

**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:** | Sunrise Middle School |
| **School Number:** | 0251 |
| **SPBP Contact Name:** | Vonda Palmer-Carter |
| **Direct Phone Number:** | 754-322-4723 |

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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?** |
| Tarsha Freeman | Assistant Principal | Administration |
| Vonda Palmer-Carter | SPBP Point of Contact | Behavior Specialist |
|  | Parent/Community Representation | SAC |
| Michael Reeves | BTU Representative | 8th grade |
| Valerie Chalker | SAC Co-Chair/Teacher | 7th grade/L. Arts |
| Deena Washington | Teacher | 8th grade/History |
| Betty Fair | Teacher | 7th grade/Reading |
| Gabi Van Lieu | Teacher | 6th grade/Science |
| Shelli Ripper | Teacher | All grades/P.E. Coach/Elective Dept |
| Sophie Shaw  Paul Wynn | Teacher  Teacher | 8th grade/Social Studies  6th grade/Math |

**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:** |
| 8/13/2018 | 9:30 a.m. | Vonda Palmer-Carter/Behavior Specialist | 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) |
| 10/24/2018 | 8:20 a.m. | Vonda Palmer-Carter/Behavior Specialist |
| 1/16/2018 | 8:20 a.m. | Vonda Palmer-Carter/Behavior Specialist |
| 3/20/2018 | 8:20 a.m. | Vonda Palmer-Carter/Behavior Specialist |

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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 | 4/23/2018 | # of participants = 107 | Vonda Palmer-Carter |
| Held a *faculty* vote on the new SPBP  (for SY 2018/19) | 4/27/2018 | % approved = 80% | Vonda Palmer-Carter |
| Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community) | 4/12/2018 | # of participants = 27 | Vonda Palmer-Carter |

**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:  8/13/2018 | 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. | Vonda Palmer-Carter |
| 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. 8/13/2018 | 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. | Vonda Palmer-Carter |
| 2. 10/12/2018 |
| 3. 12/14/2018 |
| 4. 3/1/2019 |

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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. F2 – Fighting/medium 2. ZX | 6. ZW – defiance of authority |
| 2. ZX – Profanity to staff | 7. Z8 – L2 bus violations |
| 3. 01 – Disobedient behavior | 8. Z1 – fighting/minor |
| 4. Z9 – L3 bus violation | 9. ZL – class cut |
| 5. SB – Unruly/disruptive behavior | 10. 02 – insulting/profane language |

**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. Self-control to maintain a positive attitude |
| 1. Respectful attitude toward self and others |
| 1. Responsible (for personal actions) be on time for school and class |
| 1. Dress appropriately |
| 1. Respect our environment – keep it clean |

**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 15-22, 2018 | 9:15-9:45 a.m. | |
| January | January 7-11, 2019 | 9:15-9:45 a.m. | |
| 4th Quarter | April 1-5, 2019 | 9:15-9:45 a.m. | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | Homeroom teacher |
| Where will the lesson plan instruction occur? | | | Inside classroom/hallway/busloop as appropriate |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Vonda Palmer-Carter |

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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. Classroom | 116 |
| 1. Bus | 33 |
| 1. Hallway | 32 |

**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.*** | | |
| Classrooms | Hallways | Bus |
| **Rules** | **Rules** | **Rules** |
| Self-control to maintain a positive attitude | Uses appropriate language with both teacher and peers | Calmly walk on right side of halls | Calmly accepts directions and re-direction from staff/bus driver the first time |
| Be respectful to self and others | Keeps hands and feet to self | Uses appropriate language with both adults and peers | Uses appropriate language and remains seated |
| Be responsible and accountable - on time to school and class | Moves quickly from class to class; seated before tardy bell | Moves quickly from class to class; seated before the tardy bell | Moves quickly to the bus loop to locate and enter bus |
| Dress appropriately | Follows school uniform dress code policy including shirt, pants, jacket and ID | Follow school uniform dress code policy including shirt, pants, jacket and ID | Follows school uniform dress code policy including shirt, pants, jacket and ID |
| Respect our environment – keep it clean | Places trash in appropriate container prior to exiting room | No eating/drinking in hallways; places trash in appropriate containers | No eating/drinking on bus; places trash in appropriate container prior to exiting bus |

**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 15-22, 2018 | 9:15-9:45 a.m. | |
| January | January 7-11, 2019 | 9:15-9:45 a.m. | |
| 4th Quarter | April 1-5, 2019 | 9:15-9:45 a.m. | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | Classroom teacher |
| Where will the lesson plan instruction occur? | | | Classroom/hallway/busloop as appropriate |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Vonda Palmer-Carter |

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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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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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 for fighting are at 83 year to date; 108 last year to date.**    **Problem Identification: Even though the number of ODR’s for fighting has decreased, 83 incidents is still too high and a definite problem.** |
| **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 playing too much and lack appropriate mediation skills.**  **Goal Statement:** By the end of the second quarter, ODR’s for fighting will decrease by 50%. |
| **3. Intervention Design:**  Describehow you will implement a positive reward program to decrease this problem. | **Type of System: Point system**  **Description of System:** *Through the homeroom teacher, students will earn 1 point for each letter of P.R.I.D.E. that they display adherence to each day. A possible maximum total of 5 points daily. Points may not be taken away once earned. Students may earn additional points throughout the day/week based on evidence that the student is following the P.R.I.D.E. initiative in common areas as well.* |
| **4. Evaluation:**  A. Implementation fidelity | 1. How do you monitor the fidelity (consistency and effectiveness) of the **staff’s** implementation of the reward program? *1. Point system will be taught to all staff during first faculty meeting. 2. Points will be posted in each homeroom class. 3. Behavior specialist/administrator will randomly observe posting of points in classrooms at least twice weekly. 4. Behavior specialist will ensure rewards are provided quarterly.* |
| B. Student outcome monitoring | 1. How will you know if the reward program is positively impacting **students**? What measurable data will you use to determine “success”? The *number of referrals for fighting will be monitored weekly by the Behavior Specialist. Adjustments to the reward system will be made, as needed. The total number of ODR’s for the second quarter will be collected on January 7, 2019, by the Behavior Specialist and reviewed by the Discipline Committee to determine if we have met our goal of reducing ODR’s for fighting by 50%. System will be modified as needed.* |

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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.Unprepared for class | Needing to ask for paper and pencil/pen more than 2 times a week |
| 2.Talking out of turn | Starting or participating in a conversation without permission up to 3 times in one 55 minute class period |
| 3.Talking back to teacher | Using an inappropriate tone of voice to the teacher when responding to any given request for compliance up to 2 times in one 55 minute class period |
| 4.Tardy to class | Arriving to class after the tardy bell rings more than 4 times every quarter without a valid tardy slip |
| 5.Cell phone violations | Using cell phone to respond to text messages, social media, photograph, video/audio, listen to music, answer a call without teacher authorization more than once a week |
| 6.Out of seat | Out of seat without permission up to 3 times in a 20 minute time frame |

**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 warning: restate/reteach expectation/rule | |
| Time out to think/reflect on infraction | |
| Parent contact by phone | |
| Parent/student/teacher conference | |
| Tier 1 strategies implemented on RtI | |

**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 | A disregard for authority using a challenging attitude or behavior; refusal or failure to obey rules with either words or actions |
| 2. Disruptive/Unruly Play | Touching someone else with the intention of inflicting physical harm or injury |
| 3. Defiance of authority | A bold or daring resistance to authority; showing contempt to the adult when asked to comply |
| 4. Bullying | Unwanted behavior that involves a real or perceived imbalance of power over another student |
| 5. Pattern of progressive/profane language toward staff | A type of language that is offensive and/or obscene directed at the teacher or about the teacher |
| 6. Repetitive staff managed  misbehaviors | More than misbehaviors inwarrants an office referral.  period  One  3    *e.g., 3 half hour*  *2 one period* |

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

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

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

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

**Student Behavior Discipline Flow Chart**

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.Unprepared for class | 1. Disobedience/Insubordination |
| 2.Talking out of turn | 2. Disruptive/Unruly Play |
| 3.Talking back to teacher | 3. Defiance of authority |
| 4.Tardy to class | 4. Bullying |
| 5.Cell phone violations | 5. Pattern of progressive/profane language toward staff |
| 6.Out of seat |  |

Behavior is corrected Implement

| consequences

Reinforce/reward student according to

Discipline matrix

Behavior is not corrected

|

Parent contact is made

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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: The school leadership team reviews both DMS data and Domain 1 data. They discuss and analyze the data to determine which classrooms need additional support. If data shows they are not implementing classroom management skills effectively, teachers are assigned mentors to assist and/or teacher is registered for appropriate training(s). |
| Fidelity of Implementation Plan: *The data is discussed monthly at leadership team meetings. The team uses that data to drive support decision. If a teacher receives below an applying, support will be implemented.* |

**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**: | 116 |
| Total number of **school-wide** discipline referrals: | 238 |
| % of referrals in the classroom: | 33% |
| 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: | 1254 |  |  | |
| # Referrals | 238 | **% of Total Population** | Core Effectiveness | |
| 0 - 1 referral |  | 94% | Are your 0 – 1 referrals > 80%? | Yes No |
| 2 - 5 referrals  (at risk students) | 67 | 5% | Are your 2 - 5 referrals <15%? | Yes No |
| > 5 referrals  (high risk students) | 14 | 1% | 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: *Students who have 5 or more referrals from prior year will be referred for RtI at the first meeting of the year. Behavior plans/contracts will be developed for these students and monitored throughout the year. They will also be placed in an on-campus monitoring program. Students with 5 or more referrals will be pulled in for a special small group meeting session to reinforce positive behavior and placed in a mentoring program which will be monitored throughout the 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”.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Subgroups | (PctPop - Green)  % **of students** | (PctRef - Blue)  **% of referrals** | Difference in referral composition | Positive value suggests disproportionality  (Is the value positive?) |
| Black | 82 | 86 | 4 | Yes No |
| Hispanic/Latin | 8 | 5 | -3 | Yes No |
| White | 9 | 8 | -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: *Addition of 2 new mentoring programs; addition of a 3rd, grade level, Orange Bowl Leadership Cohort to promote leadership and positive behavior and will address the social-emotional needs of all students through student/parent workshops on “Habits of Mind”.* | |

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

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

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

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

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| **Fidelity of Implementation Monitoring Plan** | | | |
| Action Step | Create an **observable** and **measureable** SMART goal to determine “successful”  **staff implementation** of action step | When will data be collected, analyzed & presented? | Person responsible to collect and analyze data |
| School-wide **expectations** and location-specific **rules** are posted across campus | By the end of each month, 100% of hallways, cafeterias and classrooms will have at least 2 posters of expectations and rules posted | 8/13/2018  10/12/2018  12/14/2018  03/01/2019.  . | Vonda Palmer-Carter |
| **Behavior lesson plans** are being taught as written and when indicated | By the end of each quarter, 85% of teachers will have taught and documented behavior lesson plans in the homeroom class | Vonda Palmer-Carter |
| **Discipline consequences**  and **flow chart** are being used by all staff as written | There will be a 20% reduction ODR’s at the end of Quarter 1 as compared to prior year. Data compared quarterly. | Vonda Palmer-Carter |
| A **reward system** is being implemented for *all* students | Monthly and quarterly rewards are implemented for all students including homework passes, music in the cafeteria, video game truck access, pep rallies and other small celebrations. | Vonda Palmer-Carter |

**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 for fighting and profanity toward staff every quarter | 08/13/2018  10/12/2018  12/14/2018  03/01/2019  This is the data the team will be sharing during presentations. | Vonda Palmer-Carter |
| See critical element 4A  • **Top 3 event locations** data | By the end of every quarter there will be 10% reduction in referrals from classrooms over prior year | Vonda Palmer-Carter |
| See critical element 8  • **Core effectiveness** data | By the end of every quarter, 75% of students with behavior contracts will have accomplished their quarterly goal. | Vonda Palmer-Carter |
| See critical element 7A  • **Grade Level/Classroom referrals** data | By the end of every quarter there will be a 10% reduction in classroom referrals from the prior quarter. | Vonda Palmer-Carter |