

**School-wide Positive Behavior Plan (SPBP)**

Broward County Public Schools

To be implemented in SY 2018/19

**Elements have changed in the SPBP.**

Before completing, go to[**http://www.browardprevention.org/mtssrti/rtib/ →**](http://www.browardprevention.org/mtssrti/rtib/%20%E2%86%92)*School-wide Positive Behavior Plan* for:

* **A NEW Brainshark for Principals. ACTION: Log in with your p # and watch the Brainshark before Jan 30th.**
* **A NEW Overview Brainshark for Teams. ACTION: Log in with school name and watch the Brainshark.**
* A NEW mini Brainshark Series for teams. These Brainsharks are divided into the 10 Critical Elements of PBIS. They will

 show you “how to” write a comprehensive SPBP (and receive a high score!)

* A Rating Rubric to ensure teams will correctly complete the SPBP and develop a meaningful plan.

To provide consistency across the District, *only plans entered on the current district template will be accepted*.

**ACTION: Download, complete and upload the SPBP into your School Improvement Plan before May 1, 2018:**

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| **School Name:** | Plantation High School |
| **School Number:** | 1451 |
| **SPBP Contact Name:**  | Peter Zakes |
| **Direct Phone Number:**  | **754-322-1854** |

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| **CRITICAL ELEMENT # 1: Active Team with Administrative Participation** |

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

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| **Full Name** | **Position** | **Who or what grade level does this member represent?** |
| Parinaz Bristol | Principal | Administration |
| Mathew Fritizius | Assistant Principal | Administration |
| Johnathan Edwards | Behavior Specialist | Administration |
| Peter Zakes | SPBP Point of Contact | RtI: B Team |
| Valentina Attah | Parent/Community Representation | SAC |
| Wayne Johnson | BTU Representative | BTU |
| Courtney Coombs | Teacher | Math Department |
| Dellareese Wilson-Smith | Teacher | Math Department |
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**1B**. Schedule and document your quarterly team meeting dates for *next* 2018/19 school year:

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| **Meeting Date** | **Meeting Time** | **Name & title of person responsible to facilitate meeting** | **Content of meetings:** |
| 8/23/2018 | 3:00 pm | Peter Zakes | 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) |
| 11/8/2018 | 3:00 pm | Peter Zakes |
| 1/10/2019 | 3:00 pm | Peter Zakes |
| 3/15/2019 | 3:00 pm | Peter Zakes |

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| **CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment:** |

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

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| **Action Steps:** | **Date***(Between Jan 15 –* *April 30, 2018)* | **Details***(retain attendance sheets at school)* | **Person responsible to collect and retain attendance sheets:** |
| Began planning process for SY 2018-/19 for SWPBP. | 9/28/2017 | # of participants = 4 | Peter Zakes |
| Initial SWPBP submitted to SIP.  | 10/19/2017 | # of participants = 4 | Peter Zakes |
| Team meeting to discuss the SWPBP.  | 4/11/2018 | # of participants = 3 | Peter Zakes |

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

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| **Action Steps:** | **Date(s)***(NEXT YEAR)* | **Content***(retain attendance sheets at school)* | **Person responsible to collect and retain attendance sheets:** |
| Presented the *new* SPBP (for SY 2018/19) to staff | 5/1/2018 | # of participants = tbd | Peter Zakes |
| Held a *faculty* vote on the new SPBP(for SY 2018/19) | 5/4/2018 | % approved = tbd | Peter Zakes |
| Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community) | 5/11/2018 | # of participants = tbd  | Peter Zakes |
| Provide a professional development on the 2018/19SPBP for all staff | Prior to students’ 1st day:8/9/2018 | 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. | Peter Zakes |
| Present the 2018/19SPBP to stakeholders (parents and community) | Prior to Oct 1st, 20189/4/2018 |
| Present behavior data to staff*Quarterly: minimum of 4 each year* | 1. 10/12/2018 | The team will present the implementation data in 10A. Include:• the “marketing” (teaching and posting) of expectations and rules • lesson plan implementation• discipline procedures • reward system implementationThe team will present the student outcome data in 10B. Include: • top 3 event locations • type of behavior incidents• core effectiveness data • classroom referral data, as well as analysis of this data. | Peter Zakes |
| 2. 12/14/2018 |
| 3. 3/15/2019 |
| 4. 5/17/2019 |

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

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

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| **Top 10 Behavior Incidents***(put N/A in any blank spaces)* |
| 1. Disobedience/Insubordination | 6. Physical Attack |
| 2. Class Cut/Skipping | 7. Truancy |
| 3. Out of Assigned Area | 8. Leaving Campus Without Permission |
| 4. Fighting-Medium | 9. Defiance of Authority  |
| 5. Unruly/Disruptive Behavior | 10. Insulting/Profane/Obscene Language |

**3B.** Based on the behavior incidents in 3A, develop 3 – 5 **positive characteristics** *(not behaviors)* that would counteract the demonstration of these misbehaviors. These positive characteristics become your school-wide expectations.

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| **School-wide Expectations** |
| 1. Students are Responsible for themselves and others |
| 2. Students are Respectful of themselves and others |
| 3. Students display openness to other cultures and ideas |
| 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.*

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| **When will school-wide expectations lesson plans be taught?** |
|  | Date(s) | Time: |
| August | 20-23 | All English Classes |
| January  | 14-17 | All English Classes |
| 4th Quarter | April 1-4 | All English Classes |
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| Who will be responsible for teaching the lesson plans? | English Department |
| Where will the lesson plan instruction occur? | English Classrooms |
| Who is responsible for retaining, organizing and distributing all lesson plans? | Peter Zakes |

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

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

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| **Top 3 Locations** |
| School Location | # Incidents |
| 1. Classroom | 555 |
| 2. School Grounds | 58 |
| 3. Hallway | 49 |

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

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| **Expectations and Rules Matrix** |
| **School-wide EXPECTATIONS** | *Copy and paste expectations from* ***3C****.* | **IDENTIFIED LOCATIONS***Copy and paste locations from* ***4A.*** |
| Classroom | School Grounds | Hallway |
| **Rules**  | **Rules**  | **Rules**  |
| Students are Responsible for themselves and others  | Students are prepared for class with all of their supplies on time. | When not in class, students are in designated areas. | Students will keep hands, feet and objects to themselves and follow instructions given by staff.  |
| Students are Respectful of themselves and others | Students will listen when others are speaking in class. | Students will use the garbage cans on campus to throw away their trash  | Students will move quickly and quietly between classes. |
| Students display openness to other cultures and ideas | Students will work with peers of different backgrounds to express their ideas or opinions in a respectful manner and avoid derogatory or inflammatory language. | Students will work with peers of different backgrounds to express their ideas or opinions in a respectful manner and avoid derogatory or inflammatory language. | Students will work with peers of different backgrounds to express their ideas or opinions in a respectful manner and avoid derogatory or inflammatory language. |

**4C**. Research indicates that discipline referrals increase after long holidays and during testing times. Plan to teach your location-specific rules at least 3 times throughout the year (and anytime the expected behaviors are not being demonstrated).

**ACTION:** Create at least one lesson plan for **each** location above and distribute to teachers during pre-planning 2018-19. Develop additional lesson plans you will use throughout the year to re-teach and reinforce your location-specific rules.

*You do not need to submit your lesson plans with the SPBP. Retain all behavior lesson plans at the school; make sure these lesson plans are available for guests and stakeholders.*

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| **When will location-specific rules lesson plans be taught?** |
|  | Date(s) | Time: |
| August | 20-23 | All English Classes |
| January  | 14-17 | All English Classes |
| 4th Quarter | April 1-4 | All English Classes |
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| Who will be responsible for teaching the lesson plans? | English Teachers |
| Where will the lesson plan instruction occur? | English Classrooms |
| Who is responsible for retaining, organizing and distributing all lesson plans? | Peter Zakes |

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| **CRITICAL ELEMENT # 5: Reward and Recognition Programs** |

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

Expectation or Location: \_Classroom\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **4 Step Problem Solving Process** | **Plan** |
| **1. Problem Identification:** Use your behavior data to identify a school-wide problem. What problem did you identify? *(use numerical data)* | **Data used: Attendance data from pinnacle** **Problem Identification: students skipping classes (202)** |
| **2**. **Problem Analysis:** Why do you think this problem is occurring?What is your goal? *(use a SMART goal statement with numerical data)* | **Hypothesis: If attendance is incentivized, then students will have a greater probability of attending all classes in pursuit of the incentive thereby lowering the truancy rate.****Goal Statement:** The goal is to reduce the number of students reported as skipping by at least 50% (from 202 to 101 or lower) by the end of the 2018/2019 school year through the implementation of a reward system for those who are in perfect attendance for all of their classes.  |
| **3. Intervention Design:**  Describehow you will implement a positive reward program to decrease this problem. | **Type of System: Point system** **Description of System:** Students who display perfect attendance will be invited to a pizza party at the end of each semester. |
| **4. Evaluation:**A. Implementation fidelity | 1. How do you monitor the fidelity (consistency and effectiveness) of the **staff’s** implementation of the reward program? Teachers must enter their attendance correctly into pinnacle to properly track students every class. Administration can review the attendance records for any discrepancies.
 |
| B. Student outcome monitoring | 1. How will you know if the reward program is positively impacting **students**? What measurable data will you use to determine “success”? Attendance data will be pulled from BASIS to review the total number of students reported as skipping throughout the year.
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| **CRITICAL ELEMENT #6 Effective Discipline Procedures** |

**6A. Staff Managed Misbehaviors:** List the top 6 *most common* school-wide misbehaviors **staff are expected to manage.**

Write a short, objective, and measurable definition for each.

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| **Staff Managed Misbehaviors** |
| Misbehavior |  “Looks Like” - *provide a description with example(s)*  |
| 1. Disruptive Behavior | Student engages in behavior which detracts from lesson or learning environment. Excessive talking, wandering around the class. |
| 2. Cell phone use | Cell phone use which distracts others from lesson or pace of instruction. |
| 3. Student out of seat | Student does not remain in their assigned seat or repeatedly leaves their seat. |
| 4. Throwing objects | Tossing/throwing any object in class which has potential to cause bodily harm. |
| 5. Copying work | Students explicitly or inexplicitly reproducing another students work as their own.  |
| 6. Loud or Excessive Talking | Student conversations which are distracting to the class or occurring during a time where classroom attention is to be 100% focused on a particular assignement. |

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

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| --- | --- |
| Is this a menu or hierarchy system?  |  [x]  Menu [ ] Hierarchy |
| Proximity to student |
| Verbal redirection |
| Parent contact |
| Afterschool detention |
| Loss of classroom 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).

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| **Office Discipline Referrals (ODRs)** |
| Behavior |  “Looks Like” - *provide a description with example(s)* |
| 1. Disobedience/Insubordination | Student engages in an argument with teacher to the point that student disrupts the lesson or class. |
| 2. Disruptive/Unruly Play | Student engages in play which puts either themselves or others at risk of injury in class. |
| 3. Defiance of authority | After repeated redirection student continues to defy teacher instruction when asked to do something reasonable in class.  |
| 4. Skipping | Students is not in class during their assigned period. |
| 5. Fighting | Student engages in mutual combat with the potential of bodily harm.  |
| 6. Repetitive staff managed  misbehaviors | More than misbehaviors inwarrants an office referral. periodOne 4 *e.g., 3 half hour* *2 one period* |

**6D. School-wide Discipline Flow Chart:**

(a) Review the sample discipline flow charts in “Additional Items” located on browardprevention.org

(b) Copy or customize a flow chart to graphically represent the discipline process at **your** school.

(c) Paste the flow chart here**OR** complete the flow chart below.

**Student Behavior Discipline Flow Chart**

Observe Problem Behavior

 Intervene and redirect

Office Managed Misbehaviors

Staff Managed Misbehaviors

•Call to notify office of major infraction

•Write ODR

Implement an initial consequence from **6B**

Is behavior Office Managed?

*(if unsure, check below)*

|  |  |
| --- | --- |
| List Staff Managed Misbehaviors from **6A** | List Office Managed Misbehaviors from **6C** |
| 1. Disruptive Behavior2. Cell phone use3. Student out of seat4. Throwing objects5. Copying work6. Loud or Excessive Talking | 1. Disobedience/Insubordination2. Disruptive/Unruly Play3. Defiance of authority4. Skipping5. Fighting6. Repetitive staff managed  misbehaviors |

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

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

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| Which **evidence-based** classroom management system is supported by your school’s administration and is expected to be implemented school-wide?*(Class Dojo, LEAPs, HERO, Cloud 9, etc. are tools,* ***not*** *classroom systems)* | [x]  CHAMPs\*[ ]  PBIS Classroom Management[ ]  Administration does not expect an evidence-based classroom management system to be implemented by teachers this year (*your school will need to adopt one next year)*[ ]  Other *(complete below)* |
| If other, name the **evidence-based classroom management system:** | 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?  | [ ]  Yes [x]  No |

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

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| What data collection tool does your school leadership team use to monitor and evaluate your teacher’s classroom management skills? *(Measure* ***staff skills****, not student outcomes)* |
| [ ]  CHAMPs 7 Up Checklist  |
| [ ]  CHAMPs Classroom Check Up (CCU) |
| [ ]  PBIS Classroom Assistance Tool (CAT) |
| [ ]  PBIS Walkthrough |
| [x]  Marzano’s Domain 1, Design Questions 5, 6, 7, 8, 9  |
| [ ]  Fidelity of staff classroom management implementation is not monitored to determine training needs this year *(you will need to adopt a tool and plan next year)* |
| [ ]  Other *(specify):* |
| Explain how this data is collected and analyzed by your school leadership team as a **universal screening** *across teachers* to determine the need for classroom management training: |
| Fidelity of Implementation Plan: Teachers are monitored using their classroom strategies with their observations being logged in iObservations to be reviewed by administration for training needs. |

**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**: | 555 |
|  Total number of **school-wide** discipline referrals:  | 846 |
| % of referrals in the classroom: | 40% |
| Do more than 40% of your referrals come from the classroom? | [ ]  Yes [x]  No |

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

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| **CRITICAL ELEMENT # 8: Data Collection and Analysis** |

**8A. Determine your School-wide Core Effectiveness YTD** from the BASIS Behavior Dashboard in the “Referrals per Student” chart.

(a) Complete the yellow highlighted cells first.

(b) Auto-calculate the “% of Total Population” by clicking on each “!Zero Divide” in the cells and pressing “Fn + F9”.

(c) Determine if the core is effective in all three areas

|  |  |  |  |
| --- | --- | --- | --- |
| TOTAL Population: | 2101 |  |  |
| # Referrals |  | **% of Total Population** | Core Effectiveness |
| 0 - 1 referral |  | 92% | Are your 0 – 1 referrals > 80%? | [x] Yes [ ] No |
| 2 - 5 referrals(at risk students) | 147 | 7% | Are your 2 - 5 referrals <15%? | [x] Yes [ ] No |
| > 5 referrals(high risk students) | 26 | 1% | Are your >5 referrals <5%?  | [x] Yes [ ] No |

**8B. Core Effectiveness Plan:**

|  |  |
| --- | --- |
| If all 3 are “**Yes**”, your core is effective. Is your core behavior curriculum effective? | [x] Yes [ ] No |
| Answer **either** (a) or (b):(a) If you answered “**Yes**”, although your core is effective, what plan does your school leadership team implement for early identification of at risk and high risk students?(b) If you answered “**NO”**, indicate the supports and interventions your school leadership team will implement at the beginning of the next school year to improve core strength: |
| Core Effectiveness Plan: Administration works with the RTI team, faculty and staff to identify students who are either at risk or high risk. These identified students are addressed using the RTI team to provide the needed interventions either academic or behavioral. The RTI team follows up with these students to verify that the interventions are working or if any adjustments need to be made. |

**8C. Disproportionality: Determine if there are any issues within subgroups** from BASIS 3.0 Behavior Dashboard in the “Referrals by Demographics” chart.

(a) Complete the yellow highlighted cells first.

(b) Auto-calculate the difference by clicking on each “0” in the next cell and pressing “Fn + F9”.

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| --- | --- | --- | --- | --- |
| Subgroups | (PctPop - Green)% **of students**  | (PctRef - Blue)**% of referrals**  | Difference in referral composition | Positive value suggests disproportionality(Is the value positive?) |
| Black | 82 | 84 | 2 | [x] Yes [ ] No |
| Hispanic/Latin | 8 | 6 | -2 | [ ] Yes [x] No |
| White | 7 | 6 | -1 | [ ] Yes [x] No |

**8D. Disproportionality Plan:** If any values are positive, the percentage of referrals contributed to that subgroup is higher than expected, given that subgroups’ percentage in the student population.

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| --- | --- |
| If all 3 are “**No**”, disproportionality is not indicated. Are all 3 “No”? | [ ] Yes [x] No |
| Answer **either** (a) or (b):(a) If you answered “**Yes**”, although your data indicates equity, what plan does your school leadership team implement for early identification of any disproportionality issues(b) If you answered “**No**”, indicate the support plan and interventions your school leadership team will implement at the beginning of next year to improve sub group disproportionality |
| Disproportionality Plan: The data indicates that there is disproportionality between the subgroups in that there is 2 point difference in the black subgroup over the other observed groups. To address this we will, review referrals submitted to ensure that the referral system is being properly used and that these incidents are not discriminatory as well as looking for trends within the disciplinary data to reveal any staff bias. Review of the use of the discipline flow chart with teachers will be conducted with follow up training provided to teachers throughout the year to ensure proper implementation. Discipline data will be reviewed by the RTI team once per week per grade level to monitor any further discrepancy between subgroups. |

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| **Critical Elements # 9: SPBP Implementation Planning** |

This form provides a timeline to complete best practices and required actions. This timeline should drive team actions and accountability. As you implement your SPBP *NEXT* year, check off **completed items** and indicate the accountable person. (Complete only the yellow highlighted area at this time). Next year, you will upload this completed plan within your SPBP.

Required actions for all schools in Broward County

Best Practices for all schools in Broward County

**Resources**

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| **SPBP Team Implementation Action Plan 2018 - 2019** |
| **Month** |  **Action Step**[x] *check when Action completed* | **Completed:**Person ResponsibleName & Title |
| **Current** | [x]  **This Action Plan has been saved to use *next year* during quarterly meetings** | **Peter Zakes, Teacher**  |
| **Current** | [x]  **Create a SPBP binder or portfolio to retain (for 2 years) hard copies of: your SPBPs, Action Plans, staff PBIS professional development attendance, stakeholder training attendance, quarterly meeting agendas, quarterly staff behavior presentations, voting attendance and outcome, Expectation lesson plans and Rules lesson plans** | **Peter Zakes, Teacher** |
| **Pre Planning****2018** | [ ]  Print up your SPBP Review and school score from OSPA[ ]  Provide SPBP presentation to all staff during Pre Planning[ ]  Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders[ ]  Market and post school-wide Expectations and location-specific Rules (posters, PSAs, etc.)[ ]  Identify your RtI Instructional Facilitator provided by the district  (Contact tyyne.hogan@browardschools.com for more information, if you are unsure)[ ]  Confirm 1st team meeting date and time  | Click here to enter NAME & title. |
| **August****1st meeting** | [ ]  Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP[ ]  Determine any needed team training, such as the 4 Step PSP Brainshark Series, 10 Critical  Elements Brainsharks, Data Collection, Effective CPST Teams, PBIS 101, etc.  Trainings available at: <http://www.browardprevention.org/mtssrti/training-modules/>[ ]  Review previous year’s behavior data. (Use ‘Agenda’ and ‘Data Collection Template’) Forms available at: <http://www.browardprevention.org/mtssrti/rtib> in Tier 1, Teaming[ ]  Present implementation data, behavior data, team activities and progress to entire staff [ ]  Utilize the 4 Step Problem Solving Process to develop initial interventions[ ]  Review previous year’s SPBP and feedback form[ ]  Verify and implement teaching schedule for SPBP Expectations and Rules behavior lesson plans | Click here to enter NAME & title |
| **September** | [ ]  Provide stakeholder presentation on SPBP prior to October 1[ ]  Check for staff and teacher understanding of PBIS - provide “PBIS 101” Brainshark as a resource  Brainshark available at: http://www.brainshark.com/browardschools/PBIS101 | Click here to enter NAME & title. |
| **October****2nd meeting** | [ ]  Ensure instructional staff know how to (and are, as needed) enter Tier 1 Supplemental Strategies  for behavior in BASIS[ ]  Present implementation data, behavior data, team activities and progress to entire staff  | Click here to enter NAME & title. |
| **November** | [ ]  Staff to re-teach Expectations and Rules first day back from break. [ ]  Team to develop new and/or improved lesson plans as indicated by behavior data. | Click here to enter NAME & title |
| **January****2019****3rd meeting**Prepare for *2019/20* SPBP | [ ]  Staff to re-teach Expectations and Rules first day back from break[ ]  Ensure the Principal signs in and watches the *new* SPBP Brainshark: Due January 30th [ ]  Present implementation data, behavior data, team activities and progress to entire staff [ ]  Choose team members and dates to work on, complete, and submit the *new* SPBP[ ]  Teams watch the *new* SPBP Brainsharks and refers to *new* “Additional items” Brainsharks and Additional items posted at: <http://www.browardprevention.org/mtssrti/rtib> | Click here to enter NAME & title. |
| **February** | [ ]  Ensure progress towards completion of SPBP[ ]  Check on recently hired staff for PBIS understanding - provide “PBIS 101” Brainshark resource[ ]  Provide the SPBP Surveymonkey link to all staff (optional). Email Tyyne.hogan@browardschools.com to request analysis. | Click here to enter NAME & title |
| **March****4th meeting** | [ ]  Ensure progress towards completion of SPBP[ ]  Provide staff presentation and vote on new SPBP for next year[ ]  Provide stakeholders/parent presentation on new SPBP for next year[ ]  Present implementation data, behavior data, team activities and progress to entire staff  | Click here to enter NAME & title |
| **April** | [ ]  Submit your SPBP in OSPA by April 30th every year | Click here to enter NAME & title |

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| **CRITICAL ELEMENT # 10: Monitoring Plans** |

**10A.** How will you determine the success **of *staff* implementation** of the School-wide Positive Behavior Plan?

*“Are* ***staff*** *implementing the SPBP with fidelity? How do you know?”*

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| **Fidelity of Implementation Monitoring Plan** |
| Action Step | Create an **observable** and **measureable** SMART goal to determine “successful”**staff implementation** of action step | When will data be collected, analyzed & presented? | Person responsible to collect and analyze data |
| School-wide **expectations** and location-specific **rules** are posted across campus | Teachers will be provided a poster in their preplanning week folder which has the expectations with instructions to post them in their classroom. Administrators will look for these posters while conducting walkthroughs throughout the year. | Refer to **quarterly** presentation dates in 2B.This is the data the team will be sharing during presentations. | Peter Zakes |
| **Behavior lesson plans** are being taught as written and when indicated | English teachers will provide students with a survey to complete at the conclusion of the lessons which will allow students to provide direct feedback on the lessons. These surveys will be reviewed with discipline data to determine the effectiveness of the lessons taught. | Peter Zakes |
| **Discipline consequences**  and **flow chart** are being used by all staff as written | Teachers will provide all steps taken when writing an office referral including any tier 1 strategies or steps taken using the flow chart. | Peter Zakes |
| A **reward system** is being implemented for *all* students | A report will be run at the end of each semester to determine those students who qualify for the reward system. All students who meet the required attendance record will be included. | Peter Zakes |

**10B.** How will you determine whether the SPBP is successful in positively impacting **students?**

*“If staff are implementing the SPBP consistently and effectively, did it positively impact* ***the students****? How do you know?”*

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| **Student Outcome Monitoring Plan** |
| Student Outcome Data | Create an **observable** and **measureable** SMART goal to determine “successful”**student outcomes** | When will data be collected, analyzed & presented? | Person responsible to collect and analyze data |
| See critical element 3A• Type of **behavior incidents** data | There will be at least a 10% decrease in these incidents from the 2017-2018 data. | Refer to **quarterly** presentation dates in 2B.This is the data the team will be sharing during presentations. | Peter Zakes |
| See critical element 4A • **Top 3 event locations** data | There will be at least a 10% decrease in these incidents from the 2017-2018 data. | Peter Zakes |
| See critical element 8 • **Core effectiveness** data | >90% of students will have one or fewer referrals for the 2018-2019 school year with <7% of students receiving 2 or more referrals.  | Peter Zakes |
| See critical element 7A• **Grade Level/Classroom referrals** data | There will be at least a 10% decrease in these incidents from the 2017-2018 data. | Peter Zakes |