

**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:** | Bethune Elementary |
| **School Number:** | 0341 |
| **SPBP Contact Name:** | Theon Eames |
| **Direct Phone Number:** | 754-323-4900 |

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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?** |
| Theon Eames | Assistant Principal | Administration |
| Theon Eames | SPBP Point of Contact |  |
| Mitzi Wright | Parent/Community Representation | SAC |
| Sherri Moss | BTU Representative |  |
| Spring Grant | Para |  |
| Venecia Solano | Guidance Counselor |  |
| Marta Moise | Support Staff |  |
| Tyesha Bradley | Teacher | Kindergarten |
| Louise Carpenter | Teacher | First |
| Nancy Lloret | Teacher | Kindergarten |
| Uniquekwi Young | Pool Sub |  |
| Maja Hamoui | Teacher | First Kindergarten |
| Valentina Fox | Teacher | Kindergarten |
| Leanna Greenidge | Teacher | Second |
| Amarilis Rodriguez | Teacher | PVA |
| Nerissa Street | Teacher | PVA |
| Anita Mcbeth | Teacher | PVA |

**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 | 10:00 | Theon Eames A.P | 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) |
| 10/19/2018 | 10:00 | Theon Eames a.P |
| 1/7/2019 | 10:00 | Theon Eames A.P |
| 3/22/2019 | 10:00 | Theon Eames A.P |

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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 = 45 | Theon Eames |
| Held a *faculty* vote on the new SPBP  (for SY 2018/19) | 4/25/2018 | % approved = 95 | Theon Eames |
| Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community) | 4/30/2018 | # of participants = 17 | SAC Chair |

**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. | Theon Eames |
| Present the 2018/19SPBP to stakeholders (parents and community) | Prior to Oct 1st, 2018  9/13/2018 |
| Present behavior data to staff  *Quarterly: minimum of 4 each year* | 1. 10/23/2018 | 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. | Theon Eames |
| 2. 1/7/2019 |
| 3. 4/2/2019 |
| 4. 5/30/2019 |

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| **CRITICAL ELEMENT # 3: School-wide Expectations** |

**3A.** List the **top 10 behavior incidents** data YTD from BASIS 3.0 Behavior Dashboard:

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| **Top 10 Behavior Incidents**  *(put N/A in any blank spaces)* | |
| 1.Unruly disruptive behavior | 6.Insulting obscene profane language |
| 2.Disobedience insubordination | 7.Minor Altercation |
| 3.Disruptivetive unruly play | 8.Defiance of authority habitual |
| 4.Level 2 bus violations | 9.Level3 Bus violations |
| 5.Out of assigned area | 10.Level 1 bus Violations |

**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.Respect |
| 2.Cooperation |
| 3.Honesty |
| 4.Tolerance |
| 5.Independence |

**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 | 9:30, PVA | |
| January | Jan 9-11,2019 | 9:30,PVA | |
| 4th Quarter | April 22-26 | 9:30,PVA | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | Classroom Teachers |
| Where will the lesson plan instruction occur? | | | Classroom, Auditorium |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Theon Eames, Faustino Solano |

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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 | 35 |
| 2. Bus | 21 |
| 3. Playground | 14 |

**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 | Bus | Playground |
| **Rules** | **Rules** | **Rules** |
| Be Respectful | Walk with a quiet mouth, feet and safe arms | Keep hand feet and body parts your yourself | Keep hand and feet to yourself |
| Be Cooperative | Walk in a straight line giving personal space | Sit with your assigned teacher and group | Follow directions and wok as a team |
| He Honest | Take responsibility for your actions | Follow staff instructions | Take responsibility for your actions |
| Be Tolerant | Ignore inappropriate behavior | Listen to others when they speak | Treat others the way you want to be treated |
| Be Independent | Manage your body vour body voice and emotions | Manage your body, voice and emotions | Be a leader and set positive examples |

**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 | 9:00, PVA | |
| January | Jan 9-11 | 9:00, PVA | |
| 4th Quarter | April 22-26 | 9:00,PVA | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | Teachers, T.A, Administration, Support Staff |
| Where will the lesson plan instruction occur? | | | Playground, Café, Bus area |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Theon Eames, Faustino Solano |

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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: Students will interact with teachers and peers respectfully and responsibly in common areas

|  |  |
| --- | --- |
| **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:** Referral date of defiance/ disobedience and altercations in common areas    **Problem Identification:** 91% of referrals are unruly disruptive behavior or disobedience insubordination |
| **2**. **Problem Analysis:** Why do you think this problem is occurring?  What is your goal? *(use a SMART goal statement with numerical data)* | **Hypothesis: If student positive behavior is continually taught and demonstrated by all staff then negative behaviors will decrease**  **Goal Statement:** Student behaviors of disobedience and disruption will decrease by 25% by April 1, 2019 |
| **3. Intervention Design:**  Describehow you will implement a positive reward program to decrease this problem. | **Type of System: Economic simulation system**    **Description of System:** Students earn Bethune Bux for demonstrating appropriate behaviors ina variety ofsituations. The students can use the Bux to purchase items from the school store. Student can also purchase time with specific staff members, special activities or duties i.e. principal for a day. Students with consistent struggles with behaviors may be assigned a mentor after a parent conference. |
| **4. Evaluation:**  A. Implementation fidelity | 1. How do you monitor the fidelity (consistency and effectiveness) of the **staff’s** implementation of the reward program?   Support staff and para professional will be given bux weekly to distribute to students by the guidance counselor. Friday the store will be open. Price list will be posted for student to view possible incentives. Community partners and PTO will be asked to donate big ticket items. This will also teach the students about saving and delayed gratification.  Staff will have informal intermittent check ins with administration and guidance counselor. These check ins will not count toward evaluations unless noted in domains 2-4. |
| 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”?   Referral data should demonstrate a decrease in behavioral referrals from the designated locations.  Quarterly students will be informally surveyed about the rewards program and how it can be improved. (student government) |

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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. Not keeping hands/feet to themselves | Pushing others, playing rough, or putting their hands on others. |
| 2. Not following classroom rules | Calling out, talking while others are talking, getting out of seat without permission |
| 3. Inappropriate use of technology | Going on social media sites, texting, or using the phone |
| 4. Name Calling | Cursing, derogatory language, teasing |
| 5. Not following procedures | Not following center rotations, bathroom procedures, classroom procedures |
| 6. Vandalism | Defacing school property or classroom materials |

**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 |
| Student redirection/ Review of expectation | |
| Student Conference (private) | |
| Behavioral lesson | |
| Parent contact | |
| Referral | |
| Parent conference with teacher and administration | |

**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 | Repeatedly refusing to follow classroom rules after parent contact |
| 2. Disruptive/Unruly Play | Actions leading to unintentional physical harm |
| 3. Defiance of authority | Purposely ignoring rules and redirection |
| 4. Assault (Verbal Low Level) | Threatening to do harm to self or another |
| 5. |  |
| 6. Repetitive staff managed  misbehaviors | More than misbehaviors inwarrants an office referral.  day  1  3    *e.g., 3 half hour*  *2 one period* |

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

Observe Problem Behavior

Office Managed Misbehaviors

Staff Managed Misbehaviors

Intervene and redirect

•Call to notify office of major infraction

•Write Referral

Teacher/Staff Managed Misbehaviors

Is behavior Office Managed?

*(if unsure, check below)*

|  |  |
| --- | --- |
| List Staff Managed  Misbehaviors from **6A** | List Office Managed  Misbehaviors from **6C** |
| \* **Does not keep hands/feet to themselves** *(Pushing other, playing rough, or putting their hands on others)*  **\* Not following classroom rules** *(calling out, talking, breaking class rules)*  **\* Inappropriate use of technology** *(Going on social media sites, texting, or using the phone without permission)*  **\* Name Calling** *(Cursing, derogatory language, teasing)*  **\* Not Following Procedures** *(Not following center rotations, bathroom procedures, classroom procedures)*  **\* Vandalism** (Writing on desks, walls or other school property, including classroom materials,etc) | **\* Disobedience/ Insubordination** *(Repeatedly refusing to follow classroom rules after parent contact)*  **\* Disruptive/ Unruly Play** *(Actions leading to physical harm.)*  **\* Defiance of authority** *(Purposed ignoring your rules and redirection.)*  **\* Assault (Verbal Low Level)** (*Threatening to do harm to self or another.)*  \* **Vandalism** (Destruction of school property) |

Behavior Lesson

Parent Contact

Student Conference

Administration determines and assigns consequences according to discipline matrix.

Teacher/Student conference

Student conference with administration. Reflection/ Re-teach/ Rehearse behavior

Parent conference with Administration

Referral

Incident entered

Parent contacted.

If behavior continues and interventions are not modifying behaviors refer to watch team.

Redirect Student

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| **CRITICAL ELEMENT # 7 : Classroom Management Systems** |

**7A.** ALL teachers implement an effective Tier 1 classroom management system:

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| Which **evidence-based** classroom management system is supported by your school’s administration and is expected to be implemented school-wide?  *(Class Dojo, LEAPs, HERO, Cloud 9, etc. are tools,* ***not*** *classroom systems)* | CHAMPs\*  PBIS Classroom Management  Administration does not expect an evidence-based classroom management system to be implemented by teachers this year  (*your school will need to adopt one next year)*  Other *(complete below)* |
| If other, name the **evidence-based classroom management system:** | Click here to enter name of system. |
| \*CHAMPs is the district-supported, evidence-based universal classroom management system for all teachers. Would your Principal like to be contacted to learn about CHAMPs professional development? | Yes  No |

**7B.** Fidelity of **staff** implementation of school-wide classroom management systems

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| What data collection tool does your school leadership team use to monitor and evaluate your teacher’s classroom management skills? *(Measure* ***staff skills****, not student outcomes)* |
| CHAMPs 7 Up Checklist |
| CHAMPs Classroom Check Up (CCU) |
| PBIS Classroom Assistance Tool (CAT) |
| PBIS Walkthrough |
| Marzano’s Domain 1, Design Questions 5, 6, 7, 8, 9 |
| Fidelity of staff classroom management implementation is not monitored to determine training needs this year *(you will need to adopt a tool and plan next year)* |
| Other *(specify):* |
| Explain how this data is collected and analyzed by your school leadership team as a **universal screening** *across teachers* to determine the need for classroom management training: |
| Fidelity of Implementation Plan: *(3-4 sentences)*  Classroom observations will be conducted periodically and the data will analyzed along with the DMS data. Informal data such as student teacher interactions will be observed and discussed with appropriate staff members. |

**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**: | 121 |
| Total number of **school-wide** discipline referrals: | 201 |
| % of referrals in the classroom: | 60 |
| 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: | 410 |  |  | |
| # Referrals |  | **% of Total Population** | Core Effectiveness | |
| 0 - 1 referral |  | 90% | Are your 0 – 1 referrals > 80%? | Yes No |
| 2 - 5 referrals  (at risk students) | 33 | 8% | Are your 2 - 5 referrals <15%? | Yes No |
| > 5 referrals  (high risk students) | 10 | 2% | Are your >5 referrals <5%? | Yes No |

**8B. Core Effectiveness Plan:**

|  |  |
| --- | --- |
| If all 3 are “**Yes**”, your core is effective. Is your core behavior curriculum effective? | Yes No |
| Answer **either** (a) or (b):  (a) If you answered “**Yes**”, although your core is effective, what plan does your school leadership team implement for early identification of at risk and high risk students?  (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: Although the data states the core curriculum is effective. From daily observations our high risk students are not being effectively identified and serviced. These students will be recognized earlier, interventions such as Social worker, Guidance and various outside services will be included if necessary. Parents will also be given educational opportunities in improving their parenting skills vis department of health, YMCA, and community partners. | |

**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 | 87 | 70 | -17 | Yes No |
| Hispanic/Latin | 6 | 25 | 19 | Yes No |
| White | 6 | 4 | -2 | Yes No |

**8D. Disproportionality Plan:** If any values are positive, the percentage of referrals contributed to that subgroup is higher than expected, given that subgroups’ percentage in the student population.

|  |  |
| --- | --- |
| If all 3 are “**No**”, disproportionality is not indicated. Are all 3 “No”? | Yes No |
| Answer **either** (a) or (b):  (a) If you answered “**Yes**”, although your data indicates equity, what plan does your school leadership team implement for early identification of any disproportionality issues  (b) If you answered “**No**”, indicate the support plan and interventions your school leadership team will implement at the beginning of next year to improve sub group disproportionality | |
| Disproportionality Plan: At the start of the year the staff will receive SEL standards and incorporate them into their lesson plans. PLC’s will be use to help the staff with the cultural understanding and issues of the various subgroups within our community to help best meet their needs. Students with identified as high need will be paired with a mentor as well.*Incorporate SEL standards into daily classroom instruction and PLC training. This will provide students with the skill set they need to adhere to specific situational norms. The incorporation of SEL in PLC’s will provide teachers with strategies to better assist with the development of students’ social emotional skills.* | |

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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** | **Theon Eames A.P** |
| **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** | **Theon Eames A.P** |
| **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 | By Sept. 29, 2018, 100% of the school will have school-wide expectation and rules posters posted in the hallways and cafeteria. | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | T. Eames, A.P., will tally the monthly. Data will be shared at faculty meetings. |
| **Behavior lesson plans** are being taught as written and when indicated | By September 29, 2018, 95% of teachers will have taught all of the school-wide expectations behavior lesson plans. Lesson Plans will be documented in their plan book. | T. Eames, A.P., will check planbook.com for lesson plans. |
| **Discipline consequences** and **flow chart** are being used by all staff as written | Every quarter, there will be a 5% decrease in the number of referrals that contain previously identified staff-managed misbehaviors. | T. Eames, A.P., the number of referrals will be charted at the end of each quarter. |
| A **reward system** is being implemented for *all* students | There will be a 5% increase each month in the number of tickets given out. | T. Eames, A.P., will chart the number of the bux given out each month. |

**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 4, 2019, referrals will reduce 5% each quarter as measured by the BASIS Behavior Dashboard. | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | T. Eames, A.P., will chart the number of referrals each quarter. |
| See critical element 4A  • **Top 3 event locations** data | By the end the quarter, the referrals in the playground will decrease by 3% as measured by the BASIS Behavior Dashboard. | T. Eames, A.P., will chart the number of referrals from the playground each quarter. |
| See critical element 8  • **Core effectiveness** data | By the end of the quarter, students receiving 2-5 referrals will decrease by 2% as measured by the BASIS Behavior Dashboard. | T. Eames, A.P., will chart the number of students receiving 2-5 referrals each quarter. |
| See critical element 7A  • **Grade Level/Classroom referrals** data | By the end of the 1st semester, classroom referrals will decrease by 5% as measured by the BASIS Behavior Dashboard. | T. Eames, A.P. will chart the number of classroom referrals given in the 1st semester. |