

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:	SILVER SHORES ELEMENTARY
School Number:	3581
SPBP Contact Name:	LISA MONROE, ASSISTANT PRINCIPAL
Direct Phone Number:	754-323-7567

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?
Dr. Jonathan Leff	Principal	Administration
Lisa C. Monroe	SPBP Point of Contact	Administration
Oty Ramos	Parent/Community Representation	SAC
Karen Major	BTU Representative	Kindergarten
Lisa Schnoor	First Grade Teacher/Team Leader	First
Sarah Roberts	Second Grade Teacher/Team Leader	Second
Elaine Heyman	Third Grade Teacher/Team Leader	Third
Brooke Pehota	Fourth Grade Teacher/Team Leader	Fourth
Natalie Leon	Fifth Grade Teacher/Team Leader	Fifth
Michelle Juengel	Classroom Assistant	Non-Instructional
Dawn Lopez	Media Specialist/Specials Team Leader/SAC Chairperson	Specials/SAC

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

Meeting Date	Meeting Time	Name & title of person responsible to facilitate meeting	Content of meetings:
8/10/2018	8:30-9:30am	Lisa Monroe, 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)
10/19/2018	8:30-9:30am	Lisa Monroe, Assistant Principal	
3/21/2019	1:30-2:30pm	Lisa Monroe, Assistant Principal	
5/9/2019	1:30-2:30pm	Lisa Monroe, 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 <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	4/17/2018	# of participants = 56	Lisa Monroe, Assistant Principal
Held a <i>faculty</i> vote on the new SPBP (for SY 2018/19)	4/23/2018	% approved = 94.6%	Lisa Monroe, Assistant Principal
Presented the <i>new</i> SPBP (for SY 2018/19) to stakeholders (parents and community)	4/24/2018	# of participants = 16	Lisa Monroe, Assistant Principal

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 st day: 8/13/2018	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.	Lisa Monroe, Assistant Principal
Present the 2018/19 SPBP to stakeholders (parents and community)	Prior to Oct 1 st , 2018 9/12/2018		
Present behavior data to staff <i>Quarterly: minimum of 4 each year</i>	1. 8/10/2018	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. 	Lisa Monroe, Assistant Principal
	2. 10/19/2018		
	3. 3/21/2019		
	4. 5/9/2019		

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. Disobedience/Insubordination	6. Fight/Minor Altercation/Confr
2. Unruly/Disruptive Behavior	7. Cell Phone Violation
3. Disruption on Campus (Minor)	8. Assault/Threat (Non-Criminal)
4. Fighting (Medium)	9. Petty Theft <\$300
5. Unruly/Disruptive Play	10. Defiance of Authority/Hab 01 Violation

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 students, faculty and property.
2. Behave in a safe cooperative manner.
3. Be responsible for your actions.
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	8/18/2018	8:30am
January	1/8/2019	8:30am
4 th Quarter	4/1/19	8:30am
Who will be responsible for teaching the lesson plans?		All Classroom and Specials Teachers
Where will the lesson plan instruction occur?		All Classrooms
Who is responsible for retaining, organizing and distributing all lesson plans?		Lisa Monroe, Assistant Principal

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.Playground	3
2.Cafeteria	2
3.Hallway	0

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>		
		Playground	Cafeteria	Hallway
		Rules	Rules	Rules
		Be respectful to students, faculty and property.	I will speak to and play with others in a positive, respectful manner. I will take turns and share playground equipment with others.	I will use “indoor voices” when speaking with my friends.
Behave in a safe cooperative manner.	I will play appropriately with others.	I will walk at all times when in the cafeteria. I will keep my hands and feet to myself.	I will keep hands and feet to myself. I will always walk with a buddy.	
Be responsible for your actions.	I will use all equipment in a functional manner (intended use).	I will keep my area clean. I will remain at my assigned seat.	I will go directly to the requested location.	

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

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

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

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

When will location-specific rules lesson plans be taught?		
	Date(s)	Time:
August	8/19/18	8:30am
January	1/9/19	8:30am
4 th Quarter	4/2/19	8:30am
Who will be responsible for teaching the lesson plans?		All Classroom and Specials Teachers
Where will the lesson plan instruction occur?		All Classrooms
Who is responsible for retaining, organizing and distributing all lesson plans?		Lisa Monroe, Assistant Principal

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: Be respectful to students, faculty and property.

4 Step Problem Solving Process	Plan
<p>1. Problem Identification: Use your behavior data to identify a school-wide problem. What problem did you identify? <i>(use numerical data)</i></p>	<p>Data used: Number of Office Discipline Referrals</p> <p>Problem Identification: The number of Office Discipline Referrals listing Disobedience/Insubordination as misbehaving incidents raised to the number one misbehavior, whereby it was #6 in 2016-2017 Office Discipline Referrals incidents. In 2017-2018, 27% of the behavior incidents in the BASIS Dashboard (11 out of 41) were Disobedience/Insubordination incidents.</p>
<p>2. Problem Analysis: Why do you think this problem is occurring? What is your goal? <i>(use a SMART goal statement with numerical data)</i></p>	<p>Hypothesis: Students are disrespectful and need to know that disrespect will not be tolerated and respectful students will be rewarded.</p> <p>Goal Statement: By the June 2019, ODRs with Disobedience/Insubordination will decrease by 30% (18).</p>
<p>3. Intervention Design: Describe how you will implement a positive reward program to decrease this problem.</p>	<p>Type of System: <i>Click here to choose a type</i></p> <p>Description of System: Students that display respectful behavior and interact respectfully with adults and peers. Teachers will give students displaying respectful behavior points on a weekly basis. Classroom teachers will keep track of those students that earned points for respectful behavior in all areas of the school. A monthly goal is set for each grade level that is appropriate for the age of the student. At the end of each month, the teachers will submit a list of students to the Assistant Principal via email of the students that reached their goal. The students that have reached their goal will receive an invitation to attend the Monthly Behavior Celebration on the last Friday the end of each month. The Principal and the Assistant Principal will host the monthly celebration. Examples of monthly rewards are: September- dance, October –popcorn, November/December – movie day, January – cupcake and punch, February – ice cream social; Social, March – dance, April – pizza, May – popsicles</p>
<p>4. Evaluation: A. Implementation fidelity</p>	<p>A. How do you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program? Classroom teachers will keep track of those students that earned points for respectful behavior in all areas of the school. A monthly goal is set for each grade level that is appropriate for the age of the student. The monthly goal sheets will be collected at the end of each month to monitor that the system is being implemented regularly and with fidelity.</p>
<p>B. Student outcome monitoring</p>	<p>How will you know if the reward program is positively impacting students? What measurable data will you use to determine “success”? The number of students that reach their goal on a monthly basis will increase month to month. In addition, the number of behavior referrals will decrease by 30% by June 2019.</p>

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. Interrupting other students' work	Making disruptive noise; Throwing objects
2. Arguing with another student	Verbal altercation with classmate that disrupts the learning environment
3. Out of seat without permission	Walking around the classroom without asking the teacher permission to leave seat
4. Refusing to complete assigned work	Not working on assignments given by teacher/substitute.
5. Calling out responses	Answering questions without being called.
6. Dress code violation	Dress in a manner that violates the Code of Conduct or School-wide Uniform Policy

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
Conference with student on inappropriate behavior in this situation and of potential +/- consequences	
Classroom time out	
Notify parent of infraction via Class Dojo, email, or student planner	
Lunch detention (student placed on side table in cafeteria)	
Complete a Behavior Form	

6C. Administration Managed Misbehaviors:

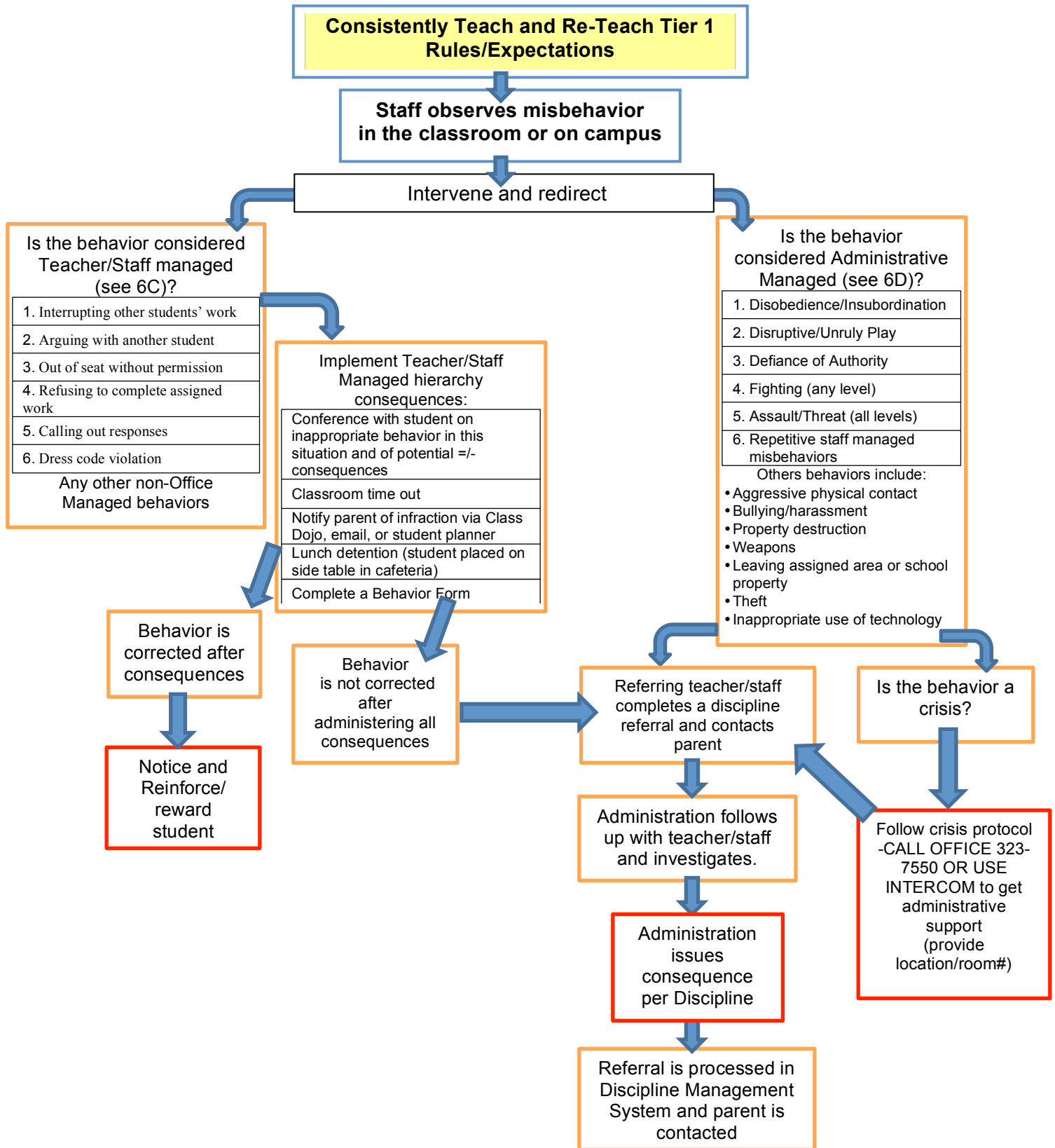
- (a) Define the first 3 behaviors by providing examples that clearly identify the point at which the misbehavior warrants an Office Discipline Referral (ODR).
- (b) List two additional common school-wide misbehaviors that will result in an ODR. Provide concrete examples.
- (c) Determine staff tolerance 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 obey a reasonable or repeated instruction or request from a member of the school staff (i.e., Refusing to follow staff directions; leaving the classroom/area without permission)
2. Disruptive/Unruly Play	Unruly play that interferes or disrupts the learning environment. (i.e., Horse playing; Roasting)
3. Defiance of Authority	Refusing to follow rules given by an adult staff member (i.e., not following rules, ignoring teacher/adult staff directives)
4. Fighting (any level)	Unwanted physical aggressive contact with another student with intent to injure
5. Assault/Threat (all levels)	Any intentional, unlawful threat, by words or action to do violence/injury to another person, coupled with an apparent ability to do so, and doing some act that creates a well-founded fear in another person (i.e., making comments, drawing pictures, passing messages about wanting to hurt someone)
6. Repetitive staff managed misbehaviors	<div style="display: flex; align-items: center; gap: 10px;"> More than 2 Teacher/Staff Managed misbehaviors in <div style="display: flex; gap: 5px;"> one day </div> </div> <p>warrant an office referral.</p> <div style="display: flex; align-items: center; gap: 20px;"> e.g., <div style="display: flex; flex-direction: column; align-items: center;"> 3 2 </div> <div style="display: flex; flex-direction: column; align-items: center;"> <i>half</i> <i>one</i> </div> <div style="display: flex; flex-direction: column; align-items: center;"> <i>hour</i> <i>period</i> </div> </div>

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? <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 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 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 staff skills, not student outcomes)</i>
<input type="checkbox"/> CHAMPs 7 Up Checklist
<input checked="" 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 universal screening across teachers to determine the need for classroom management training:
Fidelity of Implementation Plan: Administration and Positive Behavior Team will walk through each classroom monthly. Feedback is provided to teachers through the use of the CHAMPs Classroom Check Up (CCU) and through quarterly analysis of Marzano's Domain 1, Design Questions 5, 6, 7, 8, 9. If teachers receive less than "developing", they will be asked to review CHAMPs and SPBP Expectations/Rules Lessons with students. If by the following quarter, data from CHAMPs CCU and Marzano's Domain 1 (DQ 5-9) does not improve, administration will ask teachers with classroom management concerns to re-take CHAMPs training.

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 :	25
Total number of school-wide discipline referrals:	31
% of referrals in the classroom:	80.6%
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:	484		
# Referrals		% of Total Population	Core Effectiveness
0 - 1 referral		99%	Are your 0 – 1 referrals > 80%? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2 - 5 referrals (at risk students)	8	1%	Are your 2 - 5 referrals <15%? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
> 5 referrals (high risk students)	2	0%	Are your >5 referrals <5%? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

8B. Core Effectiveness Plan:

If all 3 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: <i>At the beginning of the year, the Assistant Principal will collect data on new and articulating students. The Assistant Principal will develop a list of potential students needing proactive positive behavior support. The Positive Behavior Team will retrieve referral data quarterly to determine which teachers may be in need of a CHAMPs refresher and/or CHAMPs mentor. Administration will ensure that all teachers needing additional CHAMPs Support receives it—either through District Support or in-house.</i>	

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	67%	44%	-17	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Hispanic/Latin	22%	33%	11	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
White	N/A	N/A	0	<input type="checkbox"/> Yes <input checked="" 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 all 3 are “No”, disproportionality is not indicated. Are all 3 “No”?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Answer either (a) or (b):	
(a) If you answered “Yes”, although your data indicates equity, what plan does your school leadership team implement for early identification of any disproportionality issues	
(b) If you answered “No”, indicate the support plan and interventions your school leadership team will implement at the beginning of next year to improve sub group disproportionality	
Disproportionality Plan: Our data indicates that there is a 14% difference in disproportionality in the Hispanic/Latin subgroup. To address this we will share this data with our teachers and staff, as well as our stakeholders. The discipline flow chart will be followed with fidelity. During our quarterly meetings, we will pay close attention to all subgroups. Training will be provided for teachers who have deficiencies with disproportionately issuing referrals. Administration and the Positive Behavior Team will monitor data quarterly.	

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	<input checked="" type="checkbox"/> This Action Plan has been saved to use <i>next year</i> during quarterly meetings	Lisa Monroe, Assistant Principal
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	Lisa Monroe, 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	Lisa Monroe, 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 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/ <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	Lisa Monroe, 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	Lisa Monroe, 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	Lisa Monroe, Assistant Principal
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.	Lisa Monroe, 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	Lisa Monroe, 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.	Lisa Monroe, 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	Lisa Monroe, Assistant Principal
April	<input type="checkbox"/> Submit your SPBP in OSPA by April 30 th every year	Lisa Monroe, 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 the end of each month, 100% of hallways, cafeteria, and all classrooms will have at least 2 posters of expectations and rules posted.	Refer to quarterly presentation dates in 2B. This is the data the team will be sharing during presentations.	Lisa Monroe (Assistant Principal) will complete observations and tally monthly. Data findings shared in graphic format in quarterly meetings.
Behavior lesson plans are being taught as written and when indicated	By May 1, 2019, 95% of teachers will have taught all of the school-wide expectations behavior lesson plans as measured by the submission of their teacher lesson plans to the Principal.		Jonathan Leff (Principal) will collect and check for behavior lesson plans in August, January, and April immediately following the designated teach/re-teach times. Findings will be reported during quarterly meeting.
Discipline consequences and flow chart are being used by all staff as written	Every quarter, there will be a 5% decrease in the number of Office Discipline Referrals that contain previously identified staff-managed misbehaviors as measured by a referral review by the Positive Behavior Team.		Lisa Monroe (Assistant Principal) will compile ODR quarterly for Positive Behavior Team to analyze. Findings will be reported at quarterly meeting.
A reward system is being implemented for <i>all</i> students	By the end of the reward system timeline, 100% of teachers will have submitted at least 85% of each class’ roster as measured by the Monthly Behavior Celebration’s participation.		Lisa Monroe (Assistant Principal) will collect and monitor Monthly Behavior Celebration’s participation sheets. Positive Behavior Team will analyze and report findings at quarterly meeting.

10B. How will you determine whether the SPBP is successful in positively impacting **students**?

“If staff are implementing the SPBP consistently and effectively, did it positively impact the students? How do you know?”

Student Outcome Monitoring Plan

Student Outcome Data	Create an observable and measurable SMART goal to determine “successful” student outcomes	When will data be collected, analyzed & presented?	Person responsible to collect and analyze data
See critical element 3A • Type of behavior incidents data	By June 4, 2019, school-wide student Office Discipline Referrals will reduce 5% each quarter, as measured by BASIS Behavior Dashboard.	Refer to quarterly presentation dates in 2B. This is the data the team will be sharing during presentations.	Lisa Monroe (Assistant Principal) will collect ODR data. PBIS Team will analyze and report findings at quarterly meeting.
See critical element 4A • Top 3 event locations data	By the end of every quarter, there will be 5% fewer referrals from the playground.		Lisa Monroe (Assistant Principal) will collect playground ODR data. PBIS Team will analyze and report findings at quarterly meeting.
See critical element 8 • Core effectiveness data	By the end of every quarter, there will be less than 10% of students receiving 2 - 5 referrals.		Lisa Monroe (Assistant Principal) will collect ODR data. PBIS Team will analyze and report findings at quarterly meeting.
See critical element 7A • Grade Level/Classroom referrals data	<i>By the end of the year, student referrals from the classroom will decrease by 10%.</i>		Lisa Monroe (Assistant Principal) will collect iObservation data. PBIS Team will analyze and report findings at quarterly meeting.