

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:	Lakeside Elementary
School Number:	3591
SPBP Contact Name:	Marjorie Archer
Direct Phone Number:	754-323-6406

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?
Kathy May	Principal	Administration
Marjorie Archer	SPBP Point of Contact	Rtl:: B Team
	Parent/Community Representation	SAC
Fancy Thomson	BTU Representative	BTU
Suzana Ginory	Support Staff	School Counselor
Stacey Wichmann	Teacher	Specials Teacher
Laurie Carlin	Teacher	PreK Teacher
Andrea Layne	Teacher / Parent	SAC Member / Parent
Marissa Hassel	Parent	Parent / Community Representative

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:
8/30/2018	2:20pm	Marjorie Archer	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)
11/8/2018	2:20pm	Marjorie Archer	
1/17/2019	2:20pm	Marjorie Archer	
4/18/2019	2:20pm	Marjorie Archer	

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	4/18/2018	# of participants = 52	Marjorie Archer
Held a <i>faculty</i> vote on the new SPBP (for SY 2018/19)	4/22/2018	% approved = 100%	Marjorie Archer
Presented the <i>new</i> SPBP (for SY 2018/19) to stakeholders (parents and community)	04/25/018	# of participants = 10 SAC members	Marjorie Archer

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: 8/8/2018	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.	Marjorie Archer
Present the 2018/19 SPBP to stakeholders (parents and community)	Prior to Oct 1 st , 2018 9/20/2018		
Present behavior data to staff <i>Quarterly: minimum of 4 each year</i>	1. 10/18/2018	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 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. 	Marjorie Archer
	2. 1/16/2019		
	3. 3/20/2019		
	4. 4/10/2019		

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. Battery	6. Fight – Minor Altercation / Confrontation
2. Disobedience / Insubordination	7. Assault / Threat (non Criminal)
3. Disruptive / Unruly Behavior	8. Weapons (Class B)
4. Out of Assigned Area	9. Unsubstantiated Bullying
5. Fighting – Medium	10. Profanity

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

School-wide Expectations
1. Be respectful to yourself and others
2. Be responsible for yourself and your belongings
3. Be safe and make safe choices

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	First Week 08/15/2018 – 08/22/2018	AM lesson daily
January	01/10/2019 / Assemblies	2:20pm / 8:30 & 9:00
4 th Quarter	Week of 04/01/2019 – 04/05/2019	AM lesson daily
Who will be responsible for teaching the lesson plans?		Classroom Teachers
Where will the lesson plan instruction occur?		Classroom / Cafeteria
Who is responsible for retaining, organizing and distributing all lesson plans?		Marjorie Archer

CRITICAL ELEMENT #4: Location-based Rules

4A. List the **top 3 locations** for behavior Events YTD from BASIS 3.0 Behavior Dashboard. **Do not use “classroom”**

Top 3 Locations	
School Location	# Incidents
1. Classroom	16
2. Hallway	14
3. Cafeteria	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>		
		Classroom	Hallway	Cafeteria
		Rules	Rules	Rules
	Be respectful to yourself and others	<ul style="list-style-type: none"> •Use respectful language •Keep eye contact •Treat others how you wish to be treated •Represent yourself by always doing and trying your best 	<ul style="list-style-type: none"> •Walk with a silent voice (level 0) •Keep hands off the walls, student work, and bulletin boards •Leave appropriate space in front of you to give others personal space 	<ul style="list-style-type: none"> •Speak in a quiet voice (level 2) •Invite others to sit at the table •Use appropriate manners •Leave café with a silent voice (level 0)
Be responsible for yourself and your belongings	<ul style="list-style-type: none"> •Take care of your belongings and the belongings of the teacher, class, and school •Take care of your classroom •Keep track of your work and your supplies •Make responsible choices and use time wisely 	<ul style="list-style-type: none"> •Walk on the right side of the hall •Stay in a straight line behind the person in front of you •Stay with your class 	<ul style="list-style-type: none"> •Pick up after yourself •Eat your own food •Use a silent voice (level 0) when hands go up 	
Be safe and make safe choices	<ul style="list-style-type: none"> •Make choices that lead to positive outcomes •Be aware of your surroundings and help others stay safe •Follow directions from adults/teachers 	<ul style="list-style-type: none"> •Face forward while walking •Keep hands and feet to yourself •Use the Gator Strut at all times inside the building 	<ul style="list-style-type: none"> •Stay seated •Raise hand for assistance •Keep food on tray •Throw away your trash 	

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	First Week 08/15/2018 – 08/22/2018	AM lesson daily
January	01/10/2019 / Assemblies	2:20 / 8:30 & 9:30 assemblies
4 th Quarter	Week of 04/01/2019 – 04/05/2019	AM lesson daily
Who will be responsible for teaching the lesson plans?		Classroom Teachers
Where will the lesson plan instruction occur?		Classroom / Cafeteria
Who is responsible for retaining, organizing and distributing all lesson plans?		Marjorie Archer

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>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: Graph on wall targeting green days; recorded on paper copy each month; examined by behavior committee</p> <p>Problem Identification: Students are not exhibiting appropriate behavior and self control while in the cafeteria. Specific classes received rewards, while other classes never received rewards due to specific student behaviors.</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: There is not as much supervision in this area. Students must display self-control while being with peers. The setting is much less controlled.</p> <p>Goal Statement: The amount of referrals while in the cafeteria will decrease by 50%.</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</p> <p>Description of System: Cafeteria Lunch Loot – Classes must follow the cafeteria rules while entering, getting lunch, sitting at the tables, and dismissing from lunch. A giant chart of all classes will be displaying near the dismissal area. Each day, the paraprofessional or other support staff member assigned to each table will monitor the behavior of the class. Specific students displaying inappropriate behavior will receive specific consequences such as verbal warning, or moving to a side table. Up to 3-5 individual students will not cause the class to get a verbal warning. Once there is over 4-5 or a larger group of students not following café rules, then the class receives a verbal warning. If the class does not change their behavior then they will get their class card flipped from green to yellow. If the behavior continues, then the class card will be flipped from yellow to red. When the class leaves, the color will be recorded on the giant chart each day. (Nothing = green, 2=yellow, 3=red)</p> <p>The Behavior Committee will determine the prize hierarchy such as icee machine, no homework passes, candies, etc. Class totals will be recorded on the bulletin board in the back of the café. The reward will be given in the cafeteria during lunch time within 3 school days of the last day of the month.</p>
<p>4. Evaluation: A. Implementation fidelity</p>	<p>A. How do you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program?</p> <p>The Lunch Loot chart will be displayed on the wall in the cafeteria visible to students and staff. The classes in each grade level with the least poor behavior days will earn the reward. At least one class in every grade must win the reward. For example, if one class has NO marks on the chart (perfect behavior) and the rest have marks, then that one class receives the rewards. If three classes have NO marks, then 3 classes earn it, etc. The assistant principal will analyze the data. If certain grades are continually not receiving lunch loot rewards, then an intervention such as admin or guidance lesson on café behavior will be given.</p>
<p>B. Student outcome monitoring</p>	<p>B. How will you know if the reward program is positively impacting students? What measurable data will you use to determine “success”? <i>(2-3 sentences)</i></p> <p>Each month the Lunch Loot chart will be analyzed. The reward will be given at lunch times in the cafeteria within 3 school days of the last day of each month. The administration will compare Lunch Loot totals with behavior referrals to determine if the program is effecting the amount of referrals in specific classes.</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. Disobedience / Insubordination	Refusing to complete classwork; Not listening to directions by the teacher or staff member the first time given
2. Unruly/disruptive behaviors	Talking during instruction; Making distracting noises; Yelling and kicking chairs and not listening
3. Fighting (Minor Confrontation)	Yelling or saying inappropriate things to another student
4. Out of Assigned Area	Getting out of seat; walking around room; moving to peers all without permission
5. Disruptive/ Unruly play	Playing a game with other students and using physical aggression
6. Battery (minor-no injury)	Hitting another student during recess; hitting another student at centers

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 type="checkbox"/> Menu <input checked="" type="checkbox"/> Hierarchy
Verbal warning / reminder	
Clip down behavior chart (schoolwide system)	
Not in agenda, class dojo/remind, phone call home	
Loss of classroom privileges	
Loss of schoolwide privileges	

6C. Administration Managed Misbehaviors:

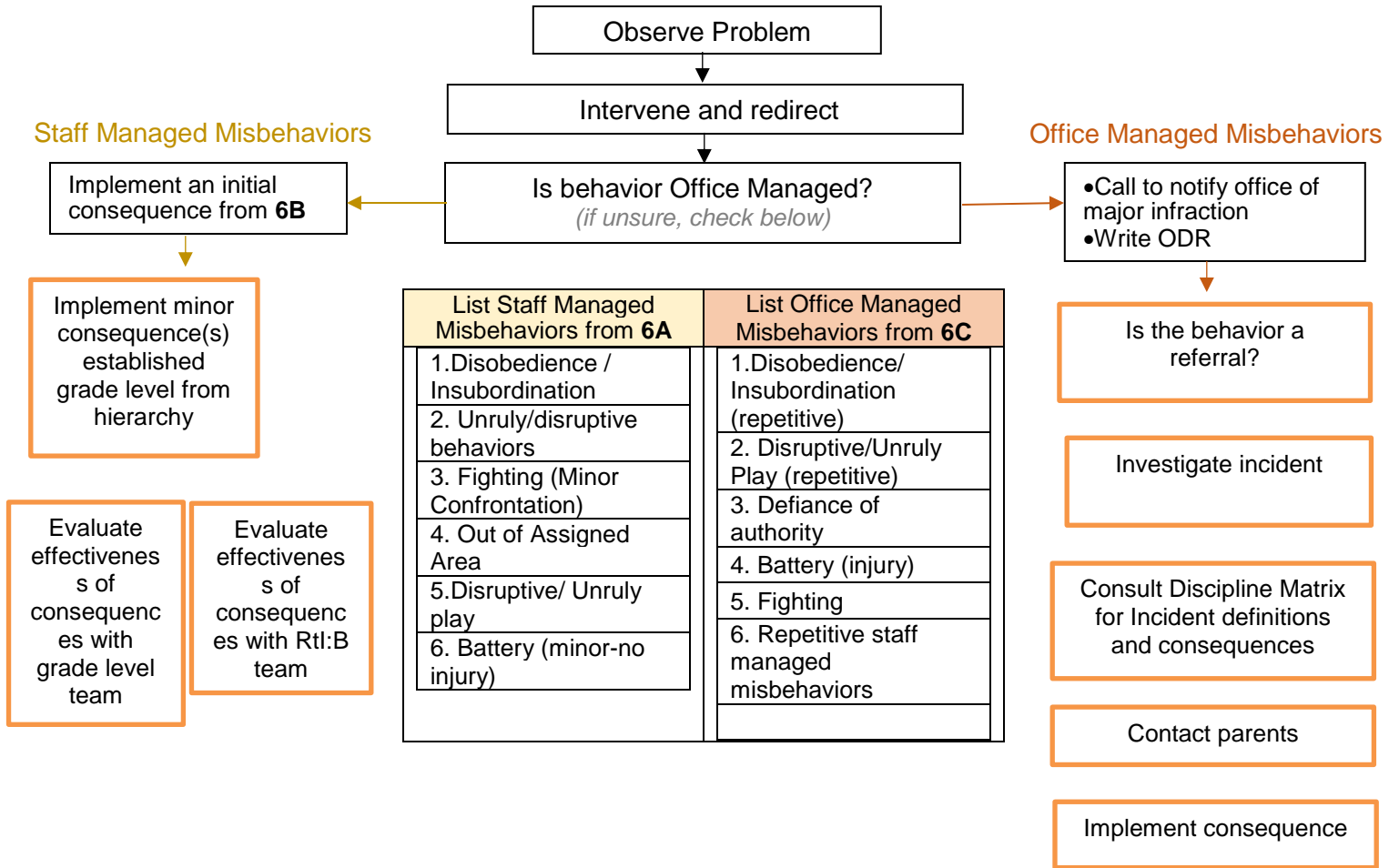
- (a) Define the first 3 behaviors by providing examples that clearly identify the point at which the misbehavior warrants an Office Discipline Referral (ODR).
- (b) List two additional common school-wide misbehaviors that will result in an ODR. Provide concrete examples.
- (c) Determine staff tolerance 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	Repetitively not listening to directions/instructions/procedures
2. Disruptive/Unruly Play	Repetitive aggressive playground behavior with no changes from minor/moderate consequences
3. Defiance of authority	Not listening/following directions over a longer period of time with minor and moderate consequences are not affecting behaviors
4. Battery (injury)	Intentionally causing harm to another student where the student is injured
5. Fighting	Purposefully hitting, striking, or somehow hitting another student in a fighting situation
6. Repetitive staff managed misbehaviors	More than <input style="width: 30px; text-align: center;" type="text" value="5"/> misbehaviors in <input style="width: 40px; text-align: center;" type="text" value="one"/> <input style="width: 40px; text-align: center;" type="text" value="dav"/> 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



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 type="checkbox"/> CHAMPs* <input checked="" 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 :	Schoolwide Clip Chart 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 checked="" type="checkbox"/> Yes <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 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 checked="" 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 <i>across teachers</i> to determine the need for classroom management training:
Fidelity of Implementation Plan: Classroom walkthrough data from the principal and assistant principal is used to determine the need for professional development or coaching for specific staff members.

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 :	16
Total number of school-wide discipline referrals:	48
% of referrals in the classroom:	33%
Do more than 40% of your referrals come from the classroom?	<input type="checkbox"/> Yes <input checked="" 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:				
# Referrals		% of Total Population	Core Effectiveness	
0 - 1 referral	13	98%	Are your 0 – 1 referrals > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2 - 5 referrals (at risk students)	8	.01%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
> 5 referrals (high risk students)	1	.001%	Are your >5 referrals <5%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

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 <input type="checkbox"/> 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: We will identify the students who have behavioral issues from 2017-18 and monitor their behavior with the classroom teachers for the 2018-19 school year. We will also be cognizant of which teachers will receive students with behavioral needs. We will also include them in the RtI / MTSS process right at the beginning of the school year to be sure that we are meeting their needs.	

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	22%	52%	30	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Hispanic/Latin	57%	38%	-19	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
White	8%	4%	-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 <u>all 3</u> are “No”, disproportionality is not indicated. Are all 3 “No”?	<input type="checkbox"/> Yes <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	
Disproportionality Plan: This information will be shared with school staff. Collaboration and discussion between school personnel will generate a plan of action for discipline monitoring to ensure equity across demographic subgroups.	

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	Marjorie Archer
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	Marjorie Archer
Pre Planning 2018	<input checked="" 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 tyne.hogan@browardschools.com for more information, if you are unsure) <input type="checkbox"/> Confirm 1 st team meeting date and time	Marjorie Archer
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	Marjorie Archer
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	Marjorie Archer
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	Marjorie Archer
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.	Marjorie Archer
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 <u>Principal signs in</u> 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	Marjorie Archer
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.	Marjorie Archer
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	Marjorie Archer
April	<input type="checkbox"/> Submit your SPBP in OSPA by April 30 th every year	Marjorie Archer

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	100% of areas will have school wide rules and expectations posted.	Refer to quarterly presentation dates in 2B. This is the data the team will be sharing during presentations.	Marjorie Archer
Behavior lesson plans are being taught as written and when indicated	100% of teachers will have behavior lesson plans in planbook docs.		Marjorie Archer
Discipline consequences and flow chart are being used by all staff as written	100% of teachers will monitor and implement the consequences and flow chart as evidenced by appropriate referral process.		Marjorie Archer
A reward system is being implemented for <i>all</i> students	100% of students will participate in the Lunch Loot program		Marjorie Archer

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	90% students will have 1 referral or less.	Refer to quarterly presentation dates in 2B. This is the data the team will be sharing during presentations.	Marjorie Archer
See critical element 4A • Top 3 event locations data	75% of classes will receive lunch loot rewards for café. (Hallway is classroom management. Teachers will discuss in grade level meetings.)		Marjorie Archer
See critical element 8 • Core effectiveness data	Core effectiveness will be at higher than 80%.		Marjorie Archer
See critical element 7A • Grade Level/Classroom referrals data	Classrooms will decrease referrals by 15%		Marjorie Archer