**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→)*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: Park Trails Elementary** |
| **School Number: 3781** |
| **SPBP Contact Person: Christina McNair** |
| **Direct Phone Number: 754-322-7800** |

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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.**

|  |  |  |
| --- | --- | --- |
| Full Name | Position | Stakeholder  Representation |
| Russell Schwartz | Principal | Administration |
| Christina McNair | SPBP Point of Contact | Assistant Principal |
| Jane O’Connell | Parent/Community Representation | SAC |
| Suzanne Honig | BTU Representative | BTU |
| Kasie Campbell | Team Leader | Primary Teachers |
| Jill Haeftz | SLP | ESE Teachers |
| Jane Steiner | RtI:B Point of Contact | RtI Team |
| Joshua Brodsky | Team Leader | Intermediate Teachers |

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

Also enter in the school’s master calendar.

|  |  |  |
| --- | --- | --- |
| Meeting Date | Time | Responsible Person |
| August 15, 2017 | 9:00am | Asst. Principal |
| October 20, 2017 | 9:00am | Asst. Principal |
| January 9, 2018 | 2:30pm | Asst. Principal |
| April 10, 2018 | 2:30pm | Asst. Principal |

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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:**

|  |  |  |
| --- | --- | --- |
| **Action Steps:** | **Date(s)**  ***(Before April 30th THIS YEAR)*** | **Content**  (2-3 sentences) |
| **Presented the 2017/18 SPBP to Staff** | 1/17/2017 | Plan was shared at a faculty meeting and teachers were given time for further revisions. |
| **Presented the 2017/18 SPBP to stakeholders (parents and community)** | 2/13/2017 | At the monthly, SAC/SAF meeting the SPBP was shared with stakeholders. They were encouraged to share any revisions necessary. |
| **Held a faculty vote on the 2017/18 SPBP** | Click here to enter a date. | % approved: \_\_\_\_\_\_\_\_ |

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

|  |  |  |
| --- | --- | --- |
| **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 | 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, 2017  1. 9/12/2017 |
| **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. 9/12/2017 | 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. 12/12/2017 |
| 3. 2/13/2018 |
| 4. 4/10/2018 |

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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:**

|  |  |  |
| --- | --- | --- |
| Top 10 Behavior Incidents  (put N/A in any blank spaces) |  | 3-5 Negative Characteristics |
| Unruly/Disruptive Behavior |  | Disrespect |
| 2. Disobedience/Insubordination |  | Unruly |
| 3. |  | Disobedience |
| 4. |  | Disruptive |
| 5. |  | Physical Behaviors |
| 6. |  |  |
| 7. |  |  |
| 8. |  |  |
| 9. |  |  |
| 10. |  |  |

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

|  |
| --- |
| 3 – 5 Positive Replacement Characteristics = your **School-wide Expectations** |
| Be respectful to yourself and others |
| Keep unkind words to yourself |
| Be cooperative and work well with others |
| Raise hand and wait to be called on |
| Keep hands and feet to yourself |

**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: Be respectful to yourself and others**

|  |  |  |
| --- | --- | --- |
| Definition of expectation: | | |
| Being kind and thoughtful with your actions towards yourself and others | | |
| Rationale for having this expectation | | |
| To treat other the way you want to be treated, which will promote positive interactions with teachers and classmates. | | |
| Positive examples: “looks like” | | Non-examples |
| Talking in a pleasant tone and voice level | | Yelling, screaming, and arguing with others |
| Assisting other when needed | | Putting down others; not working cooperatively |
| Putting forth your best effort | | Not following directions; not completing tasks assigned by teacher |
|  | |  |
| 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. Prevention.org | | |
| 1. Books: Sticks and Stone by Beth Ferry; Enemy Pie by Derrick Munson; One by Kathryn Otoshi 2. goLeaps.com | | |
| 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. School-wide Behavior Assemblies | | |
| 1. School Counselor goes on morning announcements, monthly, to talk about character trait and read a story | | |
| 1. Go Leaps Curriculum- Respecting Myself & Others; Having a good attitude- read story and follow discussion questions | | |
| 4. | | |
| 5. | | |
| **WHEN** will this lesson plan be taught? | | |
| **Beginning of school year** date(s) and time(s): | August 23, 2017 | |
| **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? |
| Classroom teacher; School Counselor; Assistant Principals | | Classroom; School Assemblies |

**Teaching School-wide Expectations**

Lesson Plan

**School-wide Expectation #2: Self- Control**

|  |  |  |
| --- | --- | --- |
| Definition of expectation: | | |
| The ability to regulate your emotions, thoughts and behaviors in different situations | | |
| Rationale for having this expectation | | |
| We are in a learning environment and we want to capitalize on as much as we can from the learning opportunities that are available, in a safe environment where students can thrive. | | |
| Positive examples: “looks like” | | Non-examples |
| Keeping hands and feet to self | | Hitting, kicking |
| Speaking in a respectful manner | | Calling names; teasing |
| Stay focused | | Being distracted by others or other things |
|  | |  |
| 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. Prevention.org | | |
| 1. Books: My mouth is a Volcano by Julia Cook; What Were You Thinking by Bryan Smith 2. District Character Ed Newsletter Lessons | | |
| 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. Go Leaps lesson- Paying Attention: Distractions | | |
| 1. School Counselor goes on morning announcements, monthly, to talk about character trait and read a story | | |
| 3. | | |
| 4. | | |
| 5. | | |
| **WHEN** will this lesson plan be taught? | | |
| **Beginning of school year** date(s) and time(s): | August 24, 2017 | |
| **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? |
| Classroom Teacher | | Classroom |

**Teaching School-wide Expectations**

Lesson Plan

**School-wide Expectation #3: Be cooperative and work well with others**

|  |  |  |
| --- | --- | --- |
| Definition of expectation: | | |
| Take ownership for your own learning and actions; make good choices; trustworthy | | |
| Rationale for having this expectation | | |
| Creating an environment where everyone feels included and we can take ownership for our own learning and actions | | |
| Positive examples: “looks like” | | Non-examples |
| Cooperative learning and play | | Excluding others; being bossy |
| Speaking in a respectful manner | | Yelling; using unkind words |
|  | |  |
|  | |  |
| 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. District Character Ed Newsletter Lessons | | |
| 1. Books: The Day the Crayons Quit by Drew Dewalt 2. goLeaps.com 3. Prevention .org | | |
| 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. Go Leaps Lesson- Friends and Classmates: Getting along with a group lesson uses multiple stories and joint exercises to help the students and understand the importance of working together. | | |
| 1. School Counselor goes on morning announcements, monthly, to talk about character trait and read a story | | |
|  | | |
| 4. | | |
| 5. | | |
| **WHEN** will this lesson plan be taught? | | |
| **Beginning of school year** date(s) and time(s): | August 28, 2017 | |
| **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? |
| Classroom teacher | | Classroom |

**Teaching School-wide Expectations**

Lesson Plan

**School-wide Expectation #4: Stay On Task**

|  |  |  |
| --- | --- | --- |
| Definition of expectation: | | |
| The ability to make constructive and respectful choices about personal behavior and social interactions in order to focus on the task given. | | |
| Rationale for having this expectation | | |
| When we are able to focus on the activity or assignment given by the adult, we can be more productive and successful at school. | | |
| Positive examples: “looks like” | | Non-examples |
| Eyes on the adult | | Looking around room |
| Listen attentively | | Talking to others while teacher is giving instructions; playing with things |
| Completing assignments given | | Not turning in work on time |
|  | |  |
| 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. goLeaps.com | | |
| 1. Book: Annie’s Plan by Jeanne Kraus 2. Prevention.org | | |
| 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. Go Leaps Lesson- Talking and Listening: Listening to my teacher- Lesson has a multipart story as well as “follow directions” exercise | | |
| 1. School Counselor goes on morning announcements, monthly, to talk about character trait and read a story | | |
|  | | |
| 4. | | |
| 5. | | |
| **WHEN** will this lesson plan be taught? | | |
| **Beginning of school year** date(s) and time(s): | August 29, 2017 | |
| **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? |
| Classroom teacher | | Classroom |

**Teaching School-wide Expectations**

Lesson Plan

**School-wide Expectation #5: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| Definition of expectation: | | |
|  | | |
| Rationale for having this expectation | | |
|  | | |
| Positive examples: “looks like” | | Non-examples |
|  | |  |
|  | |  |
|  | |  |
|  | |  |
| 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. | | |
| 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. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |
| **WHEN** will this lesson plan be taught? | | |
| **Beginning of school year** date(s) and time(s): |  | |
| **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? |
|  | |  |

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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”

|  |  |
| --- | --- |
| **Top 3 Locations** | |
| School Location | # Incidents |
| 1. **Classroom** | **1** |
| 1. **Cafeteria** |  |
| 1. **Playground** |  |

**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.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Expectations and Rules Chart** | | | |
| **Expectations**  Copy and paste expectations from 3C. | **Locations**  Copy and paste locations from 4A. | | |
| Location #1: Classroom  **Rules** | Location #2: Cafeteria  **Rules** | Location #3: Playground  **Rules** |
| Expectation #1:  Be Respectful to yourself and others | **Use kind words** | Stand in line and wait your turn | Share playground equipment and take turns |
| Expectation #2:  Keep hands, feet and unkind words to yourself | Respect others personal space | Speak in low tones and respect others lunch area; use good table manners | Follow playground rules |
| Expectation #3:  Be cooperative and work well with others | Follow teacher directions once given; be respectful to your teacher | Pick up trash from table and floor, dispose of it appropriately | Play well with others |
| Expectation #4:  Raise hand and wait to be called on | Raise hand to request assistance | Ask for permission to get out of seat | Take turns and display good sportsmanship |
| Expectation #5:  Click here to enter text. | Location rule(s) for expectation #5 | Location rule(s) for expectation #5 | Location rule(s) for expectation #5 |

**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: Classroom**

|  |  |  |
| --- | --- | --- |
| Location Rules:  (from 4B chart) | Positive Example: | Non-example: |
| Keep unkind words to yourself | Use polite words | Name calling |
| Follow teachers directions once given | Stay on task; doing what is asked | Disrespectful; off-task |
| Respect others personal space | Keep hands and feet to yourself | Hitting |
| Raise hand to speak | Quietly waiting with your hand raised | Blurting out answers; calling out |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| 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. District Character Trait Lessons | | |
| 1. goLeaps.com | | |
| 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. Activate Prior Knowledge: Today we are going to talk about the expectations for behavior in the classroom | | |
| 1. Brainstorm- Create a list of classroom rules and positive examples for each | | |
| 1. Activity- Using Role Playing Task Cards, divide the class into groups. Hand each group a task card (either positive or negative classroom behaviors). Have groups plan and perform a mini skit based on the directions on the card. After each group role plays, have the class decide if it was positive or negative behavior. | | |
| 1. Review- Teacher reviews with class the reasons why we have classrooms rules | | |
| 1. Follow-Up- Writing piece in writing journal. Students can reflect on what positive and negative behaviors look like in the classroom. | | |
| **WHEN** will this lesson plan be taught? | | |
| **Beginning of school year** date(s) and time(s): | August 2017 | |
| **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? |
| Classroom teacher | | Classroom |

**Teaching Rules**

Lesson Plan

**Location #2: Cafeteria**

|  |  |  |
| --- | --- | --- |
| Location Rules:  (from 4B chart) | Positive Example: | Non-example: |
| Stand in line and wait your turn | Quietly waiting your turn; no pushing in line | Pushing in line; cutting in line |
| Use good table manners | Saying please, thank you; not playing in your food; no throwing food | Saying mean things; playing in your food; touching others people’s food |
| Clean up after yourself | Leaving a clean area; throw your trash away; put your trash on your tray | Leaving trash on the table and floor |
| Ask permission to get out of your seat | Raise hand for assistance or permission to get up | Walking around cafeteria; getting up to socialize with others |

|  |  |  |
| --- | --- | --- |
| 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. Prevention.org | | |
| 1. goLeaps.org | | |
| 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. Activate Prior Knowledge: Today we are going to talk about the Panther Café. How many of you have eaten in their before? | | |
| 1. Brainstorm: Some examples of character traits that we should be exemplifying when in the café? List all character traits mentioned on the board. Circle responsibility, respect, and citizenship. Have student do a think, pair and share of what these three mean. Come up with a class definition of each in regards to the café. Focus children’s thinking from citizenship to safety. | | |
| 1. Create: A class list of rules for the cafeteria and positive and examples for each. | | |
| 1. Activity: Using role playing task cards, divide the class into groups. Hand each group a task card (either positive or negative café behavior). Have the groups plan and perform a mini skit based on the directions on their card. After each group role plays, have the class decide if it was positive or negative behavior. | | |
| 1. Review: Teacher reviews with class the reasons why we are responsible, respectful and safe 2. Follow-Up: Writing piece in writing journal. Students can reflect on what positive and negative behavior looks like in the café. | | |
| **WHEN** will this lesson plan be taught? | | |
| **Beginning of school year** date(s) and time(s): | August 2017 | |
| **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? |
| Classroom teacher | | Classroom |

**Teaching Rules**

Lesson Plan

**Location #3: Playground**

|  |  |  |
| --- | --- | --- |
| Location Rules:  (from 4B chart) | Positive Example: | Non-example: |
| Share playground equipment | Sharing; waiting your turn | Cutting in line; not sharing |
| Follow Playground rules | Playing fairly; use equipment properly | Pushing; damaging equipment; not using equipment as designed |
| Play well with others | Sharing; taking turns; cooperating | Arguing; poor sportsmanship |
| Take turns and display good sportsmanship | Cooperating; taking turns; following game rules | Arguing; not taking turns; poor sportsmanship |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| 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. District Character Traits Lessons | | |
| 1. goLeaps.com | | |
| 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. Activate Prior Knowledge: Today we are going to talk about the Panther Café. How many of you have eaten in their before? | | |
| 1. Brainstorm: Some examples of character traits that we should be exemplifying when on the playground? List all character traits mentioned on the board. Circle tolerance, self-control, cooperation, honesty and responsibility. Have student do a think, pair and share of what these traits mean. Come up with a class definition of each in regards to the playground. Focus children’s thinking to safety and cooperation. | | |
| 1. Activity- Using Role Playing Task Cards, divide the class into groups. Hand each group a task card (either positive or negative classroom behaviors). Have groups plan and perform a mini skit based on the directions on the card. After each group role plays, have the class decide if it was positive or negative behavior. | | |
| 1. Review: Teacher reviews with class the reasons why we are responsible, respectful and safe 2. Follow-Up: Writing piece in writing journal. Students can reflect on what positive and negative behavior looks like in the café | | |
| **WHEN** will this lesson plan be taught? | | |
| **Beginning of school year** date(s) and time(s): | August 2017 | |
| **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? |
| Classroom Teacher | | 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→)

**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 | **\*Keep hands, feet and unkind words to themselves**  **\*Be respectful of teachers and classmates**  **\*Work and play cooperatively with others**  **\*Follow directions given by teacher or school staff** |
| **B. What reward/recognition will they earn?**  ⮚Include person(s) responsible for organizing | **\*Bucket filler tickets (School Counselor/Staff members); Character Education Certificate(School Counselor/Classroom Teacher); Classroom reward point/token system (classroom teacher); Cafeteria point system (staff members)** |
| **C. How will you collect data to determine who has earned the reward?**  ⮚include person(s) responsible for organizing and analyzing | **Class dojo; Bucket filler tickets; Classroom teacher recommendation; cafeteria points chart** |
| **D. When and how will the reward be provided?**  ⮚Include timeline  ⮚Include actual date | **\*Weekly Bucket filler winners pulled on morning announcements; monthly character education winner certificates given and announced on school’s morning show; class reward system given as designed in classroom plan; monthly cafeteria class winner certificates announced on morning show;** |

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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.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Staff-Managed Misbehaviors** | | | |
| **Minor** Misbehaviors | | **Moderate** Misbehaviors | |
| Misbehavior | Definition | Misbehavior | Definition |
| 1. **Unruly behavior** | **Name-calling; not following school rules** | **1. Repetitive Minor Misbehaviors** | **More than 3 minor**  **behaviors in 3 days**  (specified time frame e.g.,  30 minutes / 2 hours / 5 days) |
| 1. **Disobedient** | **Not following teacher/staff directions** | **2.Hitting students** | **Not keeping hands to ones self** |
| 1. **Off-task** | **Disturbing others; not completing assignments** | **3.** |  |
| **4.** |  | **4.** |  |
| **5.** |  | **5.** |  |
| **6.** |  | **6.** |  |

**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): |
| * **Loss of school activity** | * **Parent Contact** |
| * **Parent Contact** | * **Loss of School Activity** |
| * **Time-out** | * **Lunch detention** |
|  | * **In-school suspension** |
|  |  |

**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.)

|  |  |
| --- | --- |
| **Office Discipline Referrals (ODRs)** | |
| Behavior | Definition |
| 1. Repetitive moderate misbehaviors | **More than 5 moderate misbehaviors in**  **5 days** (specified time frame e.g., 30 minutes / 2 hours / 5 days) |
| 2.Insubordination | More than 5 incidents of disobedience in a day |
| 3.Causing bodily harm | Hitting another students with the intent of hurting |
| 4.Fighting (physical) | Students engaged in physical contact |
| 5. |  |
| 6. |  |

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

**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.)**

Is the behavior minor?

**Staff observes misbehavior**

**in the classroom or on campus**

Is the behavior considered office managed?

Is the behavior a crisis?

Is the behavior a referral?

Implement behavior RtI

Behavior continues

Reinforce/

reward student

Provide stronger consequences

Behavior is corrected

Implement consequences from Discipline Matrix

Implement behavior contract

Reinforce/

reward student

Reinforce/

reward student

Behavior continues

Behavior is corrected

Implement moderate consequence(s)

Is the behavior moderate?

Is the behavior considered staff managed?

Follow crisis protocol

Behavior continues

Implement minor consequence(s)

Behavior is corrected

|  |
| --- |
| **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→)

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

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Total Population:** |  | **Calculation to**  **determine % rate** | | **%** | **Core Evaluation** | | |
| **# Referrals** | **# Students** |
| 1 Referral |  | **(**Total Pop − (# of 2-5 Students) –  (# of >5 Students)**) ÷** Total Pop = | |  | ***Universal students****:*  *(# 0-1 Referrals should be >80%)* | **>80%?** | |
| YES | NO |
| 2-5 Referrals |  | (# of 2-5 Students) **÷**Total Pop = | |  | **At risk students**:  *(# 2-5 Referrals should be <15%)* | **<15%?** | |
| YES | NO |
| >5 Referrals |  | (# of >5 Students) **÷**Total Pop = | |  | **High risk students**:  *(# >5 Referrals should be <5%)* | **<5%?** | |
| YES | NO |
| **7B**. If all 3 are “**YES**”, your Core is Effective. **Is your core behavior curriculum effective?** | | | | | | | |
| **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? | | | 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? | | | | |

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

|  |
| --- |
| **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?”*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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. Assistant Principal(s) | School-wide **expectations** and location-specific **rules** are posted across campus (“marketing”). | Students and staff review rules as they move around campus | Refer to 2B quarterly presentation dates. This is the data the team will be sharing during staff presentations. | Staff meetings; SAC meetings |
| 2. Administration | **Behavior lesson plans** are being taught as written | Classroom observations documented by iObservation datamarks | Staff meeting; team meetings |
| 3. Administration | **Discipline consequences**  and **flow chart** are being used by all staff as written | Less referrals for staff managed behaviors and office managed behaviors | Team leader meetings; staff meetings |

**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?”*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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.Administration/SPBP team | See critical element 3A. Quarterly **behavior incident** data**.** | Number of behavior incidents have decreased between data collection peiords | See critical element 2B quarterly presentation dates. This is the data the team will be sharing during staff presentations | Staff meetings; team leader meetings; SAC meetings; |
| 2.Administration/SPBP Team | See critical element 4A. Quarterly **top 3 event locations** data. | Number of behavior incidents in top locations has decreased | Staff meetings; team leader meetings; |
| 3.Adminstration/SPBP team | See critical element 7. Quarterly **core effectiveness** data**.** | Data shows core behavior curriculum is effective | Staff meetings; team leader meetings; SAC meetings; PTA meetings |