**School-wide Positive Behavior Plan (SPBP)**

To be implemented in pre-planning 2017

**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, 2017:**

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| **School Name: Glades Middle School** |
| **School Number:2021** |
| **SPBP Contact Person: Mark Henderson** |
| **Direct Phone Number: 743-323-4600** |

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

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

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

|  |  |  |
| --- | --- | --- |
| Full Name | Position | Stakeholder  Representation |
| Ricardo Santana | Principal | Administration |
| Mark Henderson | SPBP Point of Contact | SPBP Team |
| Angela Coby | Parent/Community Representation | SAC |
| Susan Lewis-Ruddy | BTU Representative | BTU |
| Giana Daniels | Teacher | Faculty |
| Jasmine Springer | Teacher | Faculty |
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**1B. Schedule and document your team meetings for 2017/18 school year:** (minimum of 4)

Also enter in the school’s master calendar.

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| Meeting Date | Time | Responsible Person |
| September 18, 2017 | 8:40 | Mark Henderson |
| November 6, 2017 | 8:40 | Mark Henderson |
| February 5, 2017 | 8:40 | Mark Henderson |
| April 9, 2017 | 8:40 | Mark Henderson |

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| **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:**

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| **Action Steps:** | **Date(s)**  ***(Before April 30th THIS YEAR)*** | **Content**  (2-3 sentences) |
| **Presented the 2017/18 SPBP to Staff** | 3/31/2017 | Gave presentation during a faculty meeting. Solicited input. |
| **Presented the 2017/18 SPBP to stakeholders (parents and community)** | 4/25/2017 | Presented to stakeholders at a SAC meeting |
| **Held a faculty vote on the 2017/18 SPBP** | 4/26/2017 | % approved: \_\_88\_\_\_\_\_\_ |

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

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| **Action:** | **Date(s)**  ***(NEXT YEAR)*** | **Content** |
| **Provide a professional development on the 2017/18SPBP for all staff** | Prior to students’ 1st day:  1. 8/17/2017 | The team will present the SPBP for the 17/18 school year. Details of modifications and updates will be included. All stakeholders will be provided with access to the SPBP. Feedback will be collected for future team meetings. |
| **Present the 2017/18SPBP to stakeholders (parents and community)** | Prior to Oct 1st, 2017  1. 9/13/2017 |
| **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. 9/18/2017 | 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. 11/13/2017 |
| 3. 1/24/2018 |
| 4. 4/4/2018 |

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

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

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| --- | --- | --- |
| Top 10 Behavior Incidents  (put N/A in any blank spaces) |  | 3-5 Negative Characteristics |
| 1.Skipping 72 |  | Students late to class |
| 2. Unruly/Disruptive 49 |  | Lack of respect for staff/faculty |
| 3. Fight Minor 31 |  | Aggressive play in hallways |
| 4. Disobedience/Insubordination 26 |  |  |
| 5. Fight Medium 25 |  |  |
| 6. Out of Assigned Area 25 |  |  |
| 7. Disruptive/Unruly Play 14 |  |  |
| 8. Insulting/Profane Language 13 |  |  |
| 9. Disruption n Campus – Minor 11 |  |  |
| 10. Tardiness Habitual 11 |  |  |

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

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| 3 – 5 Positive Replacement Characteristics = your **School-wide Expectations** |
| Students will be punctual to class |
| Students will use respectful behavior at all times |
| Students will display proper behavior during transitions |
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**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: Students will use respectful behavior at all times.**

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| Definition of expectation: | | |
| Treating the people you interact with the same way you expect to be treated. | | |
| Rationale for having this expectation | | |
| Too many students show no respect to their peers or to the adults on campus, yet they expect to be treated with respect. | | |
| Positive examples: “looks like” | | Non-examples |
| Being positive, speaking in the proper tone; treating others as you would like them to treat you. | | Calling names, raised voice, profane language, putting others down |
| Complying with rules and procedures; responding to directives in a timely manner. | | Being habitually insubordinate; refusing to adhere to rules and procedures. |
| Treating adults with respect. | | Speaking and treating adults as equals. |
|  | |  |
| 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. Reality Lane - Kindness - http://www.browardprevention.org/instructional-strategies/character/video-gallery-2/ | | |
| 2. Reality Lane - Respect - http://www.browardprevention.org/instructional-strategies/character/video-gallery-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. Behavior Learning Goal: The students will be able demonstrate knowledge and application of the school-wide expectation of using respectful behavior at all times. | | |
| 2. Materials: Chart paper, whiteboard, markers, LCD projector. | | |
| 3. 4. Method: Show Reality Lane Respect and Kindness http://www.browardprevention.org/instructional-strategies/character/video-gallery-2/ - discuss videos - have students brainstorm kind words – make an anchor chart and post. Discuss why it is important to use kind words – chart and post responses. Role play to demonstrate how it feels when someone speaks to you in a disrespectful manner. Discuss proper ways to address to adults. Place students in small groups and have them come up with a definition of what they think respect and who deserves it. | | |
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| **WHEN** will this lesson plan be taught? | | |
| **Beginning of school year** date(s) and time(s): | Week of August 21, 2017; September 11, 2017; November 6. 2017; January 16. 2017; February 5th, 2017; April 9. 2017 | |
| **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? |
| Classroom teachers | | Classrooms |

**Teaching School-wide Expectations**

Lesson Plan

**School-wide Expectation #2:** Students will be punctual to class and in their assigned areas.

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| Definition of expectation: | | |
| Students will place a priority on getting to class before the bell and be where they are supposed to be when they’re supposed to be there. | | |
| Rationale for having this expectation | | |
| Lost instructional time negatively effects a student’s academics. Students not in their assigned areas leads to a less safe and secure environment. | | |
| Positive examples: “looks like” | | Non-examples |
| Students walking with a purpose to get to class | | Students standing and talking for extended time in hallways. |
| Students taking a direct path to their assigned areas within the designated amount of time. | | Students walking to areas of campus not close to their assigned areas |
|  | |  |
|  | |  |
| 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.littlethingsmatter.com/blog/2010/01/21/the-importance-of-being-on-time/ | | |
| 1. https://www.teachermagazine.com.au/article/the-effect-of-student-tardiness-on-learning | | |
| 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. Behavior Learning Goal: Student will able to explain the importance of being on class on time. Students will also be able to explain the consequences of habitual tardiness and being out of their assigned areas. | | |
| 2. Materials: Laptop, whiteboard, markers, paper, pencils | | |
| 3. Separate students into small groups. Have each group read the two articles on the importance of being on time to class and the effects of student tardiness on learning. Have each group share out three main points from each article. Take the responses from each group and make a Venn diagram to compare and contrast. Take students to the band room and walk with them, at a normal pace, to room 244. Keep time of long it takes to complete the walk. Use this information to prove that you can travel between any two points on campus and make it within the allotted time of 4 minutes. | | |
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|  | | |
| **WHEN** will this lesson plan be taught? | | |
| **Beginning of school year** date(s) and time(s): | Week of August 21, 2017; September 11, 2017; November 6. 2017; January 16. 2017; February 5th, 2017; April 9. 2017 | |
| **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? |
| Classroom teachers | | Classroom |

**Teaching School-wide Expectations**

Lesson Plan

**School-wide Expectation #3:** Students will display proper behavior in hallways

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| Definition of expectation: | | |
| Students will conduct themselves in the proper manner when traveling in the hallways. | | |
| Rationale for having this expectation | | |
| Student horseplay, and running in the hallways, is a safety concern and also leads to lost instructional time. | | |
| Positive examples: “looks like” | | Non-examples |
| Students walking on the right side of the hallway | | Students using the entire hallway regardless of direction |
| Students walking at a reasonable pace | | Students running in hallways |
| Student socializing properly in the hallways | | Student standing in hallways preventing traffic flow for an extended period of time |
|  | |  |
| 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. https://www.youtube.com/watch?v=LDhChjOpRSg | | |
| 2. In the Hallway We Will - https://www.youtube.com/watch?v=je5YexKqtH0 | | |
| 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. Behavior Learning Goal: Students will be able to list/recite the rules and procedures for hallway transitions. | | |
| 2. Materials: LCD projector, whiteboard, markers | | |
| 3. Show both videos on proper hallway behavior. Have students discuss what rules they saw being observed. List these items on the whiteboard. Have students vote on the most important rules regarding hallway transitions. Have another class on your team model proper hallway behavior. Each class on the team will have to chance to be the “model” | | |
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| **WHEN** will this lesson plan be taught? | | |
| **Beginning of school year** date(s) and time(s): | Week of August 21, 2017; September 11, 2017; November 6. 2017; January 16. 2017; February 5th, 2017; April 9. 2017 | |
| **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? |
| Classroom teachers | | Classroom, hallway |

**Teaching School-wide Expectations**

Lesson Plan

**School-wide Expectation #4: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- |
| Definition of expectation: | | |
|  | | |
| Rationale for having this expectation | | |
|  | | |
| Positive examples: “looks like” | | Non-examples |
|  | |  |
|  | |  |
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|  | |  |
| 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. | | |
| 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. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |
| **WHEN** will this lesson plan be taught? | | |
| **Beginning of school year** date(s) and time(s): |  | |
| **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? |
|  | |  |

**Teaching School-wide Expectations**

Lesson Plan

**School-wide Expectation #5: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| --- | --- | --- |
| Definition of expectation: | | |
|  | | |
| Rationale for having this expectation | | |
|  | | |
| Positive examples: “looks like” | | Non-examples |
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|  | |  |
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|  | |  |
| 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. | | |
| 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. | | |
| 2. | | |
| 3. | | |
| 4. | | |
| 5. | | |
| **WHEN** will this lesson plan be taught? | | |
| **Beginning of school year** date(s) and time(s): |  | |
| **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? |
|  | |  |

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

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

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| --- | --- |
| **Top 3 Locations** | |
| School Location | # Incidents |
| **1. Hallway** | **37** |
| **2. Cafeteria** | **32** |
| **3. School Grounds** | **28** |

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

**create a maximum of 5 rules for each location.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Expectations and Rules Chart** | | | |
| **Expectations**  Copy and paste expectations from 3C. | **Locations**  Copy and paste locations from 4A. | | |
| Location #1: School Grounds  **Rules** | Location #2: Hallway  **Rules** | Location #3: Cafeteria  **Rules** |
| Expectation #1:  Students will use respectful behavior at all times | * Use respectful language with correct tone * Follow directions from adults the first time | * Walk quietly on the right side of the hallway * Walk in an orderly fashion * Whisper to your friends | * Pick up trash from table and floor * Talk quietly in line * Walk to assigned line and sit at assigned table |
| Expectation #2:  Students will be punctual to class | * Be in assigned areas only * Take most direct route to next location | * Walk at a reasonable pace to the next location | * Students will exit the cafeteria promptly at the end of the lunch period |
| Expectation #3:  Students will display proper behavior during transitions | * Walk, don’t run * Take most direct route * No horseplay | * Walk in an orderly fashion * Minimize socializing | * Walk to assigned line and sit at assigned table * Enter cafeteria through designated door. |
| Expectation #4:  Click here to enter text. |  |  |  |
| Expectation #5:  Click here to enter text. | Location rule(s) for expectation #5 | Location rule(s) for expectation #5 | Location rule(s) for expectation #5 |

**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: Hallway**

|  |  |  |
| --- | --- | --- |
| Location Rules:  (from 4B chart) | Positive Example: | Non-example: |
| Stay to the right | Walking on the right side of the hallway | Walking in the middle or on the left side |
| Move at a reasonable pace | Students moving at a normal pace | Running in the halls |
| Minimize socializing | “Walking and talking” | Gathering in groups in the hall |
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| --- | --- | --- |
| 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. https://www.youtube.com/watch?v=LDhChjOpRSg | | |
| 2. In the Hallway We Will - https://www.youtube.com/watch?v=je5YexKqtH0 | | |
| 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. Student Learning Goal: Student will learn proper hallway behavior | | |
| 2. Materials: LCD projector, whiteboard, markers | | |
| 3. Show both videos on proper hallway behavior. Have students discuss what rules they saw being observed. List these items on the whiteboard. Have students vote on the most important rules regarding hallway transitions. Have another class on your team model proper hallway behavior. Student modeling will demonstrate walking on the right side, walking and talking and moving at a reasonable pace Each class on the team will have to chance to be the “model” | | |
|  | | |
|  | | |
| **WHEN** will this lesson plan be taught? | | |
| **Beginning of school year** date(s) and time(s): | Week of August 21, 2017; September 11, 2017; November 6. 2017; January 16. 2017; February 5th, 2017; April 9. 2017 | |
| **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? |
| Classroom teachers | | Classroom, hallways |

**Teaching Rules**

Lesson Plan

**Location #2: Cafeteria**

|  |  |  |
| --- | --- | --- |
| Location Rules:  (from 4B chart) | Positive Example: | Non-example: |
|  |  |  |
| Walk to assigned line and sit at assigned table | Walking promptly and directly to their designated table | Visiting other tables other than their designated one |
| Talk quietly in line | Talking quietly in line | Using raised voices, yelling |
| Pickup all trash and take to receptacle | Student disposing of all their trash | Leaving trash on table or floor |
|  |  |  |

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| --- | --- | --- |
| 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. Proper Cafeteria Behavior - https://www.youtube.com/watch?v=6McmGLkxFMg | | |
| 2. Eating in the Cafeteria - https://www.youtube.com/watch?v=RyE9yCXPvkc | | |
| 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. Student Learning Goal; Students will earn proper behavior and procedures for the cafeteria. | | |
| 2. Materials: LCD Projector, screen | | |
| 3. Students will first be shown both videos on proper cafeteria behavior. At the conclusion, class will be taken to the cafeteria and each class will demonstrate the proper method of entering the cafeteria, sitting at designated table, lining up, and disposing of trash. As each class models the procedure, the other classes will grade how well they did. | | |
| 4. | | |
| 5. | | |
| **WHEN** will this lesson plan be taught? | | |
| **Beginning of school year** date(s) and time(s): | Week of August 21, 2017; September 11, 2017; November 6. 2017; January 16. 2017; February 5th, 2017; April 9. 2017 | |
| **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? |
| Classroom teachers, administrators | | cafeteria |

**Teaching Rules**

Lesson Plan

**Location #3: School Grounds**

|  |  |  |
| --- | --- | --- |
| Location Rules:  (from 4B chart) | Positive Example: | Non-example: |
| * Use respectful language with correct tone * Follow directions from adults the first time | * Using kind words in a normal tone of voice * Complying with directives | * Using inappropriate language * Ignoring directives from adults |
| * Be in assigned areas only * Take most direct route to next location | * Staying within your designated area at all times * Walking directly to your next assigned area | * Being in an area of campus that is not assigned for a student * Walking in a direction opposite for your next designated location |
| * Walk, don’t run * Take most direct route * No horseplay | * Walking at a normal pace * Taking fastest route to next location * Civil behavior | * Running to next location * Taking “detours” * Horse playing |
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| --- | --- | --- |
| 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.** | | |
| Code of Conduct - http://browardschools.com/codeofconduct | | |
| Horseplay – Not All Fin and Games - http://www.snwreadymix.com/documents/SafetyTip9-10-10HORSEPLAY.pdf | | |
| 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. Student Learning Goal – Students will understand how to act properly on campus and be also understand the potential consequences of misbehavior. | | |
| 2. Materials – LCD projector, screen, copies of document | | |
| 3. Student will be shown the video outlining the key concepts of the Broward County Student Code of Contact. Techer will facilitate a discussion on the three most important parts of the video. Each student will submit their three and the teacher will convert them into one master list based on student responses. Teacher will then have students look up the consequences of those three infractions on the Discipline Matrix. Teacher will then project the document on horseplay for the class and have them read it. Students will then be broken into groups. Using response chaining by group, students will list three potential negative effects or excessive horseplay. | | |
| 4. | | |
| 5. | | |
| **WHEN** will this lesson plan be taught? | | |
| **Beginning of school year** date(s) and time(s): | Week of August 21, 2017; September 11, 2017; November 6. 2017; January 16. 2017; February 5th, 2017; April 9. 2017 | |
| **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? |
| Classroom teachers | | Classroom |

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| **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 | **Student must have no discipline referrals, no “timeouts” and no unexcused tardies for the quarter.** |
| **B. What reward/recognition will they earn?**  ⮚Include person(s) responsible for organizing | **Students who qualify will be entered in a drawing. Random winners will be drawn and they will be eligible to attend a quarterly party on campus.** |
| **C. How will you collect data to determine who has earned the reward?**  ⮚include person(s) responsible for organizing and analyzing | **Basis will be used to monitor referral data. Pinnacle will be used to monitor tardiness.** |
| **D. When and how will the reward be provided?**  ⮚Include timeline  ⮚Include actual date | **Award party will be at the end of every quarter. October 19, 2017; December 22, 2017; March 22, 2018; June 6, 2018** |

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| **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.**

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| --- | --- | --- | --- |
| **Staff-Managed Misbehaviors** | | | |
| **Minor** Misbehaviors | | **Moderate** Misbehaviors | |
| Misbehavior | Definition | Misbehavior | Definition |
| **1. Calling out** | **Answering question without being asked** | **1. Repetitive Minor Misbehaviors** | **More than \_\_5\_\_ minor**  **behaviors in \_5\_\_\_\_ \_\_\_\_days\_\_\_\_\_**  (specified time frame e.g.,  30 minutes / 2 hours / 5 days) |
| **2. Out of seat** | **Leaving seat without permission** | **2. Throwing objects** | **Intent to hit someone with an object** |
| **3. Cell phone use** | **Using cellphone during instructional time** | **3. Taking pictures** | **Using cell phones to take pictures** |
| **4. Poor language** | **Student using inappropriate language** | **4. Horseplay** | **Hitting, slap boxing** |
| **5. Work not turned it** | **Missing assignments** | **5. Not doing work** | **Student refusing to do work** |
| **6. Lack of supplies** | **Students missing pencils, paper etc.** | **6. Eating in class** | **Eating, drinking in class** |

**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** | * **Detention** |
| * **Reteach appropriate behavior** | * **Parent Conference** |
| * **Parent contact** | * **Loss of privilege** |
| * **Lunch detention** | * **Special seating** |
| * **Time out** | * **Extended time out** |

**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 \_\_1\_\_\_ moderate misbehaviors in**  **\_\_\_1\_\_ \_\_\_\_\_week\_\_\_\_\_\_\_\_\_\_\_\_\_\_** (specified time frame e.g., 30 minutes / 2 hours / 5 days) |
| 2. Tardiness | Students late to class |
| 3. Out of assigned area | Students not where they are supposed to be |
| 4. Skipping | Students intentionally missing class |
| 5. Horseplay | Aggressive slap boxing, hitting |
| 6. In appropriate language/profanity | Using inappropriate language |

**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.)**

Is the behavior minor?

**Staff observes misbehavior**

**in the classroom or on campus**

Is the behavior considered office managed?

Is the behavior a crisis?

Is the behavior a referral?

Refer to administration

Guidance referral

Follow classroom consequences

Is the behavior moderate?

Is the behavior considered staff managed?

Follow crisis protocol

Reinforce/

Reward student

Behavior not corrected

Implement minor consequence(s)

Behavior is corrected

|  |
| --- |
| **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:** | **1258** | **Calculation to**  **determine % rate** | | **%** | **Core Evaluation** | | |
| **# Referrals** | **# Students** |
| 1 Referral | 72 | **(**Total Pop − (# of 2-5 Students) –  (# of >5 Students)**) ÷** Total Pop = | |  | ***Universal students****:*  *(# 0-1 Referrals should be >80%)* | **>80%?** | |
| YES | NO |
| 2-5 Referrals | 47 | (# of 2-5 Students) **÷**Total Pop = | |  | **At risk students**:  *(# 2-5 Referrals should be <15%)* | **<15%?** | |
| YES | NO |
| >5 Referrals | 12 | (# of >5 Students) **÷**Total Pop = | |  | **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?  Expanded SEL initiative with dedicated position | | | 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. SBPB Member | School-wide **expectations** and location-specific **rules** are posted across campus (“marketing”). | Expectations/Rules are post in all School-specific locations as per the SPBP. | Refer to 2B quarterly presentation dates. This is the data the team will be sharing during staff presentations. | SPBP Posters and overview will be presented to Staff/Stakeholders at meetings. |
| 2. SBPB Member | **Behavior lesson plans** are being taught as written | Teachers will have Behavior Lesson Plans noted and implemented in Plan Books as per the SPBP | SPBP updates will be presented to Staff/Stakeholders at meetings regarding fidelity of implementation. |
| 3. SBPB Member | **Discipline consequences**  and **flow chart** are being used by all staff as written | Teachers will have the Discipline Consequences and flow chart for their use. | SPBP Flow Chart will be given to teachers at Pre-Planning. |

**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. SBPB Member | See critical element 3A. Quarterly **behavior incident** data**.** | Basis will be used to monitor discipline referrals | 1. 9/18/2017  2. 11/13/2017  3. 1/24/2018 | Faculty meetings  SAC meetings |
| 2. SBPB Member | See critical element 4A. Quarterly **top 3 event locations** data. | Basis will be used to monitor discipline referrals | Faculty meetings  SAC meetings |
| 3. SBPB Member | See critical element 7. Quarterly **core effectiveness** data**.** | Basis will be used to monitor discipline referrals | Faculty meetings  SAC meetings |
|  |  |  | 4. 4/4/2018 |  |