

**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:** | Plantation Middle School |
| **School Number:** | 0551 |
| **SPBP Contact Name:** | Mrs. Kimarya Carter-Martin and Dr. Takesha McCray |
| **Direct Phone Number:** | 754-322-4100 |

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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?** |
| Dr. Sherri N. Wilson | Principal | Administration |
| Dr. Takesha McCray | SPBP Point of Contact | 6th Grade Level Teacher |
| Mrs. Carolyn Wallace | Parent/Community Representation | SAC |
| Mrs. Courtney Johnson | BTU Representative | Educational Support Personnel |
| Mrs. Kimarya Carter-Martin | Teacher | 8th Grade Level Teacher |
| Mrs. Christine Clock | Assistant Principal | 8th grade Administration |
| Mr. Ackimo Charles | Assistant Principal | 7th grade Administration |
| Mr. David Greenfield | Assistant Principal | 6th grade Administration |
| Mrs. Denise Birdsong-Fernandez | Teacher | 7th Grade Level Teacher |
| Mrs. Dorothy Clarke-Clair | ESE Specialist | All grade levels (6,7,& 8) |

**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:** |
| 9/13/2018 | 8:45-9:30 | Mrs. Carter-Martin/Dr. McCray | 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) |
| 10/18/2018 | 8:45-9:30 | Mrs. Carter-Martin/Dr. McCray |
| 1/17/2019 | 8:45-9:30 | Mrs. Carter-Martin/Dr. McCray |
| 3/14/2019 | 8:45-9:30 | Mrs. Carter-Martin/Dr. McCray |

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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 | 4/20/2018 | # of participants = 44 | Mrs. Carter-Martin and Dr. McCray |
| Held a *faculty* vote on the new SPBP  (for SY 2018/19) | 4/26/2018 | % approved =80 | Mrs. Carter-Martin and Dr. McCray |
| Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community) | 4/30/2018 | # of participants = 44 | Mrs. Carter-Martin and Dr. McCray |

**2B.** Action Steps to be completed **next year** (SY 2018/19) to increase faculty and stakeholder understanding and knowledge of your SPBP:

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| **Action Steps:** | **Date(s)**  *(NEXT YEAR)* | **Content**  *(retain attendance sheets at school)* | **Person responsible to collect and retain attendance sheets:** |
| Provide a professional development on the 2018/19SPBP for all staff | Prior to students’ 1st day:  8/10/2018 | The team will present the updates in the SPBP for the 18/19 school year. All stakeholders will be provided with access to the SPBP. Feedback will be collected for future team meetings. | Mrs. Carter-Martin and Dr. McCray or Administration |
| 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. 9/13/2018 | 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. | Mrs. Carter-Martin Dr. McCray or Administration |
| 2. 10/18/2018 |
| 3. 1/17/2019 |
| 4. 3/14/2019 |

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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. 01 (Disobedience and Insubordination) - 230 | 6. F2 (Fighting) - 40 |
| 2.ZW (Defiance of Authority Hab 01) - 92 | 7. ZX (Profanity to Staff) - 31 |
| 3. ZM (Tardiness Habitual) - 63 | 8. 22 (Battery) - 21 |
| 4. ZL (Class Cut, Skipping) - 61 | 9. Z1 (Fight – Minor Altercation) |
| 5. SB (Unruly Disruptive Behavior) - 55 | 10. 02 (Insulting/Profane/Obscene) |

**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 responsible. |
| 2. Always adhere to the school rules |
| 3. Come to class on time. |
| 4. Be respectful to all adults on campus. |
| 5. |

**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 | Aug. 15-17, 2018 | Period 1 – 9:30-10:26 | |
| January | Jan. 8-10, 2018 | Period 1 – 9:30-10:26 | |
| 4th Quarter | April 1-3, 2018 | Period 1 – 9:30-10:26 | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | All instructional staff members |
| Where will the lesson plan instruction occur? | | | In the classroom of each student's first period class. |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Administration – Mr. Greenfield, Mr. Charles, and Mrs. Clock |

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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.HL (Hallway) | 96 |
| 2.CA (Cafeteria) | 36 |
| 3.SG (School Grounds) | 20 |

**4B.** Create an Expectations/Rules Matrix from your 3-5 school-wide expectations and your top 3 event locations. Develop a positively stated, observable, and measurable rule that correlates with every expectation to create a maximum of 5 rules under each location**.**

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| --- | --- | --- | --- | --- |
| **Expectations and Rules Matrix** | | | | |
| **School-wide EXPECTATIONS** | *Copy and paste expectations from* ***3C****.* | **IDENTIFIED LOCATIONS**  *Copy and paste locations from* ***4A.*** | | |
| HL (Hallway) | CA (Cafeteria) | SG (School Grounds) |
| **Rules** | **Rules** | **Rules** |
| Be responsible. | Walk in the hallways. | Clean up area after eating. | Respect school property. |
| Always adhere to the school rules. | Stay to the right of the hallway during class change. | Do not leave the cafeteria without permission from an adult. | No student should be out of area without permission. |
| Come to class on time. | Report directly to class and not loiter. | Report directly to the cafeteria during lunch break. | Students not be in unauthorized areas. |
| Be respectful to all adults on campus. | Adhere to the instructions given by adults while in the hallways. | Adhere to the instructions given by adults while in the cafeteria. | Adhere to the instructions given by adults while on campus. |
| Click here to enter Expectation #5 | Click here to enter a Rule | Click here to enter a Rule | Click here to enter a Rule |

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

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

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

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| --- | --- | --- | --- |
| **When will location-specific rules lesson plans be taught?** | | | |
|  | Date(s) | Time: | |
| August | August 16, 2018 | 10:00 a.m. | |
| January | January 8, 2019 | 10:00 a.m. | |
| 4th Quarter | May 9, 2019 | 10:00 a.m.. | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | First period teachers |
| Where will the lesson plan instruction occur? | | | In the classroom. |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Mrs. Kimarya Carter-Martin |

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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: \_\_\_\_\_\_\_\_Hallway\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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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: BASIS**    **Problem Identification: The students are loitering in the hallway and not arriving to class on time.** |
| **2**. **Problem Analysis:** Why do you think this problem is occurring?  What is your goal? *(use a SMART goal statement with numerical data)* | **Hypothesis: This problem is occurring because the students do not have a sense of urgency.**  **Goal Statement:** At least 90 percent of the student will arrive to class on time on a daily basis. |
| **3. Intervention Design:**  Describehow you will implement a positive reward program to decrease this problem. | **Type of System: Point system**  **Description of System: Students will receive tickets from administration, support staff and teachers for arriving to class on time. At the end of a two- week period a student from each grade level will receive an incentive for being punctual to class. There will be top winners awarded at the end of each quarter.***3-4 sentences)* |
| **4. Evaluation:**  A. Implementation fidelity | 1. How do you monitor the fidelity (consistency and effectiveness) of the **staff’s** implementation of the reward program? Emails and announcements will be made to remind staff of the reward program. Administration will survey students and determine who they are receiving awards from. It can be determine which staff is participating and which are not. |
| 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 students will be surveyed on the impact of the reward program. If at least 75 percent of the students approve of the program it will continue. |

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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. Out of Seat | When students move around the room without teacher permission. Teachers will have a system in place where students no the behavior and know the consequences for the action. Students will not be out of their seat more than twice during a class period without receiving a consequence. |
| 1. Calling Out | When students speak without being recognized or called on by the teacher. Teachers will establish a system where students know the behavior and the consequences for the action. Students will not call out more than twice during a class period without receiving a consequence. |
| 1. Distracting Others | When students interfere with the learning of others. Teachers will establish a system where students know the behavior and the consequences for the action. Students will not distract others more than three times during a class period without receiving a consequence. |
| 1. Tardy to class | When students arrive to class after the tardy bell has rung. Teachers will have an established system where students know the behavior and the consequences for the action. Students will not have more than three tardies within one week without receiving a consequence. |
| 1. Touching Others | When students touch each other without permission. Teachers will have an established system where students know the behavior and the consequences for the action. Students will not have more than three violations of touching without permission without receiving a consequence. |
| 1. Not completing assigned tasks | When students do not complete their work. Teachers will have an established system where students know the behavior and the consequences for the action. Students will not have more than three uncompleted assignments without receiving a consequence. |

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

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| Is this a menu or hierarchy system? | Menu Hierarchy |
| Verbal Warning | |
| Parent Contact | |
| Student Redirection | |
| Loss of privilege | |
| Parent Conference | |

**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 | Student takes an item from another student and is ask several times to return it and refuses which causes a disruption to the learning environment. |
| 2. Disruptive/Unruly Play | Students are playfighting which then turns into a fight. |
| 3. Defiance of authority | Student is in the hallway and told to report to class and the student ignores the adult and proceeds to walk in another direction. |
| 4. Cutting Class | Student skips a class consistently and the teacher documents it and reports it to administration. |
| 5. Fighting | Student or students fight on school grounds that causes a major disruption. |
| 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

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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:** | N/A |
| \*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)*  Administration uses the PBIS Walkthrough documents to monitor teacher use of PBIS classroom management strategies. Administration conferences with teachers about their progress and highlights similar areas of concerns for all teachers. Teachers receive feedback and recommendations for additional training that will help them with classroom management. Administration tracks their progress by using the Marzano Domains to monitor and or document their implementation of classroom management strategies. |

**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**: | 505 |
| Total number of **school-wide** discipline referrals: | 709 |
| % of referrals in the classroom: | 42% |
| 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: | 710 |  |  | |
| # Referrals | 709 | **% of Total Population** | Core Effectiveness | |
| 0 - 1 referral |  | 78% | Are your 0 – 1 referrals > 80%? | Yes No |
| 2 - 5 referrals  (at risk students) | 101 | 14% | Are your 2 - 5 referrals <15%? | Yes No |
| > 5 referrals  (high risk students) | 55 | 8% | 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: *(3-4 sentences) At the beginning of the school year, all at-risk students will be mentored via administration, teachers, social worker, and outside programs that assist students with behavioral concerns. In addition, parents will be notified and informed of this team effort for guidance and monitoring of student behavioral concerns. Furthermore, teachers will be trained and advised on actions that require referrals and or parent contact. Teachers will be proactive with student behaviors instead of reactive in an effort to provide the best student outcome.* | |

**8C. Disproportionality: Determine if there are any issues within subgroups** from BASIS 3.0 Behavior Dashboard in the “Referrals by Demographics” chart.

(a) Complete the yellow highlighted cells first.

(b) Auto-calculate the difference by clicking on each “0” in the next cell and pressing “Fn + F9”.

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| --- | --- | --- | --- | --- |
| Subgroups | (PctPop - Green)  % **of students** | (PctRef - Blue)  **% of referrals** | Difference in referral composition | Positive value suggests disproportionality  (Is the value positive?) |
| Black | 86 | 86 | 0 | Yes No |
| Hispanic/Latin | 10 | 9 | -1 | Yes No |
| White | 1 | 0 | -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: *(3-4 sentences) At the beginning of the school year, all subgroups of students will be mentored via administration, teachers, social worker, and outside programs that assist students with behavioral concerns. In addition, parents will be notified and informed of this team effort for guidance and monitoring of student behavioral concerns. Furthermore, teachers will be trained and advised on actions that require referrals and or parent contact. Teachers will be proactive with student behaviors instead of reactive in an effort to provide the best student outcome possible and reduce the disproportion of student referrals per subgroup.* | |

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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** | **Takesha McCray, Teacher** |
| **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** | **Christine Clock, AP** |
| **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 | ⬩90% of all school locations will have the school-wide expectations and specific rules posted around the campus. | 9/13/2018  10/18/2018  1/17/2019  3/14/2019  This is the data the team will be sharing during presentations. | Christine Clock, AP- Ackimo Charles, AP- David Greenfield, AP |
| **Behavior lesson plans** are being taught as written and when indicated | ⬩80% of all teacher’s lesson plans will include specified Lesson Plans  ⬩Master schedule will include specific dates/times for 6 behavior lesson plans  ⬩80% of random sampling of teachers earn 80% or higher on curriculum review rating | Christine Clock, AP- Ackimo Charles, AP- David Greenfield, AP |
| **Discipline consequences** and **flow chart** are being used by all staff as written | ⬩80% of all teacher’s will document their use of the discipline consequences and flow chart by following appropriate protocol for referrals. | Christine Clock, AP- Ackimo Charles, AP- David Greenfield, AP |
| A **reward system** is being implemented for *all* students | ⬩80% of all teacher’s lesson plans will include the reward system and classroom walkthroughs will show evidence of the reward system. | Christine Clock, AP- Ackimo Charles, AP- David Greenfield, AP |

**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  (Disobedience, Defiance of Authority, and Tardiness) | ⬩80% of all teacher’s lesson plans will include specified Lesson Plans  ⬩Master schedule will include specific dates/times for 6 behavior lesson plans  ⬩80% of random sampling of teachers earn 80% or higher on curriculum review rating | 9/13/2018  10/18/2018  1/17/2019  3/14/2019  This is the data the team will be sharing during presentations. | Christine Clock, AP- Ackimo Charles, AP- David Greenfield, AP, Department Heads |
| See critical element 4A  • **Top 3 event locations** data (Hallway, Cafeteria and School Grounds) | The top area of hallway incidents will be reduce by 20% in order to reduce the number of referrals for hallway infractions. | Christine Clock, AP- Ackimo Charles, AP- David Greenfield, AP, Department Heads |
| See critical element 8  • **Core effectiveness** data | Staff members will work to maintain or reduce the 0-1 referrals to 75% or lower to strengthen the Core Effectiveness of the Behavioral Management system at the school. | Christine Clock, AP- Ackimo Charles, AP- David Greenfield, AP, Department Heads |
| See critical element 7A  • **Grade Level/Classroom referrals** data | The grade level/classroom referrals will go down by 20% or higher based on BASIS database system. | Christine Clock, AP- Ackimo Charles, AP- David Greenfield, AP, Department Heads |