

**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:** | Riverland elementary School |
| **School Number:** | 0151 |
| **SPBP Contact Name:** | Te’Anka Pinder and Sandra Ashley |
| **Direct Phone Number:** | (754) 323-7200 |

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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?** |
| Oslay Gil | Principal | Administration |
| Sandra Ashley | SPBP Point of Contact | RtI: B Team |
| Charles Thompson | Parent/Community Representation | SAC |
| Wanda Alverio | BTU Representative | BTU |
| Te’Anka Pinder | Assistant Principal | Administration |
| Tonya Montiel | ESE Specialist | ESE |
| Ashley Gaston Galloway | Curriculum Specialist | Support Staff |
| Elizabeth Rivero | Curriculum Specialist | SAC |
| Quana Smith | Teacher | Kindergarten |
| Tiqua Carty | Teacher | 5th Grade |

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

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| --- | --- | --- | --- |
| **Meeting Date** | **Meeting Time** | **Name & title of person responsible to facilitate meeting** | **Content of meetings:** |
| 8/9/2018 | 12:30 PM | Sandra Ashley | 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) |
| 11/6/2018 | 12:30 PM | Sandra Ashley |
| 1/7/2018 | 12:30 PM | Sandra Ashley |
| 3/22/2019 | 12:30 PM | Sandra Ashley |

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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 | 4/24/2018 | # of participants = 55 | Te’Anka Pinder |
| Held a *faculty* vote on the new SPBP  (for SY 2018/19) | 4/24/2018 | % approved =55 | Te’Anka Pinder |
| Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community) | 4/25/2018 | # of participants = 4 | Elizabeth Rivero |

**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 | 8/9/2018 | 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. | Sandra Ashley and Te’Anka Pinder |
| Present the 2018/19SPBP to stakeholders (parents and community) | 8/22/2018 |
| Present behavior data to staff  *Quarterly: minimum of 4 each year* | 1. 8/9/2018 | 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. | Sandra Ashley and Te’Anka Pinder |
| 2. 11/6/2018 |
| 3. 1/7/2019 |
| 4. 3/22/2019 |

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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. Insulting/Profane/Obscene Language |
| 2. Disobedience/Insubordination | 7. Fight - Medium |
| 3. Minor Fight | 8. Profanity toward a Staff Member |
| 4. Battery | 9. Out of Assigned Area |
| 5. Disruptive Unruly Play | 10. Defiance of Authority (Haitual) |

**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. Show Respect |
| 2. Tolerate Individual Differences |
| 3. Always do My Best |
| 4. Ready to Learn |
| 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 20-24, 2018 | 8:30 – 9:30 AM | |
| January | January 8-11, 2019 | 8:30 – 9:30 AM | |
| 4th Quarter | April 1-5, 2019 | 8:30 – 9:30 AM | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | Classroom Teachers and School Counselor |
| Where will the lesson plan instruction occur? | | | Core Classroom |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Sandra Ashley and Te’Anka Pinder |

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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 | 11 |
| 2. Hallway | 8 |
| 3. Playground | 2 |

**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 | Hallway | Playground |
| **Rules** | **Rules** | **Rules** |
| Show Respect | Keep your hands and feet to yourself  Voice level 2 | Walk in a straight line on the right side  Keep your hands and feet to yourself | Keep your hands and feet to yourself |
| Tolerate Individual Differences | Wait for your turn without pushing or touching anyone else | Voice level 0 Location | Maintain a positive attitude  Use kind words |
| Always Do My Best | Follow instructions the first time they are given. | Follow the instructions given by any adult | Wait for your turn without pushing or touching anyone else |
| Ready to Learn | Have my area cleaned and garbage on my tray when it is time to be dismissed | Arrive to my classroom safely and on time. | Listen and watch for the signal from the teacher to line up |
| Click here to enter Expectation #5 | Click here to enter a Rule | Click here to enter a Rule | Click here to enter a Rule |

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

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

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

|  |  |  |  |
| --- | --- | --- | --- |
| **When will location-specific rules lesson plans be taught?** | | | |
|  | Date(s) | Time: | |
| August | August 22-21, 2018 | 9:30-10:00 AM | |
| January | January 8-9, 2019 | 9:30-10:00 AM | |
| 4th Quarter | April 1-2, 2019 | 9:30-10:00 AM | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | Sandra Ashley and Te’Anka Pinder |
| Where will the lesson plan instruction occur? | | | Cafeteria during Expectations Assembly |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Sandra Ashley and Te’Anka Pinder |

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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: Show Respect

|  |  |
| --- | --- |
| **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 Incident Data**    **Problem Identification: 40 referrals for Disruptive/Unruly Behavior were serviced YTD** |
| **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 have a cleared understanding of school-wide expectations when they understand the relevance of that expectation across all areas of school.  **Goal Statement:** Students will follow school rules and procedures aligned with school expectations in order to earn STAR reward points, which will result in a decrease of referrals for disruptive unruly behavior. |
| **3. Intervention Design:**  Describehow you will implement a positive reward program to decrease this problem. | **Type of System:** *Click here to choose a type* **Rewards System**  **Description of System:** Students will be rewarded STAR Passes after receiving a predetermined amount of points. Passes can be redeemed prizes from the STAR Emporium. Prizes vary depending on grade level and student interests. Assistant Principal and the discipline committee will be responsible for organizing STAR Emporium. |
| **4. Evaluation:**  A. Implementation fidelity | 1. How do you monitor the fidelity (consistency and effectiveness) of the **staff’s** implementation of the reward program? Fidelity will be monitored by tracking the number of student passes redeemed at the STAR Emporium. This data will be tracked by teacher, students, and location earned in order to determine level of participation by staff and monitor effectiveness. This data will be cross-referenced with referral incident data to further determine effectiveness*.* |
| 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”? We will track the number of student passes redeemed at the STAR Emporium. This data will be tracked by teacher, students, and location earned in order to determine level of participation by staff and monitor effectiveness. This data will be cross-referenced with referral incident data to further determine effectiveness. If implemented with fidelity, the number of overall referrals will decrease. |

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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. Defiance Disrespect and non-compliance | Student engages in brief or low-intensity failure to  respond to adult requests  • Not working/Unfinished work  • Not participating in group work  • Uncooperative  • Making faces/rolling eyes  • Huffing, sighing etc.  • Arguing-Inappropriate response to teacher request  • Cheating/Lying |
| 2. Disruption | Student engages in low-intensity, but inappropriate  disruption  • Making noises  • Talking/Talking out  • Out of seat  • Not listening  • Hands/feet not in control |
| 3. Disrespect | Showing lack of respect; discourteous; impolite; rude |
| 4. Physical Contact | Student engages in non-serious, but inappropriate physical  contact:  • Poking  • Tripping  • Bumping into another  • Pushing |
| 5. Inappropriate Language | Student engages in low intensity instance of inappropriate  language  • Name calling  • Swearing  Negative talk |
| 6. Verbal Aggression | An assault on another’s self concept, rather than his/her position. |

**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 |
| Apology/restitution | |
| Conference with student | |
| Conference with parent | |
| In class time out | |
| Privilege loss | |

**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 | Willful disobedience - Failure to obey a reasonable or repeated instruction or request from a member of the school staff.  Example: School staff has exhausted all classroom level progressive consequences and/or \*interventions for student. |
| 2. Disruptive/Unruly Play | Conduct that interferes with or disrupts the process of teaching/learning, or disrupts the orderly environment of the classroom or learning environment.  Example: Student(s) engaging in rowdy, rough behavior in the |
| 3. Defiance of authority | Disobedience/insubordination resulting in four (4) or more separate (O1) referrals, or the deliberate refusal to physically attend the In--- School---Suspension Program as assigned, or failure to comply with the In---School--- Suspension Program rules and requirements resulting in dismissal from the Program. |
| 4. |  |
| 5. |  |
| 6. Repetitive staff managed  misbehaviors | More than misbehaviors inwarrants an office referral.  1  23    *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** |
| Defiance Disrespect and non-compliance  Disruption  Disrespect  Physical Contact  Inappropriate Language  Verbal Aggression | Disobedience/Insubordination  Disruptive/Unruly Play  Defiance of authority |

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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: *(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**: | 64 |
| Total number of **school-wide** discipline referrals: | 93 |
| % of referrals in the classroom: | **68%Divide** |
| 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: | 585 |  |  | |
| # Referrals |  | **% of Total Population** | Core Effectiveness | |
| 0 - 1 referral | 569 | 97 | Are your 0 – 1 referrals > 80%? | Yes No |
| 2 - 5 referrals  (at risk students) | 8 | 1.5 | Are your 2 - 5 referrals <15%? | Yes No |
| > 5 referrals  (high risk students) | 7 | 1.3 | 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: *(3-4 sentences)* | |

**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 | 79 | 93 | -14 | Yes No |
| Hispanic/Latin | 12 | 4 | 8 | Yes No |
| White | 6 | 2 | 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: In order to support our demographics which represent a disproportionate number of referrals, we will implement preventative strategies. We will analyze the data to determine the specific students receiving referrals and the specific behaviors exhibited and work to support those specific students with research-based strategies. The implementation will be monitored closely by school counselor to determine effectiveness. | |

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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** | **X This Action Plan has been saved to use *next year* during quarterly meetings** | **Te’Anka Pinder, Assistant Principal** |
| **Current** | **X 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** | **Te’Anka Pinder, 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 | **Te’Anka Pinder, Assistant Principal** |
| **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 | **Te’Anka Pinder, Assistant Principal** |
| **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 | **Te’Anka Pinder, Assistant Principal** |
| **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 | **Te’Anka Pinder, Assistant Principal** |
| **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. | **Te’Anka Pinder, Assistant Principal** |
| **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> | **Te’Anka Pinder, Assistant Principal** |
| **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. | **Te’Anka Pinder, Assistant Principal** |
| **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 | **Te’Anka Pinder, Assistant Principal** |
| **April** | Submit your SPBP in OSPA by April 30th every year | **Te’Anka Pinder, Assistant Principal** |

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

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

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Fidelity of Implementation Monitoring Plan** | | | |
| Action Step | Create an **observable** and **measureable** SMART goal to determine “successful”  **staff implementation** of action step | When will data be collected, analyzed & presented? | Person responsible to collect and analyze data |
| School-wide **expectations** and location-specific **rules** are posted across campus | 100% of teachers will post school rules and expectations in their classroom. Administration will document this information, then present outcomes in the appropriate meeting. | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | Sandra Ashley and Te’Anka Pinder |
| **Behavior lesson plans** are being taught as written and when indicated | 100% of teachers will have lesson plan in their teacher log. Administration will document this information, then present outcomes in the appropriate meeting. | Sandra Ashley and Te’Anka Pinder |
| **Discipline consequences**  and **flow chart** are being used by all staff as written | 100% of teachers will be scheduled for a quarterly guidance lesson and be provided a copy of the lesson plan to be kept in their lesson plan books | Sandra Ashley and Te’Anka Pinder |
| A **reward system** is being implemented for *all* students | 100% of staff members will implement the STAR Award System. | Sandra Ashley and Te’Anka Pinder |

**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 **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 | Each grade level will be provided short activities from Leaps lesson to address the top three behavior by location. Student will be provide a short questionnaire on the behavioral strategies they learned. A short electronic survey will be utilize to analyze students’ knowledge. This data will be used drive upcoming learning activities.  100% of staff members will facilitate expectations lessons during designated times in the core classroom, as determined by student follow-up activities.  100% of designated staff will facilitate expectation lessons during expectation assemblies, as determined by student follow-up activities  100% of staff members will implement the STAR Rewards System, as determined by student rewards passes redeemed.  100% of students will participate in expectations lessons, as evidence by student follow-up activities. | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | Sandra Ashley and Te’Anka Pinder |
| See critical element 4A  • **Top 3 event locations** data | Administration will look at the top 3 events by location to pull resources for teaching students (Videos, lesson plan, Skits and to make videos). Student will be provide a short questionnaire on the behavioral strategies they learned to be successful in the top 3 locations. A short electronic survey will be utilize to analyze students’ knowledge. This data will be used drive upcoming learning activities.  100% of staff members will facilitate expectations lessons during designated times in the core classroom, as determined by student follow-up activities.  100% of designated staff will facilitate expectation lessons during expectation assemblies, as determined by student follow-up activities  100% of staff members will implement the STAR Rewards System, as determined by student rewards passes redeemed.  100% of students will participate in expectations lessons, as evidence by student follow-up activities. | Sandra Ashley and Te’Anka Pinder |
| See critical element 8  • **Core effectiveness** data | 100% of staff members will facilitate expectations lessons during designated times in the core classroom, as determined by student follow-up activities.  100% of designated staff will facilitate expectation lessons during expectation assemblies, as determined by student follow-up activities  100% of staff members will implement the STAR Rewards System, as determined by student rewards passes redeemed.  100% of students will participate in expectations lessons, as evidence by student follow-up activities. | Sandra Ashley and Te’Anka Pinder |
| See critical element 7A  • **Grade Level/Classroom referrals** data | 100% of staff members will facilitate CHAMPS lessons during designated times in the core classroom, as determined by student follow-up activities.  100% of designated staff will facilitate CHAMPS lessons during expectation assemblies, as determined by student follow-up activities.  100% of students will participate in expectations lessons, as evidence by student follow-up activities.  100% students will have access to CHAMPS expectations in various areas of campus, as evidenced by CHAMPS posters with expectations visible in all student areas. | Sandra Ashley and Te’Anka Pinder |