

School-wide Positive Behavior Plan (SPBP)

To be implemented in pre-planning 2018

Elements have changed in the SPBP.

Before completing, go to <http://www.browardprevention.org/mtssrti/rtib/> → *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 mini-Brainshark Series for teams. These Brainsharks are divided into the Critical Elements of PBIS. Although they are not mandatory to watch, they will show you “how to” write a comprehensive SPBP (and receive a high score!) **It is recommended that all school teams watch the Overview Brainshark** at the URL above.
- ✓ A Feedback Rubric to ensure your team will correctly complete the SPBP and develop a meaningful plan.

To provide consistency across the District, only plans entered in the district template will be accepted.

ACTION: Download, complete, and upload the SPBP in your SIP Plan, BP # 2, before May 1, 2017:

School Name: Boyd Anderson High School
School Number: 1741
SPBP Contact Person: Jenny Thelwell
Direct Phone Number: (754) 322-0200

CRITICAL ELEMENT # 1: Functioning Team and Administrative Support

1A. List your current (SY 2016/17) team members: (must have 6-8 team members)

Each name on this list verifies attendance in ongoing team meetings and participation in developing this SPBP. Each member is responsible for representing stakeholders (i.e. Educational Support Personnel, grade level teachers, specials teachers, support staff, etc.) and sharing SPBP content and updates with respective groups.

Full Name	Position	Stakeholder Representation
Leslie Farr	Assistant Principal	Administration
Jenny Thelwell	SPBP Point of Contact	ESE Specialist
Marlene Lewis	Parent/Community Representation	SAC
Laquesta Derico-Adams	BTU Representative	Teacher
Tammy Clabo	Reading Coach	Instructional Staff
Janai Bowens	Reading Coach	Instructional Staff
Nadette Noel	Social Worker	School Staff
Darion Gray	Behavior Specialist	School Staff
Angella Andrade	Guidance Counselor	School Staff

1B. Schedule and document your team meetings for 2017/18 school year: (minimum of 4)

Also enter in the school's master calendar.

Meeting Date	Time	Responsible Person
January 31, 2018	7:10am	Jenny Thelwell
February 14, 2018	7:10am	Jenny Thelwell

CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment:

2A. Indicate the action steps completed in the 2016/17 school year that increased faculty and stakeholder understanding and knowledge of the SPBP:

Action Steps:	Date(s) (Before April 30 th THIS YEAR)	Content (2-3 sentences)
Presented the 2017/18 SPBP to Staff	3/16/2018	The team shared information with faculty and staff about the plan to encourage students to exhibit positive behavior. All stakeholders were provided with information on how to access the SPBP.
Presented the 2017/18 SPBP to stakeholders (parents and community)	3/21/2018	The team shared information with parents and community members about the plan to encourage students to exhibit positive behavior at the School Advisory Council (SAC) meeting held in March. Stakeholders were provided with a copy of the tentative SPBP and encouraged to give feedback.
Held a faculty vote on the 2017/18 SPBP	4/13/2018	% approved: <u>91%</u>

2B. Plan the activities for 2017/18 school year to increase faculty and stakeholder understanding and implementation of the SPBP:

Action:	Date(s) (NEXT YEAR)	Content
Provide a professional development on the 2017/18 SPBP for all staff	Prior to students' 1 st day: 1. 08/14/18 Click here to enter a date.	The team will present the SPBP for the 18/19 school year. Details of modifications and updates will be included. All stakeholders will be provided with access to the SPBP. Feedback will be collected for future team meetings.
Present the 2017/18 SPBP to stakeholders (parents and community)	Prior to Oct 1 st , 2017 1. 09/20/18 Click here to enter a date.	
Present updated fidelity of implementation from Critical Element 10A and student outcome data from Critical Element 10B to all staff (Quarterly: minimum of 4 each year)	1. 09/07/18 Click here to enter a date.	The team will share the updated implementation data in 10A including: the "marketing" of expectations and rules, lesson plan implementation, and discipline processes.
	2. 10/12/18 Click here to enter a date.	
	3. 11/09/18 Click here to enter a date.	The team will share the updated student outcome data in 10B including: top 3 event locations, type of behavior incidents, and core effectiveness data as well as analysis of this data.
	4. 01/18/19 Click here to enter a date.	

CRITICAL ELEMENT # 3: School-wide Expectations

3A. Collect behavior data from BASIS 3.0:

Top 10 <u>Behavior</u> Incidents (put N/A in any blank spaces)
1. Unruly/Disruptive Behavior
2. Cutting class
3. Disruptive/Unruly Play
4. Out of Assigned Area
5. Cell Phone Violation
6. Disobedience/Insubordination
7. Fighting-Minor
8. Fighting-Medium
9. Profanity to Staff Members
10. Disruption on Campus

3B. Group similar problem behaviors to develop:

3-5 Negative <u>Characteristics</u>
Disobedient/Disruptive
Fighting
Skipping
Profane Language
Cell Usage

3C. List the *opposites* of the 3 - 5 negative characteristics to develop:

3 – 5 Positive Replacement <u>Characteristics</u> = your School-wide Expectations
Obey all directives from adults and follow all school rules.
Seek mediation or intervention from adult before altercation.
Attend all classes and be punctual.
Use respectful language when speaking others.
Cell phone usage permitted for academic purposes only at the teachers discretion.

3D. Using the expectation lesson plan templates, complete 3 – 5 lesson plans, 1 for each of the above listed school-wide expectations. (e.g., if you have 4 expectations, you will use 4 lesson plan templates). Delete any empty templates you do not use.

**Teaching School-wide Expectations
Lesson Plan**

School-wide Expectation #1: Obey all directives from adults and follow all school rules.

Definition of expectation:	
Be respectful of others, listen to directives and follow directions	
Rationale for having this expectation	
We are a culturally diverse school and wish to respect the learning environment created within the school. As we move about during the school day, the purpose is to move swiftly to classes in an effort to respect the learning environment. We will respect the space of others and we will listen and follow direction at all times.	
Positive examples: “looks like”	Non-examples
Respecting classes that are in session	Disturbing classes in session
Refraining from loud noises and horse playing	Yelling and horse playing
Displaying ethical behavior	Displaying unethical behavior
Follow direction of all staff	Insubordination
List 2 resources (website addresses, curriculum with location, books with page numbers, programs with lesson plan number, etc.) you will use to teach this lesson plan. Be specific enough so the resources can be located by anyone.	
1. www.pbis.org	
2. www.pbisworld.com	
List the steps of this lesson plan (Include lesson format, activities, and materials). Be detailed enough so the lesson can be implemented by anyone.	
1. Students will participate in discussion about the hurdles they face in the hallways before school and transitioning to class.	
2. There will be a discussion on respect vs disrespect during free time in the halls and the effect it has on school morale.	
3. Format: classroom setting/discussion	
4. Curriculum leaps lesson #3 (follow script), Character education materials	
5. Students will break into teams and create posters that encourage positive examples behavior in the hallway. Each team will present their poster to the class.	
WHEN will this lesson plan be taught?	
Beginning of school year date(s) and time(s):	Initial teaching: Week of to all students by the personalization teachers. First 15 minutes on “Respect”
After long holidays 3rd quarter	Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this expectation.
WHO will teach this lesson plan?	WHERE will the lesson plan instruction occur?
Personalization Teachers	Classroom Setting

**Teaching School-wide Expectations
Lesson Plan**

School-wide Expectation #2: Seek mediation or intervention from adult before altercation.

Definition of expectation:	
Being mindful of words and actions and seek assistance from a supervising adult before escalation of physical situations. Always be respectful to those around you.	
Rationale for having this expectation	
Students attend classes to secure their educational opportunities for future success. All students should refrain from physical or verbal altercation due to consequences including loss of educational opportunities.	
Positive examples: "looks like"	Non-examples
maintaining a positive attitude with others	Negative behavior/words
Seeking assistance from adults when necessary	Confronting situations without adult guidance
Building relationship with staff and peers	Negative adult and peer interactions
engaging in friendly interactions with peers	Negative conversation/actions with peers
List 2 resources (website addresses, curriculum with location, books with page numbers, programs with lesson plan number, etc.) you will use to teach this lesson plan. Be specific enough so the resources can be located by anyone.	
1. www.pbisworld.org	
2. http://www.rtinetwork.org	
List the steps of this lesson plan (Include lesson format, activities, and materials). Be detailed enough so the lesson can be implemented by anyone.	
1. Students will participate in discussions about violence.	
2. The repercussions of physical and verbal violence.	
3. De-escalation skill building opportunities through guidance. lessons to be completed in the personalization period.	
4. Lunch (Cobra Pit) & classroom group setting	
5. Leaps lesson follow the script on Character education.	
WHEN will this lesson plan be taught?	
Beginning of school year date(s) and time(s):	Initial implementation will begin the week of August 15, 2018.
After long holidays 3rd quarter	Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this expectation.
WHO will teach this lesson plan?	WHERE will the lesson plan instruction occur?
Personalization teachers	classroom setting.

**Teaching School-wide Expectations
Lesson Plan**

School-wide Expectation #3: _____ Attend all classes and be punctual. _____

Definition of expectation:	
Being respectful of your educational opportunities.	
Rationale for having this expectation	
There is a direct relation between absenteeism and student growth. To ensure students are receiving the appropriate opportunities towards career and college readiness, they must attend all classes and be punctual.	
Positive examples: "looks like"	Non-examples
Being in class before tardy bell ring.	Walking into class after tardy bell
Being prepared for class.	Arriving without necessary supplies
Attending class daily	Excessive unexcused absences
Appropriate participation in class	Excessive talking, disrespectful to others learning environment
List 2 resources (website addresses, curriculum with location, books with page numbers, programs with lesson plan number, etc.) you will use to teach this lesson plan. Be specific enough so the resources can be located by anyone.	
1. www.pbisworld.com	
2. www.rtinetwork.org	
List the steps of this lesson plan (Include lesson format, activities, and materials). Be detailed enough so the lesson can be implemented by anyone.	
1. Students will participate in discussions about what a positive school culture looks like.	
2. Students will discuss benefits of attending all classes daily.	
3. Format: classroom group setting	
4. Students will create posters encouraging attendance and punctuality.	
5. Students will also create PSA about encouraging attendance and punctuality.	
WHEN will this lesson plan be taught?	
Beginning of school year date(s) and time(s):	Initial implementation will begin week of August 15, 2018
After long holidays 3rd quarter	Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this expectation.
WHO will teach this lesson plan?	WHERE will the lesson plan instruction occur?
Personalization teachers	Classroom setting

**Teaching School-wide Expectations
Lesson Plan**

School-wide Expectation #4: _____ Use respectful language when speaking _____

Definition of expectation:	
Being respectful when speaking with adults and peers.	
Rationale for having this expectation	
Adults and students are expected to utilize academic language in the school to broaden opportunities to increase vocabulary. This facilitates an atmosphere of mutual respect between adults and students.	
Positive examples: “looks like”	Non-examples
Speaking to others in a positive manner	Raising ones’ voice inappropriately
Using appropriate language	Inappropriate language
Respect of adults and peers	Disrespectful language
List 2 resources (website addresses, curriculum with location, books with page numbers, programs with lesson plan number, etc.) you will use to teach this lesson plan. Be specific enough so the resources can be located by anyone.	
3. www.pbisworld.com	
4. www.rtinetwork.org	
List the steps of this lesson plan (Include lesson format, activities, and materials). Be detailed enough so the lesson can be implemented by anyone.	
6. Students will participate in discussions about what a positive language sounds like.	
7. Students will discuss their role in increasing school morale and the specific benefits they want to get out of their educational process.	
8. Format: classroom group setting	
9. Students will create posters advertising academic language and discourse.	
10. Students will also create PSA about positive school culture and post through various electronic platforms.	
WHEN will this lesson plan be taught?	
Beginning of school year date(s) and time(s):	Initial implementation will begin week of August 15, 2018
After long holidays 3rd quarter	Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this expectation.
WHO will teach this lesson plan?	WHERE will the lesson plan instruction occur?
Personalization teachers	Classroom setting

**Teaching School-wide Expectations
Lesson Plan**

School-wide Expectation #4: _ Cell phone usage permitted for academic purposes only at the teachers discretion.

Definition of expectation:	
Cell phones and headphones usage is limited to academic purposes while on school grounds, except for the purpose of academic use and only at the teachers' discretion.	
Rationale for having this expectation	
Students attend classes to take advantage of educational opportunities to increase readiness for career and college. While cell phones offer access to educational applications, they also can cause distractions from the opportunities in the classroom setting. Therefore, the teacher will allow access for educational purposes, at their discretion and students will follow directive from the teacher.	
Positive examples: "looks like"	Non-examples
No cell phone visible or audible	Cell phone visible or audible
Cell phones away and off	Use of cell phone without permission
No headphones visible	Headphones on or visible
Using cell phone for academic use when teacher allows	Off task usage
List 2 resources (website addresses, curriculum with location, books with page numbers, programs with lesson plan number, etc.) you will use to teach this lesson plan. Be specific enough so the resources can be located by anyone.	
5. www.pbisworld.com	
6. www.rtinetwork.org	
List the steps of this lesson plan (Include lesson format, activities, and materials). Be detailed enough so the lesson can be implemented by anyone.	
11. Students will participate in discussions about appropriate usage of cell phones on school grounds.	
12. Students will discuss the use of headphones on school grounds.	
13. Format: classroom group setting	
14. Students will research educational uses for cell phones and create poster advertising.	
15. Students will also create PSA about positive school culture and limited use of cell phones on campus.	
WHEN will this lesson plan be taught?	
Beginning of school year date(s) and time(s):	Initial implementation will begin week of August 15, 2018
After long holidays 3rd quarter	Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this expectation.
WHO will teach this lesson plan?	WHERE will the lesson plan instruction occur?
Personalization teachers	Classroom setting

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CRITICAL ELEMENT #4: Location-based Rules

4A. Determine top 3 locations for Event problems from the BASIS 3.0 Behavior Dashboard. Do not use “classroom”

Top 3 Locations	
School Location	# Incidents
1. SG: School grounds	38
2. HL: Hallways	27
3. BU: Bus	21

4B. Create an Expectations/Rules Chart from your 3-5 school-wide expectations and your top 3 locations. Develop 1 to 2 positively stated, observable, and measurable rules that correlate with every expectation to create a maximum of 5 rules for each location.

Expectations and Rules Chart			
Expectations Copy and paste expectations from 3C.	Locations Copy and paste locations from 4A.		
	Location #1: School Grounds	Location #2: Hallways	Location #3: Bus
	Rules	Rules	Rules
Expectation #1: Obey all adults on campus and follow all school rules.	Follow and respond appropriately to directions by completing tasks/ requests the first time given	During transitions to designated areas, follow any and all directives given by staff members the first time given.	During the ride to and from school, follow all rules and directions given by the bus operator the first time given.
Expectation #2: <div style="border: 1px solid #ccc; padding: 5px; background-color: #fff; margin-top: 10px;"> Seek mediation or intervention from adult before altercation. </div>	Report all incidences of possible altercation to an adult/staff member. Do not use hands or feet in a physical manner as a response to an interaction	During transitions to designated areas, seek assistance from adults/staff member in the event of a possible altercation. Do not resort to physical violence as a means of defense.	Stay seated at all times; Keep hands and feet where they belong. In the event of a possible altercation, report all incidences to the bus driver and administrators.
Expectation #3: Attend all classes and be punctual.	Move swiftly and directly to designated area within the intended time frame.	Move to class expeditiously during transitions, entering into the classroom setting within the 7-minute time frame.	Once the last school bell rings, go to the bus within the 7-minute time frame.

<p>Expectation #4:</p> <p>Use respectful language when speaking others.</p>	<p>Use positive and reinforcing language. Avoid using expletives or insulting language on any premise within the school.</p>	<p>Use positive language and low voice levels. Avoid using loud and/or belligerent language during transitions from one classroom/location to the next which may affect the learning environment</p>	<p>Avoid using offensive language or expletives on the bus which may distract the driver and passengers.</p>
<p>Expectation #5:</p> <p>Cell phone usage permitted for academic purposes only at the teachers discretion.</p>	<p>Only use headphones or cellphones as directed by a teacher (for instructional purposes).</p>	<p>Avoid using headphones or cellphones in the hallway which may prevent yourself and others from getting to class on time.</p>	<p>Avoid using cell phones in a distracting manner including listening to loud music or having distracting conversations on the ride to and from school.</p>

4C. Using the rule lesson plan templates, complete 3 lesson plans, 1 for each of the above listed specific locations. Include all the rules listed under the location in the lesson plan.

Teaching Rules Lesson Plan

Location #1: School Grounds

Location Rules: (from 4B chart)	Positive Example:	Non-example:
Follow and respond appropriately to directions by completing tasks/ requests the first time given	Promptly following directions as directed by any adult/staff member	Failing to follow directions by any adult/staff member
Report all incidences of possible altercation to an adult/staff member. Do not use hands or feet in a physical manner as a response to an interaction	Prior to an altercation/ student reports incident to designated adult (counselor, teacher, support staff, etc.)	Physical or verbal altercation without seeking mediation
Move swiftly and directly to designated area within the intended time frame.	Students quickly proceed to class/ designated area without disruptions	Students linger and stall on the grounds of the school, causing disruption to the transitioning process
Use positive and reinforcing language. Avoid using expletives or insulting language on any premise within the school.	Students use positive and reinforcing language while on school grounds	Students use expletives and disparaging language on school grounds.
Use headphones or cellphones as directed by a teacher (for instructional purposes).	Students use cellphones for the sole use of instruction in the classroom setting	Students use cellphones without permission, causing a disturbance to the school environment.
List 2 resources (website addresses, curriculum with location, books with page numbers, programs with lesson plan number, etc.) you will use to teach this lesson plan. Be specific enough so the resources can be located by anyone.		
1. www.pbisworld.com		
2. www.rtinetwork.org		
List the steps of this lesson plan (Include lesson format, activities, and materials). Be detailed enough so the lesson can be implemented by anyone.		
1. Students will participate in discussions on their behavior and how it affects the academic environment and student success		
2. Students will participate in a Think-Pair-Share concerning characteristics of respectful actions on school grounds. Students will collaborate and discuss rules that can be implemented to assure everyone receives an equitable and respectful environment.		
3. Material: poster board, markers, colored pencils, rulers, scissors		
4. Students will create posters of rules to follow while on school grounds		

5. Students will present the rules, rationale and the impact that they will have on the student body	
WHEN will this lesson plan be taught?	
Beginning of school year date(s) and time(s):	The lesson plan will be initiated on the week of August 15, 2017
After long holidays 3rd quarter	Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this location's rules.
WHO will teach this lesson plan?	WHERE will the lesson plan instruction occur?
Personalization Teachers	Classroom Setting

Teaching Rules Lesson Plan

Location #2: Hallway

Location Rules: (from 4B chart)	Positive Example:	Non-example:
During transitions to designated areas, follow any and all directives given by staff members the first time given.	Proceed to class in an orderly fashion, listening to all directions given	Ignoring the bell, staff members and directions given by teachers
During transitions to designated areas, seek assistance from adults/staff member in the event of a possible altercation. Do not resort to physical violence as a means of defense.	Students responding to a possible altercation in the hallways by notifying a designated adult	Horse playing, physical and verbal altercations
Move to class expeditiously during transitions, entering into the classroom setting within the 7-minute time frame.	Proceed to class in a timely and orderly fashion	Ignoring the transition bells and arriving to class late
Avoid using loud and/or belligerent language during transitions from one classroom/location to the next which may affect the learning environment of those around you..	Students calmly transitioning to class while using respectful and encouraging language in the hallways	Elevated noise levels and students using profanity/disrespectful language in the hallways
Avoid using headphones or cellphones in the hallway which may prevent yourself and others from getting to class on time.	Students quietly transitioning to class without the use of cellphones	Students being distracted from transitioning to class, music blaring from cellphones and students having conversations on cell phones
List 2 resources (website addresses, curriculum with location, books with page numbers, programs with lesson plan number, etc.) you will use to teach this lesson plan. Be specific enough so the resources can be located by anyone.		
1. www.pbisworld.com		
2. www.rtinetwork.org		
List the steps of this lesson plan (Include lesson format, activities, and materials). Be detailed enough so the lesson can be implemented by anyone.		
1. Students will read an article detailing the benefits of promptness and the impact that it will have on student success.		
2. Students will participate in a collaborative discussion by using the Think-Pair-Share strategy. Students will discuss characteristics of respectful actions in the hallway and the importance of arriving to class on time.		
3. Material: poster board, markers, colored pencils rulers, scissors		
4. Students will create posters of the benefits of being prompt to class along with a summary of their findings		
5. Students will present the poster to the class		
WHEN will this lesson plan be taught?		
Beginning of school year date(s) and time(s):	The lesson plan will be initiated during the week of August 15, 2018	
After long holidays 3rd quarter	Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this location's rules.	
WHO will teach this lesson plan?		WHERE will the lesson plan instruction occur?
Personalization Teachers		Classroom Setting

Teaching Rules Lesson Plan

Location #3: Bus

Location Rules: (from 4B chart)	Positive Example:	Non-example:
During the ride to and from school, follow all rules and directions given by the bus operator the first time given.	Calmly boarding or exiting the bus. Sitting in areas as directed by the bus operator and following all bus rules.	Students not sitting in assigned area or following the instructions of the bus operator
Stay seated at all times; Keep hands and feet where they belong. In the event of a possible altercation, report all incidences to the bus driver and administrators.	Students reporting incidences that may lead to an altercation to the bus operator	Students standing on the bus and physically/verbally inciting altercations
Once the last school bell rings, go to the bus within the 7-minute time frame.	Students immediately heading to their designated bus at the dismissal bell	Lingering on school grounds and not heading immediately to the bus loop for loading
Use positive and respectful language. Avoid using offensive language or expletives on the bus which may distract the driver and passengers.	Using appropriate and respectful language with their peers and the bus operator	Using profanity and disrespectful language toward peers and bus operator
Avoid using cell phones in a distracting manner as observed by loud music or or loud, distracting conversations on the ride to and from school.	Students respectfully riding the bus without the use of electronics	Blaring music loudly from the speaker of the phone and having loud, intrusive conversations on the phone
List 2 resources (website addresses, curriculum with location, books with page numbers, programs with lesson plan number, etc.) you will use to teach this lesson plan. Be specific enough so the resources can be located by anyone.		
1. www.pbisworld.com		
1. Video: School Bus Rules		
List the steps of this lesson plan (Include lesson format, activities, and materials). Be detailed enough so the lesson can be implemented by anyone.		
1. Students will watch the School Bus Rules video and take three column notes. The first column will be labeled "Rule"; the second column will be labeled "student actions"; the third column will be labeled "outcome". The students will complete first two columns of the cart noting the rules listed in the video and the student actions that align to the rules		
2. In groups of four, students will complete the "outcome" column of the chart, noting the positive impact that abiding by the bus rules will have on themselves and their peers		
3. Using their charts, students will plan for and write a script of their own public service announcement for positive expectations on the bus		
1. Students will students will create a public service announcement, following the same format as the video		
4. Students will present their public service announcement to the class		
WHEN will this lesson plan be taught?		
Beginning of school year date(s) and time(s):	The lesson plan will be initiated the week of August 15 th , 2018	

After long holidays	Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this location's rules.
3rd quarter	
WHO will teach this lesson plan?	WHERE will the lesson plan instruction occur?
Personalization Teachers	Classroom Setting

CRITICAL ELEMENT #5 Reward and Recognition Programs



NEW element: refer to Rewards Brainshark for further guidance. <http://www.browardprevention.org/mtssrti/rtib/>

5. Describe in detail one positive school-wide intervention plan you will use to reward/recognize students who follow your school-wide expectations and/or location-specific rules: (2 - 6 sentences for each section)

Plan Section	Plan
A. What do students need to do to earn the reward? >Link to expectations and rules >Must be measurable	-In order to receive recognition students need to receive As and Bs on their report cards. -Students that earn only As are recognized on the Principal's honor roll -Students that pass the industrial certification get recognized on the morning announcements and receive a certificate -Student of the month has to be nominated by their teacher for exhibiting "District Kids of Character" program.
B. What reward/recognition will they earn? >Include person(s) responsible for organizing	-Students get a certificate and invited to an ice cream buffet. -Students with As get a Principal's Honor Roll certificate and get invited to a breakfast buffet with the principal
C. How will you collect data to determine who has earned the reward? >include person(s) responsible for organizing and analyzing	Administrators use Pinnacle, BASIS and TERMS as databases to collect data to determine students with As/ Bs on report cards.
D. When and how will the reward be provided? >Include timeline >Include actual date	-Every quarter for the ice cream buffet, the principal breakfast, and the industrial certification -Every month for "student of the month"

CRITICAL ELEMENT #6 Effective Discipline Procedures

6A. Categorize the top 6 *most common* staff-managed misbehaviors at your school into “Minor” and “Moderate” categories. Write a short, objective, and measurable definition for each.

Staff-Managed Misbehaviors			
Minor Misbehaviors		Moderate Misbehaviors	
Misbehavior	Definition	Misbehavior	Definition
1. Talking out of turn	Speaking out of turn or while teacher is instructing class 1-2 times per class period. Record on Basis 3.0	1. Repetitive Minor Misbehavior	More than 4 minor behaviors in 1 week (specified time frame e.g., 30 minutes / 2 hours / 5 days)
2. Out of seat	Walking around class 1-2 times a week. Record in Basis 3.0	2. Walking out of class	More than 2 minor behaviors in 1 week (specified time frame e.g., 30 minutes / 2 hours / 5 days)
3. Unprepared for class work	Asking others for material 1-2 times a week. Record in Basis 3.0	3. Profanity towards teachers	More than 4 minor behaviors in 1 week (specified time frame e.g., 30 minutes / 2 hours / 5 days)
4. Distracted during instruction	Daydreaming in class 1-2 times a week. Record in Basis 3.0	4. Skipping class	More than 2 minor behaviors in 1 week (specified time frame e.g., 30 minutes / 2 hours / 5 days)
5. Frequent restroom break	Student constantly asking for pass to go to the restroom at least 2-3 times per week. Record in Basis 3.0	5. Inappropriate cell phone usage	More than 2 minor behaviors in 1 week (specified time frame e.g., 30 minutes / 2 hours / 5 days)
6. Refusing to wear belt	Student does not wear a belt 3-4 times per week. Record in Basis 3.0	6. Tardiness	More than 2 minor behaviors in 1 week (specified time frame e.g., 30 minutes / 2 hours / 5 days)

6B. Create a consequence menu for all staff to choose from when students exhibit the above misbehaviors:

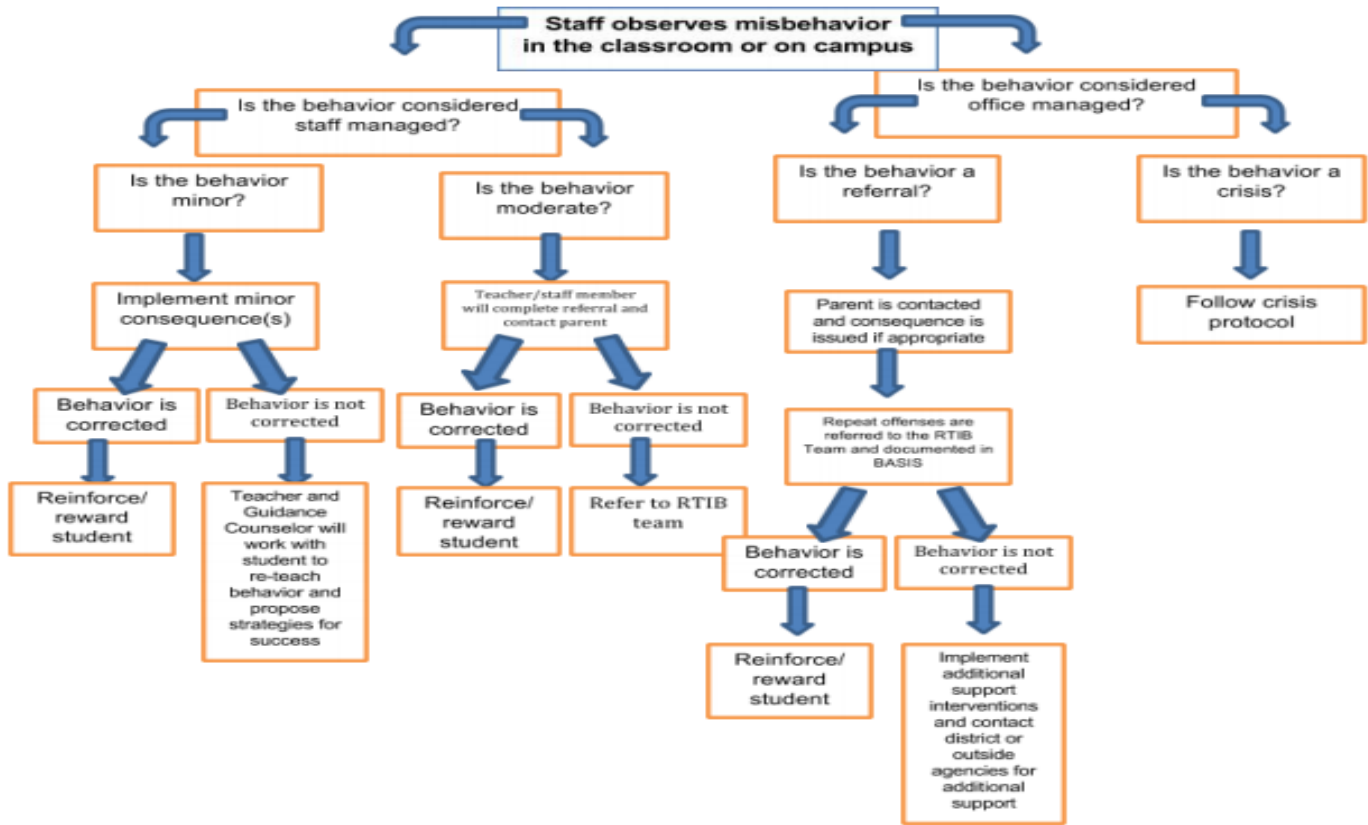
Consequence Menu for Minor Misbehaviors (Staff's choice of 5):	Consequence Menu for Moderate Misbehaviors (Staff's choice of 5):
• Verbal warning	• Parental contact
• One-on-One Conference	• Detention - after school
• Parental contact	• Parent/Staff conference
• Loss of privilege	• Referral to Administration
• Referral to guidance	• Detention - Saturday

6C. List the top 5 *most common* misbehaviors at your school that are handled with an Office Discipline Referral (ODR). Write a short, objective, and measurable definition for each. (Exclude crisis situations that must follow District protocol.)

Office Discipline Referrals (ODRs)	
Behavior	Definition
1. Repetitive moderate misbehaviors	More than 4 moderate misbehaviors in ____1 week. (specified time frame e.g., 30 minutes / 2 hours / 5 days)
2. 1.01: Disobedience/ Insubordination	Student refuses to listen at least once or twice per week when instructed by teacher to stop talking.
3.SB: Unruly/Disruptive Behavior	Student gets up from seat and disturbs others once or twice during class each week
4.ZL: Class Cut (Skipping)	Student skips class at least once per week during 5th period.
5.02: Insulting/ Profane/ Obscene Lang	Student uses profanity at least once or twice during class when speaking with peers.
6.ZY: Cell Phone Violation	Student texts in class at least once or twice per week

 **NEW section:** refer to Discipline Brainshark for further guidance. <http://www.browardprevention.org/mtssrti/rtib/>

6D. Continue and customize the next steps in this flow chart to show the discipline process at your school. (Or you may delete this flow chart and create your own from scratch.)



RITICAL ELEMENT # 7: Data Collection and Analysis

 **NEW element:** refer to Data Brainshark for further guidance. <http://www.browardprevention.org/mtssrti/rtib/>

7A. Determine your Core Effectiveness Year-to-Date:

Total Population:		Calculation to determine % rate	%	Core Evaluation	
Is the behavior minor?	Students				
1 Referral	243	$(\text{Total Pop} - (\# \text{ of } 2\text{-}5 \text{ Students}) - (\# \text{ of } >5 \text{ Students})) \div \text{Total Pop} =$	72%	Universal students: (# 0-1 Referrals should be >80%)	>80%? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO
2-5 Referrals	146	$(\# \text{ of } 2\text{-}5 \text{ Students}) \div \text{Total Pop} =$	12%	At risk students: (# 2-5 Referrals should be <15%)	<15%? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
>5 Referrals	7	$(\# \text{ of } >5 \text{ Students}) \div \text{Total Pop} =$	2.5%	High risk students: (# >5 Referrals should be <5%)	<5%? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO

7B. If all 3 are "YES", your Core is Effective. Is your core behavior curriculum effective?

<input type="checkbox"/> YES	<input type="checkbox"/> NO
If YES , although your core is effective, how will you assist any at-risk and high risk students at the beginning of the next school year?	If one or more are " NO ", what supports and interventions will you implement at the beginning of the next school year to improve your core? Classroom visits to relay the school's expectations regarding the identified discipline behaviors. Grade level discipline assemblies during the first weeks. Class rules that reinforce the expected behaviors.

No entry needed for Critical Elements #8 and #9.

CRITICAL ELEMENT # 10: Monitoring Plans

10A. How and what data will you use to monitor the fidelity (frequency, consistency, documentation, etc.) of the implementation of the SPBP?

“Did you do what you said you were going to do? How will you know?”

Fidelity of Implementation Plan				
WHO: Responsible Person(s)	WHAT: Data Analyzed	WHAT: Criteria for “Success” of Implementation	WHEN: Dates of Analysis (quarterly dates)	HOW: Shared with Staff and Stakeholders?
1. Administration	School-wide expectations and location-specific rules are posted across campus (“marketing”).	100% of students and staff are aware of the rules and expectations. Students will be assessed	9/7/2018 10/12/2018 11/9/2018 1/18/2019	Data will be shared with staff at monthly staff meetings and on professional development on early release days. It will also be shared with parents and community stakeholders at SAC meetings.
2. Administration	Behavior lesson plans are being taught as written	100% of teachers will use common language when implementing the SPBP.		Data will be shared with staff at monthly staff meetings and on professional development on early release days. It will also be shared with parents and community stakeholders at SAC meetings.
3. Administration	Discipline consequences and flow chart are being used by all staff as written	100% of teachers will implement appropriate consequences based on the severity of the misbehavior.		Data will be shared with staff at monthly staff meetings and on professional development on early release days. It will also be shared with parents and community stakeholders at SAC meetings.

10B. How and what data will you use to determine the success of the plan by student outcome or need for modifications? Include a minimum of 2 different analyses.

“If you did what you said you were going to do, did it positively impact the students? How do you know?”

Student Outcome				
WHO: Responsible Person(s)	WHAT: Data Analyzed	WHAT: Criteria for “Success” of Student Outcome	WHEN: Dates of Analysis (quarterly dates)	HOW: Shared with Staff and Stakeholders

1.Administration	See critical element 3A. Quarterly behavior incident data.	A 10% reduction in the number of behavior incidents		Data will be shared with staff at monthly staff meetings and on professional development on early release days. It will also be shared with parents and community stakeholders at SAC meetings.
2.Administration	See critical element 4A. Quarterly top 3 event locations data.	A 10% reduction in the number of behavior incidents occurring in the Courtyard, cafeteria, and main hallways.	9/7/2018 10/12/2018 11/9/2018 1/18/2019	Data will be shared with staff at monthly staff meetings and on professional development on early release days. It will also be shared with parents and community stakeholders at SAC meetings.
3.Administration	See critical element 7. Quarterly core effectiveness data.	Obtain a “Yes” on all Core Evaluation Components		Data will be shared with staff at monthly staff meetings and on professional development on early release days. It will also be shared with parents and community stakeholders at SAC meetings.