

**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:** | Maplewood Elementary School |
| **School Number:** | 2741 |
| **SPBP Contact Name:** | Camille Orr |
| **Direct Phone Number:** | 754-322-6850 |

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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?** |
| Camille Orr | Assistant Principal | Administration |
| Holly Borden | SPBP Point of Contact | Instructional- 2nd Grade Teacher |
| Bach Todaro | Parent/Community Representation | SAC |
| Allan Jablonowitz | BTU Representative | Instructional-ESE Teacher |
| Daniel Mesa | Assistant Head Facilities | Non Instructional |
| Rhonda Smith | Educational Support Employee | ESP |
| Benita Bowen | STEM Teacher | Specials Teachers |
| Alyssa Van Valkenburg | Instructional | 4th Grade Teacher |
| Caitlin Kurzenburger | Instructional | Kindergarten Team Leader |
| Alexandra DeMatteis | Instructional | 3rd Grade teacher |
| Lori Moore | Instructional | 1st Grade Team Leader |
| Erika Bretz | Reading Coach | 5th Grade Liaision |
| Lyssa Hernandez | ESE Teacher/Equity Liaison | ESE K-5 |

**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:** |
| 8/8/2018 | 8:30 a.m. | C. Orr- Assistant 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) |
| 9/18/2018 | 2:15 p.m. | C. Orr- Assistant Principal |
| 1/7/2019 | 2:15 p.m. | C. Orr- Assistant Principal |
| 6/3/2019 | 2:15 p.m. | C. Orr- Assistant 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 | 4/17/2018 | # of participants = 91 | C. Orr |
| Held a *faculty* vote on the new SPBP  (for SY 2018/19) | 4/24/2018 | % approved = 98% | C. Orr |
| Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community) | 4/25/2018 | # of participants = 12 | C. Orr |

**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:  8/8/2018 | 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. | C. Orr |
| Present the 2018/19SPBP to stakeholders (parents and community) | Prior to Oct 1st, 2018  9/18/2018 |
| Present behavior data to staff  *Quarterly: minimum of 4 each year* | 1. 9/6/2018 | 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. | C. Orr |
| 2. 1/7/2019 |
| 3. 4/11/2019 |
| 4. 6/3/2019 |

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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 | 6. Disobedience |
| 2. Unruly Play | 7. Assault |
| 3. Inappropriate Use of Technology | 8. Physical Attack |
| 4. Weapons | 9. Fight Minor |
| 5. Unsubstantiated Bullying | 10. N/A |

**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 Organized |
| 2. Be Wise |
| 3. Be a Leader |
| 4. Be Safe |
| 5. Be Kind |

**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 | 8/16/2018 | 8:30 am-9:00am | |
| January | 1/8/2019 | 8:30-9:00 a.m. | |
| 4th Quarter | 4/1/2019 | 8:30-9:00 a.m. | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | Classroom teachers |
| Where will the lesson plan instruction occur? | | | In the students’ homeroom class |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Camille Orr (Assistant Principal) |

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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. Classroom | 17 |
| 2. Playground | 5 |
| 3. School Grounds | 3 |

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

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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.*** | | |
| Classroom | Playground | School Grounds |
| **Rules** | **Rules** | **Rules** |
| Be Organized | All school supplies are in their designated areas. | Stay in your assigned recess area | Respect myself, classmates, and adults |
| Be Wise | Follow adult directions the first time given. | Wait for your turn. | Walk at all times |
| Be a Leader | Work appropriately with others | Play appropriately with others. | Line up quickly, quietly, and safely |
| Be Safe | Use equipment and materials appropriately | Use recess equipment appropriately | We tell an adult if we are hurt. |
| Be Kind | Keep hands and feet to yourself | We put our garbage in the garbage can. | We will help each other. |

**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 | 8/16/2018 | 8:30 – 9:00 a.m. | |
| January | 1/8/2019 | 8:30 – 9:00 a.m. | |
| 4th Quarter | 4/1/2019 | 8:30 – 9:00 a.m. | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | Classroom Teachers |
| Where will the lesson plan instruction occur? | | | In the students’ homeroom class |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Camille Orr, Assistant Principal |

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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: **Location: Classroom**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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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: Number of office discipline referrals from the classroom**    **Problem Identification: After Winter Break total 3Q referrals equaled 9** |
| **2**. **Problem Analysis:** Why do you think this problem is occurring?  What is your goal? *(use a SMART goal statement with numerical data)* | **Hypothesis: After the winter break students are horse playing, they are not following the classroom expectations, and need reminders about classroom rules**  **Goal Statement:** By the end of the 3rd quarter, office discipline referrals from the classroom will decrease from 9 to less than 5 (by 50%). |
| **3. Intervention Design:**  Describehow you will implement a positive reward program to decrease this problem. | **Type of System:** *Click here to choose a type* **Ticket Reward System**  **Description of System:** *(3-4 sentences) Students will receive white OWLS tickets for following classroom rules and school-wide expectations. A box for each grade level will be placed in the cafeteria for students to place tickets in. Every Friday, 2 names will be picked from the box from each grade level. These students will go to the Media Center to claim reward from the school store.* |
| **4. Evaluation:**  A. Implementation fidelity | 1. How do you monitor the fidelity (consistency and effectiveness) of the **staff’s** implementation of the reward program? *(2-3 sentences) The number of white OWLS tickets will be counted each week to ensure that ALL teachers including Special and ESE Special Program teachers are giving out white OWLS tickets.* |
| B. Student outcome monitoring | 1. How will you know if the reward program is positively impacting **students**? What measurable data will you use to determine “success”? *(2-3 sentences)Student referral data in BASIS will be monitored monthly to determine effectiveness of the reward program.* |

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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 | Answering a question without being asked |
| 2. Inappropriate Language | Using a profane word in a sentence that is not directed at anyone, using unkind words |
| 3. Physical Contact | Accidental contact, horse playing |
| 4. Arguing | Aggressive discourse between two or more children |
| 5. Not following directions | Not responding or complying with an adult directive |
| 6. Talking back | Verbally disrespecting the an adult |

**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 X Hierarchy |
| 1ST Time: Reteach appropriate behavior | |
| 2nd Time: Verbal redirection | |
| 3rd Time: Model appropriate behavior | |
| 4th Time: Reflection time | |
| 5th Time: Parent contact | |

**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 | Not following directions, talking back, rolling eyes |
| 2. Disruptive/Unruly Play | Crying when asked to stop a behavior or complete a task, throwing classroom items |
| 3. Defiance of authority | Not complying with adult directives, resistance to authority, open disregard to adults |
| 4. Inappropriate use of technology | Accessing inappropriate content on line, pulling off keys |
| 5. Fighting | Physical altercation |
| 6. Repetitive staff managed  misbehaviors | More than misbehaviors inwarrants an office referral.  minutes  30  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.

**Maplewood Elementary School**

**Discipline Flow Chart**

Intervention 2

**Verbal** redirection

**Consistently Teach and Re-Teach Tier 1 Rules and Expectation**

Intervention

**Parent Contact**

**TIPS for a great day (Social Emotional):**

* **Greet** all students when they enter class
* **Remind** all students of expectations to prevent behavior problems
* **Reinforce** students frequently for meeting expectations
* **Specific** Praise
* **Hold** student accountable consistently when they don’t meet expectation.
* Thank students for a great day

Step 3

Administration contacts parent

Referral entered into database

Step 4

Administration notifies staff of action taken.

Step 2

Staff submit referral by end of day

Admin. talk to student and assign consequence according to district policy

Step 1

* Notify office that students is coming or needs a pick-up.

Intervention 4

**ASK** student what Expectation they are not following.

Intervention 3

Student **Interview/Model** appropriate behavior

Intervention 1

**Reteach** appropriate behavior

Observe and Identify Behavior

Is the behavior Teacher or Administration managed?

**Teacher/Staff Managed**

* Calling Out
* Inappropriate Language
* Physical Contact
* Arguing
* Not following directions
* Talking back
* Non-Compliance

**Administration Managed**

* Disobedience/Insubordination
* Disruptive/Unruly Play
* Defiance of authority
* Inappropriate use of technology
* Fighting
* Repetitive staff managed

misbehaviors

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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)* | XCHAMPs\*-Is supported at Maplewood.  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 X 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 |
| X Marzano’s Domain 1, Design Questions 5, 6, 7, 8, 9 |
| Fidelity of staff classroom management implementation is not monitored to determine training needs this year *(you will need to adopt a tool and plan next year)* |
| Other *(specify):* |
| Explain how this data is collected and analyzed by your school leadership team as a **universal screening** *across teachers* to determine the need for classroom management training: |
| Fidelity of Implementation Plan: *(3-4 sentences)* **The Assistant Principal C. Orr will conduct weekly classroom walkthroughs. Feedback will be given to teachers within a day of the walkthrough. Data will be analyzed monthly by the leadership team. If a teacher receives a Not Using, Beginning, or Developing, training will be provided to that teacher and additional walkthroughs and feedback will be conducted each week after the training to ensure implementation at the Applying and beyond levels.** |

**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**: | 17 |
| Total number of **school-wide** discipline referrals: | 16 |
| % of referrals in the classroom: | 52% |
| Do more than 40% of your referrals come from the classroom? | x 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: | 770 |  |  | |
| # Referrals |  | **% of Total Population** | Core Effectiveness | |
| 0 - 1 referral | 32 | 99% | Are your 0 – 1 referrals > 80%? | * Yes No |
| 2 - 5 referrals  (at risk students) | 6 | 1% | Are your 2 - 5 referrals <15%? | * Yes No |
| > 5 referrals  (high risk students) | 0 | 0% | Are your >5 referrals <5%? | * Yes No |

**8B. Core Effectiveness Plan:**

|  |  |
| --- | --- |
| If all 3 are “**Yes**”, your core is effective. Is your core behavior curriculum effective? | * Yes No |
| Answer **either** (a) or (b):  (a) If you answered “**Yes**”, although your core is effective, what plan does your school leadership team implement for early identification of at risk and high risk students?  (b) If you answered “**NO”**, indicate the supports and interventions your school leadership team will implement at the beginning of the next school year to improve core strength: | |
| Core Effectiveness Plan: *(3-4 sentences) At the beginning of the school year, Mrs. Orr (A.Principal) will review and collect data on continuing and new students who have a history of discipline concerns. She will collect monthly data on these students and provide appropriate supports if warranted for student success.* | |

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

(a) Complete the yellow highlighted cells first.

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Subgroups | (PctPop - Green)  % **of students** | (PctRef - Blue)  **% of referrals** | Difference in referral composition | Positive value suggests disproportionality  (Is the value positive?) |
| Black | 34 | 36 | 2 | XYes No |
| Hispanic/Latin | 32 | 32 | 0 | Yes NoX |
| White | 32 | 30 | -2 | Yes NoX |

**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 XNo |
| Answer **either** (a) or (b):  (a) If you answered “**Yes**”, although your data indicates equity, what plan does your school leadership team implement for early identification of any disproportionality issues  (b) If you answered “**No**”, indicate the support plan and interventions your school leadership team will implement at the beginning of next year to improve sub group disproportionality | |
| Disproportionality Plan: *(3-4 sentences)* **Our data indicates disproportionality for the following subgroup: Black students. To address this, SPBP team will coordinate school wide staff trainings with our equity liaison that focus on fostering high expectations for all children in the classroom, building positive parent relations, increasing parental involvement at the school and in the classroom, building a positive, caring teacher and student relationship and providing a structured classroom environment that follows the CHAMPs tenets. The assistant principal will also monitor student data weekly and provide feedback to both teachers.** | |

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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** | C. Orr Assistant Principal \*completed\* |
| **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** | **C. Orr Assistant Principal**  **\*completed\*** |
| **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?”*

|  |  |  |  |
| --- | --- | --- | --- |
| **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 month, !00% of hallways, cafeteria, and classrooms will have a minimum of 2 posters of expectations and rules posted. | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | C. Orr Assistant Principal will analyze and share graphic of data in faculty meeting |
| **Behavior lesson plans** are being taught as written and when indicated | By the end of each quarter, 100% of all classroom and special teachers will have taught the behavior specific lesson plan for that quarter as evidenced by classroom walkthroughs and lesson plan review. | C. Orr Assistant Principal will analyze and share graphic of data in faculty meeting |
| **Discipline consequences**  and **flow chart** are being used by all staff as written | By the end of each month, 100% of all staff will utilize the discipline consequences and flow chart as evidenced by review of referral data. | C. Orr Assistant Principal will analyze and share graphic of data in faculty meeting |
| A **reward system** is being implemented for *all* students | By the end of each month, 100% of teachers will implement a reward system for all students as evidenced by classroom posters outlining the criteria for the reward system. | C. Orr Assistant Principal will analyze and share graphic of data in faculty meeting |

**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, there will be a 5% decrease in the number of unruly/disruptive behavior referrals | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | C. Orr Assistant Principal will analyze monthly referral data and present at faculty meeting |
| See critical element 4A  • **Top 3 event locations** data | By the end of each quarter, there will be a 5% decrease in the number of classroom referrals | C. Orr Assistant Principal will analyze monthly referral data and present at faculty meeting |
| See critical element 8  • **Core effectiveness** data | **By the end of the 2nd quarter, core effectiveness will increase from 99% to 100%.** | C. Orr Assistant Principal will analyze monthly referral data and present at faculty meeting |
| See critical element 7A  • **Grade Level/Classroom referrals** data | By the end of the 2nd quarter, the percentage of referrals from the classroom will decrease from 52% to 40%. | C. Orr Assistant Principal will analyze monthly referral data and present at faculty meeting |