**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%E2%86%92)*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: Bair Middle School** |
| **School Number: 2611** |
| **SPBP Contact Person: Karen Birke** |
| **Direct Phone Number: 754-322-2900** |

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| **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 | StakeholderRepresentation |
| Keietta Givens | Principal | Administration |
| Karen Birke | RtI:B Point of Contact | RtI:B Team |
| Diana Carter | BTU Representative/Classroom Liaison | BTU/Staff Member |
| Daniel Breed | Community Liaison | Community |
| Joyvancia Gaines | Committee Co-Chairperson | Staff Member |
| Anne Schaeffer | Committee Co-Chairperson/Recorder | Staff Member |
| Ernie Charles | Literacy Coach | Staff Member |
| Nathan Clock | Data Specialist/Timekeeper | Staff Member |
| Dawn Blair | Family Liaison | Staff Member |
| Sarah Willis | Classroom Liaison | Staff Member |
| Dian Emrith | Magnet/Title 1 Coordinator | Staff Member |
| Tiffany Harris | Behavior Specialist | Staff Member |
| Julia Benkovic | Student Liaison | Student |
| Zaire Maxwell | Student Liaison | Student |

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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.

|  |  |  |
| --- | --- | --- |
| Meeting Date | Time | Responsible Person |
| Thursday, August 9, 2018 | 8:30 am | Joyvancia Gaines/Anne Schaeffer |
| Friday, September 14, 2018 | 8:30 am | Joyvancia Gaines/Anne Schaeffer |
| Friday, October 12, 2018 | 8:30 am | Joyvancia Gaines/Anne Schaeffer |
| Friday, November 9, 2018 | 8:30 am | Joyvancia Gaines/Anne Schaeffer |
| Friday, December 14, 2018 | 8:30 am | Joyvancia Gaines/Anne Schaeffer |
| Friday, January 11, 2018 | 8:30 am | Joyvancia Gaines/Anne Schaeffer |
| Friday, February 8, 2018 | 8:30 am | Joyvancia Gaines/Anne Schaeffer |
| Friday, March 8, 2018 | 8:30 am | Joyvancia Gaines/Anne Schaeffer |
| Friday, April 12, 2018 | 8:30 am | Joyvancia Gaines/Anne Schaeffer |
| Friday, May 10, 2018 | 8:30 am | Joyvancia Gaines/Anne Schaeffer |

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

**2A. Indicate the action steps completed in the 2017/18 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 2018/19 SPBP to Staff** | 5/4/2018 | We held a faculty meeting detailing the SPBP on May 4, and afterwards e-mailed a copy of the SPBP to the staff to review. |
| **Presented the 2018/19 SPBP to stakeholders (parents and community)** | 5/15/2018 | We presented the 2018-2019 SPBP to stakeholders at the final SAC meeting for the 2017-2018 school year. The plan passed with a majority vote. |
| **Held a faculty vote on the 2018/19 SPBP** | 5/16/2018 | The 2018-2019 SPBP passed with a 100% faculty vote. |

**2B. Plan the activities for 2018/19 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. 8/9/2018 | 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. The team will also provide a HERO training/refresher to old and new staff, including information about the features of HERO, how to log in, and how to award points to students. Feedback will be collected for future team meetings. |
| **Present the 2018/19SPBP to stakeholders (parents and community)** | Prior to Oct 1st, 20181. 9/11/2018 |
| **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. 10/12/2018 | 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. 12/14/2018 |
| 3. 2/8/2019 |
| 4. 4/12/2019 |

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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  |
| Disobedience/Insubordination -141 |  | Disobedience |
| Unruly/Disruptive behavior-114 |  | Unruly Behavior |
| Defiance of Authority/Habitual-51 |  | Defiance/Disrespect |
| Profanity Staff member -46 |  | Fighting |
|  Fighting-Medium-39 |  | Bus Violations |
| Minor/Altercation-31 |  |  |
| Level 3-Bus Violations-29 |  |  |
|  Tardiness/Habitual-25 |  |  |
| Unruly/Disruptive Play-24 |  |  |
|  Level 2 Bus Violations-21 |  |  |

**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** |
| Be respectful and interact with others positively. |
| Respect adults when given direction and instructions. |
| Be responsible for individual behavior and actions. |
| Treat others the way you would like to be treated. |
|  |

**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 Respectful and interact with others positively.**

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| Definition of expectation: |
| You show respect by being polite and kind. |
| Rationale for having this expectation |
| Because respecting others tends improve your own self-image, and how you are treated by everyone else. Everyone deserves to be respected. |
| Positive examples: “looks like” | Non-examples |
| Positive interactions | Getting into someone's personal space. |
| Acknowledgement of cultural and developmental differences. | Stereotyping |
| Use of Accountable Talk during collaborative groups and discussions. | Negative responses to other's thoughts |
|  |  |
| 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. Good Character.com (<http://www.goodcharacter.com/chron/respect.html>) |
| . 2. Learning to Give: <http://www.learningtogive.org/units/character-education-respect-grade-6/defining-respect>  |
| 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. Students will take a self- assessment and decide privately if they consider themselves a respectful person. |
| 2. Students will participate in a discussion (listening to and answering questions) regarding respectfulness. |
| 3. Students will complete a writing assignment based on a given topic (Describe three things you could do to be a more respectful person. How would that affect your relationships with others? How does it benefit you to be a respectful person?) |
| 4. Have students break into groups of three and share a time when they felt disrespected. While in groups, provide examples of prejudice, stereotype, racism, and bias. |
| 5.Brainstorm ways to make your school environment more respectful. Create a list of recommendations and place them in your school newspaper or on a poster. |
| **WHEN** will this lesson plan be taught?  |
| **Beginning of school year** date(s) and time(s): | 1. 8/15/2018 -During first period 9:30am-10:00 am2. 8/16/2018 -During first period 9:30am-10:00 am3. 8/17/2018 -During first period 9:30am-10:00 am4. 8/20/2018 -During first period 9:30am-10:00 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? |
| Classroom Teacher, Support Staff | Classroom |

**Teaching School-wide Expectations**

Lesson Plan

**School-wide Expectation #2: Respect adults when given directions and instructions.**

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| Definition of expectation: |
| Listen to and follow all directions given by an adult. |
| Rationale for having this expectation |
| People who follow instructions show that they are cooperative, intelligent and dependable. |
| Positive examples: “looks like” | Non-examples |
| Following the direction immediately with no complaints. | Not following the direction purposefully |
| Praise and positive feedback from adults for following the direction. | Arguing |
| Appropriate listening body language and skills. | Turning away from the adult. |
| 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.Good Character.com (<http://www.goodcharacter.com/chron/respect.html>)  |
| 2. Learning to Give <http://www.learningtogive.org/units/character-education-respect-grade-6/defining-respect>  |
| 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.Display the word respect [showing regard or esteem for]. Tell the learners that respect can apply to one's self (self-respect), can apply to others, and can apply to the environment. For the present time, they will be investigating aspects of self-respect and respect for others. |
| 2. Under the word "respect," create a T-chart and label the two sides: "Looks Like" and "Does Not Look Like." Ask the learners to brainstorm words/phrases to complete the two chart sections. |
| 3.Write about something you see in your school, your neighborhood, or the world that shows a lack of respect. What would you do to change it? |
| 4. Write a letter to someone in your life whom you respect. Tell why and how you respect him or her. Send the letter to that person. |
| **WHEN** will this lesson plan be taught?  |
| **Beginning of school year** date(s) and time(s): | 1. 8/15/2018 -During first period 9:30am-10:00 am2. 8/16/2018 -During first period 9:30am-10:00 am3. 8/17/2018 -During first period 9:30am-10:00 am4. 8/20/2018 -During first period 9:30am-10:00 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? |
| Classroom teacher, Support Staff | Classroom |

**Teaching School-wide Expectations**

Lesson Plan

**School-wide Expectation #3: Be responsible for individual behavior and actions.**

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| Definition of expectation: |
| The state of being accountable for something within your own power, control or management. |
| Rationale for having this expectation |
| The state of being accountable for something within your own power, control or management. |
| Positive examples: “looks like” | Non-examples |
| I broke it. How can I fix it? | It Broke. |
| I haven’t found it yet. I need to look harder. |  I can’t find it. |
| I won’t do it. | She was doing it, so I did it, too. |
| 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. Paper, Pencils, Crayons/colored pencils/markers, Computer/ Word Document
 |
| 2. [www.goleaps.com](http://www.goleaps.com)  |
| 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. Start by discussing why giving excuses is a way that we deny our own responsibility and try to blame others. Make sure to discuss how frequent excuses may affect someone. |
| 2. .Give the students some examples of an excuse and how to make it into a statement of responsibility |
| 1. Ask students to write down several excuses they’ve made recently.
 |
| 4. .Illustrate these different statements into a comic series where students can show the reactions of others would make the project more involved. |
| **WHEN** will this lesson plan be taught?  |
| **Beginning of school year** date(s) and time(s): | 1. 8/15/2018 -During first period 9:30am-10:00 am2. 8/16/2018 -During first period 9:30am-10:00 am3. 8/17/2018 -During first period 9:30am-10:00 am4. 8/20/2018 -During first period 9:30am-10:00 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? |
| Classroom teacher, Support Staff | Classroom |

**Teaching School-wide Expectations**

Lesson Plan

**School-wide Expectation #4: Treat others the way you would like to be treated.**

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| Definition of expectation: |
| Students should talk to, treat and deal with their peers and adults in a way in which they would want those people to talk to, treat and deal with them. |
| Rationale for having this expectation |
| The students sometimes treat one another unkindly. They can be rude and mean, saying things verbally or doing things physically against their peers. If they thought for a minute |
| Positive examples: “looks like” | Non-examples |
| Listen to others when they speak | Have side conversations that are not related to topic/lesson/activity |
| Ask before touching things that belong to others | Take and keep things that do not belong to you |
| Call people by their names | Create nicknames that poke fun at people |
| Keep your hands, feet, objects and unkind words to yourself | Hit, kick, punch and say mean things to people |
| 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. Fable: Anansi and The Turtle: <https://www.education.com/game/anansi-and-turtle/>
 |
| 1. Video: Try to Treat Others As You Would Want to Be Treated: <https://www.thewaytohappiness.org/thewaytohappiness/precepts/try-to-treat-others-as-you-would-want-them-to-treat-you.html>
 |
| 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. Start by discussing what it means to treat others the way you would like to be treated.
 |
| 1. Play the clip of the fable: Anansi and The Turtle: <https://www.education.com/game/anansi-and-turtle/>
 |
| 1. Discuss with the students both Anansi and the Turtle’s individual actions and what they both could have done differently in regards to their treatment of each other.
 |
| 1. Allow the students to work in groups of 4 to write a short fable (a story with a message) and perform the fable that involves the concept of treating others the way they would like to be treated.
 |
| **WHEN** will this lesson plan be taught?  |
| **Beginning of school year** date(s) and time(s): | 1. 8/15/2018 -During first period 9:30am-10:00 am2. 8/16/2018 -During first period 9:30am-10:00 am3. 8/17/2018 -During first period 9:30am-10:00 am4. 8/20/2018 -During first period 9:30am-10:00 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? |
| Classroom teacher, Support Staff | Classroom |

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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 |
| * **Hallway**
 | **52** |
| * **Cafeteria**
 | **20** |
| * **Bus**
 | **19** |

**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.**

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| --- |
| **Expectations and Rules Chart** |
| **Expectations**Copy and paste expectations from 3C. | **Locations** Copy and paste locations from 4A. |
| Location #1: Hallway | Location #2: Cafeteria | Location #3: Bus |
| Expectation #1:Be respectful and interact with others positively |   Students are expected to:* Walk on Right side of Hallway and Keep Moving
* Walk and Speak Softly At All Times
* Refrain from public displays of affection
 |   Students are expected to:* Stay Seated at All Times at Your Assigned Table (Unless Called Upon)
* Be respectful to peers and adults
 |   Students are expected to:* Be respectful to Driver and peers
* Use inside voice
* Stay seated while bus is in motion
 |
| Expectation #2: Respect adults when given direction and instructions |  * Be Ready to Follow Directions and Procedures
* Use appropriate non offensive language or gestures
 | * Respond to Bear Nation first time given
* Be Ready to Follow Directions and Procedures
* Use appropriate non offensive language or gestures
 |  * Be Ready to Follow Directions and Procedures
* Use appropriate non offensive language or gestures
 |
| Expectation #3:Be responsible for individual behavior and actions. | * Keep Hands, Body and Objects to Yourself
* Have visible hall pass when in hallway
 |  * Clean up personal area
* Use good manners
* Be patient
 |  * Keep hands, feet and objects inside bus at all times
* Be on time
* Follow bus rules
 |
| Expectation #4:Treat others the way you would like to be treated | * Say “Excuse Me” and “I’m Sorry” if You Bump Into Someone

  | * Allow others to have their personal space
 | * Use appropriate non offensive language or gestures
 |

**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: |
| Walk directly and maturely to each class. | Pacing your walking so that you will arrive on time to class. | Running in the hall. |
| Students will keep hands, feet, and objects to themselves. | Hands by your side, in your pockets or behind your back. | Touching other students or touching bulleting boards. |
| Using appropriate language and speak to each other using a conversational volume. | Speaking in a reason able tone of voice when talking to others. | Yelling at others or using profanity. |
| If a student is allowed to leave during class (restroom, guidance, etc.) walk directly and return promptly with a pass. | Using a pass to go to the front office. | Using a pass and wandering the halls, avoiding returning to class. |
| Walk on the right side in the halls. | Walking with the flow of traffic | Walking against the flow of traffic and bumping into oncoming students. |

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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. [www.teachervision.com/classroom-discipline/resource/5806.html](http://www.teachervision.com/classroom-discipline/resource/5806.html)

Charles, C.M. *The Synergetic Classroom: Joyful Teaching and Gentle Discipline.* New York: Longman, 2000.DiGuilio, Robert. *Positive Classroom Management, 2nd Edition*. Thousand Oaks, CA, 2000: Corwin Presswww.educationworld.com |
| 2. Edwards, Clifford H. Classroom Management and Discipline, 3rd Edition. New York: John Wiley and Sons, 1997.MacKenzie, Robert J. Setting Limits in the Classroom: How to Move Beyond the Classroom Dance of Discipline. Rocklin, CA: Prima Publishing, 1996. |
| 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 will review video that displays proper dismissal behavior |
| 2. Students will discuss the video individually and take notes |
| 3.Teacher will break students into groups and discuss answers |
| 4.Teacher will conduct whole group discussion regarding hallway behavior |
| **WHEN** will this lesson plan be taught?  |
| **Beginning of school year** date(s) and time(s): | 1. Quarter 1 Discipline Assembly
2. Quarter 2 Discipline Assembly
3. Quarter 3 Discipline Assembly
 |
| **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? |
| Administration | Cafeteria |

**Teaching Rules**

Lesson Plan

**Location #2: Cafeteria**

|  |  |  |
| --- | --- | --- |
| Location Rules:(from 4B chart) | Positive Example: | Non-example: |
| Walk directly to the cafeteria and sit at your assigned table. | Sitting where you are assigned | Visiting students at other tables |
| When lining up, do so quickly and wait patiently in line. | Making a straight line, with the ability to put your shoulder against the wall. | Crowding at the line area, or pushing or cutting in line. |
| Students will attend only their assigned lunch and stay at their assigned table until called on to line up or clean up. | Staying at an assigned table and asking a cafeteria monitor for a pass prior to getting up. | Roaming the cafeteria, visiting other tables and leaving the cafeteria without permission. |
| Students will speak to others using appropriate language and a conversational volume. | Having a conversation with another student at your table. | Shouting or arguing with another student. |
| Students will clean up after themselves and dispose of any trash. | Picking up a lunch tray, placing it in the Somac machine and returning to your table. | Leaving behind wrappers and food on the table. |

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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. [www.teachervision.com/classroom-discipline/resource/5806.html](http://www.teachervision.com/classroom-discipline/resource/5806.html)

Charles, C.M. The Synergetic Classroom: Joyful Teaching and Gentle Discipline. New York: Longman, 2000. -DiGuilio, Robert. Positive Classroom Management, 2nd Edition. Thousand Oaks, CA, 2000: Corwin Press www.educationworld.com |
| 2. Edwards, Clifford H. Classroom Management and Discipline, 3rd Edition. New York: John Wiley and Sons, 1997.MacKenzie, Robert J. Setting Limits in the Classroom: How to Move Beyond the Classroom Dance of Discipline. Rocklin, CA: Prima Publishing, 1996. |
| 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.Students will brainstorm good behavior in the cafeteria in small groups |
| 2.Teacher will discuss answers with students |
| 3.Students will re-create good behavior and non-behavior in a presentation |
| 4.Students will discuss each presentation in detail |
| 5.Teacher will review cafeteria expectations with the whole group |
| **WHEN** will this lesson plan be taught?  |
| **Beginning of school year** date(s) and time(s): | 1. Quarter 1 Discipline Assembly
2. Quarter 2 Discipline Assembly
3. Quarter 3 Discipline Assembly
 |
| **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? |
| Administration | Cafeteria |

**Teaching Rules**

Lesson Plan

**Location #3: Dismissal Area**

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| --- | --- | --- |
| Location Rules:(from 4B chart) | Positive Example: | Non-example: |
| Report directly to your dismissal area after dismissal from your last class. | Bus riders will report to the bus area and car riders will report to the west side of the school for dismissal. | Remaining in the halls and not leaving the building in a timely manner. |
| Students will speak to others using appropriate language and using a conversational volume. | Students politely having a conversation on their way to the bus area. | Students arguing and shouting on their way out of the building or using profanity. |
| Bus riders will follow directions from bus operators. | Sitting where the driver tells you to and keeping you arms and head inside of the bus. | Arguing with the bus driver and sticking your head out of the bus window to yell at other students. |
| Bus riders will board their bus promptly and sit appropriately. | Finding your bus quickly and getting into a seat. | Going to other buses, or hanging around the outside of the bus. |
| Car Riders will wait for a car to pull up and stop before approaching the car. | Waiting for your ride to pull up to the curb and stop before approaching the car. | Running at the car while it is still in motion. |

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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. [www.teachervision.com/classroom-discipline/resource/5806.html](http://www.teachervision.com/classroom-discipline/resource/5806.html) Charles, C.M. The Synergetic Classroom: Joyful Teaching and Gentle Discipline. New York: Longman, 2000.DiGuilio, Robert. Positive Classroom Management, 2nd Edition. Thousand Oaks, CA, 2000: Corwin Presswww.educationworld.com |
| 2. Edwards, Clifford H. Classroom Management and Discipline, 3rd Edition. New York: John Wiley and Sons, 1997.MacKenzie, Robert J. Setting Limits in the Classroom: How to Move Beyond the Classroom Dance of Discipline. Rocklin, CA: Prima Publishing, 1996. |
| 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 will review video that displays proper dismissal behavior |
| 2. Students will discuss what the video individually and take notes |
| 3.Teacher will break students into groups and discuss answers |
| 4.Teacher will conduct whole group discussion. |
| **WHEN** will this lesson plan be taught?  |
| **Beginning of school year** date(s) and time(s): | 1. Quarter 1 Discipline Assembly
2. Quarter 2 Discipline Assembly
3. Quarter 3 Discipline Assembly
 |
| **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? |
| Administration | Cafeteria |

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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%E2%86%92)

**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  | **Students will receive HERO points by following rules in three specified areas and following school-wide rules in the classroom. Student points will be tracked utilizing the HERO program which is a positive behavior management system. Students can earn up to five points per class period, which means they can earn up to 30 HERO points per day. The classroom teachers award points to students for exhibiting five positive behaviors: Demonstrating PRIDE, Being On Task, Being On Time to Class, Having a Positive Interaction with the teacher and fellow students, and for being in Dress Code.** |
| **B. What reward/recognition will they earn?**⮚Include person(s) responsible for organizing | **Students will be allowed to use their HERO points to attend dances, win prizes, receive discounts at various school events and purchase items from the school store. There will also be quarterly rewards for the students who have earned the most HERO points for the quarter. The PRIDE Committee will coordinate rewards/recognition for the students, including creating a rotating schedule to man the Student Store.** |
| **C. How will you collect data to determine who has earned the reward?**⮚include person(s) responsible for organizing and analyzing | **The PRIDE Committee will collect data provided by HERO to determine which students are eligible for the gifts.**  |
| **D. When and how will the reward be provided?**⮚Include timeline⮚Include actual date | **The rewards will be given weekly for behavior in the three common areas on Friday. The School Store will be open to students once a week, and will be run by the PRIDE Committee members. Students will be able to use their HERO points for discounted, and possibly free, tickets to sporting events, dances and other school-wide events. School-Wide expectations will be given quarterly (October, January, March and May).** |

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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. **Repetitive Moderate Misbehaviors**
 | **More than 5 moderate misbehaviors in one week** (specified time frame e.g., 30 minutes / 2 hours / 5 days) | **1.Repetitive Minor Behaviors**  | **More than 5 minor****behaviors in one week**(specified time frame e.g., 30 minutes / 2 hours / 5 days) |
| **2. Insubordination** | **Refusing to move a seat** | **2.Defiance** | **Continued defiance of directives given by staff and students** |
| **3.Inappropriate language** | **Inappropriate language utilized in conversation** | **3.Inappropriate language toward staff** | **Inappropriate language directed at a staff member** |
| **4.Horse play** | **Slap boxing with another students** | **4.Minor Fight** | **Exchange of less than two hits; quickly broken up** |
| **5. Failure to follow directions** | **Refused to follow directions the first time given** | **5.Disrespect of the teacher/staff** | **Repeated disrespect to teacher/staff** |
| **6. Running in the halls** | **Running during class changes** | **6. Pushing** | **Physically touching students**  |

**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): |
| **Redirection**  | **Timeout in same classroom** |
| **Seat change** | **Timeout in different classroom/Parent Contact** |
| **Parent contact** | **Not being able to go on field trips** |
| **Loss of preferred activities** | **Not being able to participate in team sports/activities** |
| **Loss of a privilege** | **Social worker/Counselor /Support Staff Referral** |

**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.)

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| **Office Discipline Referrals (ODRs)** |
| Behavior | Definition |
|  1. Disobedience/Insubordination | Not following instructions/directions given by faculty and staff the first time |
| 2.Unruly/Disruptive Behavior | Being disruptive in the classroom during instructional time; talking/laughing/yelling/screaming/interrupting faculty or staff during lessons or assemblies |
| 3.Medium Fight | Physically hitting another student and causing a school disruption |
| 4.Disruptive/Unruly Play | Popping another student with a rubber band, throwing pencils, paper balls or other objects at another student, tripping another student, etc. |
| 5.Profanity to Staff | Profanity at staff |
| 6. Minor Fight/Altercation | Arguing with another student and causing a school disruption |

**NEW section**: refer to Discipline Brainshark for further guidance. [**http://www.browardprevention.org/mtssrti/rtib/**](http://www.browardprevention.org/mtssrti/rtib/%20%E2%86%92)

**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 misbehavior**

**in the classroom or on campus**

Administrative Referral

Administrative Referral

Behavior is not corrected

Behavior is not corrected

Implement Moderate consequence(s)

Behavior is corrected

Administrative referral

Yes

Yes

No

Major Fight

Profanity at Staff

Habitual Defiance

Drugs

Destruction of Property

]’

‘

Is the behavior a referral?

Yes

Implement minor consequence(s)

Defiance

Inappropriate language toward staff member

Minor fight

Disrespect to teachers staff

Pushing

]’

‘

Insubordination

Inappropriate language

Horse play

Failure to follow instruction

Running in the hallways

]’

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Is the behavior moderate?

No

Is the behavior minor?

|  |
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| **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%E2%86%92)

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Total Population:** | **887** | **Calculation to****determine % rate** | **%** | **Core Evaluation** |
| **# Referrals**  | **# Students** |
| 1 Referral | 69 | **(**Total Pop − (# of 2-5 Students) –(# of >5 Students)**) ÷** Total Pop =  | 91.359% | ***Universal students****:* *(# 0-1 Referrals should be >80%)* | **>80%?** |
| [x] YES | [ ] NO |
| 2-5 Referrals | 57 | (# of 2-5 Students) **÷**Total Pop = | 6.397% | **At risk students**:*(# 2-5 Referrals should be <15%)* | **<15%?** |
| [x] YES | [ ] NO |
| >5 Referrals | 20 | (# of >5 Students) **÷**Total Pop = | 2.244% | **High risk students**:*(# >5 Referrals should be <5%)* | **<5%?** |
| [x] YES | [ ] NO |
| **7B**. If all 3 are “**YES**”, your Core is Effective. **Is your core behavior curriculum effective?**  |
| [x] **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? | 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? |

With an increase in frequency of the HERO rewards next year, we hope to motivate the at-risk and high-risk students to exhibit and demonstrate more positive behaviors. If they know they can earn discounted or even free tickets to school events, like basketball games and dances, this may serve as a tool to encourage them to demonstrate PRIDE in the classrooms, the hallways, the cafeterias, the bus, and before and after school. Since we do not have an internal suspension classroom, maybe we can create some alternative to internal suspension programs, where the consequence fits the infraction. For instance, if a student throws food in the cafeteria, that student should be responsible for cleaning up the entire cafeteria. If they write on the hallway walls, have them use a Magic Eraser and clean the marks they made along with any other marks that are on the walls.

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| **No entry needed for Critical Elements #8 and #9.** |

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| **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?”*

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| --- |
| **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. PRIDE Committee | School-wide **expectations** and location-specific **rules** are posted across campus (“marketing”). | 100% of students are tracked through the Positive Point System (HERO). | Refer to 2B for quarterly presentation dates. This is the data the team will be sharing during staff presentations. | Faculty MeetingsNewsletterEmailParentLinkRemind Texts MessagingWeb PageSAC Meetings |
| 2. Leadership Team | **Behavior lesson plans** are being taught as written | 100% of teachers will have behavior lesson plans in teacher log, and will frequently review behavior expectations. | Faculty MeetingsDiscipline Assemblies inAugust and JanuaryNewsletterEmail |
| 3.RTI Team | **Discipline consequences** and **flow chart** are being used by all staff as written | 100% of targeted Behavior incidents are monitored through the RtI process. | Guidance will notify effected staff by email. |

**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. PRIDE Committee | See critical element 3A. Quarterly **behavior incident** data**.** | **There was an average of a 44% increase in behavior incidents over last school year's baseline.****Our goal is to have a 20% reduction in behavior incidents over last school year's baseline.** | See critical element 2B quarterly presentation dates. This is the data the team will be sharing during staff presentations | **Faculty Meetings****Newsletter****Email****ParentLink****Remind Text Messaging****Web Page****SAC Meetings****PTSA Meetings** |
| 2. Leadership Team | See critical element 4A. Quarterly **top 3 event locations** data. | **There was a 32% increase of tardies and absences over last school year's baseline.****Our goal is to have a 20% reduction in tardies and absences over last school year’s baseline.** | **Faculty Meetings****Discipline Assemblies in****August and January****Newsletter****Email** |
| 3.RTI Team | See critical element 7. Quarterly **core effectiveness** data**.** | **Less than 10% of the school population will be found guilty of any location-specific infractions during the school year.** | **Guidance will notify effected staff by email.** |