

**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:** | Village Elementary School |
| **School Number:** | 1621 |
| **SPBP Contact Name:** | Holly Hunt |
| **Direct Phone Number:** | 754-322-8750 |

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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?** |
| Wanda Haynes | Principal | Administration |
| Holly Hunt | SPBP Point of Contact | Dean of Students |
| Sheldon Jordan | Coach | Coach |
| Tangela Weatherspoon | Parent/Community Representation | SAC |
| Lunston Dennis | BTU Representative | BTU |
| Sophia Roberson | ESE Representative | RtI:B Team |
| Helen King | Kindergarten | Teacher |
| Ileana Martens | First Grade | Teacher |
| Heather Ryder-Hill | Second Grade | Teacher |
| Sonia Harvey-Spence | Third Grade | Teacher |
| Devin Bellmore | Fourth Grade | Teacher |
| Alphonso Joseph | Fifth Grade | Teacher |

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

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| --- | --- | --- | --- |
| **Meeting Date** | **Meeting Time** | **Name & title of person responsible to facilitate meeting** | **Content of meetings:** |
| 8/13/2018 | 1:00 PM | Holly Hunt/Dean of Students | 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) |
| 10/19/2018 | 1:00 PM | Holly Hunt/Dean of Students |
| 1/7/2019 | 1:00 PM | Holly Hunt/Dean of Students |
| 3/22/2019 | 1:00 PM | Holly Hunt/Dean of Students |

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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 | 3/22/2018 | # of participants = 40 | Holly Hunt |
| Held a *faculty* vote on the new SPBP  (for SY 2018/19) | 3//22/2018 | % approved =82 | Holly Hunt |
| Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community) | 4/4/2018 | # of participants = 15 | Holly Hunt |

**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. | Holly Hunt |
| 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. 9/12/2018 | 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. | Holly Hunt |
| 2. 10/24/2018 |
| 3. 1/16/2019 |
| 4. 4/3/2019 |

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

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

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| **Top 10 Behavior Incidents**  *(put N/A in any blank spaces)* | |
| 1. Unruly/Disruptive Behavior | 6. Disruptive/Unruly Play |
| 2. Battery | 7. Assault/Threat (Non-Criminal) |
| 3. Fight – Minor/Altercation/Conf | 8. Assault/Threat (Medium) |
| 4. Disobedience/Insubordination | 9. NA |
| 5. Outside of Assigned Area | 10. NA |

**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 teachers/staff, yourself and others |
| 1. Be rigorous and engaged in lessons |
| 1. Be responsible and follow directions/self-control |
| 4. |
| 5. |

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

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

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| --- | --- | --- | --- |
| **When will school-wide expectations lesson plans be taught?** | | | |
|  | Date(s) | Time: | |
| August | 8/15-8/21/18 | 8:10 AM - 9:10 AM | |
| January | 1/8-1/14/19 | 8:10AM - 9:10 AM | |
| 4th Quarter | 4/1-4/5/19 | 8:10 AM - 9:10 AM | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | Classroom teachers |
| Where will the lesson plan instruction occur? | | | Classrooms |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Holly Hunt/Sheldon Jordan |

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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. Other (Specials) | 3 |
| 1. Hallways | 2 |
| 1. Athletic Field | 2 |

**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**.R**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Expectations and Rules Matrix** | | | | |
| **School-wide EXPECTATIONS** | *Copy and paste expectations from* ***3C****.* | **IDENTIFIED LOCATIONS**  *Copy and paste locations from* ***4A.*** | | |
| Specials | Athletic Field | Hallways |
| **Rules** | **Rules** | **Rules** |
| Be respectful to teachers/staff, yourself and others | Raise your hand if you need help or to speak. | Keep your hands and feet to yourself.  Do not play fight, wrestle, play ball tag, dodge ball, or football.  Listen to and comply with teacher/staff instructions the first time.  Stay within the assigned area. | Use level 0-1 voices in the hallway.  Listen to staff’s directions and be kind to everyone. |
| 2.Be rigorous and engaged in lessons | Track the presenter when he/she is speaking. Participate in all lessons. | Use the equipment properly (ie. Hula Hoops should only be around the waist, they should not be used to wrangle others).  Play only in the assigned area.  When you take a break, be sure to move outside of the play area. | Always walk on the right side of the hallway.  Yield to adults who are passing by. |
| Be responsible and follow directions/self-control | Stay in assigned area and follow the procedures put in place. Keep hands and feet to yourself. | Clean up equipment properly.  Line up quickly when first signaled to do so.  Tell an adult about safety issues. | Keep the hallways clean at all times (pick items up if you see them on the ground)  Do not touch artwork or bulletin boards.  Always keep your hands to yourself |
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**4C**. Research indicates that discipline referrals increase after long holidays and during testing times. Plan to teach your location-specific rules at least 3 times throughout the year (and anytime the expected behaviors are not being demonstrated).

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

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

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| --- | --- | --- | --- |
| **When will location-specific rules lesson plans be taught?** | | | |
|  | Date(s) | Time: | |
| August | August 15,16, 17 | 8:15 AM -9:15 AM | |
| January | January 8,9, 10 | 8:15 AM - 9:15 AM | |
| 4th Quarter | April 1, 2, 3 | 8:15 AM - 9:15 AM | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | Classroom Teachers |
| Where will the lesson plan instruction occur? | | | Classrooms |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Holly Hunt/Sheldon Jordan |

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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: \_\_\_\_\_Specials\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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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: 3/31 referrals listed under OTHER (these were all incidents that occurred during the students Specials Time)**    **Problem Identification: Students have difficulty transitioning to different areas and maintaining Positive Behavior when not with their classroom teacher.** |
| **2**. **Problem Analysis:** Why do you think this problem is occurring?  What is your goal? *(use a SMART goal statement with numerical data)* | **Hypothesis: Special activities are not as structured as classroom activities and the expectations are not clear. If the Schoolwide Expectations are established from the 1st day of school and more structure is added to the specials classes the students would not receive any referrals in these classes.**  **Goal Statement:** By the end of December 2018, the number of referrals in specials will decrease from 3 to 0 (100% reduction). |
| **3. Intervention Design:**  Describehow you will implement a positive reward program to decrease this problem. | **Type of System: Economic simulation system**  **Description of System:**   1. Schoolwide Expectations will be established Day 1 and they will be the same across the campus in every classroom. 2. Students will know the expectations and understand the rewards for following the system. 3. Teachers will reward those students with Panther Bucks who are consistently following the behavior expectations. 4. Each Specials Teacher will nominate 1 student per class to get a chance at winning 5 Panther Bucks at the end of their Specials Rotation (this will be given to a child who has gone above and beyond or the student has shown the most improvement in behavior during that rotation). 5. Students earn the panther bucks. 6. Students will be able to spend the panther bucks at the Panther Den every 3-4 weeks. |
| **4. Evaluation:**  A. Implementation fidelity | 1. How do you monitor the fidelity (consistency and effectiveness) of the **staff’s** implementation of the reward program? 2. The expectations will be taught by the specials teachers and reinforced by the classroom teachers. 3. Panther bucks will be given by all specials teachers in a fair and consistent manner. 4. Administration and Support Team will walk through these areas to ensure the Expectations are being followed and the Positive Incentives are being given out each day and at the end of the rotations. 5. The Students that are nominated at the end of each rotation will be recognized on the Panther News and in the Panther Press (this occurs approximately every 9-15 days). |
| 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”? 2. The number of specials referrals will be monitored every week on Friday. 3. The total number of specials referrals will reviewed on December 14, 2018. 4. The team will meet again on December 19, 2018 to determine if we met our goal and to talk about plans after Winter Break. |

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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. Being Disruptive | Students are talking and/or walking around while teacher is giving instruction. |
| 1. Off Task | Students are not paying attention to assigned task (Playing in desk, day dreaming, talking, etc.) |
| 1. Name Calling | Students get upset and call each other names instead of letting an adult know a situation is occurring. |
| 1. Rough Play | Students play rough at recess and PE. This rough play turns into more aggressive behaviors. |
| 1. Running in the Halls | Students run through the hallways using a voice levels above 1. |
| 1. Staying in Assigned Area | Students leave their assigned areas without permission causing safety concerns. |

**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 |
| Verbal Redirection | |
| Re-Teach the appropriate behavior (Redirect student) | |
| Teacher Proximity or Visual Prompt | |
| Student Reflection (Behavior Form) | |
| Mini-Conference with Student | |
| Parent Contact | |

**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. Repetitive moderate misbehaviors | More than 2 moderate misbehaviors in 1 day |
| 2. Disrespect of Classmates | Name Calling, picking on, laughing at more than 2 times in 1 day or three times in a week. Cursing at any point. |
| 3. Defiance of authority | Talking back to teachers/staff more than 1 time in 1 day. |
| 4. Out of Assigned Area Repeatedly | Roaming the hallways, wandering around the classroom, leaving the classroom without permission more than 2 times in 1 day |
| 5. Stealing | Taking properties of others,1 times in 1 day. |
| 6. Repetitive staff managed  misbehavior | More than misbehaviors inwarrants an office referral.  3  one  day |

**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**

![A screenshot of a cell phone

Description generated with high confidence]()

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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? | 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: *Teachers submit their Tier 1 behavior plans prior to the school year starting. During walk-throughs administration monitors the implementation of the Tier 1 plan. Coaches and support staff also provide teachers feedback after they conduct informal classroom observations throughout the year. As needed teachers are provided support and training to improve their Tier 1 implementation.* |

**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**: | 25 |
| Total number of **school-wide** discipline referrals: | 35 |
| % of referrals in the classroom: | 71% |
| 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: | 738 |  |  | |
| # Referrals |  | **% of Total Population** | Core Effectiveness | |
| 0 - 1 referral |  | 99% | Are your 0 – 1 referrals > 80%? | Yes No |
| 2 - 5 referrals  (at risk students) | 10 | 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: *Our school is focusing on making sure every classroom has a strong Tier I classroom management plan. Teachers will also be trained on how to handle behaviors that might need RTI interventions. There will be more training and monitoring of the implementation of the Positive School-Wide Behavior Plan.* | |

**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 | 95 | 95 | 0 | Yes No |
| Hispanic/Latin | 5 | 5 | 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 staff will have training sessions on Culturally Responsive Teaching. This will allow the teachers to learn how to handle behaviors and provide engaging lessons to students based on their backgrounds and cultures. We will also be having a Book Study on Motivating Black Males to Achieve followed by the implementation of an Equity plan that will help teachers understand how to build relationships with our students and cut down on the equity gap.* | |

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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** | **Holly Hunt/Dean of Students** |
| **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** | **Holly Hunt/Dean of Students** |
| **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 15, 2018 Rules will be distributed to 100% of the staff and posted in critical areas of the school. By August 15, 2018, posters will be posted in every classroom. | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | Holly Hunt/Sheldon Jordan |
| **Behavior lesson plans** are being taught as written and when indicated | By September 14, 2018, 100% of the behavior lessons plans will have been taught. Staff will sign off that they have taught all behavior plan lessons. | Holly Hunt/Sheldon Jordan |
| **Discipline consequences** and **flow chart** are being used by all staff as written | On August 15, 2018 the Flow Chart will be shared with all faculty and the expectations will be set.  By December 19, 2018 the discipline data will be reviewed to make sure that 100% of the teachers are following the discipline flow chart. | Holly Hunt/Sheldon Jordan |
| A **reward system** is being implemented for *all* students | By August 15, 2018 support staff will deliver 25 Panther Bucks to every staff member with expectations for how to use them.  By August 31, 2018 100% students will have had the opportunity to visit the Panther Den to see what rewards are in store.  By September 14, 2018 100% of the students will have had the opportunity to shop at the Panther Den. | Holly Hunt/Sheldon Jordan |

**10B.** How will you determine whether the SPBP is successful in positively impacting **students?**

*“If staff are implementing the SPBP consistently and effectively, did it positively impact* ***the students****? How do you know?”*

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Outcome Monitoring Plan** | | | |
| Student Outcome Data | Create an **observable** and **measureable** SMART goal to determine “successful”  **student outcomes** | When will data be collected, analyzed & presented? | Person responsible to collect and analyze data |
| See critical element 3A  • Type of **behavior incidents** data | By December 19, 2018, 85% of students will have 1 or less incidents reported in DMS. | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | Holly Hunt/Sheldon Jordan |
| See critical element 4A  • **Top 3 event locations** data | By December 19, 2018, 85% of students will have 1 or less incidents reported in DMS in the critical incident areas. | Holly Hunt/Sheldon Jordan |
| See critical element 8  • **Core effectiveness** data | By December 19, 2018, 85% of teachers will see a decline in student behavior incidents. | Holly Hunt/Sheldon Jordan |
| See critical element 7A  • **Grade Level/Classroom referrals** data | By December 19, 2018, 85% of teachers will see a decline in classroom incidents. | Holly Hunt/Sheldon Jordan |