

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:	Lanier-James Education Center
School Number:	0405
SPBP Contact Name:	Anthony Dorsett, Ed. D
Direct Phone Number:	754-321-7356

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?
Kelvin P. Lee	Principal	Administration
Anthony Dorsett, Ed.D	SPBP Point of Contact	Assistant Principal
Adley Clarke	Parent/Community Representation	SAC
Kimberly Anderson	BTU Representative	Team Leader 7 th -12 th grade
LaShawnda Eggelletion	Literacy Coach	Team Leader 7 th -12 th grade
Laura Gruber	ESE Specialist	Team Leader 7 th -12 th grade
Tami Taylor-Johnson	Office Manager	Non-Instructional
Leslie Baker	Behavior Specialist	7 th -10 th grade
Sammy Demian	Behavior Specialist	8 th and 9 th grade
Linda A. Walker	Behavior Specialist	Alternative to External Suspension

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:
8/9/2018	1:30 PM	Anthony Dorsett, Ed. D	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	8:45 AM	Anthony Dorsett, Ed. D	
12/21/2018	8:45 AM	Anthony Dorsett, Ed. D	
3/21/2019	2:00 PM	Anthony Dorsett, Ed. D	

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	4/6/2018	# of participants =	Laura Gruber
Held a <i>faculty</i> vote on the new SPBP (for SY 2018/19)	4/11/2018	% approved =	Kimberly Anderson
Presented the <i>new</i> SPBP (for SY 2018/19) to stakeholders (parents and community)	4/18/2018	# of participants =	Tami Taylor Johnson

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: 8/9/2018	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.	Laura Gruber Tami Taylor Johnson
Present the 2018/19 SPBP to stakeholders (parents and community)	Prior to Oct 1 st , 2018 9/12/2018		
Present behavior data to staff <i>Quarterly: minimum of 4 each year</i>	1. 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 	Kimberly Anderson Leslie Baker Sammy Demian Anthony Dorsett, Ed.D Laura Gruber Linda A. Walker
	2. 12/21/2018		
	3. 2/21/2019	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. 	
	4. 3/21/2019		

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 <i>(put N/A in any blank spaces)</i>	
1. Unruly Disruptive Behavior	6. Out of assigned area
2. Defiance of Authority	7. Bus Violations
3. Disobedience/Insubordination	8. Fighting
4. Profanity towards staff	9. Disruptive Unruly Play
5. Skipping Class	10. Insulting / Profane/Obscene Language

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. We Are Respectful
2. We Are Responsible
3. We Are Safe
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 22, 2018	8:45 AM
January	January 12, 2018	8:45 AM
4 th Quarter	April 16, 2018	8:45 AM
Who will be responsible for teaching the lesson plans?		Laura Gruber, LaShawnda Eggelletion, Kimberly Anderson, Anthony Dorsett, Linda A. Walker
Where will the lesson plan instruction occur?		Media Center
Who is responsible for retaining, organizing and distributing all lesson plans?		Laura Gruber, LaShawnda Eggelletion, Kimberly Anderson, Anthony Dorsett, Linda A. Walker

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.Bus	57
2.Hallway	47
3.Cafeteria	38

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	Copy and paste expectations from 3C.	IDENTIFIED LOCATIONS		
		Copy and paste locations from 4A.		
		Bus	Hallway	Cafeteria
		Rules	Rules	Rules
	We Are Responsible	Follow directions the first time given	Proceed directly to your assigned class	Follow directions the first time given
	We Are Respectful	Use polite, non-profane language	Use polite, non-profane language	Use polite, non-profane language
	We Are Safe	While bus is in motion stay seated and keep hands, feet, and all objects to self.	Keep hands, feet and objects to self and away from walls	Keep hands, feet, and food to self

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 27, 2018	8:45 AM
January	January 14, 2019	8:45 AM
4 th Quarter	April 17, 2019	8:45 AM
Who will be responsible for teaching the lesson plans?		Laura Gruber, LaShawnda Eggelletion, Kimberly Anderson, Anthony Dorsett, Linda A. Walker
Where will the lesson plan instruction occur?		Media Center
Who is responsible for retaining, organizing and distributing all lesson plans?		Laura Gruber, LaShawnda Eggelletion, Kimberly Anderson, Anthony Dorsett, Linda A. Walker

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 3.0 and teacher survey data Problem Identification: Students display disrespectful and unsafe behaviors in the cafeteria during lunch: including unruly disruptive behavior, defiance of authority and use of obscene, profane language as evidenced by the 38 referrals from Basis 3.0.
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: If students are provided with positive rewards and opportunities to follow examples of respectful safe behaviors provided by adult mentors their disrespectful and unsafe behaviors will decrease. Goal Statement: By December 20, 2018, incidents of disrespectful and unsafe behaviors in the cafeteria will decrease by 20% percent.
3. Intervention Design: Describe how you will implement a positive reward program to decrease this problem.	Type of System: Point system Description of System: Students who have no lunch referrals and are at the level of "Golden Knight", as indicated by behavior point levels above 1675 on the school point sheets will be allowed to sit a special "Knights Table" that will be decorated and located in a preferred area of the cafeteria. The students will also be given special weekly treats at the table (fruit, chips or juice) to reward them for their exemplary behaviors.
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>-3 sentences</i> Student Mentors and Administrators will submit the names of students that meet the criteria for the "Knights Table" each Friday and students will be recognized on Monday as being eligible to sit at the table for the week.
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> If the "Knights Table" reward program is positively impacting students we should see at least a 20% decrease in lunch referrals by Dec. 20, 2018.

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. PROFANITY	Inappropriate foul and lewd language directed at staff and other students
2. OUT OF AREA	Students leaving assigned areas without permission (hallways, bathrooms, other classrooms, stairwells and cafeteria)
3. DISRUPTIVE BEHAVIOR	Interrupting teacher and/or student activities, yelling, singing, jumping onto furniture, moving furniture around the room, touching other students, laughing, making noises
4. OUT OF SEAT	Leaving assigned seat; walking around the classroom without permission
5. DEFIANCE OF AUTHORITY	Does the opposite of what is told, constantly engages adults in arguments, tantrum and meltdowns when given direction by adults
6. HORSEPLAYING	Touching, wrestling, throwing paper and food at one another

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
Redirection, teaching social skill, speaking with students one on one in the hallway, contact home, mentoring session/ structured break, Behavior Contract, meeting with counselor, removal from outside activities, Internal Suspension, isolation outside of classroom with a supervising staff member, lunch detention, point deductions on behavior sheet	

6C. Administration Managed Misbehaviors:

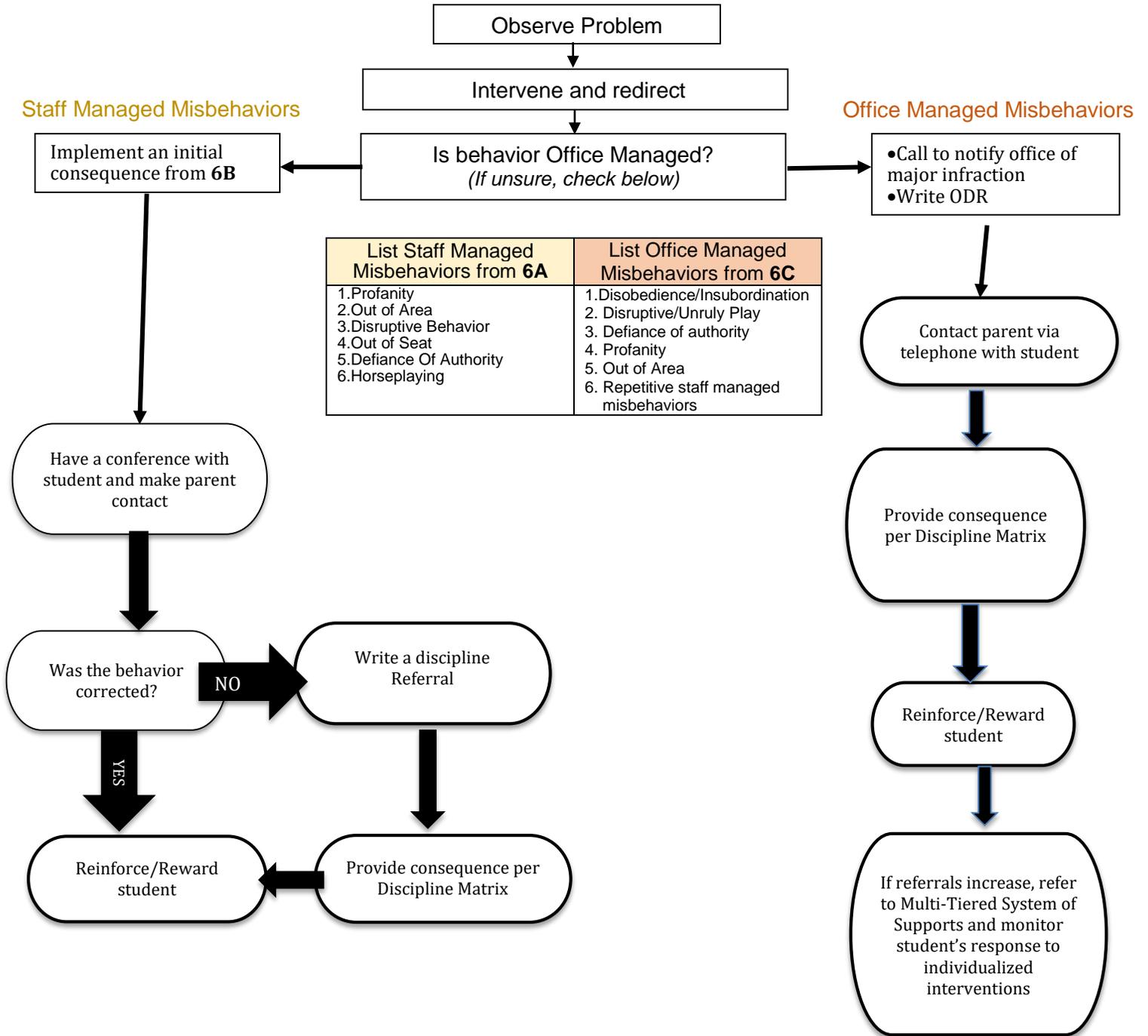
- (a) Define the first 3 behaviors by providing examples that clearly identify the point at which the misbehavior warrants an Office Discipline Referral (ODR).
- (b) List two additional common school-wide misbehaviors that will result in an ODR. Provide concrete examples.
- (c) Determine staff tolerance 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	Refusing to follow staff directions and rules; consistently arguing with authority figures
2. Disruptive/Unruly Play	Interrupting teacher and/or student activities, yelling, singing, jumping onto furniture, moving furniture around the room, touching other students, laughing, making noises touching, wrestling, throwing paper and food at one another
3. Defiance of Authority	Does the opposite of what it told, constantly engage adults in arguments, Tantrum and meltdowns when told given direction by adults
4. Profanity	Inappropriate, lewd, foul and offensive behavior toward staff
5. Out of Area	Leaving classrooms, cafeteria, bus loop or other assigned areas- walking hallways, leaving campus without permission, entering bus loop before bus is called
6. Repetitive Staff Managed Misbehaviors	More than 3 misbehaviors in 1 warrants an office referral. <i>e.g.,</i> 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, not classroom systems)</i>	<input type="checkbox"/> CHAMPs* <input checked="" type="checkbox"/> PBIS Classroom Management <input type="checkbox"/> Administration does not expect an evidence-based classroom management system to be implemented by teachers this year <i>(your school will need to adopt one next year)</i> <input type="checkbox"/> Other <i>(complete below)</i>
If other, name the evidence-based classroom management system :	Click here to enter name of system.
*CHAMPs is the district-supported, evidence-based universal classroom management system for all teachers. Would your Principal like to be contacted to learn about CHAMPs professional development?	<input 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 checked="" 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: <i>(3-4 sentences)</i> <i>This data is collected through weekly classroom monitoring of behavior and classroom management. PBIS tools and data are looked at during PLC's. The use of PBIS tools are monitored during weekly and/or monthly classroom walkthroughs.</i>

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 :	438
Total number of school-wide discipline referrals:	626
% of referrals in the classroom:	69%
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:				
# Referrals		% of Total Population	Core Effectiveness	
0 - 1 referral		!Zero Divide	Are your 0 – 1 referrals > 80%?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
2 - 5 referrals (at risk students)	29	35	Are your 2 - 5 referrals <15%?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
> 5 referrals (high risk students)	46	55	Are your >5 referrals <5%?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

8B. Core Effectiveness Plan:

If all 3 are “Yes”, your core is effective. Is your core behavior curriculum effective?	<input type="checkbox"/> Yes <input checked="" 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: (3-4 sentences) <i>Given that we are a behavior center that is responsible for educating students who have been expelled and/or assigned to our location for committing some of the most severe infractions on the DMS we intend to focus on Tier 3 interventions for this core group of students who have not traditionally responded to Tier 1 and Tier2 interventions. We will need to intensify our training of the entire staff including security specialist, support staff, and teachers to work as a unified team to consistently address our high risk students and provide the students more support prior to the behaviors occurring (e.g. social skills training, meditation rooms, one-on-one time to listen and assist the students).</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	61	71	10	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Hispanic/Latin	22	14	-8	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
White	10	9	-1	<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: (3-4 sentences) <i>Our school leadership team will consult with the Department of Equity and Academic Attainment to assist us with providing any information, training or materials that are effective in specifically addressing students who are referred to Behavior Centers. We will encourage and provide access to any opportunities that teachers or staff wish to take part in related to trainings on equity and/or implicit bias. Teachers and staff will be encouraged to share best practices in methods of reducing the disproportionality of referrals for our African-American students.</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 type="checkbox"/> This Action Plan has been saved to use <i>next year</i> during quarterly meetings	Laura Gruber, ESE Specialist
Current	<input 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	Laura Gruber, ESE Specialist
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	SPBP Team
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	Anthony Dorsett, Assistant Principal
September	<input type="checkbox"/> Provide stakeholder presentation on SPBP prior to October 1 <input type="checkbox"/> Check for staff and teacher understanding of PBIS - provide "PBIS 101" Brainshark as a resource Brainshark available at: http://www.brainshark.com/browardschools/PBIS101	Anthony Dorsett, Assistant Principal
October 2 nd meeting	<input type="checkbox"/> Ensure instructional staff know how to (and are, as needed) enter Tier 1 Supplemental Strategies for behavior in BASIS <input type="checkbox"/> Present implementation data, behavior data, team activities and progress to entire staff	Leslie Baker, Team Leader
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.	SPBP Team
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 <i>new</i> 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 <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	Kelvin P. Lee, Principal
February	<input type="checkbox"/> Ensure progress towards completion of SPBP <input type="checkbox"/> Check on recently hired staff for PBIS understanding - provide "PBIS 101" Brainshark resource <input type="checkbox"/> Provide the SPBP SurveyMonkey link to all staff (optional). Email Tyne.hogan@browardschools.com to request analysis.	Anthony Dorsett, Assistant Principal
March 4 th meeting	<input type="checkbox"/> Ensure progress towards completion of SPBP <input type="checkbox"/> Provide staff presentation and vote on new SPBP for next year <input type="checkbox"/> Provide stakeholders/parent presentation on new SPBP for next year <input type="checkbox"/> Present implementation data, behavior data, team activities and progress to entire staff	SPBP Team Members
April	<input type="checkbox"/> Submit your SPBP in OSPA by April 30 th every year	Anthony Dorsett, Assistant Principal

CRITICAL ELEMENT # 10: Monitoring Plans

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

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

Fidelity of Implementation Monitoring Plan			
Action Step	Create an observable and measurable SMART goal to determine “successful” staff implementation of action step	When will data be collected, analyzed & presented?	Person responsible to collect and analyze data
School-wide expectations and location-specific rules are posted across campus	100% of the school-wide expectations and location specific rules will be posted across campus by August 14, 2018, as evidenced by posters and banners in all classrooms, entryways, cafeteria and hallways.	Refer to quarterly presentation dates in 2B. This is the data the team will be sharing during presentations.	Sammy Demian, Laura Gruber, Kimberly Anderson, Leslie Baker
Behavior lesson plans are being taught as written and when indicated	100% of behavior lesson plans will be taught as written 3 times a year; August 22, 2018 January 12, 2018 and April 16, 2018, as evidenced by PLC sign-in sheets and agendas.		Sammy Demian, Laura Gruber, Kimberly Anderson, LaShawnda Eggleton
Discipline consequences and flow chart are being used by all staff as written	At least 80% of the staff will use the Discipline Consequences and Flow Chart as written by December 21, 2018, as evidenced by a 20% decrease in mismanaged referrals (e.g. staff managed referrals being sent to office before implementing initial consequences listed on the flow chart).		Sammy Demian, Leslie Baker, Dr. Dorsett
A reward system is being implemented for <i>all</i> students	A reward system will be implemented for all students by October 18, 2018, as evidenced by student point sheets and active student participation in Golden Knights table rewards.		Sammy Demian, Leslie Baker, Dr. Dorsett, Laura Gruber, LaShawnda Eggleton

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	There will be a 10% decrease in Behavior Incidents that include; Unruly Disruptive Behaviors, Defiance of Authority and Disobedience by October 18, 2018, as evidenced by the behavior incident data in BASIS 3.0. Unruly disruptive behavior decreasing from 84 to 76 incidents, defiance decreasing from 81 to 73 incidents, and disobedience decreasing from 78 to 70 incidents.	Refer to quarterly presentation dates in 2B. This is the data the team will be sharing during presentations.	Sammy Demian, Dr. Dorsett, Leslie Baker
See critical element 4A • Top 3 event locations data	There will be a 10% decrease in Behavior Incidents that occur within the cafeteria, hallway, and bus by December 21, 2018, as evidenced by behavior event BASIS 3.0 data in the cafeteria decreasing from 38 to 34 incidents and hallway decreasing from 47 to 42.		Sammy Demian, Leslie Baker, Dr. Dorsett

	incidents and Bus decreasing from 57 to 51 incidents.		
See critical element 8 • Core effectiveness data	There will be a 10% decrease in students receiving >5 referrals by March 21, 2018, as evidenced by BASIS 3.0 behavior data showing referrals for high risk students decreasing from 46 to 41 referrals in this category.		Sammy Demian, Leslie Baker, Dr. Dorsett
See critical element 7A • Grade Level/Classroom referrals data	There will be a 10% decrease in African-American students receiving referrals by February 21, 2018, as evidenced by BASIS 3.0 behavior data showing referrals for Black students decreasing from 61% to 51%.		Sammy Demian, Leslie Baker, Dr. Dorsett