

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:

School Name:	Sheridan Park Elementary
School Number:	1321
SPBP Contact Name:	Susy Suarez
Direct Phone Number:	(754) 323-7350

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?
Jacqueline Carro	Principal	Administration/Principal
Susy Suarez	SPBP Point of Contact	Administration/Assistant Principal
Monica Abello	Parent/Community Representation	SAC Chair/Support Staff/ESE
Juliana Aziz-Prescott	BTU Representative	BTU/Faculty Council
Kathleen Arden	Literacy Coach	Faculty/Support Staff
Delcarmen Linares-Colon	Math Coach	Faculty/Support Staff
Odein Samuda-King	Guidance Counselor	Faculty/Support Staff
Maria Medina	Kindergarten Team Leader	Faculty/Staff
Mary Cangemi	1 st Grade Team Leader	Faculty/Staff
Tracy Nix	2 nd Grade Team Leader	Faculty/Staff
Sue Fulton	3 rd Grade Team Leader	Faculty/Staff
Janet Jackson	4 th Grade Team Leader	Faculty/Staff
Jill Brennan	5 th Grade Team Leader	Faculty/Staff
Dawn Hudge	ESP	ESP/BTU
Kathleen Kerstetter	Music Teacher	Specials Teachers

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	2:15 p.m.	Susan Suarez, 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)
10/22/2018	2:15 p.m.	Susan Suarez, Assistant Principal	
1/8/2019	2:15 p.m.	Susan Suarez, Assistant Principal	
4/1/2019	2:15 p.m.	Susan Suarez, 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:

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	4/26/2018	# of participants = 46	Susan Suarez, Assistant Principal
Held a <i>faculty</i> vote on the new SPBP (for SY 2018/19)	4/26/2018	% approved = 100%	Susan Suarez, Assistant Principal
Presented the <i>new</i> SPBP (for SY 2018/19) to stakeholders (parents and community)	3/22/2018	# of participants = 9	Monica Abello, SAC Chair

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 a professional development on the 2018/19 SPBP for all staff	Prior to students' 1 st 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.	Susan Suarez, Assistant Principal
Present the 2018/19 SPBP to stakeholders (parents and community)	Prior to Oct 1 st , 2018 9/27/2018		
Present behavior data to staff <i>Quarterly: minimum of 4 each year</i>	8/23/2018	The team will present the <u>implementation data</u> in 10A. Include: <ul style="list-style-type: none"> the "marketing" (teaching and posting) of expectations and rules lesson plan implementation discipline procedures reward system implementation 	Susan Suarez, Assistant Principal
	10/25/2018		
	1/24/2019	The team will present the <u>student outcome data</u> in 10B. Include: <ul style="list-style-type: none"> top 3 event locations type of behavior incidents core effectiveness data classroom referral data, as well as analysis of this data. 	
	4/18/2019		

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. Unruly/Disruptive Behavior	6. Fight/Minor Altercation
2. Disruptive/Unruly Play	7. Disruption on Campus (Minor)
3. Insulting/Profane/Obscene Language	8. Inappropriate Use of Technology
4. Disobedience/Insubordination	9. Profanity to a Staff Member
5. Assault/Threat (Non-Criminal)	10. Fighting ~ Medium

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. P ersonal Best
2. A ct Responsibly
3. W e Show Respect
4. S afety First

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	Week of August 15, 2018	8:30 Primary & 9:00 Intermediate
January	Week of January 8, 2019	8:30 Primary & 9:00 Intermediate
4 th Quarter	Week of April 1, 2019	8:30 Primary & 9:00 Intermediate
Who will be responsible for teaching the lesson plans?		
		Administration
Where will the lesson plan instruction occur?		
		Auditorium
Who is responsible for retaining, organizing and distributing all lesson plans?		
		Susan Suarez, Assistant Principal

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. Cafeteria	10
2. Hallway	7
3. Playground	2

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>		
		Cafeteria	Hallway	Playground
		Rules	Rules	Rules
	Personal Best	*Use good manners.	*Use good manners. *Keep hands and feet to self	*Work together to solve problems *Show empathy towards other *Use good manners
	Act Responsibly	*Eat your own food. *Raise hand for an adult to assist. *Clean up after yourself.	*Stay in a single file line. *Follow staff members' directions.	*Be a problem solver. *Share toys & equipment *Report unsafe behavior *Return equipment *Line up quickly and quietly
We Show Respect	*Use your inside voice. *Be welcoming to others. *Use kind and appropriate words. *Use Good Manners.	*Zero Voice *Stop and let an adult pass.	*Be welcoming to others. *Play fairly *Take turns *Use kind & appropriate words. *Follow adult directions	
Safety First	*Walk *Stay in a single file line. *Follow dismissal Procedures. *Place Garbage in the somat.	*Face forward *Walk *Keep to the Right. *Hands, Feet, & Objects to self.	*Follow playground rules *Use equipment appropriately *Hands and feet to self in line *Safe touch during games/play *Stay in view of 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	Week of August 15, 2018	Teacher selected time.
January	Week of January 8, 2019	Teacher selected time.
4 th Quarter	Week of April 1, 2019	Teacher selected time.

Who will be responsible for teaching the lesson plans?	Homeroom Teachers
Where will the lesson plan instruction occur?	Classroom, Hallway, Playground, and Cafeteria
Who is responsible for retaining, organizing and distributing all lesson plans?	Susan Suarez, Assistant Principal

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: **Personal Best** ~ School-Wide Expectation _____

4 Step Problem Solving Process	Plan
1. Problem Identification: Use your behavior data to identify a school-wide problem. What problem did you identify? <i>(use numerical data)</i>	Data used: Number of Discipline Referrals Problem Identification: Although the number of referrals has decreased from the 2016-2017 school year to the 2017-2018 school year, the majority of the referrals continue to occur during the 11:00 a.m. - 1:00 p.m. time frame.
2. Problem Analysis: Why do you think this problem is occurring? What is your goal? <i>(use a SMART goal statement with numerical data)</i>	Hypothesis: After students visit the cafeteria for lunch, it is difficult for some students to return to a more structured environment. Goal Statement: By the end of the first quarter the number of referrals in that time frame will decrease by 25%.
3. Intervention Design: Describe how you will implement a positive reward program to decrease this problem.	Type of System: Token (Tickets) Description of System: Students will be able to earn positive behavior Tickets for displaying appropriate behavior throughout the school day. Students will earn tickets for displaying appropriate behavior throughout the school day. They will write their name on the back of the ticket and place it in the grade level jar for a change to be selected. If their name is called they can come to the P.A.W.S. store and select 1 item.
4. Evaluation: A. Implementation fidelity	A. <u>How do you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program?</u> Students should be earning their tickets and this can be monitored with the grade level jars as the students list their names and teacher name on the tickets. The effectiveness will be monitored with the monitoring of the discipline referrals.
B. Student outcome monitoring	B. <u>How will you know if the reward program is positively impacting students? What measurable data will you use to determine "success"?</u> Students will be eager to earn tickets and the number of referrals will decrease.

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. Non-Threatening to safety of self or others.	Student is off task.
2. Brief failure to respond to adult requests.	Student is asked to do something and does not comply with adult directions.
3. Out of assigned area.	Student is not in assigned area.
4. Inappropriate use of own materials.	Student is using materials which are not in the manner item is intended for.
5. Refusal to participate in instructional task.	Student is not completing assignments or participating in tasks.
6. Inappropriate use of words	Student is teasing another student.

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
*Verbal Redirection	*Apology letter	
*Gestural Cues	*Parent Contact	
*Seat Change	*Loss of Privilege	
*Move Behavior Clip on Clip Chart		
*Re-Teach Expectation		

6C. Administration Managed Misbehaviors:

(a) Define the first 3 behaviors by providing examples that clearly identify the point at which the misbehavior warrants an Office Discipline Referral (ODR).

(b) List two additional common school-wide misbehaviors that will result in an ODR. Provide concrete examples.

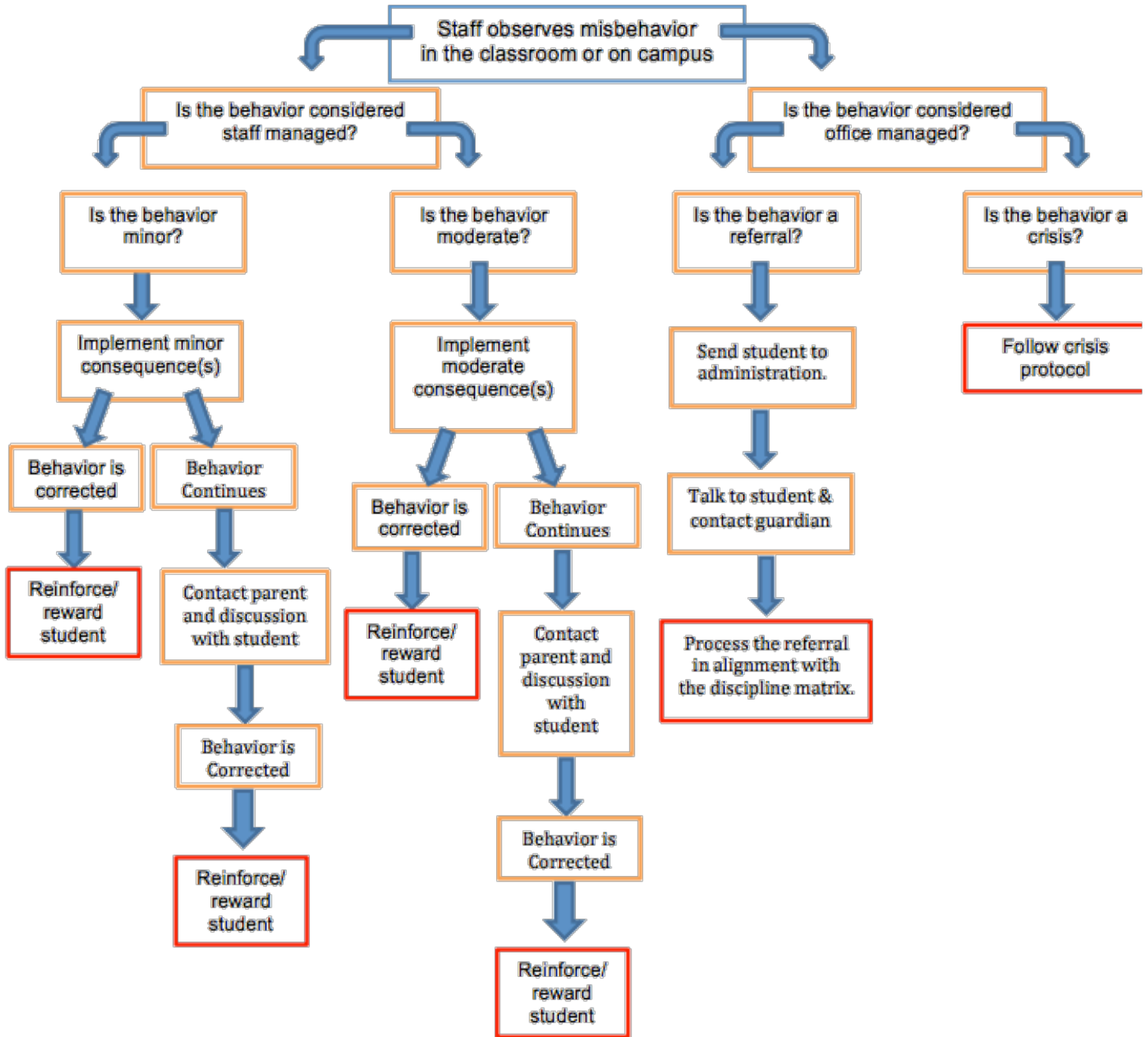
(c) Determine staff tolerance level for repetitive misbehaviors (the point at which the number of staff-managed misbehaviors becomes an ODR).

Office Discipline Referrals (ODRs)	
Behavior	“Looks Like” - <i>provide a description with example(s)</i>
1. Disobedience/Insubordination	Failure to obey a directive given. Ex: Student is asked to do something and they do not comply with adult directions.
2. Disruptive/Unruly Play	Unruly play that disrupts the learning environment. Ex: Student is playing with cards instead of completing their work. Teacher asks them for the cards and student throws them.
3. Defiance of authority	Habitual (4 or more referrals in Disobedience/Insubordination) Ex: Student has already received 4 referrals for disobedience towards staff members and commits the infraction again.
4. Insulting/Profane Language	Use of inappropriate language. Ex: Student refers to the teacher with words of profanity.
5. Assault/Threat (Non-Criminal)	A threat that is vague and indirect. Person is unlikely or unable to carry it out. Ex: Student tells another student they are going to kill them. After completion of investigation and threat assessment it is a low level threat.
6. Repetitive staff managed Misbehaviors	More than 3 misbehaviors in One Hour warrants an office referral. e.g., 3 2 half one hour 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



List Staff Managed Misbehaviors from 6A	List Office Managed Misbehaviors from 6C
*Student is off task *Failure to comply with adult directions. *Disruptive behavior *Refusal to participate in instructional task.	*Repetitive Moderate misbehaviors. *Hitting/Hurting students *Throwing objects *Verbal/Written Threats *Profanity *Arguing with adults

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? <i>(Class Dojo, LEAPs, HERO, Cloud 9, etc. are tools, <u>not</u> classroom systems)</i>	<input checked="" type="checkbox"/> CHAMPs* <input checked="" type="checkbox"/> PBIS Classroom Management <input 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 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?	<input type="checkbox"/> Yes <input checked="" 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 checked="" 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 universal screening <u>across teachers</u> to determine the need for classroom management training:
Fidelity of Implementation Plan: Marzano reports are analyzed to see if there are trends. If areas of weakness are identified professional development and support is provided. <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 from classrooms :	55
Total number of school-wide discipline referrals:	84
% of referrals in the classroom:	40%
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:	52				
# Referrals		% of Total Population	Core Effectiveness		
0 - 1 referral		60%	Are your 0 – 1 referrals > 80%?	Yes	<input checked="" type="checkbox"/> No
2 - 5 referrals (at risk students)	19	37%	Are your 2 - 5 referrals <15%?	Yes	<input checked="" type="checkbox"/> No
> 5 referrals (high risk students)	2	4%	Are your >5 referrals <5%?	<input checked="" type="checkbox"/> Yes	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 checked="" 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: We will continue to reinforce positive behavior with tickets and bragtags. We will also continue to embed social emotional learning within our curriculum. We will also implement new this year <i>Grow Notes</i> and <i>Glow Notes</i> . <i>Grow notes</i> will be notes to inform parents of behavior that is not conducive to the learning environment that they child may have displayed. <i>Glow notes</i> will be positive notes home.	

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	27	42	15	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Hispanic/Latin	46	34	-12	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
White	23	20	-3	<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 all 3 are “ No ”, disproportionality is not indicated. Are all 3 “No”?	<input type="checkbox"/> Yes <input checked="" 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: We will continue to reinforce positive behavior with tickets and bragtags. We will also continue to embed social emotional learning within our curriculum.	

Critical Elements # 9: SPBP Implementation Planning

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

Required actions for all schools in Broward County

Best Practices for all schools in Broward County

Resources



SPBP Team Implementation Action Plan 2018 - 2019		
Month	Action Step <i><input checked="" type="checkbox"/> check when Action completed</i>	Completed: Person Responsible Name & Title
Current	<input checked="" type="checkbox"/> This Action Plan has been saved to use <i>next year</i> during quarterly meetings	Susan Suarez, Assistant Principal
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	Susan Suarez, Assistant Principal
Pre Planning 2018	<input type="checkbox"/> Print up your SPBP Review and school score from OSPA <input type="checkbox"/> Provide SPBP presentation to all staff during Pre Planning <input type="checkbox"/> Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders <input type="checkbox"/> Market and post school-wide Expectations and location-specific Rules (posters, PSAs, etc.) <input type="checkbox"/> Identify your RtI Instructional Facilitator provided by the district (Contact tyyne.hogan@browardschools.com for more information, if you are unsure) <input type="checkbox"/> Confirm 1 st team meeting date and time	Susan Suarez, Assistant Principal
August 1 st 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: http://www.browardprevention.org/mtssrti/training-modules/ <input type="checkbox"/> 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 <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	Susan Suarez, Assistant Principal
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: http://www.brainshark.com/browardschools/PBIS101	Susan Suarez, Assistant Principal
October 2 nd 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	Susan Suarez, Assistant Principal
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.	Susan Suarez, Assistant Principal
January 2019 3 rd 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 th <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: http://www.browardprevention.org/mtssrti/rtib	Susan Suarez, Assistant Principal
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 Tyyne.hogan@browardschools.com to request analysis.	Susan Suarez, Assistant Principal
March 4 th 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	Susan Suarez, Assistant Principal
April	<input type="checkbox"/> Submit your SPBP in OSPA by April 30 th every year	Susan Suarez, 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 measurable 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	Copies of school-wide expectations and locations-specific rules will be provided to teachers and will be posted in the classroom. Administration will monitor that it is posted when the classroom is visited for observations.	Refer to quarterly presentation dates in 2B. This is the data the team will be sharing during presentations.	Susan Suarez, Assistant Principal
Behavior lesson plans are being taught as written and when indicated	Teachers will document behavior lesson are taught each quarter in their lesson plans. Administration will review lesson plans.		Susan Suarez, Assistant Principal
Discipline consequences and flow chart are being used by all staff as written	Teachers will follow the school-wide positive behavior plan and implement the consequences and processes documented in the flow chart.		Susan Suarez, Assistant Principal
A reward system is being implemented for <i>all</i> students	Teaches will be provided with positive tickets and encouraged to reward students for positive behavior. This will be monitored on Fridays when administration selects tickets from each grade level jar.		Susan Suarez, 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 observable and measurable 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	Student discipline referrals identified as Unruly/Disruptive Behavior, will decrease by 25%.	Refer to quarterly presentation dates in 2B. This is the data the team will be sharing during presentations.	Susan Suarez, Assistant Principal
See critical element 4A • Top 3 event locations data	Student discipline referrals in the cafeteria, hallway, and playground, will decrease by 25%.		Susan Suarez, Assistant Principal
See critical element 8 • Core effectiveness data	Student discipline referrals for students identified as at risk or high risk will decrease by 25% through the implementation of social emotional learning curriculum.		Susan Suarez, Assistant Principal
See critical element 7A • Grade Level/Classroom referrals data	Grade level classroom referrals will decrease by 25% through the implementation of the school-wide positive behavior plan.		Susan Suarez, Assistant Principal