

**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:** | Colbert Museum magnet |
| **School Number:** | 0231 |
| **SPBP Contact Name:** | Dorsett McLeod |
| **Direct Phone Number:** | 754-323-5109 |

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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?** |
| Marisa Fishlock | Principal | Administration |
| Dorsett McLeod | SPBP Point of Contact | Administration |
| Tatiana Douglas | Parent/Community Representation | SAC |
| Sharhoda Day | BTU Representative | BTU |
| Tiffany Beagle | Literacy Coach | Support Staff |
| Pamela Engel | ESE Specialist | RtI:B Team |
| Chentel Neat | Magnet Coordinator | SAC |
| Fran Morris | Guidance Counselor | Community |
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**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 | 8:30-9:30 | Dorsett McLeod/SPBP Point of Contact | 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) |
| 11/13/2018 | 8:30-9:30 | Dorsett McLeod/SPBP Point of Contact |
| 1/9/2019 | 8:30-9:30 | Dorsett McLeod/SPBP Point of Contact |
| 4/10/2019 | 8:30-9:30 | Dorsett McLeod/SPBP Point of Contact |

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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 | 4/16/2018 | # of participants = 40 | Dorsett McLeod |
| Held a *faculty* vote on the new SPBP  (for SY 2018/19) | 4/23/2018 | % approved = 98 | Dorsett McLeod |
| Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community) | 4/25/2018 | # of participants = 56 | Marisa Fishlock |

**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:  8/16/2018 | 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. | Dorsett McLeod |
| Present the 2018/19SPBP to stakeholders (parents and community) | Prior to Oct 1st, 2018  9/6/2018 |
| Present behavior data to staff  *Quarterly: minimum of 4 each year* | 1. 8/16/2018 | 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. | Dorsett McLeod |
| 2. 10/23/2018 |
| 3. 1/11/2019 |
| 4. 3/19/2019 |

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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. Disruptive/ Unruly Behavior** | **6. Fight Medium** |
| **2. Disobedience/Insubordination** | **7. Assault/Threat** |
| **3. Fight Minor** | **8. Bus Violation Level 2** |
| **4. Out of Assigned Area** | **9. Disruptive/Unruly Play** |
| **5. Insulting Profane** | **10. Bus Violation Level 3** |

**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. Pawsitively Respectful** |
| **2. Pawsitively Responsible** |
| **3. Pawsitively Safe** |

**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 | 08/15/2018 – 08/17/2018 | 8:00 am – 10:00 am | |
| January | 01/08/2019 – 01/09/2019 | 8:00 am – 9:00 am | |
| 4th Quarter | 04/01/2019 – 04/02/2019 | 8:00 am – 9:00 am | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | Classroom Teachers |
| Where will the lesson plan instruction occur? | | | In classrooms |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Dorsett McLeod |

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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 | 29 |
| 2.Hallway | 20 |
| 3.Playground | 12 |

**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.*** | | |
| **Location #1: Cafeteria**  **Rules** | **Location #2: Hallway**  **Rules** | **Location #3: Playground**  **Rules** |
| **Rules** | **Rules** | **Rules** |
| **“Paws”itively Respectful** | Raise your hand for assistance. | Walk on the right side.  Keep your hands at your side and feet on the ground. | Keep at least 2 feet of space between you and the person in front of you when waiting to use the equipment. |
| **“Paws”itively Responsible** | Keep your area clean. | Voice level should be at 0, “Silence is Golden” | Be sure to grab all of your belongings prior to leaving the playground. |
| **“Paws”itively Safe** | Enter and exit by walking and using “Low Flow” volume or less.  Carry your tray with both hands, with your eyes in the front of you.  Remain in your seat at all times | Face forward, “Watch where you are going, not where you have been.” | No pushing or shoving.  Do not climb any equipment without using both hands. |

**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 | 08/15/2018 – 08/17/2018 | 8:00 am – 10:00 am | |
| January | 01/08/2019 – 01/09/2019 | 8:00 am – 9:00 am | |
| 4th Quarter | 04/01/2019 – 04/02/2019 | 8:00 am – 9:00 am | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | Classroom Teachers |
| Where will the lesson plan instruction occur? | | | In classrooms |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Dorsett McLeod |

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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: “**Paws”itively Respectful**

|  |  |
| --- | --- |
| **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 DisciplineReferrals from the classroom.    **Problem Identification:** Seeing that 168 of our referrals were from the classroom and 90% of the offenses were disruptive unruly behavior, it has been determined that there needs to be ample professional development for teachers regarding behavior management and social emotional learning. |
| **2**. **Problem Analysis:** Why do you think this problem is occurring?  What is your goal? *(use a SMART goal statement with numerical data)* | **Hypothesis:** We believe that teachers are not properly handling classroom managed behaviors, are not proficient in behavior management, and are unsure of what should be handled in class and what is an office managed behavior.  **Goal Statement:** By June 2019, post training teachers on how to implement CHAMPS in their classrooms and the implementation of a reward program, our referrals will decrease 50% from the 17-18 school year. |
| **3. Intervention Design:**  Describehow you will implement a positive reward program to decrease this problem. | **Type of System/Description of System:** We will train and implement Champs in our classroom as well as enhance our incentive programs for school-wide expectations with things such as cougar bucks to be used in our PBIS school store. Monthly behavior parties, and behavior raffles to motivate students to display desired behaviors at all times.Those students that are at risk or referred to RtI:B will be placed in a mentoring program as well as placed on a behavior plan. |
| **4. Evaluation:**  A. Implementation fidelity | 1. **How do you monitor the fidelity (consistency and effectiveness) of the staff’s implementation of the reward program?** We will have an online account system in which teachers will enter bucks into the system and manage electronic accounts for students. This will be visible to admin. and support for monitoring purposes as well as monitoring through the Discipline Management System. |
| B. Student outcome monitoring | 1. **How will you know if the reward program is positively impacting students?** We will know if its effective by the number of referrals and the description of behaviors highlighted in the referrals. 2. **What measurable data will you use to determine “success”?** The number of classroom referrals input into the system will monitor the success of our processes. Each month will be compared to the same month in the previous year to determine where we are in relation to our goal. This will ensure we are on track or off track resulting in tweaking our processes as we move along the year. |

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| **CRITICAL ELEMENT #6 Effective Discipline Procedures** |

**6A. Staff Managed Misbehaviors:** List the top 6 *most common* school-wide misbehaviors **staff are expected to manage.**

Write a short, objective, and measurable definition for each.

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| **Staff Managed Misbehaviors** | |
| Misbehavior | “Looks Like” - *provide a description with example(s)* |
| **1.** Calling Out | **Talking out of turn; shouting out answers** |
| **2.** Name Calling | **Calling others names of a negative nature** |
| **3.** Inappropriate/Obscene Language | **Use of profane language and/or language of violent or sexual nature** |
| **4.** Use of Prohibited Technology | **Use of any technology that is not allowed in school per the student code of conduct** |
| **5.** Talking Back | **Responding to the teacher when being redirected to correct a behavior** |
| **6.** Horseplay | **Physical play that can cause harm in the event of an accident** |

**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? | ☐ Menu ☐Hierarchy |
| * **Teacher Redirect** | |
| * **Loss of Privilege** | |
| * **Isolation** | |
| * **Note in Agenda/Phone Call Home** | |
| * **Change of Color Card** | |

**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** | Direct refusal to obey a reasonable command regarding engaging in undesired behaviors. |
| **2. Disruptive/Unruly Play** | Horse playing that severely disrupts the learning environment and does not cease after at least 2 attempts to redirect. |
| **3. Defiance of authority** | Refusal to obey a reasonable command given by any adult and continuing to display the undesired post redirection and intervention. |
| **4. Bullying** | Undesired Physical or Verbal actions that are Repeated, present an Imbalance of power, and is Purposeful |
| **5. Fighting** | Violent physical contact of two or more individuals in efforts to solve a conflict. |
| **6. Repetitive staff managed**  **misbehavior(s)** | More than misbehaviors inwarrants an office referral.  day  1  **3** |

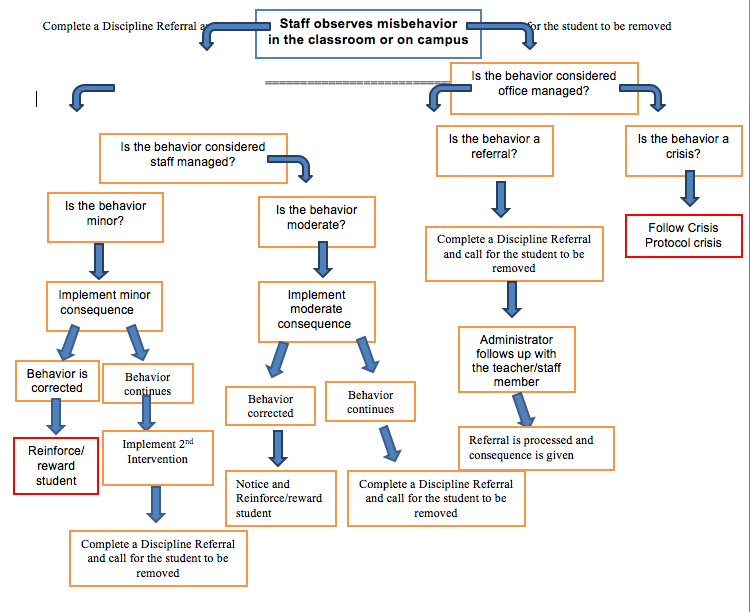
**6D. School-wide Discipline Flow Chart:**

(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**

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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)* | **X 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:** | **Go Leaps** |
| \*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? | **X 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 |
| **X 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:** Behavioral data is collected and analyzed through elements embedded within the Marzano Framework, RtI:B processes, and ODRs. The team uses these sources to determine teachers that are in need of additional support and or PDs that would be beneficial for assisting teachers in this area in need of support. |

**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.

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| Total number of discipline referrals **from classrooms**: | 168 |
| Total number of **school-wide** discipline referrals: | 339 |
| % of referrals in the classroom: | 49% |
| Do more than 40% of your referrals come from the classroom? | **X 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: |  |  |  | |
| # Referrals |  | **% of Total Population** | Core Effectiveness | |
| 0 - 1 referral |  | **12%** | Are your 0 – 1 referrals > 80%? | **X Yes** ☐No |
| 2 - 5 referrals  (at risk students) | **28** | **8%** | Are your 2 - 5 referrals <15%? | **X Yes** ☐No |
| > 5 referrals  (high risk students) | **16** | **4%** | Are your >5 referrals <5%? | **X Yes** ☐No |

**8B. Core Effectiveness Plan:q**

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| --- | --- |
| If all 3 are “**Yes**”, your core is effective. Is your core behavior curriculum effective? | **X 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? **We utilize elements of our MTSS process for identification of at risk/high 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: | |
| **At the start of the school year, any at risk students will be priority for RtI:B meetings. A behavior plan will be implemented on the 2nd week of school to ensure the foundation and tone is set immediately carrying over from any best practices that were effective with the student from the previous year.** | |

**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 | 78 | 81 | 3 | **X Yes** ☐No |
| Hispanic/Latin | 12 | 8 | -4 | ☐Yes **X No** |
| White | 4 | 3 | -1 | ☐Yes **X 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 **X 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 | |
| **Students that are at risk will be placed in the 5000 role model mentoring program and receiving interventions such as, group forum sessions on topics dealing with issues seen or common among the group. Students will be taken to diverse fieldtrips educating them through awareness and reflective discussion sessions. Students will also be placed on a behavior plan to monitor satisfactory behavior and work towards a behavior goal.** | |

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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** | **Dorsett McLeod SPBP Contact** |
| **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** | **Dorsett McLeod SPBP Contact** |
| **Pre Planning**  **2018** | ☐ Print up your SPBP Review and school score from OSPA  ☐ Provide SPBP presentation to all staff during Pre Planning  ☐ Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders  ☐ Market and post school-wide Expectations and location-specific Rules (posters, PSAs, etc.)  ☐ Identify your RtI Instructional Facilitator provided by the district  (Contact [tyyne.hogan@browardschools.com](mailto:tyyne.hogan@browardschools.com) for more information, if you are unsure)  ☐ Confirm 1st team meeting date and time | Click here to enter NAME & title. |
| **August**  **1st meeting** | ☐ Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP  ☐ Determine any needed team training, such as the 4 Step PSP Brainshark Series, 10 Critical  Elements Brainsharks, Data Collection, Effective CPST Teams, PBIS 101, etc.  Trainings available at: <http://www.browardprevention.org/mtssrti/training-modules/>  ☐ Review previous year’s behavior data. (Use ‘Agenda’ and ‘Data Collection Template’)  Forms available at: <http://www.browardprevention.org/mtssrti/rtib> in Tier 1, Teaming  ☐ Present implementation data, behavior data, team activities and progress to entire staff  ☐ Utilize the 4 Step Problem Solving Process to develop initial interventions  ☐ Review previous year’s SPBP and feedback form  ☐ Verify and implement teaching schedule for SPBP Expectations and Rules behavior lesson plans | Click here to enter NAME & title |
| **September** | ☐ Provide stakeholder presentation on SPBP prior to October 1  ☐ Check for staff and teacher understanding of PBIS - provide “PBIS 101” Brainshark as a resource  Brainshark available at: http://www.brainshark.com/browardschools/PBIS101 | Click here to enter NAME & title. |
| **October**  **2nd meeting** | ☐ Ensure instructional staff know how to (and are, as needed) enter Tier 1 Supplemental Strategies  for behavior in BASIS  ☐ Present implementation data, behavior data, team activities and progress to entire staff | Click here to enter NAME & title. |
| **November** | ☐ Staff to re-teach Expectations and Rules first day back from break.  ☐ Team to develop new and/or improved lesson plans as indicated by behavior data. | Click here to enter NAME & title |
| **January**  **2019**  **3rd meeting**  Prepare for *2019/20* SPBP | ☐ Staff to re-teach Expectations and Rules first day back from break  ☐ Ensure the Principal signs in and watches the *new* SPBP Brainshark: Due January 30th  ☐ Present implementation data, behavior data, team activities and progress to entire staff  ☐ Choose team members and dates to work on, complete, and submit the *new* SPBP  ☐ Teams watch the *new* SPBP Brainsharks and refers to *new* “Additional items”  Brainsharks and Additional items posted at: <http://www.browardprevention.org/mtssrti/rtib> | Click here to enter NAME & title. |
| **February** | ☐ Ensure progress towards completion of SPBP  ☐ Check on recently hired staff for PBIS understanding - provide “PBIS 101” Brainshark resource  ☐ Provide the SPBP Surveymonkey link to all staff (optional). Email [Tyyne.hogan@browardschools.com](mailto:Tyyne.hogan@browardschools.com) to request analysis. | Click here to enter NAME & title |
| **March**  **4th meeting** | ☐ Ensure progress towards completion of SPBP  ☐ Provide staff presentation and vote on new SPBP for next year  ☐ Provide stakeholders/parent presentation on new SPBP for next year  ☐ Present implementation data, behavior data, team activities and progress to entire staff | Click here to enter NAME & title |
| **April** | ☐ Submit your SPBP in OSPA by April 30th every year | Click here to enter NAME & title |

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

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

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Fidelity of Implementation Monitoring Plan** | | | |
| Action Step | Create an **observable** and **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 | In the 18-19 school year, signs will be visible and taught into throughout every targeted location in the school, resulting in a decrease of 50% in ODRs in common areas. | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | Dorsett McLeod |
| **Behavior lesson plans** are being taught as written and when indicated | In the 18-19 SY classroom walkthroughs will be conducted during first 2 weeks of school and throughout the year resulting in 100% of teachers modeling and teaching the SPBP. | Dorsett McLeod |
| **Discipline consequences**  and **flow chart** are being used by all staff as written | In the 18-19 SY 97% of teachers will follow the proper procedures regarding student behaviors evidenced by the amount of correctly referred ODRs and calls for removal. | Dorsett McLeod |
| A **reward system** is being implemented for *all* students | In the 18-19 SY the reward database will be utilized with fidelity by all teachers resulting in 100% of students displaying desired behaviors being rewarded. | Dorsett McLeod |

**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 | By June 2019, students with 0-1 referrals will be greater than 90%. | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | Dorsett McLeod |
| See critical element 4A  • **Top 3 event locations** data | By June 2019, the # of referrals in the top 3 locations will decrease by at least 50% of the value from the previous year. | Dorsett McLeod |
| See critical element 8  • **Core effectiveness** data | By June 2019, core effectiveness will be positive/effective overall. | Dorsett McLeod |
| See critical element 7A  • **Grade Level/Classroom referrals** data | By June 2019, classroom ODRs will decrease by 50% compared to the 17-18 school year. | Dorsett McLeod |