

**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:** | West Hollywood Elementary |
| **School Number:** | 0161 |
| **SPBP Contact Name:** | Jennifer Clinch |
| **Direct Phone Number:** | (754) 323-7850 |

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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?** |
| Lina Palacios | Principal | Administration |
| Jennifer Clinch | SPBP Point of Contact | Assistant Principal |
| Rosmarie Campo | Parent/Community Representation | SAC |
| Lillian Abreu | 5th Grade Teacher | 5th Grade Team Leader |
| Krystle Fitzpatrick | 2st Grade Teacher | 2nd Grade Team Leader |
| Vivian Vidal | Kindergarten Teacher | Kindergarten Team Leader |
| Patricia Zelaya | 1st Grade Teacher/SAC Co-Chair | 1st Grade Team Teacher |
| Jennifer Wisnoski | 3st Grade Teacher | 3rd Grade Team Teacher |
| Jessica Lawrence | 4th Grade Teacher | 4th Grade Team Teacher/Equity Liaison |
| Deborah Khadaran | Mathematics Coach | Support Staff |
| Alyssa Ricke | Literacy Coach/ BTU Representative | Support Staff |
| Jenny Cordero | ESE Specialist | Support Staff |
| Laurie Seperson | Guidance Counselor | Support Staff |
| Mark Myers | SAC Co-Chair | 5th Grade Teacher |

**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:** |
| 8/10/2018 | 1:00 PM | Mrs. Clinch, 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) |
| 10/18/2018 | 1:00 PM | Mrs. Clinch, Assistant Principal |
| 12/21/2018 | 1:00 PM | Mrs. Clinch, Assistant Principal |
| 2/21/2018 | 1:00 PM | Mrs. Clinch, Assistant Principal |
| 5/9/2018 | 1:00 PM | Mrs. Clinch, 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:

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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 = 32 | Mr. Myers |
| Held a *faculty* vote on the new SPBP  (for SY 2018/19) | 4/24/2018 | % approved = 100% | Mr. Myers |
| Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community) | 4/12/2018 | # of participants = 33 | Ms. Zelaya |

**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. | Mrs. Clinch |
| Present the 2018/19SPBP to stakeholders (parents and community) | Prior to Oct 1st, 2018  9/5/2018 |
| Present behavior data to staff  *Quarterly: minimum of 4 each year* | 1. 10/18/2018 | 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. | Mrs. Clinch |
| 2. 12/21/2018 |
| 3. 2/21/2019 |
| 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. SB: Unruly Disruptive Behavior (122) | 6. UP: Disruptive/Unruly Play (7) |
| 2. ZU: Out of Assigned Area (60) | 7. UB: Unsubstantiated Bullying (7) |
| 3. 01: Disobedience/Insubordination (24) | 8. F2: Fighting Medium (6) |
| 4. 02: Insulting/Profane/Obscene Language (14) | 9. ZA: Substantiated Bullying (9) |
| 5. ZI: Minor Fight/Altercation/Conflict (10) | 10. ZX: Profanity to Staff Member (4) |

**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. **R**espectful |
| 2. **O**ptimistic |
| 3. **A**ccountable |
| 4. **R**esilient |
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**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 | 8/15/2018 | 9:00 am | |
| January | 1/8/2019 | 9:00 am | |
| 4th Quarter | 4/1/2019 | 9:00 am | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | Teachers |
| Where will the lesson plan instruction occur? | | | Classroom |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Ms. Seperson, Mrs. Ricke, Mrs. Clinch |

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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 | 21 |
| 2. Hallway | 9 |
| 3. Media Center | 4 |

**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**.**

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| --- | --- | --- | --- | --- |
| **Expectations and Rules Matrix** | | | | |
| **School-wide EXPECTATIONS** | *Copy and paste expectations from* ***3C****.* | **IDENTIFIED LOCATIONS**  *Copy and paste locations from* ***4A.*** | | |
| Cafeteria | Hallway | Media Center |
| **Rules** | **Rules** | **Rules** |
| Respectful | Use Quiet Voice. | Use Quiet Voice. | Enter quietly. |
| Optimistic | Converse with peers politely. | Transition willingly to the correct location. | Transition willingly to the correct location. |
| Accountable | Keep all food on lunch tray and dispose correctly. | Remain on the designated line or on the right side of the hallway and/or staircase. | Return materials on time. |
| Resilient | Try new things. | Walk in an orderly fashion no matter your position. | Expect positive intent. |
| 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.*

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| **When will location-specific rules lesson plans be taught?** | | | |
|  | Date(s) | Time: | |
| August | 8/15/2018 | 9:00 am | |
| January | 1/8/2019 | 9:00 am | |
| 4th Quarter | 4/1/2019 | 9:00 am | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | Teachers |
| Where will the lesson plan instruction occur? | | | Classroom |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Ms. Seperson, Mrs. Ricke, Mrs. Clinch |

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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

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| **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:** # of Office Discipline Referrals from the Cafeteria    **Problem Identification:** The number of referrals in the cafeteria increased by 20% from 2016-2017. The number of ODR in 2017-2017 was 24 while in 2016- 2017 it was 20. |
| **2**. **Problem Analysis:** Why do you think this problem is occurring?  What is your goal? *(use a SMART goal statement with numerical data)* | **Hypothesis: An example from the video that fits our referrals:** Students are out of designated area.  **Goal Statement:** By the end of the second quarter, ODRs from cafeteria will decrease from 24 to 12 (50% reduction). |
| **3. Intervention Design:**  Describehow you will implement a positive reward program to decrease this problem. | **Type of System:** *Click here to choose a type*  Point System through Class Dojo  **Description of System:** *(3-4 sentences)*  Each class will have their own avatar on CAFÉ Dojo that will be projected on screen and updated by the individuals in the cafeteria. There will be a reward chart posted with points and rewards. |
| **4. Evaluation:**  A. Implementation fidelity | 1. How do you monitor the fidelity (consistency and effectiveness) of the **staff’s** implementation of the reward program? *(2-3 sentences)* 2. The cafeteria plan will be taught to the cafeteria staff by Mrs. Ricke and Mrs. Seperson. 3. The point system will be done daily and the support staff member of the designated time will administer the points. 4. The Assistant Principal (AP) will observe in the cafeteria three random days a week. 5. The winners’ classroom names will be provided to the music teacher on Thursday each week by 3:10 pm. 6. On Friday, the support staff member of the designated time will ensure the classes receive their reward from Dojo: playing games on the stage, choice of where to sit, ice pop, or small items from treasure box. |
| 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”? *(2-3 sentences)* 2. The number of cafeteria referrals will be collected every Friday by the AP to ensure the system is positively impacting ODRs and no interim modifications needs to be made. 3. The total number of ODRs for second quarter will be collected on December 21, 2018 by the AP and analyzed by the team at 1:00 pm. Success = 24 ODRs reduced to 18 ODRs 4. The team will meet again on February 21, 2019 and analyze the progress of the plan and amend the plan if needed. Success = 18 ODRs reduced to 12 ODRs |

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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. Unruly Disruptive Behavior (122) | Not following directions and hindering the learning environment of the classroom. |
| 2. Out of Assigned Area (60) | Eloping from the classroom or designated area. |
| 3. Disobedience/Insubordination (24) | Verbally or physically refusing to follow directions. |
| 4. Insulting/Profane/Obscene Language (14) | Using vocabulary hurtful to others. |
| 5. Minor Fight/Altercation/Conflict (10) | Causing harm (physically or verbally). |
| 6. Disruptive/Unruly Play (7) | Not following playground rules as set by teacher. |

**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.

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| --- | --- |
| Is this a menu or hierarchy system? | **Hierarchy** |
| Reteaching of Behavior/Use a Behavior Form/Contact Parent | |
| Loss of star/demerit on behavior management system | |
| Loss of all or part of recess | |
| Make appropriate restitution to injured party | |
| Loss of center time or free-choice time | |

**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 | Verbally or physically refusing to follow directions. |
| 2. Disruptive/Unruly Play | Not following playground rules as set by teacher. |
| 3. Defiance of authority | Refusing to comply with the teacher’s request. |
| 4. Unruly/Disruptive Behavior | Not following directions and hindering the learning environment of the classroom. |
| 5. Out of Assigned Area | Eloping from the classroom or designated area. |
| 6. Repetitive staff managed  misbehaviors | More than misbehaviors inwarrants an office referral.  hour  half  2    *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?

Administration Implements Consequence

Contact Administration

RTI Tier 3 FBA/PBIP

Create Behavior RTI Referral (Tier 2)

Reinforce/

reward student

Behavior is corrected

Implement moderate consequence(s)

Intervention Successful: Fade to Tier 1

Create Behavior RTI Referral (Tier 2)

Is the behavior moderate?

Is the behavior considered staff managed?

Follow crisis protocol

Reinforce/

reward student

Implement minor consequence(s)

Behavior is corrected

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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)* Administration will complete a PBIS walkthrough every month. Mrs. Clinch, the Assistant Principal, will provide feedback. Data is evaluated and analyzed by the support staff. If teachers receive less than 70%, they will work with a peer to review the CAT and implement changes to increase classroom management. |

**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**: | 236 |
| Total number of **school-wide** discipline referrals: | 298 |
| % of referrals in the classroom: | 79% |
| 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: | 568 |  |  | |
| # Referrals |  | **% of Total Population** | Core Effectiveness | |
| 0 - 1 referral | 24 | 94% | Are your 0 – 1 referrals > 80%? | Yes No |
| 2 - 5 referrals  (at risk students) | 20 | 4% | Are your 2 - 5 referrals <15%? | Yes No |
| > 5 referrals  (high risk students) | 14 | 2% | 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? Faculty observations and discipline referrals  (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)*  At the beginning of the year, support staff will collect data on new students and review articulation cards of current students to determine who will need behavior interventions. The data will be shared with the staff at “Meet Your Class” meetings. Students who have a history of referrals will be referred to RtI(B) and a behavior plan will be developed with the teacher to ensure the student’s early success. If a student had a previous behavior plan, it will continue and the former teacher will review its implementation with the new teacher. If the former teacher is unavailable, the RtI liaison will review the previous plan with the new teacher to ensure the student is successful. The RtI(B) team will review the student’s data to determine their success, and modify the plan if needed. The data will include a review of the student’s monthly behavior and bullying referrals. | |

**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”.

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| --- | --- | --- | --- | --- |
| Subgroups | (PctPop - Green)  % **of students** | (PctRef - Blue)  **% of referrals** | Difference in referral composition | Positive value suggests disproportionality  (Is the value positive?) |
| Black | 36 | 49 | 13 | Yes No |
| Hispanic/Latin | 46 | 36 | -10 | Yes No |
| White | 11 | 12 | 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: *(3-4 sentences)*  Our data indicates a disproportionate amount in the Black and White subgroups percentage of referrals. However, the majority of the referrals in the Black subgroup were written on two high-risk students, who are now in behavior change. In addition, the majority of the referrals given to the White subgroup were given to one high-risk student in 5th grade. To address this, we have completed the steps to transfer students to the setting that best meets their needs. In the future, students who have a history of referrals will proactively be referred to RtI(B) and a behavior plan will be developed with the teacher to ensure the student’s early success. This plan will also follow them into the matriculating grade, if necessary. Training will be provided in the first weeks of school during the “Meet your Class” meetings. Mrs. Clinch, Assistant Principal, 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**

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| --- | --- | --- |
| **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** | **Jennifer Clinch, AP** |
| **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** | **Jennifer Clinch, AP** |
| **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 | Jennifer Clinch, AP |
| **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 | Jennifer Clinch, AP |
| **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 | **Jennifer Clinch, AP** |
| **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 | Laurie Seperson, RtI Liaison |
| **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. | Jennifer Clinch, AP |
| **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> | Jennifer Clinch, AP |
| **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. | Jennifer Clinch, AP |
| **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 | Jennifer Clinch, AP |
| **April** | Submit your SPBP in OSPA by April 30th every year | **Jennifer Clinch, AP** |

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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 the 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. | Jennifer Clinch, AP to complete observations and tally monthly. Data of findings shared in graphic format in Wildcat Weekly and at quarterly meetings. |
| **Behavior lesson plans** are being taught as written and when indicated | By the end of preplanning, 100% of the lessons will be distributed to the teachers and taught as written and when indicated by the end of each quarter. | Lina Palacios, Principal and Jennifer Clinch, AP will observe behavior lessons in the classrooms and student work evidence displayed in the classroom. Behavior lessons plans will be included in teacher lesson plans, and reviewed when lesson plans are turned into the AP. |
| **Discipline consequences**  and **flow chart** are being used by all staff as written | By the end of each quarter, 100% of the faculty and staff will utilize the discipline consequences and flow chart are being used by all staff as written. | Jennifer Clinch, AP to complete observations and tally monthly. Data of findings shared at quarterly meetings. |
| A **reward system** is being implemented for *all* students | By the end of each quarter, 100% of the faculty and staff will utilize a reward system with *all* students | Jennifer Clinch, AP to complete observations and tally monthly. Data of findings shared in at 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 the end of every quarter, there will be 10% fewer referrals in unruly disruptive behaviors. | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | Jennifer Clinch, AP will collect data monthly. Support staff will discuss the data and analyze it monthly. The averages will be charted and presented to staff. |
| See critical element 4A  • **Top 3 event locations** data | By the end of every quarter, there will be 12% fewer referrals from the cafeteria. | Jennifer Clinch, AP will collect data monthly. Support staff will discuss the data and analyze it monthly. The averages will be charted and presented to staff. |
| See critical element 8  • **Core effectiveness** data | By the end of every quarter, there will be 10% fewer referrals in the Black subgroup. | Jennifer Clinch, AP will collect data monthly. Support staff will discuss the data and analyze it monthly. The averages will be charted and presented to staff. |
| See critical element 7A  • **Grade Level/Classroom referrals** data | By the end of every quarter, there will be 10% fewer referrals in fourth grade. | Jennifer Clinch, AP will collect data monthly. Support staff will discuss the data and analyze it monthly. The averages will be charted and presented to staff. |