

**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:** | Apollo Middle School |
| **School Number:** | 1791 |
| **SPBP Contact Name:** | Winston Symonette |
| **Direct Phone Number:** | 7543232900 |

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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?** |
| Damon Martin | Assistant Principal | Administration |
| Winston Symonette | SPBP Point of Contact | Behavior Specialist |
| Shazia Bajwa | Parent/Community Representation | SAC |
| Marlon Thompson | BTU Representative | Teacher |
| Ayanna Whitworth- Barner | Teacher | Curriculum Specialist |
| Marie Martin | Teacher | Teacher |
| Stephen Rosen | Guidance Counselor | 7th Grade |
| Berna Hernandez | Guidance Counselor | 6th Grade |
| Maria Desmond | Guidance Counselor | 8th Grade |
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**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:** |
| 10/19/2018 | 11:00 am | Winston Symonette/ Behavior Specialist | 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) |
| 12/21/2018 | 11:00 am | Winston Symonette/ Behavior Specialist |
| 1/7/2019 | 11:00 am | Winston Symonette/ Behavior Specialist |
| 3/22/2019 | 11:00 am | Winston Symonette/ Behavior Specialist |

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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 | 2/9/2018 | # of participants = 57 | Winston Symonette |
| Held a *faculty* vote on the new SPBP  (for SY 2018/19) | 4/26/2018 | % approved =78.4 | Winston Symonette |
| Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community) | 4/4/2018 | # of participants = 23 | Winston Symonette |

**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:  8/13/2018 | 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. | Winston Symonette |
| 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. 10/13/2018 | 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. | Winston Symonette |
| 2. 11/1/2018 |
| 3. 1/10/2019 |
| 4. 4/11/2019 |

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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.Disobedience | 6.Class Cut |
| 2.Unruly/ Disruptive Behavior | 7.Tardiness Habitual |
| 3.Fight- Minor Altercation | 8.Fight- Medium |
| 4.Disruptive/ Unruly Play | 9.Out of Assigned Area |
| 5.Defiance of Authority | 10. Insulting/ Profane/ Obscene Language |

**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. Always Be Respectful |
| 2. Put Forth Best Effort |
| 3. Offer Encouragement To Others |
| 4. Listen Carefully |
| 5. Live Responsibly  6. Own Actions and Decisions |

**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 20-31 | 1st period | |
| January | January 8-18 | 1st period | |
| 4th Quarter | April 1-12 | 1st period | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | 1st Period teacher |
| Where will the lesson plan instruction occur? | | | Classroom |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Winston Symonette |

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| **CRITICAL ELEMENT #4: Location-based Rules** |

**4A.** List the **top 3 locations** for behavior Events YTD from BASIS 3.0 Behavior Dashboard**.** ***Do not use “classroom”***

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| **Top 3 Locations** | |
| School Location | # Incidents |
| 1.Hallway | 35 |
| 2.Gymnasium | 16 |
| 3.Caferteria | 15 |

**4B.** Create an Expectations/Rules Matrix from your 3-5 school-wide expectations and your top 3 event locations. Develop a positively stated, observable, and measurable rule that correlates with every expectation to create a maximum of 5 rules under each location**.**

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| --- | --- | --- | --- | --- |
| **Expectations and Rules Matrix** | | | | |
| **School-wide EXPECTATIONS** | *Copy and paste expectations from* ***3C****.* | **IDENTIFIED LOCATIONS**  *Copy and paste locations from* ***4A.*** | | |
| Hallway | Gymnasium | Cafeteria |
| **Rules** | **Rules** | **Rules** |
| Always Be Respectful | Allow for 1 foot of personal space between yourself and other students. | Keep Hands and feet to yourself | Keep hands and feet to yourself. |
| Put Forth Best Effort | No hanging around in hallway/ Go to class immediately | Be ready to dress out and participate | Remain seated until you have permission from an adult in cafeteria. |
| Offer Encouragement To Others | Walk on the right side of the hallway. | Include other in participating in activities. | Help neighbors in need |
| Listen Carefully | Don’t blast music in head phones while transitioning | Be silent when whistle has been blown by an adult | Be silent when administrator is counting down using 4..3..2..1 |
| Live Responsibly | Use restroom or get water before class | Stay in assigned area | Pick up all trash from table and floor when dumping trays. |

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| Own Actions and Decisions | No running or speed walking allowed. | Do not touch things that do not belong to you | Sit at your assigned table at all times. |

**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 20-31 | All Periods (First 10-15 mins of class) | |
| January | January 8-18 | All Periods (First 10-15 mins of class) | |
| 4th Quarter | April 1-12 | All Periods (First 10-15 mins of class) | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | Teacher |
| Where will the lesson plan instruction occur? | | | Classroom/ Cafe |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Winston Symonette |

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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:

Cafeteria

Expectation or Location: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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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: # Office Discipline Referrals**    **Problem Identification: The number of ODRs for the 2016 school year was 43. At the end of 3rd quarter in 2017 school year, there are 15 ODRs.** |
| **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 horse playing and leaving trash on the floor and tables in the cafeteria.**  **Goal Statement:** By the end of the first quarter, ODRs in the cafeteria will decrease by 20% from the last school year. |
| **3. Intervention Design:**  Describehow you will implement a positive reward program to decrease this problem. | **Type of System: Point system**  **Description of System:** Classes will be given points based off the cleanliness of their table and floor area. Classes will have to work at as a group with their assigned table members to make sure their area is clean. And classes will lose points if students of that table are not following cafeteria rules. Points will be given or loss on a daily basis. |
| **4. Evaluation:**  A. Implementation fidelity | 1. How do you monitor the fidelity (consistency and effectiveness) of the **staff’s** implementation of the reward program? *(2-3 sentences)Every day, staff members that are assigned to the cafeteria will check the tables and floor area after students have dumped their trays at the end of lunch. They will provide points to all the classes that have clean areas and classes that the students have followed cafeteria rules. There will be incentives provided to the classes that has the highest score at the end of each month. There will be a large tally posted on wall of cafeteria to allow students to monitor their own process.* |
| 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”? *(2-3 sentences*   We will keep track of the number of points each table has receives/ losses on a monthly basis. Graphs will be posted in the cafeteria. Staff will also check the number ODRs being given in the cafeteria. |

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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. Cellular Phone usage | Having phone out or in sight without permission from teacher. (Texting on phone) |
| 2. Off Task | Not participating in instructional activities which leads to a disruption during class. (Doing anything other than classwork) |
| 3. Not following directions | Lack of conforming or complying to teacher’s demands (refusing to sit in assigned seat) |
| 4. Using Profanity | Inappropriate language in conversation with peers, not directed at teacher. (Saying a curse in a sentence, sticking up middle finger) |
| 5. Distracting other students | Committing actions to cause others to become off task (Laughing, Touching/ Bothering other students, Throwing Paper) |
| 6. Talking without permission | Having side conversations/ speaking out of turn with peers. (Interrupting Teacher) |

**6B. Staff Managed Consequences**: Create a consequencemenu **OR** a consequence hierarchy for staff to use when students exhibit the above misbehaviors. Provide a minimum of **5** consequences.

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| Is this a menu or hierarchy system? | Menu Hierarchy |
| After-school Detention | |
| Phone Call Home | |
| Verbal warning | |
| TAB | |
| Silent Lunch | |

**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 | Refusing to listen after warning given by authority. Ex. Seating in wrong seat without permission |
| 2. Disruptive/Unruly Play | Being disorderly or disobedient toward authority. Disrupting the learning environment Ex. Horseplay/ Touching/ Making Noises |
| 3. Defiance of Authority | Consistently defiant/ not listening and disrespectful to authority more than 2 or 3 times. Ex. Walking out of class |
| 4. Insulting/ Profane/ | Using unacceptable language toward someone. Ex. Student cursing out another student and name calling |
| 5. Tardiness Habitual | Repeatedly reporting to class late. Ex. Late to class without pass/unexcused more than 4 times in school week |
| 6. Repetitive staff managed  misbehaviors | More than misbehaviors inwarrants an office referral.  period  1 minute  3    *e.g., 3 half hour*  *2 one period* |

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

(a) Review the sample discipline flow charts in “Additional Items” located on browardprevention.org

(b) Copy or customize a flow chart to graphically represent the discipline process at **your** school.

(c) Paste the flow chart here**OR** complete the flow chart below.

**Student Behavior Discipline Flow Chart**

Observe Problem Behavior

Reteach Behavior/Redirect Behavior

Office Managed Misbehaviors

Staff Managed Misbehaviors

After-school Detention

Parent Phone Call

Silent Lunch

Verbal Warning

Loss of Privilege

Consultation with student

Guidance Referral

Is behavior Office Managed?

-Call or notify parent -Write Office Discipline Referral

-Administrator follows up with teacher/ Student

-Administrator processes referral

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| List Staff Managed  Misbehaviors from **6A** | List Office Managed  Misbehaviors from **6C** |
| -Eating Candy  Chewing Gum  -Late to class  - Cell Phone usage  -Minor Disruption  - Disrespectful tone  -Cheating  -Talking without permission  -Off task  -Teasing/ Name calling  -Breaking Classroom Rule  - Minor Profanity(Use of profanity in a conversation with peers) | -Cursing toward staff member  - Fighting  -Habitual Tardiness  - Skipping Class  -Bullying/ Harassment  - Any Weapon  -Leaving Campus (Elopement)  - Consistently disruption in class  -Property destruction/ Vandalism  -Consistently out dress code  -Major classroom disruption  - Horse play/ Rough Playing  -Theft  -Chronic refusal to follow rules. |

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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)* |

**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**: | 216 |
| Total number of **school-wide** discipline referrals: | 120 |
| % of referrals in the classroom: | 64% |
| 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: | 1275 |  |  | |
| # Referrals |  | **% of Total Population** | Core Effectiveness | |
| 0 - 1 referral |  | 94% | Are your 0 – 1 referrals > 80%? | Yes No |
| 2 - 5 referrals  (at risk students) | 65 | 5% | Are your 2 - 5 referrals <15%? | Yes No |
| > 5 referrals  (high risk students) | 12 | 1% | Are your >5 referrals <5%? | Yes No |

**8B. Core Effectiveness Plan:**

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| --- | --- |
| If all 3 are “**Yes**”, your core is effective. Is your core behavior curriculum effective? | Yes No |
| Answer **either** (a) or (b):  (a) If you answered “**Yes**”, although your core is effective, what plan does your school leadership team implement for early identification of at risk and high risk students?  (b) If you answered “**NO”**, indicate the supports and interventions your school leadership team will implement at the beginning of the next school year to improve core strength: | |
| Core Effectiveness Plan: *(3-4 sentences) Monitoring students through basis (# of referrals). Monitor students’ grades and attendance through monthly RTI meeting.*  Administration noticing negative interactions with teachers and/ or peers. Teacher recommendadtions | |

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

(a) Complete the yellow highlighted cells first.

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

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| --- | --- | --- | --- | --- |
| Subgroups | (PctPop - Green)  % **of students** | (PctRef - Blue)  **% of referrals** | Difference in referral composition | Positive value suggests disproportionality  (Is the value positive?) |
| Black | 41 | 41 |  | Yes No |
| Hispanic/Latin | 42 | 35 | -7 | Yes No |
| White | 13 | 17 | 4 | 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: *(3-4 sentences) At Apollo we currently offer many mentoring and tutoring programs for all students. We also offer an array of sports and activities before and after school to keep our students involved with positive programs. There are counselors, support staff, administrators are available to help and guide all students throughout the school year.* | |

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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** | Click here to enter NAME & title. |
| **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** | Click here to enter NAME & title. |
| **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 the end of first quarter, the 3 main hallways, kiva and cafeteria will have at least 2 posters of expectations and rules posted in each of the areas. | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | Lloyd Manda, the assistant principal, will monitor these areas once a month to make sure the goal has been met and maintained. |
| **Behavior lesson plans** are being taught as written and when indicated | By September 2, a 100% of 1st/ 2nd block teachers will be provided behavior lesson plans and teaching the plans with fidelity. | Damon Martin, the assistant principal, will complete walkthroughs on a monthly basis to monitor use of behavior lesson plans. |
| **Discipline consequences**  and **flow chart** are being used by all staff as written | By the end of August, 100% of teachers will be provided the discipline consequences and flow charts that will be utilized for all students. | Traci Aveni, assistant principal, will monitor and keep track of referral data and present to staff members quarterly during faculty meetings. |
| A **reward system** is being implemented for *all* students | By the start of the school year, 100% students will be on a point reward system based on behavior focus calendar that will be provided to all teachers during orientation week. | Winston Symonette, the behavior Specialist, will create behavior focus calendar every month for incentive plan. |

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

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

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| --- | --- | --- | --- |
| **Student Outcome Monitoring Plan** | | | |
| Student Outcome Data | Create an **observable** and **measureable** SMART goal to determine “successful”  **student outcomes** | When will data be collected, analyzed & presented? | Person responsible to collect and analyze data |
| See critical element 3A  • Type of **behavior incidents** data | By the end of the 1st quarter, there will be 10% fewer referrals written for disobedience. | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | Traci Aveni will be responsible for monitoring/ tracking data for disobedience referrals ad providing info to staff. |
| See critical element 4A  • **Top 3 event locations** data | By the end of the quarter, there will be a 20 % decline in referrals written in the hallway. | Winston Symonette will be responsible for monitoring hallway data and providing data to staff. |
| See critical element 8  • **Core effectiveness** data | By the end of the first quarter, there will be an increase in the number of students receiving 0-1 referrals by 2%. | Damon Martin will be responsible for monitoring/tracking data for the number of students receiving 0-1 referrals and providing info to the staff. |
| See critical element 7A  • **Grade Level/Classroom referrals** data | By end of the year, the number of referrals in each grade level will decrease by 10%. | Lloyd Manda will be responsible for monitoring/tracking data for grade level and providing information to staff. |