

**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:** | Hollywood Hills Elementary |
| **School Number:** | 0111 |
| **SPBP Contact Name:** | Gigi Rivera |
| **Direct Phone Number:** | 7543236200 |

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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?** |
| John Fossas | Principal | Administration |
| Gigi Rivera | SPBP Point of Contact | Administration |
| Anita O’Sullivan | Parent/Community Representative | SAC |
| Evette Cancio-Bello | BTU Representative | SAC |
| Maryann Gerber | ESE Specialist | ESE Representative |
| Karen Dallas | Kindergarten Teacher | Kindergarten Representative |
| Maibel Demetriou | First grade Teacher | First Grade Representative |
| Elena Kraukauer | Second Grade Teacher | Second Grade Representative |
| Stacey Vidal | Third Grade Teacher | Third Grade representative |
| Amanda Brasso | Fourth Grade/GiftedTeacher | Fourth Grade Gifted/Representative |
| Gisele Bishop | Fifth Grade/Gifted Teacher | Fifth Grade/Gifted Representative |
| Laura Saef | Specials Teacher | Specials Representative |
| Cristina Filippelli | PTA | Parents/Community |
| Laurie Kraus | Reading Coach | Support Staff |
| Gina Joseph | Para | Non-instructional |
|  |  |  |

**1B**. Schedule and document your quarterly team meeting dates for *next* 2018/19 school year:

|  |  |  |  |
| --- | --- | --- | --- |
| **Meeting Date** | **Meeting Time** | **Name & title of person responsible to facilitate meeting** | **Content of meetings:** |
| 8/10/2018 | 2:15pm | Gigi Rivera, Assistant Principal | 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) |
| 10/192018 | 2:15pm | Gigi Rivera, Assistant Principal |
| 3/21/2019 | 2:15pm | Gigi Rivera, Assistant Principal |
| 5/9/2019 | 2:15pm | Gigi Rivera, Assistant Principal |

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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:

|  |  |  |  |
| --- | --- | --- | --- |
| **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 | 4/17/2018 | # of participants = 50 | Gigi Rivera, Assistant Principal |
| Held a *faculty* vote on the new SPBP  (for SY 2018/19) | 4/27/2018 | % approved =90 | Gigi Rivera, Assistant Principal |
| Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community) | 4/27/2018 | # of participants = 50 | Gigi Rivera, Assistant Principal |

**2B.** Action Steps to be completed **next year** (SY 2018/19) to increase faculty and stakeholder understanding and knowledge of your SPBP:

|  |  |  |  |
| --- | --- | --- | --- |
| **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. | Gigi Rivera, Assistant Principal |
| 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. 8/10/2018 | 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. | Gigi Rivera, Assistant Principal |
| 2. 10/19/2018 |
| 3. 3/21/2019 |
| 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 Behavior | 6.Level 2- Bus violation |
| 2.Disobedience/Insubordination | 7.Out of Assigned Area |
| 3.Defiance of Authority/Habitual | 8.Insulting/Profane Obscene Language |
| 4.Disruption of Campus (Minor) | 9.Fight/Minor Altercation |
| 5.Assault/Threat (Non-Criminal) | 10.Level 3 – Bus Violation |

**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. Always respect yourself and others. |
| 2. Work cooperatively with peers and adults. |
| 3. Show kindness always. |
| 4.N/A |
| 5.N/A |

**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.*

|  |  |  |  |
| --- | --- | --- | --- |
| **When will school-wide expectations lesson plans be taught?** | | | |
|  | Date(s) | Time: | |
| August | 21, 22, 23, 2018 | 8:40 to 10:00AM | |
| January | 9, 10, 11, 2019 | 8:40 to 10:00AM | |
| 4th Quarter | April 1, 2, 3, 2019 | 8:40 to 10:00AM | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | All Classroom teachers |
| Where will the lesson plan instruction occur? | | | Classroom |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Gigi Rivera, Assistant Principal |

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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”***

|  |  |
| --- | --- |
| **Top 3 Locations** | |
| School Location | # Incidents |
| 1. Cafeteria | 5 |
| 2.Bus | 6 |
| 3.Playground | 7 |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Expectations and Rules Matrix** | | | | |
| **School-wide EXPECTATIONS** | *Copy and paste expectations from* ***3C****.* | **IDENTIFIED LOCATIONS**  *Copy and paste locations from* ***4A.*** | | |
| Cafeteria | Bus | Playground |
| **Rules** | **Rules** | **Rules** |
| Always respect yourself and others | Use kind words. Follow directions the first time. Maintain a clean area. | Follow directions the first time. Keep hands and feet and objects to yourself. Respect school property. | Keep hands and feet to yourself. Use equipment appropriately. |
| Show kindness always. | Keep hands, feet and objects to yourself. Be considerate of others. | Stay in your seat. Obey safety rules. | Obey all safety rules. Stay in designated areas. Be considerate of others. |
| Work cooperatively with peers and adults | Use a level 2 voice. Maintain a clean area. | Use level 1 voice. Follow safety rules. | Follow rules and procedures of activity. Have positive interactions. |
| N/A | N/A | N/A | N/A |
| N/A | N/A | N/A | N/A |

**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.*

|  |  |  |  |
| --- | --- | --- | --- |
| **When will location-specific rules lesson plans be taught?** | | | |
|  | Date(s) | Time: | |
| August | 21, 22, 23, 2018 | 8:40 to 10:00AM | |
| January | 9, 10, 11, 2019 | 8:40 to 10:00AM | |
| 4th Quarter | April 1, 2, 3, 2019 | 8:40 to 10:00AM | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | ALL Classroom teachers |
| Where will the lesson plan instruction occur? | | | Classroom |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Gigi Rivera, Assistant Principal |

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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: Students will display responsible behavior in all areas of the school and at all times.

|  |  |
| --- | --- |
| **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: BASIS Dashboard DATA:**    **Problem Identification: Of the 96 behavior incidents, 52 of the incidents were for Unruly/Disruptive Behavior** |
| **2**. **Problem Analysis:** Why do you think this problem is occurring?  What is your goal? *(use a SMART goal statement with numerical data)* | **Hypothesis: Students must learn to interact responsibly.**  **Goal Statement:** Students will interact responsibly reducing Unruly/Disruptive behavior incidents by 50% by June 2019. |
| **3. Intervention Design:**  Describehow you will implement a positive reward program to decrease this problem. | **Type of System: Point system**  **Description of System: Students that display responsible behavior and interact responsibly, will be given points on a weekly basis by their teachers. Classroom teachers will keep track of those students that earned points for responsible behavior in all areas of the school. A monthly goal is set for each grade level that is appropriate for the age of the student. At the end of each month, the teachers will submit a list of students to the Assistant Principal via email of the students that reached their goal. The students that have reached their goal will receive an incentive reward at the end of each month. The Principal and the Assistant Principal will host the monthly reward. Examples of monthly rewards are: September- dance, October – Movie day, November/December –Pizza party, January – Cupcake and punch party, February – Ice Cream Social, March – Sports Day, April – Game day, May – Meet the Marlin**  **In addition, students will participate in the Character Trait of the month program for personal recognition. Each teacher will submit to the Principal a student’s name that has displayed the character trait all month. The student that has been nominated by the teacher for displaying the character trait will be honored by the principal on morning announcements. The students that have been honored will have their picture displayed on the bulletin board in the media center. The students’ parents are invited to view the morning announcements when their child appears. Character traits: Citizenship, Cooperation, Honesty, Kindness, Respect, Responsibility, Self-Control, and Tolerance.** |
| **4. Evaluation:**  A. Implementation fidelity | 1. How do you monitor the fidelity (consistency and effectiveness) of the **staff’s** implementation of the reward program?   Teachers will submit to Gigi Rivera, Assistant Principal, via email, a count of points earned per student, on a monthly basis. In addition, teachers will maintain student point charts that will be available during teacher observations. The monthly goal sheets will be collected at the end of each month to monitor that the system is being implemented regularly and with fidelity. |
| B. Student outcome monitoring | 1. How will you know if the reward program is positively impacting **students**? What measurable data will you use to determine “success”?   The number of students that reach their goal on a monthly basis will increase month to month. In addition, the number of behavior referrals will decrease by 30% by June 2019. |

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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.Calling out/not raising hand | Calling out answers or making statements without raising hand |
| 2.Not completing assignments | Not beginning or completing work that was assigned |
| 3.Inappropriate Verbal Language | Spoken, written, or non-verbal communication that insults, mocks, or belittles another person. |
| 4.Out of seat | Leaving their seat without getting permission from the teacher. |
| 5.Playing around | Behaving in a silly way to amuse oneself or other people. |
| 6.Improper use of technology | Using technology equipment in a manner that is not approved. |

**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 |
| Conference with student on inappropriate behavior in this situation and of potential =/- consequences. | |
| Classroom time out. | |
| Notify parent of infraction via phone call, Class dojo, email or student planner. | |
| Lunch detention (student placed on side table in cafeteria) | |
| Complete a behavior form. | |

**6C. Administration Managed Misbehaviors**:

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

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

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

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| --- | --- |
| **Office Discipline Referrals (ODRs)** | |
| Behavior | “Looks Like” - *provide a description with example(s)* |
| 1. Disobedience/Insubordination | Failure to obey a reasonable instruction or request from a staff member. |
| 2. Disruptive/Unruly Play | Unwanted physical contact, rough play that results in injury |
| 3. Defiance of authority | Failure to obey a directive given by a staff member. Out of area. |
| 4. Disruption on Campus | Loud, excessive behavior that disrupts the learning environment. |
| 5. Assault/Threat (Non-Criminal) | Fighting, displaying or engaging in violence, combat or aggression. |
| 6. Repetitive staff managed  misbehaviors | More than misbehaviors inwarrants an office referral.  hour  1  3    *e.g., 3 half hour*  *2 one period* |

**6D. School-wide Discipline Flow Chart:**

(a) Review the sample discipline flow charts in “Additional Items” located on browardprevention.org

(b) Copy or customize a flow chart to graphically represent the discipline process at **your** school.

(c) Paste the flow chart here**OR** complete the flow chart below.

**Student Behavior Discipline Flow Chart**

**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?

Behavior is corrected after consequences

Provide consequence per Discipline Matrix

Reinforce/

reward student

Behavior

is not corrected after consequences

Implement moderate consequences listed on page 17 (see 6B chart)

Write a discipline referral

Provide consequence per Discipline Matrix

Behavior

is not corrected after consequences

Write a discipline referral

Implement minor consequences listed on page 17 (see 6B chart)

Reinforce/

reward student

Behavior is corrected after consequences

Have a conference with student

Have a conference with student

Moderate behavior

Provide consequence per Discipline Matrix

Is the behavior considered staff managed?

Follow crisis protocol

|  |  |
| --- | --- |
| List Staff Managed  Misbehaviors from **6A** | List Office Managed  Misbehaviors from **6C** |
| 1.Calling out/not raising hand | 1. Disobedience/Insubordination |
| 2.Not completing assignments | 2. Disruptive/Unruly Play |
| 3.Inappropriate Verbal Language | 3. Defiance of authority |
| 4.Out of seat | 4. Disruption on Campus |
| 5.Playing around | 5. Assault/Threat (Non-Criminal) |
| 6.Improper use of technology | 6. Repetitive staff managed  misbehaviors |

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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

|  |
| --- |
| 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:  John Fossas, Principal and Gigi Rivera, Assistant Principal will do periodic walk throughs with quarterly analysis of Marzano’s Domain 1, Design questions 5, 6, 7, 8, 9. If teachers receive less than “developing” they will be asked to attend and/or review classroom management strategies with the Assistant Principal and /or attend CHAMPS training. |

**7C. Percentage of Classroom Referrals:**

(a) Review your classroom data YTD (“Events by Location”) in BASIS 3.0 Behavior Dashboard.

(b) Complete the yellow highlighted cells first.

(c) Auto-calculate the % of referrals in the classroom by clicking on “!Zero Divide” in the next cell and pressing “Fn + F9” together.

|  |  |
| --- | --- |
| Total number of discipline referrals **from classrooms**: | 50 |
| Total number of **school-wide** discipline referrals: | 79 |
| % of referrals in the classroom: | 63% |
| 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: | 805 |  |  | |
| # Referrals |  | **% of Total Population** | Core Effectiveness | |
| 0 - 1 referral |  | 98% | Are your 0 – 1 referrals > 80%? | Yes No |
| 2 - 5 referrals  (at risk students) | 10 | 1% | Are your 2 - 5 referrals <15%? | Yes No |
| > 5 referrals  (high risk students) | 3 | 0% | 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: At the beginning of the year, Gigi Rivera, (Assistant Principal) will collect data on new and articulating students to develop a list of potential students needing proactive positive behavior support. The Positive Behavior Team will retrieve referral data quarterly to determine which teachers may be in need of a CHAMPs training or a behavior management mentor. In addition, students with potential behavior concerns will be paired up with a staff member “contact person/mentor” that the student may develop a personal connection with to ensure that the student has adequate support. | |

**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 | 42 | 39 | -3 | Yes No |
| Hispanic/Latin | 15 | 18 | 3 | Yes No |
| White | 36 | 37 | 1 | Yes No |

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

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| --- | --- |
| If all 3 are “**No**”, disproportionality is not indicated. Are all 3 “No”? | Yes No |
| Answer **either** (a) or (b):  (a) If you answered “**Yes**”, although your data indicates equity, what plan does your school leadership team implement for early identification of any disproportionality issues  (b) If you answered “**No**”, indicate the support plan and interventions your school leadership team will implement at the beginning of next year to improve sub group disproportionality | |
| Disproportionality Plan:  Our data indicates that there is a 3% difference in disproportionality in the Hispanic/Latin and a 1% difference in disproportionality in White subgroup. To address this we will share this data with our teachers and staff, as well as our stakeholders. The discipline flow chart will be followed with fidelity. During our quarterly meetings, we will pay close attention to all subgroups. Training will be provided for teachers who have deficiencies with disproportionately issuing referrals. Administration and the PBIS Team will monitor data monthly. | |

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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** | **Gigi Rivera Assistant Principal** |
| **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** | **Gigi Rivera Assistant Principal** |
| **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?”*

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| **Fidelity of Implementation Monitoring Plan** | | | |
| Action Step | Create an **observable** and **measureable** SMART goal to determine “successful”  **staff implementation** of action step | When will data be collected, analyzed & presented? | Person responsible to collect and analyze data |
| School-wide **expectations** and location-specific **rules** are posted across campus | By the end of each month, 100% of hallways, cafeteria, and all classrooms will have at least 2 posters of expectations and rules posted. | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | Gigi Rivera (Assistant Principal) will complete observations and tally monthly Data of findings shared in graphic format in staff meetings. |
| **Behavior lesson plans** are being taught as written and when indicated | By May 1, 2019, 95% of teachers will have taught all of the school-wide expectations behavior lesson plans as measured by the submission of their teacher lesson plans to the Principal. | John Fossas (Principal) will collect and check for behavior lesson plans in August, January, and April immediately following the designated teach/re-teach times. Findings will be reported during the quarterly meeting. |
| **Discipline consequences**  and **flow chart** are being used by all staff as written | Every quarter, there will be a 5% decrease in the number of Office Discipline Referrals that contain previously identified staff-managed misbehaviors as measured by a referral review by the PBIS team. | Gigi Rivera, (Assistant Principal) will compile ODR quarterly for PBIS Team to analyze. Findings will be reported at the quarterly meeting. |
| A **reward system** is being implemented for *all* students | By the end of the reward system timeline, 100% of teachers will have submitted at least 85% of each class’ roster as measured by the Quarterly Behavior Celebration’s participation. | Gigi Rivera (Assistant Principal) tally monthly behavior/BASIS Data of findings shared in graphic format in the quarterly meetings. |

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

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

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| **Student Outcome Monitoring Plan** | | | |
| Student Outcome Data | Create an **observable** and **measureable** SMART goal to determine “successful”  **student outcomes** | When will data be collected, analyzed & presented? | Person responsible to collect and analyze data |
| See critical element 3A  • Type of **behavior incidents** data | By June 4, 2019, school-wide student Office Discipline Referrals will reduce 5% each quarter, as measured by BASIS Behavior Dashboard. | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | Gigi Rivera (Assistant Principal) will collect ODR data. PBIS Team will analyze and report findings at the quarterly meetings. |
| See critical element 4A  • **Top 3 event locations** data | By the end of every quarter, there will be 5% fewer referrals from the playground. | Gigi Rivera (Assistant Principal) will collect playground behavior data. PBIS Team will analyze and report findings at the quarterly meetings. |
| See critical element 8  • **Core effectiveness** data | By the end of every quarter, there will be less than 10% of students receiving 2 - 5 referrals | Gigi Rivera (Assistant Principal) Schoolwide walk through to complete observations and tally monthly behavior/BASIS Data of findings shared in graphic format in the quarterly meetings. |
| See critical element 7A  • **Grade Level/Classroom referrals** data | By the end of the year, 90% of teachers will receive on average “applying or innovating” in Marzano’s Domain 1, Design Questions 5, 6, 7, 8, 9. | Gigi Rivera (Assistant Principal) will collect iObservation data. PBIS Team will analyze and report findings at the quarterly meetings. |