

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: | Hawkes Bluff Elementary |
| School Number: | 3131 |
| SPBP Contact Name: | Lisa George |
| Direct Phone Number: | 754-323-6100 |

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? |
|--------------------|--|---|
| Melinda Cunningham | Administration | Administration |
| Lisa George | SPBP Point of Contact | Administration |
| Laurel Garfinkel | Parent/Community Representation | SAC (Parent) |
| Francis Costa | BTU Representative/2 nd grade | BTU |
| Cathleen Gonzalez | ESE Teacher/4 th grade | Instructional (ESE) |
| Linette Matos | 5 th grade teacher | Instructional |
| Paul Hyatt | PE Teacher | Instructional (Specials) |
| Shannon Chesto | 1 st grade teacher | Instructional |
| Caroline Roy | 3 rd grade teacher | Instructional |
| Anna Riley | K teacher | Instructional |

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: |
|--------------|--------------|--|---|
| 8/10/2018 | 8:30 | Lisa George | 1. Create and disseminate updated Expectations and Rules lesson plans (#3 and #4) 2. Review progress of Implementation Action Plan (#9) 3. Collect & analyze implementation data (#10A) 4. Collect & analyze student outcome data (#10B) |
| 11/5/2018 | 2:15 | Lisa George | |
| 2/11/2019 | 2:15 | Lisa George | |
| 4/8/2019 | 2:15 | Lisa George | |

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 | 4/3/2018 | # of participants = 58 | Kathleen Wicker |
| Held a <i>faculty</i> vote on the new SPBP (for SY 2018/19) | 4/3/2018 | % approved = 100% | Kathleen Wicker |
| Presented the <i>new</i> SPBP (for SY 2018/19) to stakeholders (parents and community) | 4/24/2018 | # of participants = 19 | Kathleen Wicker |

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

| Action Steps: | Date(s) <i>(NEXT YEAR)</i> | Content <i>(retain attendance sheets at school)</i> | Person responsible to collect and retain attendance sheets: |
|--|--|--|---|
| Provide a professional development on the 2018/19 SPBP for all staff | Prior to students' 1 st day: 8/10/2018 | 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. | Kathleen Wicker |
| Present the 2018/19 SPBP to stakeholders (parents and community) | Prior to Oct 1 st , 2018 9/18/2018 | | |
| Present behavior data to staff <i>Quarterly: minimum of 4 each year</i> | 1. 9/18/2018 | The team will present the <u>implementation data</u> in 10A. Include: <ul style="list-style-type: none"> • the "marketing" (teaching and posting) of expectations and rules • lesson plan implementation • discipline procedures • reward system implementation | Kathleen Wicker |
| | 2. 11/13/2018 | | |
| | 3. 1/29/2019 | The team will present the <u>student outcome data</u> in 10B. Include: <ul style="list-style-type: none"> • top 3 event locations • type of behavior incidents • core effectiveness data • classroom referral data, as well as analysis of this data. | |
| | 4. 4/2/2019 | | |

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. SB: Unruly/Disruptive Behavior | 6. N/A |
| 2. UB: Unsubstantiated Bullying | 7. N/A |
| 3. N/A | 8. N/A |
| 4. N/A | 9. N/A |
| 5. N/A | 10. N/A |

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

| School-wide Expectations |
|---------------------------------|
| 1. Respect Others |
| 2. Model Self-Control |
| 3. Be a good Citizen |
| 4. N/A |
| 5. N/A |

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 | 08/20/2018 | 8:15 |
| January | 01/08/2019 | 8:15 |
| 4 th Quarter | 04/01/2019 | 8:15 |
| Who will be responsible for teaching the lesson plans? | | Classroom Teachers |
| Where will the lesson plan instruction occur? | | Classroom |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | Team Leaders |

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. Cafeteria | 1 |
| 2. Playground | 1 |
| 3. Hallway | 1 |

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 | <i>Copy and paste expectations from 3C.</i> | IDENTIFIED LOCATIONS <i>Copy and paste locations from 4A.</i> | | |
| | | Cafeteria | Playground | Hallway |
| | Rules | Rules | Rules | Rules |
| | Respect Others | Clean up table and floor areas. | Keep hands, feet, and objects to self. | Respect personal space while walking in line. |
| | Model Self-Control | Enter/Exit quietly in a single line. | Take Turns. | Walk quietly. |
| | Be a Good Citizen | Talk in an appropriate indoor voice. | Keep sand in designated area. | Go directly to your destination. |
| 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 | 08/16/2018 | 8:15 |
| January | 01/10/2019 | 8:15 |
| 4 th Quarter | 04/08/2019 | 8:15 |
| Who will be responsible for teaching the lesson plans? | | Classroom Teachers |
| Where will the lesson plan instruction occur? | | Classroom |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | Team Leader |

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: School Cafeteria

| 4 Step Problem Solving Process | Plan |
|---|--|
| <p>1. Problem Identification: Use your behavior data to identify a school-wide problem. What problem did you identify? <i>(use numerical data)</i></p> | <p>Data used: Basis 3.0 Behavior Dashboard Problem Identification: Students are being irresponsible in the cafeteria.</p> |
| <p>2. Problem Analysis: Why do you think this problem is occurring? What is your goal? <i>(use a SMART goal statement with numerical data)</i></p> | <p>Hypothesis: Due to limited supervision and a less structured environment students are acting irresponsibly. Goal Statement: By the end of the second quarter, ODRs from the cafeteria will decrease from 3 to 1.</p> |
| <p>3. Intervention Design: Describe how you will implement a positive reward program to decrease this problem.</p> | <p>Type of System: Point System <i>Click here to choose a type</i> Description of System: <i>(3-4 sentences)</i> Classes will receive up to 4 points based on a student behavior rubric. Cafeteria monitors utilize a daily tracking/tally sheet to determine the number of points each class receives. The assistant principal will receive a master list and analyze the data at the end of every quarter. Classes who receive 25 or more points will receive a treat.</p> |
| <p>4. Evaluation: A. Implementation fidelity</p> | <p>A. How do you monitor the fidelity (consistency and effectiveness) of the <u>staff's</u> implementation of the reward program? <i>(2-3 sentences)</i> The cafeteria staff will be trained on the point system/rubric by the assistant principal. The points will be tracked daily and given to homeroom teachers to monitor.</p> |
| <p>B. Student outcome monitoring</p> | <p>B. How will you know if the reward program is positively impacting <u>students</u>? What measurable data will you use to determine "success"? <i>(2-3 sentences)</i> The total number of ODR's for the second quarter will be collected on 10/22/2018. The assistant principal will determine if we have met our goal.</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. Forgery | Signing parents initials on agenda or behavior logs. |
| 2. Physical Contact | Accidental physical touching such as horseplay. |
| 3. Disruption | Creating noise or behavior, which distracts other students from learning, for example, consistent tapping or verbal sounds. |
| 4. Defiance | Not listening to directions or not on task. |
| 5. Stealing/Dishonest | Petty theft with little or no value. |
| 6. Inappropriate Language | Using words intended to hurt other's feelings such as name calling. |

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 |
| Verbal redirection | |
| Reteach expectations | |
| Written Reflection | |
| Loss of points | |
| Contact Parent | |

6C. Administration Managed Misbehaviors:

(a) Define the first 3 behaviors by providing examples that clearly identify the point at which the misbehavior warrants an Office Discipline Referral (ODR).

(b) List two additional common school-wide misbehaviors that will result in an ODR. Provide concrete examples.

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

| Office Discipline Referrals (ODRs) | |
|---|---|
| Behavior | "Looks Like" - <i>provide a description with example(s)</i> |
| 1. Disobedience/Insubordination | Leaving the classroom without permission. |
| 2. Disruptive/Unruly play | Hitting/pushing/fighting. |
| 3. Defiance of Authority | Refusal to follow directions. |
| 4. Abusive Language | Directing profanity at a student or staff member, Racial taunting. |
| 5. Weapons/Dangerous Items | Bringing weapon to school, using object as weapon. |
| 6. Repetitive staff managed misbehaviors | More than <input style="width: 30px; text-align: center;" type="text" value="3"/> misbehaviors in <input style="width: 30px; text-align: center;" type="text" value="3"/> <input style="width: 30px; text-align: center;" type="text" value="hours"/> warrants an office referral. <i>e.g., 3 half hour 2 one period</i> |

Hawkes Bluff Elementary Behavior Flow Chart

**Teacher /Staff
Managed Behaviors:
MINOR**

Re-direct student

Intervention 1:
Re-teach expectations with agreed upon replacement behavior. Manage with classroom behavior system

Intervention 2:
Re-teach and verbal reflection. Discuss behavior one on one.

Intervention 3:
Written reflection and contact student's home. Refer to Guidance

Intervention 4:
Written referral to administration. Send to Administration. Wait for Administrator to call for student

**Is the behavior Minor:
Teacher Managed? Or
Major: Administrator
Managed?**

| MINOR: TEACHER/STAFF MANAGED BEHAVIORS | MAJOR: ADMIN. MANAGED BEHAVIORS |
|---|--|
| Inappropriate language | Abusive Language Racial taunting Profane language |
| Physical contact (reaction) Horse-playing | Physical aggression/fighting Defacing/destroying property |
| Defiance Not completing classwork Non compliance Not following directions | Threat or intimidation/ Repeated Bullying Verbal threats of aggression |
| Disruptive Behavior Tattling Off task Distracting others | Weapons/ Dangerous Items |
| Forgery | Elopement |
| Dress code violation | Lying/Cheating |
| Stealing/Dishonest Petty theft with little or no value | Theft Major theft |

**Administration
Managed Behaviors:
MAJOR**

Call Office

Intervention 1:
Student to be picked up or sent to office depending on safety concerns

Intervention 2:
Student conference with administration. Reflection/re-teach/rehearse behavior

Intervention 3:
Administration determines and assigns consequences according to policy/ Discipline Matrix

Remember to go over expectations and model appropriate behaviors

**Enter all MAJOR
referrals on
BASIS**

CRITICAL ELEMENT # 7 : Classroom Management Systems

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

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

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

| |
|--|
| What data collection tool does your school leadership team use to monitor and evaluate your teacher's classroom management skills? <i>(Measure staff skills, not student outcomes)</i> |
| <input type="checkbox"/> CHAMPs 7 Up Checklist |
| <input type="checkbox"/> CHAMPs Classroom Check Up (CCU) |
| <input type="checkbox"/> PBIS Classroom Assistance Tool (CAT) |
| <input type="checkbox"/> PBIS Walkthrough |
| <input checked="" type="checkbox"/> Marzano's Domain 1, Design Questions 5, 6, 7, 8, 9 |
| <input type="checkbox"/> Fidelity of staff classroom management implementation is not monitored to determine training needs this year <i>(you will need to adopt a tool and plan next year)</i> |
| <input type="checkbox"/> Other <i>(specify)</i> : |
| Explain how this data is collected and analyzed by your school leadership team as a universal screening across teachers to determine the need for classroom management training: |
| Fidelity of Implementation Plan: <i>(3-4 sentences)</i> Administration observes staff twice a year and collects data based on Marzano's Domain 1. Feedback is provided to the teacher via post conference. After analyzing total staff data, the data is analyzed by the leadership team. Future training, if needed, will be agreed upon at that time. |

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: | 8 |
| Total number of school-wide discipline referrals: | 10 |
| % of referrals in the classroom: | 44% |
| Do more than 40% of your referrals come from the classroom? | <input checked="" type="checkbox"/> Yes |

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: | 882 | | | |
| # Referrals | 11 | % of Total Population | Core Effectiveness | |
| 0 - 1 referral | 10 | 99% | Are your 0 - 1 referrals > 80%? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> |
| 2 - 5 referrals (at risk students) | 5 | 1% | Are your 2 - 5 referrals <15%? | Yes |
| > 5 referrals (high risk students) | 2 | 0% | Are your >5 referrals <5%? | <input checked="" type="checkbox"/> Yes |

8B. Core Effectiveness Plan:

| | |
|---|---|
| If <u>all 3</u> are "Yes", your core is effective. Is your core behavior curriculum effective? | <input checked="" type="checkbox"/> Yes |
| 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: | |
| <p>Core Effectiveness Plan: <i>We will provide additional behavioral support beginning the first week of school to at-risk and high-risk students. This support will include consultation with the guidance counselor and/or the ESE teacher and practice expected behaviors. Some methods that will be used during these consultations are: Social Stories, Modeling, Role Play, visual reminders/checklists, and re-teaching of rules in small group or one-on-one settings. High-risk students who continue to struggle will receive an individualized plan with a reward system.</i></p> | |

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 | 6 | 21 | 15 | <input checked="" type="checkbox"/> Yes |
| Hispanic/Latin | 53 | 56 | 3 | <input checked="" type="checkbox"/> Yes |
| White | 41 | 23 | -18 | No |

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

| | |
|---|--|
| If <u>all 3</u> are "No", disproportionality is not indicated. Are all 3 "No"? | <input checked="" type="checkbox"/> No |
| Answer either (a) or (b): (a) If you answered "Yes", although your data indicates equity, what plan does your school leadership team implement for early identification of any disproportionality issues (b) If you answered "No", indicate the support plan and interventions your school leadership team will implement at the beginning of next year to improve sub group disproportionality | |
| <p>Disproportionality Plan: <i>After reviewing and aggregating the data we see that this is a specific TIER 3 student. Therefore this is not a disproportionality issue. This does not necessitate a TIER 1 intervention.</i></p> | |

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><input checked="" type="checkbox"/> check when Action completed</i> | Completed: Person Responsible Name & Title |
| Current | <input checked="" type="checkbox"/> This Action Plan has been saved to use <i>next year</i> during quarterly meetings | Kathleen Wicker, Curriculum Facilitator |
| Current | <input checked="" type="checkbox"/> Create a SPBP binder or portfolio to retain (for 2 years) hard copies of: your SPBPs, Action Plans, staff PBIS professional development attendance, stakeholder training attendance, quarterly meeting agendas, quarterly staff behavior presentations, voting attendance and outcome, Expectation lesson plans and Rules lesson plans | Lisa George, 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 tyyne.hogan@browardschools.com for more information, if you are unsure) <input type="checkbox"/> Confirm 1 st team meeting date and time | Lisa George, Assistant Principal |
| August 1 st meeting | <input type="checkbox"/> Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP <input type="checkbox"/> Determine any needed <u>team training</u> , such as the 4 Step PSP Brainshark Series, 10 Critical Elements Brainsharks, Data Collection, Effective CPST Teams, PBIS 101, etc. Trainings available at: http://www.browardprevention.org/mtssrti/training-modules/ <input type="checkbox"/> Review previous year's behavior data. (Use 'Agenda' and 'Data Collection Template') Forms available at: http://www.browardprevention.org/mtssrti/rtib in Tier 1, Teaming <input type="checkbox"/> Present implementation data, behavior data, team activities and progress to entire staff <input type="checkbox"/> Utilize the 4 Step Problem Solving Process to develop initial interventions <input type="checkbox"/> Review previous year's SPBP and feedback form <input type="checkbox"/> Verify and implement teaching schedule for SPBP Expectations and Rules behavior lesson plans | Lisa George, 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: http://www.brainshark.com/browardschools/PBIS101 | Kathleen Wicker, SAC Chair |
| October 2 nd meeting | <input type="checkbox"/> Ensure instructional staff know how to (and are, as needed) enter Tier 1 Supplemental Strategies for behavior in BASIS <input type="checkbox"/> Present implementation data, behavior data, team activities and progress to entire staff | Desiree Tanke, Guidance |
| 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. | Team Leaders |
| January 2019 3 rd meeting Prepare for 2019/20 SPBP | <input type="checkbox"/> Staff to re-teach Expectations and Rules first day back from break <input type="checkbox"/> Ensure the Principal signs in and watches the <i>new</i> SPBP Brainshark: Due January 30 th <input type="checkbox"/> Present implementation data, behavior data, team activities and progress to entire staff <input type="checkbox"/> Choose team members and dates to work on, complete, and submit the <i>new</i> SPBP <input type="checkbox"/> Teams watch the <i>new</i> SPBP Brainsharks and refers to <i>new</i> "Additional items" Brainsharks and Additional items posted at: http://www.browardprevention.org/mtssrti/rtib | Lisa George, Assistant Principal |
| February | <input type="checkbox"/> Ensure progress towards completion of SPBP <input type="checkbox"/> Check on recently hired staff for PBIS understanding - provide "PBIS 101" Brainshark resource <input type="checkbox"/> Provide the SPBP SurveyMonkey link to all staff (optional). Email Tyne.hogan@browardschools.com to request analysis. | Lisa George, Assistant Principal |
| March 4 th meeting | <input type="checkbox"/> Ensure progress towards completion of SPBP <input type="checkbox"/> Provide staff presentation and vote on new SPBP for next year <input type="checkbox"/> Provide stakeholders/parent presentation on new SPBP for next year <input type="checkbox"/> Present implementation data, behavior data, team activities and progress to entire staff | Lisa George,, Assistant Principal |
| April | <input type="checkbox"/> Submit your SPBP in OSPA by April 30 th every year | Lisa George, A.P. |

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 | By the end of each month, 100% of all hallways and cafeteria will have 3 posters of expectations and rules posted as measured by formal PBIS walk through. | Refer to quarterly presentation dates in 2B. This is the data the team will be sharing during presentations. | K. Wicker |
| Behavior lesson plans are being taught as written and when indicated | By August 24, 2018 100% of teachers will have taught the behavior lesson plans as measured by submission of lesson plans to team leaders. | | Team Leaders |
| Discipline consequences and flow chart are being used by all staff as written | Each quarter, 100% of staff will follow the behavior flow chart resulting in a 5% decrease in office discipline referrals as evidenced by a referral review team. | | L. George |
| A reward system is being implemented for <i>all</i> students | By the end of each quarter, each class that earned 25 points will receive their treat as measured by the master tally sheet. | | L. George |

10B. How will you determine whether the SPBP is successful in positively impacting students?

"If staff are implementing the SPBP consistently and effectively, did it positively impact the students? How do you know?"

| Student Outcome Monitoring Plan | | | |
|--|---|--|--|
| Student Outcome Data | Create an observable and measurable SMART goal to determine "successful" student outcomes | When will data be collected, analyzed & presented? | Person responsible to collect and analyze data |
| See critical element 3A • Type of behavior incidents data | By June 4, 2019, school-wide student Office Discipline Referrals will reduce 5% each quarter, as measured by the BASIS Behavior Dashboard. | Refer to quarterly presentation dates in 2B. This is the data the team will be sharing during presentations. | L. George |
| See critical element 4A • Top 3 event locations data | Every quarter, the number of student Office Discipline Referrals on the playground will decrease by 3% as measured by the BASIS Behavior Dashboard. | | L. George |
| See critical element 8 • Core effectiveness data | Every quarter, the percentage of students who have 0 to 1 referrals will remain above 99% as measured by the BASIS Behavior Dashboard. | | L. George |
| See critical element 7A • Grade Level/Classroom referrals data | By the end of the first semester, the classroom Office Discipline Referrals from Grade 5 students will decrease by 10% as measured by the BASIS Behavior Dashboard. | | L. George |