

**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>	Cypress Elementary
<b>School Number:</b>	1781
<b>SPBP Contact Name:</b>	Kim Patrick / Heather Oken
<b>Direct Phone Number:</b>	754-322-6050

**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?
C. Dunbar	Assistant Principal	Administration
Kim Patrick	SPBP Point of Contact	Support Staff/5th
J. Bray/B. Knight	Parent/Community Representation	SAC/ Pre- K
E. Kane	BTU Representative	ESE
S. Seage	Science Teacher	Science Special/1st
Janelle Gordon	Guidance Counselor	Guidance
N. Lopez	Teacher	2 <sup>nd</sup> Grade
C. Divine	Teacher	4 <sup>th</sup> Grade
B. Hernandez	Teacher	Kindergarten
K. Lopez	Teacher	3 <sup>rd</sup> Grade

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

Meeting Date	Meeting Time	Name & title of person responsible to facilitate meeting	Content of meetings:
9/5/2017	2:30 – 3:00	Heather Oken – ESE Specialist	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)
11/14/2017	2:30 – 3:00	Heather Oken – ESE Specialist	
2/28/2018	2:30 – 3:00	Heather Oken – ESE Specialist	
5/8/2018	2:30 – 3:00	Heather Oken – ESE Specialist	

**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	2/28/2018	# of participants = 54	Kim Patrick
Held a <i>faculty</i> vote on the new SPBP (for SY 2018/19)		% approved =	Kim Patrick
Presented the <i>new</i> SPBP (for SY 2018/19) to stakeholders (parents and community)	2/27/2018	# of participants = 16	Kim Patrick

**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: 8/14/2018	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.	Kim Patrick/Janelle Gordon
Present the 2018/19 SPBP to stakeholders (parents and community)	Prior to Oct 1 <sup>st</sup> , 2018 9/5/2018		
Present behavior data to staff <i>Quarterly: minimum of 4 each year</i>	1. 9/12/2018	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>	Dunbar, Seage, Patrick, Bray, Rucker, Gordon, Oken, Aversa, Spiteri
	2. 12/12/2018		
	3. 3/18/2019	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. 5/8/2019		

## 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. Unruly/Disruptive Behavior	6. Petty Theft
2. Disobedience/Insubordination	7. Insulting / Profane Language
3. Disruption on Campus (Minor)	8. Drug Use/Possession/Influence
4. Fight/Minor Altercation	9. Disruptive/Unruly Play
5. Profanity to Staff Member	10. Battery

**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. Have respect for yourself and others
2. Be prepared to learn
3. Use self-control
4. Think carefully and responsibly
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	Aug. 20 <sup>th</sup> – 24 <sup>th</sup>	Each class period K-5 (8:20 – 1:50)
January	Jan. 14 <sup>th</sup> - 18 <sup>th</sup>	Each class period K-5 (8:20 – 1:50)
4 <sup>th</sup> Quarter	May 6 <sup>th</sup> – 10 <sup>th</sup>	Each class period K-5 (8:20 – 1:50)
Who will be responsible for teaching the lesson plans?		Special area teachers
Where will the lesson plan instruction occur?		In special area teachers' classrooms.
Who is responsible for retaining, organizing and distributing all lesson plans?		Kim Patrick

**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	5
2. Hallway	5
3. School Grounds	4

**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	School Grounds
		Rules	Rules	Rules
	Have respect for yourself and others	Pick up trash from floor and table	Use a level 0 voice	Remain quiet at all times to respect others who are working
	Be prepared to learn	Use appropriate manners while eating	Move quietly and efficiently during transition times	Keep hands and feet to self at all times
	Use self-control	Keep hands and feet to self at all times	Keep hands and feet to self at all times	Use kind language
Think carefully and responsibly	Keep your area clean at all times	Leave appropriate space between yourself and others	Wait your turn for help	
N/A	N/A	N/A	N/A	

**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	Aug. 20 <sup>th</sup> – 24 <sup>th</sup>	Each class period K-5 (8:20 – 1:50)
January	Jan. 14 <sup>th</sup> - 18 <sup>th</sup>	Each class period K-5 (8:20 – 1:50)
4 <sup>th</sup> Quarter	May 6 <sup>th</sup> – 10 <sup>th</sup>	Each class period K-5 (8:20 – 1:50)
Who will be responsible for teaching the lesson plans?		Special area teachers
Where will the lesson plan instruction occur?		In special area teachers’ classrooms.
Who is responsible for retaining, organizing and distributing all lesson plans?		Kim Patrick

## 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: Schoolwide Expectation 3: Use Self Control

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: BASIS Behavior Dashboard – Referrals by Grade Chart</b></p> <p><b>Problem Identification: There are 30 referrals in Kindergarten and 36 referrals in 1<sup>st</sup> grade. These two grade levels have slightly more referrals than the other grade levels.</b></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: Students in the younger grades are still learning the concept of earning and redeeming hoot credits.</b></p> <p><b>Goal Statement: We will reduce the number of referrals in Kindergarten and First grade by 50%.</b></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: Point system</b></p> <p><b>Description of System: (3-4 sentences)</b></p> <p>Our HOOT reward system is our schoolwide initiative to help promote positive behaviors among our students. Each classroom has a poster with the guidelines clearly defined to let students know how they can earn hoot credits. Hoot credits can be earned by being helpful to their peers, organized with their supplies, respectful towards their teachers, and completing class assignments. These credits can be spent on rewards that are selected by the student such as McDonald's lunch, shopping spree, ice cream day, movie day or game day.</p>
<p><b>4. Evaluation:</b> A. Implementation fidelity</p>	<p><b>A. How do you monitor the fidelity (consistency and effectiveness) of the <u>staff's</u> implementation of the reward program? (2-3 sentences)</b></p> <p>Teachers utilize class charts to record students' hoot credits so that they can see what they have earned. The data is then submitted on a google document every two weeks to let Ms. Gordon know how many students have earned the scheduled reward.</p>
<p>B. Student outcome monitoring</p>	<p><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"? (2-3 sentences)</b></p> <p>The reward program is positively impacting students if the number of referrals school wide is a low percentage. By rewarding students for positive behavior, we can prevent referrals from occurring. This has been working at Cypress since 98% of our students have 0-1 referrals. We will continue to monitor the effectiveness of our reward system by examining this percentage on a regular basis.</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. Inattentive to academics	<b>Having side conversations during a lesson</b>
2. Disruptive Behavior	<b>Disrupting other students from completing their work</b>
3. Disobedience	<b>Refusal to follow classroom routines</b>
4. Aggression	<b>Verbally harassing a peer</b>
5. Disrespect	<b>Talking back to an adult</b>
6. Irresponsibility	<b>Misuse of classroom supplies</b>

**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 checked="" type="checkbox"/> Menu	<input type="checkbox"/> Hierarchy
<b>Verbal Warning</b>		
<b>Loss of Privilege(s)</b>		
<b>Time Out</b>		
<b>Move student's seat temporarily</b>		
<b>Parental Notice by phone, email or note in agenda</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	Refusal to follow classroom routines
2. Disruptive/Unruly Play	Throwing classroom objects
3. Defiance of authority	Deliberate ignoring of teacher directive
4. Verbal or Physical Aggression towards a peer	Hitting or pushing another student
5. Profanity directed at a peer or adult	Saying a curse word to an adult when angry
6. Repetitive staff managed misbehaviors	More than <input type="text" value="3"/> misbehaviors in <input type="text" value="5"/> <input type="text" value="days"/> warrants an office referral. <i>e.g.,      3                      half              hour</i> <i>                 2                      one              period</i>

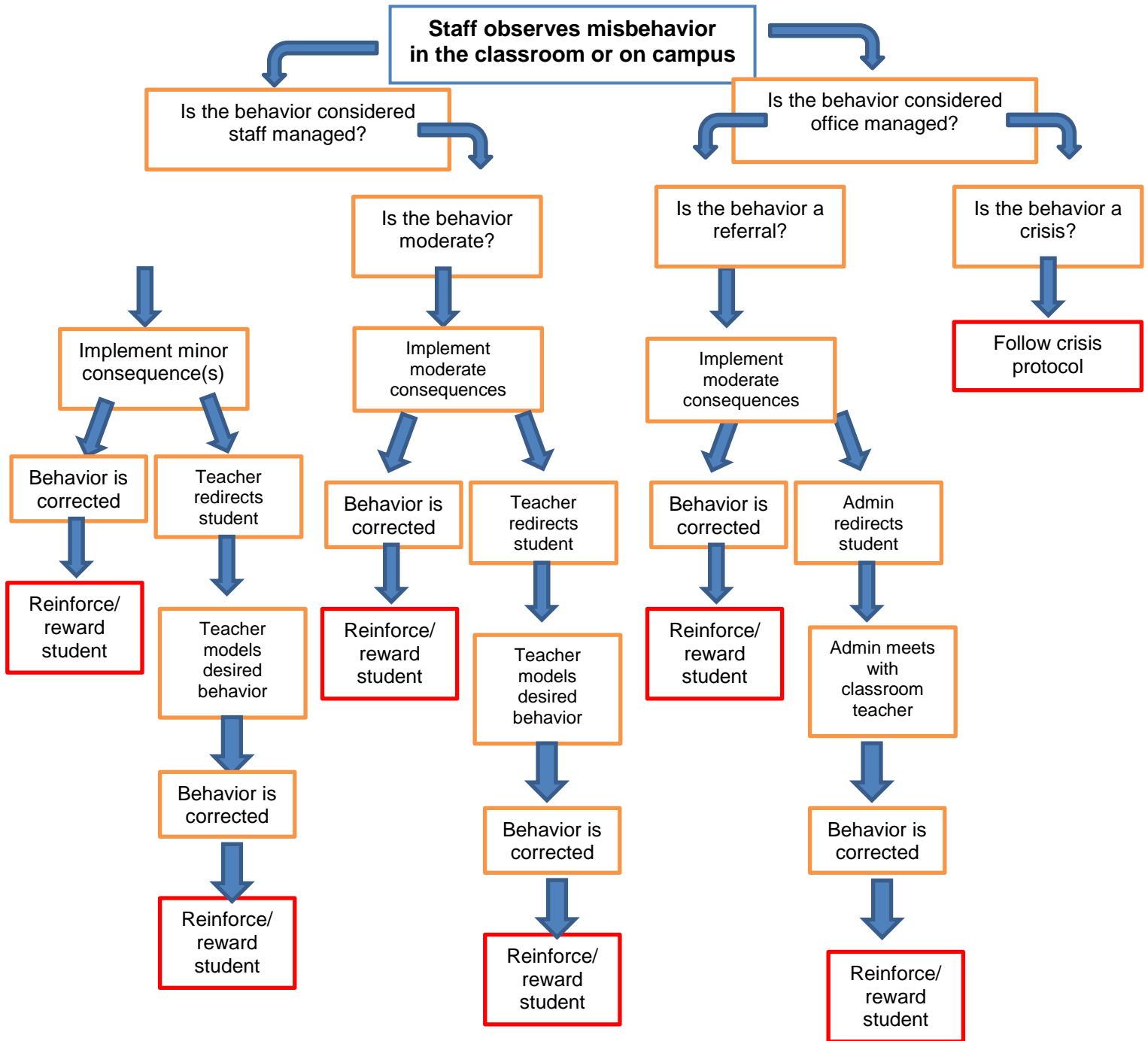
**6D. School-wide Discipline Flow Chart:**

(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, <b>not</b> classroom systems)</i>	<input checked="" type="checkbox"/> CHAMPs* <input 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> :	Whole Brain Teaching
*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 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:
Fidelity of Implementation Plan: <i>(3-4 sentences)</i> <i>Through classroom observations we are able to ascertain the necessary support that is needed for our beginning teachers as well as our teachers who meet challenges with classroom management systems. Through our weekly collaborations and monthly PLC's, we are able to provide resources and support. We also allow time for teachers to visit exemplary classrooms to gain a broader knowledge of the concept of classroom management systems.</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> :	60
Total number of <b>school-wide</b> discipline referrals:	79
% of referrals in the classroom:	43%
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:	715			
# Referrals		% of Total Population	Core Effectiveness	
0 - 1 referral		98%	Are your 0 – 1 referrals > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2 - 5 referrals (at risk students)	14	2%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
> 5 referrals (high risk students)	3	0%	Are your >5 referrals <5%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

**8B. Core Effectiveness Plan:**

If <u>all 3</u> are “Yes”, your core is effective. Is your core behavior curriculum effective?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Answer <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>(3-4 sentences)</i>	
<i>We rely heavily on our school’s MTSS. In addition, the leadership team gathers as much information as possible at the time of registration from parents, past records and past instructors if the student has matriculated through our system. Our Core Effective Plan works hand in hand with our Disproportionality Plan. In review, a few significant factors to our success rate: Communication among stake holders, a viable multi-tiered system of support and a balanced reward system.</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	85	85	0	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Hispanic/Latin	7	5	-2	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
White	2	1	-1	<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: <i>(3-4 sentences)</i>	
<i>We feel that communication is the key to diminishing any disproportionality issues. Our plan to identify students is infused into our registration process as well as CPST. We assess student needs through parents at the time of registration. We continue to progress monitor through our school personnel as the year progresses. Our support staff and grade level team leaders collaborate through weekly team meetings (Collaboration Hour) and our Monthly PLC’S as well as our Team Leader Release Days.</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>☑ check when Action completed</i>	Completed: Person Responsible Name & Title
Current	☑ This Action Plan has been saved to use <i>next year</i> during quarterly meetings	Kim Patrick – Science Coach/Behavior Support
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	Kim Patrick – Science Coach/Behavior Support
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:tyyne.hogan@browardschools.com">tyyne.hogan@browardschools.com</a> for more information, if you are unsure) <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 <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	Click here to enter NAME & title
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>	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 <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. <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 Prepare for 2019/20 SPBP	<input type="checkbox"/> Staff to re-teach Expectations and Rules first day back from break <input type="checkbox"/> Ensure the <u>Principal signs in</u> and watches the <i>new</i> SPBP Brainshark: Due January 30 <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 <i>new</i> SPBP <input type="checkbox"/> Teams watch the <i>new</i> SPBP Brainsharks and refers to <i>new</i> "Additional items" Brainsharks and Additional items posted at: <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 <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.	Click here to enter NAME & title
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	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>measureable</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	Posters will be visible in location-specific areas 100% of the time	Refer to <b>quarterly</b> presentation dates in 2B.  This is the data the team will be sharing during presentations.	Kim Patrick
<b>Behavior lesson plans</b> are being taught as written and when indicated	100 % of teachers will have behavior lesson plan in teacher plan book		Special Area Teachers
<b>Discipline consequences</b> and <b>flow chart</b> are being used by all staff as written	100 % of teachers will follow menu of consequences accurately		Claudine Dunbar
A <b>reward system</b> is being implemented for <i>all</i> students	100 % of teachers will use the HOOT Behavior Reward system for all students		Janelle Gordon

**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>measureable</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	75% students will have 1 or less ODR	Refer to <b>quarterly</b> presentation dates in 2B.  This is the data the team will be sharing during presentations.	Claudine Dunbar/Heather Oken
See critical element 4A • <b>Top 3 event locations</b> data	A 10% Decrease in # of incidents from the top 3 event locations		Claudine Dunbar/Heather Oken
See critical element 8 • <b>Core effectiveness</b> data	95% of students will have 0 codes called on them (support team removal of student)		Claudine Dunbar/Heather Oken
See critical element 7A • <b>Grade Level/Classroom referrals</b> data	100 % of Teachers will use a classroom management system that supports our school goals and expectations		Claudine Dunbar/Heather Oken