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:	Cooper City Elementary School
School Number:	1211
SPBP Contact Name:	Silvio Pruneda
Direct Phone Number:	754-323-5211

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?
Silvio Pruneda	Assistant Principal	Administration
Olivia Neiwirth	SPBP Point of Contact	SLP/ESE
Juliana Cardona	Parent/Community Representation	SAC
Cathy Georgianna	BTU Representative	BTU/Third Grade Teachers
Connie Gwaltney	Fifth Grade Teacher	Fifth Grade Teachers
Elizabeth Egal	Fourth Grade Teacher	Fourth Grade Teachers
Tatum Diehl	Second Grade Teacher	Second Grade Teachers
Kim Perdue	First Grade Teacher	First Grade Teachers
Stacey Seedman	First Grade Teacher	First Grade Teachers
Adrienne Culotta	Kindergarten Teacher	Kindergarten Teachers
Karen Josack	PE Teacher	Special Teachers
Jinnette Garcia	ESE Specialist	ESE
Mariano Gersberg	Parent/Community Representation	Community
Linda Signorelli	Guidance Counselor	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:
3/14/2018	2:15-3:00	Silvio Pruneda, Asst. Principal	1. Create and disseminate updated Expectations and Rules lesson plans (#3 and #4)
4/2/2018	2:15-3:00	Silvio Pruneda, Asst. Principal	2. Review progress of Implementation Action Plan (#9)
4/12/2018	2:15-3:00	Olivia Neiwirth, SPBP point of contact	3. Collect & analyze implementation

| 4/23/2018 | 2:15-3:00 | Silvio Pruneda, Asst. Principal | data (#10A)
4. Collect & analyze student outcome data (#10B) |

CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment:

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

Action Steps:	Date *(Between Jan 15 – April 30, 2018)*	Details *(retain attendance sheets at school)*	Person responsible to collect and retain attendance sheets:
Presented the *new* SPBP (for SY 2018/19) to staff	4/24/2018	# of participants = 47	Silvio Pruneda
Held a *faculty* vote on the new SPBP e(for SY 2018/19)	4/24/2018	% approved = 91%	Silvio Pruneda
Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community)	4/25/2018	# of participants = 26	Silvio Pruneda

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

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

CRITICAL ELEMENT # 3: School-wide Expectations

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

Top 10 Behavior Incidents *(put N/A in any blank spaces)*	
1. Unruly Disruptive Behavior	6. Bus Violation (Level 3)
2. Bus Violations (Level 2)	7. Insulting/Profane/Obscene Language
3. Disobedience/Insubordination	8. N/A
4. Bullying (Substantiated/Unsubstantiated)	9. N/A
5. Sexual Harassment	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 Expected
2. Be Prepared
3. Be a Role Model
4. Be Safe
5. Be Engaged

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

When will school-wide expectations lesson plans be taught?		
	Date(s)	Time:
August	August 10, 2018	9:00-10:00
January	January 7, 2019	9:00-10:00
4th Quarter	April 2, 2019	2:15-3:00

Who will be responsible for teaching the lesson plans?	General Education Teachers, Guidance, ESE staff, Support Staff and Specials Teachers
Where will the lesson plan instruction occur?	Within the designated school setting dependent on the instructor
Who is responsible for retaining, organizing and distributing all lesson plans?	Silvio Pruneda

CRITICAL ELEMENT #4: Location-based Rules

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

Top 3 Locations	
School Location	# Incidents
1. Cafeteria	13
2. Bus	6
3. Athletic Field	3

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

Expectations and Rules Matrix			
		IDENTIFIED LOCATIONS *Copy and paste locations from 4A.*	
School-wide EXPECTATIONS	*Copy and paste expectations from 3C.*	Cafeteria	Bus	Athletic Field
		Rules	**Rules**	**Rules**
	Be Expected	Sit, eat, and converse with classmates	Sit in seat and chat with a voice level between 0-2	Play respectfully within the designated areas
	Be Prepared	Bring/purchase a healthy lunch	Keep belongings in an easily accessible area	Wear appropriate clothing and shoes, hydrate
	Be a Role Model	Clean your area	Adhere to expected bus behaviors	Attempt new activities with peers
	Be Safe	Eat and dispose of food properly	Remain in your seat with hands and feet to self	Using equipment in an expected way
	Be Engaged	Participate in quiet conversations with peers with a voice level between 1-2	Seek out new peers to engage with in conversation	Participate in turn taking during games

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

When will location-specific rules lesson plans be taught?		
	Date(s)	Time:
August	August 13, 2018	9:00-10:00
January	January 7, 2019	9:00-10:00
4th Quarter	April 2, 2019	2:15-3:00
Who will be responsible for teaching the lesson plans?		General Education Teachers, Guidance, ESE staff, Support Staff and Specials Teachers
Where will the lesson plan instruction occur?		Within the designated school setting dependent on the instructor
Who is responsible for retaining, organizing and distributing all lesson plans?		Silvio Pruneda

CRITICAL ELEMENT # 5: Reward and Recognition Programs

Although you will post, teach, review, practice and reinforce all school-wide expectations and location-specific rules, **choose 1 expectation OR 1 event location** you will target for a specific reward program for students. Based on the data that led to this expectation or location, create a reward plan using the 4 Step Problem Solving Process:

Expectation or Location: _____Cafeteria_____

4 Step Problem Solving Process	Plan
1. Problem Identification: Use your behavior data to identify a school-wide problem. What problem did you identify? *(use numerical data)*	**Data used: number of incidences in the cafeteria location (13) office discipline referrals** **Problem Identification: The number of ODR's within the first 3 quarters of the 2017-2018 school year is 6.5 times higher than last year.**
2. Problem Analysis: Why do you think this problem is occurring? What is your goal? *(use a SMART goal statement with numerical data)*	**Hypothesis: The cafeteria is an unstructured setting with an increased amount of sensory stimuli (i.e. noise level, close proximity to other students, non-preferred seating, etc.), thereby creating a prime environment for unexpected behaviors to occur.** **Goal Statement:** By December 2018, cafeteria incidents will decrease from 13 to 5 (approximately 38% decrease).
3. Intervention Design: Describe how you will implement a positive reward program to decrease this problem.	**Type of System: Point system** **Description of System:** *Each day, classes earn one point per expectation/rule accomplished. At the end of the week, points are totaled and the class in each grade with the most points will win the "Clean Bucket Award".*
4. Evaluation: A. Implementation fidelity	**A.** How do you monitor the fidelity (consistency and effectiveness) of the **staff's** implementation of the reward program? *Cafeteria staff will evaluate class' daily adherence to the previously defined rules and document the point awarded on a sheet given to the teacher.*
B. Student outcome monitoring	**B.** How will you know if the reward program is positively impacting **students**? What measurable data will you use to determine "success"? *If students earn tallies for expected cafeteria behavior it will promote comradery within the class to win the clean bucket award. In addition, the number of cafeteria referrals will be tallied at the end of the outlined time frame, to ensure the system is positively impacting the students and that no interim modifications need to be made.*

CRITICAL ELEMENT #6 Effective Discipline Procedures

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

Staff Managed Misbehaviors	
Misbehavior	"Looks Like" - *provide a description with example(s)*
1. Inappropriate language	Cursing and/or using disrespectful words towards a certain population based on gender, race, etc.
2. Disobedience	Purposely not following directions, questioning the teacher
3. Unruly/disruptive behavior	Any behaviors that hamper the ability of instructors to teach or students to learn
4. Out of assigned area	Out of seat or out of the specified area of the class
5. Not keeping hands and feet to self	Unwanted touching, or using hands/feet to harm
6. Calling out/not raising hand	Calling out or making inappropriate comments/questions without raising hand or asking permission

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

Is this a menu or hierarchy system?	☐ Menu ☒ Hierarchy

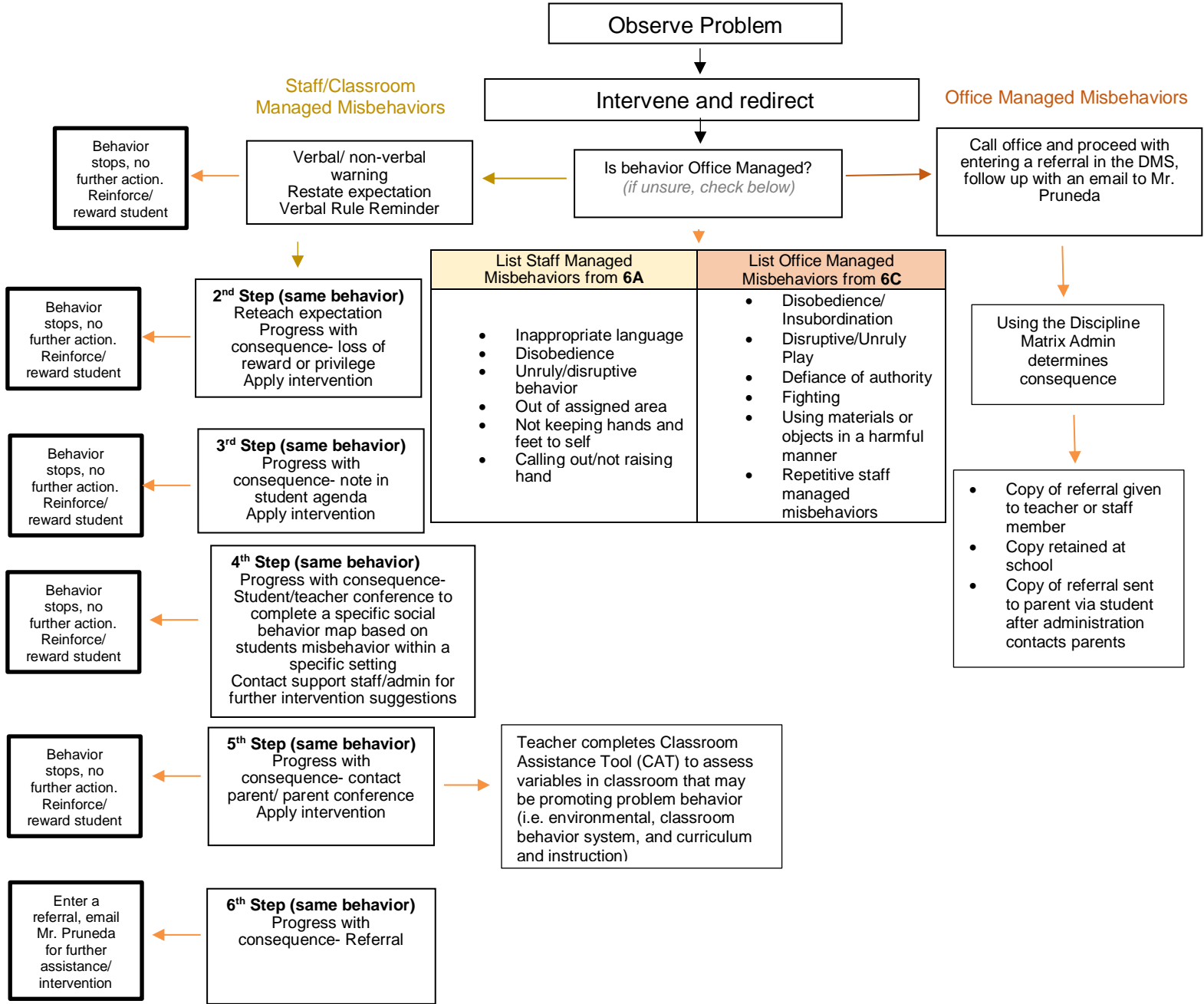| |
|---|
| Verbal or non-verbal warning/ redirection |
| Loss of privilege or reward |
| Note in the agenda |
| Student/teacher conference to complete a specific social behavior map based on students misbehavior within a specific setting |
| Parent conference/contact |
| Referral |

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

Office Discipline Referrals (ODRs)	
Behavior	"Looks Like" - *provide a description with example(s)*
1. Disobedience/Insubordination	After the teacher has exhausted all of the classroom based consequences and the behaviors specified above continue
2. Disruptive/Unruly Play	After the teacher has exhausted all of the classroom based consequences and the behaviors specified above continue OR caused physical harm to another student or adult
3. Defiance of authority	After the teacher has exhausted all of the classroom based consequences and the behaviors specified above continue
4. Fighting	Displaying or engaging in violence, combat, or aggression
5. Using materials or objects in a harmful manner	When a student uses a classroom object or material (i.e. chairs, pencils, books, etc.) to cause bodily harm or injury to adults and peers
6. Repetitive staff managed misbehaviors	More than [4] misbehaviors in [2] [hours] warrants an office referral. *e.g.,* 3 half hour 2 one period

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

Student Behavior Discipline Flow Chart- Cooper City Elementary

Observe Problem

Intervene and redirect

Staff/Classroom Managed Misbehaviors

Office Managed Misbehaviors

Is behavior Office Managed?
(if unsure, check below)

Call office and proceed with entering a referral in the DMS, follow up with an email to Mr. Pruneda

Verbal/ non-verbal warning
Restate expectation
Verbal Rule Reminder

Behavior stops, no further action. Reinforce/ reward student

List Staff Managed Misbehaviors from **6A**	List Office Managed Misbehaviors from **6C**
• Inappropriate language • Disobedience • Unruly/disruptive behavior • Out of assigned area • Not keeping hands and feet to self • Calling out/not raising hand	• Disobedience/ Insubordination • Disruptive/Unruly Play • Defiance of authority • Fighting • Using materials or objects in a harmful manner • Repetitive staff managed misbehaviors

2nd Step (same behavior)
Reteach expectation
Progress with consequence- loss of reward or privilege
Apply intervention

Behavior stops, no further action. Reinforce/ reward student

Using the Discipline Matrix Admin determines consequence

3rd Step (same behavior)
Progress with consequence- note in student agenda
Apply intervention

Behavior stops, no further action. Reinforce/ reward student

• Copy of referral given to teacher or staff member
• Copy retained at school
• Copy of referral sent to parent via student after administration contacts parents

4th Step (same behavior)
Progress with consequence- Student/teacher conference to complete a specific social behavior map based on students misbehavior within a specific setting
Contact support staff/admin for further intervention suggestions

Behavior stops, no further action. Reinforce/ reward student

5th Step (same behavior)
Progress with consequence- contact parent/ parent conference
Apply intervention

Behavior stops, no further action. Reinforce/ reward student

Teacher completes Classroom Assistance Tool (CAT) to assess variables in classroom that may be promoting problem behavior (i.e. environmental, classroom behavior system, and curriculum and instruction)

6th Step (same behavior)
Progress with consequence- Referral

Enter a referral, email Mr. Pruneda for further assistance/ intervention

CRITICAL ELEMENT # 7 : Classroom Management Systems

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

Which **evidence-based** classroom management system is supported by your school's administration and is expected to be implemented school-wide? *(Class Dojo, LEAPs, HERO, Cloud 9, etc. are tools, __not__ classroom systems)*	☒ CHAMPs* ☐ PBIS Classroom Management ☐ Administration does not expect an evidence-based classroom management system to be implemented by teachers this year *(your school will need to adopt one next year)* ☐ Other *(complete below)*
If other, name the **evidence-based classroom management system:**	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?	☒ Yes ☐ No

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

What data collection tool does your school leadership team use to monitor and evaluate your teacher's classroom management skills? *(Measure **staff skills**, not student outcomes)*
☐ CHAMPs 7 Up Checklist
☐ CHAMPs Classroom Check Up (CCU)
☐ PBIS Classroom Assistance Tool (CAT)
☐ PBIS Walkthrough
☒ Marzano's Domain 1, Design Questions 5, 6, 7, 8, 9
☐ Fidelity of staff classroom management implementation is not monitored to determine training needs this year *(you will need to adopt a tool and plan next year)*
☐ Other *(specify):*
Explain how this data is collected and analyzed by your school leadership team as a **universal screening** _across teachers_ to determine the need for classroom management training:
Fidelity of Implementation Plan: As part of their evaluation process, teachers are familiar with Marzano's Learning Map Framework. They are given data marks on Domain 1, Design Questions 5,6,7,8 and 9 by administrators during classroom observations. Feedback is provided and opportunities for improvement given at post observation meetings.

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

Total number of discipline referrals **from classrooms**:	36
Total number of **school-wide** discipline referrals:	24
% of referrals in the classroom:	60%
Do more than 40% of your referrals come from the classroom?	☒ Yes ☐ No

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

CRITICAL ELEMENT # 8: Data Collection and Analysis

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

TOTAL Population:	756				
# Referrals		% of Total Population	Core Effectiveness		
0 - 1 referral	11	100%	Are your 0 – 1 referrals > 80%?	☒Yes	☐No
2 - 5 referrals (at risk students)	8	1%	Are your 2 - 5 referrals <15%?	☒Yes	☐No
> 5 referrals (high risk students)	3	.3%	Are your >5 referrals <5%?	☒Yes	☐No

8B. Core Effectiveness Plan:

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

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

Core Effectiveness Plan: In order to provide early identification for at risk or high risk students, the school leadership team (including guidance counselor, support staff, and ESE staff) will push in to classrooms during the first week of school and throughout the first month to directly observe and instruct through SEL lessons. During quarterly data chats, administration will review parent/teacher behavior daily sheets documentation to determine at risk or high risk students in need of more specified interventions. After that, teachers will be able to refer students who are at risk and high risk for specialized SEL groups outside of the classroom. In addition, teacher/student conferences will be conducted and a social behavior map will be completed 1:1 to further specify expectations based on the specific student.

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	18	22	4	☒Yes	☐No
Hispanic/Latin	36	48	12	☒Yes	☐No
White	36	22	-14	☐Yes	☒No

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

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

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

Disproportionality Plan: The school leadership team will review at risk or high risk student identified by the plan specified above and from there will provide those students an increased opportunity for positive behavior rewards based on their specified interests. In addition, a parent/teacher/student conference will be held to promote carryover of these strategies within the home setting.

Critical Elements # 9: SPBP Implementation Planning

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

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

SPBP Team Implementation Action Plan 2018 - 2019		
Month	**Action Step** ☒ *check when Action completed*	**Completed:** Person Responsible Name & Title
Current	☒ **This Action Plan has been saved to use *next year* during quarterly meetings**	Click here to enter NAME & title.
Current	☒ **Create a SPBP binder or portfolio to retain (for 2 years) hard copies of: your SPBPs, Action Plans, staff PBIS professional development attendance, stakeholder training attendance, quarterly meeting agendas, quarterly staff behavior presentations, voting attendance and outcome, Expectation lesson plans and Rules lesson plans**	**Silvio Pruneda Assistant Principal**
Pre Planning 2018	☐ Print up your SPBP Review and school score from OSPA ☐ Provide SPBP presentation to all staff during Pre Planning ☐ Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders ☐ Market and post school-wide Expectations and location-specific Rules (posters, PSAs, etc.) ☐ Identify your RtI Instructional Facilitator provided by the district (Contact tyyne.hogan@browardschools.com for more information, if you are unsure) ☐ Confirm 1st team meeting date and time	Click here to enter NAME & title.

August 1st meeting	☐ Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP
	☐ Determine any needed team training, such as the 4 Step PSP Brainshark Series, 10 Critical Elements Brainsharks, Data Collection, Effective CPST Teams, PBIS 101, etc.
	  Trainings available at: http://www.browardprevention.org/mtssrti/training-modules/
	☐ Review previous year's behavior data. (Use 'Agenda' and 'Data Collection Template')
	  Forms available at: http://www.browardprevention.org/mtssrti/rtib in Tier 1, Teaming
	☐ Present implementation data, behavior data, team activities and progress to entire staff
	☐ Utilize the 4 Step Problem Solving Process to develop initial interventions
	☐ Review previous year's SPBP and feedback form
	☐ Verify and implement teaching schedule for SPBP Expectations and Rules behavior lesson plans
		Click here to enter NAME & title

September	☐ Provide stakeholder presentation on SPBP prior to October 1 ☐ Check for staff and teacher understanding of PBIS - provide "PBIS 101" Brainshark as a resource Brainshark available at: http://www.brainshark.com/browardschools/PBIS101	Click here to enter NAME & title.
October 2nd meeting	☐ Ensure instructional staff know how to (and are, as needed) enter Tier 1 Supplemental Strategies for behavior in BASIS ☐ Present implementation data, behavior data, team activities and progress to entire staff	Click here to enter NAME & title.
November	☐ Staff to re-teach Expectations and Rules first day back from break. ☐ Team to develop new and/or improved lesson plans as indicated by behavior data.	Click here to enter NAME & title
January 2019 3rd meeting Prepare for 2019/20 SPBP	☐ Staff to re-teach Expectations and Rules first day back from break ☐ Ensure the Principal signs in and watches the *new* SPBP Brainshark: Due January 30th ☐ Present implementation data, behavior data, team activities and progress to entire staff ☐ Choose team members and dates to work on, complete, and submit the *new* SPBP ☐ Teams watch the *new* SPBP Brainsharks and refers to *new* "Additional items" Brainsharks and Additional items posted at: http://www.browardprevention.org/mtssrti/rtib	Click here to enter NAME & title.
February	☐ Ensure progress towards completion of SPBP ☐ Check on recently hired staff for PBIS understanding - provide "PBIS 101" Brainshark resource ☐ Provide the SPBP Surveymonkey link to all staff (optional). Email Tyyne.hogan@browardschools.com to request analysis.	Click here to enter NAME & title
March 4th meeting	☐ Ensure progress towards completion of SPBP ☐ Provide staff presentation and vote on new SPBP for next year ☐ Provide stakeholders/parent presentation on new SPBP for next year ☐ Present implementation data, behavior data, team activities and progress to entire staff	Click here to enter NAME & title
April	☐ Submit your SPBP in OSPA by April 30th every year	Click here to enter NAME & title

CRITICAL ELEMENT # 10: Monitoring Plans

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

	Fidelity of Implementation Monitoring Plan		
Action Step	Create an **observable** and **measureable** SMART goal to determine "successful" **staff implementation** of action step	When will data be collected, analyzed & presented?	Person responsible to collect and analyze data
School-wide **expectations** and location-specific **rules** are posted across campus	By the end of each month, 100% of all hallways, cafeteria and classrooms will have a minimum of 2 expectation posters and 2 rule poster posted for students to refer to.	10/19/18 12/18/18 4/2/19 5/9/19 .	Administration will complete observations and tally monthly. These tallies will presented in graph form at staff meetings monthly.
Behavior lesson plans are being taught as written and when indicated	By the end of each quarter, 100% of outlined lesson plans will be taught by classroom teachers and an online feedback form will be completed via Forms to ensure staff implementation and obtain feedback on lessons.		The discipline committee will review survey results and modify what changes should be implemented to lessons based on staff feedback.
Discipline consequences and **flow chart** are being used by all staff as written	Every quarter, there will be a 5% decrease in the number of Office Discipline Referrals that contain previously identified staff-managed misbehaviors.		Administration/support staff will collect data via BASIS and a referral review will be completed by the PBIS team.
A **reward system** is being implemented for *all* students	By the end of each quarter, cafeteria reported incidents will decrease by 5%.		Administration/support staff will collect data via BASIS and a review will be completed by the PBIS team.

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

	Student Outcome Monitoring Plan		
Student Outcome Data	Create an **observable** and **measureable** SMART goal to determine "successful" **student outcomes**	When will data be collected, analyzed & presented?	Person responsible to collect and analyze data
See critical element 3A • Type of **behavior incidents** data	By the end of each quarter, review of BASIS discipline data will indicate a decrease of behavior incidents by 10%.	10/19/18 12/18/18 4/2/18 5/9/18 .	Assistant Principal will review/collect basis data monthly. Monthly and quarterly averages will be charted and presented to the staff.
See critical element 4A • **Top 3 event locations** data	By the end of each quarter, BASIS disciple data will indicate a decrease in referrals from the cafeteria, bus, and athletic field by 10% per area.		Assistant Principal will review/collect basis data monthly. Monthly and quarterly averages will be charted and presented to the staff.
See critical element 8 • **Core effectiveness** data	By the end of each quarter, school wide referrals ODR's will remain between 0-1 for at least 80% of the population.		Assistant Principal will review/collect basis data monthly. Monthly and quarterly averages will be charted and presented to the staff.

See critical element 7A • **Grade Level/Classroom referrals** data	By the end of each quarter, the total percentage of classroom referrals will not exceed 40% of the total percentage of school wide referrals.		Assistant Principal will review/collect basis data monthly. Monthly and quarterly averages will be charted and presented to the staff.
	By the end of each quarter, the total percentage of classroom referrals will not exceed 40% of the total percentage of school wide referrals.		Assistant Principal will review/collect basis data monthly. Monthly and quarterly averages will be charted and presented to the staff.