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:	Embassy Creek Elementary
School Number:	3191
SPBP Contact Name:	Michelle Dolin
Direct Phone Number:	(754) 323-5550

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?
Robert Becker	Principal	Administration
Michelle Dolin	SPBP Point of Contact	Administration
Alexandra Valiente	Parent/Community Representation	SAC
Gina Mendoza	Team Leader	Kindergarten
Jessica Longo	Team Leader	First Grade
Jennifer Arbelaez	Team Leader	Second Grade
Karen Valechovic	Team Leader	Third Grade
Ashley Kaufmann	Team Leader	Fourth Grade
Carine Jardine	Team Leader	Fifth Grade

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

Meeting Date	Meeting Time	Name & title of person responsible to facilitate meeting	Content of meetings:
8/1/2018	8:30 am Planning	Michelle Dolin/ Assistant Principal	1. Create and disseminate updated Expectations and Rules lesson plans (#3 and #4)
10/18/2018	12:30 pm (Early Release)	Michelle Dolin/ Assistant Principal	2. Review progress of Implementation Action Plan (#9)
2/21/2019	12:30 pm (Early Release)	Michelle Dolin/ Assistant Principal	3. Collect & analyze implementation data (#10A)
3/21/2019	12:30 pm (Early Release)	Michelle Dolin/ Assistant Principal	4. Collect & analyze student outcome data (#10B)

CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment:

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

Action Steps:	Date *(Between Jan 15 – April 30, 2018)*	Details *(retain attendance sheets at school)*	Person responsible to collect and retain attendance sheets:
Presented the *new* SPBP (for SY 2018/19) to staff	3/19/2018	# of participants = 105	Marlyn Sanchez
Held a *faculty* vote on the new SPBP (for SY 2018/19)	4/2/2018	% approved = 98%	Marlyn Sanchez
Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community)	4/5/2018	# of participants = 12	Marlyn Sanchez

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

Action Steps:	Date(s) *(NEXT YEAR)*	Content *(retain attendance sheets at school)*	Person responsible to collect and retain attendance sheets:
Provide a professional development on the 2018/19 SPBP for all staff	Prior to students' 1st day: 8/8/2018	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.	Michelle Dolin
Present the 2018/19 SPBP to stakeholders (parents and community)	Prior to Oct 1st, 2018 9/7/2018		
Present behavior data to staff *Quarterly: minimum of 4 each year*	1. 10/22/2018	The team will present the <u>implementation data</u> in 10A. Include: • the "marketing" (teaching and posting) of expectations and rules • lesson plan implementation • discipline procedures • reward system implementation The team will present the <u>student outcome data</u> in 10B. Include: • top 3 event locations • type of behavior incidents • core effectiveness data • classroom referral data, as well as analysis of this data.	Michelle Dolin
	2. 1/28/2019		
	3. 3/18/2019		
	4. 5/6/2019		

CRITICAL ELEMENT # 3: School-wide Expectations

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

Top 10 Behavior Incidents *(put N/A in any blank spaces)*	
1.Inappropriate use of technology	6.
2.Insulting/Profane/Obscene language	7.
3.Assault/Threat	8.
4.	9.
5.	10.

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

School-wide Expectations
1.   Be Responsible for your actions.
2.   Be respectful to yourself and others at all times.
3.   Be kind to others at all times.
4.
5.

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

When will school-wide expectations lesson plans be taught?		
	Date(s)	Time:
August	15th-17th	Social Studies Block
January	8th-11th	Social Studies Block
4th Quarter	April 1-5th	Social Studies Block

Who will be responsible for teaching the lesson plans?	Each classroom teacher accommodating to grade level.
Where will the lesson plan instruction occur?	In the Classrooms
Who is responsible for retaining, organizing and distributing all lesson plans?	Alexandra Valiente

CRITICAL ELEMENT #4: Location-based Rules

4A. List the **top 3 locations** for behavior <u>Events</u> YTD from BASIS 3.0 Behavior Dashboard**. *Do not use "classroom"***

Top 3 Locations	
School Location	# Incidents
1.Cafeteria	1
2.Bus	1
3.Other	1

4B. Create an Expectations/Rules Matrix from your 3-5 school-wide expectations and your top 3 event locations. Develop a positively stated, observable, and measurable <u>rule</u> that correlates with every expectation to create a <u>maximum</u> of 5 rules under each location**.**

Expectations and Rules Matrix			
		IDENTIFIED LOCATIONS *Copy and paste locations from 4A.*	
	Copy and paste expectations from 3C.	Cafeteria	Bus	Other
		Rules	**Rules**	**Rules**
School-wide EXPECTATIONS	Be Respectful to yourself and others.	• Keep hands and feet to self. • Respect others food and property at the table. • Use table talk voices in the cafeteria. • Walk slowly in the cafeteria	• Use a quiet voice on the bus. • Listen to the bus driver and obey bus rules.	• Keep hands and feet to self. • Walk on the right side of the walkway. • Stay in a single file line. • Walk slowly throughout the hallway.
	Conduct yourself in a responsible and accountable manner.	• Follow cafeteria directions and procedures. • Keep all food items inside your tray. • Pick up any trash in your area. • Pick up condiments and eating utensils before sitting down. • Stay in your seat at all times.	• Enter and exit the bus in an orderly manner. • Remain seated during the bus ride to and from school. • Keep hands inside the bus at all times	• No talking in line. • Keep hands and feet to self at all times • Remain in assigned area • Walk with a buddy when traveling through the halls without an adult.
	Be Kind to others at all times.	• Use appropriate table manners when eating. • Be Courteous to others. Help others when	• Help others exit and enter the bus as needed. • Be courteous to the adults and peers on the bus.	• Be polite to adults and peers while waiting and walking in line. • Help others by opening doors

	food/garbage spills.		and assisting when needed,
	• Treat others the way you want to be treated. • Use Kind Words in conversations with one another.		
Click here to enter Expectation #4	Click here to enter a Rule	Click here to enter a Rule	Click here to enter a Rule
Click here to enter Expectation #5	Click here to enter a Rule	Click here to enter a Rule	Click here to enter a Rule

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 <u>one lesson plan for **each** location above</u> and distribute to teachers during pre-planning 2018-19. Develop additional lesson plans you will use throughout the year to re-teach and reinforce your location-specific rules. *You do not need to submit your lesson plans with the SPBP. Retain all behavior lesson plans at the school; make sure these lesson plans are available for guests and stakeholders.*

When will location-specific rules lesson plans be taught?		
	Date(s)	Time:
August	15th-17th	Social Studies Block
January	8th-11th	Social Studies Block
4th Quarter	April 1-5th	Social Studies Block
Who will be responsible for teaching the lesson plans?		Each classroom teacher accommodating to grade level.
Where will the lesson plan instruction occur?		In the Classroom
Who is responsible for retaining, organizing and distributing all lesson plans?		Alexandra Valiente

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. <u>Based on the data</u> 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? *(use numerical data)*	**Data used: Referral and Cafeteria Behavior Logs** **Problem Identification: By the end of the lunch period, 100% of the tables leave food/wrappers on the floor.**
2. Problem Analysis: Why do you think this problem is occurring? What is your goal? *(use a SMART goal statement with numerical data)*	**Hypothesis: Students are not mindful of practicing good manners and monitoring any food/wrappers that may be dropped on the floor during the course of their lunch time. Additionally, if an accident occurs, students are reluctant to take responsibility for fear of "getting in trouble".** **Goal Statement: Before leaving the cafeteria, each class will be responsible for cleaning up their assigned area and report any accidents.**

3. Intervention Design: Describe how you will implement a positive reward program to decrease this problem.	**Type of System:** Point system **Description of System:** *Students will practice their manners in the cafeteria based on our "Manners Matters" behavior system. This consists of following cafeteria directions and procedures, displaying proper eating etiquette, and table manners. They will receive a "green" ticket after lunch for adhering to the Manner Matters Behavior system.*
4. Evaluation: A. Implementation fidelity	**A.** How do you monitor the fidelity (consistency and effectiveness) of the **staff's** implementation of the reward program? *Teachers will be receiving a daily "green ticket" for appropriate whole class cafeteria behavior. If the class accumulates a total of 10 green tickets, they will be awarded with a "golden" ticket and put into a raffle for a popsicle party at the end of the month. Each time a class accumulates 10 green tickets, their class will be announced on ECE's closed circuit morning announcements as they are submitted into a drawing for the popsicle party. We will be tracking each class' participation based on the amount of times each class is entered into the drawing. Each month, 6 golden tickets will be randomly selected from the drawing for the popsicle party. Each month, golden tickets not selected in the drawing, will be added to the following month's drawing, therefore increasing the probability that a class with the most "golden tickets" will be selected in the drawing.*
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"? *The students will be exhibiting the proper behavior and encouraging one another to work as a team to earn a green ticket at the end of their lunch time. We will measure success by an increase in the number of classes receiving a green ticket at the conclusion of their lunch period. Additionally, with an "Accidents happen; Tell an adult" campaign, we should experience less unattended "Accidents" on the cafeteria floors and tables.*

CRITICAL ELEMENT #6 Effective Discipline Procedures

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

Staff Managed Misbehaviors	
Misbehavior	"Looks Like" - *provide a description with example(s)*
1. Calling Out	Answering out of turn or without being called on.
2. Lack of preparation	Not prepared with assigned materials or ready for instruction.
3. Incomplete assignments	Not completing assignments on time.
4. Yelling	Screaming that disrupts the class at least 15 seconds.
5. Off- Task	Playing during instruction and or not focusing.
6. Physical contact	Accidental horseplay as a result of not self-monitoring

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

Is this a menu or hierarchy system?	☐ Menu ☒Hierarchy
Verbal Warning	
Movement of Behavior Clip	
Behavior Ticket	
Private Conference/Phone Call Home	
Behavior Contract	

6C. Administration Managed Misbehaviors:
(a) Define the first 3 behaviors by providing examples that clearly identify the point at which the misbehavior warrants an Office Discipline Referral (ODR).
(b) List two additional common school-wide misbehaviors that will result in an ODR. Provide concrete examples.
(c) Determine staff tolerance level for repetitive misbehaviors (the point at which the number of staff-managed misbehaviors becomes an ODR).
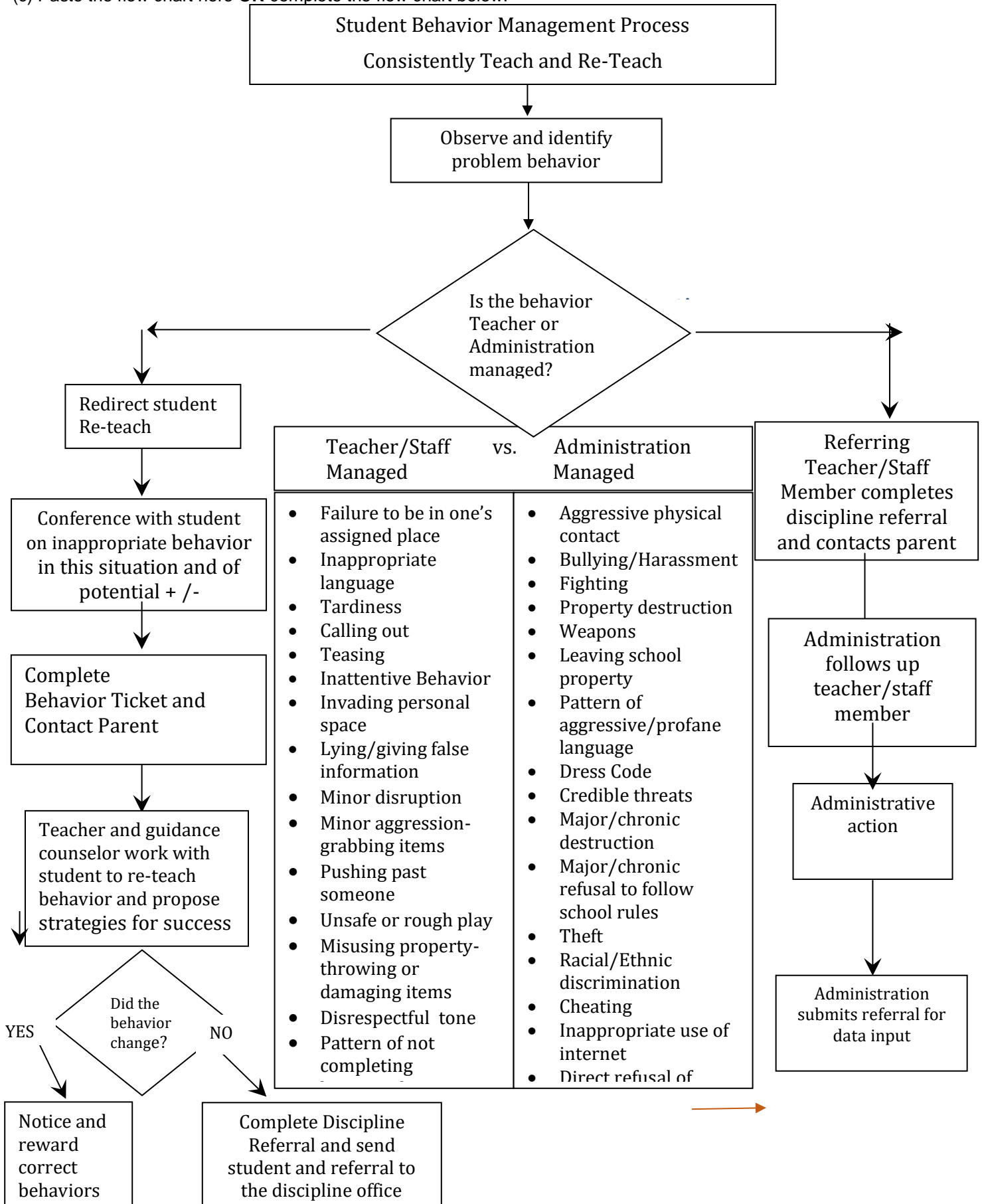
Office Discipline Referrals (ODRs)	
Behavior	"Looks Like" - *provide a description with example(s)*
1. Unwanted physical contact	Fighting, hitting with closed fist.
2.Insulting/Profane/Obscene language	Uses a derogatory remark towards another student.
3. Disruption	Creating noise or a situation that stops the learning in the classroom for greater than ten minutes.
4. Prohibited Item	Possession of items not permitted in school according to the code of conduct.
5. Cheating	Receiving/giving unauthorized help on assignments intended for independent thinking.
6. Repetitive staff managed misbehaviors	More than [3] misbehaviors in [One] [day] warrants an office referral. *e.g., 3 half hour* *2 one period*

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

Student Behavior Management Process

Consistently Teach and Re-Teach

Observe and identify problem behavior

Is the behavior Teacher or Administration managed?

Redirect student Re-teach

Conference with student on inappropriate behavior in this situation and of potential + /-

Complete Behavior Ticket and Contact Parent

Teacher and guidance counselor work with student to re-teach behavior and propose strategies for success

Did the behavior change?

YES

NO

Notice and reward correct behaviors

Complete Discipline Referral and send student and referral to the discipline office

Teacher/Staff Managed	vs.	Administration Managed
• Failure to be in one's assigned place • Inappropriate language • Tardiness • Calling out • Teasing • Inattentive Behavior • Invading personal space • Lying/giving false information • Minor disruption • Minor aggression-grabbing items • Pushing past someone • Unsafe or rough play • Misusing property-throwing or damaging items • Disrespectful tone • Pattern of not completing		• Aggressive physical contact • Bullying/Harassment • Fighting • Property destruction • Weapons • Leaving school property • Pattern of aggressive/profane language • Dress Code • Credible threats • Major/chronic destruction • Major/chronic refusal to follow school rules • Theft • Racial/Ethnic discrimination • Cheating • Inappropriate use of internet • Direct refusal of

Referring Teacher/Staff Member completes discipline referral and contacts parent

Administration follows up teacher/staff member

Administrative action

Administration submits referral for data input

8

List Staff Managed Misbehaviors from **6A**	List Office Managed Misbehaviors from **6C**
1. Calling Out 2. Lack of preparation 3. Incomplete assignments 4. Yelling 5. Off- Task 6. Physical contact	1. Unwanted physical contact 2. Insulting/Profane/Obscene language 3. Disruption 4. Prohibited Item 5. Cheating

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?	☐ CHAMPs* ☐ PBIS Classroom Management ☐ Administration does not expect an evidence-based classroom management system to be implemented by teachers this year *(your school will need to adopt one next year)* ☒ Other *(complete below)*
If other, name the **evidence-based classroom management system:**	Project Wisdom
*CHAMPs is the district-supported, evidence-based universal classroom management system for all teachers. Would your Principal like to be contacted to learn about CHAMPs professional development?	☐ Yes ☒ No

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

What data collection tool does your school leadership team use to monitor and evaluate your teacher's classroom management skills? *(Measure **staff skills**, not student outcomes)*
☐ CHAMPs 7 Up Checklist
☐ CHAMPs Classroom Check Up (CCU)
☐ PBIS Classroom Assistance Tool (CAT)
☐ PBIS Walkthrough
☐ Marzano's Domain 1, Design Questions 5, 6, 7, 8, 9
☐ Fidelity of staff classroom management implementation is not monitored to determine training needs this year *(you will need to adopt a tool and plan next year)*
☒ Other *(specify): **Project Wisdom (pre and post classroom survey)***
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: *A pre (August 2018) and post (May 2019) survey will be administered in each classroom. We anticipate a minimum of a 10% increase in overall classroom rating in all classrooms.*

7C. Percentage of Classroom Referrals:
(a) Review your classroom data YTD ("Events by Location") in BASIS 3.0 Behavior Dashboard.
(b) Complete <mark>the yellow highlighted cells first.</mark>
(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**:	0
Total number of **school-wide** discipline referrals:	3
% of referrals in the classroom:	0%
Do more than 40% of your referrals come from the classroom?	☐ Yes ☒ No

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

CRITICAL ELEMENT # 8: Data Collection and Analysis

8A. Determine your School-wide Core Effectiveness YTD from the BASIS Behavior Dashboard in the "Referrals per Student" chart.
(a) Complete the yellow highlighted cells first.
(b) Auto-calculate the "% of Total Population" by clicking on each "!Zero Divide" in the cells and pressing "Fn + F9".
(c) Determine if the core is effective in all three areas

TOTAL Population:	1216		
# Referrals		% of Total Population	Core Effectiveness	
0 - 1 referral	0	0%	Are your 0 – 1 referrals > 80%?	☒Yes ☐No
2 - 5 referrals (at risk students)	0	0%	Are your 2 - 5 referrals <15%?	☒Yes ☐No
> 5 referrals (high risk students)	0	0%	Are your >5 referrals <5%?	☒Yes ☐No

8B. Core Effectiveness Plan:

If all 3 are "**Yes**", your core is effective. Is your core behavior curriculum effective?	☒Yes ☐No

Answer **either** (a) or (b):
(a) If you answered "**Yes**", although your core is effective, what plan does your school leadership team implement for early identification of at risk and high risk students?
(b) If you answered "**NO**", indicate the supports and interventions your school leadership team will implement at the beginning of the next school year to improve core strength:

Core Effectiveness Plan: *(3-4 sentences)*
The school implements a strong Tier 1 Behavioral plan for all students. Our teachers, are proactive in creating behavior plans for students that require one. Each time, a referral is entered into BASIS, the history and demographics of referrals is reviewed. Students are brought to CPST if there are behavioral concerns.

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	.037%	<1%	0	☐Yes	☒No
Hispanic/Latin	34%	<1%	0	☐Yes	☒No
White	51%	<1%	0	☐Yes	☒No

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

If all 3 are "**No**", disproportionality is not indicated. Are all 3 "No"?	☒Yes ☐No

Answer **either** (a) or (b):
(a) If you answered "**Yes**", although your data indicates equity, what plan does your school leadership team implement for early identification of any disproportionality issues
(b) If you answered "**No**", indicate the support plan and interventions your school leadership team will implement at the beginning of next year to improve sub group disproportionality

Disproportionality Plan: *(3-4 sentences*
The school implements a strong Tier 1 Behavioral plan for all students. Our teachers, are proactive in creating behavior plans for students that require one. Each time, a referral is entered into BASIS, the history and demographics of referrals is reviewed. Students are brought to CPST if there are behavioral concerns.

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** ☒ *check when Action completed*	**Completed:** Person Responsible Name & Title
Current	☒ **This Action Plan has been saved to use *next year* during quarterly meetings**	**Michelle Dolin,** **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**	**Marlyn Sanchez,** **SAC Chair**
Pre Planning 2018	☐ Print up your SPBP Review and school score from OSPA ☐ Provide SPBP presentation to all staff during Pre Planning ☐ Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders ☐ Market and post school-wide Expectations and location-specific Rules (posters, PSAs, etc.) ☐ Identify your RtI Instructional Facilitator provided by the district (Contact tyyne.hogan@browardschools.com for more information, if you are unsure) ☐ Confirm 1st team meeting date and time	Click here to enter NAME & title.
August 1st meeting	☐ Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP ☐ Determine any needed team training, such as the 4 Step PSP Brainshark Series, 10 Critical Elements Brainsharks, Data Collection, Effective CPST Teams, PBIS 101, etc. Trainings available at: http://www.browardprevention.org/mtssrti/training-modules/ ☐ Review previous year's behavior data. (Use 'Agenda' and 'Data Collection Template') Forms available at: http://www.browardprevention.org/mtssrti/rtib in Tier 1, Teaming ☐ Present implementation data, behavior data, team activities and progress to entire staff ☐ Utilize the 4 Step Problem Solving Process to develop initial interventions ☐ Review previous year's SPBP and feedback form ☐ Verify and implement teaching schedule for SPBP Expectations and Rules behavior lesson plans	Click here to enter NAME & title
September	☐ Provide stakeholder presentation on SPBP prior to October 1 ☐ Check for staff and teacher understanding of PBIS - provide "PBIS 101" Brainshark as a resource Brainshark available at: http://www.brainshark.com/browardschools/PBIS101	Click here to enter NAME & title.
October 2nd meeting	☐ Ensure instructional staff know how to (and are, as needed) enter Tier 1 Supplemental Strategies for behavior in BASIS ☐ Present implementation data, behavior data, team activities and progress to entire staff	Click here to enter NAME & title.
November	☐ Staff to re-teach Expectations and Rules first day back from break. ☐ Team to develop new and/or improved lesson plans as indicated by behavior data.	Click here to enter NAME & title
January 2019 3rd meeting Prepare for 2019/20 SPBP	☐ Staff to re-teach Expectations and Rules first day back from break ☐ Ensure the Principal signs in and watches the *new* SPBP Brainshark: Due January 30th ☐ Present implementation data, behavior data, team activities and progress to entire staff ☐ Choose team members and dates to work on, complete, and submit the *new* SPBP ☐ Teams watch the *new* SPBP Brainsharks and refers to *new* "Additional items" Brainsharks and Additional items posted at: http://www.browardprevention.org/mtssrti/rtib	Click here to enter NAME & title.
February	☐ Ensure progress towards completion of SPBP ☐ Check on recently hired staff for PBIS understanding - provide "PBIS 101" Brainshark resource ☐ Provide the SPBP Surveymonkey link to all staff (optional). Email Tyyne.hogan@browardschools.com to request analysis.	Click here to enter NAME & title
March 4th meeting	☐ Ensure progress towards completion of SPBP ☐ Provide staff presentation and vote on new SPBP for next year ☐ Provide stakeholders/parent presentation on new SPBP for next year ☐ Present implementation data, behavior data, team activities and progress to entire staff	Click here to enter NAME & title
April	☐ Submit your SPBP in OSPA by April 30th every year	Click here to enter NAME & title

CRITICAL ELEMENT # 10: Monitoring Plans

10A. How will you determine the success **of _staff_ implementation** of the School-wide Positive Behavior Plan?
*"Are **staff** implementing the SPBP with fidelity? How do you know?"*

	Fidelity of Implementation Monitoring Plan		
Action Step	Create an **observable** and **measureable** SMART goal to determine "successful" **staff implementation** of action step	When will data be collected, analyzed & presented?	Person responsible to collect and analyze data
School-wide **expectations** and location-specific **rules** are posted across campus	By September 2018, "rules and expectations" will be posted in 100% of the 7 major hallways and cafeteria.	Refer to **quarterly** presentation dates in 2B.

This is the data the team will be sharing during presentations. | Active Positive Behavior Team |
Behavior lesson plans are being taught as written and when indicated	By the end of each quarter, 100% of teachers will notify their team leader when lesson plans have been completed and documented in teacher lesson plan books.		Team Leaders
Discipline consequences and **flow chart** are being used by all staff as written	Each time a referral is written, the referral will be reviewed to ensure the consequences and flow chart are being used.		Administration
A **reward system** is being implemented for *all* students	During quarterly classroom walk-thrus, all classes will have evidence of active reward sytems posted in the classroom.		Administration

10B. How will you determine whether the SPBP is successful in positively impacting **students?**
*"If staff are implementing the SPBP consistently and effectively, did it positively impact **the students**? How do you know?"*

	Student Outcome Monitoring Plan		
Student Outcome Data	Create an **observable** and **measureable** SMART goal to determine "successful" **student outcomes**	When will data be collected, analyzed & presented?	Person responsible to collect and analyze data
See critical element 3A • Type of **behavior incidents** data	By May 2019, no referrals for insulting/profane/obscene language will be recorded in BASIS.	Refer to **quarterly** presentation dates in 2B.

This is the data the team will be sharing during presentations. | Michelle Dolin, A.P. |
See critical element 4A • **Top 3 event locations** data	By May 2019, there will be a minimum of a 10% decrease in the number of referrals.		Michelle Dolin, A.P.
See critical element 8 • **Core effectiveness** data	By May 2019, at least 95% of students will have 0-1 referrals.		Michelle Dolin, A.P.
See critical element 7A • **Grade Level/Classroom referrals** data	By May 2019, there will be a minimum of a 10% decrease in the number of classroom referrals.		Michelle Dolin, A.P.