

**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%E2%86%92)*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:** | Sunland Park Academy |
| **School Number:** | 0611 |
| **SPBP Contact Name:**  | Nikia Ragin |
| **Direct Phone Number:**  | 954-330-1300 |

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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?** |
| Sharonda Bailey | Principal | Administration |
| Nikia Ragin | SPBP Point of Contact | Administration |
| Maxine Brivitte | Parent/Community Representation | SAC |
| Helen Kassim | BTU Representative | 1st grade team leader |
| Melissa Baptiste | Classroom Teacher | Kindergarten team leader |
| Donna Russell | Classroom Teacher | 2nd grade team leader |
| Cherell Ponder-Lee | Classroom Teacher | 3rd grade team leader |
| Nicole Davis | Literacy Coach | Support Team Member |
| Baselaire Fenelon | Math Coach/Classroom Teacher | Support Team Member |
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**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:** |
| 10/19/2018 | 2:20 pm | Ragin, 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) |
| 1/7/2019 | 2:20 pm | Ragin, Assistant Principal |
| 3/22/2019 | 2:20 pm | Ragin, Assistant Principal |
| 5/6/2019 | 2:20 pm  | Ragin, 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 | 4/3/2018 | # of participants = 46 | Ragin |
| Held a *faculty* vote on the new SPBP (for SY 2018/19) | 4/3/2018 | % approved = 86% | Ragin |
| Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community) | 4/19/2018 | # of participants = 10 | Ragin |

**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:8/9/2018 | 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. | Ragin |
| Present the 2018/19SPBP to stakeholders (parents and community) | Prior to Oct 1st, 20189/20/2018 |
| Present behavior data to staff *Quarterly: minimum of 4 each year* | 1. 10/19/2018 | 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 implementationThe 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. | Ragin |
| 2. 1/7/2019 |
| 3. 3/22/2019 |
| 4. 5/6/2019 |

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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. Unruly/Disruptive Behavior | 6. Assault/Threat (Medium) |
| 2. Disobedience/Insubordination | 7. Disruptive/Unruly Play |
| 3. Fight/Minor Altercation | 8. Out of Assigned Area |
| 4. Fighting (Medium) | 9. Sexual Harassment |
| 5. Defiance of Authority/Habitual | 10. Vandalism/Damage Property < $1000 |

**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. Be respectful to yourself and others.
 |
| 1. Be safe in all environments.
 |
| 1. Be kind to others.
 |
| 1. Be compliant to all authority figures
 |
| 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.*

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| **When will school-wide expectations lesson plans be taught?** |
|  | Date(s) | Time: |
| August | 8/15/2018 | 8:15 am |
| January  | 1/8/2019 | 8:15 am |
| 4th Quarter | 4/2/2019 | 8:15 am |
|  |
| Who will be responsible for teaching the lesson plans? | Classroom Teacher |
| Where will the lesson plan instruction occur? | Classroom |
| Who is responsible for retaining, organizing and distributing all lesson plans? | Ragin |

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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. Hallway
 | 21 |
| 1. Cafeteria
 | 7 |
| 1. Athletic Field
 | 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 rule that correlates with every expectation to create a maximum of 5 rules under each location**.**

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| **Expectations and Rules Matrix** |
|  **School-wide EXPECTATIONS** | *Copy and paste expectations from* ***3C****.* | **IDENTIFIED LOCATIONS***Copy and paste locations from* ***4A.*** |
| Hallway | Cafeteria | Athletic Field |
| **Rules**  | **Rules**  | **Rules**  |
| Be respectful to others | Walk on the right side of the hallway at all times | Always pick up your trash from the table and floor | Always share equipment |
| Be safe in all environments | Always keep your hands and feet to yourself while walking | Always listen when someone makes an announcement on the microphone | Listen to and follow all rules of each activity/game |
| Be kind to others | Give appropriate space (one square) while walking in a line behind someone | Eat only what is on your tray | Always be a good sport and never brag when you win |
| Be compliant to all authority figures | Follow staff directives the first time given | Always wait for your teacher’s name to be called before leaving your seat | Always transition from activities the first time asked |
| n/a | n/a | n/a | n/a |

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

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

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

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| **When will location-specific rules lesson plans be taught?** |
|  | Date(s) | Time: |
| August | 8/15/2018 | 8:15 am  |
| January  | 1/8/2019 | 8:15 am |
| 4th Quarter | 4/2/2019 | 8:15 am |
|  |
| Who will be responsible for teaching the lesson plans? | Classroom teacher |
| Where will the lesson plan instruction occur? | Classroom, PE, cafeteria |
| Who is responsible for retaining, organizing and distributing all lesson plans? | Ragin |

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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: \_\_\_\_\_\_\_\_\_**Be respectful to yourself and others**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| **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:** DMS (Behavior Dashboard) **Problem Identification:** Disruptive/Unruly Behavior |
| **2**. **Problem Analysis:** Why do you think this problem is occurring?What is your goal? *(use a SMART goal statement with numerical data)* | **Hypothesis:** Student self-control becomes an issue when structure and expectations are not enforced or upheld**Goal Statement:**  |
| **3. Intervention Design:**  Describehow you will implement a positive reward program to decrease this problem. | **Type of System: Point system** **Description of System:** *(3-4 sentences)Students who receive accolades from staff members other than their teachers will receive biweekly acknowledgment* |
| **4. Evaluation:**A. Implementation fidelity | 1. How do you monitor the fidelity (consistency and effectiveness) of the **staff’s** implementation of the reward program? *(2-3 sentences)*

Staff members must send AP a weekly list of their accolades. Effectiveness and consistency is monitored based on teacher participation. |
| 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”? *(2-3 sentences)*

The reward program will be considered effective if the amount of referrals decrease and the amount of student receiving incentives increases. |

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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. Excessive talking
 | Speaking during instruction |
| 1. Out of assigned area
 | Walking away from class, eloping |
| 1. Calling out
 | Speaking out of turn, without raising hand |
| 1. Refusal of work
 | Not completing assignments or activities |
| 1. Not following directions
 | Off task behavior |
| 1. Back talk
 | Speak back to or at staff in a disrespectful manner |

**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 [x] Hierarchy |
| Warning |
| Parent phone call |
| Timeout- inside classroom |
| Timeout- outside of classroom |
| Lunch detention/ loss of privilege |

**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. Disruptive/Unruly Behavior | Horseplay, screaming, kicking furniture |
| 2. Disobedience/Insubordination | Refusing to go to accept a consequence (turn clip, go to timeout) |
| 3. Fight/Minor Altercation | Hitting another student |
| 4.  |  |
| 5.  |  |
| 6. Repetitive staff managed  misbehaviors | More than misbehaviors inwarrants an office referral. hourone3 *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 Behavior

 Intervene and redirect

Office Managed Misbehaviors

Staff Managed Misbehaviors

•Call to notify office of major infraction

•Write ODR

Implement an initial consequence from **6B**

Is behavior Office Managed?

*(if unsure, check below)*

|  |  |
| --- | --- |
| List Staff Managed Misbehaviors from **6A** | List Office Managed Misbehaviors from **6C** |
| -Excessive talking-Calling out-Refusal of work-Not following directions-Back Talk | -Extreme horseplay-Refusal of staff consequence-Fighting/hitting |

Administrator processes referral based on DMS

Warning

Out of classroom timeout

Courtesy parent call before consequence

Classroom timeout

Lunch detention/Loss of privilege

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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)* | [x]  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:** | n/a |
| \*CHAMPs is the district-supported, evidence-based universal classroom management system for all teachers. Would your Principal like to be contacted to learn about CHAMPs professional development?  | [x]  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 |
| [x]  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: *(3-4 sentences)*Administrators review iObservation reports and disseminate to team leaders. |

**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**: | 54 |
|  Total number of **school-wide** discipline referrals:  | 89 |
| % of referrals in the classroom: | 60% |
| Do more than 40% of your referrals come from the classroom? | [x]  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: | 485 |  |  |
| # Referrals |  | **% of Total Population** | Core Effectiveness |
| 0 - 1 referral |  | 95% | Are your 0 – 1 referrals > 80%? | [x] Yes [ ] No |
| 2 - 5 referrals(at risk students) | 19 | 4% | Are your 2 - 5 referrals <15%? | [x] Yes [ ] No |
| > 5 referrals(high risk students) | 5 | 1% | Are your >5 referrals <5%?  | [x] Yes [ ] No |

**8B. Core Effectiveness Plan:**

|  |  |
| --- | --- |
| If all 3 are “**Yes**”, your core is effective. Is your core behavior curriculum effective? | [x] 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)Team minutes are submitted in which teachers identify at risk or high risk students. Administration and Guidance counselor serve lunch duty to also identify potential at –risk students, and to be readily available to staff as they come to the cafeteria daily.*  |

**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”.

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| --- | --- | --- | --- | --- |
| Subgroups | (PctPop - Green)% **of students**  | (PctRef - Blue)**% of referrals**  | Difference in referral composition | Positive value suggests disproportionality(Is the value positive?) |
| Black | 95 | 96 | 1 | [x] Yes [ ] No |
| Hispanic/Latin | 2 | 2 | 0 | [x] Yes [ ] No |
| White | 2 | 3 | 1 | [x] 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 [x] 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)*The team feels that the referrals are proportioned based on the amount of students inside the subgroup, but we plan to hold additional meetings to analyze the data more closely, as the year goes on. |

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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**[x] *check when Action completed* | **Completed:**Person ResponsibleName & Title |
| **Current** | [x]  **This Action Plan has been saved to use *next year* during quarterly meetings** | **Ragin, Assistant Principal** |
| **Current** | [x]  **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** | **Ragin, Assistant Principal** |
| **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 |

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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?”*

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| **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 goals will be posted in 100% of common areas (each hallway, specials classes, cafeteria, media center, offices) | Quarterly: 10/19/18, 1/7/19, 3/22/19, 5/6/19 | Ragin |
| **Behavior lesson plans** are being taught as written and when indicated | At each quarterly lesson plan check, 95% of staff will have evidence of behavior lessons being taught and reviewed. Quarterly walkthrough data will show that 95% of teachers have taught behavior lessons. | Ragin |
| **Discipline consequences**  and **flow chart** are being used by all staff as written | 100% of office referrals will be processed only after teachers have used all hierarchy consequences before submitting referral | Ragin |
| A **reward system** is being implemented for *all* students | By December, 100% of students would have received an incentive by being recognized from staff. | Ragin |

**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?”*

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| **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 each quarterly meeting, behavior incidents will decrease by 50% from last year’s data | Quarterly: 10/19/18, 1/7/19, 3/22/19, 5/6/19 | Ragin |
| See critical element 4A • **Top 3 event locations** data | By each quarterly meeting, incidents occurring in the hallway would have decreased by 50% from last year’s data | Ragin |
| See critical element 8 • **Core effectiveness** data | At each quarterly meeting, our core will be effective, based on or referral counts and at-risk and high risk students | Ragin |
| See critical element 7A• **Grade Level/Classroom referrals** data | At each quarterly meeting, Marzano walkthroughs will show that 95% of teachers are using CHAMPS to decrease classroom referrals | Ragin |