

**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:** | Palmview Elementary School |
| **School Number:** | 1131 |
| **SPBP Contact Name:** | Ms. Junoisier J. Allen |
| **Direct Phone Number:** | 754-322-7600 |

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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?** |
| Robert L. Gibson | Principal | Administration |
| Junoisier J. Allen | SPBP Point of Contact /  Assistant Principal | RtI:B Team |
| Delphine Strowbridge | Parent/Community Representation | SAC |
| Sheri Dominguez | BTU Representative / Specials Teacher | BTU / Special Team |
| Dezzie Smith-Walker | ESE Specialist | Support Staff |
| Renea Adderley | Literacy Coach | Support Staff |
| Emmanuel Duverneau | Math Coach | Support Staff |
| Linda M. Perez | Literacy & Science  Resource Teacher | Support Staff |
| Shayla Standifer | School Counselor | Support Staff |
| Sandra Grooms-Harris | Community Liaison | Support Staff |
| Andrea Pitters | Teacher | Pre-Kindergarten Team Leader |
| Yolunda Rhinehart | Teacher | Kindergarten Team Leader |
| Evande Johnson | Teacher | First Grade Team Leader |
| Jolene Green | Teacher | Second Grade Team Leader |
| Ambika Ramsamooj | Teacher | Third Grade Team Leader |
| Rhonda Johnson | Teacher | Fourth Grade Team Leader |
| Dawn Fuller | Teacher | Fifth Grade Team Leader |
|  |  |  |
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**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:** |
| 8/8/2018 | 8:30 am | Junoisier Allen, 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 | 2:15 pm | Junoisier Allen, Assistant Principal |
| 1/8/2019 | 2:15 pm | Junoisier Allen, Assistant Principal |
| 4/2/2019 | 2:15 pm | Junoisier Allen, 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 | 4/9/2018 | # of participants = 59 | Junoisier Allen, Assistant Principal |
| Held a *faculty* vote on the new SPBP  (for SY 2018/19) | 4/20/2018 | % approved = 90% | Junoisier Allen, Assistant Principal |
| Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community) | 4/26/2018 | # of participants = 150 | Junoisier Allen, 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. | Junoisier Allen, 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. 10/2/2018 | 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. | Junoisier Allen, Assistant Principal |
| 2. 12/4/2018 |
| 3. 2/5/2019 |
| 4. 4/2/2019 |

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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. SB: Disruptive (Unruly) Behavior | 6. ZU: Out of Assigned Area |
| 2. ZW: Defiance of Authority / Hab | 7. WB: Weapons – Class B (Possession) |
| 3. UP: Disruptive (Unruly) Play | 8. OC: OTC Medication Sale / Transmit |
| 4. ZI: Fight – Minor Altercation / Conf | 9. 02: Insulting /Profane / Obscene Lang |
| 5. 01: Disobedience / Insubordination | 10. T5: Petty Theft <$300 |

**3B.** Based on the behavior incidents in 3A, develop 3 – 5 **positive characteristics** *(not behaviors)* that would counteract the demonstration of these misbehaviors. These positive characteristics become your school-wide expectations.

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| **School-wide Expectations** |
| 1. Be Cooperative |
| 2. Be Respectful |
| 3. Be Safe |
| 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.*

|  |  |  |  |
| --- | --- | --- | --- |
| **When will school-wide expectations lesson plans be taught?** | | | |
|  | Date(s) | Time: | |
| August | August 16 and 17, 2018 | 8:30 am, 9:00 am, and 9:30 am (30 minutes per Session) | |
| January | January 10 and 11, 2018 | 8:30 am, 9:00 am, and 9:30 am (30 minutes per Session) | |
| 4th Quarter | April 4 and 5, 2018 | 8:30 am, 9:00 am, and 9:30 am (30 minutes per Session) | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | Ms. Standifer, School Counselor and Mr. Gibson, Principal and Ms. Allen, Assistant Principal |
| Where will the lesson plan instruction occur? | | | Cafeteria |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Junoisier Allen, 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”***

|  |  |
| --- | --- |
| **Top 3 Locations** | |
| School Location | # Incidents |
| 1.Other | 10 |
| 2. Cafeteria | 4 |
| 3. Hallway | 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.*** | | |
| Other | Cafeteria | Hallway |
| **Rules** | **Rules** | **Rules** |
| Be Cooperative | Keep your hands and feet to self. | Keep your hands and feet to self. | Walk on the right side of the hallway. |
| Be Respectful | Follow directions the first time given. | Voice level at a “1” or “2”. | Voice level at “0”. |
| Be Safe | Ask for permission to leave assigned area. | Ask for permission to leave assigned seat. | Ask for permission to leave the line. |
| Click here to enter Expectation #4 | Click here to enter a Rule | Click here to enter a Rule | Click here to enter a Rule |
| Click here to enter Expectation #5 | Click here to enter a Rule | Click here to enter a Rule | Click here to enter a Rule |

**4C**. Research indicates that discipline referrals increase after long holidays and during testing times. Plan to teach your location-specific rules at least 3 times throughout the year (and anytime the expected behaviors are not being demonstrated).

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

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

|  |  |  |  |
| --- | --- | --- | --- |
| **When will location-specific rules lesson plans be taught?** | | | |
|  | Date(s) | Time: | |
| August | August 15, 2018 | 8:00 am – 9:00 am | |
| January | January 8, 2018 | 8:00 am – 9:00 am | |
| 4th Quarter | April 1, 2018 | 8:00 am – 9:00 am | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | Homeroom Teachers |
| Where will the lesson plan instruction occur? | | | Classroom |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Junoisier Allen |

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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: Cafeteria

|  |  |
| --- | --- |
| **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 office discipline referrals from the cafeteria.    **Problem Identification:** The number of office discipline referrals in the 3rd quarter is 100% higher than 1st and 2nd quarters (0). Third quarter ODRs = 4 referrals. |
| **2**. **Problem Analysis:** Why do you think this problem is occurring?  What is your goal? *(use a SMART goal statement with numerical data)* | **Hypothesis:** Third, fourth, and fifth grades students are horse playing, out of their seats without permission and voice levels are higher than a “2” and need more structure in the cafeteria.  **Goal Statement:** By the end of the fourth quarter, ODRs from the cafeteria will decrease from 4 to less than 2 (50% reduction). |
| **3. Intervention Design:**  Describehow you will implement a positive reward program to decrease this problem. | **Type of System: Point system**  Description of System:  Every class will receive 3 pandas each day to track their excellent cafeteria behavior by following the cafeteria behavior expectations and rules. If the class ends their lunch time with 3 pandas they will receive 3 points for the day and points for the month will be posted and displayed in cafeteria. The class with the highest number of points for the month on each grade level will earn the privilege of dining at the Palmview Panda Café on the stage. Winning classes will be announced monthly on the intercom and morning announcements. |
| **4. Evaluation:**  A. Implementation fidelity | 1. How do you monitor the fidelity (consistency and effectiveness) of the **staff’s** implementation of the reward program?   The Cafeteria behavior expectations and Panda Point System will be taught to all cafeteria supervisors and monitors by the assistant principal. Panda points will be posted on the cafeteria wall and recorded daily on the point chart by the cafeteria supervisors. The school counselor will check the points daily. The assistant principal will observe the cafeteria 3 random days per week. The winners’ classroom names will be provided to the Principal and announced on the intercom and morning announcements the first Thursday of each month. The school counselor will host the Palmview Panda Café on the stage for the winning classes every first Friday of the month. |
| 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”?   The number of cafeteria referrals will be collected every Friday by the assistant principal and presented to the team to ensure the system is positively impacting ODR’s and modifications will be made as needed based on the outcome of the data. The data will be presented to the team by the assistant principal during the fourth quarter to determine if the school’s goal has been met. |

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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. Name calling | Using offensive names with the intention to hurt |
| 2.Horseplay / play fighting | Participating in rough, boisterous play |
| 3.Defiance | Not following directions, not completing classwork, or non-compliance |
| 4.Calling out | Answering a question or speaking out without being asked |
| 5.Distracting others | Causing a disturbance, or interruption that prevents others from giving their full attention |
| 6.Teasing | Making fun of or attempt to provoke in a playful way |

**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 |
| 1st Time: Verbal Redirection | |
| 2nd Time: Verbal Redirection and Reflection | |
| 3rd Time: Time Out / Written Reflection | |
| 4th Time: Parent Contact | |
| 5th Time: Detention | |
| 6th Time: Office Discipline Referral | |

**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 | Leaving the classroom without permission, refusing to follow staff directions. |
| 2. Disruptive/Unruly Play | Disorderly play that interferes or causes disruption of the learning environment. |
| 3. Defiance of authority | Repeated Disobedience/Insubordination referrals or refusal to attend or comply with Internal Suspension Program rules and expectations. |
| 4. Fighting | An exchange of physical blows, hits, or punches with an intent to hurt or injure. |
| 5. Weapon Possession | Possession of a weapon or a toy that resembles a weapon, used in a threating manner. |
| 6. Repetitive staff managed  misbehaviors | More than misbehaviors inwarrants an office referral.  hour  2  5    *e.g., 3 half hour*  *2 one period* |

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

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

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

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

**Student Behavior Discipline Flow Chart**

Observe Problem Behavior

Intervene and redirect

Office Managed Misbehaviors

Staff Managed Misbehaviors

•Call to notify office of major infraction

•Write ODR

Implement an initial consequence from **6B**

Is behavior Office Managed?

*(if unsure, check below)*

|  |  |
| --- | --- |
| List Staff Managed  Misbehaviors from **6A** | List Office Managed  Misbehaviors from **6C** |
| Name Calling  Horseplay / Play Fighting  Defiance  Calling Out  Distracting Others  Teasing  Out of Area | Disobedience/Insubordination  Disruptive/Unruly Play  Defiance of Authority  Fighting  Leaving School Grounds without Permission  Bullying  Threat or Intimidation  Vandalism of personal / school property  Theft  Weapon / Dangerous Items |

1st Consequence:

Verbal Redirection

Referring Teacher/Staff Member completes discipline referral on BASIS and contacts parent.

If the behavior is a crisis follow crisis protocol.

Behavior Corrected

Reinforce/ reward

2nd Consequence: Verbal redirection and reflection

Behavior Corrected Reinforce/ reward

Office Discipline Referral

Behavior Corrected Reinforce/ reward

Behavior Corrected Reinforce/ reward

5th Consequence: Detention

4th Consequence: Parent Contact

3rd Consequence: Time-out and written reflection

Behavior Corrected

Reinforce/ reward

If behavior continues and interventions are not modifying behaviors refer to RtI for behavior.

Administration process referral on BASIS.

Administrative action and parent contact.

Student conference with administration. Reflection / re-teach / rehearse behavior.

Administration follow up with teacher/staff member.

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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

|  |
| --- |
| 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: *(3-4 sentences)*  Mr. Gibson, principal and Ms. Allen, assistant Principal, completes walkthrough biweekly for each classroom teacher using iObservation Domain 1. Feedback is provided to teachers by their assigned administrator. Data is evaluated and analyzed by Mr. Gibson and Ms. Allen. If teachers receive less than applying, a plan of action will be developed by the following support team: Administration, school counselor, and grade level team leader. Training will also be provided by the district. |

**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**: | 59 |
| Total number of **school-wide** discipline referrals: | 23 |
| % of referrals in the classroom: | 72% |
| 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: | 641 |  |  | |
| # Referrals |  | **% of Total Population** | Core Effectiveness | |
| 0 - 1 referral |  | 97% | Are your 0 – 1 referrals > 80%? | Yes No |
| 2 - 5 referrals  (at risk students) | 16 | 2% | Are your 2 - 5 referrals <15%? | Yes No |
| > 5 referrals  (high risk students) | 5 | 1% | 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: *(3-4 sentences)*  The procedure for assisting students who are exhibiting behavior difficulties is as follows:   * Classroom Teacher follows Classroom Management Plan consistently. * Classroom Teacher brings student up for discussion with Team Members during Team Planning to gain support and intervention ideas. * Classroom Teacher utilizes Palmview Behavior Matrix consistently. * Classroom Teacher logs anecdotal and applies interventions when necessary. * If no progress is seen, Classroom Teacher refers students to the Collaborative Problem-Solving Team. * Additional Services:   + - Individual Behavior Plans     - Small Group Counseling     - Individual Counseling | |

**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 | 81 | 71 | -10 | Yes No |
| Hispanic/Latin | 15 | 28 | 13 | Yes No |
| White | 2 | 1 | -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: *(3-4 sentences)*  Our data indicates that the percentage of referral contributed to our Hispanic/Latin subgroup is higher than expected, given that subgroups’ percentage in the student population. To address this, we will use the following approaches to reduce disproportionality: Family Engagement, Positive Behavioral Intervention, and Social-Emotional Learning. The discipline flow chart will be modified to add the above components. Training will be provided in all three components listed above. Data will be monitored weekly by Junoisier Allen, Assistant Principal. | |

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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** | **Junoisier Allen, 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** | **Junoisier Allen, 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 | 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?”*

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| **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 | 100% of classroom and common areas will have expectations and rules posted by September 1, 2018. | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | Shayla Standifer, School Counselor will complete observations and tally monthly. Data findings will be shared with the staff. |
| **Behavior lesson plans** are being taught as written and when indicated | 100% of teachers will have taught the behavior lesson plans as written by August 31, 2018. | Junoisier Allen, Assistant Principal and Shayla Standifer, School Counselor will observe and monitor the use of Behavior Lesson plans and report the findings to the staff on a monthly basis. |
| **Discipline consequences**  and **flow chart** are being used by all staff as written | 100% of teachers will have used the discipline consequences and flow chart as written by June 2019. | Junoisier Allen, Assistant Principal will monitor the use of the discipline consequences and flow chart and share findings with the staff on a monthly basis. |
| A **reward system** is being implemented for *all* students | 100% of teachers will implement the reward system for all students by June 2019. | Shayla Standifer, School Counselor will complete observations and share findings with the staff on a monthly basis. |

**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?”*

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| **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 | 70% decrease in the top 5 behavior incidents by June 2019. | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | Junoisier Allen, Assistant Principal will collect data monthly. Monthly and quarterly averages charted and presented to staff. |
| See critical element 4A  • **Top 3 event locations** data | 50% decrease in the top 3 event locations by June 2019. | Junoisier Allen, Assistant Principal will collect data monthly. Monthly and quarterly averages charted and presented to staff. |
| See critical element 8  • **Core effectiveness** data | 95% of the student body will have 1 or less behavior incident by June 2019. | Junoisier Allen, Assistant Principal will collect data monthly. Monthly and quarterly averages charted and presented to staff. |
| See critical element 7A  • **Grade Level/Classroom referrals** data | 70% decrease in grade level/classroom referrals data by June 2019. | Junoisier Allen, Assistant Principal will collect data monthly. Monthly and quarterly averages charted and presented to staff. |