



*Central Park Elementary*

*School Advisory Council Meeting*

*Thursday, March 20, 2019*

*8:30 A.M*

- ❖ *SAC Welcome / Call to Order*
- ❖ *Approval of February 21, 2019 SAC minutes*
- ❖ *End-of-Year Testing Dates*
- ❖ *School Improvement: Updates for Mid-Year Progress*
- ❖ *Before and After School Child Care Program Safety Check Results*
- ❖ *School-Wide Positive Behavior Plan (SPBP)*
- ❖ *Committee Updates*
- ❖ *Principal's Updates*
- ❖ *Questions / Feedback*
- ❖ *Next Meeting: May 15, 2019*

*(Note: Due to FSA State Testing, there will not be an April meeting. Have a Happy & Sage Spring Break)*



**BROWARD SCHOOLS**



**VIRTUAL COUNSELOR**

POWERED BY THE DATA WAREHOUSE

Attendance	Membership	Sign In Sheets	Report	Help	Logout
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School: CENTRAL PARK ELEMENTARY

Committee:  
SAC

**Sign In sheet for CENTRAL PARK ELEMENTARY Date: 3-20-19 Time: 8:30 AM**

#	Full Name	Position	SBBC Employee	Parent Of Student At School	Sign Here .
1.	ADAMCZYK, JAIME	IZ Rep	No	Yes	<i>[Signature]</i>
2.	CARR, JILL	Teacher	Yes	No	<i>[Signature]</i>
3.	CASTRO, MIRIAM	SAF-DESIGNEE	No	Yes	
4.	COLEMAN, CHERISE	Principal	Yes	No	<i>Cherise Coleman</i>
5.	DOMINGUEZ, ALEX	SAF-DESIGNEE	No	Yes	<i>Alex Dominguez</i>
6.	DOMINGUEZ, CINTHYA	Gifted Rep	No	Yes	<i>Cynthia Dominguez</i>
7.	DOZO, MARIA	Non-instructional	Yes	No	<i>Maria Dozo</i>
8.	ENCIN, DELIA	Teacher	Yes	No	<i>Delia Encin</i>
9.	GIL, JULIA	Parent	No	Yes	
10.	HAGOOD-ELLIOTT, KIMBERLY	BTU Steward	Yes	No	<i>Kimberly Hagood-Elliott</i>
11.	HARMS, ROBERT	BUSINESS	No	No	
12.	KAISER, TONI	Teacher	Yes	No	<i>Toni Kaiser</i>
13.	KIRNER, COURTNEY	ESE Rep	No	Yes	<i>Courtney Kirner</i>
14.	MIDDLEBROOKS, ANNA	Parent	No	Yes	<i>Anna Middlebrooks</i>
15.	O'GRADY, PAMELA	Non-instructional	Yes	No	<i>Pam O'Grady</i>
16.	QIN, WENQI	Parent	No	Yes	
17.	RUSSELL, ALEXIS	Teacher	Yes	No	<i>Alexis Russell</i>
18.	SLAVIN, TARA	Parent	No	Yes	<i>Tara Slavin</i>
19.	WALL, LOIS	SAC Chair	Yes	No	<i>Lois Wall</i>

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- Attendance
- Membership
- Sign In Sheets
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Guest Sign In Sheet For **CENTRAL PARK ELEMENTARY** Date: 3-20-19 Time: 8:30 AM

#	Full Name	Position	SBBC Employee	Parent of Student at School	Sign Here
1.	Anna Middlebrook			✓	<i>[Signature]</i>
2.	Kelly Arteaga	Student teacher			<i>[Signature]</i>
3.	Melanie Kashi	<del>Teacher</del>		✓	<i>[Signature]</i>
4.	Carol Spino	G.P		✓	<i>[Signature]</i>
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Central Park Elementary School  
School Advisory Council (SAC)  
Meeting Minutes  
February 21, 2019

The Central Park School Advisory Council (SAC) met on February 21, 2019. Lois Wall, SAC Chairperson, called the meeting to order at 8:34 AM.

SAC members in attendance included: **Jaime Adamczyk, Jill Carr, Cherise Coleman, Alejandro Dominguez, Cynthia Dominguez, Maria Lami-Dozo, Delia Encin, Julia Gil, Kimberly Hagood-Elliott, Toni Kaiser, Anna Middlebrooks, Pamela O'Grady, Wenqi Qin, Alexis Russell, Tara Slavin, and Lois Wall.**

Guests that attended: Cynthia Lassiter and Carol Saponaro.

Mrs. Wall presented the minutes from the December 11, 2018 meeting. Jaime Adamczyk made a motion to approve the minutes. Dr. Jill Carr seconded the motion.

**Midyear Reflection:**

- Mrs. Wall shared Central Park's Midyear Reflection School Improvement report and discussed the progress we are making toward our goals, barriers that are hindering students from meeting grade level expectations, and our plan for the remainder of the school year to meet our goals as reflected in our School Improvement Plan.

**FSA Assessments with Enhanced Items/Social Studies:**

- Information will be sent home to all parents regarding the new item types that students will be presented with on the FSA Assessment. Parents will have the ability to assist their child at home in preparation for the FSA Assessment.
- Mrs. Wall shared the new item types that students will see on the FSA Assessment. Practice tests have been given to the classroom teachers and they are practicing these item types with their students.

**Specials for 2019-2020:**

- Due to our decreasing enrollment, there is a possibility we might need to surplus classroom teacher(s) and a specials teacher for the 2019-2020 school year when Ms. Coleman attends her final budget meeting sometime in April or May.
- The SAC Committee has decided that Physical Education would be the choice to eliminate as a special should we need to surplus.

**School Choice: Science Materials Reallocation of Funds:**

- There is a balance of \$12,411.00 remaining from the science materials allocation portion that was voted on as part of the School Choice ballot. Mrs. Saponaro made a motion to approve the reallocation of funds and Dr. Carr seconded the motion. The SAC Committee voted unanimously (16 votes - yes) to use the remaining funds to renovate the media center (new carpeting and furniture).

**Before & After School Child Care Quality Standards Needs Assessment Results:**

- Ms. Coleman shared the results from the Quality Standards Needs Assessment. Our Before and After Care Program did very well on their needs assessment.

**Committee Updates:**

- Reading/Language Arts: Barnes and Noble night was a huge success. The families enjoyed making journals and bookmarks, listening to the chorus and poetry reading performances, and face painting by Plantation High School's Student Government Association.

- Science: Everyone has now had training on STEMscopes. Fifty-three percent of the 5<sup>th</sup> grade students met proficiency on the Benchmark Student Assessment in Science that was just given last month.
- Math: Mrs. Kaiser is going to a Math Coaches Training next week and she will share information at the next SAC meeting. We are in an adoption year and there will be a decision in April or May by the District regarding new math materials that will be adopted for next school year. The Broward County Council of Teachers in Mathematics (BCCTM) Competition will be held on March 9<sup>th</sup> for our 4<sup>th</sup> and 5<sup>th</sup> grade students. The students have been practicing since October and are ready for the competition.

**Principal's Update:**

- The 'Great Things Happening at Central Park' monthly newsletters will now be sent on a weekly basis when the 'Weekly Happenings' are sent home.
- School projections are due next week for the 2019-2020 school year. This is the first step in the budget process.
- Thank you to our families for donating to the three organizations we adopted by supporting "A Day of Service and Love" to honor those lost in the Marjory Stoneman Douglas tragedy last year.
- Installation of Aiphone System to control the electric door strike at the front entrance of the campus is in progress. We are now waiting for the District to come out and install the Aiphone System.

Next meeting will be Wednesday, March 20, 2019.

Motion to adjourn meeting made by Jaime Adamczyk and seconded by Dr. Jill Carr. Meeting adjourned at 9:48 AM.

# FSA TESTING DATES

FSA stands for: Florida Standards Assessment

April 2: 3rd Grade ELA Reading (Session 1)  
4th & 5th Grade FSA Writing

April 3: 3rd Grade ELA Reading (Session 2)

May 1: 4th & 5th Grade ELA Reading (Session 1)

May 2: 4th & 5th Grade ELA Reading (Session 2)

May 3: 5th Grade NGSSS Science (Session 1)

May 6: 5th Grade NGSSS Science (Session 2)

May 7: 3rd, 4th, & 5th FSA Math (Session 1)

May 8: 3rd, 4th, & 5th FSA Math (Session 2)

Note: All Reading, Science, and Math daily sessions are 80 minutes in length. The Writing is one 120-minute session.

## **Other Assessments:**

May 7 & 8: Primary End-of-Year Reading (Grades 1 & 2)  
Untimed

**School-wide Positive Behavior Plan (SPBP)**  
 Broward County Public Schools  
 To be implemented in SY 2019/20



<b>School Name:</b>	<b>Central Park Elementary</b>
<b>School Number:</b>	<b>2641</b>
<b>SPBP Contact Name:</b>	<b>Susanna Deutsch</b>
<b>Direct Phone Number:</b>	<b>754-322-5703</b>

**CRITICAL ELEMENT # 1: Active Team with Administrative Participation**

**1A. Current (SY 2018/19) SPBP team members:**

<b>Full Name</b>	<b>Position</b>
Cherise Coleman	1. Administration
Mark Tortora	2. BTU Representative/Grade 5
Susanna Deutsch	3. SPBP Point of Contact
Kristen Leith	4. Parent/Community Representation
Kimberly Hagood-Elliott	5. Teacher grade 2
Cynthia Lassiter	6. ESE Specialist
Melissa Devoe	7. PE Teacher
Lisa Bartoletti	8. Teacher grade Kindergarten
Barbara Scruggs	9. Teacher grade 4
Debra Hartman	10. Teacher grade 1
Roxann Batten	11. Teacher grade 3

**1B. Schedule of quarterly SPBP Team Meeting dates for next 2019/20 school year:**

<b>Meeting Date</b>	<b>Meeting Time</b>	<b>Content of meetings:</b>
9/16/2019	2:00 PM	1. Progress of Action Steps indicated in Implementation Plan in #9 2. Collect & analyze fidelity of staff implementation data in #10A 3. Collect & analyze student outcome data in #10B
10/14/2018	2:00 PM	
12/16/2018	2:00 PM	
2/20/2019	1:00 PM	

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

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

<b>Action Steps:</b>	<b>Date</b> <i>(Between Jan 15 and April 30, 2019)</i>	<b>Details</b> <i>(Sign-in sheets in SPBP Binder)</i>
Presented the <i>new</i> SPBP (for SY 2019/20) to staff	3/4/2019	# of participants =
Held a <i>faculty</i> vote on the new SPBP (for SY 2019/20)	3/22/2019	# of participants = % approved =
Presented the <i>new</i> SPBP (for SY 2019/20) to stakeholders (parents and community)	3/20/2019	# of participants =

**2B. Action Steps to be completed next year (SY 2019/20) to increase faculty and stakeholder knowledge of the *new* SPBP:**

<b>Action Steps:</b>	<b>Date</b> <i>(SY 2019-20)</i>	<b>Content</b> <i>(Sign-in sheets in SPBP Binder)</i>
Provide professional development on the 2019/20 SPBP for all staff	Prior to students' 1 <sup>st</sup> day: 8/7/2019	The team will present the updates in the SPBP for the 19/20 school year. All stakeholders will be provided with access to the SPBP. Feedback will be collected for future team meetings.
Present the 2019/20 SPBP to stakeholders (parents and community)	Prior to Oct 1 <sup>st</sup> , 2019 9/25/2019	
Present the behavior data to all staff <u>quarterly</u>	1. 9/9/2019	The team will present: <ul style="list-style-type: none"> <li>• the team's progress in the Implementation Plan in # 9.</li> <li>• the fidelity of staff implementation data in #10A.</li> <li>• the student outcome data in #10B.</li> </ul>
	2. 10/18/2019	
	3. 1/6/2020	
	4. 3/17/2020	



### CRITICAL ELEMENT # 3: School-wide Expectations

3A. Top five behavior incidents data YTD as listed in BASIS 3.0

Top 5 Behavior Incidents
1. Unruly/Disruptive Behavior
2. Disruption on campus - Minor
3. Battery
4. Assault/Threat Non-Criminal
5. Poss/Use of Prohibited Item

3B. School-wide expectations are 3 – 5 positive characteristics (*not behaviors*) that counteract the demonstration of the top school-wide misbehaviors above. ALL people on campus model these expectations.

School-wide Expectations
1. Be respectful to self and others.
2. Be responsible for your actions.
3. Follow directions/rules the first time given.
4.
5.

3C. At least one lesson plan for each school-wide expectation above is distributed to teachers during pre-planning SY 2019/20 and maintained in the SPBP Binder.

Dates the school-wide expectations lesson plans are taught:			
	Date(s)	Time:	Location(s):
August	8/16/19	9:00 AM	K-5 Classrooms
January	1/10/20	9:00 AM	K-5 Classrooms
After Spring Break	4/3/20	9:00 AM	K-5 Classrooms

### CRITICAL ELEMENT #4: Location-based Rules

4A. Top three school-wide locations for Behavior Events YTD.

Top 3 Locations, not including Classroom:	
School Location	# Incidents
1. Hallway	3
2. Playground	2
3. Cafeteria	2

4B. Expectations and Rules Chart for common areas of school campus: (*next page*)

Expectations and Rules Chart				To be completed by classroom teachers
School-wide EXPECTATIONS	Cafeteria Rules	Hallway Rules	Playground Rules	Classroom Rules
Be respectful to yourself and others	<ul style="list-style-type: none"> <li>Use level 1 conversation level</li> <li>Eat only what is on your tray/lunchbox</li> </ul>	<ul style="list-style-type: none"> <li>Use level 0 conversation level</li> <li>Keep hands and feet to yourself</li> </ul>	<ul style="list-style-type: none"> <li>Use level 2 conversation level</li> </ul>	
Be responsible for your actions	<ul style="list-style-type: none"> <li>Keep hands and feet to yourself</li> <li>Eat only what is on your tray/lunchbox</li> </ul>	<ul style="list-style-type: none"> <li>Keep hands and feet to yourself</li> <li>Look forward when walking in line</li> </ul>	<ul style="list-style-type: none"> <li>Keep hands and feet to yourself</li> <li>Use the equipment properly and for its intended use only</li> </ul>	
Follow directions/rules the first time given	<ul style="list-style-type: none"> <li>Use your words to explain your need/s</li> </ul>	<ul style="list-style-type: none"> <li>Go to the area indicated by the teacher or adult</li> </ul>	<ul style="list-style-type: none"> <li>Play in the area assigned by your teacher</li> <li>Play cooperatively with others</li> </ul>	
	N/A	N/A	N/A	
	N/A	N/A	N/A	

4C. At least one Rules lesson plan for each specific location is distributed to teachers during pre-planning SY 2019/20 and maintained in the SPBP Binder.

Dates the Locations' Rules lesson plans are taught			
	Date(s)	Time:	Location(s):
August	8/14, 8/15, 8/16/20	9:00 AM	Classrooms, K-5
January	1/7, 1/8, 1/9, 1/10/20	9:00 AM	Classrooms, K-5
After Spring Break	3/30, 3/31, 4/1/20	9:00 AM	Classrooms, K-5

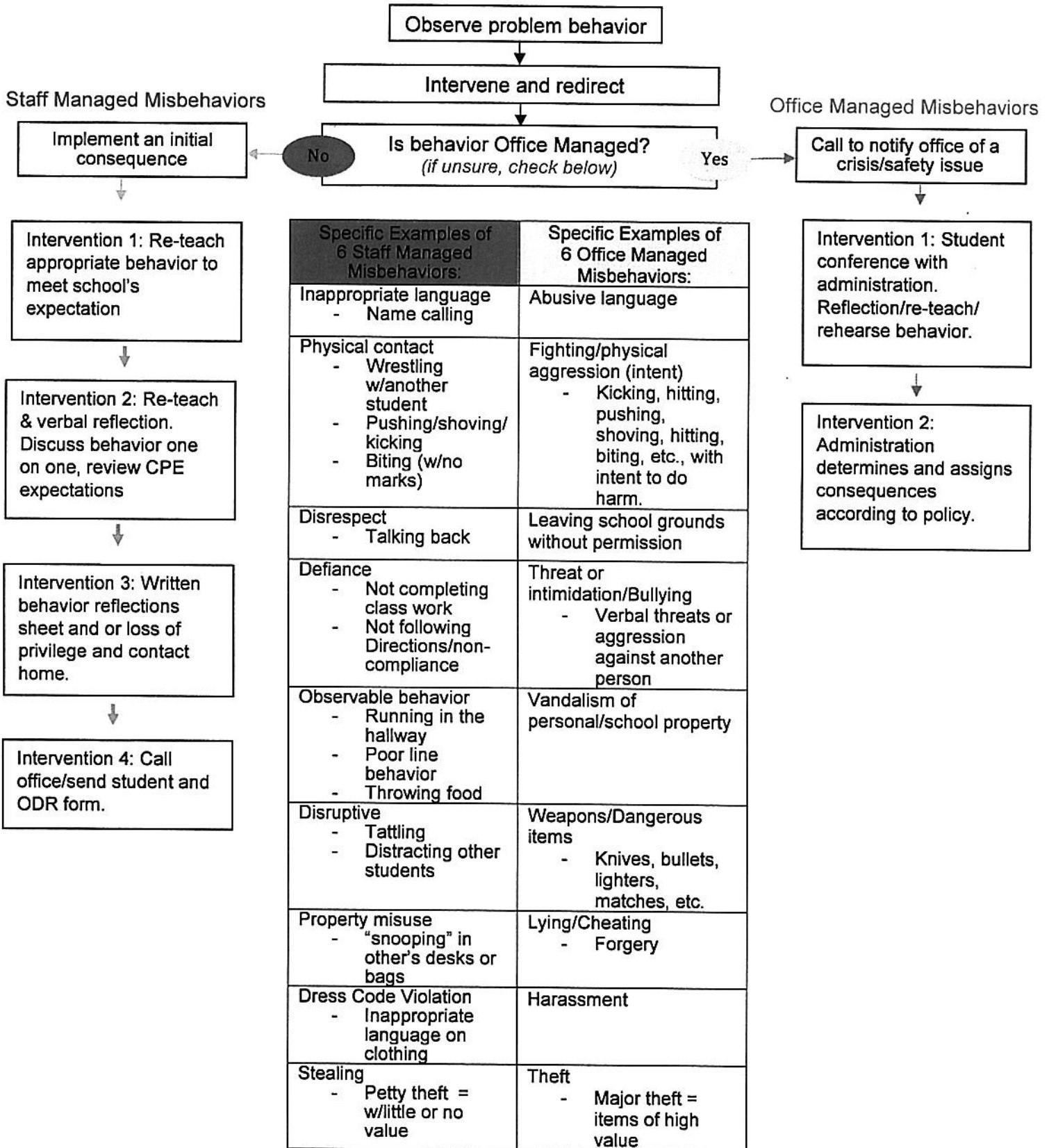
### CRITICAL ELEMENT # 5: Reward and Recognition Programs

5. The reward system is focused on one School-wide Expectation OR specific location *at a time*.  
Expectation or Location: Be responsible for your actions

4 Step Problem Solving Process	Plan Details
<p><b>1. Problem Identification:</b> Use your behavior data to identify one school-wide problem. What problem did you identify? (<i>use numerical data</i>)</p>	<p><b>Data used:</b> Events by incident data in BASIS</p> <p><b>Problem Identification Statement:</b> as a result of analyzing the events by incident data in BASIS, it was determined that 53% of the referrals in the classroom for grades K-5 are a result of students not being responsible for their own actions by displaying unruly/disruptive behavior.</p>
<p><b>2. Problem Analysis:</b> Why do you think this problem is occurring? What is your goal? (<i>use a SMART goal statement with numerical data</i>)</p>	<p><b>Hypothesis:</b> We believe this problem is happening because students are still learning how to be responsible for their own actions at the elementary school level. Students are still learning how to recognize good character traits on others, as well as to be able to display those traits themselves, on a daily basis.</p> <p><b>Goal Statement:</b> On a daily basis, 90% of students in grades K-5 will exhibit positive character traits including responsibility, respect, citizenship, honesty, cooperation, self-control, tolerance and kindness as a result of being responsible for their own actions in the classroom.</p>
<p><b>3. Intervention Design:</b> Describe how you will implement a positive reward program to decrease this problem.</p>	<p><b>Type of System:</b> Token system</p> <p><b>Description of System:</b> Each teacher will choose one student a month that exhibits on of the character traits the most. The Guidance Counselor and Assistant Principal will recognize these students on morning announcements. They will have their picture taken and posted in the cafeteria, as well as receive a certificate, bracelet and necklace recognizing their good character.</p>
<p><b>4. Evaluation:</b> A. Implementation fidelity</p>	<p><b>A.</b> How will you monitor the fidelity (consistency and effectiveness) of the <u>staff's</u> implementation of the reward program? Administration and Guidance will establish due dates during the school year when teachers will submit names of students chosen as representatives of that character trait. All teachers will be required to submit a form. The Guidance counselor will keep track of class participation and student recognition. The Guidance Counselor will relay fidelity of implementation to the staff during monthly staff meetings, as well as determine effectiveness and needs of the program.</p>
<p>B. Student outcome monitoring</p>	<p><b>B.</b> How will you know if the reward program is positively impacting <u>students</u>? What measurable data will you use to determine "success"? The Guidance Counselor and Assistant Principal will monitor the effectiveness of the program by quarterly analyzing and assessing the number of referrals to the office through BASIS. The information will be shared quarterly with staff for further reflection and monitoring of the program. The Discipline Committee, which meets quarterly, will also review the discipline data to determine the effectiveness of the program and make any necessary adjustments.</p>

# CRITICAL ELEMENT #6: Effective Discipline Procedures

## Student Behavior Discipline Flow Chart



## CRITICAL ELEMENT # 7: Classroom Management Systems

**7A. In SY 2019/20, ALL teachers implement an evidence-based Tier 1 classroom management system:**

Evidence-based system:	Evidence of training:
<input checked="" type="checkbox"/> CHAMPS	% of teachers currently holding valid CHAMPS certificate:
<input type="checkbox"/> PBIS Classroom Management <i>http://www.fl-pda.org/independent/</i>	% of teachers currently holding completion certificate:
<input type="checkbox"/> Other: Click here to enter name of system.	Training evidence: Click here to enter evidence % of teachers currently trained:

**7B. The administration reviews and analyzes the fidelity of staff implementation of Tier 1 classroom management systems *across teachers* using:**

<input type="checkbox"/> CHAMPS 7 Up Checklist
<input type="checkbox"/> Basic FIVE (Classroom Management Screening)
<input type="checkbox"/> PBIS Classroom Assistance Tool (CAT)
<input checked="" type="checkbox"/> Other (specify): <i>iObservation tool, Domain 1, Design questions 5-9</i>
<input type="checkbox"/> Classroom management screening is not conducted <i>across</i> teachers to determine appropriate professional development. (Next year, assessment of classroom management implementation fidelity will be scored).

**7C. School year 2018/19 percentage of classroom referrals:**

Total number of discipline referrals <b>from classrooms:</b>	9
Total number of <i>other school-wide</i> discipline referrals:	17
% of referrals in the classroom:	53%
Do more than 40% of your referrals come from the classroom?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

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

If "Yes", school-wide classroom management professional development will be conducted in 2019-20:	
Click here to choose:	If "Other", indicated system here: Click here to enter text.

## CRITICAL ELEMENT # 8: Data Collection and Analysis

### 8A. Core Effectiveness:

TOTAL Population:	867	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
0 - 1 referrals	863	100%	Are your 0 – 1 referrals > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2 - 5 referrals (at risk students)	4	0%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
> 5 referrals (high risk students)	0	0%	Are your >5 referrals <5%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

### 8B. Core Effectiveness Action Steps:

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
<p>Answer <b>either</b> (a) or (b):</p> <p>(a) If you answered "Yes", although your core is effective, what steps does your school leadership team take for <i>early identification</i> of at risk and high-risk students?</p> <p>(b) If you answered "NO", indicate the supports and interventions your school leadership team will implement <i>at the beginning</i> of the next school year to improve core strength:</p>	
<p>Core Effectiveness Action Steps: (3-4 steps)</p> <ol style="list-style-type: none"> <li>1. Consultation with the Guidance Counselor</li> <li>2. Leadership and Support Team will establish a mentoring relationship with at risk student/s.</li> <li>3. Monitor at risk students through RTI.</li> </ol>	

### 8C. Disproportionality within racial subgroups:

Subgroups	(PctPop - Green) % of students	(PctRef - Blue) % of referrals	Difference in referral composition	Positive value suggests disproportionality (Is the value positive?)
Black	13	23	10	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Hispanic/Latin	38	36	-2	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
White	32	36	4	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

### 8D. Disproportionality Action Steps:

If <u>all three</u> are "No", disproportionality is not indicated. Are all 3 "No"?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<p>Answer <b>either</b> (a) or (b):</p> <p>(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</p> <p>(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>	
<p>Disproportionality Action Steps: (3-4 steps)</p> <ol style="list-style-type: none"> <li>1. Teachers participate in a Tier 1 classroom behavior and strategies training at the beginning of the year.</li> <li>2. The Leadership Team and the Discipline Committee will meet to monitor and discuss discipline data in BASIS on a quarterly basis. If disproportionality occurs, additional staff development will be implanted.</li> <li>3. Individual students will be monitored and interventions implemented through the RTI process.</li> </ol>	

## Critical Elements # 9: SPBP Implementation Planning

RED Font = Action Steps for all schools in Broward County

GREY Font = Best Practices for all schools in Broward County

TEAL Font = Resources available at <https://browardcountyschools.sharepoint.com/sites/DPI6Strands/strand6/SitePages/SPBP.aspx>

SPBP Team Implementation Action Plan 2019 - 2020	
Month	Action Steps
	<input checked="" type="checkbox"/> <i>check off Action Step when completed</i>
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, Expectations lesson plans and Rules lesson plans
Pre-Planning 2019	<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 <input type="checkbox"/> Identify your district RtI Instructional Facilitator (Contact <a href="mailto:tyyne.hogan@browardschools.com">tyyne.hogan@browardschools.com</a> for more information, if you are unsure) <input type="checkbox"/> Confirm 1 <sup>st</sup> team meeting date and time
August 1 <sup>st</sup> meeting	<input type="checkbox"/> Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP <input type="checkbox"/> Review Implementation plan; check off completed Action Steps <input type="checkbox"/> Determine any needed team training, such as these Brainsharks: 4 Step Problem Solving Process series, PBIS 10 Critical Elements, Data Collection, Big 5 Data, PBIS 101, etc. (All found in Sharepoint site) <input type="checkbox"/> Review previous year's behavior data. (Use 'Agenda' Form and 'Data Collection Template' in Sharepoint site) <input type="checkbox"/> Utilize the 4 Step Problem Solving Process to initiate a Reward System for all students <input type="checkbox"/> Review previous year's SPBP and feedback form; make necessary modifications <input type="checkbox"/> Verify and implement teaching schedule for Expectations and Rules behavior lesson plans <input type="checkbox"/> Present implementation data, behavior data, team activities and SPBP progress to entire staff
September	<input type="checkbox"/> Provide SPBP stakeholder presentation prior to October 1 <input type="checkbox"/> Check for staff and teacher understanding of PBIS - provide "PBIS 101" Brainshark as a resource Brainshark available at: <a href="http://www.brainshark.com/browardschools/PBIS101">http://www.brainshark.com/browardschools/PBIS101</a> <input type="checkbox"/> Ensure the Discipline Flow Chart is distributed to all staff and is being used as written
October 2 <sup>nd</sup> meeting	<input type="checkbox"/> Review Implementation plan; check off completed Action Steps <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"/> Review previous quarter's behavior data. (Use 'Agenda' and 'Data Collection Template' in Sharepoint site) <input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff <input type="checkbox"/> Ensure all teachers are using an evidence-based classroom management plan, such as CHAMPS <input type="checkbox"/> Ensure Core Effectiveness Action Steps are being implemented as written
November	<input type="checkbox"/> Team to develop new and/or improved lesson plans as indicated by behavior data. <input type="checkbox"/> Ensure that the Disproportionality Action Steps are being implemented as written
January 2020 3 <sup>rd</sup> meeting Prepare for SY 2020/21 SPBP	<input type="checkbox"/> Review Implementation plan; check off completed Action Steps <input type="checkbox"/> Staff to re-teach Expectations and Rules after winter break <input type="checkbox"/> Principal signs in and watches the <i>new</i> "SPBP for Principals" Brainshark: Due January 30 <sup>th</sup> <input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP 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 Team Overview" Brainshark and refers to district resources and supports (Brainsharks and Additional items in Sharepoint site. Webinars and in-person lab information in Team Brainshark)
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 ( <i>optional</i> )
March 4 <sup>th</sup> meeting	<input type="checkbox"/> Ensure progress towards completion and submission of SPBP <input type="checkbox"/> Review Implementation plan; check off completed Action Steps <input type="checkbox"/> Staff to re-teach Expectations and Rules after from spring break <input type="checkbox"/> Provide stakeholders/parent presentation on new SPBP for next year <input type="checkbox"/> Provide staff presentation and faculty vote on new SPBP for next year <input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff
April	<input type="checkbox"/> Submit your SPBP in OSPA by April 30 <sup>th</sup> every year. Use this new SPBP in the next school year <input type="checkbox"/> Continue implementing your <i>current</i> SPBP through the end of the current school year

## CRITICAL ELEMENT # 10: Evaluation

**10A. Staff** implement the School-wide Positive Behavior Plan effectively:

*"Are staff implementing the SPBP with fidelity? How do you know?"*

<b>STAFF Implementation Monitoring</b>	
<b>Action Step</b>	<b>Create an observable and measurable SMART goal to determine "successful" staff implementation of action step</b>
School-wide <b>expectations</b> and location-specific <b>rules</b> are posted across campus	At the start of each quarter and prior to the first day of school, 100% of the hallways, cafeteria and classrooms will have the school wide expectations and location-specific rules clearly posted.
<b>Expectations and Rules lesson plans</b> are being taught as written and when indicated	Administration will monitor teacher lesson plans as well as conduct classroom observations during the first week of school, quarterly, and after long holidays or breaks, to ensure 100% of the teachers are utilizing the SPBP lesson plans to reinforce appropriate behavior in the hallways, in the cafeteria, and on the playground.
The <b>Discipline flow chart</b> is being used by all staff as written	Quarterly documentation of students being referred to the Guidance Counselor and Administration will be monitored to ensure that 100% of the teachers are following the process for staff managed and administration managed behavior, as written in the flow chart.
A <b>reward system</b> is being implemented for <i>all</i> students	Monthly submission of student recipients will be monitored to ensure that 100% of classroom teachers are participating in the school-wide recognition program for student of good character.

**10B.** 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?"*

<b>STUDENT Outcome Monitoring</b>	
<b>Student Outcome Data</b>	<b>Create an observable and measurable SMART goal to determine "successful" student outcomes</b>
<b>Behavior Incident</b> data (See critical element #3A)	The classroom teachers, support staff and administration will analyze the quarterly behavior incidents data to ensure that 80% of the students have one or less referrals for unruly/disruptive behavior.
<b>Top 3 event locations</b> data (See critical element #4A)	The classroom teachers, support staff and administration will analyze the top 3 events data to ensure that 80% of the students have one or less referrals for behavior in the cafeteria, hallways, and on the playground.
<b>Core effectiveness</b> data (See critical element #8A)	The classroom teachers, support staff and administration will analyze the quarterly core effectiveness data to ensure that 80% of the students have one or less referrals as a result of the successful implementation of our school's core behavior curriculum plan.
<b>Classroom referrals</b> data (See critical element #7C)	The classroom teachers, support staff and administration will analyze the quarterly grade level/classroom referral data to ensure that 80% of the students have one or less referrals in the classroom.