

**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>	Whispering Pines
<b>School Number:</b>	1752
<b>SPBP Contact Name:</b>	Andrea Swift
<b>Direct Phone Number:</b>	754-321-7650

**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?
Michael Gleason	Principal	Administration
Andrea Swift	SPBP Point of Contact, Assistant Principal	RTI: Point of Contact/High School, Administration
Sarah Caicedo	Parent/Community Representation	SAC
Kevin Campbell	BTU Representative	Curriculum Specialist
Liza Martiniello	SAC Chair	Speech Pathologist
Toni Kruse	Behavior Specialist	Support Staff (9- 12)
Emanuel Hunter	Assistant Principal	Administration
Melissa Bennett	Literacy Specialist	Support Staff (K-8)
Josie Millien	Family Counselor	Therapeutic/Therapeutic Lead

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

Meeting Date	Meeting Time	Name & title of person responsible to facilitate meeting	Content of meetings:
9/29/2018	11:00 – 12:00	Andrea Swift -AP	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)
11/21/2018	11:00 – 12:00	Andrea Swift -AP	
2/20/2019	11:00 – 12:00	Andrea Swift- AP	
4/24/2019	11:00 – 12:00	Andrea Swift -AP	

**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:**

<b>Action Steps:</b>	<b>Date</b> <i>(Between Jan 15 – April 30, 2018)</i>	<b>Details</b> <i>(retain attendance sheets at school)</i>	<b>Person responsible to collect and retain attendance sheets:</b>
Presented the <i>new</i> SPBP (for SY 2018/19) to staff	2/22/2018	# of participants = 53	Liza Martiniello
Held a <i>faculty</i> vote on the new SPBP (for SY 2018/19)	2/22/2018	% approved = 96%	Kevin Campbell/Liza Martiniello
Presented the <i>new</i> SPBP (for SY 2018/19) to stakeholders (parents and community)	2/21/2018	# of participants = 18	Liza Martiniello

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

<b>Action Steps:</b>	<b>Date(s)</b> <i>(NEXT YEAR)</i>	<b>Content</b> <i>(retain attendance sheets at school)</i>	<b>Person responsible to collect and retain attendance sheets:</b>
Provide a professional development on the 2018/19 SPBP for all staff	Prior to students' 1 <sup>st</sup> 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.	Toni Kruse
Present the 2018/19 SPBP to stakeholders (parents and community)	Prior to Oct 1 <sup>st</sup> , 2018 9/26/2018		
Present behavior data to staff <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>	Toni Kruse
	2. 12/21/2018		
	3. 1/7/2019	The team will present the <u>student outcome data</u> in 10B. Include: <ul style="list-style-type: none"> <li>• top 3 event locations</li> <li>• type of behavior incidents</li> <li>• core effectiveness data</li> <li>• classroom referral data, as well as analysis of this data.</li> </ul>	
	4. 3/22/2019		

## CRITICAL ELEMENT # 3: School-wide Expectations

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

Top 10 Behavior Incidents <i>(put N/A in any blank spaces)</i>	
1. Disobedience/Insubordination	6. Physical aggression
2. Disruptive/unruly behavior	7. Drug use
3. Out of assigned area	8. Property damage
4. Cell Phone Violation	9. Bullying
5. Verbal aggression	10. Leaving school grounds

**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. Be Safe
2. Respect Yourself and Others
3. Be Responsible
4. Be Mindful of the Thoughts, Feelings and Opinions of Others
5.

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

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

When will school-wide expectations lesson plans be taught?		
	Date(s)	Time:
August	8/16/18	9:30
January	1/8/19	9:30
4 <sup>th</sup> Quarter	4/4/19	9:30
Who will be responsible for teaching the lesson plans?		First period teachers
Where will the lesson plan instruction occur?		In the classroom across all grade levels
Who is responsible for retaining, organizing and distributing all lesson plans?		Toni Kruse

**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. Cafeteria	168
2. Hallways	92
3. PE Field	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.

Expectations and Rules Matrix				
School-wide EXPECTATIONS	Copy and paste expectations from 3C.	IDENTIFIED LOCATIONS <i>Copy and paste locations from 4A.</i>		
		Cafeteria	Hallway	PE Field
		Rules	Rules	Rules
	Be safe	Stay in assigned area	Remain in line with assigned staff member	Use equipment as directed
	Respect yourself and others	Talk to only those sitting at your table	Voices off in the hallways	Demonstrate sportsmanship
	Be responsible	Adhere to school-wide cell phone policy when at lunch	Keep hands/feet to yourself	Return equipment and materials to its proper location
Click here to enter Expectation #4	Click here to enter a Rule	Click here to enter a Rule	Click here to enter a Rule	
Click here to enter Expectation #5	Click here to enter a Rule	Click here to enter a Rule	Click here to enter a Rule	

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

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

When will location-specific rules lesson plans be taught?		
	Date(s)	Time:
August	8/17/18	3:00
January	1/9/19	3:00
4 <sup>th</sup> Quarter	4/5/19	3:00
Who will be responsible for teaching the lesson plans?		Homeroom teachers
Where will the lesson plan instruction occur?		Homeroom
Who is responsible for retaining, organizing and distributing all lesson plans?		Toni Kruse

## 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: Students will remain in their assigned area

4 Step Problem Solving Process	Plan
<p><b>1. Problem Identification:</b> Use your behavior data to identify a school-wide problem. What problem did you identify? <i>(use numerical data)</i></p>	<p><b>Data used:</b> Daily behavior logs</p> <p><b>Problem Identification:</b> Students frequently go out of assigned area, rather than using therapeutic and behavioral support.</p>
<p><b>2. Problem Analysis:</b> Why do you think this problem is occurring? What is your goal? <i>(use a SMART goal statement with numerical data)</i></p>	<p><b>Hypothesis:</b> If students are rewarded for staying in their assigned area, then the total number of out of area behavior calls will decrease</p> <p><b>Goal Statement:</b> Given positive behavioral reinforcement and therapeutic support, the total number of out of area behavior calls will decrease by 3% by June 2019.</p>
<p><b>3. Intervention Design:</b> Describe how you will implement a positive reward program to decrease this problem.</p>	<p><b>Type of System:</b> Point system</p> <p><b>Description of System:</b> Market is organized by one of the behavior technicians and the behavioral specialist. Classroom paraprofessionals monitor points on a daily basis and total points to determine which students have met market criteria. Market has prizes for all ages present at the school. Market includes food treats as well as small gifts. The items in market are often made available based on student request and are continuously updated throughout the year. The more expensive prizes cost more points so many of the items require students to save up/bank points. As students move up the level system (TEAM system), they have fewer opportunities to attend market; however, more freedom within the school (for example, being able to walk in the hallways without an escort.) Bonus points are also awarded during each period.</p>
<p><b>4. Evaluation:</b> A. Implementation fidelity</p>	<p><b>A.</b> How do you monitor the fidelity (consistency and effectiveness) of the <b>staff's</b> implementation of the reward program? We will provide staff with ongoing training on out of area procedures and expectations. We will utilize the school-wide behavior technicians to spot check out of area calls and provide follow-up to staff, parents, and students.</p>
<p>B. Student outcome monitoring</p>	<p><b>B.</b> How will you know if the reward program is positively impacting <b>students</b>? What measurable data will you use to determine "success"? All behavior data logged daily will be analyzed to determine if the plan is successful. It is anticipated that the total number of out of area behavior calls will decrease by at least 3%.</p>

# CRITICAL ELEMENT #6 Effective Discipline Procedures

**6A. Staff Managed Misbehaviors:** List the top 6 *most common* school-wide misbehaviors **staff are expected to manage**. Write a short, objective, and measurable definition for each.

Staff Managed Misbehaviors	
Misbehavior	“Looks Like” - <i>provide a description with example(s)</i>
1. Cell phone violation	To have a cell phone out during class and powered on. For example, the student is text messaging while the teacher is instructing.
2. Verbal Aggression	Using profanity or hurtful language directed at another person. For example, the student uses yells profanity at others.
3. Physical Aggression	Posturing to physically harm another person via fighting or throwing an object or acting upon fighting or throwing an object. For example, the student throws a desk at the teacher.
4. Out of assigned area	Leaving the assigned area. For example, the student runs out of the classroom.
5. Property destruction	Causing damage to school property or the property of another person. For example, the student throws a computer across the classroom.
6. Not following directions	Refusal to comply with a directive given by an adult staff member upon being asked for the first time. For example, the student is told to begin classwork and then begins walking around the classroom.

**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
Minor Infractions (managed in classroom) : 2 minute time-out, 5 minute time-out, loss of points and/or removal of market, fly by, loss of earned free time	
Moderate Infractions (managed in classroom and alternative room): 18 minutes in alternative room, 1 hour in alternative room, loss of attendance at special events and/removal of market, freeze on level movement, student placed on Red shirt	

**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).

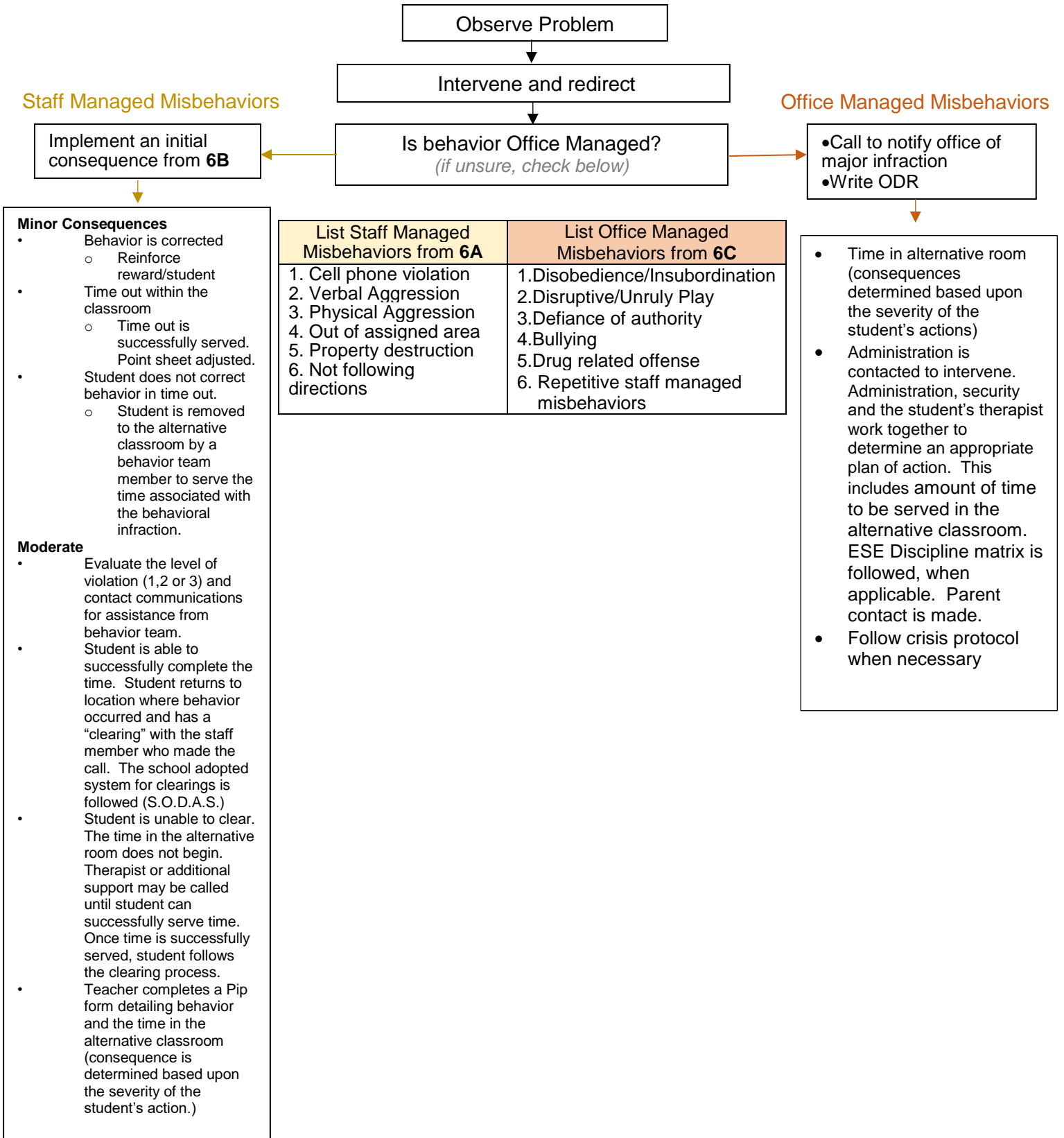
Office Discipline Referrals (ODRs)	
Behavior	“Looks Like” - <i>provide a description with example(s)</i>
1. Disobedience/Insubordination	Failure or refusal to obey the school rules or a staff member/authority figure. For example, the student is drawing on the walls of the school with a marker, after being reminded not to do so.
2. Disruptive/Unruly Play	Causing trouble and therefore stopping something from continuing as usual. For example, the student calls out multiple times during a whole group lesson, after being reminded not to do so.
3. Defiance of authority	Behavior or attitude which shows that you are not willing to obey someone. For example, the student stands up when he/she has been told to sit down.
4. Bullying	Repeated, unwanted and aggressive behavior that leads to a real or perceived imbalance in power. For example, one students is repeatedly verbally harassing another.
5. Drug related offense	The possession, use or sale of illegal or toxic substances or drug paraphernalia that is prohibited by law. For example, student is in possession of marijuana on schools grounds.
6. Repetitive staff managed misbehaviors	More than <span style="border: 1px solid black; padding: 2px 10px;">3</span> misbehaviors in <span style="border: 1px solid black; padding: 2px 10px;">1</span> <span style="border: 1px solid black; padding: 2px 10px;">Day</span> warrants an office referral.  <i>e.g.,      3                      half                      hour</i> <i>              2                      one                     period</i>



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

- (a) Review the sample discipline flow charts in “Additional Items” located on browardprevention.org
- (b) Copy or customize a flow chart to graphically represent the discipline process at **your** school.
- (c) Paste the flow chart here **OR** complete the flow chart below.

**Student Behavior Discipline Flow Chart**





## CRITICAL ELEMENT # 7 : Classroom Management Systems

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

Which <b>evidence-based</b> classroom management system is supported by your school's administration and is expected to be implemented school-wide? <i>(Class Dojo, LEAPs, HERO, Cloud 9, etc. are tools, <u>not</u> classroom systems)</i>	<input checked="" type="checkbox"/> CHAMPs* <input checked="" type="checkbox"/> PBIS Classroom Management <input type="checkbox"/> Administration does not expect an evidence-based classroom management system to be implemented by teachers this year <i>(your school will need to adopt one next year)</i> <input checked="" type="checkbox"/> Other <i>(complete below)</i>
If other, name the <b>evidence-based classroom management system</b> :	WPS Team System
*CHAMPs is the district-supported, evidence-based universal classroom management system for all teachers. Would your Principal like to be contacted to learn about CHAMPs professional development?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

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

What data collection tool does your school leadership team use to monitor and evaluate your teacher's classroom management skills? <i>(Measure <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 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 checked="" type="checkbox"/> Other <i>(specify): TEAM SYSTEM</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:
Fidelity of Implementation Plan: <i>(3-4 sentences) Any behavior warranting management outside of the classroom is logged via a communication system that tallies the type of call, who responded and the consequences as determined by school-wide team system. Staff who generate a call to address student conduct complete a detailed antidotal account of the incident. Any incident in which a student is physically aggressive or a law has been broken is reviewed in depth by administration. Each month, a report is generated detailing the total number of calls, separated by location, type and student for administration and leadership team to analyze and monitor.</i>

**7C. Percentage of Classroom Referrals:**

(a) Review your classroom data YTD ("Events by Location") in BASIS 3.0 Behavior Dashboard.

(b) Complete **the yellow highlighted cells first.**

(c) Auto-calculate the % of referrals in the classroom by clicking on "!Zero Divide" in the next cell and pressing "Fn + F9" together.

Total number of discipline referrals <b>from classrooms</b> :	1125
Total number of <b>school-wide</b> discipline referrals:	1329
% of referrals in the classroom:	85%
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:				
# Referrals		% of Total Population	Core Effectiveness	
0 - 1 referral		44%	Are your 0 – 1 referrals > 80%?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
2 - 5 referrals (at risk students)	25	23%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No
> 5 referrals (high risk students)	36	33%	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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Answer <b>either</b> (a) or (b):	
(a) If you answered “Yes”, although your core is effective, what plan does your school leadership team implement for early identification of at risk and high risk students?	
(b) If you answered “NO”, indicate the supports and interventions your school leadership team will implement at the beginning of the next school year to improve core strength:	
Core Effectiveness Plan: <i>We are an EBD center and we intend to improve our core effectiveness by continuing to implement proactive measure to address behavior, and increase the occurrence of positive rewards for students who are performing well in regard to behavior.</i>	

**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	46%	50%	4%	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Hispanic/Latin	23%	29%	6%	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
White	26%	20%	6%	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

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

If <u>all 3</u> are “No”, disproportionality is not indicated. Are all 3 “No”?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Answer <b>either</b> (a) or (b):	
(a) If you answered “Yes”, although your data indicates equity, what plan does your school leadership team implement for early identification of any disproportionality issues	
(b) If you answered “No”, indicate the support plan and interventions your school leadership team will implement at the beginning of next year to improve sub group disproportionality	
Disproportionality Plan: <i>We are an EBD center and we intend to improve our core effectiveness by continuing to implement proactive measure to address behavior and increase the occurrence of positive rewards for students who are performing well regarding behavior.</i>	

## Critical Elements # 9: SPBP Implementation Planning

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

Required actions for all schools in Broward County

Best Practices for all schools in Broward County

Resources



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

## CRITICAL ELEMENT # 10: Monitoring Plans

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

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

Fidelity of Implementation Monitoring Plan			
Action Step	Create an <b>observable</b> and <b>measurable</b> SMART goal to determine “successful” <b>staff implementation</b> of action step	When will data be collected, analyzed & presented?	Person responsible to collect and analyze data
School-wide <b>expectations</b> and location-specific <b>rules</b> are posted across campus	By August 2018, school-wide expectations and location-specific rules will be posted in 5 or more locations, on both the lower and upper sides, by August 2018.	Refer to <b>quarterly</b> presentation dates in 2B.  This is the data the team will be sharing during presentations.	Toni Kruse
<b>Behavior lesson plans</b> are being taught as written and when indicated	By April 2019, the behavioral specialist will confirm that 3 or more behavioral lesson plans were implemented, and students can verbally reflect on lessons taught in 3 out 5 opportunities.		Toni Kruse
<b>Discipline consequences</b> and <b>flow chart</b> are being used by all staff as written	On a quarterly basis, by April 2019, administration will review behavior forms to ensure that the discipline consequences and flow chart are reflected in TEAM system protocol and properly logged in 4 out 5 opportunities.		Toni Kruse
A <b>reward system</b> is being implemented for <i>all</i> students	By June 2019, as evident by the school-wide Market Calendar, students that meet school-wide criteria will visit market 1 time per week to receive their reward.		Toni Kruse

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

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

Student Outcome Monitoring Plan			
Student Outcome Data	Create an <b>observable</b> and <b>measurable</b> SMART goal to determine “successful” <b>student outcomes</b>	When will data be collected, analyzed & presented?	Person responsible to collect and analyze data
See critical element 3A • Type of <b>behavior incidents</b> data	The incidents of behavioral calls for disobedience will be reduced by 3% each marking period, by April 2019.	Refer to <b>quarterly</b> presentation dates in 2B.  This is the data the team will be sharing during presentations.	Toni Kruse
See critical element 4A • <b>Top 3 event locations</b> data	The number of incidents in the top three identified locations will be reduced by 3% each marking period, by April 2019.		Toni Kruse
See critical element 8 • <b>Core effectiveness</b> data	By April 2019, the number of referrals generated in each classroom will be reduced by 3% each marking period, by April 2019.		Toni Kruse
See critical element 7A • <b>Grade Level/Classroom referrals</b> data	By April 2019, the total number of classroom referrals will be reduced by 3%.		Toni Kruse