

**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:** | **Tropical Elementary** |
| **School Number:** | **0731** |
| **SPBP Contact Name:** | **Teresita Miranda** |
| **Direct Phone Number:** | **754-323-7764** |

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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?** |
| Teresita Miranda | Assistant Principal/  SPBP Point of Contact | Administration |
| Natali De Darbouze | School Counselor | Support Team |
| Goldie Fenster | Parent/Community Representation | SAC Chair |
| Maria Fialkov | BTU Representative | 2nd Grade |
| Nancy Wolfe | Teacher | Kindergarten |
| Yvette Almonte | Teacher | 1st Grade |
| Virginia Fetscher | Teacher | 3rd Grade |
| Garrett Augustyn | Teacher | 4th Grade |
| Patricia Fritz | Teacher | 5th Grade |
| Catrice Major | ESP | Educational Support Personnel |
| Libby Hodges | Teacher | Specials |

**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:** |
| 8/8/2018 | 9:00 a.m. | Terie Miranda (A.P) and Natali DeDarbouze (Counselor) | 1. Create and disseminate updated  Expectations and Rules lesson  plans (#3 and #4)  2. Review progress of  Implementation Action Plan (#9)  3. Collect & analyze implementation  data (#10A)  4. Collect & analyze student  outcome data (#10B) |
| 10/19/2018 | 9:00 a.m. | Terie Miranda (A.P) and Natali DeDarbouze (Counselor) |
| 1/7/2019 | 9:00 a.m. | Terie Miranda (A.P) and Natali DeDarbouze (Counselor) |
| 3/22/2019 | 9:00 a.m. | Terie Miranda (A.P) and Natali DeDarbouze (Counselor) |
| **CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment:** | | | |

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

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| **Action Steps:** | **Date**  *(Between Jan 15 –*  *April 30, 2018)* | **Details**  *(retain attendance sheets at school)* | **Person responsible to collect and retain attendance sheets:** |
| Presented the *new* SPBP (for SY 2018/19) to staff | 4/3/2018 | # of participants = 67 | Teresita Miranda |
| Held a *faculty* vote on the new SPBP  (for SY 2018/19) | 4/16/2018 | % approved = 100 | Teresita Miranda |
| Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community) | 4/3/2018 | # of participants = 10 | Teresita Miranda |

**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:  8/8/2018 | The team will present the updates in the SPBP for the 18/19 school year. All stakeholders will be provided with access to the SPBP. Feedback will be collected for future team meetings. | Teresita Miranda & Natali De Darbouze |
| Present the 2018/19SPBP to stakeholders (parents and community) | Prior to Oct 1st, 2018  9/4/2018 |
| Present behavior data to staff  *Quarterly: minimum of 4 each year* | 1. 8/8/2018 | The team will present the implementation data in 10A. Include:  • the “marketing” (teaching and posting) of expectations and rules  • lesson plan implementation  • discipline procedures  • reward system implementation  The team will present the student outcome data in 10B. Include:  • top 3 event locations  • type of behavior incidents  • core effectiveness data  • classroom referral data, as well as analysis of this data. | Teresita Miranda & Natali De Darbouze |
| 2. 10/19/2018 |
| 3. 1/7/2019 |
| 4. 3/22/2018 |

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

**3A.** List the **top 10 behavior incidents** data YTD from BASIS 3.0 Behavior Dashboard:

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| **Top 10 Behavior Incidents**  *(put N/A in any blank spaces)* | |
| 1.Unruly/Disruptive Behavior | 6.Out of Assigned Area |
| 2.Disruptive/Unruly Play | 7.Insulting/Profane/Obscene Language |
| 3.Disobedience/Insubordination | 8.Assault/Threat (Low) |
| 4.Bus Violations | 9.Assault Threat (Medium) |
| 5.Possession/Use of Prohibited Items | 10.N/A |

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

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| **School-wide Expectations** |
| 1. Be respectful to others |
| 2. Cooperate with others |
| 3. Be responsible |
| 4. |
| 5. |

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

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

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| --- | --- | --- | --- |
| **When will school-wide expectations lesson plans be taught?** | | | |
|  | Date(s) | Time: | |
| August | August 15, 2018 | 8:30 - 9:00 a.m. | |
| January | January 8, 2019 | 8:30 - 9:00 a.m. | |
| 4th Quarter | April 1, 2019 | 8:30 - 9:00 a.m. | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | Teachers |
| Where will the lesson plan instruction occur? | | | Classroom |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Teresita Miranda & Natali De Darbouze |

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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. Cafeteria | 8 |
| 2.Playground | 5 |
| 3.Bus | 4 |

**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 | Playground | Bus |
| **Rules** | **Rules** | **Rules** |
| Be respectful to others and yourself | Use inside voices at all times. Raise hand when seeking assistance at all times. | Play fairly 100% of the time. Always wait for your teacher to release you to play. | Stay seated while the bus is in motion 100% of the time. |
| Cooperate with others | Keep hands/feet to yourself at all times | Wait your turn 100% of the time. Line up when recess is over the first time your teacher calls you. | Keep hands/feet to yourself at all times. |
| Be responsible | Pick up trash from table and floor every day. | Use playground equipment properly at all times. | Use conversation voices when speaking to students near you 100% of the time. |
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**4C**. Research indicates that discipline referrals increase after long holidays and during testing times. Plan to teach your location-specific rules at least 3 times throughout the year (and anytime the expected behaviors are not being demonstrated).

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

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

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| --- | --- | --- | --- |
| **When will location-specific rules lesson plans be taught?** | | | |
|  | Date(s) | Time: | |
| August | August 15 – August 17, 2018 | 9:00 – 9:30 a.m. | |
| January | January 8th – January 11th, 2019 | 9:00 – 9:30 a.m. | |
| 4th Quarter | April 1st - April 4th, 2019 | 9:00 – 9:30 a.m. | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | Teachers |
| Where will the lesson plan instruction occur? | | | Classrooms |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Mrs. Miranda |

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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:** Number of Office Discipline Referrals from the cafeteria    **Problem Identification:** The number of Office Discipline Referrals in the first quarter is equal to that of last year (5). |
| **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 are not aware of cafeteria rules and expectations.  **Goal Statement:** If all students in the cafeteria are aware of rules, procedures and expectations, the amount of Office Discipline Referrals will decrease by 50%. |
| **3. Intervention Design:**  Describehow you will implement a positive reward program to decrease this problem. | **Type of System: Lottery**  **Description of System:** Classes will be rewarded for following the cafeteria rules, which will be indicated by the green cup that is on their tables. If the class ends the lunch period with a green cup, they will get to put their name in a drawing. On a monthly basis, a drawing will be had. The six classes that get called will receive ice cream vouchers for all students. |
| **4. Evaluation:**  A. Implementation fidelity | 1. How do you monitor the fidelity (consistency and effectiveness) of the **staff’s** implementation of the reward program? *(2-3 sentences)* A meeting with the adults supervising and providing classes with the reward will be had at the beginning of the year to explain the process. The AP will monitor the implementation while in the cafeteria. Once a month, the winning classes will be selected and announced. The AP will ensure that the reward is provided. |
| 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”? *(2-3 sentences)*   The number of classes that end up on a green cup at the end of the lunch period will be used to determine if the classes are following the rules and expectations. The total number of ODRs for the first semester will be collected on January 8th by the AP to determine if the positive reward program is working. The team will meet on January 8th, 2019 to determine if the number of referrals decreased by 50%. |

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

**6A. Staff Managed Misbehaviors:** List the top 6 *most common* school-wide misbehaviors **staff are expected to manage.**

Write a short, objective, and measurable definition for each.

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| **Staff Managed Misbehaviors** | |
| Misbehavior | “Looks Like” - *provide a description with example(s)* |
| 1. Calling out | Answering a question without being asked |
| 2. Physical contact | Touching other persons or their things |
| 3. Running in non-designated areas | Running in the hallway, classroom and/or in the cafeteria |
| 4. Disrespectful language | Using unkind words or disrespectful language towards others |
| 5. Not following teacher directions | Getting out of seat without asking permission |
| 6. Not ready to learn | Student is off task, materials and/or supplies are misplaced, and/ or conversations with others are taking place. |

**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 |
| 1st – Reteach expectation | |
| 2nd – Verbal redirection | |
| 3rd – Student conference | |
| 4th – Behavior Reflection & Phone call home | |
| 5th – Loss of privileges | |

**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 | Leaving the classroom without permission: refusing to follow staff directions. (One incident in one day receives office discipline.) |
| 2. Disruptive/Unruly Play | Playing roughly in such a way that causes another student to get hurt or destruction of an item. (One incident in one day receives office discipline.) |
| 3. Defiance of authority | Refusing to do what an adult/authority has asked the student to do. (One incident in one day receives office discipline.) |
| 4. Hitting | Using hands, body or objects to intentionally hit others. (One incident in one day receives office discipline.) |
| 5. Pushing | Forcing another student to the ground and causing injury. (One incident in one day receives office discipline.) |
| 6. Repetitive staff managed  misbehaviors | More than misbehaviors inwarrants an office referral.  Day  1  3 |

**6D. School-wide Discipline Flow Chart:**

(a) Review the sample discipline flow charts in “Additional Items” located on browardprevention.org

(b) Copy or customize a flow chart to graphically represent the discipline process at **your** school.

(c) Paste the flow chart here**OR** complete the flow chart below.

**Student Behavior Discipline Flow Chart**

Observe Problem Behavior

Intervene and redirect

Office Managed Misbehaviors

Staff Managed Misbehaviors

• Intervention 1: Call to notify office of major infraction or email administration.

• Document ODR on BASIS

Implement an initial consequence from **6B**

Is behavior Office Managed?

*(if unsure, check below)*

|  |  |
| --- | --- |
| List Staff Managed  Misbehaviors from **6A** | List Office Managed  Misbehaviors from **6C** |
| Calling out  Physical contact  Running in non-designated areas  Disrespectful language  Not following teacher directions  Not following teacher directions | Disobedience/Insubordination  Disruptive/Unruly Play  Defiance of authority  Hitting  Pushing  Repetitive staff managed  misbehaviors |

Intervention 2: Student conference with administration. Reflection/reteach/rehearse behavior (Restorative Practice)

Intervention 1:

Reteach appropriate behavior to meet expectations.

Intervention 4: Administrator contacts parent.

Intervention 3: Administration determines and assigns consequences according to Discipline Matrix.

If behavior continues and interventions are not successful, refer to CPST.

Intervention 2: Reteach and provide verbal redirection.

Intervention 5: Loss of privilege.

Intervention 4: Behavior Reflection & Contact Home

Intervention 3: Reteach through one-on-one student conference.

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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

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| --- |
| What data collection tool does your school leadership team use to monitor and evaluate your teacher’s classroom management skills? *(Measure* ***staff skills****, not student outcomes)* |
| CHAMPs 7 Up Checklist |
| CHAMPs Classroom Check Up (CCU) |
| PBIS Classroom Assistance Tool (CAT) |
| PBIS Walkthrough |
| Marzano’s Domain 1, Design Questions 5, 6, 7, 8, 9 |
| Fidelity of staff classroom management implementation is not monitored to determine training needs this year *(you will need to adopt a tool and plan next year)* |
| Other *(specify):* |
| Explain how this data is collected and analyzed by your school leadership team as a **universal screening** *across teachers* to determine the need for classroom management training: |
| Fidelity of Implementation Plan: *(3-4 sentences) We currently use Marzano’s Evaluation Tool to determine if additional classroom management training is needed. If we see that teachers need support while conducting observations, instructional coaches or mentor teachers will be assigned to the teachers to assist in the implementation. They will be asked to observe and monitor the implementation of the strategies for effectiveness.* |

**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**: | 16 |
| Total number of **school-wide** discipline referrals: | 32 |
| % of referrals in the classroom: | 33% |
| 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: | 976 |  |  | |
| # Referrals |  | **% of Total Population** | Core Effectiveness | |
| 0 - 1 referral |  | 99% | Are your 0 – 1 referrals > 80%? | Yes No |
| 2 - 5 referrals  (at risk students) | 11 | 1% | Are your 2 - 5 referrals <15%? | Yes No |
| > 5 referrals  (high risk students) | 0 | 0% | Are your >5 referrals <5%? | Yes No |

**8B. Core Effectiveness Plan:**

|  |  |
| --- | --- |
| If all 3 are “**Yes**”, your core is effective. Is your core behavior curriculum effective? | Yes No |
| Answer **either** (a) or (b):  (a) If you answered “**Yes**”, although your core is effective, what plan does your school leadership team implement for early identification of at risk and high risk students?  (b) If you answered “**NO”**, indicate the supports and interventions your school leadership team will implement at the beginning of the next school year to improve core strength: | |
| Core Effectiveness Plan: *(3-4 sentences)*  At the beginning of the year, the AP, ESE Specialist and School Counselor will identify students that need behavioral support. Proactive strategies will be shared with the teacher(s) and/or aide(s) to utilize with the students. School counselor and/or ESE Specialist will check in on the students every six weeks to determine if there is a need to increase TIER support or to add services to the IEP. | |

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

(a) Complete the yellow highlighted cells first.

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

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| --- | --- | --- | --- | --- |
| Subgroups | (PctPop - Green)  % **of students** | (PctRef - Blue)  **% of referrals** | Difference in referral composition | Positive value suggests disproportionality  (Is the value positive?) |
| Black | 19 | 28 | 9 | Yes No |
| Hispanic/Latin | 45 | 39 | -6 | Yes No |
| White | 32 | 28 | -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.

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| --- | --- |
| If all 3 are “**No**”, disproportionality is not indicated. Are all 3 “No”? | Yes No |
| Answer **either** (a) or (b):  (a) If you answered “**Yes**”, although your data indicates equity, what plan does your school leadership team implement for early identification of any disproportionality issues  (b) If you answered “**No**”, indicate the support plan and interventions your school leadership team will implement at the beginning of next year to improve sub group disproportionality | |
| Disproportionality Plan: *(3-4 sentences)*  Our data indicates that the black subgroup is disproportionate in the amount of students to the amount of referrals. To address this, we will make sure to follow the discipline flow chart to address office discipline referrals. Additionally, training will be provided to teachers and aides to provide strategies that can be used to proactively address behavioral concerns. | |

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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** | **Teresita Miranda, Assistant Principal** |
| **Current** | **Create a SPBP binder or portfolio to retain (for 2 years) hard copies of: your SPBPs, Action Plans, staff PBIS professional development attendance, stakeholder training attendance, quarterly meeting agendas, quarterly staff behavior presentations, voting attendance and outcome, Expectation lesson plans and Rules lesson plans** | **Teresita Miranda, Assistant Principal** |
| **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 | Teresita Miranda, Assistant Principal |
| **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 | Teresita Miranda, Assistant Principal |
| **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 | Teresita Miranda, Assistant Principal |
| **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 | Natali De Darbouze, School Counselor |
| **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. | Teresita Miranda, Assistant Principal |
| **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> | Teresita Miranda, Assistant Principal |
| **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. | Teresita Miranda, Assistant Principal |
| **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 | Teresita Miranda, Assistant Principal |
| **April** | Submit your SPBP in OSPA by April 30th every year | Teresita Miranda, Assistant Principal |

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

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

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Fidelity of Implementation Monitoring Plan** | | | |
| Action Step | Create an **observable** and **measureable** SMART goal to determine “successful”  **staff implementation** of action step | When will data be collected, analyzed & presented? | Person responsible to collect and analyze data |
| School-wide **expectations** and location-specific **rules** are posted across campus | By the end of August 2018, 100% of classrooms, hallways and cafeteria will have rules and expectations posted. | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | Teresita Miranda |
| **Behavior lesson plans** are being taught as written and when indicated | Behavior lesson will be documented in lesson plans and taught in 100% of the classrooms on August 15, 2018, January 8th, 2019 and April 1st, 2019 and as needed. | Teresita Miranda & Erik Anderson |
| **Discipline consequences**  and **flow chart** are being used by all staff as written | Discipline consequences and flow chart will be used by staff members to address disciplinary infractions 100% of the time. | Teresita Miranda |
| A **reward system** is being implemented for *all* students | All students will be rewarded for meeting expectations and rules with 100% consistency. | Teresita Miranda |

**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 | The number of unruly/disruptive behavior office discipline referrals will decrease by 20% as measured by the end of the second semester. | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | Teresita Miranda |
| See critical element 4A  • **Top 3 event locations** data | By the end of the first semester, the amount of office discipline referrals from the cafeteria, playground and bus will decrease by 10%. | Teresita Miranda |
| See critical element 8  • **Core effectiveness** data | By the end of the first semester, the percentage of students receiving 0-1 referrals will decrease by 10%. | Teresita Miranda |
| See critical element 7A  • **Grade Level/Classroom referrals** data | The amount of classroom referrals at the end of the first semester will decrease by 20%. | Teresita Miranda |