

**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:**

<b>School Name:</b>	Coral Springs High School
<b>School Number:</b>	1151
<b>SPBP Contact Name:</b>	Michael Marhefka
<b>Direct Phone Number:</b>	754-322-0526

**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?
Vivian Suarez	Principal	Administration
Stacey Weaver	Teacher – Social Studies/SAC Chair	10, 12
Beverly Provost	Parent/Community Representation	SAC
Lisa Yurkin	BTU Representative	ESE
Monifa Nealy	Teacher - English	9
Fabian Calero	Behavior Specialist	9, 10, 11
Jessica Russell	Teacher - Science	9
Brandon Wesley	Non-Instructional/Security Specialist	9, 10, 11, 12
Chad Marcoux	Teacher - Math	10, 11, 12
Michael Marhefka	Assistant Principal / SPBP Point of Contact	Administration

**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:
9/7/2017	8:00 AM	Stacey Weaver Teacher/SAC Chair	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)
11/2/2017	8:00 AM	Stacey Weaver Teacher/SAC Chair	
2/28/2018	8:00 AM	Stacey Weaver Teacher/SAC Chair	
4/5/2018	8:00 AM	Stacey Weaver Teacher/SAC Chair	

## 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 <i>(Between Jan 15 – April 30, 2018)</i>	Details <i>(retain attendance sheets at school)</i>	Person responsible to collect and retain attendance sheets:
Presented the <i>new</i> SPBP (for SY 2018/19) to staff	4/16/2018	# of participants = 200	Stacey Weaver
Held a <i>faculty</i> vote on the new SPBP (for SY 2018/19)	4/19/2018	% approved = 78%	Stacey Weaver
Presented the <i>new</i> SPBP (for SY 2018/19) to stakeholders (parents and community)	4/24/2018	# of participants = 30 (parents/Community members) All teachers have been presented the new SPBP.	Stacey Weaver

**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) <i>(NEXT YEAR)</i>	Content <i>(retain attendance sheets at school)</i>	Person responsible to collect and retain attendance sheets:
Provide a professional development on the 2018/19 SPBP for all staff	Prior to students' 1 <sup>st</sup> day: 8/17/2018	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.	Stacey Weaver
Present the 2018/19 SPBP to stakeholders (parents and community)	Prior to Oct 1 <sup>st</sup> , 2018 9/4/2018		
Present behavior data to staff <i>Quarterly: minimum of 4 each year</i>	1. 9/6/2018	The team will present the <u>implementation data</u> in 10A. Include: <ul style="list-style-type: none"> <li>the "marketing" (teaching and posting) of expectations and rules</li> <li>lesson plan implementation</li> <li>discipline procedures</li> <li>reward system implementation</li> </ul>	Stacey Weaver
	2. 11/1/2018		
	3. 2/7/2019	The team will present the <u>student outcome data</u> in 10B. Include: <ul style="list-style-type: none"> <li>top 3 event locations</li> <li>type of behavior incidents</li> <li>core effectiveness data</li> <li>classroom referral data, as well as analysis of this data.</li> </ul>	
	4. 4/4/2019		

## 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 <i>(put N/A in any blank spaces)</i>	
1. Class Cut (Skipping)	6. Fight-Minor/Altercation
2. Habitual Tardiness	7. Out of Assigned Area
3. Disobedience/Insubordination	8. Leaving Campus Without Permission
4. Unruly/Disruptive Behavior	9. Fighting - Medium
5. Insulting/Profane/Obscene Language	10. Defiance of Authority/Habitual

**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. Students will show the characteristics of reliability to all faculty and staff on the school grounds and community.
2. Students will show respect for the staff, peers, themselves, and school grounds.
3. Students will show responsibility within the school community.
4.
5.

**3C.** Research indicates that discipline referrals increase after long holidays and during testing times. Plan to teach your expectations at least 3 times throughout the year (and anytime the expected behaviors are not being demonstrated).

**ACTION:** Create at least one lesson plan for each school-wide expectation above and distribute to teachers during pre-planning 2018-19. Develop additional lesson plans you will use throughout the year to re-teach and reinforce your school-wide expectations. *You do not need to submit your lesson plans with the SPBP. Retain all behavior lesson plans at the school; make sure these lesson plans are available for guests and stakeholders.*

When will school-wide expectations lesson plans be taught?		
	Date(s)	Time:
August	8/10/18	8:00 AM
January	1/7/19	8:00 AM
4 <sup>th</sup> Quarter	5/2/18	12:45 PM (Professional Study Day)
Who will be responsible for teaching the lesson plans?		Michael Marhefka
Where will the lesson plan instruction occur?		Media Center
Who is responsible for retaining, organizing and distributing all lesson plans?		Michael Marhefka

**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. Hallway	77
2. School Grounds	71
3.Cafeteria	17

**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>		
		Hallway	School Grounds	Cafeteria
		Rules	Rules	Rules
	1. Students will show the characteristics of reliability to all faculty and staff on the school grounds and community.	Students will be in class when the bell rings.	Students will be on campus early enough to get to class on time.	Students will consistently clean up their food and trays after breakfast and lunch.
	Students will show respect for the staff, peers, themselves, and school grounds.	Students will walk and use appropriate language.	Students will talk in a pleasant voice/tone to all adults on campus.	The volume of speech will stay at a low level.
	Students will show responsibility within the school community.	Students will be mindful of the most direct route to class. Students will not loiter or linger in hallways.	Students will stay in assigned area until directed otherwise.	Students will consistently clean up after themselves
Click here to enter Expectation #4	Click here to enter a Rule	Click here to enter a Rule	Click here to enter a Rule	
Click here to enter Expectation #5	Click here to enter a Rule	Click here to enter a Rule	Click here to enter a Rule	

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

When will location-specific rules lesson plans be taught?		
	Date(s)	Time:
August	8/10/18 – Teacher Planning Day	9:15 AM
January	1/7/19 – Teacher Planning Day	9:15 AM
4 <sup>th</sup> Quarter	5/9/19 – Early Release Day	9:15 AM
Who will be responsible for teaching the lesson plans?		Michael Marhefka

Where will the lesson plan instruction occur?	Auditorium
Who is responsible for retaining, organizing and distributing all lesson plans?	Michael Marhefka

## 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: Reliability \_\_\_\_\_

4 Step Problem Solving Process	Plan
<b>1. Problem Identification:</b> Use your behavior data to identify a school-wide problem. What problem did you identify? <i>(use numerical data)</i>	<b>Data used:</b> 224 Referrals processed for tardies  <b>Problem Identification:</b> Students are not arriving to class on time
<b>2. Problem Analysis:</b> Why do you think this problem is occurring? What is your goal? <i>(use a SMART goal statement with numerical data)</i>	<b>Hypothesis:</b> Students know they will not receive a consequence for being tardy from most teachers and they are not engaged in their learning.  <b>Goal Statement:</b> By June 2019, there will be a 50% reduction of referrals for student tardies compared to the 2018 school year based on the number of referrals in BASIS.
<b>3. Intervention Design:</b> Describe how you will implement a positive reward program to decrease this problem.	<b>Type of System:</b> <i>Lottery</i>  <b>Description of System:</b> <i>(3-4 sentences)</i>  At the end of each quarter, student data will be pulled from BASIS to identify which students have less than five tardies (excused or unexcused) for the quarter. These students will be entered into a lottery. Twenty students will be randomly selected to attend a catered lunch with an administrator. This will take place approximately 2 weeks after the end of the previous quarter.
<b>4. Evaluation:</b> A. Implementation fidelity	<b>A.</b> How do you monitor the fidelity (consistency and effectiveness) of the <b>staff's</b> implementation of the reward program? <i>(2-3 sentences)</i>  Staff will be encouraged to take accurate attendance daily. This will be monitored by administration through their Pinnacle log-in. If teachers are not taking accurate attendance, students may be ineligible for the reward. This will be reiterated to teachers who are not taking attendance every period, every day.
B. Student outcome monitoring	<b>B.</b> How will you know if the reward program is positively impacting <b>students</b> ? What measurable data will you use to determine "success"? <i>(2-3 sentences)</i>  At the end of second quarter, the amount of schoolwide student tardies will be analyzed. The amount of student tardies and referrals on student tardies will decrease by 30%. By the end of the 4 <sup>th</sup> quarter, data will be analyzed and tardies should be decreased by 50%. In addition, the tardies for each student that was entered into the lottery will be assessed for the effectiveness of the lottery.

## 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. Tardies	Students arriving to class after the bell rings.
2. Phone use during instructional time	Students use electronics without permission from the teacher during instructional time. Students have their electronic devices out on their desks, in their hands, or in their laps.
3. Obscene language	Students use language that is inappropriate for a school setting.
4. Horseplay	Students do not respect others’ personal space. Students horseplay by touching other students or their property.
5. Non-Academic games	Students engage in games/activities not related to classroom content.
6. Dress Code violation	Students wear inappropriate clothing, including hats and head coverings.

**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 type="checkbox"/> Menu <input checked="" type="checkbox"/> Hierarchy
First offense - Verbal warning	
Second offense - Change of assigned seat	
Third offense - Phone call home	
Fourth offense - Detention	
Fifth offense - Referral	

**6C. Administration Managed Misbehaviors:**

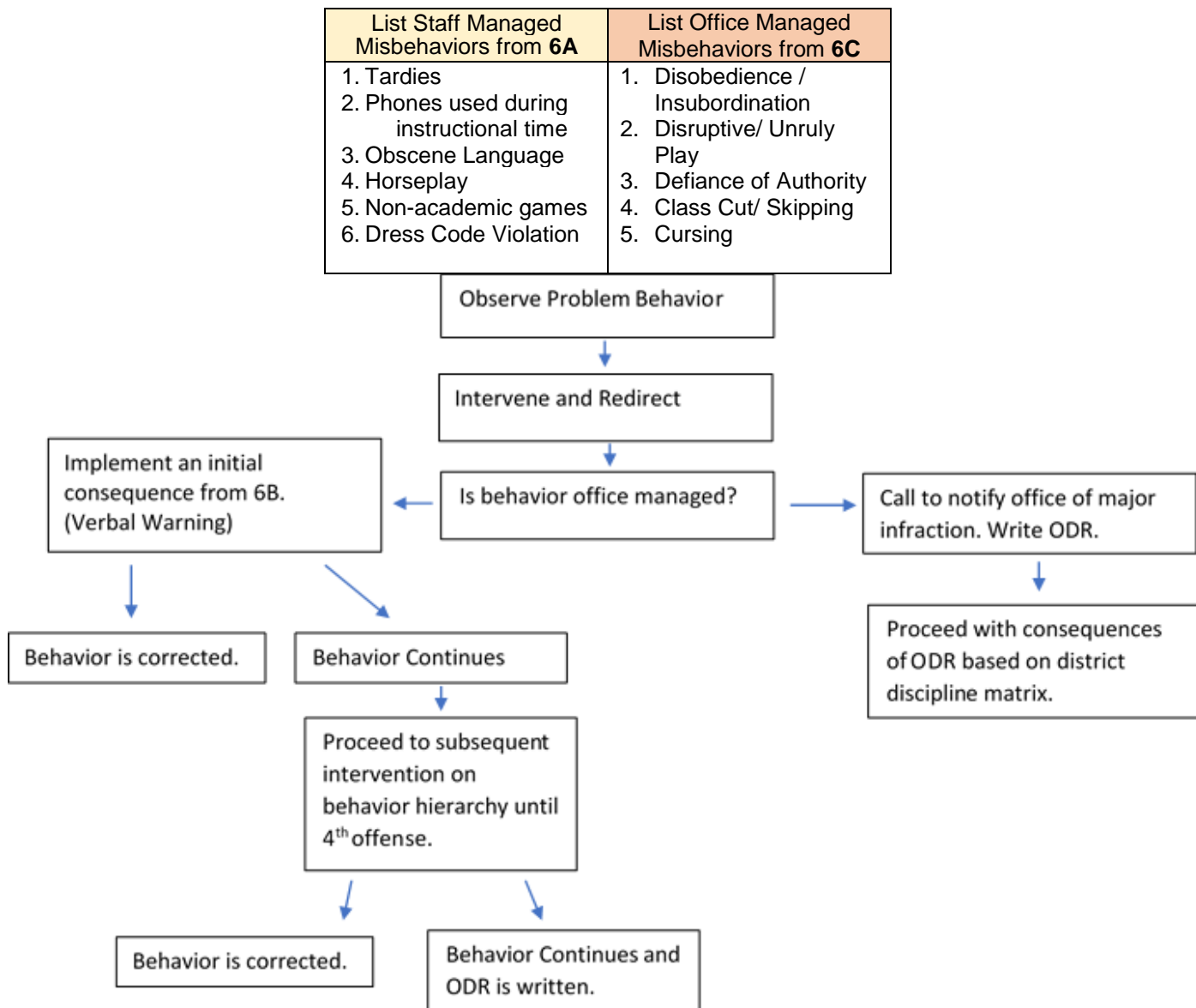
- (a) Define the first 3 behaviors by providing examples that clearly identify the point at which the misbehavior warrants an Office Discipline Referral (ODR).
- (b) List two additional common school-wide misbehaviors that will result in an ODR. Provide concrete examples.
- (c) Determine staff tolerance 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	Student refuses to move seats when directed.
2. Disruptive/Unruly Play	Students horseplaying after verbal warning creating continuous class disruption.
3. Defiance of authority	Student leaves the classroom without permission.
4. Class Cut / Skipping	Student is not in assigned classroom during class time.
5. Cursing	Student directs inappropriate language towards staff member.
6. Repetitive staff managed misbehaviors	More than <span style="border: 1px solid black; padding: 2px 5px;">3</span> misbehaviors in <span style="border: 1px solid black; padding: 2px 5px;">1</span> <span style="border: 1px solid black; padding: 2px 5px;">1</span> warrants an office referral. <i>e.g.,      3                      half                      hour</i> <i>                 2                      one                      period</i>

**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 <b>evidence-based</b> classroom management system is supported by your school's administration and is expected to be implemented school-wide? <i>(Class Dojo, LEAPs, HERO, Cloud 9, etc. are tools, <u>not</u> classroom systems)</i>	<input type="checkbox"/> CHAMPs* <input checked="" 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 <i>(your school will need to adopt one next year)</i> <input type="checkbox"/> Other <i>(complete below)</i>
If other, name the <b>evidence-based classroom management system</b> :	N/A
*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? <i>(Measure <b>staff skills</b>, not student outcomes)</i>
<input type="checkbox"/> CHAMPs 7 Up Checklist
<input type="checkbox"/> CHAMPs Classroom Check Up (CCU)
<input type="checkbox"/> PBIS Classroom Assistance Tool (CAT)
<input checked="" type="checkbox"/> PBIS Walkthrough
<input 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 <i>(you will need to adopt a tool and plan next year)</i>
<input type="checkbox"/> Other <i>(specify):</i>
Explain how this data is collected and analyzed by your school leadership team as a <b>universal screening</b> <u>across teachers</u> to determine the need for classroom management training:
Fidelity of Implementation Plan: <i>(3-4 sentences)</i>  <i>Data collected through PBIS walkthroughs are analyzed by administration. Administration also looks at the amount of referrals each teacher writes to determine what classroom management professional development is needed. Classroom management professional development is provided to teachers who have large amounts of behavioral referrals in a specific category. Administration will monitor the behavioral referrals to determine if the professional development was successful.</i>

### 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.

Total number of discipline referrals <b>from classrooms</b> :	961
Total number of <b>school-wide</b> discipline referrals:	1181
% of referrals in the classroom:	45%
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:	2919			
# Referrals		% of Total Population	Core Effectiveness	
0 - 1 referral		91%	Are your 0 – 1 referrals > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2 - 5 referrals (at risk students)	235	8%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
> 5 referrals (high risk students)	34	1%	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
Answer <b>either</b> (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: <i>(3-4 sentences)</i>	
<p><i>Administration encourages teachers to complete comprehensive response to intervention referrals. These referrals are completed in the classroom at the first indication that a student may be at risk. The RTI team will monitor and follow through with referrals and recommendations made by teachers.</i></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	54	60	6	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Hispanic/Latin	24	20	-4	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
White	14	14	0	<input type="checkbox"/> Yes <input checked="" 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
Answer <b>either</b> (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: <i>(3-4 sentences)</i>	
<p>To prevent disproportionality issues, administration provides support to the Black population by providing 3 mentoring programs, Mentoring Tomorrow’s Leaders (MTL), Latinos In Action (LIA), Personalization for Academic and Social Learning (PASL). Professional development is provided to teachers and staff to provide early identification for different student demographic groups who may at-risk. Teachers are also trained to provide culturally relevant lessons in their classroom.</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><input checked="" type="checkbox"/> check when Action completed</i>	Completed: Person Responsible Name & Title
Current	<input checked="" type="checkbox"/> This Action Plan has been saved to use <i>next year</i> during quarterly meetings	Michael Marhefka
Current	<input checked="" type="checkbox"/> Create a SPBP binder or portfolio to retain (for 2 years) hard copies of: your SPBPs, Action Plans, staff PBIS professional development attendance, stakeholder training attendance, quarterly meeting agendas, quarterly staff behavior presentations, voting attendance and outcome, Expectation lesson plans and Rules lesson plans	Michael Marhefka
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 <a href="mailto:tyne.hogan@browardschools.com">tyne.hogan@browardschools.com</a> for more information, if you are unsure) <input type="checkbox"/> Confirm 1 <sup>st</sup> team meeting date and time	Click here to enter NAME & title.
August 1 <sup>st</sup> meeting	<input type="checkbox"/> Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP <input type="checkbox"/> 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: <a href="http://www.browardprevention.org/mtssrti/training-modules/">http://www.browardprevention.org/mtssrti/training-modules/</a> <input type="checkbox"/> Review previous year's behavior data. (Use 'Agenda' and 'Data Collection Template') Forms available at: <a href="http://www.browardprevention.org/mtssrti/rtib">http://www.browardprevention.org/mtssrti/rtib</a> 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: <a href="http://www.brainshark.com/browardschools/PBIS101">http://www.brainshark.com/browardschools/PBIS101</a>	Click here to enter NAME & title.
October 2 <sup>nd</sup> 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 <sup>rd</sup> 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 <i>new</i> SPBP Brainshark: Due January 30 <sup>th</sup> <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 <i>new</i> SPBP <input type="checkbox"/> Teams watch the <i>new</i> SPBP Brainsharks and refers to <i>new</i> "Additional items" Brainsharks and Additional items posted at: <a href="http://www.browardprevention.org/mtssrti/rtib">http://www.browardprevention.org/mtssrti/rtib</a>	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 <a href="mailto:Tyne.hogan@browardschools.com">Tyne.hogan@browardschools.com</a> to request analysis.	Click here to enter NAME & title
March 4 <sup>th</sup> 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

## 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 <b>observable</b> and <b>measurable</b> SMART goal to determine “successful” <b>staff implementation</b> of action step	When will data be collected, analyzed & presented?	Person responsible to collect and analyze data
School-wide <b>expectations</b> and location-specific <b>rules</b> are posted across campus	By August 30th, 2018, 80% of staff and students will view laminated posters placed in prominent locations around the school to details the school-wide rules and expectations as evidenced by PBIS walkthroughs.	Refer to <b>quarterly</b> presentation dates in 2B.  This is the data the team will be sharing during presentations.	Michael Marhefka
<b>Behavior lesson plans</b> are being taught as written and when indicated	Within a week of each implementation deadline, 80% of teachers will complete a survey indicating how the lesson was taught in their classroom as evidenced by Survey Monkey Analysis report.		Michael Marhefka
<b>Discipline consequences</b> and <b>flow chart</b> are being used by all staff as written	By January 15, 2019, there will be 40% fewer staff managed misbehavior referrals as compared to the previous year as measured by the Basis Behavior Dashboard.		Michael Marhefka
A <b>reward system</b> is being implemented for <i>all</i> students	By the end of the first quarter, referrals for tardies will decrease by 50% due to the lottery reward system as measured by the Basis Behavior Dashboard.		Michael Marhefka

**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 <b>observable</b> and <b>measurable</b> SMART goal to determine “successful” <b>student outcomes</b>	When will data be collected, analyzed & presented?	Person responsible to collect and analyze data
See critical element 3A • Type of <b>behavior incidents</b> data	By January 2019, students referrals for class skipping will decrease by 30% as compared to the previous year as measured by the Basis Behavior Dashboard.	Refer to <b>quarterly</b> presentation dates in 2B.  This is the data the team will be sharing during presentations.	Michael Marhefka
See critical element 4A • <b>Top 3 event locations</b> data	By January 2019, referrals in the hallways, school grounds, and cafeteria will decrease by 30% as compared to the referrals to the previous year as measured by the Basis Behavior Dashboard.		Michael Marhefka
See critical element 8 • <b>Core effectiveness</b> data	By January 2019, there will a 30% increase in RTI referrals to identify at-risk students in an attempt to decrease discipline referrals as measured by the Basis Behavior and RTI Dashboards		Michael Marhefka

See critical element 7A • <b>Grade Level/Classroom referrals</b> data	By January 2019, there will be a 30% decrease in teacher written referrals based on comparison data from the previous school year as measured by the Basis Behavior Dashboard.		Michael Marhefka
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