

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:	Endeavour Primary Learning Center
School Number:	3301
SPBP Contact Name:	Kimberly Greer
Direct Phone Number:	754-321-6604

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?
Denise Lawrence	Principal	Administration
Kimberly Greer	SPBP Point of Contact	Administration
Nacoya Roberts	Parent/Community Representation	SAC
LaFaye Moore	BTU Representative	Third Grade
Angela Bostic	Teacher	Pre-K/Headstart
Jacqueline Cummings	Teacher	Kindergarten
Kimberly Stephens	Teacher	First Grade
Linda Lapat	Teacher	First Grade
Joleen Steadman	Literacy Coach	Second Grade/Support Team
Mary Blackmon	Teacher	Third Grade
Nikki Avilus	Teacher Assistant	Education Support Professionals

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

Meeting Date	Meeting Time	Name & title of person responsible to facilitate meeting	Content of meetings:
9/18/2018	2:30 p.m.	Kimberly Greer, Assistant Principal	1. Create and disseminate updated Expectations and Rules lesson plans (#3 and #4) 2. Review progress of Implementation Action Plan (#9) 3. Collect & analyze implementation data (#10A) 4. Collect & analyze student outcome data (#10B)
1/21/2019	2:30 p.m.	Kimberly Greer, Assistant Principal	
3/19/2019	2:30 p.m.	Kimberly Greer, Assistant Principal	
5/27/2019	2:30 p.m.	Kimberly Greer, Assistant Principal	

CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment:

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

Action Steps:	Date (Between Jan 15 – April 30, 2018)	Details (retain attendance sheets at school)	Person responsible to collect and retain attendance sheets:
Presented the <i>new</i> SPBP (for SY 2018/19) to staff	4/17/2018	# of participants = 34	Kimberly Greer
Held a <i>faculty</i> vote on the new SPBP (for SY 2018/19)	4/17/2018	% approved =100	Kimberly Greer
Presented the <i>new</i> SPBP (for SY 2018/19) to stakeholders (parents and community)	4/26/2018	# of participants = 39	Kimberly Greer

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

Action Steps:	Date(s) (NEXT YEAR)	Content (retain attendance sheets at school)	Person responsible to collect and retain attendance sheets:
Provide a professional development on the 2018/19 SPBP for all staff	Prior to students' 1 st day: 8/9/2018	The team will present the updates in the SPBP for the 18/19 school year. All stakeholders will be provided with access to the SPBP. Feedback will be collected for future team meetings.	Kimberly Greer
Present the 2018/19 SPBP to stakeholders (parents and community)	Prior to Oct 1 st , 2018 9/27/2018		
Present behavior data to staff <i>Quarterly: minimum of 4 each year</i>	1. 10/16/2018	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 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. 	Kimberly Greer
	2. 1/22/2019		
	3. 3/19/2019		
	4. 5/21/2019		

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.SB: Unruly/Disruptive Behavior	6. ZI: Fight-Minor/Altercation/Conf
2.01:Disobedience/Insubordination	7. ZN: Assault/Threat (Non-Criminal)
3. ZW: Defiance of Authority/Hab 01 Vio	8. 02: Insulting/Profane/Obscene Lang.
4. Z3: Technology-Inappropriate Use	9. 22: Battery
5. ZU:Out of Assigned Area	10. WB: Weapons-Class B (Possession)

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 mindful of your actions and regulate one's emotions, thoughts and behaviors.
2. Be respectful to others and show pride in yourself through your actions.
3. Take ownership of your behaviors and the consequences of that behavior.
4.
5.

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

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

When will school-wide expectations lesson plans be taught?		
	Date(s)	Time:
August	August 16, 2018	Times vary based on the master schedule
January	January 9, 2019	Times vary based on the master schedule
4 th Quarter	April 2, 2019	Times vary based on the master schedule
Who will be responsible for teaching the lesson plans?		Classroom Teacher, Lydia Knighton, Guidance Counselor
Where will the lesson plan instruction occur?		Classroom
Who is responsible for retaining, organizing and distributing all lesson plans?		Classroom Teacher, Lydia Knighton, 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	11
2. Hallway	7
3. School Grounds	5

4B. Create an Expectations/Rules Matrix from your 3-5 school-wide expectations and your top 3 event locations. Develop a positively stated, observable, and measurable rule that correlates with every expectation to create a maximum of 5 rules under each location.

Expectations and Rules Matrix				
School-wide EXPECTATIONS	Copy and paste expectations from 3C.	IDENTIFIED LOCATIONS <i>Copy and paste locations from 4A.</i>		
		Cafeteria	Hallway	School Grounds
		Rules	Rules	Rules
	Be mindful of your actions and regulate one's emotions, thoughts and behaviors	Follow guidelines and rules of the cafeteria.	Walk on the right side of the hallway at all times.	Respect others' personal space.
	Be respectful to others and show pride in your actions.	Pick up trash from the table and floor.	Use whisper voices or talk quietly.	Maintain self-control and monitor your actions toward others.
	Take ownership of your behavior and the consequences of that behavior.	Keep hands, feet and objects to yourself.	Keep hands, feet and objects to yourself.	Use appropriate language at all times.
	Click here to enter Expectation #4	Click here to enter a Rule	Click here to enter a Rule	Click here to enter a Rule
	Click here to enter Expectation #5	Click here to enter a Rule	Click here to enter a Rule	Click here to enter a Rule

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

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

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

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

When will location-specific rules lesson plans be taught?		
	Date(s)	Time:
August	August 16, 2018	Times vary based on the master schedule
January	January 9, 2019	Times vary based on the master schedule
4 th Quarter	April 2, 2019	Times vary based on the master schedule
Who will be responsible for teaching the lesson plans?		Classroom Teacher, Lydia Knighton, Guidance Counselor
Where will the lesson plan instruction occur?		Classroom
Who is responsible for retaining, organizing and distributing all lesson plans?		Classroom Teacher, Lydia Knighton, Guidance Counselor

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 Grounds

4 Step Problem Solving Process	Plan
1. Problem Identification: Use your behavior data to identify a school-wide problem. What problem did you identify? <i>(use numerical data)</i>	Data used: Discipline Referrals, Discipline Incidents Summary and the Frequency of Incidents from Basis and Data Warehouse. Problem Identification: Students are displaying unruly/disruptive behavior as per the 32 incidents documented during the 2017-2018 school year.
2. Problem Analysis: Why do you think this problem is occurring? What is your goal? <i>(use a SMART goal statement with numerical data)</i>	Hypothesis: Students are not being mindful of their actions by regulating one's emotions, thoughts and behaviors. Goal Statement: By June, 2019, student referrals will decrease by 25%. Students will be mindful of their actions, regulate their emotions and behaviors, be respectful and take ownership of their behaviors and the consequences of that behavior.
3. Intervention Design: Describe how you will implement a positive reward program to decrease this problem.	Type of System: Token system Description of System: <i>(2-3 sentences)</i> Students in grades K-3 will have the opportunity to earn brain bucks from staff and safety patrols for positive behavior. Brain bucks will be calculated in the classroom weekly. Students will have the opportunity to cash out their buck for classroom incentives or save them until the end of the quarter for administrative incentives (students' with \$50.00 or more).
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? <i>(2-3 sentences)</i> Review of displayed Brain Bucks charts along with data collection sheets teachers turn into the Assistant Principal will be used to monitor the fidelity of the staff's implementation of the reward program.
B. Student outcome monitoring	B. How will you know if the reward program is positively impacting <u>students</u> ? What measurable data will you use to determine "success"? <i>(2-3 sentences)</i> The increase in positive mindful behaviors being used along with the decrease in discipline behavior referral will be used to monitor the success of the program. Also, feedback from both students, teachers and discipline committee members will assist with determining "success".

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. Unruly/Disruptive Behavior	Talking out of turn.
2. Unruly/Disruptive Behavior	Attempting to destroy school property; but listen to redirection.
3. Disobedience/Insubordination	Repeated directions with student compliance.
4. Disobedience/Insubordination	Refusing to listen to teacher directives.
5. Defiance of Authority/Hab. 01	Throwing objects in class, disrupting instruction, eventually calming down and adjusting.
6. Defiance of Authority/Hab. 01	Walk to the classroom door, kick, bang, and try to seek negative attention.

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

Is this a menu or hierarchy system?	<input checked="" type="checkbox"/> Menu <input type="checkbox"/> Hierarchy
Raise your hand to speak and refrain from talking out of turn.	
Apologize, clean up the area that was destroyed and reflect on actions that could have occurred.	
Comply with teacher directives the first time.	
Time out, reflect on the disruptive behavior.	

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	Rude, inappropriate actions and/or behavior that is perceived as a lack of respect for adults within the school.
2. Disruptive/Unruly Play	Lack of compliance to classroom/school rules and procedures. "I'm going to do what I want attitude".
3. Defiance of authority	Aggressive behavior that endangers the safety of the student and other students.
4.	
5.	
6. Repetitive staff managed misbehaviors	More than <input type="text" value="2"/> misbehaviors in <input type="text" value="one"/> <input type="text" value="day"/> warrants an office referral. e.g., <input type="text" value="3"/> <input type="text" value="half"/> <input type="text" value="hour"/> <input type="text" value="2"/> <input type="text" value="one"/> <input type="text" value="period"/>

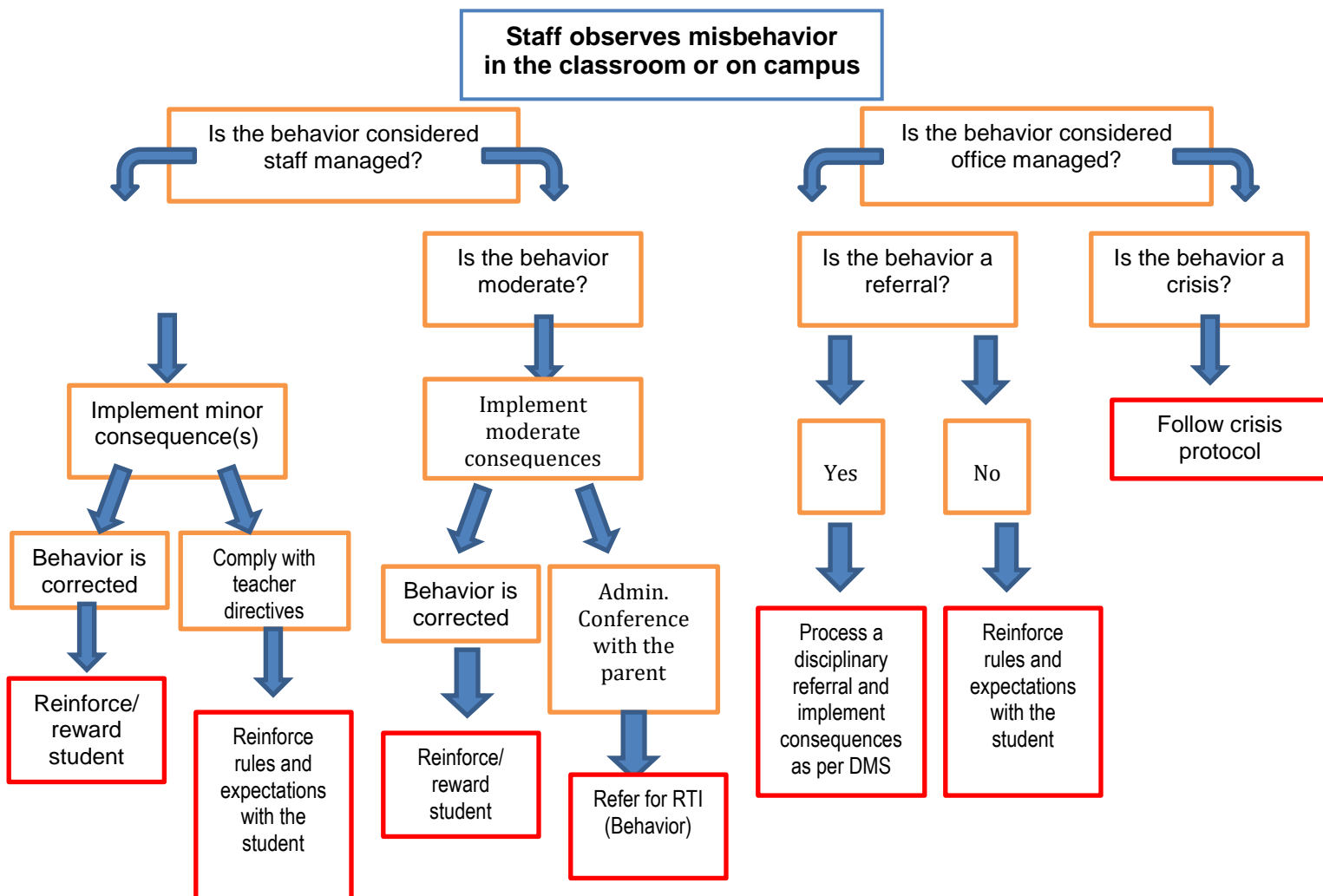
6D. School-wide Discipline Flow Chart:

(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 evidence-based classroom management system is supported by your school's administration and is expected to be implemented school-wide? (Class Dojo, LEAPs, HERO, Cloud 9, etc. are tools, <u>not</u> classroom systems)	<input type="checkbox"/> CHAMPs* <input checked="" type="checkbox"/> PBIS Classroom Management <input type="checkbox"/> Administration does not expect an evidence-based classroom management system to be implemented by teachers this year (your school will need to adopt one next year) <input type="checkbox"/> Other (complete below)
If other, name the evidence-based classroom management system :	Click here to enter name of system.
*CHAMPs is the district-supported, evidence-based universal classroom management system for all teachers. Would your Principal like to be contacted to learn about CHAMPs professional development?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

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

What data collection tool does your school leadership team use to monitor and evaluate your teacher's classroom management skills? (Measure staff skills , not student outcomes)
<input type="checkbox"/> CHAMPs 7 Up Checklist
<input type="checkbox"/> CHAMPs Classroom Check Up (CCU)
<input type="checkbox"/> PBIS Classroom Assistance Tool (CAT)
<input type="checkbox"/> PBIS Walkthrough
<input checked="" type="checkbox"/> Marzano's Domain 1, Design Questions 5, 6, 7, 8, 9
<input type="checkbox"/> Fidelity of staff classroom management implementation is not monitored to determine training needs this year (you will need to adopt a tool and plan next year)
<input type="checkbox"/> Other (specify):
Explain how this data is collected and analyzed by your school leadership team as a universal screening across teachers to determine the need for classroom management training:
Fidelity of Implementation Plan: The leadership team reviews discipline data looking at the incidences per grade level, types of infractions, along with the frequency. From there training, classroom management training is determined based on the overall needs of the school.

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 :	54
Total number of school-wide discipline referrals:	83
% of referrals in the classroom:	39%
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:	384			
# Referrals		% of Total Population	Core Effectiveness	
0 - 1 referral		96%	Are your 0 – 1 referrals > 80%?	<input type="checkbox"/> Yes X <input type="checkbox"/> No
2 - 5 referrals (at risk students)	13	3%	Are your 2 - 5 referrals <15%?	<input type="checkbox"/> Yes X <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: Continuation of the Go LEAPS behavior curriculum will be used along with the current token incentive program. Students with 2-5 and > 5 behavior infractions will be referred to MTSS/RTI. Behavior Interventions from MTSS/RTI will be identified early in the school year	

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	100	100	1	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Hispanic/Latin	0	0	0	<input type="checkbox"/> Yes <input type="checkbox"/> No
White	0	0	0	<input 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 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: The plan indicates equality therefore, data will be reviewed by the discipline committee and the leadership team to determine what adjustments can be made to the plan for the 2018-2019 school year.	

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>☑ check when Action completed</i>	Completed: Person Responsible Name & Title
Current	☑ This Action Plan has been saved to use <i>next year</i> during quarterly meetings	Kimberly Greer Assistant Principal
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	Kimberly Greer Assistant Principal
Pre Planning 2018	<input type="checkbox"/> Print up your SPBP Review and school score from OSPA <input type="checkbox"/> Provide SPBP presentation to all staff during Pre Planning <input type="checkbox"/> Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders <input type="checkbox"/> Market and post school-wide Expectations and location-specific Rules (posters, PSAs, etc.) <input type="checkbox"/> Identify your RtI Instructional Facilitator provided by the district (Contact tyne.hogan@browardschools.com for more information, if you are unsure) <input type="checkbox"/> Confirm 1 st team meeting date and time	Kimberly Greer Assistant Principal
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	Kimberly Greer Assistant Principal
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	Kimberly Greer Assistant Principal
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	Lydia Knighton Guidance Counselor
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.	Kimberly Greer Assistant Principal
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 Principal signs in and watches the new 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 new SPBP <input type="checkbox"/> Teams watch the new SPBP Brainsharks and refers to new "Additional items" Brainsharks and Additional items posted at: http://www.browardprevention.org/mtssrti/rtib	Kimberly Greer Assistant Principal
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.	Kimberly Greer Assistant Principal
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	Kimberly Greer Assistant Principal
April	<input type="checkbox"/> Submit your SPBP in OSPA by April 30 th every year	Kimberly Greer Assistant Principal

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 August 14, 2018, 100% of the school hallways will have the school-wide expectations and rules posted as measured by administrative walk-throughs.	Data will be collected, analyzed and presented on the following dates: 10/16/2018 01/22/2019 03/19/2019 05/21/2019	Kimberly Greer, Discipline Committee
Behavior lesson plans are being taught as written and when indicated	By September 11, 2018, 100% of teachers will have taught all of the school-wide expectations as measured by submission of their lesson plans to Administration.		Kimberly Greer, Discipline Committee
Discipline consequences and flow chart are being used by all staff as written	Each quarter, grade level referrals will be monitored with the expectation of a 5% decrease in disciplinary referrals.		Kimberly Greer, Discipline Committee
A reward system is being implemented for <i>all</i> students	Students in grades K-3 will have the opportunity to earn brain bucks from staff and safety patrols for positive behavior. Students will have the opportunity to cash out their bucks for classroom incentives or save them until the end of the quarter for administrative incentives (students' with \$50.00 or more).		Kimberly Greer, Discipline Committee

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 June 3, 2019, school-wide discipline referrals will reduce 5% each quarter as measured by the BASIS Dashboard.	Data will be collected, analyzed and presented on the following dates: 10/16/2018 01/22/2019 03/19/2019 05/21/2019	Kimberly Greer, Discipline Committee
See critical element 4A • Top 3 event locations data	By June, 2019, the number of disciplinary infractions occurring in the cafeteria, hallway and school grounds will decrease each quarter by 5% as measured by compliance to school-wide rules and procedures and as measured by the BASIS Dashboard.		Kimberly Greer, Discipline Committee
See critical element 8 • Core effectiveness data	Each quarter, the number of students who have 2-5 referrals will decrease by 3% as measured by the BASIS Dashboard.		Kimberly Greer, Discipline Committee
See critical element 7A • Grade Level/Classroom referrals data	By the end of the first quarter, Kindergarten classroom disciplinary referrals will decrease by 10% as measured by the BASIS Dashboard.		Kimberly Greer, Discipline Committee