

**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/ →**](http://www.browardprevention.org/mtssrti/rtib/%20%E2%86%92)*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:**

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| **School Name:** | Croissant Park Elementary |
| **School Number:** | 0221 |
| **SPBP Contact Name:**  | Sharon Jones |
| **Direct Phone Number:**  | 754-323-5300 |

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| **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.*

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| **Full Name** | **Position** | **Who or what grade level does this member represent?** |
| Suzan DeMeo | Assistant Principal | Administration |
| Sharon Jones | SPBP Point of Contact | 1st |
| Sarah Gadelha | Parent/Community Representation | SAC |
| Marcie Laing | BTU Representative | 4th |
| Laura Dell’Osso | Teacher | 5th |
| Regina Steinbeck | ESE Specialist | ESE Teachers |
| Alisa Erwin | Teacher | 3rd |
| Anna Rysedorph | Teacher | 2nd |
| Patrick Hall | Teacher | Special Area |
| Pamela Isenberg | ESE Teacher | ESE |

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

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| --- | --- | --- | --- |
| **Meeting Date** | **Meeting Time** | **Name & title of person responsible to facilitate meeting** | **Content of meetings:** |
| 9/18/2018 | 2:15 PM | Sharon Jones, Teacher | 1. Create and disseminate updated  Expectations and Rules lesson  plans (#3 and #4)2. Review progress of  Implementation Action Plan (#9)3. Collect & analyze implementation  data (#10A)4. Collect & analyze student  outcome data (#10B) |
| 11/20/2018 | 2:15 PM | Sharon Jones, Teacher |
| 1/22/2019 | 2:15 PM | Sharon Jones, Teacher |
| 3/19/2019 | 2:15 PM | Sharon Jones, Teacher |

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| **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:

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| **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 | 4/10/2018 | # of participants = 74 | Mary Russell |
| Held a *faculty* vote on the new SPBP (for SY 2018/19) | 4/17/2018 | % approved = 100% | Mary Russell |
| Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community) | 4/18/2018 | # of participants = 14 | Regina Steinbeck |

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

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| **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 2018/19SPBP for all staff | Prior to students’ 1st day:8/8/2018 | The team will present the updates in the SPBP for the 18/19 school year. All stakeholders will be provided with access to the SPBP. Feedback will be collected for future team meetings. | Mary Russell |
| Present the 2018/19SPBP to stakeholders (parents and community) | Prior to Oct 1st, 20189/12/2018 |
| Present behavior data to staff *Quarterly: minimum of 4 each year* | 1. 9/4/2018 | 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 implementationThe 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. | Mary Russell |
| 2. 11/6/2018 |
| 3. 1/8/2019 |
| 4. 3/5/2019 |

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

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

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| **Top 10 Behavior Incidents***(put N/A in any blank spaces)* |
| 1. Unruly/Disruptive Behavior | 6. Unsubstantiated Bullying |
| 2. Disobedience/Insubordination | 7. Level 1 Bus Violations |
| 3. Disruptive/Unruly Play | 8. Level 2 Bus Violations |
| 4. Fights - Minor | 9. Insulting/Profane/Obscene Language |
| 5. Defiance of Authority | 10. Assault/Threat - Medium |

**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.

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| **School-wide Expectations** |
| 1. Obedient listener
 |
| 1. Respecting of everyone
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| 1. Considerate of others
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**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.*

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| **When will school-wide expectations lesson plans be taught?** |
|  | Date(s) | Time: |
| August | August 8, 2018 | 9:00 AM |
| January  | January 8, 2019 | 2:15 PM |
| 4th Quarter | April 2, 2019 | 2:15 PM |
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| Who will be responsible for teaching the lesson plans? | Classroom Teachers |
| Where will the lesson plan instruction occur? | Classrom |
| Who is responsible for retaining, organizing and distributing all lesson plans? | Sharon Jones |

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

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

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| **Top 3 Locations** |
| School Location | # Incidents |
| 1. Cafeteria
 | 20 |
| 1. Athletic Field
 | 15 |
| 1. Bus
 | 13 |

**4B.** Create an Expectations/Rules Matrix from your 3-5 school-wide expectations and your top 3 event locations. Develop a positively stated, observable, and measurable rule that correlates with every expectation to create a maximum of 5 rules under each location**.**

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| **Expectations and Rules Matrix** |
|  **School-wide EXPECTATIONS** | *Copy and paste expectations from* ***3C****.* | **IDENTIFIED LOCATIONS***Copy and paste locations from* ***4A.*** |
| Cafeteria | Athletic Field | Bus |
| **Rules**  | **Rules**  | **Rules**  |
| Click here to enter Expectation #1 | Eat only your own lunch | Show good sportsmanship | Stay seated |
| Click here to enter Expectation #2 | Stay in your seat at all times | Respect others | Be respectful of others |
| Click here to enter Expectation #3 | Only talk to those sitting at your table using kind words | Treat others the way you want to be treated | Quite voices |
| Click here to enter Expectation #4 | N/A | N/A | Obey all bus rules |
| Click here to enter Expectation #5 | N/A | N/A | N/A |

**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.*

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| **When will location-specific rules lesson plans be taught?** |
|  | Date(s) | Time: |
| August | Week of August 20th | 8:15 AM |
| January  | Week of January 7th | 8:15 AM |
| 4th Quarter | Week of April 1st | 8:15 AM |
|  |
| Who will be responsible for teaching the lesson plans? | Classroom Teachers |
| Where will the lesson plan instruction occur? | Classroom |
| Who is responsible for retaining, organizing and distributing all lesson plans? | Sharon Jones |

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| **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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **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: Referral Data**  **Problem Identification: Disruptive/Unruly Behavior has 36 incidents, which is the most in the school.** |
| **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 use cafeteria as a release for their pent-up energy after being in a rigorous learning environment all morning.****Goal Statement:** By April 2019, Disruptive/Unruly Behavior incidents will have decreased by 30% or 10 incidents as evidenced by BASIS 3.0 Behavior Data. |
| **3. Intervention Design:**  Describehow you will implement a positive reward program to decrease this problem. | **Type of System: Token system** **Description of System:** *Brag Tags and beads are used by each classroom teacher to reward students for obedience, listening, being respectful, being considerate, and various other things throughout the year.* |
| **4. Evaluation:**A. Implementation fidelity | 1. How do you monitor the fidelity (consistency and effectiveness) of the **staff’s** implementation of the reward program? *Students will wear their Brag Tags and beads during quarterly assemblies, demonstrating that teachers have disseminated the rewards and that students are following the expectations.*
 |
| B. Student outcome monitoring | 1. How will you know if the reward program is positively impacting **students**? What measurable data will you use to determine “success”? *Success will be determined by monitoring the number of beads each student have received. We will also see a decline in referrals in the BASIS 3.0 Behavior Dashboard data.*
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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.

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| **Staff Managed Misbehaviors** |
| Misbehavior |  “Looks Like” - *provide a description with example(s)*  |
| 1. Disobedience/Insubordination
 | Out of seat without permission, not following directions, talking back |
| 1. Disruptive/Unruly Play
 | Not following the rules of the game, aggressive play |
| 1. Unruly/Disruptive Behavior
 | Not following classroom rules, leaving classroom without permission, calling out repeatedly |
| 1. Fight - Minor
 | Students pushing and shoving |
| 1. Insulting/Profane/Obscene Language
 | Insults, profanity, name calling |
| 1. Defiance of Authority
 | Refusing to follow directions, deliberate defiance of adults |

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

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| Is this a menu or hierarchy system?  |  [x]  Menu [ ] Hierarchy |
| Moving clips |
| Redirection |
| Time out in classroom |
| Verbal warning |
| Loss of classroom responsibility/job |

**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).

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| **Office Discipline Referrals (ODRs)** |
| Behavior |  “Looks Like” - *provide a description with example(s)* |
| 1. Disobedience/Insubordination | Repeated refusal to follow directions |
| 2. Disruptive/Unruly Play | Aggressive play that results in First Aid |
| 3. Defiance of authority | Teachers are unable to get the student to cooperate |
| 4. Fight - Medium | Students require adult intervention to stop, and first aid is required |
| 5. Bullying/Harassment | Reports received from students/parents/teachers of behavior that requires an investigation |
| 6. Repetitive staff managed  misbehaviors | More than misbehaviors inwarrants an office referral. minutes305 *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.

**Student Behavior Discipline Flow Chart**



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| **CRITICAL ELEMENT # 7 : Classroom Management Systems**  |

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

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| 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)*[x]  Other *(complete below)* |
| If other, name the **evidence-based classroom management system:** | TRIBES |
| \*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 [x]  No |

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

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| 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 |
| [x]  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: *Administrators observe classroom teachers on a regular basis, and analyze the results from Domain 1: Elements 5-9 to determine the need for classroom management training. Administration then conferences with teachers on an as needed basis to provide them with the information necessary to gain the needed professional development.* |

**7C. Percentage of Classroom Referrals:**

(a) Review your classroom data YTD (“Events by Location”) in BASIS 3.0 Behavior Dashboard.

(b) Complete the yellow highlighted cells first.

(c) Auto-calculate the % of referrals in the classroom by clicking on “!Zero Divide” in the next cell and pressing “Fn + F9” together.

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|  Total number of discipline referrals **from classrooms**: | 59 |
|  Total number of **school-wide** discipline referrals:  | 135 |
| % of referrals in the classroom: | 30% |
| Do more than 40% of your referrals come from the classroom? | [ ]  Yes [x]  No |

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

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| **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: | 780 |  |  |
| # Referrals | 135 | **% of Total Population** | Core Effectiveness |
| 0 - 1 referral |  | 97% | Are your 0 – 1 referrals > 80%? | [x] Yes [ ] No |
| 2 - 5 referrals(at risk students) | 22 | 3% | Are your 2 - 5 referrals <15%? | [x] Yes [ ] No |
| > 5 referrals(high risk students) | 3 | 0% | Are your >5 referrals <5%?  | [x] Yes [ ] No |

**8B. Core Effectiveness Plan:**

|  |  |
| --- | --- |
| If all 3 are “**Yes**”, your core is effective. Is your core behavior curriculum effective? | [x] 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: *Teachers refer students to RtI who are demonstrating the need for Behavioral Interventions.* |

**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”.

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| --- | --- | --- | --- | --- |
| Subgroups | (PctPop - Green)% **of students**  | (PctRef - Blue)**% of referrals**  | Difference in referral composition | Positive value suggests disproportionality(Is the value positive?) |
| Black | 48 | 62 | 14 | [x] Yes [ ] No |
| Hispanic/Latin | 30 | 16 | -14 | [ ] Yes [x] No |
| White | 19 | 21 | 3 | [x] 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.

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| If all 3 are “**No**”, disproportionality is not indicated. Are all 3 “No”? | [ ] Yes [x] 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: *Community resources, such as Reading Pals, Resource Offices, Mentors will be utilized to help students understand the importance of following the expectations of the school.* |

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| **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**

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| **SPBP Team Implementation Action Plan 2018 - 2019** |
| **Month** |  **Action Step**[x] *check when Action completed* | **Completed:**Person ResponsibleName & Title |
| **Current** | [x]  **This Action Plan has been saved to use *next year* during quarterly meetings** | **Suzan DeMeo, Assistant Principal** |
| **Current** | [x]  **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** | **Sharon Jones, Teacher** |
| **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 team training, such as the 4 Step PSP Brainshark Series, 10 Critical  Elements Brainsharks, Data Collection, Effective CPST Teams, PBIS 101, etc.  Trainings available at: <http://www.browardprevention.org/mtssrti/training-modules/>[ ]  Review previous year’s behavior data. (Use ‘Agenda’ and ‘Data Collection Template’) Forms available at: <http://www.browardprevention.org/mtssrti/rtib> in Tier 1, Teaming[ ]  Present implementation data, behavior data, team activities and progress to entire staff [ ]  Utilize the 4 Step Problem Solving Process to develop initial interventions[ ]  Review previous year’s SPBP and feedback form[ ]  Verify and implement teaching schedule for SPBP Expectations and Rules behavior lesson plans | 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 Principal signs in and watches the *new* SPBP Brainshark: Due January 30th [ ]  Present implementation data, behavior data, team activities and progress to entire staff [ ]  Choose team members and dates to work on, complete, and submit the *new* SPBP[ ]  Teams watch the *new* SPBP Brainsharks and refers to *new* “Additional items” Brainsharks and Additional items posted at: <http://www.browardprevention.org/mtssrti/rtib> | 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 |

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| **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?”*

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| **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 2018, Teachers will display the rules and expectations in their classrooms with 100% visibility as evidenced by classroom observations. | Refer to **quarterly** presentation dates in 2B.This is the data the team will be sharing during presentations. | Administration |
| **Behavior lesson plans** are being taught as written and when indicated | By April 2019, Teachers will have taught and reviewed the behavior lesson plans with students 3 times as evidenced by their lesson plans. | Administration |
| **Discipline consequences**  and **flow chart** are being used by all staff as written | As needed, teachers will use the flow chart for consequences with students 80% of the time as evidenced by the flow chart being submitted and completed for each office referral. | Administration |
| A **reward system** is being implemented for *all* students | By May 2019, students will display the Brag Tags and beads they have earned throughout the year as evidenced by the 4th quarter awards assembly. | Classroom Teachers |

**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?”*

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| **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 2019, behavior incidents will have decreased by 30% as evidenced by BASIS 3.0 Behavior Dashboard data. | Refer to **quarterly** presentation dates in 2B.This is the data the team will be sharing during presentations. | Administration |
| See critical element 4A • **Top 3 event locations** data | By May 2019, behaviors in the top 3 event locations will have decreased by 30% as evidenced by the BASIS 3.0 Behavior Dashboard data. | Administration |
| See critical element 8 • **Core effectiveness** data | By May 2019, core effectiveness data will remain the same or improve by 3% as evidenced by the SPBP development data for 2019-2020. | SPBP Team |
| See critical element 7A• **Grade Level/Classroom referrals** data | By May 2019, classroom referrals will have decreased by 30% as evidenced by BASIS 3.0 Behavior Dashboard data. | Administration |