

**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:** | Margate Elementary |
| **School Number:** | 1161 |
| **SPBP Contact Name:** | Vicki Flournoy |
| **Direct Phone Number:** | 754-322-6916 |

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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?** |
| Thomas J. Schroeder | Principal | Administration |
| Vicki Flournoy | SPBP Point of Contact | Administration |
| Denise Wood | Parent/Community Representation | SAC |
| Kesha Roberts | BTU Representative/1st Grade Teacher | Teachers/BTU |
| Shannon Mills | Math Coach/SAC Chairperson | SAC |
| Patricia A. Moore | Literacy Coach/RtI:B Facilitator | RtI:B Team |
| Stephanie Robinson | 2nd Grade Teacher | Teachers |
| Monique Wilton | 4th Grade Teacher | Teachers |
| Rachel Belfer | Guidance Counselor | Support Staff |
| Ryan DePotter | Teacher Assistant/Parent | Teacher Assistants/PTA |
| Khadijah Muhammad | ESE Support Teacher/Parent | ESE Department |
| Dawn Kamensky | Kindergarten/1st Grade Teacher | Teachers |
| Nicholas DeCesare | 3rd Grade Teacher | Teachers |
| Jane Cohen | 5th Grade Teacher | 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:** |
| 9/11/2018 | 2:15 p.m. | Vicki Flournoy, 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) |
| 11/13/2018 | 2:15 p.m. | Vicki Flournoy, Assistant Principal |
| 1/8/2019 | 2:15 p.m. | Vicki Flournoy, Assistant Principal |
| 4/2/2019 | 2:15 p.m. | Vicki Flournoy, 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 | 4/23/2018 | # of participants = 76 | Vicki Flournoy |
| Held a *faculty* vote on the new SPBP  (for SY 2018/19) | 4/23/2018 | % approved = 100% | Vicki Flournoy |
| Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community) | 4/30/2018 | # of participants = 100% | Vicki Flournoy |

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

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| **Action Steps:** | **Date(s)**  *(NEXT YEAR)* | **Content**  *(retain attendance sheets at school)* | **Person responsible to collect and retain attendance sheets:** |
| Provide a professional development on the 2018/19SPBP for all staff | Prior to students’ 1st day:  8/14/2018 | The team will present the updates in the SPBP for the 18/19 school year. All stakeholders will be provided with access to the SPBP. Feedback will be collected for future team meetings. | Vicki Flournoy |
| Present the 2018/19SPBP to stakeholders (parents and community) | Prior to Oct 1st, 2018  9/12/2018 |
| Present behavior data to staff  *Quarterly: minimum of 4 each year* | 1. 10/15/2018 | 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. | Vicki Flournoy |
| 2. 12/17/2018 |
| 3. 3/18/2019 |
| 4. 5/20/2019 |

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| **CRITICAL ELEMENT # 3: School-wide Expectations** |

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

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| **Top 10 Behavior Incidents**  *(put N/A in any blank spaces)* | |
| 1. 01:Disobedience/Insubordination | 6. ZW: Defiance of Authority-Habitual |
| 2. SB: Disruptive (Unruly) Behavior | 7. ZU: Out of Assigned Area |
| 3. 22: Battery | 8. ZX: Profanity Directed Towards a Staff Member |
| 4. ZI: Fight/Minor Altercation | 9. T5 Theft - Petty <$300 |
| 5. ZA: Bullying | 10. ZW: Defiance of Authority-Habitual HA: Harassment |

**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. Respect others |
| 2. Own my behavior |
| 3. Act responsibly |
| 4. Ready to learn |

**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 | August 16th – 21st, 2018 | 8:15-9:45 a.m. | |
| January | January 8th - 11th, 2019 | 8:15-9:45 a.m. | |
| 4th Quarter | April 1st - 4th, 2019 | 8:15-9:45 a.m. | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | Homeroom teacher |
| Where will the lesson plan instruction occur? | | | Classroom |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Vicki Flournoy |

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

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

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| **Top 3 Locations** | |
| School Location | # Incidents |
| 1. Hallway | 9 |
| 1. Cafeteria | 7 |
| 1. Playground/Field | 4 |

**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** |  | **IDENTIFIED LOCATIONS** | | |
| Hallway | Cafeteria | Playground/Field |
| **Rules** | **Rules** | **Rules** |
| Respect others | Keep hands, feet and objects to yourself / respect school property | Use kind words and actions | Keep hands, feet and objects to yourself and include others in activities |
| Own my behavior | Walk in a Margate line segment | Use good manners | Follow safety procedures |
| Act responsibly | Do the right thing even when no one is watching | Stay in your seat and clean your area | Follow rules and procedures of activity |
| Ready to learn | Listen for instructions (Voice Level 0) | Listen for instructions (Voice Level 2) | Listen and follow instructions promptly |

**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 | August 16th – 21st, 2018 | 8:15-9:45 a.m. | |
| January | January 8th - 11th, 2019 | 8:15-9:45 a.m. | |
| 4th Quarter | April 1st - 4th, 2019 | 8:15-9:45 a.m. | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | Homeroom teacher |
| Where will the lesson plan instruction occur? | | | Classroom |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Vicki Flournoy |

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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: **Respect 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:** Office Discipline Referrals (BASIS) and Teacher Surveys    **Problem Identification:** 92% of Student Discipline Referrals and Classroom Behavior Infractions result form lack of respect for adults or peers. |
| **2**. **Problem Analysis:** Why do you think this problem is occurring?  What is your goal? *(use a SMART goal statement with numerical data)* | **Hypothesis:** Students who lack an understanding of respect have minimal experiences with this essential character trait.  **Goal Statement:** By May 2019, Office Discipline Referrals resulting from lack of respect for others will decrease by 10%. |
| **3. Intervention Design:**  Describehow you will implement a positive reward program to decrease this problem. | **Type of System:** Economic Stimulation System  **Description of System:**  *Students will be recognized when they demonstrate the respect character trait by receiving a R.O.A.R. ticket. Additionally, each morning a student will be selected to wear the “Top Student Lanyard” to be commended by adults and fellow students throughout the day for demonstrating respect for others. Students will utilize their R.O.A.R. tickets to attend the R.O.A.R. Ball each quarter.* |
| **4. Evaluation:**  A. Implementation fidelity | 1. How do you monitor the fidelity (consistency and effectiveness) of the **staff’s** implementation of the reward program? *Administrators and Support Staff Members will check for “Top Students” and R.O.A.R. tickets daily through classroom visits and passing through the hallways/cafeteria. Staff members who struggle with providing rewards to students will be provided support*. |
| 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 disciplinary referrals for lack of respect will decrease. The number of different students being recognized as a “Top Student” or R.O.A.R. attendee will increase. There will be an intentional goal of catching students who normally struggle with respect when they model this character trait and reinforce their positive actions.* |

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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. **Calling out / not raising hand** | Calling out, not raising hand, socializing |
| 1. **Unsafe or rough play** | Running, pushing, tackling, crawling on the floor, hiding |
| 1. **Minor aggression** | Grabbing items, pushing past someone, pushing chair/desk, chest bump, slamming things, deliberately breaking materials |
| 1. **Disrespectful behavior** | Rolling eyes, talking back, inappropriate tone/response/gesture |
| 1. **Out of Assigned Area** | Walking away from group, away from designated station, eloping (within eyesight) |
| 1. **Minor disruption** | Tapping desks, tipping chair, humming/making noises |

**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 |
| Non-verbal cue | |
| Proximity (Move closer to the student who is misbehaving) | |
| Compliment a student who is demonstrating desired behavior | |
| Verbal reminder of expectation | |
| Reflection activity | |
| Classroom Behavior System (Clip down / lose a point / lose a ticket) | |

**6C. Administration Managed Misbehaviors**:

(a) Define the first 3 behaviors by providing examples that clearly identify the point at which the misbehavior warrants an Office Discipline Referral (ODR).

(b) List two additional common school-wide misbehaviors that will result in an ODR. Provide concrete examples.

(c) Determine staff tolerance level for repetitive misbehaviors (the point at which the number of staff-managed misbehaviors becomes an ODR).

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| **Office Discipline Referrals (ODRs)** | |
| Behavior | “Looks Like” - *provide a description with example(s)* |
| 1. Disobedience/Insubordination | Failure to obey a reasonable or repeated instruction or request from a member of school staff |
| 2. Disruptive/Unruly Play | Uncontrollable play that interferes or disrupts the learning environment |
| 3. Defiance of authority | Disobedience/Insubordination resulting in four (4) or more separate (01) Disobedience/Insubordination referrals, or the deliberate refusal to comply with the In-School Suspension Program rules and requirements resulting in dismissal from the Program |
| 4. Battery | The intentional and un-consensual contact that results in minor injury/harm to the intended victim (may include SBBC employee). The act must be intentional, without consent of the victim and result in harm to the intended victim. |
| 5. Bullying | Systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees that is sever or pervasive enough to create an intimidating, hostile, or offensive environment, or unreasonably interfere with the individual’s school performance or participation |
| 6. Repetitive staff managed  misbehaviors | More than misbehaviors inwarrants an office referral.  hour  a half  3    *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.

**Margate Elementary**

**Student Behavior Discipline Flow Chart**

Observe Problem Behavior

Administrator gives feedback to teacher

Administrator follows through on consequence

Administrator determines consequence

* Call to notify office of major infraction (Code Purple)
* Write Office Discipline Referral

Office Managed Misbehaviors

1. Disobedience / Insubordination
2. Disruptive / Unruly Play
3. Defiance of authority
4. Battery
5. Bullying
6. Repetitive staff managed misbehaviors (More than 3 misbehaviors in a half hour period)
7. Calling out / not raising hand
8. Unsafe or rough play
9. Minor aggression
10. Disrespectful behavior
11. Out of Assigned Area (within eyesight)
12. Minor disruption

**Intervention**

**Option 6:**

Classroom Behavior System (Clip down / lose a point / lose a ticket)

**Intervention**

**Option 5:**

Reflection activity

**Intervention**

**Option 4:**

Verbal reminder of expectation

**Intervention**

**Option 2:**

Proximity (Move closer to the student who is misbehaving)

**Intervention**

**Option 3:**

Compliment a student who is demonstrating desired behavior

**Intervention**

**Option 1:**

Nonverbal cue

Re-direct student / Re-teach appropriate behavior

Is the behavior a

**Teacher/Staff** **Managed** or **Office Managed** Misbehavior?

*(if unsure, check below)*

**Office**

**Managed**

Misbehaviors

**Teacher/Staff**

**Managed** Misbehaviors

Staff Managed Misbehaviors

Intervene and redirect

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| **CRITICAL ELEMENT # 7 : Classroom Management Systems** |

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

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| --- | --- |
| Which **evidence-based** classroom management system is supported by your school’s administration and is expected to be implemented school-wide?  *(Class Dojo, LEAPs, HERO, Cloud 9, etc. are tools,* ***not*** *classroom systems)* | CHAMPs\*  PBIS Classroom Management  Administration does not expect an evidence-based classroom management system to be implemented by teachers this year  (*your school will need to adopt one next year)*  Other *(complete below)* |
| If other, name the **evidence-based classroom management system:** | Click here to enter name of system. |
| \*CHAMPs is the district-supported, evidence-based universal classroom management system for all teachers. Would your Principal like to be contacted to learn about CHAMPs professional development? | Yes  No |

**7B.** Fidelity of **staff** implementation of school-wide classroom management systems

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| What data collection tool does your school leadership team use to monitor and evaluate your teacher’s classroom management skills? *(Measure* ***staff skills****, not student outcomes)* |
| CHAMPs 7 Up Checklist |
| CHAMPs Classroom Check Up (CCU) |
| PBIS Classroom Assistance Tool (CAT) |
| PBIS Walkthrough |
| Marzano’s Domain 1, Design Questions 5, 6, 7, 8, 9 |
| Fidelity of staff classroom management implementation is not monitored to determine training needs this year *(you will need to adopt a tool and plan next year)* |
| Other *(specify):* |
| Explain how this data is collected and analyzed by your school leadership team as a **universal screening** *across teachers* to determine the need for classroom management training: |
| Fidelity of Implementation Plan: *Monthly rewards and discipline data reviews will be conducted to determine effectiveness of positive behavior support plan implementation. Support will be provided to teachers that not demonstrate improvement. The PBIS Walkthrough tool will utilized to provide additional feedback to teachers.* |

**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**: | 29 |
| Total number of **school-wide** discipline referrals: | 69 |
| % of referrals in the classroom: | **42** |
| 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: |  |  |  | |
| # Referrals |  | **% of Total Population** | Core Effectiveness | |
| 0 - 1 referral |  | 99 | Are your 0 – 1 referrals > 80%? | Yes No |
| 2 - 5 referrals  (at risk students) | 8 | 1 | Are your 2 - 5 referrals <15%? | Yes No |
| > 5 referrals  (high risk students) | 2 | 0 | 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: *High risk students are identified early and provided with behavior interventions based on individual student needs. Most problematic behaviors are identified first and strategies are put in place to address them. Most high risk students are placed on a daily plan in order to provide positive 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 | 48 | 49 | 1 | Yes No |
| Hispanic/Latin | 12 | 7 | -5 | Yes No |
| White | 28 | 33 | 5 | 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: *Data will be reviewed to determine what problem behaviors, what motivations and which teachers are associated with disproportionate office discipline referrals. Additional interventions will be included to improve these numbers and support teachers. Progress will be shared at quarterly Positive Behavior Plan Data Meetings.* | |

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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** | **Vicki Flournoy, 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** | **Vicki Flournoy, 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?”*

|  |  |  |  |
| --- | --- | --- | --- |
| **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 | By August 31, 2018, 100% of our school hallways will have a minimum of 2 school-wide expectation posters posted as measured by a formal PBIS walk-through. | 10/5/2018  12/17/2018  3/18/2019  5/20/2019 | Vicki Flournoy |
| **Behavior lesson plans** are being taught as written and when indicated | By August 31, 2018, 94% of teachers will have taught all the school-wide behavior lesson plans as measured by lesson plans to administration. | Vicki Flournoy |
| **Discipline consequences**  and **flow chart** are being used by all staff as written | By June 5, 2019, school-wide Office Discipline Referrals will reduce by 10%. | Vicki Flournoy |
| A **reward system** is being implemented for *all* students | Every quarter, the percentage of students attending the R.O.A. R. Ball for positive behavior will increase by 5%. | Vicki Flournoy |

**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 |
| • Type of **behavior incidents** data | Every quarter, there will be a 5% decrease in the number of Office Discipline Referrals for disobedience/insubordination as measured by the BASIS Behavior Dashboard. | 10/5/2018  12/17/2018  3/18/2019  5/20/2019 | Vicki Flournoy |
| • **Top 3 event locations** data | Every quarter, there will be a 5% decrease in the number of Office Discipline Referrals occurring in hallways as measured by the BASIS Behavior Dashboard. | Vicki Flournoy |
| • **Core effectiveness** data | By June 5, 2019, there will be a minimum of 98% core effectiveness as measured by the BASIS Behavior Dashboard. | Vicki Flournoy |
| See critical element 7A  • **Grade Level/Classroom referrals** data | By June 5, 2019, the number of fifth grade students receiving an Office Discipline Referral will decrease by 5% as measured by the BASIS Behavior Dashboard. | Vicki Flournoy |