

**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:** | Lloyd Estates Elementary |
| **School Number:** | 1091 |
| **SPBP Contact Name:** | Marilyn D. Guirand |
| **Direct Phone Number:** | 754-322-6800 |

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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?** |
| Shawn Allen | Principal | Administration |
| Josianne Valme | SPBP Point of Contact | AP/Administration |
| Karen Hoddy | Parent/Community Representation | SAC |
| Kim Gilliam | BTU Representative | Teachers/BTU |
| Carolyn Reidy | ESE Specialist | Pre K |
| Victoria LaFavor Campbell | Teacher | Kindergarten |
| Gustavo Hurtado | Lead Facilities Serviceperson | Facilities |
| Marila Van Buren | Cafeteria Manager | Cafeteria |
| Alicia Brown | Teacher | Grade 1 |
| Donna Plastini | Teacher | Grade 2 |
| Jeanette Luna | Teacher | Grade 3 |
| Carmen Rivera | Teacher | Grade 4 |
| Darcy Cassell | Teacher | Grade 5 |
| Sue Polley | Paraprofessional | Paraprofessionals |
| Vivian Rowe | Guidance | Support Staff |
| Nirupa Jaglal | IMT | Clerical |
| Suzanne Assad | Teacher – STEM Lab | Specials Teachers |

**1B**. Schedule and document your quarterly team meeting dates for *next* 2018/19 school year:

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| --- | --- | --- | --- |
| **Meeting Date** | **Meeting Time** | **Name & title of person responsible to facilitate meeting** | **Content of meetings:** |
| 8/9/2018 | 2:00 PM | Marilyn Guirand – Assistant Principal | 1. Create and disseminate updated  Expectations and Rules lesson  plans (#3 and #4)  2. Review progress of  Implementation Action Plan (#9)  3. Collect & analyze implementation  data (#10A)  4. Collect & analyze student  outcome data (#10B) |
| 11/6/2018 | 8:30 AM | Marilyn Guirand – Assistant Principal |
| 1/7/2019 | 8:30 AM | Marilyn Guirand– Assistant Principal |
| 3/22/2019 | 2:00 PM | Marilyn Guirand – Assistant Principal |

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

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

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| **Action Steps:** | **Date**  *(Between Jan 15 –*  *April 30, 2018)* | **Details**  *(retain attendance sheets at school)* | **Person responsible to collect and retain attendance sheets:** |
| Presented the *new* SPBP (for SY 2018/19) to staff | 4/26/2018 | 55 # of participants = | Josianne Valme Assistant Principal |
| Held a *faculty* vote on the new SPBP  (for SY 2018/19) | 4/27/2018 | 85% approved = | Josianne Valme Assistant Principal |
| Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community) | 4/13/2018 | 17# of participants = | Josianne Valme Assistant Principal |

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

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| **Action Steps:** | **Date(s)**  *(NEXT YEAR)* | **Content**  *(retain attendance sheets at school)* | **Person responsible to collect and retain attendance sheets:** |
| Provide a professional development on the 2018/19SPBP for all staff | Prior to students’ 1st day:  8/8/2018 | The team will present the updates in the SPBP for the 18/19 school year. All stakeholders will be provided with access to the SPBP. Feedback will be collected for future team meetings. | Marilyn Guirand Assistant Principal |
| Present the 2018/19SPBP to stakeholders (parents and community) | Prior to Oct 1st, 2018  9/4/2018 |
| Present behavior data to staff  *Quarterly: minimum of 4 each year* | 1. 9/11/2018 | 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. Including:  • top 3 event locations  • type of behavior incidents  • core effectiveness data  • classroom referral data, as well as analysis of this data. | Marilyn Guirand Assistant Principal |
| 2. 12/11/2018 |
| 3. 3/19/2019 |
| 4. 5/15/2019 |

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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. Level 3 – Bus Violations |
| 2.Level 1 – Bus Violations | 7.Disruption on Campus – Minor |
| 3.Fight – Minor Altercation | 8.Disobedience/Insubordination |
| 4.Disruptive/Unruly Play | 9.Level 2 – Bus Violations |
| 5.Insulting/Profane/Obscene Language | 10.Fighting Medium |

**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.Transition Safely |
| 2.Be Respectful to yourself and others |
| 3.Be Accountable |
| 4. |
| 5. |

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

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

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| --- | --- | --- | --- |
| **When will school-wide expectations lesson plans be taught?** | | | |
|  | Date(s) | Time: | |
| August | 8/15/2018; 8/16/18; 8/17/2018; 8/202018 – 8/24/2018 | 8:15 AM until 8:45 AM; 1:30 PM until 1:45 PM | |
| January | 1/8/2019 thru 1/15/2019 | 8:15 AM until 8:45 AM; 1:30 PM until 1:45 PM | |
| 4th Quarter | 4/1/2019 thru 6/4/2019 | 8:15 AM until 8:30 AM; 1:40 – 1:50 PM | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | Classroom Teachers and Specials Teachers |
| Where will the lesson plan instruction occur? | | | Classrooms |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Marilyn Guirand – Assistant Principal |

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

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

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| **Top 3 Locations** | |
| School Location | # Incidents |
| 1.Bus | 9 |
| 2.Cafeteria | 3 |
| 3.School Grounds | 3 |

**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.*** | | |
| **BUS** | **CAFETERIA** | **SCHOOL GROUNDS** |
| **Rules** | **Rules** | **Rules** |
| Transition Safely | Follow the bus driver’s directions at all times. | Enter the cafeteria on level 0. Wait at an empty table. Line up on the blue line when called. | Report promptly to your destination. |
| Be Respectful to yourself and others | When sitting in your assigned seats, use a level 2 voice. | Be respectful. Use your manners. Keep hands and feet to yourself. Keep food on trays. | Treat others the way you want to be treated. |
| Be Accountable | Keep your head, hands, feet, and unkind words to yourself. | Stay seated at all times. Raise your hand for assistance. Use voice level 2. | Take ownership for your words and actions. |
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**4C**. Research indicates that discipline referrals increase after long holidays and during testing times. Plan to teach your location-specific rules at least 3 times throughout the year (and anytime the expected behaviors are not being demonstrated).

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

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

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| --- | --- | --- | --- |
| **When will location-specific rules lesson plans be taught?** | | | |
|  | Date(s) | Time: | |
| August | 8/15/2018; 8/16/18; 8/17/2018; 8/202018 – 8/24/2018 | 8:15 AM until 8:45 AM; Before lunch; 1:30 PM until 1:45 PM | |
| January | 1/8/2019 thru 1/15/2019 | 8:15 AM until 8:45 AM; Before lunch; 1:30 PM until 1:45 PM | |
| 4th Quarter | 4/1/2019 thru 6/4/2019 | 8:15 AM until 8:45 AM; Before lunch; 1:30 PM until 1:45 PM | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | Classroom Teachers, Cafeteria Monitors, Teachers monitoring the bus area. |
| Where will the lesson plan instruction occur? | | | Classroom, Cafeteria, Bus |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Marilyn Guirand– Assistant Principal |

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| **CRITICAL ELEMENT # 5: Reward and Recognition Programs** |

Although you will post, teach, review, practice and reinforce all school-wide expectations and location-specific rules, **choose 1 expectation OR 1 event location** you will target for a specific reward program for students. Based on the data that led to this expectation or location, create a reward plan using the 4 Step Problem Solving Process:

Expectation or Location: Location: CAFETERIA; EXPECTATION: Be Respectful to Yourself and Others

|  |  |
| --- | --- |
| **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:** BASIS Referrals; Staff Observations    **Problem Identification:** Students fail to use appropriate behavior in the cafeteria. |
| **2**. **Problem Analysis:** Why do you think this problem is occurring?  What is your goal? *(use a SMART goal statement with numerical data)* | **Hypothesis:** The cafeteria environment is less structured than the classroom.  **Goal Statement:** Students will exhibit appropriate behavior in the cafeteria by following the expectations and rules during their lunch period. |
| **3. Intervention Design:**  Describehow you will implement a positive reward program to decrease this problem. | **Type of System: Economic simulation system**  **Description of System:**  *Students will earn a total of 5 CAFÉ Dollars for following the established rules and expectations. They receive the physical CAFÉ Dollars at the beginning of each lunch period and may lose $1 for displaying inappropriate behaviors. Classes whose students adhere to cafeteria rules and expectations get to keep their CAFÉ dollars at the end of the period. Dollars are accumulated and students have the opportunity to earn a prize as a class at the end of the month. Administration creates a chart for each calendar month listing the minimum amount of CAFÉ Dollars needed to earn a class prize. Each teacher will post a copy of the goals chart in the classroom.* |
| **4. Evaluation:**  A. Implementation fidelity | 1. How do you monitor the fidelity (consistency and effectiveness) of the **staff’s** implementation of the reward program? *Create a chart outlining examples and non-examples of behaviors that may result in a class losing CAFÉ Dollars during their lunch periods. Staff members will adhere to the specific behaviors outlined in the chart, and may not take away CAFÉ Dollars if the behavior does exhibited is not listed on the chart.* |
| 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”? *All classes will be eligible for the minimum prize.* |

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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.Disruptive/Rough Play | Pushing and shoving in line; Not keeping to your personal space. |
| 2.Running | Moving at a fast pace while transitioning; Being reckless. |
| 3.Failure to be in your assigned area | Making an unnecessary detour; lingering; loitering. |
| 4.Using a Disrespectful Tone | Talking back. |
| 5.Vandalism | Damaging school property. |
| 6.Defiance of authority | Refusing to do something. |

**6B. Staff Managed Consequences**: Create a consequencemenu **OR** a consequence hierarchy for staff to use when students exhibit the above misbehaviors. Provide a minimum of **5** consequences.

|  |  |
| --- | --- |
| Is this a menu or hierarchy system? | Menu Hierarchy |
| Students practice and model the appropriate behavior. | |
| Students apologize. | |
| Move student’s name on behavior consequence chart. | |
| Loss of privilege. | |
| Time out. | |

**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 | Refusing to do as asked or as instructed. |
| 2. Disruptive/Unruly Play | Pushing, pulling, and hitting without malicious intent resulting in an injury. |
| 3. Defiance of authority | Walking slowly intentionally as a show of defiance and disrupting the group as a result. Refusing to serve a consequence and causing disruption to the group as a result. |
|  |  |
|  |  |
| 6. Repetitive staff managed  misbehaviors | More than misbehaviors inwarrants an office referral.  Hour  Half hout  3 |

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

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

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

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

**Student Behavior Discipline Flow Chart**

**Staff observes misbehavior**

**in the classroom or on campus**

Is the behavior considered office managed?

Event Created & Consequence administered as per Discipline Matrix

Parent contacted

If Behavior is not corrected after 3 referrals, the case is referred to the CPST/RTI

Team.

Reteach appropriate behavior

Refer

To guidance for support

Reteach & have student model appropriate behavior

Behavior is not corrected

Behavior is corrected

Reinforce positive behavior/

Reward

&

Praise student

No event created

School administers a consequence

Parent contacted

Complete referral on BASIS

Follow crisis protocol

Is the behavior a crisis?

Is the behavior a referral?

Is the behavior moderate?

Is the behavior minor?

Redirect

Administration interviews student & conducts & investigation

Is the behavior considered staff managed?

Implement minor consequence(s)

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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:  *We will use Marzano’s Domain 1, Design Questions 5, 6, 7, 8, 9 in conjunction with the CHAMPS 7 Up Checklist.* |

**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**: | 22 |
| Total number of **school-wide** discipline referrals: | 102 |
| % of referrals in the classroom: | 22% |
| 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: | 551 |  |  | |
| # Referrals |  | **% of Total Population** | Core Effectiveness | |
| 0 - 1 referral |  | 95.6%% | Are your 0 – 1 referrals > 80%? | Yes No |
| 2 - 5 referrals  (at risk students) | 21 | 3.8% | Are your 2 - 5 referrals <15%? | Yes No |
| > 5 referrals  (high risk students) | 3 | 0.5% | 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 implement our SPBP with fidelity. Students with multiple referrals will be referred to the RTI committee for targeted behavioral interventions.* | |

**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 | 76% | 73% | -3% | Yes No |
| Hispanic/Latin | 17% | 20% | +3% | Yes No |
| White | 7% | 8% | +1% | Yes No |

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

|  |  |
| --- | --- |
| 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 implement our SPBP with fidelity and provide guidance services to any subgroup represented disproportionally.* | |

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| **Critical Elements # 9: SPBP Implementation Planning** |

This form provides a timeline to complete best practices and required actions. This timeline should drive team actions and accountability. As you implement your SPBP *NEXT* year, check off **completed items** and indicate the accountable person. (Complete only the yellow highlighted area at this time). Next year, you will upload this completed plan within your SPBP.

Required actions for all schools in Broward County

Best Practices for all schools in Broward County

**Resources**

|  |  |  |
| --- | --- | --- |
| **SPBP Team Implementation Action Plan 2018 – 2019** | | |
| **Month** | **Action Step**  *check when Action completed* | **Completed:**  Person Responsible  Name & Title |
| **Current** | **This Action Plan has been saved to use *next year* during quarterly meetings** | **Marilyn Guirand Assistant Principal** |
| **Current** | **Create a SPBP binder or portfolio to retain (for 2 years) hard copies of: your SPBPs, Action Plans, staff PBIS professional development attendance, stakeholder training attendance, quarterly meeting agendas, quarterly staff behavior presentations, voting attendance and outcome, Expectation lesson plans and Rules lesson plans** | **Marilyn Guirand Assistant Principal** |
| **Pre Planning**  **2018** | Print up your SPBP Review and school score from OSPA  Provide SPBP presentation to all staff during Pre Planning  Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders  Market and post school-wide Expectations and location-specific Rules (posters, PSAs, etc.)  Identify your RtI Instructional Facilitator provided by the district  (Contact [tyyne.hogan@browardschools.com](mailto:tyyne.hogan@browardschools.com) for more information, if you are unsure)  Confirm 1st team meeting date and time | **Marilyn Guirand Assistant Principal** |
| **August**  **1st meeting** | Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP  Determine any needed team training, such as the 4 Step PSP Brainshark Series, 10 Critical  Elements Brainsharks, Data Collection, Effective CPST Teams, PBIS 101, etc.  Trainings available at: <http://www.browardprevention.org/mtssrti/training-modules/>  Review previous year’s behavior data. (Use ‘Agenda’ and ‘Data Collection Template’)  Forms available at: <http://www.browardprevention.org/mtssrti/rtib> in Tier 1, Teaming  Present implementation data, behavior data, team activities and progress to entire staff  Utilize the 4 Step Problem Solving Process to develop initial interventions  Review previous year’s SPBP and feedback form  Verify and implement teaching schedule for SPBP Expectations and Rules behavior lesson plans | 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 | Banners illustrating the positive behaviors expected will be posted around the school (i.e. hallways, walkways), the bus area and the cafeteria. | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | Marilyn Guirand Assistant Principal |
| **Behavior lesson plans** are being taught as written and when indicated | Behavior lesson plans will be included in each teacher’s lesson plan binder. | Mariyn Guirand Assistant Principal |
| **Discipline consequences**  and **flow chart** are being used by all staff as written | Decrease in behavior incidents, office referrals, calls for assistance, etc. | Marilyn Guiarnd Assistant Principal |
| A **reward system** is being implemented for *all* students | Student behaviors in the cafeteria will improve; All classes will earn at least the minimum CAFÉ Dollar prize. | Marilyn Guirand Assistant Principal |

**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 June 2019, Unruly/Disruptive behavior incidents will decrease by 50%. | 9/11/2018  12/11/2018  3/19/2019  5/15/2019 | Marilyn Guirand Assistant Principal |
| See critical element 4A  • **Top 3 event locations** data | By June 2019, The # of bus referrals will decrease by 50%. | Marilyn Guirand Assistant Principal |
| See critical element 8  • **Core effectiveness** data | By June 2019, the # of students who receive 2-5 referrals will decrease by 50%. | Mariyn Guirand Assistant Principal |
| See critical element 7A  • **Grade Level/Classroom referrals** data | By June 2019, the percentage of student referrals in grades Kindergarten & grade 5 will decrease by 50%. | Marilyn Guirand Assistant Principal |