

**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>         | Annabel C. Perry PreK-8 |
| <b>School Number:</b>       | 1631                    |
| <b>SPBP Contact Name:</b>   | Genevieve Leydig        |
| <b>Direct Phone Number:</b> | 754-323-5055            |

**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? |
|-----------------------|---|---|
| Mr. Thomas Correll    | Principal   | Administration                                      |
| Dr. Genevieve Leydig  | Assistant Principal- Elementary SPBP Point of Contact | Administration                                      |
| Ms. Jennifer O’Neal   | Assistant Principal-Middle                            | Administration                                      |
| Ms. Denise Simpson    | Paraprofessional                                      | Middle School Grades                                |
| Ms. Debra Aquino      | Teacher   | Teacher   |
| Ms. Lynn Henschel     | Guidance Counselor                                    | Elementary School                                   |
| Ms. Maureen Johnson   | Teacher   | Teacher   |
| Ms. Laura Salmon      | Teacher   | Teacher   |
| Ms. Jacqueline Foster | Parent/Community Representation                       | SAC   |
| Mr. Charles Sanders   | BTU Representative                                    | BTU/Teacher   |
| Ms. Heather Marrero   | Teacher   | Teacher   |
| Ms. D Gilbert         | Teacher   | Teacher   |

**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:  |
|--------------|--------------|--|---|
| 8/13/2018    | 10 A.M.      | Genevieve Leydig, AP                                     | 1. Create and disseminate updated Expectations and Rules lesson plans (#3 and #4)<br>2. Review progress of Implementation Action Plan (#9)<br>3. Collect & analyze implementation |
| 10/19/2018   | 10 A.M.      | Genevieve Leydig, AP                                     |   |
| 1/7/2019     | 10 A.M.      | Genevieve Leydig, AP                                     |   |

|           |         |                      |  |
|-----------|---------|----------------------|--|
| 3/22/2019 | 10 A.M. | Genevieve Leydig, AP | data (#10A)<br>4. Collect & analyze student<br>outcome data (#10B) |
|-----------|---------|----------------------|--|

## 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<br><i>(Between Jan 15 – April 30, 2018)</i> | Details<br><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                                | 4/27/2018  | # of participants = 44                                 | Genevieve Leydig  |
| Held a <i>faculty</i> vote on the new SPBP (for SY 2018/19)                            | 4/27/2018  | % approved =100  | Genevieve Leydig  |
| Presented the <i>new</i> SPBP (for SY 2018/19) to stakeholders (parents and community) | 4/24/2018  | # of participants = 32                                 | Genevieve Leydig  |

**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)<br><i>(NEXT YEAR)</i>                       | Content<br><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:<br>8/8/2018 | The team will present the updates in the SPBP for the 18/19 school year. All stakeholders will be provided with access to the SPBP. Feedback will be collected for future team meetings.  | Genevieve Leydig  |
| Present the 2018/19 SPBP to stakeholders (parents and community)           | Prior to Oct 1 <sup>st</sup> , 2018<br>9/18/2018    |   |   |
| Present behavior data to staff<br><i>Quarterly: minimum of 4 each year</i> | 1. 10/19/2018                                       | 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> | Genevieve Leydig  |
|  | 2. 12/14/2018                                       |   |   |
|  | 3. 3/22/2019  | 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. 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<br><i>(put N/A in any blank spaces)</i> |                                    |
|---|------------------------------------|
| 1. Unruly/Disruptive Behavior                                     | 6. Disruptive Unruly Play          |
| 2. Fight Minor Altercation  | 7. Dress Code Violation            |
| 3. Fighting Medium  | 8. Out of Assigned Area            |
| 4. Disobedience/Insubordination                                   | 9. Class Cut                       |
| 5. Battery  | 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. <b>Control my behavior</b> |
| 2. <b>Act responsibly</b>     |
| 3. <b>Respect others</b>      |
| 4. <b>Engage in learning</b>  |

**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  | 08.13.18 | 10:30 A.M.                  |
| January   | 01.07.19 | 10:30 A.M.                  |
| 4 <sup>th</sup> Quarter   | 04.04.19 | 2:15 P.M.                   |
| Who will be responsible for teaching the lesson plans?                          |          | SPBP Team Led by Dr. Leydig |
| Where will the lesson plan instruction occur?                                   |          | Media Center                |
| Who is responsible for retaining, organizing and distributing all lesson plans? |          | Genevieve Leydig            |

## CRITICAL ELEMENT #4: Location-based Rules

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

| Top 3 Locations   |             |
|-------------------|-------------|
| School Location   | # Incidents |
| 1. School Grounds | 18          |
| 2. Cafeteria      | 15          |
| 3. Hallway        | 14          |

**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               |  |  |
|                               |                                      | Copy and paste locations from 4A.  |  |  |
|                               |                                      | School Grounds                     | Cafeteria  | Hallway                                  |
|                               | Rules                                | Rules                              | Rules  | Rules                                    |
|                               | Control my Behavior                  | Follow directions the first time   | Use good table manners                             | Keep hands, feet and objects to yourself |
|                               | Act Responsibly                      | Always do what is expected         | Stay in your seat and Clean your area              | Respect school property                  |
|                               | Respect Others                       | Use kind words and actions         | Use kind words and actions                         | Use kind words and actions               |
|                               | Engage in Learning                   | Pay attention to your surroundings | Speak to those at your table using an inside voice | Get to class on time                     |
|                               | Click here to enter Expectation #5   | Click here to enter a Rule         | Click here to enter a Rule                         | Click here to enter a Rule               |

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

**ACTION:** Create at least one lesson plan for **each** location above and distribute to teachers during pre-planning 2018-19.

Develop additional lesson plans you will use throughout the year to re-teach and reinforce your location-specific rules.

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

| When will location-specific rules lesson plans be taught?                       |                         |                  |
|---|-------------------------|------------------|
|   | Date(s)                 | Time:            |
| August  | August 17 <sup>th</sup> | 8:30 A.M.        |
| January   | January 8 <sup>th</sup> | 8:30 A.M.        |
| 4 <sup>th</sup> Quarter   | April 1 <sup>st</sup>   | 8:30 A.M.        |
| Who will be responsible for teaching the lesson plans?                          |                         | Homeroom Teacher |
| Where will the lesson plan instruction occur?                                   |                         | Classroom        |
| Who is responsible for retaining, organizing and distributing all lesson plans? |                         | Genevieve Leydig |

## 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: School Grounds

| 4 Step Problem Solving Process  | Plan  |
|---|---|
| <b>1. Problem Identification:</b> Use your behavior data to identify a school-wide problem.<br>What problem did you identify? <i>(use numerical data)</i> | <b>Data used:</b> BASIS and Daily Observation<br><br><b>Problem Identification:</b> Based on BASIS data, besides classrooms, the highest amount of incidents (18) occurred throughout school grounds.   |
| <b>2. Problem Analysis:</b> Why do you think this problem is occurring?<br>What is your goal? <i>(use a SMART goal statement with numerical data)</i>     | <b>Hypothesis:</b> Class change throughout middle school and transitions for elementary tend to be less structured and provided students to more opportunities to display non-desirable behaviors.<br><br><b>Goal Statement:</b> In order to reduce behavior infractions throughout school grounds, school personal will increase the use of the Penguin Buck Reward System by rewarding students with Penguin Bucks for proper transitions and bell changes with the goal of reducing the total infractions by 50%.        |
| <b>3. Intervention Design:</b> Describe how you will implement a positive reward program to decrease this problem.  | <b>Type of System:</b> <b>Token system</b><br><br><b>Description of System:</b> Students will be rewarded with Penguin Bucks every time they are found to be following the expectations for the school ground areas. All school personal will be provided with adequate amounts of Penguin Bucks to continue to reward positive behavior.   |
| <b>4. Evaluation:</b><br>A. Implementation fidelity   | <b>A. How do you monitor the fidelity (consistency and effectiveness) of the <u>staff's</u> implementation of the reward program?</b> To determine the effectiveness, administration will monitor daily behavior infractions through BASIS. In addition, administration will also monitor the amount of Penguin Bucks students are using during the weekly store.   |
| B. Student outcome monitoring   | <b>B. How will you know if the reward program is positively impacting <u>students</u>? What measurable data will you use to determine "success"?</b><br>To determine the effectiveness of the program on students, administration and the SPBP Team will conduct observations and informal discussions with students to gain their input. In addition, the team will monitor the number of infractions based on BASIS to determine if the goal of reducing the behavior infractions throughout school grounds is occurring. |

**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. Classroom Disruption       | Any minor disruption that hinders instruction   |
| 2. Disruptive Playing         | Behaving silly to amuse oneself or others around (may include more than one student)                  |
| 3. Out of assigned area       | Leaving assigned spot student is expected to be   |
| 4. Disobedience               | Not following instructions or talking back to teacher   |
| 5. Out of dress code          | Student in any other clothing besides uniform assigned to school                                      |
| 6. Improper use of technology | Using technology equipment in a manner that is not approved, including cell phones and music devices. |

**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 |
| <b>Verbal Warning with redirection</b> |                               |   |
| <b>Parent contact</b>                  |                               |   |
| <b>Parent/Teacher conference</b>       |                               |   |
| <b>Loss of privilege(s)</b>            |                               |   |
| <b>Classroom Detention</b>             |                               |   |

**6C. Administration Managed Misbehaviors:**

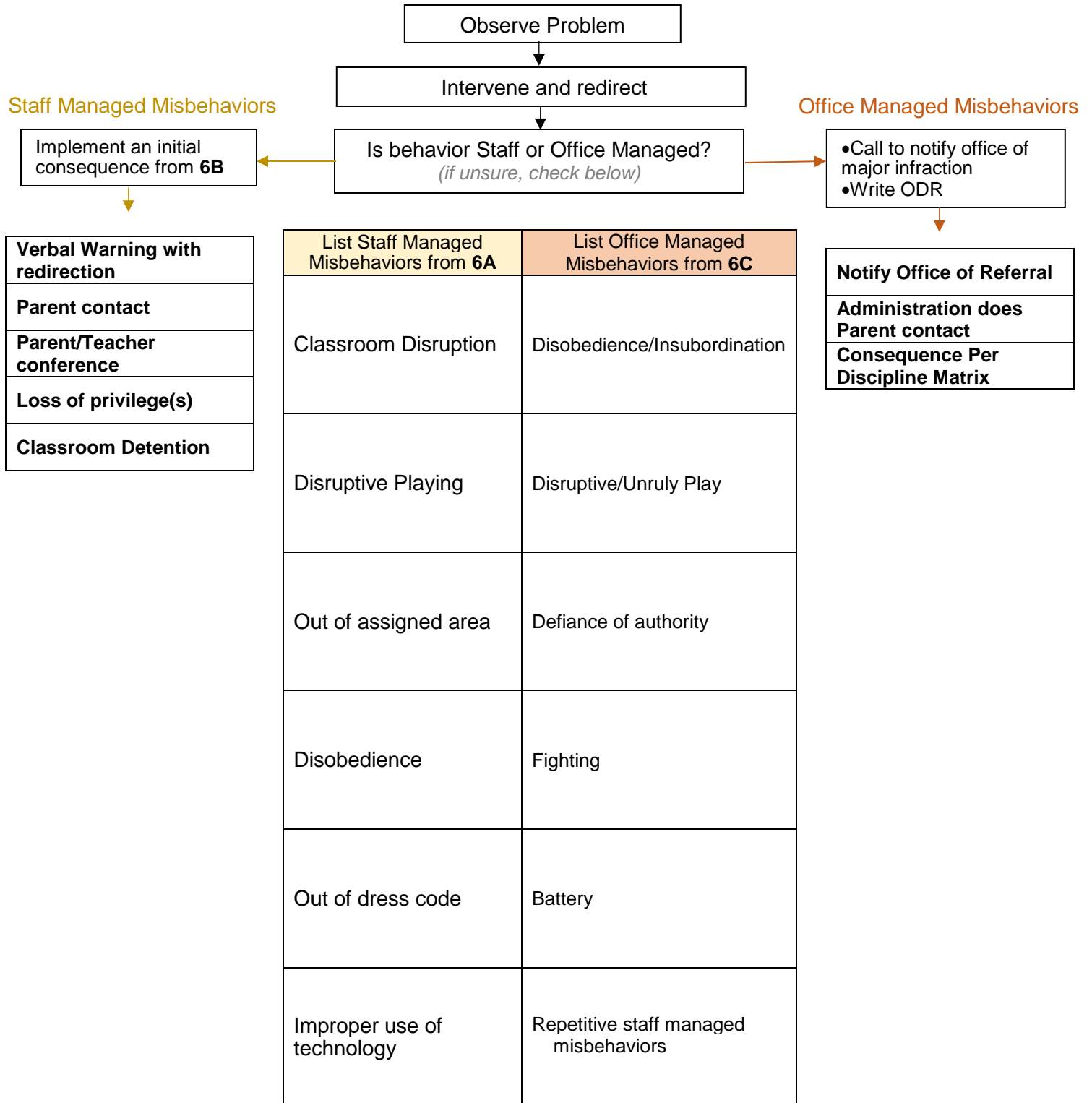
- (a) Define the first 3 behaviors by providing examples that clearly identify the point at which the misbehavior warrants an Office Discipline Referral (ODR).
- (b) List two additional common school-wide misbehaviors that will result in an ODR. Provide concrete examples.
- (c) Determine staff tolerance 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          | Displaying behaviors that cause an immediate disruption to the learning environment or can cause an unsafe learning environment.   |
| 2. Disruptive/Unruly Play                | Displaying behaviors that cause an immediate disruption to the learning environment.   |
| 3. Defiance of authority                 | Displaying behaviors that cause an immediate disruption to the learning environment.   |
| 4. Fighting                              | Displaying or engaging in violence, combat, or aggression (Two or more students)   |
| 5. Battery                               | Intentional conduct that was meant to cause harm to another individual.  |
| 6. Repetitive staff managed misbehaviors | More than <input type="text" value="3"/> misbehaviors in <input type="text" value="two"/> <input type="text" value="hours"/> warrants an office referral.<br><i>e.g., 3 half hour</i><br><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?<br><i>(Class Dojo, LEAPs, HERO, Cloud 9, etc. are tools, <b>not</b> classroom systems)</i> | <input checked="" type="checkbox"/> CHAMPs*<br><input type="checkbox"/> PBIS Classroom Management<br><input checked="" type="checkbox"/> Administration does not expect an evidence-based classroom management system to be implemented by teachers this year<br><i>(your school will need to adopt one next year)</i><br><input type="checkbox"/> Other <i>(complete below)</i> |
| If other, name the <b>evidence-based classroom management system</b> :   | 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 checked="" type="checkbox"/> Yes <input 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 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 <b>universal screening across teachers</b> to determine the need for classroom management training: the data is analyzed as a whole and then looked at to determine specific areas of need.   |
| Fidelity of Implementation Plan: <i>(3-4 sentences)</i><br>Administration will monitor monthly Marzano data to determine fidelity of classroom management strategies. Staff professional development will be used to increase areas of weakness as well as further support areas of strength. Staff will also be given the opportunity to share best practices. |

### 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> : | 87  |
| Total number of <b>school-wide</b> discipline referrals:      | 74  |
| % of referrals in the classroom:                              | 54%   |
| 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:                     | 750 |                       |                                 |   |
| # Referrals                           |     | % of Total Population | Core Effectiveness              |   |
| 0 - 1 referral                        |     | 93%                   | Are your 0 – 1 referrals > 80%? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 2 - 5 referrals<br>(at risk students) | 40  | 5%                    | Are your 2 - 5 referrals <15%?  | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| > 5 referrals<br>(high risk students) | 10  | 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: A valid and efficient RtI process will continue to be implemented to identify At Risk students. Dashboard behavior monitoring will be conducted bi-weekly to ensure any student with two or more referrals within a one month span is brought to the CPS teams attention. In doing this, the team will work together to ensure proper interventions take place to assist in reducing behavior infractions. |   |

**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)<br>% of students | (PctRef - Blue)<br>% of referrals | Difference in referral composition | Positive value suggests disproportionality<br>(Is the value positive?) |
|----------------|-----------------------------------|-----------------------------------|------------------------------------|--|
| Black          | 85                                | 84                                | -1                                 | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No    |
| Hispanic/Latin | 11                                | 11                                | 0                                  | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No    |
| White          | 1                                 | 1                                 | 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 checked="" type="checkbox"/> Yes <input 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: Our school will continue to develop culture awareness and responsive teaching. In doing this, we will continue to monitor equal treatment of all students in regards to disproportionality issues through bi-weekly monitoring of the BASIS Behavior Dashboard. If any issues should arise, the school leadership team will work with all those involved to review school expectations and classroom management tools. |   |

## 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<br><i><input checked="" type="checkbox"/> check when Action completed</i>   | Completed:<br>Person Responsible<br>Name & Title |
| Current  | <input checked="" type="checkbox"/> This Action Plan has been saved to use <i>next year</i> during quarterly meetings   | Genevieve Leydig, AP                             |
| 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  | Genevieve Leydig, AP                             |
| Pre Planning 2018  | <input type="checkbox"/> Print up your SPBP Review and school score from OSPA<br><input type="checkbox"/> Provide SPBP presentation to all staff during Pre Planning<br><input type="checkbox"/> Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders<br><input type="checkbox"/> Market and post school-wide Expectations and location-specific Rules (posters, PSAs, etc.)<br><input type="checkbox"/> Identify your RtI Instructional Facilitator provided by the district<br>(Contact <a href="mailto:tyne.hogan@browardschools.com">tyne.hogan@browardschools.com</a> for more information, if you are unsure)<br><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<br><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.<br>Trainings available at: <a href="http://www.browardprevention.org/mtssrti/training-modules/">http://www.browardprevention.org/mtssrti/training-modules/</a><br><input type="checkbox"/> Review previous year's behavior data. (Use 'Agenda' and 'Data Collection Template')<br>Forms available at: <a href="http://www.browardprevention.org/mtssrti/rtib">http://www.browardprevention.org/mtssrti/rtib</a> in Tier 1, Teaming<br><input type="checkbox"/> Present implementation data, behavior data, team activities and progress to entire staff<br><input type="checkbox"/> Utilize the 4 Step Problem Solving Process to develop initial interventions<br><input type="checkbox"/> Review previous year's SPBP and feedback form<br><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<br><input type="checkbox"/> Check for staff and teacher understanding of PBIS - provide "PBIS 101" Brainshark as a resource<br>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<br><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.<br><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<br>Prepare for 2019/20 SPBP | <input type="checkbox"/> Staff to re-teach Expectations and Rules first day back from break<br><input type="checkbox"/> Ensure the <u>Principal signs in</u> and watches the <u>new</u> SPBP Brainshark: Due January 30 <sup>th</sup><br><input type="checkbox"/> Present implementation data, behavior data, team activities and progress to entire staff<br><input type="checkbox"/> Choose team members and dates to work on, complete, and submit the <u>new</u> SPBP<br><input type="checkbox"/> Teams watch the <u>new</u> SPBP Brainsharks and refers to <u>new</u> "Additional items"<br>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<br><input type="checkbox"/> Check on recently hired staff for PBIS understanding - provide "PBIS 101" Brainshark resource<br><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<br><input type="checkbox"/> Provide staff presentation and vote on new SPBP for next year<br><input type="checkbox"/> Provide stakeholders/parent presentation on new SPBP for next year<br><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 <sup>th</sup> 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 <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 September 2018, 100% of hallways, cafeteria, and classrooms will have at least one poster of school expectations.                                  | Refer to <b>quarterly</b> presentation dates in 2B.<br><br>This is the data the team will be sharing during presentations. | Genevieve Leydig                               |
| <b>Behavior lesson plans</b> are being taught as written and when indicated                 | By September 2018, lesson plans will be distributed to 100% of teachers.  |  | Genevieve Leydig                               |
| <b>Discipline consequences</b> and <b>flow chart</b> are being used by all staff as written | By September 2018, flowcharts will be distributed to 100% of teachers.  |  | Genevieve Leydig                               |
| A <b>reward system</b> is being implemented for <i>all</i> students                         | By September 2018, the Penguin Bucks Reward System will be shared with 100% of students and 100% of students will have an opportunity to be rewarded. |  | Genevieve Leydig                               |

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<br>• Type of <b>behavior incidents</b> data      | By the end of every quarter, there will be 10% fewer office disruptive referrals.                              | Refer to <b>quarterly</b> presentation dates in 2B.<br><br>This is the data the team will be sharing during presentations. | Genevieve Leydig                               |
| See critical element 4A<br>• <b>Top 3 event locations</b> data           | By the end of every quarter, there will be 10% fewer referrals in the hallway, school grounds, and cafeteria.  |  | Genevieve Leydig                               |
| See critical element 8<br>• <b>Core effectiveness</b> data               | By May 2019, there will be a 0% increase in students with 5 or more referrals.                                 |  | Genevieve Leydig                               |
| See critical element 7A<br>• <b>Grade Level/Classroom referrals</b> data | By the end of every quarter, there will be a 10% decrease in grade level/classroom referrals.                  |  | Genevieve Leydig                               |