

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:	Lake Forest Elementary
School Number:	0831
SPBP Contact Name:	Cristina Rodriguez
Direct Phone Number:	754 323 6350

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?
Sharon Boyd	Principal	Administration
Cristina Rodriguez	SPBP Point of Contact	Administration
Nakisha Howell	Parent/Community Representation	SAC
Jaime Delorme	BTU Representative	K-5
Simone Sandoval	Autism Coach	3 rd Grade Case Manager
Kim Lloyd	ESE Specialist	1 st Grade Case Manager
Lori Sparks	Math Coach	5 th Grade Case Manager
Stephanie Amara	Reading Coach	2 nd Grade Case Manager
Carla Torres	Guidance Counselor	4 th Grade Case Manager
Ruth Griffith	Science Coach	K Case Manager

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

Meeting Date	Meeting Time	Name & title of person responsible to facilitate meeting	Content of meetings:
10/19/2018	8:30am	Cristina Rodriguez, Assistant Principal/SPBP Contact	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)
1/11/2019	8:30am	Cristina Rodriguez, Assistant Principal/SPBP Contact	
3/22/2019	8:30 am	Cristina Rodriguez, Assistant Principal/SPBP Contact	
5/24/2019	8:30 am	Cristina Rodriguez, Assistant Principal/SPBP Contact	

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 <i>new</i> SPBP (for SY 2018/19) to staff	4/12/2018	# of participants = 64	Cristina Rodriguez, Assistant Principal/SPBP Contact
Held a <i>faculty</i> vote on the new SPBP (for SY 2018/19)	4/12/2018	% approved =100%	Cristina Rodriguez, Assistant Principal/SPBP Contact
Presented the <i>new</i> SPBP (for SY 2018/19) to stakeholders (parents and community)	4/18/2018	# of participants = 12	Cristina Rodriguez, Assistant Principal/SPBP Contact

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' 1 st day: 8/14/2018	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.	Cristina Rodriguez, Assistant Principal/SPBP Contact
Present the 2018/19 SPBP to stakeholders (parents and community)	Prior to Oct 1 st , 2018 9/12/2018		
Present behavior data to staff <i>Quarterly: minimum of 4 each year</i>	1. 10/25/2018	The team will present the <u>implementation data</u> in 10A. Include: <ul style="list-style-type: none">the “marketing” (teaching and posting) of expectations and ruleslesson plan implementationdiscipline proceduresreward system implementation	Cristina Rodriguez, Assistant Principal/SPBP Contact
	2. 1/17/2019		
	3. 4/4/2019	The team will present the <u>student outcome data</u> in 10B. Include: <ul style="list-style-type: none">top 3 event locationstype of behavior incidentscore effectiveness dataclassroom referral data, as well as analysis of this data.	
	4. 5/30/2019		

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. Assault/Threat (Non-Criminal)
2. Disobedience/Insubordination	7. Profanity to Staff Member
3. Fight- Minor/Altercation/Conf	8. NA
4. Fighting Medium	9. NA
5. Disruptive/Unruly Play	10. NA

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. R-Respect (Respect yourself and others)
2. O- Ownership (Accept the results of your choices)
3. D-Determination (Trying to achieve something that is difficult or non-preferred)
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	August 16, 2018	8:30-9:00
January	January 8, 2019	8:30-9:00
4 th Quarter	April 1, 2019	8:30-9:00
Who will be responsible for teaching the lesson plans?		
Homeroom Teacher		
Where will the lesson plan instruction occur?		
Homeroom Classroom		
Who is responsible for retaining, organizing and distributing all lesson plans?		
Cristina Rodriguez		

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”**

Top 3 Locations	
School Location	# Incidents
1.School Grounds	3
2.Cafeteria	2
3.Hallway	2

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

Expectations and Rules Matrix				
School-wide EXPECTATIONS	Copy and paste expectations from 3C.	IDENTIFIED LOCATIONS <i>Copy and paste locations from 4A.</i>		
		School Grounds	Cafeteria	Hallway
		Rules	Rules	Rules
	RESPECT	<ul style="list-style-type: none"> Follow directions given by adults Keep hands, feet, and objects to yourself 	<ul style="list-style-type: none"> Stay seated Use CHAMPS Level 2 voices Keep hands feet and objects to yourself Follow directions given by adults 	<ul style="list-style-type: none"> Walk in a line, facing forward Keep hands feet and objects to yourself Follow directions given by an adult
	OWNERSHIP	<ul style="list-style-type: none"> Accept consequences for your actions 	<ul style="list-style-type: none"> Accept consequences for your actions Get all utensils/condiments before sitting 	<ul style="list-style-type: none"> Accept consequences for your actions
	DETERMINATION	<ul style="list-style-type: none"> Have a good attitude Keep trying 	<ul style="list-style-type: none"> Use proper table manners 	<ul style="list-style-type: none"> Walk directly to your intended destination
	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	August 17, 2018	8:30 am
January	January 9, 2019	8:30 am
4 th Quarter	April 2, 2019	8:30 am
Who will be responsible for teaching the lesson plans?		
Homeroom Teacher		
Where will the lesson plan instruction occur?		
Homeroom		
Who is responsible for retaining, organizing and distributing all lesson plans?		
Cristina Rodriguez		

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: _____ Respect _____

4 Step Problem Solving Process	Plan
1. Problem Identification: Use your behavior data to identify a school-wide problem. What problem did you identify? (<i>use numerical data</i>)	Data used: Office discipline referral from the 3 rd Quarter. Majority of office discipline referrals are due to disruptive/disrespectful behavior. Problem Identification: The number of office discipline referrals in the 3 rd quarter is higher than in the 1 st quarter. 1 st quarter ORD 4/ 3 rd Quarter ORD 16
2. Problem Analysis: Why do you think this problem is occurring? What is your goal? (<i>use a SMART goal statement with numerical data</i>)	Hypothesis: Students are more receptive to redirection and are learning expectations in the beginning of the year. As the year progresses they seems to lose respect for the “process”. Goal Statement: By the end of the 3 rd Quarter, office discipline referrals will have decreased by 10% from the previous year.
3. Intervention Design: Describe how you will implement a positive reward program to decrease this problem.	<ol style="list-style-type: none"> Teachers enter students HERO points every Friday for students who show respect. Support Staff and Administration can enter extra HERO points for students they see showing respect as well. The Assistant Principal keeps track of all student points on the HERO database. Students that earn the required amount of points each month will attend our HERO Celebrations.
4. Evaluation: A. Implementation fidelity	A. How do you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program? (<i>2-3 sentences</i>) <ol style="list-style-type: none"> Assistant Principal will check points entered weekly for each staff member. Teachers are notified through email of students that have earned enough points to attend celebration
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”? (<i>2-3 sentences</i>) <ol style="list-style-type: none"> Number of students attending/receiving points for showing respect will be reviewed weekly. Total number of students receiving enough points to attend HERO celebration will be reviewed monthly Total number of office discipline referrals will be reviewed each quarter.

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" - <i>provide a description with example(s)</i>
1. Talking	Having a conversation at an inappropriate time
2. Out of seat	Leaving their seat without permission from teacher
3. Calling out	Making a comment or answering a question without being asked
4. Not completing assignments	Not beginning or completing work that was assigned
5. Inappropriate language	Spoken, written, or non-verbal communication that insults, mocks, or belittles another person
6. Playing with hands	Putting your hands on another person in a playful manner

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

Is this a menu or hierarchy system?	<input checked="" type="checkbox"/> Menu <input type="checkbox"/> Hierarchy
Verbal Redirection	
Reteach Appropriate Behavior	
Seat Change	
Change in Behavior Chart	
Behavior Reflection writing	
Unsatisfactory behavior report sent home	
Loss of privileges	

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" - <i>provide a description with example(s)</i>
1. Disobedience/Insubordination	Failure to obey a reasonable or repeated instruction from a staff member
2. Disruptive/Unruly Play	Unruly behavior/play or insubordinate conduct that disrupts the learning environment
3. Defiance of Authority	Repeated instances of disobedience and/or insubordination (failure to obey reasonable or repeated instruction from a staff member.)
4. Fighting	Mutual participation of two or more persons in a physical encounter
5. Assault/Threat	A threat that poses a risk to the victim or public safety
6. Repetitive staff managed misbehaviors	More than <input type="text" value="3"/> misbehaviors in <input type="text" value="5"/> <input type="text" value="days"/> warrants an office referral. e.g., <input type="text" value="3"/> <input type="text" value="half"/> <input type="text" value="hour"/> <input type="text" value="2"/> <input type="text" value="one"/> <input type="text" value="period"/>

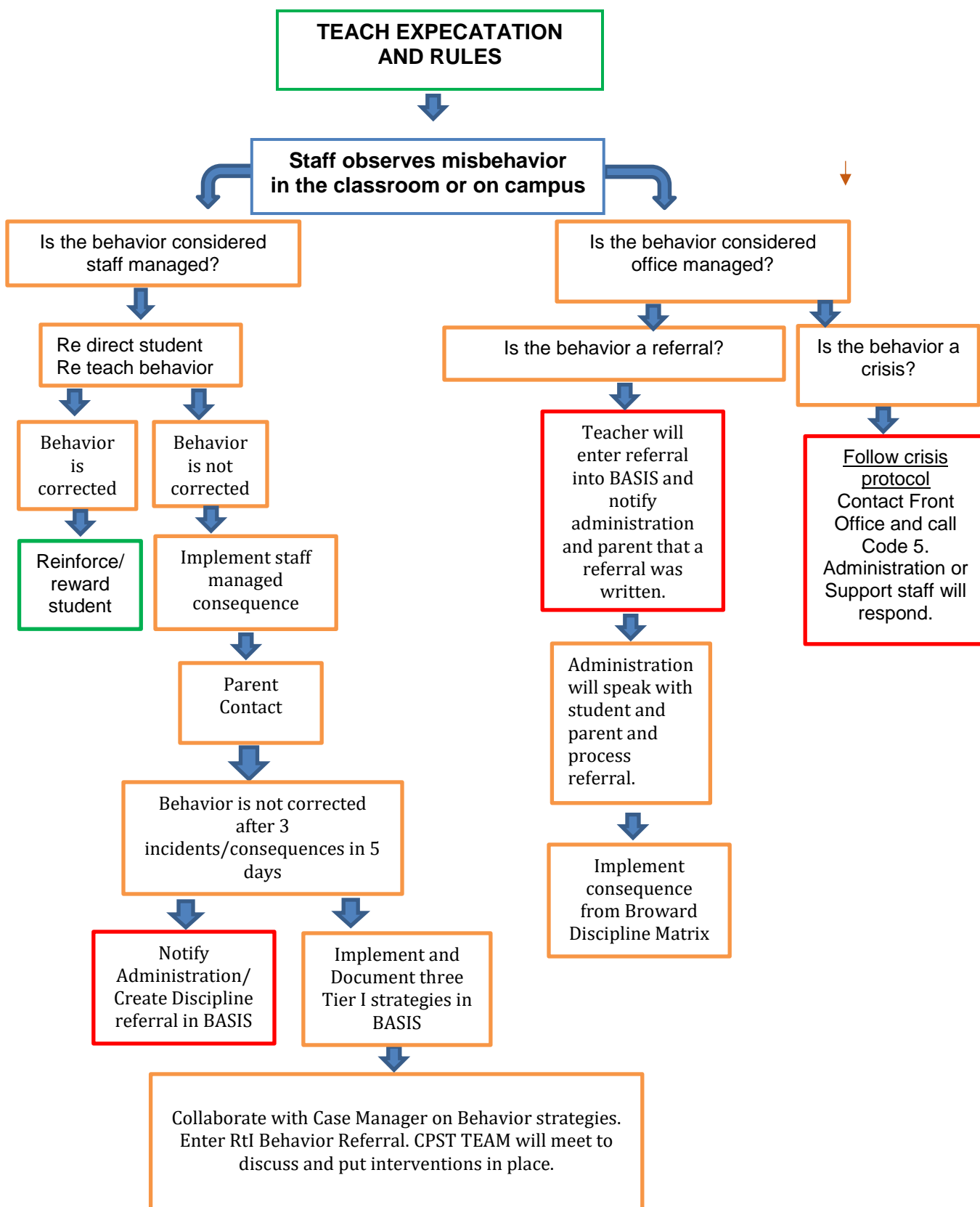
6D. School-wide Discipline Flow Chart:

(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



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, <u>not</u> classroom systems)	<input checked="" type="checkbox"/> CHAMPs* <input type="checkbox"/> PBIS Classroom Management <input type="checkbox"/> 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) <input type="checkbox"/> 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?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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)
<input type="checkbox"/> CHAMPs 7 Up Checklist
<input type="checkbox"/> CHAMPs Classroom Check Up (CCU)
<input type="checkbox"/> PBIS Classroom Assistance Tool (CAT)
<input type="checkbox"/> PBIS Walkthrough
<input checked="" type="checkbox"/> Marzano's Domain 1, Design Questions 5, 6, 7, 8, 9
<input type="checkbox"/> 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)
<input type="checkbox"/> Other (specify):
Explain how this data is collected and analyzed by your school leadership team as a universal screening <u>across teachers</u> to determine the need for classroom management training:
Fidelity of Implementation Plan: (3-4 sentences) Sharon Boyd, Principal and Cristina Rodriguez, Assistant Principal will conduct classroom walkthroughs to evaluate teacher's classrooms management skills. Those teachers that receive a rating of Developing in Domain 1 Design Questions 5, 6, 7,8 or 9, will receive feedback through the comment section of I observation. Those who receive a rating of Beginning or Not Using will be provided with feedback and strategies in a face to face meeting. They will be provided with opportunities to observe a peer that is strong in those areas. Administration will schedule a follow up walkthrough to observe teacher in the specific area of deficiency to determine effectiveness of feedback and assistance. I Observation data will be analyzed quarterly to determine effectiveness of plan.

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 "IZero Divide" in the next cell and pressing "Fn + F9" together.

Total number of discipline referrals from classrooms :	23
Total number of school-wide discipline referrals:	13
% of referrals in the classroom:	64%
Do more than 40% of your referrals come from the classroom?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

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

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:	599		
# Referrals		% of Total Population	Core Effectiveness
0 - 1 referral		99%	Are your 0 – 1 referrals > 80%? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2 - 5 referrals (at risk students)	8	1%	Are your 2 - 5 referrals <15%? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
> 5 referrals (high risk students)	1	0%	Are your >5 referrals <5%? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

8B. Core Effectiveness Plan:

If <u>all 3</u> are “Yes”, your core is effective. Is your core behavior curriculum effective?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<p>Answer either (a) or (b):</p> <p>(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?</p> <p>(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:</p>	
<p>Core Effectiveness Plan: <i>(3-4 sentences)</i></p> <p>At the beginning of the year the Assistant Principal, Cristina Rodriguez, will review office discipline referral data from the previous year to determine students that are at risk and will monitor their progress to determine if further interventions are needed. Students that are at high risk and in need of further interventions will complete an interest inventory at the beginning of the year to determine their interests. An individual behavior plan will be developed around the student's greatest areas of need and tied in with their interests. Students will be provided the opportunity to pair up with a staff mentor and if needed, counseling services will be offered to the parent/guardian. The RtI process will be utilized to implement and monitor interventions in place.</p>	

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	91%	95%	-4	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Hispanic/Latin	4%	2%	2	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
White	4%	2%	2	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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”?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<p>Disproportionality Plan: Our data indicates that there is a disproportionality with our Hispanic and White populations, however the population of these subgroups is very small as is the difference in referral composition. To address this, the leadership team will review the specific students that fall into this category and place them in structured classrooms with teachers that can meet their social emotional needs to create a more positive learning environment. These students will be provided behavior support as needed by Carla Elliott, Guidance Counselor, and Cristina Rodriguez, Assistant Principal. The Leadership Team will meet quarterly to review behavioral data regarding these students.</p>	

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 <i>☑ check when Action completed</i>	Completed: Person Responsible Name & Title
Current	☑ This Action Plan has been saved to use <i>next year</i> during quarterly meetings	Cristina Rodriguez, Assistant Principal
Current	☑ Create a SPBP binder or portfolio to retain (for 2 years) hard copies of: your SPBPs, Action Plans, staff PBIS professional development attendance, stakeholder training attendance, quarterly meeting agendas, quarterly staff behavior presentations, voting attendance and outcome, Expectation lesson plans and Rules lesson plans	Cristina Rodriguez, Assistant Principal
Pre Planning 2018	<input type="checkbox"/> Print up your SPBP Review and school score from OSPA <input type="checkbox"/> Provide SPBP presentation to all staff during Pre Planning <input type="checkbox"/> Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders <input type="checkbox"/> Market and post school-wide Expectations and location-specific Rules (posters, PSAs, etc.) <input type="checkbox"/> Identify your RtI Instructional Facilitator provided by the district (Contact tyne.hogan@browardschools.com for more information, if you are unsure) <input type="checkbox"/> Confirm 1 st team meeting date and time	Click here to enter NAME & title.
August 1 st meeting	<input type="checkbox"/> Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP <input type="checkbox"/> 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/ <input type="checkbox"/> 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 <input type="checkbox"/> Present implementation data, behavior data, team activities and progress to entire staff <input type="checkbox"/> Utilize the 4 Step Problem Solving Process to develop initial interventions <input type="checkbox"/> Review previous year's SPBP and feedback form <input type="checkbox"/> Verify and implement teaching schedule for SPBP Expectations and Rules behavior lesson plans	Click here to enter NAME & title
September	<input type="checkbox"/> Provide stakeholder presentation on SPBP prior to October 1 <input type="checkbox"/> Check for staff and teacher understanding of PBIS - provide "PBIS 101" Brainshark as a resource Brainshark available at: http://www.brainshark.com/browardschools/PBIS101	Click here to enter NAME & title.
October 2 nd meeting	<input type="checkbox"/> Ensure instructional staff know how to (and are, as needed) enter Tier 1 Supplemental Strategies for behavior in BASIS <input type="checkbox"/> Present implementation data, behavior data, team activities and progress to entire staff	Click here to enter NAME & title.
November	<input type="checkbox"/> Staff to re-teach Expectations and Rules first day back from break. <input type="checkbox"/> Team to develop new and/or improved lesson plans as indicated by behavior data.	Click here to enter NAME & title
January 2019 3 rd meeting Prepare for 2019/20 SPBP	<input type="checkbox"/> Staff to re-teach Expectations and Rules first day back from break <input type="checkbox"/> Ensure the <u>Principal signs in</u> and watches the <u>new</u> SPBP Brainshark: Due January 30 th <input type="checkbox"/> Present implementation data, behavior data, team activities and progress to entire staff <input type="checkbox"/> Choose team members and dates to work on, complete, and submit the <u>new</u> SPBP <input type="checkbox"/> Teams watch the <u>new</u> SPBP Brainsharks and refers to <u>new</u> "Additional items" Brainsharks and Additional items posted at: http://www.browardprevention.org/mtssrti/rtib	Click here to enter NAME & title.
February	<input type="checkbox"/> Ensure progress towards completion of SPBP <input type="checkbox"/> Check on recently hired staff for PBIS understanding - provide "PBIS 101" Brainshark resource <input type="checkbox"/> Provide the SPBP SurveyMonkey link to all staff (optional). Email Tyne.hogan@browardschools.com to request analysis.	Click here to enter NAME & title
March 4 th meeting	<input type="checkbox"/> Ensure progress towards completion of SPBP <input type="checkbox"/> Provide staff presentation and vote on new SPBP for next year <input type="checkbox"/> Provide stakeholders/parent presentation on new SPBP for next year <input type="checkbox"/> Present implementation data, behavior data, team activities and progress to entire staff	Click here to enter NAME & title
April	<input type="checkbox"/> Submit your SPBP in OSPA by April 30 th 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 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	By the end of the 1 st quarter 100% of hallways, cafeteria and classrooms will have the school wide expectations and rules posted each quarter	10/25/18 1/17/19 4/4/19 5/30/19	Cristina Rodriguez, Assistant Principal will conduct walkthroughs at the end of each quarter to determine classes and school locations with expectations and rules posted
Behavior lesson plans are being taught as written and when indicated	By the end of each quarter, 100% of teachers will have taught behavior lesson plans as written		Cristina Rodriguez, Assistant Principal will conduct classroom walkthroughs during times when teachers have behavior lessons scheduled to be taught”
Discipline consequences and flow chart are being used by all staff as written	By the end of each quarter 100% of teachers will follow the discipline flow chart		Cristina Rodriguez, Assistant Principal will keep data when referral is written and tally if discipline flow chart was followed.
A reward system is being implemented for <i>all</i> students	By the end of each month, 100% of teachers will enter their HERO points weekly for students in their class.		Cristina Rodriguez, Assistant Principal will review HERO data each week to ensure staff is entering points on a weekly basis

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 measurable 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 the end of each quarter, there will be 20% fewer referrals for unruly/disruptive behavior	10/25/18 1/17/19 4/4/19 5/30/19	Cristina Rodriguez, Assistant Principal will collect and analyze referral incident data each quarter, graph results and present to all stake holders
See critical element 4A • Top 3 event locations data	By the end of each quarter, there will be 20% fewer referrals on school grounds from the previous year		Cristina Rodriguez, Assistant Principal will collect and analyze referral location data each quarter, graph results and present to all stake holders

See critical element 8 • Core effectiveness data	By the end of each quarter, there will be 100% of students that receive <5 referrals from the previous year.		Cristina Rodriguez, Assistant Principal will collect and analyze referral data each quarter, graph results and present to all stake holders
See critical element 7A • Grade Level/Classroom referrals data	By the end of each quarter, there will be 100% of classrooms with students that have no more than 3 referrals		Cristina Rodriguez, Assistant Principal will collect and analyze referral data each quarter, graph results and present to all stake holders