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:	Fairway Elementary
School Number:	1641
SPBP Contact Name:	Dr. LaShawn Tukes
Direct Phone Number:	(754) 323-5650

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?
Dr. LaShawn Tukes	Assistant Principal	Administration
Janice Caffrey	SPBP Point of Contact	ESE Specialist
Shaneika Smellie	Parent/Community Representation	SAC
Wendy Taylor	BTU Representative	First
Kay Samuels	Team Leader	Second
Pava Lombardic	Team Leader	Kindergarten
Nikki Merrick	Team Leader	Third
Daria Edney	Team Leader	Fourth
Juana Lang	Team Leader	Fifth
Susan Clarke	ASD Coach	All ASD Class (PK-5)

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:
8/27/2018	2:30 p.m.	Dr. LaShawn Tukes, Assistant Principal	1. Create and disseminate updated Expectations and Rules lesson plans (#3 and #4)
10/22/2018	2:30 p.m.	Dr. LaShawn Tukes, Assistant Principal	2. Review progress of Implementation Action Plan (#9)
1/8/2019	2:30 p.m.	Dr. LaShawn Tukes, Assistant Principal	3. Collect & analyze implementation data (#10A)
4/1/2019	2:30 p.m.	Dr. LaShawn Tukes, Assistant Principal	4. Collect & analyze student outcome data (#10B)

CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment:

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

Action Steps:	Date *(Between Jan 15 – April 30, 2018)*	Details *(retain attendance sheets at school)*	Person responsible to collect and retain attendance sheets:
Presented the *new* SPBP (for SY 2018/19) to staff	4/30/2018	# of participants = 83	Dr. LaShawn Tukes
Held a *faculty* vote on the new SPBP (for SY 2018/19)	5/3/2018	% approved =	Dr. LaShawn Tukes
Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community)	5/15/2018	# of participants =	Dr. LaShawn Tukes

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

Action Steps:	Date(s) *(NEXT YEAR)*	Content *(retain attendance sheets at school)*	Person responsible to collect and retain attendance sheets:
Provide a professional development on the 2018/19 SPBP for all staff	Prior to students' 1st 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.	Dr. LaShawn Tukes
Present the 2018/19 SPBP to stakeholders (parents and community)	Prior to Oct 1st, 2018 5/15/2018		
Present behavior data to staff *Quarterly: minimum of 4 each year*	1. 10/18/2018	The team will present the <u>implementation data</u> in 10A. Include: • the "marketing" (teaching and posting) of expectations and rules • lesson plan implementation • discipline procedures • reward system implementation The team will present the <u>student outcome data</u> in 10B. Include: • top 3 event locations • type of behavior incidents • core effectiveness data • classroom referral data, as well as analysis of this data.	Dr. LaShawn Tukes
	2. 12/21/2018		
	3. 3/21/2019		
	4. 5/9/2019		

CRITICAL ELEMENT # 3: School-wide Expectations

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

Top 10 Behavior Incidents *(put N/A in any blank spaces)*	
1.Disruptive & Unruly Behavior	6.Disruption on Campus (Minor)
2.Defiance of Authority	7. Inappropriate Use of Technology
3.Out of Assigned Area	8.Vandalism/Damage Prop<$1000
4.Insulting/Profane/Obscene Language	9. Theft ($1000)
5.Fight-Minor/Altercation/Confrontation	10. Inciting a Disturbance

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. Respect
2.Relationships
3.Responsibility
4.
5.

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

When will school-wide expectations lesson plans be taught?		
	Date(s)	Time:
August	08/10/2018	1:30 p.m.
January	01/07/2019	1:30 p.m.
4th Quarter	05/092019	1:30 p.m.

Who will be responsible for teaching the lesson plans?	ESE Specialist, ASD Coach
Where will the lesson plan instruction occur?	In the classrooms
Who is responsible for retaining, organizing and distributing all lesson plans?	Team Leaders, ESE Specialist, ESE Facilitator, and ASD Coach

CRITICAL ELEMENT #4: Location-based Rules

4A. List the **top 3 locations** for behavior <u>Events</u> YTD from BASIS 3.0 Behavior Dashboard. ***Do not use "classroom"***

Top 3 Locations	
School Location	# Incidents
1. Cafeteria	28
2.School Grounds	109
3.Specials	41

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 <u>rule</u> that correlates with every expectation to create a <u>maximum</u> of 5 rules under each location.

Expectations and Rules Matrix				
		IDENTIFIED LOCATIONS *Copy and paste locations from 4A.*		
	Copy and paste expectations from 3C.	Cafeteria	School Grounds	Specials
		Rules	**Rules**	**Rules**
School-wide EXPECTATIONS	Respect	Speak to students, teachers and adults with respect Use good manners Eat your own food Voices low Stay seated Raise your hand Follow directions of the cafeteria personnel	Speak to students, teachers and adults with respect. Use low voices.	Respect– Students should share and use kind words towards one another. Use conflict remediation to appropriately communicate needs and wants.
	Relationships	Keep hands and feet to yourself Use kind words	Keep hands and feet to yourself. Use kind words. Respect other's property.	Be Courteous - Students should take turns and use appropriate words to express feelings and needs. Students should practice "cooperative play" and "cooperative learning".
	Responsibility	Stay seated. Raise your hand for help. Put trash in garbage can/Somat machine. Clean up your area.	Stay in assigned area. Follow directions of the teachers. Remain calm and use an inside voice. Play in safe areas.	Responsibility – Students should use equipment appropriately: Keep hands and feet to yourself. Students should be able to use appropriate social skills when working in small groups.
	Click here to enter Expectation #4	Click here to enter a Rule	Click here to enter a Rule	Click here to enter a Rule
	Click here to enter Expectation #5	Click here to enter a Rule	Click here to enter a Rule	Click here to enter a Rule

4C. Research indicates that discipline referrals increase after long holidays and during testing times. Plan to teach your location-specific rules at least 3 times throughout the year (and anytime the expected behaviors are not being demonstrated). **<u>ACTION:</u>** Create at least <u>one lesson plan for **each** location above</u> 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	08/14/2018	1:30 p.m.
January	01/17/2019	1:30 p.m.
4th Quarter	04/05/2019	1:30 p.m.

Who will be responsible for teaching the lesson plans?	ESE Specialist, ASD Coach, ESE Facilitator, RtI Coordinator
Where will the lesson plan instruction occur?	Classrooms
Who is responsible for retaining, organizing and distributing all lesson plans?	ESE Specialist and RtI Coordinator

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. <u>Based on the data</u> 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
1. Problem Identification: Use your behavior data to identify a school-wide problem. What problem did you identify? *(use numerical data)*	**Data used: Referrals (23%)** **Problem Identification: Students not following cafeteria rules. Therefore, students are receiving referrals for touching others, being disrespectful, inappropriate language, and not staying in their seats.**
2. Problem Analysis: Why do you think this problem is occurring? What is your goal? *(use a SMART goal statement with numerical data)*	**Hypothesis: Students need to see some form of a reward system that monitors their actions on a daily basis.** **Goal Statement:** To eliminate unwanted cafeteria behaviors and encourage positive reinforcement through a rewards system.
3. Intervention Design: Describe how you will implement a positive reward program to decrease this problem.	**Type of System: Positive reinforcement for displaying appropriate behavior** **Description of System:** *(3-4 sentences)* In the cafeteria a color coding cups system will be used. Red, yellow, and green Solo cups will be placed on the cafeteria tables, stacked on each other for each class. The cups will remain on green or change if appropriate cafeteria behavior is not shown by a class. Results will be displayed on a bulletin board in the cafeteria for each week and students rewarded at the end of the month, with a pizza or ice cream party.
4. Evaluation: A. Implementation fidelity	A. How do you monitor the fidelity (consistency and effectiveness) of the **staff's** implementation of the reward program? *(2-3 sentences)* Implementation fidelity will be monitored by on going monitoring of the process in action. Also, meetings will be held with staff as a reminder of expectations for monitoring student behaviors in the cafeteria. In addition, physical observations of student behaviors will be used as data.
B. Student outcome monitoring	B. How will you know if the reward program is positively impacting **students**? What measurable data will you use to determine "success"? *(2-3 sentences)* The positive impact of the reward program will be determined by the potential reduction of referrals for cafeteria infractions. The success will also be determined

	by the observation of which classes are receiving the reward, to better focus on those classes not receiving the awards to address specific behaviors.

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" - *provide a description with example(s)*
1.Disruptive & Unruly Behavior	Inappropriate gestures/comments, disrespectful comments/gestures, spitting/horseplay/throwing objects, cutting in line, talking out
2.Defiance of Authority	Not engaging in classwork, not participating in class, not turning in homework, off task, lying/cheating, not listening to the teacher (when given a directive)
3.Out of Assigned Area	Out of seat, leaving the classroom/area
4.Insulting/Profane/Obscene Language	Cursing, inappropriate language/gestures, writing profane comments
5.Fight-Minor/Altercation/Confrontation	Fist fighting that does not result in medical attention and ends without an adult having to intervene
6.Disruption on Campus Minor	Touching, being out of assigned seat, throwing food, or removing items from someone's tray in the cafeteria; interrupting learning of students in the classroom/Specials locations

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

Is this a menu or hierarchy system?	☒ Menu ☐Hierarchy
Parent-Teacher-Student Conference	
Behavior Plan/Contract	
Guidance Referral or Mentoring Assistance	
Administration/RTI Meeting	
Internal Suspension	

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.
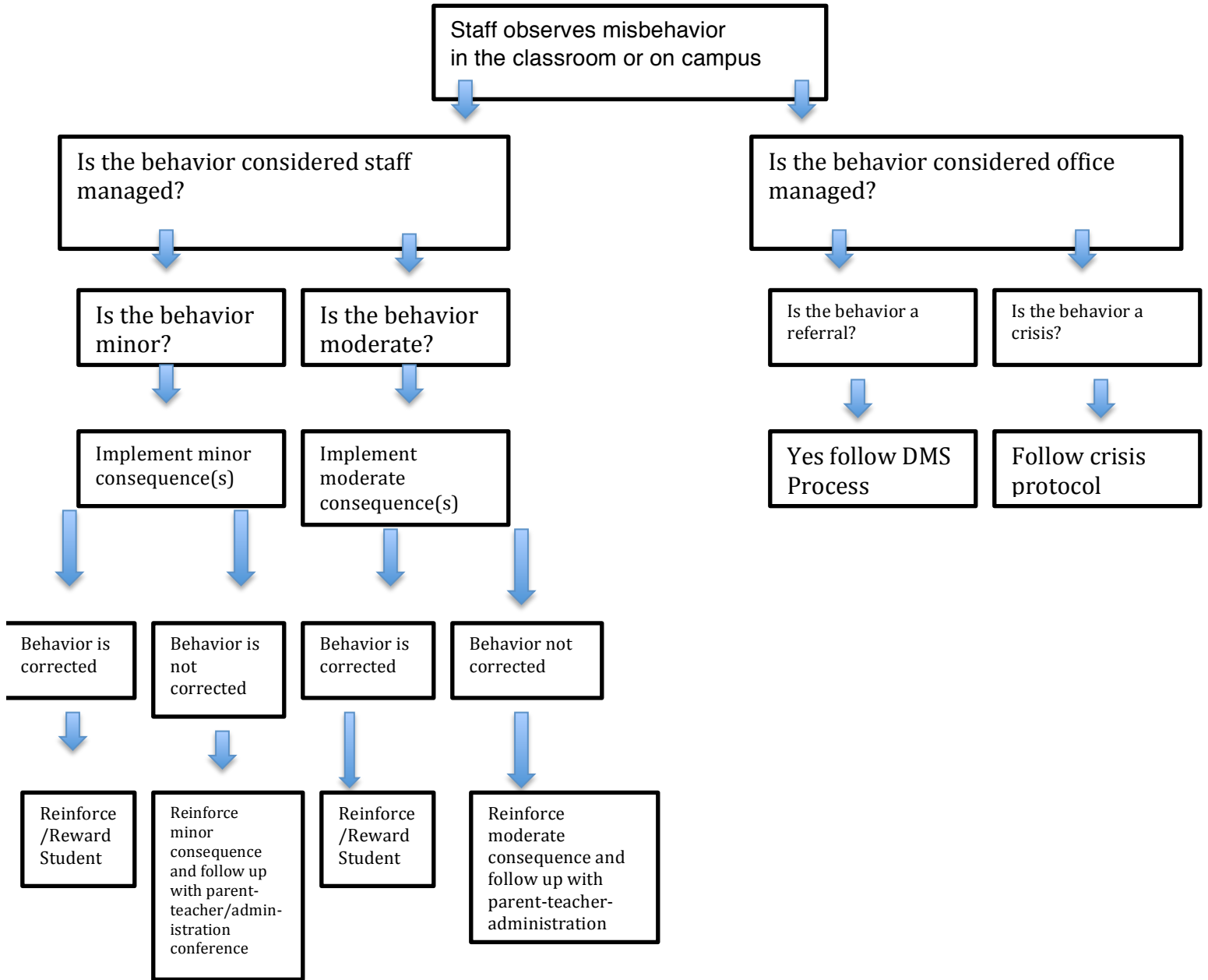(c) Determine staff tolerance level for repetitive misbehaviors (the point at which the number of staff-managed misbehaviors becomes an ODR).

Office Discipline Referrals (ODRs)	
Behavior	"Looks Like" - *provide a description with example(s)*
1. Disobedience/Insubordination	Not engaging in classwork, not participating in class, not turning in homework, off task, lying/cheating
2. Disruptive/Unruly Play	Horseplay in any location on the campus whether wanted by the other party involved or not
3. Defiance of authority	Not engaging in classwork, not participating in class, not turning in homework, off task, lying/cheating, not listening to the teacher (when given a directive)
4. Insulting/Profane/Obscene Language	Cursing, inappropriate language/gestures, writing profane comments
5. Fight-Minor/Altercation/Confrontation	Fist fighting that does not result in medical attention and ends without an adult having to intervene
6. Repetitive staff managed misbehaviors	More than [2] misbehaviors in [one] [class] warrants an office referral. 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

```
                    ┌─────────────────────────────┐
                    │ Staff observes misbehavior  │
                    │ in the classroom or on campus│
                    └─────────────────────────────┘
                         │                    │
                         ▼                    ▼
   ┌──────────────────────────┐      ┌──────────────────────────┐
   │ Is the behavior considered│      │ Is the behavior considered│
   │ staff managed?           │      │ office managed?          │
   └──────────────────────────┘      └──────────────────────────┘
        │           │                    │              │
        ▼           ▼                    ▼              ▼
 ┌──────────┐ ┌──────────┐        ┌──────────┐   ┌──────────┐
 │ Is the   │ │ Is the   │        │ Is the   │   │ Is the   │
 │ behavior │ │ behavior │        │ behavior │   │ behavior │
 │ minor?   │ │ moderate?│        │ a referral?│ │ a crisis?│
 └──────────┘ └──────────┘        └──────────┘   └──────────┘
      │            │                   │              │
      ▼            ▼                   ▼              ▼
 ┌──────────┐ ┌──────────┐        ┌──────────┐   ┌──────────┐
 │ Implement│ │ Implement│        │ Yes follow│  │ Follow   │
 │ minor    │ │ moderate │        │ DMS      │   │ crisis   │
 │consequence(s)│consequence(s)│   │ Process  │   │ protocol │
 └──────────┘ └──────────┘        └──────────┘   └──────────┘
```

Behavior is corrected	Behavior is not corrected	Behavior is corrected	Behavior not corrected
Reinforce /Reward Student	Reinforce minor consequence and follow up with parent-teacher/admin-istration conference	Reinforce /Reward Student	Reinforce moderate consequence and follow up with parent-teacher-administration

CRITICAL ELEMENT # 7 : Classroom Management Systems

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

Which **evidence-based** classroom management system is supported by your school's administration and is expected to be implemented school-wide? *(Class Dojo, LEAPs, HERO, Cloud 9, etc. are tools, **not** classroom systems)*	☒ 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:**	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?	☒ Yes ☐ No

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

What data collection tool does your school leadership team use to monitor and evaluate your teacher's classroom management skills? *(Measure **staff skills**, not student outcomes)*
☐ CHAMPs 7 Up Checklist
☐ CHAMPs Classroom Check Up (CCU)
☐ PBIS Classroom Assistance Tool (CAT)
☐ PBIS Walkthrough
☐ 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: *(3-4 sentences)*

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**:	67
Total number of **school-wide** discipline referrals:	178
% of referrals in the classroom:	37.6
Do more than 40% of your referrals come from the classroom?	☐ Yes ☒ 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:	626				
# Referrals	178	**% of Total Population**	Core Effectiveness		
0 - 1 referral		22	Are your 0 – 1 referrals > 80%?	Yes	☒No
2 - 5 referrals (at risk students)	26	4	Are your 2 - 5 referrals <15%?	☒Yes	No
> 5 referrals (high risk students)	12	2	Are your >5 referrals <5%?	☒Yes	No

8B. Core Effectiveness Plan:

If <u>all 3</u> are "**Yes**", your core is effective. Is your core behavior curriculum effective?	☐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: *(3-4 sentences)* At the beginning of the year the Discipline Matrix will be shared with all faculty and staff. Teachers who need support will attend CHAMPS training. In addition, once multiple referrals are given on the same students, Guidance will intervene initially, then a RtI request will 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".

Subgroups	(PctPop - Green) **% of students**	(PctRef - Blue) **% of referrals**	Difference in referral composition	Positive value suggests disproportionality (Is the value positive?)	
Black	85	85	0	☐Yes	No
Hispanic/Latin	10	5	-5	☐Yes	☒No
White	5	13	+8	☒Yes	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"?	☐Yes ☒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: *(3-4 sentences)* The support plan is to initially communicate with parents. For students that require other assistance, situations will be escalated to appropriate personnel (Guidance, ESE Specialist, or Administration). Then, parent meetings will be held as a team to discuss the needs of students to determine how the child can be best assisted.	

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

Month	Action Step ☒ check when Action completed	Completed: Person Responsible Name & Title
SPBP Team Implementation Action Plan 2018 - 2019		
Current	☒ **This Action Plan has been saved to use *next year* during quarterly meetings**	**Dr. LaShawn Tukes, Assistant Principal**
Current	☒ **Create a SPBP binder or portfolio to retain (for 2 years) hard copies of: your SPBPs, Action Plans, staff PBIS professional development attendance, stakeholder training attendance, quarterly meeting agendas, quarterly staff behavior presentations, voting attendance and outcome, Expectation lesson plans and Rules lesson plans**	**Dr. LaShawn Tukes, Assistant Principal**
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

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 **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	100% of the campus has posters displayed across the school with the school-wide expectations and location specific rules	Refer to **quarterly** presentation dates in 2B.

This is the data the team will be sharing during presentations. | Shantai Mobley, Guidance Counselor |
Behavior lesson plans are being taught as written and when indicated	100% of teachers will have the SPBP lesson plans embedded in their daily lesson plans		Dr. Susanne Clarke, ASD Coach
Discipline consequences and **flow chart** are being used by all staff as written	100% of teachers will utilize, follow and apply the consequences based upon the discipline flow chart		Dr. LaShawn Tukes, Assistant Principal
A **reward system** is being implemented for _all_ students	100% of all classrooms will implement a reward system.		Dr. LaShawn Tukes, Assistant Principal

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 **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	70% of students will have 1 or less behavior referrals per quarter.	Refer to **quarterly** presentation dates in 2B.

This is the data the team will be sharing during presentations. | Dr. LaShawn Tukes, Assistant Principal |
See critical element 4A • **Top 3 event locations** data	There will be a 5% decrease in the percentage of the top 3 event locations per quarter.		.Dr. LaShawn Tukes, Assistant Principal
See critical element 8 • **Core effectiveness** data	There will be a 3% increase in the quarterly core effectiveness data.		.Dr. LaShawn Tukes, Assistant Principal
See critical element 7A • **Grade Level/Classroom referrals** data	There will be a 5% decrease in the percentage of grade level/classroom referrals.		.Dr. LaShawn Tukes, Assistant Principal