**School-wide Positive Behavior Plan (SPBP)**

To be implemented in pre-planning 2017

**Elements have changed in the SPBP.**

Before completing, go to[**http://www.browardprevention.org/mtssrti/rtib/ →**](http://www.browardprevention.org/mtssrti/rtib/%20%E2%86%92)*School-wide Positive Behavior Plan* for:

* **A NEW Brainshark for Principals. ACTION: Log in with your p # and watch the Brainshark before Jan 30th.**
* A NEW mini-Brainshark Series for teams. These Brainsharks are divided into the Critical Elements of PBIS. Although

 they are not mandatory to watch, they will show you “how to” write a comprehensive SPBP (and receive a high score!)

 **It is recommended that all school teams watch the Overview Brainshark** at the URL above.

* A Feedback Rubric to ensure your team will correctly complete the SPBP and develop a meaningful plan.

To provide consistency across the District, only plans entered in the district template will be accepted.

**ACTION: Download, complete, and upload the SPBP in your SIP Plan, BP # 2, before May 1, 2017:**

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| **School Name: Stranahan High School** |
| **School Number: 0211** |
| **SPBP Contact Person: Elvin Hazell** |
| **Direct Phone Number: 754-323-2100** |

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| **CRITICAL ELEMENT # 1: Functioning Team and Administrative Support** |

**1A. List your current (SY 2016/17)** **team members:** (must have 6-8 team members)

**Each name on this list verifies attendance in ongoing team meetings and participation in developing this SPBP. Each member is responsible for representing stakeholders (i.e. Educational Support Personnel, grade level teachers, specials teachers, support staff, etc.) and sharing SPBP content and updates with respective groups.**

|  |  |  |
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| Full Name | Position | StakeholderRepresentation |
| Michelle Padura | Principal\* | Administration |
| Elvin Hazell | SPBP Point of Contact | RtI:B Team |
| David Ayala  | Parent/Community Representation | SAC |
| Arlene Miller | BTU Representative | BTU |
| Robin Cope | ESE Specialist | ESE Specialist |
| Juan Teyssandier  | SBBC Teacher | Teacher |
| Simone Barnes  | SBBC Teacher | Teacher |
| Thomas Harrison | SBBC Teacher | Teacher |
| Sandra Andrews | SBBC Teacher | Teacher |

**1B. Schedule and document your team meetings for 2017/18 school year:** (minimum of 4)

Also enter in the school’s master calendar.

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| Meeting Date | Time | Responsible Person |
| 9/6/17 | 3:00PM | Elvin Hazell |
| 11/29/17 | 3:00PM | Elvin Hazell |
| 2/14/18 | 3:00PM | Elvin Hazell |
| 4/4/18 | 3:00PM | Elvin Hazell |

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

**2A. Indicate the action steps completed in the 2016/17 school year that increased faculty and stakeholder understanding and knowledge of the SPBP:**

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| **Action Steps:** | **Date(s)*****(Before April 30th THIS YEAR)*** | **Content**(2-3 sentences) |
| **Presented the 2017/18 SPBP to Staff** | 4/24/2017 | Stakeholders provided feedback on how to recognize students for exemplary behavior by grade level. Questions were clarified in regards to when lessons would be delivered and by whom. Consensus was reached on delivery of lessons and rewards.  |
| **Presented the 2017/18 SPBP to stakeholders (parents and community)** | 4/19/2017 | Discussed indicators and potential solutions to primary infraction: Mentoring programs, directed instruction… Reviewed appropriate behaviors in the classrooms and hallways during instructional time or during standardized test sessions. Appropriate behavior during Super Session testing was of continued concern. Recognition for exemplary behavior on a quarterly basis and during the underclassman awards was also considered.  |
| **Held a faculty vote on the 2017/18 SPBP** | 4/28/2017 | % approved: 85After revisions, the faculty voted to approve the plan. 83% of the faculty voted. Of those that voted, 85% voted in favor of the proposed plan.  |

**2B. Plan the activities for 2017/18 school year to increase faculty and stakeholder understanding and implementation of the SPBP:**

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| **Action:** | **Date(s)*****(NEXT YEAR)*** | **Content** |
| **Provide a professional development on the 2017/18SPBP for all staff** | Prior to students’ 1st day:1. 8/17/2017 | Inform teachers of the revised Rtl:B system in BASIS 3.0 Analyze data from the previous year. Grade level behavior information on the top infractions for the 2017/18 school year using BASIS will be reviewed.\_\_\_\_\_\_The team will present the SPBP for the 17/18 school year. Details of modifications and updates will be included. All stakeholders will be provided with access to the SPBP. Feedback will be collected for future team meetings. |
| **Present the 2017/18SPBP to stakeholders (parents and community)** | Prior to Oct 1st, 20171. 9/6/2017 | Behavior data will be shared with stakeholders (SAC/SAF). Disaggregation of data for the previous and current year will be evaluated and revisions made to the plan based on the consensus or as needed.  |
| **Present updated fidelity of implementation from Critical Element 10A and student outcome data from Critical Element 10B to all staff**(Quarterly: minimum of 4 each year) | 1. 9/14/2017 | Review SWPBP and adjust as needed. Faculty will review behavior dashboard on BASIS. Grade level, location, time and type of incident will determine which updates to the SWPBP will be made.\_\_\_\_\_\_The team will share the updated implementation data in 10A including: the “marketing” of expectations and rules, lesson plan implementation, and discipline processes.The team will share the updated student outcome data in 10B including: top 3 event locations, type of behavior incidents, and core effectiveness data as well as analysis of this data. |
| 2. 12/14/2017 |
| 3. 2/22/2018 |
| 4. 4/12/2018 |

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

**3A. Collect behavior data from BASIS 3.0: 3B. Group similar problem behaviors to develop:**

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| Top 10 Behavior Incidents(put N/A in any blank spaces) |  | 3-5 Negative Characteristics  |
| 1. Disobedience/Insubordination |  | Defiance |
| 2. Unruly/Disruptive Behavior |  | Unruly Behavior |
| 3. Unserved Detention  |  | Disrespect |
| 4. Fighting-Medium  |  | Uncooperative |
| 5. Class Cut  |  | Combative or aggressive behavior |
| 6. Defiance of Authority  |  |  |
| 7. Tardiness Habitual |  |  |
| 8. Insulting Profane Obscene Language |  |  |
| 9. Profanity to Staff Member |  |  |
| 10. Detention-Saturday Unserved |  |  |

**3C. List the *opposites* of the 3 - 5 negative characteristics to develop:**

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| 3 – 5 Positive Replacement Characteristics = your **School-wide Expectations** |
| Compliance with all reasonable requests from faculty, staff and administration to maintain order |
| Display self-control when faced with adverse circumstances. |
| Respect and consideration for others’ views, beliefs and property |
| Work cooperatively with others to accomplish a common purpose. |
| Exhibit tolerance for others’ actions.  |

**3D. Using the expectation lesson plan templates, complete 3 – 5 lesson plans, 1 for each of the above listed school-wide expectations. (e.g., if you have 4 expectations, you will use 4 lesson plan templates).** Delete any empty templates you do not use.

**Teaching School-wide Expectations**

Lesson Plan

**School-wide Expectation #1: SELF-CONTROL**

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| Definition of expectation: |
| According to the online Oxford English Dictionary, self-control is defined as “The ability to control oneself, in particular one’s emotions and desires or the expression of them in one’s behavior, especially in difficult situations.” |
| Rationale for having this expectation |
| To moderate negative behaviors. |
| Positive examples: “looks like” | Non-examples |
| Stay seated during instruction. | Not saying designated area  |
| Monitor noise level using CHAMPS | Yelling or talking of the context |
| Manage impulsive behavior  | Inappropriate behavior that cause distraction to others-disturbance, bullying, fighting.  |
| List 2 resources (website addresses, curriculum with location, books with page numbers, programs with lesson plan number, etc.) you will use to teach this lesson plan. **Be specific enough so the resources can be located by anyone.** |
| 1. <http://www.browardprevention.org/wpcontent/uploads/2013/11/2-Self-Control-March-Newsletter-2015.pdf> |
| 2. <http:///www.browardprevention.org/instructional-strategies/character/video-gallery-2/> |
| List the steps of this lesson plan (Include lesson format, activities, and materials). **Be detailed enough so the lesson can be implemented by anyone.** |
| 1. The teacher and students will brainstorm situations when they felt out of control or read the DRA (directed reading article using the above link). |
| 2. Discuss positive resolutions to each circumstance |
| 3. Dialogue response journal may be used with the quote below. “Ultimately, the only power to which man should aspire is that which he exercises over himself” Elie Wiesel |
| **WHEN** will this lesson plan be taught?  |
| **Beginning of school year** date(s) and time(s): | 1. August 22nd , 2017, 4th period. Brainstorm Q & A2. August 23rd , 2017, 4th period. Scenario / Video3. August 24th , 2017, 4th period. Directed reading article (see link above)4. August 25th , 2017, 4th period. Response to Quote (see link above) |
| **After long holidays**  | Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this expectation. |
| **3rd quarter** |
| **WHO** will teach this lesson plan?  | **WHERE** will the lesson plan instruction occur? |
| All Teachers Cross Content | In the classroom. |

**Teaching School-wide Expectations**

Lesson Plan

**School-wide Expectation #2: RESPECT / TOLERANCE**

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| Definition of expectation: |
| Showing consideration for other individuals’ views and beliefs. |
| Rationale for having this expectation |
| To establish a sense of pride and appreciation for the community and those within it. |
| Positive examples: “looks like” | Non-examples |
| Showing consideration for other individuals’ views and beliefs.  | Being inconsiderate. |
| Appreciating diversity. | Being closed-minded to others interests and background. |
| Being polite and mindful of other students’ space and property. | Stealing or bullying. |
|  |  |
| List 2 resources (website addresses, curriculum with location, books with page numbers, programs with lesson plan number, etc.) you will use to teach this lesson plan. **Be specific enough so the resources can be located by anyone.** |
| 1. <http://www.browardprevention.org/wp-content/uploads/2013/11/2-Respect-January-Newsletter-2015.pdf> |
| 2. <http://www.browardprevention.org/instructionalstrategies/character/video-gallery-2/> |
| List the steps of this lesson plan (Include lesson format, activities, and materials). **Be detailed enough so the lesson can be implemented by anyone.** |
| 1. Teachers and students will discuss appropriate etiquette for various situations that are culturally conscious and wildly applicable.  |
| **WHEN** will this lesson plan be taught?  |
| **Beginning of school year** date(s) and time(s): | 1. September 12th, 2017, period 4. Q & A appropriate and respectful behavior in the hallway.2. September 13th, 2017, period 4. Q & A appropriate and respectful behavior in the cafeteria.3. September 14th, 2017, period 4 (ER). Q & A appropriate and respectful behavior on School grounds.4. September 15th, 2017, period 4. Q & A appropriate and respectful behavior on the bus. |
| **After long holidays**  | Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this expectation. |
| **3rd quarter** |
| **WHO** will teach this lesson plan?  | **WHERE** will the lesson plan instruction occur? |
| All Teachers Cross Content | In the classroom. |

**Teaching School-wide Expectations**

Lesson Plan

**School-wide Expectation #3: COOPERATION**

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| Definition of expectation: |
|  Working with others to accomplish a common purpose. |
| Rationale for having this expectation |
| To establish a cooperative environment that is conducive to learning. |
| Positive examples: “looks like” | Non-examples |
| Following instructions | Not adhering to the rules or social norms |
| Equity of Voice | Talking out of turn |
| Maintain a supportive attitude while working as a team towards a positive goal. | Uncooperative |
| List 2 resources (website addresses, curriculum with location, books with page numbers, programs with lesson plan number, etc.) you will use to teach this lesson plan. **Be specific enough so the resources can be located by anyone.** |
| 1. <http://www.browardprevention.org/wp-content/uploads/2013/11/September-2014-Cooperation.pdf> |
| 2. <http://www.browardprevention.org/instructional-strategies/character/video-gallery-2/> |
| List the steps of this lesson plan (Include lesson format, activities, and materials). **Be detailed enough so the lesson can be implemented by anyone.** |
| 1. The students and teachers will discuss the meaning of the following quote: Ex. “Coming together is a beginning. Keeping together is progress. Working together is success.” Henry Ford.
 |
| 1. Model the strategy during project-based content learning.
 |
| **WHEN** will this lesson plan be taught?  |
| **Beginning of school year** date(s) and time(s): | 1. October 3rd 2017, period 4. Analyze the quote (above) in terms of each aspect of cooperative learning.2. October 4th 2017, period 4. Reflect on the impact of teamwork in a professional setting. 3. October 5th 2017, period 4. The student will determine a set of norms that fit any project / content. 4. October 6th 2017, period 4. The teacher and student will model the strategy. |
| **After long holidays**  | Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this expectation. |
| **3rd quarter** |
| **WHO** will teach this lesson plan?  | **WHERE** will the lesson plan instruction occur? |
| All Teachers Cross Content | Classroom |

**Teaching School-wide Expectations**

Lesson Plan

**School-wide Expectation #4: Responsibility**

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| Definition of expectation: |
| Exhibiting a sense of duty to one’s self, another person or something. The ability to make equitable decisions independently. |
| Rationale for having this expectation |
| Students will show accountability for their actions (i.e. work, cellphone use, tardiness…). |
| Positive examples: “looks like” | Non-examples |
| Stow all electronic devices during instructional time to maximize time on-task unless you are instructed to use them for digital reference material.  | Using cellphones during class without the teacher permission to check your social media. |
| Turn in original work on time, cited appropriately, and to the rigor required by the standard taught.  | Work is copied or plagiarized. |
| Be punctual, it promotes success in academic and extracurricular activities. | Late assignments or tardy to class.  |
|  |  |
| List 2 resources (website addresses, curriculum with location, books with page numbers, programs with lesson plan number, etc.) you will use to teach this lesson plan. **Be specific enough so the resources can be located by anyone.** |
| 1.Reality Avenue’s Responsibility <http://www.browardprevention.org/instructional-strategies/character/video-gallery-2/> <http://www.browardprevention.org/wp-content/uploads/2014/01/October-2013-Responsibility-newsletter.pdf> |
| 2. Responsibility & Expectations <https://www.youtube.com/watch?v=-QRqIGznHvU> |
| List the steps of this lesson plan (Include lesson format, activities, and materials). **Be detailed enough so the lesson can be implemented by anyone.** |
| 1. The students will watch the video on responsibility (that produces results) and then the teacher will facilitate a conversation about choices and consequences. The students will also contemplate the relationship between setting goals, their role in the task, the expectation, standard of practice and the end result.  |
| 2. The students will create a graphic organizer depicting a hierarchy between their social, academic and personal responsibilities. Five supporting points each. Social Responsibility / Citizenship  <http://www.browardprevention.org/instructional-strategies/character/video-gallery-2/> <https://www.youtube.com/watch?v=Tjnq5StX68g> |
| 3. The students, after watching the Responsibility & Self Control video will record or recite their own perceptions in class or as a school-wide initiative. The compilation of edited views can be played during lunch or morning announcements – video or audio. TCS talks- Responsibility & Self Control- Name it, contain it, change it…The children’s school.com <https://www.youtube.com/watch?v=t0Gu-hntYbk> |
| 4. Students will watch a video and verbally reflect on the meaning. Kid President Awesome: “No matter who you are, someone is learning from you” <https://www.youtube.com/watch?v=RwlhUcSGqgs&list=PL-YQ4FIYdOLIxhM69ibBK6G-NLfpNkohL> |
| **WHEN** will this lesson plan be taught?  |
| **Beginning of school year** date(s) and time(s): | 1. October 31st, 2017, period 4. Q & A “Choices have consequences.”2. November 1st, 2017, period 4. Video on Responsibility & Expectations3. November 2nd, 2017, period 4. Watch and discus how one’s social responsibilities builds equitable character4. November 3rd, 2017, period 4. Create a video montage, have the students “Define Responsibility” or survey their friends |
| **After long holidays**  | Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this expectation. |
| **3rd quarter** |
| **WHO** will teach this lesson plan?  | **WHERE** will the lesson plan instruction occur? |
| All Teachers Cross Content | Classroom |

**Teaching School-wide Expectations**

Lesson Plan

**School-wide Expectation #5: DEPENDABILITY**

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| Definition of expectation: |
| When one is counted on to complete a task, to a specified standard, with fidelity. |
| Rationale for having this expectation |
| Students will develop positive habits of mind that contribute to a constructive outcome, building on the skills that ensure postsecondary success. |
| Positive examples: “looks like” | Non-examples |
| Acknowledge and adhere to all due dates for assignments. | Turning in work late. |
| Bring all materials needed to function optimally for each class and be prepared to use them when the bell rings to start class.  | Not having materials to complete the assignment or activity.  |
| Abide by all rules and norms established when a substitute teacher is present.  | Taking liberties (i.e. talking out of turn, out of seat, tardy or absent) when the assigned teacher is not in class.  |
| Contribute equitably during group work. | Not doing your share of a group project |
| List 2 resources (website addresses, curriculum with location, books with page numbers, programs with lesson plan number, etc.) you will use to teach this lesson plan. **Be specific enough so the resources can be located by anyone.** |
| 1. Rube Goldberg Machines in Movies |
| 2.http://www.rcs.k12.ny.us/common/pages/DisplayFile.aspx?itemld=1395588 |
| List the steps of this lesson plan (Include lesson format, activities, and materials). **Be detailed enough so the lesson can be implemented by anyone.** |
| 1. Students will set up and record (video, gif…) a simple Rube Goldberg machine as an analogy to what might happen when they are expected to accomplish a task, to a specific degree, and they do not meet or exceed potential. |
| 2. Students will express and record their thoughts using a current and postsecondary real-world example. |
| **WHEN** will this lesson plan be taught?  |
| **Beginning of school year** date(s) and time(s): | 1. December 5th, 2017. Period 4. Q & A Discuss the outcome for all stakeholders in a student-made scenario.2. December 6th, 2017. Period 4. Design a simple machine (Rube Goldberg – style) and discus the difficulties in the assembly process and the functional parts of the design. Relate the success of the project to the efficacy of each student within the context of academics, extracurricular activities and society as a whole. 3. December 7th, 2017. Period 4.4. December 8th, 2017. Period 4. |
| **After long holidays**  | Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this expectation. |
| **3rd quarter** |
| **WHO** will teach this lesson plan?  | **WHERE** will the lesson plan instruction occur? |
| All Teachers Cross Content | Classroom |

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| **CRITICAL ELEMENT #4: Location-based Rules**  |

**4A. Determine top 3 locations for Event problems from the BASIS 3.0 Behavior Dashboard.** Do not use “classroom”

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| **Top 3 Locations** |
| School Location | # Incidents |
| 1. **HL - Hallways**
 | **56** |
| 1. **SG - School Grounds**
 | **45** |
| 1. **CA - Cafeteria**
 | **11** |

**4B. Create an Expectations/Rules Chart from your 3-5 school-wide expectations and your top 3 locations. Develop 1 to 2 positively stated, observable, and measurable rules that correlate with every expectation to**

**create a maximum of 5 rules for each location.**

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| **Expectations and Rules Chart** |
| **Expectations**Copy and paste expectations from 3C. | **Locations** Copy and paste locations from 4A. |
| Location #1: Hallways**Rules** | Location #2: School Grounds**Rules** | Location #3: Cafeteria**Rules** |
| Expectation #1:Self-control | Location rule(s) for expectation #1  Student will respect others and their property while on school grounds. | Location rule(s) for expectation #1 Avoid loitering. Get to class on time. | Location rule(s) for expectation #1 Acknowledge and follow directions. |
| Expectation #2:Respect/Tolerance |  Location rule(s) for expectation #2 Students will immediately report any potential verbal or physical conflict they observe to a teacher, security personnel, or administrator. | Location rule(s) for expectation #2 Students will respect the learning environment by minimize disruptive behavior in the hallways.  | Location rule(s) for expectation #2 Be cognizant of your behavior and how it impacts others.  |
| Expectation #3:Cooperation |  Location rule(s) for expectation #3 Work collaboratively with the (SHS) community, including custodial staff, to keep each respective area clean. | Location rule(s) for expectation #3 Maximize engagement / instruction-time for all students by encouraging others to arrive to class on time. Clear hallways.  | Location rule(s) for expectation #3 Use appropriate language, behavior and noise level during independent and group work.  |
| Expectation #4:Responsibility |  Location rule(s) for expectation #4  Show accountability for actions taken outside of the classroom. | Location rule(s) for expectation #4 It is the students’ duty to proceed directly to class in the allotted time. | Location rule(s) for expectation #4 Clean and clear area before departing designated area. Complete tasks with fidelity.  |
| Expectation #5:Dependability |  Location rule(s) for expectation #5 Students will reliably adhere to the rules outlined in the Code of Conduct to ensure the safety and continuity of instruction for all students with in the SHS community.   | Location rule(s) for expectation #5 Students will are expected to) congregate only in designated areas moderated by instructional or non-instructional support at the appropriate time (i.e. lunch, grade-level assembly, Super Testing).  | Location rule(s) for expectation #5 Consistently show a respect for others’ views and beliefs.  |

**4C. Using the rule lesson plan templates, complete 3 lesson plans, 1 for each of the above listed specific locations. Include all the rules listed under the location in the lesson plan.**

**Teaching Rules**

Lesson Plan

**Location #1: Hallway**

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| Location Rules:(from 4B chart) | Positive Example: | Non-example: |
|  Keep traffic flowing | Go directly to class. | Imped the foot-traffic by socializing between classes. |
| The students will minimize disruptive behavior in the hallways by moving expeditiously between bells.  | Go directly to class or designated area (i.e. lunch area). | Horseplay. |
| Students will congregate in designated areas moderated by instructional or non-instructional support.  | Socialize during lunch. | Talk loudly in the hallways during instructional time.  |
| Get to class on time.  | Allocate enough time to go to the restroom/locker and still get to class on time.  | Loitering. |
| Proceed directly to class within the allotted time. | Be on time. | Tardy due to loitering |

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| List 2 resources (website addresses, curriculum with location, books with page numbers, programs with lesson plan number, etc.) you will use to teach this lesson plan. **Be specific enough so the resources can be located by anyone.** |
| 1.<http://www.browardprevention.org/wp-content/uploads/2014/01/October-2013-Responsibility-newsletter.pdf> |
| 2.Watch the video and discuss the ramifications of not adhering to the rules in an enclosed area. Hallway Expectations: <https://youtu.be/9a7jk0RIC2Q> |
| List the steps of this lesson plan (Include lesson format, activities, and materials). **Be detailed enough so the lesson can be implemented by anyone.** |
| 1.The students and teachers will discuss and record their responsibilities as a role-model in terms of emulating good time-management strategies for studying, learning and managing extracurricular activities in preparation for post-secondary success. |
| 2. Refer to the handout <http://www.browardprevention.org/wp-content/uploads/2014/01/October-2013-Responsibility-newsletter.pdf> |
| 3. The students will understand the importance of getting to class on time and honoring instructional time. |
| **WHEN** will this lesson plan be taught?  |
| **Beginning of school year** date(s) and time(s): | 1. October 2, 2017- Designated Time/Period TBA2. October 3, 2017- Designated Time/Period TBA3. October 4, 2017- Designated Time/Period TBA4. October 5, 2017- Designated Time/Period TBA5. January 17, 2018- Designated Time/Period TBA |
| **After long holidays**  | Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this location’s rules. |
| **3rd quarter**  |
| **WHO** will teach this lesson plan?  | **WHERE** will the lesson plan instruction occur? |
| All teachers are responsible for reviewing the aforementioned material with their class(es) and administering a student assessment. Additionally, all teachers with Personalization Periods will be responsible for discussing the School-wide Positive Behavior Plan. Grade level assemblies will be the responsibility of administration.  | In the classroom. |

**Teaching Rules**

Lesson Plan

**Location #2: School Grounds**

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| Location Rules:(from 4B chart) | Positive Example: | Non-example: |
|  Students will respect others and their property while on school grounds. | Return lost objects. | Theft or destruction of property. |
| The student will immediately report any potential conflict they observe to a teacher, security personnel or administrator. | Seek mediation for conflicts. | Fighting. |
| Students will keep clean their respective area. | Correctly dispose of litter in the trash or recycling receptacle.  | Littering |
| Students will refrain from loitering or disturbing classes while they are in session. | Go directly to class, lunch or area designated by student/school schedule or hallway pass. | Unsanctioned congregation in or around instructional areas.  |
| Students will adhere to the rules outlined in the Code of Student Conduct. | Student self regulates actions in accordance to the Student Code of Conduct. | Student receives a referral for defiance when given corrective instruction.  |

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| List 2 resources (website addresses, curriculum with location, books with page numbers, programs with lesson plan number, etc.) you will use to teach this lesson plan. **Be specific enough so the resources can be located by anyone.** |
| 1. Reality Avenue’s “Depression and Anger: Who REALLY Controls Your Emotions?”<http://www.browardprevention.org/portfolio-items/secondary-2/> |
| 2. <http://www.browardprevention.org/wp-content/uploads/2014/01/Reality-Ave-Stress-classroom-exercises.pdf> |
| List the steps of this lesson plan (Include lesson format, activities, and materials). **Be detailed enough so the lesson can be implemented by anyone.** |
| 1.Teachers will use the resources below to address issues dealing with stress management and conflict resolution. |
| 2.Students will brainstorm positive resolution to scenarios discussed in the lesson. <http://www.browardprevention.org/wp-content/uploads/2014/01/Reality-Ave-Stress-classroom-exercises.pdf> |
| **WHEN** will this lesson plan be taught?  |
| **Beginning of school year** date(s) and time(s): | 1. October 10, 2017- Designated Time/Period TBA (FTE) 2. October 11, 2017- Designated Time/Period TBA (FTE)3. October 12, 2017- Designated Time/Period TBA (FTE)4. October 13, 2017- Designated Time/Period TBA (FTE)5. January 18, 2018- Designated Time/Period TBA (FTE) |
| **After long holidays**  | Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this location’s rules. |
| **3rd quarter**  |
| **WHO** will teach this lesson plan?  | **WHERE** will the lesson plan instruction occur? |
| All teachers are responsible for reviewing the aforementioned material with their class(es) and administering a student assessment. Additionally, all teachers with Personalization Periods will be responsible for discussing the School-wide Positive Behavior Plan. Grade level assemblies will be the responsibility of administration. | Classroom. |

**Teaching Rules**

Lesson Plan

**Location #3: Cafeteria**

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| Location Rules:(from 4B chart) | Positive Example: | Non-example: |
|  Acknowledge adult direction. | Follow directions. | Not following the rules and norms.  |
| Be aware of behavior and the effect on others. | Be kind and assist others. | Disruptive behavior and body language.  |
| Use appropriate language and noise level.  | Use appropriate language and noise level. | Yelling or use of profane language. |
| Clean and clear area before departing designated area. | Place used material in the proper receptacle. (Ex. SOMAT, garbage can, recycle bin…) | Littering  |
| Respect others personal space. | Allow for adequate space when standing in line or when seated at tables.  | Pushing, crowding or skipping the lunch line. |

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| List 2 resources (website addresses, curriculum with location, books with page numbers, programs with lesson plan number, etc.) you will use to teach this lesson plan. **Be specific enough so the resources can be located by anyone.** |
| 1.<http://www.browardprevention.org/behavior/promise/> |
| 2. Browardschools.com – Office of Accountability, CHAMPS |
| List the steps of this lesson plan (Include lesson format, activities, and materials). **Be detailed enough so the lesson can be implemented by anyone.** |
| 1. Watch the video below called “Promise”. Discuss how you as a student can make a “promise” to your school community to influence others positively, support those who want to make a difference and represent those characteristics that represent a model citizen. <http://www.browardprevention.org/behavior/promise/> |
| **WHEN** will this lesson plan be taught?  |
| **Beginning of school year** date(s) and time(s): | 1. October 16, 2017- Designated Time/Period TBA2. October 17, 2017- Designated Time/Period TBA3. October 18, 2017- Designated Time/Period TBA4. October 19, 2017- Designated Time/Period TBA (ER)5. January 17, 2018- Designated Time/Period TBA |
| **After long holidays**  | Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this location’s rules. |
| **3rd quarter**  |
| **WHO** will teach this lesson plan?  | **WHERE** will the lesson plan instruction occur? |
| All teachers are responsible for reviewing the aforementioned material with their class(es) and administering a student assessment. Additionally , all teachers with Personalization Periods will be responsible for discussing the School-wide Positive Behavior Plan. Grade level assemblies will be the responsibility of administration. | Classroom |

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| **CRITICAL ELEMENT #5 Reward and Recognition Programs** |

 **NEW element**: refer to Rewards Brainshark for further guidance. [**http://www.browardprevention.org/mtssrti/rtib/**](http://www.browardprevention.org/mtssrti/rtib/%20%E2%86%92)

**5. Describe in detail one positive school-wide intervention plan you will use to reward/recognize students who follow your school-wide expectations and/or location-specific rules:** (2 - 6 sentences for each section)

|  |  |
| --- | --- |
| **Plan Section** | **Plan** |
| **A. What do students need to do to earn the reward?** ⮚Link to expectations and rules⮚Must be measurable  | **Students who exhibit self-control, respect/tolerance, cooperation, responsibility and are consistently dependable will be nominated each quarter, by the staff,****for their exemplary behavior.** |
| **B. What reward/recognition will they earn?**⮚Include person(s) responsible for organizing | **Cotton candy, popcorn, hot dogs, snow cone, SHS memorabilia, certificates of recognition. Eligibility for possible positions in mentoring programs.** |
| **C. How will you collect data to determine who has earned the reward?**⮚include person(s) responsible for organizing and analyzing | **Nominations will be collected and tallied by the designated AP for reward distribution.**  |
| **D. When and how will the reward be provided?**⮚Include timeline⮚Include actual date | **Quarterly: October 27, January 12th, April 6th and at the Underclassman / Senior Award Ceremony (Date TBA).**  |

**Quarterly: October 27, January r22nd**

**and at the Underclassman / Senior Award Ceremony (Date TBA).**

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

**6A. Categorize the top 6 *most common* staff-managed misbehaviors at your school into “Minor” and “Moderate” categories. Write a short, objective, and measurable definition for each.**

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| **Staff-Managed Misbehaviors** |
| **Minor** Misbehaviors | **Moderate** Misbehaviors |
| Misbehavior | Definition | Misbehavior | Definition |
| **1. Inappropriate cellphone use.** | **Less than 2 minor behaviors in 5 days.** | **1. Cyber bullying** | **More than 1 behavior in a school year.** |
| **2. General use of profanity.** | **Less than 2 minor behaviors in 5 days.** | **2. Abusive language directed towards teacher or student** | **More than 1 behavior in a school year.** |
| **3. Non-compliance.** | **Less than 2 minor behaviors in 5 days.** | **3. Repeated non-compliance** | **More than 2 minor****behaviors per quarter.** |
| **4. Micro-aggression** | **Less than 2 minor behaviors per marking period.** | **4. Bullying/2nd offense** | **More than 2 behaviors** **in a school year.**  |
| **5. Speaking out of turn** | **Less than 2 minor behaviors in 5 days.** | **5. Shouting** | **More than 2 minor****behaviors in marking period** |
| **6. Horseplay** | **Less than 2 minor behaviors in 5 days.** | **6. Physical aggression** | **More than 2 behaviors per semester.** |
| **7. Late to class** | **Less than 2 minor behaviors in 5 days.** | **7. Excessive Tardies** | **More than 5 per marking period.** |
| **8. Absent / unexcused** | **Less than 2 minor behaviors in 45 days.** | **8. Excessive Absences** | **More than 5 behaviors per marking period.** |
| **9. Cheating** | **One minor behavior per school year.** | **9. Inappropriate Technology use cheating** | **More than 1 minor****behavior per school year.** |

**6B. Create a consequence menu for all staff to choose from when students exhibit the above misbehaviors:**

|  |  |
| --- | --- |
| Consequence Menu for **Minor** Misbehaviors(Staff’s choice of 5): | Consequence Menu for **Moderate** Misbehaviors(Staff’s choice of 5): |
| * **Technology Warning / put away device**
 | * **Confiscation of Technology**
 |
| * **Student conference**
 | * **Guidance Referral**
 |
| * **Parent contact**
 | * **Parent Teacher Conference**
 |
| * **Seat modification**
 | * **Temporary reassignment to another class**
 |
| * **Proximity control**
 | * **Administrative Mentor-Soaring Dragons**
 |
| * **Detention**
 | * **Social worker referral**
 |
| * **Alternative assignment**
 | * **Mentor Recommendation**
 |

**6C. List the top 5 *most common* misbehaviors at your school that are handled with an Office Discipline Referral (ODR). Write a short, objective, and measurable definition for each**. (Exclude crisis situations that must follow District protocol.)

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| **Office Discipline Referrals (ODRs)** |
| Behavior | Definition |
|  1. Disobedience / Insubordination  | **More than 1 moderate misbehavior per class period** |
| 2. Unruly / Disruptive Behavior | **More than 1 moderate misbehavior per class period** |
| 3.Unserved Detention | **More than 1 moderate misbehavior per occurrence**  |
| 4.Fighting - Medium | **More than 1 moderate misbehavior per occurrence**  |
| 5.Class Cut  | **More than 1 moderate misbehavior per occurrence**  |

**NEW section**: refer to Discipline Brainshark for further guidance. [**http://www.browardprevention.org/mtssrti/rtib/**](http://www.browardprevention.org/mtssrti/rtib/%20%E2%86%92)

**6D. Continue and customize the next steps in this flow chart to show the discipline process at your school.**

**(Or you may delete this flow chart and create your own from scratch.)**

**Staff observes misbehavior**

**in the classroom or on campus**

Is the behavior considered office managed?

Student Conference

Parent Contact

Seat Modification

Proximity Control

Detention

Alternative Assessment

Technology Warning

Behavior needs correction

Behavior is corrected

Administrative Mentor – Mentor Recommendation

Peer Mentor – Mentoring Tomorrow’s Leaders

Administrative Mentor – Soaring Dragons

Temporary reassignment to another class

Parent Teacher Conference

Guidance Referral

Confiscation of Technology

Behavior needs correction

Reinforce/

reward student

Behavior is corrected

Implement moderate consequence(s)

Implement minor consequence(s)

Follow crisis protocol

Follow the Discipline Matrix

Is the behavior a crisis?

Is the behavior a referral?

Is the behavior moderate?

Is the behavior minor?

Administrative Mentor – Social Worker Referral

Reinforce/

Reward Student

Is the behavior considered staff managed?

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| **CRITICAL ELEMENT # 7: Data Collection and Analysis** |

**NEW element**: refer to Data Brainshark for further guidance. [**http://www.browardprevention.org/mtssrti/rtib/**](http://www.browardprevention.org/mtssrti/rtib/%20%E2%86%92)

**7A. Determine your Core Effectiveness Year-to-Date**:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Total Population:** | **1325** | **Calculation to****determine % rate** | **%** | **Core Evaluation** |
| **# Referrals**  | **# Students** |
| 1 Referral | 158 | **(**Total Pop − (# of 2-5 Students) –(# of >5 Students)**) ÷** Total Pop =  | 88 | ***Universal students****:* *(# 0-1 Referrals should be >80%)* | **>80%?** |
| [x] YES | [ ] NO |
| 2-5 Referrals | 123 | (# of 2-5 Students) **÷**Total Pop = | 9 | **At risk students**:*(# 2-5 Referrals should be <15%)* | **<15%?** |
| [x] YES | [ ] NO |
| >5 Referrals | 35 | (# of >5 Students) **÷**Total Pop = | 3 | **High risk students**:*(# >5 Referrals should be <5%)* | **<5%?** |
| [x] YES | [ ] NO |
| **7B**. If all 3 are “**YES**”, your Core is Effective. **Is your core behavior curriculum effective?**  |
| [x] **YES** | [ ] **NO** |
| If **YES**, although your core is effective, how will you assist any at-risk and high risk students at the beginning of the next school year? Through programs like Mentoring Tomorrows Leaders, the Soaring Dragons and the Dragon Heat Program at-risk students will receive personalized attention in the areas of need as determined by the respective team (RTI, Discipline Committee, MTL…). | If one or more are “**NO”**, what supports and interventions will you implement at the beginning of the next school year to improve your core? |

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| **No entry needed for Critical Elements #8 and #9.** |

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

**10A. How and what data will you use to monitor the fidelity** (frequency, consistency, documentation, etc.) **of the implementation of the SPBP?**

*“Did you do what you said you were going to do? How will you know?”*

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| **Fidelity of Implementation Plan** |
| WHO:Responsible Person(s) | WHAT: Data Analyzed | WHAT: Criteria for “Success” of Implementation | WHEN: Dates of Analysis(quarterly dates) | HOW: Shared with Staff and Stakeholders? |
| 1. Elvin Hazell | School-wide **expectations** and location-specific **rules** are posted across campus (“marketing”). | 100% of teachers will have expectations and rules posted. | October 18January 12March 23 (TP) | Staff meetings on: October 20January 12March 23(TP) |
| 2. Teachers | **Behavior lesson plans** are being taught as written | 5% reduction in administrative referrals, quarterly | October 20January 12March 23(TP) |
| 3. Discipline Committee | **Discipline consequences**  and **flow chart** are being used by all staff as written | 5% in reduction in administrative referrals  | October 20January 12March 23(TP) |

**10B. How and what data will you use to determine the success of the plan by student outcome** or need for modifications? Include a minimum of 2 different analyses.

*“If you did what you said you were going to do, did it positively impact the students? How do you know?”*

|  |
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| **Student Outcome**  |
| WHO:Responsible Person(s) | WHAT: Data Analyzed | WHAT: Criteria for “Success” of Student Outcome | WHEN: Dates of Analysis(quarterly dates) | HOW: Shared with Staff and Stakeholders |
| 1. Elvin Hazell | See critical element 3A. Quarterly **behavior incident** data**.** | There will be a decrease, by 5 percent, of grade level administrative referrals. | October 18January 12March 23 (TP)See critical element 2B quarterly presentation dates. This is the data the team will be sharing during staff presentations | October 20January 12March 23 (TP) |
| 2. Elvin Hazell | See critical element 4A. Quarterly **top 3 event locations** data. | There will be a decrease, by 5 percent, of grade level administrative referrals. | October 20January 12March 23 (TP) |
| 3.Discipline committee  | See critical element 7. Quarterly **core effectiveness** data**.** | 80% of students will have 1 or less referrals. | October 20January 12March 23 (TP) |