

**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:

<b>School Name:</b>	Coral Park Elementary
<b>School Number:</b>	3041
<b>SPBP Contact Name:</b>	Tangela Williams-Daniel
<b>Direct Phone Number:</b>	754-322-5850

**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?
Camille Pontillo	Principal	Administration
Tangela Williams-Daniel	SPBP Point of Contact	Assistant Principal
Jamie Ross	Parent/Community Representation	SAC and 4 <sup>th</sup> Grade Teacher
Emily Rothstein & Michele Lugassi	BTU Representative	1 <sup>st</sup> Grade
Melody Paul	Speech and Language Pathologist	PK-5 <sup>th</sup> Grade
Lori Mitchell	Autism Cluster Teacher	1 <sup>st</sup> – 3 <sup>rd</sup> Grade
Deborah Rosengaus	Kindergarten Teacher	Kindergarten
Cristina Fernandez	First Grade Teacher	1 <sup>st</sup> Grade
Kathleen Marks	Second Grade Teacher	2 <sup>nd</sup> Grade
Adriana Cook	Third Grade Teacher	3 <sup>rd</sup> Grade
Jamie Ross	Fourth Grade Teacher	4 <sup>th</sup> Grade
Amber Hall	Fourth Grade Teacher	4 <sup>th</sup> Grade
Jennifer Lemon	Fifth Grade Teacher	5 <sup>th</sup> Grade
Linda Lathroum	Music Teacher	PK-5 <sup>th</sup> Grade
Pierrette Theriault	Guidance Counselor	PK-5 <sup>th</sup> Grade
Darlene Derusha	Math Coach	Pk-5 <sup>th</sup> Grade

**1B.** Schedule and document your quarterly team meeting dates for *next* 2018/19 school year:

Meeting Date	Meeting Time	Name & title of person responsible to facilitate meeting	Content of meetings:
8/8/2018	2:00 PM	Tangela Williams-Daniel, Assistant Principal	1. Create and disseminate updated Expectations and Rules lesson

10/19/2018	2:00 PM	Tangela Williams-Daniel, Assistant Principal	plans (#3 and #4) 2. Review progress of Implementation Action Plan (#9) 3. Collect & analyze implementation data (#10A) 4. Collect & analyze student outcome data (#10B)
12/21/2018	2:00 PM	Tangela Williams-Daniel, Assistant Principal	
3/21/2019	2:00 PM	Tangela Williams-Daniel, Assistant Principal	

## CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment:

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

Action Steps:	Date <i>(Between Jan 15 – April 30, 2018)</i>	Details <i>(retain attendance sheets at school)</i>	Person responsible to collect and retain attendance sheets:
Presented the <i>new</i> SPBP (for SY 2018/19) to staff	4/9/2018	# of participants = 83	SPBP Team
Held a <i>faculty</i> vote on the new SPBP (for SY 2018/19)	4/23/2018	% approved =	Tangela Williams-Daniel
Presented the <i>new</i> SPBP (for SY 2018/19) to stakeholders (parents and community)	5/2/2018	# of participants =	Tangela Williams-Daniel

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

Action Steps:	Date(s) <i>(NEXT YEAR)</i>	Content <i>(retain attendance sheets at school)</i>	Person responsible to collect and retain attendance sheets:
Provide a professional development on the 2018/19 SPBP for all staff	Prior to students' 1 <sup>st</sup> 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.	SPBP Team and Tangela Williams-Daniel
Present the 2018/19 SPBP to stakeholders (parents and community)	Prior to Oct 1 <sup>st</sup> , 2018 9/12/2018		
Present behavior data to staff <i>Quarterly: minimum of 4 each year</i>	1. 8/8/2018	The team will present the <u>implementation data</u> in 10A. Include: <ul style="list-style-type: none"> <li>the “marketing” (teaching and posting) of expectations and rules</li> <li>lesson plan implementation</li> <li>discipline procedures</li> <li>reward system implementation</li> </ul>	SPBP Team and Tangela Williams-Daniel
	2. 10/19/2018		
	3. 12/21/2018	The team will present the <u>student outcome data</u> in 10B. Include: <ul style="list-style-type: none"> <li>top 3 event locations</li> <li>type of behavior incidents</li> <li>core effectiveness data</li> <li>classroom referral data, as well as analysis of this data.</li> </ul>	
	4. 3/21/2019		

## CRITICAL ELEMENT # 3: School-wide Expectations

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

Top 10 Behavior Incidents <i>(put N/A in any blank spaces)</i>	
1.Unruly/Disruptive Behavior	6.Disruptive/Unruly Play
2.Disobedience/Insubordination	7.Disruption on Campus (Minor)
3.Battery	8.Assault/Threat (Non-Criminal)
4.Out of Assigned Area	9.Insulting/Profane/Obscene Language
5.Fight-Minor/Altercaton/Conf	10.Petty Theft < \$300

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

When will school-wide expectations lesson plans be taught?		
	Date(s)	Time:
August	08/15/18 – 08/29/18	Throughout the instructional day
January	01/08/19 – 01/22/19	Throughout the instructional day
4 <sup>th</sup> Quarter	04/01/19 – 04/15/19	Throughout the instructional day
Who will be responsible for teaching the lesson plans?		Classroom Teachers
Where will the lesson plan instruction occur?		In the classroom, cafeteria and hallways
Who is responsible for retaining, organizing and distributing all lesson plans?		SPBP Team and Tangelo Williams-Daniel

## 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.School Grounds	25
2.Cafeteria	21
3.Hallway	8

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

Expectations and Rules Matrix				
School-wide EXPECTATIONS	Copy and paste expectations from 3C.	IDENTIFIED LOCATIONS <i>Copy and paste locations from 4A.</i>		
		School Grounds	Cafeteria	Hallways
		Rules	Rules	Rules
	Respect	Speak to students, teachers and other adults with respect, use low voices, follow directions of the teachers and adults, and keep hands and feet to yourself	Speak to students, teachers and adults with respect, use good manners, eat your own food, low voices, stay seated, raise your hand, and follow directions of the cafeteria personnel	Voices are off, keep hands and feet off of walls and poles
	Responsibility	Stay in assigned area, follow directions of the teachers, remain calm and use an inside voice, and play in safe areas	Stay seated, raise your hand for help, put trash in the garbage can/Somat machine and clean up	Stay in line, walk on the right (hips and lips), walk slowly, take turns at the water fountain and keep hands and body calm
	Relationships	Keep hands and feet to yourself, use kind words, leave nature alone, respect other's property and demonstrate sportsmanship	Keep hands and feet to yourself and use kind words	Keep hands and feet off of others
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	08/15/18 – 08/29/18	Throughout the instructional day
January	01/08/19 – 01/22/19	Throughout the instructional day
4 <sup>th</sup> Quarter	04/01/19 – 04/15/19	Throughout the instructional day

Who will be responsible for teaching the lesson plans?	Classroom Teachers
Where will the lesson plan instruction occur?	In the classroom, cafeteria and hallways
Who is responsible for retaining, organizing and distributing all lesson plans?	SPBP Team and Tangelia Williams-Daniel

## CRITICAL ELEMENT # 5: Reward and Recognition Programs

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

Expectation or Location:     Cafeteria    

4 Step Problem Solving Process	Plan
<p><b>1. Problem Identification:</b> Use your behavior data to identify a school-wide problem. What problem did you identify? (<i>use numerical data</i>)</p>	<p><b>Data used:</b> A daily 7 point rubric; weekly 35 point system based on 1. Entering the cafeteria in a line, 2. Walking through the service line in an orderly manner, 3. Sitting in your assigned seats and maintaining personal space, 4. Cleaning up after yourself, 5. Line up and use the Somat correctly, 6. Using indoor voices, 7. Sitting and waiting quietly while waiting to be picked up by their teacher and exit in a line.</p> <p><b>Problem Identification:</b> Throwing food.</p>
<p><b>2. Problem Analysis:</b> Why do you think this problem is occurring? What is your goal? (<i>use a SMART goal statement with numerical data</i>)</p>	<p><b>Hypothesis:</b> Children think it is funny or entertaining to throw food.</p> <p><b>Goal Statement:</b> By May 2019, 80% of the classes will achieve 25 out of 35 required points.</p>
<p><b>3. Intervention Design:</b> Describe how you will implement a positive reward program to decrease this problem.</p>	<p><b>Type of System:</b> <i>Click here to choose a type Point System</i></p> <p><b>Description of System:</b> All students receive a laminated cutout bear for every day that they receive 7 points. After 1 week, earning at least 25 out of 35 points, PreK-2nd grade can use Teacher discretion for classroom reward. Students in 3-5 that receive a total of 25 points a week can earn lunch on the stage with a rotating schedule of administrators and/or support staff. Every month, a Golden Spatula will be awarded to a class on each grade level that accumulates the most points.</p>
<p><b>4. Evaluation:</b> A. Implementation fidelity</p>	<p>How do you monitor the fidelity (consistency and effectiveness) of the <b>staff's</b> implementation of the reward program? The cafeteria staff will be trained to properly implement the point system. Responsible students will be in charge of tracking their tables' progress using a red, yellow, and green color coded bead and pipe cleaner attached to the stand on each table.</p>
<p>B. Student outcome monitoring</p>	<p>How will you know if the reward program is positively impacting <b>students</b>? What measurable data will you use to determine "success"? A decrease in the number of referrals given students who throw food in the cafeteria. The effectiveness will be measured by a reduction in the number of incidents and an increase in the number of points earned school wide.</p>

## CRITICAL ELEMENT #6 Effective Discipline Procedures

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

Staff Managed Misbehaviors	
Misbehavior	"Looks Like" - <i>provide a description with example(s)</i>
1. Unruly/Disruptive Behavior	1. Inappropriate gestures/comments, disrespectful comments/gestures, spitting/horseplay/throwing objects, cutting in line, talking out
2. Disobedience/Insubordination	2. Not engaging in classwork, not participating in class, not turning in homework, off task, lying/cheating
3. Battery	3. Biting, pinching, hitting/slapping
4. Out of Assigned Area	4. Out of seat, leaving the classroom/area
5. Fight-Minor/Altercation/Confrontation	5. Fist fighting that does not result in medical attention and ends without an adult having to intervene
6. Disruptive/Unruly Play	6. Not adhering to the playground rules

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

Is this a menu or hierarchy system?	<input checked="" type="checkbox"/> Menu	<input type="checkbox"/> Hierarchy
Clip down		
Time out or Lunch Detention		
Temporary Alternative Classroom Placement or Change of Seating		
Loss of Privilege (games, activities, etc.)		
Parent-Teacher-Student Conference		

**6C. Administration Managed Misbehaviors:**

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

Office Discipline Referrals (ODRs)	
Behavior	"Looks Like" - <i>provide a description with example(s)</i>
1. Unruly/Disruptive Behavior	More than 1 moderate misbehaviors in 3 hours Repetition of moderate infractions, Sexually explicit gestures/comments, ongoing disrespectful comments/gestures, thrown object has hit a student/staff member
2. Disobedience/Insubordination	Repetition of moderate infractions; Repeated Defiance, Inappropriate use of technology, cell phone violation, dress code violation, continuous sleeping, excessive tardies
3. Battery	Repetition of moderate infractions; Fighting, punching, kicking, cutting
4.	
5.	
6. Repetitive staff managed misbehaviors	More than <input type="text" value="3"/> misbehaviors in <input type="text" value="1"/> <input type="text" value="hour"/> warrants an office referral. <i>e.g., 3 half hour</i> <i>2 one period</i>

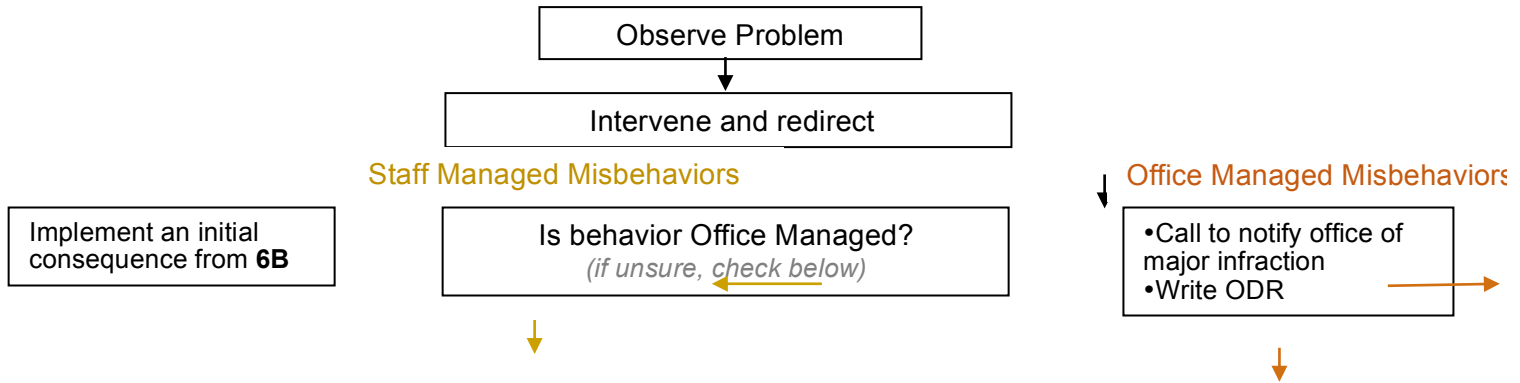
**6D. School-wide Discipline Flow Chart:**

(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**



List Staff Managed Misbehaviors from 6A	List Office Managed Misbehaviors from 6C
-Unruly/Disruptive Behavior -Disobedience/Insubordination -Battery -Out of Assigned Area -Fight-Minor/Altercation/Confrontation -Disruptive/Unruly Play	-Unruly/Disruptive Behavior -Disobedience/Insubordination -Battery *More than 3 misbehaviors in 1 hour.



## CRITICAL ELEMENT # 7 : Classroom Management Systems

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

Which <b>evidence-based</b> classroom management system is supported by your school's administration and is expected to be implemented school-wide? <i>(Class Dojo, LEAPs, HERO, Cloud 9, etc. are tools, <u>not</u> classroom systems)</i>	<input type="checkbox"/> CHAMPs* <input type="checkbox"/> PBIS Classroom Management <input type="checkbox"/> Administration does not expect an evidence-based classroom management system to be implemented by teachers this year <i>(your school will need to adopt one next year)</i> <input checked="" type="checkbox"/> <b>Other</b> <i>(complete below)</i>
If other, name the <b>evidence-based classroom management system</b> :	Clip Up/Clip Down
*CHAMPs is the district-supported, evidence-based universal classroom management system for all teachers. Would your Principal like to be contacted to learn about CHAMPs professional development?	<input checked="" type="checkbox"/> <b>Yes</b> <input type="checkbox"/> No

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

What data collection tool does your school leadership team use to monitor and evaluate your teacher's classroom management skills? <i>(Measure <b>staff skills</b>, not student outcomes)</i>
<input type="checkbox"/> CHAMPs 7 Up Checklist
<input type="checkbox"/> CHAMPs Classroom Check Up (CCU)
<input type="checkbox"/> PBIS Classroom Assistance Tool (CAT)
<input type="checkbox"/> PBIS Walkthrough
<input checked="" type="checkbox"/> <b>Marzano's Domain 1, Design Questions 5, 6, 7, 8, 9</b>
<input type="checkbox"/> Fidelity of staff classroom management implementation is not monitored to determine training needs this year <i>(you will need to adopt a tool and plan next year)</i>
<input type="checkbox"/> Other <i>(specify):</i>
Explain how this data is collected and analyzed by your school leadership team as a <b>universal screening across teachers</b> to determine the need for classroom management training:
Fidelity of Implementation Plan: <i>(3-4 sentences)</i>

**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 <b>from classrooms</b> :	<b>99</b>
Total number of <b>school-wide</b> discipline referrals:	<b>164</b>
60% of referrals in the classroom:	<b>!Zero Divide</b>
Do more than 40% of your referrals come from the classroom?	<input checked="" type="checkbox"/> <b>Yes</b> <input type="checkbox"/> No

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

## CRITICAL ELEMENT # 8: Data Collection and Analysis

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

(a) Complete **the yellow highlighted cells first.**

(b) Auto-calculate the “% of Total Population” by clicking on each “!Zero Divide” in the cells and pressing “Fn + F9”.

(c) Determine if the core is effective in all three areas

TOTAL Population:	642		
# Referrals	164	<b>26 % of Total Population</b>	Core Effectiveness
0 - 1 referral	26	96%	Are your 0 – 1 referrals > 80%? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2 - 5 referrals (at risk students)	18	3%	Are your 2 - 5 referrals <15%? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
> 5 referrals (high risk students)	5	1%	Are your >5 referrals <5%? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

### 8B. Core Effectiveness Plan:

If all 3 are “Yes”, your core is effective. Is your core behavior curriculum effective?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Answer <b>either</b> (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 Coral Park Elementary, our school leadership team implements for early identification of at risk and high-risk students via RTI. Teachers provide a minimum of three strategies that they are currently using to address the student’s needs and monitor those strategies for 6 weeks. While monitoring the strategies for the student’s behavior, the teachers record the data and chart the student’s progress. After 6 weeks of monitoring, the RTI team reconvenes and makes the necessary decision to continue or change the behavioral intervention.	

**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	46	44	-2	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Hispanic/Latin	15	17	2	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
White	34	38	4	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

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

If all 3 are “No”, disproportionality is not indicated. Are all 3 “No”?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Answer <b>either</b> (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 support plan and intervention our school leadership team will implement at the beginning of next school year to improve our sub group disproportionality is to implement a mentoring program. The mentoring program will target our African-American students. We will meet with our mentees once a month, in a lunch bunch setting to discuss and reward appropriate behavior and promote ongoing positive behaviors.	

## Critical Elements # 9: SPBP Implementation Planning

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

Required actions for all schools in Broward County

Best Practices for all schools in Broward County

Resources



SPBP Team Implementation Action Plan 2018 - 2019		
Month	Action Step <i>☒ check when Action completed</i>	Completed: Person Responsible Name & Title
Current	<input type="checkbox"/> This Action Plan has been saved to use <i>next year</i> during quarterly meetings	Tangela Williams-Daniel, Assistant Principal
Current	<input type="checkbox"/> Create a SPBP binder or portfolio to retain (for 2 years) hard copies of: your SPBPs, Action Plans, staff PBIS professional development attendance, stakeholder training attendance, quarterly meeting agendas, quarterly staff behavior presentations, voting attendance and outcome, Expectation lesson plans and Rules lesson plans	Tangela Williams-Daniel, Assistant Principal
Pre Planning 2018	<input type="checkbox"/> Print up your SPBP Review and school score from OSPA <input type="checkbox"/> Provide SPBP presentation to all staff during Pre Planning <input type="checkbox"/> Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders <input type="checkbox"/> Market and post school-wide Expectations and location-specific Rules (posters, PSAs, etc.) <input type="checkbox"/> Identify your RtI Instructional Facilitator provided by the district (Contact <a href="mailto:tyne.hogan@browardschools.com">tyne.hogan@browardschools.com</a> for more information, if you are unsure) <input type="checkbox"/> Confirm 1 <sup>st</sup> team meeting date and time	SPBP Team
August 1 <sup>st</sup> meeting	<input type="checkbox"/> Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP <input type="checkbox"/> 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: <a href="http://www.browardprevention.org/mtssrti/training-modules/">http://www.browardprevention.org/mtssrti/training-modules/</a> <input type="checkbox"/> Review previous year's behavior data. (Use 'Agenda' and 'Data Collection Template') Forms available at: <a href="http://www.browardprevention.org/mtssrti/rtib">http://www.browardprevention.org/mtssrti/rtib</a> in Tier 1, Teaming <input type="checkbox"/> Present implementation data, behavior data, team activities and progress to entire staff <input type="checkbox"/> Utilize the 4 Step Problem Solving Process to develop initial interventions <input type="checkbox"/> Review previous year's SPBP and feedback form <input type="checkbox"/> Verify and implement teaching schedule for SPBP Expectations and Rules behavior lesson plans	Tangela Williams-Daniel, Assistant Principal
September	<input type="checkbox"/> Provide stakeholder presentation on SPBP prior to October 1 <input type="checkbox"/> Check for staff and teacher understanding of PBIS - provide "PBIS 101" Brainshark as a resource Brainshark available at: <a href="http://www.brainshark.com/browardschools/PBIS101">http://www.brainshark.com/browardschools/PBIS101</a>	Tangela Williams-Daniel, Assistant Principal
October 2 <sup>nd</sup> meeting	<input type="checkbox"/> Ensure instructional staff know how to (and are, as needed) enter Tier 1 Supplemental Strategies for behavior in BASIS <input type="checkbox"/> Present implementation data, behavior data, team activities and progress to entire staff	RTI Team and Administration
November	<input type="checkbox"/> Staff to re-teach Expectations and Rules first day back from break. <input type="checkbox"/> Team to develop new and/or improved lesson plans as indicated by behavior data.	SPBP Team and Teachers
January 2019 3 <sup>rd</sup> meeting Prepare for 2019/20 SPBP	<input type="checkbox"/> Staff to re-teach Expectations and Rules first day back from break <input type="checkbox"/> Ensure the Principal signs in and watches the new SPBP Brainshark: Due January 30 <sup>th</sup> <input type="checkbox"/> Present implementation data, behavior data, team activities and progress to entire staff <input type="checkbox"/> Choose team members and dates to work on, complete, and submit the new SPBP <input type="checkbox"/> Teams watch the new SPBP Brainsharks and refers to new "Additional items" Brainsharks and Additional items posted at: <a href="http://www.browardprevention.org/mtssrti/rtib">http://www.browardprevention.org/mtssrti/rtib</a>	Teachers, Administration and SPBP Team
February	<input type="checkbox"/> Ensure progress towards completion of SPBP <input type="checkbox"/> Check on recently hired staff for PBIS understanding - provide "PBIS 101" Brainshark resource <input type="checkbox"/> Provide the SPBP SurveyMonkey link to all staff (optional). Email <a href="mailto:Tyne.hogan@browardschools.com">Tyne.hogan@browardschools.com</a> to request analysis.	Tangela Williams-Daniel, Assistant Principal
March 4 <sup>th</sup> meeting	<input type="checkbox"/> Ensure progress towards completion of SPBP <input type="checkbox"/> Provide staff presentation and vote on new SPBP for next year <input type="checkbox"/> Provide stakeholders/parent presentation on new SPBP for next year <input type="checkbox"/> Present implementation data, behavior data, team activities and progress to entire staff	Tangela Williams-Daniel, Assistant Principal and SPBP Team
April	<input type="checkbox"/> Submit your SPBP in OSPA by April 30 <sup>th</sup> every year	Tangela Williams-Daniel, AP

## 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 <b>observable and measureable</b> SMART goal to determine "successful" <b>staff implementation</b> of action step	When will data be collected, analyzed & presented?	Person responsible to collect and analyze data
School-wide <b>expectations</b> and location-specific <b>rules</b> are posted across campus	100% of the campus has posters displayed across the school with the school-wide expectations and location specific rules	Refer to <b>quarterly</b> presentation dates in 2B.  This is the data the team will be sharing during presentations.	SPBP Team and Administration
<b>Behavior lesson plans</b> are being taught as written and when indicated	100% of teachers will have the SPBP lesson plans are being taught and embedded in their daily lesson plans		SPBP Team and Administration
<b>Discipline consequences</b> and <b>flow chart</b> are being used by all staff as written	100% of teachers will utilize, follow and apply the consequences based upon the discipline flow chart		Administration
A <b>reward system</b> is being implemented for <i>all</i> students	100% of the students will participate in our school-wide reward system.		SPBP Team and Administration

**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 <b>observable and measureable</b> SMART goal to determine "successful" <b>student outcomes</b>	When will data be collected, analyzed & presented?	Person responsible to collect and analyze data
See critical element 3A • Type of <b>behavior incidents</b> data	72% of students will have 1 or less behavior referrals per quarter.	Refer to <b>quarterly</b> presentation dates in 2B.  This is the data the team will be sharing during presentations.	Administration
See critical element 4A • <b>Top 3 event locations</b> data	There will be a 6% decrease in the percentage of the top 3 event locations per quarter.		Administration
See critical element 8 • <b>Core effectiveness</b> data	There will be a 5% increase in the quarterly core effectiveness data.		Administration
See critical element 7A • <b>Grade Level/Classroom referrals</b> data	There will be a 5% decrease in the grade level/classroom referral data per quarter.		Administration