

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:	William Dandy Middle School
School Number:	1071
SPBP Contact Name:	Cara Coletti
Direct Phone Number:	754-322-3209

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?
Cara Coletti	SPBP Point of Contact	Administration
Jhanel Davis	Guidance Counselor	Guidance
Josef Robinson	Parent/Community Representation	PTSA/SAC
Marie Campbell-Colvin	BTU Representative/Teacher	Mathematics Dept.
Lashonne McIntyre	ESE Support Facilitator	ESE Dept.
Catrice Lee-Brown	Teacher	ELA Dept.
Mike Peterson	Teacher/Student Council Advisor	Social Studies Dept.
Vicki Drane	Magnet Coordinator	Elective Dept.
Patricia Twitty	Behavior Specialist	6/7/8/Discipline Office
Timothy Summons	Security Specialist/SWAT Club Advisor	Support Staff

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:
8/14/2018	2:00pm	Cara Coletti, Administrator & Patricia Twitty, Behavior Specialist	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)
10/18/2018	4:15pm	Cara Coletti, Administrator & Patricia Twitty, Behavior Specialist	
12/5/2018	4:15pm	Cara Coletti, Administrator & Patricia Twitty, Behavior Specialist	
3/6/2018	4:15pm	Cara Coletti, Administrator & Patricia Twitty, Behavior Specialist	

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	1/25/2018	# of participants = 80	Lashonne McIntyre, ESE Support Facilitator
Held a <i>faculty</i> vote on the new SPBP (for SY 2018/19)	1/25/2018	% approved =100%	Lashonne McIntyre, ESE Support Facilitator
Presented the <i>new</i> SPBP (for SY 2018/19) to stakeholders (parents and community)	3/1/2018	# of participants = 90%	Lashonne McIntyre, ESE Support Facilitator

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: 8/14/2018	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.	Lashonne McIntyre, ESE Support Facilitator
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. 10/19/2018	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 	Lashonne McIntyre, ESE Support Facilitator
	2. 12/14/2018		
	3. 3/15/2019	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. 4/26/2019		

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. ZI Fight Minor/Altercation/Confrontation	6. ZU Out of Assigned Area
2. SB Unruly Disruptive Behavior	7. F2 Medium Fights
3. 01 Disobedience/Insubordination	8. ZX Profanity to Staff
4. UP Disruptive Unruly Play	9. ZL Skipping Class
5. 02 Insulting Profane Language	10. ZW Defiance Habitual

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

School-wide Expectations
1. Be Responsible
2. Be Respectful
3. Be Tolerant
4. Be Kind
5. 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	August 15-17	9:35-10:25am
January	January 8-10	9:35-10:25am
4 th Quarter	April 22-24	9:35-10:25am
Who will be responsible for teaching the lesson plans?		All Classroom teachers
Where will the lesson plan instruction occur?		First Period classrooms
Who is responsible for retaining, organizing and distributing all lesson plans?		Cara Coletti/Jhanel Davis

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	66
2. School Grounds	64
3. Bus	33

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	School Grounds	Bus
		Rules	Rules	Rules
	Be Responsible	Get to class on time	Walk at all times on school grounds	Sit in your assigned seat
	Be Respectful	Keep hands and feet to yourself	Remove all hats, hoodies and headphones	Keep hands and feet to yourself
	Be Tolerant	Use kind words	Use kind words	Use kind words
Be Kind	Report all acts of bullying/harrassment	Report all acts of bullying/harassment	Share you seat with other students	
Be Safe	Always wear your ID badge	Keep hands and feet to yourself	Keep hands, feet and objects inside the bus	

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 15-17	9:35am-4:00pm
January	January 8-10	9:35am-4:00pm
4 th Quarter	April 22-24	9:35am-4:00pm
Who will be responsible for teaching the lesson plans?		Elective Teachers
Where will the lesson plan instruction occur?		During elective classes
Who is responsible for retaining, organizing and distributing all lesson plans?		Cara Coletti/ Nestor Perez, Elective Dept. Chair

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: Students will exhibit responsible behavior while in the hallways.

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: 2017-2018 BASIS discipline dashboard</p> <p>Problem Identification: According to BASIS, ZI -minor fights/altercations/confrontations occurred in the hallways</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: If students learn responsible decision making skills, (SEL) then the number of minor fights/altercations/confrontations will decrease.</p> <p>Goal Statement: By using LEAPS lessons and teaching the SEL core competencies effectively, our 2018-2019 discipline incidents will decrease by 20% over the 2017-2018 school year.</p>
<p>3. Intervention Design: Describe how you will implement a positive reward program to decrease this problem.</p>	<p>Type of System: We have two types of reward systems. The monthly reward system uses PBS cards that students receive from teachers for doing the “right thing”. Monthly drawings are held and students have a chance to win gift cards. Our VIP reward/incentive program is a quarterly reward for students based and is based on their number of discipline incidents.</p> <p>Description of System: <i>(3-4 sentences)</i> <i>The criteria for participation in the VIP incentives are as follows:</i> <i>1st quarter, students with 2 or fewer behavior infractions are allowed to participate in an ice cream social.</i> <i>2nd quarter, students with 1 or fewer behavior infractions are allowed to participate in an all school dance with a DJ</i> <i>3rd quarter, students with 0 behavior infractions are allowed to attend the “student vs. staff” basketball game (complete with half-time show)</i> <i>4th quarter, students with 0 behavior infractions are treated to an off campus movie field trip.</i></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> Teachers are encouraged to reward positive behavior and are given PBS cards to give to students each month. Staff trainings throughout the year show the student discipline incident data and how the number of teacher referrals impacts our effectiveness with the PBIS reward program. 78%</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> We measure the positive impact of our incentive programs by the percent of students who are allowed to participate in our quarterly VIP incentives. The 2017-2018 data shows that 88% of our students participated in our 1st Quarter event. 78% of our students participated in our 2nd Quarter event. By the time our 3rd quarter event came around, 54 % of our students had never had any discipline incidents. We determine this program a success based on previous years discipline incident data.</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. Students being disruptive	Making loud noise during instructional time
2. Unruly play	Taking another students belongings and throwing them on the floor.
3. Disrespect	Students are rude to the teacher or classmates.
4. Horseplay	Students are hitting or slapping each other without intent to injure.
5. Eating/drinking in class	Students insulting language directed at peers using profanity or.
6. Tardy to class	Students are not arriving to class on time.

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

Is this a menu or hierarchy system?	<input checked="" type="checkbox"/> Menu <input type="checkbox"/> Hierarchy
1. Verbal command to redirect misbehavior	
2. Time-out to another area	
3. Guidance referral	
4. Parent contact	
5. Parent conference	

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.

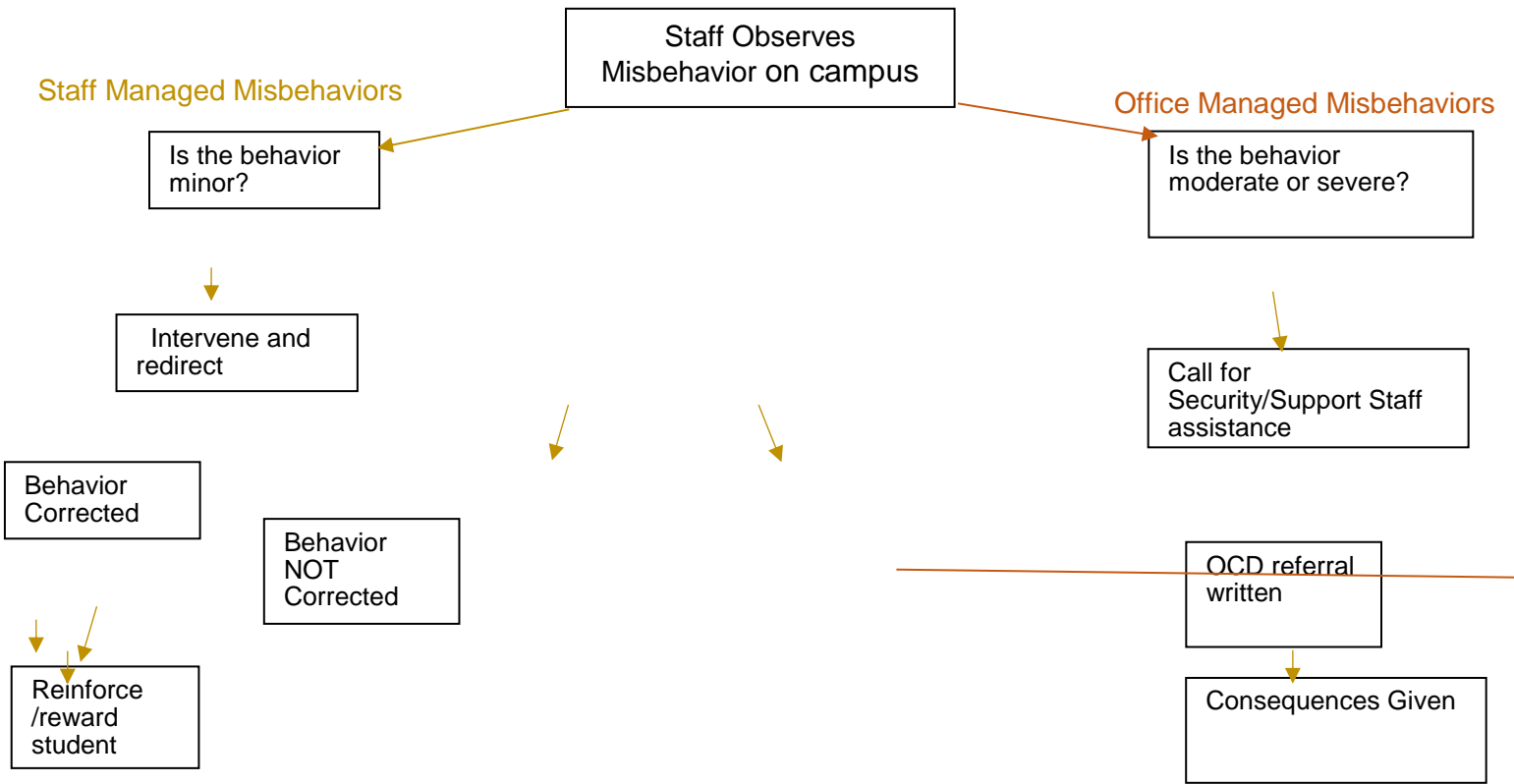
(c) Determine staff tolerance level for repetitive misbehaviors (the point at which the number of staff-managed misbehaviors becomes an ODR).

Office Discipline Referrals (ODRs)	
Behavior	"Looks Like" - <i>provide a description with example(s)</i>
1. Disobedience/Insubordination	Student refuses to adhere to redirection after several prompts.
2. Disruptive/Unruly Play	Student refuses to be redirected after several prompts.
3. Defiance of authority	Student refuses to be redirected after several prompts.
4. Profanity to staff	Student curses at teacher/staff
5. Minor fight/altercation/confrontation	Students are physically aggressive towards each other and refuse redirection.
6. Repetitive staff managed misbehaviors	More than <input style="width: 30px; text-align: center;" type="text" value="3"/> misbehaviors in <input style="width: 50px; text-align: center;" type="text" value="half"/> <input style="width: 50px; text-align: center;" type="text" value="hour"/> warrants an office referral. <i>e.g., 3 half hour</i> 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



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 checked="" 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 checked="" 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 checked="" type="checkbox"/> CHAMPs Classroom Check Up (CCU)
<input type="checkbox"/> PBIS Classroom Assistance Tool (CAT)
<input checked="" 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> As an administrative team, we review the teacher referral data by quarter. Teachers with more than 5 referrals in a 9 week period are recommended for CHAMPS training. Data collected is shared with teachers and corrective feedback is given.

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 :	467
Total number of school-wide discipline referrals:	977
% of referrals in the classroom:	32%
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:	980		
# Referrals		% of Total Population	Core Effectiveness
0 - 1 referral		87%	Are your 0 – 1 referrals > 80%? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2 - 5 referrals (at risk students)	108	11%	Are your 2 - 5 referrals <15%? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
> 5 referrals (high risk students)	22	2%	Are your >5 referrals <5%? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

8B. Core Effectiveness Plan:

If <u>all 3</u> 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: <i>(3-4 sentences)</i> Through our Guidance Plan, we have a process to identify at risk students within the first 9 weeks of school. These students are paired with a school based mentor. As a high needs school, we also assign these students to meet with a “motivational coach” to help facilitate social emotional needs in addition to academic needs.	

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	97	96	-1	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Hispanic/Latin	3	4	1	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
White	0	0	1	<input checked="" type="checkbox"/> Yes <input 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 <u>all 3</u> 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: <i>(3-4 sentences)</i> Our data indicates there is disproportionality among the black subgroup. To address this, we will review the referrals that were obtained by this subgroup. The discipline flowchart will be disseminated to staff during pre-planning.	

Critical Elements # 9: SPBP Implementation Planning

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

Required actions for all schools in Broward County

Best Practices for all schools in Broward County

Resources



SPBP Team Implementation Action Plan 2018 - 2019		
Month	Action Step <i>☒ check when Action completed</i>	Completed: Person Responsible Name & Title
Current	<input checked="" type="checkbox"/> This Action Plan has been saved to use <i>next year</i> during quarterly meetings	Cara Coletti, Administrator
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	Cara Coletti, Administrator
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	Cara Coletti, Administrator
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	Cara Coletti, Administrator
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	Cara Coletti, Administrator
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	Cara Coletti, Administrator
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.	Cara Coletti, Administrator
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	Cara Coletti, Administrator
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.	Cara Coletti, Administrator
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	Cara Coletti, Administrator
April	<input type="checkbox"/> Submit your SPBP in OSPA by April 30 th every year	Cara Coletti, Administrator

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	100% of our teachers will have school-wide expectations posted in classrooms by August 14, 2018.	10/19/2018 12/14/2018 3/15/2019 4/26/2019	Cara Coletti, Administrator & Patricia Twitty, Behavior Specialist
Behavior lesson plans are being taught as written and when indicated	100% of our elective teachers will teach a LEAPS lesson correlated to our school-wide expectation each month during the 2018-2019 school year.		Cara Coletti, Administrator & Patricia Twitty, Behavior Specialist
Discipline consequences and flow chart are being used by all staff as written	100% of our teachers will have been trained in handling discipline consequences and flow chart of school-wide expectations for staff managed behaviors by August 14, 2018.		Cara Coletti, Administrator & Patricia Twitty, Behavior Specialist
A reward system is being implemented for <i>all</i> students	The PBIS team meets quarterly to review our incentive/reward program. By May 2019, all students will have received positive reinforcement or incentives.		Cara Coletti, Administrator & Patricia Twitty, Behavior Specialist

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 June 2019, our top 10 OCD incidents will be reduced by 20% from the 2017-2018 school year, indicated in BASIS	10/19/2018 12/14/2018 3/15/2019 4/26/2019	Cara Coletti, Administrator & Patricia Twitty, Behavior Specialist
See critical element 4A • Top 3 event locations data	By June 2019, OCD incidents in our top 3 event locations will be reduced by 20% from the 2017-2018 school year, indicated in BASIS		Cara Coletti, Administrator & Patricia Twitty, Behavior Specialist
See critical element 8 • Core effectiveness data	By June 2019, our core effectiveness will continue to report the following student referral rate: 0-1 referrals >80%, 2-5 referrals <15%, and >5 referrals < 5%.		Cara Coletti, Administrator & Patricia Twitty, Behavior Specialist
See critical element 7A • Grade Level/Classroom referrals data	By June 2019, our teacher referral rate will be reduced by 20% as compared to the 2017-2018 school year.		Cara Coletti, Administrator & Patricia Twitty, Behavior Specialist