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. <u>ACTION</u>: Log in with your p # and watch the Brainshark <u>before Jan 30th</u>.**
- ✓ **A NEW Overview Brainshark for Teams. <u>ACTION</u>: 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*.
<u>ACTION</u>: **Download, complete and upload the SPBP into your School Improvement Plan <u>before May 1, 2018</u>:**

School Name:	Panther Run Elementary School
School Number:	3571
SPBP Contact Name:	Ms. Saef, Principal & Dr. Chacona, A.P.
Direct Phone Number:	754-323-6850

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 <u>ongoing team meetings</u> and <u>participation in developing this SPBP</u>. 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?
Elaine L. Saef	Principal	Principal
Shannon Michael Chacona, Ph.D.	SPBP Point of Contact	Assistant Principal
Rachael Steffenson	Parent/Community Representation	SAC
Kathleen Garcia	BTU Representative	BTU
Dale Cohen	Kindergarten Grade Chair	Kindergarten Team
Sherry Law	First Grade Chair	First Grade Team
Gabriella Rodriguez	Second Grade Chair	Second Grade Team
Janet Delgado	Third Grade Chair	Third Grade Team
Nicole Williams-Roulhac	Fourth Grade Chair	Fourth Grade Team
Amy Sakowitz	Fifth Grade Chair	Fifth Grade Team
Beth Birdsong	ESE Specialist	ESE
Lara Smith	Autism Coach	Specialized Program
Tania Pinto	Literacy Coach	Teachers
Marla Pollack	Guidance Counselor	Support Staff
Yvette Acosta-Hadley	Classroom Assistant	Non-Instructional

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:
10/22/2018	8:30 a.m.	Ms. Saef/Dr. Chacona, Administration	1. Create and disseminate updated Expectations and Rules lesson plans (#3 and #4)
1/28/2018	8:30 a.m.	Ms. Saef/Dr. Chacona, Administration	2. Review progress of Implementation Action Plan (#9)
4/22/2019	8:30 a.m.	Ms. Saef/Dr. Chacona, Administration	3. Collect & analyze implementation data (#10A)
5/20/2019	8:30 a.m.	Ms. Saef/Dr. Chacona, Administration	4. Collect & analyze student outcome data (#10B)

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:

CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment:

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

Action Steps:	Date *(Between Jan 15 – April 30, 2018)*	Details *(retain attendance sheets at school)*	Person responsible to collect and retain attendance sheets:
Presented the *new SPBP* (for SY 2018/19) to staff	4/24/2018	# of participants = 55	Ms. Saef/Dr. Chacona
Held a *faculty* vote on the new SPBP (for SY 2018/19)	4/24/2018	% approved = 100%	Ms. Saef/Dr. Chacona
Presented the *new SPBP* (for SY 2018/19) to stakeholders (parents and community)	4/25/2018	# of participants = 20	Ms. Saef/Dr. Chacona

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

Action Steps:	Date(s) *(NEXT YEAR)*	Content *(retain attendance sheets at school)*	Person responsible to collect and retain attendance sheets:
Provide a professional development on the 2018/19 SPBP for all staff	Prior to students' 1st day: 8/10/2018	The team will present the updates in the SPBP for the 18/19 school year. All stakeholders will be provided with access to the SPBP. Feedback will be collected for future team meetings.	Ms. Saef/Dr. Chacona
Present the 2018/19 SPBP to stakeholders (parents and community)	Prior to Oct 1st, 2018 9/26/2018		
Present behavior data to staff *Quarterly: minimum of 4 each year*	1. 10/23/2018	The team will present the <u>implementation data</u> in 10A. Include: • 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: • top 3 event locations • type of behavior incidents • core effectiveness data • classroom referral data, as well as analysis of this data.	Ms. Saef/Dr. Chacona
	2. 1/29/2019		
	3. 4/23/2019		
	4. 5/21/2019		

CRITICAL ELEMENT # 3: School-wide Expectations

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

Top 10 Behavior Incidents *(put N/A in any blank spaces)*	
1. Unruly/Disruptive Behavior	6. N/A
2. Unruly/Disruptive Play	7. N/A
3. Unsubstantiated Bullying	8. N/A
4. N/A	9. N/A
5. N/A	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. Be responsible for your actions
2. Be respectful to others and yourself
3. Have self-control in all situations
4. N/A
5. N/A

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 <u>one lesson plan for **each** school-wide expectation above</u> 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 15, 16, 17, 2018	8:30 a.m. on all three days
January	January 8, 9, 10, 2019	8:30 a.m. on all three days
4th Quarter	April 1, 2, 3, 2019	8:30 a.m. on all three days

Who will be responsible for teaching the lesson plans?	Classroom Teachers
Where will the lesson plan instruction occur?	Classrooms
Who is responsible for retaining, organizing and distributing all lesson plans?	Ms. Saef/Dr. Chacona

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	2
2. Hallway	2
3. Cafeteria	2

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 <u>rule</u> that correlates with every expectation to create a <u>maximum</u> of 5 rules under each location.

Expectations and Rules Matrix				
School-wide EXPECTATIONS	*Copy and paste expectations from 3C.*	**IDENTIFIED LOCATIONS** *Copy and paste locations from 4A.*		
		Playground	Hallway	Cafeteria
		Rules	**Rules**	**Rules**
	Be responsible for your actions.	Show good sportsmanship in game or team situations on the playground as measured by teacher observation.	Stay to the right and walk in a single file line facing forward in the hallway as measured by teacher observation.	Clean up after yourself in the cafeteria as measured by staff observation & documented on Panther Points Chart daily.
	Be respectful to others and yourself.	Use appropriate tone of voice when speaking to others on the playground as measured by teacher observation.	Walk quietly in the hallway so others are not disturbed as measured by teacher observation.	Use a 6-inch voice inside the cafeteria as measured by staff observation & documented on Panther Points Chart daily.
	Have self-control in all situations.	Be in control of your body while playing with your friends on the playground as measured by teacher observation.	Keep hands, feet and objects to yourself in the hallway as measured by teacher observation.	Have a calm body and soft voice in the cafeteria as measured by staff observation & documented on Panther Points Chart daily.
	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 <u>one lesson plan for **each**</u> 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 15, 16, 17, 2018	8:30 a.m. on all three days.
January	January 8, 9, 10, 2019	8:30 a.m. on all three days.
4th Quarter	April 1, 2, 3, 2019	8:30 a.m. on all three days.
Who will be responsible for teaching the lesson plans?		Classroom Teachers

Where will the lesson plan instruction occur?	Classrooms
Who is responsible for retaining, organizing and distributing all lesson plans?	Ms. Saef/Dr. Chacona

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? *(use numerical data)*	**Data used:** Office Discipline Referrals in the Cafeteria (2) **Problem Identification:** The number of Office Discipline Referrals in the first three quarters are 33% fewer than last year (6 ODR). Office Discipline Referrals in the Cafeteria for the first three quarters equals 2.
2. Problem Analysis: Why do you think this problem is occurring? What is your goal? *(use a SMART goal statement with numerical data)*	**Hypothesis:** Lunch time is one time during the day that students get to socialize freely with their peers. Lunch time is less structured than the classroom. Students are playing too much while eating lunch. If more structure and interaction with students are provided in the cafeteria, the students would not horse-play and receive ODR. **Goal Statement:** By October 18, 2018, there will be a 50% decrease in the number of Office Discipline Referrals in the cafeteria as measured by the BASIS Behavior Dashboard.
3. Intervention Design: Describe how you will implement a positive reward program to decrease this problem.	**Type of System: Point system** **Description of System:** *(3-4 sentences)* Each class will have the opportunity to earn 5 points per day for following the Cafeteria Rules. If the students in the class enter quietly they will receive one point. If they use a 6-inch voice they will receive one point. If they stay seated with calm bodies they will receive one point. If they clean up after themselves they will receive one point. If they exit quietly they will receive one point.
4. Evaluation: A. Implementation fidelity	**A.** How do you monitor the fidelity (consistency and effectiveness) of the **staff's** implementation of the reward program? *(2-3 sentences)* The points earned by each class are documented on a chart daily by the assistants that monitor the cafeteria. Each class can earn up to 5 points per day. Each classroom teacher reviews points earned each day with the class and discusses areas of concern. Students are encouraged to focus on the area of concern to receive a higher score the following day.
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"? *(2-3 sentences)* The class with the most points on each grade level at the end of the month are recognized on the morning announcements and rewarded with an ice pop at lunch. Winning classes are tracked monthly by grade level. The Point System is discussed at monthly leadership meetings and at grade level meetings. Teachers encourage their class to focus on areas of concern to improve.

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" - *provide a description with example(s)*
1. Sarcasm	One (1) sneering or cutting remark in one day (6 hours).
2. Calling out	One (1) incident of speaking out in class when you should be quiet in one day (6 hours).
3. Leaving seat	One (1) incident of getting out of assigned seat and moving about without permission in one day (6 hours).
4. Taking things that don't belong to them	One (1) incident of taking something from another student to use without permission in one day (6 hours).
5. Not using an inside voice	One (1) incident of speaking in a loud voice (> 6-inch voice) in one day (6 hours).
6. Excessive talking	One (1) incident of speaking frequently during instruction in one day (6 hours).

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

Is this a menu or hierarchy system?	☒ Menu ☐ Hierarchy
Clip up/Clip down	
Time out	
Phone call to parent or guardian	
Student/Teacher conference	
Complete thinking paper	

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).

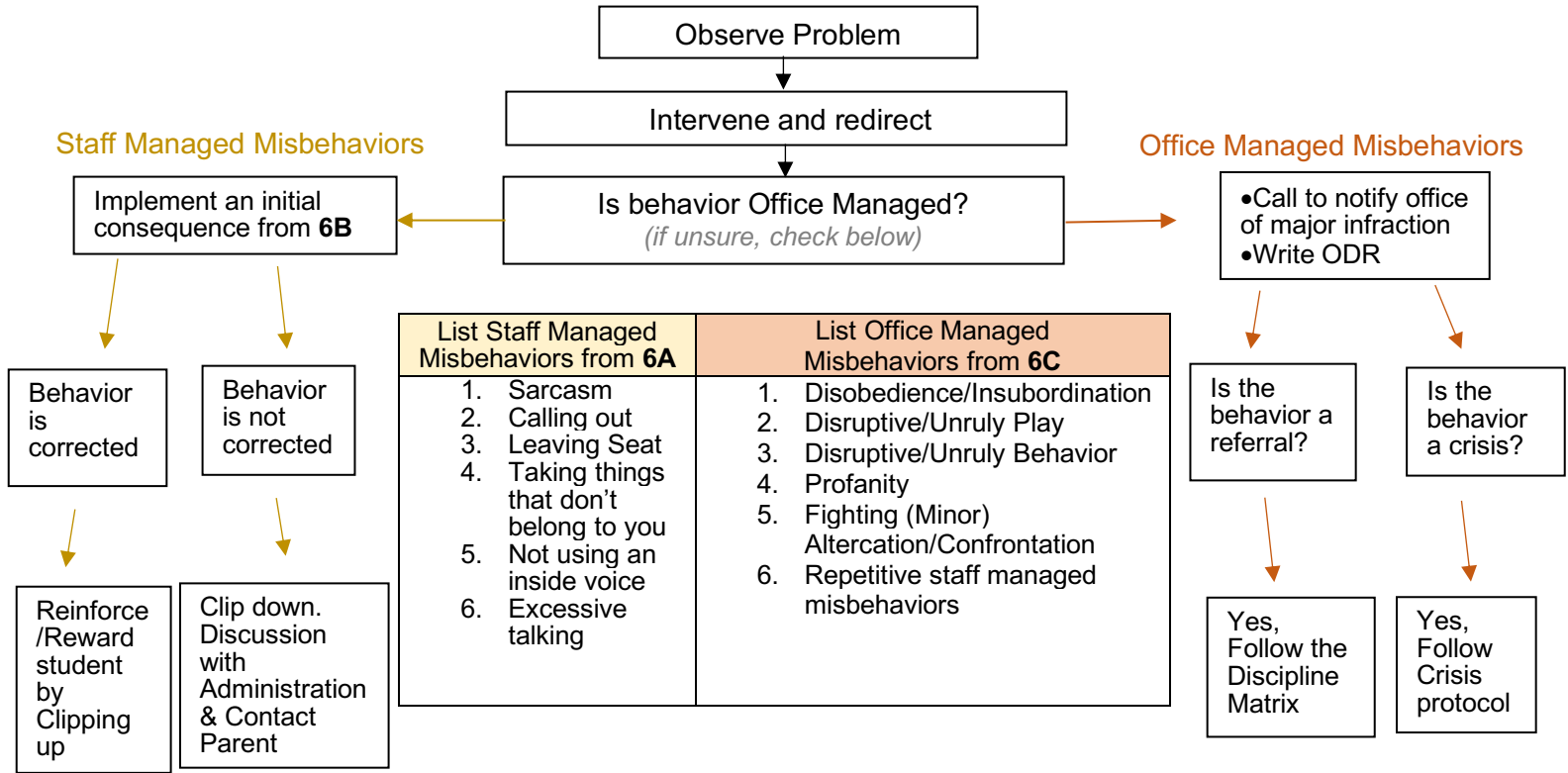| Office Discipline Referrals (ODRs)	
Behavior	"Looks Like" - *provide a description with example(s)*
1. Disobedience/Insubordination	Two or more (2+) incidents of failing to obey a reasonable or repeated instruction or request from a member of the school staff in one day (6 hours).
2. Disruptive/Unruly Play	Two or more (2+) incident of unruly play that interferes or disrupts the learning environment in one day (6 hours).
3. Disruptive/Unruly Behavior	Two or more (2+) incident of unruly behavior or insubordinate conduct that interferes with or disrupts the learning environment in one day (6 hours).
4. Profanity	One or more (1+) use of insulting, abusing, profane, obscene, or vulgar language in any form (written, verbal, or gestures) in one day (6 hours).
5. Fighting (Minor) Altercation/Confrontation	One or more (1+) intentionally participation of two or more persons in a physical encounter/altercation that results in no injury in a day (6 hours).
6. Repetitive staff managed misbehaviors	More than [2] misbehaviors in [1 day] [6 hours] 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

Observe Problem

Intervene and redirect

Staff Managed Misbehaviors

Office Managed Misbehaviors

Is behavior Office Managed?
(if unsure, check below)

Implement an initial consequence from **6B**

- Call to notify office of major infraction
- Write ODR

Behavior is corrected

Behavior is not corrected

List Staff Managed Misbehaviors from **6A**	List Office Managed Misbehaviors from **6C**
1. Sarcasm 2. Calling out 3. Leaving Seat 4. Taking things that don't belong to you 5. Not using an inside voice 6. Excessive talking	1. Disobedience/Insubordination 2. Disruptive/Unruly Play 3. Disruptive/Unruly Behavior 4. Profanity 5. Fighting (Minor) Altercation/Confrontation 6. Repetitive staff managed misbehaviors

Is the behavior a referral?

Is the behavior a crisis?

Reinforce/Reward student by Clipping up

Clip down. Discussion with Administration & Contact Parent

Yes, Follow the Discipline Matrix

Yes, Follow Crisis protocol

CRITICAL ELEMENT # 7: Classroom Management Systems

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

Which **evidence-based** classroom management system is supported by your school's administration and is expected to be implemented school-wide? *(Class Dojo, LEAPs, HERO, Cloud 9, etc. are tools, **not** classroom systems)*	☐ CHAMPs* ☐ PBIS Classroom Management ☐ Administration does not expect an evidence-based classroom management system to be implemented by teachers this year *(your school will need to adopt one next year)* ☒ Other *(complete below)*
If other, name the **evidence-based classroom management system:**	Clip Up / Clip Down Classroom Behavior Management 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?	☐ Yes ☒ No

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

What data collection tool does your school leadership team use to monitor and evaluate your teacher's classroom management skills? *(Measure **staff skills**, not student outcomes)*
☐ CHAMPs 7 Up Checklist
☐ CHAMPs Classroom Check Up (CCU)
☐ PBIS Classroom Assistance Tool (CAT)
☐ PBIS Walkthrough
☐ Marzano's Domain 1, Design Questions 5, 6, 7, 8, 9
☐ Fidelity of staff classroom management implementation is not monitored to determine training needs this year *(you will need to adopt a tool and plan next year)*
☒ Other *(specify):* Clip Up/Clip Down Classroom Behavior Management System
Explain how this data is collected and analyzed by your school leadership team as a **universal screening** *across teachers* to determine the need for classroom management training:
Fidelity of Implementation Plan: *(3-4 sentences)* Ms. Saef, Principal & Dr. Chacona, A.P. will conduct observations at the beginning of the school year to ensure 100% of teachers are using the Clip up/Clip down classroom behavior management system. Administration will continue by conducting quarterly observations and collecting data to share with staff and all stakeholders through the School Advisory Council to ensure the Clip up/Clip down classroom behavior management system is being used with fidelity. Office Discipline Referrals in the classroom will be monitored by administration quarterly through the BASIS Behavior Dashboard to ensure the Clip up/Clip down classroom behavior management system is working. All staff members will be trained at the beginning of the school year (August 10, 2018) on the Clip up/Clip down classroom behavior management system in order to strengthen our school-wide classroom plan.

7C. Percentage of Classroom Referrals:
(a) Review your classroom data YTD ("Events by Location") in BASIS 3.0 Behavior Dashboard.
(b) Complete <mark>the yellow highlighted cells first.</mark>
(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**:	5
Total number of **school-wide** discipline referrals:	11
% of referrals in the classroom:	**45%**
Do more than 40% of your referrals come from the classroom?	☒ Yes ☐ No

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

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:	581				
# Referrals			Core Effectiveness		
0 - 1 referral	3	99%	Are your 0 – 1 referrals > 80%?	☒Yes	☐No
2 - 5 referrals (at risk students)	1	0.2%	Are your 2 - 5 referrals <15%?	☒Yes	☐No
> 5 referrals (high risk students)	0	0	Are your >5 referrals <5%?	☒Yes	☐No

8B. Core Effectiveness Plan:

If all 3 are "**Yes**", your core is effective. Is your core behavior curriculum effective?	☒Yes ☐No
Answer **either** (a) or (b): (a) If you answered "**Yes**", although your core is effective, what plan does your school leadership team implement for early identification of at risk and high-risk students? (b) If you answered "**NO**", indicate the supports and interventions your school leadership team will implement at the beginning of the next school year to improve core strength:	
Core Effectiveness Plan: *(3-4 sentences)* At the beginning of the year, the RtI team will collect & analyze data on students who have a history of at-risk and high-risk behavior. These students have been identified through the RtI process and discipline data. Behavior concerns are discussed with each student's teacher and research-based interventions are put in place and implemented with fidelity. Data will be collected by the teacher and monitored through RtI, the Leadership Team and Administration quarterly to verify interventions are working.	

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	17.8%	40%	22.2%	☒Yes	☐No
Hispanic/Latin	55.9%	40%	-15.9%	☐Yes	☒No
White	17.3%	20%	2.7 %	☒Yes	☒No

8D. Disproportionality Plan: If any values are positive, the percentage of referrals contributed to that subgroup is higher than expected, given that subgroups' percentage in the student population.

If all 3 are "**No**", disproportionality is not indicated. Are all 3 "No"?	☐Yes ☒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: *(3-4 sentences)* Our data indicates disproportionality in our Black and White subgroups. To address this, we will focus on our Pay It Forward/Who I Am Makes A Difference (PIF-WIAMAD) program & culture designed to inspire and motivate students, staff, parents and community members to care for and do good things for others. The concepts of the program will be shared at the beginning of the year and throughout the year to develop an increased awareness of helping others and spreading good will. Students will also participate in our Character Education Program each month headed by our Guidance Counselor to encourage positive behavior. The program focuses on Cooperation, Responsibility, Citizenship, Kindness, Respect, Honesty, Self-Control & Tolerance.	

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

Month	Action Step ☒ check when Action completed	Completed: Person Responsible Name & Title
SPBP Team Implementation Action Plan 2018 - 2019		
Current	☒ **This Action Plan has been saved to use *next year* during quarterly meetings**	**Ms. Saef, Principal Dr. Chacona, A.P.**
Current	☒ **Create a SPBP binder or portfolio to retain (for 2 years) hard copies of: your SPBPs, Action Plans, staff PBIS professional development attendance, stakeholder training attendance, quarterly meeting agendas, quarterly staff behavior presentations, voting attendance and outcome, Expectation lesson plans and Rules lesson plans**	**Ms. Saef, Principal Dr. Chacona, A.P.**
Pre-Planning 2018	☐ Print up your SPBP Review and school score from OSPA ☐ Provide SPBP presentation to all staff during Pre-Planning ☐ Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders ☐ Market and post school-wide Expectations and location-specific Rules (posters, PSAs, etc.) ☐ Identify your RtI Instructional Facilitator provided by the district (Contact tyyne.hogan@browardschools.com for more information, if you are unsure) ☐ Confirm 1st team meeting date and time	Click here to enter NAME & title.

August 1st meeting	☐ Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP
	☐ Determine any needed team training, such as the 4 Step PSP Brainshark Series, 10 Critical Elements Brainsharks, Data Collection, Effective CPST Teams, PBIS 101, etc.
	   Trainings available at: http://www.browardprevention.org/mtssrti/training-modules/
	☐ Review previous year's behavior data. (Use 'Agenda' and 'Data Collection Template')
	   Forms available at: http://www.browardprevention.org/mtssrti/rtib in Tier 1, Teaming
	☐ Present implementation data, behavior data, team activities and progress to entire staff
	☐ Utilize the 4 Step Problem Solving Process to develop initial interventions
	☐ Review previous year's SPBP and feedback form
	☐ Verify and implement teaching schedule for SPBP Expectations and Rules behavior lesson plans
		Click here to enter NAME & title

September	☐ Provide stakeholder presentation on SPBP prior to October 1 ☐ Check for staff and teacher understanding of PBIS - provide "PBIS 101" Brainshark as a resource Brainshark available at: http://www.brainshark.com/browardschools/PBIS101	Click here to enter NAME & title.
October 2nd meeting	☐ Ensure instructional staff know how to (and are, as needed) enter Tier 1 Supplemental Strategies for behavior in BASIS ☐ Present implementation data, behavior data, team activities and progress to entire staff	Click here to enter NAME & title.
November	☐ Staff to re-teach Expectations and Rules first day back from break. ☐ Team to develop new and/or improved lesson plans as indicated by behavior data.	Click here to enter NAME & title
January 2019 3rd meeting **Prepare for 2019/20 SPBP**	☐ Staff to re-teach Expectations and Rules first day back from break ☐ Ensure the Principal signs in and watches the *new* SPBP Brainshark: Due January 30th ☐ Present implementation data, behavior data, team activities and progress to entire staff ☐ Choose team members and dates to work on, complete, and submit the *new* SPBP ☐ Teams watch the *new* SPBP Brainsharks and refers to *new* "Additional items" Brainsharks and Additional items posted at: http://www.browardprevention.org/mtssrti/rtib	Click here to enter NAME & title.
February	☐ Ensure progress towards completion of SPBP ☐ Check on recently hired staff for PBIS understanding - provide "PBIS 101" Brainshark resource ☐ Provide the SPBP Surveymonkey link to all staff (optional). Email Tyyne.hogan@browardschools.com to request analysis.	Click here to enter NAME & title
March 4th meeting	☐ Ensure progress towards completion of SPBP ☐ Provide staff presentation and vote on new SPBP for next year ☐ Provide stakeholders/parent presentation on new SPBP for next year ☐ Present implementation data, behavior data, team activities and progress to entire staff	Click here to enter NAME & title
April	☐ Submit your SPBP in OSPA by April 30th 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	Observation of school-wide expectations and rules are posted across campus and reviewed with all staff by August 10, 2018. 100% of all teachers will document school-wide expectations and location-specific rules in their lesson plan books and will teach all lessons as written on the following dates: August 15, 16, 17, 2018; January 8, 9, 10, 2019 and April 1, 2, 3, 2019.	Refer to **quarterly** presentation dates in 2B. This is the data the team will be sharing during presentations. Collected & Analyzed 10/22/18 1/28/19 4/22/19 5/20/19 Presented 10/23/18 1/29/19 4/23/19 5/21/19	Ms. Saef, Principal & Dr. Chacona, A.P. will complete observations quarterly and report data to staff and SAC.
Behavior lesson plans are being taught as written and when indicated	Review of teacher lesson plans and classroom observations of lessons being taught by the teacher. 100% of all teachers will document school-wide expectations and location-specific rules in their lesson plan books and will teach all lessons as written on the following dates: August 15, 16, 17, 2018; January 8, 9, 10, 2019 and April 1, 2, 3, 2019.		Ms. Saef, Principal & Dr. Chacona, A.P. will review lesson plans quarterly to ensure 100% of teacher lesson plans document school-wide expectations and location-specific rules and report data to staff and SAC.
Discipline consequences and **flow chart** are being used by all staff as written	Review of Discipline Matrix, including infractions, consequences and the flow chart with staff on August 10, 2018 prior to the students' first day of school. 100% of all teachers will utilize the Discipline Consequences Flow Chart when writing referrals. Administration will collect and analyze data quarterly through the BASIS Behavior Dashboard as indicated to the right.		Ms. Saef, Principal & Dr. Chacona, A.P. will review behavior incidents quarterly to ensure 100% of staff are utilizing the Discipline Consequences Flow Chart when writing referrals and report data to staff and SAC.
A **reward system** is being implemented for *all* students	Review Cafeteria Panther Point Reward System with all staff (8/10/18) and students (8/20/18) at the beginning of the 18-19 school year. Classroom teachers will review the Panther Point Reward System with their class daily prior to going to lunch. 100% of all classes will be evaluated using the Panther Point Reward System on a daily basis. Data will be collected daily by cafeteria assistants and analyzed monthly by administration.		Ms. Saef, Principal & Dr. Chacona, A.P. will train all staff (8/10/18) and students (8/20/18) on the Cafeteria Panther Points Reward System at the beginning of the school year. Data will be collected daily and analyzed monthly to ensure 100% of all classes are being evaluated using the Reward System.

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
  1. Disruptive/Unruly Play
  2. Disruptive/Unruly Behavior
  3. Unsubstantiated Bullying
	By the end of every quarter, there will be a 50% decrease in behavior referrals as documented in BASIS Behavior Dashboard.	Refer to **quarterly** presentation dates in 2B.
		
		This is the data the team will be sharing during presentations.
		
		Collected & Analyzed
		10/22/18
		1/28/19
		4/22/19
		5/20/19
		
		Presented
		10/23/18
		1/29/19
		4/23/19
		5/21/19
			Ms. Saef, Principal & Dr. Chacona, A.P. will collect behavior incident data quarterly and present it at Leadership, Staff, and SAC meetings.

See critical element 4A
• **Top 3 event locations** data
  1. Playground
  2. Hallway
  3. Cafeteria
	By the end of every quarter, there will be a 50% decrease in behavior referrals on the playground, in the hallway and in the cafeteria as documented in BASIS Behavior Dashboard.		Ms. Saef, Principal & Dr. Chacona, A.P. will collect behavior incident data quarterly and present it at Leadership, Staff, and SAC meetings.

See critical element 8
• **Core effectiveness** data
  1. 0-1 Referrals = 3
  2. 2-5 Referrals = 1
  3. > 5 Referrals = 0
	By the end of every quarter, 85% of all students will receive 0-1 referrals resulting in a decrease in student behavior incidents and referrals documented in the BASIS Behavior Dashboard.
	
	Universal students: (# 0-1 Referrals should be > 80%).
	
	At-Risk students: (# 2-5 Referrals should be < 15%).
	
	High Risk Students: (# > 5 Referrals should be < 5%).
			Ms. Saef, Principal & Dr. Chacona, A.P. will collect behavior incident data quarterly and present it at Leadership, Staff, and SAC meetings.

See critical element 7A • **Grade Level/Classroom referrals** data 5 Referrals Kindergarten: 1 referral 2nd Grade: 1 referral 4th Grade: 3 referrals	By the end of every quarter, there will be a 40% decrease in behavior referrals from grades Kindergarten through 5th Grade as documented in BASIS Behavior Dashboard.		Ms. Saef, Principal & Dr. Chacona, A.P. will collect behavior incident data quarterly and present it at Leadership, Staff, and SAC meetings.