

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:	Pines Lakes Elementary
School Number:	2861
SPBP Contact Name:	John Hoolihan
Direct Phone Number:	754-323-7112

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?
Susan Sasse	Principal	Administration
John Hoolihan	SPBP Point of Contact	Administration
Linda Myers	Parent/Community Representation	SAC
Christine Aron	BTU Representative	Teacher
Carey Hastings	KG Team Leader	Teacher
Kelly Creviston	1 st Grade Team Leader	Teacher
Cheryl Scura	2 nd Grade Team Leader	Teacher
Glenda Robinson	3 rd Grade Team Leader	Teacher
Evelyn Angel	4 th Grade Team Leader	Teacher
Deanna Allick	5 th Grade Team Leader	Teacher
Elizabeth Sundin	ESP	ESP

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:
8/9/2018	8:30 am	John Hoolihan	1. Create and disseminate updated Expectations and Rules lesson plans (#3 and #4) 2. Review progress of Implementation Action Plan (#9) 3. Collect & analyze implementation data (#10A) 4. Collect & analyze student outcome data (#10B)
10/18/2018	1:00 pm	John Hoolihan	
1/7/2019	8:30 am	John Hoolihan	
3/21/2019	1:00 pm	John Hoolihan	

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 (Between Jan 15 – April 30, 2018)	Details (retain attendance sheets at school)	Person responsible to collect and retain attendance sheets:
Presented the <i>new</i> SPBP (for SY 2018/19) to staff	4/5/2018	# of participants = 49	Christina Dejean
Held a <i>faculty</i> vote on the new SPBP (for SY 2018/19)	4/7/2018	% approved = 73%	John Hoolihan
Presented the <i>new</i> SPBP (for SY 2018/19) to stakeholders (parents and community)	4/7/2018	# of participants = 12	John Hoolihan

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) (NEXT YEAR)	Content (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' 1 st day: 8/9/2018	The team will present the updates in the SPBP for the 18/19 school year. All stakeholders will be provided with access to the SPBP. Feedback will be collected for future team meetings and possible modifications to existing plan. Future trainings may also be influenced by any feedback or trend data.	John Hoolihan
Present the 2018/19 SPBP to stakeholders (parents and community)	Prior to Oct 1 st , 2018 9/7/2018		
Present behavior data to staff <i>Quarterly: minimum of 4 each year</i>	1. 10/18/2018	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	John Hoolihan
	2. 1/7/2019		
	3. 3/21/2019	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 an analysis of this data.	
	4. 5/9/2019		

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. Unruly / Disruptive Behavior	6. Assault / Threat (Non-criminal)
2. Disobedience / Insubordination	7. Assault / Threat (Medium)
3. Disruptive / Unruly Play	8. Level 3 - Bus Violation
4. Fight – Minor / Altercation	9. Insulting / Obscene / Profane Language
5. Fight – Medium	10. Battery (Serious)

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. Take Care of Yourself
2. Take Care of Others
3. Take Care of the Environment
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	8/16/18	8:15 (K/1) 8:35 (2/3) 8:55 (4/5)
January	1/8/19	8:15 (K/1) 8:35 (2/3) 8:55 (4/5)
4 th Quarter	4/1/19	8:15 (K/1) 8:35 (2/3) 8:55 (4/5)
Who will be responsible for teaching the lesson plans?		Safety Patrol / Teacher Leaders / John Hoolihan
Where will the lesson plan instruction occur?		Multipurpose Center
Who is responsible for retaining, organizing and distributing all lesson plans?		Carlene Yoloye / John Hoolihan

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. Playground	15
2. Hallway	6
3. Cafeteria	6

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>		
		Playground	Hallway	Cafeteria
		Rules	Rules	Rules
	Take Care of Yourself	Use equipment in a safe way	Walk on the right side of the hallway. Second Tile, Panther Style.	Eat only your food
	Take Care of Others	Use a safe touch with others	Use a Level 0 Voice	Use kind words
	Take Care of the Environment	Dispose of garbage	Use courteous behavior and allow others to pass	Keep your area clean
	Click here to enter Expectation #4	Click here to enter a Rule	Click here to enter a Rule	Click here to enter a Rule
	Click here to enter Expectation #5	Click here to enter a Rule	Click here to enter a Rule	Click here to enter a Rule

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

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

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

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

When will location-specific rules lesson plans be taught?		
	Date(s)	Time:
August	8/17/18	8:00 am
January	1/9/19	8:00 am
4 th Quarter	4/2/19	8:00 am
Who will be responsible for teaching the lesson plans?		Carlene Yoloye & Classroom Teachers
Where will the lesson plan instruction occur?		Classroom
Who is responsible for retaining, organizing and distributing all lesson plans?		Carlene Yoloye / John Hoolihan

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: _____ Respect Others _____

4 Step Problem Solving Process	Plan
1. Problem Identification: Use your behavior data to identify a school-wide problem. What problem did you identify? <i>(use numerical data)</i>	Data used from August 21, 2017 until March 23, 2018: Indicates that the most frequent referral at Pines Lakes is for Disruptive / Unruly behavior. Problem Identification: Out of 20 incidents for Disruptive / Unruly behavior, 100% of the referrals are written on male students.
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>	Hypothesis: Students are acting out in the classroom as a means to gain attention. They may be overwhelmed by the classwork and choose to act out in an aggressive manner due to the stress. Goal Statement: During the same time period, August 2018 until March 2019 , we will see a 25% reduction in referrals on male students for disruptive / unruly behavior through the creation of a "Distinguished Gentlemen's Club."
3. Intervention Design: Describe how you will implement a positive reward program to decrease this problem.	Type of System: Token system Description of System: Through partnership with local community and business, we will recruit mentors for students that are nominated. These students will be paired with mentors. Each mentor meeting will allow them to earn PAW Bucks, our token economy system. Students that are in the club will be exposed to life lessons and skills that will be aimed to help them to participate and interact with others responsibly. Students that are not identified will also be able to earn PAW Bucks that are awarded by our teachers, paraprofessionals and facilities personnel. In addition to targeting our young male students, we will also continue to utilize the "PAL – People are Loving" program that was established in the 17/18 SY.
4. Evaluation: A. Implementation fidelity	A. How do you monitor the fidelity (consistency and effectiveness) of the <u>staff's</u> implementation of the reward program? The staff will each be provided with a predetermined amount of PAW Bucks. We will monitor the consistency of each staff member's participation at our quarterly store. Effectiveness of the Paw Buck incentive will be reviewed on a case by case basis, as the PAW Buck itself can be used to purchase a variety of items. These items can be student selected and do not have to come from the PAW Bucks store. As an incentive for staff to use the PAW Bucks, the class that has the most PAW bucks in the quarter will receive an Ice Cream Party.
B. Student outcome monitoring	B. How will you know if the reward program is positively impacting <u>students</u>? What measurable data will you use to determine "success"? <i>(2-3 sentences)</i> We will use student referral data to gauge the effectiveness of the program. Our goal is to reduce the number of incidents coded as Disruptive / Unruly behavior from 20 to 15. Student interest surveys will be provided during the first and third quarter behavior expectation assemblies. We will use a three point system during the surveys in order to tally and evaluate student likes/dislikes. This information will be shared with staff to gauge the effectiveness of the reward program. Modifications can and will be made if the results are not in alignment with our expectations.

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. Out of seat.	Out of seat looks like leaving your assigned area without teacher permission despite one verbal warning. An example would be a student that gets up and attempts to have conversations with classmates during an inappropriate time.
2. Talking without permission.	Talking without permission looks like making noise or speaking without teacher permission despite one verbal warning. An example would be a student that shouts out the answers to a problem prior to raising his hand.
3. Refusing to complete classwork.	Refusing to complete classwork looks like a student that is not completing a task in the classroom despite one verbal warning. An example would be a student that disengages in independent work that is assigned.
4. Elopement	Elopement looks like leaving the assigned area despite teacher direction to return to class. An example is a student that leaves the classroom when he is upset.
5. Lashing out verbally.	Lashing out verbally looks like the use of unkind words towards friends/adults despite a verbal warning. An example is a student that calls classmates names.
6. Crying	Crying looks like a student that continues to cry for more than ten minutes in the classroom despite verbal comforting/reassurance. An example would be a student that cries when he is overwhelmed academically/socially.

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
Visual and Verbal Cues	
Increased Teacher Proximity	
Change of Student Seating	
Think Time / Calm Down Spot	
Reflective Journaling	

6C. Administration Managed Misbehaviors:

- Define the first 3 behaviors by providing examples that clearly identify the point at which the misbehavior warrants an Office Discipline Referral (ODR).
- List two additional common school-wide misbehaviors that will result in an ODR. Provide concrete examples.
- 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	Disobedience / Insubordination looks like students that refuse to comply with teacher prompting or directions more than three times in one hour despite the use of staff managed consequences.
2. Disruptive/Unruly Play	Disruptive / Unruly Play looks like students that are playing in a manner that disrupts the learning of others despite teacher intervention and the application of staff managed consequences.
3. Defiance of authority (Habitual)	Defiance of authority (habitual) looks like a student that has had more than three incidents of defiance in less than a one-hour period despite the use of staff managed consequences.
4. Threat	Threat looks and sounds like a student that uses verbal or physical acts to install fear of safety or well-being into others.
5. Fighting	Fighting looks like students engaging in physical aggression and using hands and feet to cause physical harm to one another.
6. Repetitive staff managed misbehaviors	More than <input type="text" value="3"/> misbehaviors in <input type="text" value="one"/> <input type="text" value="hour"/> warrants an office referral.

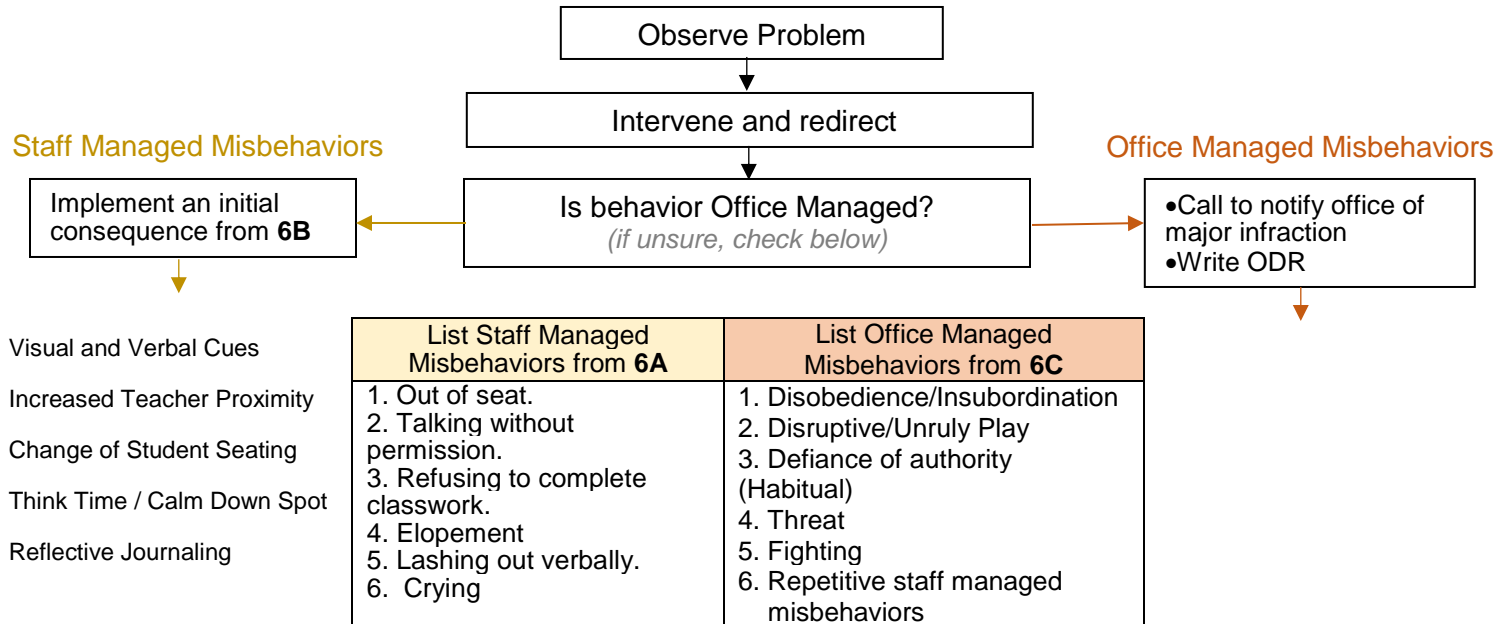
6D. School-wide Discipline Flow Chart:

(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? (Class Dojo, LEAPs, HERO, Cloud 9, etc. are tools, <u>not</u> classroom systems)	<input 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 (your school will need to adopt one next year) <input type="checkbox"/> Other (complete below)
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? (Measure staff skills , not student outcomes)
<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 (you will need to adopt a tool and plan next year)
<input type="checkbox"/> 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) Administration team has successfully completed district training as certified evaluators using the BrIDGES / Marzano tool to help evaluate and improve teacher effectiveness. Currently, PBIS aligns with the current strategies and trainings offered to classroom teachers through the Children's Literacy Initiative (CLI) grant. These philosophies of setting positive expectations and clear, uniform follow through have led to a global tier one approach to classroom management. By conducting classroom walkthroughs, formal and informal observations; administration is able to monitor the effectiveness of classroom management by using design questions 5, 6, 7, 8, 9. Data from these design questions is analyzed internally as well as by the employee observations department to identify opportunities for future improvement and provide prescriptive training to help increase teacher effectiveness.

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 :	24
Total number of school-wide discipline referrals:	57
% of referrals in the classroom:	30%
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:	613		
# Referrals		% of Total Population	Core Effectiveness
0 - 1 referral	602	98%	Are your 0 – 1 referrals > 80%? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2 - 5 referrals (at risk students)	9	1%	Are your 2 - 5 referrals <15%? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
> 5 referrals (high risk students)	2	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
<p>Answer either (a) or (b):</p> <p>(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?</p> <p>(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:</p>	
<p>Core Effectiveness Plan: <i>All students are exposed to our schoolwide philosophy of positive behavior and expectations at four key points in the school year. During these meetings, administration and guidance reinforce classroom teachers’ expectations that have been universally identified through our CLI training partnership. Taking care of oneself, others, and the environment are defined, and we provide students age-appropriate examples and non-examples. The Rtl team uses BASIS and reports generated from DWH to identify students that are in need of additional interventions to be successful. Through a positive classroom culture established by caring educators, we work with students and families to help our students rise to our high-expectations. We learn lessons through making mistakes in a supportive environment.</i></p>	

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	62	54	-8	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Hispanic/Latin	25	15	-10	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
White	12	31	19	<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
<p>Answer either (a) or (b):</p> <p>(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</p> <p>(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</p>	
<p>Disproportionality Plan: <i>At PLE, we provide the same clear, consistent expectations for student behavior regardless of subgroup. We have seen trend data that shows we have a disproportionate number of referrals written on our white students. We will target these students using programs like PAL and our Young Gentleman’s Club to reduce the behaviors and ensure proportionality.</i></p>	

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	John Hoolihan
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	John Hoolihan
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 PLE teachers will receive a poster of school-wide expectations prior to 8/15/18.	Refer to quarterly presentation dates in 2B. This is the data the team will be sharing during presentations.	John Hoolihan
Behavior lesson plans are being taught as written and when indicated	100% of teachers will teach behavior lesson plans. They will follow up each of the quarterly assemblies with journaling opportunities for students to write about how they will display the desired behaviors to make the school a better place.		John Hoolihan
Discipline consequences and flow chart are being used by all staff as written	90% of teachers will use the flow chart to inform themselves of the correct course of action when handling student misbehavior.		John Hoolihan
A reward system is being implemented for <i>all</i> students	100% of teachers will use the PAW Bucks incentive program to reinforce positive behavior.		John Hoolihan

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	In the 17-18 SY, we have 18 incidents of Unruly / Disruptive behavior. In 18-19, we will have a 50% reduction in referrals for this incident.	Refer to quarterly presentation dates in 2B. This is the data the team will be sharing during presentations.	John Hoolihan
See critical element 4A • Top 3 event locations data	In the 17-18 SY, we have 15 incidents that have occurred on the playground. By restructuring our playground schedule, we will target a 50% reduction in referrals for this location.		John Hoolihan
See critical element 8 • Core effectiveness data	In the 17-18 SY, we have 602 out of 613 students (98%) of our students that have 0-1 referral. We will increase this to 99% of our students in the 18-19 SY.		John Hoolihan
See critical element 7A • Grade Level/Classroom referrals data	In the 17-18 SY, we have 30% of incidents that are occurring in the classroom. In the 18-19 SY, we will reduce this to 25%.		John Hoolihan