

**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:** | Pompano Beach Elementary |
| **School Number:** | 0751 |
| **SPBP Contact Name:** | Jamie Ferguson |
| **Direct Phone Number:** | 754-322-8059 |

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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?** |
| Jamie Ferguson | Assistant Principal | Administration |
| Jamie Ferguson | SPBP Point of Contact | Administration |
| Stacey Brown | Parent/Community Representation | SAC |
| Rhonda Leon | BTU Representative | 1st Grade |
| Raushaunah Scinta | Teacher | Kindergarten |
| Michelle Jenkins | Teacher | 2nd Grade |
| Anjanette Mack | Teacher | 3rd Grade |
| Diane Barton | Teacher | 4th Grade |
| Theresa Giles | Teacher | 5th Grade |
| Kimberly Cohen | ESE Specialist | ESE Cluster |

**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:** |
| 8/9/2018 | 8:30 am | Jamie Ferguson/Assistant Principal | 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) |
| 11/6/2018 | 8:30 am | Jamie Ferguson/Assistant Principal |
| 1/7/2019 | 8:30 am | Jamie Ferguson/Assistant Principal |
| 3/21/2019 | 1:30 pm | Jamie Ferguson/Assistant Principal |

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

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

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| **Action Steps:** | **Date**  *(Between Jan 15 –*  *April 30, 2018)* | **Details**  *(retain attendance sheets at school)* | **Person responsible to collect and retain attendance sheets:** |
| Presented the *new* SPBP (for SY 2018/19) to staff | Click here to enter a date. | # of participants = | Click here to enter NAME. |
| Held a *faculty* vote on the new SPBP  (for SY 2018/19) | Click here to enter a date. | % approved = | Click here to enter NAME. |
| Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community) | Click here to enter a date. | # of participants = | Click here to enter NAME. |

**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:  8/9/2018 | 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. | Jamie Ferguson |
| 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. 8/9/2018 | 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. | Jamie Ferguson |
| 2. 11/6/2018 |
| 3. 1/7/2019 |
| 4. 3/21/2019 |

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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. Unruly/Disruptive Behaviors | 6. Disobedience/Insubordination |
| 2. Fighting/Minor Altercation | 7. Insulting/Profane/Obscene Language |
| 3. Fighting Medium | 8. Out of Assigned Area |
| 4. Battery on Other Students | 9. Battery on a District Employee |
| 5. Bus Violations | 10. Minor Disruption on Campus |

**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 kind to one another. |
| 2. Show respect to yourself and others. |
| 3. Be a positive leader. |

**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, 16, & 17, 2018 | 8:00 am – 2:45 pm | |
| January | January 8, 9, & 10, 2019 | 8:00 am – 2:45 pm | |
| 4th Quarter | April 1, 2, & 3 2019 | 8:00 am – 2:45 pm | |
|  | | | |
| 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? | | | Jamie Ferguson/Assistant Principal |

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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. School Grounds | 22 |
| 2. Bus | 15 |
| 3. Hallways | 11 |

**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.*** | | |
| School Grounds | Bus | Hallways |
| **Rules** | **Rules** | **Rules** |
| Be kind to one another. | Use a voice level of 0-2 when interacting with others. | Use a voice level of 0-1 when speaking with others on bus. | Stay to the right when walking in hallways. |
| Respect yourself and others. | Stay in assigned area at all times. | Stay seated on the bus at all times. | Keep hands and feet to yourself when walking in the hallways. |
| Be a positive leader | Notify an adult when you see or hear voices above a level 2. | Enter the bus quietly and fasten seat belts. | Use a voice level of 0 or 1 when walking through hallways. |

**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, 16, & 17, 2019 | 8:00 am – 2:45 pm | |
| January | January 8, 9, & 10 | 8:00 am – 2:45 pm | |
| 4th Quarter | April 1, 2, & 3 | 8:00 am – 2:45 pm | |
|  | | | |
| 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? | | | Jamie Ferguson/Assistant Principal |

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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: \_\_\_\_\_\_\_Respect yourself and others\_\_\_\_\_\_\_­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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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:** Office Discipline Referrals reflecting physical altercations including minor fighting, medium fighting, battery on students, and/or battery on school board employees.    **Problem Identification:** The number of discipline referrals reflecting fighting and battery on other students or school board employees has increased more than 100 percent from 2016-17 school year (27 referrals) to the 2017-18 school year (56 referrals) |
| **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 become physically aggressive towards others when feeling frustrated or angry.  **Goal Statement:** By the end of the second quarter, the number of referrals/incidents involving physical altercations will decrease from 30 to 15 (50 percent reduction). |
| **3. Intervention Design:**  Describehow you will implement a positive reward program to decrease this problem. | **Type of System: Token system**  **Description of System:** Students will be taught alternative strategies for coping with frustration and anger that do not involve physical contact (using words to express feelings, deep breathing, tapping, moving to an alternative location within the room, etc.) Teachers will praise, recognize, and provide a “Pompano Caught Being Good” slip to any student using an alternative strategy when appropriate and as often as possible. Students will turn all “Caught Being Good Slips” into Administration for weekly recognition in accordance to our school-wide expectation of being respectful to self and others. Students recognized for using these alternative strategies will receive recognition from teacher, counselor, behavior tech and/or administration by having names announced on intercom, having caught being good ticket displayed in office, and engaging in student choice opportunities for improved response (tangible, social, activity-based, etc.) |
| **4. Evaluation:**  A. Implementation fidelity | 1. How do you monitor the fidelity (consistency and effectiveness) of the **staff’s** implementation of the reward program? Administration will monitor the number of referrals and/or physical altercations to monitor effectiveness of reward system. Teachers reporting more than two physical altercations involving students will receive direct support from behavior tech and/or administration to implement reward system to students. Modifications to the reward system may be made based on student interest, response, and outcome. |
| 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”? By the end of the first quarter, the number of incidents involving physical contact between students and/or students/staff will decrease while the number of students submitting Caught Being Good Tickets to administration will increase. |

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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. Accidental physical contact | Student physically contacts another without intention (horse-play, lack of attention, etc.) |
| 2. Calling Out | Student yelled out or displayed an unprovoked outburst lasting less than 90 seconds. |
| 3. Uses profanity | Student used profanity on one or more occasion. |
| 4. Arguing/insulting others | Student orally disagrees with another student and call each other names. |
| 5. Failure to follow directions | Student failed to comply with directions when given less than three times in a day. |
| 6. Talking back | Student quick to respond back to teacher with words denying actions or any wrong-doing. |

**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 |
| Verbal warning | |
| Change Color/Clip Down | |
| Note home in daily agenda | |
| Phone call home | |
| Time-out in different classroom | |
| Loss of teacher granted privilege | |
| Student behavior chart/contract | |

**6C. Administration Managed Misbehaviors**:

(a) Define the first 3 behaviors by providing examples that clearly identify the point at which the misbehavior warrants an Office Discipline Referral (ODR).

(b) List two additional common school-wide misbehaviors that will result in an ODR. Provide concrete examples.

(c) Determine staff tolerance level for repetitive misbehaviors (the point at which the number of staff-managed misbehaviors becomes an ODR).

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| **Office Discipline Referrals (ODRs)** | |
| Behavior | “Looks Like” - *provide a description with example(s)* |
| 1. Disobedience/Insubordination | Student leaves classroom building without permission and/or refuses to take a time-out in different classroom. |
| 2. Disruptive/Unruly Play | Students become physical with each other where another student could be harmed or when a student disrupts the learning environment for more than three minutes. |
| 3. Defiance of authority | Student uses profanity directed toward school staff and/or fails to comply with directions given by teacher more than 3 times in a day. |
| 4. Aggressive physical contact | Contact causing injury or first aid from school nurse. |
| 5. Verbal threat to harm self or others | Student threatens another student by stating he/she will kill someone. |
| 6. Repetitive staff managed  misbehaviors | More than misbehaviors inwarrants an office referral.  days  10  3    *e.g., 3 half hour*  *2 one period* |

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

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

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

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

**Student Behavior Discipline Flow Chart**

Observe Problem Behavior

Intervene and redirect

Office Managed Misbehaviors

Staff Managed Misbehaviors

•Call to notify office of major infraction

•Write ODR

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** |
| * Accidental Physical Contact * Calling Out * Using Profanity * Arguing/Insulting Others * Failure to follow directions less than 3 times * Talking back to teacher/staff | * Disobedience/ Insubordination * Disruptive/Unruly Play * Defiance of Authority * Aggressive Physical Contact * Verbal threat to harm self or others * Repetitive staff managed misbehaviors |

Verbal Warning

If behavior is considered a crisis, follow crisis protocol. If not, follow BCPS Discipline Matrix.

Clip Down/Change Color

Note Home

Phone Call Home

Time Out in Different Room

Lose Privilege

Behavior Contract/Chart

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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:  Principal and Assistant Principal review data marks recorded for Design Questions 5, 6, 7,8, and 9. Principal conducts Hot Labs with teachers to deepen understanding of Domain 1 and the desired teacher behaviors for Design Questions. Teachers with data marks that are developing or not using are invited personally to attend Hot Lab and receive immediate feedback from administration. Assistant Principal provides CHAMPS training to all staff. Staff demonstrating improved data marks in Domain 1, DQs 5-9 can be used as evidence to support implementation plan with fidelity. Hot Labs are a consistent part of the school’s professional development plan to also ensure fidelity of implementation. |

**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**: | 117 |
| Total number of **school-wide** discipline referrals: | 194 |
| % of referrals in the classroom: | 60% |
| 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: | 502 |  |  | |
| # Referrals |  | **% of Total Population** | Core Effectiveness | |
| 0 - 1 referral |  | 98% | Are your 0 – 1 referrals > 80%? | Yes No |
| 2 - 5 referrals  (at risk students) | 33 | 7% | Are your 2 - 5 referrals <15%? | Yes No |
| > 5 referrals  (high risk students) | 11 | 2% | 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: Students with more than two referrals are referred to RtI for behavior. RtI team meets and determines need for Tier II and/or Tier III interventions specific to each student referred. | |

**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 | 70 | 62 | -8 | Yes No |
| Hispanic/Latin | 16 | 23 | 7 | Yes No |
| White | 12 | 11 | -1 | Yes No |

**8D. Disproportionality Plan:** If any values are positive, the percentage of referrals contributed to that subgroup is higher than expected, given that subgroups’ percentage in the student population.

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| --- | --- |
| If all 3 are “**No**”, disproportionality is not indicated. Are all 3 “No”? | Yes No |
| Answer **either** (a) or (b):  (a) If you answered “**Yes**”, although your data indicates equity, what plan does your school leadership team implement for early identification of any disproportionality issues  (b) If you answered “**No**”, indicate the support plan and interventions your school leadership team will implement at the beginning of next year to improve sub group disproportionality | |
| Disproportionality Plan: All teachers will attend a Cultural Diversity and Sensitivity training scheduled for August of 2018 during the week of pre-planning. In addition, teachers and administration will translate notes and phone calls home to parents speaking Spanish when necessary to ensure communication between the home and school is clear and expectations are fully understood by all parties. | |

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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** | **Jamie Ferguson, 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** | **Jamie Ferguson, 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 | Jamie Ferguson, 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 | Jamie Ferguson, 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 | **Jamie Ferguson, 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 | Jamie Ferguson, Assistant Principal |
| **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. | Jamie Ferguson, 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> | Shezette Blue-Small, 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. | Jamie Ferguson, 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 | Jamie Ferguson, Assistant Principal |
| **April** | Submit your SPBP in OSPA by April 30th every year | **Jamie Ferguson, 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 all staff will have the School-Wide Behavior Plan Packet in their Plan Book with the appropriate posters displayed in classrooms and across school grounds. | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | Shezette Blue-Small, Principal |
| **Behavior lesson plans** are being taught as written and when indicated | By the end of September 2018, 100 percent of all teachers will have student work samples to show as evidence of lesson plans being taught. A copy of the lesson plans will be included in the teacher’s plan book. | Shezette Blue-Small, Principal |
| **Discipline consequences** and **flow chart** are being used by all staff as written | By the end of the first quarter, referrals sent to administration will reflect Office Managed Misbehaviors as evidence of the Discipline Consequences and Flow Chart being utilized by all teachers. | Jamie Ferguson, Assistant Principal |
| A **reward system** is being implemented for *all* students | By the end of September 2018, teachers will share classroom reward system with administration to ensure system is utilized in all settings. At the end of each month a tally chart will be utilized to track students receiving recognition for their behavior through the Caught Being Good token system. | Jamie Ferguson, Assistant Principal & Behavior Technician (TBD) |

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

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Outcome Monitoring Plan** | | | |
| Student Outcome Data | Create an **observable** and **measureable** SMART goal to determine “successful”  **student outcomes** | When will data be collected, analyzed & presented? | Person responsible to collect and analyze data |
| See critical element 3A  • Type of **behavior incidents** data | At the end of each quarter, the number of incidents occurring involving fighting or battery will decrease by 50 percent when compared to the same quarter the previous school year. | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | Assistant Principal |
| See critical element 4A  • **Top 3 event locations** data | At the end of each quarter, the number of referrals written for misbehaviors occurring outside classrooms but on school-grounds will decrease by 50 percent when compared to the same quarter the previous year. | Assistant Principal |
| See critical element 8  • **Core effectiveness** data | By the end of the third quarter Pompano Beach Elementary School’s Core Effectiveness percentage for at-risk students will decrease from 7 to 4 percent. | Assistant Principal |
| See critical element 7A  • **Grade Level/Classroom referrals** data | By the end of the third quarter the number of classroom-based referrals will decrease from 60 percent to 40 percent. | Assistant Principal |