

**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:** | Lyons Creek Middle |
| **School Number:** | 3101 |
| **SPBP Contact Name:** | Shena Wright |
| **Direct Phone Number:** | 754-322-3700 |

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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?** |
| Vernicca Wynter | Principal | Administration |
| Shena Wright | SPBP Point of Contact | SAC Chair |
| Anabel Borges | Parent/Community Representation | SAC |
| Betsy Vincent | BTU Representative | Teacher |
| Dory Vega | 6th Grade Administrator | Administration |
| Thomas Bellamy | 7th Grade Administrator | Administration |
| Thomas Howard | 8th Grade Administrator | Administration |
| Tonya Minisci | Teacher | 6th GradeTeacher |
| Jamie Caliendo | Teacher | 6th -8th GradeTeacher |
| Christine Lall | Interim Sub | 7th Grade |
| Myra Brahms | Guidance | 8th Grade |
| Louise Kopf | ESE Specialist | 6th -8th Grade |
| Ambreen Farrukh | Guidance | 7th Grade |

**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:** |
| 10/19/2018 | 10:45 a.m. | Shena Wright (SAC Chair) | 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) |
| 12/20/2018 | 8:35 a.m. | Shena Wright (SAC Chair) |
| 3/20/2019 | 8:35 a.m. | Shena Wright (SAC Chair) |
| 4/25/2019 | 8:35 a.m. | Shena Wright (SAC Chair) |

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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 | 4/27/2018 | # of participants = 88 | Shena Wright |
| Held a *faculty* vote on the new SPBP  (for SY 2018/19) | 4/27/2018 | % approved **= 86 Voted yea & 2 Voted no** | Shena Wright |
| Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community) | 4/24/2018 | # of participants = 7 | Shena Wright |

**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:  8/10/2018 | 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. | Shena Wright |
| Present the 2018/19SPBP to stakeholders (parents and community) | Prior to Oct 1st, 2018  9/18/2018 |
| 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. | Shena Wright12/20. |
| 2. 12/20/2018 |
| 3. 3/20/2019 |
| 4. 4/25/19 |

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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. Level 2-Bus Violation |
| 2.Disruptive/Unruly Play | 7. Out of assigned area |
| 3. Disobedience/Insubordination | 8. Level 3-Bus Violation |
| 4. Class Cut (Skipping) | 9. Insulting/Profane/Obscene Language |
| 5. Fight (Minor Altercation) | 10. Profanity to Staff Member |

**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 **H**onorable |
| 2. Be **E**xceptional |
| 3. Be **R**esponsible |
| 4. Be **O**bedient |
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**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 | 8/17/18 | Each period will teach a lesson related to the positive characteristics. | |
| January | 1/11/19 | Each period will teach a lesson related to the positive characteristics. | |
| 4th Quarter | 4/5/19 | Each period will teach a lesson related to the positive characteristics. | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | Language Arts: Be Honorable Lesson  Social Studies: Be Exceptional Lesson  Math: Be Respectful Lesson  Science: Be Obedient Lesson |
| Where will the lesson plan instruction occur? | | | During each class period on the selected date |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Shena Wright |

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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 | 211 |
| 2.Bus | 170 |
| 3. Cafeteria | 140 |

**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 | BUS | CAFETERIA |
| **Rules** | **Rules** | **Rules** |
| Be Honorable | Walk directly to class | Remain seated while the bus is in motion | Clean up after yourself |
| Be Exceptional | Walk on the right side of the hallway | Keep hands inside the window | Keep all food items on your tray |
| Be Responsible | Keep hands and feet to yourself | Get to the bus area on time | Walk with your teacher after dismissal or report to class on time |
| Be Obedient | Follow directions from teachers and staff members | Sit in your assigned seat | Stay seated at your assigned table |
| Click here to enter Expectation #5 | Click here to enter a Rule | Click here to enter a Rule | Click here to enter a Rule |

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

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

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

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| **When will location-specific rules lesson plans be taught?** | | | |
|  | Date(s) | Time: | |
| August | 8/17/18 | Each period will teach a lesson related to the positive characteristics. | |
| January | 1/11/19 | Each period will teach a lesson related to the positive characteristics. | |
| 4th Quarter | 4/5/19 | Each period will teach a lesson related to the positive characteristics. | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | Language Arts: Be Honorable Lesson  Social Studies: Be Exceptional Lesson  Math: Be Respectful Lesson  Science: Be Obedient Lesson |
| Where will the lesson plan instruction occur? | | | During each class period on the selected date |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Shena Wright |

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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: 4/23/18**    **Problem Identification: There are over 211 incidences that has occurred in the hallway.** |
| **2**. **Problem Analysis:** Why do you think this problem is occurring?  What is your goal? *(use a SMART goal statement with numerical data)* | **Hypothesis: These negative behaviors are occurring in the hallway due to lack of positive reinforcement for good behaviors.**  **Goal Statement:** **The number of incidences will drop 5% in the 2018-2019 school year by implementing rewards for positive behaviors.** |
| **3. Intervention Design:**  Describehow you will implement a positive reward program to decrease this problem. | **Type of System: Point system**  **Description of System: Teachers will provide HERO points to students who arrive to class on time. Administrators and teachers will provide HERO points for students walking on the right side of the hallway and going directly to class. At the end of each quarter students will be rewarded based on the number of HERO points received.** |
| **4. Evaluation:**  A. Implementation fidelity | 1. How do you monitor the fidelity (consistency and effectiveness) of the **staff’s** implementation of the reward program? A monthly HERO calendar will be sent to teachers with different target behaviors to award students. Teachers will be monitored by administration. |
| 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”? The administrative staff will monitor BASIS to track the number of referrals given for the targeted location “hallway”. Administration will collect the data for the targeted location for each quarter and compare the data to last school year. If the number of referrals decrease, then we will know that the positive incentive worked. |

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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. Students not arriving to class on time | Students coming to class after the late bell more than three times |
| 2. Use of electronic devices | Students using electronic devices when not permitted to do so |
| 3. Not following the teacher’s direction | Students not following the teacher’s direction the first time it’s given |
| 4. Students being playful and disruptive during class | Students talking and playful with other students during the lesson |
| 5. Being out of their assigned seat | Students getting up and walking around the classroom without permission |
| 6. Dress Code | Students not following the school code of conduct dress code guidelines |

**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 |
| 1. Warning | |
| 1. Seat change | |
| 1. Phone call home | |
| 1. Detention | |
| 1. Referral to administration | |

**6C. Administration Managed Misbehaviors**:

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

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

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

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| **Office Discipline Referrals (ODRs)** | |
| Behavior | “Looks Like” - *provide a description with example(s)* |
| 1. Disobedience/Insubordination | Failure to obey a reasonable or repeated instruction or request from a member of the school staff. For example, teacher repeatedly ask student to sit down and stop talking. The teacher has used all other interventions. |
| 2. Disruptive/Unruly Play | Unruly play that interferes or disrupts the learning environment. For example, two students running around the classroom or throwing paper. Teacher has used all other interventions. |
| 3. Defiance of authority | Disobedience/insubordination resulting in four (4) or more separate (O1) referrals, or the deliberate refusal to physically attend the In--- School---Suspension Program as assigned, or failure to comply with the In---School--- Suspension Program rules and requirements resulting in dismissal from the Program. For example, the student has received four referrals, but continue to exhibit the same type of behavior. |
| 4. Class cut | Deliberate/willful refusal to attend an assigned class. For example, student is caught in the hallway without a pass. The student has been out of class for more than 10 minutes wondering around the campus. |
| 5. Bus Violation level 1 | This violation includes eating or drinking on the bus and failing to sit in the seat assigned by the bus operator. For example, student was warned not to eat or drink on the bus. The student continued to eat and drink on the bus resulting in a bus referral. |
| 6. Repetitive staff managed  misbehaviors | More than misbehaviors inwarrants an office referral.  period  1  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** |
| 1. Students not arriving to class on time 2. Use of electronic devices 3. Not following the teacher’s directions 4. Student being playful and disruptive during class 5. Being out of their assigned sea 6. Dress Code | 1. Disobedience/Insubordination 2. Disruptive/ Unruly Play 3. Defiance of authority 4. Class cut 5. Bus Violation level 1 |

1. warning
2. Seat change
3. Phone call home
4. Detention
5. Referral to administration

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

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

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| Which **evidence-based** classroom management system is supported by your school’s administration and is expected to be implemented school-wide?  *(Class Dojo, LEAPs, HERO, Cloud 9, etc. are tools,* ***not*** *classroom systems)* | CHAMPs\*  PBIS Classroom Management  Administration does not expect an evidence-based classroom management system to be implemented by teachers this year  (*your school will need to adopt one next year)*  Other *(complete below)* |
| If other, name the **evidence-based classroom management system:** | Click here to enter name of system. |
| \*CHAMPs is the district-supported, evidence-based universal classroom management system for all teachers. Would your Principal like to be contacted to learn about CHAMPs professional development? | Yes  No |

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

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| --- |
| What data collection tool does your school leadership team use to monitor and evaluate your teacher’s classroom management skills? *(Measure* ***staff skills****, not student outcomes)* |
| CHAMPs 7 Up Checklist |
| CHAMPs Classroom Check Up (CCU) |
| PBIS Classroom Assistance Tool (CAT) |
| PBIS Walkthrough |
| Marzano’s Domain 1, Design Questions 5, 6, 7, 8, 9 |
| Fidelity of staff classroom management implementation is not monitored to determine training needs this year *(you will need to adopt a tool and plan next year)* |
| Other *(specify):* |
| Explain how this data is collected and analyzed by your school leadership team as a **universal screening** *across teachers* to determine the need for classroom management training: |
| Fidelity of Implementation Plan: The administrative staff completes classroom walk-throughs and formal observations throughout the school year. The information is entered in iObservations. The data is reviewed with the leadership team on a weekly basis and staff members that are identified as needing support will be sent to the necessary training. |

**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**: | 1118 |
| Total number of **school-wide** discipline referrals: | 2040 |
| % of referrals in the classroom: | 35% |
| 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: | 1950 |  |  | |
| # Referrals |  | **% of Total Population** | Core Effectiveness | |
| 0 - 1 referral | 183 | 91% | Are your 0 – 1 referrals > 80%? | Yes No |
| 2 - 5 referrals  (at risk students) | 142 | 7% | Are your 2 - 5 referrals <15%? | Yes No |
| > 5 referrals  (high risk students) | 42 | 2% | 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: The administrative staff has implemented the HERO program to promote positive behaviors. Each week certain positive behavior are targeted and if students exhibit these behaviors they are rewarded for them. For example, in the cafeteria if students clean up their area after eating they will receive HERO points. Another example would be if students arrive to class on time they would receive HERO points. Then each quarter students are invited to attend different REWARD activity around the school base on the number of HERO points they received. | |

**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 | 32 | 38 | 6 | Yes No |
| Hispanic/Latin | 36 | 36 | 0 | Yes No |
| White | 27 | 20 | -7 | 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: Black subgroups indicate a disproportionality with the number of students and the number of referrals written. Therefore, at the beginning of the 2018-2019 school year we will target the students in this subgroups who received several referrals throughout the school year to join the “Mentor Boys Group”. This organization meet with students who are at risk once a week and provide positive incentives to them and strategy to use to stop negative behaviors. | |

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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** | **Shena Wright, SAC Chair** |
| **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** | **Shena Wright, SAC Chair** |
| **Pre Planning**  **2018** | Print up your SPBP Review and school score from OSPA  Provide SPBP presentation to all staff during Pre Planning  Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders  Market and post school-wide Expectations and location-specific Rules (posters, PSAs, etc.)  Identify your RtI Instructional Facilitator provided by the district  (Contact [tyyne.hogan@browardschools.com](mailto:tyyne.hogan@browardschools.com) for more information, if you are unsure)  Confirm 1st team meeting date and time | Click here to enter NAME & title. |
| **August**  **1st meeting** | Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP  Determine any needed team training, such as the 4 Step PSP Brainshark Series, 10 Critical  Elements Brainsharks, Data Collection, Effective CPST Teams, PBIS 101, etc.  Trainings available at: <http://www.browardprevention.org/mtssrti/training-modules/>  Review previous year’s behavior data. (Use ‘Agenda’ and ‘Data Collection Template’)  Forms available at: <http://www.browardprevention.org/mtssrti/rtib> in Tier 1, Teaming  Present implementation data, behavior data, team activities and progress to entire staff  Utilize the 4 Step Problem Solving Process to develop initial interventions  Review previous year’s SPBP and feedback form  Verify and implement teaching schedule for SPBP Expectations and Rules behavior lesson plans | Click here to enter NAME & title |
| **September** | Provide stakeholder presentation on SPBP prior to October 1  Check for staff and teacher understanding of PBIS - provide “PBIS 101” Brainshark as a resource  Brainshark available at: http://www.brainshark.com/browardschools/PBIS101 | Click here to enter NAME & title. |
| **October**  **2nd meeting** | Ensure instructional staff know how to (and are, as needed) enter Tier 1 Supplemental Strategies  for behavior in BASIS  Present implementation data, behavior data, team activities and progress to entire staff | Click here to enter NAME & title. |
| **November** | Staff to re-teach Expectations and Rules first day back from break.  Team to develop new and/or improved lesson plans as indicated by behavior data. | Click here to enter NAME & title |
| **January**  **2019**  **3rd meeting**  Prepare for *2019/20* SPBP | Staff to re-teach Expectations and Rules first day back from break  Ensure the Principal signs in and watches the *new* SPBP Brainshark: Due January 30th  Present implementation data, behavior data, team activities and progress to entire staff  Choose team members and dates to work on, complete, and submit the *new* SPBP  Teams watch the *new* SPBP Brainsharks and refers to *new* “Additional items”  Brainsharks and Additional items posted at: <http://www.browardprevention.org/mtssrti/rtib> | Click here to enter NAME & title. |
| **February** | Ensure progress towards completion of SPBP  Check on recently hired staff for PBIS understanding - provide “PBIS 101” Brainshark resource  Provide the SPBP Surveymonkey link to all staff (optional). Email [Tyyne.hogan@browardschools.com](mailto:Tyyne.hogan@browardschools.com) to request analysis. | Click here to enter NAME & title |
| **March**  **4th meeting** | Ensure progress towards completion of SPBP  Provide staff presentation and vote on new SPBP for next year  Provide stakeholders/parent presentation on new SPBP for next year  Present implementation data, behavior data, team activities and progress to entire staff | Click here to enter NAME & title |
| **April** | Submit your SPBP in OSPA by April 30th every year | Click here to enter NAME & title |

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| **CRITICAL ELEMENT # 10: Monitoring Plans** |

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

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Fidelity of Implementation Monitoring Plan** | | | |
| Action Step | Create an **observable** and **measureable** SMART goal to determine “successful”  **staff implementation** of action step | When will data be collected, analyzed & presented? | Person responsible to collect and analyze data |
| School-wide **expectations** and location-specific **rules** are posted across campus | School expectations will be posted in all staff members classroom and hallways. | 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 | 70% of students will exhibit positive behavior in the classroom and throughout campus. Referrals will decrease by 10% from the previous school year | Shena Wright |
| **Discipline consequences**  and **flow chart** are being used by all staff as written | 100% of all staff members will discipline students by using the discipline consequences and flow chart. | Administration |
| A **reward system** is being implemented for *all* students | 95% of all staff members will be using the HERO program to reward student who exhibit positive behaviors. | Administration |

**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 | Our top 10 behavior incidents will decrease by 5% for the 2018-2019 school year | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | Administration |
| See critical element 4A  • **Top 3 event locations** data | Our top 3 event locations will decrease by 5% for the 2018-20189 school year | Administration |
| See critical element 8  • **Core effectiveness** data | The implementation of the core effective plan will decrease the number of referrals by 8% for the 2018-2019 school year | Administration |
| See critical element 7A  • **Grade Level/Classroom referrals** data | The number of classroom referrals will decrease from 35% to 30% in the 2018-2019 school year. | Administration |