

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:	Central Park Elementary
School Number:	2641
SPBP Contact Name:	Cherise Coleman
Direct Phone Number:	754-322-5700

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?
Cherise Coleman	Principal	Administration
Ann Marie Stramanak	SPBP Point of Contact	Intern Assistant Principal
Michael Previti	Parent/Community Representation	SAC
Mark Tortora	BTU Representative/Teacher	Grade 5
Gilia Martinez	Guidance Counselor	Guidance
Carol Risk	ESE Specialist	ESE
Lisa Bartoletti	Teacher	Kindergarten
Debra Hartman	Teacher	Grade 1
Althea Daniel	Teacher	Grade 2
Roxann Batten	Teacher	Grade 3
Barbara Scruggs	Teacher	Grade 4
Melissa Devoe	Teacher	Specials

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:
9/17/2018	2:00 PM	Cherise Coleman, Principal	1. Create and disseminate updated Expectations and Rules lesson plans (#3 and #4) 2. Review progress of Implementation Action Plan (#9) 3. Collect & analyze implementation
10/15/2018	2:00 PM	Cherise Coleman, Principal	
12/17/2018	2:00 PM	Cherise Coleman, Principal	

3/18/2019	2:00 PM	Cherise Coleman, Principal	data (#10A) 4. Collect & analyze student outcome data (#10B)
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CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment:

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

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	3/23/2018	# of participants = 51	Ann Marie Stramanak
Held a <i>faculty</i> vote on the new SPBP (for SY 2018/19)	3/23/2018	% approved =100%	Ann Marie Stramanak
Presented the <i>new</i> SPBP (for SY 2018/19) to stakeholders (parents and community)	3/14/2018	# of participants = 21	Ann Marie Stramanak

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: 8/10/2018	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.	Cherise Coleman
Present the 2018/19 SPBP to stakeholders (parents and community)	Prior to Oct 1 st , 2018 9/26/2018		
Present behavior data to staff <i>Quarterly: minimum of 4 each year</i>	1. 9/3/2018	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. 	Cherise Coleman
	2. 11/5/2018		
	3. 1/7/2019		
	4. 3/4/2019		

CRITICAL ELEMENT # 3: School-wide Expectations

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

Top 10 Behavior Incidents <i>(put N/A in any blank spaces)</i>	
1.Unruly/Disruptive Behavior	6.Disobedience/Insubordination
2.Assault/Threat Non-criminal	7.N/A
3.Assault/Threat Medium	8.N/A
4.Sexual Misconduct/Indecent Exposure	9.N/A
5.Insulting/Profane/Obscene Language	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.Be respectful to yourself and to others
2.Be responsible for your actions
3.Follow directions/rules the first time given
4.
5.

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

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

When will school-wide expectations lesson plans be taught?		
	Date(s)	Time:
August	Thursday, August 16, 2018	8:30 am
January	Wednesday, January 9, 2018	8:30 am
4 th Quarter	Tuesday, April 2, 2018	8:30 am
Who will be responsible for teaching the lesson plans?		Classroom Teachers K-5
Where will the lesson plan instruction occur?		Classroom
Who is responsible for retaining, organizing and distributing all lesson plans?		Cherise Coleman

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	3
2.Playground	1
3.Hallway	1

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	Playground	Hallway
		Rules	Rules	Rules
	Be respectful to yourself and others	1. Use level 1 conversation level 2. Keep hands and feet to yourself 3. Eat only what is on your tray/lunchbox	1. Use level 2 conversation level	1. Use level 0 conversation level 2. Keep hands and feet to yourself
	Be responsible for your actions	1. Keep hands and feet to yourself 2. Eat only what is on your tray/lunchbox	1. Keep hands and feet to yourself 2. Use the equipment properly and for its intended use only	1. Keep hands and feet to yourself 2. Look forward when walking in line
	Follow directions/rules the first time given	1. Use your words to explain your need/s	1. Play in the area assigned by your teacher 2. Play cooperatively with others	1. Keep hands and feet to yourself 2. Go to the area indicated by the teacher or adult
N/A	N/A	N/A	N/A	
N/A	N/A	N/A	N/A	

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

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

When will location-specific rules lesson plans be taught?		
	Date(s)	Time:
August	The first week of school August 2018. Wednesday, August 15-22, 2018	8:30 am
January	The first week of the third marking period (after Winter Break). January 8-15, 2018	8:30 am
4 th Quarter	The first week of the fourth marking period (After Spring Break). April 1-5, 2018	8:30 am
Who will be responsible for teaching the lesson plans?		Classroom Teachers, K-5

Where will the lesson plan instruction occur?	Classrooms
Who is responsible for retaining, organizing and distributing all lesson plans?	Cherise Coleman

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: Be responsible for your actions.

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: Events by location data in BASIS along with Pre-SPBP Survey Data collected</p> <p>Problem Identification: As a result of analyzing the events by location data in BASIS, it was determined that 75% of the referrals are in the classroom for grades K-5 and are a result of students not being responsible for their own actions by displaying unruly/disruptive behavior.</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: We believe this is happening because students are in their elementary years and are developmentally still learning how to be responsible for their own actions. Students are still learning how to recognize good character traits in others, as well as to be able to display those traits themselves on a daily basis.</p> <p>Goal Statement: On a daily basis, 90% of students in grades K-5 will exhibit positive character traits including responsibility, respect, citizenship, honesty, cooperation, self-control, tolerance and kindness as a result of being responsible for their own actions in the classroom on a daily basis.</p>
<p>3. Intervention Design: Describe how you will implement a positive reward program to decrease this problem.</p>	<p>Type of System: Token system</p> <p>Description of System: (3-4 sentences) Each teacher will choose one student a month that exhibits one of those character traits the most. The Guidance Counselor and the Assistant Principal will call each student chosen to the media center. They will have their picture taken and posted in the cafeteria, as well as receive a certificate, bracelet and necklace recognizing their good character.</p>
<p>4. Evaluation: A. Implementation fidelity</p>	<p>A. How do you monitor the fidelity (consistency and effectiveness) of the <u>staff's</u> implementation of the reward program? (2-3 sentences) The Guidance Counselor and the Assistant Principal will establish due dates during the school year when teachers will submit names of students chosen as representatives of that character trait. All teachers will be required to submit a form. The Guidance Counselor will keep track of class and student participation and recognition. The Guidance Counselor will follow up with teachers during scheduled faculty meetings held monthly, as well as with the discipline committee each month to evaluate the effectiveness of the program and determine future needs and or changes to the program based on data collected.</p>
<p>B. Student outcome monitoring</p>	<p>B. How will you know if the reward program is positively impacting <u>students</u>? What measurable data will you use to determine "success"? (2-3 sentences) The Guidance Counselor and the Assistant Principal will monitor the effectiveness of the program by quarterly analyzing and assessing the number of referrals to the office through BASIS. This information will be shared with the staff for further reflection and program monitoring. The Guidance Counselor and the Assistant Principal will also monitor teacher observational data along with the discipline committee meeting which meets monthly to determine the effectiveness of the program and make any necessary adjustments.</p>

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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. Calling out/excessive talking	Student answers out of turn or without being asked. Student talks while the teacher or other students are talking.
2. Out of assigned area	Student is in an area without the teacher's permission
3. Not following directions	Student refuses to comply with a reasonable request
4. Speaking unkindly	Student uses inappropriate language or hurtful words
5. Pattern of incomplete work	Student does not complete assignments or does not turn in assignments when they are due
6. Unsafe, rough play	Student plays with others in a way that causes them harm, even when not intentional (pushing, pulling, grabbing, etc.)

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
<ul style="list-style-type: none"> • Verbal warning • Verbal redirection or reteach of appropriate behavior • Move their color/clip on classroom chart • Provide a safe place for reflection • Lunch Detention • Phone call to parent/guardian • Conference with parent/guardian • Partial loss of privilege • Develop Behavior plan • Referral to guidance or administration 		

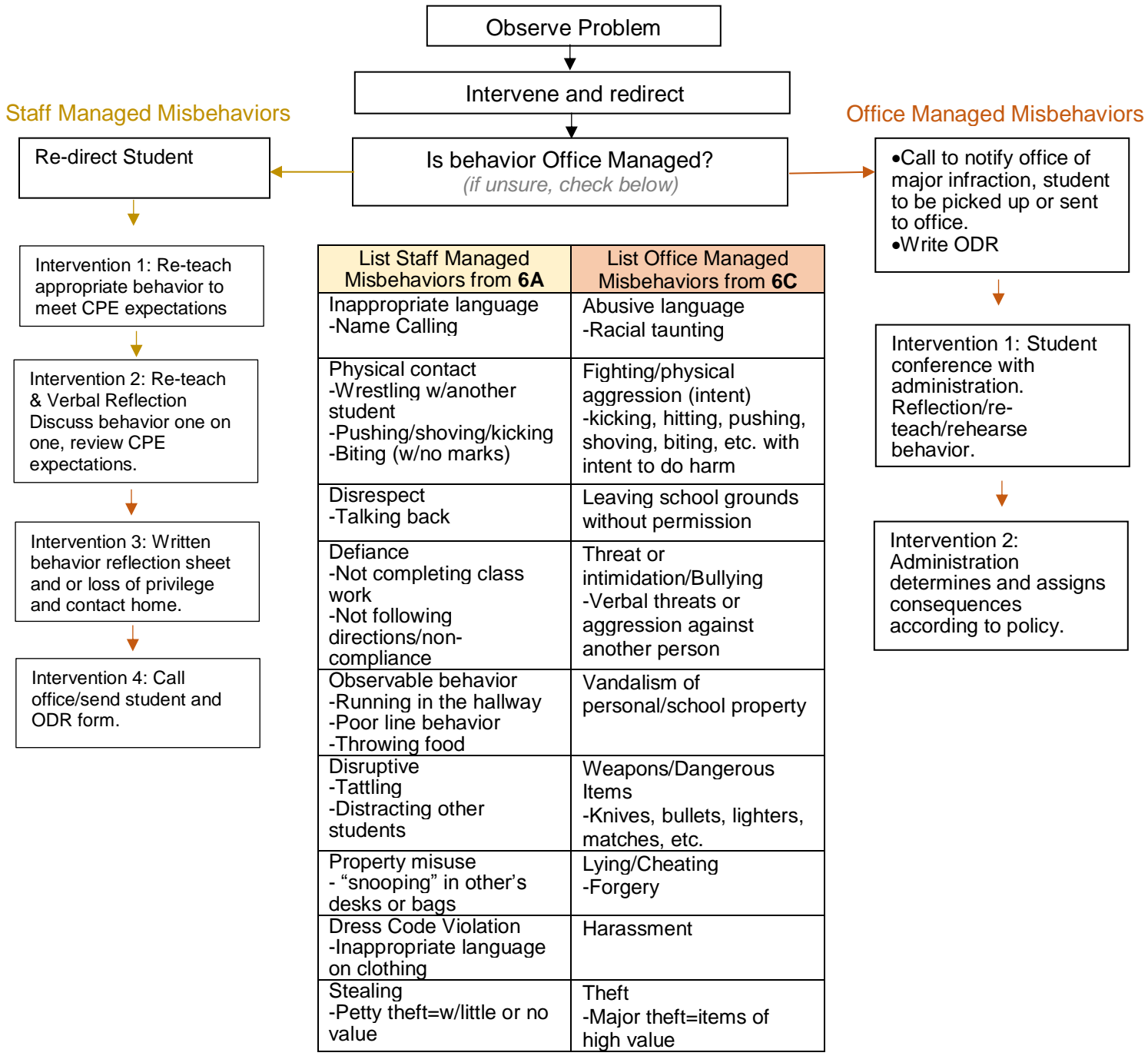
6C. Administration Managed Misbehaviors:
 (a) Define the first 3 behaviors by providing examples that clearly identify the point at which the misbehavior warrants an Office Discipline Referral (ODR).
 (b) List two additional common school-wide misbehaviors that will result in an ODR. Provide concrete 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 fails to obey a reasonable or repeated instruction or request from a member of the school staff (student refuses to comply, says no, does what he/she wants to do not what was asked)
2. Disruptive/Unruly Play	Student plays at school in a way that interferes with or disrupts the learning environment (hitting, pushing, grabbing, etc.)
3. Defiance of authority	Student fails to comply with the directives of the teacher or adult who is supervising them (student deliberately refuses to comply with any directives given)
4. Physical Outbursts	Behaviors that include pushing papers off desk in a violent manner, kicking desk/table/persons, throwing items against another person, throwing chairs, etc. that lead to the removal of other students for their safety.
5. Gestures that indicate disrespect toward the teacher or others	Behaviors such as sticking out tongue, using inappropriate hand gestures, foul language
6. Repetitive staff managed misbehaviors	More than <input type="text" value="3"/> misbehaviors in <input type="text" value="1"/> <input type="text" value="dav"/> warrants an office referral.

	e.g.,	3 2	half one	hour period
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6D. School-wide Discipline Flow Chart:

Student Behavior Discipline Flow Chart



Please Note:

- Every day/week begins with a clean slate.
- Teachers are encouraged to use preventative strategies to help prevent student misbehavior.
- Take concrete action to correct behavior (i.e. individual practice, removal from activity, seat change, etc.)

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, <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 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>(3-4 sentences)</i> The leadership team will use the monthly reports from IObservation to analyze the number of datamarks awarded in design questions 5, 6, 7, 8 and 9. Additionally, the ratings that are awarded in these particular design questions will be analyzed in order to determine the particular areas of need among teachers in their classrooms. Teacher trainings and/ or support initiatives will be implemented school-wide as a result of the data.

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:	16
% of referrals in the classroom:	43%
Do more than 40% of your referrals come from the classroom?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

If >40% of discipline referrals come from the classroom, it suggests Tier 1 classroom management implementation may need to be strengthened school-wide.

CRITICAL ELEMENT # 8: Data Collection and Analysis

8A. Determine your School-wide Core Effectiveness YTD from the BASIS Behavior Dashboard in the “Referrals per Student” chart.

- (a) Complete **the yellow highlighted cells first.**
- (b) Auto-calculate the “% of Total Population” by clicking on each “!Zero Divide” in the cells and pressing “Fn + F9”.
- (c) Determine if the core is effective in all three areas

TOTAL Population:	962			
# Referrals		% of Total Population	Core Effectiveness	
0 - 1 referral		100%	Are your 0 – 1 referrals > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2 - 5 referrals (at risk students)	1	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 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>(3-4 sentences)</i> Our school leadership team will implement several initiatives for early intervention of at risk and high-risk students. The first will be a consultation meeting with the school Guidance Counselor. If appropriate, a mentoring relationship is established to assist at risk students. Last, the leadership team will monitor identified students through RTI.	

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	0	0	0	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Hispanic/Latin	29	38	9	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
White	71	62	-9	<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 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> At the start of the school year, the data will be shared with the faculty and the teachers will participate in a Tier 1 classroom behaviors and strategies training to assist in strengthening the Tier 1 program/CHAMPS to ensure fidelity and success for all students. The leadership team along with the Discipline Committee will monitor the data in BASIS quarterly to determine whether or not there is disproportionality. In the event that there are any issues within subgroups, the discipline committee, alongside the leadership team and the guidance counselor will conduct additional training and or support that address the specific subgroup need, with the goal of decreasing the disproportionality. Individual students may also be monitored and interventions may be implemented through the RTI process, if necessary.	

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	Cherise Coleman, Principal
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	Cherise Coleman, Principal
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	
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	
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	
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	
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.	
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 and watches the new SPBP Brainshark: Due January 30th</u> <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: http://www.browardprevention.org/mtssrti/rtib	
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.	
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	
April	<input type="checkbox"/> Submit your SPBP in OSPA by April 30 th 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 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	At the start of each quarter and prior to the first day of school, 100% of the hallways, cafeteria and classrooms will have the school wide expectations and location-specific rules clearly posted for all stakeholders to see.	Refer to quarterly presentation dates in 2B. This is the data the team will be sharing during presentations.	Cherise Coleman, Principal, will conduct a check of all community areas and classrooms quarterly and prior to the first day of school to ensure that the expectations and rules are clearly posted and the data and findings will be shared in staff meetings.
Behavior lesson plans are being taught as written and when indicated	Administration will monitor teacher lesson plans as well as conduct classroom observations during the first week of school, quarterly, and after long holidays or breaks, to ensure that 100% of the teachers are utilizing the SPBP lesson plans to reinforce appropriate behavior in the hallways, in the cafeteria, and on the playground.		Cherise Coleman, Principal, will collect observational data and will monitor teachers’ lesson plans to ensure that the plans addressing behavior in the cafeteria, in hallways, and on the playground are used. Data and feedback will be shared with the discipline committee, and at monthly faculty meetings
Discipline consequences and flow chart are being used by all staff as written	Quarterly documentation of students being referred to the Guidance Counselor and to administration will be monitored to ensure that 100% of the teachers are following the process for staff managed and administration managed behavior, as written in the flow chart.		Cherise Coleman, Principal, will monitor the referrals sent to administration and evaluate them for the proper consequence or action according to the flow chart. The data and findings will be shared with the staff at monthly meetings, as well as with the Discipline committee.
A reward system is being implemented for <i>all</i> students	Monthly submission of student recipients will be monitored to ensure that 100% of classroom teachers are participating in the school-wide recognition program for students of good character.		Cherise Coleman, Principal, will work alongside the school Guidance Counselor to monitor the program and its effectiveness. They will share these findings with the faculty, staff and stakeholders and troubleshoot the program along the way to ensure that it is successful for all students.

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 measureable 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	The classroom teachers, support staff and administration will analyze the quarterly behavior incidents data to ensure that 80% of the students have one or less referrals for unruly/disruptive behavior.	Refer to quarterly presentation dates in 2B. This is the data the team will be sharing during presentations.	Cherise Coleman, Principal, will collect the data and share the findings at the quarterly teacher planning days as well as with stakeholders at the October, January and March SAC/SAF and PTA meetings.
See critical element 4A • Top 3 event locations data	The classroom teachers, support staff and administration will analyze the quarterly top three events data to ensure that 80% of the students have one or less referrals for behavior in the hallways, cafeteria and on the playground.		Cherise Coleman, Principal, will collect the data and share the findings at the quarterly teacher planning days as well as with stakeholders at the October, January and March SAC/SAF and PTA meetings.
See critical element 8 • Core effectiveness data	The classroom teachers, support staff and administration will analyze the quarterly core effectiveness data to ensure that 80% of the students have one or less referrals as a result of the successful implementation of our school’s core behavior curriculum plan.		Cherise Coleman, Principal, will collect the data and share the findings at the quarterly teacher planning days as well as with stakeholders at the October, January and March SAC/SAF and PTA meetings.
See critical element 7A • Grade Level/Classroom referrals data	The classroom teachers, support staff and administration will analyze the quarterly grade level/classroom referrals data to ensure that 80% of the students have one or less referrals in the classroom.		Cherise Coleman, Principal, will collect the data and share the findings at the quarterly teacher planning days as well as with stakeholders at the October, January and March SAC/SAF and PTA meetings.