

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:	Discovery Elementary
School Number:	3962
SPBP Contact Name:	Raylene Thomas
Direct Phone Number:	754-322-9100

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?
Julie DeGreeff	Principal	Administration
Raylene Thomas	SPBP Point of Contact	Administration
Melissa McCormick	Parent/Community Representation	SAC/SAF
Barjeanne Gaston	BTU Representative	Instructional Staff
Arlene Callander	Kindergarten Teacher	Kindergarten
Shaquoia Brooks-Moore	First Grade Teacher	First Grade
Brandy Williams	Second Grade Teacher	Second Grade
Shayla Dekle	Third Grade Teacher	Third Grade
Tameka Broomfield	Fourth Grade Teacher	Fourth Grade
Krystal Schechter	Fifth Grade Teacher	Fifth Grade

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

Meeting Date	Meeting Time	Name & title of person responsible to facilitate meeting	Content of meetings:
8/10/2018	1:00 pm	Raylene Thomas 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)
10/18/2018	1:00 pm	Raylene Thomas Assistant Principal	
1/7/2019	1:00 pm	Raylene Thomas Assistant Principal	
3/21/2019	1:00 pm	Raylene Thomas 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	4/23/2018	# of participants = 61	Raylene Thomas Assistant Principal
Held a <i>faculty</i> vote on the new SPBP (for SY 2018/19)	4/25/2018	% approved = 94.4%	Raylene Thomas Assistant Principal
Presented the <i>new</i> SPBP (for SY 2018/19) to stakeholders (parents and community)	5/16/2018	# of participants = 12	Raylene Thomas 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.	Raylene Thomas Assistant Principal
Present the 2018/19 SPBP to stakeholders (parents and community)	Prior to Oct 1 st 2018 9/18/2018		
Present behavior data to staff <i>Quarterly: minimum of 4 each year</i>	1. 10/1/2018	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. 	Raylene Thomas Assistant Principal
	2. 12/3/2017		
	3. 2/4/2018		
	4. 4/1/2018		

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. SB: UNRULY/DISRUPTIVE BEHAVIOR	6. Z9: LEVEL 3 BUS VIOLATIONS
2. XA: DISRUPTION ON CAMPUS (MINOR)	7. Z8: LEVEL 2 BUS VIOLATIONS
3. 01: DISOBEDIENCE/ INSUBORDINATION	8. ZN: ASSULT/ THREAT (NON-CRIMINAL)
4. UP: DISRUPTIVE/UNRULY PLAY	9. N/A
5. WB: WEAPONS-CLASS B (POSSESSION)	10. N/A

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

School-wide Expectations
1. Respect Others
2. Act Responsibly
3. Be Cooperative
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	15 th -17 th	8:00 - 9:00 am
January	8 th - 11 th	8:00 - 9:00 am
4 th Quarter	April 1 st - 5 th	8:00 - 9:00 am
Who will be responsible for teaching the lesson plans?		The Classroom Teacher and Certified School Counselor, Valerie Harley-Gardner
Where will the lesson plan instruction occur?		Classroom
Who is responsible for retaining, organizing and distributing all lesson plans?		Ms. Raylene Thomas, 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	5
2. Library	4
3. Cafeteria	1

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>		
		Library	Playground	Cafeteria
		Rules	Rules	Rules
	Respect Others	<ul style="list-style-type: none"> Follow directions the first time. Keep hands, feet, and objects to yourself. 	<ul style="list-style-type: none"> Play fairly 100% of the time. When using equipment make sure to treat it with care 100% of the time. 	<ul style="list-style-type: none"> Speak kindly toward each other and communicate in a positive way. Remain seated and follow cafeteria monitor’s directions.
	Act Responsibly	<ul style="list-style-type: none"> Watch where you are going and stay with your class at all times. Set a good example and keep conversation to a level 1. 	<ul style="list-style-type: none"> Use playground equipment correctly and appropriately. Share materials. 	<ul style="list-style-type: none"> Maintain conversation at a level one. Clean up after yourself. Assist others’ in need and model appropriate behavior.
Be Cooperative	<ul style="list-style-type: none"> Walk silently, face forward, and keep hands and feet to yourself. Leave personal space between yourself and others. When entering the library always walk on the right side. 	<ul style="list-style-type: none"> Wait for your turn 100% of the time. Stay in designated area 100% of the time. 	<ul style="list-style-type: none"> Clean up after yourself. Wait patiently in line for lunch or breakfast. 	
N/A	N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A	N/A

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	15 th -17 th	8:00 - 9:00 am
January	8 th -11 th	8:00 - 9:00 am
4 th Quarter	April 1 st – 5 th	8:00 - 9:00 am
Who will be responsible for teaching the lesson plans?		The Classroom Teacher and Certified School Counselor, Valerie Harley-Gardner
Where will the lesson plan instruction occur?		Classroom
Who is responsible for retaining, organizing and distributing all lesson plans?		Ms. Raylene Thomas, 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: Cafeteria

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: SB: UNRULY/DISRUPTIVE BEHAVIOR
2. Problem Analysis: Why do you think this problem is occurring? What is your goal? (<i>use a SMART goal statement with numerical data</i>)	Hypothesis: Students lack the necessary social skills to interact appropriately with one another in a non- structured environment. Goal Statement: Given 2 out of 3 times student’s will be able to use various social skills when interacting with peers in a non-structural environment.
3. Intervention Design: Describe how you will implement a positive reward program to decrease this problem.	Type of System: Point system Description of System: <i>Students will receive Dolphin Diner points based on social skills in the cafeteria. These points will be converted to Dolphin Dollars which students can use on a weekly basis. They will then be able to use the dollars on a variety of tangible items, passes for weekly (switch specials, eat lunch with a friend, iPad) and quarterly rewards (Dance, basketball game, Kickball Game, movie, and Wii)</i>
4. Evaluation: A. Implementation fidelity	A. How do you monitor the fidelity (consistency and effectiveness) of the staff’s implementation of the reward program? <i>Cafeteria monitors will evaluate the overall behavior of a class with colored cups. Each color represents a specific amount of points: Blue is worth 3 points, Green is worth 2 points, Yellow is worth 1 point, and Red is worth 0 points. If a class earns a “blue/green” cup four of the five days each student will receive five dolphin dollars. The class with the highest average of points will be announced on WDEL and receive ten Dolphin Dollars.</i>
B. Student outcome monitoring	B. How will you know if the reward program is positively impacting students ? What measurable data will you use to determine “success”?

	The bulletin board will show the students and staff a quarterly record of cafeteria behavior. The store will also keep records of passes and tangible items sold. Raylene Thomas will bring the information to our RTIB quarterly meetings. The team will monitor and keep track of what is working effectively and will make changes according to the overall effectiveness of the program.
--	--

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. Talking Back	When asked a question the student will have the last word in the discussion or reply back to the teacher defiantly three out of the four times when spoken too.
2. Calling out	Three out of four times a day the student will not raise their hand to answer a question or interrupts when someone else is speaking.
3. Not following rules and procedures	Three out of four times a day, the student will not follow rules or procedure laid out by Discovery Faculty.
4. Out of Seat	Four out of five times a day, the student will get out of his or her seat or center to wonder around the classroom.
5. Not completing assignments	Three out of four times a day, the student will not complete an assignment or task within a reasonable amount of time.
6. Off Task	Two out of three times a day a student will not work on a specific assignment they are given by the teacher.

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
Verbal Redirection/ Non Verbal Cues	
Student Conference	
Re-Teach Expectation	
Reinforce/reward behavior	
Contact Parent	

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).

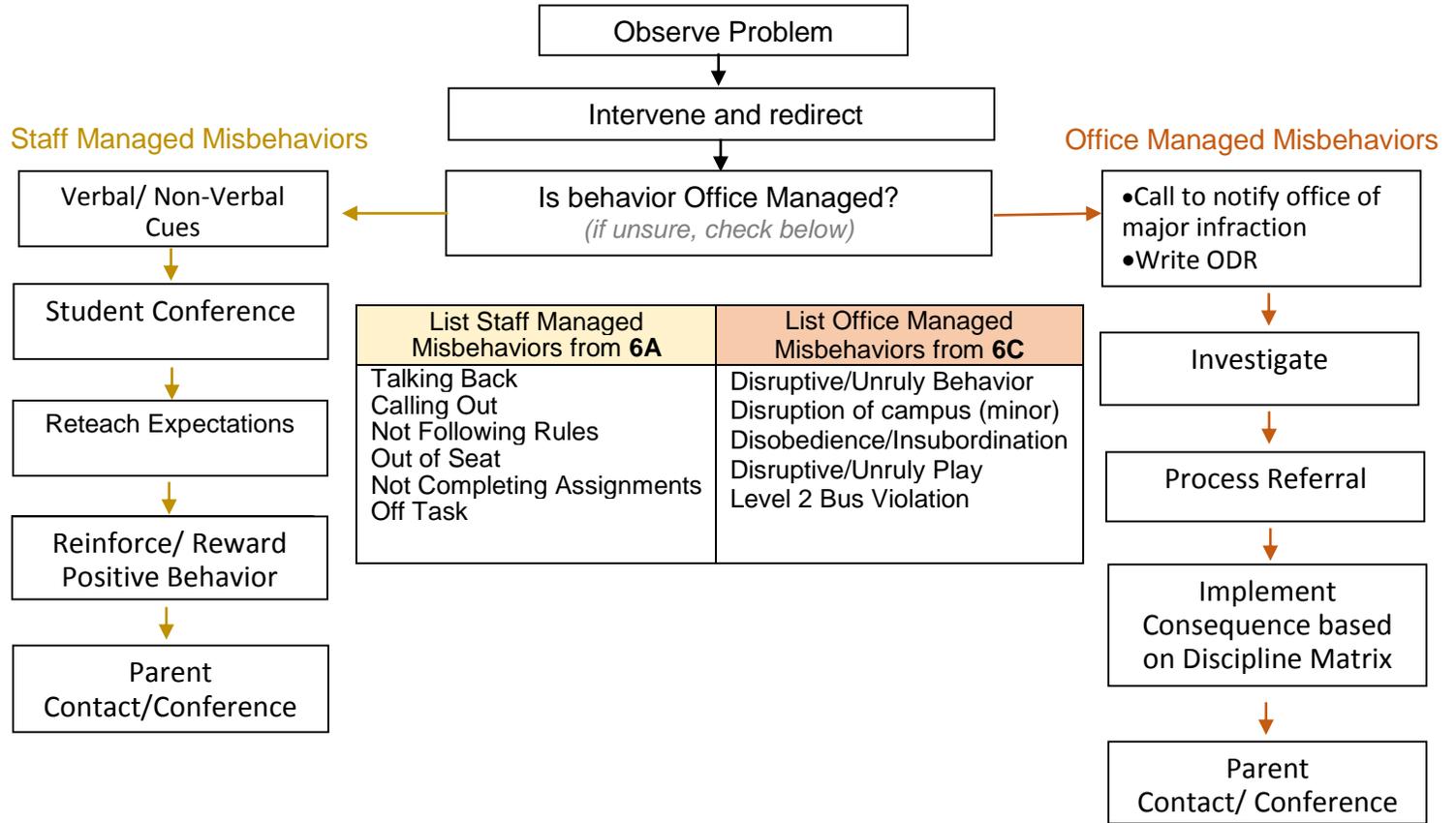
Office Discipline Referrals (ODRs)	
Behavior	“Looks Like” - <i>provide a description with example(s)</i>
1. Disruptive/Unruly Behavior	When the class is asked to focus on a specific instructional lesson, the student lacks focus and disrupts the learning environment.
2. Disruption of campus (minor)	During instructional time the student flips over the desk and throws a temper tantrum.
3. Disobedience/Insubordination	When a student is given a specific direction, the student fails to follow a repeated instruction or request.
4. Disruptive/Unruly Play	When the student carries over a game from recess to the classroom the students gets hurt in the process.
5. Level 2 Bus Violation	While the bus is in motion, the student is consistently getting out of their seat.
6. Repetitive staff managed misbehaviors	More than <input type="text" value="3"/> misbehaviors in <input type="text" value="one"/> <input type="text" value="hour"/> warrants an office referral.

	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



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 :	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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No

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

What data collection tool does your school leadership team use to monitor and evaluate your teacher's classroom management skills? <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 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 <u>across teachers</u> to determine the need for classroom management training:
Fidelity of Implementation Plan: The data collected is analyzed on a monthly basis by the Assistant Principal. Data is then shared with the leadership team. Based on the data collected, teachers are provided feedback and or training if necessary.

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 "iZero Divide" in the next cell and pressing "Fn + F9" together.

Total number of discipline referrals from classrooms :	27
Total number of school-wide discipline referrals:	63
% of referrals in the classroom:	30%
Do more than 40% of your referrals come from the classroom?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

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

CRITICAL ELEMENT # 8: Data Collection and Analysis

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

(a) Complete the yellow highlighted cells first.

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

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

TOTAL Population:	985			
# 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 continuing students to identify students that may be at risk and or at high risk. The students that are identified as being at risk or at high risk will be given support and interventions. There will be monthly data reports on student referrals and will be reviewed.</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	85%	89%	4	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Hispanic/Latin	3%	2%	-1	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
White	12%	9%	-3	<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: <i>Our data indicates that the percentage of referrals contributed to the subgroup Black is higher than expected given the subgroups’ percentage in student population. To address this concern data will be monitored biweekly. We will also utilize the discipline flow chart, and provided training to all teachers at the beginning of the year.</i>	

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	Raylene Thomas 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	Raylene Thomas 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	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 and watches the new SPBP Brainshark: Due January 30th</u> <input type="checkbox"/> Present implementation data, behavior data, team activities and progress to entire staff <input type="checkbox"/> Choose team members and dates to work on, complete, and submit the <i>new</i> SPBP <input type="checkbox"/> Teams watch the <i>new</i> SPBP Brainsharks and refers to <i>new</i> "Additional items" Brainsharks and Additional items posted at: 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	By the end of each month, the cafeteria and all classrooms will have 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.	Raylene Thomas, Assistant Principal will share data with the Rtl B team on 8/10/18, 10/18/18, 1/7/19, and 3/21/19. Data will be shared with staff in monthly staff meetings quarterly, on the first Monday of the month (10/1/18, 12/3/18, 2/4/19, and 4/1/19).
Behavior lesson plans are being taught as written and when indicated	80% of all teacher’s lesson plans will include specified Lesson Plans.		Raylene Thomas, Assistant Principal will share data with the Rtl B team on 8/10/18, 10/18/18, 1/7/19, and 3/21/19. Data will be shared with staff in monthly staff meetings quarterly, on the first Monday of the month (10/1/18, 12/3/18, 2/4/19, and 4/1/19).
Discipline consequences and flow chart are being used by all staff as written	100% of our teachers will be observed modeling behavior plan strategies and using flow chart as written.		Raylene Thomas, Assistant Principal will share data with the Rtl B team on 8/10/18, 10/18/18, 1/7/19, and 3/21/19. Data will be shared with staff in monthly staff meetings quarterly, on the first Monday of the month (10/1/18, 12/3/18, 2/4/19, and 4/1/19).
A reward system is being implemented for <i>all</i> students	100% of our teachers will be observed implementing the Discovery Elementary Reward System.		Raylene Thomas, Assistant Principal will share data with the Rtl B team on 8/10/18, 10/18/18, 1/7/19, and 3/21/19. Data will be shared with staff in monthly staff meetings quarterly, on the first Monday of the month (10/1/18, 12/3/18, 2/4/19, and 4/1/19).

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 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	Students will be observed following the expectations taught 80% of the time.	Refer to quarterly presentation dates in 2B. This is the data the team will be sharing during presentations.	Raylene Thomas, Assistant Principal will share data with the Rtl B team on 8/10/18, 10/18/18, 1/7/19, and 3/21/19. Data will be shared with staff in monthly staff meetings quarterly, on the first Monday of the month (10/1/18, 12/3/18, 2/4/19, and 4/1/19).
See critical element 4A • Top 3 event locations data	Students will be observed following the expectations taught 80% of the time.		Raylene Thomas, Assistant Principal will share data with the Rtl B team on 8/10/18, 10/18/18, 1/7/19, and 3/21/19. Data will be shared with staff in monthly staff meetings quarterly, on the first Monday of the month (10/1/18, 12/3/18, 2/4/19, and 4/1/19).
See critical element 8 • Core effectiveness data	Students will be observed following the expectations taught 80% of the time.		Raylene Thomas, Assistant Principal will share data with the Rtl B team on 8/10/18, 10/18/18, 1/7/19, and 3/21/19. Data will be shared with staff in monthly staff meetings quarterly, on the first Monday of the month (10/1/18, 12/3/18, 2/4/19, and 4/1/19).
See critical element 7A • Grade Level/Classroom referrals data	Students will be observed following the expectations taught 80% of the time.		Raylene Thomas, Assistant Principal will share data with the Rtl B team on 8/10/18, 10/18/18, 1/7/19, and 3/21/19. Data will be shared with staff in monthly staff meetings quarterly, on the first Monday of the month (10/1/18, 12/3/18, 2/4/19, and 4/1/19).