

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:	Pembroke Lakes Elementary
School Number:	2661
SPBP Contact Name:	Lacresha L Cooper
Direct Phone Number:	754-323-6956

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?
Marsha Wagner	Principal	Administration
Lacresha L Cooper	SPBP Point of Contact	Administration
Trace Jones	Parent/Community Representation	SAC
Breanna McAteer	BTU Representative	BTU/Special Programs
Rose Axel	School Counselor	Behavior Committee
Renee Dasho	Teacher	Behavior Committee
Jennifer Monnin	Teacher	Behavior Committee
Katrina Fossella	Teacher	Behavior Committee
Gabrielle Davis	Teacher	Behavior Committee
Allison Koplo	Teacher	Behavior Committee
Kimberly Obanion	Teacher	Behavior Committee

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:
9/24/2018	2:15PM	Lacresha L Cooper, Assistant 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 data (#10A) 4. Collect & analyze student outcome data (#10B)
12/3/2018	2:15PM	Lacresha L Cooper, Assistant Principal	
2/11/2019	2:15PM	Lacresha L Cooper, Assistant Principal	
5/20/2019	2:15PM	Lacresha L Cooper, Assistant Principal	

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	3/20/2018	# of participants = 35	Lacresha L Cooper
Held a <i>faculty</i> vote on the new SPBP (for SY 2018/19)	3/23/2018	% approved = 100%	Lacresha L Cooper
Presented the <i>new</i> SPBP (for SY 2018/19) to stakeholders (parents and community)	4/24/2018	# of participants = 20	Lacresha L Cooper

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.	Lacresha L Cooper
Present the 2018/19 SPBP to stakeholders (parents and community)	Prior to Oct 1 st , 2018 9/25/2018		
Present behavior data to staff <i>Quarterly: minimum of 4 each year</i>	1. 8/10/2018	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 	Lacresha L Cooper
	2. 10/15/2018		
	3. 1/14/2019	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. 	
	4. 5/20/2019		

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. Battery (10)	6. Out of Assigned Area (2)
2. Fight – Minor Altercation (9)	7. Technology Illegal Usage (1)
3. Unruly/Disruptive Behavior (6)	8. Insulting Profane Obscene Language (1)
4. Disruption on Campus (2)	9. Fighting – Medium (1)
5. Disobedience/Insubordination (2)	10. Disruptive/Unruly Play (1)

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 Cooperative
2. Be Responsible
3. Be Respectful
4. Be Kind
5. Be Safe

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	August 15 - 31	During classroom beginning of instructional day (daily).
January	January 8 - 11	During classroom beginning of instructional day (daily).
4 th Quarter	April 1 - 5	During classroom beginning of instructional day (daily).
Who will be responsible for teaching the lesson plans?		Classroom teachers, Media, Art, Physical Education teachers, and Student Council Coordinator
Where will the lesson plan instruction occur?		Classroom
Who is responsible for retaining, organizing and distributing all lesson plans?		Lacresha L Cooper

CRITICAL ELEMENT #4: Location-based Rules

4A. List the **top 3 locations** for behavior Events YTD from BASIS 3.0 Behavior Dashboard. **Do not use “classroom”**

Top 3 Locations	
School Location	# Incidents
1. Classroom	12
2. Outside Play Area	8
3. Cafeteria	7

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>		
		Classroom	Outside Play Area	Cafeteria
		Rules	Rules	Rules
	Be Cooperative	Keep hands and feet to self	Take turns and share play equipment	Follow directions and keep hands/feet to self
	Be Responsible	Listen to teacher and follow instructions	Listen to adults	Pick up trash around you and wait your turn in line
	Be Respectful	Raise your hand to speak and use inside voice	Polite language at all times	Listen to adults and use good manners
	Be Kind	Be polite to your teacher and others	Use good manners with adults and peers	Allow anyone to sit next to you and eat only your food
	Be Safe	Click here to enter a Rule	Stay in assigned area and follow directions	Sit in your assigned seat and walk in a single file line

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

ACTION: Create at least one lesson plan for **each** location above and distribute to teachers during pre-planning 2018-19.

Develop additional lesson plans you will use throughout the year to re-teach and reinforce your location-specific rules.

You do not need to submit your lesson plans with the SPBP. Retain all behavior lesson plans at the school; make sure these lesson plans are available for guests and stakeholders.

When will location-specific rules lesson plans be taught?		
	Date(s)	Time:
August	August 15 - 31	During classroom beginning of instructional day (daily).
January	January 8 - 11	During classroom beginning of instructional day (daily).
4 th Quarter	April 1 - 5	During classroom beginning of instructional day (daily).
Who will be responsible for teaching the lesson plans?		Classroom teachers and administration
Where will the lesson plan instruction occur?		Classroom/Designated Areas
Who is responsible for retaining, organizing and distributing all lesson plans?		Lacresha L Cooper

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: _____ Classroom _____

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: Discipline Referrals and Incident Forms</p> <p>Problem Identification: Based on the 25 discipline referrals/infraction forms, Pembroke Lakes has seen an increase in student altercations and disruptive behavior in the classroom.</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: Our school has seen an increase in student infractions and behavior referrals during return to school from extended breaks and a need for review of classroom behavioral expectations.</p> <p>Goal Statement: Our school will have a decrease in undesired behaviors that are not school expectations and increase the use of positive behavior actions and rewards being given.</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:</p> <p>Students who follow school wide rules, show kindness, respect and practice safety will earn Pelican Bucks from any staff member towards entry into drawing conducted two times a quarter. The students will also receive verbal praise and recognition when caught following rules.</p> <p>Students whose names were entered in the Pelican Bucks drawing will be called over the PA system by administration twice a quarter to receive a token incentive. Staff and administration will submit names quarterly for students to be recognized as Kid of Character and receive certificate/ice cream by guidance. Additionally, staff will submit names to administration for students who have shown growth in the area of behavior or consistently exhibit positive behavior.</p> <p>Administration will recognize students and make a positive referral call home.</p>
<p>4. Evaluation:</p> <p>A. Implementation fidelity</p>	<p>A. How do you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program?</p> <p>A running record by class will be kept by front office clerk for students whose name has been submitted for participation in kids of character assembly, pelican bucks, and positive referrals to administration. Pelican Bucks twice a quarter to place in drawing box to be chosen by administration. Staff will also submit names to administration/guidance for students who have shown consistent positive behavior and character to be recognized quarterly.</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"?</p> <p>The number of discipline/infraction forms quarterly will show a decrease in student behavioral incidents based on the Behavior Dashboard and hand-written infraction forms.</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. Work Refusal	Student denial of work completion
2. Out of Assigned Area	Student in unassigned area without permission
3. Tardy	Student arriving to class after warning bell
4. Touching	touch of peer without consent
5. Calling out	Student speaking answer or statement without permission
6. Tone/Attitude	Action or behavior student exhibits in negative manner towards peers or adult

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

Is this a menu or hierarchy system?	<input type="checkbox"/> Menu	<input checked="" type="checkbox"/> Hierarchy
Verbal Warning		
Behavior Correction		
Student Conference		
Time out from activity		
Parent Contact		

6C. Administration Managed Misbehaviors:

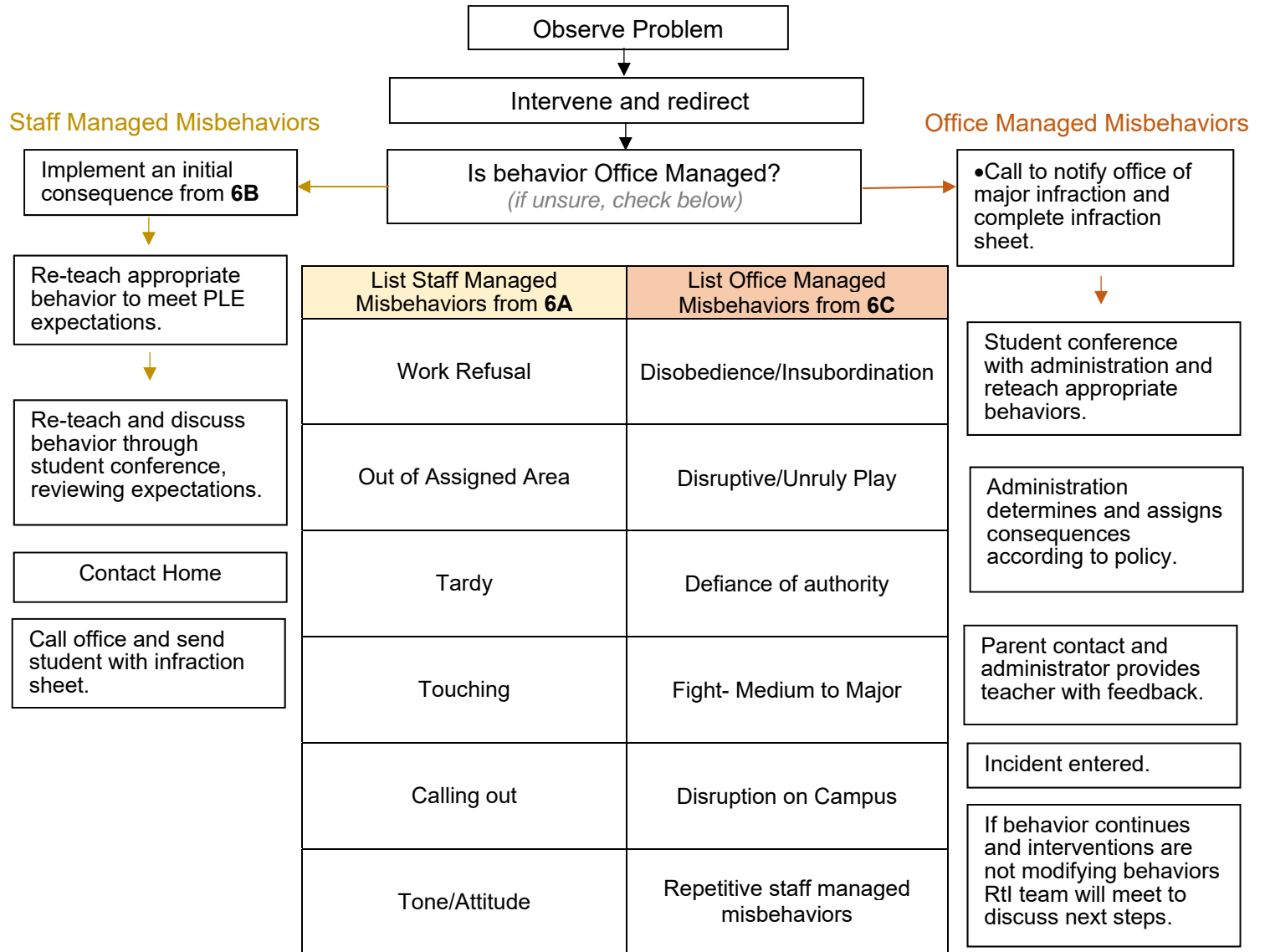
- (a) Define the first 3 behaviors by providing examples that clearly identify the point at which the misbehavior warrants an Office Discipline Referral (ODR).
- (b) List two additional common school-wide misbehaviors that will result in an ODR. Provide concrete examples.
- (c) Determine staff tolerance 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	Failure to obey a reasonable or repeated instruction or request from a member of the school staff
2. Disruptive/Unruly Play	Unruly behavior or insubordinate conduct that interferes with or disrupts the learning environment more than 1 moderate misbehaviors in a school day or week.
3. Defiance of authority	Disobedience/insubordination resulting in four (4) or more separate Disobedience/Insubordination referrals, or the deliberate refusal to physically attend the In-School Suspension Program as assigned, or failure to comply with the In-School Suspension Program rules and requirements resulting in dismissal from the Program.
4. Fight- Medium to Major	Mutual participation of two or more persons in a physical encounter/altercation that results in no injury. or results in injury requiring, professional Medical attention and may or may not require adult intervention to separate the students. or mutual physical encounter/altercation resulting in at least one of the two following criteria: <ol style="list-style-type: none"> 1. Requires adult intervention to separate the participants 2. Results in minor injury (first aid)
5. Disruption on Campus	Disruptive behavior that poses a serious threat to the learning environment, health, safety, or welfare of others. Major disruption to all or a significant portion of campus activities, school sponsored events, and school bus transportation.
6. Repetitive staff managed misbehaviors	More than 2 misbehaviors in one school day warrants an office referral.

6D. School-wide Discipline Flow Chart:

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

Student Behavior Discipline Flow Chart



CRITICAL ELEMENT # 7 : Classroom Management Systems

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

Which 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 <i>across teachers</i> to determine the need for classroom management training:
Fidelity of Implementation Plan: Based on administrative observations and teacher classroom referrals a determination is made as to if or when individualized professional development is needed.
8

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:	50
% of referrals in the classroom:	19%
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:	709		
# Referrals		% of Total Population	Core Effectiveness
0 - 1 referral	14	99%	Are your 0 – 1 referrals > 80%? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2 - 5 referrals (at risk students)	7	1%	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: Pembroke Lakes Elementary identifies early at risk and high-risk students through Response to Intervention (Rtl) and classroom teacher guidance referrals. We utilize this data to provide proactive behavior interventions and support for students.	

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	27	20	-7	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Hispanic/Latin	45	44	-1	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
White	27	36	9	<input checked="" type="checkbox"/> Yes <input 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: Pembroke Lakes Elementary based on data obtained during this process will ensure students in this subgroup if identified as at risk and high-risk students are provided the needed behavior interventions and support for students.	

Critical Elements # 9: SPBP Implementation Planning

This form provides a timeline to complete best practices and required actions. This timeline should drive team actions and accountability. As you implement your SPBP *NEXT* year, check off **completed items** and indicate the accountable person. **(Complete only the yellow highlighted area at this time)**. Next year, you will upload this completed plan within your SPBP.

Required actions for all schools in Broward County

Best Practices for all schools in Broward County

Resources



SPBP Team Implementation Action Plan 2018 - 2019		
Month	Action Step <i><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	Lacresha Cooper, Assistant 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	Lacresha Cooper, Assistant 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	Click here to enter NAME & title.
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	100% of school will have posted location specific rules and expectations for area will be taught.	Refer to quarterly presentation dates in 2B. This is the data the team will be sharing during presentations.	Lacresha L Cooper
Behavior lesson plans are being taught as written and when indicated	100% of teachers will have placed behavior lesson plans in plan book and covered material included.		Lacresha L Cooper
Discipline consequences and flow chart are being used by all staff as written	100% of the teachers will read and implement discipline flow chart/consequences.		Lacresha L Cooper
A reward system is being implemented for <i>all</i> students	100% of the teachers and staff will participate in a system of reward to celebrate students.		Lacresha L Cooper

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	Decrease student referrals by 25%	Refer to quarterly presentation dates in 2B. This is the data the team will be sharing during presentations.	Lacresha L Cooper
See critical element 4A • Top 3 event locations data	Decrease student classroom referrals by 30%		Lacresha L Cooper
See critical element 8 • Core effectiveness data	Decrease student discipline referrals of white students by 10%. Increase number of at risk or high-risk students receiving interventions and support by 100%.		Lacresha L Cooper
See critical element 7A • Grade Level/Classroom referrals data	Decrease grade level and student classroom referrals by 30%		Lacresha L Cooper