**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:** | Flamingo Elementary |
| **School Number:** | 2541 |
| **SPBP Contact Name:** | Mrs. M. Patrick |
| **Direct Phone Number:** | 754-323-5708 |

## 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? |
|---|---|---|
| J. Crosby | Principal | Administration |
| M. Patrick | SPBP Point of Contact | Support staff |
| A. Comparato | Parent/Community Representation | SAC |
| S. Rodriguez | BTU Representative / Teacher | Kindergarten |
| S. Silver | Teacher | Grade 1 |
| S. Farrell | Teacher | Grade 2 |
| C. Graves | Teacher | Grade 3 |
| A. Ensign | Teacher | Grade 4 |
| R. Darnell | E.S.E. Specialist | Grade 5 |
| B. Velasquez | Educational Assistant | Paraprofessionals |
| J. Mercer | Head Facilities Person | Facilities Staff |

**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: |
|---|---|---|---|
| 9/20/2018 | 2:15PM- 3:00 PM | M. Patrick, Literacy Coach, H. Arroyo, Assistant Principal | 1. Create and disseminate updated Expectations and Rules lesson plans (#3 and #4) |
| 12/13/2018 | 2:15PM- 3:00 PM | M. Patrick, Literacy Coach, H. Arroyo, Assistant Principal | 2. Review progress of Implementation Action Plan (#9) |
| 2/21/2019 | 2:15PM- 3:00 PM | M. Patrick, Literacy Coach, H. Arroyo, Assistant Principal | 3. Collect & analyze implementation data (#10A) |
| 4/11/2019 | 2:15PM- 3:00 PM | M. Patrick, Literacy Coach, H. Arroyo, Assistant Principal | 4. Collect & analyze student outcome data (#10B) |

## CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment:

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

| Action Steps: | Date<br>*(Between Jan 15 – April 30, 2018)* | Details<br>*(retain attendance sheets at school)* | Person responsible to collect and retain attendance sheets: |
|---|---|---|---|
| Presented the *new* SPBP (for SY 2018/19) to staff | 3/13/2018 | # of participants = 38 | M. Patrick, Literacy Coach, H. Arroyo, Assistant Principal |
| Held a *faculty* vote on the new SPBP (for SY 2018/19) | 3/15/2018 | % approved = 92% | M. Patrick, Literacy Coach, H. Arroyo, Assistant Principal |
| Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community) | 3/19/2018 | # of participants = 10 | M. Patrick, Literacy Coach, H. Arroyo, Assistant Principal |

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

| Action Steps: | Date(s)<br>*(NEXT YEAR)* | Content<br>*(retain attendance sheets at school)* | Person responsible to collect and retain attendance sheets: |
|---|---|---|---|
| Provide a professional development on the 2018/19 SPBP for all staff | Prior to students' 1st day:<br>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. | M. Patrick, Literacy Coach, H. Arroyo, Assistant Principal |
| Present the 2018/19 SPBP to stakeholders (parents and community) | Prior to Oct 1st, 2018<br>9/24/2018 | | |
| Present behavior data to staff<br>*Quarterly: minimum of 4 each year* | 1. 10/18/2018 | The team will present the <u>implementation data</u> in 10A. Include:<br>• the "marketing" (teaching and posting) of expectations and rules<br>• lesson plan implementation<br>• discipline procedures<br>• reward system implementation | M. Patrick, Literacy Coach, H. Arroyo, Assistant Principal |
| | 2. 12/21/2018 | | |
| | 3. 2/21/2019 | The team will present the <u>student outcome data</u> in 10B. Include:<br>• top 3 event locations<br>• type of behavior incidents<br>• core effectiveness data<br>• classroom referral data, as well as analysis of this data. | |
| | 4. 5/1/2019 | | |

## 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 *(put N/A in any blank spaces)* ||
|---|---|
| 1. SB: Disruptive (Unruly Behavior) | 6. ZX: Profanity directed toward staff member |
| 2. ZN: Assault/Threat (low level, non-criminal) | 7. UP: Disruptive (Unruly) Pay |
| 3. 01: Disobedience/ Insubordination | 8. N/A |
| 4. ZU: Out of assigned area | 9. N/A |
| 5. Z2: Laser Device: Inappropriate use | 10. N/A |

**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.  Being responsible |
| 2.  Being respectful |
| 3.  Being safe |
| 4.  N/A |
| 5.  N/A |

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

| When will school-wide expectations lesson plans be taught? |||
|---|---|---|
| | Date(s) | Time: |
| August | Aug 15, 16 & 17, 2018 | 8:40 – 9:00 am |
| January | Jan 8, 9, & 10, 2018 | 8:40 – 9:00 am |
| 4th Quarter | Apr 1, 2, & 3, 2018 | 8:40 – 9:00 am |

| | |
|---|---|
| Who will be responsible for teaching the lesson plans? | Classroom Teachers |
| Where will the lesson plan instruction occur? | Classrooms |
| Who is responsible for retaining, organizing and distributing all lesson plans? | M. Patrick, Literacy Coach, H. Arroyo, Assistant Principal |

## 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"***

**4B.** Create an
from your 3-5 school-wide
event locations. Develop a
and measurable rule that
expectation to create a
each location**.**

| Top 3 Locations | |
|---|---|
| School Location | # Incidents |
| 1.  Cafeteria | 12 |
| 2.  Playground | 9 |
| 3.  Hall | 7 |

Expectations/Rules Matrix
expectations and your top 3
positively stated, observable,
correlates with every
maximum of 5 rules under

| School-wide EXPECTATIONS | *Copy and paste expectations from 3C.* | IDENTIFIED LOCATIONS *Copy and paste locations from 4A.* | | |
|---|---|---|---|---|
| | | Cafeteria | Playground | Hallways |
| | | **Rules** | **Rules** | **Rules** |
| | Be responsible | Clean own tray and personal space area within a 6inch perimeter | Ask at least 1 near by adult if a conflict cannot be resolved | At all times, keep hands to oneself and off the walls |
| | Be respectful | Conversation level 0-2 | Apologizing when needed/prompted within 1 minute | Walk in straight lines, 2 tiles apart, with 12 inches between students |
| | Be safe | Stand in the lunch line or walk in cafeteria with at least 12 inches of separation | Keeping two hands to oneself within a 12 inches perimeter | Walk on right side of the halls |
| | 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). **<u>ACTION:</u>** Create at least <u>one</u> lesson plan for **each** location above and distribute to teachers during pre-planning 2018-19. Develop additional lesson plans you will use throughout the year to re-teach and reinforce your location-specific rules. *You do not need to submit your lesson plans with the SPBP. Retain all behavior lesson plans at the school; make sure these lesson plans are available for guests and stakeholders.*

| When will location-specific rules lesson plans be taught? | | |
|---|---|---|
| | Date(s) | Time: |
| August | Aug 15, 16 & 17, 2018 | 8:40 – 9:00 am |
| January | Jan 8, 9, & 10, 2018 | 8:40 – 9:00 am |
| 4th Quarter | Apr 1, 2, & 3, 2018 | 8:40 – 9:00 am |

| | |
|---|---|
| Who will be responsible for teaching the lesson plans? | Classroom Teachers |
| Where will the lesson plan instruction occur? | Cafeteria, Playground, Hallways |
| Who is responsible for retaining, organizing and distributing all lesson plans? | M. Patrick (Asst. Principal TBA) |

## 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:  Lunch time in the Cafeteria

| 4 Step Problem Solving Process | Plan |
|---|---|
| **1.  Problem Identification:** Use your behavior data to identify a school-wide problem.<br>What problem did you identify? *(use numerical data)* | **Data used:** # Office Discipline Referrals from the cafeteria.<br><br>**Problem Identification:** The number of ODR's that occurred in the cafeteria was 12 in February of the 2017-2018 school year; the total number of ODR's that occurred in the cafeteria was 11 in the entire 2016-2017 school year; the total number of ODR's that occurred in the cafeteria was 6 in the entire 2015-2016 school year. |
| **2**.  **Problem Analysis:** Why do you think this problem is occurring?<br>What is your goal? *(use a SMART goal statement with numerical data)* | **Hypothesis:** Students have displayed increased incidents of unruly/disruptive behaviors in the cafeteria and need a reward/incentive system that is more concrete, visible, and consistent.<br><br>**Goal Statement:** By February 2019, ODR's that occur in the cafeteria will decrease by 50% from 12 to 6. |
| **3. Intervention Design:**  Describe how you will implement a positive reward program to decrease this problem. | **Type of System:** Point system<br><br>**Description of System:** *(3-4 sentences)*<br>The Golden Spoon Cafeteria Reward System involves the use of Green, Yellow, and Red cups which Cafeteria Staff place on the table of each class in relation to how well cafeteria rules are being followed.  At the end of each lunch period the classes who end with a Green cup are recorded by cafeteria staff. The class with the most Greens each week receives treats; the class with the most Greens in a month receives an ice cream party. |
| **4.  Evaluation:**<br>A. Implementation fidelity | **A.**  How do you monitor the fidelity (consistency and effectiveness) of the **staff's** implementation of the reward program? *(2-3 sentences)*<br>The Golden Spoon Cafeteria Reward system will be taught to the cafeteria staff by the Assistant Principal.  Cafeteria Staff will bring list of winning classes weekly/monthly to the Assistant Principal.  Winning classes will be recognized each Monday on the morning announcements by an administrator, receive treats, and/or ice cream weekly, monthly, respectively. |
| B. Student outcome monitoring | **B.**  How will you know if the reward program is positively impacting **students**? What measurable data will you use to determine "success"? *(2-3 sentences)*<br>The number of cafeteria referrals will be reviewed weekly the Assistant Principal to ensure the new system is positively impacting ODR's and no interim modifications need to be implemented.  The total number of ODR's from the cafeteria will be reviewed by 1/7/2019 by the Assistant Principal.  The SPBP Team will meet on 2/21/2019 to determine if goal was achieved. |

## 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" - *provide a description with example(s)* |
| 1.Not walking in line properly | Not walking tile space apart tile space from walls; turning around. |
| 2.Calling-out | Answering questions when not being asked. |
| 3.Physical contact | Not monitoring self; accidental, horseplay. |
| 4.Not following directions first time | Not focusing; not paying attention; immaturity |
| 5.Not completing classwork or homework/Not getting agenda signed. | Incomplete work/not doing work/not getting agenda signed. |
| 6.Getting out of seat without permission | Leaving assigned seat/getting out of seat or leaving desk and walking to another area of the classroom. |

**6B. Staff Managed Consequences**: Create a consequence <u>menu</u> **OR** a consequence <u>hierarchy</u> for staff to use when students exhibit the above misbehaviors. Provide a minimum of **5** consequences.

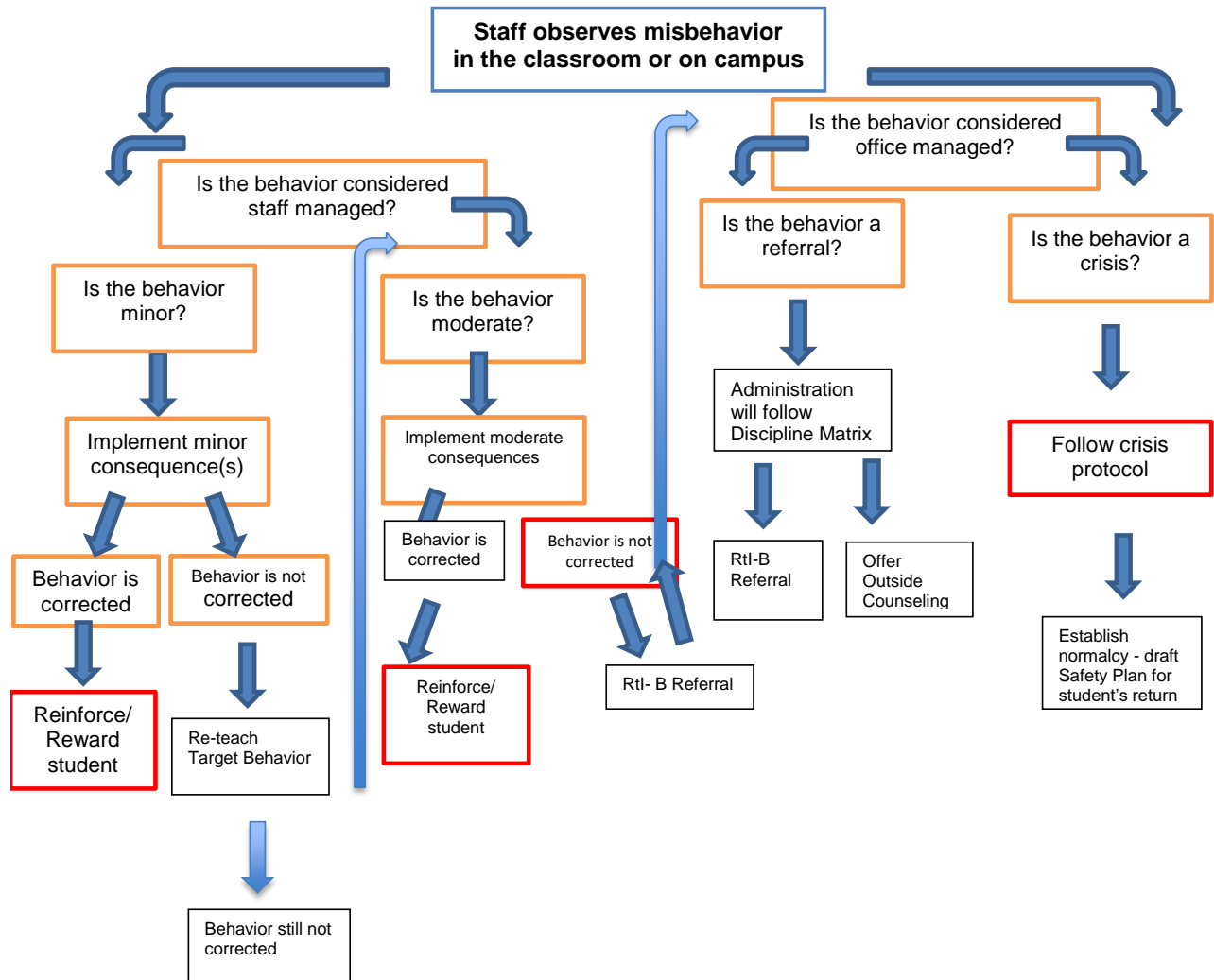| Is this a menu or hierarchy system? | ☒ Menu        ☐Hierarchy |
|---|---|
| Reteach appropriate behavior | |
| Verbal redirection | |
| Clip down | |
| Parent contact | |
| Teacher choice/loss of privilege | |

**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" - *provide a description with example(s)* |
| 1. Disobedience/Insubordination | Refusing to follow staff directions/non-compliance/ignoring/refusing to follow a directive |
| 2. Disruptive/Unruly Play | Intent to hurt or cause harm/pushing |
| 3. Defiance of authority | Refusing to follow staff directions/non-compliance/ignoring/refusing to follow a directive/ leaving the classroom |
| 4.Bringing distracting/dangerous items to school. | Including but not limited to:  laser pens, matches, lighters, weapons, toy weapons, knives, O.T.C./prescription meds. |
| 5. Mutual fight | Physical altercation between two or more students. |
| 6. Repetitive staff managed misbehaviors | More than [ 3 ] misbehaviors in [ 5 ] [ days ] 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

Staff observes misbehavior in the classroom or on campus

Is the behavior considered staff managed?

Is the behavior considered office managed?

Is the behavior minor?

Is the behavior moderate?

Is the behavior a referral?

Is the behavior a crisis?

Implement minor consequence(s)

Implement moderate consequences

Administration will follow Discipline Matrix

Follow crisis protocol

Behavior is corrected

Behavior is not corrected

Behavior is corrected

Behavior is not corrected

RtI-B Referral

Offer Outside Counseling

Reinforce/ Reward student

Re-teach Target Behavior

Reinforce/ Reward student

RtI- B Referral

Establish normalcy - draft Safety Plan for student's return

Behavior still not corrected

| List Staff Managed Misbehaviors from **6A** | List Office Managed Misbehaviors from **6C** |
|---|---|
| 1. Not walking in line properly<br>2. Calling out<br>3. Physical contact<br>4. Not following directions first time<br>5. Not completing classwork or homework/not getting agenda signed<br>6. Getting out of seat without permission | 1. Disobedience/Insubordination<br>2. Disruptive/Unruly play<br>3. Defiance of authority<br>4. Bringing distracting/dangerous items to school<br>5. Mutual fight<br>6. Repetitive staff managed misbehaviors |

# 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? <br> *(Class Dojo, LEAPs, HERO, Cloud 9, etc. are tools, __not__ classroom systems)* | ☐ CHAMPs* <br> ☐ PBIS Classroom Management <br> ☐ Administration does not expect an evidence-based classroom management system to be implemented by teachers this year *(your school will need to adopt one next year)* <br> ☒ Other *(complete below)* |
| If other, name the **evidence-based classroom management system:** | Behavior Clips |
| *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? | ☒ Yes ☐ 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? *(Measure **staff skills**, not student outcomes)* |
|---|
| ☐ CHAMPs 7 Up Checklist |
| ☐ CHAMPs Classroom Check Up (CCU) |
| ☐ PBIS Classroom Assistance Tool (CAT) |
| ☐ PBIS Walkthrough |
| ☒ Marzano's Domain 1, Design Questions 5, 6, 7, 8, 9 |
| ☐ Fidelity of staff classroom management implementation is not monitored to determine training needs this year *(you will need to adopt a tool and plan next year)* |
| ☐ Other *(specify):* |
| 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: *(3-4 sentences)* <br> Fidelity of implementation across all teachers is monitored and insured through the application of classroom walkthroughs, as well as informal and formal observations. Data points are issued for Domain 1, Design Questions 5, 6, 7, 8, 9, and corrective action is initiated through post observation conferences and informal meetings with administration. |

**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**: | 20 |
| Total number of **school-wide** discipline referrals: | 28 |
| % of referrals in the classroom: | 42% |
| Do more than 40% of your referrals come from the classroom? | ☒ Yes ☐ 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: | 698 | | |  |
|---|---|---|---|---|
| # Referrals | | % of Total Population | Core Effectiveness | |
| 0 - 1 referral | | 98% | Are your 0 – 1 referrals > 80%? | ☒Yes ☐No |
| 2 - 5 referrals (at risk students) | 13 | 2% | Are your 2 - 5 referrals <15%? | ☒Yes ☐No |
| > 5 referrals (high risk students) | 3 | 0% | Are your >5 referrals <5%? | ☒Yes ☐No |

**8B. Core Effectiveness Plan:**

| If all 3 are "**Yes**", your core is effective. Is your core behavior curriculum effective? | ☒Yes ☐No |
|---|---|
| Answer **either** (a) or (b): <br> (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? <br> (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: At the beginning of the school year, the AP along with the leadership team will collect data on new students and articulating students to identify at risk students. Students who have a history of behavioral issues, the teachers will refer the students to the RTI process. The PBIS leaders will collect monthly data on student referrals. | |

**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 | 7 | 5 | -2 | ☐Yes | ☒No |
| Hispanic/Latin | 45 | 48 | 3 | ☒Yes | ☐No |
| White | 38 | 41 | 3 | ☒Yes | ☐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"? | ☐Yes ☒No |
|---|---|
| Answer **either** (a) or (b): <br> (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 <br> (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: Our data indicated that there is a disproportionality issue between the Black subgroup and the White and Hispanic subgroups. In order to address this discrepancy, the referral will be analyzed to identify infractions and to look for cultural trends in behavior. The discipline flow chart will be utilized to guide the decision-making process. Training will be provided as needed, and data will be monitored monthly by the team. | |

## 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. <mark>(Complete only the yellow highlighted area at this time)</mark>. Next year, you will upload this completed plan within your SPBP.

<span style="color:red">Required actions for all schools in Broward County</span>
Best Practices for all schools in Broward County
<span style="color:teal">**Resources**</span>

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

| | | |
|---|---|---|
| | ☐ Present implementation data, behavior data, team activities and progress to entire staff | |
| **April** | ☐ Submit your SPBP in OSPA by April 30<sup>th</sup> every year | |

# 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 **measureable** 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 | By the end of each month,100% of hallways, cafeteria, and all classrooms will have at least 2 posters of Expectations and Rules. | Refer to **quarterly** presentation dates in 2B.

This is the data the team will be sharing during presentations. | M. Patrick, Literacy Coach, H. Arroyo, Assistant Principal will complete observations and tally monthly data. Data of findings shared in Graphic format in staff meetings. |
| **Behavior lesson plans** are being taught as written and when indicated | By the end of each quarter, 100% of teachers will have Behavior Lesson Plans noted and implemented in Plan Books as per the SPBP. | | M. Patrick, Literacy Coach, H. Arroyo, Assistant Principal will complete observations and tally monthly data. Data of findings shared in Graphic format in staff meetings. |
| **Discipline consequences** and **flow chart** are being used by all staff as written | By the end of each quarter, 100% of teachers will have the Discipline Consequences and flow chart for their use. | | M. Patrick, Literacy Coach, H. Arroyo, Assistant Principal will complete observations and tally monthly data. Data of findings shared in Graphic format in staff meetings. |
| A **reward system** is being implemented for *all* students | By August 15, 2018, the Golden Spoon Cafeteria Rewards System will be implemented for all students. | | M. Patrick, Literacy Coach, H. Arroyo, Assistant Principal will complete observations and tally monthly data. Data of findings shared in Graphic format in staff meetings. |

**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 <br>• Type of **behavior incidents** data | By the end of each quarter, 80% of students will have 1 or less ODR behavior incidents. | Refer to **quarterly** presentation dates in 2B.

This is the data the team will be sharing during presentations. | M. Patrick, Literacy Coach, H. Arroyo, Assistant Principal will collect data monthly. Monthly and quarterly averages charted and presented to staff. |
| See critical element 4A <br>• **Top 3 event locations** data | By the end of each quarter, ODR's will decrease by 1% on the playground, in the hallways, and in the cafeteria. | | M. Patrick, Literacy Coach, H. Arroyo, Assistant Principal will collect data |

| | | | monthly. Monthly and quarterly averages charted and presented to staff. |
|---|---|---|---|
| See critical element 8<br>• **Core effectiveness** data | By the end of each quarter, core effectiveness data will increase by 1%. | | M. Patrick & H. Arroyo will collect data monthly. Monthly and quarterly averages charted and presented to staff. |
| See critical element 7A<br>• **Grade Level/Classroom referrals** data | By the end of each quarter, grade level/classroom referrals data will decrease by 1%. | | M. Patrick & H. Arroyo will collect data monthly. Monthly and quarterly averages charted and presented to staff. |