

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:

School Name:	Fort Lauderdale High School
School Number:	0951
SPBP Contact Name:	Valerie Ruwe
Direct Phone Number:	754-322-1154

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?
Shadrack Henry	Assistant Principal	Administration
Valerie Ruwe	SPBP Point of Contact	ESE/General Education Teacher 9-12
Carmen Ash	Parent/Community Representation	SAC
Rory Sponsler	BTU Representative	Social Studies Teacher 9-12
Cliffon Saurel	SAC Co-Chair	Science Teacher 9-12
Christa Parisi	Teacher Representative	ESE/Performing Arts Teacher 9-12
David Martin	Non-Instructional	Security

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:
8/6/2018	9:00 AM	Shadrack Henry, 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)
10/23/2018	3:00 PM	Shadrack Henry, Assistant Principal	
1/8/2019	3:00 PM	Shadrack Henry, Assistant Principal	
4/2/2019	3:00 PM	Shadrack Henry, Assistant Principal	

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 <i>(Between Jan 15 – April 30, 2018)</i>	Details <i>(retain attendance sheets at school)</i>	Person responsible to collect and retain attendance sheets:
Presented the <i>new</i> SPBP (for SY 2018/19) to staff	3/1/2018	# of participants = 83	Shadrack Henry
Held a <i>faculty</i> vote on the new SPBP (for SY 2018/19)	3/25/2018	% approved = 69	Shadrack Henry
Presented the <i>new</i> SPBP (for SY 2018/19) to stakeholders (parents and community)	3/13/2018	# of participants = 11	Shadrack Henry

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) <i>(NEXT YEAR)</i>	Content <i>(retain attendance sheets at school)</i>	Person responsible to collect and retain attendance sheets:
Provide a professional development on the 2018/19 SPBP for all staff	Prior to students' 1 st 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.	Valerie Ruwe
Present the 2018/19 SPBP to stakeholders (parents and community)	Prior to Oct 1 st , 2018 9/11/2018		
Present behavior data to staff <i>Quarterly: minimum of 4 each year</i>	1. 10/4/2018	The team will present the <u>implementation data</u> in 10A. Include: <ul style="list-style-type: none"> • the “marketing” (teaching and posting) of expectations and rules • lesson plan implementation • discipline procedures • reward system implementation 	Valerie Ruwe
	2. 12/6/2018		
	3. 2/7/2019	The team will present the <u>student outcome data</u> in 10B. Include: <ul style="list-style-type: none"> • top 3 event locations • type of behavior incidents • core effectiveness data • Classroom referral data, as well as analysis of this data. 	
	4. 4/4/2019		

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 <i>(put N/A in any blank spaces)</i>	
1. Out of Assigned Area	6. Tobacco Possession/Use/Sale/Transmittance
2. Unruly/Disruptive Behavior	7. Cell Phone Violation
3. Class Cut (Skipping)	8. Fighting-Medium
4. Disobedience /Insubordination	9. Leaving Campus without permission
5. Disruptive/Unruly Play	10. Profanity to Staff Member

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. Respect: Be kind to yourself, others, and the environment.
2. Patience: Be calm, have self-control when follow procedures, directives, and routines.
3. Determination: Be persistent in taking initiatives and make positive choices.
4. Integrity: Be honest and take responsibility for your own actions.
5. Excellence: Be your best in all settings

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	08/23/18 and 08/24/18	Period 2, Period 6 9:20 AM to 10:50 AM
January	01/08/19 and 01/19/19	Period 2, Period 6 9:20 AM to 10:50 AM
4 th Quarter	04/3/19 and 04/4/19	Period 2, Period 6 9:20 AM to 10:50 AM
Who will be responsible for teaching the lesson plans?		Personalization Teacher (Frances, Ramos, McCullen, McFadden)
Where will the lesson plan instruction occur?		Personalization Class
Who is responsible for retaining, organizing and distributing all lesson plans?		Valerie Ruwe

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	236
2. Restroom	28
3. School Grounds	19

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	Restroom	School Grounds
		Rules	Rules	Rules
	Patience	Do not yell at others in the hallway	Only use the restroom to go to the bathroom or wash your hands.	Move out of the way when in the path of others.
	Respect	Talk respectfully by using soft voices and no profanity.	Leave the restroom free of debris and graffiti.	Obey adults request and directions.
	Integrity	Always walk and keep your hands & feet to yourself.	Report inappropriate behavior to a staff member immediately.	Wear your id, and have a valid pass.
Determination	Go to assigned area without engaging with others.	The restroom is not a place to avoid class or a task.	Be in assigned area and remain in assigned area	
Excellence	Have teacher’s permission and a pass to be out of your assigned area	Upon using the restroom, immediately return to your assigned area.	Engage with others in a soft tone and free of offensive language.	

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	08/23/18 and 08/24/18	Period 2, Period 6 9:20 AM to 10:50 AM
January	01/08/19 and 01/19/19	Period 2, Period 6 9:20 AM to 10:50 AM
4 th Quarter	04/3/19 and 04/4/19	Period 2, Period 6 9:20 AM to 10:50 AM
Who will be responsible for teaching the lesson plans?		Personalization Teacher (Frances, Ramos, McCullen, McFadden)
Where will the lesson plan instruction occur?		Personalization Class
Who is responsible for retaining, organizing and distributing all lesson plans?		Valerie Ruwe

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: Out of Assigned Area

4 Step Problem Solving Process	Plan
<p>1. Problem Identification: Use your behavior data to identify a school-wide problem. What problem did you identify? <i>(use numerical data)</i></p>	<p>Data used: 908 Out of Assigned Areas Year to Date</p> <p>Problem Identification: Last year the number of assigned areas was 55. That is a 300% increase. Student is out of assigned area is defined as :</p> <ul style="list-style-type: none"> • No pass • Excessive time out of the classroom • Tardy • 1 or more times in a day
<p>2. Problem Analysis: Why do you think this problem is occurring? What is your goal? <i>(use a SMART goal statement with numerical data)</i></p>	<p>Hypothesis: The reason the out of assigned area has increased we implemented new procedures for being out of assigned area. New personalization pass rules, each quarter new passes were created, and all students are stopped for a valid pass.</p> <p>Goal Statement: By the end of the second quarter the number of incidents for out of assigned area will decrease by 50% (200 or less).</p>
<p>3. Intervention Design: Describe how you will implement a positive reward program to decrease this problem.</p>	<p>Type of System: Token system</p> <p>Description of System: Students will earn Positive Behavior Coupons when they exhibit a positive behavior. The coupons can be redeemed at the school store for free items after school (pens, candy, tickets to games, etc.). Each coupon is specific to a teacher, faculty, and staff member. Teachers using coupons can be recognized. Monthly gift card drawings for staff& students. The coupon cart is inventory to ensure the items that student prefer are stocked properly. The expectation that students in assigned area will have an opportunity to earn coupons for being in assigned area.</p>
<p>4. Evaluation: A. Implementation fidelity</p>	<p>A. How do you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program? Faculty and staff will be trained on the coupons. Coupons will be provided at the start of each quarter. The cart will be located outside media center after school. The students name is written on the coupon along with positive behavior modeled. The teachers/staff name and quarter are on the back to recognize who uses the program. Monthly gift card drawings for staff& students. Mr. Henry will collect data on behaviors student receive coupons for and staff usage. Comparison of coupon data and out of assigned area data will be made by Mr. Henry.</p>
<p>B. Student outcome monitoring</p>	<p>B. How will you know if the reward program is positively impacting students? What measurable data will you use to determine "success"? Each quarter the number of incidents will be compare to the quarter and year prior incidents. Also number of students of receiving coupons will be compared to each quarter and year prior. Weekly/Monthly gift card drawings for students. Comparison of coupon data and out of assigned area data will be made by Mr. Henry.</p>

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. Defiance, Disrespect, and non-compliance	Student engages in brief or low-intensity failure to respond to adult requests <ul style="list-style-type: none"> • Not completing a task • Not participating in group work • Uncooperative • Making faces/rolling eyes • Huffing, sighing etc. • Arguing-Inappropriate response to teacher request • Not following a teacher request No More than 1-2 in a 90 minute period
2. Disruption	Student engages in low-intensity, but inappropriate disruption <ul style="list-style-type: none"> • Making noises • Talking/Talking out • Out of seat • Not listening • Hands/feet not in control • Listening to Music No More than 1-2 in a 90 minute period
3. Inappropriate Language	Student engages in low intensity instance of inappropriate language <ul style="list-style-type: none"> • Negative talk • Name calling • Profanity not directed at a person • Using verbally aggressive/intimidating language directed at a person No More than 1-2 in a 90 minute period
4. Physical Contact	Student engages in non-serious, but inappropriate physical contact: <ul style="list-style-type: none"> • Poking • Tripping • Bumping into another • Pushing • Touching others items No More than 1-2 in a 90 minute period
5. Property Misuse	Student engages in low-intensity misuse of property; <ul style="list-style-type: none"> • Minor vandalism (writing on desk) • Spitting (objects/ground) • Littering the Campus No More than 1-2 in a 90 minute period
6. Dress Code Violation	Student wears clothing that is not within, the dress code guidelines defined by the school/district. <ul style="list-style-type: none"> • Spaghetti straps • Short skirt or shorts • Revealing tops • Leggings • Sagging Pants/Shorts No More than 1-2 in a week

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
1 st Offense: Verbal Redirection	
2 nd Offense: Student Conference	
3 rd Offense: Parent Notification	

5 th Offense: Detention & Basis Documentation
4 th Offense: Referral to Appropriate Designee (Guidance, Administration, Family Counselor, Social Worker) & BASIS Documentation

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).

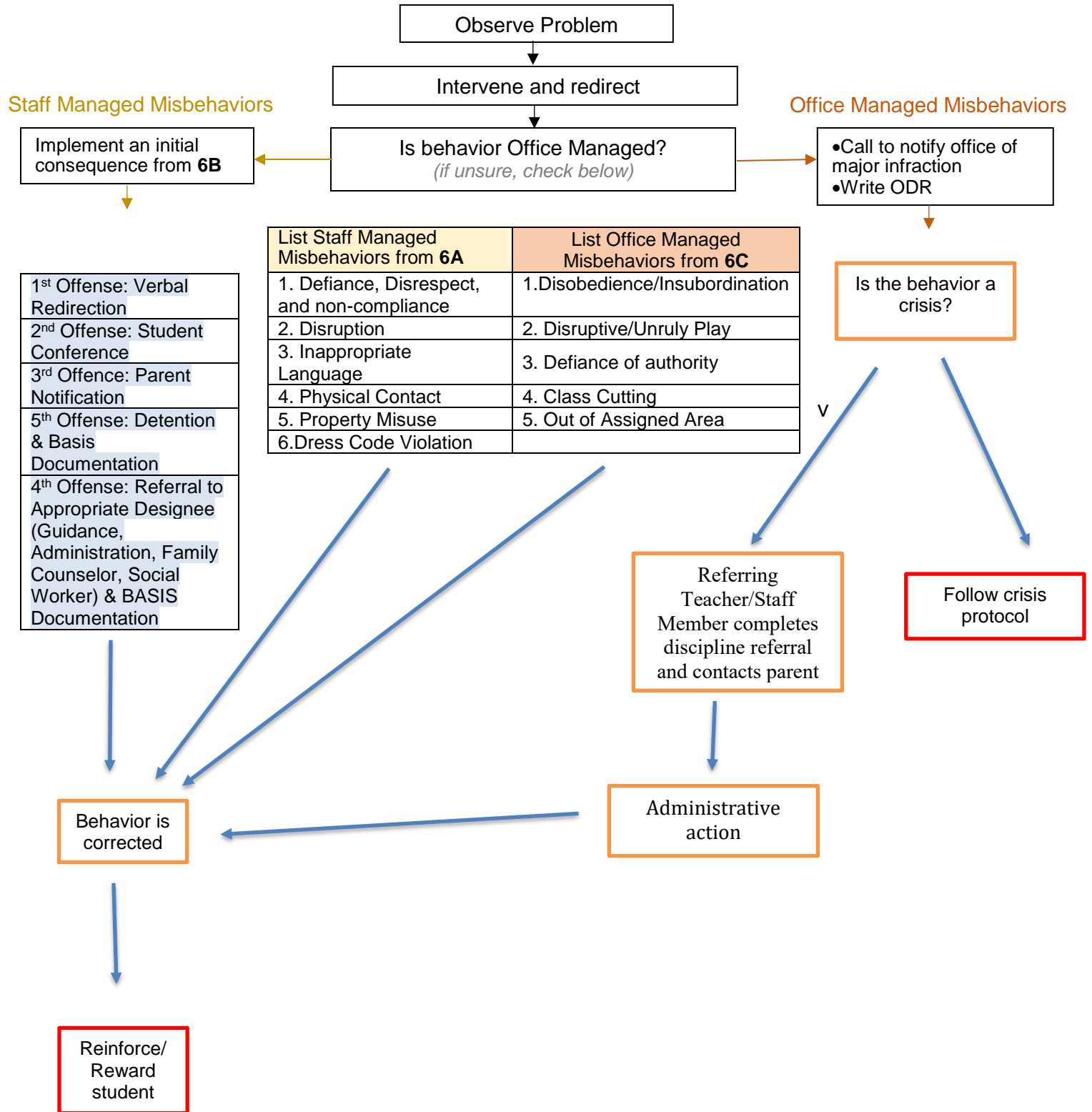
Office Discipline Referrals (ODRs)	
Behavior	“Looks Like” - <i>provide a description with example(s)</i>
1. Disobedience/Insubordination	<p>Student engages in high-intensity failure to respond to adult requests and disruptive behavior:</p> <ul style="list-style-type: none"> • Repetitive/ Intentional Not Complying to a Rule • Repetitive/ Intentional Not Complying to teacher/staff directions • Repetitive/ Intentional Uncooperative that impacts other in the learning environment • Repetitive/ Intentional Making faces/rolling eyes • Repetitive/ Intentional Huffing, sighing etc. • Repetitive/ Intentional Arguing-Inappropriate response to teacher request • Repetitive/ Intentional Not following a teacher request <p>More than 1-2 times a week and/or refusing to stop after repeated request. Any of the behaviors above that result in physical harm of another person, compromises school safety and/or destruction of school/personal property.</p>
2. Disruptive/Unruly Play	<p>Student engages in non-serious inappropriate physical contact, frequent/serious inappropriate contact, and/or frequent inappropriate language.</p> <ul style="list-style-type: none"> • Repetitive/ Intentional Poking • Repetitive/ Intentional Tripping • Repetitive/ Intentional Bumping into another • Repetitive/ Intentional Pushing • Repetitive/ Intentional Touching others items • Repetitive/ Intentional Negative talk • Repetitive/ Intentional Name calling • Repetitive/ Intentional Profanity not directed at a person • Repetitive/ Intentional Using verbally aggressive/intimidating language directed at a person <p>More than 1-2 times a week and/or refusing to stop after repeated request. Any of the behaviors above that result in physical harm of another person, compromises school safety and/or destruction of school/personal property.</p>
3. Defiance of authority	<p>Student engages in high-intensity failure to respond to adult requests</p> <ul style="list-style-type: none"> • Arguing-Inappropriate response to teacher/staff request • Not following a teacher/staff request <p>More than 1-2 times a week and/or refusing to stop after repeated request Any of the behaviors above that result in physical harm of another person, compromises school safety and/or destruction of school/personal property</p>
4. Class Cutting	<p>Student is not attending assigned class</p> <ul style="list-style-type: none"> • Repetitive/ Intentional Skipping • Repetitive/ Intentional Cutting • Repetitive/ Intentional Unexcused Absences for a class • Repetitive/ Intentional Attending a lunch period other than your assigned period <p>1 or more times in a day Any of the behaviors above that result in physical harm of another person, compromises school safety and/or destruction of school/personal property</p>
5. Out of Assigned Area	<p>Student is out of assigned area:</p> <ul style="list-style-type: none"> • Repetitive/ Intentional No pass • Repetitive/ Intentional Excessive time out of the classroom • Repetitive/ Intentional Tardy <p>1 or more times in a day</p>

	Any of the behaviors above that result in physical harm of another person, compromises school safety and/or destruction of school/personal property		
6. Repetitive staff managed misbehaviors	More than <input type="text" value="2"/>	misbehaviors in <input type="text" value="one"/>	<input type="text" value="period"/> warrants an office referral.
	<i>e.g.,</i>	3 2	<i>half hour</i> <i>one period</i>

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



CRITICAL ELEMENT # 7 : Classroom Management Systems

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

Which evidence-based 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, not classroom systems)</i>	<input type="checkbox"/> CHAMPs* <input checked="" type="checkbox"/> PBIS Classroom Management <input 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 evidence-based classroom management system :	n/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 staff skills, 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 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 universal screening across teachers to determine the need for classroom management training:
Fidelity of Implementation Plan: Every quarter the administration team will review Design questions 5,6,7,8. Feedback will be provided to teachers through the iobservation evaluation system. If teachers receive a total of 3 or more not using. Teacher will be trained by Clinical Educator Professional.

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 :	272
Total number of school-wide discipline referrals:	602
% of referrals in the classroom:	45%
Do more than 40% of your referrals come from the classroom?	<input checked="" type="checkbox"/> Yes <input 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:	1923			
# Referrals		% of Total Population	Core Effectiveness	
0 - 1 referral		94.8%	Are your 0 – 1 referrals > 80%?	<input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No
2 - 5 referrals (at risk students)		4.5%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
> 5 referrals (high risk students)		0.6%	Are your >5 referrals <5%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

8B. Core Effectiveness Plan:

If <u>all 3</u> are “Yes”, your core is effective. Is your core behavior curriculum effective?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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: Every quarter teach students expected behaviors across all settings. PBIS Committee will review and share data on core effectiveness. Provide student with at risk indicator mentoring opportunities. Implement the PASL with students with high risk factors. Implement Tier II and Tier III intervention for students at risk and high risk through referral to our CPST team.	

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	63%	67%	4	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Hispanic/Latin	14%	10%	-4	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
White	17%	17%	0	<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 “No”, disproportionality is not indicated. Are all 3 “No”?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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: Our data indicates that our black student population has a 4% higher referral incidence when compared to our student population. To address this we will train staff on our School Wide Positive Behavior Plan and provide training on our classroom management system PBIS. The discipline flow chart will be provided to all teachers and staff. Data will be monitored monthly by administration. Retraining will be provided based data in basis.	

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><input checked="" type="checkbox"/> 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	Valerie Ruwe, Teacher
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	Shadrack Henry, Assistant Principal
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 tyne.hogan@browardschools.com for more information, if you are unsure) <input type="checkbox"/> Confirm 1 st team meeting date and time	Shadrack Henry, Assistant Principal & Valerie Ruwe, Teacher
August 1 st 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: http://www.browardprevention.org/mtssrti/training-modules/ <input type="checkbox"/> 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 <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	Shadrack Henry, Assistant Principal & Valerie Ruwe, Teacher
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: http://www.brainshark.com/browardschools/PBIS101	Valerie Ruwe, Teacher
October 2 nd 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	Click here to enter NAME & title.
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.	Click here to enter NAME & title
January 2019 3 rd 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 <u>Principal signs in</u> and watches the <u>new</u> SPBP Brainshark: Due January 30 th <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 <u>new</u> SPBP <input type="checkbox"/> Teams watch the <u>new</u> SPBP Brainsharks and refers to <u>new</u> "Additional items" Brainsharks and Additional items posted at: http://www.browardprevention.org/mtssrti/rtib	Click here to enter NAME & title.
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 Tyne.hogan@browardschools.com to request analysis.	Click here to enter NAME & title
March 4 th 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	Click here to enter NAME & title
April	<input type="checkbox"/> Submit your SPBP in OSPA by April 30 th every year	Click here to enter NAME & title

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 measurable 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 2019, 100% of classrooms, hallways, gym, and cafeteria will have at least 1 rules and expectation poster posted.	Refer to quarterly presentation dates in 2B. This is the data the team will be sharing during presentations.	Shadrack Henry will collect data and share with staff in Graphic corm.
Behavior lesson plans are being taught as written and when indicated	By the end of each quarter, at least 1 behavior lesson plan will be taught to students through Personalization Period.		Sharack Henry will provide graphical evidence with staff each quarter.
Discipline consequences and flow chart are being used by all staff as written	By the end of each quarter, staff will have used the discipline flow chart in the classroom as evidence by number of student referrals quarterly comparison to prior years.		Sharack Henry will provide graphical evidence with staff each quarter.
A reward system is being implemented for <i>all</i> students	By the end of each quarter, staff will have distributed at least 80% of their positive behavior coupons.		Sharack Henry will provide graphical evidence with staff each quarter.

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 measurable 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	Reduction by 5% for Out of Assigned Area, Unruly/Disruptive Behavior, and Class Cut (Skipping) for each quarter.	Refer to quarterly presentation dates in 2B. This is the data the team will be sharing during presentations.	Sharack Henry will provide graphical evidence with staff each quarter.
See critical element 4A • Top 3 event locations data	Reduction by 5% for hallway, restroom and school grounds for each quarter.		Sharack Henry will provide graphical evidence with staff each quarter.
See critical element 8 • Core effectiveness data	Reduction by 2% for the number of students with 1 referral and 0.5% for students with 2-5 referrals for each quarter.		Sharack Henry will provide graphical evidence with staff each quarter.
See critical element 7A • Grade Level/Classroom referrals data	Reduction by 5% in the number of classroom referrals each quarter.		Sharack Henry will provide graphical evidence with staff each quarter.