Elements have changed in the SPBP.

✓ **A NEW Brainshark for Principals. ACTION: Log in with your p # and watch the Brainshark <u>before Jan 30th</u>.**
✓ **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.*
<u>ACTION</u>: **Download, complete and upload the SPBP into your School Improvement Plan <u>before May 1, 2018</u>:**

School Name:	Gator Run Elementary School
School Number:	3642
SPBP Contact Name:	Angela Davis/Ashley Saba
Direct Phone Number:	754-323-5850

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 <u>ongoing team meetings</u> and <u>participation in developing this SPBP</u>. 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?
Ashley Saba	Assistant Principal	Administration
Angela Davis	SPBP Point of Contact	5th Grade/ SAC Members
LT Chatman	Parent/Community Representation	SAC/ SAF Members
Samantha Duitz	BTU Representative	2nd Grade/ BTU Members
Lynn Mitchel	Teacher	4th Grade
Robin Yassen	Teacher	3rd Grade
Ashley Fritzius	Teacher	1st Grade
Sandra Iamartino	Teacher	Kindergarten
Jean Bailey	Teacher	ESE/Speech
Elayne Hollander	Teacher	Specials

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:
9/18/2018	2:15 PM	Angela Davis – SAC Chair/ SPBP Point of Contact	1. Create and disseminate updated Expectations and Rules lesson plans (#3 and #4)
12/11/2018	2:15 PM	Angela Davis – SAC Chair/ SPBP Point of Contact	2. Review progress of Implementation Action Plan (#9)
2/19/2019	2:15 PM	Angela Davis – SAC Chair/ SPBP Point of Contact	3. Collect & analyze implementation data (#10A)
5/21/2019	2:15 PM	Angela Davis – SAC Chair/ SPBP Point of Contact	4. Collect & analyze student outcome data (#10B)

CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment:

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

Action Steps:	Date *(Between Jan 15 – April 30, 2018)*	Details *(retain attendance sheets at school)*	Person responsible to collect and retain attendance sheets:
Presented the *new* SPBP (for SY 2018/19) to staff	4/18/2018	# of participants = 51	Angela Davis
Held a *faculty* vote on the new SPBP (for SY 2018/19)	4/26/2018	% approved = 85%	Angela Davis
Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community)	4/18/2018	# of participants = 14	Angela Davis

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

Action Steps:	Date(s) *(NEXT YEAR)*	Content *(retain attendance sheets at school)*	Person responsible to collect and retain attendance sheets:
Provide a professional development on the 2018/19 SPBP for all staff	Prior to students' 1st day: 8/10/2018	The team will present the updates in the SPBP for the 18/19 school year. All stakeholders will be provided with access to the SPBP. Feedback will be collected for future team meetings.	Angela Davis
Present the 2018/19 SPBP to stakeholders (parents and community)	Prior to Oct 1st, 2018 8/29/2018		
Present behavior data to staff *Quarterly: minimum of 4 each year*	1. 9/20/2018	The team will present the implementation data in 10A. Include: • the "marketing" (teaching and posting) of expectations and rules • lesson plan implementation • discipline procedures • reward system implementation The team will present the student outcome data in 10B. Include: • top 3 event locations • type of behavior incidents • core effectiveness data • classroom referral data, as well as analysis of this data.	Angela Davis
	2. 12/13/2018		
	3. 2/21/2019		
	4. 5/23/2019		

CRITICAL ELEMENT # 3: School-wide Expectations

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

Top 10 Behavior Incidents *(put N/A in any blank spaces)*	
1. Unruly/ Disruptive Behavior	6. N/A
2. Unsubstantiated Bullying	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. Display self-control
2. Be respectful to others
3. Use kind words with others
4.N/A
5.N/A

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</u> for **each** <u>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	8/22/2018	In the morning block, usually by 8:15AM on WGRE
January	1/23/2019	In the morning block, usually by 8:15AM on WGRE
4th Quarter	4/17/2019	In the morning block, usually by 8:15AM on WGRE
Who will be responsible for teaching the lesson plans?		K-5 classroom teachers, School Guidance Counselors: Mrs. Grasinger & Ms. Weinstock
Where will the lesson plan instruction occur?		On WGRE/ in classrooms
Who is responsible for retaining, organizing and distributing all lesson plans?		Angela Davis

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

4B. Create an your 3-5 school-wide event locations. Develop and measurable rule that expectation to create a location**.**

Expectations/Rules Matrix from expectations and your top 3 a positively stated, observable, correlates with every maximum of 5 rules under each

Top 3 Locations	
School Location	# Incidents
1.Hallway	1
2.Cafeteria	1
3. N/A (Only 2 locations outside of the classroom)	0

Expectations and Rules Matrix				
		IDENTIFIED LOCATIONS *Copy and paste locations from 4A.*		
School-wide EXPECTATIONS	*Copy and paste expectations from 3C.*	Hallway	Cafeteria	N/A
		Rules	**Rules**	**Rules**
	Display self-control	Keep hands and feet to self Walk on the right side of the hall	Keep hands, feet and objects to self	N/A
	Be respectful to others	Use low voices as to not distract occupied classrooms	Use an inside voice, no yelling	N/A
	Use kinds words with others	Low conversation and noise levels in the hallway	Be helpful and use kind language	N/A
	N/A	N/A	N/A	N/A
	N/A	N/A	N/A	N/A

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	8/22/2018	In the morning block, usually by 8:15AM on WGRE
January	1/23/2019	In the morning block, usually by 8:15AM on WGRE
4th Quarter	4/17/2019	In the morning block, usually by 8:15AM on WGRE
Who will be responsible for teaching the lesson plans?		K-5 classroom teachers, School Guidance Counselors: Mrs. Grasinger & Ms. Weinstock
Where will the lesson plan instruction occur?		On WGRE/Classrooms
Who is responsible for retaining, organizing and distributing all lesson plans?		Angela Davis

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? *(use numerical data)*	**Data used:** Used the top 3 locations for behavior <u>events</u> YTD from BASIS 3.0 Behavior Dashboard **Problem Identification:** Currently, 1 referral has been generated in the cafeteria for the 2017-2018 school year
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 at Gator Run Elementary **Goal Statement:** Gator Run Elementary will continue to implement our Kid of Character reward program to positively impact cafeteria behaviors, resulting in a 10% decrease of referrals for the 2018-2019 school year.
3. Intervention Design: Describe how you will implement a positive reward program to decrease this problem.	**Type of System:** *Click here to choose a type* **Reward/Recognition program** **Description of System:** If a child is selected as the classroom Kid of Character, this student is acknowledged over the school-wide announcement system, receives a certificate, a free kids meal to a local restaurant and a brag tag. The classroom teacher is responsible for selecting the child and turning their selection into their grade level team leader, who then submits these selections to the Assistant Principal. The Principal then makes the announcement school-wide, followed by office staff distributing the certificate, free kids meal card and brag tag to the classroom teacher. Their name is also posted in the main hallway. This rewards program will be used to increase positive school behavior expectations while limiting negative cafeteria (and other locations) behaviors. Gator Run is also implementing a school-wide mindfulness program that is completed daily in all classrooms as well as during our specials every 14 school days in yoga.
4. Evaluation: A. Implementation fidelity	**A.** How do you monitor the fidelity (consistency and effectiveness) of the **staff's** implementation of the reward program? The classroom teacher is responsible for selecting the child and turning their selection into their grade level team leader, who then submits these selections to the Assistant Principal. The Principal then makes the announcement school-wide, followed by office staff distributing the certificate, free kids meal card and brag tag to the classroom teacher. Their name is also posted in the main hallway. Since each grade level and classroom selects children for different reasons, data is analyzed by grade level teams and then reported by the grade level team leader to the Assistant Principal. Implementation fidelity will be monitored by classroom teachers and Assistant Principals
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"? Student's who follow the school behavior expectations and rules have the opportunity to be selected by their classroom teacher for student of the month/ Kid of Character. The Kid of Character traits allow one student from each class to be selected, based on teacher observation and a modified classroom measurement system. Different traits allow students to be well rounded and strive for this reward year round. Success will be monitored by classroom teachers and Assistant Principals to see how it is positively impacting students behaviors and their strive for success.

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 or talking	Answering a question without being asked
2.Not answering teachers questions	Not responding to others
3.Not lining up with asked by an adult	Student is being defiant and not lining up when asked by an adult for school movement
4. Making loud, disruptive noises while in the hall	Yelling, screaming or off task behaviors in the hall that last longer then > 25 seconds
5.Running throughout the halls	Running in the halls when instructed to walk
6.Out of their seat or assigned area	Out of assigned area while in lunch, without asking for permission

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?	☐ **Menu** ☐Hierarchy
Teacher redirection	
Teacher verbal warning	
Using behavior management tool (Clips, Class Dojo…)	
Parent Contact	
Expectation clarification	

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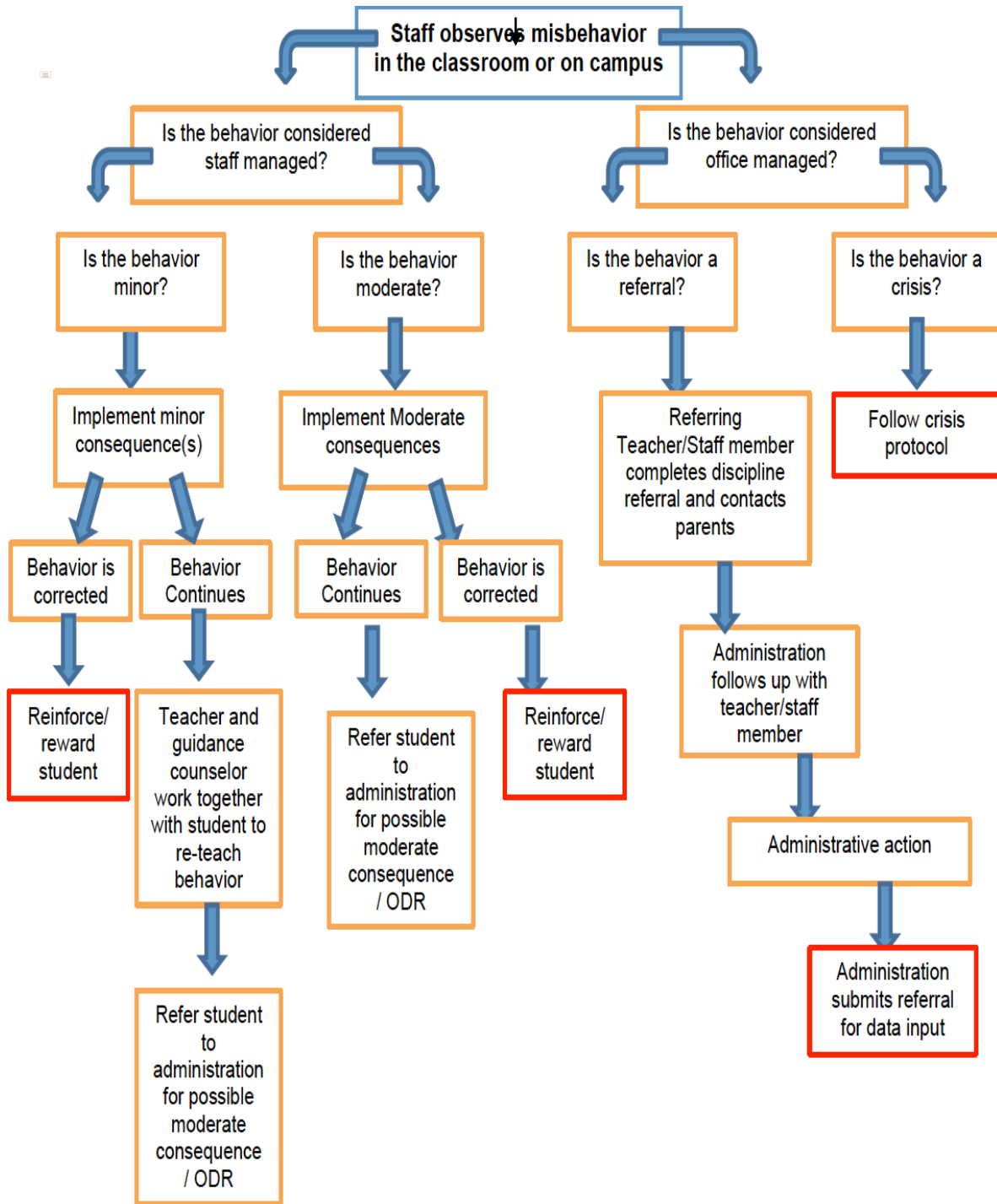(b) List two additional common school-wide misbehaviors that will result in an ODR. Provide concrete examples.
(c) Determine staff tolerance level for repetitive misbehaviors (the point at which the number of staff-managed misbehaviors becomes an ODR).

Office Discipline Referrals (ODRs)	
Behavior	"Looks Like" - *provide a description with example(s)*
1. Disobedience/Insubordination	Student refuses to complete classwork or follow classroom rules.
2. Disruptive/Unruly Play	Not monitoring self, horseplay
3. Defiance of authority	More than 5 misbehaviors in 1 day that stops the learning in a classroom
4. Major/ chronic destruction	Yelling, screaming or off task behaviors that disrupt the classroom and lasts longer then >10 minutes
5. Aggressive/profane language	Using a derogatory curse word directed at another student or staff member
6. Repetitive staff managed misbehaviors	More than **5** 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 Discipline Flow Chart

```
                    Staff observes misbehavior
                    in the classroom or on campus

        Is the behavior considered              Is the behavior considered
            staff managed?                          office managed?

   Is the behavior      Is the behavior      Is the behavior a    Is the behavior a
      minor?               moderate?            referral?             crisis?

   Implement minor     Implement Moderate      Referring           Follow crisis
   consequence(s)      consequences        Teacher/Staff member     protocol
                                           completes discipline
                                           referral and contacts
                                                  parents

  Behavior is  Behavior    Behavior  Behavior is
  corrected    Continues   Continues corrected

  Reinforce/  Teacher and   Refer student  Reinforce/    Administration
  reward      guidance      to             reward        follows up with
  student     counselor     administration student        teacher/staff
              work together for possible                  member
              with student to moderate
              re-teach       consequence
              behavior       / ODR
                                                         Administrative action

              Refer student
              to                                         Administration
              administration                             submits referral
              for possible                               for data input
              moderate
              consequence
              / ODR
```

CRITICAL ELEMENT # 7 : Classroom Management Systems

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

Which **evidence-based** classroom management system is supported by your school's administration and is expected to be implemented school-wide? *(Class Dojo, LEAPs, HERO, Cloud 9, etc. are tools, **not** classroom systems)*	☐ CHAMPs* ☐ PBIS Classroom Management ☐ **Administration does not expect an evidence-based classroom management system to be implemented by teachers this year** *(your school will need to adopt one next year)* ☐ Other *(complete below)*
If other, name the **evidence-based classroom management system:**	**Administration does not expect an evidence-based classroom management system to be implemented by teachers this year**
*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):* **Fidelity of staff classroom management implementation is not monitored to determine training needs this year**
Explain how this data is collected and analyzed by your school leadership team as a **universal screening** *across teachers* to determine the need for classroom management training:
Fidelity of Implementation Plan: *(3-4 sentences)*   **Fidelity of staff classroom management implementation is not monitored to determine training needs this year**

7C. Percentage of Classroom Referrals:
(a) Review your classroom data YTD ("Events by Location") in BASIS 3.0 Behavior Dashboard.
(b) Complete the yellow highlighted cells first.
(c) Auto-calculate the % of referrals in the classroom by clicking on "!Zero Divide" in the next cell and pressing "Fn + F9" together.

Total number of discipline referrals **from classrooms**:	7
Total number of **school-wide** discipline referrals:	9
% of referrals in the classroom:	**77%**
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:	1,280				
# Referrals		% of Total Population	Core Effectiveness		
0 - 1 referral	3	<1%	Are your 0 – 1 referrals > 80%?	Yes	**No**
2 - 5 referrals (at risk students)	1	<1%	Are your 2 - 5 referrals <15%?	**Yes**	No
> 5 referrals (high risk students)	1	<1%	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: Gator Run has a core effectiveness plan that displays positive behavior outcomes among our students. This plan has decreased referrals to less then 1% of the total population. The school leadership team will provide many interventions to support the needs of these students, for example the school mindfulness program, as additional data is collected for the 2018-2019 school year.	

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	0	0		☐**Yes**	No
Hispanic/Latin	60	76		☐Yes	☐**No**
White	40	25		☐**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: Disproportionality is negative in regard to our Hispanic/Latino population. The school leadership team will provide many interventions to support the needs of these students, depending on the referral data. The support plan includes providing early interventions and support for these students during their academic career. The use of our school-wide mindfulness program can also benefit this subgroup of students.		

Critical Elements # 9: SPBP Implementation Planning

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

Required actions for all schools in Broward County
Best Practices for all schools in Broward County
Resources

Month	Action Step ⊠ *check when Action completed*	Completed: Person Responsible Name & Title
SPBP Team Implementation Action Plan 2018 - 2019		
Current	☐ **This Action Plan has been saved to use *next year* during quarterly meetings**	Angela Davis – SPBP Contact
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**	Angela Davis – SPBP Contact
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	Angela Davis – SPBP Contact & Ashley Saba – Assistant Principal
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	Angela Davis – SPBP Contact & Ashley Saba – Assistant Principal
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	Angela Davis – SPBP Contact & Ashley Saba – Assistant Principal
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	Angela Davis – SPBP Contact & Ashley Saba – Assistant Principal
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.	Angela Davis – SPBP Contact & Ashley Saba – Assistant Principal
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	Angela Davis – SPBP Contact & Ashley Saba – Assistant Principal
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.	Angela Davis – SPBP Contact & Ashley Saba – Assistant Principal
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	Angela Davis – SPBP Contact & Ashley Saba – Assistant Principal

CRITICAL ELEMENT # 10: Monitoring Plans

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

Fidelity of Implementation Monitoring Plan			
Action Step	Create an **observable** and **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	100% of teachers will have integrated and discussed the school-wide expectations and rules with their class by the second week of school	Refer to **quarterly** presentation dates in 2B. This is the data the team will be sharing during presentations.	Ashley Saba – Assistant Principal
Behavior lesson plans are being taught as written and when indicated	95% of teachers are effectively teaching behavior lesson plans as they were written in their classroom		Ashley Saba – Assistant Principal
Discipline consequences and **flow chart** are being used by all staff as written	95% of discipline consequences are resolved by staff members using the flow chart		Ashley Saba – Assistant Principal
A **reward system** is being implemented for *all* students	100% of students will receive the reward system each month as demonstrated by the Kid of Character within each classroom		Ashley Saba – Assistant Principal

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

Student Outcome Monitoring Plan			
Student Outcome Data	Create an **observable** and **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	99% of students will have 1 or less behavior incident report by the end of the 2nd quarter	Refer to **quarterly** presentation dates in 2B. This is the data the team will be sharing during presentations.	Ashley Saba – Assistant Principal
See critical element 4A • **Top 3 event locations** data	Student referrals will decrease by 2% from the 2017-2018 school year to the 2018-2019 school year		Ashley Saba – Assistant Principal
See critical element 8 • **Core effectiveness** data	99% of students will have 1 or less referral by the end of the 3rd quarter		Ashley Saba – Assistant Principal
See critical element 7A • **Grade Level/Classroom referrals** data	99% of students will have 1 or less referral by the end of the 4th quarter		Ashley Saba – Assistant Principal

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