

**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:** | New River Middle School |
| **School Number:** | 0881 |
| **SPBP Contact Name:** | Denise Duffus |
| **Direct Phone Number:** | 754-323-3600 |

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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?** |
| Lisa Gayle | Assistant Principal | Administration |
| Denise Duffus | SPBP Point of Contact | Science Teacher |
| Brian Kelly | Parent/Community Representation | SAC |
| Mary Slater/Melvin Figueroa | BTU Representatives | BTU/6th gr Math/8th gr Science Teacher |
| Kanika Frazier/Miroslava Rodriguez | LA Teachers | 8th gr/6th gr |
| Brooke Shelomith | Peer Counseling Teacher | 6th-8th gr |
| Kristin Marchese | PE Teacher | 6th-8th gr |
| Ashley Trimble | Science Teacher | 6th gr |
| Kimberly Youngblood | Science Teacher | 7th gr |
| Tony Murphy | Broadcasting Teacher | 6th-8th gr |

**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:** |
| 8/10/2018 | 8:45 a.m. | Denise Duffus/Teacher | 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) |
| 10/22/2018 | 8:45 a.m. | Denise Duffus/Teacher |
| 1/719 | 8:45 a.m. | Denise Duffus/Teacher |
| 4/1/2019 | 8:45 a.m. | Denise Duffus/Teacher |

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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 | 4/30/2018 | # of participants = 80 | Denise Duffus |
| Held a *faculty* vote on the new SPBP  (for SY 2018/19) | 4/30/2018 | % approved =100 | Denise Duffus |
| Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community) | 5/3/2018 | # of participants = 20 | Denise Duffus |

**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:  8/14/2018 | 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. | Denise Duffus |
| Present the 2018/19SPBP to stakeholders (parents and community) | Prior to Oct 1st, 2018  9/6/2018 |
| Present behavior data to staff  *Quarterly: minimum of 4 each year* | 1. 10/19/2018 | 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. | Denise Duffus |
| 2. 1/7/2019 |
| 3. 3/22/2019 |
| 4. 5/20/2019 |

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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 Behavior | 6.Inciting a Disturbance |
| 2.Disobedience/Insubordination | 7.Class Cut(skipping) |
| 3.Fighting/Medium | 8.Insulting/Profane/Obscene Language |
| 4.Bus violation/Level 3 | 9.Fight/Minor Altercation |
| 5.Defiance of Authority | 10.Bus Violation/Level 2 |

**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. Being respectful |
| 2. Being responsible |
| 3. Being ready to learn |
| 4. Being reflective |
| 5. Being resourceful |

**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 | 8/17/18 | 9:30 a.m. | |
| January | 1/8/19 | 9:30 a.m. | |
| 4th Quarter | 4/1/19 | 9:30 a.m. | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | All 1st period teachers |
| Where will the lesson plan instruction occur? | | | In all 1st period classrooms |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Denise Duffus |

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

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

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| **Top 3 Locations** | |
| School Location | # Incidents |
| 1.Hallway | 85 |
| 2.Cafeteria | 78 |
| 3.Bus loop | 60 |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Expectations and Rules Matrix** | | | | |
| **School-wide EXPECTATIONS** | *Copy and paste expectations from* ***3C****.* | **IDENTIFIED LOCATIONS**  *Copy and paste locations from* ***4A.*** | | |
| Hallway | Cafeteria | Bus Loop |
| **Rules** | **Rules** | **Rules** |
| Be respectful | Keep hands and feet to yourself. | Pick up trash from your table and surrounding area. | Follow the bus driver’s directions. |
| Be responsible | Walk at all times. | Refrain from using electronics in line, including earbuds. | Keep hands and feet to yourself. |
| Be ready to learn | Follow the arrows-Move in one direction. | Refrain from horse play. | Arrive on time to the bus stop or to the bus after school. |
| Be reflective | Think before you act. | Face one direction while seated. | Think before you act. |
| Be resourceful | Seek help from the nearest adult, if needed. | Raise your hand to get the attention of an attendant. | Seek help from the bus driver, if needed. |

**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 | 8/24/18 | 9:30 a.m. | |
| January | 1/14/19 | 9:30 a.m. | |
| 4th Quarter | 4/8/19 | 9:30 a.m. | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | All first period teachers |
| Where will the lesson plan instruction occur? | | | All first period classrooms |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Denise Duffus |

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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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Being Respectful**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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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: The number of incidents in the hallway totaled 85.**    **Problem Identification: Students run and/or push to get to their next class, which causes arguments or minor altercations.** |
| **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 like to play in the hallway and also like to be one of the first to beat the crowd trying to get down the hallway to their next class.**  **Goal Statement:** By May of 2019, the amount of student hallway incidents will be decreased by 20%, as evidenced by the BASIS behavioral data. |
| **3. Intervention Design:**  Describehow you will implement a positive reward program to decrease this problem. | **Type of System: Point system**  **Description of System:** *Students will receive ICU tickets, worth up to 5 points, when they are seen being respectful to one another. These tickets can be exchanged weekly for various prizes. Each prize is worth a certain amount of ICU’s, so students will need to earn a certain amount to receive the prize of their choice.* |
| **4. Evaluation:**  A. Implementation fidelity | 1. How do you monitor the fidelity (consistency and effectiveness) of the **staff’s** implementation of the reward program? *Faculty has to sign the ICU before giving it to students. As ICU’s are turned in, those that are collecting, are able to determine the amount being given and the specific faculty members dispersing them.* |
| 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”? *BASIS data will be used to determine if there has been a decrease in the amount of incidents in the hallway, cafeteria, and/or bus loop. The incidents in these areas, usually stem from students not being respectful towards one another.* |

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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. **Horse Playing** | **Unruly play or behaviors that disrupt the learning environment. Includes, running, pushing, hitting, play fighting, throwing paper balls, etc.** |
| 2. **Not following directions** | **Failure to follow directives of faculty or staff. Includes, continual talking while instruction is occurring, and other continuous off task behaviors.** |
| 3. **Walking around the classroom without permission.** | **Disruption of the learning environment by being out of the assigned area of the classroom.** |
| 4. **Being off task.** | **Not doing the assigned work. Includes, talking to other students, doodling, trying to use the cell phone, etc.** |
| 5. **Using the cell phone without permission.** | **Using the cell phone without the teacher’s permission. Includes, texting, talking on the phone, playing video games, etc.** |
| 6. **Eating food in class.** | **Eating or drinking in class without permission. Includes, gum, chips, or any other food/drink items.** |

**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.

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| Is this a menu or hierarchy system? | Menu Hierarchy |
| **Warning** | |
| **Conference with Student** | |
| **Parent Phone Call/Time out** | |
| **Detention/Parent Phone Call** | |
| **Referral to Administrator** | |

**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 | Failure to obey a reasonable or repeated instruction or request from a member of the school staff. Includes, refusing to change seats, stop playing in class, put the cell phone away, etc. |
| 2. Disruptive/Unruly Play | Unruly behavior or insubordinate conduct that interferes with or disrupts the learning environment. Includes, running, pushing, hitting, play fighting, throwing paper balls, etc. |
| 3. Defiance of authority | Refusal to go to internal suspension or leave the classroom at the request of security. Includes, having 5 instances of disobedience/insubordination during the school year. |
| 4. Fight/Medium | Mutual participation between two or more students in a physical encounter/altercation, resulting in minor injury. Includes, having to be separated by faculty/staff during the altercation. |
| 5. Inciting a Disturbance | The encouragement of confrontations or fights that cause a disruption on campus. Includes, use of electronic devices/social media to incite a disturbance, or use of racial slurs/epithets of any kind. |
| 6. Repetitive staff managed  misbehaviors | More than misbehaviors inwarrants an office referral.  3  1    *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**

**Staff observes misbehavior**

**in the classroom or on campus**

Is the behavior considered office managed?

Is the behavior a crisis?

Is the behavior a referral?

****

Is the behavior minor?

Is the behavior moderate?

Refer to school counselor & counselor refers to administration, if needed.

Refer to school counselor & counselor refers to administration, if needed.

Reinforce/Student Reward

Follow referral protocol

Behavior is not corrected.

Behavior is corrected.

Behavior is not corrected

Implement moderate consequence(s)

Is the behavior considered staff managed?

Follow crisis protocol

Reinforce/

reward student

Implement minor consequence(s)

Behavior is corrected

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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: Monthly leadership meetings are used to discuss various aspects of the school, including classroom management. Administrators share data that they are able to collect via overall iObservation reports and give an overview of strengths and weaknesses. The leadership team discusses ways to be proactive and the information/suggestions are discussed during PLC’s or Department meetings. |

**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**: | 413 |
| Total number of **school-wide** discipline referrals: | 763 |
| % of referrals in the classroom: | 54% |
| 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: | 1549 |  |  | |
| # Referrals |  | **% of Total Population** | Core Effectiveness | |
| 0 - 1 referral |  | 92% | Are your 0 – 1 referrals > 80%? | Yes No |
| 2 - 5 referrals  (at risk students) | 92 | 6% | Are your 2 - 5 referrals <15%? | Yes No |
| > 5 referrals  (high risk students) | 25 | 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: We will monitor our number of referrals and specifically monitor students who are at risk. Students will be discussed during our CPST meetings and follow up, throughout the year. We will offer counseling by outside agencies and use behavior contracts, as needed, that are specific to individual students*.* | |

**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 | 46 | 54 | 8 | Yes No |
| Hispanic/Latin | 37 | 27 | -10 | Yes No |
| White | 14 | 16 | 2 | 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: *We will have more reminders during faculty meetings/trainings to give teachers tools to better manage classrooms in a fair way. Articles will be shared for teachers to read that give examples of various ways to address discipline in a way that is fair and unbiased. Teachers will have opportunities to share best practices, in order to learn from each other.* | |

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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** | **Denise Duffus/Teacher** |
| **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** | **Denise Duffus/Teacher** |
| **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 | Click here to enter NAME & title. |
| **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 | Click here to enter NAME & title |
| **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 | Click here to enter NAME & title. |
| **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 | Click here to enter NAME & title. |
| **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. | Click here to enter NAME & title |
| **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> | Click here to enter NAME & title. |
| **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. | Click here to enter NAME & title |
| **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 | Click here to enter NAME & title |
| **April** | Submit your SPBP in OSPA by April 30th every year | Click here to enter NAME & title |

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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 | At least 10 school-wide expectations and location specific rules will be posted across campus by September 14, 2018. | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | Lisa Gayle |
| **Behavior lesson plans** are being taught as written and when indicated | By the end of each month, beginning in September 2018, 70% of New River Middle students would have completed a Sharks 360 lesson, as evidenced by the Sharks 360 reports. | Charlene Ambroise |
| **Discipline consequences**  and **flow chart** are being used by all staff as written | By May of 2019, 100% of staff would have followed the school-wide discipline consequences as evidenced by use of the discipline matrix via referrals. | Lisa Gayle |
| A **reward system** is being implemented for *all* students | By May of 2019, 100% of staff would have used the school-wide reward system, ICU’s, to reward students, as evidenced by the amount of weekly trade-ins by students. | Brooke Shelomith |

**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 | By May 2018, there will be a 20% decrease in unruly disruptive behavior compared to the previous year. | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | Lisa Gayle |
| See critical element 4A  • **Top 3 event locations** data | By May 2018, there will be a 20% decrease in infractions in the hallway, compared to the previous year. | Lisa Gayle |
| See critical element 8  • **Core effectiveness** data | By May 2018, 5% or less students would have received 2-5 referrals, as evidenced by the behavior dashboard on BASIS. | Lisa Gayle |
| See critical element 7A  • **Grade Level/Classroom referrals** data | By May 2018, there will be a 10% decrease in classroom referrals, compared to the previous year, as evidenced by the behavior dashboard on BASIS. | Lisa Gayle |