

**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:** | Pine Ridge Education Center |
| **School Number:** | 0653 |
| **SPBP Contact Name:** | Gerard Pericles |
| **Direct Phone Number:** | 754-321-7275 |

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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. Henry Brown | Principal | Administration |
| Gerard Pericles | SPBP Point of Contact | Behavior Specialist |
| Jasmine Holston | Parent/Community Representation | SAC |
| Steven Majka | BTU Representative | K - 12 |
| Stephanie Mogul | Guidance Counselor | K - 12 |
| Dr. Andrea Wanza | Family Counselor | K - 12 |
| Robin Davis | Math Coach | K - 12 |
| Cynthia Lassiter | ESE Specialist | K - 12 |
| Zemira Thomas | Reading Coach | K - 12 |
| Tara J. Pasteur | Assistant Principal | Administration |

**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:** |
| 2/6/2018 | 8:30 a.m. | Gerard Pericles | 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) |
| 4/13/2018 | 8:30 a.m. | Gerard Pericles |
| 9/26/2019 | 8:30 a.m. | Gerard Pericles |
| 2/22/2019 | 8:30 a.m. | Gerard Pericles |

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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:** |
| Staff Presentation of SPBP | 2/16/2018 | 32 Participants = 100% | Gerard Pericles |
| Faculty Vote | 2/22/2018 | 85 approved = 27.2 | Gerard Pericles |
| Stakeholders’ (parents and community) Presentation of SPBP | 3/2/2018 | 30% of participants = 50% | Gerard Pericles |

**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:** |
| Staff Professional Development on RTI:B | Pre-Planning:  August 10, 2018 | The leadership team will present the school-wide positive behavior plan to faculty. Lesson plans and other behavior resources will be distributed to faculty. Faculty will have the opportunity to plan specific times to teach the expectations and lesson plans with their colleagues. The team will create school-wide behavior expectations that go along with the CHAMPS expectations.  The leadership team will share first quarter behavior data with faculty using DMS Behavior Data. Teams will review DMS discipline referrals by grade, time, staff, location, and frequency. The leadership team will solicit ideas from faculty to reduce the number of behavior incidents for the next quarter and solicit research-based behavior strategies. The leadership team will share best practices for handling problem behaviors in the school. | Gerard Pericles |
| **Staff Presentation of Behavior Data**  (minimum of 4) | September  17, 2018 |
| **Staff Presentation of Behavior Data**  (minimum of 4) | 1. 9/17/2018 | The leadership team will share first quarter behavior data with faculty using behavior dashboard. Teams will review office discipline referrals by grade, time, location, and staff. The leadership team will solicit ideas from faculty to reduce the number of behavior incidents for the next quarter. The leadership team will share best practices for handing problem behavior in the classroom.  The leadership team will share second quarter behavior data with faculty using behavior dashboard and the intervention data. Teams will review office discipline referrals by grade, time, location, and staff. The leadership team will solicit ideas from faculty to reduce the number of behavior incidents for the next quarter. The leadership team will share best practices for handing problem behavior in the classroom.  The leadership team will share third quarter behavior data with faculty using behavior dashboard. Teams will review office discipline referrals by grade, time, location, and staff. The leadership team will solicit ideas from faculty to reduce the number of behavior incidents for the next quarter. The leadership team will share best practices for handing problem behavior in the classroom.  The leadership team will share fourth quarter behavior data with faculty using behavior dashboard. Teams will review office discipline referrals by grade, time, location, and staff . The leadership team will solicit ideas from faculty to reduce the number of behavior incidents for the next quarter. The leadership team will share best practices for handing problem behavior in the classroom.  The 2018-19 SPBP will be distributed to SAC members. The current behavior data will be shared with SAC members (number of office discipline referrals by time/location and by grade). SAC members will have the opportunity to ask questions and provide ideas on what incentives to use in order to reduce the number of behavior incidents for the school year. | Gerard Pericles |
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| 2. 11/8/2018 |
| 3. 2/8/2019 |
| 4. 4/4/2019 |

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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. Level 3 – Bus Violation | 6. Profanity to staff |
| 2. Unruly/Disruptive | 7. Fighting |
| 3. Disobedience | 8. Out of assigned area |
| 4. Battery | 9. Weapons |
| 5. Disruption on Campus (Minor) | 10. Disruption on Campus (Major) |

**3B.** Based on the behavior incidents in 3A, develop 3 – 5 **positive characteristics** *(not behaviors)* that would counteract the demonstration of these misbehaviors. These positive characteristics become your school-wide expectations.

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| **School-wide Expectations** |
| 1. Respect yourself and others |
| 2. Always demonstrate self-control |
| 3. Take responsibility for your actions |
| 4. Demonstrate patience at all times |
| 5. Always show kindness to everyone |

**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.*

|  |  |  |  |
| --- | --- | --- | --- |
| **When will school-wide expectations lesson plans be taught?** | | | |
|  | Date(s) | Time: | |
| August | August 15, 2018 | 9:30 a.m. | |
| January | January 8, 2019 | 9:30 a.m. | |
| 4th Quarter | April 4, 2019 | 9:30 a.m. | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | Classroom teachers |
| Where will the lesson plan instruction occur? | | | Classrooms |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Teachers |

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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. Hallways | 6 |
| 2. Playground | 3 |
| 3. Cafeteria | 2 |

**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.*** | | |
| Cafeteria | Hallway | Playground |
| **Rules** | **Rules** | **Rules** |
| Respect yourself and others | Eat only the food that belongs to you | Keep hands, feet, and objects to yourself | Keep hands, feet, and objects to yourself |
| . Always demonstrate self-control | Use CHAMPS level 2 in conversation (Low) | Use CHAMPS level 0 (Silence) | Stay in assigned playing area |
| Take responsibility for your actions | Clean up all trash and food left on the table | Walk with your teacher or security | Line up quickly and quietly when called by your teacher |
| Demonstrate patience at all times | Stay seated at all times | Do not leave the line | Show good sportsmanship at all times |
| Always show kindness to everyone | Use kind words to class mates & adults | No yelling or screaming | Use kind words to classmates and adults |

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

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

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

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| --- | --- | --- | --- |
| **When will location-specific rules lesson plans be taught?** | | | |
|  | Date(s) | Time: | |
| August | August 15, 2018 | 9:30 a.m. | |
| January | January 8, 2019 | 9:30 a.m. | |
| 4th Quarter | April 4, 2019 | 9:30 a.m. | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | Classroom teachers |
| Where will the lesson plan instruction occur? | | | Classroom |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Teachers |

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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: \_\_\_Cafeteria\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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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: DMS**  **Problem Identification:**  **Unruly/Disruptive Behavior -** Our school has a new cafeteria behavior incentive system, which involves the daily tracking of each class’s behavior during lunch. We have a large dry-erase poster chart hanging in the cafeteria with each teachers’ name on it. Each Class receives points based on adherence to the school-wide expectations. If for some reason students are not meeting expectations, points are deducted. When their teacher comes to pick them up each day, they are notified of the points earned during lunch. After the end of each week, the class with the highest number of points are given an ice cream social, pizza party, and cooking lessons by the Leadership Team. |
| **2**. **Problem Analysis:** Why do you think this problem is occurring?  What is your goal? *(use a SMART goal statement with numerical data)* | **Hypothesis: Students have too much stimuli in the cafeteria.**  **Goal Statement:** As explained above, the Leadership Team will provide the winning classes with an ice cream social, pizza party and/or cooking lessons during their lunch block. They will also be recognized on the school-wide morning announcements by a Leadership Team member. |
| **3. Intervention Design:**  Describehow you will implement a positive reward program to decrease this problem. | **Type of System:** *Click here to choose a type* **Reward System**  **Description of System:** Data will be collected every 5 days by the Literacy Coach from the behavior chart posted in the cafeteria. The classes with the highest number of points will receive the reward. The Literacy Coach will share the data with the Assistant Principal after every 5-day period, and she will give approval for the reward. |
| **4. Evaluation:**  A. Implementation fidelity | The reward will be provided every 5 days to the winning classes. A Leadership Team member will pass out the ice cream to the students during their scheduled lunch time. The following dates are the days at the beginning of the upcoming school year for the months of September and October that the reward will be given: 09/07/18, 09/21/18, 10/05/18, 10/19/18, 11/02/18. The 5-day cycle will continue throughout the school year. |
| B. Student outcome monitoring | The Literacy Coach will track the frequency of the classes with the highest points earned. The number of students with disruptive/unruly behavior will decrease by 15%. |

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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. Work refusal (Opposition) | Quietly refusing to do work more than once per teacher lesson/activity. |
| 2. Procrastination (Defiance) | Taking more than ten additional minutes to get started on activity/work or taking an additional 45 minutes or more to complete an independent leveled activity. |
| 3. Speaking out of turn (Disruptive) | Shouting/blurting out of turn in class |
| 4. Invasion of other’s personal space | Disturbing other students continually |
| 5. Talking back to an adult (Disrespect) | Talking back to teacher or adult more than twice per lesson or activity |
| 6. Elopement | Leaving the classroom and staying within sight |

**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 |
| Teach relaxation and coping strategies/ Mindfulness | |
| Teach conflict resolution skills | |
| Structured Breaks | |
| Verbal praise when good behavior exhibited | |
| Rewards & incentives | |

**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 | Refusal to follow the classroom routines and procedures more than twice per setting |
| 2. Disruptive/Unruly Play | Becoming physically aggressive towards a classmate or an adult once or more per situation/school day. |
| 3. Defiance of authority | Using profanity toward a staff member once or more per school day. |
| 4. Eloping from class | Leaving the classroom without permission. |
| 5. Fighting | Fighting with another student causing minor injuries. |
| 6. Repetitive staff managed  misbehaviors | More than misbehaviors inwarrants an office referral.  period  0ne  32    *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**

Student Behavior Management Process

Consistently Teach and Re-Teach

School-Wide Rules/Expectations

Observe Problem Behavior

Intervene and redirect

|  |  |  |
| --- | --- | --- |
| Tier 1 | Tier 2 | Tier 3 |
| * Conference with student on inappropriate behavior * Contact Parent * Continue to reteach expectations/ rules * Notice and reward correct behaviors * Submit Referral/ * Contact Guidance/ * Administration * Referring Teacher/Staff Member completes discipline referral and contacts parent * Office follows up with the teacher/staff * Administrative action * Administrative consequence | * Inappropriate language * Tardiness * Calling/blurting out * Teasing * Inattentive Behavior * Invading personal space * Out of assigned area/seat * Minor disruption * Minor aggression-grabbing items * Pushing past someone * Unsafe or rough play * Cellphone use * Disrespectful tone * Pattern of not completing homework * Dress Code | * Aggressive physical contact * Bullying/Harassment * Fighting * Property destruction * Weapons * Leaving school property * Pattern of aggressive/profane language * Credible threats * Major/chronic destruction * Major/chronic refusal to follow school rules * Theft * Racial/Ethnic discrimination * Inappropriate use of internet * Continuous refusal of authority |

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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? | 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:** | **CHAMPS & PBIS** |
| \*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:  To assist students who are in need of supplemental and intensive behavioral interventions, the CPST Team will meet with the current teacher(s) to review the students’ behavior plan and create follow-up notes to address the success and barriers to the students behavior plan. During pre-planning week, the students’ new teacher(s) will be given the behavior plan from the 2017-2018 school year and will be scheduled to meet with the RTI team in the first two weeks of school to implement behavior plans. Parents will be invited to attend RTI meetings and data will be shared among all stakeholders. The RTI team will do a quarterly check in the BASIS risk factors and schedule meetings on those students who may be at risk behaviorally and address them individually on an as needed basis. |

**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**: | 155 |
| Total number of **school-wide** discipline referrals: | 75 |
| % of referrals in the classroom: | 55% |
| 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: | 102 |  |  | |
| # Referrals |  | **% of Total Population** | Core Effectiveness | |
| 0 - 1 referral | 6 | 25% | Are your 0 – 1 referrals > 80%? | Yes No |
| 2 - 5 referrals  (at risk students) | 8 | 20% | Are your 2 - 5 referrals <15%? | Yes No |
| > 5 referrals  (high risk students) | 14 | 55% | 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: To assist students that are in need of supplemental and intensive behavior interventions, the leadership team will meet with the current teacher(s) to review the students’ behavior plan and create follow-up notes to address the success and barriers to the students’ behavior plan. During the pre-planning week, the students’ new teacher(s) will be given the behavior plan from the 2017-2018 school year, and will be scheduled to meet with the RTI team in the first two weeks of school to address behavior and update BASIS records. Parents will be invited to attend RTI meetings, and data will be shared among all stakeholders. The RTI team will do a quarterly check in the BASIS Risk Factors, and schedule a meeting on those students who may be at risk behaviorally, and address them individually on an as needed basis. | |

**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 | 80% | 92% | 0 | Yes No |
| Hispanic/Latin | 9% | 4% | 0 | Yes No |
| White | 9% | 4% | 0 | 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:  To assist students who are in need of supplemental and intensive behavioral interventions, the CPST Team will meet with the current teacher(s) to review the students’ behavior plan and create a follow-up notes to address the success’ and barriers’ to the students behavior plan. During pre-planning week, the students’ new teacher(s) will be given the behavior plan from the 2017-18 and will be scheduled to meet with the RtI team in the first two weeks of school to address behavior and update BASIS records. Parents will be invited to attend RtI meetings and data will be shared among all stakeholders. The RtI team will do a quarterly check in the BASIS risk factors and schedule meeting on those students who may be at risk behaviorally and address them individually on an as needed basis. | |

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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** | **Gerard Pericles – Behavior Specialist** |
| **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** | **Gerard Pericles – Behavior Specialist** |
| **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 | Delvin Peterson Behavior Specialist |
| **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 | Gerard Pericles – Behavior Specialist |
| **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 | **Delvin Peterson Behavior Specialist** |
| **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 |  |
| **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. | Gerard Pericles – Behavior Specialist |
| **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> | Gerard Pericles – Behavior Specialist |
| **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. | Delvin Peterson Behavior Specialist |
| **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 | Delvin Peterson Behavior Specialist |
| **April** | Submit your SPBP in OSPA by April 30th every year | **Gerard Pericles – Behavior Specialist** |

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

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

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

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| --- | --- | --- | --- |
| **Fidelity of Implementation Monitoring Plan** | | | |
| Action Step | Create an **observable** and **measureable** SMART goal to determine “successful”  **staff implementation** of action step | When will data be collected, analyzed & presented? | Person responsible to collect and analyze data |
| School-wide **expectations** and location-specific **rules** are posted across campus | Students will be asked the school-wide expectations and rules for common area settings. 80% of students interviewed will be able to recite the school-wide expectations and rules by location. | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | ESE Specialist and Guidance Counselor |
| **Behavior lesson plans** are being taught as written and when indicated | 95% of teachers will have behavior lessons and Life Skill lessons documented in lesson plans and will deliver these lessons as outlined on lesson plans. | Administration and Support Staff |
| **Discipline consequences**  and **flow chart** are being used by all staff as written | 75% of ODRs written by teachers will have Tier 1 behavior strategies entered into BASIS prior to writing the ODR. | ESE Specialist |
| A **reward system** is being implemented for *all* students | Students earn daily points for progression through the level system | Behavior Specialist |

**10B.** How will you determine whether the SPBP is successful in positively impacting **students?**

*“If staff are implementing the SPBP consistently and effectively, did it positively impact* ***the students****? How do you know?”*

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| --- | --- | --- | --- |
| **Student Outcome Monitoring Plan** | | | |
| Student Outcome Data | Create an **observable** and **measureable** SMART goal to determine “successful”  **student outcomes** | When will data be collected, analyzed & presented? | Person responsible to collect and analyze data |
| See critical element 3A  • Type of **behavior incidents** data | 10% decrease in the percentage of behavior incidents as compared to the 2017-18 school year. | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | Staff and Support Team |
| See critical element 4A  • **Top 3 event locations** data | 10% decrease in the percentage of behavior events occurring in the top three locations: hallway, cafeteria, and playground as compared to the 2017 – 2018. | Staff and Support Team |
| See critical element 8  • **Core effectiveness** data | 95% of students will have 0-3 Office Discipline Referral. | Staff and Support Team |
| See critical element 7A  • **Grade Level/Classroom referrals** data | 45% reduction with each grade level and classroom referrals | Staff and Support Team |

**Revised 4/23/2018**