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**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/ →**](http://www.browardprevention.org/mtssrti/rtib/%20→)*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:**

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| **School Name:** | Oakridge Elementary |
| **School Number:** | 0461 |
| **SPBP Contact Name:** | Andrew Thornberry |
| **Direct Phone Number:** | 754-323-6711 |

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| **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.*

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| **Full Name** | **Position** | **Who or what grade level does this member represent?** |
| Eduardo Aguilar | Principal | Administration |
| Andrew Thornberry | SPBP Point of Contact | Administration |
| Kathryn Vreeland | Parent/Community Representation | SAC |
| Kelly Moore | BTU Steward | Fifth Grade |
| Brooke Heise | Teacher | Fourth Grade |
| Maggie Bishop | Teacher | Third Grade |
| Miquelina Diaz | Teacher | Second Grade |
| Krista Callabrese | Teacher | First Grade |
| Shane Cook | ASD Coach & BTU | ASD Classes |
| Patrecia Kinchen | Teacher | Kindergarten |
| Jackie Ermer | Teacher | Pre-Kindergarten |

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

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| --- | --- | --- | --- |
| **Meeting Date** | **Meeting Time** | **Name & title of person responsible to facilitate meeting** | **Content of meetings:** |
| 8/8/2018 | 2:20pm | A. Thornberry, 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) |
| 10/30/2018 | 2:20pm | A. Thornberry, Assistant Principal |
| 2/5/2019 | 2:20pm | A. Thornberry, Assistant Principal |
| 4/9/2019 | 2:20pm | A. Thornberry, Assistant Principal |

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| **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:

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| **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 | 4/11/2018 | # of participants = 38 | Kelly Moore |
| Held a *faculty* vote on the new SPBP  (for SY 2018/19) | 4/17/2018 | % approved = 100% (at least 68%) | Shane Cook |
|  |  |  |  |
| Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community) | 4/25/2018 | # of participants = 10 | Brooke Heise |

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

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| --- | --- | --- | --- |
| **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 2018/19SPBP for all staff | Prior to students’ 1st day:  8/8/2018 | 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. | Michele D’Angelo |
| Present the 2018/19SPBP 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. 8/15/2018 | The team will present the implementation data 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 student outcome data in 10B. Include:  • top 3 event locations  • type of behavior incidents  • core effectiveness data  • classroom referral data, as well as analysis of this data. | Michele D’Angelo |
| 2. 11/14/2018 |
| 3. 1/16/2019 |
| 4. 4/17/2019 |

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| **CRITICAL ELEMENT # 3: School-wide Expectations** |

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

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| **Top 10 Behavior Incidents**  *(put N/A in any blank spaces)* | |
| 1. Disobedience/Insubordination | 6. Out of Assigned Area |
| 2. Disruptive/Unruly Behavior | 7. Battery |
| 3. Fight/Minor Altercation | 8. Threat/Low Level |
| 4. Fight/Medium | 9. Profanity Directed at Staff |
| 5. Habitual/Defiance of Authority | 10. Inappropriate Use of Technology |

**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.

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| **School-wide Expectations** |
| 1. **W**e are positive. |
| 1. **I** am responsible for my actions. |
| 1. **S**tay safe. |
| 1. **E**veryone shows respect. |
| These are Oakridge Elementary’s **WISE Ways!** |

**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.*

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| --- | --- | --- | --- |
| **When will school-wide expectations lesson plans be taught?** | | | |
|  | Date(s) | Time: | |
| August | August 15, 2018 | 8:30am & 9:30am | |
| January | January 8, 2019 | 8:30am & 9:30am | |
| 4th Quarter | April 1, 2019 | 8:30am & 9:30am | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | Administration |
| Where will the lesson plan instruction occur? | | | Cafeteria |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Michele D’Angelo |

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| **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”***

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| **Top 3 Locations** | |
| School Location | # Incidents |
| 1. Cafeteria | 29 |
| 1. Playground | 18 |
| 1. Hallway | 13 |

**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**  *Copy and paste locations from* ***4A.*** | | |
| Cafeteria | Playground | Hallway |
| **Rules** | **Rules** | **Rules** |
| We are positive. | We bring our best manners. | We share and take turns. | We walk straight to our destination. |
| I am responsible for my actions. | Clean up after yourself. | Leave sticks, rocks and other objects alone. | We walk on the sidewalk using the colored lines (Single-Orderly-Silent). |
| Stay safe. | Always walk and stay seated. We eat our own food. | We use equipment properly. | We use walking feet. We walk with our buddy always. |
| Everyone shows respect. | We keep our hands, body and objects to ourselves (HBO). We use inside voices. We follow all directions. | We include all classmates. We show good sportsmanship. | We keep our hands to ourselves. We walk up and down the stairs using the hand rail on the right. |
| Click here to enter Expectation #5 | Click here to enter a Rule | Click here to enter a Rule | Click here to enter a Rule |

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

**ACTION:** Create at least one lesson plan for **each** location above and distribute to teachers during pre-planning 2018-19. Develop additional lesson plans you will use throughout the year to re-teach and reinforce your location-specific rules.

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

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| --- | --- | --- | --- |
| **When will location-specific rules lesson plans be taught?** | | | |
|  | Date(s) | Time: | |
| August | August 15, 2018 | 8:30am & 9:30am | |
| January | January 8, 2019 | 8:30am & 9:30am | |
| 4th Quarter | April 1, 2019 | 8:30am & 9:30am | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | Teachers |
| Where will the lesson plan instruction occur? | | | Classroom |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Michele D’Angelo |

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| **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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **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: Referral data from BASIS, class behavior reports from cafeteria, general paraprofessional observations**    **Problem Identification: Disrespect/insubordination (referrals increased from 8 to 29 from first to second quarter)** |
| **2**. **Problem Analysis:** Why do you think this problem is occurring?  What is your goal? *(use a SMART goal statement with numerical data)* | **Hypothesis: Students have less structure placed on them while in the cafeteria and they have a tendency to act up on occasion.**  **Goal Statement:** By June 2019, the amount of referable incidents in the cafeteria will be reduced by 20%. |
| **3. Intervention Design:**  Describehow you will implement a positive reward program to decrease this problem. | **Type of System: Token system**  **Description of System:** *Classes earn points each day for good behavior and earn popsicles for being top class in their grade level at the end of the month. We will also initiate a Caught Being Good program where students can earn tickets to spend when they visit the Genius Lounge during recess time once a week. Additional time in the Genius Lounge can also be earned through acquiring tickets.* |
|  | 1. How do you monitor the fidelity (consistency and effectiveness) of the **staff’s** implementation of the reward program? *Monitor decrease in roll of tickets kept in staff lounge. Inventory number of items in the prize locker. Number of students earning prizes tracked using a clipboard that teachers fill out (located in the prize locker).* |
| B. Student outcome monitoring | 1. How will you know if the reward program is positively impacting **students**? What measurable data will you use to determine “success”? *Measure continual distribution of student tickets being given out. Decrease in number of referrals issued by 20%.* |

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| **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.

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| --- | --- |
| **Staff Managed Misbehaviors** | |
| Misbehavior | “Looks Like” - *provide a description with example(s)* |
| 1. Talking at inappropriate times | Calling out, talking during instruction/work time, in hallways while in line |
| 2. Chasing/Horse play | Behavior that is better suited for recess, not indoors or in hallway/cafeteria, running in halls |
| 3. Not using self-control | Not keeping hands, feet or objects to self/not sitting in seat and staying on task/being disruptive |
| 4.Insubordination | Defiant, talking back, showing verbal disrespect |
| 5.Off task | Not completing classwork/homework, choosing to occupy time in class/at home with other activities |
| 6.Refusing to comply with staff directives | Not listening the first time to directions given by a staff member, ignoring staff directions |

**6B. Staff Managed Consequences**: Create a consequencemenu **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? | Menu Hierarchy |
| 1. Verbal warning - reteach appropriate behavior | |
| 1. Time out - discuss behavior one on one with student | |
| 1. Time out in another classroom – student writes behavior reflection | |
| 1. Contact home | |
| 1. Office referral written | |

**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).

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| **Office Discipline Referrals (ODRs)** | |
| Behavior | “Looks Like” - *provide a description with example(s)* |
| 1. Disobedience/Insubordination | Student’s refusal to follow a reasonable direction given by faculty/staff member |
| 2. Disruptive/Unruly Behavior | Extreme behavior by a student that stops the teaching/learning process. Teacher is unsuccessful at redirecting the behavior. |
| 3. Fight/Minor Altercation | Students striking each other briefly with no apparent injuries. Students stop when told by an adult. |
| 4. Fighting (Medium) | Mutual participation of two or more persons in a physical encounter/altercation resulting in at least **one of the two following criteria:**  1. Requires adult intervention to separate the participants  2. Results in minor injury (first aid- ice pack, bandage) |
| 5. Out of assigned area | Student leaves class location without permission from adult |
| 6. Repetitive staff managed  misbehaviors | More than misbehaviors in **for the same behavior**  day  one  4  warrants support staff consultation, possibly resulting in an RtI: Behavior referral. |

**6D. School-wide Discipline Flow Chart:**

**Classroom Environment & Teacher Strategies/Interventions**

\*Teach behavior expectations

\*Reinforce positive behavior

\*Problem solve with student(s)

\*Continue building relationship(s)

Observe Problem Behavior

Intervene and redirect

Office Managed Misbehaviors

Staff Managed Misbehaviors

•Call to notify office of major infraction (**major fight, serious battery, student leaving area**)

•Other infractions, write referral on BASIS, contact parent and email admin.

Implement classroom consequences

Is behavior Staff or Office Managed?

*(if unsure, check below)*

|  |  |
| --- | --- |
| List Staff Managed  Misbehaviors from **6A** | List Office Managed  Misbehaviors from **6C** |
| \*Defiance  -not completing work  -not following directions  -refusal to comply  \*Disruptive  -horse play/not keeping hands to self  -distracting other students  \*Calling out/talking out of turn | \*Gross- Disobedience/ Insubordination  \*Fighting  \*Threats (serious)  \*Out of assigned area  \*Profanity directed at Staff  \*Battery involving injury  \*Immediate safety risk |

**2.Cool Down**- deescalate, discuss behavior one on one, better choices to make

**3.Time Out** in another classroom- student fills out reflection sheet

**1.Verbal Warning**- state unwanted behavior or rule not followed. Reinforce desired behavior

Administration follows up with teacher/staff member

**4.Contact home-** document conversation regarding concern

Administration determines consequence & contacts parent

Administration submits referral on BASIS & copy is sent home with student

**Repetitive incidents/behavior issue Office Referral**

Referral is signed by parent & returned to administration

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| **CRITICAL ELEMENT # 7 : Classroom Management Systems** |

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

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| 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:** | 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? | Yes  No |

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

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| --- |
| 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):* |
| 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: *Reports are analyzed to determine where weak areas are and determine what professional development is 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 “!Zero Divide” in the next cell and pressing “Fn + F9” together.

|  |  |
| --- | --- |
| Total number of discipline referrals **from classrooms**: | 62 |
| Total number of **school-wide** discipline referrals: | 147 |
| % of referrals in the classroom: | 42% |
| 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.***

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| **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: | 526 |  |  | |
| # Referrals | 124 | **% of Total Population** | Core Effectiveness | |
| 0 - 1 referral |  | 96% | Are your 0 – 1 referrals > 80%? | Yes No |
| 2 - 5 referrals  (at risk students) | 15 | 3% | Are your 2 - 5 referrals <15%? | Yes No |
| > 5 referrals  (high risk students) | 7 | 1% | 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: *Teachers refer at risk students to our CPST. Specific behavior plans are developed with the teacher, and monitored for effectiveness. Staff mentors are also chosen for these students who meet with their “Owl Pal” on a weekly basis.* | |

**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 | 58 | 70 | 12 | Yes No |
| Hispanic/Latin | 29 | 9 | -20 | Yes No |
| White | 11 | 17 | 6 | 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.

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| --- | --- |
| 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: Owl Pals mentor program for our at risk and high risk students. On campus counselling services during school as well as after school. Teachers refer at risk students to our CPST. | |

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| **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**

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| --- | --- | --- |
| **SPBP Team Implementation Action Plan 2018 - 2019** | | |
| **Month** | **Action Step**  *check when Action completed* | **Completed:**  Person Responsible  Name & Title |
| **April 2018** | **This Action Plan has been saved to use *next year* during quarterly meetings** | **Andrew Thornberry Assistant Principal** |
| **May 2018** | **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** | **Michele D’Angelo Office Manager** |
| **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](mailto: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](mailto: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 |

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| **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 **measureable** 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 August 2018, expectations and rules signage will be posted in **all** indicated areas. | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | Eduardo Aguilar |
| **Behavior lesson plans** are being taught as written and when indicated | By October 2018, behavior lesson plans will be taught in **all** classrooms as evidenced in teacher lesson plans. | Eduardo Aguilar |
| **Discipline consequences**  and **flow chart** are being used by all staff as written | By November 2018, 80% or more of classroom teachers will reflect the use of discipline consequences and flow chart as evidenced on iObservation data. | Andrew Thornberry |
| A **reward system** is being implemented for *all* students | By November 2018, classroom and school-wide rewards will be implemented for **all** students as evidenced by teacher log kept in prize locker. | Andrew Thornberry |

**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 | By June 2019, the amount of referrals involving disobedience/ insubordination will decrease by 20%. | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | Andrew Thornberry |
| See critical element 4A  • **Top 3 event locations** data | By June 2019, the amount of referrals happening in our top 3 locations will decrease by 20%. | Andrew Thornberry |
| See critical element 8  • **Core effectiveness** data | By June 2019, the number of referrals for at and high risk students will decrease by 20%. | Andrew Thornberry |
| See critical element 7A  • **Grade Level/Classroom referrals** data | By June 2019, the number of classroom discipline referrals will decrease by 20%. | Andrew Thornberry |