

**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:**

<b>School Name:</b>	Quiet Waters Elementary School
<b>School Number:</b>	3121
<b>SPBP Contact Name:</b>	William Hartner
<b>Direct Phone Number:</b>	754-322-8100

**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?
Geoffrey Henning	Principal	Administration
William Hartner	SPBP Point of Contact	Administration
Renee Bachrach	Parent/Community Representation	SAC/PTA
Marianne McCullough	BTU Representative	BTU/Classroom Teacher
Nina Cohen	SAC Chair	Support Staff
Ramona Reliford	Assistant Principal	Staff
Kristen Blankenship	RtI Coordinator	Support/Specials/ESE Staff
Deputy M. Sherlock	School Resource Officer	Community
Susan Donahue	Guidance Counselor	Support Staff
Debra Rosenzweig	Classroom Teacher	Kindergarten
Natalie Smith	Classroom Teacher	First Grade
Lois Curras	Classroom Teacher	Second Grade
Cynthia Kostrzecha	Classroom Teacher	Third Grade
Roberta Fasano	Classroom Teacher	Fourth Grade
Michelle Moran	Classroom Teacher	Fifth Grade

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:
1st Monday of Each Month	12:30-1:30pm	Administration	1. Create and disseminate updated Expectations and Rules lesson plans (#3 and #4)
2nd Monday of Each Month	2:15-3:00pm	Administration	2. Review progress of Implementation Action Plan (#9) 3. Collect & analyze implementation data (#10A) 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 <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	4/2/2018	# of participants = 81	G. Henning - Principal
Held a <i>faculty</i> vote on the new SPBP (for SY 2018/19)	4/5/2018	% approved = 95%	N. Cohen – SAC Chair
Presented the <i>new</i> SPBP (for SY 2018/19) to stakeholders (parents and community)	3/19/2018	# of participants = 15	N. Cohen – SAC Chair

**2B.** Action Steps to be completed next year (SY 2018/19) to increase faculty and stakeholder understanding and knowledge of your SPBP:

Action Steps:	Date(s) <i>(NEXT YEAR)</i>	Content <i>(retain attendance sheets at school)</i>	Person responsible to collect and retain attendance sheets:
Provide a professional development on the 2018/19 SPBP for all staff	Prior to students' 1 <sup>st</sup> 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.	G. Henning - Principal
Present the 2018/19 SPBP to stakeholders (parents and community)	Prior to Oct 1 <sup>st</sup> , 2018 9/24/2018		
Present behavior data to staff <i>Quarterly: minimum of 4 each year</i>	1. 10/19/2018	The team will present the <u>implementation data</u> in 10A. Include: <ul style="list-style-type: none"> <li>• the “marketing” (teaching and posting) of expectations and rules</li> <li>• lesson plan implementation</li> <li>• discipline procedures</li> <li>• reward system implementation</li> </ul> The team will present the <u>student outcome data</u> in 10B. Include: <ul style="list-style-type: none"> <li>• top 3 event locations</li> <li>• type of behavior incidents</li> <li>• core effectiveness data</li> <li>• classroom referral data, as well as analysis of this data.</li> </ul>	G. Henning - Principal
	2. 1/7/2019		
	3. 3/22/2019		
	4. 5/24/2019		

## 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 (21)	6. Technology-Inappropriate Use (2)
2. Disruptive/Unruly Plan (8)	7. Petty Theft (1)
3. Disobedience/Insubordination (4)	8. Disruption on Campus (minor) (1)
4. Assault/Threat (non-criminal) (4)	9. N/A
5. Insulting/Obscene/Profane Language (2)	10. N/A

**3B.** Based on the behavior incidents in 3A, develop 3 – 5 **positive characteristics** (*not behaviors*) that would counteract the demonstration of these misbehaviors. These positive characteristics become your school-wide expectations.

School-wide Expectations
1. Be respectful to yourself and others.
2. Be responsible.
3. Be safe.

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

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

When will school-wide expectations lesson plans be taught?		
	Date(s)	Time:
August	8/15/2018-8/17/2018	8:30am
January	1/7/2019-1/11/2019	8:30am
4 <sup>th</sup> Quarter	4/1/2019-4/5/2019	8:30am
Who will be responsible for teaching the lesson plans?		Classroom Teachers; School Leadership Team; Guidance Counselors
Where will the lesson plan instruction occur?		Classrooms
Who is responsible for retaining, organizing and distributing all lesson plans?		Administration; Team Leaders

## CRITICAL ELEMENT #4: Location-based Rules

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

Top 3 Locations	
School Location	# Incidents
1. Classroom	35
2. Cafeteria	4
3. Hallway	2

**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	Copy and paste expectations from 3C.	IDENTIFIED LOCATIONS <i>Copy and paste locations from 4A.</i>		
		Classroom	Cafeteria	Hallway
		Rules	Rules	Rules
		Expectation #1 Be Responsible	Remain in your seat	Food should not be thrown from table to table Follow directions from all adults
Expectation #2 Be Respectful	Follow adult requests quickly and without complaint Use a respectful voice	Only eat the food on your tray Clean up your area; table and floor	Use kind words and actions Follow directions from all adults	
Expectation # 3 Be Safe	Sit properly in your seat Keep your hands & feet to self	Enter and exit in an orderly manner	Always travel with a buddy Always wear your ID badge Follow the traffic pattern	

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

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

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

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

When will location-specific rules lesson plans be taught?		
	Date(s)	Time:
August	August 27 – August 31, 2018	8:15 – 9:45; (3) 30-minute sessions
January	January 21 – January 25, 2019	8:15 – 9:45; (3) 30-minute sessions
4 <sup>th</sup> Quarter	May 20 – May 24, 2019	8:15 – 9:45; (3) 30-minute sessions
Who will be responsible for teaching the lesson plans?	Administration, Support Staff, Guidance Counselor, Classroom Teachers	
Where will the lesson plan instruction occur?	Classrooms and Cafeteria	
Who is responsible for retaining, organizing and distributing all lesson plans?	Administration & Classroom Teachers	

## CRITICAL ELEMENT # 5: Reward and Recognition Programs

Although you will post, teach, review, practice and reinforce all school-wide expectations and location-specific rules, **choose 1 expectation OR 1 event location** you will target for a specific reward program for students. Based on the data that led to this expectation or location, create a reward plan using the 4 Step Problem Solving Process:

Expectation or Location: Classroom

4 Step Problem Solving Process	Plan
<p><b>1. Problem Identification:</b> Use your behavior data to identify a school-wide problem. What problem did you identify? <i>(use numerical data)</i></p>	<p><b>Data used:</b> Basis – Incident Report</p> <p><b>Problem Identification:</b> Disruptive/Unruly Behavior</p>
<p><b>2. Problem Analysis:</b> Why do you think this problem is occurring? What is your goal? <i>(use a SMART goal statement with numerical data)</i></p>	<p><b>Hypothesis:</b></p> <ul style="list-style-type: none"> <li>• Disparaging the instructor</li> <li>• Arguing with classmates</li> <li>• Inattentiveness, horseplay, impulsivity</li> </ul> <p><b>Goal Statement:</b> By June 2019, Quiet Waters Elementary School will increase behaviors that promote learning and respectful interactions as evidenced by a 20% reduction in student behavioral referrals.</p>
<p><b>3. Intervention Design:</b> Describe how you will implement a positive reward program to decrease this problem.</p>	<p><b>Type of System:</b> Economic simulation system</p> <p><b>Description of System:</b> <i>Students will earn “QWE Dollars” for continuously displaying appropriate Manatee Behavior in the classroom, in the cafeteria and in the hallway.</i></p>
<p><b>4. Evaluation:</b> A. Implementation fidelity</p>	<p><b>A.</b> How do you monitor the fidelity (consistency and effectiveness) of the <b>staff's</b> implementation of the reward program?</p> <p>Teachers will monitor in class behavior, identifying students of the week who continuously exemplified desired behavior. Administrators will monitor cafeteria and hallway behavior and award QWE dollars for those students who continuously display desired behavior.</p>
<p>B. Student outcome monitoring</p>	<p><b>B.</b> How will you know if the reward program is positively impacting <b>students</b>? What measurable data will you use to determine “success”?</p> <ul style="list-style-type: none"> <li>• By June 2019, 95% of QWE students will exemplify appropriate behavior 95% of the time as measured by a 10% decrease in the number of discipline referrals.</li> <li>• By June 2019, 95% of QWE students will have increased their motivation for school and learning by showing interest and participating everyday in classroom tasks, responsibility and learning as measured by a school created motivation and interest survey.</li> </ul>

## CRITICAL ELEMENT #6 Effective Discipline Procedures

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

Staff Managed Misbehaviors	
Misbehavior	“Looks Like” - <i>provide a description with example(s)</i>
1. Calling Out	Failure to raise hand and wait to be called on
2. Talking during Instruction	Talking to another student during teacher instructional time
3. Out of Seat	Walking around in the classroom without permission from the teacher
4. Follow Classroom Rules	Following the rules established in the classroom
5. Comply with Expectations	Refusing to follow the teachers request
6. Uniforms	Refusing to follow Unified Uniform Code

**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
Loss of Classroom Currency	
Loss of Privileges	
Note in Planner	
Refection Sheet	
Parent Phone Call	

**6C. Administration Managed Misbehaviors:**

(a) Define the first 3 behaviors by providing examples that clearly identify the point at which the misbehavior warrants an Office Discipline Referral (ODR).

(b) List two additional common school-wide misbehaviors that will result in an ODR. Provide concrete examples.

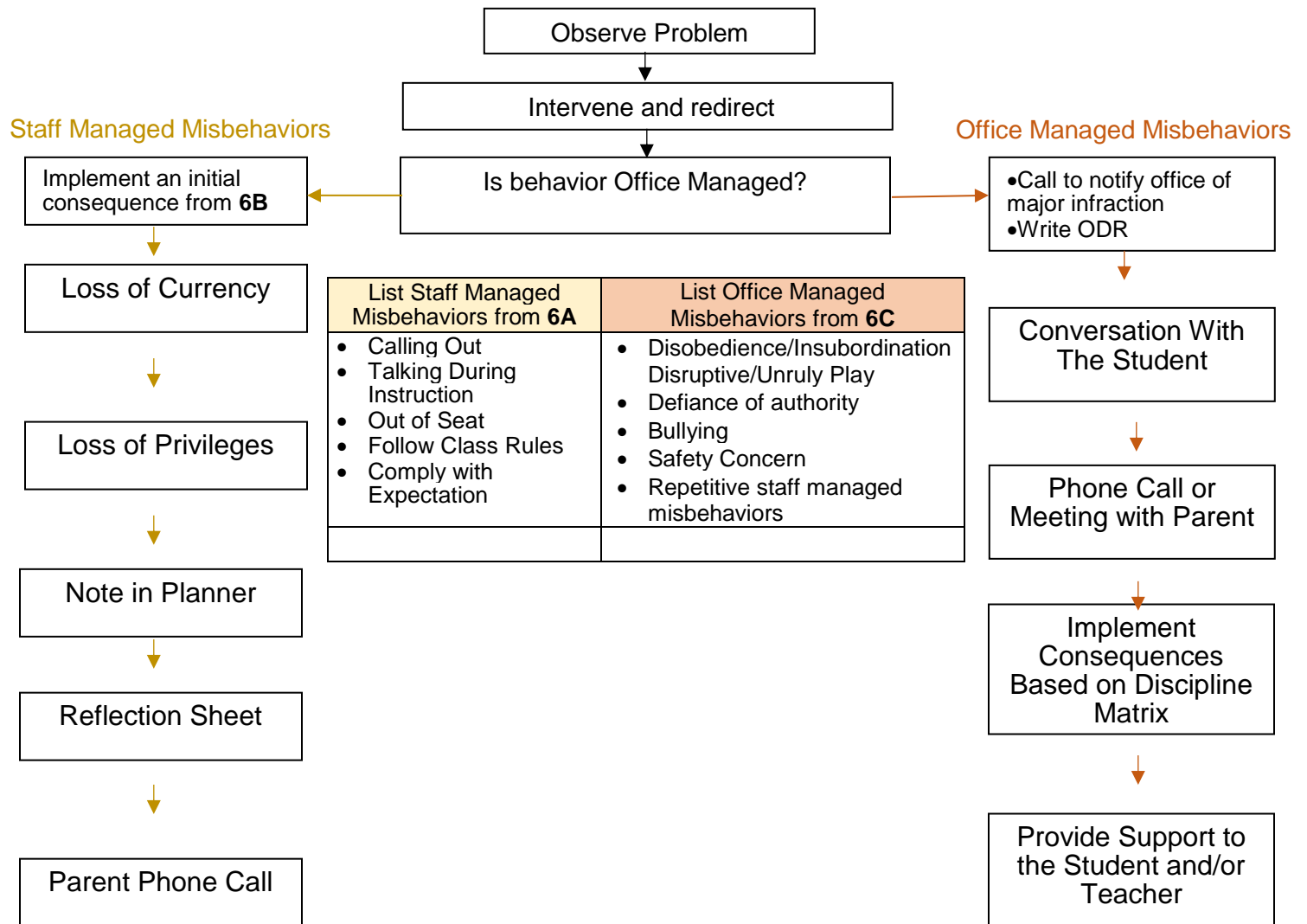
(c) Determine staff tolerance level for repetitive misbehaviors (the point at which the number of staff-managed misbehaviors becomes an ODR).

Office Discipline Referrals (ODRs)	
Behavior	“Looks Like” - <i>provide a description with example(s)</i>
1. Disobedience/Insubordination	Failure to follow reasonable and repeated instructions given by a staff member
2. Disruptive/Unruly Play	Play that interferes or disrupts the learning environment
3. Defiance of authority	Deliberate refusal to follow directions from a staff member
4. Bullying	Repeated and Purposeful teasing of another student
5. Safety Concerns	Actions that could cause harm to themselves or other students or staff
6. Repetitive staff managed misbehaviors	More than <input style="width: 30px; text-align: center;" type="text" value="3"/> misbehaviors in <input style="width: 60px; text-align: center;" type="text" value="half"/> <input style="width: 60px; text-align: center;" type="text" value="hour"/> warrants an office referral.  <i>e.g.,      3                      half                      hour</i> 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**





## CRITICAL ELEMENT # 7 : Classroom Management Systems

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

Which <b>evidence-based</b> classroom management system is supported by your school's administration and is expected to be implemented school-wide? <i>(Class Dojo, LEAPs, HERO, Cloud 9, etc. are tools, <u>not</u> classroom systems)</i>	<input checked="" type="checkbox"/> CHAMPs* <input type="checkbox"/> PBIS Classroom Management <input type="checkbox"/> Administration does not expect an evidence-based classroom management system to be implemented by teachers this year <i>(your school will need to adopt one next year)</i> <input type="checkbox"/> Other <i>(complete below)</i>
If other, name the <b>evidence-based classroom management system</b> :	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 checked="" type="checkbox"/> Yes <input 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 <b>staff skills</b>, not student outcomes)</i>
<input type="checkbox"/> CHAMPs 7 Up Checklist
<input type="checkbox"/> CHAMPs Classroom Check Up (CCU)
<input type="checkbox"/> PBIS Classroom Assistance Tool (CAT)
<input type="checkbox"/> PBIS Walkthrough
<input checked="" type="checkbox"/> Marzano's Domain 1, Design Questions 5, 6, 7, 8, 9
<input type="checkbox"/> Fidelity of staff classroom management implementation is not monitored to determine training needs this year <i>(you will need to adopt a tool and plan next year)</i>
<input type="checkbox"/> Other <i>(specify)</i> :
Explain how this data is collected and analyzed by your school leadership team as a <b>universal screening</b> <u>across teachers</u> to determine the need for classroom management training:
Fidelity of Implementation Plan: Marzano observation data was collected and analyzed to identify trends in Domain 1, DQ 5-9. Based on the data gathered, it was determined that a refresh on CHAMPS training is needed. In recent years, several new staff members have been hired & there is a need to create a common understanding/implementation of the CHAMPS program.

### 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 <b>from classrooms</b> :	35
Total number of <b>school-wide</b> discipline referrals:	41
% of referrals in the classroom:	85%
Do more than 40% of your referrals come from the classroom?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

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

## CRITICAL ELEMENT # 8: Data Collection and Analysis

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

(a) Complete **the yellow highlighted cells first.**

(b) Auto-calculate the “% of Total Population” by clicking on each “!Zero Divide” in the cells and pressing “Fn + F9”.

(c) Determine if the core is effective in all three areas

TOTAL Population:	1275			
# Referrals		% of Total Population	Core Effectiveness	
0 - 1 referral	16	.01%	Are your 0 – 1 referrals > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2 - 5 referrals (at risk students)	7	.005%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
> 5 referrals (high risk students)	1	.0008%	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 <b>either</b> (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: Support will be given to at-risk students by determining the specific behavior and developing a relationship with the student that will allow for open discussion about the behavior being exhibited and how it can be improved upon. Provide the student with strategies that will allow the student to avoid the situation that and choose a make a better decision. Listed are items that may be utilized to help the student improve and track their own behavior: An individualized classroom behavior plan, Mentoring, and or Counseling.	

**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	21%	.08	2.6%	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Hispanic/Latin	42%	.02	4%	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
White	29%	.01	3%	<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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Answer <b>either</b> (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: If Disproportionality Issues are identified by the administrative team, there will be an investigation of the issue to determine the cause of the disproportion of discipline referrals within a specific subgroup. Then based on the findings, that will determine the type of approach that is taken to correct the issue. It could range from a staff training to support for a specific teacher.	

## 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	N. Cohen – SAC Chair
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	N. Cohen - SAC Chair
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 <a href="mailto:tyne.hogan@browardschools.com">tyne.hogan@browardschools.com</a> for more information, if you are unsure) <input type="checkbox"/> Confirm 1 <sup>st</sup> team meeting date and time	Click here to enter NAME & title.
August 1 <sup>st</sup> 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: <a href="http://www.browardprevention.org/mtssrti/training-modules/">http://www.browardprevention.org/mtssrti/training-modules/</a> <input type="checkbox"/> Review previous year's behavior data. (Use 'Agenda' and 'Data Collection Template') Forms available at: <a href="http://www.browardprevention.org/mtssrti/rtib">http://www.browardprevention.org/mtssrti/rtib</a> 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: <a href="http://www.brainshark.com/browardschools/PBIS101">http://www.brainshark.com/browardschools/PBIS101</a>	Click here to enter NAME & title.
October 2 <sup>nd</sup> 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 <sup>rd</sup> meeting Prepare for 2019/20 SPBP	<input type="checkbox"/> Staff to re-teach Expectations and Rules first day back from break <input type="checkbox"/> Ensure the <u>Principal signs in and watches the new SPBP Brainshark: Due January 30<sup>th</sup></u> <input type="checkbox"/> Present implementation data, behavior data, team activities and progress to entire staff <input type="checkbox"/> Choose team members and dates to work on, complete, and submit the <i>new</i> SPBP <input type="checkbox"/> Teams watch the <i>new</i> SPBP Brainsharks and refers to <i>new</i> "Additional items" Brainsharks and Additional items posted at: <a href="http://www.browardprevention.org/mtssrti/rtib">http://www.browardprevention.org/mtssrti/rtib</a>	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 <a href="mailto:Tyne.hogan@browardschools.com">Tyne.hogan@browardschools.com</a> to request analysis.	Click here to enter NAME & title
March 4 <sup>th</sup> 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 <sup>th</sup> 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 <b>observable</b> and <b>measurable</b> SMART goal to determine “successful” <b>staff implementation</b> of action step	When will data be collected, analyzed & presented?	Person responsible to collect and analyze data
School-wide <b>expectations</b> and location-specific <b>rules</b> are posted across campus	100% of classrooms have expectations and rules clearly posted	Refer to <b>quarterly</b> presentation dates in 2B.  This is the data the team will be sharing during presentations.	G. Henning – Principal & School Leadership Team
<b>Behavior lesson plans</b> are being taught as written and when indicated	100% of teachers will indicate behavior lesson plans		G. Henning – Principal & School Leadership Team
<b>Discipline consequences</b> and <b>flow chart</b> are being used by all staff as written	100% of teachers will have been observed implementing behavior lessons		G. Henning – Principal & School Leadership Team
A <b>reward system</b> is being implemented for <i>all</i> students	100% of teachers will have been observed implementing rewards for all students		G. Henning – Principal & School Leadership Team

**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 <b>observable</b> and <b>measurable</b> SMART goal to determine “successful” <b>student outcomes</b>	When will data be collected, analyzed & presented?	Person responsible to collect and analyze data
See critical element 3A • Type of <b>behavior incidents</b> data	80% of students will have 1 or less referral	Refer to <b>quarterly</b> presentation dates in 2B.  This is the data the team will be sharing during presentations.	G. Henning – Principal & School Leadership Team
See critical element 4A • <b>Top 3 event locations</b> data	The number of classroom incidents will decrease by 10%		G. Henning – Principal & School Leadership Team
See critical element 8 • <b>Core effectiveness</b> data	The percentages of students with multiple referrals will decrease		G. Henning – Principal & School Leadership Team
See critical element 7A • <b>Grade Level/Classroom referrals</b> data	The number of classroom referrals will decrease by 10%		G. Henning – Principal & School Leadership Team