

**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>	Mirror Lake Elementary
<b>School Number:</b>	1841
<b>SPBP Contact Name:</b>	Gigi McIntire
<b>Direct Phone Number:</b>	754-322-7106

**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?
Marlen Veliz	Principal	Administration
Gigi McIntire	SPBP Point of Contact	School Counselor
Theresa Nichols	Parent/Community Representation	SAC
Andrea Gresham	BTU Rep/1 <sup>st</sup> Gr. Team Leader	1 <sup>st</sup> Grade
Andrea Cutrone	Kindergarten Team Leader	Kindergarten
Kristi Heath	Pre-K Team Leader	Pre-K
Marlene Fiuza	2 <sup>nd</sup> Gr. Team Leader	2 <sup>nd</sup> Grade
Lawrence Hennequin	3 <sup>rd</sup> Gr. Team Leader	3 <sup>rd</sup> Grade
Kiara Johnson	4 <sup>th</sup> Gr. Team Leader	4 <sup>th</sup> Grade
Tracy Gener	5 <sup>th</sup> Gr. Team Leader	5 <sup>th</sup> Grade

Joan Rosa	Assistant Principal	Administration
Hend Hafez	Literacy Coach	Support Staff
Shelley Lewis	ESE Specialist	ESE
Melissa Smiley	Autism Coach	ESE
Jenifer Rivera	PTO President	Community
Melanie Granie	Office Manager	Front Office

**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:
8/14/2018	8:15 AM	Joan Rosa, 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
10/19/2018	8:15 AM	Joan Rosa, AP	
1/7/2019	8:15 AM	Joan Rosa, AP	

3/22/2019	8:15 AM	Joan Rosa, AP	data (#10A) 4. Collect & analyze student outcome data (#10B)
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**CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment:**

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

<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	4/17/2018	# of participants = 90	Joan Rosa, AP
Held a <i>faculty</i> vote on the new SPBP (for SY 2018/19)	4/24/2018	% approved =100%	Joan Rosa, AP
Presented the <i>new</i> SPBP (for SY 2018/19) to stakeholders (parents and community)	4/20/2018	# of participants = 10	Hend Hafez, Literacy Coach

**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.	Joan Rosa, AP
Present the 2018/19 SPBP to stakeholders (parents and community)	Prior to Oct 1 <sup>st</sup> , 2018 9/21/2018		
<i>Present Behavior to Staff Quarterly Minimum for each year</i>	9/25/2018	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>	Joan Rosa, AP
	12/4/2018		
	2/5/2019	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>	
	4/2/2019		

## 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 Behaviors	6. NA
2. Out of Assigned Area	7. NA
3. Disruptive Unruly Play	8. NA
4. NA	9. NA
5. NA	10. NA

**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 respectful.
2. Be cooperative.
3. Be responsible.
4. NA
5. NA

**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	16	8:30 AM
January	9	8:30 AM
4 <sup>th</sup> Quarter	April 1, 2019	8:30 AM
Who will be responsible for teaching the lesson plans?		Classroom Teachers
Where will the lesson plan instruction occur?		In the Classroom
Who is responsible for retaining, organizing and distributing all lesson plans?		Gigi McIntire, School Counselor

**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	4
2. Athletic Field	2
3. School Grounds	2

**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	Athletic Field	School Grounds
		Rules	Rules	Rules
	Be Respectful	Use inside voices, eat only your lunch, & stay seated.	Participate in all activities.	Use the Mirror Lake Walk while on campus.
	Be Cooperative	Be mindful of others around you, talk quietly with your neighbor.	Safe and courteous behavior is required at all times.	Walk quietly to and from your homeroom.
	Be Responsible	Clean up your area, participate as a helper when assigned.	Help clean up or set up activity.	Help to keep the campus clean.
NA	NA	NA	NA	
NA	NA	NA	NA	

**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	17	8:30 AM
January	10	8:30 AM
4 <sup>th</sup> Quarter	April 2, 2019	8:30 AM
Who will be responsible for teaching the lesson plans?		Classroom Teachers
Where will the lesson plan instruction occur?		In the Classroom
Who is responsible for retaining, organizing and distributing all lesson plans?		Gigi McIntire, School Counselor

## 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: Cafeteria (Dining Room) \_\_\_\_\_

4 Step Problem Solving Process	Plan
<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>	<b>Data used:</b> BASIS Behavior Dashboard Incident Report by location  <b>Problem Identification:</b> Mirror Lake's highest event location after classroom, is 4 events in the cafeteria (dining room).
<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>	<b>Hypothesis:</b> Due to unstructured time during lunch, a positive, behavior incentive program is needed to decrease cafeteria behaviors by 50%.  <b>Goal Statement:</b> Our goal is to decrease incidents by 50% by the beginning of 2 <sup>nd</sup> quarter. Data will be checked monthly by administration.
<b>3. Intervention Design:</b> Describe how you will implement a positive reward program to decrease this problem.	<b>Type of System:</b> Lottery <b>Positive School wide rewards announced on morning show.</b>  <b>Cafeteria (Dining Room) staff, will keep track of positive behaviors by class and turn them into the administration each week. Classes with 4 out of 5 positive days, will be placed in a lottery to be announced on the morning show. Winning classes will be part of a trunk party each month, w/prizes.</b>
<b>4. Evaluation:</b> A. Implementation fidelity	<b>A.</b> How do you monitor the fidelity (consistency and effectiveness) of the <b>staff's</b> implementation of the reward program? <i>Cafeteria staff will be trained on how to collect data by AP. Administration will do walkthroughs in the cafeteria during different lunch periods to monitor and assess.</i>
B. Student outcome monitoring	<b>B.</b> How will you know if the reward program is positively impacting <b>students</b> ? As the classes increase with positive behavior, the lottery choices will increase. <b>C.</b> What measurable data will you use to determine "success"? Increase of classes included in our monthly lottery trunk party.

**5 When will the data be collected? Data will be collected monthly. Number of Discipline Referrals will be collected on Fridays by Joan Rosa, AP. The team will meet again on 1/7/19 to determine if we met our goal of decreasing by 50%.**

## 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. Using a cell phone	Has a cell phone out without permission.
2. Talking back.	Student talks back to adult.
3. Not keeping hands to yourself.	Student doesn't use personal space.
4. Making noises in class.	Student disrupts class with noise.
5. Calling out answers.	Student calls out without permission
6. Not completing assignments	Student is not completing work on time.

**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
Verbal Warning/Review 3 R's Time out between classrooms with work provided.		
Parent Contact		
Refer to School Counselor		
Refer to Rtl Team		
Administration/Parent Teacher Conference		

**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.

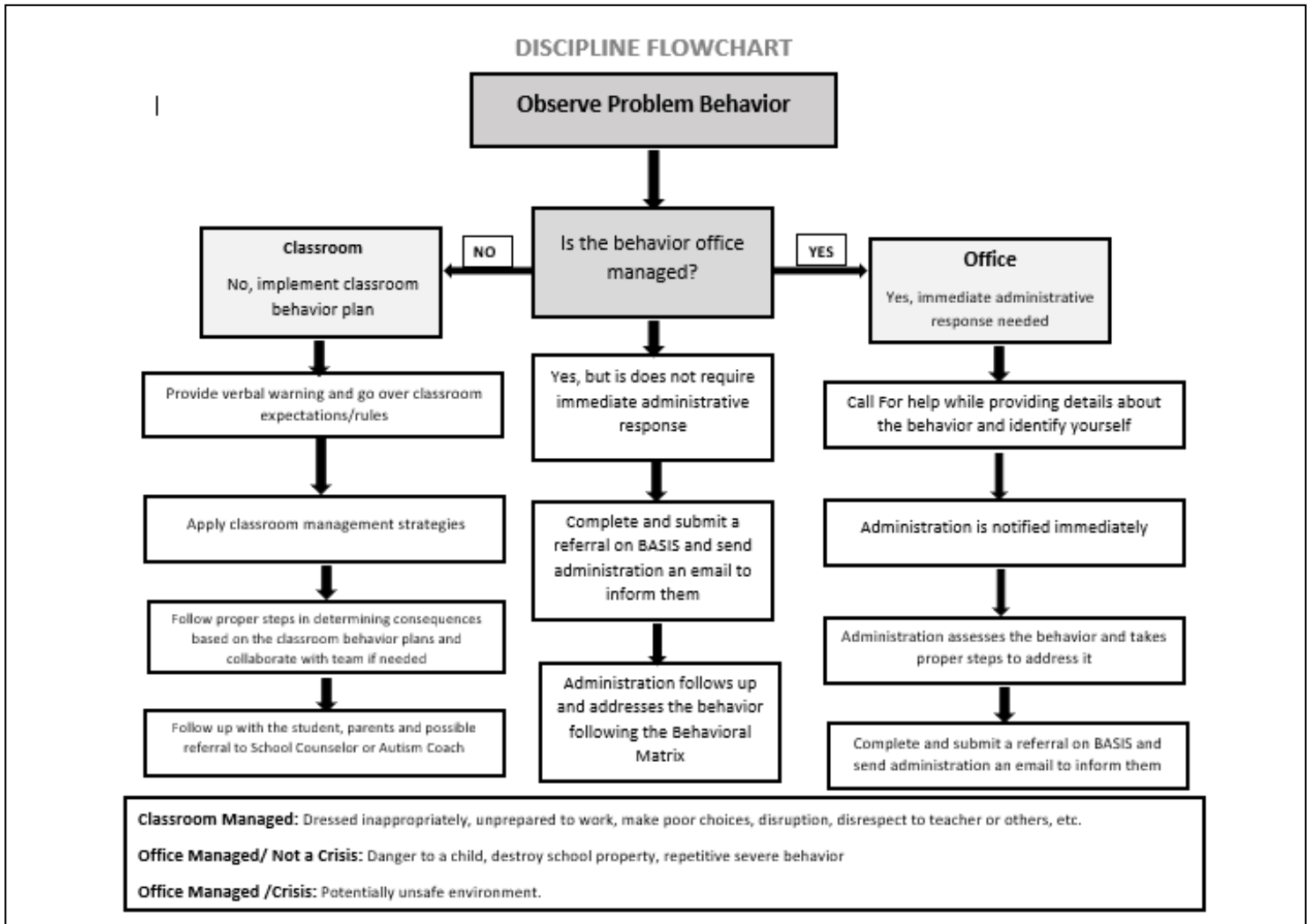
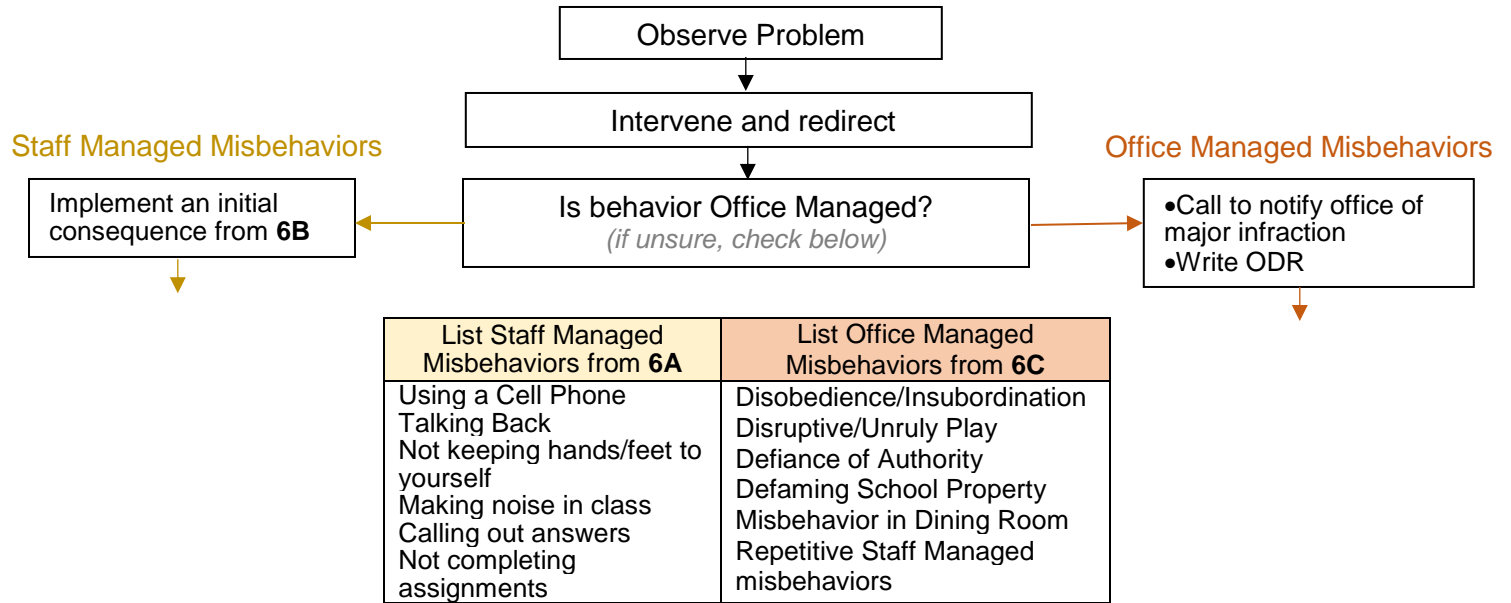
(c) Determine staff tolerance level for repetitive misbehaviors (the point at which the number of staff-managed misbehaviors becomes an ODR).

Office Discipline Referrals (ODRs)	
Behavior	"Looks Like" - <i>provide a description with example(s)</i>
1. Disobedience/Insubordination	Student ignores adult or uses inappropriate behavior in response to a request.
2. Disruptive/Unruly Play	Student does not keep hands and/or feet to themselves and invades personal space.
3. Defiance of authority	Student does not listen and chooses an alternate activity to what is requested.
4. Defaming School Property	Student does not show respect to the environment and destroys property.
5. Misbehavior in Dining Room	Student does not follow Dining Room rules and does not respect adult on duty.
6. Repetitive staff managed misbehaviors	More than <input type="text" value="3"/> misbehaviors in <input type="text" value="1"/> <input type="text" value="hour"/> 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 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 type="checkbox"/> Other <i>(complete below)</i>
If other, name the <b>evidence-based classroom management system:</b>	Click here to enter name of system.
*CHAMPs is the district-supported, evidence-based universal classroom management system for all teachers. Would your Principal like to be contacted to learn about CHAMPs professional development?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

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

What data collection tool does your school leadership team use to monitor and evaluate your teacher’s classroom management skills? <i>(Measure <b>staff skills</b>, not student outcomes)</i>
<input type="checkbox"/> CHAMPs 7 Up Checklist
<input type="checkbox"/> CHAMPs Classroom Check Up (CCU)
<input type="checkbox"/> PBIS Classroom Assistance Tool (CAT)
<input type="checkbox"/> PBIS Walkthrough
<input checked="" type="checkbox"/> Marzano’s Domain 1, Design Questions 5, 6, 7, 8, 9
<input type="checkbox"/> Fidelity of staff classroom management implementation is not monitored to determine training needs this year <i>(you will need to adopt a tool and plan next year)</i>
<input type="checkbox"/> Other <i>(specify):</i>
Explain how this data is collected and analyzed by your school leadership team as a <b>universal screening</b> <u>across teachers</u> to determine the need for classroom management training:
Fidelity of Implementation Plan: <i>(3-4 sentences)</i> <i>Data is analyzed from Marzano’s elements of design. This is discussed during post conferences. Professional development is offered to teachers not meeting effective criteria.</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>	15
Total number of <b>school-wide</b> discipline referrals:	34
% of referrals in the classroom:	44%
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:	34			
# Referrals		% of Total Population	Core Effectiveness	
0 - 1 referral		82%	Are your 0 – 1 referrals > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2 - 5 referrals (at risk students)	4	12%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
> 5 referrals (high risk students)	2	6%	Are your >5 referrals <5%?	<input type="checkbox"/> Yes <input checked="" 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>(3-4 sentences)</i> <i>Repeat offenders are submitted to Rtl for behavior strategies. The implementation of these strategies are closely monitored for 4-6 weeks. Modifications or continued lessons from LEAPS and CHAMPS are utilized throughout the school year to modify or correct behaviors.</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	65	85	20	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Hispanic/Latin	15	5	-10	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
White	20	5	-15	<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>(3-4 sentences)</i> <i>Our school has implemented a group called ICON (I Can Overcome Negativity) targeting our black males. This year we have added a girls group called FIERCE (Fun, Intelligent, Energetic, Responsible, Caring, and Empowered) targeting our black females. These groups are mentored by diverse adults from our school and community.</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 checked="" type="checkbox"/> This Action Plan has been saved to use <i>next year</i> during quarterly meetings	Joan Rosa, AP
Current	<input checked="" type="checkbox"/> Create a SPBP binder or portfolio to retain (for 2 years) hard copies of: your SPBPs, Action Plans, staff PBIS professional development attendance, stakeholder training attendance, quarterly meeting agendas, quarterly staff behavior presentations, voting attendance and outcome, Expectation lesson plans and Rules lesson plans	Gigi McIntire, School Counselor
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	Joan Rosa, AP
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	Joan Rosa, AP
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>	Joan Rosa, AP
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	Joan Rosa, AP
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.	Joan Rosa, AP
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>	Joan Rosa, AP
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.	Joan Rosa, AP
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	Joan Rosa, AP
April	<input type="checkbox"/> Submit your SPBP in OSPA by April 30 <sup>th</sup> every year	Gigi McIntire, School Counselor

## 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 the 1 <sup>st</sup> day of school, Mirror Lake’s Expectations and Rules will be posted in visible areas throughout the campus. Administration will determine the areas with the most traffic.	Refer to <b>quarterly</b> presentation dates in 2B.  8/14/18 10/19/18 1/7/19 3/22/19  This is the data the team will be sharing during presentations.	Joan Rosa, AP
<b>Behavior lesson plans</b> are being taught as written and when indicated	Monthly Walkthroughs will take place during predetermined dates and lesson plans will be checked by administration.		Joan Rosa, AP
<b>Discipline consequences</b> and <b>flow chart</b> are being used by all staff as written	By the end of first quarter, Walkthroughs will take place by administration and follow-up meeting will follow for individuals who need reteaching.		Marlen Veliz, Principal
A <b>reward system</b> is being implemented for <i>all</i> students	Trunk Party prizes will be awarded to students who demonstrate positive behavior in the cafeteria.		Marlen Veliz, 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 <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	By 10/19/18, Referrals in the areas of unruly disruptive behavior, out of area, and unruly play will decrease by 10%,	Refer to <b>quarterly</b> presentation dates in 2B.  8/14/18 10/19/18 1/7/19 3/22/19  This is the data the team will be sharing during presentations.	Joan Rosa, AP
See critical element 4A • <b>Top 3 event locations</b> data	By 10/19/18, Referrals in the dining room, PE area, and general grounds will decrease by 10%.		Joan Rosa, AP
See critical element 8 • <b>Core effectiveness</b> data	By 10/19/18, Referrals for our high risk students will decrease by 10%.		Joan Rosa, AP
See critical element 7A • <b>Grade Level/Classroom referrals</b> data	By 10/19/18, Referrals in first grade will decrease by 10% and teachers will be refreshed on CHAMPS. Overall referrals in the classroom will decrease by 10%.		Joan Rosa, AP