

**School-wide Positive Behavior Plan (SPBP)**  
 Broward County Public Schools  
 To be implemented in SY 2018/19



**Elements have changed in the SPBP.**

Before completing, go to <http://www.browardprevention.org/mtssrti/rtib/> → School-wide Positive Behavior Plan for:

- ✓ **A NEW Brainshark for Principals. ACTION: Log in with your p # and watch the Brainshark before Jan 30th.**
- ✓ **A NEW Overview Brainshark for Teams. ACTION: Log in with school name and watch the Brainshark.**
- ✓ **A NEW mini Brainshark Series for teams.** These Brainsharks are divided into the 10 Critical Elements of PBIS. They will show you “how to” write a comprehensive SPBP (and receive a high score!)
- ✓ **A Rating Rubric to ensure teams will correctly complete the SPBP and develop a meaningful plan.**

To provide consistency across the District, *only plans entered on the current district template will be accepted.*

**ACTION: Download, complete and upload the SPBP into your School Improvement Plan before May 1, 2018:**

<b>School Name:</b>	Chapel Trail Elementary
<b>School Number:</b>	2961
<b>SPBP Contact Name:</b>	Richard Schreidell, Assistant Principal
<b>Direct Phone Number:</b>	754-323-5009

**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?
Teresa Lipkins	Principal	Administration
Richard Schreidell	Assistant Principal	SPBP Point of Contact
Danielle Delgado	SAC Member and PTA Officer	Parent/Community Representation
Lourdes Carrillo	BTU Representative	BTU Rep and 3 <sup>rd</sup> Grade Rep
Vanessa Rios	Teacher/Team Leader	Kindergarten Rep
Ashley Bernstein	Teacher/Team Leader	1 <sup>st</sup> Grade Rep
Danette Craparotta	Teacher/Team Leader	2 <sup>nd</sup> Grade Rep
Ivett Prevost	Teacher/Team Leader	4 <sup>th</sup> Grade Rep
Roxana Gross	Teacher/Team Leader	5 <sup>th</sup> Grade Rep

**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:
11/6/2018	8:00 AM	Richard Schreidell, 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)
1/7/2019	8:00 AM	Richard Schreidell, Assistant Principal	
3/22/2019	8:00 AM	Richard Schreidell, Assistant Principal	
6/4/2019	8:00 AM	Richard Schreidell, Assistant Principal	

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

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

<b>Action Steps:</b>	<b>Date</b> <i>(Between Jan 15 – April 30, 2018)</i>	<b>Details</b> <i>(retain attendance sheets at school)</i>	<b>Person responsible to collect and retain attendance sheets:</b>
Presented the <i>new</i> SPBP (for SY 2018/19) to staff	4/3/18	# of participants = 48	Richard Schreidell
Held a <i>faculty</i> vote on the new SPBP (for SY 2018/19)	4/17/2018	% approved = 96%	Richard Schreidell
Presented the <i>new</i> SPBP (for SY 2018/19) to stakeholders (parents and community)	4/3/2018	# of participants = 11	Richard Schreidell

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

<b>Action Steps:</b>	<b>Date(s)</b> <i>(NEXT YEAR)</i>	<b>Content</b> <i>(retain attendance sheets at school)</i>	<b>Person responsible to collect and retain attendance sheets:</b>
Provide a professional development on the 2018/19 SPBP for all staff	Prior to students' 1 <sup>st</sup> day: 8/9/2018	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.	Richard Schreidell
Present the 2018/19 SPBP to stakeholders (parents and community)	Prior to Oct 1 <sup>st</sup> , 2018 9/4/2018		
Present behavior data to staff <i>Quarterly: minimum of 4 each year</i>	1. 11/6/2018	The team will present the <u>implementation data</u> in 10A. Include: <ul style="list-style-type: none"> <li>• the “marketing” (teaching and posting) of expectations and rules</li> <li>• lesson plan implementation</li> <li>• discipline procedures</li> <li>• reward system implementation</li> </ul>	Richard Schreidell
	2. 1/7/2019		
	3. 3/22/2019	The team will present the <u>student outcome data</u> in 10B. Include: <ul style="list-style-type: none"> <li>• top 3 event locations</li> <li>• type of behavior incidents</li> <li>• core effectiveness data</li> <li>• classroom referral data, as well as analysis of this data.</li> </ul>	
	4. 6/4/2019		

## 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. Disruptive/Unruly Behavior	6. N/A
2. Disruption on Campus (Minor)	7. N/A
3. N/A	8. N/A
4. N/A	9. N/A
5. N/A	10. N/A

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

School-wide Expectations
1. Cooperate at all times.
2. Treat others with respect.
3. Exceed expectations.
4.
5.

**3C.** Research indicates that discipline referrals increase after long holidays and during testing times. Plan to teach your expectations at least 3 times throughout the year (and anytime the expected behaviors are not being demonstrated).

**ACTION:** Create at least one lesson plan for each school-wide expectation above and distribute to teachers during pre-planning 2018-19. Develop additional lesson plans you will use throughout the year to re-teach and reinforce your school-wide expectations. *You do not need to submit your lesson plans with the SPBP. Retain all behavior lesson plans at the school; make sure these lesson plans are available for guests and stakeholders.*

When will school-wide expectations lesson plans be taught?		
	Date(s)	Time:
August	8/15/18	8:15 AM
January	1/8/19	8:15 AM
4 <sup>th</sup> Quarter	4/1/19	8:15 AM
Who will be responsible for teaching the lesson plans?		Each Homeroom Teacher
Where will the lesson plan instruction occur?		Homeroom Classroom
Who is responsible for retaining, organizing and distributing all lesson plans?		Richard Schreidell

## 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.Playground	2
2.Cafeteria	1
3.Hallway	Previous Year

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>			
		Playground	Cafeteria	Hallway	
		Rules	Rules	Rules	
		Cooperate at all times.	Take turns. Wait patiently. Share the equipment.	Remain seated at all times. Raise your hand for all requests.	Walk on right side.
		Treat others with respect.	Use kind words. Speak nicely to others. Use positive words like please and thank you.	Use your inside voice. Keep hands, feet, objects to yourself.	Keep hands, feet, objects to yourself
Exceed expectations.	Include others. Invite others to join in.	Keep your area clean.	Remain quiet.		

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	8/15/18	8:15 AM
January	1/8/19	8:15 AM
4 <sup>th</sup> Quarter	4/1/19	8:15 AM
Who will be responsible for teaching the lesson plans?		Each Homeroom Teacher
Where will the lesson plan instruction occur?		Homeroom Classrooms
Who is responsible for retaining, organizing and distributing all lesson plans?		Richard Schreidell

## 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: Playground

4 Step Problem Solving Process	Plan
<p><b>1. Problem Identification:</b> Use your behavior data to identify a school-wide problem. What problem did you identify? <i>(use numerical data)</i></p>	<p><b>Data used:</b> The behavior dashboard data indicates that the main location of referrals take place in the playground.</p> <p><b>Problem Identification:</b> Students lack the skills and strategies for cooperative play.</p>
<p><b>2. Problem Analysis:</b> Why do you think this problem is occurring? What is your goal? <i>(use a SMART goal statement with numerical data)</i></p>	<p><b>Hypothesis:</b> Students lack the ability to verbalize their wants and desires and resort to disruptive behavior.</p> <p><b>Goal Statement:</b> By 1/1/19, There will be a 10% decrease in the number of referrals occurring on the playground.</p>
<p><b>3. Intervention Design:</b> Describe how you will implement a positive reward program to decrease this problem.</p>	<p><b>Type of System:</b> Lottery <b>Lottery</b></p> <p><b>Description of System:</b> <i>(3-4 sentences)</i> Each day that children exhibit positive behavior during playground recess, the homeroom teacher will enter their class name into a weekly schoolwide drawing. Weekly, administration will randomly draw one class name. That homeroom class will be recognized on the morning announcements. The homeroom class will be given a banner to display on their classroom door for the week. The banner will be passed to the next week's homeroom class.</p>
<p><b>4. Evaluation:</b> A. Implementation fidelity</p>	<p><b>A.</b> How do you monitor the fidelity (consistency and effectiveness) of the <b>staff's</b> implementation of the reward program? <i>(2-3 sente</i></p> <p>The fidelity of the staff's implementation will be monitored by reviewing the classroom names entered on a daily basis. Administration will review the names being submitted each week. In this way, administration can be aware of which classrooms are not being consistently represented.</p>
<p>B. Student outcome monitoring</p>	<p><b>B.</b> How will you know if the reward program is positively impacting <b>students</b>? What measurable data will you use to determine "success"? <i>(2-3 sentences)</i></p> <p>Administration and support staff will periodically monitor the playgrounds. During these visits, we should see students reminding each other of the playground behavior expectations.</p> <p>By 1/1/19, There will be a 10% decrease in the number of referrals occurring on the playground.</p>

**CRITICAL ELEMENT #6 Effective Discipline Procedures**

**6A. Staff Managed Misbehaviors:** List the top 6 *most common* school-wide misbehaviors **staff are expected to manage**. Write a short, objective, and measurable definition for each.

Staff Managed Misbehaviors	
Misbehavior	"Looks Like" - <i>provide a description with example(s)</i>
1. Calling Out	Answering a question without being asked.
2. Physical Contact	Not monitoring self; accidental, horseplay
3. Disrespect	Not responding to teacher's questions.
4. Not staying in seat	Getting out of seat, wandering
5. Not staying in line	Not walking with class in line during transitions
6. Making disruptive noises	Interrupting lessons with noises that interfere with others learning

**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		
Move student's seat		
Cool down period		
Student conference		
Contact parent		

**6C. Administration Managed Misbehaviors:**

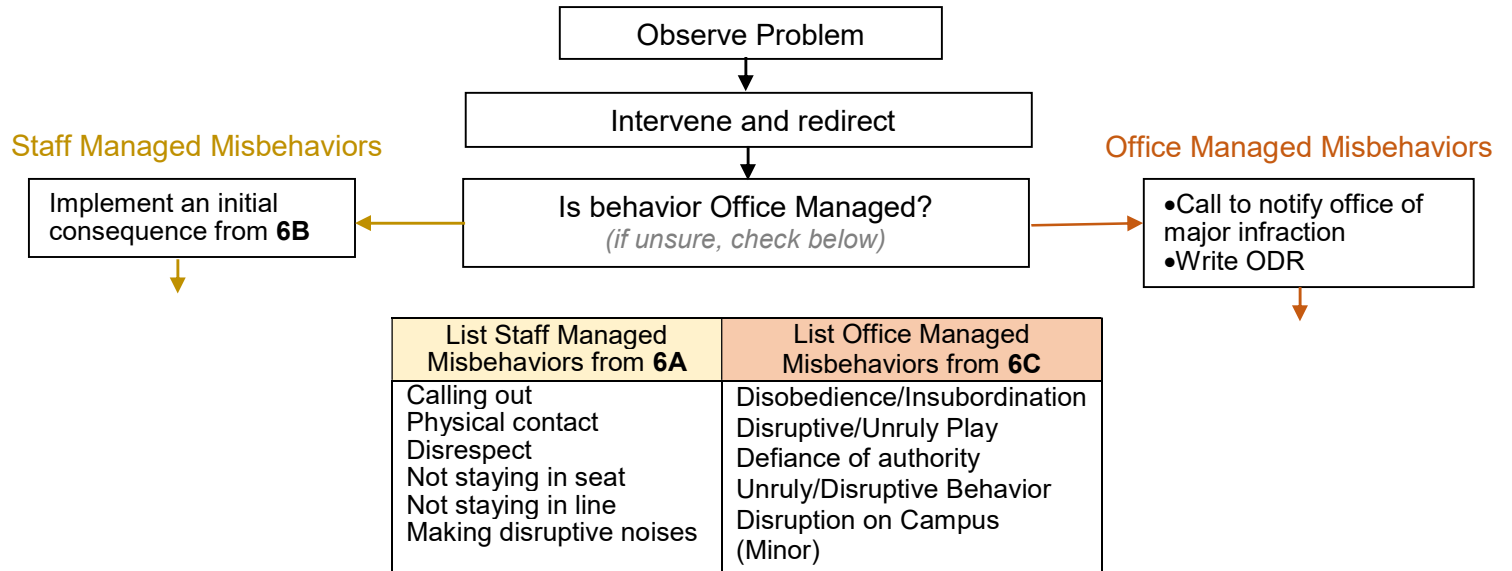
- (a) Define the first 3 behaviors by providing examples that clearly identify the point at which the misbehavior warrants an Office Discipline Referral (ODR).
- (b) List two additional common school-wide misbehaviors that will result in an ODR. Provide concrete examples.
- (c) Determine staff tolerance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

Office Discipline Referrals (ODRs)	
Behavior	"Looks Like" - <i>provide a description with example(s)</i>
1. Disobedience/Insubordination	Direct refusal to comply with a reasonable request from a staff member.
2. Disruptive/Unruly Play	Careless or reckless behavior that could lead to physical harm.
3. Defiance of Authority	Not following a staff member's directive.
4. Unruly/Disruptive Behavior	Behavior that causes disruptions and interferes with the learning environment.
5. Disruption on Campus (Minor)	Act or event that occurs on campus causing a disruption of a classroom or localized area of the school without disrupting the entire campus.
6. Repetitive staff managed misbehaviors	More than <input type="text" value="3"/> misbehaviors in <input type="text" value="half"/> <input type="text" value="hour"/> warrants an office referral. <i>e.g., 3 half hour</i> <i>2 one period</i>

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

- (a) Review the sample discipline flow charts in “Additional Items” located on browardprevention.org
- (b) Copy or customize a flow chart to graphically represent the discipline process at **your** school.
- (c) Paste the flow chart here **OR** complete the flow chart below.

**Student Behavior Discipline Flow Chart**



## CRITICAL ELEMENT # 7 : Classroom Management Systems

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

Which <b>evidence-based</b> classroom management system is supported by your school's administration and is expected to be implemented school-wide? <i>(Class Dojo, LEAPs, HERO, Cloud 9, etc. are tools, <b>not</b> 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 <b>evidence-based classroom management system</b> :	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 <b>staff skills</b>, not student outcomes)</i>
<input type="checkbox"/> CHAMPs 7 Up Checklist
<input type="checkbox"/> CHAMPs Classroom Check Up (CCU)
<input type="checkbox"/> PBIS Classroom Assistance Tool (CAT)
<input type="checkbox"/> PBIS Walkthrough
<input checked="" type="checkbox"/> Marzano's Domain 1, Design Questions 5, 6, 7, 8, 9
<input type="checkbox"/> Fidelity of staff classroom management implementation is not monitored to determine training needs this year <i>(you will need to adopt a tool and plan next year)</i>
<input type="checkbox"/> Other <i>(specify)</i> :
Explain how this data is collected and analyzed by your school leadership team as a <b>universal screening across teachers</b> to determine the need for classroom management training:
Fidelity of Implementation Plan: <i>4 sentences</i> The data from Marzano's Domain 1, Design questions 5, 6, 7, 8, and 9 are examined by administration. Administration conferences with teachers who are "not using, beginning, or developing" in these design questions. Administrator's do walkthroughs periodically to monitor teacher improvements in the areas that are deficient. Administrators do follow up conferences with the teachers that are still exhibiting deficiencies.

### 7C. Percentage of Classroom Referrals:

- (a) Review your classroom data YTD ("Events by Location") in BASIS 3.0 Behavior Dashboard.
- (b) Complete **the yellow highlighted cells first.**
- (c) Auto-calculate the % of referrals in the classroom by clicking on "!Zero Divide" in the next cell and pressing "Fn + F9" together.

Total number of discipline referrals <b>from classrooms</b> :	11
Total number of <b>school-wide</b> discipline referrals:	13
% of referrals in the classroom:	46%
Do more than 40% of your referrals come from the classroom?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

**If >40% of discipline referrals come from the classroom, it suggests Tier 1 classroom management implementation may need to be strengthened school-wide.**



**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:	824			
# Referrals	13	% of Total Population	Core Effectiveness	
0 - 1 referral			Are your 0 – 1 referrals > 80%?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
2 - 5 referrals (at risk students)	3	0%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
> 5 referrals (high risk students)	0	0%	Are your >5 referrals <5%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

**8B. Core Effectiveness Plan:**

If all 3 are “Yes”, your core is effective. Is your core behavior curriculum effective?	<input 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: (3-4 sentences) Our teams meet by grade level with support staff present to discuss concerns regarding specific students. Some of the identified students are referred to the guidance counselor. While other identified students are referred to the social worker. And then some of the identified students are referred for counseling groups conducted by the guidance counselor, social worker and psychologist for various topics that the students need.	

**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	Does not show	Does not show	N/A	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Hispanic/Latin	69	71	2	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
White	32	29	-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: Even though our data Our teams meet by grade level with support staff present to discuss concerns regarding specific students. Some of the identified students are referred to the guidance counselor. While other identified students are referred to the social worker. And then some of the identified students are referred for counseling groups conducted by the guidance counselor, social worker and psychologist for various topics that the students need. Throughout these interventions, administration, team leaders and support staff monitor for disproportionality and make adjustments as needed. (3-4 sentences)	

## Critical Elements # 9: SPBP Implementation Planning

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

Required actions for all schools in Broward County

Best Practices for all schools in Broward County

Resources



SPBP Team Implementation Action Plan 2018 - 2019		
Month	Action Step <i>☑ check when Action completed</i>	Completed: Person Responsible Name & Title
Current	☑ This Action Plan has been saved to use <i>next year</i> during quarterly meetings	Richard Schreidell, Assistant 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	Richard Schreidell, 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 <a href="mailto:tyne.hogan@browardschools.com">tyne.hogan@browardschools.com</a> for more information, if you are unsure) <input type="checkbox"/> Confirm 1 <sup>st</sup> team meeting date and time	Click here to enter NAME & title.
August 1 <sup>st</sup> meeting	<input type="checkbox"/> Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP <input type="checkbox"/> Determine any needed <u>team training</u> , such as the 4 Step PSP Brainshark Series, 10 Critical Elements Brainsharks, Data Collection, Effective CPST Teams, PBIS 101, etc. Trainings available at: <a href="http://www.browardprevention.org/mtssrti/training-modules/">http://www.browardprevention.org/mtssrti/training-modules/</a> <input type="checkbox"/> Review previous year's behavior data. (Use 'Agenda' and 'Data Collection Template') Forms available at: <a href="http://www.browardprevention.org/mtssrti/rtib">http://www.browardprevention.org/mtssrti/rtib</a> in Tier 1, Teaming <input type="checkbox"/> Present implementation data, behavior data, team activities and progress to entire staff <input type="checkbox"/> Utilize the 4 Step Problem Solving Process to develop initial interventions <input type="checkbox"/> Review previous year's SPBP and feedback form <input type="checkbox"/> Verify and implement teaching schedule for SPBP Expectations and Rules behavior lesson plans	Click here to enter NAME & title
September	<input type="checkbox"/> Provide stakeholder presentation on SPBP prior to October 1 <input type="checkbox"/> Check for staff and teacher understanding of PBIS - provide "PBIS 101" Brainshark as a resource Brainshark available at: <a href="http://www.brainshark.com/browardschools/PBIS101">http://www.brainshark.com/browardschools/PBIS101</a>	Click here to enter NAME & title.
October 2 <sup>nd</sup> meeting	<input type="checkbox"/> Ensure instructional staff know how to (and are, as needed) enter Tier 1 Supplemental Strategies for behavior in BASIS <input type="checkbox"/> Present implementation data, behavior data, team activities and progress to entire staff	Click here to enter NAME & title.
November	<input type="checkbox"/> Staff to re-teach Expectations and Rules first day back from break. <input type="checkbox"/> Team to develop new and/or improved lesson plans as indicated by behavior data.	Click here to enter NAME & title
January 2019 3 <sup>rd</sup> meeting Prepare for 2019/20 SPBP	<input type="checkbox"/> Staff to re-teach Expectations and Rules first day back from break <input type="checkbox"/> Ensure the <u>Principal signs in</u> and watches the <u>new</u> SPBP Brainshark: Due January 30 <sup>th</sup> <input type="checkbox"/> Present implementation data, behavior data, team activities and progress to entire staff <input type="checkbox"/> Choose team members and dates to work on, complete, and submit the <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: <a href="http://www.browardprevention.org/mtssrti/rtib">http://www.browardprevention.org/mtssrti/rtib</a>	Click here to enter NAME & title.
February	<input type="checkbox"/> Ensure progress towards completion of SPBP <input type="checkbox"/> Check on recently hired staff for PBIS understanding - provide "PBIS 101" Brainshark resource <input type="checkbox"/> Provide the SPBP SurveyMonkey link to all staff (optional). Email <a href="mailto:Tyne.hogan@browardschools.com">Tyne.hogan@browardschools.com</a> to request analysis.	Click here to enter NAME & title
March 4 <sup>th</sup> meeting	<input type="checkbox"/> Ensure progress towards completion of SPBP <input type="checkbox"/> Provide staff presentation and vote on new SPBP for next year <input type="checkbox"/> Provide stakeholders/parent presentation on new SPBP for next year <input type="checkbox"/> Present implementation data, behavior data, team activities and progress to entire staff	Click here to enter NAME & title
April	<input type="checkbox"/> Submit your SPBP in OSPA by April 30 <sup>th</sup> every year	Click here to enter NAME & title

## CRITICAL ELEMENT # 10: Monitoring Plans

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

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

Fidelity of Implementation Monitoring Plan			
Action Step	Create an <b>observable</b> and <b>measurable</b> SMART goal to determine “successful” <b>staff implementation</b> of action step	When will data be collected, analyzed & presented?	Person responsible to collect and analyze data
School-wide <b>expectations</b> and location-specific <b>rules</b> are posted across campus	By 11/6/18, Schoolwide expectations posters and rules posters will be visible in 100% of the hallways and cafeteria.	Refer to <b>quarterly</b> presentation dates in 2B.  This is the data the team will be sharing during presentations.	Richard Schreidell, Assistant Principal
<b>Behavior lesson plans</b> are being taught as written and when indicated	By 8/30/18, Homeroom teachers will teach the behavior lesson plans. Team will will check lesson plan books.		Grade Level Team Leaders
<b>Discipline consequences</b> and <b>flow chart</b> are being used by all staff as written	By 11/6/18, teachers will be consistent in their use of the discipline consequences and flow chart, as measured by students being sent to the office without prior consequences for their actions.		Richard Schreidell, Assistant Principal
A <b>reward system</b> is being implemented for <i>all</i> students	Each quarter (8/15/18, 1/8/19, 4/1/19), the number of teachers submitting their homeroom name into the positive playground behavior lottery will increase by 10% each quarter.		Richard Schreidell Assistant Principal

10B. How will you determine whether the SPBP is successful in positively impacting **students**?

*“If staff are implementing the SPBP consistently and effectively, did it positively impact the students? How do you know?”*

Student Outcome Monitoring Plan			
Student Outcome Data	Create an <b>observable</b> and <b>measurable</b> SMART goal to determine “successful” <b>student outcomes</b>	When will data be collected, analyzed & presented?	Person responsible to collect and analyze data
See critical element 3A • Type of <b>behavior incidents</b> data	By 1/8/19, there will be a 10% decrease in our highest behavior incident referrals, for Disruptive/Unruly Behavior, as indicated on the Behavior Dashboard.	Refer to <b>quarterly</b> presentation dates in 2B.  This is the data the team will be sharing during presentations.	Richard Schreidell, Assistant Principal
See critical element 4A • <b>Top 3 event locations</b> data	By 1/8/19, there will be a 10% decrease of referrals from our top 3 event locations: Playground, Cafeteria, Hallway.		Richard Schreidell, Assistant Principal
See critical element 8 • <b>Core effectiveness</b> data	By 4/1/19, we will maintain the effectiveness of our Core Behavior Curriculum as evidenced by data from the Behavior Dashboard.		Richard Schreidell, Assistant Principal
See critical element 7A • <b>Grade Level/Classroom referrals</b> data	By 1/8/19, The number of grade level/classroom referrals will decrease by 10% as evidenced by the behavior dashboard.		Richard Schreidell, Assistant Principal