

**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:**

|  |  |
| --- | --- |
| **School Name:** | Meadowbrook Elementary School |
| **School Number:** | 0761 |
| **SPBP Contact Name:** | Marina Gross & Aleshia Coleman |
| **Direct Phone Number:** | 754-323-6500 |

|  |
| --- |
| **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?** |
| Matthew Whaley | Principal | Administration |
| Marina Gross & Aleshia Coleman | SPBP Point of Contact | Guidance Counselor/Assistant Principal |
| Adriana Calvo | Parent/Community Representation | SAC |
| Zachary Lynch | Teacher | BTU |
| Natalia Moron | Teacher | Autism/First Grade |
| Adela Nelson | Teacher | Second Grade |
| Cristina Pacitti | Teacher | Third Grade |
| Kayasia Edwards | Teacher | Fourth Grade |
| Gonzalo Duque | Teacher | Fifth Grade |
| Sophia Nunes | ESE Specialist | All grade levels |
| Rowena Thomas | Literacy Coach | (3rd-5th) |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Meeting Date** | **Meeting Time** | **Name & title of person responsible to facilitate meeting** | **Content of meetings:** |
| 8/10/2018 | 2:15-3:00 | Aleshia Coleman/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) |
| 11/6/2018 | 2:15-3:00 | Aleshia Coleman/Assistant Principal |
| 1/15/2019 | 2:15-3:00 | Aleshia Coleman/Assistant Principal |
| 4/9/2019 | 2:15-3:00 | Aleshia Coleman/Assistant Principal |

|  |
| --- |
| **CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment:** |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Action Steps:** | **Date**  *(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 | 4/27/2018 | # of participants = 84 | Selina Esdaile |
| Held a *faculty* vote on the new SPBP  (for SY 2018/19) | 4/30/2018 | % approved = 88% | Natalia Moron |
| Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community) | 4/26/2018 | # of participants = 25 | Selina Esdaile |

**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)**  *(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:  8/13/2018 | The team will present the updates in the SPBP for the 18/19 school year. All stakeholders will be provided with access to the SPBP. Feedback will be collected for future team meetings. | Selina Esdaile |
| Present the 2018/19SPBP to stakeholders (parents and community) | Prior to Oct 1st, 2018  9/27/2018 |
| Present behavior data to staff  *Quarterly: minimum of 4 each year* | 1. 8/30/2018 | 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. | Aleshia Coleman |
| 2. 10/25/2018 |
| 3. 1/24/2019 |
| 4. 4/18/2019 |

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

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

|  |  |
| --- | --- |
| **Top 10 Behavior Incidents**  *(put N/A in any blank spaces)* | |
| 1. Unruly/Disruptive | 6. N/A |
| 2. Assault / Threat (Non- Criminal) | 7. N/A |
| 3. Disruptive Unruly Play | 8. N/A |
| 4. N/A | 9. N/A |
| 5. N/A | 10. N/A |

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

|  |
| --- |
| **School-wide Expectations** |
| 1. Self-Control in All Situations |
| 1. Organized for Learning |
| 1. Accountable Behavior |
| 1. Respectful to Everyone |

**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 27 & 28, 2018 | 8:15-8:45 | |
| January | January 28 & 29, 2019 | 8:15-8:45 | |
| 4th Quarter | April 29 & 30, 2019 | 8:15-8:45 | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | Teachers (Pre-K – 5th) |
| Where will the lesson plan instruction occur? | | | Classroom |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Marina Gross |

|  |
| --- |
| **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. Hallway | 5 |
| 2. Cafeteria | 5 |
| 3. Athletic Field | 3 |

**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. | | |
| Hallway | Cafeteria | Athletic Field |
| **Rules** | **Rules** | **Rules** |
| Self-Control in All Situations | Walk in line order, keep hands and feet to yourself, stay to the right | Walk quietly, sit properly, keep hands and feet to yourself and respect personal space of others | Follow all campus rules for outdoor activities; keep your hands and feet to yourself |
| Organized for Learning | Follow all directions facilitated by your teachers during transition | Follow all directions given by the monitors, and respect personal space while eating, | Follow all directions facilitated by your teachers during outdoor activities |
| Accountable Behavior | Respect work displayed, Dispose of litter properly, walk to your destination in an orderly fashion | Utilize utensils properly, keep cafeteria clean, dispose of waste properly | Follow all staff directions and respect personal space |
| Respectful for Everyone | Say “excuse me” and “sorry”, greet people and smile, Use a ZERO voice level in the hallway | Say “please” and “thank you”, keep food on your plate, eat and use level ONE voice | Follow all directions, keep hands, feet, and objects to yourself; take turns and share |

**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 | September 4 & 5, 2018 | 8:15-8:45 | |
| January | January 22 & 23, 2019 | 8:15-8:45 | |
| 4th Quarter | April 23 & 24, 2019 | 8:15-8:45 | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | Teachers |
| Where will the lesson plan instruction occur? | | | In the classroom |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Marina Gross |

|  |
| --- |
| **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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Self-Control in All Situations\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| **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:** 12 Incidents    **Problem Identification:**  Based on data from Basis, Unruly/Disruptive Behaviors are the most common problem identified in our school (12 occurrences) |
| **2**. **Problem Analysis:** Why do you think this problem is occurring?  What is your goal? *(use a SMART goal statement with numerical data)* | **Hypothesis:**  We feel this problem is occurring because students are not following their hallway rules.  **Goal Statement:** The percentage of 36%, which is 12 occurrences of 33 school wide referrals, will decrease to 18% as evident by the use of the school wide SOAR expectations. |
| **3. Intervention Design:**  Describehow you will implement a positive reward program to decrease this problem. | **Type of System: Token system**  **Description of System:**  SOAR Tickets Incentive Program – Students must follow our “SOAR” behavior expectations which are: self-control, organized for learning, acceptable behavior, and respect for everyone. Students must be accountable for demonstrating this behavior throughout the entire school environment 100% of the time. |
| **4. Evaluation:**  A. Implementation fidelity | 1. How do you monitor the fidelity (consistency and effectiveness) of the **staff’s** implementation of the reward program?   Students will be rewarded an individual “White SOAR Ticket” from any adult in the school if they are exhibiting SOAR behavior. Also, if an entire classroom is exhibiting great SOAR behavior, they will receive a “Blue SOAR Ticket”. An assigned box will be assigned to each class for a monitoring piece. |
| 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”?   Each week there will be a weekly drawing for grades Pre-K through 5th for the White Soar Ticket for individual winners. Afterwards, one class will be selected each week for the Blue SOAR Ticket. All winners will receive a prize from administration or PTA. |

|  |
| --- |
| **CRITICAL ELEMENT #6 Effective Discipline Procedures** |

**6A. Staff Managed Misbehaviors:** List the top 6 *most common* school-wide misbehaviors **staff are expected to manage.**

Write a short, objective, and measurable definition for each.

|  |  |
| --- | --- |
| **Staff Managed Misbehaviors** | |
| Misbehavior | “Looks Like” - *provide a description with example(s)* |
| 1. Interruptions | A child constantly blurts or interrupts |
| 1. Unable to sit | The child that cannot sit still |
| 1. Disrespect | Yelling, answering back or raised finger |
| 1. Talking during instruction | Constant chatting between students |
| 1. Minimal Bullying | Talking about and picking on other students |
| 1. Incomplete Assignments | Student should be completing assignments during their designated time. |

**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 |
| Warning/ Re-Teach Expectation | |
| Parent Contact | |
| Loss of Privileges | |
| Behavior Contract | |
| Referral | |

**6C. Administration Managed Misbehaviors**:

(a) Define the first 3 behaviors by providing examples that clearly identify the point at which the misbehavior warrants an Office Discipline Referral (ODR).

(b) List two additional common school-wide misbehaviors that will result in an ODR. Provide concrete examples.

(c) Determine staff tolerance level for repetitive misbehaviors (the point at which the number of staff-managed misbehaviors becomes an ODR).

|  |  |
| --- | --- |
| **Office Discipline Referrals (ODRs)** | |
| Behavior | “Looks Like” - *provide a description with example(s)* |
| 1. Disobedience/Insubordination | Student yelling at teacher and inappropriate gestures. |
| 2. Disruptive/Unruly Play | Pushing another student. |
| 3. Defiance of authority | Talking back, noncompliance, throwing papers on the floor. |
| 4. N/A | N/A |
| 5. N/A | N/A |
| 6. Repetitive staff managed  misbehaviors | More than misbehaviors inwarrants an office referral.  hour  one  3    *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

**Office Managed Misbehaviors**

Intervene and redirect

**Teacher Staff Managed**

**Intervention 1:**

Contact office

Write Referral

Redirect for inappropriate managed behavior identified

Is the behavior **Teacher/Staff Managed** or **Office Managed**?

|  |  |
| --- | --- |
| **Teacher/Staff**  **Managed Misbehaviors** | **Office**  **Managed Misbehaviors** |
| Inappropriate language  -name calling | Abusive Language  -bullying/taunting  -profanity |
| Physical Contact  -pat  -small shove  -touch other student’s hair | Physical Aggression  -kicking, hitting, pushing, shoving, bitting, hair pulling, pinching  -fist balling |
| Disrespect  -talking back  -facial gestures (roll eyes, grimacing of facial aspects) | Disrespect  -confrontational with adults  -invading adult’s space |
| Observable Behavior  -running in the hallway  -poor line behavior  -throwing food | Observable Behavior  -vandalism  -damage of school property  -throwing furniture |
| Disruptive Behaviors  -tattling  -distracting other students  -constant redirection/misbehavior | Disruptive Behaviors  -inappropriate of technology use  -threats  -bullying  -harassment |

**Intervention 2:**

Administration will meet with student.

**Intervention 1:**

Review S.O.A.R. Expectations

**Intervention 2:**

Student Conference and re-teach classroom expectations

**Intervention 3:**

Administration will assign consequences based on policy.

If behaviors continue, refer to guidance or through Behavior RTI

Incident entered in the system.

**Intervention 4:**

Contact parent via phone call.

Administration will meet with teacher to discuss student referral outcome.

**Intervention 4:**

Call office/send student and write referral

**Intervention 3:**

Contact parent via agenda, phone call or email

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

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

|  |  |
| --- | --- |
| Which **evidence-based** classroom management system is supported by your school’s administration and is expected to be implemented school-wide?  *(Class Dojo, LEAPs, HERO, Cloud 9, etc. are tools,* ***not*** *classroom systems)* | CHAMPs\*  PBIS Classroom Management  Administration does not expect an evidence-based classroom management system to be implemented by teachers this year  (*your school will need to adopt one next year)*  Other *(complete below)* |
| If other, name the **evidence-based classroom management system:** | 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

|  |
| --- |
| 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: *The implementation is evident through the amount of referral generated by various teachers. In addition, we have observed inappropriate use of referrals/referral process. Last, due to repetitiveness of bulk student/teacher behaviors classroom management should be revised. IObservation allows administration to see how classroom management is utilized.* |

**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**: | 28 |
| Total number of **school-wide** discipline referrals: | 44 |
| % of referrals in the classroom: | 64% |
| Do more than 40% of your referrals come from the classroom? | Yes  No |

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

|  |
| --- |
| **CRITICAL ELEMENT # 8: Data Collection and Analysis** |

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

(a) Complete the yellow highlighted cells first.

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

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| TOTAL Population: |  |  |  | |
| # Referrals |  | **% of Total Population** | Core Effectiveness | |
| 0 - 1 referral | 12 | 1.7% | Are your 0 – 1 referrals > 80%? | Yes  No |
| 2 - 5 referrals  (at risk students) | 7 | 1% | Are your 2 - 5 referrals <15%? | Yes No |
| > 5 referrals  (high risk students) | 5 | 0.7% | 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: *We will continue to implement our schoolwide SOAR initiative. Teachers will teach/model and implement with fidelity behavior expectations. As a result, students will understand self-control in all situations, organized for learning, acceptable behavior in all situations, and respect for everyone. The expectations will be posted throughout the school environment in every classroom and designated areas outside of the classroom as well.* | |

**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 | 42 | 59 | 17 | Yes No |
| Hispanic/Latin | 42 | 34 | -8 | Yes No |
| White | 17 | 6 | -11 | Yes No |

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

|  |  |
| --- | --- |
| If all 3 are “**No**”, disproportionality is not indicated. Are all 3 “No”? | Yes No |
| Answer **either** (a) or (b):  (a) If you answered “**Yes**”, although your data indicates equity, what plan does your school leadership team implement for early identification of any disproportionality issues  (b) If you answered “**No**”, indicate the support plan and interventions your school leadership team will implement at the beginning of next year to improve sub group disproportionality | |
| Disproportionality Plan: *The Leadership Team and teachers will integrate strategies from our equity and diversity liaison with understanding cultural diversity across the school environment. This is vital because it will give staff an opportunity to understand the impact of diversity and race on student achievement. Teachers will utilize lesson plans in order to correct certain behaviors.* | |

|  |
| --- |
| **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**  *check when Action completed* | **Completed:**  Person Responsible  Name & Title |
| **Current** | **This Action Plan has been saved to use *next year* during quarterly meetings** | **Aleshia Coleman, Assistant Principal** |
| **Current** | **Create a SPBP binder or portfolio to retain (for 2 years) hard copies of: your SPBPs, Action Plans, staff PBIS professional development attendance, stakeholder training attendance, quarterly meeting agendas, quarterly staff behavior presentations, voting attendance and outcome, Expectation lesson plans and Rules lesson plans** | **Marina Gross, Guidance Counselor** |
| **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 |

|  |
| --- |
| **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 13, 2018, 100% of our school hallways and classrooms will have SOAR school-wide expectations posted as measured by a PBIS walkthrough. | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | Marina Gross |
| **Behavior lesson plans** are being taught as written and when indicated | By September 5, 2018, 95% of our teachers would have taught all SOAR school-wide expectations lesson plans as measured by the submission of their plans to administration. | Aleshia Coleman |
| **Discipline consequences**  and **flow chart** are being used by all staff as written | By August 14, 2018, 100% of the staff will be trained on how to effectively implement the discipline consequences chart with as measured by referrals submitted to administration. | Aleshia Coleman |
| A **reward system** is being implemented for *all* students | By May 2019, 100% of the staff would have submitted SOAR Tickets each week as evident by the SOAR Ticket database. | Matthew Whaley |

**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 4, 2019, school-wide referrals will decrease by 3% each quarter, as measured by the BASIS Dashboard. | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | Aleshia Coleman |
| See critical element 4A  • **Top 3 event locations** data | Each quarter, the amount of referrals generated from hallways will decrease by 3% as measured by the BASIS Dashboard. | Aleshia Coleman |
| See critical element 8  • **Core effectiveness** data | Each quarter, there will be a 3% decrease in the amount of referrals as measured through BASIS Dashboard. | Marina Gross |
| See critical element 7A  • **Grade Level/Classroom referrals** data | By the end of the first quarter with the implementation of CHAMPS with fidelity, office referrals from grade 3 students will decrease by 3% as measured by BASIS Behavior Dashboard. | Matthew Whaley |