

**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/> → 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:**

<b>School Name:</b>	Driftwood Middle School
<b>School Number:</b>	0861
<b>SPBP Contact Name:</b>	Lamar Daniels
<b>Direct Phone Number:</b>	754-323-3100

**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.

Full Name	Position	Who or what grade level does this member represent?
Mr. Steven Williams	Principal	Administration
Mr. Ronald Golembieski	Assistant Principal	Administration
Mr. Lamar Daniels	SPBP Point of Contact	6 <sup>th</sup> grade
PTSA	Parent/Community Representation	Community
Ms. Sunny Turner	BTU Representative	BTU
Mr. F. Vargas	BTU Representative	BTU
Ms. V. Cortellese	Teacher/Committee Member	7 <sup>th</sup> grade
Mrs. D. Prescott	Teacher/Committee Member	6 <sup>th</sup> grade
Ms. S. Tiru	Teacher/Committee Member	6 <sup>th</sup> grade
Ms. E. Aminova	Guidance Counselor/Committee Member	7 <sup>th</sup> grade
Ms. L. Johnson	Teacher/Committee Member	6 <sup>th</sup> grade
Mr. A. Avant	Teacher/Committee Member	8 <sup>th</sup> grade

**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:
9/14/2018	8:40 am	Mr. Lamar Daniels/ Point of Contact	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)
11/16/2018	8:40 am	Mr. Lamar Daniels/ Point of Contact	
2/15/2019	8:40 am	Mr. Lamar Daniels/ Point of Contact	
4/11/2019	8:40 am	Mr. Lamar Daniels/ Point of Contact	

## 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:

Action Steps:	Date (Between 1/15 – 4/30/2018)	Details (retain attendance sheets at school)	Person responsible to collect and retain attendance sheets:
Presented the <i>new</i> SPBP (for SY 2018/19) to staff	4/19/2018	# of participants = 44	Mr. Lamar Daniels
Held a <i>faculty</i> vote on the new SPBP (for SY 2018/19)	4/19/2018	% approved = 90%	Mr. Lamar Daniels
Presented the <i>new</i> SPBP (for SY 2018/19) to stakeholders (parents and community)	4/10/2018	# of participants = 11	Mr. Lamar Daniels

2B. Action Steps to be completed next year (SY 2018/19) to increase faculty and stakeholder understanding and knowledge of your SPBP:

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 2018/19 SPBP for all staff	Prior to students' 1 <sup>st</sup> day: 8/10/2018	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.	Mr. Lamar Daniels
Present the 2018/19 SPBP to stakeholders (parents and community)	Prior to Oct 1 <sup>st</sup> , 2018 9/11/2018		
Present behavior data to staff <i>Quarterly: minimum of 4 each year</i>	1. 8/13/2018	The team will present the <u>implementation data</u> in 10A. Include: <ul style="list-style-type: none"> <li>the "marketing" (teaching and posting) of expectations and rules</li> <li>lesson plan implementation</li> <li>discipline procedures</li> <li>reward system implementation</li> </ul> The team will present the <u>student outcome data</u> in 10B. Include: <ul style="list-style-type: none"> <li>top 3 event locations</li> <li>type of behavior incidents</li> <li>core effectiveness data</li> <li>classroom referral data, as well as analysis of this data.</li> </ul>	Mrs. D. Prescott
	2. 10/5/2018		
	3. 1/11/2019		
	4. 4/11/2019		

## CRITICAL ELEMENT # 3: School-wide Expectations

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

Top 10 Behavior Incidents (put N/A in any blank spaces)	
1. Dress Code Violation	6. Habitual Tardiness (3+ per quarter)
2. Disobedience/Insubordination	7. Possession/Use of Prohibited Items
3. Unruly/Disruptive Behavior	8. Unserved Detentions
4. Fighting	9. Insulting/Profane/Obscene Language
5. Out of Assigned Area	10. Bus Violations

**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.

School-wide Expectations
1.Strive for Safety
2.Obtain Ownership
3.Act Appropriately
4.Respect Everyone

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

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

When will school-wide expectations lesson plans be taught?		
	Date(s)	Time:
August	August 15 <sup>th</sup> 2018	9:30-10:30 (During 1 <sup>st</sup> Period)
January	January 9 <sup>th</sup> – 10 <sup>th</sup> 2019	Various times throughout the day (During Assembly)
4 <sup>th</sup> Quarter	April 2 <sup>nd</sup> –3 <sup>rd</sup> 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?		Ms. Latoya Johnson

### 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”**

Top 3 Locations	
School Location	# Incidents
1.Hallway	526
2.Cafeteria	307
3. School Grounds	93

**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 <i>Copy and paste locations from 4A.</i>		
		Hallway	Cafeteria	School Grounds
		Rules	Rules	Rules
	Strive for Safety	Walk in a calm fashion with a focus on the destination.	Remain at assigned table.	Wear uniform and ID badge at all times while on campus.
	Obtain Ownership	Arrive to class on time and prepared.	Follow all cafeteria procedures.	Comply with all directions given by an authority figure.
	Act Appropriately	Transition to and from class walking in an orderly fashion.	Enter and exit cafeteria calmly.	Actively participate in all established school-wide routines.
	Respect Everyone	Maintain a respectful manner and tone with authority figures.	Maintain a respectful and sustainable tone with peers and authority figures.	Communicate respectfully and appropriately to all peers and adults.
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.*

When will location-specific rules lesson plans be taught?		
	Date(s)	Time:
August	August 15 <sup>th</sup> 2018	9:30-10:30 (During 1 <sup>st</sup> Period)
January	January 9 <sup>th</sup> – 10 <sup>th</sup> 2019	Various times throughout the day (During Assembly)
4 <sup>th</sup> Quarter	April 2 <sup>nd</sup> –3 <sup>rd</sup> 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?		Ms. Latoya Johnson

## 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 \_\_\_\_\_

4 Step Problem Solving Process	Plan
<b>1. Problem Identification:</b> Use your behavior data to identify a school-wide problem. What problem did you identify? <i>(use numerical data)</i>	<b>Data used:</b> Discipline referrals from BASIS  <b>Problem Identification:</b> As of March 2018, there are 526 referrals for Dress Code Violations which is more than half of the discipline referrals issued school-wide.
<b>2. Problem Analysis:</b> Why do you think this problem is occurring? What is your goal? <i>(use a SMART goal statement with numerical data)</i>	<b>Hypothesis:</b> Due to the recent implication of school uniform policy this school year, many of the upper grades are still adjusting to the transition.  <b>Goal Statement:</b> By the end of 2019 school year, discipline referrals in regards to Dress Code violations will decrease by 75%.
<b>3. Intervention Design:</b> Describe how you will implement a positive reward program to decrease this problem.	<b>Type of System:</b> Token system  <b>Description of System:</b> During first period class, students will earn Cardinal Cash for wearing their ID badge and proper uniform attire. Twice a month, students will be able to cash-in their Cardinal Cash at Drift-Mart (the school store) during lunchtime.
<b>4. Evaluation:</b> A. Implementation fidelity	<b>A.</b> How do you monitor the fidelity (consistency and effectiveness) of the <b>staff's</b> implementation of the reward program? <i>Each Grade Level Secretary receives notification of Dress Code violations/ID. The PBIS Team will receive a copy of the daily reports and track students' Cardinal Cash bi-weekly. Conversations on implementation will be given to teachers who are not compliant.</i>
B. Student outcome monitoring	<b>B.</b> How will you know if the reward program is positively impacting <b>students</b> ? What measurable data will you use to determine "success"? <i>The PBIS Team will monitor discipline referrals in BASIS on a monthly basis and record any trends in the data. Success will be determine by achieving of our goal (75% decrease).</i>

## 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.

Staff Managed Misbehaviors	
Misbehavior	"Looks Like" - <i>provide a description with example(s)</i>
1. Dress Code Violations	Students are not wearing his/her ID badge and proper uniform attire (red/black/grey shirt; no hoodies; no cargo pants).
2. Tardy to class	Student does not arrive in the classroom before tardy bell rings.
3. Disruptive Behavior	Students are not on task at all times.
4. Abusive/Inappropriate language	Student does not use appropriate language to peers and authority figures.
5. Technology violation	Students destroy computer/lap tops (pulling off keys) or visit inappropriate sites.
6. Physical contact	Students do not keep his/her hands, feet and other objects to themselves.

**6B. Staff Managed Consequences:** Create a consequence menu **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?	<input type="checkbox"/> Menu	<input checked="" type="checkbox"/> Hierarchy
See attached Classroom Behavior Form		

**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).

Office Discipline Referrals (ODRs)	
Behavior	"Looks Like" - <i>provide a description with example(s)</i>
1. Disobedience/Insubordination	Failure to correct inappropriate behavior after redirection by adult.
2. Disruptive/Unruly Play	Mutual participation and disorderly play that disrupts the learning environment.
3. Defiance of authority	Failure to comply with directions given by authority figure.
6. Repetitive staff managed misbehaviors	More than 3 misbehaviors in <b>one period</b> warrants an office referral. <i>e.g.,        3                            half            hour</i> <i>                  2                            one            period</i>

# Driftwood Middle School

## Classroom Behavior Tracking Form

Parent,

We respectfully request your support to resolve the problem behavior mentioned below. This form is used to document a recurring classroom behavior incident. The student has been given a warning and re-taught the expectation and specific rule concerning the infraction prior to recording on this form. **This is not a referral, but continuation of this behavior may result in an office referral.**

Student	Teacher	Grade	Gender
<b>INCIDENT TYPE</b> (Check One):			
<input type="checkbox"/> Inappropriate language <input type="checkbox"/> Lying/cheating <input type="checkbox"/> Physical contact	<input type="checkbox"/> Disruption <input type="checkbox"/> Property damage <input type="checkbox"/> Harassment/tease/bully <input type="checkbox"/> Dress code	<input type="checkbox"/> Tardy <input type="checkbox"/> Defiance/Disrespect <input type="checkbox"/> Other: _____	

**Expectation Not Met:** \_\_\_\_\_

**1<sup>st</sup> Incident**      Date \_\_\_\_\_      Time \_\_\_\_\_      Other: \_\_\_\_\_

INTERVENTION (Check One):	POSSIBLE MOTIVATION (Check One):	OTHERS INVOLVED (Check One):
<input type="checkbox"/> Student conference <input type="checkbox"/> Student contract <input type="checkbox"/> Re-teach expectation <input type="checkbox"/> Phone parent _____ <input type="checkbox"/> Seating change <input type="checkbox"/> Loss of item/class privilege <input type="checkbox"/> Peer mediation <input type="checkbox"/> Verbal cue/redirection <input type="checkbox"/> Extra time spent on task <input type="checkbox"/> Detention <input type="checkbox"/> Other: _____	<input type="checkbox"/> Avoid Adult Attention <input type="checkbox"/> Avoid Peer(s) Attention <input type="checkbox"/> Avoid Task/Activities <input type="checkbox"/> Obtain Adult Attention <input type="checkbox"/> Obtain Items/Activities <input type="checkbox"/> Obtain Peer Attention <input type="checkbox"/> Other: _____	<input type="checkbox"/> None <input type="checkbox"/> Peers <input type="checkbox"/> Staff <input type="checkbox"/> Teacher <input type="checkbox"/> Substitute <input type="checkbox"/> Unknown <input type="checkbox"/> Other: _____

**2<sup>nd</sup> Incident**      Date \_\_\_\_\_      Time \_\_\_\_\_      Other: \_\_\_\_\_

INTERVENTION (Check One):	POSSIBLE MOTIVATION (Check One):	OTHERS INVOLVED (Check One):
<input type="checkbox"/> Student conference <input type="checkbox"/> Student contract <input type="checkbox"/> Re-teach expectation <input type="checkbox"/> Phone parent _____ <input type="checkbox"/> Seating change <input type="checkbox"/> Loss of item/class privilege <input type="checkbox"/> Peer mediation <input type="checkbox"/> Verbal cue/redirection <input type="checkbox"/> Extra time spent on task <input type="checkbox"/> Detention <input type="checkbox"/> Other: _____	<input type="checkbox"/> Avoid Adult Attention <input type="checkbox"/> Avoid Peer(s) Attention <input type="checkbox"/> Avoid Task/Activities <input type="checkbox"/> Obtain Adult Attention <input type="checkbox"/> Obtain Items/Activities <input type="checkbox"/> Obtain Peer Attention <input type="checkbox"/> Other: _____	<input type="checkbox"/> None <input type="checkbox"/> Peers <input type="checkbox"/> Staff <input type="checkbox"/> Teacher <input type="checkbox"/> Substitute <input type="checkbox"/> Unknown <input type="checkbox"/> Other: _____

**3<sup>rd</sup> Incident**      Date \_\_\_\_\_      Time \_\_\_\_\_      Other: \_\_\_\_\_

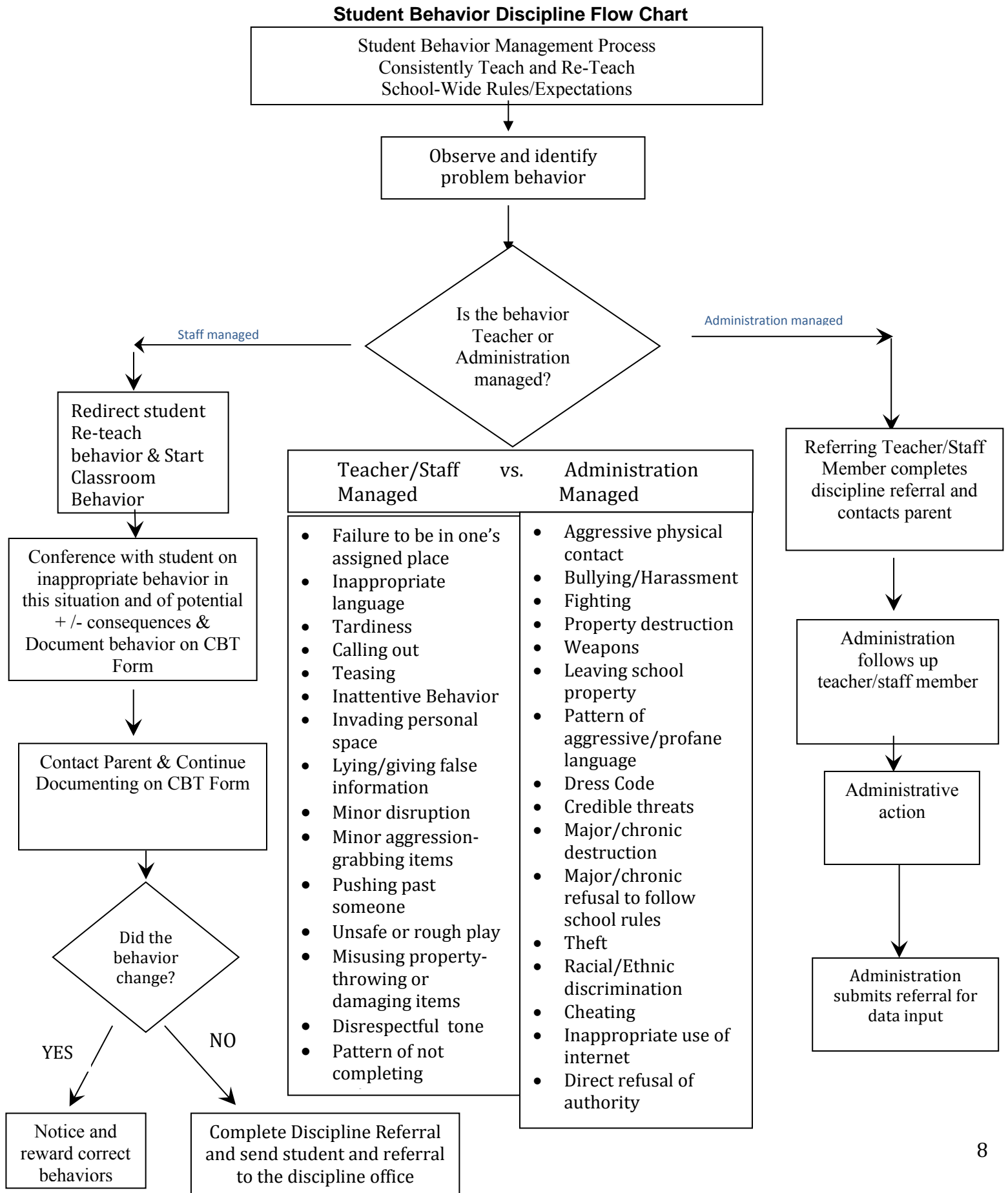
INTERVENTION (Check One):	POSSIBLE MOTIVATION (Check One):	OTHERS INVOLVED (Check One):
<input type="checkbox"/> Student conference <input type="checkbox"/> Student contract <input type="checkbox"/> Re-teach expectation <input type="checkbox"/> Phone parent _____ <input type="checkbox"/> Seating change <input type="checkbox"/> Loss of item/class privilege <input type="checkbox"/> Peer mediation <input type="checkbox"/> Verbal cue/redirection <input type="checkbox"/> Extra time spent on task <input type="checkbox"/> Detention <input type="checkbox"/> Other: _____	<input type="checkbox"/> Avoid Adult Attention <input type="checkbox"/> Avoid Peer(s) Attention <input type="checkbox"/> Avoid Task/Activities <input type="checkbox"/> Obtain Adult Attention <input type="checkbox"/> Obtain Items/Activities <input type="checkbox"/> Obtain Peer Attention <input type="checkbox"/> Other: _____	<input type="checkbox"/> None <input type="checkbox"/> Peers <input type="checkbox"/> Staff <input type="checkbox"/> Teacher <input type="checkbox"/> Substitute <input type="checkbox"/> Unknown <input type="checkbox"/> Other: _____

**Parent Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Student Signature** \_\_\_\_\_

**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.





## CRITICAL ELEMENT # 7 : Classroom Management Systems

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

Which <b>evidence-based</b> classroom management system is supported by your school's administration and is expected to be implemented school-wide? <i>(Class Dojo, LEAPs, HERO, Cloud 9, etc. are tools, <u>not</u> classroom systems)</i>	<input type="checkbox"/> CHAMPs* <input type="checkbox"/> PBIS Classroom Management <input checked="" type="checkbox"/> Administration does not expect an evidence-based classroom management system to be implemented by teachers this year <i>(your school will need to adopt one next year)</i> <input type="checkbox"/> Other <i>(complete below)</i>
If other, name the <b>evidence-based classroom management system</b> :	<a href="#">Click here to enter name of system.</a>
*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?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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? <i>(Measure <b>staff skills</b>, not student outcomes)</i>
<input type="checkbox"/> CHAMPs 7 Up Checklist
<input type="checkbox"/> CHAMPs Classroom Check Up (CCU)
<input type="checkbox"/> PBIS Classroom Assistance Tool (CAT)
<input checked="" type="checkbox"/> PBIS Walkthrough
<input checked="" type="checkbox"/> Marzano's Domain 1, Design Questions 5, 6, 7, 8, 9
<input type="checkbox"/> Fidelity of staff classroom management implementation is not monitored to determine training needs this year <i>(you will need to adopt a tool and plan next year)</i>
<input type="checkbox"/> Other <i>(specify):</i>
Explain how this data is collected and analyzed by your school leadership team as a <b>universal screening across teachers</b> to determine the need for classroom management training:
Fidelity of Implementation Plan: <i>The PBIS Team will receive a copy of the daily reports and track students' Cardinal Cash bi-weekly. Conversations on implementation will be given to teachers who are not compliant.</i>

**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 <b>from classrooms</b> :	426
Total number of <b>school-wide</b> discipline referrals:	1494
% of referrals in the classroom:	22%
Do more than 40% of your referrals come from the classroom?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

**If >40% of discipline referrals come from the classroom, it suggests Tier 1 classroom management implementation may need to be strengthened school-wide.**

## 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:	1365		
# Referrals		% of Total Population	Core Effectiveness
0 - 1 referral		92%	Are your 0 – 1 referrals > 80%? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2 - 5 referrals (at risk students)	89	7%	Are your 2 - 5 referrals <15%? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
> 5 referrals (high risk students)	19	1%	Are your >5 referrals <5%? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

**8B. Core Effectiveness Plan:**

If <u>all 3</u> are “ <b>Yes</b> ”, your core is effective. Is your core behavior curriculum effective?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Answer <b>either</b> (a) or (b): (a) If you answered “ <b>Yes</b> ”, 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 “ <b>NO</b> ”, 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: <i>Each grade level conducts quarterly administrative meetings to discuss high risk students. As a team, they collaboratively create and monitor behaviors and the effectiveness of the interventions put in place. The leadership team then communicates with the PBIS team to make adjustments to the plan as needed.</i>	

**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	36	42	6	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Hispanic/Latin	40	38	-2	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
White	18	14	-4	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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 <u>all 3</u> are “ <b>No</b> ”, disproportionality is not indicated. Are all 3 “No”?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Answer <b>either</b> (a) or (b): (a) If you answered “ <b>Yes</b> ”, although your data indicates equity, what plan does your school leadership team implement for early identification of any disproportionality issues (b) If you answered “ <b>No</b> ”, 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: <i>Training of faculty at the beginning of the school year on how to effectively use the Discipline Form and flowchart, as well as the reward system.</i>	

## 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 <i>☒ check when Action completed</i>	Completed: Person Responsible Name & Title
Current	<input checked="" type="checkbox"/> This Action Plan has been saved to use <i>next year</i> during quarterly meetings	Lamar Daniels/Point of Contact
Current	<input checked="" type="checkbox"/> 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	Debbyann Prescott/Recorder
Pre Planning 2018	<input type="checkbox"/> Print up your SPBP Review and school score from OSPA <input type="checkbox"/> Provide SPBP presentation to all staff during Pre Planning <input type="checkbox"/> Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders <input type="checkbox"/> Market and post school-wide Expectations and location-specific Rules (posters, PSAs, etc.) <input type="checkbox"/> Identify your RtI Instructional Facilitator provided by the district (Contact <a href="mailto:tyne.hogan@browardschools.com">tyne.hogan@browardschools.com</a> for more information, if you are unsure) <input type="checkbox"/> Confirm 1 <sup>st</sup> team meeting date and time	<a href="#">Click here to enter NAME &amp; title.</a>
August 1 <sup>st</sup> meeting	<input type="checkbox"/> Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP <input type="checkbox"/> Determine any needed <u>team training</u> , such as the 4 Step PSP Brainshark Series, 10 Critical Elements Brainsharks, Data Collection, Effective CPST Teams, PBIS 101, etc. Trainings available at: <a href="http://www.browardprevention.org/mtssrti/training-modules/">http://www.browardprevention.org/mtssrti/training-modules/</a> <input type="checkbox"/> Review previous year's behavior data. (Use 'Agenda' and 'Data Collection Template') Forms available at: <a href="http://www.browardprevention.org/mtssrti/rtib">http://www.browardprevention.org/mtssrti/rtib</a> in Tier 1, Teaming <input type="checkbox"/> Present implementation data, behavior data, team activities and progress to entire staff <input type="checkbox"/> Utilize the 4 Step Problem Solving Process to develop initial interventions <input type="checkbox"/> Review previous year's SPBP and feedback form <input type="checkbox"/> Verify and implement teaching schedule for SPBP Expectations and Rules behavior lesson plans	<a href="#">Click here to enter NAME &amp; title</a>
September	<input type="checkbox"/> Provide stakeholder presentation on SPBP prior to October 1 <input type="checkbox"/> Check for staff and teacher understanding of PBIS - provide "PBIS 101" Brainshark as a resource Brainshark available at: <a href="http://www.brainshark.com/browardschools/PBIS101">http://www.brainshark.com/browardschools/PBIS101</a>	<a href="#">Click here to enter NAME &amp; title.</a>
October 2 <sup>nd</sup> meeting	<input type="checkbox"/> Ensure instructional staff know how to (and are, as needed) enter Tier 1 Supplemental Strategies for behavior in BASIS <input type="checkbox"/> Present implementation data, behavior data, team activities and progress to entire staff	<a href="#">Click here to enter NAME &amp; title.</a>
November	<input type="checkbox"/> Staff to re-teach Expectations and Rules first day back from break. <input type="checkbox"/> Team to develop new and/or improved lesson plans as indicated by behavior data.	<a href="#">Click here to enter NAME &amp; title</a>
January 2019 3 <sup>rd</sup> meeting Prepare for 2019/20 SPBP	<input type="checkbox"/> Staff to re-teach Expectations and Rules first day back from break <input type="checkbox"/> Ensure the Principal signs in and watches the <i>new</i> SPBP Brainshark: Due January 30 <sup>th</sup> <input type="checkbox"/> Present implementation data, behavior data, team activities and progress to entire staff <input type="checkbox"/> Choose team members and dates to work on, complete, and submit the <i>new</i> SPBP <input type="checkbox"/> Teams watch the <i>new</i> SPBP Brainsharks and refers to <i>new</i> "Additional items" Brainsharks and Additional items posted at: <a href="http://www.browardprevention.org/mtssrti/rtib">http://www.browardprevention.org/mtssrti/rtib</a>	<a href="#">Click here to enter NAME &amp; title.</a>
February	<input type="checkbox"/> Ensure progress towards completion of SPBP <input type="checkbox"/> Check on recently hired staff for PBIS understanding - provide "PBIS 101" Brainshark resource <input type="checkbox"/> Provide the SPBP SurveyMonkey link to all staff (optional). Email <a href="mailto:Tyne.hogan@browardschools.com">Tyne.hogan@browardschools.com</a> to request analysis.	<a href="#">Click here to enter NAME &amp; title</a>
March 4 <sup>th</sup> meeting	<input type="checkbox"/> Ensure progress towards completion of SPBP <input type="checkbox"/> Provide staff presentation and vote on new SPBP for next year <input type="checkbox"/> Provide stakeholders/parent presentation on new SPBP for next year <input type="checkbox"/> Present implementation data, behavior data, team activities and progress to entire staff	<a href="#">Click here to enter NAME &amp; title</a>
April	<input type="checkbox"/> Submit your SPBP in OSPA by April 30 <sup>th</sup> every year	<a href="#">Click here to enter NAME &amp; title</a>

## 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 <b>observable</b> and <b>measurable</b> SMART goal to determine “successful” <b>staff implementation</b> of action step	When will data be collected, analyzed & presented?	Person responsible to collect and analyze data
School-wide <b>expectations</b> and location-specific <b>rules</b> are posted across campus	All rules will be posted across campus by August 2018.	Refer to <b>quarterly</b> presentation dates in 2B.  This is the data the team will be sharing during presentations.	PBIS Team
<b>Behavior lesson plans</b> are being taught as written and when indicated	90% of student body receives lesson plan and completes follow-up activity.		PBIS Team
<b>Discipline consequences</b> and <b>flow chart</b> 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 <b>reward system</b> is being implemented for <i>all</i> students	By October 2018, 85% of the students will utilize their earned Cardinal Cash at the school store (based upon their complaints with the Dress Code)		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?”*

### Student Outcome Monitoring Plan

Student Outcome Data	Create an <b>observable</b> and <b>measurable</b> SMART goal to determine “successful” <b>student outcomes</b>	When will data be collected, analyzed & presented?	Person responsible to collect and analyze data
See critical element 3A • Dress Code Violation	By October 2018, 85% of the students will utilize their earned Cardinal Cash at the school store (based upon their complaints with the Dress Code)	Refer to <b>quarterly</b> presentation dates in 2B.  This is the data the team will be sharing during presentations.	PBIS Team
See critical element 4A • <b>Top 3 event locations</b> data	Decrease of 25% of referrals submitted to administration from the top 3 event locations.		PBIS Team
See critical element 8 • <b>Core effectiveness</b> data	Decrease of 25% of referrals submitted to administration.		PBIS Team/Administration
See critical element 7A • <b>Grade Level/Classroom referrals</b> data	Decrease of 25% of referrals submitted to administration. If referral is submitted a completed discipline form is attached.		PBIS Team/ Administration