

**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>	Pasadena Lakes Elementary School
<b>School Number:</b>	2071
<b>SPBP Contact Name:</b>	Mokisha Spencer & Gail M. Williams
<b>Direct Phone Number:</b>	754-323-6906

**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?
Janet Phelps	Principal	Administration
Mokisha Spencer	SPBP Point of Contact	RTI:B Team
Melissa Flores	Parent/Community Representation	SAC
Belinda Reyes	BTU Representative	RTI:B Team
Seporia Bolden	Curriculum Support	RTI:B Team
Chelsea Colwell	Autism Coach	RTI:B Team
Kalvaski West	Guidance Counselor	RTI:B Team
Christina Boos	ESE Specialist	RTI:B Team
Gail Williams	Literacy Coach	RTI:B Team
Angela Santiago	Teachers	RTI:B Team
Arelis Chausqui,	Teachers	RTI:B Team
Illona Tinerino-Allen	Teachers	RTI:B Team
Lisa Morrow	Teachers	RTI:B Team
Kathryn Watson	Teachers	RTI:B Team
Sathasha Williams	Teachers	RTI:B Team
Clara Balboa	Teachers	RTI:B Team

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

<b>Meeting Date</b>	<b>Meeting Time</b>	<b>Name &amp; title of person responsible to facilitate meeting</b>	<b>Content of meetings:</b>
8/21/2018	7:40 am	Mokisha Spencer, AP & Gail M. Williams, Literacy Coach	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)
10/19/2018	2:15 pm	Mokisha Spencer, AP & Gail M. Williams, Literacy Coach	
1/7/2019	7:40 am	Mokisha Spencer, AP & Gail M. Williams, Literacy Coach	
3/22/2019	2:15 pm	Mokisha Spencer, AP & Gail M. Williams, Literacy Coach	

**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	8/18/2017	# of participants = 46	Catherine Jacobs
Held a <i>faculty</i> vote on the new SPBP (for SY 2018/19)	4/17/2018	% approved =100%	Pamela Gallo & Jermaine Coleman
Presented the <i>new</i> SPBP (for SY 2018/19) to stakeholders (parents and community)	4/24/2018	# of participants = 10	Pamela Gallo & Jermaine Coleman

**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.	Mokisha Spencer & Gail Williams
Present the 2018/19 SPBP to stakeholders (parents and community)	Prior to Oct 1 <sup>st</sup> , 2018 Click here to enter a date.		
Present behavior data to staff <i>Quarterly: minimum of 4 each year</i>	8/21/2018	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>	Mokisha Spencer & Gail Williams
	10/19/2018		
	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>	
	3/22/2019		

## CRITICAL ELEMENT # 3: School-wide Expectations

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

<b>Top 10 Behavior Incidents</b> <i>(put N/A in any blank spaces)</i>	
1.Unruly/disruptive behavior	6.Physical Attack
2.Assault/threat	7.Petty Theft
3.False fire alarm	8.Battery
4.Bus Violations	9.
5.Vandalism/Damage Property	10.

**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.

<b>School-wide Expectations</b>
1. Be respectful to all adults.
2. Make positive choices.
3. Use appropriate language.
4. Stay seated at all times.
5. Use Your Words, Keep hands and feet to yourself

**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.*

<b>When will school-wide expectations lesson plans be taught?</b>		
	Date(s)	Time:
August	August 15, 2018-August 17, 2018.	8:30-9:30 a.m.
January	January 8, 2019-January 10, 2019	8:30-9:30 a.m.
4 <sup>th</sup> Quarter	April 1, 2019-April 3, 2019.	8:30-9:30 a.m.
Who will be responsible for teaching the lesson plans?		Classroom teachers/Administration
Where will the lesson plan instruction occur?		Classroom/Cafeteria
Who is responsible for retaining, organizing and distributing all lesson plans?		Mokisha Spencer, Gail Williams

## 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. Classroom	11
2. Cafeteria	4
3. Bus	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		IDENTIFIED LOCATIONS		
		<i>Copy and paste locations from 4A.</i>		
		Location #1: Cafeteria	Location #2: Classroom	Location #3: Bus
<i>Copy and paste expectations from 3C.</i>		Rules	Rules	Rules
Use appropriate language.		P- Polite voices used	C-Conversation (Depending on activity 0-1)	C- Conversation-Level 1
Be respectful to all adults		A-Always ask for permission	H-Help (Raise hand or Ask 3 then me.)	H- Help-Raise hand
Make positive choices		W-Walk away from a clean table	A-Activity (dependent on lesson)	A-Activity-Sitting on the bus
Stay seated at all times.		S-Stay seated at all times	M-Movement (dependent on activity)	M-Movement –No movement until your stop
Make positive choices.			P-Participation (completing work, participating in a discussion, etc.)	P-Participation-Sitting until bus stop

**4C.** Research indicates that discipline referrals increase after long holidays and during testing times. Plan to teach your location-specific rules at least 3 times throughout the year (and anytime the expected behaviors are not being demonstrated). **ACTION:** Create at least one lesson plan for each location above and distribute to teachers during pre-planning 2018-19. Develop additional lesson plans you will use throughout the year to re-teach and reinforce your location-specific rules. *You do not need to submit your lesson plans with the SPBP. Retain all behavior lesson plans at the school; make sure these lesson plans are available for guests and stakeholders.*

When will location-specific rules lesson plans be taught?		
	Date(s)	Time:
August	August 15, 2018-August 17, 2018.	8:30-9:30 a.m.
January	January 8, 2019-January 10, 2019	8:30-9:30 a.m.
4 <sup>th</sup> Quarter	April 1, 2019-April 3, 2019.	8:30-9:30 a.m.
Who will be responsible for teaching the lesson plans?		Classroom teachers/Administration

Where will the lesson plan instruction occur?	Classroom/Cafeteria
Who is responsible for retaining, organizing and distributing all lesson plans?	Mokisha Spencer, Gail Williams

## 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: Make Positive Choices

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> Data from the Behavior Dashboard-Unruly/Disruptive Behavior</p> <p><b>Problem Identification:</b> Unruly/disruptive behavior tends to occur around campus due to students making poor choices.</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> Students are receiving referrals for unruly/disruptive behaviors because they are horse playing and it disrupts the specials or cafeteria.</p> <p><b>Goal Statement:</b> By April 2019, a reduction in 10% of the referrals for unruly/disruptive play will occur.</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> Economic simulation system</p> <p>Description of System: <i>Students who are modeling making positive choices will receive panther bucks to turn in for small prizes.</i></p>
<p><b>4. Evaluation:</b></p> <p>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? The fidelity of the program will be monitored through teacher feedback and in reduction of referrals.</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"? Behavior data from the behavior dashboard will be used to attest to the implementation of the positive behavior system. If the number of referrals are reduced, then this data will demonstrate success of the program.</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.

<b>Staff Managed Misbehaviors</b>	
Misbehavior	"Looks Like" - <i>provide a description with example(s)</i>
1. Disruption on campus	Disruption caused by a student that does not impact the entire classroom
2. Disobedience/insubordination	Failure to follow adult directives
3. Bus Violation	Eating/Drinking on bus; getting out of seat
4. Disruptive/Unruly play	Students engaging in horseplay & it get a little out of control
5. Out of seat	Student gets up from seat in class or cafeteria without permission
6.	

**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
Verbal warning		
Phone call home		
Loss of privileges		
Lunch or afterschool detention		
Referral		

**6C. Administration Managed Misbehaviors:**

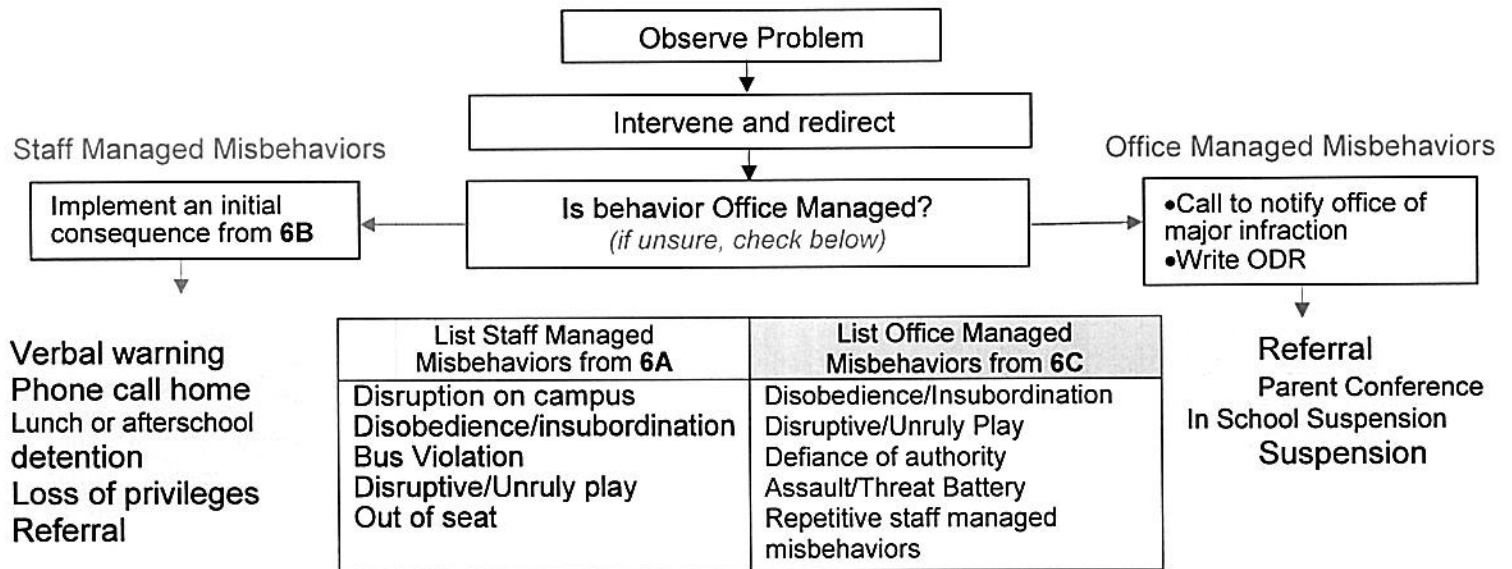
- (a) Define the first 3 behaviors by providing examples that clearly identify the point at which the misbehavior warrants an Office Discipline Referral (ODR).
- (b) List two additional common school-wide misbehaviors that will result in an ODR. Provide concrete examples.
- (c) Determine staff tolerance level for repetitive misbehaviors (the point at which the number of staff-managed misbehaviors becomes an ODR).

<b>Office Discipline Referrals (ODRs)</b>	
Behavior	"Looks Like" - <i>provide a description with example(s)</i>
1. Disobedience/Insubordination	Repetitive lack of Failure to follow adult directives
2. Disruptive/Unruly Play	Students engaging in horseplay & it gets a little out of control (may get difficult to control or continuously occurring with particular students).
3. Defiance of authority	Student refuses to follow the classroom teacher's directives.
4. Assault/Threat	Intentionally threatening to harm another student or teacher.
5. Battery	Intentionally striking a student or teacher
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;">2</span> <span style="border: 1px solid black; padding: 2px 10px;">5</span> warrants an office referral.  e.g.,      3                      half                      hour 2                      one                      period

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

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

**Student Behavior Discipline Flow Chart**





## 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 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 checked="" 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 <u>across teachers</u></b> to determine the need for classroom management training:
Fidelity of Implementation Plan: The school leadership team uses classroom/school-wide observation data and teacher created referrals to revisit the school wide positive behavior plan to calibrate Pasadena Lakes' CHAMPS best practices.

### 7C. Percentage of Classroom Referrals:

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

(b) Complete the yellow highlighted cells first.

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

Total number of discipline referrals <b>from classrooms</b> :	11
Total number of <b>school-wide</b> discipline referrals:	30
% of referrals in the classroom:	37%
Do more than 40% of your referrals come from the classroom?	<input type="checkbox"/> Yes <input checked="" 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:	554			
# Referrals	30	<b>% of Total Population</b>	<b>Core Effectiveness</b>	
0 - 1 referral		99%	Are your 0 – 1 referrals > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2 - 5 referrals (at risk students)	2	0%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
> 5 referrals (high risk students)	1	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: The SWPBP will be monitored on a monthly basis through classroom walkthroughs and review of the behavior dashboard. Students who have >than 5 referrals will be referred to RTI to develop additional intensive intervention strategies to assist with behavior modifications. Behavior plans/contracts will be developed for at-risk students. Students who are severe will be placed on FBA/PBIP. In addition, students with 5 referrals or greater will be pulled for a counseling to reinforce positive behavior, placed in a mentoring program and monitored throughout the school year.	

**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	40	62	22	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Hispanic/Latin	45	28	-17	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
White	10	6	-4	<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: Students within the particular subgroups will be paired with a school mentor to support him or her with supporting the student with replace negative observed behaviors with positive replacement behavior. Counseling from the school counselor will be provided to support the social and emotional growth of the students.	

## 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	<input checked="" type="checkbox"/> This Action Plan has been saved to use <i>next year</i> during quarterly meetings	Mokisha Spencer
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	Mokisha Spencer & Gail Williams
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	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
April	<input type="checkbox"/> Submit your SPBP in OSPA by April 30 <sup>th</sup> every year	Click here to enter NAME & title

## CRITICAL ELEMENT # 10: Monitoring Plans

**10A.** How will you determine the success of staff implementation of the School-wide Positive Behavior Plan?  
*"Are staff implementing the SPBP with fidelity? How do you know?"*

<b>Fidelity of Implementation Monitoring Plan</b>			
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, 100% of the cafeteria, classrooms, & hallways will have posters reminding students of school-wide expectations.	Refer to <b>quarterly</b> presentation dates in 2B.  This is the data the team will be sharing during presentations.	Mokisha Spencer, Gail Williams Mrs. Bolden, & Mr. Coleman
<b>Behavior lesson plans</b> are being taught as written and when indicated	By September 2018, 100% of the classroom teachers will have behavior lessons documented in their lesson plan book.		Mokisha Spencer, Gail Williams Mrs. Bolden, & Mr. Coleman
<b>Discipline consequences</b> and <b>flow chart</b> are being used by all staff as written	By January 2019, 80% of the staff members will utilize the discipline consequences flow chart.		Mokisha Spencer, Gail Williams Mrs. Bolden, & Mr. Coleman
A <b>reward system</b> is being implemented for <i>all</i> students	By January 2019, 80% of the staff members will utilize a reward system to support student positive behaviors.		Mokisha Spencer, Gail Williams Mrs. Bolden, & Mr. Coleman

**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?"*

<b>Student Outcome Monitoring Plan</b>			
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 April 2019, a reduction of fewer referrals by 10% will occur for unruly behavior/profane language.	Refer to <b>quarterly</b> presentation dates in 2B.  This is the data the team will be sharing during presentations.	Mokisha Spencer, Gail Williams Mrs. Bolden, & Mr. Coleman
See critical element 4A • <b>Top 3 event locations</b> data	By April 2019, a reduction of fewer referrals by 10% in the classroom.		Mokisha Spencer, Gail Williams Mrs. Bolden, & Mr. Coleman
See critical element 8 • <b>Core effectiveness</b> data	By April 2019, a reduction of fewer referrals by 5% in students who receive 2 or more referrals.		Mokisha Spencer, Gail Williams Mrs. Bolden, & Mr. Coleman
See critical element 7A • <b>Grade Level/Classroom referrals</b> data	By April 2019, a reduction of fewer referrals by 10% in the classroom.		Mokisha Spencer, Gail Williams Mrs. Bolden, & Mr. Coleman