

**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:** | Nova High School |
| **School Number:** | 1281 |
| **SPBP Contact Name:** | Christine Sexton |
| **Direct Phone Number:** | 754-323-1694 |

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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.*

|  |  |  |
| --- | --- | --- |
| **Full Name** | **Position** | **Who or what grade level does this member represent?** |
| Christine Sexton | Administrator | Administration |
| Errol Forbes | SPBP Point of Contact |  |
| Hollie Kwak | Parent/Community Representation | SAC |
| Richard Judd | BTU Representative |  |
| Corinne Dannon | Teacher | 10th |
| Stephanie McBean-McDonald | Teacher | 9th |
| Precita Goedschalk | Teacher | 11th |
| Justin Whitehorn | Teacher | 12 |
| Schatzi Wright | Security Specialist |  |
| Angela McBee | SAC Co-Chair |  |

**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:** |
| 10/4/2018 | 1PM | Errol M. Forbes | 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) |
| 11/1/2018 | 1PM | Errol M. Forbes |
| 1/1/2019 | 1PM | Errol M. Forbes |
| 4/4/2019 | 1PM | Errol M. Forbes |

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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:

|  |  |  |  |
| --- | --- | --- | --- |
| **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 | 4/2/2018 | # of participants = 110 | Errol Forbes |
| Held a *faculty* vote on the new SPBP  (for SY 2018/19) | 4/5/2018 | % approved = 87% | Errol Forbes |
| Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community) | 4/26/2018 | # of participants = 47 | Errol Forbes |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Action Steps:** | **Date(s)**  *(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:  8/9/2018 | The team will present the updates in the SPBP for the 18/19 school year. All stakeholders will be provided with access to the SPBP. Feedback will be collected for future team meetings. | Errol Forbes |
| Present the 2018/19SPBP to stakeholders (parents and community) | Prior to Oct 1st, 2018  8/30/2018 |
| Present behavior data to staff  *Quarterly: minimum of 4 each year* | 1. 10/4/2018 | 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. | Errol Forbes |
| 2. 12/6/2018 |
| 3. 2/7/2019 |
| 4. 4/4/2019 |

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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. Dress Code Violation | 6. Tardiness Habitual |
| 2. Unruly/ Disruptive Behavior | 7. Out of Assigned Area |
| 3. Bus Violation | 8. Unserved Detention |
| 4. Disobedience/ Insubordination | 9. Bus Violation- Level 1 |
| 5. Skipping | 10. Cell Phone Violation |

**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 respectful to yourself, others, and the school. |
| 2. Be aware of your surroundings and remain in the allowed areas during/after school, breakfast/lunch, and class change. |
| 3. Follow rules set forth by the school while on campus. |
| 4. Be accountable for yourself and your actions. |

**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 | 8/10/2018 | 10AM | |
| January | 1/10/2019 | 2:30PM | |
| 4th Quarter | 4/4/2019 | 2:30PM | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | Errol Forbes |
| Where will the lesson plan instruction occur? | | | Media |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Errol Forbes |

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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. Hallway | 105 |
| 2. School Grounds | 53 |
| 3. Bus | 42 |

**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 | Hallway | School Grounds |
| **Rules** | **Rules** | **Rules** |
| Be respectful to yourself, others and school property. | Keep hands and feet to yourself at all times  Speak in a volume that will not distract the bus driver | Keep hands and feet to yourself  Speak to fellow students, teachers, and staff with respect | Speak with appropriate tone and language  Act in an appropriate and respectful manner |
| Be aware of your surroundings and remain in the allowed areas during/after school, breakfast/lunch, and class change. | Remain in your assigned seat at all times and remain seated until your stop  Use only your assigned bus route when getting on and off the bus | Eat breakfast/lunch in designated areas  Use a properly addressed hall pass when walking through the hallway  Use lockers before school, during lunch and after school | Use appropriate times (during lunch, before, and after school) to address concerns with guidance  Obtain a pass when leaving class for any reason |
| Follow rules set forth by the school while on campus. | Respect your bus operator | When walking through the campus using a headset, cover only one ear  Be aware of your dress code | Follow rules and procedures for signing into school when arriving late or by signing out before leaving campus |

**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 | 8/10/2018 | 10AM | |
| January | 1/10/2019 | 2:30PM | |
| 4th Quarter | 4/4/2019 | 2:30PM | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | Errol Forbes |
| Where will the lesson plan instruction occur? | | | Media |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Errol Forbes |

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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: Hallway\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **4 Step Problem Solving Process** | **Plan** |
| **1. Problem Identification:** Use your behavior data to identify a school-wide problem.  What problem did you identify? *(use numerical data)* | **Data used**: 84 referrals were given based on dress code violations:    **Problem Identification**: 17% of school-wide referrals are from students violating the school dress code policy. |
| **2**. **Problem Analysis:** Why do you think this problem is occurring?  What is your goal? *(use a SMART goal statement with numerical data)* | **Hypothesis**: If we implement a positive reward point system and use positive visual expectations for dress code around campus, then we will see a reduction in dress code violations by 3%, compared to last year’s data.  **Goal Statement**: With the implementation of a reward points system and positive visual expectations, students will have a clear understanding of appropriate school dress code, and violations will be reduced by 3% overall by the end of 2018 school year, compared to last year’s data. |
| **3. Intervention Design:**  Describehow you will implement a positive reward program to decrease this problem. | **Type of System:** Point system  **Description of System**: Utilizing a custom application, students will earn or lose points based off of dress code. The points will be tallied per grade level and rewards will include items such as discounts on homecoming tickets or yearbooks, free homework passes, or free school gear. |
| **4. Evaluation:**  A. Implementation fidelity | 1. **How do you monitor the fidelity (consistency and effectiveness) of the staff’s implementation of the reward program?**   We will monitor the effectiveness of the reward system by comparing the number of referrals and violations to the amount of points being awarded or deducted. |
| 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”?**   Monitoring the number of student number out of dress code, the number of discounts on homecoming tickets or yearbooks, free homework passes, or the amount of free school gear that was given will help to see if the reward program is positively impacting students.  Secretaries will monitor the number of dress code infractions as it will be recorded in Basis. The goal is to see a reduction in dress code referrals by 3%. |
| **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. Talking during lesson | Talking during lesson would be a disruption of the teacher’s instruction and/or student discussion/answers therefore halting the course progress at that moment and must be redirected to either contribute appropriately to discussion or respect others quietly. |
| 2. Having headphones on during class time | A student will be visibly wearing headphones/buds in one or both ears possibly covered by hair and/or hoodie to disguise having them on and must be removed. |
| 3. Loitering, not going to seat when bell rings | Loitering/not going to their seat when the bell rings is when a student refuses to be prepared for class and seated upon entry to the classroom and does not start their beginning work / Do Nows/TASKS. |
| 4. Eating in the classroom- other than breakfast | Student who eat snacks and other foods (other than breakfast) visibly or hiding from their bag/pockets when it is strictly prohibited during instructional time in the classroom unless otherwise needed for lesson. |
| 5. Dress code | Student will clearly violate the dress code by showing up to school in inappropriate garments (i.e. Shorts/dresses/skirts above allowed length, etc.) |
| 6. Using inappropriate language with other students | A student will clearly use vulgar language (i.e. cursing, derogatory terminology, insulting language, etc.) towards other students or during the course of conversation. |

**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 |
| Parent phone call | |
| Student/Teacher conference | |
| Student/Administrator conference | |
| Parent/Teacher conference | |
| Internal suspension | |

**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 | A student will not follow the rule/directive given by an adult on campus (staff/faculty) and is in clear violation of not following the rule being enforced. |
| 2. Disruptive/Unruly Play | A student will be using inappropriate behaviors (i.e. rough-housing, wrestling, disturbing peers, etc.) that will disrupt the common expectancy of behaviors on campus. |
| 3. Defiance of authority | A student will be disobedient/insubordinate and clearly keep violating the rule/directive of an adult on campus (staff/faculty) even after clearly being told not to. |
| 4. Technology Violation | A student will inappropriately use technology for unintended use (i.e. inappropriate internet usage, vandalizing technology, etc.) |
| 5. Skip class/ Truancy | A student will not attend their scheduled class/course and be in a location other than the one intended (i.e. in hallways or another classroom without consent.) |
| 6. Repetitive staff managed  misbehaviors | More than misbehaviors inwarrants an office referral.  Days  5  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.

**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** |
| Talking during lesson | Disobedience/ Insubordination |
| Having headphones on during class time | Disruptive/Unruly Play |
| Loitering, not going to seat when bell rings | Defiance of authority |
| Eating in the classroom- other than breakfast | Technology Violation |
| Dress code | Skip class/ Truancy |
| Using inappropriate language with other students | Repetitive staff managed misbehaviors |

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| Parent phone call |
| Student/Teacher conference |
| Student/Administrator conference |
| Parent/Teacher conference |
| Internal suspension |

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| --- |
| Repetitive moderate misbehaviors |
| Disobedience/ Insubordination |
| Defiance |
| Cell phone violations |
| Dress code violations |
| Habitual Tardiness |

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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:  *The leadership team will take and analyze the data received from walkthroughs, informal or formal evaluations, and/or the number of referrals the teacher has given as documented in BASIS. Based on this data, the leadership team will determine what type of classroom management strategies will be the point of focus for professional development and who will need to attend.* |
| Fidelity of Implementation Plan: *(3-4 sentences)* Based on the data from BASIS and the Marzaon data marks, the leadership team will determine what type of classroom management strategies will be the point of focus for professional development and who will need to attend. After the training, the identified teachers will receive a mentor to help assist in developing better classroom management strategies. The mentor will meet regularly with the leadership team and the teacher to discuss if the strategies are not only of the strategies are being implemented, but if they are working. |

**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**: | 170 |
| Total number of **school-wide** discipline referrals: | 273 |
| % of referrals in the classroom: | **38%** |
| 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: | 2157 |  |  | |
| # Referrals |  | **% of Total Population** | Core Effectiveness | |
| 0 - 1 referral | 131 | 98% | Are your 0 – 1 referrals > 80%? | Yes No |
| 2 - 5 referrals  (at risk students) | 50 | 2% | Are your 2 - 5 referrals <15%? | Yes No |
| > 5 referrals  (high risk students) | 1 | 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: *(3-4 sentences)* Continue to make students and parents a part of the discipline process. Stakeholders will continue to meet monthly with the administrative team and speak about positive interactions within the community and in school. This will help build on the positive implementation of the school’s positive behavior plan while and also aid in lowering student discipline and behavior. | |

**8C. Disproportionality: Determine if there are any issues within subgroups** from BASIS 3.0 Behavior Dashboard in the “Referrals by Demographics” chart.

(a) Complete the yellow highlighted cells first.

(b) Auto-calculate the difference by clicking on each “0” in the next cell and pressing “Fn + F9”.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Subgroups | (PctPop - Green)  % **of students** | (PctRef - Blue)  **% of referrals** | Difference in referral composition | Positive value suggests disproportionality  (Is the value positive?) |
| Black | 63 | 66 | 3 | Yes No |
| Hispanic/Latin | 21 | 20 | -1 | Yes No |
| White | 10 | 10 | 0 | 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)* To assist the leadership team in early identification of disproportionality, school organizations such as Mentoring Tomorrow’s Leaders and Sisters with a Purpose will be utilized. These clubs will serve as a mentoring/leadership program for students and assist school leadership in the lowering the amount of referrals that are seen in the Black and Hispanic subgroups. Teachers, school resources officers, student leaders, along with the school leadership team all share a stake in these organizations. Scholastics achievement along with positive activities, rewards, and reinforcements are the corner stones of these organizations, of which, helps the students to succeed. | |

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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** | **Errol Forbes Behavior Specialist** |
| **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** | **Errol Forbes Behavior Specialist** |
| **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 | **Errol Forbes Behavior Specialist** |
| **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 | **Christine Sexton Assistant Principal Errol Forbes Behavior Specialist** |
| **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 | **Errol Forbes Behavior Specialist** |
| **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 | **Errol Forbes Behavior Specialist** |
| **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. | **Errol Forbes Behavior Specialist** |
| **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> | **Christine Sexton Assistant Principal Errol Forbes Behavior Specialist** |
| **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. | **Errol Forbes Behavior Specialist** |
| **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 | **Errol Forbes Behavior Specialist** |
| **April** | Submit your SPBP in OSPA by April 30th every year | **Errol Forbes Behavior Specialist** |

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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 | By each specified quarterly dates, the school wide expectation and the location-specific rules will be discussed and taught to ensure that all students and faculty across the will be compliant | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | Errol Forbes and Christine Sexton |
| **Behavior lesson plans** are being taught as written and when indicated | Lesson plans will be discussed with the faculty at the beginning of each quarter during professional study day and continuously taught in each class by the teachers. Data will be monitored by BASIS percentages observed by the leadership team. | Errol Forbes and Christine Sexton |
| **Discipline consequences**  and **flow chart** are being used by all staff as written | The discipline flow chart will be discussed each quarter during professional study day to ensure each faculty member understands it’s the hierarchy. Data will be monitored by the secretary of each grade level monthly. | Errol Forbes and Christine Sexton |
| A **reward system** is being implemented for *all* students | Teachers, clubs, and the leadership team will monitor the progress of each student, based on the events, to determine not only the success of the rewards program but the type rewards, point, or percentage each student will receive as an incentive. | Errol Forbes and Christine Sexton |

**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 | To determine successful student outcomes for the behavior incidents, positively stated rules and out of area with times signs will be posted campus wide. Teachers will discuss this with each student during their class time. The leadership team will monitor BASS to determine outcome. | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | Errol Forbes and Christine Sexton |
| See critical element 4A  • **Top 3 event locations** data | To determine the successful student outcome of the top 3 location signs will be posted campus wide. Teachers will discuss this with each student during their class time. Incidents will be monitored on a weekly basis by campus security to determine successful outcome. | Errol Forbes and Christine Sexton |
| See critical element 8  • **Core effectiveness** data | To determine the successful outcome of the core effectiveness plan, stakeholders will continue to meet monthly with the administrative team and speak about positive interactions within the community and in school as it related to the data presented. | Errol Forbes and Christine Sexton |
| See critical element 7A  • **Grade Level/Classroom referrals** data | To determine the successful outcome of the level/classroom referrals, data from BASIS will be monitored on a bi-weekly basis by the leadership team along with teachers and parents will tailor specific plans that to ensure student’s success. | Errol Forbes and Christine Sexton |