

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: | Nova Eisenhower Elementary School |
| School Number: | 1271 |
| SPBP Contact Name: | Ashley Diamond |
| Direct Phone Number: | 754-323-6668 |

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? |
|---------------------------------|---------------------------------|---|
| Angine Tyghter | Principal | Administration |
| Ashley Diamond Darlene Adams | SPBP Point of Contact | Assistant Principal Guidance Counselor |
| Greg Weinbrum | Parent/Community Representation | SAC |
| Wendy Valle | BTU Representative | Teachers |
| Susan O'Donnell | Kindergarten - Grade Chair | Kindergarten |
| Diane Coffman | First Grade - Grade Chair | First Grade |
| Diane Haggerty | Second Grade - Grade Chair | Second Grade |
| Maria Amaro | Third Grade - Grade Chair | Third Grade |
| Natalie Stuart | Fourth Grade - Grade Chair | Fourth Grade |
| Jennifer Feaster | Fifth Grade - Grade Chair | Fifth Grade |

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

| Meeting Date | Meeting Time | Name & title of person responsible to facilitate meeting | Content of meetings: |
|--------------|--------------|--|---|
| 9/11/2018 | 8:30am | Ashley Diamond – Assistant Principal | 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) |
| 11/13/2018 | 8:30am | Ashley Diamond – Assistant Principal | |
| 2/19/2018 | 8:30am | Ashley Diamond – Assistant Principal | |
| 3/19/2018 | 8:30am | Ashley Diamond – Assistant Principal | |

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 | 3/20/2018 | # of participants = 47 | Ross Minott |
| Held a <i>faculty</i> vote on the new SPBP (for SY 2018/19) | 3/23/2018 | % approved = 87.5% | Ross Minott |
| Presented the <i>new</i> SPBP (for SY 2018/19) to stakeholders (parents and community) | 4/16/2018 | # of participants = 13 | Ross Minott |

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 st day: 8/10/2018 | The team will present the updates in the SPBP for the 18/19 school year. All stakeholders will be provided with access to the SPBP. Feedback will be collected for future team meetings. | Ashley Diamond |
| Present the 2018/19 SPBP to stakeholders (parents and community) | Prior to Oct 1 st , 2018 9/17/2018 | | |
| Present behavior data to staff <i>Quarterly: minimum of 4 each year</i> | 1. 9/20/2018 | 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 rules lesson plan implementation discipline procedures reward system implementation | Ashley Diamond |
| | 2. 11/8/2018 | | |
| | 3. 1/17/2019 | The team will present the <u>student outcome data</u> in 10B. Include: <ul style="list-style-type: none"> top 3 event locations type of behavior incidents core effectiveness data classroom referral data, as well as analysis of this data. | |
| | 4. 5/16/2019 | | |

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. Level 2 Bus Violation - 21 | 6. Fighting / Minor Disruption - 3 |
| 2. Disobedience / Insubordination - 14 | 7. Profanity Towards Staff – 1 |
| 3. Unruly / Disruptive Behavior - 13 | 8. Petty Theft - 1 |
| 4. Level 3 Bus Violation - 10 | 9. Insulting Profanity Obscene Language - 1 |
| 5. Level 1 Bus Violation - 7 | 10. Disruptive / Unruly Play - 1 |

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. Demonstrate Self-Control |
| 2. Demonstrate Tolerance of Others |
| 3. Remember a Positive Attitude is Everything |
| 4. Demonstrate Respect and Responsibility to Yourself and Others |
| 5. Strive for Success Each and Every Day |

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 | 8/15/18 | 9:30am |
| January | 1/7/19 | 9:30am |
| 4 th Quarter | 4/1/19 | 9:30am |
| Who will be responsible for teaching the lesson plans? | | Classroom Teacher |
| Where will the lesson plan instruction occur? | | Classroom |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | Ashley Diamond |

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. Bus Area | 40 |
| 2. Hallway | 10 |
| 3. Cafeteria | 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> | | |
| | | Bus Area | Hallway | Cafeteria |
| | | Rules | Rules | Rules |
| | Expectation #1: Demonstrate Self-Control | Keep hands and feet to yourself and walk directly to your designated area when called. | Students using voice level 0 in the hallway | Raise your hand for assistance. |
| | Expectation #2: Demonstrate Tolerance of Others | Level 1 voice level on the bus so you can hear your friend. | Students using appropriate manners/behaviors towards their peers and staff | Wait your turn in line. |
| | Expectation #3: Remember a Positive Attitude is Everything | Walk on the right side of the hallway and stay on sidewalks | Students standing in a straight line and voices are silent. | Follow adult directions. |
| Expectation #4: Demonstrate Respect and Responsibility to Yourself and Others | Take care of your belongings and leave school displays untouched. | Students walking with their hands at their sides. | Stay seated at the lunch table and use respectful language and a quiet voice. | |
| Expectation #5: Strive for Success Each and Every Day | Follow directions given by adults and follow Bus Safety Rules procedures for BCPS. | Students demonstrating Tip Top Titan Behavior. | Use good manners at all times. | |

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 | 8/15/18 | 9:30am |
| January | 1/7/19 | 9:30am |
| 4 th Quarter | 4/1/19 | 9:30am |
| Who will be responsible for teaching the lesson plans? | | Classroom Teacher |
| Where will the lesson plan instruction occur? | | Classroom |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | Ashley Diamond |

CRITICAL ELEMENT # 5: Reward and Recognition Programs

Although you will post, teach, review, practice and reinforce all school-wide expectations and location-specific rules, **choose 1 expectation OR 1 event location** you will target for a specific reward program for students. Based on the data that led to this expectation or location, create a reward plan using the 4 Step Problem Solving Process:

Expectation or Location: _____ Cafeteria _____

| 4 Step Problem Solving Process | Plan |
|---|--|
| <p>1. Problem Identification: Use your behavior data to identify a school-wide problem. What problem did you identify? <i>(use numerical data)</i></p> | <p>Data used: Color Coded Cafeteria Management Behavior Chart (Red, Yellow, Green)</p> <p>Problem Identification: Based on data from the chart 21 classes have students that need to stay in their seats, raise their hands, clean up their areas, and use a quiet voice.</p> |
| <p>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></p> | <p>Hypothesis: Students are having trouble maintaining self-control, rewards may not be consistent.</p> <p>Goal Statement: All classes will work to decrease the number of Yellow and Red marks they receive by 10% each month. The students agree to and understand the expectations of maintaining order, quietness, and an overall lower number of schoolwide referrals from the cafeteria.</p> |
| <p>3. Intervention Design: Describe how you will implement a positive reward program to decrease this problem.</p> | <p>Type of System: Point system</p> <p>Description of System: Students are asked to exhibit the “STARS” character traits while in the cafeteria for lunch. If they follow all the expectations they receive a Green mark. If they receive warnings from the staff, they receive a Yellow mark. If the class has repeated infractions they receive a Red mark. Classroom teachers provide an immediate reward or consequence based on their daily score. The class with the highest amount of Green marks receives a reward from their classroom teacher and Administration at the end of the month.</p> |
| <p>4. Evaluation: A. Implementation fidelity</p> | <p>A. How do you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program? <i>(2-3 sentences)</i> Administration and Support Staff will conduct walkthroughs to check the progress of the Cafeteria Management Behavior Chart on a weekly basis. They will check to ensure fidelity of the marking system, daily classroom rewards and consequences, and overall progress of the classes in the cafeteria.</p> |
| <p>B. Student outcome monitoring</p> | <p>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> Did the classes work towards their goal of lowering their amount of Yellow and Red marks by at least 10% each month?</p> |

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. Disrespect Towards Adults | Argues or disrespects adult in a negative manner |
| 2. Poor Attitude and/or is Refusing to Work | Displays poor attitude in work, actions, and words, refuses to work |
| 3. Mean to Others | Uses unkind words, actions, or gestures to other students |
| 4. Not Following Classroom Rules | Refuses to be responsible and follow specific classroom rules |
| 5. Not Keeping Hands and Feet to Themselves | Makes unwanted physical contact with other students in the classroom or other shared areas |
| 6. Not Staying on Task in the Classroom or Other Areas | Does not remain on task in the classroom or other shared areas |

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 |
| Warning | |
| Color Change (primary) / Fine (intermediate) | |
| Parent Contact (call or letter home) | |
| Parent Conference | |
| Behavior Plan | |

6C. Administration Managed Misbehaviors:

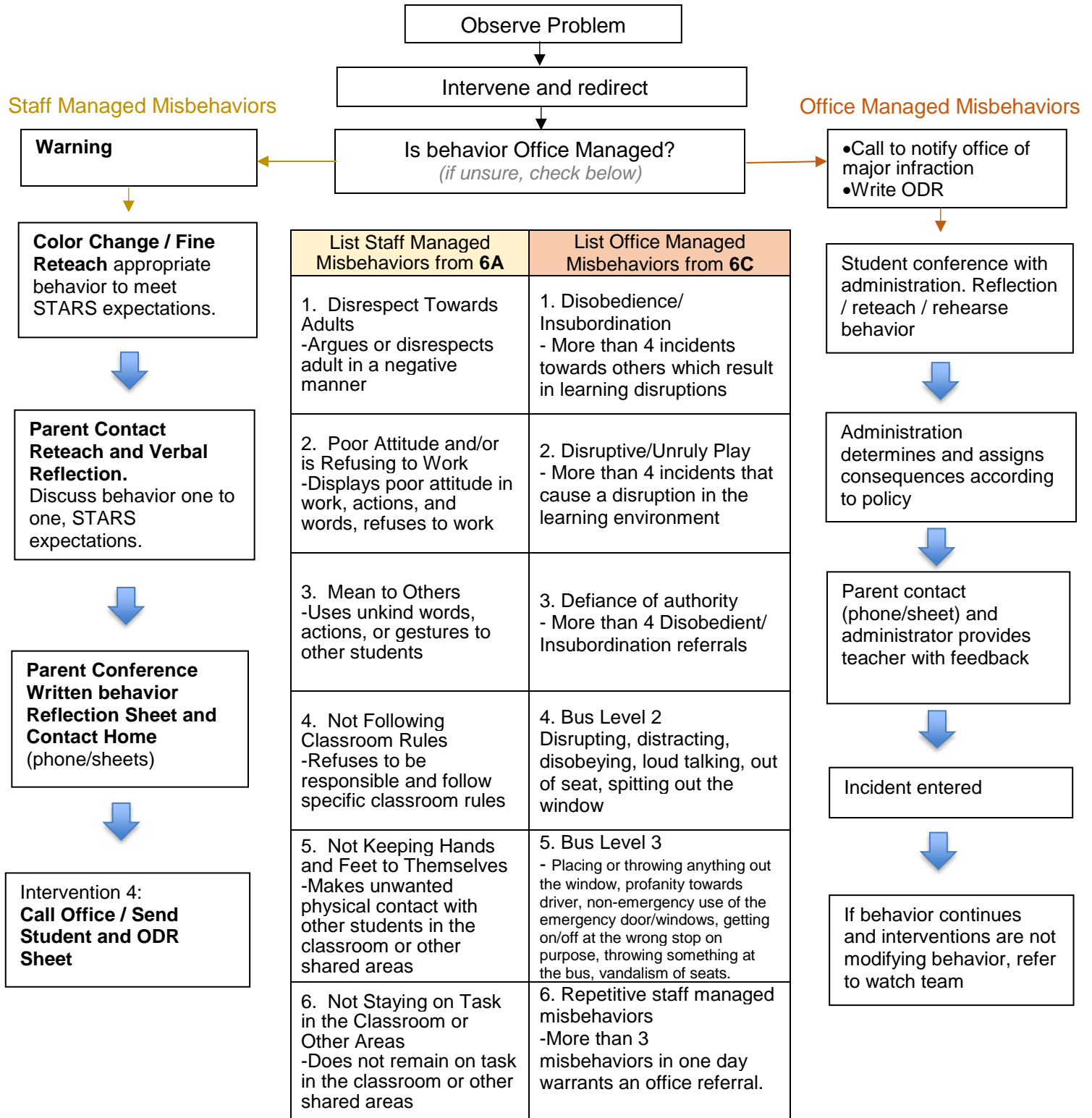
- (a) Define the first 3 behaviors by providing examples that clearly identify the point at which the misbehavior warrants an Office Discipline Referral (ODR).
- (b) List two additional common school-wide misbehaviors that will result in an ODR. Provide concrete examples.
- (c) Determine staff tolerance 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 | More than 4 incidents towards others which result in learning disruptions |
| 2. Disruptive/Unruly Play | More than 4 incidents that cause a disruption in the learning environment |
| 3. Defiance of authority | More than 4 Disobedient/Insubordination referrals |
| 4. Bus Level 2 | Disrupting, distracting, disobeying, loud talking, out of seat, spitting out the window |
| 5. Bus Level 3 | Placing or throwing anything out the window, profanity towards driver, non-emergency use of the emergency door/windows, getting on/off at the wrong stop on purpose, throwing something at the bus, vandalism of seats. |
| 6. Repetitive staff managed misbehaviors | More than <input style="width: 30px; text-align: center;" type="text" value="3"/> misbehaviors in <input style="width: 50px; text-align: center;" type="text" value="one"/> <input style="width: 50px; text-align: center;" type="text" value="day"/> 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 evidence-based 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 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? <i>(Measure staff skills, 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 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 <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 universal screening <i>across teachers</i> to determine the need for classroom management training: |
| Fidelity of Implementation Plan: <i>(3-4 sentences)</i> Data is pulled from BASIS and Administration will do classroom walkthroughs and document through iObservation. Grade Chairs will report feedback from the teachers on student behavior and adherence to classroom rules monthly. |

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 from classrooms : | 50 |
| Total number of school-wide discipline referrals: | 70 |
| % of referrals in the classroom: | 42% |
| 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: | 755 | | |
| # Referrals | | % of Total Population | Core Effectiveness |
| 0 - 1 referral | 10 | 98% | Are your 0 – 1 referrals > 80%? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 2 - 5 referrals (at risk students) | 16 | 2% | Are your 2 - 5 referrals <15%? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| > 5 referrals (high risk students) | 2 | 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 |
| 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: <i>(3-4 sentences)</i> | |
| The school will ensure that the guidance counselor, the classroom teacher, and administration monitor all students that received more than 3 referrals, starting at the beginning of the year. A conference will be held with the student and parents to develop a success plan for the student. | |

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 | 79 | 67 | -12 | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| Hispanic/Latin | 7 | 8 | 1 | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| White | 11 | 21 | 10 | <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 |
| 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: <i>(3-4 sentences)</i> | |
| The school and CPST team will work together with the classroom teacher to identify students who need extra behavior support. The students will be supported with RtI interventions and the interventions will be monitored with fidelity. The school will also continue to keep the lines of communication open between the parents and the school community. | |

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 | <input type="checkbox"/> This Action Plan has been saved to use <i>next year</i> during quarterly meetings | Ashley Diamond Assistant Principal |
| Current | <input 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 | Ashley Diamond 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 | Ashley Diamond Assistant Principal |
| 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 | Ashley Diamond Assistant Principal |
| 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 | Ashley Diamond Assistant Principal |
| 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 | Ashley Diamond Assistant Principal |
| 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. | Ashley Diamond Assistant Principal |
| 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 <i>new</i> 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 <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: http://www.browardprevention.org/mtssrti/rtib | Ashley Diamond Assistant Principal |
| 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. | Ashley Diamond Assistant Principal |
| 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 | Quarterly monitor all locations to ensure School-wide expectations and location-specific rules are posted across campus | 1. 9/20/2018 2. 11/8/2018 3. 1/17/2019 4. 5/16/2019 | Ashley Diamond |
| Behavior lesson plans are being taught as written and when indicated | Monthly walk-throughs to ensure lessons are being implemented | | Ashley Diamond |
| Discipline consequences and flow chart are being used by all staff as written | Quarterly walk-throughs to ensure Discipline consequences and flow chart are being used by all staff as written | | Ashley Diamond |
| A reward system is being implemented for <i>all</i> students | Popcorn party for positive cafeteria behavior, Titan bucks for the school dollar store | | Ashley Diamond |

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 | A 2% (1 to 2 incidents) quarterly reduction in the total number of the school’s top 10 behavior incidents by the students. | 1. 9/20/2018 2. 11/8/2018 3. 1/17/2019 4. 5/16/2019 | Ashley Diamond |
| See critical element 4A • Top 3 event locations data | A 2% (1 to 2 incidents) quarterly reduction in the total number of top 3 event locations (Cafeteria, Hallways, Bus Area) incidents by the students. | | Ashley Diamond |
| See critical element 8 • Core effectiveness data | 28 referrals written, 98% of students have received 1 or less referrals. | | Ashley Diamond |
| See critical element 7A • Grade Level/Classroom referrals data | A 2% (3 to 4 incidents) quarterly reduction in the total number of classroom referrals. | | Ashley Diamond |