

**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:** | COCONUT CREEK HIGH SCHOOL |
| **School Number:** | 1681 |
| **SPBP Contact Name:** | EDWARD RODRIGUEZ |
| **Direct Phone Number:** | 754-322-0380 |

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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?** |
| Scott Fiske | Principal | Administration |
| Edward Rodriguez | SPBP Point of Contact | Administration |
| Wade Edmond | Parent/Community Representation | SAC |
| Marc Aronson | BTU Representative | BTU |
| Camille Edwards | Support Facilitator | 9-10 |
| Antionece Robinson | ESE Teacher | 12 |
| Jeffrey Silverman | Business Teacher | 9-12 |
| Shenee Rowe | Biology | 9-12 |
| Doris Thomas | Math | 9-12 |
| Carol Johnson-Coote | English | 12 |

**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:** |
| 8/1/2018 | 1:45-2:15 | Edward Rodriguez (Assistant Principal) | 1. Create and disseminate updated  Expectations and Rules lesson  plans (#3 and #4)  2. Review progress of  Implementation Action Plan (#9)  3. Collect & analyze implementation  data (#10A)  4. Collect & analyze student  outcome data (#10B) |
| 10/12/2018 | 1:45-2:15 | Edward Rodriguez (Assistant Principal) |
| 1/7/2018 | 1:45-2:15 | Edward Rodriguez (Assistant Principal) |
| 3/22/2018 | 1:45-2:15 | Edward Rodriguez (Assistant Principal) |

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| **CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment:** |

**2A**. Action Steps completed **this year** (SY 2017/18) that increased faculty and stakeholder understanding and knowledge of your *new* (2018/19) SPBP:

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| **Action Steps:** | **Date**  *(Between Jan 15 –*  *April 30, 2018)* | **Details**  *(retain attendance sheets at school)* | **Person responsible to collect and retain attendance sheets:** |
| Presented the *new* SPBP (for SY 2018/19) to staff | 4/12/2018 | # of participants = 90 | Antionece Robinson/Camille Edwards |
| Held a *faculty* vote on the new SPBP  (for SY 2018/19) | 4/24/2018 | % approved = 100 | Antionece Robinson/Camille Edwards |
| Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community) | 4/24/2018 | # of participants = 160 | Antionece Robinson/Camille Edwards |

**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. | Antionece Robinson/Camille Edwards |
| Present the 2018/19SPBP to stakeholders (parents and community) | Prior to Oct 1st, 2018  9/27/2018 |
| Present behavior data to staff  *Quarterly: minimum of 4 each year* | 1. 8/6/2018 | 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. | Antionece Robinson/Camille Edwards |
| 2. 10/22/2018 |
| 3. 1/11/2019 |
| 4. 4/10/2019 |

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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. defiance of authority | 6. cutting class |
| 2. fighting | 7. fight minor |
| 3. insubordination | 8. drug use/possession |
| 4. disruptive behavior | 9. leaving campus |
| 5. profanity to staff member | 10. out of assigned areas |

**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 **R**espectful |
| 1. Be **O**utstanding |
| 1. Be **A**ccountable |
| 1. Be **R**esponsible |
|  |

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

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

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| --- | --- | --- | --- |
| **When will school-wide expectations lesson plans be taught?** | | | |
|  | Date(s) | Time: | |
| August | August 16, 2018 | 8:30 | |
| January | January 9, 2019 | 8:30 | |
| 4th Quarter | May 2, 2019 | 8:30 | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | All Teachers |
| Where will the lesson plan instruction occur? | | | classroom |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Camille Edwards |

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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. Grounds | 66 |
| 1. Hallways | 57 |
| 1. Cafeteria | 21 |

**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.*** | | |
| Hallways | School Grounds | Cafeteria |
| **Rules** | **Rules** | **Rules** |
| Be Respectful | **Appreciate differences Use appropriate language** | **Appreciate differences Use appropriate language** | **Use proper etiquette** |
| Be Outstanding | **If you drop something, pick it up** | **Discard all trash in appropriate trash bins** | **Interact positively with others** |
| Be Accountable | **Be prompt to class Keep hands and feet to yourself** | **Seek help if you notice something wrong** | **Ensure that area is clean before leaving** |
| Be Responsible | **Stay to the right in hallway be mindful of voice level** | **Stay to the right in hallway be mindful of voice level** | **Discard all trash in appropriate trash bins** |

**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 17, 2018 | 8:30 a.m. (2nd Period) | |
| January | January 22, 2019 | 8:30 a.m. (2nd Period) | |
| 4th Quarter | April 23, 2019 | 8:30 a.m. (2nd Period) | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | Classroom Teacher |
| Where will the lesson plan instruction occur? | | | Classroom |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Antionece Robinson |

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| **CRITICAL ELEMENT # 5: Reward and Recognition Programs** |

Although you will post, teach, review, practice and reinforce all school-wide expectations and location-specific rules, **choose 1 expectation OR 1 event location** you will target for a specific reward program for students. Based on the data that led to this expectation or location, create a reward plan using the 4 Step Problem Solving Process:

Expectation or Location: Cafeteria

|  |  |
| --- | --- |
| **4 Step Problem Solving Process** | **Plan** |
| **1. Problem Identification:** Use your behavior data to identify a school-wide problem.  What problem did you identify? *(use numerical data)* | **Data used: Office discipline referrals from cafeteria**    **Problem Identification: Student skipping to unassigned lunch and fighting.**  In 2016, there were 14 referrals. In 2017, there were 29 referrals. In 2018, there are 22 referrals. |
| **2**. **Problem Analysis:** Why do you think this problem is occurring?  What is your goal? *(use a SMART goal statement with numerical data)* | **Hypothesis: Students are skipping to unassigned lunch and participating in inappropriate behaviors such as fighting.**  **Goal Statement:** By the end of 2nd quarter, office discipline referrals from the cafeteria will decrease from 22 to less than 10. (55% reduction) |
| **3. Intervention Design:**  Describehow you will implement a positive reward program to decrease this problem. | **Type of System: Token system**  **Token System**  **Description of System: The students will be awarded point for eating with peers nicely. Student will be awarded points if they identify students who are skipping at a lunch they are not assigned to.** |
| **4. Evaluation:**  A. Implementation fidelity | 1. The supervising staff will award HERO points to all the students demonstrating the appropriate behavior. The students can use the points to make purchases at the HERO store. HERO points will be pulled monthly to review data. |
| B. Student outcome monitoring | 1. Office discipline referrals from cafeteria will be reviewed quarterly to see if there is a decrease. |

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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. Verbal Outburst | Yelling, Shouting, Verbally aggressive |
| 1. Profanity | Derogatory statements, foul language, directed or not directed at another person |
| 1. Physical Contact | Lack of self-control, slapping, punching, playful hitting (horseplay), |
| 1. Defiance of Dress Code | Head coverings, no shirt, crop tops |
| 1. Refusing to follow directions | Ignoring adult requests, oppositional defiance |
| 1. Eating in class | Eating in classrooms instead of designated areas such as the cafeteria and courtyard |

**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 | |
| Phone Call Home | |
| Detention/Complete a Behavior Form | |
| Internal Suspension | |
| External 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 | Leaving an assigned area without permission |
| 2. Disruptive/Unruly Play | Physical aggression or Verbal Outburst |
| 3. Defiance of authority | Not following request or instructions given by a staff member |
| 4. Profanity | Derogatory statements, foul language, directed or not directed at another person |
| 5. Skipping Classes | Not attending assigned classes at designated times |
| 6. Repetitive staff managed  misbehaviors | More than misbehaviors inwarrants an office referral.  hour  one  4    *e.g., 3 half hour*  *2 one period* |

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

Student Behavior Management Process

Consistently Teach and Re-Teach

School-Wide Rules/Expectations

Observe and identify problem behavior

Notice and reward correct behaviors

YES

Did the behavior change?

Teacher and guidance counselor work with student to re-teach behavior and propose strategies for success

Complete   
Detention Slip and/or Contact Parent

Complete Discipline Referral and send student and referral to the discipline office

* Failure to be in one’s assigned place
* Inappropriate language
* Tardiness
* Calling out
* Teasing
* Inattentive Behavior
* Invading personal space
* Lying/giving false information
* Minor disruption
* Minor aggression-grabbing items
* Pushing past someone
* Unsafe or rough play
* Misusing property-throwing or damaging items
* Disrespectful tone
* Pattern of not completing homework
* Aggressive physical contact
* Bullying/Harassment
* Fighting
* Property destruction
* Weapons
* Leaving school property
* Pattern of aggressive/profane language
* Dress Code
* Credible threats
* Major/chronic destruction
* Major/chronic refusal to follow school rules
* Theft
* Racial/Ethnic discrimination
* Cheating
* Inappropriate use of internet
* Direct refusal of authority

Redirect student

Re-teach behavior

Referring Teacher/Staff Member completes discipline referral and contacts parent

Is the behavior Teacher or Administration managed?

NO

Conference with student on inappropriate behavior in this situation and of potential + /- consequences

Teacher/Staff vs. Administration

Managed Managed

Administration submits referral for data input

Administrative action

Administration follows up teacher/staff member

# Staff managed

# Administration managed

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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: *(3-4 sentences)*  Administrators implement several informal observations throughout the school year. The feedback is discussed on an individual basis. Teachers that receive a “beginning or not using” in the area of classroom management on the Marzano Framework obtain further coaching and progress is monitored. |

**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**: | 244 |
| Total number of **school-wide** discipline referrals: | 433 |
| % of referrals in the classroom: | 36% |
| 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: | 1563 |  |  | |
| # Referrals |  | **% of Total Population** | Core Effectiveness | |
| 0 - 1 referral |  | 98% | Are your 0 – 1 referrals > 80%? | Yes No |
| 2 - 5 referrals  (at risk students) | 37 | 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)*  At the beginning of the year, the AP will collect data on the new students to see their past referrals and suspensions. Students who have a history of referrals and suspensions will be advised to join one of the various mentoring programs offered at Coconut Creek High. The PBIS leader will collect monthly data on student referrals and mentoring program attendance. | |

**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 | 86 | 88 | 2 | Yes No |
| Hispanic/Latin | 9 | 9 | 0 | Yes No |
| White | 4 | 3 | -1 | Yes No |

**8D. Disproportionality Plan:** If any values are positive, the percentage of referrals contributed to that subgroup is higher than expected, given that subgroups’ percentage in the student population.

|  |  |
| --- | --- |
| If all 3 are “**No**”, disproportionality is not indicated. Are all 3 “No”? | Yes No |
| Answer **either** (a) or (b):  (a) If you answered “**Yes**”, although your data indicates equity, what plan does your school leadership team implement for early identification of any disproportionality issues  (b) If you answered “**No**”, indicate the support plan and interventions your school leadership team will implement at the beginning of next year to improve sub group disproportionality | |
| Disproportionality Plan: *(3-4 sentences)*  Our data indicates there is disproportionality among the white subgroups. To address this, we will review the referrals that we obtained by this subgroup. The discipline flow chart will be disseminated to staff during pre-planning. | |

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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** | **Edward Rodriguez Assistant Principal** |
| **Current** | **Create a SPBP binder or portfolio to retain (for 2 years) hard copies of: your SPBPs, Action Plans, staff PBIS professional development attendance, stakeholder training attendance, quarterly meeting agendas, quarterly staff behavior presentations, voting attendance and outcome, Expectation lesson plans and Rules lesson plans** | **Edward Rodriguez Assistant Principal** |
| **Pre Planning**  **2018** | Print up your SPBP Review and school score from OSPA  Provide SPBP presentation to all staff during Pre Planning  Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders  Market and post school-wide Expectations and location-specific Rules (posters, PSAs, etc.)  Identify your RtI Instructional Facilitator provided by the district  (Contact [tyyne.hogan@browardschools.com](mailto:tyyne.hogan@browardschools.com) for more information, if you are unsure)  Confirm 1st team meeting date and time | Camille Edwards |
| **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 | Camille Edwards |
| **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 | **Camille Edwards** |
| **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 | Camille Edwards |
| **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. | Camille Edwards |
| **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> | Camille Edwards |
| **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. | Camille Edwards |
| **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 | Camille Edwards |
| **April** | Submit your SPBP in OSPA by April 30th every year | **Camille Edwards** |

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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 the end of Sept. 2018, 100% of hallways, cafeteria, and all classrooms will have at least 2 posters of expectations and rules posted. | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | Mr. Rodriguez, Assist. Principal |
| **Behavior lesson plans** are being taught as written and when indicated | By October 22, 2018, 98% of teachers will have taught all of the school-wide expectations behavior lesson plans as measured by the submission of their teacher lesson plans to their assistant principal. | Mr. Rodriguez, Assist. Principal |
| **Discipline consequences**  and **flow chart** are being used by all staff as written | By the end of every quarter, there will be a 5% decrease in the number of Office Discipline Referrals that contain previously identified staff-managed misbehaviors as measured by a referral review by the PBIS team. | Mr. Rodriguez, Assist. Principal |
| A **reward system** is being implemented for *all* students | By May 31,2019, 85% of staff will have provided a reinforcement to at least 25 different students as measured by the HERO database. | Mr. Rodriguez, Assist. Principal |

**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 June 4, 2019, school-wide student Office Discipline Referrals will reduce 5% each quarter, as measured by BASIS Behavior Dashboard. | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | Mr. Rodriguez, Assist. Principal |
| See critical element 4A  • **Top 3 event locations** data | By the end of every quarter, the number of student Office Discipline Referrals in the Cafeteria will decrease by 3% as measured by the BASIS Behavior Dashboard | Mr. Rodriguez, Assist. Principal |
| See critical element 8  • **Core effectiveness** data | By the end of every quarter, the percentage of students who have 0 to 1 referrals will increase by 2% as measured in the BASIS Behavior Dashboard. | Mr. Rodriguez, Assist. Principal |
| See critical element 7A  • **Grade Level/Classroom referrals** data | By the end of the first semester, the classroom Office Discipline Referrals from Grade 9 students will decrease by 10% as measured by the BASIS Behavior Dashboard. | Mr. Rodriguez, Assist. Principal |