

**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/ →**](http://www.browardprevention.org/mtssrti/rtib/%20%E2%86%92)*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:**

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| **School Name:** | Tradewinds Elementary |
| **School Number:** | 3481 |
| **SPBP Contact Name:**  | Tracy Gruendel |
| **Direct Phone Number:**  | 754-322-8715 |

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| **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.*

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| **Full Name** | **Position** | **Who or what grade level does this member represent?** |
| Tracy Gruendel | SPBP Point of Contact | Administration |
| Kristen Dorman | Reading Coach/ SAC chair | SAC |
| Nancy Kleine | Parent/Community Representation | PTA/ SAC/SAF |
| Kimberly Antolini | Grade K Teacher/ BTU Representative | Grade K/ BTU Rep |
| Karen Matiuk | Grade 5 Teacher | Grade 5 |
| Loraine Scott | Grade 2 Teacher | Grade 2 |
| Kim Jazowski | Grade 4 Teacher | Grade 4 |
| Iraida Torres | Grade 1 Teacher | Grade 1 |
| Karen Adams | Grade 3 Teacher | Grade 3 |
| Latasha Kendrick | Guidance | Support Staff |

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

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| --- | --- | --- | --- |
| **Meeting Date** | **Meeting Time** | **Name & title of person responsible to facilitate meeting** | **Content of meetings:** |
| 8/10/2018 | 9 am | Tracy Gruendel, 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) |
| 11/6/2018 | 11 am | Kristen Dorman, Reading Coach |
| 2/5/2019 | 2:15 pm | Tracy Gruendel, AP |
| 5/9/2019 | 2:15 pm | Kristen Dorman, Reading Coach |

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| **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:

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| **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 | 3/23/2018 | # of participants = 8 | Tracy Gruendel |
| Held a *faculty* vote on the new SPBP (for SY 2018/19) | 4/4/2018 | % approved =100 | Tracy Gruendel |
| Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community) | 4/12/2018 | # of participants = 15 | Kristen Dorman |

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

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| **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 2018/19SPBP for all staff | Prior to students’ 1st day:8/10/2018 | 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. | Tracy Gruendel |
| Present the 2018/19SPBP to stakeholders (parents and community) | Prior to Oct 1st, 20189/13/2018 |
| Present behavior data to staff *Quarterly: minimum of 4 each year* | 1. 9/25/2018 | 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 implementationThe 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. | Tracy Gruendel and Latasha Kendrick |
| 2. 11/6/2018 |
| 3. 2/5/2019 |
| 4. 5/9/2019 |

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| **CRITICAL ELEMENT # 3: School-wide Expectations**  |

**3A.** List the **top 10 behavior incidents** data YTD from BASIS 3.0 Behavior Dashboard:

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| **Top 10 Behavior Incidents***(put N/A in any blank spaces)* |
| 1.Disruptive Unruly Behavior | 6. Assault / Threat (non-criminal) |
| 2. Disobedience/Insubordination | 7. n/a |
| 3. Insulting/ profane language | 8. n/a |
| 4. Technology-Appropriate Usage | 9. n/a |
| 5. Disruptive Unruly Play | 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.

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| **School-wide Expectations** |
| 1. Respect yourself, property, and others.
 |
| 1. Follow directions the first time they are given.
 |
| 1. Make smart choices.
 |

**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.*

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| **When will school-wide expectations lesson plans be taught?** |
|  | Date(s) | Time: |
| August | August 15 and August 16 | 8:30 and 9 am |
| January  | January 8 and 9, 2019 | 8:30 and 9 am |
| 4th Quarter | April 9 & 10, 2019 | 8:30 and 9 am |
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| Who will be responsible for teaching the lesson plans? | Classroom Teacher |
| Where will the lesson plan instruction occur? | Classroom |
| Who is responsible for retaining, organizing and distributing all lesson plans? | Kristen Dorman |

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| **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”***

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| **Top 3 Locations** |
| School Location | # Incidents |
| 1. Cafeteria
 | 9 |
| 1. Playground
 | 6 |
| 1. Hallways
 | 4 |

**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**.**

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| **Expectations and Rules Matrix** |
|  **School-wide EXPECTATIONS** | *Copy and paste expectations from* ***3C****.* | **IDENTIFIED LOCATIONS***Copy and paste locations from* ***4A.*** |
| Cafeteria | Playground | Hallway |
| **Rules**  | **Rules**  | **Rules**  |
| Respect yourself, property, and others | Location rule(s) for expectation #1 * Use your manners
* Clean up after yourself
 | Location rule(s) for expectation #1 * Hold doors for others
 | Location rule(s) for expectation #1 * Play respectfully with others
* Be a good sport
 |
| Follow directions the first time they are given | Location rule(s) for expectation #2* Listen to adults
* Raise your hand for assistance

  | Location rule(s) for expectation #2 * 2nd Tile Tradewinds Style (2nd tile, hands behind back, straight line, no talking)
 | Location rule(s) for expectation #2 * Keep your hands to yourself
 |
| Make smart choices | Location rule(s) for expectation #3 * Keep your food to yourself
* Use quiet voices
* Stay in your assigned seat
 | Location rule(s) for expectation #3 * Quietly wait for your teacher outside the classroom door in the morning
* Read a book in the morning while waiting in the hallway
* Stay in your assigned area in the morning
 | Location rule(s) for expectation #3 * Demonstrate self-control
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**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.*

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| **When will location-specific rules lesson plans be taught?** |
|  | Date(s) | Time: |
| August | August 15 and August 16 | 8 am |
| January  | January 8 and 9, 2019 | 8 am |
| 4th Quarter | April 9 & 10, 2019 | 8 am |
|  |
| Who will be responsible for teaching the lesson plans? | Classroom Teacher |
| Where will the lesson plan instruction occur? | Classroom |
| Who is responsible for retaining, organizing and distributing all lesson plans? | Kristen Dorman |

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| **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: Make Smart Choices

|  |  |
| --- | --- |
| **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: Behavior Dashboard Office Discipline Referrals** **Problem Identification: 58 incidents of Disruptive and Unruly play, most were in the classroom.** |
| **2**. **Problem Analysis:** Why do you think this problem is occurring?What is your goal? *(use a SMART goal statement with numerical data)* | **Hypothesis: If students are taught the rules and expectations, and rewarded with Eagle Bucks, and given physical breaks at these peak times, referrals will drop by 50%.****Goal Statement:** By June 2019, Tradewinds’ students will have learned the rules and expectations, and we will have built into their schedule break times, that the number of referrals for Disruptive Behavior will decrease by 50%. |
| **3. Intervention Design:**  Describehow you will implement a positive reward program to decrease this problem. | **Type of System: Economic simulation system** **Description of System: Eagle Bucks will be earned by students. They can be given by any staff member (support staff, specials teachers, classroom teachers, paraprofessionals, etc.). These can be traded in for items, lunch bunch, free time, or computer time. (According to interest survey)** |
| **4. Evaluation:**A. Implementation fidelity | 1. How do you monitor the fidelity (consistency and effectiveness) of the **staff’s** implementation of the reward program? **Students will keep their Eagle Bucks in a safe place until the end of the school week. They will turn them in weekly and a class chart will be updated to reflect how many bucks were earned for the week or used towards a reward to reflect a balanced account (like a checkbook). Each classroom teacher or student leader will be responsible for managing the “bucks” system.**
 |
| B. Student outcome monitoring | 1. How will you know if the reward program is positively impacting **students**? What measurable data will you use to determine “success”? *I will use the Behavior Dashboard to see a decrease in referrals. Students will be all talking about their Eagle Bucks, if its working. Classroom teachers will report better behaved students as well.*
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| **CRITICAL ELEMENT #6 Effective Discipline Procedures** |

**6A. Staff Managed Misbehaviors:** List the top 6 *most common* school-wide misbehaviors **staff are expected to manage.**

Write a short, objective, and measurable definition for each.

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| **Staff Managed Misbehaviors** |
| Misbehavior |  “Looks Like” - *provide a description with example(s)*  |
| 1. Talking in class
 | Talking to others during classroom instruction |
| 1. Off task behavior
 | Not participating in lesson, doing something other than what teacher is expecting; playing with item in desk |
| 1. Not following directions
 | Not listening to teacher, out of seat during instruction; Doing something other than assigned |
| 1. Calling out in class
 | Not waiting turn to speak; calling out, yelling |
| 1. Inappropriate hallway behavior
 | Talking in line, not walking in straight line; loud and uncoordinated |
| 1. Inappropriate cafeteria behavior
 | Leaving a mess on the table, getting out of seat without permission, talking loudly |

**6B. Staff Managed Consequences**: Create a consequencemenu **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?  |  [ ]  Menu [x] Hierarchy |
| Visual or verbal cue |
| Increased teacher proximity |
| Parent notification |
| Time-out |
| Loss of privilege |

**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).

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| **Office Discipline Referrals (ODRs)** |
| Behavior |  “Looks Like” - *provide a description with example(s)* |
| 1. Disobedience/Insubordination | Refusing to follow teacher’s directions |
| 2. Disruptive/Unruly Play | Playing around in classroom that causes a distraction to learning |
| 3. Defiance of authority | Refuses to listen to the instruction of an adult |
| 4.  |  |
| 5.  |  |
| 6. Repetitive staff managed  misbehaviors | More than misbehaviors inwarrants an office referral. periodone2 *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**

Observe Problem Behavior

 Intervene and redirect

Office Managed Misbehaviors

Staff Managed Misbehaviors

•Call to notify office of major infraction

•Write ODR

Implement an initial consequence from **6B**

Is behavior Office Managed?

*YES*

|  |  |
| --- | --- |
| List Staff Managed Misbehaviors from **6A** | List Office Managed Misbehaviors from **6C** |
| Talking in classOff task behaviorNot following directionsCalling out in classInappropriate hallway behaviorImplement moderate consequence(s)Inappropriate cafeteria behavior | Disobedience/InsubordinationDisruptive/Unruly PlayDefiance of authority |

Is the behavior minor?

Is the behavior a crisis?

Is the behavior a referral?

Is the behavior moderate?

Create discipline referral in BASIS & notify administration via email

Follow crisis protocol

Follow discipline matrix for appropriate consequence

Implement minor consequence(s)

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| **CRITICAL ELEMENT # 7 : Classroom Management Systems**  |

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

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| 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)* | [x]  CHAMPs\*[x]  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?  | [x]  Yes [ ]  No |

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

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| 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)* |
| [x]  CHAMPs 7 Up Checklist  |
| [x]  CHAMPs Classroom Check Up (CCU) |
| [x]  PBIS Classroom Assistance Tool (CAT) |
| [x]  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)* |

**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**: | 55 |
|  Total number of **school-wide** discipline referrals:  | 82 |
| % of referrals in the classroom: | 67% |
| Do more than 40% of your referrals come from the classroom? | [x]  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.***

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| **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: |  |  |  |
| # Referrals |  | **% of Total Population** | Core Effectiveness |
| 0 - 1 referral |  | 37% | Are your 0 – 1 referrals > 80%? | [x] Yes [ ] No |
| 2 - 5 referrals(at risk students) | 2 | 12% | Are your 2 - 5 referrals <15%? | [x] Yes [ ] No |
| > 5 referrals(high risk students) | 3 | **3%** | Are your >5 referrals <5%?  | [x] Yes [ ] No |

**8B. Core Effectiveness Plan:**

|  |  |
| --- | --- |
| If all 3 are “**Yes**”, your core is effective. Is your core behavior curriculum effective? | [x] 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: *Look at subgroups for any disparity.* |

**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 | 23 | 22 | 1 | [x] Yes [ ] No |
| Hispanic/Latin | 50 | 40 | 10 | [x] Yes [ ] No |
| White | 25 | 35 | 10 | [x] 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 [x] 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: Introduce cultural and demographic data as awareness to staff, highlight the disparity of black and Hispanic students. Sensitivity training too. |

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| **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**

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| **SPBP Team Implementation Action Plan 2018 - 2019** |
| **Month** |  **Action Step**[x] *check when Action completed* | **Completed:**Person ResponsibleName & Title |
| **Current** | [x]  **This Action Plan has been saved to use *next year* during quarterly meetings** | **Tracy Gruendel, AP** |
| **Current** | [x]  **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** | **Tracy Gruendel, Kristen Dorman**  |
| **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  | Tracy Gruendel, 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 | Tracy Gruendel, 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 | **Kristen Dorman, Reading Coach** |
| **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  | Latosha Kendrick, Guidance |
| **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. | Tracy Gruendel, 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> | Kristen Dorman, Reading Coach |
| **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. | Tracy Gruendel, 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  | Tracy Gruendel, AP |
| **April** | [ ]  Submit your SPBP in OSPA by April 30th every year | **Tracy Gruendel, AP** |

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| **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?”*

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| **Fidelity of Implementation Monitoring Plan** |
| Action Step | Create an **observable** and **measureable** 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 15, 2018 School wide expectations and location specific rules will be posted. | Refer to **quarterly** presentation dates in 2B.This is the data the team will be sharing during presentations. | Tracy Gruendel |
| **Behavior lesson plans** are being taught as written and when indicated | By August 15, 2018, behavior lesson plans will be taught to the students with 80% mastery.. | Tracy Gruendel |
| **Discipline consequences**  and **flow chart** are being used by all staff as written | By Sept. 2018, discipline consequences and flow charts will be used by all staff as written with 80% accuracy. | Tracy Gruendel |
| A **reward system** is being implemented for *all* students | By August 15. 2018, a reward system is being implemented for use by all staff and for all students. | Tracy Gruendel |

**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?”*

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| **Student Outcome Monitoring Plan** |
| Student Outcome Data | Create an **observable** and **measureable** 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 January 2019, the number of referrals for Disruptive and unruly students will be down by 50%. | Refer to **quarterly** presentation dates in 2B.This is the data the team will be sharing during presentations. | Tracy Gruendel |
| See critical element 4A • **Top 3 event locations** data | By January 2019, the amount of classroom events will be reduced by 50%. | Tracy Gruendel |
| See critical element 8 • **Core effectiveness** data | By January 2019, the disparity between subgroups will have dropped by 25% due to training. | Tracy Gruendel |
| See critical element 7A• **Grade Level/Classroom referrals** data | By January 2019, CHAMPS or PBIS will be implemented in 80% or more of the classrooms, yielding 50% less in referrals. | Tracy Gruendel |