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:	Crystal Lake Middle School
School Number:	1871
SPBP Contact Name:	Ben Reeves
Direct Phone Number:	754-322-3100

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?
Mrs. Sabine Phillips	Principal	Administration
Mr. Ben Reeves	SPBP Point of Contact	Assistant Principal
Mrs. Matias	Parent/Community Representation	SAC
Ms. Payne	BTU Representative	BTU
Ms. Bennett	Teacher	6th Grade Teachers
Mrs. Cooper	Teacher	7th Grade Teachers
Mr. Fleisher	Teacher/Athletic Director	8th Grade Teachers
Ms. Davey	ESE Support Facilitator	Support Staff
Ms. Pedlar	Teacher/ Social Studies Dept. Chair	6th, 7th, 8th Grade Dept. Chairs
Mrs. Basdeo	Teacher/ Title I Liaison	Crystal Lake Middle School

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:
9/27/2018	8:35-9:15 a.m.	Mr. Reeves	1. Create and disseminate updated Expectations and Rules lesson plans (#3 and #4)
11/15/2018	8:35-9:15 a.m.	Mr. Reeves	2. Review progress of Implementation Action Plan (#9)
2/21/2018	8:35-9:15 a.m.	Mr. Reeves	3. Collect & analyze implementation data (#10A)
5/9/2019	8:35-9:15 a.m.	Mr. Reeves	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	4/6/2018	# of participants = 53	Robyn Barto
Held a *faculty* vote on the new SPBP (for SY 2018/19)	4/6/2018	% approved =93.38%	Robyn Barto
Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community)	4/5/2018	# of participants = 9	Michele Matias & Sabine B. Phillips

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: 8/9/2018	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.	Robyn Barto & Michele Matias
Present the 2018/19 SPBP to stakeholders (parents and community)	Prior to Oct 1st, 2018 9/6/2018		
Present behavior data to staff *Quarterly: minimum of 4 each year*	1. 9/7/2018	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.	Robyn Barto & Michele Matias
	2. 11/2/2018		
	3. 2/1/2019		
	4. 4/5/2019		

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. Fight-minor/altercation/conf
2. Disobedience/insubordination	7. Class cut (skipping)
3. Defiance of Auth/Hab 01 VIO	8. Battery
4. Fighting – medium	9. Disruptive/unruly play
5. Profanity to staff member	10. Out of assigned area

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. Participate Responsibly
2. Accept responsibility-someone who is responsible
3. Work hard-someone who is a hard worker
4. Show respect-someone who is respectful

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 22, 2018-September 5, 2018	9:30 AM –10:00 AM
January	January 8, 2019-January 11, 2019	9:30 AM – 10:00 AM
4th Quarter	April 1, 2019 - April 2, 2019	9:30 AM – 10:00 AM

Who will be responsible for teaching the lesson plans?	Teachers
Where will the lesson plan instruction occur?	Classrooms
Who is responsible for retaining, organizing and distributing all lesson plans?	Ben Reeves

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	73
2. Gymnasium	60
3. Hallways	56

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.*	
	Copy and paste expectations from 3C.	Cafeteria	Gymnasium	Hallways
		Rules	**Rules**	**Rules**
School-wide EXPECTATIONS	Participate Responsibly	Take only what you need, use time wisely, use appropriate language, keep hands, feet and objects to yourself. Observed and measured based on BASIS referral data.	Use appropriate language, agree on rules before a game starts, use equipment safely, keep hands, feet and objects to yourself. Observed and measured based on BASIS referral data.	Walk to the right and in the directions of the areas, walk with quiet feet, keep hands, feet and objects to yourself. Observed and measured based on BASIS referral data.
	Act Kindly-someone who is kind	Use good manners, patiently wait your turn in line. Observed and measured based on BASIS referral data.	Take turns, be a good friend. Observed and measured based on BASIS referral data.	Use good manners. Observed and measured based on BASIS referral data.
	Work hard-someone who is a hard worker	Eat only your food, clean up your area. Observed and measured based on BASIS referral data.	Take care of equipment, stay in designated areas, line up quickly when whistle blows. Observed and measured based on BASIS referral data.	Face forward, walk behind the person in front of you, go directly to destination and back. Observed and measured based on BASIS referral data.
	Show respect- someone who is respectful	Follow adult directions, raise your hand for help, throw trash away. Observed and measured based on BASIS referral data.	Demonstrate good sportsmanship, throw trash away, follow adult directions. Observed and measured based on BASIS referral data.	Be aware of others and surroundings and keep hands to yourself. Observed and measured based on BASIS referral data.

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 for **each** 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 22, 2018-September 5, 2018	9:30 AM – 10:00 AM
January	January 8, 2019-January 11, 2019	9:30 AM – 10:00 AM
4th Quarter	April 1, 2019 - April 2, 2019	9:30 AM – 10:00 AM

Who will be responsible for teaching the lesson plans?	Teachers
Where will the lesson plan instruction occur?	Classrooms
Who is responsible for retaining, organizing and distributing all lesson plans?	Ben Reeves

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: BASIS** **Problem Identification: Listening and following directions-lining up to get lunch, lining up to throw away trays, not throwing trash on the floor, throwing food around the cafeteria at peers and maintaining a level voice.**
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 problem is occurring because the expectations of the cafeteria are not in an easy, identifiable, and visible location in the cafeteria.** **Goal Statement:** Our goal is to post the expectations of the cafeteria in easy, identifiable and visible locations in the cafeteria in multiple languages.
3. Intervention Design: Describe how you will implement a positive reward program to decrease this problem.	**Type of System:** Point system **Description of System:** *(3-4 sentences)* *Based on BASIS data and administrative observable evaluations, the lunch group that receives the least number of referrals for an entire month in the cafeteria will be rewarded with Music Fridays. Every Friday, the winning lunch will be allowed to listen to music during lunch for one month.*
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)* We will monitor with fidelity by conducting the following: • Secure sound system and set up BEFORE all lunches begin (by 10:45AM). • Secure staff member who is responsible for playing the music is available to do so for the winning lunch. • Monitor that the data on BASIS is updated and students receive updates weekly of their lunch status.
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)* We will use BASIS to measure the number of referrals that are occurring in the cafeteria.

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 play	Kids play fighting in the classroom. One student walks by and another student slaps them on the back of the head.
2. Tardy	Kids are reporting late to class without a pass.
3. Student profanity	Students using profanity while speaking to one another in the classroom during instructional time, and in the hallways, café and common areas.
4. Outbursts	Students not listening to adults. The adult in the classroom has asked for a student(s) to pay attention and refrain from talking but the student(s) refuses to listen and continues to disrupt the instructional time.
5. Out of assigned area in class.	Student refusing to sit in assigned seat; student is up and walking around the classroom. The adult(s) in the classroom has asked the student to sit down several times, but the student refuses.
6. Inappropriate Behavior	Students refuses to adhere to Cougar Code of Conduct rule. The student is eating or chewing gum in the classroom and refuses to throw away or put the food away.

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. Verbal Warning	
2. Time-out room	
3. Phone call home	
4. Teacher monitored detention-Phone call home	
5. Referral-Phone call home	

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.
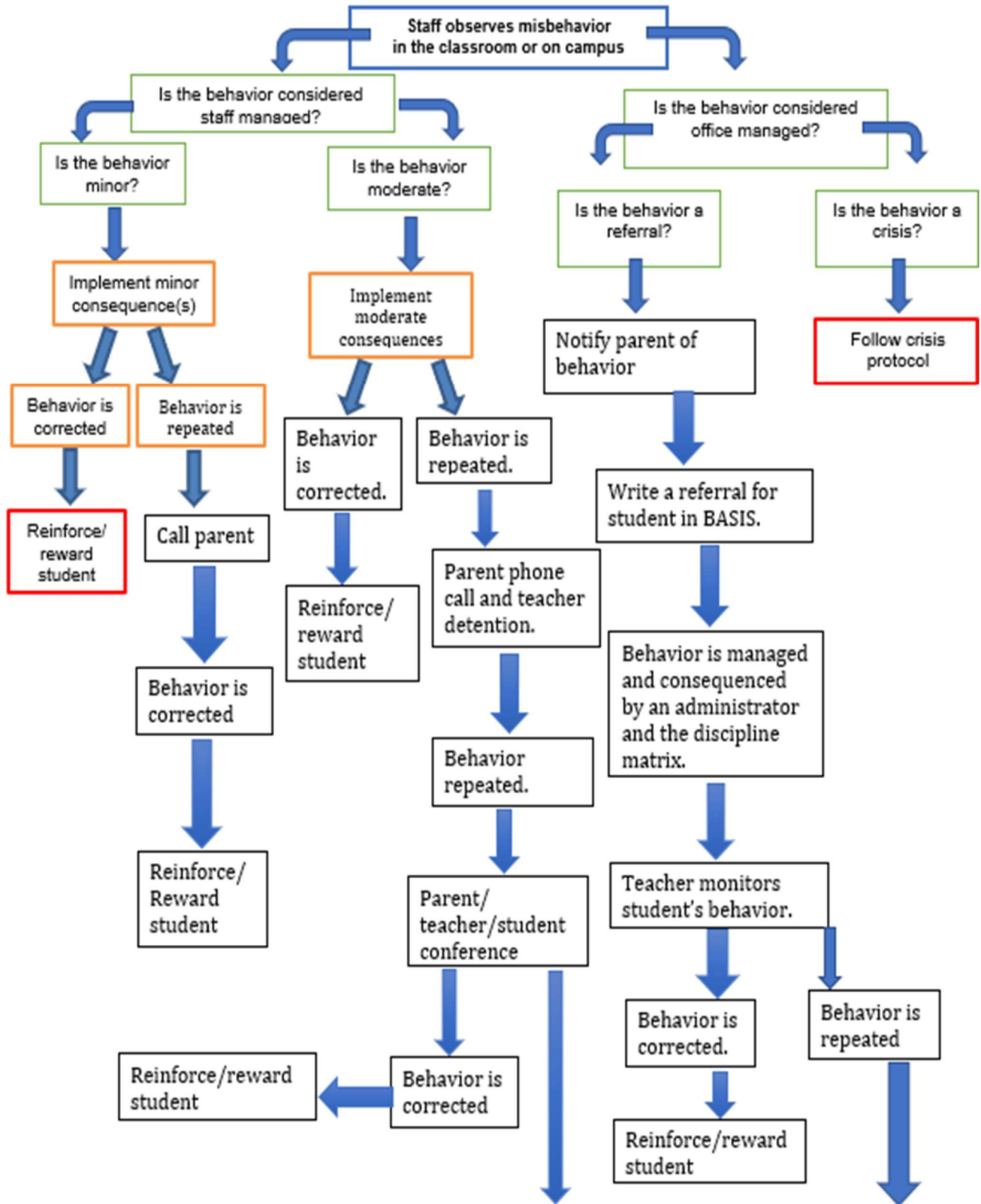(c) Determine staff tolerance level for repetitive misbehaviors (the point at which the number of staff-managed misbehaviors becomes an ODR).
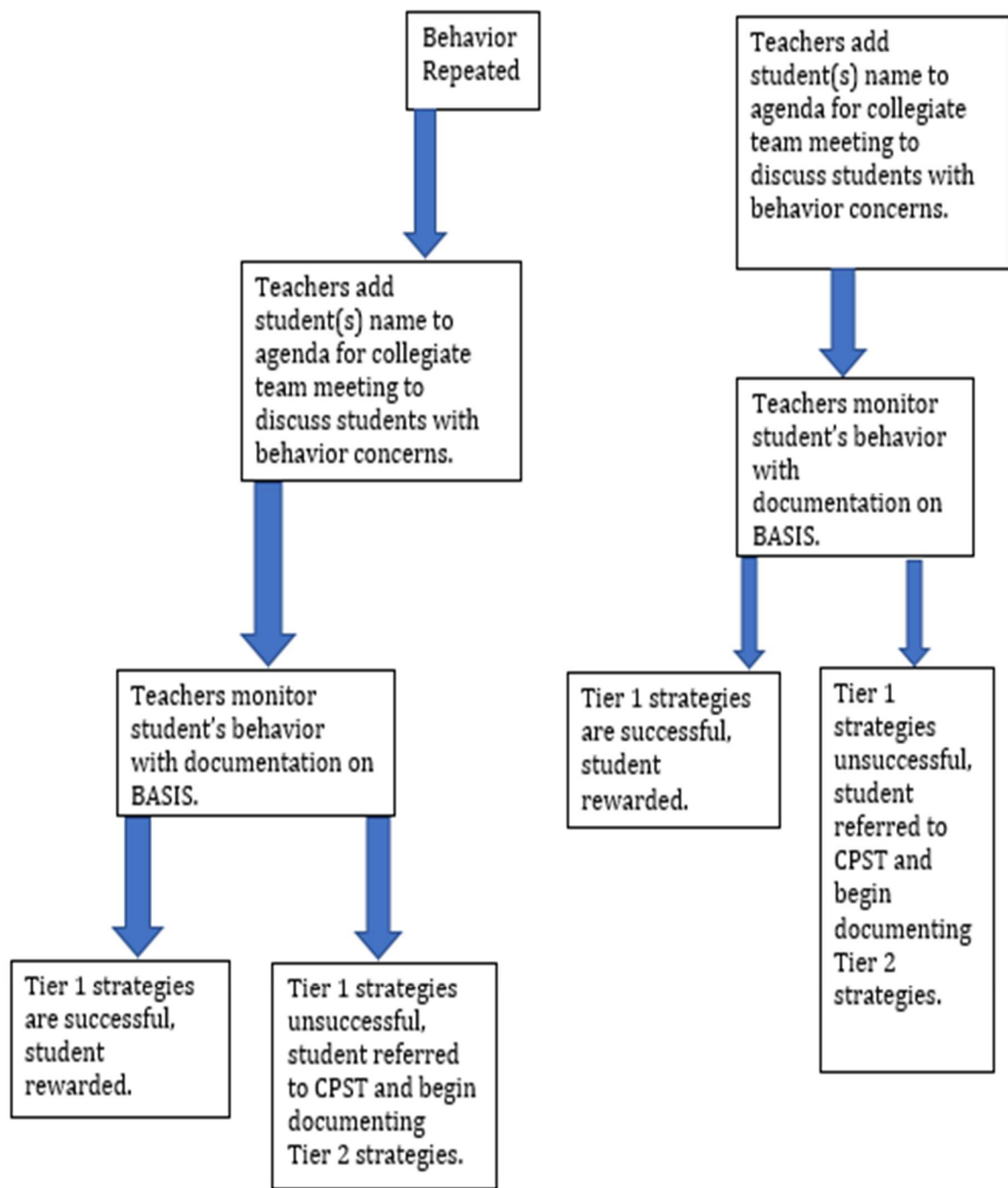
Office Discipline Referrals (ODRs)	
Behavior	"Looks Like" - *provide a description with example(s)*
1.Disobedience/Insubordination	The adult(s) in the classroom has asked for a student's phone because the student is playing games or texting and the student refuses to give the adult the phone. The student walks out of the classroom without permission.
2. Skipping	Students do not report to class. A student will hide out in a bathroom and not go to class.
3. Defiance of authority	A student is up and walking around the classroom. The adult(s) in the classroom has asked the student to sit down several times but the student refuses. The student begins to yell and shout at the teacher refusing to allow instructional time to take place.
4. Profanity towards teachers	Students using profanity towards teachers or staff members in the classroom during instructional time, and in the hallways, café or common areas.
5. Fighting	Students fighting while on school grounds.
6. Repetitive staff managed misbehaviors	More than [ONE] misbehavior in [ONE] [PERIOD] warrants an office referral.

WHERE IS THE CLMS FLOW CHART?

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.

```
┌─────────────┐                                    ┌──────────────────┐
│  Behavior   │                                    │ Teachers add     │
│  Repeated   │                                    │ student(s) name  │
└─────────────┘                                    │ to agenda for    │
       │                                           │ collegiate team  │
       │                                           │ meeting to       │
       ▼                                           │ discuss students │
┌──────────────────┐                               │ with behavior    │
│ Teachers add     │                               │ concerns.        │
│ student(s) name  │                               └──────────────────┘
│ to agenda for    │                                        │
│ collegiate team  │                                        ▼
│ meeting to       │                               ┌──────────────────┐
│ discuss students │                               │ Teachers monitor │
│ with behavior    │                               │ student's        │
│ concerns.        │                               │ behavior with    │
└──────────────────┘                               │ documentation    │
       │                                           │ on BASIS.        │
       ▼                                           └──────────────────┘
┌──────────────────┐                                   │        │
│ Teachers monitor │                                   ▼        ▼
│ student's        │                        ┌────────────┐  ┌────────────┐
│ behavior with    │                        │ Tier 1     │  │ Tier 1     │
│ documentation on │                        │ strategies │  │ strategies │
│ BASIS.           │                        │ are        │  │ unsuccess- │
└──────────────────┘                        │ successful,│  │ ful,       │
     │         │                             │ student    │  │ student    │
     ▼         ▼                             │ rewarded.  │  │ referred   │
┌─────────┐ ┌─────────────┐                  └────────────┘  │ to CPST    │
│ Tier 1  │ │ Tier 1      │                                  │ and begin  │
│ strate- │ │ strategies  │                                  │ document-  │
│ gies    │ │ unsuccess-  │                                  │ ing Tier 2 │
│ are     │ │ ful,        │                                  │ strategies.│
│ success-│ │ student     │                                  └────────────┘
│ ful,    │ │ referred    │
│ student │ │ to CPST and │
│ reward- │ │ begin       │
│ ed.     │ │ documenting │
└─────────┘ │ Tier 2      │
            │ strategies. │
            └─────────────┘
```

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**:	SEL Harmony
*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): SANFORD INSPIRE & HERO POSITIVE BEHAVIOR POINTS ISSUED*
Explain how this data is collected and analyzed by your school leadership team as a **universal screening** <u>across teachers</u> to determine the need for classroom management training:
Fidelity of Implementation Plan: *(3-4 sentences) Marzano is used to support teachers with the strategies needed to develop classroom management skills. CHAMPS will be utilized to assist teachers in acquiring classroom management strategies. CHAMPS Classroom Check Ups (CCU) will also be used to monitor the implementation of CHAMPS in every classroom. SANFORD INSPIRE is a collection of classroom management interactive modules that teachers are utilizing to improve their classroom management skills. Teachers are monitored by administration on their HERO usage to increase student positive behavior.*

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**:	58.6%
Total number of **school-wide** discipline referrals:	41.4%
% of referrals in the classroom:	59%
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:	1367				
# Referrals	1001	**% of Total Population**	Core Effectiveness		
0 - 1 referral	143	86%	Are your 0 – 1 referrals > 80%?	☒Yes	☐No
2 - 5 referrals (at risk students)	144	11%	Are your 2 - 5 referrals <15%?	☒Yes	☐No
> 5 referrals (high risk students)	42	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: *(3-4 sentences)* Our school leadership team has provided professional development for all teachers on RtI. The leadership team has an organized CPST team who meets twice a month. Students who are identified as high risk are referred to the CPST team and monitored through RtI. We also have collegiate team meetings, which consist of teamed teachers meeting to discuss any concerns students are having in school both academically and behaviorally. Students who are determined to be at-risk students behaviorally are referred to the grade level school counselor, social worker and/or family counselor on campus.	

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	84%	88%	-4%	☐Yes	☒No
Hispanic/Latin	11%	8%	3%	☒Yes	☐No
White	4%	4%	0%	☒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: *(3-4 sentences)* Teachers will be attending professional development on CHAMPS during pre-planning week. Teachers will to view the Sanford Inspire modules during the 2018-19 school year, and all NEW teachers to CLMS will view the Sanford Harmony modules. Teachers will receive continued professional development on within the first month of the 2018-19 school year.	

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 currently). 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**	**Ben Reeves**
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**	**Ben Reeves**
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 **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.	Student referrals in locations outside of the classroom will decrease by 10% from the previous year.	Refer to **quarterly** presentation dates in 2B. This is the data the team will be sharing during presentations.	Ben Reeves
Behavior lesson plans are being taught as written and when indicated.	Teachers will submit SPBP lesson plans quarterly.		Grade Level Administrator
The **discipline consequence** and **flow chart** are being used by all staff as written.	The discipline consequence and flow chart will be handed out to 100% of the teachers, administrator and support staff.		PBIS Committee
A **reward system** is being implemented for _all_ students	All positive behaviors are being tracked in HERO.		Ben Reeves

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	Outcome will be measured based on a 10% or more decrease as seen through BASIS.	Refer to **quarterly** presentation dates in 2B. This is the data the team will be sharing during presentations.	Ben Reeves
See critical element 4A • **Top 3 event locations** data	Outcome will be measured based on a 10% or more decrease as seen through BASIS.		Ben Reeves
See critical element 8 • **Core effectiveness** data	Outcome will be measured based on a 10% increase or more as seen through HERO. Outcome will be measured based on a 10% or more decrease as seen through BASIS.		Ben Reeves
See critical element 7A • **Grade Level/Classroom referrals** data	Outcome will be measured based on a 10% increase or more as seen through HERO. Outcome will be measured based on a 10% or more decrease as seen through BASIS. Ten percent decrease or more in teacher detentions.		Ben Reeves and Teacher Leaders