School-wide Positive Behavior Plan (SPBP)
Broward County Public Schools
To be implemented in SY 2018/19

School Name:	Rock Island Elementary School
School Number:	3701
SPBP Contact Name:	Mrs. Marie Rumble-Wise
Direct Phone Number:	754-322-8300

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 underline team meetings and participation in developing this SPBP. Each member is responsible for representing major stakeholders and sharing the SPBP content and updates with their respective group.*

Full Name	Position	Who or what grade level does this member represent?
Mrs. Cormic Priester	Principal	Administration
Mrs. Marie Rumble-Wise	SPBP Point of Contact	Administration
Ms. Joanna Gunn	Parent/Community Representation	SAC
Ms. Monique Bourgery	BTU Representative	BTU/PreK
Ms. Genvieve Stephenson	School Counselor	Guidance/Support
Ms. Cassandra Cruz	Teacher	Kindergarten
Ms. Amy Geffon	Teacher	First Grade
Ms. Jenniffer Brown	Teacher	First Grade
Ms. Valencia Jordan	Teacher	Second Grade
Mrs. Carrol Nathaniel-Johnson	Teacher	Third Grade
Ms. Jessica Light	Teacher	Fourth Grade
Mrs. Shlonda Brown-Pope	Teacher	Fifth Grade
Ms. Angela Clark	Math Coach	Support Staff
Mr. Jackie Wilson	Behavior Tech	K-5
Ms. Norma Juin	ESE Specialist	Exceptional Student Education

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

Meeting Date	Meeting Time	Name & title of person responsible to facilitate meeting	Content of meetings:
10/19/2018	9:00am	Mrs. Marie Rumble-Wise, Assistant	1. Create and disseminate updated Expectations and Rules lesson plans (#3 and #4)
12/20/2018	2:15pm	Mrs. Marie Rumble-Wise, Assistant	2. Review progress of Implementation Action Plan (#9)
3/22/2019	9:00am	Mrs. Marie Rumble-Wise, Assistant	3. Collect & analyze implementation data (#10A)
5/9/2019	2:15pm	Mrs. Marie Rumble-Wise, Assistant	4. Collect & analyze student outcome data (#10B)

CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment:

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

Action Steps:	Date *(Between Jan 15 – April 30, 2018)*	Details *(retain attendance sheets at school)*	Person responsible to collect and retain attendance sheets:
Presented the *new* SPBP (for SY 2018/19) to staff	4/18/2018	# of participants = 28	Mrs. Marie Rumble-Wise
Held a *faculty* vote on the new SPBP (for SY 2018/19)	4/7/2018	% approved =97%	Mrs. Marie Rumble-Wise
Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community)	4/4/2018	# of participants = 11	Mrs. Marie Rumble-Wise

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

Action Steps:	Date(s) *(NEXT YEAR)*	Content *(retain attendance sheets at school)*	Person responsible to collect and retain attendance sheets:
Provide a professional development on the 2018/19 SPBP for all staff	Prior to students' 1st day: 8/10/2018	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.	Mrs. Marie Rumble-Wise
Present the 2018/19 SPBP to stakeholders (parents and community)	Prior to Oct 1st, 2018 8/14/2018		
Present behavior data to staff *Quarterly: minimum of 4 each year*	1. 10/19/2018	The team will present the <u>implementation data</u> in 10A. Include: • the "marketing" (teaching and posting) of expectations and rules • lesson plan implementation • discipline procedures • reward system implementation The team will present the <u>student outcome data</u> in 10B. Include: • top 3 event locations • type of behavior incidents • core effectiveness data • classroom referral data, as well as analysis of this data.	Mrs. Marie Rumble-Wise
	2. 12/20/2018		
	3. 3/22/2019		
	4. 5/9/2019		

CRITICAL ELEMENT # 3: School-wide Expectations

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

Top 10 Behavior Incidents *(put N/A in any blank spaces)*	
1. Fighting – Minor Altercation	6. Bus Violations – Level 3
2. Unruly/Disruptive Behavior	7. Insulting/Profane/Obscene Language
3. Defiance of Authority (Habitual)	8. Bullying
4. Disobedience/Insubordination	9. Possession of Prohibited Item
5. Unsubstantiated Bullying	10. Disruptive/Unruly Behavior

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 Responsible: Acknowledge and appropriately accept consequences for inappropriate actions.
2. Be Respectful: Communicate with staff and peers in an appropriate manner.
3. Be Kind: Interact appropriately with peers and adults during conflict situations.
4. Be in Control: Be in control of yourself and your actions.

3C. Research indicates that discipline referrals increase after long holidays and during testing times. Plan to teach your expectations at least 3 times throughout the year (and anytime the expected behaviors are not being demonstrated). **ACTION:** Create at least <u>one lesson plan for **each** school-wide expectation above</u> and distribute to teachers during pre-planning 2018-19. Develop additional lesson plans you will use throughout the year to re-teach and reinforce your school-wide expectations. *You do not need to submit your lesson plans with the SPBP. Retain all behavior lesson plans at the school; make sure these lesson plans are available for guests and stakeholders.*

When will school-wide expectations lesson plans be taught?		
	Date(s)	Time:
August	August 15th – August 20	8:00am - 8:30am
August	August 16th (School-wide)	8:30am – 9:00am
January	January 8th – January 11th	8:00am - 8:30am
January	January 9th (School-wide)	8:30am – 9:00am
4th Quarter	April 1st – April 4th	8:00am - 8:30am
Who will be responsible for teaching the lesson plans?		Classroom Teachers, Administration, School Counselor
Where will the lesson plan instruction occur?		Individual classrooms during Morning Meetings, School-wide Responsibility Assembly
Who is responsible for retaining, organizing and distributing all lesson plans?		Mrs. Marie Rumble-Wise & Genvieve Stephenson

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	14
2. Hallway	11
3. Buses	7

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				
		IDENTIFIED LOCATIONS *Copy and paste locations from 4A.*		
		Cafeteria	Hallway	Buses
	RIE CORE VALUES	**Rules**	**Rules**	**Rules**
School-wide EXPECTATIONS	**Be Respectful**	Follow directions the first given, Say please and thank you.	Keep 2 steps apart, Listen to adults directives in the hallway.	Follow directions the first time given, Speak using a level 1 voice.
	Be Responsible	Sit with your class, Keep all food items on your tray, Clean up after yourself, Touch and eat only your food, Get all items needed prior to sitting down.	Walk quietly in the hallways, Hands at sides and facing forwards, Keep pace with the class, Carry a valid hall pass, Go directly to your destination.	Remain in your seat while the bus is in motion, Keep aisle clear.
	Be Kind	Use kind words, Speak using a level 2 voice.	Use manners and kind words (Please, Thank You, I'm sorry).	Use kind words and manners (Please, Thank You, I'm sorry).
	Be In Control	Keep your hands and feet to yourself, Raise your hand and wait for help.	Keep your hands and feet to yourself, Walk in a straight line, Use a finger wave to say hello.	Keep hands and feet to self, Board the bus in a single file.

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	August 15th – August 20th	8:00am - 8:30am
January	January 8th – January 11th	8:00am - 8:30am
4th Quarter	April 1st – April 4th	8:00am - 8:30am
Who will be responsible for teaching the lesson plans?		Classroom Teachers
Where will the lesson plan instruction occur?		Individual classrooms during Morning Meetings
Who is responsible for retaining, organizing and distributing all lesson plans?		Mrs. Marie Rumble-Wise & Genvieve Stephenson

CRITICAL ELEMENT # 5: Reward and Recognition Programs

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

Expectation or Location: Cafeteria

4 Step Problem Solving Process	Plan
1. **Problem Identification:** Use your behavior data to identify a school-wide problem. What problem did you identify? *(use numerical data)*	**Data used:** Office Managed Discipline Referrals, SPBP Teacher Feedback Survey, BASIS Dashboard, Parent Feedback. **Problem Identification:** There has been 14 office-discipline referrals for behavioral infractions in the cafeteria for fighting and disruptive and unruly behavior.
2. **Problem Analysis:** Why do you think this problem is occurring? What is your goal? *(use a SMART goal statement with numerical data)*	**Hypothesis: Students lack the ability to express themselves in an appropriate manner and have difficulty resolving conflicts.** **Goal Statement:** By June 2019, there will be a 50% reduction in Office Discipline Referrals for behavioral infractions in the cafeteria.
3. **Intervention Design:** Describe how you will implement a positive reward program to decrease this problem.	**Type of System:** *Click here to choose a type* **DOJO Cups & School Store** **Description of System:** *There is a school store established at Rock Island. Students earn DOJO points each day for exhibiting good behavior in the cafeteria and demonstrating the Core Values of; Be Respectful, Be Responsible, Be Kind, Be In Control. Three cups will be available; Red, Yellow, Green, and Gold. Cups will be changed based on class wide behavioral performance. Each cup will be worth a specific amount of DOJO points for the class to earn.* *Red – 0 points* *Yellow – 5 points* *Green – 10 points* *Gold – 35 points (awarded by cafeteria staff for consistent excellent behavior) over a 4 week period.* *Teachers will award DOJO points upon their return to class. Students will redeem points at the store every 2 weeks. Classes who earn gold cups will be recognized on the Morning Announcements and will earn a special trip to the school store.* *A chart will be posted to track progress of classes who receive gold cups.* *The following quarterly rewards will be implemented to acknowledge classes who consistently demonstrate the 4 Core Values and earn **8** gold cups: WII Party, Movie & Popcorn Party, Ice Cream Social, and Dance Party.*
4. **Evaluation:** A. Implementation fidelity	How do you monitor the fidelity (consistency and effectiveness) of the **staff's** implementation of the reward program? *PBIS Walkthroughs will be conducted in the cafeteria each week during the first 4 weeks of school and the each month thereafter to assess the implementation of the SPBP and reward program. The Assistant Principal and Tier 1 team will monitor the consistency and effectiveness of the reward program on a quarterly basis.*
B. Student outcome monitoring	A. How will you know if the reward program is positively impacting **students**? What measurable data will you use to determine "success"? The PBIS Tier 1 team will evaluate office discipline referrals data in BASIS quarterly to asses the implementation and determine if referrals are decreasing. Teacher and cafeteria staff feedback will be received to assess effectiveness and make further changes.*)*

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

Staff Managed Misbehaviors	
Misbehavior	"Looks Like" - *provide a description with example(s)*
1. Disobedience/Insubordination	Stating to the teacher that directives will not be followed and not completing the directive after one adult redirection. Blatant refusal to enter the classroom or complete a task assigned.
2. Disrespect	Continued one-way conversation with the teacher when the student has been corrected and redirected that lasts longer than 5 minutes.
3. Excessive Talking/Calling Out	Disrupting the teacher during instruction more than twice in a ten-minute period. Answering a question without being asked. Consistently not raising hand and waiting for permission to speak.
4. Profanity	Use of insulting/profane language directed at an adult once, Muttering profanity under breath, using insulting gestures (middle-finger), using profanity in another language.
5. Disruptive and Unruly Behavior	Horse playing (mutual, playful, and physical engagement of 2 or more peers during instruction) during a 30-minute window, Standing on tables, chairs, and rolling on the ground during instruction and during a 15-minute window.
6. Out of Area	Leaving seat without permission while the teacher is teaching twice (after one redirection) within a fifteen-minute period.

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

Is this a menu or hierarchy system?	☒ Menu ☐Hierarchy
Verbal Warning	
Loss of DOJO Points	
Time Owed	
Teacher and Student Conference	
Time Out in Alternate Area	
Lunch Detention	
Parent Contact	
Referral and Student Removal (if applicable)	

6C. Administration Managed Misbehaviors:
(a) Define the first 3 behaviors by providing examples that clearly identify the point at which the misbehavior warrants an Office Discipline Referral (ODR).
(b) List two additional common school-wide misbehaviors that will result in an ODR. Provide concrete examples.
(c) Determine staff tolerance level for repetitive misbehaviors (the point at which the number of staff-managed misbehaviors becomes an ODR).

Office Discipline Referrals (ODRs)	
Behavior	"Looks Like" - *provide a description with example(s)*
1. Fighting or posturing a fight	Mutual participation of two or more students (minor, moderate, and severe) and with and without injury. Inciting a fight through aggressive body language, gestures, or actions.
2. Eloping	Walking out of the classroom without permission when angry or given a non-preferred directive. Refusing to enter the classroom.
3. Defiance of Authority (Habitual)	Repeated failure to obey a reasonable directive within a 30-minute time frame, Blatant refusal to comply with directives within a 15-minute time frame.
4. Repetitive disruptive and unruly behavior	Repetitive horse playing (mutual, playful, and physical engagement of 2 or more peers during instruction) during a 30-minute window, Repeated occurrences of standing on tables, chairs, and rolling on the ground during instruction and during a 15-minute window.
5. Bullying	Consistent teasing, repeatedly teasing another student, calling him/her inappropriate names, making fun of his or her appearance or the way he or she talks or dresses, or

	acts. Behavior that is repetitive, imbalance of power, and purposeful.			
6. Repetitive staff managed misbehaviors	More than	3	misbehaviors in	30 min	period	warrants an office referral.

6D. School-wide Discipline Flow Chart is attached.
(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.

CRITICAL ELEMENT # 7 : Classroom Management Systems

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

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

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

What data collection tool does your school leadership team use to monitor and evaluate your teacher's classroom management skills? *(Measure **staff skills**, not student outcomes)*
☐ CHAMPs 7 Up Checklist
☐ CHAMPs Classroom Check Up (CCU)
☐ PBIS Classroom Assistance Tool (CAT)
☒ PBIS Walkthrough
☒ Marzano's Domain 1, Design Questions 5, 6, 7, 8, 9
☐ Fidelity of staff classroom management implementation is not monitored to determine training needs this year *(you will need to adopt a tool and plan next year)*
☐ Other *(specify):*
Explain how this data is collected and analyzed by your school leadership team as a **universal screening** _across teachers_ to determine the need for classroom management training:
Fidelity of Implementation Plan: The PBIS Tier 1 team will evaluate office discipline referrals data quarterly to asses the implementation and determine if referrals are decreasing. Cafeteria supervision staff feedback will be received to assess effectiveness and make further changes. The PBIS team will conduct weekly walkthrough within the first month of school, and monthly walkthroughs thereafter to assess implementation, identify trends, areas of support, and determine strategies to modify.

7C. Percentage of Classroom Referrals:
(a) Review your classroom data YTD ("Events by Location") in BASIS 3.0 Behavior Dashboard.
(b) Complete <mark>the yellow highlighted cells first.</mark>
(c) Auto-calculate the % of referrals in the classroom by clicking on "!Zero Divide" in the next cell and pressing "Fn + F9" together.

Total number of discipline referrals **from classrooms**:	76
Total number of **school-wide** discipline referrals:	132
% of referrals in the classroom:	58%
Do more than 40% of your referrals come from the classroom?	☒ Yes ☐ No

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

CRITICAL ELEMENT # 8: Data Collection and Analysis

8A. Determine your School-wide Core Effectiveness YTD from the BASIS Behavior Dashboard in the "Referrals per Student" chart.
(a) Complete the yellow highlighted cells first.
(b) Auto-calculate the "% of Total Population" by clicking on each "!Zero Divide" in the cells and pressing "Fn + F9".
(c) Determine if the core is effective in all three areas

TOTAL Population:	560				
# Referrals	132	**% of Total Population**	Core Effectiveness		
0 - 1 referral	40	94%	Are your 0 – 1 referrals > 80%?	⊠Yes	No
2 - 5 referrals (at risk students)	27	5%	Are your 2 - 5 referrals <15%?	⊠Yes	No
> 5 referrals (high risk students)	5	1%	Are your >5 referrals <5%?	⊠Yes	No

8B. Core Effectiveness Plan:

If all 3 are "**Yes**", your core is effective. Is your core behavior curriculum effective?	⊠Yes No

Answer **either** (a) or (b):
(a) If you answered "**Yes**", although your core is effective, what plan does your school leadership team implement for early identification of at risk and high risk students?
(b) If you answered "**NO**", indicate the supports and interventions your school leadership team will implement at the beginning of the next school year to improve core strength:

Core Effectiveness Plan: Core Effectiveness Plan: Students with 3 referrals will conference with administration, parents, and the school counselor to outline action steps to address behaviors and will be placed in a daily Check-In Check Out program and receive small group counseling sessions as determined by the PBIS Tier 1 team.

At risk and high risk students will be provided small group sessions with the behavior tech, utilizing the LEAPS pre assessment and related lessons. The school counselor will conduct conflict resolution mediation, self-regulation techniques, and behavioral expectations twice weekly with at risk and high risk students.

At risk and high risk students will be placed on an Individualized behavior plan, Check In Check Out procedures, and a parent communication plan.

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	95	88	-7	☐Yes	⊠No
Hispanic/Latin	4	2	-2	☐Yes	⊠No
White	1	10	9	⊠Yes	No

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

If all 3 are "**No**", disproportionality is not indicated. Are all 3 "No"?	☐Yes ⊠No

Answer **either** (a) or (b):
(a) If you answered "**Yes**", although your data indicates equity, what plan does your school leadership team implement for early identification of any disproportionality issues
(b) If you answered "**No**", indicate the support plan and interventions your school leadership team will implement at the beginning of next year to improve sub group disproportionality

Disproportionality Plan: Black and Hispanic students will be monitored closely by the PBIS team. Students with 3 referrals in a given month will conference with administration, parents, and the school counselor to outline action steps to address behaviors and will be placed in a daily Check-In Check Out program, receive small group counseling sessions, and identify mentorship opportunities.

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. <mark>(Complete only the yellow highlighted area at this time)</mark>. 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** ☒ *check when Action completed*	**Completed:** Person Responsible Name & Title
Current	☒ **This Action Plan has been saved to use *next year* during quarterly meetings**	**Marie Rumble-Wise, Assistant Principal**
Current	☒ **Create a SPBP binder or portfolio to retain (for 2 years) hard copies of: your SPBPs, Action Plans, staff PBIS professional development attendance, stakeholder training attendance, quarterly meeting agendas, quarterly staff behavior presentations, voting attendance and outcome, Expectation lesson plans and Rules lesson plans**	**Marie Rumble-Wise, Assistant Principal**
Pre Planning 2018	☐ Print up your SPBP Review and school score from OSPA ☐ Provide SPBP presentation to all staff during Pre Planning ☐ Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders ☐ Market and post school-wide Expectations and location-specific Rules (posters, PSAs, etc.) ☐ Identify your RtI Instructional Facilitator provided by the district (Contact tyyne.hogan@browardschools.com for more information, if you are unsure) ☐ Confirm 1st team meeting date and time	**Marie Rumble-Wise, Assistant Principal**

August 1st meeting	☐ Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP
	☐ Determine any needed team training, such as the 4 Step PSP Brainshark Series, 10 Critical Elements Brainsharks, Data Collection, Effective CPST Teams, PBIS 101, etc.
	   Trainings available at: http://www.browardprevention.org/mtssrti/training-modules/
	☐ Review previous year's behavior data. (Use 'Agenda' and 'Data Collection Template')
	   Forms available at: http://www.browardprevention.org/mtssrti/rtib in Tier 1, Teaming
	☐ Present implementation data, behavior data, team activities and progress to entire staff
	☐ Utilize the 4 Step Problem Solving Process to develop initial interventions
	☐ Review previous year's SPBP and feedback form
	☐ Verify and implement teaching schedule for SPBP Expectations and Rules behavior lesson plans
		Marie Rumble-Wise, Assistant Principal

September	☐ Provide stakeholder presentation on SPBP prior to October 1 ☐ Check for staff and teacher understanding of PBIS - provide "PBIS 101" Brainshark as a resource Brainshark available at: http://www.brainshark.com/browardschools/PBIS101	**Marie Rumble-Wise, Assistant Principal**
October 2nd meeting	☐ Ensure instructional staff know how to (and are, as needed) enter Tier 1 Supplemental Strategies for behavior in BASIS ☐ Present implementation data, behavior data, team activities and progress to entire staff	**Marie Rumble-Wise, Assistant Principal**
November	☐ Staff to re-teach Expectations and Rules first day back from break. ☐ Team to develop new and/or improved lesson plans as indicated by behavior data.	**Marie Rumble-Wise, Assistant Principal**
January 2019 3rd meeting Prepare for 2019/20 SPBP	☐ Staff to re-teach Expectations and Rules first day back from break ☐ Ensure the Principal signs in and watches the *new* SPBP Brainshark: Due January 30th ☐ Present implementation data, behavior data, team activities and progress to entire staff ☐ Choose team members and dates to work on, complete, and submit the *new* SPBP ☐ Teams watch the *new* SPBP Brainsharks and refers to *new* "Additional items" Brainsharks and Additional items posted at: http://www.browardprevention.org/mtssrti/rtib	**Marie Rumble-Wise, Assistant Principal**
February	☐ Ensure progress towards completion of SPBP ☐ Check on recently hired staff for PBIS understanding - provide "PBIS 101" Brainshark resource ☐ Provide the SPBP Surveymonkey link to all staff (optional). Email Tyyne.hogan@browardschools.com to request analysis.	**Marie Rumble-Wise, Assistant Principal**
March 4th meeting	☐ Ensure progress towards completion of SPBP ☐ Provide staff presentation and vote on new SPBP for next year ☐ Provide stakeholders/parent presentation on new SPBP for next year ☐ Present implementation data, behavior data, team activities and progress to entire staff	**Marie Rumble-Wise, Assistant Principal**
April	☐ Submit your SPBP in OSPA by April 30th every year	**Marie Rumble-Wise, Assistant Principal**

CRITICAL ELEMENT # 10: Monitoring Plans

10A. How will you determine the success **of _staff_ implementation** of the School-wide Positive Behavior Plan?
"Are **staff** implementing the SPBP with fidelity? How do you know?"

	Fidelity of Implementation Monitoring Plan		
Action Step	Create an **observable** and **measureable** SMART goal to determine "successful" **staff implementation** of action step	When will data be collected, analyzed & presented?	Person responsible to collect and analyze data
School-wide **expectations** and location-specific **rules** are posted across campus	100% of classrooms, hallways, athletic field, and cafeteria will have at least 2 posters of the expectations and rules posted by August 15th, 2018.	10/19/2018 12/20/2018 03/22/2019 05/09/2019	Ms. Genvieve Stephenson
Behavior lesson plans are being taught as written and when indicated	100% of teachers will utilize LEAPS lessons as evidenced by RtI:B Team walkthroughs during Morning Meetings. LEAPS will be noted in lesson plans and lesson plans will be reviewed frequently by administration.		Mrs. Marie Rumble-Wise & Ms. Genvieve Stephenson
Discipline consequences and **flow chart** are being used by all staff as written	100% of teachers will be provided with a copy of the RIE Consequence Menu and RIE Flow Chart and observe the recommended sequence.		Mrs. Marie Rumble-Wise
A **reward system** is being implemented for _all_ students	100% of students will have access to the school store to earn rewards based on the number of DOJO points awarded on a bi-weekly basis.		Mrs. Marie Rumble-Wise

10B. How will you determine whether the SPBP is successful in positively impacting **students?**
"If staff are implementing the SPBP consistently and effectively, did it positively impact **the students**? How do you know?"

	Student Outcome Monitoring Plan		
Student Outcome Data	Create an **observable** and **measureable** SMART goal to determine "successful" **student outcomes**	When will data be collected, analyzed & presented?	Person responsible to collect and analyze data
See critical element 3A • Type of **behavior incidents** data	Through the implementation of Class DOJO and LEAPS lessons, there will be a 70% reduction in behavioral referrals for fighting by June 2019.	10/19/2018 12/20/2018 03/22/2019 05/09/2019	Ms. Genvieve Stephenson
See critical element 4A • **Top 3 event locations** data	By June 2019, there will be a 50% reduction in Office Disciplined Referrals for behavioral infractions in the cafeteria.		Mrs. Marie Rumble-Wise
See critical element 8 • **Core effectiveness** data	By June 2019, 98% of our school population will earn 1 average referral per student.		Mrs. Marie Rumble-Wise
See critical element 7A • **Grade Level/Classroom referrals** data	By June 2019, there will be a 35% decrease in classroom referrals through the use of CHAMPS, Class DOJO and LEAPS.		Mrs. Marie Rumble-Wise & Ms. Genvieve Stephenson