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:	Deerfield Beach High School
School Number:	1711
SPBP Contact Name:	Eric McLaughlin
Direct Phone Number:	754-322-0701

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?
Kenneth May	Assistant Principal	Administration
Eric McLaughlin	SPBP Point of Contact	ESE Specialist
Charlotte Jackson	Parent/Community Representation	SAC
Rochelle Soffer	BTU Representative	Speech and Language Pathologist
Gwendolyn Smith	Assistant Principal	Administration
Adrienne Lattanzi	Teacher	Reading Teacher
Bruce Taylor	Teacher	Business Education
Tonyshia Fletcher	Teacher	Language Arts Teacher
Miderland Delance	ESOL Coordinator	ESOL Coordinator
Frank Pizzo	Bus Coordinator	School-Wide

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:
10/4/2018	1:45PM	Eric McLaughlin/ESE Specialist	1. Create and disseminate updated Expectations and Rules lesson plans (#3 and #4)
12/6/2018	1:45PM	Eric McLaughlin/ESE Specialist	2. Review progress of Implementation Action Plan (#9)
2/72019	1:45PM	Eric McLaughlin/ESE Specialist	3. Collect & analyze implementation data (#10A)
4/4/2019	1:45PM	Eric McLaughlin/ESE Specialist	4. Collect & analyze student outcome data (#10B)

CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment:

2A. Action Steps <u>completed **this year**</u> (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	4/23/2018	# of participants = 124	Eric McLaughlin
Held a *faculty* vote on the new SPBP (for SY 2018/19)	4/24/2018	% approved = 87%	Eric McLaughlin
Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community)	4/30/2018	# of participants = 10	Eric McLaughlin/Charlotte Jackson

2B. Action Steps <u>to be completed **next year**</u> (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: 8/13/2018	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 for future team meetings.	Eric McLaughlin
Present the 2018/19 SPBP to stakeholders (parents and community)	Prior to Oct 1st, 2018 10/1/2018		
Present behavior data to staff *Quarterly: minimum of 4 each year*	1. 10/4/2018	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	Eric McLaughlin/Team Leaders
	2. 12/6/2018		
	3. 2/7/2019	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.	
	4. 4/4/2019		

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. Disruptive/Unruly Play
2. Disobedience/Insubordination	7. Profanity to Staff Member
3. Class Cut	8. Insulting/Profane/Obscene Language
4. Defiance of Authority/Habitual 1	9. Minor Altercation
5. Fighting (Medium)	10. Leaving Campus w/o Permission

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. Following Universal Classroom Expectations.
2. Pursuing Buck Qualities Program.
3. Attend Class Regularly and Daily.
4.
5.

3C. Research indicates that discipline referrals increase after long holidays and during testing times. Plan to teach your expectations at least 3 times throughout the year (and anytime the expected behaviors are not being demonstrated).
ACTION: Create at least <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	Week of 8/2718 – 8/31/18	Personalization (Study Hall) Periods through video presentation.
January	Week of 1/7/19 – 1/11/19	Personalization (Study Hall) Periods through video presentation.
4th Quarter	4/1/19 and 4/2/19	Personalization (Study Hall) Periods through video presentation.

Who will be responsible for teaching the lesson plans?	Classroom Teachers
Where will the lesson plan instruction occur?	During Personalization Periods
Who is responsible for retaining, organizing and distributing all lesson plans?	SPBP Team

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. Classroom	616
2. Hallway	130
3. Other	80

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	**IDENTIFIED LOCATIONS** *Copy and paste locations from 4A.*		
	Classroom	Hallway	Other
Copy and paste expectations from 3C.	**Rules**	**Rules**	**Rules**
Following Universal Classroom Expectations.	Enter classroom with no electronics in sight, all items placed away upon entering.	Maintain appropriate volume level between classes.	Be aware of surroundings when appropriate.
Pursuing Buck Qualities Program (Buck of the Week).	Treat others the way you would like to be treated.	Maintain non-disruptive behavior between class transitions.	Acknowledge adult direction when given.
Attend Class Regularly and Daily.	Maintain attendance/tardy policy when attended class each school day.	Students will be in their assigned classes at the bell when transition has ended.	Maintain school attendance/tardy policy.
Click here to enter Expectation #4	Click here to enter a Rule	Click here to enter a Rule	Click here to enter a Rule
Click here to enter Expectation #5	Click here to enter a Rule	Click here to enter a Rule	Click here to enter a Rule

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	Week of 8/27/18 – 8/31/18	Personalization (Study Hall) Periods through video presentation.
January	Week of 1/7/19 – 1/11/19	Personalization (Study Hall) Periods through video presentation.
4th Quarter	4/1/19 and 4/2/19	Personalization (Study Hall) Periods through video presentation.

Who will be responsible for teaching the lesson plans?	Classroom Teachers
Where will the lesson plan instruction occur?	Classroom during Personalization Periods
Who is responsible for retaining, organizing and distributing all lesson plans?	Eric McLaughlin/SPBP Team

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: Classroom/School Wide_____

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: BASIS referral data disaggregated in the area of classroom and school-wide referrals show a large number of administrative referrals (ODR).** **Problem Identification: 63% of all referrals assigned are coming from the classroom setting.**
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 SPBP team has identified through the BASIS referral data that school-wide, teachers should be implementing more common and continual Tier 1 behavior (classroom management) strategies.** **Goal Statement:** Through the "Pursuing Buck Qualities" Incentive program, the number of overall classroom referrals will decrease from 63% to 50% throughout the 2018-19 school year at Deerfield Beach High School.
3. Intervention Design: Describe how you will implement a positive reward program to decrease this problem.	**Type of System:** Token system **Description of System:** *Pursuing Buck Qualities Student Recognition Program* Throughout each academic quarter, study hall teachers will teach the following qualities through a few, simple lesson plans: The Buck of the Week can be any student that possesses any of the following qualities: 1. <u>Academics</u>– must display good grades in their respective classes. 2. <u>Leadership</u>– student must show leadership qualities by being in the class on time and making an extra effort to make sure everything is going well in the classroom. 3. <u>Role Model</u>– the student must be a good example to those around them and lead his/her peers in a positive direction. 4. <u>Effort</u>– the student must show that they are always working there hardest in whatever they are doing in the classroom as well as extra curricular activities. 5. <u>Improvement</u>–the student must always work to make themselves better in all aspects as well as helping others improve themselves.
4. Evaluation: A. Implementation fidelity	**A.** How do you monitor the fidelity (consistency and effectiveness) of the **staff's** implementation of the reward program? *(2-3 sentences)* All study hall teachers will implement quarterly lesson plans through video presentation in the area of pursuing Buck qualities. Weekly reminders will be emailed to all of the faculty of DBHS to remind teachers and students of the Buck qualities as well as reminders to nominate student's that are derserving of the recognition. Students will receive weekly rewards.
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"? *(2-3 sentences)*

	As the 2018-19 school year progresses, the SPBP team will quarterly evaluate the percentage of ODR's that are occurring and identify where they are originating from. The team will continue to track the progress of the reduction of the percentage of the classroom referrals that are being written. SPBP team will also implement and encourage quarterly Tier behavior strategies to implement within the classroom setting as well as utilizing a universal set of classroom expectations for all classrooms.

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. Unruly/Disruptive Behavior	Out of assigned seat or talking across the room (ie: running around classroom).
2. Disobedience/Insubordination	Refusing to follow classroom expectations or teacher direction (ie: not listening to teacher directives).
3. Class Cut	Not attending assigned class period (ie: out of designated area).
4. Defiance of Authority/Habitual	Continual administrative referral for defiance (ie: three referrals for not following teacher directives or expectations).
5. Fighting (Medium)	A non-combatant student is involved in process. (ie: when a fight occurs and only one of the students was the combatant in the altercation).
6. Disruptive/Unruly Play	"Rough housing" or throwing across objects the room (ie: student threw candy across the room at another student).

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.

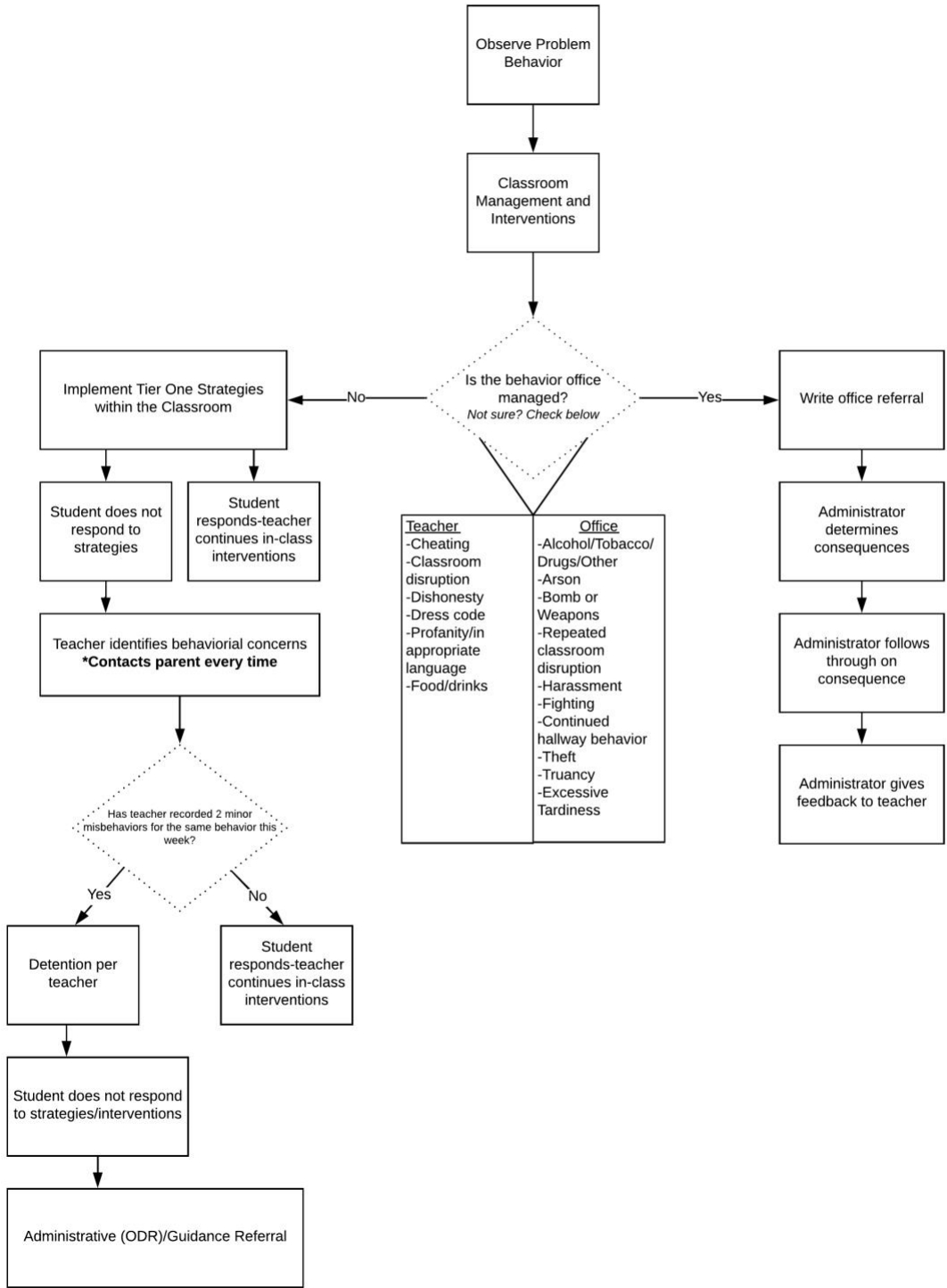| Is this a menu or hierarchy system?	☐ Menu ☒Hierarchy
1. Implement Tier One Strategies within the Classroom.	
2. Phone call to student's parents about behavior and academic situation.	
3. Detention Per Teacher.	
4. RTI Referral (Behavior/Academic) or Guidance Referral.	
5. ODR (Administrative Referral).	

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. Unruly/Disruptive Behavior	Student continued to get out of their seat three times while continually being prompted by teacher redirection during a twenty period.
2. Disobedience/Insubordination	Student was repeatedly prompted to discontinue inappropriate language. Student did not stop negative behavior with teacher prompting.
3. Class Cut	Student enters room at beginning of the class period. Student uses bathroom and deliberately skips the remainder of the period.
4. Fighting (Medium)	Student A punches Student B over a verbal altercation in the hallway during passing time.
5.Defiance of Authority/Habitual	Student received a minimum of three ODR's for defiance within the classroom setting.
6. Repetitive staff managed misbehaviors	More than [2] misbehaviors in [one] [week] 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 Management Process

```
                         ┌──────────────────┐
                         │  Observe Problem │
                         │     Behavior     │
                         └────────┬─────────┘
                                  │
                         ┌────────▼─────────┐
                         │    Classroom     │
                         │ Management and   │
                         │  Interventions   │
                         └────────┬─────────┘
                                  │
                         ◇ Is the behavior office ◇
    ┌─── No ──────────── managed?  ──── Yes ───┐
    │                   Not sure? Check below   │
    ▼                                            ▼
┌──────────────────┐                    ┌──────────────────┐
│ Implement Tier   │                    │  Write office    │
│ One Strategies   │                    │    referral      │
│ within the       │                    └────────┬─────────┘
│ Classroom        │                             │
└───┬──────────┬───┘                    ┌────────▼─────────┐
    │          │                        │  Administrator   │
    ▼          ▼                        │   determines     │
┌────────┐ ┌──────────┐                 │  consequences    │
│Student │ │ Student  │                 └────────┬─────────┘
│does not│ │responds- │                          │
│respond │ │teacher   │                 ┌────────▼─────────┐
│to      │ │continues │                 │  Administrator   │
│strateg-│ │in-class  │                 │  follows         │
│ies     │ │interven- │                 │  through on      │
└───┬────┘ │tions     │                 │  consequence     │
    │      └──────────┘                 └────────┬─────────┘
    ▼                                            │
┌──────────────────┐                    ┌────────▼─────────┐
│Teacher identifies│                    │ Administrator    │
│behaviorial       │                    │ gives feedback   │
│concerns          │                    │ to teacher       │
│*Contacts parent  │                    └──────────────────┘
│ every time       │
└────────┬─────────┘
         │
   ◇ Has teacher recorded 2 minor ◇
   ◇ misbehaviors for the same    ◇
   ◇ behavior this week?          ◇
   Yes ┘              └ No
    ▼                     ▼
┌──────────┐      ┌──────────────┐
│Detention │      │  Student     │
│per       │      │  responds-   │
│teacher   │      │  teacher     │
└────┬─────┘      │  continues   │
     │            │  in-class    │
     ▼            │  interven-   │
┌──────────────┐  │  tions       │
│Student does  │  └──────────────┘
│not respond   │
│to strategies/│
│interventions │
└────┬─────────┘
     ▼
┌──────────────────────────────┐
│ Administrative (ODR)/Guidance│
│ Referral                     │
└──────────────────────────────┘
```

Teacher	Office
-Cheating	-Alcohol/Tobacco/Drugs/Other
-Classroom disruption	-Arson
-Dishonesty	-Bomb or Weapons
-Dress code	-Repeated classroom disruption
-Profanity/inappropriate language	-Harassment
-Food/drinks	-Fighting
	-Continued hallway behavior
	-Theft
	-Truancy
	-Excessive Tardiness

8

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: *(3-4 sentences) Continual walkthroughs are conducted. These walkthroughs allow the leadership team insight into various classroom structures, and teacher expectations. With this data, teachers who need classroom management can be identified and the proper trainings be offered (IE: Champs).*

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**:	724
Total number of **school-wide** discipline referrals:	1147
% of referrals in the classroom:	63%
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:	2408		
# Referrals		% of Total Population	Core Effectiveness
0 - 1 referral		90	Are your 0 – 1 referrals > 80%? ☒Yes ☐No
2 - 5 referrals (at risk students)	185	7.68	Are your 2 - 5 referrals <15%? ☒Yes ☐No
> 5 referrals (high risk students)	40	1.6	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:
At risk students will be identified through the RTI process and will receive ongoing support. The support will be administered in the classroom setting to support learning and social and emotional growth.

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	67	75	8	☒Yes	☐No
Hispanic/Latin	20	16	-4	☐Yes	☒No
White	9	6	-3	☐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:
Teachers will receive training and support with classroom management through CHAMPS. Also, differentiating instructions and cultural relevance to address the needs of diverse group of learners in the classroom.

Critical Elements # 9: SPBP Implementation Planning

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

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

Month	Action Step ☒ *check when Action completed*	Completed: Person Responsible Name & Title
Current	☒ **This Action Plan has been saved to use *next year* during quarterly meetings**	Eric McLaughlin, ESE Specialist, Milderland Delance, ESOL Coordinator, Charlotte Jackson, SAC Chair/Literacy Coach
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 and calendar, quarterly staff behavior presentations, voting attendance and outcome, Expectation lesson plans and Rules lesson plans**	Eric McLaughlin, ESE Specialist
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	**Charlotte Jackson, SAC Chair** **Gwendolyn Smith, RtI Facilitator**
August 1st meeting	☐ Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP ☐ 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/ ☐ 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	Eric McLaughlin, ESE Specialist, Charlotte Jackson, Literacy Coach
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	Bruce Taylor, Classroom Teacher
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	Frank Pizzo, Classroom Teacher
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.	Bruce Taylor, Classroom Teacher
January 2019 3rd meeting Prepare for 2019/20 SPBP	☐ Staff to re-teach Expectations and Rules first day back from break ☐ Ensure the <u>Principal signs in</u> 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	Frank Pizzo, Classroom Teacher
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.	Eric McLaughlin, ESE Specialist

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		Eric McLaughlin, ESE Specialist
April	☐ Submit your SPBP in OSPA by April 30th every year		Eric McLaughlin, ESE Specialist

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	The DBHS universal set of school-wide expectations will be placed in 100% of all classrooms by 8/15/18.	Refer to **quarterly** presentation dates in 2B. This is the data the team will be sharing during presentations.	Charlotte Jackson, SAC Chair
Behavior lesson plans are being taught as written and when indicated	By 9/14/18, at least one of the behavior lesson plans will be implemented and taught across 80% of all of the classroom settings.		Eric McLaughlin, ESE Specialist
Discipline consequences and **flow chart** are being used by all staff as written	By 9/14/18, the discipline consequences and flow chart are being used by all staff within 80% of all classroom settings.		Assistant Principals, Literacy Coach, and TIER Coaches
A **reward system** is being implemented for *all* students	By September 2018, the pursuing Buck qualities reward system will be implemented to 100% of all students attending DBHS.		Team Leaders

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 June 2019, the number of the reported incidents of unruly/disruptive will decrease by 10% (from 210 incidents to 189 possible incidents).	Refer to **quarterly** presentation dates in 2B. This is the data the team will be sharing during presentations.	Eric McLaughlin
See critical element 4A • **Top 3 event locations** data	By June 2019, the number of reported discipline incidents within the classroom will decrease by 20% (from 610 incidents to a possible 488 incidents By June 2019, the number of reported discipline incidents within the hallway setting will decrease by 20% (from 130 incidents to a possible 103 incidents). By June 2019, the number of reported discipline incidents within the other areas of the school setting will decrease by 20% (from 80 incidents to a possible 64 incidents).		Eric McLaughlin

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See critical element 8 • **Core effectiveness** data	By June 2019, the number of students receiving more than two administrative referrals will decrease from 7.68% to 5%.		Eric McLaughlin
See critical element 7A • **Grade Level/Classroom referrals** data	By June 2019, 100% of the teachers that have been identified by the SPBP team needing assistance with classroom management and TIER 1 strategies will attend a CHAMPS training.		Eric McLaughlin and Assistant Principals