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

Elements have changed in the SPBP.
Before completing, go to **http://www.browardprevention.org/mtssrti/rtib/** → *School-wide Positive Behavior Plan* for:

- ✓ **A NEW Brainshark for Principals. ACTION: Log in with your p # and watch the Brainshark before Jan 30th.**
- ✓ **A NEW Overview Brainshark for Teams. ACTION: Log in with school name and watch the Brainshark.**
- ✓ A NEW mini Brainshark Series for teams. These Brainsharks are divided into the 10 Critical Elements of PBIS. They will show you "how to" write a comprehensive SPBP (and receive a high score!)
- ✓ A Rating Rubric to ensure teams will correctly complete the SPBP and develop a meaningful plan.

To provide consistency across the District, *only plans entered on the current district template will be accepted*.
ACTION: Download, complete and upload the SPBP into your School Improvement Plan before May 1, 2018:

School Name:	Gulfstream Academy of Hallandale Beach K-8
School Number:	0131
SPBP Contact Name:	Mrs. Candy Boyce
Direct Phone Number:	754-323-5959

CRITICAL ELEMENT # 1: Active Team with Administrative Participation

1A. List your current (SY 2017/18) team members (6 - 10 team members). **Must include an instructional representative from EACH grade/content area.** *Each name on this list verifies attendance in ongoing team meetings and participation in developing this SPBP. Each member is responsible for representing major stakeholders and sharing the SPBP content and updates with their respective group.*

Full Name	Position	Who or what grade level does this member represent?
Mrs. Candy Boyce	Assistant Principal	Administration (Kindergarten- 4th)
Ms. Villalobos	SPBP Point of Contact	Behavior Specialist
Ms. Alexander	Parent/Community Representation	SAC
Mr. Carlo	BTU Representative	All Grades
Ms. Arnold	Guidance Director	Grades 6-8
Ms. J. Jones	Guidance Counselor	Grades 4-6
Mr. Castillo	Assistant Principal	Administration (7th-8th)
Ms. Fitzpatrick	Assistant Principal	Administration (4th-6th)
Mr. Pappas	Principal	All Grades
Ms. Costa	School Psychologist	All Grades
Ms. Amy Finnk	School Social Workers	All Grades
Mr. Francis	Behavior Technician	Grades K-8
Mr. Beals	Security Specialist	Grades 4-8
Mr. Green	Security Monitor	Grades 4-8
Ms. J. Ochoa	Security Monitor	Grades 4-8
Officer Micheal English	School SRO	Grades K-8
Ms. Poulos	Science Department Chair	Grades 4-8
Ms. Lazo De La Vega	2nd Grade Teacher	Grade 2
Ms. Cohen	ESE Specialist	All Grades

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

Meeting Date	Meeting Time	Name & title of person responsible to facilitate meeting	Content of meetings:
8/10/2018	9:00-10:00 a.m.	Mrs. Boyce, AP	1. Create and disseminate updated Expectations and Rules lesson plans (#3 and #4)
11/6/2018	9:00-10:00 a.m.	Mrs. Boyce, AP	2. Review progress of Implementation Action Plan (#9)
3/22/2019	9:00-10:00 a.m.	Mrs. Boyce, AP	3. Collect & analyze implementation data (#10A)
6/4/2019	9:00-10:00 a.m.	Mrs. Boyce, AP	4. Collect & analyze student outcome data (#10B)

CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment:

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

Action Steps:	Date *(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	4/17/2018	# of participants = 98	Mrs. Boyce, AP
Held a *faculty* vote on the new SPBP (for SY 2018/19)	4/17/2018	% approved = 94.8%	Mrs. Boyce, AP
Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community)	4/23/2018	# of participants = 100% (9/9)	Mrs. Boyce, AP

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

Action Steps:	Date(s) *(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. Boyce, AP
Present the 2018/19 SPBP to stakeholders (parents and community)	Prior to Oct 1st, 2018 9/26/2018		
Present behavior data to staff *Quarterly: minimum of 4 each year*	1. 8/10/2018	The team will present the implementation data 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 student outcome data 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. Boyce, AP
	2. 11/6/2018		
	3. 3/22/2019		
	4. 6/4/2019		

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. Unruly/Disruptive Behavior	6. Profanity to Staff Members
2. Fight- Minor Altercation/confrontation	7. Assault/Threat (Medium)
3. Disobedient	8. Sexual Harassment
4. Disruptive Unruly Play	9. Insulting/Profane/Obscene Language
5. Class Cut (Skipping)	10. Battery

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. C- Be Cooperative
2. O- Be Organized
3. L- Be a Leader
4. T- Be Trustworthy
5. S- Be Safe

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 15, 16, 17, 2018	9:00-10:00 a.m.
January	January 8, 9, 10, 2019	9:00-10:00 a.m.
4th Quarter	April 1, 2, 3, 2019	9:00-10:00 a.m.

Who will be responsible for teaching the lesson plans?	Classroom Teacher
Where will the lesson plan instruction occur?	Classroom Setting
Who is responsible for retaining, organizing and distributing all lesson plans?	Mrs. Boyce, AP

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. Hallway	68
2. School Grounds	67
3. Cafeteria	57

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.	Hallway	School Grounds	Cafeteria
	Rules	**Rules**	**Rules**
Expectation #1- Be Cooperative	Follow all directions the first time.	None	Remain in your seat and raise your hand to speak.
Expectation #2- Be Organized	Walk on the right side of the hallway.	Walk on the right side of the hallway.	Walk at all times.
Expectation #3- Be a Leader	Model appropriate behaviors in the hallway.	Be role model; help others when needed	Clean up your area.
Expectation #4- Be Trustworthy	Be in your assigned locations.	Be in your assigned locations.	Use quiet voices.
Expectation #5- Be Safe	Keep hands, feet and objects to yourself.	Keep hands, feet and objects to yourself.	Keep your hands, feet and objects to yourself.

(The leftmost column header is: School-wide **EXPECTATIONS**)

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 <u>one lesson plan</u> 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 15, 16, 17, 2018	9:00-10:00 a.m. & 11:00-1:00 p.m,
January	January 8, 9, 10, 2019	9:00-10:00 a.m. & 11:00-1:00 p.m,
4th Quarter	April 1, 2, 3, 2019	9:00-10:00 a.m. & 11:00-1:00 p.m,

Who will be responsible for teaching the lesson plans?	Classroom Teachers
Where will the lesson plan instruction occur?	Hallway, School Grounds & Cafeteria
Who is responsible for retaining, organizing and distributing all lesson plans?	Mrs. Boyce, AP

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: Classroom Management in the Class

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: As of 2/14/18, Gulfstream Academy has processed a total of 186 referrals regarding unruly/disruptive behaviors.** **Problem Identification: Unruly/Disruptive 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: This problem is occurring because our staff members are not utilizing the CHAMPS and SPBP with consistency across the board.** **Goal Statement:** To make sure that all of our teachers have been trained in CHAMPS; SPBP is reviewed and followed with fidelity by all staff members.
3. Intervention Design: Describe how you will implement a positive reward program to decrease this problem.	**Type of System: Token system (White Colt Tickets)** **Description of System:** • Acknowledge individual students who are exhibiting **COLTS PRIDE** behaviors by giving them specific positive feedback along with a White COLT Ticket. • Acknowledge entire Kindergarten through 5th Grade classes that are exhibiting **COLTS PRIDE** behaviors by giving them specific positive feedback along with a Golden COLT Ticket. • Students will write their name on the White COLT tickets, or Teacher's name on the Golden Colt Tickets. Students/teachers will deposit the tickets in mailboxes inside the cafeteria according to grade level. • All teachers, administrators and other personnel can give out COLT Tickets, including custodial, cafeteria and office staff.
4. Evaluation: A. Implementation fidelity	**A.** How do you monitor the fidelity (consistency and effectiveness) of the **staff's** implementation of the reward program? We can monitor the fidelity of the staff's implementation of the reward program through (1) trainings, (2) surveys, (3) leadership reports and (4) level of participation/feedback from students.
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"? We will be able to know if the reward program is positively impacting students by monitoring the number of students, who are receiving referrals through the behavioral dashboard. The measurable data to be used will be to see a decline of at least 8% in the number of referrals processed during the 2018-2019 school year.

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. Disruptive Behaviors	Behavior that disrupts the learning environment- Speaking out of turn/yelling out
2. Fights/Minor Altercations	Minor altercations between two students or more- pushing/hitting on each other
3. Disobedience/Insubordination	Repeated defiance; non- compliant-Refusal to follow directions
4. Unruly Play	Play that interferes with learning- Horse playing the classroom
5. Profanity to Staff Members	Using inappropriate/obscene language with an adult or staff member-cursing to an adult
6. Cut Class (Skipping)	Not attending assigned classes during designated class period-Hanging out in the bathroom instead of reporting to class.

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.

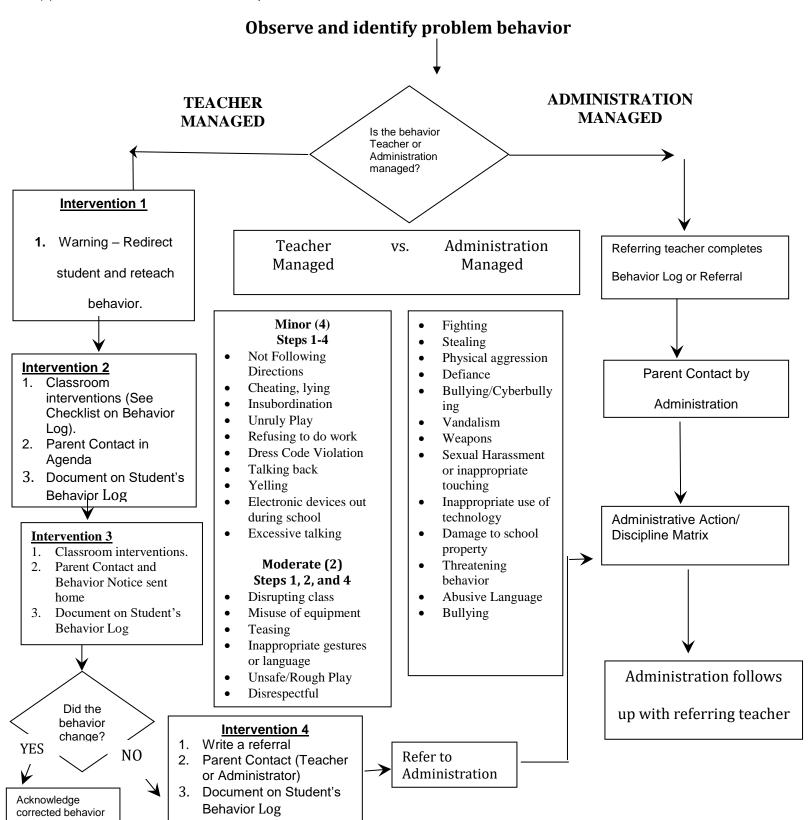| Is this a menu or hierarchy system?	☒ Menu ☐Hierarchy
Parent Contact	
Redirection	
Cool Down Zone	
Seat Change	
Conference with Student	

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	Repeated defiance; non- compliant-refusal to follow directions after multiple requests
2. Disruptive/Unruly Play	Behavior or play that disrupts the learning environment-Ongoing behavior that disrupts the learning environment for more than 5 minutes
3. Defiance of authority	Insubordination more than 4 times in one day
4. Fighting – Mutual Combat	Mutual striking between two party or more than 2 strikes within any given time
5. Class Cut (Skipping)	Not attending assigned classes during designated class period- ongoing/habitual skippers
6. Repetitive staff managed misbehaviors	More than [3] misbehaviors in [1] [1] 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 and identify problem behavior

TEACHER MANAGED

ADMINISTRATION MANAGED

Is the behavior Teacher or Administration managed?

Intervention 1

1. Warning – Redirect student and reteach behavior.

Intervention 2
1. Classroom interventions (See Checklist on Behavior Log).
2. Parent Contact in Agenda
3. Document on Student's Behavior Log

Intervention 3
1. Classroom interventions.
2. Parent Contact and Behavior Notice sent home
3. Document on Student's Behavior Log

Did the behavior change?

YES   NO

Acknowledge corrected behavior

Intervention 4
1. Write a referral
2. Parent Contact (Teacher or Administrator)
3. Document on Student's Behavior Log

Teacher   vs.   Administration
Managed   Managed

Minor (4)
Steps 1-4
- Not Following Directions
- Cheating, lying
- Insubordination
- Unruly Play
- Refusing to do work
- Dress Code Violation
- Talking back
- Yelling
- Electronic devices out during school
- Excessive talking

Moderate (2)
Steps 1, 2, and 4
- Disrupting class
- Misuse of equipment
- Teasing
- Inappropriate gestures or language
- Unsafe/Rough Play
- Disrespectful

- Fighting
- Stealing
- Physical aggression
- Defiance
- Bullying/Cyberbullying
- Vandalism
- Weapons
- Sexual Harassment or inappropriate touching
- Inappropriate use of technology
- Damage to school property
- Threatening behavior
- Abusive Language
- Bullying

Refer to Administration

Referring teacher completes Behavior Log or Referral

Parent Contact by Administration

Administrative Action/ Discipline Matrix

Administration follows up with referring teacher

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? CHAMPS, Gulfstream Academy Schoolwide Positive Behavior Plan	☒ 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:**	See above
*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: Our school leaders are working on compiling the information/data through the Marzano to analyze, which teachers need additional support in the area of classroom management. CHAMPS will be trained and used as our school wide classroom management system.

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**:	390
Total number of **school-wide** discipline referrals:	674
% of referrals in the classroom:	37%
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:	1606		
# Referrals	460	**% of Total Population**	Core Effectiveness
0 - 1 referral		89%	Are your 0 – 1 referrals > 80%? ⊠Yes ☐No
2 - 5 referrals (at risk students)	138	9%	Are your 2 - 5 referrals <15%? ⊠Yes ☐No
> 5 referrals (high risk students)	31	2%	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: We monitor referrals from previous school year and strategically pair students with teachers that have strong classroom management skills.

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	56	60	4	⊠Yes ☐No
Hispanic/Latin	32	29	-3	☐Yes ⊠No
White	9	7	-2	☐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: We are organizing a program for the upcoming school year to assist our black subgroups primarily focusing on the male subgroup to help support, assist and engage in more positive activities, which allows them to strengthen their social/emotional skills. We anticipate bringing role models, involving them in community service activities and partaking in school programs that promotes them in a positive way.

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**	**Mrs. Boyce, 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**	**Mrs. Boyce, 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	**Mrs. Boyce, AP**

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
		Mrs. Boyce, AP; Ms. Villalobos, Behavior Specialist; Ms. Cohen, ESE Specialist; Ms. Arnold, Guidance

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	**Mrs. Boyce, AP, Discipline Committee Ms. Alexander, SAC Co-Chair**
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	Mrs. Boyce, AP Ms. Arnold, Guidance Counselor
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.	Mrs. Boyce, AP
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	Mrs. Boyce, AP
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.	Mrs. Boyce, AP; Discipline Committee
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	Mrs. Boyce, AP; Discipline Committee; Ms. Alexander, SAC Co-Chair

April	☐ Submit your SPBP in OSPA by April 30th every year	**Mrs. Boyce, AP; Discipline Committee**

CRITICAL ELEMENT # 10: Monitoring Plans

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

Fidelity of Implementation Monitoring Plan			
Action Step	Create an **observable** and **measurable** SMART goal to determine "successful" **staff implementation** of action step	When will data be collected, analyzed & presented?	Person responsible to collect and analyze data
School-wide **expectations** and location-specific **rules** are posted across campus	School wide expectations will be posted in 100% of the classroom and common areas around our school grounds.	Refer to **quarterly** presentation dates in 2B. This is the data the team will be sharing during presentations.	Mrs. Boyce, AP and Discipline Committee
Behavior lesson plans are being taught as written and when indicated	School wide lesson plans will be provided to staff members with timeline and follow-up activities (quarterly).		Mrs. Boyce, AP and Discipline Committee
Discipline consequences and **flow chart** are being used by all staff as written	School administrations will use behavior logs to keep track of behaviors and assigned consequences; also referrals will be monitored and processed through BASIS database		Mrs. Boyce, AP and Discipline Committee
A **reward system** is being implemented for _all_ students	Students will continue to follow the COLTS expectations with white and gold tickets reward systems for weekly recognitions.		Mrs. Boyce, AP and Discipline Committee

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 April 2019, there will be an 8% reduction in the number of behavior incidents.	Refer to **quarterly** presentation dates in 2B. This is the data the team will be sharing during presentations.	Mrs. Boyce, AP and Discipline Committee
See critical element 4A • **Top 3 event locations** data	By April 2019, there will be an 8% reduction in the top 3 locations with incidents		Mrs. Boyce, AP and Discipline Committee
See critical element 8 • **Core effectiveness** data	By April 2019, there will be an 8% reduction of referrals		Mrs. Boyce, AP and Discipline Committee
See critical element 7A • **Grade Level/Classroom referrals** data	By April 2019, there will be an 8% reduction in the number of referral submitted for grade level/classroom incidents.		Mrs. Boyce, AP and Discipline Committee