

**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:** | Coconut Creek Elementary |
| **School Number:** | 1421 |
| **SPBP Contact Name:** | Sara Strenk |
| **Direct Phone Number:** | 754-322-5800 |

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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?** |
| Kathy Good | Principal | Administration |
| Sara Strenk | SPBP Point of Contact, ESE Specialist | ESE |
| Brianna Garcia | Parent/Community Representation | SAC |
| Martha Houck | BTU Representative |  |
| Gayle Kasler | ESP Representative |  |
| Sandra Weaver | General Education Teacher | Kindergarten Team Leader |
| Yetta Karp | General Education Teacher | First Grade Team Leader |
| Darlene Hazen | General Education Teacher | Second Grade Team Leader |
| Erin Remes | General Education Teacher | Third Grade Team Leader |
| Marta Vansciver | General Education Teacher | Fourth Grade Team Leader |
| Gordon Groff | General Education Teacher | Fifth Grade Team Leader |
| Maria Salomatoff | General Education Teacher | Specials Team Leader |

**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:** |
| 9/14/2018 | 9:00am | Kathy Good | 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) |
| 10/19/2018 | 9:00am | Kathy Good |
| 11/16/2018 | 9:00am | Kathy Good |
| 12/14/2018 | 9:00am | Kathy Good |

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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 | 3/23/2018 | # of participants = 42 | Martha Houck |
| Held a *faculty* vote on the new SPBP  (for SY 2018/19) | 4/2/2018 | % approved = 80% | Martha Houck |
| Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community) | 4/9/2018 | # of participants = 19 | Martha Houck |

**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. | BTU Representative |
| Present the 2018/19SPBP to stakeholders (parents and community) | Prior to Oct 1st, 2018  9/10/2018 |
| 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 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. | Administration |
| 2. 12/21/2018 |
| 3. 3/22/2019 |
| 4. 5/20/2019 |

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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.Bus violation Level 3 |
| 2.Fight/Minor Altercation | 7.Bullying/Unsubstantiated |
| 3.Battery | 8.Disobediemce/ insubordination |
| 4.Bus Violations | 9.Disruptive Unruly Play |
| 5.Assult/Threat | 10.Disruption on Campus |

**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 Cooperative=Cooperate with everyone |
| 2.Be Respectful= Respect everyone |
| 3.Be Safe= Use the Golden Rule |
| 4.Be Responsible= Show responsibility through your actions |

**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 – August 17, 2018 | 8:30 a.m.- 8:45 a.m. | |
| January | January 8, 2019- January 11, 2019 | 8:30 a.m.- 8:45 a.m. | |
| 4th Quarter | April 4, 2019- April 5, 2019 | 8:30 a.m.- 8:45 a.m. | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | Teachers, Media Specialist (WCUB) |
| Where will the lesson plan instruction occur? | | | Morning Announcements |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Administration |

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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 | 32 |
| 2. Hallway | 12 |
| 3.Playground | 7 |

**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.*** | | |
| Location #1 Cafeteria | Location #2 Hallway | Location #3 Playground |
| **Rules** | **Rules** | **Rules** |
| Cooperate with Everyone | Talk quietly to your neighbor | Walk on the right side of the hallway | Play fairly and take turns |
| Be respectful to Yourself and Others at School | Eat your own food | Allow for personal space | Share equipment |
| Use the Golden Rule | Keep hands, feet and objects to yourself | Hands and feet to self while walking in line. “Cougar Walk” | Provide encouragement to fellow students when playing games |
| Show Responsibility Through your Actions | Clean up your own space before leaving | Walk in a straight quiet line | Use equipment as it is intended to be used |

**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 – August 17, 2018 | 8:30 a.m.- 8:45 a.m. | |
| January | January 8, 2019- January 11, 2019 | 8:30 a.m.- 8:45 a.m. | |
| 4th Quarter | April 4, 2019- April 5, 2019 | 8:30 a.m.- 8:45 a.m. | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | Teachers, Media Specialist (WCUB) |
| Where will the lesson plan instruction occur? | | | Morning Announcements |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Administration |

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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: Behavior Referrals**    **Problem Identification: Identified Local Incidences of 32 events resulting in a referral in the cafeteria.** |
| **2**. **Problem Analysis:** Why do you think this problem is occurring?  What is your goal? *(use a SMART goal statement with numerical data)* | **Hypothesis: The frequency of reward is delayed; therefore, students are not receiving immediate positive reinforcement.**  **Goal Statement:** By June 2019, the school will implement frequent positive reinforcement utilizing the HERO program, along with the PAW program to increase positive behavior in the cafeteria as evidenced by a 30% decrease in cafeteria referrals. |
| **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 will receive HERO points for their entire class based upon whole class behavior in the cafeteria. Classes will earn a paw/points when their class has followed cafeteria rules and expectations, and directly correlate to HERO points. Classes with the most paws/points in a month per grade level will receive a reward such as a popsicle party. |
| **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 will be monitored, by reviewing logged HERO points weekly. This will ensure that classes receive appropriate rewards for behavior in the cafeteria. |
| 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 behavior in the cafeteria will improve, and behavior referrals will decrease. Behavior referral data will be monitored through BASIS, and strive toward reducing incidences by 30%. |

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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. Defiance Disrespect and non-compliance | Defiance Disrespect and non-compliance Student engages in brief or low-intensity failure to respond to adult requests • Not working/Unfinished work • Not participating in group work • Uncooperative • Making faces/rolling eyes • Huffing, sighing etc. • Arguing-Inappropriate response to teacher request • Cheating/Lying |
| 2. Disruption | Student engages in low-intensity, but inappropriate disruption • Making noises • Talking/Talking out • Out of seat • Not listening • Hands/feet not in control |
| 3. Inappropriate Language | Student engages in low intensity instance of inappropriate language § Negative talk • Name calling • Swearing |
| 4. Physical Contact | Student engages in non-serious, but inappropriate physical contact: • Poking • Tripping • Bumping into another • Pushing |
| 5. Property Misuse | Student engages in low-intensity misuse of property |

**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.

|  |  |
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| Is this a menu or hierarchy system? | Menu Hierarchy |
| Student conference | |
| Model appropriate behavior | |
| Non-participation in preferred activity | |
| Redirect the student | |
| Reflection assignment | |

**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. Repetitive Moderate Misbehaviors | More than 3 moderate misbehaviors in 2 hours |
| 2. Battery | Intentional and inconsequential contact that results in minor injury/harm to the intended victim. The act of battery must include: the contact between intentional and non-incidental or accidental, but contact must be without consent of the victim. The contact must result in harm to the intended victim. |
| 3. Fight Minor | Mutual participation of two or more persons in a physical encounter/altercation that results in no jury. |
| 4. Fight Major | Mutual participation of two or more persons in a hostile, physical encounter/altercation involving serious force/violence that results in injury requiring professional medical attention and may or may not require adult intervention to separate the students. |
| 5. Disruption on Campus | Disruptive behavior that poses a serious threat to the learning environment, health, safety, or welfare of others. Major disruption to all or a significant portion of campus activities, school sponsored events, and school bus transportation. |
| 6. Repetitive staff managed  misbehaviors | More than misbehaviors inwarrants an office referral.  2  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

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** |
| * Defiance disrespect and non-compliance * Disruption * Inappropriate Language * Physical Contact * Property Misuse * Dress Code | * Repetitive Misbehaviors * Disrespect * Defiance * Verbal Aggression * Mild Physical Aggression * Class Disruption |

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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: *(3-4 sentences)*  Administration utilizes the Marzano model to assess teacher efficacy in implementing CHAMPS. Teachers are provided data marks to show the effectiveness of their use of CHAMPS in the classroom. Teachers are also monitored in this way to ensure CHAMPS is being used daily and with fidelity in the classroom. |

**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**: | 135 |
| Total number of **school-wide** discipline referrals: | 145 |
| % of referrals in the classroom: | 48% |
| 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: | 661 |  |  | |
| # Referrals |  | **% of Total Population** | Core Effectiveness | |
| 0 - 1 referral |  | 96% | Are your 0 – 1 referrals > 80%? | Yes No |
| 2 - 5 referrals  (at risk students) | 22 | 3% | Are your 2 - 5 referrals <15%? | Yes No |
| > 5 referrals  (high risk students) | 5 | 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: *(3-4 sentences)*  Monitoring of Behavior Dashboard via BASIS to ensure all students with significant behavior concerns are met upon in CPS Team meetings. Administration shares behavior data and progress with staff on a quarterly basis, as well as at monthly leadership team meetings. | |

**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 | 44 | 61 | +17 | Yes No |
| Hispanic/Latin | 24 | 14 | -10 | Yes No |
| White | 32 | 24 | -8 | 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: *(3-4 sentences)*  At the beginning of the year, the school leadership team will implement community outreach programs to assist in building a positive relationship with the surrounding community. Students will be able to participate in Teen Trendsetters, and view positive role models. Students will also have the availability to have a “listener,” to help build self-esteem. | |

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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 |
| **Current** | **This Action Plan has been saved to use *next year* during quarterly meetings** | **BTU REP** |
| **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** | **BTU Rep** |
| **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 | Administration |
| **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 | CPS Team |
| **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 | **BTU Rep, Administration** |
| **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 | CPS Team |
| **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. | All Staff |
| **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> | All Staff |
| **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. | Administration, BTU Rep, ESE Specialist |
| **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 | BTU Rep |
| **April** | Submit your SPBP in OSPA by April 30th every year | **BTU Rep** |

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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, all school wide expectations and rules will be posted around campus with 100% completion | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | Administration |
| **Behavior lesson plans** are being taught as written and when indicated | By August 2018, Teachers will review behavior lessons with students during the first week of school and again at the beginning of each quarter with 100% participation. | CPS Team, Administration |
| **Discipline consequences**  and **flow chart** are being used by all staff as written | Teachers will review discipline flow chart during team meetings monthly with 100% participation. | Administration |
| A **reward system** is being implemented for *all* students | Hero points will be rewarded each day in the cafeteria per class, with 100% participation in providing points and paws to the class. | Administration, CPS Team |

**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 December 2018, Behavior incidents will decrease by 5% from previous years numbers at the same point in time. | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | Administration CPS Team |
| See critical element 4A  • **Top 3 event locations** data | By December 2018, Top 3 event locations will decrease incidences by 5%. | Administration CPS Team |
| See critical element 8  • **Core effectiveness** data | By December 2018, behavior referrals for African American students will decrease by 5%. | Administration CPS Team |
| See critical element 7A  • **Grade Level/Classroom referrals** data | By December 2017, incidences of unruly/disruptive behavior will decrease by 5%. | Administration CPS Team |