**School-wide Positive Behavior Plan (SPBP)**

To be implemented in pre-planning 2017

**Elements have changed in the SPBP.**

Before completing, go to[**http://www.browardprevention.org/mtssrti/rtib/ →**](http://www.browardprevention.org/mtssrti/rtib/%20%E2%86%92)*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 mini-Brainshark Series for teams. These Brainsharks are divided into the Critical Elements of PBIS. Although

 they are not mandatory to watch, they will show you “how to” write a comprehensive SPBP (and receive a high score!)

 **It is recommended that all school teams watch the Overview Brainshark** at the URL above.

* A Feedback Rubric to ensure your team will correctly complete the SPBP and develop a meaningful plan.

To provide consistency across the District, only plans entered in the district template will be accepted.

**ACTION: Download, complete, and upload the SPBP in your SIP Plan, BP # 2, before May 1, 2018:**

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| **School Name: Norcrest Elementary** |
| **School Number: 0561** |
| **SPBP Contact Person: Dr. William Nicholas** |
| **Direct Phone Number: (754) 322-7265** |

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| **CRITICAL ELEMENT # 1: Functioning Team and Administrative Support** |

**1A. List your current (SY 2018/19)** **team members:** (must have 6-8 team members)

**Each name on this list verifies attendance in ongoing team meetings and participation in developing this SPBP. Each member is responsible for representing stakeholders (i.e. Educational Support Personnel, grade level teachers, specials teachers, support staff, etc.) and sharing SPBP content and updates with respective groups.**

|  |  |  |
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| Full Name | Position | StakeholderRepresentation |
| Kyna Duarte | Principal\* | Administration |
| Dr. William Nicholas | SPBP Point of Contact | RtI:B Team |
| Theresa Craig | Parent/Community\* Representation | Community |
| Kimberly Johnson | BTU Representative\* | BTU |
| Maggie Marigold | Autism Coach | Autism Cluster |
| Kristin Judd | Speech/Language Pathologist | Social Thinking Trainer |
| Frederick Robinson | Assistant Principal | Administration |
| Katherine Kusmich | ESE Specialist | ESE |

**1B. Schedule and document your team meetings for 2018/2019 school year:** (minimum of 4)

Also enter in the school’s master calendar.

|  |  |  |
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| Meeting Date | Time | Responsible Person |
| October 18, 2018 | 9:45 am | Dr. William Nicholas |
| January 16, 2019 | 9:45 am | Dr. William Nicholas |
| March 20, 2019 | 2:20 pm | Dr. William Nicholas |
| May 15, 2019 | 2:20 pm | Dr. William Nicholas |

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

**2A. Indicate the action steps completed in the 2018/19 school year that increased faculty and stakeholder understanding and knowledge of the SPBP:**

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| **Action Steps:** | **Date(s)*****(Before April 30th THIS YEAR)*** | **Content**(2-3 sentences) |
| **Presented the 2018/19 SPBP to Staff** | 4/23/2018 | Draft reviewed and opportunity for reflection and input. |
| **Presented the 2018/19 SPBP to stakeholders (parents and community)** | 5/2/2018 | SAC |
| **Held a faculty vote on the 2018/19 SPBP** | 4/29/2018 | 100% ratified/approved |

**2B. Plan the activities for 2017/18 school year to increase faculty and stakeholder understanding and implementation of the SPBP:**

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| **Action:** | **Date(s)*****(NEXT YEAR)*** | **Content** |
| **Provide a professional development on the 2018/19SPBP for all staff** | Prior to students’ 1st day:1. 8/8/2018 | The team will present the SPBP for the 18/19 school year. Details of modifications and updates will be included. All stakeholders will be provided with access to the SPBP. Feedback will be collected for future team meetings. |
| **Present the 2018/19SPBP to stakeholders (parents and community)** | Prior to Oct 1st, 20181. 8/30/2018 |
| **Present updated fidelity of implementation from Critical Element 10A and student outcome data from Critical Element 10B to all staff**(Quarterly: minimum of 4 each year) | 1. 8/15/2018 | The team will share the updated implementation data in 10A including: the “marketing” of expectations and rules, lesson plan implementation, and discipline processes.The team will share the updated student outcome data in 10B including: top 3 event locations, type of behavior incidents, and core effectiveness data as well as analysis of this data. |
| 2. 11/6/2018 |
| 3. 2/5/2019 |
| 4. 4/2/2019 |

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

**3A. Collect behavior data from BASIS 3.0: 3B. Group similar problem behaviors to develop:**

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| --- | --- | --- |
| Top 10 Behavior Incidents(put N/A in any blank spaces) |  | 3-5 Negative Characteristics  |
| 1. Unruly/Disruptive Behavior |  | Defiance |
| 2. Disobedience/insubordination |  | Verbal Aggression |
| 3. Battery |  | Physical aggression with people and/or things |
| 4. Battery on District Employee |  |  |
| 5. Disruptive/Unruly Play |  |  |
| 6. Assault Threat Non Criminal |  |  |
| 7. Vandalism Damaged Property < $1,000 |  |  |
| 8 Leaving Campus Without Permission |  |  |
| 9. Fight Minor Altercation Conferentation |  |  |
| 10. Out of Assigned Area |  |  |

**3C. List the *opposites* of the 3 - 5 negative characteristics to develop:**

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| 3 – 5 Positive Replacement Characteristics = your **School-wide Expectations** |
| Follow Directions the First Time Given by an Adult |
| Whole Body Listening |
| Keep hands and feet to yourself. |

**3D. Using the expectation lesson plan templates, complete 3 – 5 lesson plans, 1 for each of the above listed school-wide expectations. (e.g., if you have 4 expectations, you will use 4 lesson plan templates).** Delete any empty templates you do not use.

**Teaching School-wide Expectations**

Lesson Plan

**School-wide Expectation #1: \_\_\_\_\_** Follow Direction the First Time Given by an Adult

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| Definition of expectation: |
| Respond appropriately to a simple request |
| Rationale for having this expectation |
| Everyone doing what they want would lead to chaos. Students need to follow directions to maintain safety on campus for themselves and others. |
| Positive examples: “looks like” | Non-examples |
| Students stop what they are doing and comply with request. | Students keep walking and ignore adult direction. |
| Student(s) clarifying instruction (or asking permission) prior to actions | Student(s) not following procedures |
|  |  |
|  |  |
| List 2 resources (website addresses, curriculum with location, books with page numbers, programs with lesson plan number, etc.) you will use to teach this lesson plan. **Be specific enough so the resources can be located by anyone.** |
| 1.Social Thinking – The Zones of Regulation – [www.zonesofregulation.com](http://www.zonesofregulation.com) |
| 2. Social Thinking - [www.socialthinking.com](http://www.socialthinking.com) |
| List the steps of this lesson plan (Include lesson format, activities, and materials). **Be detailed enough so the lesson can be implemented by anyone.** |
| 1. Social Thinking Map for each classroom – Expected / Unexpected Behaviors discussed and map completed through classroom discussion |
| 2. Through use of multi-modality approaches (Role-playing, Posters, Emotional Self-Regulation Toolboxes), students will develop their emotional vocabulary by sorting feelings into four different colored zones (blue, green, yellow, red). |
| 3. Students will learn that there are expected and unexpected times to be in each zone. |
| 4. Once students are able to identify what zone they are in, they will then learn self-regulation strategies, when needed, to move to a more comfortable zone to be ready to learn. |
| **WHEN** will this lesson plan be taught?  |
| **Beginning of school year** date(s) and time(s): | 1. August 20, 2018 / 8:00 – 10:00 a.m. – First Week of School (classrooms & behavior assemblies)2. August 22-25 , 2018 – 8:10 a.m. Roll play on Morning Announcements3. November 5, 2018 – 8:00 – 8:30 a.m. – Morning Announcements & classrooms4. January 14, 2019 – 8:00 – 8:30 a.m. – Morning Announcements & classrooms5. March 18, 2019 – 8:00 -8:30 a.m. – Morning Announcements & classrooms |
| **After long holidays**  | Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this expectation. |
| **3rd quarter** |
| **WHO** will teach this lesson plan?  | **WHERE** will the lesson plan instruction occur? |
| Classroom teachers/guidance counselor | classrooms |

**Teaching School-wide Expectations**

Lesson Plan

**School-wide Expectation #2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_** Whole Body Listening

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| Definition of expectation: |
|  Sit up straight facing person speaking to you. Eyes forward and not talking. |
| Rationale for having this expectation |
| Whole body listening will increase student(s) understandings of directions and expectations. |
| Positive examples: “looks like” | Non-examples |
| Student(s) are sitting straight, facing the speaker. | Head down, slouching position |
| Student(s) eyes are looking at the speaker. | Not making eye contact / looking around room |
| Student(s) are not talking while speaker is talking. | Having a conversation with the student next to them while speaker is talking |
| List 2 resources (website addresses, curriculum with location, books with page numbers, programs with lesson plan number, etc.) you will use to teach this lesson plan. **Be specific enough so the resources can be located by anyone.** |
| 1. Social Thinking – The Zones of Regulation – [www.zonesofregulation.com](http://www.zonesofregulation.com) |
| 2. Social Thinking - [www.socialthinking.com](http://www.socialthinking.com) |
| List the steps of this lesson plan (Include lesson format, activities, and materials). **Be detailed enough so the lesson can be implemented by anyone.** |
| 1. Social Thinking Map for each classroom – Expected / Unexpected Behaviors discussed and map completed through classroom discussion |
| 2. Visual Aids (poster identifying how we use our whole body to listen). Completed by teacher and class |
| 3. Role-playing activities demonstrating appropriate and inappropriate listening skills.  |
| 4. Students generate portraits depicting what whole body listening looks like.  |
| **WHEN** will this lesson plan be taught?  |
| **Beginning of school year** date(s) and time(s): | 1. August 20, 2018 / 8:00 – 10:00 a.m. – First Week of School (classrooms & behavior assemblies)2. August 22-25 , 2018 – 8:10 a.m. Roll play on Morning Announcements3. November 5, 2018 – 8:00 – 8:30 a.m. – Morning Announcements & classrooms4. January 14, 2019 – 8:00 – 8:30 a.m. – Morning Announcements & classrooms5. March 18, 2019 – 8:00 -8:30 a.m. – Morning Announcements & classrooms |
| **After long holidays**  | Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this expectation. |
| **3rd quarter** |
| **WHO** will teach this lesson plan?  | **WHERE** will the lesson plan instruction occur? |
| Classroom teachers/guidance counselor | classrooms |

**Teaching School-wide Expectations**

Lesson Plan

**School-wide Expectation #3: \_\_\_\_** Keep Your hands and Feet to Yourself**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| Definition of expectation: |
| Demonstrate decision making skills and responsible behaviors in personal, school and community context. |
| Rationale for having this expectation |
| To avoid physical harm and to be safe, all students must respect everyone’s personal space. Keeping hands, feet and objects to yourself, also demonstrates respect for everyone. |
| Positive examples: “looks like” | Non-examples |
| Face forward while walking to avoid collisions.  | Not facing forward while in line and you bump into another student.  |
| Walk at the same pace as other students. | Engaging in horseplay during recess.  |
| Maintaining your personal “bubble space” around other students. | Grabbing an object from another student without asking. |
| List 2 resources (website addresses, curriculum with location, books with page numbers, programs with lesson plan number, etc.) you will use to teach this lesson plan. **Be specific enough so the resources can be located by anyone.** |
| 1. Social Thinking – The Zones of Regulation – [www.zonesofregulation.com](http://www.zonesofregulation.com) |
| 2. Social Thinking - [www.socialthinking.com](http://www.socialthinking.com) |
| List the steps of this lesson plan (Include lesson format, activities, and materials). **Be detailed enough so the lesson can be implemented by anyone.** |
| 1. Social Thinking Map for each classroom – Expected / Unexpected Behaviors discussed and map completed through classroom discussion |
| 2. "Keeping your body in the group" lessons from Chapter 5 of the Social Thinking book, Thinking About You |
| 3. Thinking About Me by Michelle Garcia Winner, which incorporates visual and tactile lessons for seeing how a body and brain can be part of a group or out of the group.  |
| **WHEN** will this lesson plan be taught?  |
| **Beginning of school year** date(s) and time(s): | 1. August 20, 2018 / 8:00 – 10:00 a.m. – First Week of School (classrooms & behavior assemblies)2. August 22-25 , 2018 – 8:10 a.m. Roll play on Morning Announcements3. November 5, 2018 – 8:00 – 8:30 a.m. – Morning Announcements & classrooms4. January 14, 2019 – 8:00 – 8:30 a.m. – Morning Announcements & classrooms5. March 18, 2019 – 8:00 -8:30 a.m. – Morning Announcements & classrooms |
| **After long holidays**  | Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this expectation. |
| **3rd quarter** |
| **WHO** will teach this lesson plan?  | **WHERE** will the lesson plan instruction occur? |
| Classroom teachers/guidance counselor | classrooms |

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| **CRITICAL ELEMENT #4: Location-based Rules**  |

**4A. Determine top 3 locations for Event problems from the BASIS 3.0 Behavior Dashboard.** Do not use “classroom”

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| **Top 3 Locations** |
| School Location | # Incidents |
| **1. Cafeteria** | **14** |
| **2. Hallway** | **17** |
| **3. Intermediate Playground** | **21** |

**4B. Create an Expectations/Rules Chart from your 3-5 school-wide expectations and your top 3 locations. Develop 1 to 2 positively stated, observable, and measurable rules that correlate with every expectation to**

**create a maximum of 5 rules for each location.**

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| **Expectations and Rules Chart** |
| **Expectations**Copy and paste expectations from 3C. | **Locations** Copy and paste locations from 4A. |
| Location #1: Cafeteria**Rules** | Location #2: Hallway**Rules** | Location #3: Playground**Rules** |
| Expectation #1:Follow the Direction First Time Given by an Adult | Cafeteria: 1. Stay in your assigned area
2. Voice Level 1
 |  Hallway:1. Voice Level 1
2. Keep hands & feet to self
 |  Playground:Student(s) stop and turn toward adult addressing them making eye contact |
| Expectation #2:Whole Body Listening | Cafeteria:1. When signal “Give Me 5” is called, student(s) stop and look toward speaker on microphone awaiting direction
2. Student(s) face and look at adult(s) in cafeteria when being spoken to
 |  Hallway:1. When sitting in front of classroom at arrival, student(s) will face and look at adult(s) speaking to them

  | Playground:1. Student(s) will stop and turn toward any adult speaking to them making eye contact
2. If unable to hear the adult speaking to them, student(s) will walk to the adult facing them and making eye contact
 |
| Expectation #3:Keep hands and Feet to yourself | Cafeteria: 1. Student(s) will follow established traffic patterns for the cafeteria
2. Student(s) will sit at their table and raise their hand for assistance
 |  Hallway:1. Students will sit in front of their classroom and read a book during arrival time
2. Students will walk in a straight line when the class is transitioning from one area to another
 |  Playground:1. Follow established rules for playground and P.E. Area.
2. Student(s) will not

intermingle with P.E. class during recess |

**4C. Using the rule lesson plan templates, complete 3 lesson plans, 1 for each of the above listed specific locations. Include all the rules listed under the location in the lesson plan.**

**Teaching Rules**

Lesson Plan

**Location #1: \_\_\_\_\_\_\_\_\_\_** Cafeteria **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- |
| Location Rules:(from 4B chart) | Positive Example: | Non-example: |
|  Student(s) sit on blue bench to wait to go through serving line | Class enters cafeteria and sits on bench until directed to move into serving line | Gathering in clusters to talk to friends in class or currently at tables |
| Student(s) do not get up from assigned table during lunch | Student(s) raise hand for assistance when needed | Student(s) standing up and moving from tables without permission |
| Student(s) pick up trash/food items prior to leaving tables | Student(s) check table and immediate area for items prior to leaving table | Student(s) leaving napkins, food items, etc on table when they get up to go |

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| List 2 resources (website addresses, curriculum with location, books with page numbers, programs with lesson plan number, etc.) you will use to teach this lesson plan. **Be specific enough so the resources can be located by anyone.** |
| 1. Cafeteria Behavior Rubric |
| 2. Social Thinking – The Zones of Regulation – [www.zonesofregulation.com](http://www.zonesofregulation.com) |
| List the steps of this lesson plan (Include lesson format, activities, and materials). **Be detailed enough so the lesson can be implemented by anyone.** |
| 1. Classes to do modeling and practice behaviors during 1st week of school |
| 2. Behavior Assemblies |
| 3. Social Thinking Map for each classroom – Expected / Unexpected Behaviors discussed and map completed through classroom discussion |
| **WHEN** will this lesson plan be taught?  |
| **Beginning of school year** date(s) and time(s): | 1. August 20, 2018 / 8:00 – 10:00 a.m. – First Week of School (classrooms & behavior assemblies)2. August 22-25 , 2018 – 8:10 a.m. Roll play on Morning Announcements3. November 5, 2018 – 8:00 – 8:30 a.m. – Morning Announcements & classrooms4. January 14, 2019 – 8:00 – 8:30 a.m. – Morning Announcements & classrooms5. March 18, 2019 – 8:00 -8:30 a.m. – Morning Announcements & classrooms |
| **After long holidays**  | Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this location’s rules. |
| **3rd quarter**  |
| **WHO** will teach this lesson plan?  | **WHERE** will the lesson plan instruction occur? |
| Classroom Teachers / Guidance Counselor (Dr. William Nicholas) / Assistant Principal (Mr. Robinson) | Classrooms |

**Teaching Rules**

Lesson Plan

**Location #2: \_\_\_** Hallway **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |
| --- | --- | --- |
| Location Rules:(from 4B chart) | Positive Example: | Non-example: |
|  Student(s) sit in hallway in front of their classroom at arrival | Student(s) go to assigned area and sits down quietly | Gathering in clusters to talk to friends in hallways |
| Student(s) do not get up from assigned area | Student(s) raise hand for assistance | Student(s) standing up and moving from assigned area |
| Student(s) take out a book and read while waiting | Student(s) read quietly while waiting | Student(s) talk loudly instead of reading |

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| List 2 resources (website addresses, curriculum with location, books with page numbers, programs with lesson plan number, etc.) you will use to teach this lesson plan. **Be specific enough so the resources can be located by anyone.** |
| 1. Social Thinking – The Zones of Regulation – [www.zonesofregulation.com](http://www.zonesofregulation.com) |
| 2. Social Thinking - [www.socialthinking.com](http://www.socialthinking.com) |
| List the steps of this lesson plan (Include lesson format, activities, and materials). **Be detailed enough so the lesson can be implemented by anyone.** |
| 1. Classes to do modeling and practice behaviors during 1st week of school |
| 2. Behavior Assemblies |
| 3. Social Thinking Map for each classroom – Expected / Unexpected Behaviors discussed and map completed through classroom discussion |
| **WHEN** will this lesson plan be taught?  |
| **Beginning of school year** date(s) and time(s): | 1. August 20, 2018 / 8:00 – 10:00 a.m. – First Week of School (classrooms & behavior assemblies)2. August 22-25 , 2018 – 8:10 a.m. Roll play on Morning Announcements3. November 5, 2018 – 8:00 – 8:30 a.m. – Morning Announcements & classrooms4. January 14, 2019 – 8:00 – 8:30 a.m. – Morning Announcements & classrooms5. March 18, 2019 – 8:00 -8:30 a.m. – Morning Announcements & classrooms |
| **After long holidays**  | Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this location’s rules. |
| **3rd quarter**  |
| **WHO** will teach this lesson plan?  | **WHERE** will the lesson plan instruction occur? |
| Classroom Teachers / Guidance Counselor (Dr. William Nicholas) / Assistant Principal (Mr. Robinson) | classrooms |

**Teaching Rules**

Lesson Plan

**Location #3: \_\_\_\_\_\_\_** Playground **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- |
| Location Rules:(from 4B chart) | Positive Example: | Non-example: |
|  Student(s) play non-contact games | Student(s) engage in activities that do not require touching each other | Playing games that required physical contact (tag, dodge ball, football, etc.) |
| Student(s) do not leave from assigned area | Student(s) remain with class throughout recess | Student(s) standing up and moving from assigned area |
| Student(s) do not mingle with P.E. classes | Student(s) remain with class throughout recess | Student(s) play with and/or use equipment that P.E. is occupying |

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| List 2 resources (website addresses, curriculum with location, books with page numbers, programs with lesson plan number, etc.) you will use to teach this lesson plan. **Be specific enough so the resources can be located by anyone.** |
| 1. Social Thinking – The Zones of Regulation – [www.zonesofregulation.com](http://www.zonesofregulation.com) |
| 2. Social Thinking - [www.socialthinking.com](http://www.socialthinking.com) |
| List the steps of this lesson plan (Include lesson format, activities, and materials). **Be detailed enough so the lesson can be implemented by anyone.** |
| 1. Classes to do modeling and practice behaviors during 1st week of school |
| 2. Behavior Assemblies |
| 3. Social Thinking Map for each classroom – Expected / Unexpected Behaviors discussed and map completed through classroom discussion |
| **WHEN** will this lesson plan be taught?  |
| **Beginning of school year** date(s) and time(s): | 1. August 20, 2018 / 8:00 – 10:00 a.m. – First Week of School (classrooms & behavior assemblies)2. August 22-25 , 2018 – 8:10 a.m. Roll play on Morning Announcements3. November 5, 2018 – 8:00 – 8:30 a.m. – Morning Announcements & classrooms4. January 14, 2019 – 8:00 – 8:30 a.m. – Morning Announcements & classrooms5. March 18, 2019 – 8:00 -8:30 a.m. – Morning Announcements & classrooms |
| **After long holidays**  | Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this location’s rules. |
| **3rd quarter**  |
| **WHO** will teach this lesson plan?  | **WHERE** will the lesson plan instruction occur? |
| Classroom Teachers / Guidance Counselor (Dr. William Nicholas) / Assistant Principal (Mr. Robinson) | classrooms |

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| **CRITICAL ELEMENT #5 Reward and Recognition Programs** |

 **NEW element**: refer to Rewards Brainshark for further guidance. [**http://www.browardprevention.org/mtssrti/rtib/**](http://www.browardprevention.org/mtssrti/rtib/%20%E2%86%92)

**5. Describe in detail one positive school-wide intervention plan you will use to reward/recognize students who follow your school-wide expectations and/or location-specific rules:** (2 - 6 sentences for each section)

|  |  |
| --- | --- |
| **Plan Section** | **Plan** |
| **A. What do students need to do to earn the reward?** ⮚Link to expectations and rules⮚Must be measurable  | **Follow behavior expectations in classroom, cafeteria and common areas (i.e. hallways during transitions and playgrounds).** |
| **B. What reward/recognition will they earn?**⮚Include person(s) responsible for organizing | **Tiger Bucks** |
| **C. How will you collect data to determine who has earned the reward?**⮚include person(s) responsible for organizing and analyzing | **Teachers will submit a monthly tally of students earning Tiger Bucks. Team Leaders will gather team tallies and review results at monthly Team Leader Meetings with Administration.** |
| **D. When and how will the reward be provided?**⮚Include timeline⮚Include actual date | **Students may use Tiger Bucks to purchase incentives weekly or save them to reach amount to participate in quarterly special activities (i.e. Pizza Party, Lunch with Principal and/or other Support Staff, etc.)** |

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

**6A. Categorize the top 6 *most common* staff-managed misbehaviors at your school into “Minor” and “Moderate” categories. Write a short, objective, and measurable definition for each.**

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| --- |
| **Staff-Managed Misbehaviors** |
| **Minor** Misbehaviors | **Moderate** Misbehaviors |
| Misbehavior | Definition | Misbehavior | Definition |
| **Disruptions in the Cafeteria** | **Throwing food, out of seat, loud voice, getting out of seat without permission** | **Repetitive Minor Misbehaviors** | **More than 3 minor behaviors within one school day** |
| **Horseplay at recess** | **Unsafe or rough play, pushing, throwing sand** | **Minor Physical aggression**  | **Pushing past, grabbing and/or pulling someone** |
| **Inappropriate behavior in common areas** | **Running through hallway, chasing, calling loudly to others not staying in line with class** | **Minor Verbal Aggression** | **Name Calling, Teasing or mocking** |
| **Disrespectful tone** | **Talking back, refusal to comply with basic directions** | **Using Profanity** | **Use of inappropriate language** |
| **Out of assigned area** | **Walking away from group** | **Instigating fights and other inappropriate behaviors** | **Promoting inappropriate interactions with others** |
| **Off task** | **Not completing assignments** | **Misuse of School Property** | **Writing in textbook or furniture** |

**6B. Create a consequence menu for all staff to choose from when students exhibit the above misbehaviors:**

|  |  |
| --- | --- |
| Consequence Menu for **Minor** Misbehaviors(Staff’s choice of 5): | Consequence Menu for **Moderate** Misbehaviors(Staff’s choice of 5): |
| * **Separated from class and preferred activity**
 | * **Verbal redirection**
 |
| * **Verbal redirection**
 | * **Re-teach the skill**
 |
| * **Loss of privileges**
 | * **Separate from the group (lunch detention, time out, etc.)**
 |
| * **Phone call home**
 | * **Loss of privileges**
 |
| * **Parent conference**
 | * **Parent conference**
 |

**6C. List the top 5 *most common* misbehaviors at your school that are handled with an Office Discipline Referral (ODR). Write a short, objective, and measurable definition for each**. (Exclude crisis situations that must follow District protocol.)

|  |
| --- |
| **Office Discipline Referrals (ODRs)** |
| Behavior | Definition |
| 1.Repetitive Moderate Misbehaviors | **More than 3 moderate misbehaviors within one hour** |
| 2.Violence (physical or verbal)  | Fighting and/or threat to fight or hurt someone |
| 3. Major Classroom disruption | Behaviors preventing instruction from being delivered (i.e. room clear) |
| 4. Major Aggression | Tipping tables, throwing items at someone |
| 5. Refusal to Act | Running away from adult, leaving campus |
| 6. Directing profanity at an adult | Use of profanity as refusal to Act |

**NEW section**: refer to Discipline Brainshark for further guidance. [**http://www.browardprevention.org/mtssrti/rtib/**](http://www.browardprevention.org/mtssrti/rtib/%20%E2%86%92)

**6D. Continue and customize the next steps in this flow chart to show the discipline process at your school.**

**(Or you may delete this flow chart and create your own from scratch.)**

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| **CRITICAL ELEMENT # 7: Data Collection and Analysis** |

**NEW element**: refer to Data Brainshark for further guidance. [**http://www.browardprevention.org/mtssrti/rtib/**](http://www.browardprevention.org/mtssrti/rtib/%20%E2%86%92)

**7A. Determine your Core Effectiveness Year-to-Date**:

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| **Total Population:** | **840** | **Calculation to****determine % rate** | **%** | **Core Evaluation** |
| **# Referrals**  | **# Students** |
| 1 Referral | 22 | **(**Total Pop − (# of 2-5 Students) –(# of >5 Students)**) ÷** Total Pop =  | 98% | ***Universal students****:* *(# 0-1 Referrals should be >80%)* | **>80%?** |
| xYES | ☐NO |
| 2-5 Referrals | .11 | (# of 2-5 Students) **÷**Total Pop = | 4% | **At risk students**:*(# 2-5 Referrals should be <15%)* | **<15%?** |
| xYES | ☐NO |
| >5 Referrals | 4 | (# of >5 Students) **÷**Total Pop = | .4% | **High risk students**:*(# >5 Referrals should be <5%)* | **<5%?** |
| xYES | ☐NO |
| **7B**. If all 3 are “**YES**”, your Core is Effective. **Is your core behavior curriculum effective?**  |
| **☐YES** | **☐NO** |
| If **YES**, although your core is effective, how will you assist any at-risk and high risk students at the beginning of the next school year?Implement Social Thinking Strategies as identified in our School-wide Behavior Plan. | If one or more are “**NO”**, what supports and interventions will you implement at the beginning of the next school year to improve your core? |

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| **No entry needed for Critical Elements #8 and #9.** |

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

**10A. How and what data will you use to monitor the fidelity** (frequency, consistency, documentation, etc.) **of the implementation of the SPBP?**

*“Did you do what you said you were going to do? How will you know?”*

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| **Fidelity of Implementation Plan** |
| WHO:Responsible Person(s) | WHAT: Data Analyzed | WHAT: Criteria for “Success” of Implementation | WHEN: Dates of Analysis(quarterly dates) | HOW: Shared with Staff and Stakeholders? |
| 1. Principal | School-wide **expectations** and location-specific **rules** are posted across campus (“marketing”). | 100% of teachers have the Social Thinking maps posted | Refer to 2B quarterly presentation dates. This is the data the team will be sharing during staff presentations. | Staff meetings on:October 3December6 March 6 |
| 2. Principal | **Behavior lesson plans** are being taught as written | 100% of teachers use the Social Thinking curriculum | Staff meetings on:October 3December6 March 6 |
| 3. Assistant Principal | Behavior Maps Visible in each classroom and flow chart is being used by all staff as written | 100% of teachers have Behavior Maps posted in their classrooms | Staff meetings on:October 3December6 March 6 |

**10B. How and what data will you use to determine the success of the plan by student outcome** or need for modifications? Include a minimum of 2 different analyses.

*“If you did what you said you were going to do, did it positively impact the students? How do you know?”*

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| **Student Outcome**  |
| WHO:Responsible Person(s) | WHAT: Data Analyzed | WHAT: Criteria for “Success” of Student Outcome | WHEN: Dates of Analysis(quarterly dates) | HOW: Shared with Staff and Stakeholders |
| 1. Assistant Principal | See critical element 3A. Quarterly **behavior incident** data**.** | 80% of teachers or more will assert the Social Thinking curriculum is effective for shaping student behavior. | See critical element 2B quarterly presentation dates. This is the data the team will be sharing during staff presentations | Tiger Times -Monday Memo |
| 2. Assistant Principal | See critical element 4A. Quarterly **top 3 event locations** data. | 80% of teachers or more will assert the Social Thinking curriculum is effective for shaping student behavior. | Tiger Times -Monday Memo |
| 3. Assistant Principal | See critical element 7. Quarterly **core effectiveness** data**.** | 80% of students will have 1 or less referrals | Tiger Tales Newsletter |