

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

Broward County Public Schools

To be implemented in SY 2018/19

**Elements have changed in the SPBP.**

Before completing, go to[**http://www.browardprevention.org/mtssrti/rtib/ →**](http://www.browardprevention.org/mtssrti/rtib/%20→)*School-wide Positive Behavior Plan* for:

* **A NEW Brainshark for Principals. ACTION: Log in with your p # and watch the Brainshark before Jan 30th.**
* **A NEW Overview Brainshark for Teams. ACTION: Log in with school name and watch the Brainshark.**
* A NEW mini Brainshark Series for teams. These Brainsharks are divided into the 10 Critical Elements of PBIS. They will

show you “how to” write a comprehensive SPBP (and receive a high score!)

* A Rating Rubric to ensure teams will correctly complete the SPBP and develop a meaningful plan.

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

**ACTION: Download, complete and upload the SPBP into your School Improvement Plan before May 1, 2018:**

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| **School Name:** | Horizon Elementary |
| **School Number:** | 2531 |
| **SPBP Contact Name:** | Kristi Rippo |
| **Direct Phone Number:** | 754-322-6450 |

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| **CRITICAL ELEMENT # 1: Active Team with Administrative Participation** |

**1A.** List your current (SY 2017/18) team members (6 - 10 team members). **Must include an instructional representative from EACH grade/content area.** *Each name on this list verifies attendance in ongoing team meetings and participation in developing this SPBP. Each member is responsible for representing major stakeholders and sharing the SPBP content and updates with their respective group.*

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| **Full Name** | **Position** | **Who or what grade level does this member represent?** |
| Thaddeus Smith | Principal | Administration |
| Kristi Rippo | SPBP Point of Contact | RTI/Asst. Principal |
| Craig Guy | Parent/Community Representation | SAC |
| Craig Guy | BTU Representative | Community |
| Robin Butcher | Teacher | Classroom Teacher |
| Nicole Moyer | Teacher | Classroom Teacher/ Aftercare |
| Crystal Law | ASD Coach | Non Instructional |
| Kathy Johnson | ESE Specialist | Non Instructional |
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**1B**. Schedule and document your quarterly team meeting dates for *next* 2018/19 school year:

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| --- | --- | --- | --- |
| **Meeting Date** | **Meeting Time** | **Name & title of person responsible to facilitate meeting** | **Content of meetings:** |
| 8/10/2018 | 8:30 AM | Kristi Rippo Asst. Principal | 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) |
| 11/15/2018 | 8:30 AM | Kristi Rippo Asst. Principal |
| 2/21/2019 | 8:30 AM | Kristi Rippo Asst. Principal |
| 5/23/2019 | 8:30 AM | Kristi Rippo Asst. Principal |

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| **CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment:** |

**2A**. Action Steps completed **this year** (SY 2017/18) that increased faculty and stakeholder understanding and knowledge of your *new* (2018/19) SPBP:

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| **Action Steps:** | **Date**  *(Between Jan 15 –*  *April 30, 2018)* | **Details**  *(retain attendance sheets at school)* | **Person responsible to collect and retain attendance sheets:** |
| Presented the *new* SPBP (for SY 2018/19) to staff | 4/20/2018 | # of participants = 42 | Kristi Rippo |
| Held a *faculty* vote on the new SPBP  (for SY 2018/19) | 4/27/2018 | % approved =100 | Kristi Rippo |
| Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community) | 4/26/2018 | # of participants = 49 | Craig Guy |

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

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| **Action Steps:** | **Date(s)**  *(NEXT YEAR)* | **Content**  *(retain attendance sheets at school)* | **Person responsible to collect and retain attendance sheets:** |
| Provide a professional development on the 2018/19SPBP for all staff | Prior to students’ 1st day:  8/9/2018 | 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. | Kristi Rippo |
| Present the 2018/19SPBP to stakeholders (parents and community) | Prior to Oct 1st, 2018  9/20/2018 |
| Present behavior data to staff  *Quarterly: minimum of 4 each year* | 1. 9/13/2018 | The team will present the implementation data in 10A. Include:  • the “marketing” (teaching and posting) of expectations and rules  • lesson plan implementation  • discipline procedures  • reward system implementation  The team will present the student outcome data in 10B. Include:  • top 3 event locations  • type of behavior incidents  • core effectiveness data  • classroom referral data, as well as analysis of this data. | Kristi Rippo |
| 2. 10/18/2018 |
| 3. 1/7/2019 |
| 4. 5/23/2019 |

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

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

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| **Top 10 Behavior Incidents**  *(put N/A in any blank spaces)* | |
| 1.Unruly/ Disruptive Behavior SB | 6. Disruption on Campus XA |
| 2.Disobedience/ Insubordination 01 | 7. Out Of Assigned Area ZU |
| 3. Insulting/Profane/Obscene 02 | 8. Profanity to Staff Member ZX |
| 4. Minor Altercation ZI | 9. Disruptive Unruly Play UP |
| 5. Assault Threat ZN | 10. Battery on District Employee 26 |

**3B.** Based on the behavior incidents in 3A, develop 3 – 5 **positive characteristics** *(not behaviors)* that would counteract the demonstration of these misbehaviors. These positive characteristics become your school-wide expectations.

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| **School-wide Expectations** |
| 1. Be cooperative with peers and staff members |
| 1. Be respectful to peers and staff members |
| 1. Be responsible for your own actions |
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**3C.** Research indicates that discipline referrals increase after long holidays and during testing times. Plan to teach your expectations at least 3 times throughout the year (and anytime the expected behaviors are not being demonstrated).

**ACTION:** Create at least one lesson plan for **each** school-wide expectation above and distribute to teachers during pre-planning 2018-19. Develop additional lesson plans you will use throughout the year to re-teach and reinforce your school-wide expectations. *You do not need to submit your lesson plans with the SPBP. Retain all behavior lesson plans at the school; make sure these lesson plans are available for guests and stakeholders.*

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| **When will school-wide expectations lesson plans be taught?** | | | |
|  | Date(s) | Time: | |
| August | August 15, 16, & 17 | 7:50 – 8:30 during morning meeting | |
| January | January 8, 9, & 10 | 7:50 – 8:30 during morning meeting | |
| 4th Quarter | April 1, 2, & 3 | 7:50 – 8:30 during morning meeting | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | Classroom teachers |
| Where will the lesson plan instruction occur? | | | Classroom |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Kristi Rippo, AP |

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

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

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| **Top 3 Locations** | |
| School Location | # Incidents |
| 1. Hallway | 34 |
| 1. Cafeteria | 11 |
| 1. Athletic Field | 6 |

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

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| --- | --- | --- | --- | --- |
| **Expectations and Rules Matrix** | | | | |
| **School-wide EXPECTATIONS** | *Copy and paste expectations from* ***3C****.* | **IDENTIFIED LOCATIONS**  *Copy and paste locations from* ***4A.*** | | |
| Hallway | Cafeteria | Athletic Field |
| **Rules** | **Rules** | **Rules** |
| Be Cooperative with peers and staff | Walk in a Horizon line with your hands behind your back. | Use Level voice when entering, eating and exiting the cafeteria. | Listen and follow directions given by the teacher during recess. |
| Be respectful of peers and staff | Stay quiet, use walking feet, and follow directions given by teacher. | Listen and follow directions given by staff members. | Play fair with other students. |
| Be responsible for your own actions | Continue using appropriate hallway behavior at all times, especially when walking without a staff member. | Keep hands, feet, and all objects including food to yourself. | Keep your hands and feet to yourself during recess. |
| n/a | n/a | n/a | n/a |
| n/a | n/a | n/a | n/a |

**4C**. Research indicates that discipline referrals increase after long holidays and during testing times. Plan to teach your location-specific rules at least 3 times throughout the year (and anytime the expected behaviors are not being demonstrated).

**ACTION:** Create at least one lesson plan for **each** location above and distribute to teachers during pre-planning 2018-19. Develop additional lesson plans you will use throughout the year to re-teach and reinforce your location-specific rules.

*You do not need to submit your lesson plans with the SPBP. Retain all behavior lesson plans at the school; make sure these lesson plans are available for guests and stakeholders.*

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| **When will location-specific rules lesson plans be taught?** | | | |
|  | Date(s) | Time: | |
| August | August 15, 16, & 17 | 7:50-8:30 during morning meeting time | |
| January | January 8, 9, & 10 | 7:50-8:30 during morning meeting time | |
| 4th Quarter | April 1, 2, & 3 | 7:50-8:30 during morning meeting time | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | Classroom teacher |
| Where will the lesson plan instruction occur? | | | Classroom |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Kristi Rippo, AP |

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

Although you will post, teach, review, practice and reinforce all school-wide expectations and location-specific rules, **choose 1 expectation OR 1 event location** you will target for a specific reward program for students. Based on the data that led to this expectation or location, create a reward plan using the 4 Step Problem Solving Process:

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

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| **4 Step Problem Solving Process** | **Plan** |
| **1. Problem Identification:** Use your behavior data to identify a school-wide problem.  What problem did you identify? *(use numerical data)* | **Data used: ODR from Cafeteria**    **Problem Identification: The number of discipline referrals in the cafeteria remains consistent from previous years data.** |
| **2**. **Problem Analysis:** Why do you think this problem is occurring?  What is your goal? *(use a SMART goal statement with numerical data)* | **Hypothesis: Grade 5 students have difficulty transitioning in and out of cafeteria and following our 5 cafeteria rules.**  **Goal Statement:** By the end of each quarter the numbers of referral will be less than 2. |
| **3. Intervention Design:**  Describehow you will implement a positive reward program to decrease this problem. | **Type of System: Point system**  **Description of System: Each day the students must follow 5 cafeteria rules: 1- Enter and get things the first 2) Use table manners 3) keep area clean and pick up after yourself 4) watch voice/ noise level 5) Exit in a line. Each class earns from 0-5 points depending on how well they follow they above rules. At the end of each quarter a celebration is held for the class from each grade level with the most points.** |
| **4. Evaluation:**  A. Implementation fidelity | 1. How do you monitor the fidelity (consistency and effectiveness) of the **staff’s** implementation of the reward program? Support staff and para professionals in the cafeteria will be responsible for completing the point sheet each day. At the end of the week the points sheet is recorded by assistant principal and returned to the teachers to review with the students. Each class with keep a class graph to track their progress. |
| 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”? The data is collected weekly and shared with students. Quarterly winners are announced at the end of each quarter. In addition quarterly ODR will be tracked at the end of each quarter to determine the success of the plan. The team will meet at the end of each quarter to review ODR data. |

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| **CRITICAL ELEMENT #6 Effective Discipline Procedures** |

**6A. Staff Managed Misbehaviors:** List the top 6 *most common* school-wide misbehaviors **staff are expected to manage.**

Write a short, objective, and measurable definition for each.

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| **Staff Managed Misbehaviors** | |
| Misbehavior | “Looks Like” - *provide a description with example(s)* |
| 1. Calling Out | Speaking out of turn and not waiting to be called on. |
| 1. Out of seat | Not sitting in your designated seat and walking around classroom |
| 1. Not keeping hands to themselves | Pushing, hitting, and/or kicking classmates |
| 1. Refusing to complete classwork | Not completing classwork, sitting and doing nothing |
| 1. Attitude toward staff | Using disrespectful language and not cooperating with teachers requests |
| 1. Disrupting the learning environment | Talking, yelling, and/or throwing things while the teacher is instructing the class |

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

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| --- | --- |
| Is this a menu or hierarchy system? | Menu Hierarchy |
| 1. Use schoolwide clip chart | |
| 1. Phone call home | |
| 1. Parent Conference | |
| 1. Discipline referral | |
| 1. Removal from classroom | |
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**6C. Administration Managed Misbehaviors**:

(a) Define the first 3 behaviors by providing examples that clearly identify the point at which the misbehavior warrants an Office Discipline Referral (ODR).

(b) List two additional common school-wide misbehaviors that will result in an ODR. Provide concrete examples.

(c) Determine staff tolerance level for repetitive misbehaviors (the point at which the number of staff-managed misbehaviors becomes an ODR).

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| **Office Discipline Referrals (ODRs)** | |
| Behavior | “Looks Like” - *provide a description with example(s)* |
| 1. Disobedience/Insubordination | Failure to obey a reasonable or repeated instruction or request from staff. Example- Students refused to sit down when asked repeatedly. |
| 2. Disruptive/Unruly Play | Unruly play that interferes or disrupts the learning environment. Example- Pushing another student during unstructured time. |
| 3. Defiance of authority | Repeated disobedience/ insubordination 4 times or greater. Example- Refusing to sit on a daily basis when asked by a staff member to comply. |
| 4. Minor Altercation | Mutual combat between 2 or more students that does not result in an injury. Example- A student hits another student and then that student hits back. |
| 5. Disruption on Campus | Disruption of a single classroom or localized area. Example-Throwing books or objects during a lesson. |
| 6. Repetitive staff managed  misbehaviors | More than misbehaviors inwarrants an office referral.  Per day  1 hour  3    *e.g., 3 half hour*  *2 one period* |

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

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

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

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

Is behavior Office Managed?

*(if unsure, check below)*

**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 ODR

* Call Parent and notify them ODR was written
* Administrator processes ODR and notifies student and parent of appropriate consequences

Implement an initial consequence from **6B**

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| 1. Use schoolwide clip chart |
| 1. Phone call home |
| 1. Parent Conference |
| 1. Discipline referral |
| 1. Removal from classroom |

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| --- | --- |
| List Staff Managed  Misbehaviors from **6A** | List Office Managed  Misbehaviors from **6C** |
| |  | | --- | | 1. Calling Out | | 1. Out of seat | | 1. Not keeping hands to themselves | | 1. Refusing to complete classwork | | 1. Attitude toward staff | | 1. Disrupting the learning environment | | |  | | --- | | 1. Disobedience/Insubordination | | 2. Disruptive/Unruly Play | | 3. Defiance of authority | | 4. Minor Altercation | | 5. Disruption on Campus | |

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

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

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| Which **evidence-based** classroom management system is supported by your school’s administration and is expected to be implemented school-wide?  *(Class Dojo, LEAPs, HERO, Cloud 9, etc. are tools,* ***not*** *classroom systems)* | CHAMPs\*  PBIS Classroom Management  Administration does not expect an evidence-based classroom management system to be implemented by teachers this year  (*your school will need to adopt one next year)*  Other *(complete below)* |
| If other, name the **evidence-based classroom management system:** | Click here to enter name of system. |
| \*CHAMPs is the district-supported, evidence-based universal classroom management system for all teachers. Would your Principal like to be contacted to learn about CHAMPs professional development? | Yes  No |

**7B.** Fidelity of **staff** implementation of school-wide classroom management systems

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| What data collection tool does your school leadership team use to monitor and evaluate your teacher’s classroom management skills? *(Measure* ***staff skills****, not student outcomes)* |
| CHAMPs 7 Up Checklist |
| CHAMPs Classroom Check Up (CCU) |
| PBIS Classroom Assistance Tool (CAT) |
| PBIS Walkthrough |
| Marzano’s Domain 1, Design Questions 5, 6, 7, 8, 9 |
| Fidelity of staff classroom management implementation is not monitored to determine training needs this year *(you will need to adopt a tool and plan next year)* |
| Other *(specify):* |
| Explain how this data is collected and analyzed by your school leadership team as a **universal screening** *across teachers* to determine the need for classroom management training: |
| Fidelity of Implementation Plan: Classroom observation by administration, monitoring of data marks, and providing assistance to staff member with classroom management deficiencies. |

**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**: | 130 |
| Total number of **school-wide** discipline referrals: | 192 |
| % of referrals in the classroom: | 40% |
| Do more than 40% of your referrals come from the classroom? | Yes  No |

***If >40% of discipline referrals come from the classroom, it suggests Tier 1 classroom management implementation may need to be strengthened school-wide.***

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| **CRITICAL ELEMENT # 8: Data Collection and Analysis** |

**8A. Determine your School-wide Core Effectiveness YTD** from the BASIS Behavior Dashboard in the “Referrals per Student” chart.

(a) Complete the yellow highlighted cells first.

(b) Auto-calculate the “% of Total Population” by clicking on each “!Zero Divide” in the cells and pressing “Fn + F9”.

(c) Determine if the core is effective in all three areas

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| TOTAL Population: | 606 |  |  | |
| # Referrals |  | **% of Total Population** | Core Effectiveness | |
| 0 - 1 referral |  | 94% | Are your 0 – 1 referrals > 80%? | Yes No |
| 2 - 5 referrals  (at risk students) | 24 | 4% | Are your 2 - 5 referrals <15%? | Yes No |
| > 5 referrals  (high risk students) | 12 | 2% | 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: Administration will review previous year’s ODR data. Administration will identify at risk students and ensure they are in RTI and will be monitored. Students will be placed on a formal behavior plan if necessary. | |

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

(a) Complete the yellow highlighted cells first.

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

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| --- | --- | --- | --- | --- |
| Subgroups | (PctPop - Green)  % **of students** | (PctRef - Blue)  **% of referrals** | Difference in referral composition | Positive value suggests disproportionality  (Is the value positive?) |
| Black | 57% | 57% | 0 | Yes No |
| Hispanic/Latin | 23% | 21% | -2% | Yes No |
| White | 14% | 18% | +4% | Yes No |

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

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| --- | --- |
| If all 3 are “**No**”, disproportionality is not indicated. Are all 3 “No”? | Yes No |
| Answer **either** (a) or (b):  (a) If you answered “**Yes**”, although your data indicates equity, what plan does your school leadership team implement for early identification of any disproportionality issues  (b) If you answered “**No**”, indicate the support plan and interventions your school leadership team will implement at the beginning of next year to improve sub group disproportionality | |
| Disproportionality Plan: Using quarterly ODR data we will closely monitor the sub groups, and target through RTI and specific students who continue to have difficulty. We will continue to provide culturally responsive training. Equity plan will be created and implemented. | |

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| **Critical Elements # 9: SPBP Implementation Planning** |

This form provides a timeline to complete best practices and required actions. This timeline should drive team actions and accountability. As you implement your SPBP *NEXT* year, check off **completed items** and indicate the accountable person. (Complete only the yellow highlighted area at this time). Next year, you will upload this completed plan within your SPBP.

Required actions for all schools in Broward County

Best Practices for all schools in Broward County

**Resources**

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| --- | --- | --- |
| **SPBP Team Implementation Action Plan 2018 - 2019** | | |
| **Month** | **Action Step**  *check when Action completed* | **Completed:**  Person Responsible  Name & Title |
| **Current** | **This Action Plan has been saved to use *next year* during quarterly meetings** | **Kristi Rippo, AP** |
| **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** | **Kristi Rippo, AP** |
| **Pre Planning**  **2018** | Print up your SPBP Review and school score from OSPA  Provide SPBP presentation to all staff during Pre Planning  Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders  Market and post school-wide Expectations and location-specific Rules (posters, PSAs, etc.)  Identify your RtI Instructional Facilitator provided by the district  (Contact [tyyne.hogan@browardschools.com](mailto:tyyne.hogan@browardschools.com) for more information, if you are unsure)  Confirm 1st team meeting date and time | Click here to enter NAME & title. |
| **August**  **1st meeting** | Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP  Determine any needed team training, such as the 4 Step PSP Brainshark Series, 10 Critical  Elements Brainsharks, Data Collection, Effective CPST Teams, PBIS 101, etc.  Trainings available at: <http://www.browardprevention.org/mtssrti/training-modules/>  Review previous year’s behavior data. (Use ‘Agenda’ and ‘Data Collection Template’)  Forms available at: <http://www.browardprevention.org/mtssrti/rtib> in Tier 1, Teaming  Present implementation data, behavior data, team activities and progress to entire staff  Utilize the 4 Step Problem Solving Process to develop initial interventions  Review previous year’s SPBP and feedback form  Verify and implement teaching schedule for SPBP Expectations and Rules behavior lesson plans | Click here to enter NAME & title |
| **September** | Provide stakeholder presentation on SPBP prior to October 1  Check for staff and teacher understanding of PBIS - provide “PBIS 101” Brainshark as a resource  Brainshark available at: http://www.brainshark.com/browardschools/PBIS101 | Click here to enter NAME & title. |
| **October**  **2nd meeting** | Ensure instructional staff know how to (and are, as needed) enter Tier 1 Supplemental Strategies  for behavior in BASIS  Present implementation data, behavior data, team activities and progress to entire staff | Click here to enter NAME & title. |
| **November** | Staff to re-teach Expectations and Rules first day back from break.  Team to develop new and/or improved lesson plans as indicated by behavior data. | Click here to enter NAME & title |
| **January**  **2019**  **3rd meeting**  Prepare for *2019/20* SPBP | Staff to re-teach Expectations and Rules first day back from break  Ensure the Principal signs in and watches the *new* SPBP Brainshark: Due January 30th  Present implementation data, behavior data, team activities and progress to entire staff  Choose team members and dates to work on, complete, and submit the *new* SPBP  Teams watch the *new* SPBP Brainsharks and refers to *new* “Additional items”  Brainsharks and Additional items posted at: <http://www.browardprevention.org/mtssrti/rtib> | Click here to enter NAME & title. |
| **February** | Ensure progress towards completion of SPBP  Check on recently hired staff for PBIS understanding - provide “PBIS 101” Brainshark resource  Provide the SPBP Surveymonkey link to all staff (optional). Email [Tyyne.hogan@browardschools.com](mailto:Tyyne.hogan@browardschools.com) to request analysis. | Click here to enter NAME & title |
| **March**  **4th meeting** | Ensure progress towards completion of SPBP  Provide staff presentation and vote on new SPBP for next year  Provide stakeholders/parent presentation on new SPBP for next year  Present implementation data, behavior data, team activities and progress to entire staff | Click here to enter NAME & title |
| **April** | Submit your SPBP in OSPA by April 30th every year | Click here to enter NAME & title |

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| **CRITICAL ELEMENT # 10: Monitoring Plans** |

**10A.** How will you determine the success **of *staff* implementation** of the School-wide Positive Behavior Plan?

*“Are* ***staff*** *implementing the SPBP with fidelity? How do you know?”*

|  |  |  |  |
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| **Fidelity of Implementation Monitoring Plan** | | | |
| Action Step | Create an **observable** and **measureable** SMART goal to determine “successful”  **staff implementation** of action step | When will data be collected, analyzed & presented? | Person responsible to collect and analyze data |
| School-wide **expectations** and location-specific **rules** are posted across campus | By the end of each quarter, a school wide walkthrough will be conducted to check for posting of the appropriate rules. | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | School Counselor |
| **Behavior lesson plans** are being taught as written and when indicated | At the weekly team meetings, team leaders will do lesson plan checks to ensure behavior lesson plans are taught. | Grade level team leader |
| **Discipline consequences**  and **flow chart** are being used by all staff as written | At the end of each quarter, administration will review ODR data and ensure consequences and flow chart are being followed. | Administration |
| A **reward system** is being implemented for *all* students | Teachers will send students with a positive referral daily or as applicable to administration for their reward. At the end of each quarter, students without any ODR’s will participate in an All Star Dance. | Administration |

**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 **measureable** SMART goal to determine “successful”  **student outcomes** | When will data be collected, analyzed & presented? | Person responsible to collect and analyze data |
| See critical element 3A  • Type of **behavior incidents** data | By the end of each quarter 80% of students will have 1 or less ODR. | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | Kristi Rippo, AP |
| See critical element 4A  • **Top 3 event locations** data | By the end of each quarter the number of cafeteria referrals will be less than 2 per quarter. | Kristi Rippo, AP |
| See critical element 8  • **Core effectiveness** data | By the end of each quarter 85% of students will have 1 or less ODR. | Kristi Rippo, AP |
| See critical element 7A  • **Grade Level/Classroom referrals** data | By the end of each quarter, 4th grade teachers will have written less than 10 referrals. | Kristi Rippo, AP |