

**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:** | Dania Elementary |
| **School Number:** | 0101 |
| **SPBP Contact Name:** | Ashley Zotter / Michele Katz-DiGiacomo |
| **Direct Phone Number:** | 754-323-5350 |

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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?** |
| Lewis Jackson | Principal | Administration (Pre-K - 5) |
| Ashley Zotter/ Michele Katz-DiGiacomo | SPBP Point of Contact | School Counselor/ ESE Specialist (Pre-K - 5) |
| Danielle Laroff | Parent/Community Representation | SAC/PTO/SAF/Community |
| Michele Harmer | BTU Representative | All Faculty/ Instructional |
| Theresa Innarella | Teacher | Instructional (ASD) |
| Alyssa Juman | Teacher | Instructional (First) |
| Craig Daley | Teacher | Instructional (Third) |
| Jamie Edwards | Teacher | Instructional (Third) |
| Kevin Palenchar | Teacher | Instructional (Fifth) |
| Jessica McBride | School Psychologist | Non-Instructional (All) |
| Crystal Maska | Clerical | Teacher Assistant (Pre-K - 5) |

**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:** |
| 8/9/2018 | 8:15 AM | Ashley Zotter | 1. Create and disseminate updated  Expectations and Rules lesson  plans (#3 and #4)  2. Review progress of  Implementation Action Plan (#9)  3. Collect & analyze implementation  data (#10A)  4. Collect & analyze student  outcome data (#10B) |
| 10/18/2018 | 2:15 PM | Ashley Zotter |
| 1/7/2019 | 8:15 AM | Ashley Zotter |
| 3/21/2019 | 2:15 PM | Ashley Zotter |

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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 | 4/19/2018 | # of participants = 37 | Ashley Zotter |
| Held a *faculty* vote on the new SPBP  (for SY 2018/19) | 4/19/2018 | % approved = 100% | Ashley Zotter |
| Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community) | 4/12/2018 | # of participants = 16 | Ashley Zotter |

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

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

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

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| **Top 10 Behavior Incidents**  *(put N/A in any blank spaces)* | |
| 1. Unruly Disruptive | 6. Fight-Minor Altercations |
| 2. Disobedience/Insubordination | 7. Out of Assigned Area |
| 3. Disruptive Unruly Play | 8. Bus Violations |
| 4. Disruption of Campus-minor | 9. Insulting/Profane Obscene Language |
| 5. Defiance of Authority | 10. Battery |

**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. Dania Dolphins are Safe |
| 2. Dania Dolphins are Responsible |
| 3. Dania Dolphins have Pride in Themselves and Respect for Others |
| 4. |
| 5. |

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

**ACTION:** Create at least one lesson plan for **each** school-wide expectation above and distribute to teachers during pre-planning 2018-19. Develop additional lesson plans you will use throughout the year to re-teach and reinforce your school-wide expectations. *You do not need to submit your lesson plans with the SPBP. Retain all behavior lesson plans at the school; make sure these lesson plans are available for guests and stakeholders.*

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| --- | --- | --- | --- |
| **When will school-wide expectations lesson plans be taught?** | | | |
|  | Date(s) | Time: | |
| August | August 15-22, 2018 | 8:00-9:00AM | |
| January | January 8-11, 2019 | 8:00-9:00 AM | |
| 4th Quarter | April1-5, 2019 | 8:00-9:00 AM | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | Classroom Teachers |
| Where will the lesson plan instruction occur? | | | Classrooms |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | M. Katz-DiGiacomo |

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

**4A.** List the **top 3 locations** for behavior Events YTD from BASIS 3.0 Behavior Dashboard**.** ***Do not use “classroom”***

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| **Top 3 Locations** | |
| School Location | # Incidents |
| 1. Cafeteria | 10 |
| 2. Hallway | 7 |
| 3. Playground | 6 |

**4B.** Create an Expectations/Rules Matrix from your 3-5 school-wide expectations and your top 3 event locations. Develop a positively stated, observable, and measurable rule that correlates with every expectation to create a maximum of 5 rules under each location**.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Expectations and Rules Matrix** | | | | |
| **School-wide EXPECTATIONS** | *Copy and paste expectations from* ***3C****.* | **IDENTIFIED LOCATIONS**  *Copy and paste locations from* ***4A.*** | | |
| Cafeteria | Playground | Hallway |
| **Rules** | **Rules** | **Rules** |
| Dania Dolphins are Safe | Students will:   * Stay seated with legs under the table * Keep hands and feet to self * Use walking feet * Use two hands on your tray while walking | Students will:   * Use playground equipment properly * Stay in your assigned area * Follow the rules of games played * Leave sand and stones on the ground | Students will:   * Use walking feet * Face forward * Provide personal space * Stay with your class * Keep both hands at their side |
| Dania Dolphins are Responsible | * Know their lunch number * Get everything they need before sitting down * Clean around your eating are (tray, table and floor) * Place all trash in disposal | * Keep sand and stones on the ground * Use playground equipment properly * Line up when the teacher signals * Politely remind others of playground rules | * Follow adult directions * Walk in an organized line * Provide personal space * Keep floors clean and properly use trash cans |
| Dania Dolphins have Pride in Themselves and Respect for Others | * CHAMPS Voice Level 0-2 * Use proper table manners, only touch the food that belongs to you * No more than 4 students on a bench * Be patient and wait your turn * Talk to people at your own table | * CHAMPS voice Level 0-5 * Turn-taking * Share equipment * Follow the rules of the game being played * Show good sportsmanship | * CHAMPS Voice Level 0 * Hands, feet and object to self * Walk in a straight line * Both hands at your side * Provide personal space |

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

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

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

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| --- | --- | --- | --- |
| **When will location-specific rules lesson plans be taught?** | | | |
|  | Date(s) | Time: | |
| August | August 15-22, 2018 | 8:00-9:00AM | |
| January | January 8-11, 2019 | 8:00-9:00 AM | |
| 4th Quarter | April1-5, 2019 | 8:00-9:00 AM | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | Classroom Teachers |
| Where will the lesson plan instruction occur? | | | Lesson Specific Locations |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | M. Katz-DiGiacomo |

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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

|  |  |
| --- | --- |
| **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:** Office Discipline Referrals    **Problem Identification:** During the 17-18 school year, there have been 10 reported incidents in the cafeteria. |
| **2**. **Problem Analysis:** Why do you think this problem is occurring?  What is your goal? *(use a SMART goal statement with numerical data)* | **Hypothesis:** There is less structure and consistency in the cafeteria.  **Goal Statement:** By June 2019, the number of office discipline referrals in the cafeteria will decrease by 10%. |
| **3. Intervention Design:**  Describehow you will implement a positive reward program to decrease this problem. | **Type of System: Token system**  **Description of System:** All classes will work together to uphold the cafeteria expectations identified above. When classes have met the expectations outline, they will receive a "dolphin." When 13 dolphins have been collected, classes will receive a popsicle at the end of lunch. |
| **4. Evaluation:**  A. Implementation fidelity | 1. How do you monitor the fidelity (consistency and effectiveness) of the **staff’s** implementation of the reward program? All staff will receive initial training regarding the expectations in the cafeteria. We routinely monitor, meet with staff to discuss progress and barriers to implementation of the program, and revise as deemed necessary. |
| 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”? To determine if the program is positively impacting students, we will use informal interviews, and analyze student referral data. We will also track which classes are consistently receiving rewards to acknowledge positive behavior and provide support to those classes which have not been successful. |

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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.Running in the halls | Student is running loudly through the hallway, not staying with class or buddy |
| 2.Peer conflict | Student is arguing, pushing/ shoving |
| 3.Disruption of classroom | Student is making noises, calling out, tapping on desk/ floor, distracting others |
| 4.Disrespect | Student is talking back to the teacher or name-calling |
| 5.Defiance | Student is not completing classwork, not following directions, non-compliance |
| 6.Inappropriate language | Name-calling |

**6B. Staff Managed Consequences**: Create a consequencemenu **OR** a consequence hierarchy for staff to use when students exhibit the above misbehaviors. Provide a minimum of **5** consequences.

|  |  |
| --- | --- |
| Is this a menu or hierarchy system? | Menu Hierarchy |
| Verbal Redirection | |
| Environmental Change (move seat/ group, miss recess) | |
| Teacher-Student Conference or Counselor-Student Conference | |
| Parent Contact | |
| Written Assignment and/or Restitution | |

**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. Fighting/ Physical Aggression | Student is pushing/ shoving/ hitting/ kicking with intent to harm another person |
| 2. Repeated or Serious Disruption of the Classroom | Student repeatedly engages in behaviors identified above, or is throwing/ kicking/ destroying classroom furniture or materials |
| 3. Insubordination | Student demonstrates continued defiance of authority, fails to obey school rules |
| 4. Out of assigned area | Student leaving a supervised area without permission and/or leaving school grounds |
| 5. Threats | Student makes a verbal or written statement to harm another person |
| 6. Repetitive staff managed  misbehaviors | More than misbehaviors inwarrants an office referral.  day  one day  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** |
| Running in the halls  Peer conflict  Disruption  Disrespect  Defiance  Inappropriate language | Fighting/ physical aggression  Serious disruption  Insubordination  Out of assigned area  Threats  Repetitive staff-managed |

1. Conference with administration
2. Assign consequence according to discipline matrix
3. Parent contact
4. Documentation
5. If behavior continues, refer to CPST
6. Verbal redirection
7. Environmental change (move seat/ group, miss recess)
8. Teacher-student conference/ Re-teach expectation
9. Parent contact
10. Written assignment and/or restitution

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

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

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

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

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| --- |
| What data collection tool does your school leadership team use to monitor and evaluate your teacher’s classroom management skills? *(Measure* ***staff skills****, not student outcomes)* |
| CHAMPs 7 Up Checklist |
| CHAMPs Classroom Check Up (CCU) |
| PBIS Classroom Assistance Tool (CAT) |
| PBIS Walkthrough |
| Marzano’s Domain 1, Design Questions 5, 6, 7, 8, 9 |
| Fidelity of staff classroom management implementation is not monitored to determine training needs this year *(you will need to adopt a tool and plan next year)* |
| Other *(specify):* |
| Explain how this data is collected and analyzed by your school leadership team as a **universal screening** *across teachers* to determine the need for classroom management training: |
| Fidelity of Implementation Plan: *(3-4 sentences)* |

**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**: | 59 |
| Total number of **school-wide** discipline referrals: | 100 |
| % of referrals in the classroom: | 37% |
| 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: | 532 |  |  | |
| # Referrals |  | **% of Total Population** | Core Effectiveness | |
| 0 - 1 referral | 19 | 96% | Are your 0 – 1 referrals > 80%? | Yes No |
| 2 - 5 referrals  (at risk students) | 16 | 3% | Are your 2 - 5 referrals <15%? | Yes No |
| > 5 referrals  (high risk students) | 7 | 1% | Are your >5 referrals <5%? | Yes No |

**8B. Core Effectiveness Plan:**

|  |  |
| --- | --- |
| If all 3 are “**Yes**”, your core is effective. Is your core behavior curriculum effective? | Yes No |
| Answer **either** (a) or (b):  (a) If you answered “**Yes**”, although your core is effective, what plan does your school leadership team implement for early identification of at risk and high risk students?  (b) If you answered “**NO”**, indicate the supports and interventions your school leadership team will implement at the beginning of the next school year to improve core strength: | |
| Core Effectiveness Plan: The school leadership team intends to begin the new year with a focus on last years at risk and high-risk students. The team will provide additional support to these students and classrooms to ensure a positive start to the school-year. Interventions may include collaborative problem-solving, teaming with caregivers, small-group counseling, mentoring opportunities and individual behavior charts. | |

**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 | 53 | 52 | -3 | Yes No |
| Hispanic/Latin | 21 | 15 | -6 | Yes No |
| White | 19 | 13 | -4 | Yes No |

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

|  |  |
| --- | --- |
| If all 3 are “**No**”, disproportionality is not indicated. Are all 3 “No”? | Yes No |
| Answer **either** (a) or (b):  (a) If you answered “**Yes**”, although your data indicates equity, what plan does your school leadership team implement for early identification of any disproportionality issues  (b) If you answered “**No**”, indicate the support plan and interventions your school leadership team will implement at the beginning of next year to improve sub group disproportionality | |
| Disproportionality Plan: The school leadership team will meet quarterly to review school-wide behavior data. Referrals by demographics will be calculated explicitly to determine discrepancies between data and our school-wide goals. If a problem is identified, we will continue to analyze the data to determine contextual or systemic biases. It is worthwhile also, to consider if the behavior is related to academic skills deficits, and the larger racial achievement gap. | |

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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**

|  |  |  |
| --- | --- | --- |
| **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** | **Ashley Zotter, School Counselor** |
| **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** | **M. Katz-Digiacomo, ESE Specialist** |
| **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 **measurable** 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 | 100% of teachers will display school-wide expectations in classrooms and location-specific posters will be visible in all areas of the campus. | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | Dr. Jackson, Principal |
| **Behavior lesson plans** are being taught as written and when indicated | 100% of teachers will include quarterly behavior lesson plans in teacher log. | Dr. Jackson, Principal |
| **Discipline consequences** and **flow chart** are being used by all staff as written | 100% of teachers will refer to the consequence flow chart when assigning student discipline. | Dr. Jackson, Principal |
| A **reward system** is being implemented for *all* students | 100% of staff will implement the dolphin reward system. | Dr. Jackson, Principal |

**10B.** How will you determine whether the SPBP is successful in positively impacting **students?**

*“If staff are implementing the SPBP consistently and effectively, did it positively impact* ***the students****? How do you know?”*

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Outcome Monitoring Plan** | | | |
| Student Outcome Data | Create an **observable** and **measurable** 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 | 10% decrease in students demonstrating disruptive/ unruly behavior by June 2019. | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | Dr. Jackson, Principal |
| See critical element 4A  • **Top 3 event locations** data | 10% decrease in office referrals in the cafeteria, hallway and playground by June 2019. | Dr. Jackson, Principal |
| See critical element 8  • **Core effectiveness** data | 98% students will have 0-1 referrals by June 2019. | Dr. Jackson, Principal |
| See critical element 7A  • **Grade Level/Classroom referrals** data | 10% decrease in the number of referrals for students currently enrolled in third grade (incoming fourth grade) by June 2019. | Dr. Jackson, Principal |