

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:	Tropical Elementary
School Number:	0731
SPBP Contact Name:	Teresita Miranda
Direct Phone Number:	754-323-7764

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?
Teresita Miranda	Assistant Principal/ SPBP Point of Contact	Administration
Natali De Darbouze	School Counselor	Support Team
Goldie Fenster	Parent/Community Representation	SAC Chair
Maria Fialkov	BTU Representative	2 nd Grade
Nancy Wolfe	Teacher	Kindergarten
Yvette Almonte	Teacher	1 st Grade
Virginia Fetscher	Teacher	3 rd Grade
Garrett Augustyn	Teacher	4 th Grade
Patricia Fritz	Teacher	5 th Grade
Catrice Major	ESP	Educational Support Personnel
Libby Hodges	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:
8/8/2018	9:00 a.m.	Terie Miranda (A.P) and Natali DeDarbouze (Counselor)	1. Create and disseminate updated Expectations and Rules lesson plans (#3 and #4) 2. Review progress of Implementation Action Plan (#9) 3. Collect & analyze implementation data (#10A) 4. Collect & analyze student outcome data (#10B)
10/19/2018	9:00 a.m.	Terie Miranda (A.P) and Natali DeDarbouze (Counselor)	
1/7/2019	9:00 a.m.	Terie Miranda (A.P) and Natali DeDarbouze (Counselor)	
3/22/2019	9:00 a.m.	Terie Miranda (A.P) and Natali DeDarbouze (Counselor)	

CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment:

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

Action Steps:	Date <i>(Between Jan 15 – April 30, 2018)</i>	Details <i>(retain attendance sheets at school)</i>	Person responsible to collect and retain attendance sheets:
Presented the <i>new</i> SPBP (for SY 2018/19) to staff	4/3/2018	# of participants = 67	Teresita Miranda
Held a <i>faculty</i> vote on the new SPBP (for SY 2018/19)	4/16/2018	% approved = 100	Teresita Miranda
Presented the <i>new</i> SPBP (for SY 2018/19) to stakeholders (parents and community)	4/3/2018	# of participants = 10	Teresita Miranda

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

Action Steps:	Date(s) <i>(NEXT YEAR)</i>	Content <i>(retain attendance sheets at school)</i>	Person responsible to collect and retain attendance sheets:
Provide a professional development on the 2018/19 SPBP for all staff	Prior to students' 1 st day: 8/8/2018	The team will present the updates in the SPBP for the 18/19 school year. All stakeholders will be provided with access to the SPBP. Feedback will be collected for future team meetings.	Teresita Miranda & Natali De Darbouze
Present the 2018/19 SPBP to stakeholders (parents and community)	Prior to Oct 1 st , 2018 9/4/2018		
Present behavior data to staff <i>Quarterly: minimum of 4 each year</i>	1. 8/8/2018	The team will present the <u>implementation data</u> in 10A. Include: <ul style="list-style-type: none"> • the “marketing” (teaching and posting) of expectations and rules • lesson plan implementation • discipline procedures • reward system implementation 	Teresita Miranda & Natali De Darbouze
	2. 10/19/2018		
	3. 1/7/2019	The team will present the <u>student outcome data</u> in 10B. Include: <ul style="list-style-type: none"> • top 3 event locations • type of behavior incidents • core effectiveness data • classroom referral data, as well as analysis of this data. 	
	4. 3/22/2018		

CRITICAL ELEMENT # 3: School-wide Expectations

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

Top 10 Behavior Incidents <i>(put N/A in any blank spaces)</i>	
1.Unruly/Disruptive Behavior	6.Out of Assigned Area
2.Disruptive/Unruly Play	7.Insulting/Profane/Obscene Language
3.Disobedience/Insubordination	8.Assault/Threat (Low)
4.Bus Violations	9.Assault Threat (Medium)
5.Possession/Use of Prohibited Items	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. Be respectful
2. Be cooperative
3. Be responsible
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	August 15, 2018	8:30 - 9:00 a.m.
January	January 8, 2019	8:30 - 9:00 a.m.
4 th Quarter	April 1, 2019	8:30 - 9:00 a.m.
Who will be responsible for teaching the lesson plans?		Teachers
Where will the lesson plan instruction occur?		Classroom
Who is responsible for retaining, organizing and distributing all lesson plans?		Teresita Miranda & Natali De Darbouze

CRITICAL ELEMENT #4: Location-based Rules

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

Top 3 Locations	
School Location	# Incidents
1. Cafeteria	8
2. Playground	5
3. Bus	4

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

Expectations and Rules Matrix				
School-wide EXPECTATIONS	Copy and paste expectations from 3C.	IDENTIFIED LOCATIONS <i>Copy and paste locations from 4A.</i>		
		Cafeteria	Playground	Bus
	Rules	Rules	Rules	
	Be respectful	Use inside voices at all times. Raise hand when seeking assistance at all times.	Play fairly 100% of the time. Always wait for your teacher to release you to play.	Stay seated while the bus is in motion 100% of the time.
	Be cooperative	Keep hands/feet to yourself at all times	Wait your turn 100% of the time. Line up when recess is over the first time your teacher calls you.	Keep hands/feet to yourself at all times.
Be responsible	Pick up trash from table and floor every day.	Use playground equipment properly at all times.	Use conversation voices when speaking to students near you 100% of the time.	

4C. Research indicates that discipline referrals increase after long holidays and during testing times. Plan to teach your location-specific rules at least 3 times throughout the year (and anytime the expected behaviors are not being demonstrated). **ACTION:** Create at least one lesson plan for each location above and distribute to teachers during pre-planning 2018-19. Develop additional lesson plans you will use throughout the year to re-teach and reinforce your location-specific rules. *You do not need to submit your lesson plans with the SPBP. Retain all behavior lesson plans at the school; make sure these lesson plans are available for guests and stakeholders.*

When will location-specific rules lesson plans be taught?		
	Date(s)	Time:
August	August 15 – August 17, 2018	9:00 – 9:30 a.m.
January	January 8 th – January 11 th , 2019	9:00 – 9:30 a.m.
4 th Quarter	April 1 st - April 4 th , 2019	9:00 – 9:30 a.m.
Who will be responsible for teaching the lesson plans?		Teachers
Where will the lesson plan instruction occur?		Classrooms
Who is responsible for retaining, organizing and distributing all lesson plans?		Mrs. Miranda

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
<p>1. Problem Identification: Use your behavior data to identify a school-wide problem. What problem did you identify? <i>(use numerical data)</i></p>	<p>Data used: Number of Office Discipline Referrals from the cafeteria</p> <p>Problem Identification: The number of Office Discipline Referrals in the first quarter is equal to that of last year (5).</p>
<p>2. Problem Analysis: Why do you think this problem is occurring? What is your goal? <i>(use a SMART goal statement with numerical data)</i></p>	<p>Hypothesis: Students are not aware of cafeteria rules and expectations.</p> <p>Goal Statement: If all students in the cafeteria are aware of rules, procedures and expectations, the amount of Office Discipline Referrals will decrease by 50%.</p>
<p>3. Intervention Design: Describe how you will implement a positive reward program to decrease this problem.</p>	<p>Type of System: Lottery</p> <p>Description of System: Classes will be rewarded for following the cafeteria rules, which will be indicated by the green cup that is on their tables. If the class ends the lunch period with a green cup, they will get to put their name in a drawing. On a monthly basis, a drawing will be had. The six classes that get called will receive ice cream vouchers for all students.</p>
<p>4. Evaluation: A. Implementation fidelity</p>	<p>A. How do you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program? <i>(2-3 sentences)</i> A meeting with the adults supervising and providing classes with the reward will be had at the beginning of the year to explain the process. The AP will monitor the implementation while in the cafeteria. Once a month, the winning classes will be selected and announced. The AP will ensure that the reward is provided.</p>
<p>B. Student outcome monitoring</p>	<p>B. How will you know if the reward program is positively impacting students? What measurable data will you use to determine "success"? <i>(2-3 sentences)</i> The number of classes that end up on a green cup at the end of the lunch period will be used to determine if the classes are following the rules and expectations. The total number of ODRs for the first semester will be collected on January 8th by the AP to determine if the positive reward program is working. The team will meet on January 8th, 2019 to determine if the number of referrals decreased by 50%.</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	Touching other persons or their things
3. Running in non-designated areas	Running in the hallway, classroom and/or in the cafeteria
4. Disrespectful language	Using unkind words or disrespectful language towards others
5. Not following teacher directions	Getting out of seat without asking permission
6. Not ready to learn	Student is off task, materials and/or supplies are misplaced, and/ or conversations with others are taking place.

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 type="checkbox"/> Menu	<input checked="" type="checkbox"/> Hierarchy
1 st – Reteach expectation		
2 nd – Verbal redirection		
3 rd – Student conference		
4 th – Behavior Reflection & Phone call home		
5 th – Loss of privileges		

6C. Administration Managed Misbehaviors:

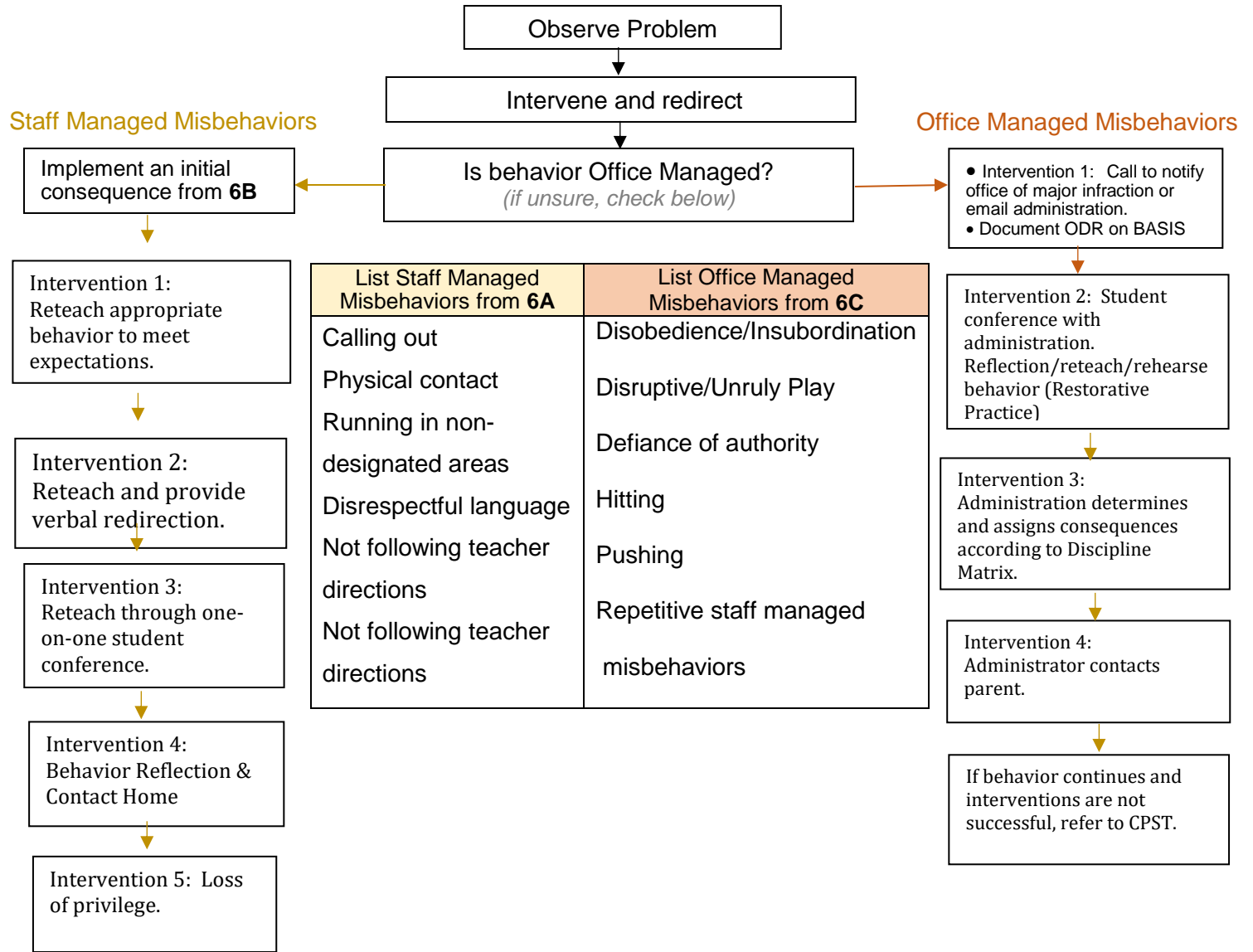
- (a) Define the first 3 behaviors by providing examples that clearly identify the point at which the misbehavior warrants an Office Discipline Referral (ODR).
- (b) List two additional common school-wide misbehaviors that will result in an ODR. Provide concrete examples.
- (c) Determine staff tolerance 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	Leaving the classroom without permission: refusing to follow staff directions. (One incident in one day receives office discipline.)
2. Disruptive/Unruly Play	Playing roughly in such a way that causes another student to get hurt or destruction of an item. (One incident in one day receives office discipline.)
3. Defiance of authority	Refusing to do what an adult/authority has asked the student to do. (One incident in one day receives office discipline.)
4. Hitting	Using hands, body or objects to intentionally hit others. (One incident in one day receives office discipline.)
5. Pushing	Forcing another student to the ground and causing injury. (One incident in one day receives office discipline.)
6. Repetitive staff managed misbehaviors	More than <input style="width: 30px; text-align: center;" type="text" value="3"/> misbehaviors in <input style="width: 30px; text-align: center;" type="text" value="1"/> <input style="width: 30px; text-align: center;" type="text" value="Day"/> warrants an office referral.

6D. School-wide Discipline Flow Chart:

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

Student Behavior Discipline Flow Chart



CRITICAL ELEMENT # 7 : Classroom Management Systems

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

Which evidence-based classroom management system is supported by your school's administration and is expected to be implemented school-wide? <i>(Class Dojo, LEAPs, HERO, Cloud 9, etc. are tools, <u>not</u> classroom systems)</i>	<input type="checkbox"/> CHAMPs* <input checked="" type="checkbox"/> PBIS Classroom Management <input type="checkbox"/> Administration does not expect an evidence-based classroom management system to be implemented by teachers this year <i>(your school will need to adopt one next year)</i> <input type="checkbox"/> Other <i>(complete below)</i>
If other, name the evidence-based classroom management system :	Click here to enter name of system.
*CHAMPs is the district-supported, evidence-based universal classroom management system for all teachers. Would your Principal like to be contacted to learn about CHAMPs professional development?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

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

What data collection tool does your school leadership team use to monitor and evaluate your teacher's classroom management skills? <i>(Measure staff skills, not student outcomes)</i>
<input type="checkbox"/> CHAMPs 7 Up Checklist
<input type="checkbox"/> CHAMPs Classroom Check Up (CCU)
<input type="checkbox"/> PBIS Classroom Assistance Tool (CAT)
<input type="checkbox"/> PBIS Walkthrough
<input checked="" type="checkbox"/> Marzano's Domain 1, Design Questions 5, 6, 7, 8, 9
<input type="checkbox"/> Fidelity of staff classroom management implementation is not monitored to determine training needs this year <i>(you will need to adopt a tool and plan next year)</i>
<input type="checkbox"/> Other <i>(specify):</i>
Explain how this data is collected and analyzed by your school leadership team as a universal screening <u>across teachers</u> to determine the need for classroom management training:
Fidelity of Implementation Plan: <i>(3-4 sentences) We currently use Marzano's Evaluation Tool to determine if additional classroom management training is needed. If we see that teachers need support while conducting observations, instructional coaches or mentor teachers will be assigned to the teachers to assist in the implementation. They will be asked to observe and monitor the implementation of the strategies for effectiveness.</i>

7C. Percentage of Classroom Referrals:

(a) Review your classroom data YTD ("Events by Location") in BASIS 3.0 Behavior Dashboard.

(b) Complete **the yellow highlighted cells first.**

(c) Auto-calculate the % of referrals in the classroom by clicking on "!Zero Divide" in the next cell and pressing "Fn + F9" together.

Total number of discipline referrals from classrooms :	16
Total number of school-wide discipline referrals:	32
% of referrals in the classroom:	33%
Do more than 40% of your referrals come from the classroom?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

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

CRITICAL ELEMENT # 8: Data Collection and Analysis

8A. Determine your School-wide Core Effectiveness YTD from the BASIS Behavior Dashboard in the “Referrals per Student” chart.

- (a) Complete the yellow highlighted cells first.
- (b) Auto-calculate the “% of Total Population” by clicking on each “!Zero Divide” in the cells and pressing “Fn + F9”.
- (c) Determine if the core is effective in all three areas

TOTAL Population:	976			
# Referrals		% of Total Population	Core Effectiveness	
0 - 1 referral		99%	Are your 0 – 1 referrals > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2 - 5 referrals (at risk students)	11	1%	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) At the beginning of the year, the AP, ESE Specialist and School Counselor will identify students that need behavioral support. Proactive strategies will be shared with the teacher(s) and/or aide(s) to utilize with the students. School counselor and/or ESE Specialist will check in on the students every six weeks to determine if there is a need to increase TIER support or to add services to the IEP.	

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	19	28	9	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Hispanic/Latin	45	39	-6	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
White	32	28	-4	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

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

If 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: (3-4 sentences) Our data indicates that the black subgroup is disproportionate in the amount of students to the amount of referrals. To address this, we will make sure to follow the discipline flow chart to address office discipline referrals. Additionally, training will be provided to teachers and aides to provide strategies that can be used to proactively address 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 <i><input checked="" type="checkbox"/> check when Action completed</i>	Completed: Person Responsible Name & Title
Current	<input checked="" type="checkbox"/> This Action Plan has been saved to use <i>next year</i> during quarterly meetings	Teresita Miranda, Assistant Principal
Current	<input checked="" type="checkbox"/> Create a SPBP binder or portfolio to retain (for 2 years) hard copies of: your SPBPs, Action Plans, staff PBIS professional development attendance, stakeholder training attendance, quarterly meeting agendas, quarterly staff behavior presentations, voting attendance and outcome, Expectation lesson plans and Rules lesson plans	Teresita Miranda, 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 tyne.hogan@browardschools.com for more information, if you are unsure) <input type="checkbox"/> Confirm 1 st team meeting date and time	Teresita Miranda, Assistant Principal
August 1 st meeting	<input type="checkbox"/> Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP <input type="checkbox"/> Determine any needed <u>team training</u> , such as the 4 Step PSP Brainshark Series, 10 Critical Elements Brainsharks, Data Collection, Effective CPST Teams, PBIS 101, etc. Trainings available at: http://www.browardprevention.org/mtssrti/training-modules/ <input type="checkbox"/> Review previous year's behavior data. (Use 'Agenda' and 'Data Collection Template') Forms available at: http://www.browardprevention.org/mtssrti/rtib in Tier 1, Teaming <input type="checkbox"/> Present implementation data, behavior data, team activities and progress to entire staff <input type="checkbox"/> Utilize the 4 Step Problem Solving Process to develop initial interventions <input type="checkbox"/> Review previous year's SPBP and feedback form <input type="checkbox"/> Verify and implement teaching schedule for SPBP Expectations and Rules behavior lesson plans	Teresita Miranda, Assistant Principal
September	<input type="checkbox"/> Provide stakeholder presentation on SPBP prior to October 1 <input type="checkbox"/> Check for staff and teacher understanding of PBIS - provide "PBIS 101" Brainshark as a resource Brainshark available at: http://www.brainshark.com/browardschools/PBIS101	Teresita Miranda, Assistant Principal
October 2 nd meeting	<input type="checkbox"/> Ensure instructional staff know how to (and are, as needed) enter Tier 1 Supplemental Strategies for behavior in BASIS <input type="checkbox"/> Present implementation data, behavior data, team activities and progress to entire staff	Natali De Darbouze, School Counselor
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.	Teresita Miranda, Assistant Principal
January 2019 3 rd meeting Prepare for 2019/20 SPBP	<input type="checkbox"/> Staff to re-teach Expectations and Rules first day back from break <input type="checkbox"/> Ensure the <u>Principal signs in</u> and watches the <u>new</u> SPBP Brainshark: Due January 30 th <input type="checkbox"/> Present implementation data, behavior data, team activities and progress to entire staff <input type="checkbox"/> Choose team members and dates to work on, complete, and submit the <u>new</u> SPBP <input type="checkbox"/> Teams watch the <u>new</u> SPBP Brainsharks and refers to <u>new</u> "Additional items" Brainsharks and Additional items posted at: http://www.browardprevention.org/mtssrti/rtib	Teresita Miranda, Assistant Principal
February	<input type="checkbox"/> Ensure progress towards completion of SPBP <input type="checkbox"/> Check on recently hired staff for PBIS understanding - provide "PBIS 101" Brainshark resource <input type="checkbox"/> Provide the SPBP SurveyMonkey link to all staff (optional). Email Tyne.hogan@browardschools.com to request analysis.	Teresita Miranda, Assistant Principal
March 4 th meeting	<input type="checkbox"/> Ensure progress towards completion of SPBP <input type="checkbox"/> Provide staff presentation and vote on new SPBP for next year <input type="checkbox"/> Provide stakeholders/parent presentation on new SPBP for next year <input type="checkbox"/> Present implementation data, behavior data, team activities and progress to entire staff	Teresita Miranda, Assistant Principal
April	<input type="checkbox"/> Submit your SPBP in OSPA by April 30 th every year	Teresita Miranda, Assistant Principal

CRITICAL ELEMENT # 10: Monitoring Plans

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

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

Fidelity of Implementation Monitoring Plan			
Action Step	Create an observable and measurable SMART goal to determine “successful” staff implementation of action step	When will data be collected, analyzed & presented?	Person responsible to collect and analyze data
School-wide expectations and location-specific rules are posted across campus	By the end of August 2018, 100% of classrooms, hallways and cafeteria will have rules and expectations posted.	Refer to quarterly presentation dates in 2B. This is the data the team will be sharing during presentations.	Teresita Miranda
Behavior lesson plans are being taught as written and when indicated	Behavior lesson will be documented in lesson plans and taught in 100% of the classrooms on August 15, 2018, January 8 th , 2019 and April 1 st , 2019 and as needed.		Teresita Miranda & Erik Anderson
Discipline consequences and flow chart are being used by all staff as written	Discipline consequences and flow chart will be used by staff members to address disciplinary infractions 100% of the time.		Teresita Miranda
A reward system is being implemented for <i>all</i> students	All students will be rewarded for meeting expectations and rules with 100% consistency.		Teresita Miranda

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

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

Student Outcome Monitoring Plan			
Student Outcome Data	Create an observable and measurable SMART goal to determine “successful” student outcomes	When will data be collected, analyzed & presented?	Person responsible to collect and analyze data
See critical element 3A • Type of behavior incidents data	The number of unruly/disruptive behavior office discipline referrals will decrease by 20% as measured by the end of the second semester.	Refer to quarterly presentation dates in 2B. This is the data the team will be sharing during presentations.	Teresita Miranda
See critical element 4A • Top 3 event locations data	By the end of the first semester, the amount of office discipline referrals from the cafeteria, playground and bus will decrease by 10%.		Teresita Miranda
See critical element 8 • Core effectiveness data	By the end of the first semester, the percentage of students receiving 0-1 referrals will decrease by 10%.		Teresita Miranda
See critical element 7A • Grade Level/Classroom referrals data	The amount of classroom referrals at the end of the first semester will decrease by 20%.		Teresita Miranda