**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/ →**](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 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, 2018:**

|  |
| --- |
| **School Name: Banyan Elementary School** |
| **School Number: 2001** |
| **SPBP Contact Person: Bree Condee** |
| **Direct Phone Number: 754-322-5350** |

|  |
| --- |
| **CRITICAL ELEMENT # 1: Functioning Team and Administrative Support** |

**1A. List your current (SY 2018/19)** **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 |
| Dr. Eric Miller | Principal | Administration |
| Mrs. Maya Hernandez | Assistant Principal | Administration |
| Mrs. Bree Condee | SPBP Point of Contact | Rti: B Team |
| Mr. W. Brooks | Parent/Community Representation | SAF |
| Mrs. Betty Warren | BTU Representative | BTU |
| Mrs. Daughn White | Teacher | Teacher |
| Mrs. Quinisha Jackson | ESE specialist | ESE |
| Ms. Chelsea Smith | Science Coach | Support Staff |
| Ms. Veronica Jackson | Math Coach | Support Staff |
| Mrs. Lashawn Settles | Guidance | Guidance |

**1B. Schedule and document your team meetings for 2018/19 school year:** (minimum of 4)

Also enter in the school’s master calendar.

|  |  |  |
| --- | --- | --- |
| Meeting Date | Time | Responsible Person |
| 9/10/18 | 9:30am | Bree Condee |
| 9/17/18 | 9:30am | Bree Condee |
| 9/24/18 | 9:30am | Bree Condee |
| 10/1/18 | 9:30am | Bree Condee |

|  |
| --- |
| **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 30th THIS YEAR)*** | **Content**  (2-3 sentences) |
| **Presented the 2018/19 SPBP to Staff** | 4/26/2018 | The plan was reviewed by Team Leader and support staff during grade chair meeting. The grade chairs were tasked with reviewing the information with their teams for feedback and clarity. Teachers were given the chance to voice any questions or concerns regarding the plan during the faculty meeting. |
| **Presented the 2018/19 SPBP to stakeholders (parents and community)** | 4/18/2018 | The proposed 2018-2019 behavior plan was given to each stakeholder and reviewed during the monthly SAC meeting. The stake holders were given the opportunity to ask questions, voice concerns, and convene into groups regarding the proposed plan. The group reconvened with a unanimous approval by the parents |
| **Held a faculty vote on the 2018/19 SPBP** | 4/27/2018 | 60 % approved: |

**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 2018/19SPBP for all staff** | Prior to students’ 1st day:  1. 8/13/2018 | 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 2018/19SPBP to stakeholders (parents and community)** | Prior to Oct 1st, 2018  1. 9/19/2018 |
| **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. 9/6/2018 | The team will share the updated implementation data in 10A including: the “marketing” of expectations and rules, lesson plan implementation, and discipline processes.  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. |
| 2. 10/17/2018 |
| 3. 3/6/2019 |
| 4. 5/1/2019 |

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

**3A. Collect behavior data from BASIS 3.0: 3B. Group similar problem behaviors to develop:**

|  |  |  |
| --- | --- | --- |
| Top 10 Behavior Incidents  (put N/A in any blank spaces) |  | 3-5 Negative Characteristics |
| 1.Unruly/disruptive behavior |  | Disrespect |
| 2.Disobedience/Insubordination |  | Disobedience |
| 3.Defiance of Authority |  | Unruly Behavior |
| 4.Disruption on Campus |  |  |
| 5.Assault/threat (non-criminal) |  |  |
| 6.Out of Assigned Area |  |  |
| 7. N/A |  |  |
| 8.N/A |  |  |
| 9.N/A |  |  |
| 10.N/A |  |  |

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

|  |
| --- |
| 3 – 5 Positive Replacement Characteristics = your **School-wide Expectations** |
| Treat others with kindness and respect |
| Be ready in preparation for learning |
| Be responsible for your thoughts before your actions |
|  |
|  |

**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: Be Responsible**

|  |  |  |
| --- | --- | --- |
| Definition of expectation: | | |
| To show accountability for one’s own actions and words, to know and follow classroom and school rules and expectations. | | |
| Rationale for having this expectation | | |
| The students will learn the importance of respectful behavior in actions and words towards peers and adults in school. We believe this will increase academic behavior engagement by the reduction of disruptions and misbehavior in classroom and school wide. | | |
| Positive examples: “looks like” | | Non-examples |
| Brings proper school materials to the classroom for instruction; prepared to follow directions | | Does not bring school supplies to class; consistently borrows supplies |
| See classmate eating alone and goes to sit with classmate | | To tease or bully classmate during lunch time; using inappropriate language |
| Follow adult directions immediately | | Disregard safety rules from adult supervisor or teacher |
|  | |  |
| 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. Classroom management program C.H.A.M.P.S these acronyms stand for Conversation Help Activity Movement Participation. This program is consistent with findings of the best research as it relates to classroom management. | | |
| 1. N/A | | |
| 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. Teacher and students practice positive behavior together (have students and teachers model) Teachers and students will create a video of positive behaviors and negative behaviors to include the following. | | |
| 1. Instructor and student peer will act out how to converse quietly while eating in the cafeteria. | | |
| 1. The instructor and the student will act out how to clean their area after they eat. | | |
| 1. The instructor and the student will act out how to remind peers to keep their area clean. | | |
| 1. Students will learn the proper use of playground equipment and the consequences for misuse of the playground equipment. | | |
| **WHEN** will this lesson plan be taught? | | |
| **Beginning of school year** date(s) and time(s): | August 27, 2018 9:15am  September 17, 2018 9:15 am | |
| **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 expectation. | |
| **3rd quarter** |
| **WHO** will teach this lesson plan? | | **WHERE** will the lesson plan instruction occur? |
| LaShawn Settles, Guidance Counselor | | Cafeteria |

**Teaching School-wide Expectations**

Lesson Plan

**School-wide Expectation #2: Be Respectful**

|  |  |  |
| --- | --- | --- |
| Definition of expectation: | | |
| Having an obligation to do something or care for someone; control over one’s actions | | |
| Rationale for having this expectation | | |
| Students will learn classroom and school rules to maintain an orderly class and school environment | | |
| Positive examples: “looks like” | | Non-examples |
| Listening attentively to teacher directives | | Side bar conversations during lesson |
| Using kind words and waiting your turn | | Using inappropriate language on the playground; pushing or harassing others to use playground equipment |
| Clean up after yourself and your area in the cafeteria | | Spills tray, and does not report mishap, leaving your trays and trash on the table |
|  | |  |
| 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. Classroom Management Program C.H.A.M.P.S. these acronyms stand for Conversation Help Activity Movement Participation | | |
|  | | |
| 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. Teacher and students practice positive behaviors together (have students model) | | |
| 1. The teacher and a few select students will model the appropriate way and inappropriate way to behave during class time. The student will read in front of the class as the teacher and another student will exaggerate inappropriate behaviors while the student is reading. | | |
| 1. The teacher will thank the students and initiate a discussion with the whole class regarding the inappropriate behavior. What would have been the consequences for those behaviors? How did the performer feel during those inappropriate behaviors? How did the classmates feel during those inappropriate behaviors? What can be done by peers to curb inappropriate behaviors by their peers? | | |
| 1. Brainstorm the feedback from the students unto a chart in the class. Picking those that are most appropriate for said inappropriate behaviors and incorporate them into feedback to the Guidance counselor and administration | | |
| 5. | | |
| **WHEN** will this lesson plan be taught? | | |
| **Beginning of school year** date(s) and time(s): | August 27, 2018 9:15am  September 17, 2018 9:15am | |
| **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 expectation. | |
| **3rd quarter** |
| **WHO** will teach this lesson plan? | | **WHERE** will the lesson plan instruction occur? |
| LaShawn Settles | | Cafeteria |

**Teaching School-wide Expectations**

Lesson Plan

**School-wide Expectation #3: Be Safe**

|  |  |  |
| --- | --- | --- |
| Definition of expectation: | | |
| Being protected from or unlikely to cause hurt, injury or danger | | |
| Rationale for having this expectation | | |
| The students will learn to show concern for others as well as self, by exhibiting safety behavior in all areas of the classroom as well as school wide. | | |
| Positive examples: “looks like” | | Non-examples |
| Keeping hands, feet and objects to yourself | | Using your feet, hands and objects to cause harm to another person |
| Stand in the lunch line facing forward, waiting your turn | | Constantly moving in the line, turned backward in the line, not following directions |
| Waiting your turn to use equipment, in designated area of playground | | Using equipment as a weapon or in other areas of the playground |
|  | |  |
| 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. Classroom Management Program C.H.A.M.P.S. these acronyms stand for Conversation Help Activity Movement Participation | | |
| 2. | | |
| 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. The first week of school, the Physical Education teacher, with student peers as well as support staff will demonstrate the proper usage of playground, games, tools and the appropriate behavior acceptable during games. The proper way to put any and all playground items away, as well as how to line up once dismissed from recess as well as P. E., The different scenarios to be presented will be…… | | |
| 1. You have been waiting for 10 minutes to kick the ball in kickball It is finally your turn and your teacher/PE teacher says it is time to lie up. What should you do to show you are listening attentively? | | |
| 1. Walking to the playground and the first 5 kids start to run, what do you do? | | |
| 1. Your team loses a game, you aren’t happy, what do you do? | | |
| 1. The student witness other students using the playground equipment inappropriately, what should you do? | | |
| **WHEN** will this lesson plan be taught? | | |
| **Beginning of school year** date(s) and time(s): | Ongoing throughout the week of August 27, 2018 9:15am  Ongoing throughout the week of September 17, 2018 9:15am | |
| **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 expectation. | |
| **3rd quarter** |
| **WHO** will teach this lesson plan? | | **WHERE** will the lesson plan instruction occur? |
| LaShawn Settles Guidance Counselor  PE Coach | | Cafeteria  PE area |

|  |
| --- |
| **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. **Cafeteria** | **3** |
| 1. **Hallway** | **2** |
| 1. **Playground** | **4** |

**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: Cafeteria  **Rules** | Hallway | Playground |
| Expectation #1:  Be Respectful | Responsible for keeping personal area clean Use appropriate table manners | Walking on the right side of the hallway.  Level 0 voices in the hallway.  Keep appropriate space between you and the person in front of you (1 tile square, both feet in a square) | Keep hands and feet to yourself  Use appropriate and kind language while playing with classmates |
| Expectation #2:  Be Responsible | Level 1 voices inside cafeteria  Listen to Cafeteria paraprofessionals and support staff  Keep seated at all times, and raise your hand for assistance | Level 0 voices in hallway transitions  Move quietly through hallways during transition times. | Remember all safety rules while playing with peers.  Follow all playground rules. |
| Expectation #3:  Be Safe | Pick up all trash in personal space.  Help keep table area tidy by picking up trash on tables and seats. | Keep hands off the walls while transitioning through the hallways  Do not touch items on bulletin boards, or walls | Return all playground items to the PE teacher.  Pick up all trash and other items from the playground  Do not liter in the playground area, |

**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: Cafeteria**

|  |  |  |
| --- | --- | --- |
| Location Rules:  (from 4B chart) | Positive Example: | Non-example: |
| Pick up trash from table and floor | When a plastic bag falls on the floor, pick it up | Throwing empty containers on the floor. |
| Use appropriate table manners while eating | Keeping mouth closed while chewing food. | Playing with the food on your tray or in your mouth. |
| Only eat food that is on your tray | Eating your own snack from your lunchbox | Taking another student’s apple or snack without permission |
| Keep hands and feet to self at all times | Sitting with feet on the floor and arms on the table | Kicking or shoving another student at the table. |
| Keep your area clean at all times | Using a napkin to clean up small spills. Alerting a cafeteria aide if the spill is on the floor or if it is bigger than a napkin can handle | Leaving crumbs, food, spilled juice, milk or trash in your area. |

|  |  |  |
| --- | --- | --- |
| 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.http://www.modelprogram.com/images/PPTCafeteriaExpectations.pdf Universal curriculum Model Program.com | | |
| 2.http//pbiscompendium.ssd.k12.mo.us/elementary-lesson-plans PBIS Compendium | | |
| 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. In every classroom student will participate in a classroom discussion to understand and model cafeteria rules. These rules will also be modeled by the teachers as they will sit with their class for lunch in the first week of school. In the classroom examples a non examples will be demonstrated, as well as opportunities to practice under teacher supervision. Anchor Charts will be created during these lessons and displayed in every classroom. A large bulletin board will be created in the cafeteria to display the rules at all times. The Specials area teachers will also teach a lesson during the first week of school to reinforce cafeteria rules and they will revisit the rules throughout the school year, as necessary. | | |
| 1. Format = Classroom discussion, accountable talk | | |
| 1. Curriculum = Mode programs, PBIS compendium, C.H.A.M.P.S | | |
| 1. Activities = Anchor Charts | | |
| 1. Homeroom Teachers: Students will create a large size anchor chart, as a class that will be displayed in their classroom. They will model, role play, and demonstrate cafeteria rules as well. | | |
| **WHEN** will this lesson plan be taught? | | |
| **Beginning of school year** date(s) and time(s): | August 21-24 2018 @ 8:30am  Jan. 8-11 2019 @ 8:30am May 6-9 @8:30am | |
| **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? |
| LaShawn Settles Guidance Counselor | | Cafeteria |

**Teaching Rules**

Lesson Plan

**Location #2: Hallways**

|  |  |  |
| --- | --- | --- |
| Location Rules:  (from 4B chart) | Positive Example: | Non-example: |
| Use a voice level of 0 at all times. | Remaining silent in the hallway | Yelling in the hallway during transition time, or to another area of the school. i.e. bathroom, front office. |
| Moving quietly and efficiently during transitional times | Walking on the right side of the in all areas of the school. Moving at appropriate pace | Walking on the wrong side of the hallway and bumping into other students or blocking traffic |
| Keep hands and feet to self at all times. | Hands are at your sides, or behind your back, feet are on the floor | Stepping on another students shoe purposefully |
| Leave appropriate space between you and others | Hands are hooked behind your back or at your side. Your feet are in a square and one square between you and another student | Shoving or pushing in the line, bumping into students purposefully. |
| Walking on the appropriate side of the hallway | Walking on the indicated side of the hallway at an appropriate pace | Running in the hallway; wandering in the hallway |
|  |  |  |

|  |  |  |
| --- | --- | --- |
| 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.http://www.modelprogram.com/resources/PPTHallwayExpectationsNov11.pdf UniversalMCurriculumModelProgram.com | | |
| 1. <http://pbiscompendium.ssd.k12.mo.us/elementary-lesson-plans> PBIS Compendium CHAMPS Curriculum | | |
| 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. In every class, students will participate in a classroom discussion to understand and model hallway rules. In the classroom, examples and non-examples will be demonstrated, as well as opportunities to practice under teacher supervision.  Format = classroom discussion, accountable talk  Curriculum = Model Program, PBIS compendium, CHAMPS  Activities   1. Homeroom Teachers: Students will create a large size anchor chart, as a class, that will be displayed in their classroom. They will model, role play, and practice walking in the hallway.   The students engage in a classroom discussion to brainstorm hallway rules. The official rules  will then be introduced. Students will create a bubble map to demonstrate an understanding of  what Hallway rules are at Banyan Elementary. | | |
| 1. Anchor Charts will be created during these lessons and displayed in every classroom. Teachers will also create posters that will be attached to every classroom door. This way students will see the rules every time they are about to enter the hallway. | | |
| 1. The Specials area teachers will also teach a lesson during the first week of school to reinforce hallway rules and they will revisit the rules throughout the school year, as necessary. | | |
| 4. | | |
| 5. | | |
| **WHEN** will this lesson plan be taught? | | |
| **Beginning of school year** date(s) and time(s): | August 28 – September 3,2018 @ 8:30am  Jan. 9-12 2019 @ 9:15am  April 30 – May 3 2019 @ 8:30am | |
| **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? |
| LaShawn Settles | | Cafeteria |

**Teaching Rules**

Lesson Plan

**Location #3: Playground**

|  |  |  |
| --- | --- | --- |
| Location Rules:  (from 4B chart) | Positive Example: | Non-example: |
| Keep hands and feet to self at all | Play cooperatively with others | Hitting or shoving other students |
| Use kind language | Holding a friendly conversation | Using profanity, bullying or talking about inappropriate topics |
| Follow playground rules | Take turns while playing games | Skipping turns, excluding people from games |

|  |  |  |
| --- | --- | --- |
| 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.http://www.modelprogram.com/images/riding%20the%20bus.pdf Universal Curriculum, ModelProgram.com | | |
| 2.http;//pbiscompendium.ssd.k12.mo.us/elementary-lesson-plans PBIS Compendium CHAMPS | | |
| 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. In every class, students will participate in a classroom discussion to understand and model rules for the playground. In the classroom, examples and non-examples will be demonstrated, as well as opportunities to practice under teacher supervision. Anchor Charts will be created during these lessons and displayed in every classroom. The Specials area teachers will also teach a lesson during the first week of school to reinforce rule s for the playground, they will revisit the rules throughout the school year, as necessary 2. Format = Classroom Discussion, accountable talk 3. Curriculum = Model program PBIS compendium, CHAMPS | | |
| 1. Activities: Homeroom Teachers: Students will create a large size anchor chart, as a class, that will be displayed in their classroom. They will model, role play, and demonstrate rules for the playground as well. The teacher will set up chairs and hold a ‘mock’ playground area for the students | | |
| **WHEN** will this lesson plan be taught? | | |
| **Beginning of school year** date(s) and time(s): | Aug. 21-25 2018 @ 8:30am  Jan 7-11 2019 @ 8:30am  May 6-9 2019 @8:30am | |
| **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? |
| LaShawn Settles | | Cafeteria, classroom |

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

 **NEW element**: refer to Rewards Brainshark for further guidance. [**http://www.browardprevention.org/mtssrti/rtib/**](http://www.browardprevention.org/mtssrti/rtib/%20→)

**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 | **Cafeteria Plan Reward - Students must 1. Enter Quietly (no talking in line) 2. Use level 1 voices 3. Stay in designated area during eating of lunch, raise hand for assistance 4. Clean designated lunch area 5. Exit quietly when dismissed. There are 5 adults (administration/staff/paras) that continually monitor their assigned area of the cafeteria. Each table has 3 Solo cups (1 green, 1 yellow, and 1 red. All of the tables will be numbered. When the majority of the class is following expectations, the cup will remain on “green”. When the majority of the class is not following expectations, the cup will change to “yellow”. If the class is continuously not following expectations, then the cup will change to “red”. When exiting the cafeteria the staff will circle the color the table is on for the day. Each class that earn 5 “greens” will receive a reward and begin to work towards the next goal. Classes do not have to earn 5 “greens” in a row, just 5 “greens” so that students will have the opportunity to earn a “green” the next day, by following Banyan’s Cafeteria Expectations. If all rules of the cafeteria are met by the class, the students will receive the following 10 Greens = Ice Pops, 20 = Fruit Snacks, 30 Greens = Popcorn, 50 Greens = Movie/Pizza** |
| **B. What reward/recognition will they earn?**  ⮚Include person(s) responsible for organizing | **The students are given golden coins for each set of 5 “greens”. These coins are given by cafeteria paras.** |
| **C. How will you collect data to determine who has earned the reward?**  ⮚include person(s) responsible for organizing and analyzing | **The support staff, administration, and cafeteria paras are assigned designated areas in the cafeteria allowing them to continually monitor children in their care, which allows them a rapport with children under their watch.** |
| **D. When and how will the reward be provided?**  ⮚Include timeline  ⮚Include actual date | **The cafeteria paras will confer with the teacher during dismissal of lunch. This also allows time for staff to confer with the teacher if any inappropriate behavior occurs with the class as a whole or with individual students.** |

|  |
| --- |
| **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.Refusal to comply with an adult request** | **Verbal refusal to comply with an adult directive more than once per school day. Quietly refusing to do as told more than twice per school day** | **1. Repetitive Minor Misbehaviors** | **More than 5 minor**  **behaviors in one hour** |
| **2.Refusal to follow classroom routines and procedures** | **Refusal to follow the classroom routines and procedures more than twice per school day** | **2. Repetitive Minor Misbehaviors** | **More than 2 minor behaviors in 30 minutes within 1 day period** |
| **3.Disrespect inappropriate remarks** | **Making inappropriate or humorous comments at inappropriate times more than twice per lesson or activity** | **3. Repetitive Minor Misbehaviors** | **More than 2 minor behaviors in 20 minute period within one hour** |
| **4.Leaving assigned area/seat** | **Leaves seat in classroom or in other situations in which remaining seated is expected more than twice per lesson or activity** | **4. Repetitive Minor Misbehaviors** | **More than 5 minor behaviors in a 1 hour period** |
| **5.Invasion of others personal space.** | **Pestering other students continually and be perceived as annoying and irritating more than twice per lesson or activity** | **5. Repetitive Minor Misbehaviors** | **More than 2 minor behaviors in a one hour period** |
| **6. Disrespectful to teachers or other staff members** | **Repeatedly talking back to adults more than twice per lesson, activity and/or situation** | **6. Repetitive Minor Misbehaviors** | **More than 2 minor behaviors in a one hour period** |

**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): |
| * **Redirect Student – Verbal Warning** | * **Referring teacher contacts administration for verbal consequences.** |
| * **Redirect student behavior/restate expectation move behavior clip** | * **Referring student/staff member completes referral contacts parent** |
| * **Redirect student behavior/move behavior clip student moves to Reflection Corner in classroom** | * **Administration follows up with teacher/staff member** |
| * **Conference with student on inappropriate behavior move clip -Time Out in Peer teacher class room contact parent** | * **Administration follows up with teacher/staff member** |
| * **Conference with student/contact parent/write guidance/discipline referral contact administration** | * **Administration contact parent** |

**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 2 moderate misbehaviors in one hour in one day** |
| 2.Unruly/Disruptive behavior | More than 3 moderate misbehaviors in 3 hour period during the day |
| 3.Disobedience/Insubordination | More than 3 moderate misbehaviors in 2 hours during the day |
| 4.Defiance of Authority | More than 2 moderate misbehavior within 1 hour period during the day |
| 5.Out of Assigned Area | More than 2 moderate misbehavior within 1 hour during a day |
| 6.Fight -minor | More than 1 moderate misbehavior with 0 time during the day |

**NEW section**: refer to Discipline Brainshark for further guidance. [**http://www.browardprevention.org/mtssrti/rtib/**](http://www.browardprevention.org/mtssrti/rtib/%20→)

**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.)**

**Staff observes and identifies problem behavior**

**in the classroom or on campus**

Is the behavior a crisis?

Administration actions/Administrative consequences

4th Step: Behavior Repeats Submit Referral /contact Guidance/Administration

Verbal praise

Behavior is corrected

3rd Step: Behavior Repeats Contact/Conference with parents reteach appropriate behavior

Is the behavior considered staff managed?

Verbal praise

Behavior is corrected

Verbal praise

Behavior is corrected

Behavior repeats 2nd step: Reteach/Restate Conference with student on inappropriate behavior

1st Step: Redirect Student issue verbal warning

Administration actions/Administrative consequences

Administration actions/Administrative consequences

Administration follows up with teacher/staff member

Administration/Behavior team notified Parent contact

Call/Notify front office for removal of student

Crisis incident is when a student is in immediate danger of harming his/herself or another student

Referring Teacher/Staff member completes referral and contacts parents

Is the behavior a referral?

Is the behavior considered office managed?

|  |
| --- |
| **CRITICAL ELEMENT # 7: Data Collection and Analysis** |

**NEW element**: refer to Data Brainshark for further guidance. [**http://www.browardprevention.org/mtssrti/rtib/**](http://www.browardprevention.org/mtssrti/rtib/%20→)

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

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Total Population:** | **650** | **Calculation to**  **determine % rate** | | **%** | **Core Evaluation** | | |
| **# Referrals** | **# Students** |
| 1 Referral | 643 | **(**Total Pop − (# of 2-5 Students) –  (# of >5 Students)**) ÷** Total Pop = | | 98% | ***Universal students****:*  *(# 0-1 Referrals should be >80%)* | **>80%?** | |
| YES | NO |
| 2-5 Referrals | 6 | (# of 2-5 Students) **÷**Total Pop = | | .009% | **At risk students**:  *(# 2-5 Referrals should be <15%)* | **<15%?** | |
| YES | NO |
| >5 Referrals | 1 | (# of >5 Students) **÷**Total Pop = | | 0015% | **High risk students**:  *(# >5 Referrals should be <5%)* | **<5%?** | |
| YES | NO |
| **7B**. If all 3 are “**YES**”, your Core is Effective. **Is your core behavior curriculum effective?** | | | | | | | |
| **YES** | | | **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?  The staff will identify those high-risk students during the first week of planning, as teachers will meet with previous grade teams to best determine, the needs and strength of the student. The teachers will also work with the guidance counselor to have mentor groups established for these students. Designated teachers will also be established to help with “safe space” areas for those determined to need this as well as “time out” teachers for those students which may help them with their behavior | | | 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? | | | | |

|  |
| --- |
| **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. Assistant Principal Guidance Counselor RtI: B Facilitator | School-wide **expectations** and location-specific **rules** are posted across campus (“marketing”). | Rules will be placed in hallways/cafeteria during preplanning week. These posters will be reviewed as well as added upon by submission from teachers and support staff | Pre-Planning  Aug. 18, 2018  Sept. 6, 2018  Oct. 17, 2018  March 3, 2019  May 1, 2019 |  |
| 2.Principal | **Behavior lesson plans** are being taught as written | 100% of teachers will have behavior lesson plans in teacher log | Sept. 19, 2018  Nov 28, 2018  April 17, 2019 |
| 3.Administration | **Discipline consequences** and **flow chart** are being used by all staff as written | 100% of teachers will have classroom/school rules posted in classrooms.  100% of teachers will have discipline flow charts in plan books | Oct. 24, 2018  Dec. 5, 2018  March 13, 2018 |

**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. Assistant Principal | See critical element 3A. Quarterly **behavior incident** data**.** | 80% students will have 1 or less ODR | Pre-Planning  Aug. 18, 2018  Sept. 6, 2018  Oct. 17, 2018  March 3, 2019  May 1, 2019 | Monthly Newsletter |
| 2.RTI: B Facilitator | See critical element 4A. Quarterly **top 3 event locations** data. | 95% of students will have 0 codes call on them (Behavior team removal of student | Slideshow presentation of Data |
| 3. | See critical element 7. Quarterly **core effectiveness** data**.** |  |  |