

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:	Everglades Elementary School
School Number:	2942
SPBP Contact Name:	Dana Cao
Direct Phone Number:	754-323-5608

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?
Eliot Tillinger	Principal	Administration
Dana Cao	SPBP Point of Contact	Guidance
Marcia Martin	Parent/Community Representation	SAC
Jessica Schneider	BTU Representative	BTU
Kizzy Dailey	Assistant Principal	Administration
Sharon Sierra	ESE Specialist	ESE/Support Staff
Anabela Fernandes	Media Specialist	Teachers
Sandi Levinson	PTA President	Parents/PTA

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:
8/28/2018	2:15 p.m.	Dana Cao, Guidance Counselor	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)
12/11/2018	2:15 p.m.	Dana Cao, Guidance Counselor	
2/19/2019	2:15 p.m.	Dana Cao, Guidance Counselor	
4/16/2019	2:15 p.m.	Dana Cao, Guidance Counselor	

CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment:

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

Action Steps:	Date <i>(Between Jan 15 – April 30, 2018)</i>	Details <i>(retain attendance sheets at school)</i>	Person responsible to collect and retain attendance sheets:
Presented the <i>new</i> SPBP (for SY 2018/19) to staff	4/3/2018	# of participants = 71	Dana Cao
Held a <i>faculty</i> vote on the new SPBP (for SY 2018/19)	4/17/2018	% approved = 100%	Dana Cao
Presented the <i>new</i> SPBP (for SY 2018/19) to stakeholders (parents and community)	4/25/2018	# of participants = 73	Dana Cao

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' 1st 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.	Dana Cao
Present the 2018/19 SPBP to stakeholders (parents and community)	Prior to Oct 1st, 2018 9/25/2018		
Present behavior data to staff <i>Quarterly: minimum of 4 each year</i>	1. 10/23/2018	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 	Dana Cao
	2. 1/15/2019		
	3. 3/12/2019	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. 5/14/2019		

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. N/A
2. Disobedience/Insubordination	7. N/A
3. Defiance of Authority/Habitual	8. N/A
4. N/A	9. N/A
5. N/A	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 others.
2. Be kind to others.
3. Be responsible.
4. Be safe.
5. Do Your Job.

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	8/16/2018	8:30 a.m.
January	1/8/2019	8:30 a.m.
4 th Quarter	4/8/2019	8:30 a.m.
Who will be responsible for teaching the lesson plans?		Classroom Teachers
Where will the lesson plan instruction occur?		K-5 Classrooms
Who is responsible for retaining, organizing and distributing all lesson plans?		Dana Cao, Guidance Counselor

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	2
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				
	Copy and paste expectations from 3C.	IDENTIFIED LOCATIONS <i>Copy and paste locations from 4A.</i>		
		Cafeteria	Playground	Hallway
		Rules	Rules	Rules
School-wide EXPECTATIONS	Be respectful to others.	Use an inside voice. Ask for permission before leaving your seat. Listen carefully to the cafeteria staff for instructions. Wait for your teacher to dismiss your table.	Follow all playground and recess rules. Avoid interfering with the playtime of other students/ classes. Remain in designated areas.	Use voice level of zero. Stay in line. Do not write on walls.
	Be kind to others.	Have socially appropriate conversations with peers. Allow anyone to sit next to you. Say please and thank you.	Take turns. Share equipment. Play fair. Practice good sportsmanship.	Be cognizant of students and teachers working in classrooms.
	Be responsible.	Raise your hand for help. Eat your own food.	Always be prepared to stop, look and listen for instructions.	Maintain personal space while walking in line. Throw trash in appropriate place.
	Be safe.	Enter and exit cafeteria in an orderly fashion. Walk to throw away your tray.	Utilize playground equipment in a safe manner. Problem solve or report problems to adults.	Walk to the right of hallways and stairwells. Keep hands and feet to yourself.
	Do your job.	Pick up your trash. Clean your area.	Return playground equipment and clean up before leaving. Line up quickly and quietly when recess is over.	Follow adult instructions the first time. Keep up with the line. Walk straight to where you need to go.

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	8/17/2018	8:30 a.m. – 9:30 a.m.
January	1/9/2019	8:30 a.m. – 9:30 a.m.
4 th Quarter	4/9/2019	8:30 a.m. – 9:30 a.m.

Who will be responsible for teaching the lesson plans?	Classroom Teachers
Where will the lesson plan instruction occur?	Classrooms
Who is responsible for retaining, organizing and distributing all lesson plans?	Dana Cao

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: **School Cafeteria**

4 Step Problem Solving Process	Plan
<p>1. Problem Identification: Use your behavior data to identify a school-wide problem. What problem did you identify? <i>(use numerical data)</i></p>	<p>Data used: Office Discipline Referrals (ODR's) for Cafeteria</p> <p>Problem Identification: The number of ODR's resulting from problems in the cafeteria is 100% higher this year than last year. There were zero ODR's last year.</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: K-5 students are responding to being in a highly unstructured environment. As a result, there is horseplay and excessive movement without permission (students moving to sit with friends from other classes).</p> <p>Goal Statement: By the end of the second quarter, ODR's from the cafeteria will decrease by at least 66% (from 3 to 1).</p>
<p>3. Intervention Design: Describe how you will implement a positive reward program to decrease this problem.</p>	<p>Type of System: Point system</p> <p>Description of System: Classes will earn table points for following 5 cafeteria rules:</p> <ol style="list-style-type: none"> 1. Use an inside voice. 2. Ask for permission to leave your seat. 3. Wait for your teacher to dismiss your table. 4. Enter and exit cafeteria in an orderly fashion. 5. Engage in appropriate conversation. <p>Students sit in the cafeteria at designated tables. Each table has a green, yellow, and red cone placed at the end. The cones act as visual cues to help students self-monitor behavior. When a rule is broken, cafeteria monitors give a verbal warning. After one verbal warning, the cone is changed to yellow and then red if needed. Cafeteria monitors keep track of cone colors remaining at end of lunchtime. Each cone color is worth a specific amount of points (Green-5; Yellow-2; Red-0). The class that earns the most points at the end of each week is announced on the morning show as the winner of the "Golden Spatula" award. The Golden Spatula will be displayed in the winning classroom until another class is chosen.</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? The Cafeteria Staff/Monitors will check the point system daily for accuracy. The Assistant Principal will circulate through cafeteria at different lunch times at least 2-3 days per week. School Administration will announce winners every Friday during morning announcements and personally award the winning class with the "Golden Spatula".</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"? ODR's resulting from incidents in the cafeteria will be assessed at the end of the second quarter. A significant reduction (66% or more) in ODR's will signify that the program is successful. If there has not been a significant reduction in ODR's resulting from incidents in the cafeteria, the team will meet to revise the program.</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. Non-Compliance	Student is not following classroom rules, directions and/or procedures, refusing to do what is asked, not being prepared for school (purposely)
2. Minor Classroom Disruptions	Student is talking out of turn and/or distracting learners.
3. Using Inappropriate Language	Students is accidentally using inappropriate language during a social conversation (including but not limited to cursing).
4. Dress Code Violations	Student is not in uniform or wearing inappropriate clothing (hats, sandals, clothes that promote drug or alcohol use).
5. Minor Disrespect	Student is name calling and/or talking back (1st time)
6. Minor Physical Contact/Aggression	Students are pushing each other in line, on the playground, throwing things at one another (but does not result in serious injury/harm).

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.

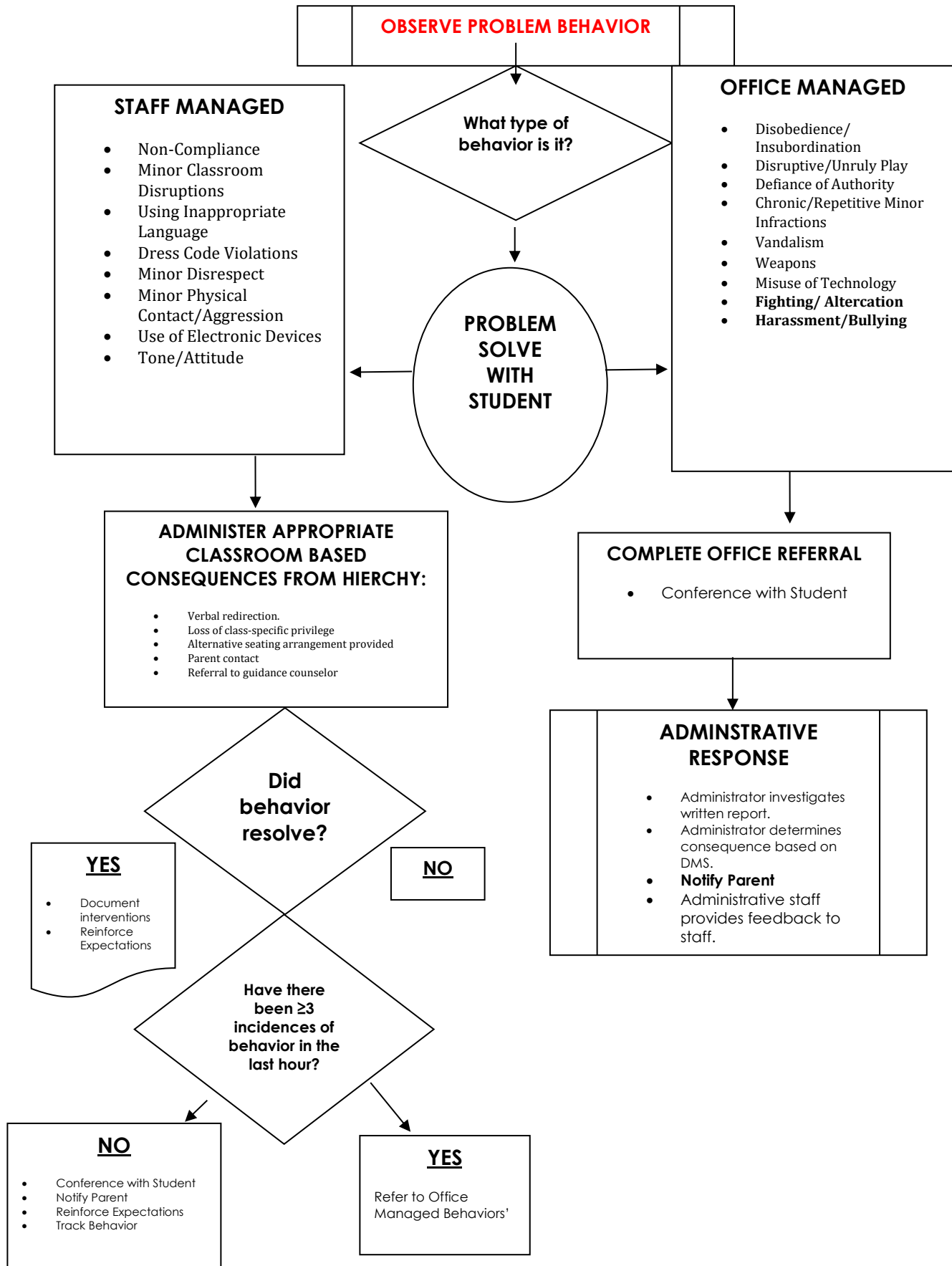
Is this a menu or hierarchy system?	<input type="checkbox"/> Menu <input checked="" type="checkbox"/> Hierarchy
Verbal redirection	
Loss of class-specific privilege or use of “think-sheet”	
Alternative seating arrangement provided	
Parent contact	
Referral to guidance counselor	

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	Repeatedly refusing to follow directions of staff members and/or school administration (refusing to work or do what is expected and/or having severe emotional outburst/tantrums)
2. Disruptive/Unruly Play	Behavior that disrupts the learning environment for a long period of time (running around the class, hiding under tables and/or harassing peers)
3. Defiance of authority	Student is oppositional and defiant towards authority figures. Student argues, refuses to comply with reasonable requests and/or refuses to admit any wrongdoing.)
4. Fighting/Altercation	Fighting, biting, scratching with the purposeful intent of physically abusing the other person.
5. Harrassment/Bullying	Repeated and purposeful threats and/or teasing. Making harassing statements about race, color, national origin, sex, disability, or religion.
6. Repetitive staff managed misbehaviors	More than <input type="text" value="2"/> misbehaviors in <input type="text" value="one"/> <input type="text" value="hour"/> warrants an office referral. *with the exception of #'s 4 & 5

6D. School-wide Discipline Flow Chart:

Everglades Elementary School
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, <u>not</u> classroom systems)</i>	<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 <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 checked="" 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: Administrators will conduct weekly classroom walkthroughs to monitor and evaluate implementation of the SPBP plan. Look-fors during walkthroughs will vary for the purpose of data collection. The SPIS team will use data collected to determine staff development needs specifically training and/or tiered teacher support.

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:	6
Total number of school-wide discipline referrals:	16
% of referrals in the classroom:	38%
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:	1081			
# Referrals	6	% of Total Population	Core Effectiveness	
0 - 1 referral	3	100%	Are your 0 – 1 referrals > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2 - 5 referrals (at risk students)	2	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: In collaboration with the Rtl team, teachers utilize yearly articulation cards to identify and communicate needs of at/high risk students. At the beginning of each school year, teachers continue to implement and document strategies so that students can seamlessly continue through the Rtl process. As new students come in, school admin and guidance counselor work collaboratively with classroom teachers to quickly assess needs of students and determine if at/high risk.	

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	N/A	N/A	N/A	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Hispanic/Latin	83%	50	-33	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
White	17%	50	33	<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: Our data indicates that disproportionality of school referrals exists for one sub-group. To address this, our leadership team will ensure that the discipline flow chart is adhered to equally for all sub-groups. On-going trainings will be provided to assist teachers/staff members to proactively address staff-managed behaviors indicated on the discipline flow chart. Data will be collected and monitored by the leadership team through weekly walkthroughs for the purpose of providing immediate feedback, support and planning for staff development.	

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 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	Dana Cao, Guidance Counselor
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	Dana Cao, Guidance Counselor
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 <i>new</i> 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 <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	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	By the end of each month, at least 100% of hallways, classrooms and the school cafeteria will have at least one visible poster of school-wide expectations and rules.	1. 10/23/2018 2. 1/15/2019 3. 3/12/2019 4. 5/14/2019	Assistant Principal
Behavior lesson plans are being taught as written and when indicated	By each indicated date, 100% of behavior lesson plans will be taught by classroom teachers as written.		Assistant Principal
Discipline consequences and flow chart are being used by all staff as written	By the end of each quarter, at least 90% of staff members will utilize and adhere to the discipline flow chart and implement school-wide consequences as written.		Assistant Principal
A reward system is being implemented for <i>all</i> students	By the end of each month, at least 90% of classroom teachers will consistently implement a visible reward system for all students as measured and observed through classroom walkthroughs.		Assistant Principal

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	By the end of each quarter, there will be at least 10% fewer ODR’s for incidences of Unruly/Disruptive Behavior.	1 10/23/2018 2. 1/15/2019 3. 3/12/2019 4. 5/14/2019	Assistant Principal
See critical element 4A • Top 3 event locations data	By the end of the 2nd quarter, there will be a reduction in cafeteria referrals by at least 66%.		Assistant Principal
See critical element 8 • Core effectiveness data	By the end of each quarter, students identified as at or high-risk will not exceed 1% of the total population.		Assistant Principal
See critical element 7A • Grade Level/Classroom referrals data	By the end of each quarter, there will be at least a 10% reduction in grade level/classroom referrals.		Assistant Principal