

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:	Seminole Middle School
School Number:	1891
SPBP Contact Name:	Melanie Hemphill
Direct Phone Number:	754-323-4200

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?
Shantell Curry	Intern Principal	Administration
Melanie Hemphill	SPBP Point of Contact	8 th grade
Jodi Swarsky	Parent/Community Representation	SAC
Susan Fried	BTU Representative	Teachers
Anthony Matranga	Media Specialist	6-8 th
Melissa Schneider	Teacher	7 th grade
Susan Fried	Teacher	6 th grade
Yanire Izquierdo	Campus Monitor	Faculty and staff
Debra Simpson	ESE support Facilitator	6-8 th
Chelsea Deese	504 Liaison	6-8 th

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:
9/24/2018	7:15am	Susan Fried	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)
12/3/2018	7:15am	Susan Fried	
3/4/2019	7:15am	Susan Fried	
4/15/2019	7:15am	Susan Fried	

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	4/13/2018	# of participants = 76	Susan Fried
Held a <i>faculty</i> vote on the new SPBP (for SY 2018/19)	4/19/2018	% approved = 78	Susan Fried
Presented the <i>new</i> SPBP (for SY 2018/19) to stakeholders (parents and community)	4/27/2018	# of participants = 24	Susan Fried

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: 8/8/2018	The team will present the updates in the SPBP for the 18/19 school year. All stakeholders will be provided with access to the SPBP. Feedback will be collected for future team meetings.	Melanie Hemphill
Present the 2018/19 SPBP to stakeholders (parents and community)	Prior to Oct 1 st , 2018 9/12/2018		
Present behavior data to staff <i>Quarterly: minimum of 4 each year</i>	1. 9/25/2018	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 Fried
	2. 12/4/2018		
	3. 3/5/2019	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. 4/16/2019		

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. Out of Assigned Area
2. Disobedience/ Insubordination	7. Fight- Minor
3. Bus Violations (level 2)	8. Bus Violations (level 1)
4. Disruptive/ Unruly Play	9. Insulting/ profane/ obscene language
5. Bus Violations (Level 3)	10. Dress Code Violations

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. Demonstrate Integrity
2. Show Respect
3. Practice Safety Measures
4. Follow Directions

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 27-31, 2018	8:10-9:36am
January	January 8-11, 2019	8:10-9:36am
4 th Quarter	April 1-5, 2019	8:10-9:36am
Who will be responsible for teaching the lesson plans?		All teachers
Where will the lesson plan instruction occur?		In teachers' classrooms
Who is responsible for retaining, organizing and distributing all lesson plans?		Ms. Hemphill and Ms. Fried

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. Bus	51
2. Cafeteria	32
3. Hallway	34

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>		
		Bus	Cafeteria	Hallways
	Rules	Rules	Rules	
	Demonstrate integrity	Ensure that you are arriving and leaving school on your assigned bus route.	Stay at your assigned lunch table	Willingness to be on time for class.
	Show respect	Use appropriate language.	Clean up after yourself when you are leaving the cafeteria	Respect each other’s personal space.
Practice safety measures	Stay in your seat while the bus is in motion.	Raise your hand for permission to leave your seat	Walking in the hallways.	
Follow directions	When the adult in charge requests something of you, comply on the first try.	When the adult in charge requests something of you, comply on the first try.	When an adult requests something of you, comply on the first try.	

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 27-31, 2018	8:10-9:36am
January	January 8-11, 2019	8:10-9:36am
4 th Quarter	April 1-5, 2019	8:10-9:36am
Who will be responsible for teaching the lesson plans?		All teachers
Where will the lesson plan instruction occur?		In teachers’ classrooms
Who is responsible for retaining, organizing and distributing all lesson plans?		Ms. Hemphill and Ms. Fried

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: Cafeteria

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: BASIS incidences Problem Identification: By April of 2019, referrals for cafeteria behavior will decrease by 5%.
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: If we can control unruly/ disruptive behavior in the cafeteria, then when students leave the cafeteria there will be less incidences of unruly/ disruptive behavior in the cafeteria. Goal Statement: Incidences of unruly/ disruptive behavior in the cafeteria will decrease by 5% by April 2015.
3. Intervention Design: Describe how you will implement a positive reward program to decrease this problem. (obtainable and for all students, not including the bus)	Type of System: Token system Description of System: <i>Teachers and administrators will bi-weekly randomly check all lunch tables, throughout the week, for cleanliness, and ensure that students are in their assigned areas. If the randomly selected class meets the criteria, students will receive a ticket for a free ice cream.</i>
4. Evaluation: A. Implementation fidelity	A. How do you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program? Data sheets which contain the date, table/ teacher, cleanliness, which class received tickets, the name of the monitor and attendance will be checked on a monthly basis. An administrator will ensure that all tables had an opportunity to receive a ticket.
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"? <i>By April 2019, referrals for cafeteria incidences will decrease by 5%. BASIS will be used to compare data from 2017-2018 to data from 2018-2019 school year.</i>

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. Out of seat without permission	When a student gets out of their seat to throw something away or bother another student that causes a disruption to the learning environment.
2. Tardies	When a student is not in class and in their seat with the necessary materials to begin their warm-up.
3. Name calling	Using derogatory or inappropriate language directed toward another individual.
4. Touching another student	Not keeping their hands, feet or belongings to themselves
5. Profanity	Using profane language deemed inappropriate in a classroom/ school setting.
6. Calling out during class	Answering a question without being called on.

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	
Phone call home	
Change of seat	
Notes in agenda/ pinnacle	
Guidance/ Rtl referral	

6C. Administration Managed Misbehaviors:

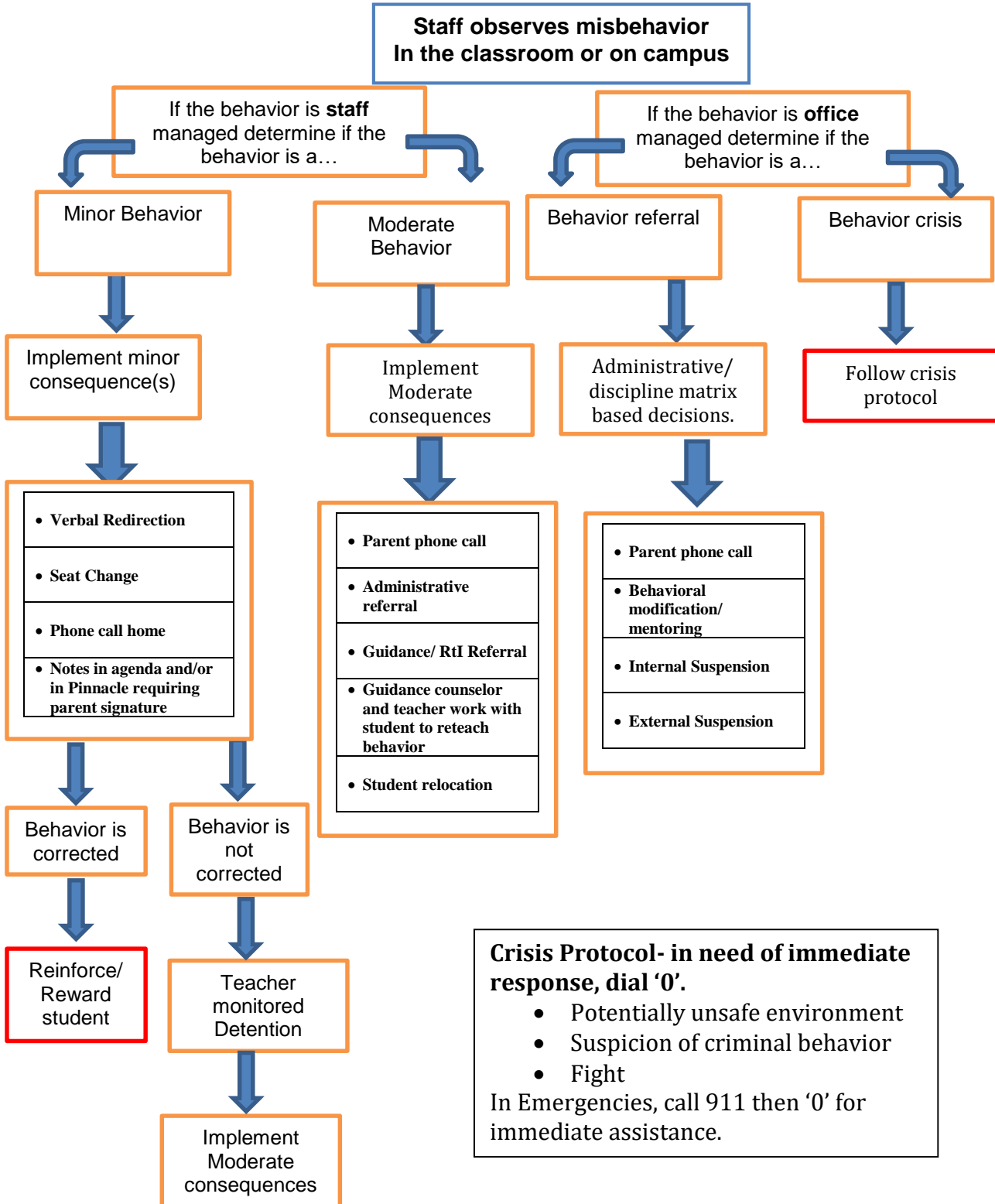
- (a) Define the first 3 behaviors by providing examples that clearly identify the point at which the misbehavior warrants an Office Discipline Referral (ODR).
- (b) List two additional common school-wide misbehaviors that will result in an ODR. Provide concrete examples.
- (c) Determine staff tolerance 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. Unruly/ Disruptive behavior	Behavior that distracts the learning environment
2. Disruptive/Unruly Play	Behavior that involves distracting another student or learning environment due to playful behavior.
3. Fight	When two students are involved in a physical altercation
4. Disobedience/ Insubordination	Students not following the rules of the school or classroom.
5. Bus Violations	Students not following bus rules and procedures. Student may be riding the wrong bus, throwing things out of the window and not staying in their seat while the bus is in motion.
6. Repetitive staff managed misbehaviors	More than <input style="width: 30px; text-align: center;" type="text" value="2"/> misbehaviors in <input style="width: 50px; text-align: center;" type="text" value="One"/> <input style="width: 50px; text-align: center;" type="text" value="Period"/> warrants an office referral.

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



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 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:	N/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 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 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: Administrators conduct Marzano Domain 1 Walkthroughs every day. Feedback is provided to teachers via the I-observation tool. Data is evaluated and analyzed by administration on a monthly basis. If teachers receive less than “Using”, training will be suggested or a teacher mentor may be provided.

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:	215
Total number of school-wide discipline referrals:	387
% of referrals in the classroom:	36%
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:	1159			
# Referrals		% of Total Population	Core Effectiveness	
0 - 1 referral		84%	Are your 0 – 1 referrals > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2 - 5 referrals (at risk students)	70	6%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
> 5 referrals (high risk students)	110	9%	Are your >5 referrals <5%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

8B. Core Effectiveness Plan:

If <u>all 3</u> are “Yes”, your core is effective. Is your core behavior curriculum effective?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Answer 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: <i>Teachers individually identify student academic concerns by analyzing student test scores, classwork, behavior and homework assignments. If there is a noticeable pattern and concern, the issue is discussed with the team of teachers who share the students. If a trend is noticed in more than one class the student is recommended for Response to Intervention (Rti).</i>	

8C. Disproportionality: Determine if there are any issues within subgroups from BASIS 3.0 Behavior Dashboard in the “Referrals by Demographics” chart.

- (a) Complete **the yellow highlighted cells first.**
- (b) Auto-calculate the difference by clicking on each “0” in the next cell and pressing “Fn + F9”.

Subgroups	(PctPop - Green) % of students	(PctRef - Blue) % of referrals	Difference in referral composition	Positive value suggests disproportionality (Is the value positive?)
Black	43	57	14	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Hispanic/Latin	33	27	-6	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
White	16	12	-4	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

8D. Disproportionality Plan: If any values are positive, the percentage of referrals contributed to that subgroup is higher than expected, given that subgroups’ percentage in the student population.

If <u>all 3</u> are “No”, disproportionality is not indicated. Are all 3 “No”?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Answer 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: <i>An Equity Liaison has been appointed at our school. The Equity Liaison is in the process of receiving training to identify inequities within the school and provide and implement an equity plan for next school year that will address inequities in behavior and/or academics within subgroups as well as throughout grade levels.</i>	

Critical Elements # 9: SPBP Implementation Planning

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

Required actions for all schools in Broward County

Best Practices for all schools in Broward County

Resources



SPBP Team Implementation Action Plan 2018 - 2019		
Month	Action Step <i><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	Melanie Hemphill
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 Fried
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 tyne.hogan@browardschools.com for more information, if you are unsure) <input type="checkbox"/> Confirm 1 st team meeting date and time	Click here to enter NAME & title.
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 <u>team training</u> , such as the 4 Step PSP Brainshark Series, 10 Critical Elements Brainsharks, Data Collection, Effective CPST Teams, PBIS 101, etc. Trainings available at: 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	Click here to enter NAME & title
September	<input type="checkbox"/> Provide stakeholder presentation on SPBP prior to October 1 <input type="checkbox"/> Check for staff and teacher understanding of PBIS - provide "PBIS 101" Brainshark as a resource Brainshark available at: http://www.brainshark.com/browardschools/PBIS101	Click here to enter NAME & title.
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	Click here to enter NAME & title.
November	<input type="checkbox"/> Staff to re-teach Expectations and Rules first day back from break. <input type="checkbox"/> Team to develop new and/or improved lesson plans as indicated by behavior data.	Click here to enter NAME & title
January 2019 3 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 <u>Principal signs in</u> and watches the <u>new</u> 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 <u>new</u> SPBP <input type="checkbox"/> Teams watch the <u>new</u> SPBP Brainsharks and refers to <u>new</u> "Additional items" Brainsharks and Additional items posted at: http://www.browardprevention.org/mtssrti/rtib	Click here to enter NAME & title.
February	<input type="checkbox"/> Ensure progress towards completion of SPBP <input type="checkbox"/> Check on recently hired staff for PBIS understanding - provide "PBIS 101" Brainshark resource <input type="checkbox"/> Provide the SPBP SurveyMonkey link to all staff (optional). Email Tyne.hogan@browardschools.com to request analysis.	Click here to enter NAME & title
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	Click here to enter NAME & title
April	<input type="checkbox"/> Submit your SPBP in OSPA by April 30 th every year	Click here to enter NAME & title

CRITICAL ELEMENT # 10: Monitoring Plans

10A. How will you determine the success **of staff implementation** of the School-wide Positive Behavior Plan?

“Are staff implementing the SPBP with fidelity? How do you know?”

Fidelity of Implementation Monitoring Plan			
Action Step	Create an 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	By August 2018, 80% of teachers will be provided with a poster indicating the expectations and location-specific rules for Seminole Middle School.	Refer to quarterly presentation dates in 2B. This is the data the team will be sharing during presentations.	Melanie Hemphill
Behavior lesson plans are being taught as written and when indicated	By August 2018, 80% of teachers will be provided with a binder containing lesson plans and dates for implementation.		Susan Fried
Discipline consequences and flow chart are being used by all staff as written	By December 4, 2018, discipline incidences will decrease by 5%.		Susan Fried
A reward system is being implemented for <i>all</i> students	By September 28, 2018 at least 25% of students in each grade level will receive an incentive for positive cafeteria conduct.		Cafeteria monitors and administrators.

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	By April 2019, the behavior incidences will decrease by 5%.	Refer to quarterly presentation dates in 2B. This is the data the team will be sharing during presentations.	Melanie Hemphill
See critical element 4A • Top 3 event locations data	By April 2019, the bus incidences will decrease from 51 incidences to 49. Cafeteria incidences will decrease from 32 to at least 30 and, Hallway incidences will decrease from 34 incidences to at least 32 incidences.		Susan Fried
See critical element 8 • Core effectiveness data	By April 2019, the core effectiveness will remain in an “effective” status and continue to be effective.		Susan Fried
See critical element 7A • Grade Level/Classroom referrals data	By December 21, 2018 the percent of classroom referrals will decrease from 36% to 34%.		Melanie Hemphill