

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:	Dave Thomas Education Center (West)/Charles Drew Family Resource Center
School Number:	3651
SPBP Contact Name:	Padrica Hardy
Direct Phone Number:	(754) 321-6800

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?
Tracy Lockhart Talley	Principal	Administration
Padrica Hardy	SPBP Point of Contact	Teacher/Behavior Support West Campus (all students)
Sharon Josey	Parent/Community Representation	SAC
Manoucheka Dolcine (for Linda Morris)	BTU Representative	Faculty/Staff
Celeste Humphrey	Assistant Principal	Administration
Synithia Crawford	Assistant Principal	Administration
Tonika Julien	Instructional Coach	Teen Parents/Science Department
John Wells	Family Counselor	West Campus (All students)
Jodi Schenkel	Instructional Coach	Mathematics
Felecia Dean	Teacher	Mathematics

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:
8/14/2018	9:30 a.m.	Padrica Hardy, Teacher, Behavior Support	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)
10/4/2018	9:30 a.m.	Padrica Hardy, Teacher, Behavior Support	
1/10/2019	9:30 a.m.	Padrica Hardy, Teacher, Behavior Support	
4/4/2019	9:30 a.m.	Padrica Hardy, Teacher, Behavior Support	

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	4/5/2018	# of participants = 42	Padrica Hardy
Held a <i>faculty</i> vote on the new SPBP (for SY 2018/19)	4/5/2018	% approved =98%	Padrica Hardy
Presented the <i>new</i> SPBP (for SY 2018/19) to stakeholders (parents and community)	4/17/2018	# of participants =	Tonika Julien

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: 8/8-14/2018	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.	Padrica Hardy/Tonika Julien
Present the 2018/19 SPBP to stakeholders (parents and community)	Prior to Oct 1 st , 2018 9/11/2018		
Present behavior data to staff <i>Quarterly: minimum of 4 each year</i>	1. 10/18/2018	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. 	Padrica Hardy
	2. 1/10/2019		
	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. Class Cut/Skipping	6. Leaving Campus without permission
2. Disobedience/Insubordination	7. Profanity to Staff Member
3. Unruly/Disruptive Behavior	8. Defiance of Authority/Hab 01 violation
4. Cell phone violation	9. Disruptive/Unruly Play
5. Out of Assigned Area	10. Disruption on Campus (minor)

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 responsible every day
2. Be cooperative and compliant every day
3. Demonstrate self-control
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, 2018	TBD
January	January 23, 2019	TBD
4 th Quarter	April, 2019	TBD
Who will be responsible for teaching the lesson plans?		Faculty/Behavior Team
Where will the lesson plan instruction occur?		Classrooms/Expectation Assemblies
Who is responsible for retaining, organizing and distributing all lesson plans?		Padrica Hardy

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.School Grounds	100
2.Hallways	14
3.Bus	12

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>		
		School Grounds	Hallways	Bus
		Rules	Rules	Rules
	Be responsible every day	Come to school daily and attend all classes as scheduled. “Attendance counts!”.	Travel to and from classes in a timely manner and with proper authorization and documentation.	Responsibility and safety go hand-in-hand on your bus rides to and from school. Stay alert and stay alive.
	Be cooperative and compliant every day.	“Complying is fun! Just do it!”	Follow school rules in and out of the classroom.	Be respectful and cooperative with the bus driver...it’s a long walk between your house and the school.
	Demonstrate self-control	1. Stop. 2. Think. 3. What could happen? 4. Is this what I want? 5. THINK BEFORE YOU ACT.	“Rule your mind”.	Let your superpower be your self-control. School bus safety is everybody’s responsibility.
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, 2018	TBD
January	January 23, 2019	TBD
4 th Quarter	April 17, 2019	TBD

Who will be responsible for teaching the lesson plans?	Faculty/Behavior Team
Where will the lesson plan instruction occur?	Classrooms/Expectation Assemblies
Who is responsible for retaining, organizing and distributing all lesson plans?	Padrica Hardy

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 responsible every day.

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: BASIS Problem Identification: Class cut/skipping
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: Communication gaps between students, faculty, and guidance staff, often result in student manipulation of their schedules. These delays are facilitated by time lapses between schedule changes as well as student utilization of delay tactics to “free-up” time on their schedules. This “free time” is often leads to students being “out of their assigned areas” or spending valuable instructional time in other classes without proper authorization. Goal Statement: Increased/more frequent communication between students, guidance staff, and faculty, will result in a decrease of 4% to 5% (from 23% of discipline referrals submitted via BASIS) to 17%-18% by March, 2019 as it relates to class cut/skipping incidents.
3. Intervention Design: Describe how you will implement a positive reward program to decrease this problem.	Type of System: Economic simulation system Description of System: <i>(3-4 sentences) This system has worked very well for our sites in previous years. Students are awarded economic incentives on the basis of school and class attendance. The “excellent” attendance incentives are awarded each quarter.</i>
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) It is easy to align the quarterly rewards with the quarterly behavior and attendance expectation assemblies and meetings. Various staff members contribute to the collection of data and its analysis to ensure fidelity and accuracy.</i>
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> Data analysis (attendance/BASIS).

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. Cell phone	Accessing cell phone for non-academic purposes such as texting/web/music/talking/charging
2. Off-task behaviors	Pre-occupied with non-academic endeavors such as sleeping/talking to classmates as opposed to completing assignments
3. Classroom disruption	Disturbing the learning environment; impeding the learning process; loud talking and/or out of seat without permission/distracting the other students
4. Excessive tardiness	Consistently late to class without proper authorization or official reason
5. Out of assigned area	Often out of class during instructional time; often found in areas not related to the student's official schedule (in the gymnasium as opposed to science class without permission of faculty/staff OR using the downstairs RR when the student's class of record is upstairs)
6. Skipping the cafeteria line	Moving to the head of the line instead of waiting one's turn during breakfast/lunch.

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
<ul style="list-style-type: none"> Warning to student One-on-one teacher/student conference Parental contact Referral to behavioral staff (family counselor/social worker/ese specialist, if necessary) one-on-one conference Parent/teacher conference in school 	

6C. Administration Managed Misbehaviors:

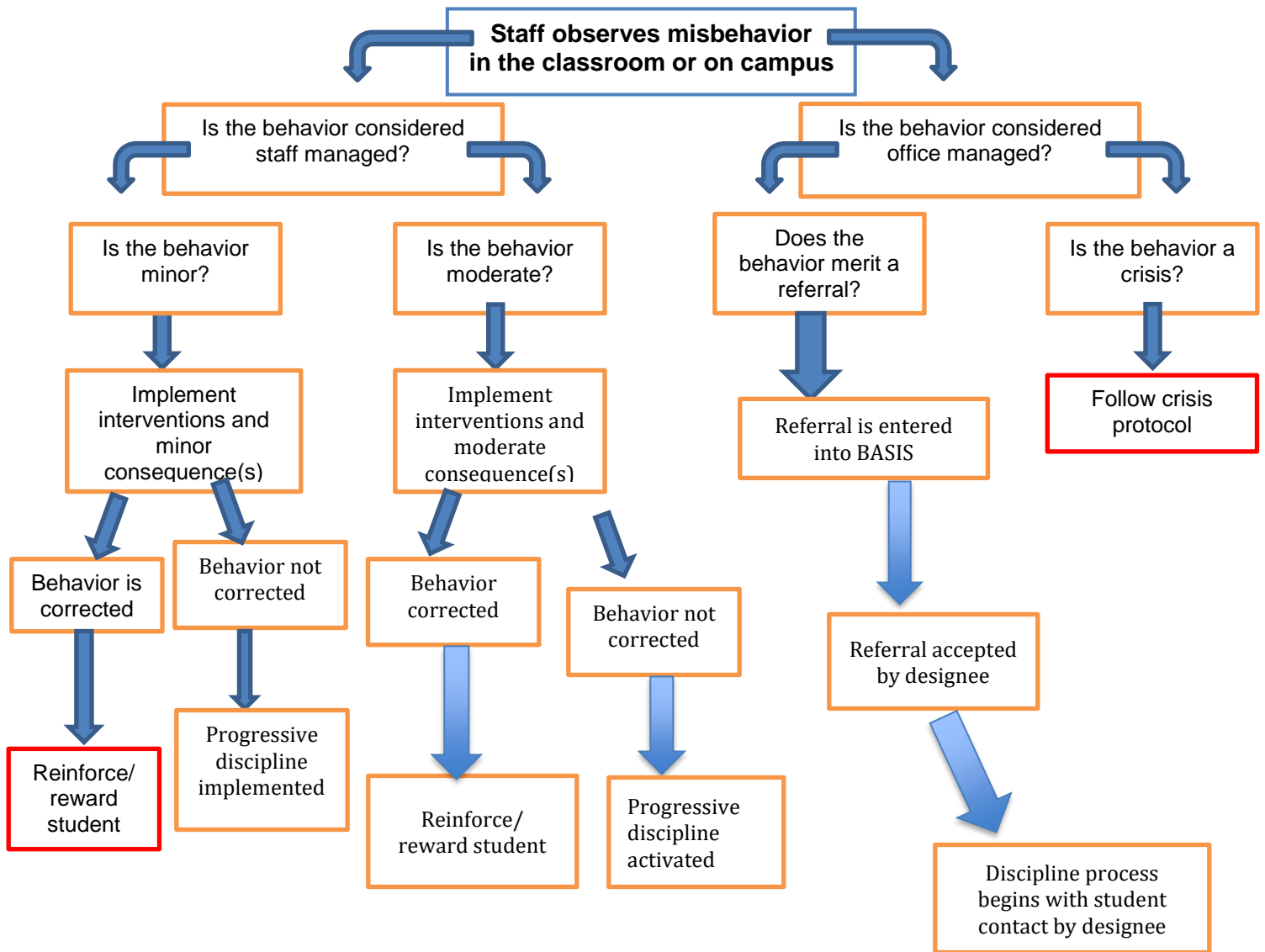
- (a) Define the first 3 behaviors by providing examples that clearly identify the point at which the misbehavior warrants an Office Discipline Referral (ODR).
- (b) List two additional common school-wide misbehaviors that will result in an ODR. Provide concrete examples.
- (c) Determine staff tolerance 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
2. Disruptive/Unruly Play	Unruly behavior or insubordinate conduct that interferes with or disrupts the learning environment
3. Defiance of authority	Repetitive Disobedience/insubordination in separate events/incidents (4 or more)
4. Cell phone violations	The use of wireless communication devices (including, but not limited to, cellular telephones, mp3 players, iPods, etc.) in violation of the time, place, and manner restrictions outlined in the Code of Student Conduct.
5. out of assigned area	
6. Repetitive staff managed misbehaviors	More than 2 misbehaviors in 50 minutes warrants an office referral. <i>e.g., 3 half hour</i> <i> 2 one period</i>

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.

6D. Continue and customize the next steps in this flow chart to show the discipline process at your school. (Or you may delete this flow chart and create your own from scratch.)



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 checked="" type="checkbox"/> PBIS Classroom Management <input checked="" 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:	N/A
*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 type="checkbox"/> CHAMPs Classroom Check Up (CCU)
<input type="checkbox"/> PBIS Classroom Assistance Tool (CAT)
<input checked="" type="checkbox"/> PBIS Walkthrough
<input checked="" type="checkbox"/> Marzano’s Domain 1, Design Questions 5, 6, 7, 8, 9
<input checked="" 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 <u>across teachers</u> to determine the need for classroom management training:
Fidelity of Implementation Plan: <i>(3-4 sentences)</i> We are reviewing tools for utilization in the upcoming school term as well as to inform what type of training would best address the needs of the faculty.

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:	155
Total number of school-wide discipline referrals:	336
% of referrals in the classroom:	46%
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:	799			
# Referrals		% of Total Population	Core Effectiveness	
0 - 1 referral		90%	Are your 0 – 1 referrals > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2 - 5 referrals (at risk students)	72	9%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
> 5 referrals (high risk students)	6	1%	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: <i>(3-4 sentences)</i> Our school utilizes the RTI process with fidelity and the process is often initiated via teacher “with-it-ness” skills and student identification. We also make use of the time that permits teachers to meet as team and approach student analysis from a team perspective. Collaboration occurs often and is very effective (guidance department, E.S.E, behavior support, academic progress, social integration).	

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	78	82	4	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Hispanic/Latin	13	9	-4	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
White	6	6	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 <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: <i>(3-4 sentences)</i> Our schools’ (DTEC/CDFRC) environments are ones in which cultural sensitivities and appreciation of the varied differences within our student populations are ingrained in our daily processes. Faculty and staff are cognizant of the importance of creating and maintaining a fair and balanced approach to learning as well as in how we facilitate disciplinary-driven interactions with our students and their families. Specifically, for our students whose parents may not be proficient in speaking English, we are certain to provide staff members for meetings, RTI, disciplinary conferences, who are proficient in Creole and/or Spanish, as a means of providing clarity and a certain comfortability in what sometimes may be viewed as intimidating interaction with school officials.	

Critical Elements # 9: SPBP Implementation Planning

This form provides a timeline to complete best practices and required actions. This timeline should drive team actions and accountability. As you implement your SPBP *NEXT* year, check off **completed items** and indicate the accountable person. **(Complete only the yellow highlighted area at this time)**. Next year, you will upload this completed plan within your SPBP.

Required actions for all schools in Broward County

Best Practices for all schools in Broward County

Resources



SPBP Team Implementation Action Plan 2018 - 2019		
Month	Action Step <i><input checked="" type="checkbox"/> check when Action completed</i>	Completed: Person Responsible Name & Title
Current	<input checked="" type="checkbox"/> This Action Plan has been saved to use <i>next year</i> during quarterly meetings	Padrica Hardy
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	Padrica Hardy
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	Click here to enter NAME & title.
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	Click here to enter NAME & title
September	<input type="checkbox"/> Provide stakeholder presentation on SPBP prior to October 1 <input type="checkbox"/> Check for staff and teacher understanding of PBIS - provide "PBIS 101" Brainshark as a resource Brainshark available at: http://www.brainshark.com/browardschools/PBIS101	Click here to enter NAME & title.
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	Click here to enter NAME & title.
November	<input type="checkbox"/> Staff to re-teach Expectations and Rules first day back from break. <input type="checkbox"/> Team to develop new and/or improved lesson plans as indicated by behavior data.	Click here to enter NAME & title
January 2019 3 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 <u>Principal signs in</u> and watches the <u>new</u> 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 <u>new</u> SPBP <input type="checkbox"/> Teams watch the <u>new</u> SPBP Brainsharks and refers to <u>new</u> "Additional items" Brainsharks and Additional items posted at: http://www.browardprevention.org/mtssrti/rtib	Click here to enter NAME & title.
February	<input type="checkbox"/> Ensure progress towards completion of SPBP <input type="checkbox"/> Check on recently hired staff for PBIS understanding - provide "PBIS 101" Brainshark resource <input type="checkbox"/> Provide the SPBP SurveyMonkey link to all staff (optional). Email Tyne.hogan@browardschools.com to request analysis.	Click here to enter NAME & title
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	Click here to enter NAME & title
April	<input type="checkbox"/> Submit your SPBP in OSPA by April 30 th every year	Click here to enter NAME & title

CRITICAL ELEMENT # 10: Monitoring Plans

10A. How will you determine the success **of staff implementation** of the School-wide Positive Behavior Plan?

“Are staff implementing the SPBP with fidelity? How do you know?”

Fidelity of Implementation Monitoring Plan			
Action Step	Create an 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	Expectations and rules marketing plan is coherent and once implemented is frequently monitored (quarterly) and rotated (quarterly).	Refer to quarterly presentation dates in 2B. This is the data the team will be sharing during presentations.	Behavior Team/Padrica Hardy
Behavior lesson plans are being taught as written and when indicated	Materials are gathered and provided to staff members as scheduled (quarterly)		Behavior Team/Padrica Hardy
Discipline consequences and flow chart are being used by all staff as written	Uniformity of staff managed discipline is (should be) reflected in its impact upon office disciplinary referrals (decrease in the number of classroom-derived referrals for minor disciplinary infractions- less than 40% of total referrals written)		Behavior Team/Padrica Hardy
A reward system is being implemented for <i>all</i> students	All students will be oriented to the reward system for behavior expectations compliance (especially as it relates to decreasing by 4%-5% the number of students skipping/cutting classes).		Behavior Team/Padrica Hardy

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	The number of students skipping/cutting classes will decrease by at least 5% by March, 2019.	Refer to quarterly presentation dates in 2B. This is the data the team will be sharing during presentations.	Padrica Hardy
See critical element 4A • Top 3 event locations data	The number of students committing infractions in the top 3 locations (school grounds/hallways/bus) will decrease by at least 5% by March, 2019.		Padrica Hardy
See critical element 8 • Core effectiveness data	The core effectiveness score will be maintained or increased (with emphasis upon addressing the students with >5 referrals).		Padrica Hardy
See critical element 7A • Grade Level/Classroom referrals data	The total number of discipline referrals from classrooms will decrease to less than 40% of overall number of school-wide discipline referrals by March, 2019.		Padrica Hardy