

**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:**

|  |  |
| --- | --- |
| **School Name:** | PARK RIDGE ELEMENTARY |
| **School Number:** | 1951 |
| **SPBP Contact Name:** | Samantha Whitehead |
| **Direct Phone Number:** | 754-322-7700 |
|  |  |

|  |
| --- |
| **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.*

|  |  |  |
| --- | --- | --- |
| **Full Name** | **Position** | **Who or what grade level does this member represent?** |
| Mr. Balchunas | Principal | Administration |
| Mrs.Whitehead | SPBP Point of Contact and AP | Administration |
| Mrs. Brown | Parent/Community Representation | SAC |
| Ms. Mitchell | BTU Representative | BTU |
| Ms. Monestime | Kindergarten Teacher | Grade K teachers |
| Mrs. Le Juene | 1st Grade Teacher | Grade 1 Teachers |
| Ms. Martin | 2nd Grade Teacher | Grade 2 Teachers |
| Mrs. Carlin | 3rd Grade Teacher | Grade 3 Teachers |
| Mrs. Heichen | 4th Grade Teacher | Grade 4 Teachers |
| Mrs. Azbill | 5th Grade Teacher | Grade 5 Teachers |
| Ms.Kerkulah | Guidance Counselor | Support Staff/RtI Team B |
| Mrs. Marshall | ESE Specialist | Support Staff/RtI Team B |
| Mr. Rodriguez | Behavior Tech | Support Staff |
| Ms. Oguz | Music Teacher | Specials Teacher |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Meeting Date** | **Meeting Time** | **Name & title of person responsible to facilitate meeting** | **Content of meetings:** |
| 8/13/2018 | 8:30-3:00 pm | Ms. Markevich/Ms. Marshall –RTI Coordinators | 1. Create and disseminate updated  Expectations and Rules lesson  plans (#3 and #4)  2. Review progress of  Implementation Action Plan (#9)  3. Collect & analyze implementation  data (#10A)  4. Collect & analyze student  outcome data (#10B) |
| 11/13/2018 | 8:30-3:00 pm | Ms. Markevich/Ms. Marshall –RTI Coordinators |
| 3/12/2019 | 8:30-3:00 pm | Ms. Markevich/Ms. Marshall –RTI Coordinators |
| 5/15/2019 | 8:30-3:00 pm | Ms. Markevich/Ms. Marshall –RTI Coordinators |

|  |
| --- |
| **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:

|  |  |  |  |
| --- | --- | --- | --- |
| **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 | 4/4/2018 | # of participants = 32 | Mrs. Whitehead |
| Held a *faculty* vote on the new SPBP  (for SY 2018/19) | 4/18/2018 | % approved = 100% | Mrs. Whitehead |
| Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community) | 4/25/2018 | # of participants = 16 | Mrs. Whitehead |

**2B.** Action Steps to be completed **next year** (SY 2018/19) to increase faculty and stakeholder understanding and knowledge of your SPBP:

|  |  |  |  |
| --- | --- | --- | --- |
| **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:  8/10/2018 | 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. | Mrs. Whitehead |
| Present the 2018/19SPBP to stakeholders (parents and community) | Prior to Oct 1st, 2018  8/29/2018 |
| Present behavior data to staff  *Quarterly: minimum of 4 each year* | 1. 10/9/2018 | 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. | Mrs. Whitehead |
| 2. 1/15/2019 |
| 3. 3/12/2019 |
| 4. 4/30/2019 |

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

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

|  |  |
| --- | --- |
| **Top 10 Behavior Incidents**  *(put N/A in any blank spaces)* | |
| 1.Disruptive (Unruly) Behavior | 6.Disruption on Campus Minor |
| 2.Dispruptive (Unruly) Play | 7.Fighting-Minor |
| 3.Disobedience/Insubordination | 8.Assult Threat (low level) |
| 4.Defiance of Authority | 9. Inappropriate use of Technology |
| 5.Profanity | 10.Fighting-Medium |

**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.

|  |
| --- |
| **School-wide Expectations** |
| 1.Give and get respect/Seek First to Understand, Then to be Understood |
| 2. Own your actions/Be Proactive/Put First Things First |
| 3. Lead by Example/Begin with the End in Mind |
| 4. Demonstrate Cooperation / Synergize |

**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.*

|  |  |  |  |
| --- | --- | --- | --- |
| **When will school-wide expectations lesson plans be taught?** | | | |
|  | Date(s) | Time: | |
| August | 8/15-8/24/2018 | \*Varied: Assemblies during Grade Level Elective. \*Throughout the week in community/family meetings, teachers will focus on lessons about respect. The meetings will take place the first 30 minutes of the day. By the 4th week, students will be able to lead meetings with minimal teacher assistance and they will take ownership and demonstrate an understanding of the concept respect.  \*Respect will be highlighted during the month of September. Teachers will provide students resources and the opportunity to role play examples and non-examples of respect. The concept of respect will be integrated in instruction to provide students other learning opportunities. | |
| January | 1/8-1/11/2019 | \*Varied: Assemblies during Grade Level Elective.  \*Teachers will re-teach the concept of responsibility as needed throughout the week, taught during daily routines of the classroom and community meetings. | |
| 4th Quarter | 4/2-4/5/2019 | \*Varied: Assemblies during Grade Level Elective.  \*Teachers will re-teach the concept of self-control, leading by example and respect as needed throughout the week. | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | Classroom Teachers, Guidance Counselor, Assistant Principal |
| Where will the lesson plan instruction occur? | | | Dolphin Diner and classrooms throughout the campus |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Guidance Counselor and Assistant Principal |

|  |
| --- |
| **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”***

|  |  |
| --- | --- |
| **Top 3 Locations** | |
| School Location | # Incidents |
| 1. Hallways | 3 |
| 1. School Grounds | 3 |
| 1. Cafe | 3 |

**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.*** | | |
| Cafeteria | Hallway | School Grounds |
| **Rules** | **Rules** | **Rules** |
| Give and Get Respect / Seek First to Understand, Then to be Understood | Listen to teacher and adults / Use positive words and actions / Respond to adult signal | Listen to teacher and adults in charge / Speak Positively to one another / Respect other’s personal space | Wait your turn / Respond to adult signals / Respect others personal space |
| Own your actions/Be Proactive / Put First Things First | Hands, feet and objects to self / Communicate with inside voice / Keep area clean | \*Hands, feet and objects to self / Follow given directions / Walk three tiles from the wall | Hands, Feet and objects to self / Keep area or environment clean / Stay in assigned areas |
| Lead by Example/Begin with the end in mind | Encourage good behavior / Be considerate of others / Demonstrate proper table manners | \*Encourage good behavior in others / Follow Hallway rules / Walk quietly | Report problems to adults / Use positive words and actions / Solve problems positively |
| Demonstrate Cooperation | Listen attentively / Stay in line / Share materials | Solve Problems Positively / Listen to adults / Help Others in need | Wait your turn / Help others in need / Use good manners |
| Click here to enter Expectation #5 | Click here to enter a Rule | Click here to enter a Rule | Click here to enter a Rule |

**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.*

|  |  |  |  |
| --- | --- | --- | --- |
| **When will location-specific rules lesson plans be taught?** | | | |
|  | Date(s) | Time: | |
| August | 8/15—8/24/2018 | Varied times: Grade level assembles during student electives. Teachers will also introduce and re-teach rules of the cafeteria, hallway, and other school ground locations such as the playground. Teachers, will review the rules before transitions, role model and monitor for expected behaviors. Students will have opportunities to review the rules during classroom morning community meetings. Teachers will also review expectations during transitions within the classroom, hallways, bathrooms, lunchroom and playground. Teachers will provide students resources and learning opportunities to deepen their understanding and mastery of the expectations. | |
| January | 1/8—1/11/2019 | Teachers will also introduce and re-teach expectations such as Owning Your Actions and Being Proactive during classroom morning community meetings. Teachers will also review the rules during transitions within the classroom, hallways, bathrooms, lunchroom and playground to increase student awareness and compliance. Teachers will provide students resources and learning opportunities to deepen their understanding and mastery of the expectations. | |
| 4th Quarter | 4/2—4/5/2019 | Teachers will also introduce and re-teach expectations such as Leading By Example during classroom morning community meetings. Teachers will also review expectations during transitions within the classroom, hallways, bathrooms, lunchroom and playground. Teachers will provide students resources and learning opportunities to deepen their understanding and mastery of the expectations. | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | Classroom Teachers, Guidance Counselor |
| Where will the lesson plan instruction occur? | | | Classrooms, Guidance Groups |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Classroom Teachers, Guidance Counselors and Assistant Principal |

|  |
| --- |
| **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: Classroom: Own Your Own Action—Be Proactive, Put First Things First.

|  |  |
| --- | --- |
| **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:** *# of ODRs from the classroom*    **Problem Identification:** *The number of ODRs in the third quarter is nearly double than all other quarters.* |
| **2**. **Problem Analysis:** Why do you think this problem is occurring?  What is your goal? *(use a SMART goal statement with numerical data)* | **Hypothesis: The number of referrals generated in the classroom increase prior to and after spring break.**  **Goal Statement:**  *By the end of the third quarter, the number of referrals will decrease by 30% by staff re-normalizing students to expectations, reviewing and updating expectations. Positive Culture committee can organize school-wide activities that students can earn throughout the year.* |
| **3. Intervention Design:**  Describehow you will implement a positive reward program to decrease this problem. | **Type of System: Token system**  **Description of System:** *(3-4 sentences)*  *Students will earn Dolphin Dollars to shop in the Dolphin Depot for prizes, every other Friday. Students can earn Dolphin Dollars for positive behavior aligned to the G.O.L.D. expectation and demonstrating any of the 7 leadership habits. Students can also earn other privileges such as, but not limited to:*  *-Clip Up*  *-Leader of the Day*  *-Brag Pass*  *-Leader of the Month Award*  *-Terrific Kids Award*  -Class Lunch Bunch  -Fun Friday |
| **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)*   *Teachers and staff will reward students with Dolphin Dollars based on expected behaviors. Teachers will recognize students with the most dolphin dollars each week and select them as class leaders. Administration will also recognize students with their picture on the Leaders of the Month Board* |
| 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)*   *Administration will monitor the number of referrals generated on a bi-weekly basis to ensure the system is positively impacting ODRs.*  *Weekly data will be complied and shared at leadership team meetings to analyze data, realign procedures and support in order to meet goal.* |

|  |
| --- |
| **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.

|  |  |
| --- | --- |
| **Staff Managed Misbehaviors** | |
| Misbehavior | “Looks Like” - *provide a description with example(s)* |
| 1.Talking Out | Calling out in class or speaking out without being asked to. |
| 2.Physical Contact | Not monitoring self, accidental horseplay. |
| 3.Disobedience/Insubordination | Not following rules given by authority. |
| 4.Inappropriate use of Technology | Using technology in appropriately (on unauthorized sites or programs). |
| 5. Talking back | Using verbal or non-verbal way to communicate messages aimed at the person giving the directions. Combative communication with authority figures. |
| 6. Getting off task | Becoming distracted from one’s goal, becoming unfocused. |

**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 |
| Model Expectation | |
| Parent Contact/Parent Conference | |
| Proximity | |
| Loss of privileges/Time Out | |
| Behavior referral | |

**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).

|  |  |
| --- | --- |
| **Office Discipline Referrals (ODRs)** | |
| Behavior | “Looks Like” - *provide a description with example(s)* |
| 1. Disobedience/Insubordination | Student ignoring or refusing to follow reasonable directives or normal routines and procedures despite numerous redirections. |
| 2. Disruptive/Unruly Behavior or Play | Student engages in horse playing or off task behaviors that infers or disrupts the learning environment or at inappropriate times. |
| 3. Defiance of authority | Disrespectful engagement with adult and peers. Repeated refusal to follow directions and routines. |
| 4. Profanity towards staff | Student makes inappropriate or profane/vulgar comment towards adults on campus or bus. |
| 5. Out of assigned areas | Students found in areas without permission from authorities or walk out of classroom. |
| 6. Repetitive staff managed  misbehaviors | More than misbehaviors inwarrants an office referral.  period  1  4    *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.

**Crisis**: Notify administration immediately. Administration will determine next steps depending on the severity of the incident.

**Student Behavior Discipline Flow Chart**

Observe Problem Behavior

Intervene and redirect

Office Managed Misbehaviors

Staff Managed Misbehaviors

•Call to notify office of major infraction

•Write referral

Implement an initial consequence from **6B**

Is behavior Office Managed?

*(if unsure, check below)*

|  |  |
| --- | --- |
| List Staff Managed  Misbehaviors from **6A** | List Office Managed  Misbehaviors from **6C** |
| * Classroom disruption * Dishonesty * Stealing * Cheating * Disrespecting others * Eating food/drink * Disruptive talking * Skipping line * Being loud/rude * Refusing or delaying to follow directions * Being out of assigned seat * Failing to complete assignments * Unruly behavior or play * Cheating * Profanity/Inappropriate comments * Physical contact (non-fight) | * Significant oppositional behavior * Serve disrespect * Bullying * Fighting minor-major * Weapon possession * Major disruptions * Physical aggression * Destruction/Vandalism of school property * Assault or threat * Harassment * Battery * Severe Inappropriate use of Technology |

**Redirect Student**

**Intervention 1:**

Call to notify office of major infraction, student to be picked up.

Write TAB referral

**Internvention 1:**

**Re-Teach** appropriate behavior to meet classroom expectation

\*Every day starts a clean slate.

\*Take preventive measures and concreate action to correct behavior (i.e. seat change, student conference, behavior plan, removal from activity.

***Recognize positive behavior with reward system and praise.***

**Incident documented**

**Intervention 5:**

Parent Contact/Conference

\*Teachers are encouraged to use preventative strategies to proactively engage student in positive behaviors.

**If behaviors continues and interventions are not modifying behaviors, refer to CPST**

**Intervention 4:**

Administration determines and assigns consequence according to discipline matrix.

**Intervention 3:**

Student conference with administration. Enforce TAB procedure Administration provides teacher feedback.

**Intervention 2:**

Student conference with behavior tech. Enforce TAB procedure Reflection/ re-teach/role play behavior.

**Intervention 2:**

**Re-teach & Verbal Reflection.** Discuss behavior one to one. Review classroom rules/expectation. Send to buddy Classroom.

**Intervention 3:**

Write Behavior Reflection Sheet and Contact Home (phone/agenda). Send to buddy classroom.

**Intervention 4:**

Call office/write TAB or DMS referral

|  |
| --- |
| **CRITICAL ELEMENT # 7 : Classroom Management Systems** |

**7A.** ALL teachers implement an effective Tier 1 classroom management system:

|  |  |
| --- | --- |
| 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

|  |
| --- |
| 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)*  *Monthly leadership meetings are held to discuss behavior trend data which includes, referral codes, referral locations, referral time of day, referring staff and grade level. Administration will provide teachers feedback to enhance classroom management system. Teachers with strong classroom management will be paired with struggling teachers as support. In CPST meetings, individual behavior plans are created, monitored and discussed on a bi-weekly basis.* |

**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**: | 15 |
| Total number of **school-wide** discipline referrals: | 28 |
| % of referrals in the classroom: | 35% |
| 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.***

|  |
| --- |
| **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: | 540 |  |  | |
| # Referrals | 21 | **% of Total Population** | Core Effectiveness | |
| 0 - 1 referral |  | 97% | Are your 0 – 1 referrals > 80%? | Yes No |
| 2 - 5 referrals  (at risk students) | 12 | 2% | Are your 2 - 5 referrals <15%? | Yes No |
| > 5 referrals  (high risk students) | 3 | 1% | 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)*  *There is a great emphasis on normalization during the first few weeks of school. Students who are not responding to Tier 1 management systems are identified and monitored. If and/or when behaviors persist, parent contact is made and individualized behavior plans created. The teacher is provided feedback on how to establish a positive relationship and reinforce modified expectations. Data is collected and monitored. Guidance and Social worker referrals are created if child is still not responding in order to provide individual and family counseling.* | |

**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 | 74 | 77 | 3 | Yes No |
| Hispanic/Latin | 23 | 20 | -3 | Yes No |
| White | 3 | 3 | 0 | Yes No |

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

|  |  |
| --- | --- |
| 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)*  *To address this, administration will carefully monitor referrals written and determine whether behavior is referable and determine whether all classroom management systems or behavior plan components were properly implemented before accepting and processing referrals. Students exceeding 5 referrals will be referred to CPST, the Guidance Counselor and/or Social Worker for counseling and wrap around services. Mentoring programs will also be offered to students that struggle socially and emotional and have difficulty responding to Tier 1 management system.* | |

|  |
| --- |
| **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** | **Mrs. Whitehead, 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** | **Mrs. Whitehead, 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 | 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 |

|  |
| --- |
| **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 **measurable** 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 August 2018, 100% of the classrooms, the cafeteria and two main hallways will have **rules and expectations** posted. Additionally, By the end of Aug. 2018, 100% of the classrooms will develop and post their **class mission**. | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | Mr. Balchunas, Principal Mrs. Whitehead, AP will do a monthly walkthrough to ensure that all listed areas have rules and expectations listed. |
| **Behavior lesson plans** are being taught as written and when indicated | 80% of teachers will have completed the Leader In Me chapter corresponding to the habit and the G.O.L.D. expectation at the end of every 4 weeks. | The Staff Lighthouse team will share out best practices and lessons at the beginning of each Leadership monthly meeting. |
| **Discipline consequences** and **flow chart** are being used by all staff as written | By the end of August 2018, 100% of teachers will be aware of the discipline flowchart and adhere to the process as evidence of behavior referrals, CPST meetings, and monthly positive culture meetings. | Mr. Balchunas and Mrs. Whitehead will monitor for adherence to the flowchart when processing referrals and conferencing with teachers after walkthroughs or CPST meetings. |
| A **reward system** is being implemented for *all* students | Before the start of the school year, the Positive Culture committee will establish a school-wide cost system where students can earn Dolphin Dollars and shop for prizes in the Dolphin Depot. | Through walkthroughs, Mrs. Whitehead, will monitor teachers and staff rewarding students with Dolphin Dollars, and the number of referrals generated in the classrooms. |

**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 **measurable** 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 school year, 30% of the students will have 1 or less ODRs in Top 3 discipline referrals (Unruly behavior, Unruly play, disobedience) | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | Mrs. Whitehead and Mr. Rodriguez will analyze referral data quarterly to present out to Positive Culture Committee and Leadership Meetings. |
| See critical element 4A  • **Top 3 event locations** data | At the end of every quarter, there will be 10% fewer the students that will have 1 or less ODRs resulting from classroom incidents | Mrs. Whitehead and Mr. Rodriguez will analyze referral data quarterly to present out to Positive Culture Committee and Leadership Meetings. |
| See critical element 8  • **Core effectiveness** data | By the end of the school year, there will be a 5% decrease of the students that will have 2-5 and/or > 5 or less ODRs | Mrs. Whitehead and Mr. Rodriguez will analyze referral data monthly to present out to Positive Culture Committee and Leadership Meetings. |
| See critical element 7A  • **Grade Level/Classroom referrals** data | A 10% decrease of the students will have 1 or less ODRs generated in the classroom at the end of each quarter. | Mrs. Whitehead and Mr. Rodriguez will analyze referral data monthly to present out to Positive Culture Committee and Leadership Meetings. |