

School-wide Positive Behavior Plan (SPBP)
 Broward County Public Schools
 To be implemented in SY 2018/19



Elements have changed in the SPBP.

Before completing, go to <http://www.browardprevention.org/mtssrti/rtib/> → School-wide Positive Behavior Plan for:

- ✓ **A NEW Brainshark for Principals. ACTION: Log in with your p # and watch the Brainshark before Jan 30th.**
- ✓ **A NEW Overview Brainshark for Teams. ACTION: Log in with school name and watch the Brainshark.**
- ✓ **A NEW mini Brainshark Series for teams.** These Brainsharks are divided into the 10 Critical Elements of PBIS. They will show you “how to” write a comprehensive SPBP (and receive a high score!)
- ✓ **A Rating Rubric to ensure teams will correctly complete the SPBP and develop a meaningful plan.**

To provide consistency across the District, *only plans entered on the current district template will be accepted.*

ACTION: Download, complete and upload the SPBP into your School Improvement Plan before May 1, 2018:

School Name:	North Lauderdale Pre-K-8
School Number:	2231
SPBP Contact Name:	Nicole Neunie
Direct Phone Number:	754-322-7400

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?
Nichele Williams	Principal	Administration
Nicole Neunie	SPBP Point of Contact	Assistant Principal
Nandrane Willie	Parent/Community Representation	SAC
Joseph Fursetzer	BTU Representative	Staff
Beverly Whitely	Grade Chair	Pre-Kindergarten
Maxine Nicholson	Grade Chair	Kindergarten
Elizabeth Castillo	Grade Chair	First Grade
Christie Huntley	Grade Chair	Second Grade
Jasmine Walker	Grade Chair	Third Grade
Jennifer Sobers-Gay	Grade Chair	Fourth Grade
Lourdne Desravines-Joseph	Grade Chair	Fifth Grade
D'Andrea Brown	Grade Chair	Middle School

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:
9/12/2018	10:20am	Nicole Neunie	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)
11/14/2018	10:20am	Nicole Neunie	
2/13/2018	10:20am	Nicole Neunie	
4/17/2018	10:20am	Nicole Neunie	

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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:

Action Steps:	Date <i>(Between Jan 15 – April 30, 2018)</i>	Details <i>(retain attendance sheets at school)</i>	Person responsible to collect and retain attendance sheets:
Presented the <i>new</i> SPBP (for SY 2018/19) to staff	4/27/2018	# of participants = 42	Nicole Neunie
Held a <i>faculty</i> vote on the new SPBP (for SY 2018/19)	4/27/2018	% approved = 94%	Nicole Neunie
Presented the <i>new</i> SPBP (for SY 2018/19) to stakeholders (parents and community)	4/26/2018	# of participants = 120	Nicole Neunie

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

Action Steps:	Date(s) <i>(NEXT YEAR)</i>	Content <i>(retain attendance sheets at school)</i>	Person responsible to collect and retain attendance sheets:
Provide a professional development on the 2018/19 SPBP for all staff	Prior to students' 1 st day: 8/8/2018	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.	Nicole Neunie
Present the 2018/19 SPBP to stakeholders (parents and community)	Prior to Oct 1 st , 2018 9/12/2018		
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"> • the “marketing” (teaching and posting) of expectations and rules • lesson plan implementation • discipline procedures • reward system implementation The team will present the <u>student outcome data</u> in 10B. Include: <ul style="list-style-type: none"> • top 3 event locations • type of behavior incidents • core effectiveness data • classroom referral data, as well as analysis of this data. 	Nicole Neunie
	2. 11/14/2018		
	3. 2/13/2019		
	4. 4/17/2018		

CRITICAL ELEMENT # 3: School-wide Expectations

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

Top 10 Behavior Incidents <i>(put N/A in any blank spaces)</i>	
1. Disobedience/Insubordination	6. Defiant to Authority
2. Unruly/Disruptive behaviors	7. Battery
3. Fight/Minor Altercation	8. Electronic Devices
4. Inciting a Disturbance	9. Disruptive/Unruly Play
5. Fighting-Medium incidents	10. Disruption of Campus

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 safe
3. Be responsible

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

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

When will school-wide expectations lesson plans be taught?		
	Date(s)	Time:
August	8/15 - 22/2018	8:00am-2pm
January	1/8 - 15/18	8:00am-2pm
4 th Quarter	4/1 - 8/18	8:00am-2pm
Who will be responsible for teaching the lesson plans?		Support Staff
Where will the lesson plan instruction occur?		Cafeteria, Specials areas and Classroom
Who is responsible for retaining, organizing and distributing all lesson plans?		Team Leaders

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.School grounds	4
3.Hallway	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	School Grounds	Hallways
	Rules	Rules	Rules	
	Be respectful and following directions given	Respect other’s space and property	Use kind words	Keep hands and feet to yourself
	Be safe	Walk responsibly throughout the cafeteria	Always go directly to assigned location	Walk on the right side of the hallway
Being responsible for actions towards others and school property	Use responsible voice levels - 1	Use responsible voice levels - 2	Use responsible voice levels - 0	

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

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

When will location-specific rules lesson plans be taught?		
	Date(s)	Time:
August	8/15 - 22/2018	8am-2pm
January	1/8 - 15/18	8am-2pm
4 th Quarter	4/1 - 8/18	8am-2pm
Who will be responsible for teaching the lesson plans?		Teachers
Where will the lesson plan instruction occur?		Cafeteria, Special areas and Classrooms
Who is responsible for retaining, organizing and distributing all lesson plans?		Team Leaders

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 _____

4 Step Problem Solving Process	Plan
<p>1. Problem Identification: Use your behavior data to identify a school-wide problem. What problem did you identify? <i>(use numerical data)</i></p>	<p>Data used: BASIS Behavior Dashboard</p> <p>Problem Identification: Five of 13 referrals were cafeteria referrals which pertained to students not being respectful to their peers.</p>
<p>2. Problem Analysis: Why do you think this problem is occurring? What is your goal? <i>(use a SMART goal statement with numerical data)</i></p>	<p>Hypothesis: Students need lessons on self-monitoring and self-regulating behaviors in non-instructional settings.</p> <p>Goal Statement: By the end of the second quarter, Office Discipline Referrals (ODR) from the cafeteria, will decrease by 50%.</p>
<p>3. Intervention Design: Describe how you will implement a positive reward program to decrease this problem.</p>	<p>Type of System: Point system</p> <p>Description of System: <i>Students will obtain points based on their noticeable cafeteria behaviors. These points can be used to redeem prizes tiered to match their accumulated points.</i></p>
<p>4. Evaluation: A. Implementation fidelity</p>	<p>A. How do you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program? <i>(Monitoring consistency and effectiveness of staff's implementation of reward program will be done using the HERO program. We will pull teacher usage reports to monitor issuing points.</i></p>
<p>B. Student outcome monitoring</p>	<p>B. How will you know if the reward program is positively impacting students? What measurable data will you use to determine "success"? <i>There will be an increase in HERO points. There will be a decrease in Behavioral Referrals in BASIS Behavioral Dashboard. Data will be reviewed on a quarterly basis.</i></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. Disobedience/Insubordination	Students show disrespectful, unsafe and/or irresponsible behaviors
2. Unruly/Disruptive behaviors	Students engage in horse playing and/or use inappropriate language
3. Fight/Minor Altercation	Students push and shove others
4. Inciting a Disturbance	Students get others to participate in inappropriate behaviors
5. Fighting-Medium incidents	Students engage in intentional harmful contact with others
6. Defiant to Authority	Students knowingly go against adult's instruction

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
Loss of part or all of recess	
Call to parent	
Change of seating arrangement	
Note home	
Reteach behavior	

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).

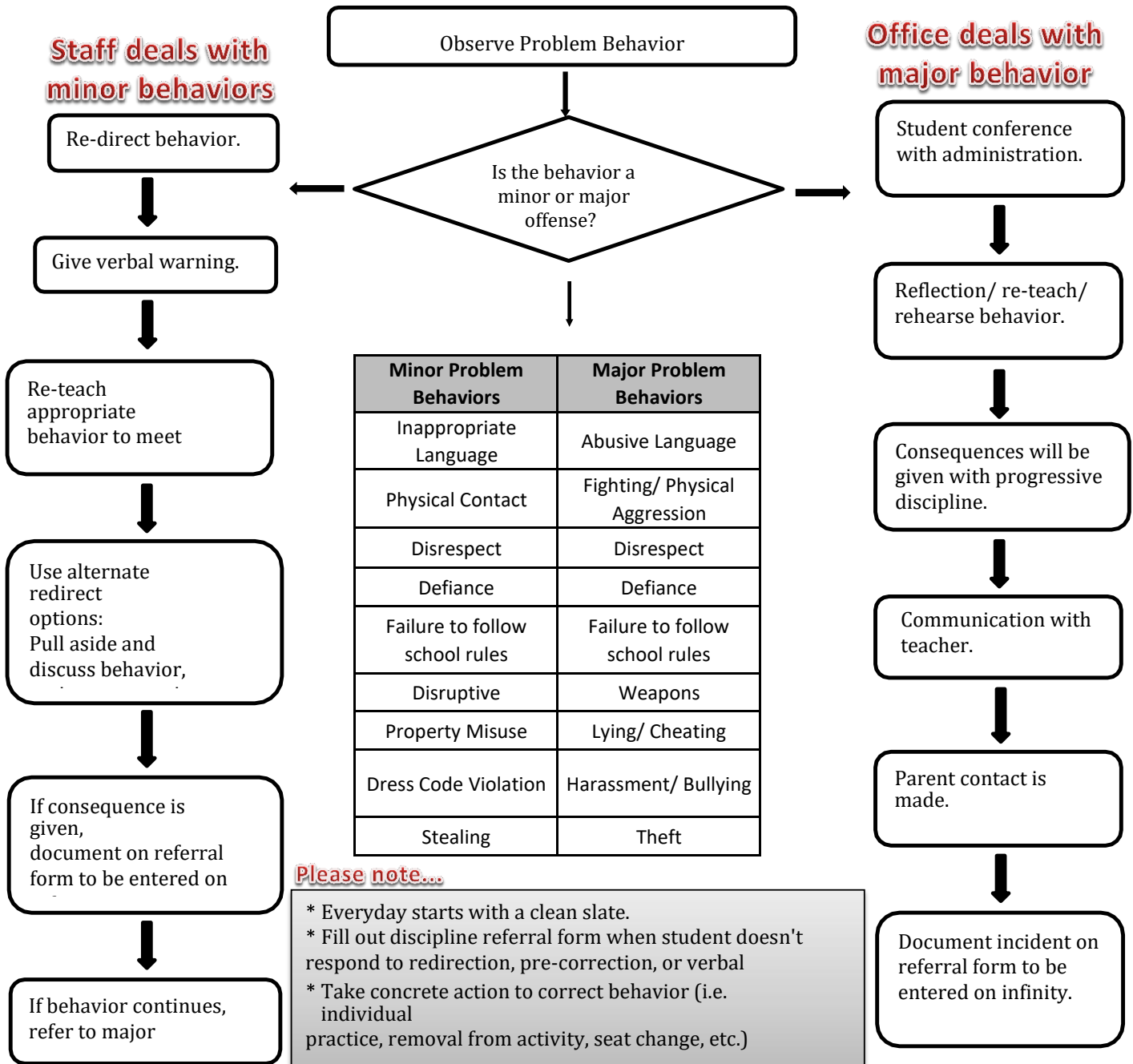
Office Discipline Referrals (ODRs)	
Behavior	"Looks Like" - <i>provide a description with example(s)</i>
1. Disobedience/Insubordination	Student disobeys teachers direction or keeps talking back to the teacher or staff, after being asked to stop, more than three(3) times and after classroom behavior-shaping plan was implemented without success.
2. Disruptive/Unruly Play	Disruption and unruly play involves physical contact that might harm others or student's play poses threat to self and causes classroom instruction to stop and learning or others is hindered by shouting, rough-housing or being out-of-area, three (3) or more times and after classroom behavior-shaping plan was implemented without success.
3. Defiance of authority	Student tells authoritative figure that he or she will not be complying with demands, and continues to be openly disrespectful to adult or schoolwide expectations of being respectful, responsible and safe.
4. Fighting/Medium Incident	Student hits another individual in anger or with intention to cause harm.
5. Inciting Disturbance	Student tries to get other students to show disregard for schoolwide expectations or classroom rules by getting others involved in food fights, riots, destroying school property and/or going against schoolwide expectations or classroom rules.
6. Repetitive staff managed misbehaviors	More than 3 misbehaviors in 1 period 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

**North Lauderdale P-8
Behavior Flow Chart**



CRITICAL ELEMENT # 7 : Classroom Management Systems

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

Which evidence-based classroom management system is supported by your school’s administration and is expected to be implemented school-wide? <i>(Class Dojo, LEAPs, HERO, Cloud 9, etc. are tools, not classroom systems)</i>	<input checked="" type="checkbox"/> CHAMPs* <input checked="" type="checkbox"/> PBIS Classroom Management <input type="checkbox"/> Administration does not expect an evidence-based classroom management system to be implemented by teachers this year <i>(your school will need to adopt one next year)</i> <input type="checkbox"/> Other <i>(complete below)</i>
If other, name the evidence-based classroom management system:	Click here to enter name of system.
*CHAMPs is the district-supported, evidence-based universal classroom management system for all teachers. Would your Principal like to be contacted to learn about CHAMPs professional development?	<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 staff skills, 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 universal screening across teachers to determine the need for classroom management training:
Fidelity of Implementation Plan: <i>Based on the observations made by administration, a CHAMPS Training was done with Grade Chairs and will be implemented schoolwide. Some teachers are currently using the program and it is used in the cafeteria and common school grounds as well. In addition, administrators conduct classroom walkthroughs and feedback is shared with teachers. Coaching is provided.</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 from classrooms:	12
Total number of school-wide discipline referrals:	117
% of referrals in the classroom:	9%
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:	803			
# Referrals	117	% of Total Population	Core Effectiveness	
0 - 1 referral		97%	Are your 0 – 1 referrals > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2 - 5 referrals (at risk students)	18	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 all 3 are “Yes”, your core is effective. Is your core behavior curriculum effective?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Answer either (a) or (b):	
(a) If you answered “Yes”, although your core is effective, what plan does your school leadership team implement for early identification of at risk and high risk students?	
(b) If you answered “NO”, indicate the supports and interventions your school leadership team will implement at the beginning of the next school year to improve core strength:	
Core Effectiveness Plan: <i>The plan in place for early identification of at risk and high-risk students, is letting the teachers know the procedures to follow before referring students for Office Discipline Referrals. Such procedures include classroom Behavior Shaping Strategies such as reminder or redirection of classroom routines and rituals, ways to ask for help, solve problems, and/or manage emotions. This could further include having the student speak with guidance counsellor or other staff who has built a rapport of trust and security with student.</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	93	91	-.2	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Hispanic/Latin	4	5	1	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
White	0	0	0	<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 all 3 are “No”, disproportionality is not indicated. Are all 3 “No”?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Answer either (a) or (b):	
(a) If you answered “Yes”, although your data indicates equity, what plan does your school leadership team implement for early identification of any disproportionality issues	
(b) If you answered “No”, indicate the support plan and interventions your school leadership team will implement at the beginning of next year to improve sub group disproportionality	
Disproportionality Plan: <i>(3-4 sentences)</i> Since disproportionality exists amongst Hispanic/Latino, the plan will be to notify the teachers to pay closer attention to this subgroup. We will also target classroom strategies that show tolerance for cultural diversity and increases awareness. Using BASIS dashboard, referrals will be monitored, and faculty and staff will be able to incorporate Cultural Responsive Teaching and Mindfulness, to offset disproportionality	

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	Nicole Neunie
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	Nicole Neunie
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 tyne.hogan@browardschools.com for more information, if you are unsure) <input type="checkbox"/> Confirm 1 st team meeting date and time	Nicole Neunie
August 1 st 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: http://www.browardprevention.org/mtssrti/training-modules/ <input type="checkbox"/> Review previous year's behavior data. (Use 'Agenda' and 'Data Collection Template') Forms available at: http://www.browardprevention.org/mtssrti/rtib in Tier 1, Teaming <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: http://www.brainshark.com/browardschools/PBIS101	Click here to enter NAME & title.
October 2 nd 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 rd 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 th <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: http://www.browardprevention.org/mtssrti/rtib	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 Tyne.hogan@browardschools.com to request analysis.	Click here to enter NAME & title
March 4 th 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 th every year	Click here to enter NAME & title

CRITICAL ELEMENT # 10: Monitoring Plans

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

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

Fidelity of Implementation Monitoring Plan			
Action Step	Create an observable and measurable SMART goal to determine “successful” staff implementation of action step	When will data be collected, analyzed & presented?	Person responsible to collect and analyze data
School-wide expectations and location-specific rules are posted across campus	A PBIS walk-through will be conducted on September 12, 2018, which will reveal that 100% of our school hallways display at least one poster on our school-wide expectation.	Refer to quarterly presentation dates in 2B. This is the data the team will be sharing during presentations.	Nicole Neunie
Behavior lesson plans are being taught as written and when indicated	By November 14, 2018, 90% of teachers will show evidence that they taught all of the school-wide expectations behavior lesson plans as measured by lesson plan checks from Administration.		Nicole Neunie
Discipline consequences and flow chart are being used by all staff as written	There will be a 5% quarterly decrease in the number of Office Discipline Referrals that contain previously identified staff-managed misbehaviors as measured by the BASIS Behavior Dashboard.		Nicole Neunie
A reward system is being implemented for <i>all</i> students	100% of students identified for a reward will receive it at the scheduled times, as measured by PBIS team monitoring of HERO points.		Nicole Neunie

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

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

Student Outcome Monitoring Plan			
Student Outcome Data	Create an observable and measurable SMART goal to determine “successful” student outcomes	When will data be collected, analyzed & presented?	Person responsible to collect and analyze data
See critical element 3A • Type of behavior incidents data	Quarterly reviews will show that behavior incidents will be reduced by 15%, as measured by the BASIS Behavior Dashboard.	Refer to quarterly presentation dates in 2B. This is the data the team will be sharing during presentations.	Nicole Neunie
See critical element 4A • Top 3 event locations data	Quarterly reviews will show that there is 15% fewer referrals resulting from hallway incidences, as measured by the BASIS Behavior Dashboard.		Nicole Neunie
See critical element 8 • Core effectiveness data	By the end of the 2018-2019 school year, there will be no disproportionality for any of the 3 subgroups, as measured by the BASIS Behavior Dashboard.		Nicole Neunie
See critical element 7A • Grade Level/Classroom referrals data	Quarterly reviews will show that there is 15% fewer classroom referrals, as measured by the BASIS Behavior Dashboard.		Nicole Neunie