

**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:** | North Andrews Gardens Elementary |
| **School Number:** | 0521 |
| **SPBP Contact Name:** | Craig Lehrhaupt |
| **Direct Phone Number:** | 754-322-7305 |

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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?** |
| Catrice Duhart | Principal | Administration |
| Craig Lehrhaupt | SPBP Point of Contact | Administration |
| Ralph Cunningham | Parent/Community Representation | SAC/Community |
| Kimberly McgIll | BTU Representative | Grade 4/SAC |
| Marie Francis | Classroom Teacher | Grade 4 |
| Julie Padgett | Classroom Teacher | Grade 1 |
| Susan Rasmussen | Classroom Teacher | Grade 5 |
| Catherine Burkey | Guidance Counselor | Support Staff |
| Tara Dukanauskas | Classroom Teacher | Grade 2 |
| Mark Strain | Classroom Teacher | Kindergarten |
| Sonia Valdes | Classroom Teacher | Grade 3 |
| Amy Torres | Literacy Coach | Support Staff |
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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 jfacilitate meeting** | **Content of meetings:** |
| 8/29/2018 | 7:50AM | Craig Lehrhaupt, Assistant Principal | 1. Create and disseminate updated  Expectations and Rules lesson  plans (#3 and #4)  2. Review progress of  Implementation Action Plan (#9)  3. Collect & analyze implementation  data (#10A)  4. Collect & analyze student  outcome data (#10B) |
| 11/1/2018 | 7:50AM | Craig Lehrhaupt, Assistant Principal |
| 1/23/2019 | 7:50AM | Craig Lehrhaupt, Assistant Principal |
| 4/24/2019 | 7:50AM | Craig Lehrhaupt, Assistant Principal |

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| **CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment:** |

**2A**. Action Steps completed **this year** (SY 2017/18) that increased faculty and stakeholder understanding and knowledge of your *new* (2018/19) SPBP:

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| **Action Steps:** | **Date**  *(Between Jan 15 –*  *April 30, 2018)* | **Details**  *(retain attendance sheets at school)* | **Person responsible to collect and retain attendance sheets:** |
| Presented the *new* SPBP (for SY 2018/19) to staff | 4/21/2018 | # of participants = 61 | Craig Lehrhaupt |
| Held a *faculty* vote on the new SPBP  (for SY 2018/19) | 4/27/2018 | % approved =69% | Craig Lehrhaupt |
| Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community) | 5/23/2018 | # of participants = | Craig Lehrhaupt |

**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:  8/9/2018 | 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. | Craig Lehrhaupt |
| Present the 2018/19SPBP to stakeholders (parents and community) | Prior to Oct 1st, 2018  9/5/2018 |
| Present behavior data to staff  *Quarterly: minimum of 4 each year* | 1. 8/9/2018 | 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. | Craig Lehrhaupt |
| 2. 11/1/2018 |
| 3. 1/23/2019 |
| 4. 4/24/2019 |

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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. Disruptive Unruly Play |
| 2. Disobediance/Insubordination | 7. Threat-Non Criminal |
| 3. Insulting Obsene Profane Language | 8. Fighting Medium |
| 4. Battery | 9. Fighting Minor |
| 5. Unsubstantiated Bullying | 10. Out of Assigned Area |

**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. Be a direction follower |
| 2. Be respectful |
| 3. Be positive |
|  |
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**3C.** Research indicates that discipline referrals increase after long holidays and during testing times. Plan to teach your expectations at least 3 times throughout the year (and anytime the expected behaviors are not being demonstrated).

**ACTION:** Create at least one lesson plan for **each** school-wide expectation above and distribute to teachers during pre-planning 2018-19. Develop additional lesson plans you will use throughout the year to re-teach and reinforce your school-wide expectations. *You do not need to submit your lesson plans with the SPBP. Retain all behavior lesson plans at the school; make sure these lesson plans are available for guests and stakeholders.*

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| --- | --- | --- | --- |
| **When will school-wide expectations lesson plans be taught?** | | | |
|  | Date(s) | Time: | |
| August | 08/16/2018 | Scheduled by grade level throughout the day. | |
| January | 01/09/2019 | Scheduled by grade level throughout the day. | |
| 4th Quarter | 04/17/2019 | Scheduled by grade level throughout the day. | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | Assistant Principal/Guidance/Teachers |
| Where will the lesson plan instruction occur? | | | Classroom/Auditorium |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Craig Lehrhaupt |

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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”***

|  |  |
| --- | --- |
| **Top 3 Locations** | |
| School Location | # Incidents |
| 1 .Student Area | 21 |
| 2. Cafeteria | 13 |
| 3. Athletic Field | 5 |

**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.*** | | |
| Student Area | Cafeteria | Athletic Field |
| **Rules** | **Rules** | **Rules** |
| Be a Direction Follower | Follow directions the first time they are given. | Follow directions the first time they are given. | Follow directions the first time they are given. |
| Be Respectful | Remain in your own space and in assigned area. | Stay in your assigned seat, use appropriate manners and clean up your area. | Remain in your own space and in assigned area. |
| Be Positive | Help your classmates with kind words. | Help your classmates with kind words. | Be a good sport and play fair. |
|  |  |  |  |
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**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.*

|  |  |  |  |
| --- | --- | --- | --- |
| **When will location-specific rules lesson plans be taught?** | | | |
|  | Date(s) | Time: | |
| August | 08/16/2018 | Scheduled by grade level throughout the day. | |
| January | 01/09/2019 | Scheduled by grade level throughout the day. | |
| 4th Quarter | 04/17/2019 | Scheduled bvy grade level throughout the day. | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | Assistant Principal/Guidance/Teachers |
| Where will the lesson plan instruction occur? | | | Classroom/ Auditiorium |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Craig Lehrhaupt |

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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: Be a Direction Follower

|  |  |
| --- | --- |
| **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**    **Problem Identification: As indicated by ODR’s 44% of reported infractions involve unruly disruptive behavior of 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 students who are in need additional behavioral support are provided more positive reinforcements then the number of incidents will be reduced.**  **Goal Statement:** By June of 2019 the amount of referrals for insubordination/disobedience, as well as unruly behavior will be reduced by 10%. |
| **3. Intervention Design:**  Describehow you will implement a positive reward program to decrease this problem. | **Type of System: Token system**  **Description of System:** *Classes earn Panther Paws from staff for being a direction follower in all locations of the school. As classes reach a specified amount of paws they earn an incentive and get a shout out on morning announcements in the form of a Panther Roar.* |
| **4. Evaluation:**  A. Implementation fidelity | 1. How do you monitor the fidelity (consistency and effectiveness) of the **staff’s** implementation of the reward program? Staff emails the Assistant Principal when a paw is received for their class to insure that the program is being continuously implemented. |
| 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”? Through a reduction of referrals in disobedience and unruly behavior, as well as the amount of paws earned per class. |

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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 in class without being recognized by the teacher.** |
| **2.Out of seat** | **Getting out of one’s seat without teacher permission or without following classroom procedures** |
| **3.Distracting behavior** | **Engaging activities that take the attention away from classroom instruction.** |
| **4.Not following directions** | **Not complying with staff directions.** |
| **5.Disruptive talking** | **Talking that interrupts instruction.** |
| **6. Minor Horseplay** | **Rough play with other students including pushing, shoving, tagging, running not resulting in injury.** |

**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 | |
| Consequence as per classroom behavior plan | |
| Loss of a Priviledge | |
| Home contact | |
| Lateral Transfer | |

**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. Blatant defiance | Refusing to comply with staff directions after repeated request and behavioral interventions. |
| 2. Hurtful profanity towards students or staff. | Directing profanity towards another person with the intent to cause harm to ones feelings. |
| 3. Physical actions that results in injury or intends harm | Taking a physical action with the intention of hurting another (ex.punching, kicking, biting) |
| 4. Repeated horseplay following teacher intervention | Continuing to participate in rough play that is not intended to cause harm but has been corrected by the teacher repeatedly with previous interventions |
| 5. Being out of assigned area | Not reporting to designated assigned area as instructed by staff. |
| 6. Repetitive Staff Managed Minor Misbehaviors | More than misbehaviors inwarrants an office referral.  Minutes  30  3    *e.g., 3*  *2* |

**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.Calling out** | 1. Blatant defiance |
| **2.Out of seat** | 2. Hurtful profanity towards students or staff. |
| **3.Distracting behavior** | 3. Physical actions that results in injury or intends harm |
| **4.Not following directions** | 4. Repeated horseplay following teacher intervention |
| **5.Disruptive talking** | 5. Being out of assigned area |
| **6. Minor Horseplay** | 6. Repetitive Staff Managed Misbehaviors |

Contact

Parent

Administration follows the discipline matrix

Contact

Parent

Behavior is corrected

Behavior is

not corrected

If Crisis situation Call for administration assistance immediately

Reinforce correct behavior

Refer to Guidance

Clear classroom if other students are at risk. Teacher next door assists with supervision until administration arrives.

Administration follows crisis protocol

Enter in the DMS and contact administration

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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

|  |
| --- |
| 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)* |

**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**: | 57 |
| Total number of **school-wide** discipline referrals: | 129 |
|  | 44% |
| 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: | 893 |  |  | |
| # Referrals |  | **% of Total Population** | Core Effectiveness | |
| 0 - 1 referral |  | 98% | Are your 0 – 1 referrals > 80%? | Yes No |
| 2 - 5 referrals  (at risk students) | 17 | 2% | Are your 2 - 5 referrals <15%? | Yes No |
| > 5 referrals  (high risk students) | 5 | 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: *Through the monitoring of repeated Office Disciplinary Referrals by the same student and well as RtI Basis Behavior Intervention entries. Those students that demonstrate further risk will be assisgned to the CPST team to assist teachers in the development of more intense interventions.* | |

**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 | 33 | 33 | 0 | Yes No |
| Hispanic/Latin | 38 | 33 | -5 | Yes No |
| White | 22 | 29 | 7 | 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: During the preplanning training on the School Wide Positive Behavior Plan teachers will be instructed on the importance of instructing students on behavioral expectations in a manner that reaches all learners. The importance of fair and consistent behavior management strategies will be emphasized. | |

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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** | **Craig Lehrhaupt Assistant Principal** |
| **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** | **Craig Lehrhaupt** |
| **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 August 2018, 100% of classrooms will have school wide expectations posted | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | Assistant Principal |
| **Behavior lesson plans** are being taught as written and when indicated | By September 2018, 100% of students will have participated in behavior expectation lesson plans | Assistant Principal |
| **Discipline consequences**  and **flow chart** are being used by all staff as written | By August 2018, the discipline flow chart will be utilized by all staff. | Assistant Principal |
| A **reward system** is being implemented for *all* students | Starting in August 2018, the school wide reward system will be implemented for all students | Assistant Principal |

**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, the number of office referrals for unruly disruptive behavior and disobedience will be reduced by 10%. | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | Assistant Principal |
| See critical element 4A  • **Top 3 event locations** data | By June 2019, the number of office referrals in student areas will be reduced by 10% | Assistant Principal |
| See critical element 8  • **Core effectiveness** data | By June 2019, the number of students who receive 2 or more referrals will be reduced by 5% | Assistant Principal |
| See critical element 7A  • **Grade Level/Classroom referrals** data | By June 2019, the number of classroom office referrals will be reduced by 10% | Assistant Principal |