

**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:** | Lauderhill 6-12 Stem-Med |
| **School Number:** | 1391 |
| **SPBP Contact Name:** | Kenneth R. Ward, Jr. & Felicia Alvarez – Co-Chairs Discipline Committee |
| **Direct Phone Number:** | 754-322-3600 |

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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?** |
| Tariq Qaiyim | AP Behavior/Safety | Administration |
| Kenneth R. Ward, Jr. | SPBP Point of Contact/SAC Co-Chair/Discipline Committee Co-Chair | SAC |
| Kaullis Marshall | Parent/Community Representation | SAC |
| Felicia Alvarez | BTU Representative/Discipline Committee Co- Chair | Faculty |
| Randall Deich | Title I Liaison | Staff/Community |
| Rudy Ford | Teacher | Middle School |
| Alexis Boucher | Teacher | High School |
| Renee Barnett | BTU Representative | Faculty |
| Paulina Coba | ELL | ESOL Stakeholders |
| Brendaliz Gomez | Guidance | Students/Parents |
| Roderick Gray | Behavior Specialist | School Discipline |
| Kristian Holmes | Family Therapist | Students/Parents |
| Tammy Johnson | Non-Instructional | Family/Community |
| Darien Lovett | Teacher | Middle School |
| Lashonda Lanoir | Teacher | Middle School |
| Antonia Crisswell | Teacher | High School |
| Jean Galiotte | Teacher | Middle School |
| Martrice Hicks | Teacher | Middle School |

**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:** |
| 9/12/2018 | 4:45 PM | Ken Ward/Felicia Alvarez | 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) |
| 11/27/2018 | 4:45 PM | Ken Ward/Felicia Alvarez |
| 1/29/2019 | 4:45 PM | Ken Ward/Felicia Alvarez |
| 4/10/2019 | 4:45 PM | Ken Ward/Felicia Alvarez |

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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 | 4/30/2018 | # of participants = 46 | Ken Ward/Felicia Alvarez |
| Held a *faculty* vote on the new SPBP  (for SY 2018/19) | 4/30/2018 | % approved = 83% | Ken Ward/Felicia Alvarez e |
| Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community) | 5/23/2018  SAC Meeting | # of participants = 15  We usually have about 15 internal/external stakeholders present during a SAC meeting | Ken Ward/Felicia Alvarez |

**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:  8/9/2018 | 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. | Ken Ward/Felicia Alvarez |
| Present the 2018/19SPBP to stakeholders (parents and community) | Prior to Oct 1st, 2018  9/19/2018 |
| Present behavior data to staff  *Quarterly: minimum of 4 each year* | 1. 9/20/2018 | 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 | Ken Ward/Felicia Alvarez |
| 2. 12/4/2018 |
| 3. 2/7/2019 |
| 4. 4/18/2019 |

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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. Tardiness Habitual | 6. Profanity to Staff Members |
| 2. Defiance of Authority | 7. Class Cut/Skipping |
| 3. Fighting/Medium | 8. Insulting/Profane/Obscene Language |
| 4. Unruly/Disruptive Behavior | 9. Out of Assigned Area |
| 5. Disobedience/Insubordination | 10. Battery |

**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 on time |
| 2. Be safe at all times |
| 3. Be respectful to yourself and others |
| 4. Display dress etiquette at all times |
| 5. Follow all classroom/school rules |

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

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

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| **When will school-wide expectations lesson plans be taught?** | | | |
|  | Date(s) | Time: | |
| August | 8/15/18, 8/16/18, 8/17/18 | Personalization Periods | |
| January | 1/8/19, 1/9/19 | Personalization Periods | |
| 4th Quarter | 4/1/19, 4/2/19 | Personalization Periods | |
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| Who will be responsible for teaching the lesson plans? | | | Internal Stakeholders - Teachers |
| Where will the lesson plan instruction occur? | | | Personalization Periods |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Ken Ward/Felicia Alvarez |

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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 | 216 |
| 2. Cafeteria | 71 |
| 3. School Grounds | 65 |

**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**.**

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| **Expectations and Rules Matrix** | | | | |
| **School-wide EXPECTATIONS** | *Copy and paste expectations from* ***3C****.* | **IDENTIFIED LOCATIONS**  *Copy and paste locations from* ***4A.*** | | |
| Hallway | Cafeteria | School Grounds |
| **Rules** | **Rules** | **Rules** |
| 1. Be on time | Be where you are supposed to be when you are supposed to be there. | Be where you are supposed to be when you are supposed to be there. | Be where you are supposed to be when you are supposed to be there. |
| 2. Be safe at all times | Walk in hallway Keep hands, feet and objects to yourself. No eating or drinking in the hallway. Walk in the right direction. | No horse playing. No throwing food or objects. Walk at all times. Keep hands, feet and objects to yourself. | Keep hands, feet and objects to yourself. No horse playing |
| 3. Be respectful to yourself and others | Give others the right of way | Pick up trash from tables and floors | Keep school clean by properly disposing of all trash |
| 4. Display dress etiquette | Be in school uniform at all times | Be in school uniform at all times | Be in school uniform at all times |
| 5. Display positive  Panther behavior | Follow all school rules | Follow all school rules | Follow all school rules |

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

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

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

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| **When will location-specific rules lesson plans be taught?** | | | |
|  | Date(s) | Time: | |
| August | 8/15/18, 8/16/18, 8/17/18 | Personalization Periods | |
| January | 1/8/19, 1/9/19 | Personalization Periods | |
| 4th Quarter | 4/1/19, 4/2/19 | Personalization Periods | |
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| Who will be responsible for teaching the lesson plans? | | | Internal Stakeholders - Teachers |
| Where will the lesson plan instruction occur? | | | Personalization Periods |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Ken Ward/Felicia Alvarez |

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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: Be respectful to self and others

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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:** According to the BASIS Behavior Dashboard, 260 incidences of defiance of authority for the 2017-18 school year.    **Problem Identification:** Defiance of Authority because it was the second highest behavior incident documented. |
| **2**. **Problem Analysis:** Why do you think this problem is occurring?  What is your goal? *(use a SMART goal statement with numerical data)* | **Hypothesis:** Providing students with extrinsic motivation will create a desired effect of students wanting to meet the expectation of students respecting themselves and others.  **Goal Statement:** By June 4, 2019, school-wide student Defiance of Authority incidents will reduce 5% each quarter, as measured by BASIS Behavior Dashboard. |
| **3. Intervention Design:**  Describehow you will implement a positive reward program to decrease this problem. | **Type of System: Token system**  **Description of System:** Using the information documented by teachers, students who are on-time with minimal behavioral infractions and a grade of C or above in all classes will be recognized during a monthly ceremony with a dress down pass (middle school only), medallion, and certificate. |
| **4. Evaluation:**  A. Implementation fidelity | 1. How do you monitor the fidelity (consistency and effectiveness) of the **staff’s** implementation of the reward program?   Teachers are asked to nominate a student who has demonstrated strong positive behavior as out lined by the SPBP model. |
| 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”?   Using BASIS data, the number of behavioral referrals/incidences will have decreased. |

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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. Tardiness | Failure to be in a place of instruction at the assigned time. Coming to class after tardy bell. |
| 2. Excessive Talking | Speaking more than allowed by the classroom expectation. |
| 3. Eating/Drinking in Class | Eating food or drinking a beverage while in the classroom. Disregard for school/district policy. |
| 4. Use of Cell Phone | Using a cell phone during class time. Disregard for school/district policy. Texting on cell phone during class. |
| 5. Horseplay | Play that interferes or disrupts the learning environment. Wrestling, Teasing or Chasing another student in class |
| 6. Insulting/Profane/Obscene Language | Use of insulting, abusive, profane, obscene, or vulgar language in any form (verbal, written, or gestures). |

**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.

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| --- | --- |
| Is this a menu or hierarchy system? | Menu Hierarchy |
| Student Warning | |
| Move Seat | |
| Student/Teacher conference | |
| Parent Phone Call | |
| Loss of Classroom Privileges | |

**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 the school staff. Arguing with the teacher over a request, Bullying other students in class, Disrupting the educational process |
| 2. Disruptive/Unruly Play | Out of control response to teacher request, Intensive borderline argument/verbal fight, Speaks to teacher rudely or makes veiled threats |
| 3. Defiance of authority | Walking out of class without permission, Refusing to turn over electronics, Student repeatedly disrupts the learning environment |
| 4. Profanity to Staff Members | Student directs profanity or any type of derogatory comment directly toward a staff member |
| 5. Fighting | Students physically or verbally fighting resulting in a disruption of the educational process |
| 6. Repetitive staff managed  misbehaviors | More than misbehaviors inwarrants an office referral.  Period  One  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)*

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| --- | --- |
| List Staff Managed  Misbehaviors from **6A** | List Office Managed  Misbehaviors from **6C** |
| |  | | --- | | 1. Tardiness | | 2. Excessive Talking | | 3. Eating/Drinking in Class | | 4. Use of Cell Phone | | 5. Horseplay | | 6. Insulting/Profane/Obscene Language | | |  | | --- | | 1. Disobedience/Insubordination | | 2. Disruptive/Unruly Play | | 3. Defiance of authority | | 4. Profanity to Staff Members | | 5. Fighting | | 6. Repetitive staff managed  misbehaviors | |

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| Student Warning |
| Move Seat Student/Teacher conference |
| Parent Phone Call |
| Loss of Classroom Privileges |

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| Use: On Track Offense and Intervention Student Documentation Form |

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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: Lauderhill 6-12 has created a focused and authentic Discipline Committee (PLC) that will meet at least once a month to progress monitor the school’s Tier 1 behavior data and to insure the SPBP is being implemented with fidelity. The committee will analyze the behavior data and collectively and collaboratively perform a root cause analysis for the areas of concern. |

**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**: | 481 |
| Total number of **school-wide** discipline referrals: | 526 |
| % of referrals in the classroom: | 48% |
| 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: | 913 |  |  | |
| # Referrals |  | **% of Total Population** | Core Effectiveness | |
| 0 - 1 referral |  | 100% | Are your 0 – 1 referrals > 80%? | Yes No |
| 2 - 5 referrals  (at risk students) | 2 | 0% | Are your 2 - 5 referrals <15%? | Yes No |
| > 5 referrals  (high risk students) | 0 | 0% | Are your >5 referrals <5%? | Yes No |

**8B. Core Effectiveness Plan:**

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| --- | --- |
| 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: Lauderhill 6-12 behavior data for our school’s referrals is skewed based on the amount of teacher referrals generated by staff. Our system has teacher fill out intervention forms for minor offenses and Administration/Behavior Specialist create events for major offenses. | |

**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”.

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| Subgroups | (PctPop - Green)  % **of students** | (PctRef - Blue)  **% of referrals** | Difference in referral composition | Positive value suggests disproportionality  (Is the value positive?) |
| Black | 100 | 100 | 0 | Yes No |
| Hispanic/Latin | 0 | 0 | 0 | Yes No |
| White | 0 | 0 | 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.

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| 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: Our system has teacher fill out intervention forms for minor offenses and Administration/Behavior Specialist create events for major offenses. School-based leadership team engage in professional learning of the critical elements of MTSS/RTI. Create a MTSS/RTI Leadership Calendar (Core Instruction). Leadership team members will facilitate bi-monthly MTSS/RTI and CPS Team meetings (rotate roles and responsibilities). Leadership team members will align and integrate the critical elements of MTSS/RTI into Professional Learning Communities (PLC). | |

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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**

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| **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** | **Ken Ward, Felicia Alvarez Co-Chairs Discipline Committee** |
| **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** | **Ken Ward, Felicia Alvarez Co-Chairs Discipline Committee** |
| **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 | **Ken Ward, Felicia Alvarez Co-Chairs Discipline Committee** |
| **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 | **Ken Ward, Felicia Alvarez Co-Chairs Discipline Committee** |
| **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 | **Ken Ward, Felicia Alvarez Co-Chairs Discipline Committee** |
| **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 | **Ken Ward, Felicia Alvarez Co-Chairs Discipline Committee** |
| **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. | **Ken Ward, Felicia Alvarez Co-Chairs Discipline Committee** |
| **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> | **Ken Ward, Felicia Alvarez Co-Chairs Discipline Committee** |
| **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. | **Ken Ward, Felicia Alvarez Co-Chairs Discipline Committee** |
| **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 | **Ken Ward, Felicia Alvarez Co-Chairs Discipline Committee** |
| **April** | Submit your SPBP in OSPA by April 30th every year | **Ken Ward, Felicia Alvarez Co-Chairs Discipline Committee** |

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| **CRITICAL ELEMENT # 10: Monitoring Plans** |

**10A.** How will your school 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 August 15, 2018, 100% of our school hallways will have a minimum of 2 school-wide expectation posters posted as measured by a formal PBIS walk-though. | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | Tariq Qaiyim, Roderick Gray, Ken Ward, Felicia Alvarez |
| **Behavior lesson plans** are being taught as written and when indicated | By August 31, 2018, 100% of students will have been taught all of the school-wide expectations behavior lesson plans as measured by the submission of their teacher lesson plans to the Principal. | Tariq Qaiyim, Roderick Gray, Ken Ward, Felicia Alvarez |
| **Discipline consequences**  and **flow chart** are being used by all staff as written | Every quarter, there will be a 2% decrease in the number of incidents that contain previously identified staff-managed misbehaviors as measured by the discipline committee’s review of BASIS behavior data. | Tariq Qaiyim, Roderick Gray, Ken Ward, Felicia Alvarez |
| A **reward system** is being implemented for *all* students | By the end of the reward system timeline, 100% of staff will have provided a reinforcement to at least 40 different students as measured by the school’s family counselor. | Tariq Qaiyim, Roderick Gray, Ken Ward, Felicia Alvarez |

**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 | By June 4, 2019, school-wide student incidents will reduce 5% each quarter, as measured by BASIS Behavior Dashboard compared to the previous year’s behavior data. | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | Tariq Qaiyim, Roderick Gray, Ken Ward, Felicia Alvarez |
| See critical element 4A  • **Top 3 event locations** data | Every quarter, the number of student incidents within the Hallway will decrease by 3% as measured by the BASIS Behavior Dashboard from the previous year’s data. | Tariq Qaiyim, Roderick Gray, Ken Ward, Felicia Alvarez |
| See critical element 8  • **Core effectiveness** data | Every quarter, the percentage of students who have 0 to 1 referrals will remain at 100% as measured in the BASIS Behavior Dashboard. | Tariq Qaiyim, Roderick Gray, Ken Ward, Felicia Alvarez |
| See critical element 7A  • **Grade Level/Classroom referrals** data | By the end of the first semester, the classroom incidents from Grade 7 students will decrease by 10% as measured by the BASIS Behavior Dashboard. | Tariq Qaiyim, Roderick Gray, Ken Ward, Felicia Alvarez |