

**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:** | Parkway Middle School |
| **School Number:** | 0701 |
| **SPBP Contact Name:** | Christine Walker |
| **Direct Phone Number:** | 754-322-4000 |

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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?** |
| Bradford Mattair | Principal | Administration |
| Christine Walker | Assistant Principal SPBP Point Person | Administration |
| Shawn Williams | Behavior Specialist | School |
| Chiantae Roundtree-Jones | ESE Specialist | School/ESE |
| PTSA | Parent & Community Representative | Community |
| Ellen Morris | BTU Representative/SS Dept. Chair | BTU/Social Studies |
| Renee Walden-Ramdas | Teacher/LA and Reading Depart. Chair | School/Language Arts & Reading |
| Tonya Stampley | Teacher/Math Department Chair | School/Math |
| Mia Terrazas | School Social Worker | School |
| Cherellda Branch-McKenzie | Guidance Counselor | School |
| Latonya Dixon | Teacher/SAC Chair/Department Chair | School/Science |
| Michelle Terl | Teacher/PA Department Chair | School/Performing Arts |

**1B**. Schedule and document your quarterly team meeting dates for *next* 2018/19 school year:

|  |  |  |  |
| --- | --- | --- | --- |
| **Meeting Date** | **Meeting Time** | **Name & title of person responsible to facilitate meeting** | **Content of meetings:** |
| **10/2/2018** | **8:40 am** | **Mr. Shawn Williams** | **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)** |
| **12/16/2018** | **8:40 am** | **Mr. Shawn Williams** |
| **3/15/2019** | **8:40 am** | **Mr. Shawn Williams** |
| **5/11/2019** | **8:40 am** | **Mr. Shawn Williams** |
| **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 | **5/25/2018** | **# of participants = 60** | Mr. Shawn Williams |
| Held a *faculty* vote on the new SPBP  (for SY 2018/19) | **5/25/2018** | **% approved = 82%** | Mr. Shawn Williams |
| Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community) | Click here to enter a date. | **# of participants =** | Mr. Shawn Williams |

**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:**  **8/7/2018** | 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. | Mr. Shawn Williams |
| Present the 2018/19SPBP to stakeholders (parents and community) | **Prior to Oct 1st, 2018**  **9/11/2018** |
| Present behavior data to staff  *Quarterly: minimum of 4 each year* | **1. 10/5/2018** | 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. | Mr. Shawn Williams |
| **2. 12/11/2018** |
| **3. 3/12/2019** |
| **4. 5/14/2019** |

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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. Disobedience/Insubordination – 01** | **6. Profanity to Staff – ZX** |
| **2. Unruly/Disruptive Behavior – SB** | **7. Class Cut (Skipping) – ZL Fight Minor – Z1** |
| **3. Defiance of Authority – ZW** | **8. Battery – 22** |
| **4. Fighting Medium – F1** | **9. Insulting/Profane/Obscene Language – 02** |
| **5. Fight Minor – Z1** | **10. Tardiness Habitual - ZM** |

**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. Conduct yourself in a safe and responsible manner** |
| **2. Follow Rules and expectations** |
| **3. Be respectful to others and yourself** |
| **4. HBO – Keep your hands, body and objects to yourself** |
|  |

**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 15th 2018 | 7:45-8:30 (During 1st Period) | |
| January | January 9th – 10th 2019 | Various times throughout the day (During Assembly) | |
| 4th Quarter | April 2nd–3rd 2019 | Various times throughout the day (During assembly) | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | Administrators/Teachers |
| Where will the lesson plan instruction occur? | | | Classroom/Cafeteria |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Mr. Shawn Williams |

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

**4A.** List the **top 3 locations** for behavior Events YTD from BASIS 3.0 Behavior Dashboard**.** ***Do not use “classroom”***

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| --- | --- |
| **Top 3 Locations** | |
| School Location | # Incidents |
| **1.Hallway** | **252** |
| **2.Cafeteria** | **44** |
| **3. School Grounds** | **42** |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Expectations and Rules Matrix** | | | | |
| **School-wide EXPECTATIONS** | *Copy and paste expectations from* ***3C****.* | **IDENTIFIED LOCATIONS**  *Copy and paste locations from* ***4A.*** | | |
| Hallway | Cafeteria | School Grounds |
| **Rules** | **Rules** | **Rules** |
| **Conduct yourself in a safe and responsible manner** | **Transition to and from class walking in an orderly fashion.** | **Follow all Café procedures. Remain at assigned table.** | **Wear uniform and ID badge at all times while on campus.** |
| **Follow Rules and expectations** | **Arrive to class on time and prepared.** | **Enter and exit cafeteria calmly. Follow directional patterns in the Café.** | **Actively participate in all established school-wide routines.** |
| **Be respectful to others and yourself** | **Maintain a respectful manner and tone when speaking with others.** | **Maintain a respectful and sustainable tone “inside voices” with peers.** | **Communicate respectfully and appropriately to all peers and adults.** |
| **HBO Policy** | **Keep your hands, body and objects to yourself.** | **Keep your hands, body and objects to yourself.** | **Keep your hands, body and objects to yourself.** |
| 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 15th 2018** | **7:45-8:30 (During 1st Period)** | |
| January | **January 9th – 10th 2019** | **Various times throughout the day (During Assembly)** | |
| 4th Quarter | **April 2nd–3rd 2019** | **Various times throughout the day (During assembly)** | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | **Administrators/Teachers** |
| Where will the lesson plan instruction occur? | | | **Classroom/Cafeteria** |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | **Mr. Shawn Williams** |

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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: \_\_\_\_\_\_\_\_Strive for Safety\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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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: Discipline referrals from BASIS**    **Problem Identification:**  **As of May 2018, there are 393 referrals for Disobedience/insubordination Violations (habitual tardiness & skipping) which is more than half of the discipline referrals issued school-wide.** |
| **2**. **Problem Analysis:** Why do you think this problem is occurring?  What is your goal? *(use a SMART goal statement with numerical data)* | **Hypothesis:**  **Due to the increased numbers of students’ willful disobedience to adults this school year, many of the other incidents are a subsequent result. Our 6th grade students make up half of the total number of referrals schoolwide at 1,012.**  **Goal Statement:**  **By the end of 2019 school year, discipline referrals in regards to Disobedience/Insubordination (habitual tardiness & skipping) will decrease by 75%. The incoming 6th grade and our 7th grade population will be a major focus of targeted implementation.** |
| **3. Intervention Design:**  Describehow you will implement a positive reward program to decrease this problem. | **Type of System: Token system**  **Description of System:**  **Throughout the school day, students will earn Cavalier Cash for exhibiting wanted and desirable behaviors Arriving to Class on Time/Attending Each Period/No Skipping). Every Friday, students earning 5 Cavalier Cash Dollars will turn in their money for a chance to win prizes during the afternoon announcements through a drawing schoolwide. Those students collecting more than 50 Cavalier Cash Dollars will be eligible for either Pizza, Cupcake, Ice Cream or BBQ Party Quarterly.** |
| **4. Evaluation:**  A. Implementation fidelity | 1. **How do you monitor the fidelity (consistency and effectiveness) of the staff’s implementation of the reward program?**   **Each Grade Level Secretary/Administrator will receive teacher notification of Tardies and Skipping incidences. The PBIS Team will receive a copy of the weekly reports and track students’ Cavalier Cash monthly. Conversations will take place with those teachers who are not compliance with the implementation of this reward program.** |
| 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 PBIS Team will monitor discipline referrals in BASIS on a monthly basis and record any trends in the data. Success will be determined by achieving of our goal (75% decrease).** |

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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. Physical Contact / Horseplay** | **Students are not monitoring themselves: disrupting the learning environment** |
| **2. Minor disobedience** | **Disobeying or not following the staff’s direction** |
| **3. Use of profanity/insulting language** | **Intentionally using profane or insulting language as part of common talk** |
| **4. Tardy to class** | **Students does not arrive in the classroom before tardy bell rings.** |
| **5. Dress Code Violations** | **Students are not wearing his/her ID badge and proper uniform** |

**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 |
| * **Reteach the appropriate behavior** * **Verbal redirection** * **Telling the student to stop the behavior** * **“Cool down time” in another classroom** * **Phone call home to parents** * **Parent/Teacher 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. Defiance of authority** | **Habitual disobedience/Refusing to Correct inappropriate behavior after redirection** |
| **2. Disruptive/Unruly Behavior** | **Behavior causing a disruption of the learning environment** |
| **3. Fighting** | **A mutual altercation involving punching, slapping, kicking with an intent to harm** |
| **4. Profanity directed at Staff** | **Use of profanity (verbal or non-verbal) directed at an adult** |
| **4. Out of area/Skipping** | **Leaving the classroom or out of the classroom without permission** |
|  |  |
| **5. Repetitive staff managed**  **misbehaviors** | **More than misbehaviors in warrants 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**

Student Behavior Management Process

Consistently Teach and Re-Teach

School-Wide Rules/Expectations

Observe and identify problem behavior

# **Staff managed**

# **Administration managed**

Is the behavior Teacher or Administration managed?

Redirect student

Re-teach behavior & Start Classroom Behavior Tracking

Referring Teacher/Staff Member completes discipline referral and contacts parent

**Teacher/Staff vs. Administration**

**Managed Managed**

* Repetitive minor behavior
* Defiance of Authority
* Aggressive physical contact; Fighting
* Bullying/Harassment
* Destruction of school property
* Leaving school campus
* Profanity directed at Staff
* Assault/Threats
* Theft
* Racial/Ethnic discrimination
* Major Cheating
* Inappropriate use of internet
* Class A/B Weapons
* Drugs
* Battery
* Other serious Violations
* Minor disrespect
* Minor disruption
* Minor student conflicts
* Inappropriate language
* Out of assigned seat
* Calling out
* Teasing
* Tardiness
* Invading personal space
* Lying/giving false information
* Minor aggression
* Pushing past someone
* Unsafe or rough play
* Dress Code Violation
* Inattentive Behavior
* Pattern of not completing assignments

Conference with student on inappropriate behavior in this situation and of potential + /- consequences &

Document Intervention

Administration follows through with consequence and parent contact

Contact Parent & Continue Documenting Interventions

Administration submits referral for data input

Were the interventions successful?

NO

YES

Recognize and reward wanted behavior behaviors

Complete Discipline Referral and send student and referral to the discipline office

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

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

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

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

|  |
| --- |
| What data collection tool does your school leadership team use to monitor and evaluate your teacher’s classroom management skills? *(Measure* ***staff skills****, not student outcomes)* |
| CHAMPs 7 Up Checklist |
| CHAMPs Classroom Check Up (CCU) |
| PBIS Classroom Assistance Tool (CAT) |
| PBIS Walkthrough |
| Marzano’s Domain 1, Design Questions 5, 6, 7, 8, 9 |
| Fidelity of staff classroom management implementation is not monitored to determine training needs this year *(you will need to adopt a tool and plan next year)* |
| Other *(specify):* |
| Explain how this data is collected and analyzed by your school leadership team as a **universal screening** *across teachers* to determine the need for classroom management training: |
| 1. Fidelity of Implementation Plan: **Each Grade Level Secretary/Administrator will receive teacher notification of Tardies and Skipping incidences. The PBIS Team will receive a copy of the weekly reports and track students’ Cavalier Cash monthly. Conversations will take place with those teachers who are not compliance with the implementation of this reward program.** |

**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**: | 932 |
| Total number of **school-wide** discipline referrals: | 2255 |
| % of referrals in the classroom: | 41% |
| 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: | 1496 |  |  | |
| # Referrals |  | **% of Total Population** | Core Effectiveness | |
| 0 - 1 referral |  | 75% | Are your 0 – 1 referrals > 80%? | Yes No |
| 2 - 5 referrals  (at risk students) | 244 | 16% | Are your 2 - 5 referrals <15%? | Yes No |
| > 5 referrals  (high risk students) | 133 | 9% | 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: **Each grade level will conduct quarterly administrative meetings to discuss high risk students. As a team, they will collaboratively create and monitor behaviors and the effectiveness of the interventions put in place. The leadership team will then communicate with the PBIS team to make adjustments to the plan as needed.** | |

**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 | 83 | 96 | 13 | Yes No |
| Hispanic/Latin | 8 | 2 | -6 | Yes No |
| White | 6 | 2 | -4 | 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: ***Training of faculty at the beginning of the school year on how to effectively use the Discipline Proactive Plan and flowchart, as well as the “S.T.R.O.N.G.” 10 Positive Classroom Behavior Lessons School-wide and the new reward system. Training on the Framework for Understanding Poverty by Ruby Payne as well as Staff Development on Cultural Diversity and Sensitivity.*** | |

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| **Critical Elements # 9: SPBP Implementation Planning** |

This form provides a timeline to complete best practices and required actions. This timeline should drive team actions and accountability. As you implement your SPBP *NEXT* year, check off **completed items** and indicate the accountable person. (Complete only the yellow highlighted area at this time). Next year, you will upload this completed plan within your SPBP.

Required actions for all schools in Broward County

Best Practices for all schools in Broward County

**Resources**

|  |  |  |
| --- | --- | --- |
| **SPBP Team Implementation Action Plan 2018 – 2019** | | |
| **Month** | **Action Step**  *check when Action completed* | **Completed:**  Person Responsible  Name & Title |
| **Current** | **This Action Plan has been saved to use *next year* during quarterly meetings** | **Shawn Williams, 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** | **Shawn Williams, 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 | **Shawn Williams, 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 | **Shawn Williams, 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 | **Shawn Williams, 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 | **Shawn Williams, Behavior Specialist** |
| **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. | **Shawn Williams, 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> | **Shawn Williams, 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. | **Shawn Williams, 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 | **Shawn Williams, Behavior Specialist** |
| **April** | Submit your SPBP in OSPA by April 30th every year | **Shawn Williams, 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 | **All rules will be posted across campus by August 2018.** | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | **PBIS Team** |
| **Behavior lesson plans** are being taught as written and when indicated | **90% of student body receives lesson plan and completes follow-up activity.** | **PBIS Team** |
| **Discipline consequences**  and **flow chart** are being used by all staff as written | **100% of the staff will be trained on how to properly use the DMS Discipline Form and Flow Chart by September 2018.** | **PBIS Team/Administration** |
| A **reward system** is being implemented for *all* students | **By October 2018, 85% of the students will receive Cavalier Cash for desired behaviors. Students will utilize their earned Cavalier Cash for schoolwide drawings/rewards during the afternoon announcements every Friday. Those students collecting more than 50 Cavalier Cash Dollars will be eligible for either Pizza, Cupcake, Ice Cream or BBQ Party Quarterly*.*** | **PBIS Team** |

**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  • Disobedience/  Insubordination (Habitual Class Tardy/Skipping) | **By October 2018, 85% of the students will receive Cavalier Cash for desired behaviors. Students will utilize their earned Cavalier Cash for schoolwide drawings/rewards during the afternoon announcements every Friday.** | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | **PBIS Team** |
| See critical element 4A  • **Top 3 event locations** data | **Decrease of 25% of referrals submitted to administration from the top 3 event locations.** | **PBIS Team** |
| See critical element 8  • **Core effectiveness** data | **Decrease of 25% of referrals submitted to administration.** | **PBIS Team/Administration** |
| See critical element 7A  • **Grade Level/ Classroom referrals** data | **Decrease of 25% of referrals submitted to administration. If referral is submitted a completed discipline form is attached.** | **PBIS Team/ Administration** |