

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:	Broadview Elementary School
School Number:	0811
SPBP Contact Name:	Kaisha Knight
Direct Phone Number:	754-322-5500

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?
Joshua Kisten	Principal	Administration
Rocio Morell	Assistant Principal	Administration
Kaisha Knight	SPBP Point of Contact	4 th Grade
Danielle McGowan	Guidance Counselor	Leadership Team
Marianna Hainlin	ESE Specialist	Leadership Team
Donald White	Parent/Community Representation	SAC
Francis Cubero	BTU Representative	Kindergarten
Deborah Ridgley	Educator	1 st Grade
Pamela Mosser	Educator	2 nd Grade
Lauren Alicata	Educator	3 rd Grade
Megan Niesel	Educator	5 th 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:
8/10/2018	9:00 am	Kaisha Knight	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)
10/15/2018	3:15 pm	Kaisha Knight	
12/17/2018	3:15 pm	Kaisha Knight	
3/22/2019	9:00 am	Kaisha Knight	

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	2/27/2018	# of participants = 44	Kaisha Knight
Held a <i>faculty</i> vote on the new SPBP (for SY 2018/19)	3/7/2018	% approved =95%	Kaisha Knight
Presented the <i>new</i> SPBP (for SY 2018/19) to stakeholders (parents and community)	4/19/2018	# of participants = 62	Kaisha Knight

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: 8/13/2018	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 at future team meetings.	Kaisha Knight
Present the 2018/19 SPBP to stakeholders (parents and community)	Prior to Oct 1 st , 2018 9/13/2018		
Present behavior data to staff <i>Quarterly: minimum of 4 each year</i>	1. 8/13/2018	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 	Kaisha Knight
	2. 10/19/2018	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 an analysis of this data. 	
	3. 1/7/2019		
	4. 4/2/2019		

CRITICAL ELEMENT # 3: School-wide Expectations

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

Top 10 Behavior Incidents <i>(put N/A in any blank spaces)</i>	
1. Disobedience/insubordination	6. Insulting/profane language
2. Defiance of authority	7. Technology (Inappropriate use)
3. Fighting/ minor altercation	8. Profanity to staff member
4. Unruly/disruptive behavior	9. Out of Assigned Area
5. Fighting (medium)	10. Drug use/possession/influence

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. Be Safe

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

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

When will school-wide expectations lesson plans be taught?		
	Date(s)	Time:
August	8/15/18, 8/16/18, 8/17/18, 8/21/18, 8/22/18	8:15 a.m. – 9:15 a.m.
January	1/08/19, 1/09/19, 1/10/19, 1/11/19, 1/14/19	2:00 p.m. – 2:20 p.m.
4 th Quarter	1/01/19, 1/02/19, 1/03/19, 1/04/19, 1/05/19	2:00 p.m. – 2:20 p.m.
Who will be responsible for teaching the lesson plans?		
		Classroom Teacher
Where will the lesson plan instruction occur?		
		Classroom
Who is responsible for retaining, organizing and distributing all lesson plans?		
		Danielle McGowan

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. Hallway	12
2. Cafeteria	10
3. Athletic Field	6

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>		
		Hallway	Cafeteria	Athletic Field
	Rules	Rules	Rules	
	Be Respectful	Walking in line quietly	Raise hand and ask adults for help. Use an inside voice	Follow teacher directives. Use equipment appropriately
	Be Cooperative	Walking in a straight line facing forward	Pick up condiments and utensils before sitting	Pick up and put away equipment when finished
Be Responsible	Provide personal space	Using manners and kind words (Say “Please” and “Thank You”)	Play fairly. Show good sportsmanship	
Be Safe	Keep hands and feet to yourself	Raise hand for assistance. Keep two hands on your tray and feet under the table	Follow rules for using equipment. Stay in assigned area	

4C. Research indicates that discipline referrals increase after long holidays and during testing times. Plan to teach your location-specific rules at least 3 times throughout the year (and anytime the expected behaviors are not being demonstrated).

ACTION: Create at least one lesson plan for each location above and distribute to teachers during pre-planning 2018-19.

Develop additional lesson plans you will use throughout the year to re-teach and reinforce your location-specific rules.

You do not need to submit your lesson plans with the SPBP. Retain all behavior lesson plans at the school; make sure these lesson plans are available for guests and stakeholders.

When will location-specific rules lesson plans be taught?		
	Date(s)	Time:
August	8/15/18, 8/16/18, 8/17/18, 8/21/18, 8/22/18	8:15 a.m. – 9:15 a.m.
January	1/08/19, 1/09/19, 1/10/19, 1/11/19, 1/14/19	2:00 p.m. – 2:20 p.m.
4 th Quarter	1/01/19, 1/02/19, 1/03/19, 1/04/19, 1/05/19	2:00 p.m. – 2:20 p.m.
Who will be responsible for teaching the lesson plans?		Classroom teacher
Where will the lesson plan instruction occur?		Classroom
Who is responsible for retaining, organizing and distributing all lesson plans?		Danielle McGowan

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? (use numerical data)</p>	<p>Data used: 10 Office Discipline Referrals from the cafeteria</p> <p>Problem Identification: The number of ODR's in 2016-2017 school year was 17 (43%), compared to 10 (36%) for the 2017-2018 school year. This shows decrease of 7%.</p>
<p>2. Problem Analysis: Why do you think this problem is occurring? What is your goal? (use a SMART goal statement with numerical data)</p>	<p>Hypothesis: Students are not showing self-control and tolerance towards one another.</p> <p>Goal Statement: By the end of 2nd quarter (12/21/2018), ODR's from the cafeteria will decrease from 10 to 7 (30%)</p>
<p>3. Intervention Design: Describe how you will implement a positive reward program to decrease this problem.</p>	<p>Type of System: Token system</p> <p>Description of System: Students will earn dolphin tickets. Classes who meet 75% of the expectations, they will be recognized on the morning announcements, monthly newsletters, bulletin board, and receive a tangible reward. The reward will be provided the first week of the following month to those classes earning 75% of meeting cafeteria expectation.</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? (2-3 sentences) The token system will be taught to all staff members. The tokens will be given to classroom teacher to post in classroom daily. Monthly the classes who meet the 75% expectations will be recognized on morning announcements, in monthly newsletters, on cafeteria bulletin board, and receive a tangible reward. The School counselor will ensure the tangible reward is provided the first Friday of every month after verifying the class met the 75% requirement.</p> <p>October 5th, 2018 November 2nd, 2018 December 7th, 2018 January 11th, 2019 February 1st, 2019 March 1st, 2019 April 5th, 2019 May 3rd, 2019 May 31st, 2019</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"? (2-3 sentences)</p> <p>The number of cafeteria referrals will be collected monthly by the Assistant Principal and shared with staff at monthly staff meetings. The SPBP team will meet quarterly (10/19/18, 1/07/19, 4/02/19) to determine the success of the goal and adjust the plan if necessary.</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. Talking out of turn	Calling out, Talking back to teacher
2. Minor Altercation	Verbal arguments among students
3. Refusal to follow teacher’s directions	Student does not comply with teacher directions
4. Refusal to begin task	Student refuses to complete assigned task
5. Profanity	Student using inappropriate language in the
6. Class Disruption	Tapping of pencils, Playing with toys, Being out of assigned area

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 time: Verbal Warning	
2 nd time: Conference with student	
3 rd time: In or Another class time out	
4 th time: Parent Contact/Conference	
5 th time: Privilege loss/Reflective Assignment	

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.

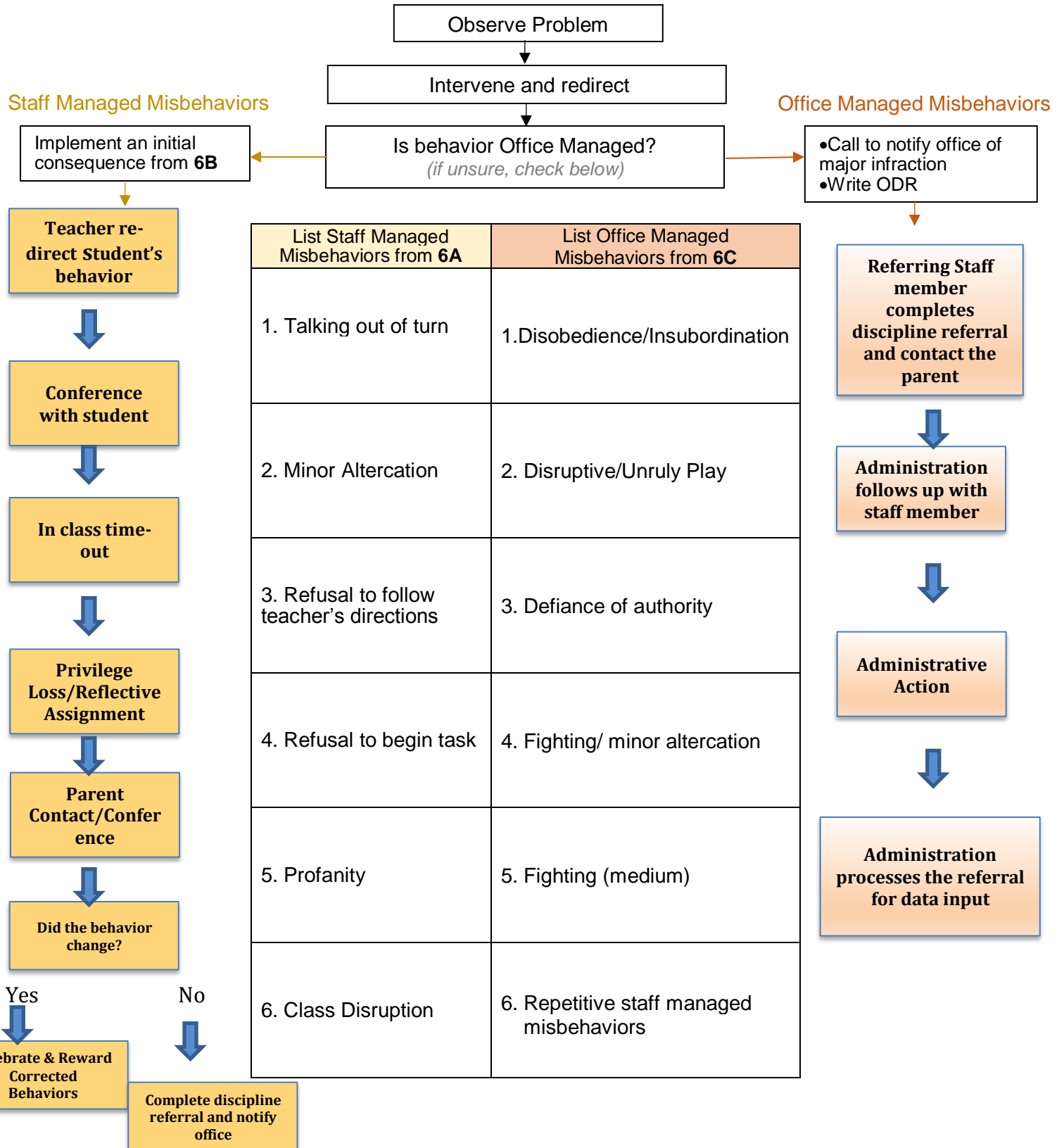
(c) Determine staff tolerance level for repetitive misbehaviors (the point at which the number of staff-managed misbehaviors becomes an ODR).

Office Discipline Referrals (ODRs)			
Behavior	“Looks Like” - <i>provide a description with example(s)</i>		
1. Disobedience/Insubordination	Refusing to follow staff directions consistently		
2. Disruptive/Unruly Play	Any behavior that disrupts the learning environment of the classroom (Horseplay)		
3. Defiance of authority	Not following staff directives when asked		
4. Fighting/ minor altercation	Hitting, Pushing, Punching, Kicking (No First Aid)		
5. Fighting (medium)	Two students have a physical altercation in which first aid is needed for one of the students and when an adult attempt to separate them, they refuse to seize		
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="hour"/> warrants an office referral.
	e.g., <input style="width: 30px; text-align: center;" type="text" value="3"/> <input style="width: 30px; text-align: center;" type="text" value="2"/>	<input style="width: 30px; text-align: center;" type="text" value="half"/> <input style="width: 30px; text-align: center;" type="text" value="one"/>	<input style="width: 30px; text-align: center;" type="text" value="hour"/> <input style="width: 30px; text-align: center;" type="text" value="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



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 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 <i>across teachers</i> to determine the need for classroom management training:
Fidelity of Implementation Plan: <i>(3-4 sentences)</i>
At the end of each month, administration will review the Marzano Data Report to determine which teachers need additional support and or training based on the I-observation data marks score (Ex: If a teacher consistently receives Not Using or Beginning during observation, this would indicate a need for additional support.)

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 :	124
Total number of school-wide discipline referrals:	154
% of referrals in the classroom:	45%
Do more than 40% of your referrals come from the classroom?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

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

CRITICAL ELEMENT # 8: Data Collection and Analysis

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

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

TOTAL Population:	860			
# Referrals		% of Total Population	Core Effectiveness	
0 - 1 referral	41	96%	Are your 0 – 1 referrals > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2 - 5 referrals (at risk students)	23	3%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
> 5 referrals (high risk students)	11	1%	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)	
A. At the beginning of the year at risks students (2 to 5 referrals) will meet with the school counselor. The school counselor will meet with identified students once a week and have small groups which focus on social skills. At the middle of the year, those at-risk students who are still struggling will be referred for Response-to-Intervention for behavior. At the beginning of the school year during Pre-planning week, the school leadership team will review the School Wide Positive Behavior Plan and Student Discipline Behavior Flowchart. In addition, the ESE specialists will provide staff training with behavior management strategies that can be implemented in the classroom.	

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	76	77	1	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Hispanic/Latin	17	21	4	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
White	4	1	-3	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

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

If all 3 are “No”, disproportionality is not indicated. Are all 3 “No”?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Answer either (a) or (b):	
(a) If you answered “Yes”, although your data indicates equity, what plan does your school leadership team implement for early identification of any disproportionality issues	
(b) If you answered “No”, indicate the support plan and interventions your school leadership team will implement at the beginning of next year to improve sub group disproportionality	
Disproportionality Plan: At the beginning of the school year, the school leadership team will provide staff with the resources in which they can utilize to assist them with students who are struggling with discipline. School Resource personnel are a School Counselor, the SPARKS Team that includes a full and part-time social worker and community liaison. These individuals are available to support students and parents in their Native Language. In addition, a mentorship program geared toward African-American and Hispanic fourth and fifth grade students is available.	

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	Kaisha Knight, SPBP Contact
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	Kaisha Knight, SPBP Contact
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	Kaisha Knight
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	Kaisha Knight
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	Kaisha Knight
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	Marianna Hainlin, ESE Specialist
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.	Kaisha Knight
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 Principal signs in and watches the <i>new</i> 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 <i>new</i> SPBP <input type="checkbox"/> Teams watch the <i>new</i> SPBP Brainsharks and refers to <i>new</i> "Additional items" Brainsharks and Additional items posted at: http://www.browardprevention.org/mtssrti/rtib	Kaisha Knight
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.	Rocio Morell, 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	Kaisha Knight
April	<input type="checkbox"/> Submit your SPBP in OSPA by April 30 th every year	Kaisha Knight

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	At the end of each quarter, 100% of hallways, cafeteria, and classrooms will have at least 1 posters of expectations and rules posted.	1. 8/13/2018 2. 10/19/2018 3. 1/7/2019 4. 4/2/2019	Dr. Joshua Kisten, Principal will conduct walkthrough and collect data.
Behavior lesson plans are being taught as written and when indicated	At the end of each month, 80% of teachers will implement Behavior Lessons (EX: Leaps, Harmony)		Danielle McGowan school counselor will be responsible for monitoring teacher activity on website for behavior lessons.
Discipline consequences and flow chart are being used by all staff as written	At the end of each quarter, 80% of teachers will implement the discipline consequences in flow chart		Administration will conduct walkthroughs and monitor DMS for classroom referrals.
A reward system is being implemented for <i>all</i> students	At the end of each month, a student from each class will be identified as the kid of character.		Danielle McGowan the school counselor will collect the data and share out rewards.

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

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

Student Outcome Monitoring Plan			
Student Outcome Data	Create an observable and measurable SMART goal to determine “successful” student outcomes	When will data be collected, analyzed & presented?	Person responsible to collect and analyze data
See critical element 3A • Type of behavior incidents data	By the end of each month there will be 10% fewer referrals.	1. 8/13/2018 2. 10/19/2018 3. 1/7/2019 4. 4/2/2019	Dr. Joshua Kisten will collect data monthly and quarterly averages charted and presented to staff.
See critical element 4A • Top 3 event locations data	By the end of every quarter, there will be 10% fewer referrals in the hallways, cafeteria, and athletic field.		Dr. Joshua Kisten will collect data monthly and quarterly averages charted and presented to staff.
See critical element 8 • Core effectiveness data	By the end of each month, there will be a 10% decrease in referrals.		Dr. Joshua Kisten will collect data monthly and quarterly averages charted and presented to staff.
See critical element 7A • Grade Level/Classroom referrals data	By the end of each quarter, there will be 5% decrease of classroom referrals.		Dr. Joshua Kisten will collect data monthly and quarterly averages charted and presented to staff.