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:	Sandpiper ES
School Number:	3061
SPBP Contact Name:	Melissa Hernandez
Direct Phone Number:	754-322-8450

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?
Susanna Deutsch	Principal	Administration
Melissa Hernandez	SPBP Point of Contact	Administration (AP)
Laurel Love	Parent/Community Representation	SAC
Kathleen Maheras	BTU Representative	Staff
Michele Lubitz	K Teacher	Staff
Amy Mortman	1st Grade Teacher	Staff
Kris Shaffer	2nd Grade Teacher	Staff
Laura Walkes	3rd Grade Teacher	Staff
Heather Emery	5th Grade Teacher	Staff
Jolene Hickling	4th Grade Teacher	Staff
Maria Fombellida-Ondarra	Music Teacher	Staff
Jana Chusid	Guidance	Staff

1B. Schedule and document your quarterly team meeting dates for *next* 2018/19 school year:

Meeting Date	Meeting Time	Name & title of person responsible to facilitate meeting	Content of meetings:
8/8/2018	9:00am	Melissa Hernandez - AP	1. Create and disseminate updated Expectations and Rules lesson plans (#3 and #4)
10/30/2018	2:15pm	Melissa Hernandez - AP	2. Review progress of Implementation Action Plan (#9)
1/8/2019	2:15pm	Melissa Hernandez - AP	3. Collect & analyze implementation data (#10A)
4/2/2019	2:15pm	Melissa Hernandez - AP	4. Collect & analyze student outcome data (#10B)

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 *new* SPBP (for SY 2018/19) to staff	4/25/2018	# of participants = 34	Michele Kahn
Held a *faculty* vote on the new SPBP (for SY 2018/19)	4/27/2018	% approved =100%	Michele Kahn
Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community)	4/24/2018	# of participants = 8	Michele Kahn

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' 1st day: 8/8/2018	The team will present the updates in the SPBP for the 18/19 school year. All stakeholders will be provided with access to the SPBP. Feedback will be collected for future team meetings.	Michele Kahn
Present the 2018/19 SPBP to stakeholders (parents and community)	Prior to Oct 1st, 2018 9/4/2018		
Present behavior data to staff *Quarterly: minimum of 4 each year*	1. 8/8/2018	The team will present the implementation data in 10A. Include: • the "marketing" (teaching and posting) of expectations and rules • lesson plan implementation • discipline procedures • reward system implementation	Michele Kahn
	2. 10/30/2018		
	3. 1/8/2019	The team will present the student outcome data in 10B. Include: • top 3 event locations • type of behavior incidents • core effectiveness data • classroom referral data, as well as analysis of this data.	
	4. 4/2/2019		

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.Disobedience/Insubordination (26)	6. Insulting/Profane/Obscence Language (1)
2.Physical Attack (2)	7.Falsification/Misrepresentation (1)
3.Unsubstantiated Bullying (2)	8. Bullying (1)
4.Unruly/Disruptive Behavior (1)	9. Assault/Threat (Medium) (1)
5.Technology Inappropriate Use (1)	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. **A school community that is respectful and kind to one another including ourselves.**
2. **Following instructions is important to make tasks simpler, to ensure things are done effectively, to eliminate confusion and save time.**
3. **A safe and healthy school helps you focus your efforts at improving the school environment by conducting yourself in a safe and responsible manner.**
4.
5. N/A

3C. Research indicates that discipline referrals increase after long holidays and during testing times. Plan to teach your expectations at least 3 times throughout the year (and anytime the expected behaviors are not being demonstrated).
ACTION: Create at least <u>one lesson plan for **each** school-wide expectation above</u> and distribute to teachers during pre-planning 2018-19. Develop additional lesson plans you will use throughout the year to re-teach and reinforce your school-wide expectations. *You do not need to submit your lesson plans with the SPBP. Retain all behavior lesson plans at the school; make sure these lesson plans are available for guests and stakeholders.*

When will school-wide expectations lesson plans be taught?		
	Date(s)	Time:
August	08/15/2018	8:30am
January	01/08/2019	8:30am
4th Quarter	04/02/2019	8:30am
Who will be responsible for teaching the lesson plans?		Classroom Teachers, Guidance and Administration
Where will the lesson plan instruction occur?		Classroom and Cafeteria Discipline Assembly
Who is responsible for retaining, organizing and distributing all lesson plans?		Melissa Hernandez - AP

CRITICAL ELEMENT #4: Location-based Rules

4A. List the **top 3 locations** for behavior <u>Events</u> YTD from BASIS 3.0 Behavior Dashboard**. *Do not use "classroom"***

Top 3 Locations	
School Location	# Incidents
1. Cafeteria	3
2. Hallway	8
3. Front Office	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 <u>rule</u> that correlates with every expectation to create a <u>maximum</u> of 5 rules under each location**.**

Expectations and Rules Matrix				
	Copy and paste expectations from 3C.	**IDENTIFIED LOCATIONS** *Copy and paste locations from 4A.*		
		Cafeteria	Hallway	Front Office
		Rules	**Rules**	**Rules**
School-wide EXPECTATIONS	1. A school community that is respectful and kind to one another including ourselves.	• Pick up trash from table and floor • Wait your turn in the cafeteria line. • Walk to your dining table and to the Somat machine.	• Keep hands and feet to self • Walk on right side • Stay in a single file line on the right side of the hallway. • Always walk whether you are with an adult or with a classmate.	• Use a Level 2Conversation Level • Ask for permission before entering the front office area.
	2. Following instructions is important to make tasks simpler, to ensure things are done effectively, to eliminate confusion and save time	• Use Level 2 Conversation voice.	• Only go to where you have been given permission to be. • Keep hands and feet to yourself	• Wait patiently if you are waiting for something to bring back to your teacher. • Speak to adults in the office after you have been acknowledged
	3. A safe and healthy school helps you focus your efforts at improving the school environment by conducting yourself in a safe and responsible manner.	• Keep your own food items on your tray. • Pick up trash from the table and floor.	• Make sure that your backpack is in your possession and under control.	• Only touch the objects in the office that you have been given permission to touch. • Only go to areas that you have been allowed to go to.

4C. Research indicates that discipline referrals increase after long holidays and during testing times. Plan to teach your location-specific rules at least 3 times throughout the year (and anytime the expected behaviors are not being demonstrated). **<u>ACTION:</u>** Create at least <u>one lesson plan for **each** location above</u> and distribute to teachers during pre-planning 2018-19. Develop additional lesson plans you will use throughout the year to re-teach and reinforce your 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	08/15/2018	8:30am
January	01/08/2019	8:30am
4th Quarter	04/02/2019	8:30am
Who will be responsible for teaching the lesson plans?		Classroom Teachers, Guidance and Administration
Where will the lesson plan instruction occur?		Classroom and Cafeteria Assembly
Who is responsible for retaining, organizing and distributing all lesson plans?		Melissa Hernandez - AP

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. <u>Based on the data</u> that led to this expectation or location, create a reward plan using the 4 Step Problem Solving Process:

Expectation or Location: ____Cafeteria Caught Being Good Reward Plan_____

4 Step Problem Solving Process	Plan
1. Problem Identification: Use your behavior data to identify a school-wide problem. What problem did you identify? *(use numerical data)*	Data used: Office Discipline Referrals from the Cafeteria and Cafeteria Behavior Report Problem Identification: The number of ODRs in first quarter is 50% higher than last year (11). First quarter ODRs = 22 referrals and cafeteria behavior report. **Sandpiper Elementary Cafeteria Behavior Report** *Return to the teacher* Teacher: _____ Date: _____ *Your child did not follow the cafeteria rule marked below.* _____ Enter and leave quiet and orderly in line _____ Get everything you need the first time through the line _____ Use good manners toward café staff (say please and thank you) _____ Stay in your seat. Raise your hand to ask a question _____ Use inside voices _____ Don't play with or share food _____ Clean up after yourself _____ Other Reason: _____ _____ _____ _____ Observer: _____ Parent Signature: _____

2. Problem Analysis: Why do you think this problem is occurring? What is your goal? *(use a SMART goal statement with numerical data)*	Hypothesis: Grades 2-5 students are horse playing and need more structure in the cafeteria. Students are not entering and leaving quiet and orderly in line. Students are not getting everything they need the first time through the line. Students are not using good manners toward café staff (say please and thank you). Students are not staying in their seat. Students are not raising their hand to ask a question. Students are not using inside voices. Students are not cleaning up after themselves. Goal Statement: By the end of the second quarter, ODRs and Cafeteria Behavior Report from the cafeteria will decrease from 22 to less than 11 (50% reduction).
3. Intervention Design: Describe how you will implement a positive reward program to decrease this problem.	Type of System: Economic simulation system Description of System: Support Staff, Administration, and Cafeteria Monitors will give 1 1/4" plastic metallic Caught Being Good coin to kids as when they are "caught being good". Students trade these play coins for prizes in the reward store every final Friday of the month or they can turn a coin into their teacher for an Ice Pop on Caught Being Good Reward Day which is also every last Friday of the month.
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? 1. The Coin system will be taught to students by the classroom teacher, discipline assembly cafeteria staff and support staff. 2. The coins will be distributed daily and placed in a class compartment bin that is travels with the class daily to lunch and back to class. 3. The classroom teacher will check the coins daily. 4. The Principal will observe in the cafeteria 3 random days a week. 5. The Reward store will open every last Friday of the month. 6. Students will shop during their lunch time on the last Friday of every month and assisted by PTA.
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"? 1. The number of cafeteria referrals and behavior slips will be collected every Friday by the Assistant Principal to ensure the system is positively impacting. 2. ODRs/Cafeteria Behavior Reports and no interim modifications needs to be made. 3.The total number of ODRs and Cafeteria Behavior Report for the second quarter will be collected on 12/21/18 by the AP and the team will meet again on 01/09/19 and will determine if we met our goal if the number of ODRs and Cafeteria Behavior Reports in the second quarter is 50% lower than the first quarter. 4. Recording the number of students who attend the reward store on the following days: **Reward Days for 2018-2019 School Year:** September: 9/28/18 October: 10/26/18 November: 11/30/18 December: 12/21/18 January: 1/25/19 February: 2/22/19 March: 3/15/19 April: 4/26/19 May: 5/31/19 .

CRITICAL ELEMENT #6 Effective Discipline Procedures

6A. Staff Managed Misbehaviors: List the top 6 *most common* school-wide misbehaviors **staff are expected to manage.** Write a short, objective, and measurable definition for each.

Staff Managed Misbehaviors	
Misbehavior	"Looks Like" - *provide a description with example(s)*
Inattentive Behavior or Pattern of not Completing Homework/Classwork	Not staying on task Not turning in assignments
Calling Out/Excessive Talking	Answering a question without being asked
Inappropriate Language or Disrespectful Tone	Using a curse word as part of language
Lying/Giving False Information	Being dishonest, not telling the truth
Minor Disruption, Aggression, or Grabbing Items	Not monitoring self, accidental, horse play
Unsafe Rough Play, Pushing Past	Intent to hurt someone or cause harm

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

Is this a menu or hierarchy system?	☒ Menu ☐ Hierarchy

☐ Provide Verbal Warning

☐ Verbal Redirection and/or Re-Teach Appropriate Behavior

☐ Provide a Safe Place for Reflection Time (Time Out)/Reflection Time in Alternate Setting

☐ Utilize Classroom Management Strategies (Behavior Chart)

☐ Assign a Peer Buddy

☐ Short Detention at Lunchtime/Isolation in Lunch Room

☐ Clean Up the Mess Created or Student Apology to Those Offended

☐ Lower Conduct Grade

☐ Student call to parent at home or work to report misbehavior

☐ Restriction during programs and special assemblies

☐ Seating Assignment Changed

6C. Administration Managed Misbehaviors:
(a) Define the first 3 behaviors by providing examples that clearly identify the point at which the misbehavior warrants an Office Discipline Referral (ODR).
(b) List two additional common school-wide misbehaviors that will result in an ODR. Provide concrete examples.
(c) Determine staff tolerance level for repetitive misbehaviors (the point at which the number of staff-managed misbehaviors becomes an ODR).
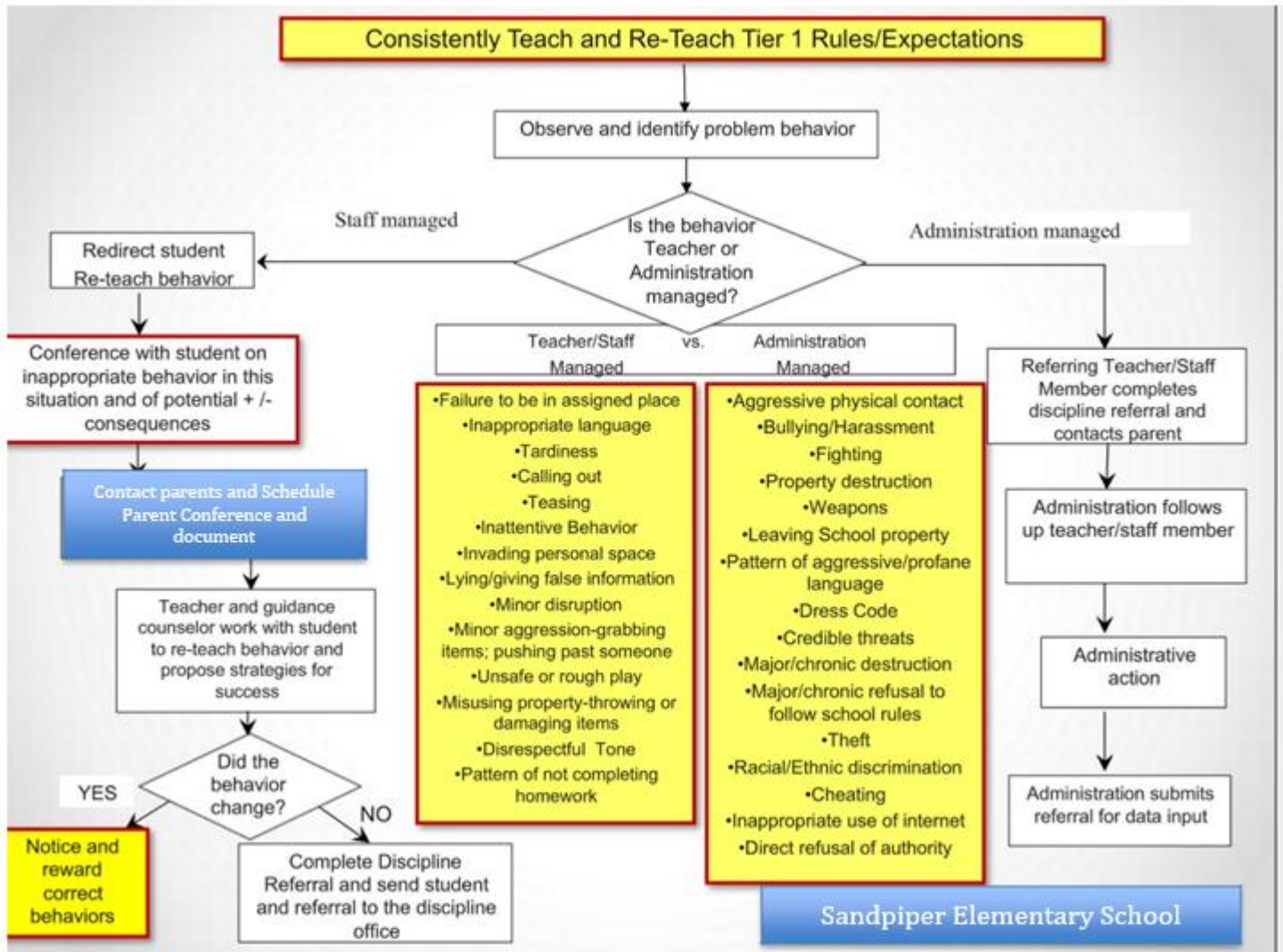
Office Discipline Referrals (ODRs)	
Behavior	"Looks Like" - *provide a description with example(s)*
1. Disobedience/Insubordination	Not following directions after several attempts, damaging school property more than once, going on to sites not allowed by teacher that are inappropriate
2. Disruptive/Unruly Play	Talking back to teacher habitually, yelling, Rough Playing
3. Defiance of authority	Eloping from the class or designated place in the school, being dishonest, not telling the truth about their own completed work more than once.
4. Fighting/Pattern of Hitting Others	Exchange of physical blows, hits or punches with intent to injure
5. Pattern of aggressive/profane language Credible Threats, Bullying, or Harassment	Using a curse word as part of language habitually, repeated imbalance of power with another student, threating others with their life, name calling

6. Repetitive staff managed misbehaviors	More than	3	misbehaviors in	One	day	warrants an office referral.

e.g.,	*3*		*half*	*hour*	
	2		*one*	*period*	

6D. School-wide Discipline Flow Chart:
(a) Review the sample discipline flow charts in "Additional Items" located on browardprevention.org
(b) Copy or customize a flow chart to graphically represent the discipline process at **your** school.
(c) Paste the flow chart here **OR** complete the flow chart below.

Student Behavior Discipline Flow Chart

Consistently Teach and Re-Teach Tier 1 Rules/Expectations

Observe and identify problem behavior

Is the behavior Teacher or Administration managed?

Staff managed

Administration managed

Redirect student Re-teach behavior

Teacher/Staff Managed vs. Administration Managed

Conference with student on inappropriate behavior in this situation and of potential +/- consequences

Referring Teacher/Staff Member completes discipline referral and contacts parent

Teacher/Staff Managed
- Failure to be in assigned place
- Inappropriate language
- Tardiness
- Calling out
- Teasing
- Inattentive Behavior
- Invading personal space
- Lying/giving false information
- Minor disruption
- Minor aggression-grabbing items; pushing past someone
- Unsafe or rough play
- Misusing property-throwing or damaging items
- Disrespectful Tone
- Pattern of not completing homework

Administration Managed
- Aggressive physical contact
- Bullying/Harassment
- Fighting
- Property destruction
- Weapons
- Leaving School property
- Pattern of aggressive/profane language
- Dress Code
- Credible threats
- Major/chronic destruction
- Major/chronic refusal to follow school rules
- Theft
- Racial/Ethnic discrimination
- Cheating
- Inappropriate use of internet
- Direct refusal of authority

Contact parents and Schedule Parent Conference and document

Administration follows up teacher/staff member

Teacher and guidance counselor work with student to re-teach behavior and propose strategies for success

Administrative action

Did the behavior change?

YES

NO

Administration submits referral for data input

Notice and reward correct behaviors

Complete Discipline Referral and send student and referral to the discipline office

Sandpiper Elementary School

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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, **not** classroom systems)*	☒ CHAMPs* ☒ PBIS Classroom Management ☐ 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)* ☐ 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?	☒ Yes ☐ No

7B. Fidelity of **staff** implementation of school-wide classroom management systems

What data collection tool does your school leadership team use to monitor and evaluate your teacher's classroom management skills? *(Measure **staff skills**, not student outcomes)*
☐ CHAMPs 7 Up Checklist
☐ CHAMPs Classroom Check Up (CCU)
☒ PBIS Classroom Assistance Tool (CAT)
☒ PBIS Walkthrough
☒ Marzano's Domain 1, Design Questions 5, 6, 7, 8, 9
☐ Fidelity of staff classroom management implementation is not monitored to determine training needs this year *(you will need to adopt a tool and plan next year)*
☐ Other *(specify):*
Explain how this data is collected and analyzed by your school leadership team as a **universal screening** _across teachers_ to determine the need for classroom management training:
Fidelity of Implementation Plan: *(3-4 sentences)* Mrs. Hernandez, A.P., completes a Marzano walk though on Design Questions 5, 6, 7, 8, 9 quarterly. Feedback is provided to teachers by a face to face conference. Data is evaluated and analyzed by AP and Leadership Team quarterly.   If teachers receive less than applying in Design Questions 5, 6, 7, 8, 9 coaching support is offered and given to teachers based on specific and prescribed need.   Training will be offered at the beginning of the year and a refresher after Holiday Break for all staff, 1/8/2019. Students will also receive a discipline assembly with these expectations on 08/16/18 and 1/9/19.

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**:	16
Total number of **school-wide** discipline referrals:	10
% of referrals in the classroom:	62%
Do more than 40% of your referrals come from the classroom?	☒ Yes ☐ No

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

CRITICAL ELEMENT # 8: Data Collection and Analysis

8A. Determine your School-wide Core Effectiveness YTD from the BASIS Behavior Dashboard in the "Referrals per Student" chart.
(a) Complete the yellow highlighted cells first.
(b) Auto-calculate the "% of Total Population" by clicking on each "!Zero Divide" in the cells and pressing "Fn + F9".
(c) Determine if the core is effective in all three areas

TOTAL Population:	571				
# Referrals		% of Total Population	Core Effectiveness		
0 - 1 referral		98%	Are your 0 – 1 referrals > 80%?	☒Yes	☐No
2 - 5 referrals (at risk students)	10	2%	Are your 2 - 5 referrals <15%?	☒Yes	☐No
> 5 referrals (high risk students)	0	0%	Are your >5 referrals <5%?	☒Yes	☐No

8B. Core Effectiveness Plan:

If all 3 are "**Yes**", your core is effective. Is your core behavior curriculum effective?	☒Yes ☐No

Answer **either** (a) or (b):
(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: *(3-4 sentences)*
At the beginning of the year, the AP will collect data on new and articulating students to see behavior patterns and issues. Students who have a history of referrals, detentions, suspensions will have a parent, teacher, and guidance counselor conference to set an action plan from the beginning of the year. The AP will have a student conference with at risk students give an interest survey to get to know the students better. Based on the conference and interest survey a proactive behavior plan will be created and implemented for the students who are at risk to set up them up for success in the classroom. A mentor will be assigned from support staff to have a bi-weekly check in with the students that are at risk. The AP will collect monthly data on student referrals and address these referrals with student conferences to monitor and discuss progress of behavior in the classroom. AP will also consult with teachers of at risk students to offer support as needed. Guidance will also supply support based on teacher and/or student request.

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	65	64	-1	☐Yes	☒No
Hispanic/Latin	13	9	-4	☐Yes	☒No
White	17	16	-1	☐Yes	☒No

8D. Disproportionality Plan: If any values are positive, the percentage of referrals contributed to that subgroup is higher than expected, given that subgroups' percentage in the student population.

If all 3 are "**No**", disproportionality is not indicated. Are all 3 "No"?	☒Yes ☐No

Answer **either** (a) or (b):
(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: *(3-4 sentences)*
Our data indicates that disproportionality is not indicated.   The discipline flow chart will be continuing to consistently serve teaching and reteaching Tier 1 Rules and Expectation. Training will be provided in to staff pre-planning week for teachers on 8/8/18 and to students during a discipline assembly on 8/16/18. Data will be monitored weekly by Melissa Hernandez – AP.

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 currently). 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

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

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,100% of hallways, cafeteria, & all classrooms will have at least 2 posters of expectations and rules posted.	1. 8/8/2018 2. 10/30/2018 3. 1/8/2019 4. 4/2/2019 This is the data the team will be sharing during presentations.	Melissa Hernandez - AP to complete observations and tally monthly. Data of findings shared in Graphic format in staff meeting.
Behavior lesson plans are being taught as written and when indicated	100 % teachers will have behavior lesson plans in teacher log and lesson plans.		Melissa Hernandez- AP, will collect data monthly. Monthly and quarterly averages charted and presented to staff.
Discipline consequences and **flow chart** are being used by all staff as written	By the end of every quarter, there will be 10% fewer Parent Contact, Interims, Behavior Contracts, and Referrals.		Melissa Hernandez- AP, will collect data quarterly and quarterly averages charted and presented to staff.
A **reward system** is being implemented for _all_ students	By the end of each month, 80% of students will earn caught being good coins in the cafeteria, & 90% of classrooms will have a behavior system that will have a reward to celebrate success in behavior as evidenced by classroom walkthroughs.		Melissa Hernandez - AP to complete observations and tally monthly. Data of findings shared in Graphic format in staff meeting.

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	80% students will have 1 or less referral	1. 8/8/2018 2. 10/30/2018 3. 1/8/2019 4. 4/2/2019 This is the data the team will be sharing during presentations.	Melissa Hernandez- AP, will collect data monthly. Monthly and quarterly averages charted and presented to staff.
See critical element 4A • **Top 3 event locations** data	By the end of every quarter, there will be 10% fewer referrals and cafeteria behavior reports from all top three locations. (Classroom, Hallways, Cafeteria).		Melissa Hernandez- AP, will collect data monthly. Monthly and quarterly averages charted and presented to staff.
See critical element 8 • **Core effectiveness** data	80% students will have 1 or less behavior infraction		Melissa Hernandez- AP, will collect data monthly. Monthly and quarterly averages charted and presented to staff.
See critical element 7A • **Grade Level/Classroom referrals** data	80% students will have 1 or less behavior infraction		Melissa Hernandez- AP, will collect data monthly. Monthly and quarterly averages charted and presented to staff.