*	Person responsible to collect and retain attendance sheets:
Provide a professional development on the 2018/19 SPBP for all staff	Prior to students' 1st day: 8/9/2018	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.	Cara Daniel
Present the 2018/19 SPBP to stakeholders (parents and community)	Prior to Oct 1st, 2018 9/17/2018		Cara Daniel
Present behavior data to staff *Quarterly: minimum of 4 each year*	1. 8/10/2018	The team will present the implementation data in 10A. Include: • the "marketing" (teaching and posting) of expectations and rules • lesson plan implementation • discipline procedures • reward system implementation The team will present the student outcome data in 10B. Include: • top 3 event locations • type of behavior incidents • core effectiveness data • classroom referral data, as well as analysis of this data.	Cara Daniel
	2. 10/18/2018		
	3. 1/24/2019		
	4. 3/21/2019		

CRITICAL ELEMENT # 3: School-wide Expectations

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

Top 10 Behavior Incidents *(put N/A in any blank spaces)*	
1.Unruly/Disruptive Behavior	6.Assault/Threat (Medium)
2.Tobacco Possession/Use	7.Skipping/Leaving Campus without permission
3.Technology- Inappropriate Use	8.Dress Code
4.Fight Minor Altercation	9.Out of Assigned Area
5.Disobedience/Insubordination	10.Profanity towards Staff Member

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 in designated area
2.Be responsible
3.Be respectful
4.
5.

3C. Research indicates that discipline referrals increase after long holidays and during testing times. Plan to teach your expectations at least 3 times throughout the year (and anytime the expected behaviors are not being demonstrated).
ACTION: Create at least <u>one lesson plan for **each** school-wide expectation above</u> and distribute to teachers during pre-planning 2018-19. Develop additional lesson plans you will use throughout the year to re-teach and reinforce your school-wide expectations. *You do not need to submit your lesson plans with the SPBP. Retain all behavior lesson plans at the school; make sure these lesson plans are available for guests and stakeholders.*

When will school-wide expectations lesson plans be taught?		
	Date(s)	Time:
August	August 17, 2018	Period 1 – 9:30am
January	January 11, 2019	Period 1 – 9:30am
4th Quarter	March 15, 2019	Period 1 – 9:30am

Who will be responsible for teaching the lesson plans?	HS Teachers
Where will the lesson plan instruction occur?	Classroom
Who is responsible for retaining, organizing and distributing all lesson plans?	Cara Daniel & Natalie Guy

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.Hallways	5
2.Cafeteria/Café Area	10
3.Breeze way – Main Mall Area	15

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.*		
		Hallways	Cafeteria/Café Area	Breeze way – Main Mall Area
		Rules	**Rules**	**Rules**
	Be Responsible	Avoid congregating with peers in the middle of the hall and hindering passage of faculty, staff and other students.	Clean up after eating. Pick up all food remnants and trash and dispose of it in the trash cans before leaving the cafeteria/café area	Keep tables, grounds and grounds surrounding this area clean by picking up and disposing of all trash before leaving area.
	Be Respectful	Keep your hands, feet and personal effects to yourself at all times	Be mindful of others and do not skip, cut or hold places for your friends in the breakfast or lunch line.	Be mindful of other students, faculty, and staff and refrain from shouting and/or using inappropriate language.
	Be in Designated Area	Travel to and from classes in a timely manner, making sure to use passing time for intended purposes such as using the restroom and getting water.	Use only during the approved breakfast and lunch time breaks.	Use only in the morning before school or during lunch. Do not loiter in this area during 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</u> for **each** <u>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	August 20, 2018	Period 1 9:30am
January	January 28, 2019	Period 1 9:30am
4th Quarter	April 1, 2019	Period 1 9:30am

Who will be responsible for teaching the lesson plans?	All HS Teachers
Where will the lesson plan instruction occur?	Classroom
Who is responsible for retaining, organizing and distributing all lesson plans?	Cara Daniel & Natalie Guy

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: Breeze way- Main Mall Area

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:** BASIS Behavior data indicates that 15 Office Directed Referrals occurred in the Breeze way – Main Mall Area **Problem Identification:** We identified that most of these infractions occurred immediately following the HS lunch period.
2. Problem Analysis: Why do you think this problem is occurring? What is your goal? *(use a SMART goal statement with numerical data)*	**Hypothesis:** We believe that these infractions might be occurring because of the limited supervision following end of the HS lunch period. **Goal Statement:** Every quarter, there will be a 3% decrease in the number Office Directed Referrals that occur in the Breeze way/Main Mall Area.
3. Intervention Design: Describe how you will implement a positive reward program to decrease this problem.	**Type of System:** Token system **Description of System:** *(3-4 sentences)* McFatter Storm's Positive Reward Program will involve using a token system on a monthly basis to reward 9th -12th grade students. On the 10th of every month, each grade level HS chair will identify 20 students that have improved or maintained positive behavior. These students will have an opportunity to spin McFatter's Wheel of Fortune. The prizes will include free lunch tickets, movie tickets, MTC shirts, MTC book bags, pen and pencils.
4. Evaluation: A. Implementation fidelity	A. How do you monitor the fidelity (consistency and effectiveness) of the **staff's** implementation of the reward program? *(2-3 sentences)* McFatter Storm's Positive reward system will be monitored on a monthly basis by the Intern Principal and HS Department Chairs. We will solicit feedback from teachers to determine whether or not our program is yielding an overall improvement in student behavior. Based on the feedback provided by teachers, modifications will be made as needed.
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"? *(2-3 sentences)* We will determine the success of this program by soliciting feedback from students and parents on a monthly basis. We will utilize this feedback to make modifications to McFatter Storm's Positive Reward Program.

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. Talking out of turn	**Talking at an inappropriate time such as during instruction or when the teacher has indicated that no one should be talking.**
2. Loud/excessive talking	**Speaking at a level that is disruptive to the class and/or still speaking after being told to stop.**
3. Out of seat	**Leaving seat/assigned area without permission.**
4. Tardiness	**Coming to class late without an excused tardy or late bus pass.**
5. Unauthorized cell phone use	**Using cell phone at any time other than a time where the teacher has given consent.**
6. Dress code violation	**Wearing any attire that is defined as prohibited in the Broward County Schools Student Code of Conduct.**

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

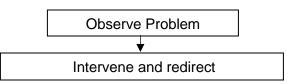| Is this a menu or hierarchy system?	☒ Menu ☐Hierarchy
• **Verbal or non-verbal warning (by making eye contact with the student)**	
• **Redirect Student**	
• **Conference with student**	
• **Contact Appropriate Guidance Counselor**	
• **Contact Parent**	

6C. Administration Managed Misbehaviors:
(a) Define the first 3 behaviors by providing examples that clearly identify the point at which the misbehavior warrants an Office Discipline Referral (ODR).
(b) List two additional common school-wide misbehaviors that will result in an ODR. Provide concrete examples.
(c) Determine staff tolerance level for repetitive misbehaviors (the point at which the number of staff-managed misbehaviors becomes an ODR).

Office Discipline Referrals (ODRs)	
Behavior	"Looks Like" - *provide a description with example(s)*
1. Disobedience/Insubordination	Refusing to follow direct instruction given by a faculty or staff member.
2. Disruptive/Unruly Play	Horseplay, hitting, shoving, and/or touching another student that is playful, however, inappropriate for the classroom.
3. Defiance of Authority	Inappropriate behavior after a warning has already been given by a faculty or staff member.
4.	
5.	
6. Repetitive staff managed misbehaviors	More than [2] misbehaviors in [1] [period] warrants an office referral. *e.g.,* *3* *half* *hour* *2* *one* *period*

6D. School-wide Discipline Flow Chart:
(a) Review the sample discipline flow charts in "Additional Items" located on browardprevention.org
(b) Copy or customize a flow chart to graphically represent the discipline process at **your** school.
(c) Paste the flow chart here **OR** complete the flow chart below.

Student Behavior Discipline Flow Chart

Observe Problem

Intervene and redirect

Staff Managed Misbehaviors

Utilize at least three interventions below

Is behavior Office Managed?
(if unsure, check below)

Office Managed Misbehaviors

- Call to notify office of major infraction
- Write Office Referral

Verbal or non-verbal warning

Redirect Student

Conference with the student

Contact Appropriate Guidance Counselor

Contact Parent

List Staff Managed Misbehaviors from **6A**	List Office Managed Misbehaviors from **6C**
Talking out of turn	Disobedience/Insubordination
Loud/excessive talking	Unruly/Disruptive Behavior
Out of seat	Defiance of authority
Tardiness	Skipping Class/Leaving Campus without permission
Unauthorized cell phone in class	Out of Assigned Area
Dress code violation	Fighting/Minor Altercations

Administrator determines consequences and interventions

Administrator follows through on consequences by contacting parents and the appropriate guidance counselor as needed.

Administrator gives feedback to teacher.

8

CRITICAL ELEMENT # 7 : Classroom Management Systems

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

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

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

What data collection tool does your school leadership team use to monitor and evaluate your teacher's classroom management skills? *(Measure **staff skills**, not student outcomes)*
☐ CHAMPs 7 Up Checklist
☐ CHAMPs Classroom Check Up (CCU)
☐ PBIS Classroom Assistance Tool (CAT)
☐ PBIS Walkthrough
☒ Marzano's Domain 1, Design Questions 5, 6, 7, 8, 9
☐ Fidelity of staff classroom management implementation is not monitored to determine training needs this year *(you will need to adopt a tool and plan next year)*
☐ Other *(specify):*
Explain how this data is collected and analyzed by your school leadership team as a **universal screening** _across teachers_ to determine the need for classroom management training:
Fidelity of Implementation Plan: *We will utilize Marzano's Domain 1, Design Questions 5,6,7,8,9 feedback data monthly to determine which teachers are effectively managing student behavior. Also, administration will review BASIS Referral data to determine specific discipline infractions that have increased or decreased by teacher, student and grade level. Teachers that are struggling with student discipline will be provided additional support that might include additional department chair support, CHAMPs training or other administrative interventions.*

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**:	7
Total number of **school-wide** discipline referrals:	14
% of referrals in the classroom:	50%
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:	600		
# Referrals	45	**% of Total Population**	Core Effectiveness
0 - 1 referral		100%	Are your 0 – 1 referrals > 80%? ☒Yes ☐No
2 - 5 referrals (at risk students)	3	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 <u>all</u> 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: We believe that our overall core effectiveness will remain at or above 90% based on BASIS Referral data from the past several years. The school's leadership team will implement early interventions for both our at risk and high risk student population. The interventions will include identifying these students by the end of the first quarter to provide them with a cycle of assistance that can include professional mentoring, parent conferences and additional guidance support. Also, our small size supports us with maintaining our core effectiveness each year. We currently have a student population of 600 students with four guidance counselors that supports 150 students by grade level.

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	21.9	5	-17	☐Yes ☒No
Hispanic/Latin	46.5	15	-32	☐Yes ☒No
White	17.1	10	-7	☐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 <u>all</u> 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: The school's leadership team will implement interventions at the beginning of the next school year to improve sub group disproportionality by monitoring our BASIS Referral data to determine if we have any student groups that are being referred disproportionally compared to other groups. Additionally, we will employ additional support to this student group, by providing this identified group with additional resources that will include assigning professional mentors to students, conducting parent conferences as well as utilizing social worker referrals to support the entire family. Also, our small size supports us with maintaining all subgroups yearly. We currently have a student population of 600 students and four guidance counselors that supports 150 students by grade level.

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
Current	☒ **This Action Plan has been saved to use *next year* during quarterly meetings**	**Cara Daniel, Intern 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**	**Cara Daniel, Intern Principal**
Pre Planning 2018	☐ Print up your SPBP Review and school score from OSPA ☐ Provide SPBP presentation to all staff during Pre Planning ☐ Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders ☐ Market and post school-wide Expectations and location-specific Rules (posters, PSAs, etc.) ☐ Identify your RtI Instructional Facilitator provided by the district (Contact tyyne.hogan@browardschools.com for more information, if you are unsure) ☐ Confirm 1st team meeting date and time	Click here to enter NAME & title.
August 1st meeting	☐ Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP ☐ Determine any needed 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	Click here to enter NAME & title
September	☐ Provide stakeholder presentation on SPBP prior to October 1 ☐ Check for staff and teacher understanding of PBIS - provide "PBIS 101" Brainshark as a resource Brainshark available at: http://www.brainshark.com/browardschools/PBIS101	Click here to enter NAME & title.
October 2nd meeting	☐ Ensure instructional staff know how to (and are, as needed) enter Tier 1 Supplemental Strategies for behavior in BASIS ☐ Present implementation data, behavior data, team activities and progress to entire staff	Click here to enter NAME & title.
November	☐ Staff to re-teach Expectations and Rules first day back from break. ☐ Team to develop new and/or improved lesson plans as indicated by behavior data.	Click here to enter NAME & title
January 2019 3rd meeting Prepare for *2019/20* SPBP	☐ Staff to re-teach Expectations and Rules first day back from break ☐ Ensure the 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	Click here to enter NAME & title.
February	☐ Ensure progress towards completion of SPBP ☐ Check on recently hired staff for PBIS understanding - provide "PBIS 101" Brainshark resource ☐ Provide the SPBP Surveymonkey link to all staff (optional). Email Tyyne.hogan@browardschools.com to request analysis.	Click here to enter NAME & title
March 4th meeting	☐ Ensure progress towards completion of SPBP ☐ Provide staff presentation and vote on new SPBP for next year ☐ Provide stakeholders/parent presentation on new SPBP for next year ☐ Present implementation data, behavior data, team activities and progress to entire staff	Click here to enter NAME & title
April	☐ Submit your SPBP in OSPA by April 30th every year	Click here to enter NAME & title

SPBP Team Implementation Action Plan 2018 - 2019

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 August 15, 2018, 100% of our campus will have two school wide expectations posted across campus as measured by Administrative or PBIS walkthrough	1. 8/27/2018 2. 10/18/2018 3. 1/24/2019 4. 3/21/2019	Cara Daniel & Administration
Behavior lesson plans are being taught as written and when indicated	By September 30, 2018, 95% of our teachers will have taught the behavior lesson plans as measured by the submission of the lesson plan to HS Intern Principal.		Cara Daniel & Administration
Discipline consequences and **flow chart** are being used by all staff as written	Every quarter there will be a 5% decrease in the number of Office Discipline Referrals that contain previously identified staff-managed misbehaviors as measured by the PBIS team.		Cara Daniel & Administration
A **reward system** is being implemented for *all* students	By the end of the reward system timeline, 85% of staff will have provided a positive reinforcement to at least 25 different students as measured by McFatter's internal tracking system.		Cara Daniel & Administration, HS Team Leaders

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 June 4, 2019, school-wide Office Discipline Referrals will reduce by 5% each quarter, as measured by BASIS Behavior Dashboard.	1. 8/10/2018 2. 10/18/2018 3. 1/24/2019 4. 3/21/2019	Cara Daniel, Administrative Team & HS Instructors
See critical element 4A • **Top 3 event locations** data	Every quarter, the number of Office Discipline Referrals in the Breezeway/Mall Area will decrease by 3% as measured by the BASIS Behavior Dashboard.		Cara Daniel, Administrative Team & HS Instructors
See critical element 8 • **Core effectiveness** data	Every quarter, the percentage of students who have 0 to 1 referrals will decrease by 2% as measured in the BASIS Behavior Dashboard.		Cara Daniel, Administrative Team & HS Instructors
See critical element 7A • **Grade Level/Classroom referrals** data	By the end of the first semester, the classroom Office Discipline Referrals from 12th Grade students will decrease by 5% as measured by the BASIS Behavior Dashboard.		Cara Daniel, Administrative Team & HS Instructors