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 <u>before Jan 30th</u>.**
- ✓ **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 <u>before May 1, 2018</u>:

School Name:	Hollywood Central Elementary School
School Number:	0121
SPBP Contact Name:	Kelly Heverly
Direct Phone Number:	(754) 323-6150

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 <u>ongoing team meetings</u> and <u>participation in developing this SPBP</u>. 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?
Kelly Heverly	Assistant Principal/ SPBP Point of Contact	Administration
Gloria Ferrin	Parent/Community Representation	SAC
Sandra Nunez	BTU Representative/Teacher	Specials
Ms. Fenton	Instructional/Teacher	Kindergarten
Ms. Patel	Instructional/Teacher	First Grade
Ms. Espinola	Instructional/Teacher	First Grade
Ms. Moskowitz	Instructional/Teacher	Second Grade
Ms. Baron	Instructional/Teacher	Second Grade
Mr. Lubin	Instructional/Teacher	Third Grade
Jeanie Clavijo	Instructional/Teacher	Fourth Grade
Ray Bubel	Instructional/Teacher	Fifth Grade

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

Meeting Date	Meeting Time	Name & title of person responsible to facilitate meeting	Content of meetings:
8/9/2018	9:00AM (Planning Day)	Kelly Heverly, AP	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)
10/19/2018	9:00AM (End of 1st Qtr. Planning)	Kelly Heverly, AP	
1/7/2019	9:00AM (End of 2nd Qtr. Planning)	Kelly Heverly, AP	
3/22/2019	9:00AM (End of 3rd Qtr. Planning)	Kelly Heverly, AP	
5/9/2019	1:00PM (ER Day – If needed)	Kelly Heverly, AP	

CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment:

2A. Action Steps <u>completed</u> **this year** (SY 2017/18) that increased faculty and stakeholder understanding and knowledge of your *new* (2018/19) SPBP: (April SAC mtg did not have enough parent participation – will present in May or June)

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	5/30/2018	Integrated Team Mtg.	Kelly Heverly
Held a *faculty* vote on the new SPBP (for SY 2018/19)	6/4/2018	% approved = 91%	Kelly Heverly
Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community)	5/30/2018	# of participants = did not have quarum	Kelly Heverly

2B. Action Steps <u>to be completed</u> **next year** (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: 8/9/2018	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.	Kelly Heverly
Present the 2018/19 SPBP to stakeholders (parents and community)	Prior to Oct 1st, 2018 9/5/2018		
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.	Kelly Heverly
	2. 1/7/2019		
	3. 3/22/2019		
	4. 5/10/2019		

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 *(put N/A in any blank spaces)*	
1. Disobedience/Insubordination	6. Battery/Student
2. Disruptive/Unruly Play	7. Profanity
3.Disruptive/Unruly Behavior	8. Disruption on Campus
4. Fight/Altercation	9. Bullying
5. Assault/Threat	10. Battery/Staff

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 choices.
3. Be Safe by using self control and making good choices.
4.
5.

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

When will school-wide expectations lesson plans be taught?		
	Date(s)	Time:
August	8/17/18	Primary 8:30, Intermediate 9:30 in PAC
January	1/11/19	Primary 8:30, Intermediate 9:30 in PAC
4th Quarter	4/5/19	Primary 8:30, Intermediate 9:30 in PAC

Who will be responsible for teaching the lesson plans?	Ms. Heverly and Grade Level Teachers
Where will the lesson plan instruction occur?	Discipline Mtg
Who is responsible for retaining, organizing and distributing all lesson plans?	Kelly Heverly

CRITICAL ELEMENT #4: Location-based Rules

4A. List the **top 3 locations** for behavior <u>Events</u> YTD from BASIS 3.0 Behavior Dashboard. ***Do not use "classroom"***

Top 3 Locations	
School Location	# Incidents
1.Classroom	42
2.Playground	16
3.Cafeteria	15

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 <u>rule</u> that correlates with every expectation to create a <u>maximum</u> of 5 rules under each location.

Expectations and Rules Matrix				
		IDENTIFIED LOCATIONS *Copy and paste locations from 4A.*		
	Copy and paste expectations from 3C.	Classroom	Playground	Cafeteria
		Rules	**Rules**	**Rules**
School-wide EXPECTATIONS	Be Respectful to yourself and others.	Students will follow procedures/directions given by specials teachers . Students will be kind to others.	Students will follow procedures/directions for use of playground equipment. Students will be kind to others.	Students will follow procedures and use manners in cafeteria. Students will be kind to others.
	Be Responsible for yourself and your choices.	Student will be responsible for materials.	Student will be responsible for playground toys.	Student will be responsible for cleaning up after oneself.
	Be Safe by using self control and making good choices.	Students will use self control while transitioning and participating in Music, Physical Education, Science, Spanish, and Media lessons.	Students will use self control strategies while participating in structured play. Students will keep hands and feet to self.	Students will use self control strategies enjoying lunch. Students will keep hands and feet to self.
	Click here to enter Expectation #4	Click here to enter a Rule	Click here to enter a Rule	Click here to enter a Rule
	Click here to enter Expectation #5	Click here to enter a Rule	Click here to enter a Rule	Click here to enter a Rule

4C. Research indicates that discipline referrals increase after long holidays and during testing times. Plan to teach your location-specific rules at least 3 times throughout the year (and anytime the expected behaviors are not being demonstrated). **ACTION:** Create at least one lesson plan for **each** location above and distribute to teachers during pre-planning 2018-19. Develop additional lesson plans you will use throughout the year to re-teach and reinforce your location-specific rules. *You do not need to submit your lesson plans with the SPBP. Retain all behavior lesson plans at the school; make sure these lesson plans are available for guests and stakeholders.*

When will location-specific rules lesson plans be taught?		
	Date(s)	Time:
August	8/17/18	Primary 8:30, Intermediate 9:30 in PAC
January	1/11/19	Primary 8:30, Intermediate 9:30 in PAC
4th Quarter	4/5/19	Primary 8:30, Intermediate 9:30 in PAC

Who will be responsible for teaching the lesson plans?	Kelly Heverly
Where will the lesson plan instruction occur?	Performing Art Center
Who is responsible for retaining, organizing and distributing all lesson plans?	Kelly Heverly

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: Students have referrals in cafeteria, different grade levels, groups and times.** **Problem Identification: 15 discipline incidents have taken place in cafeteria.**
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 have different structure than classroom to adjust, transition, and increase use of self control needed.** **Goal Statement:** As of August 2019, there will be a decrease in behavior incidents in cafeteria due to ongoing use of cafeteria reward plan.
3. Intervention Design: Describe how you will implement a positive reward program to decrease this problem.	**Type of System – Reward Point System** **Description of System:** Teacher assistants will assign points to students using behavior rubric, students will be rewarded weekly for highest point total and most improved. Monthly grade levels with highest point totals will be rewarded with Manatee Money, PTA popcorn rewards, etc. (Discipline Committee to review effectiveness)
4. Evaluation: A. Implementation fidelity	**A.** How do you monitor the fidelity (consistency and effectiveness) of the **staff's** implementation of the reward program? Daily rubrics will be given to teachers upon pick up at cafeteria. Teacher Assistants will chart progress. Chart will be tallied weekly and then monthly for progress.
B. Student outcome monitoring	**B.** How will you know if the reward program is positively impacting **students**? What measurable data will you use to determine "success"? Students will achieve a "5" in cafeteria, is classes consistently score a 3 or lower, class meeting will be held with teacher to review reward process. Discipline Committee will collect feedback in integrated team meetings to share at quarterly meetings with staff to change and improve plan.

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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" - *provide a description with example(s)*
1. Talking	Talking without permission, calling out
2. Off Task	Unfocused off task behavior, not participating in lesson/classwork/center
3. Disruptive	Causing a disruption that stops academic focus
4. Inappropriate Language	Using unkind words, not school appropriate terms/language
5. Pushing	Not keeping hands, feet, and other objects to self
6. Playful Behavior	Playing in and unsafe way

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
Redirection Given to Student.	
Warning of Behavior and redirection given	
Consequence (class/school specific – time out, call home, loss of privilege)	
Teacher/Student Conference	
Teacher/Student/Parent Conference –Phone Call, Parent Contact	

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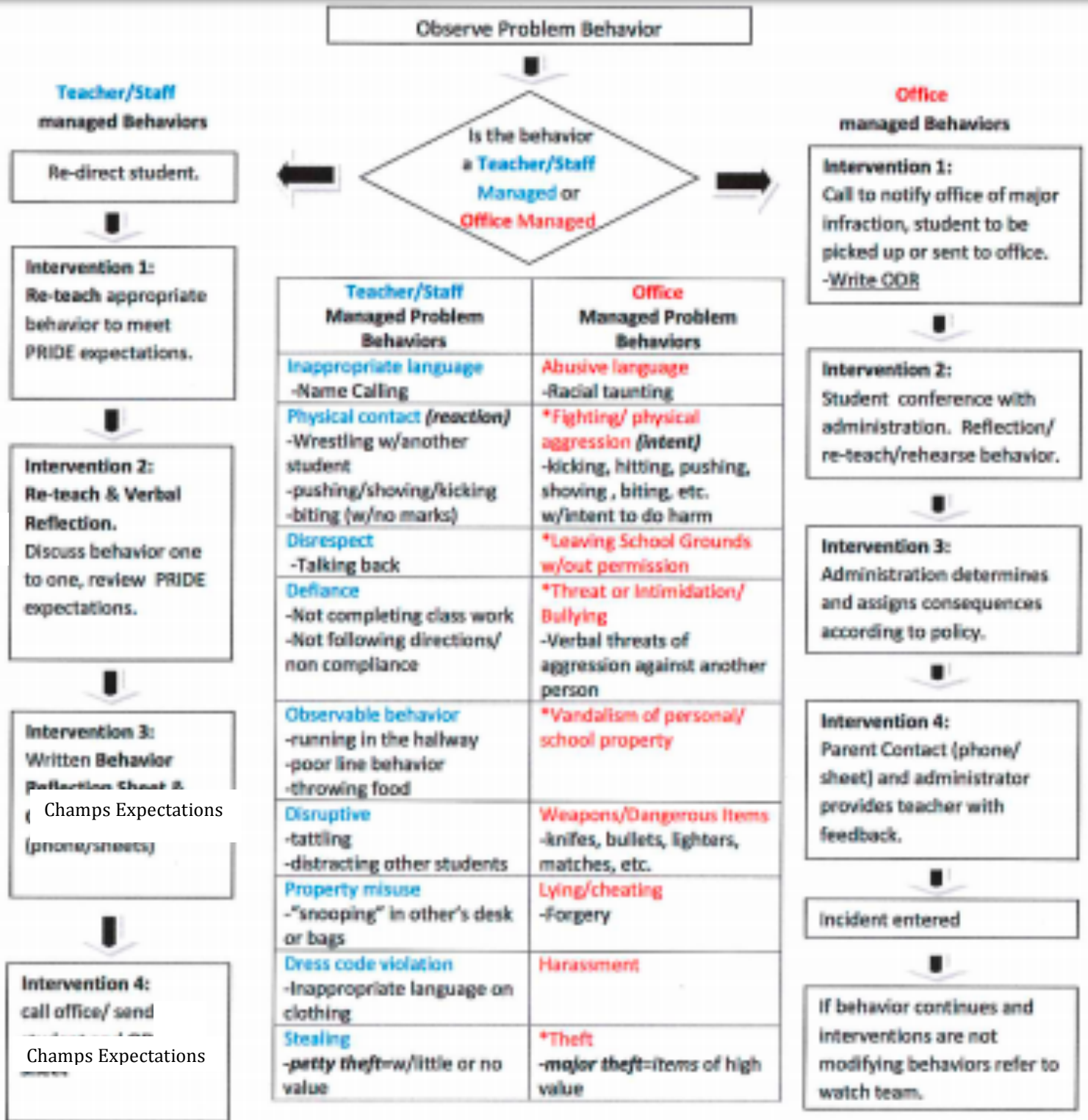(c) Determine staff tolerance level for repetitive misbehaviors (the point at which the number of staff-managed misbehaviors becomes an ODR).

Office Discipline Referrals (ODRs)	
Behavior	"Looks Like" - *provide a description with example(s)*
1. Disobedience/Insubordination	Student will non comply with directions, after warning given, teacher has conferenced with student, student unwilling to comply with redirection. Consequence given. If behavior repeats itself ODR needed.
2. Disruptive/Unruly Play	Student plays with other students in a way that is harmful, or has ability to hurt another student, staff, or self. Teacher gives warning, parent contact, if behavior continues ODR is needed.
3. Defiance of authority	Student will non comply with directions, after warning given, teacher has conferenced with student, student unwilling to comply with redirection. Consequence given. If behavior repeats itself ODR needed.
4. Battery	Student hits, harms or purposely injures staff or student. Immediate ODR.
5. Profanity	Student uses profanity at staff, immediate ODR.
6. Repetitive staff managed misbehaviors	More than [3] misbehaviors in [1] [Period] warrants an office referral. *e.g.,* 3 *half* *hour* 2 *one* *period*

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.

Observe Problem Behavior

Is the behavior a Teacher/Staff Managed or Office Managed

Teacher/Staff managed Behaviors

Re-direct student.

Intervention 1:
Re-teach appropriate behavior to meet PRIDE expectations.

Intervention 2:
Re-teach & Verbal Reflection.
Discuss behavior one to one, review PRIDE expectations.

Intervention 3:
Written Behavior Reflection Sheet &
Champs Expectations
(phone/sheets)

Intervention 4:
call office/ send
Champs Expectations

Office managed Behaviors

Intervention 1:
Call to notify office of major infraction, student to be picked up or sent to office.
-Write ODR

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

Intervention 3:
Administration determines and assigns consequences according to policy.

Intervention 4:
Parent Contact (phone/ sheet) and administrator provides teacher with feedback.

Incident entered

If behavior continues and interventions are not modifying behaviors refer to watch team.

Teacher/Staff Managed Problem Behaviors	Office Managed Problem Behaviors
Inappropriate language -Name Calling	Abusive language -Racial taunting
Physical contact (reaction) -Wrestling w/another student -pushing/shoving/kicking -biting (w/no marks)	*Fighting/ physical aggression (intent) -kicking, hitting, pushing, shoving, biting, etc. w/intent to do harm
Disrespect -Talking back	*Leaving School Grounds w/out permission
Defiance -Not completing class work -Not following directions/ non compliance	*Threat or intimidation/ Bullying -Verbal threats of aggression against another person
Observable behavior -running in the hallway -poor line behavior -throwing food	*Vandalism of personal/ school property
Disruptive -tattling -distracting other students	Weapons/Dangerous items -knifes, bullets, lighters, matches, etc.
Property misuse -"snooping" in other's desk or bags	Lying/cheating -forgery
Dress code violation -Inappropriate language on clothing	Harassment
Stealing -petty theft-w/little or no value	*Theft -major theft=items of high value

Please note...

*Every week starts with a clean slate.

*Take concrete action to correct behavior (i.e. individual practice, removal from activity, seat change, etc.

*Teachers are encouraged to use preventative strategies to prevent student misbehavior, including strategies taught in the Fred Jones Positive Classroom Discipline class, Harry Wong-"First Days of School", Effective Elements of instruction. Yearly differentiation of Classroom Management Plan. etc.

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: *(3-4 sentences)* Use of iObservation data review to determine training needs.

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**:	42
Total number of **school-wide** discipline referrals:	92
% of referrals in the classroom:	42
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:					
# Referrals		**% of Total Population**	Core Effectiveness		
0 - 1 referral		47%	Are your 0 – 1 referrals > 80%?	☒Yes	No
2 - 5 referrals (at risk students)	17/457	3%	Are your 2 - 5 referrals <15%?	☒Yes	☐No
> 5 referrals (high risk students)	3/457	1%	Are your >5 referrals <5%?	☒Yes	No

8B. Core Effectiveness Plan:

If <u>all 3</u> 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: *(3-4 sentences)* Core Effectiveness includes early identification of at risk and high risk students. These students will have a conference with teacher, assistant principal, and parents as apart of early intervention to correct student concern. Student data will be reviewed at RTIb.	

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	25	62	37	☒Yes	☐No
Hispanic/Latin	41	15	15	☒Yes	☐No
White	26	16	-10	☐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 <u>all 3</u> 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: *(3-4 sentences)* Provide students staff with training to utilize CHAMPS strategies. Provide parent training in our CHAMPS behaviors strategies so we can use teamwork to allow for students support, and have a growth mindset toward learning and school setting.		

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** ☒ *check when Action completed*	**Completed:** Person Responsible Name & Title
Current	☒ **This Action Plan has been saved to use *next year* during quarterly meetings**	**Kelly Heverly, AP**
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**	**Kelly Heverly, AP**
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	Click here to enter NAME & title.

August 1st meeting	☐ Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP
	☐ 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/
	☐ 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
		Click here to enter NAME & title

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	Click here to enter NAME & title.
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	Click here to enter NAME & title.
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.	Click here to enter NAME & title
January 2019 3rd meeting Prepare for *2019/20* SPBP	☐ Staff to re-teach Expectations and Rules first day back from break ☐ Ensure the <u>Principal signs in</u> 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	Click here to enter NAME & title.
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.	Click here to enter NAME & title
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	Click here to enter NAME & title
April	☐ Submit your SPBP in OSPA by April 30th every year	Click here to enter NAME & title

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	By August 15, 2018 school-wide expectation signs will be hung in 110% of classrooms and common areas.	1. 10/19/2018 2. 1/7/2019 3. 3/22/2019 4. 5/10/2019	Kelly Heverly
Behavior lesson plans are being taught as written and when indicated	By the end of each quarter teachers are reviewing behavior lesson plans at grade level mtg.		Team Discipline Comm. Member
Discipline consequences and **flow chart** are being used by all staff as written	By the end of each quarter discipline team reviews referral process to ensure process is being followed		Kelly Heverly
A **reward system** is being implemented for *all* students	By August 15, 2018 all staff will have training on reward system, Manatee Money, Specials, and Cafeteria Point Systems to implement.		Kelly Heverly

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	By May 15, 2019 behavior incidents data will decrease by 10% or more in order to determine success.	1. 10/19/2018 2. 1/7/2019 3. 3/22/2019 4. 5/10/2019	Discipline Committee
See critical element 4A • **Top 3 event locations** data	By May 15, 2019 top event locations data will decrease will decrease in order of list, falling out of the top 3 with focused interventions.		Discipline Committee
See critical element 8 • **Core effectiveness** data	By May 15, 2019 percentage of student referrals will decrease by 10%, decreasing the percentage of students receiving multiple referrals.		Discipline Committee
See critical element 7A • **Grade Level/Classroom referrals** data	By May 15, 2019 percentage of student referrals will decrease by 10%, decreasing the percentage of students receiving referrals.		Discipline Committee