

**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:** | Stranahan High School |
| **School Number:** | 0211 |
| **SPBP Contact Name:** | Elvin Hazell |
| **Direct Phone Number:** | 754-323-2105 |

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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?** |
| Elvin Hazell | SPBP Point of Contact | Administration |
| David Ayala | Parent/Community Representation | SAC |
| Arlene Miller | BTU Representative/ Grade Level Teacher | 12 |
| Juan Teyssandier | Grade Level Teacher | 9 |
| Robin Cope | ESE Specialist / Non-Instructional Staff | ESE Population / All Grades |
| Sandra Andrews | Grade Level Teacher | 11 |
| Andrea Hadden | Support Staff | Staff |
| Simone Barnes | Grade Level Teacher | 10 |
| Felice Lewis | ESPs | ESE Population |

**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 | 1:00PM | Elvin Hazell | 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 | 1:00PM | Elvin Hazell |
| 2/21/2019 | 1:00PM | Elvin Hazell |
| 3/22/2019 | 1:00PM | Elvin Hazell |

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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 | 4/17/2018 | # of participants = 69 | Elvin Hazell |
| Held a *faculty* vote on the new SPBP  (for SY 2018/19) | 4/25/2018 | % approved = 93% | Arlene Miller |
| Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community) | 4/11/2018 | # of participants = 30 | Elvin Hazell |

**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. | Elvin Hazell |
| 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. 9/6/2018 | 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. | Elvin Hazell |
| 2. 11/8/2018 |
| 3. 3/7/2019 |
| 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. Dress Code Violation |
| 2. Disobedience / Insubordination | 7. Defiance of Authority / Habitual Violation |
| 3. Profanity Towards Staff | 8. Tardiness / Habitual |
| 4. Class Cut (Skipping) | 9. Cell Phone Violation |
| 5. Insulting / Profane / Obscene Language | 10. Disruptive Unruly Play / Fighting (Medium) |

**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. Display self-control when faced with adverse circumstances. |
| 2. Compliance with rules and regulations as directed by faculty, staff and administration to maintain order. |
| 3. Respect and consideration for self and others. |
| 4. Adhere to schedule to maximize academic engagement. |
| 5. Exhibit tolerance for others’ actions. |

**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 16,17 | Periods 1-8, 7:40AM to 2:40PM | |
| January | January 9, 10 | Periods 1-8, 7:40AM to 2:40PM | |
| 4th Quarter | April 17, 18 | Periods 1-8, 7:40AM to 2:40PM | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | Classroom Teachers |
| Where will the lesson plan instruction occur? | | | Classroom |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Elvin Hazell |

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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. Hallway | 51 |
| 2. School Grounds | 19 |
| 3. Other | 16 |

**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.*** | | |
| Hallway | School Grounds | Other |
| **Rules** | **Rules** | **Rules** |
| Self-control | Avoid loitering. Get to class on time. | Students will respect others and their property while on school grounds. | Acknowledge and follow directions. |
| Respect / Tolerance | Students will respect the learning environment by minimize disruptive behavior in the hallways. | Students will immediately report any potential verbal or physical conflict they observe to a teacher, security personnel, or administrator. | Be cognizant of your behavior and how it impacts others. |
| Compliance | Maximize engagement / instruction-time for all students by encouraging others to arrive to class on time. Clear hallways. | Work collaboratively with the Stranahan High School community, including custodial staff, to keep each respective area clean. | Use appropriate language, behavior and noise level during independent and group work. |
| Responsibility | It is the students’ duty to proceed directly to class in the allotted time. | Show accountability for actions taken outside of the classroom. | Complete tasks with fidelity. |
| Dependability | Students will (are expected to) congregate only in designated areas moderated by instructional or non-instructional support at the appropriate time (i.e. lunch, grade-level assembly, Super Testing). | Students will reliably adhere to the rules outlined in the Code of Student Conduct to ensure the safety and continuity of instruction for all students within the Stranahan High School community. | Consistently show a respect for others’ views and beliefs. |

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

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

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

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| --- | --- | --- | --- |
| **When will location-specific rules lesson plans be taught?** | | | |
|  | Date(s) | Time: | |
| August | August 16,17 | Periods 1-8, 7:40AM to 2:40PM | |
| January | January 9, 10 | Periods 1-8, 7:40AM to 2:40PM | |
| 4th Quarter | April 17, 18 | Periods 1-8, 7:40AM to 2:40PM | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | Classroom Teacher |
| Where will the lesson plan instruction occur? | | | Classroom |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Elvin Hazell |

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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:

Hallway

Expectation or Location: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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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: Office Discipline Referrals from the Hallways**    **Problem Identification: The number of ODRs in first semester is 9% less than last year, however the offense is still the highest occurring infraction based on the data collected. First semester ODRs = 51 referrals.** |
| **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 are loitering and need to be directed to their designated areas.**    **Goal Statement:** By the end of the 2nd semester, ODRs from the hallway will decrease from 51 to less than 45 (10% reduction). |
| **3. Intervention Design:**  Describehow you will implement a positive reward program to decrease this problem. | **Type of System: Lottery**  **Description of System:**  **Students will be given a voucher to redeem for rewards in the cafeteria, every two weeks on Friday – Spirit Day.**  **Teachers can nominate one student every cycle (two weeks).**  **Teachers will nominate one student per class.** |
| **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)*   **The winners will be announced in the office/cafeteria to inspire their peers to follow suite.** |
| 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)*   **Students will move expeditiously out of the hallways to their designated area(s) as evidenced by a decrease in the number of ODRs at the end of the semester.** |

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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. Tardy | Entering class after the tardy bell. |
| 2. Out of Seat | Student out of assigned seat |
| 3. Dress Code | Wearing revealing clothing |
| 4. Calling Out | Answering a question without being asked |
| 5. Physical Contact | Not monitoring self; accidental contact, horseplay |
| 6. Unauthorized Cell Phone Use | Texting, tweeting, listening to music during lecture |

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

|  |  |
| --- | --- |
| Is this a menu or hierarchy system? | Menu Hierarchy |
| Verbal redirection with expectation reminder | |
| Parent contact | |
| Loss of privilege | |
| Seat change | |
| Remove distraction – cell phone, ball, baton, skateboard, headphone, balloon, food | |

**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 | Leaving the classroom without permission, refusing to follow staff directions |
| 2. Disruptive/Unruly Play | “Horse playing”, dancing, play-fighting, singing, touching, public display of affection |
| 3. Defiance of authority | 4 or more separate Disobedience / Insubordination, refusal to attend internal suspension |
| 4. Profanity to staff | Cursing directly at a staff member |
| 5. Tardy / Habitual / Cutting | Arriving late to class without a pass or prior authorization |
| 6. Repetitive staff managed  misbehaviors | More than misbehaviors inwarrants an office referral.  Period  One  1    *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** |
| 1. Tardy  2. Out of Seat  3. Dress Code  4. Calling Out  5. Physical Contact  6. Unauthorized Cell Phone Use | 1. Disobedience/Insubordination  2. Disruptive/Unruly Play  3. Defiance of authority  4. Profanity to staff  5. Tardy / Habitual / Cutting  6. Repetitive staff managed misbehaviors |

|  |
| --- |
| Verbal redirection with expectation reminder |
| or |
| Parent contact |
| or |
| Loss of privilege |
| or |
| Seat change |
| or |
| Remove distracting items: cell phone, ball, skateboard, headphone, balloon, food, etc. |

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| Referring Teacher/Staff Member completes discipline referral and contacts parent |
|  |
| Administration follows up teacher/staff member |
|  |
| Administrative action |
|  |
| Administration submits referral for data input |

Yes No

Complete discipline referral electronically and send student to the discipline office.

Notice and reward correct behaviors

Did the behavior change?

|  |
| --- |
| **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)*  **Basis 3.0 / Data Warehouse is used to retrieve data to analyze the number and severity of infractions.** |

**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**: | 631 |
| Total number of **school-wide** discipline referrals: | 146 |
| % of referrals in the classroom: | 81% |
| 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: | 1304 |  |  | |
| # Referrals |  | **% of Total Population** | Core Effectiveness | |
| 0-1 referral |  | 85% | Are your 0-1 referrals > 80%? | Yes No |
| 2 - 5 referrals  (at risk students) | 161 | 12% | Are your 2 - 5 referrals <15%? | Yes No |
| > 5 referrals  (high risk students) | 44 | 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: *Response to intervention is used to identify at risk and high-risk students. Those students are monitored and counseled based on the academic, emotional and behavioral need(s) by a team consisting of, but not limited to, parents, teachers, administration, guidance, social worker, etc.* | |

**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 | 84 | 5 | Yes No |
| Hispanic/Latin | 15 | 10 | -5 | Yes No |
| White | 4 | 3 | -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: *Soaring Dragons, Mentoring Tomorrow’s Leaders, and Women of Tomorrow are mentor-based programs that inspire at-potential youth to make appropriate decisions in terms of their individual academic, health and behavioral goals.* | |

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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** | **Elvin Hazell** |
| **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** | **Elvin Hazell** |
| **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 | **Elvin Hazell** |
| **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 | **Elvin Hazell** |
| **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 | **Elvin Hazell** |
| **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 | **Elvin Hazell** |
| **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. | **Elvin Hazell** |
| **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> | **Elvin Hazell** |
| **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. | **Elvin Hazell** |
| **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 | **Elvin Hazell** |
| **April** | Submit your SPBP in OSPA by April 30th every year | **Elvin Hazell** |

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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 | 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. | Elvin Hazell / Administration to 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 the end of the first three quarters 100% of the teachers will have given instruction in accordance with the PBIS or CHAMPs protocol for behavior management. | Elvin Hazell / Administration to complete observations and tally quarterly. Data of findings shared in graphic format in staff meetings. |
| **Discipline consequences** and **flow chart** are being used by all staff as written | By the end of Quarter 3, 100% of the teachers will have used the discipline consequences and flow charts as evidenced by a survey implemented during quarterly faculty meetings. | Teachers to complete survey by the end of 3rd quarter. Data of findings shared in graphic format in staff meetings. |
| A **reward system** is being implemented for *all* students | Bi-weekly, rewards will be distributed based on student compliance and teacher recommendation. | Elvin Hazell / Administration to complete an analysis of student compliance (via tally) bi-weekly. Data of findings shared in graphic format in staff 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 each quarter there will be 5% fewer referrals written for **unruly disruptive behavior**. | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | Elvin Hazell |
| See critical element 4A  • **Top 3 event locations** data | By the end of each quarter there will be 5% fewer referrals written for **hallway infractions**. | Elvin Hazell |
| See critical element 8  • **Core effectiveness** data | By the end of each quarter there will be 5% fewer referrals written for **identified demographic**. | Elvin Hazell |
| See critical element 7A  • **Grade Level/Classroom referrals** data | By the end of the Q3 there will be 5% fewer referrals written for **classroom infractions**. | Elvin Hazell |

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