

**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:** | Davie Elementary |
| **School Number:** | 2801 |
| **SPBP Contact Name:** | Dawn Graber |
| **Direct Phone Number:** | 754-323-5408 |

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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?** |
| Dawn Graber | Intern Principal | Administration |
| Dawn Graber | SPBP Point of Contact | Administration |
| Eunice Diaz | Parent/Community Representation | SAF Chair |
| Cathy Cancellare | BTU Representative | Teachers |
| Kristin Hinsz | Teacher | Kindergarten |
| Joelle Jeter | Teacher | 1st Grade |
| Heidi Wolfson | Teacher | 2nd Grade |
| Jennifer Godbey | Teacher | 3rd Grade |
| Michele McClelland | Teacher | 4th Grade |
| Cynthia Hamby | Teacher | 5th Grade |
| Michelle Griffiths | Support Staff | Support Staff |
| Kim Freeman | Educational Support Personnel Lead | Education Support Personnel |
| Grettel Guerra | Teacher | Specials |

**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 | 11am (Planning Day) | Dawn Graber, Intern 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) |
| 11/6/2018 | 11am (Planning Day) | Dawn Graber, Intern Principal |
| 1/10/2019 | 2:20pm | Dawn Graber, Intern Principal |
| 4/8/2019 | 2:20pm | Dawn Graber, Intern 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 | April 24, 2018 | # of participants = 46 | Michelle Griffiths |
| Held a *faculty* vote on the new SPBP  (for SY 2018/19) | April 27, 2018 | % approved =96 | Michelle Griffiths |
| Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community) | April 19, 2018 and  May 17, 2018 | # of participants = 19 | Michelle Griffiths |

**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:  8/10/2018 | 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. | Dawn Graber |
| 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. 9/25/2018 | 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. | Dawn Graber |
| 2. 1/15/2019 |
| 3. 3/5/2019 |
| 4. 4/23/2019 |

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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 | 6. Weapons – Class B (Possession) |
| 2. Disruptive/Unruly Play | 7. Other Serious Incident |
| 3. Fight – Minor Altercation | 8. Insulting/Profane/Obscene Language |
| 4. Disruption on Campus (Minor) | 9. Falsification/Misrepresentation |
| 5. Disobedience/Insubordination | 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. Demonstrate Self-Control |
| 1. Always Be Kind |
| 1. Volunteer to Help Others |
| 1. Intelligent Choices Are to Be Made |
| 1. Expect the Best |

**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 | 8/15/18 through 8/29/18 | First thing in the morning, during hallway/cafeteria/specials transitions, and in specials periods. | |
| January | 1/8/19 through 1/11/19 | First thing in the morning, during hallway/cafeteria/specials transitions, and in specials periods. | |
| 4th Quarter | 4/1/19 through 4/5/19 | First thing in the morning, during hallway/cafeteria/specials transitions, and in specials periods. | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | All teachers |
| Where will the lesson plan instruction occur? | | | The lesson plan instruction will take place in the classroom and in the Specials areas: Music Room, Science Room, Pinderosa, PE Portable and Media Center |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Michelle Griffiths |

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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. Cafeteria | 16 |
| 1. Hallway | 16 |
| 1. Playground | 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**.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Expectations and Rules Matrix** | | | | |
| **School-wide EXPECTATIONS** | *Copy and paste expectations from* ***3C****.* | **IDENTIFIED LOCATIONS**  *Copy and paste locations from* ***4A.*** | | |
| Cafeteria | Hallway | Playground |
| **Rules** | **Rules** | **Rules** |
| Demonstrate Self Control | Raise your hand if you need help. | Keep your hands and feet to yourself. | Use the playground and equipment appropriately. |
| Always Be Kind | Keep your voices low when talking with friends. | Walk quietly to and from your classroom (Mustang March). | Clean up and line up the first time the teacher calls. |
| Volunteer to Help Others | Keep your area clean for the next class. | Always walk with two buddies. | Play fair, take turns, and invite others to join. |
| Intelligent Choices Are to Be Made | Keep your hands and your feet to yourself. | Stay on the right side of the hallway, 2 squares away from the wall. | Stay in your assigned area within sight of your teacher. |
| Expect the Best | Enter the CAFÉ quietly with your class. | Walk with eyes forward, feet in the second square, following right behind the person in front of you. | Take care of the school playground and equipment. |

**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 | 8/15/18 through 8/29/18 | First thing in the morning, during hallway/cafeteria/specials transitions, and in specials periods. | |
| January | 1/8/19 through 1/11/19 | First thing in the morning, during hallway/cafeteria/specials transitions, and in specials periods. | |
| 4th Quarter | 4/1/19 through 4/5/19 | First thing in the morning, during hallway/cafeteria/specials transitions, and in specials periods. | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | All teachers |
| Where will the lesson plan instruction occur? | | | The lesson plan instruction will take place in the classroom and in the Specials areas: Music Room, Science Room, Pinderosa, PE Portable and Media Center. |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Michelle Griffiths |

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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

|  |  |
| --- | --- |
| **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:** Sixteen discipline incidents were documented in the cafeteria during the 2017-2018 school year    **Problem Identification:** BASIS data indicate incidents documented were a result of students exhibiting unruly and disruptive behavior in the cafeteria. |
| **2**. **Problem Analysis:** Why do you think this problem is occurring?  What is your goal? *(use a SMART goal statement with numerical data)* | **Hypothesis:** We need a consistent rewards and consequence system in place in the cafeteria to reinforce behavior expectations.  **Goal Statement:** By the end of the 2018-2019 school year, referral incidents in the cafeteria will be reduced by 10% as documented in BASIS. |
| **3. Intervention Design:**  Describehow you will implement a positive reward program to decrease this problem. | **Type of System: Point system**  **Description of System:** At each cafeteria table, classes will have their behavior monitored using a class Clip-It-Up chart that correlates with the same chart used in the classroom as part of our PBIS. The class behavior will be monitored on the chart by the cafeteria staff. At the end of each lunch, points will be awarded based on the behavior of the class. Points will be tracked and awards will be distributed for top performing classes on a periodic basis. When a class receives a negative score, the classroom teacher will be expected to review the cafeteria rules and expectations with the whole class. |
| **4. Evaluation:**  A. Implementation fidelity | 1. How do you monitor the fidelity (consistency and effectiveness) of the **staff’s** implementation of the reward program?   *A daily log will be kept for cafeteria staff to report the points earned by each class. Cafeteria visits by administration and regular meetings with cafeteria staff will also be scheduled to monitor the implementation of the reward system.* |
| 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”?   *If the reward program is positively impacting students, there will be a decrease in the number of referrals given in the cafeteria. This will be a result of students following the cafeteria rules and expectations as evidenced by the points each class earns using the reward system.* |

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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. Talking | Talking without permission |
| 1. Off Task | Unfocused |
| 1. Disruptive | Not keeping hands, body, or objects to themselves causing no harm |
| 1. Playful Behavior | Horse play |
| 1. Inappropriate Language | Using words that are not acceptable at school by NOT directed at the teacher |
| 1. Pushing | Putting your hands on another student with the intent to move them |

**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.

|  |  |
| --- | --- |
| Is this a menu or hierarchy system? | Menu Hierarchy |
| Verbal Warning | |
| Think About It – Reflection/Student Conference | |
| Parent Contact | |
| Parent Conference | |
| Behavior Plan | |

**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 instructions given by an adult/Not following clearly communicated rules and procedures |
| 2. Disruptive/Unruly Play | Repetitive playful behavior that disrupts the learning environment; inappropriate verbal or body language |
| 3. Defiance of Authority - Habitual | Intentionally and openly refusing to follow directions and acting in a defiant manner against an adult’s directive |
| 4. Fight – Minor Altercation | Aggressive behavior, physical or verbal, towards another student |
| 5. Disruption on Campus (Minor) | Outburst that causes a disruption or disturbance to the learning environment (classroom, hallway, cafeteria, or specials) |
| 6. Repetitive staff managed  Misbehaviors | More than misbehaviors inwarrants an office referral.  hour  one  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.

**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

Implement an initial consequence from **6B**

Is behavior Office Managed?

*(if unsure, check below)*

|  |  |
| --- | --- |
| List Staff Managed  Misbehaviors from **6A** | List Office Managed  Misbehaviors from **6C** |
| 1. Talking 2. Off-task 3. Disruptive 4. Playful behavior 5. Inappropriate language 6. Pushing | 1. Disobedience/ 2. Insubordination 3. Disruptive/Unruly Play 4. Defiance of Authority – habitual 5. Fight – Minor Altercation 6. Disruption on Campus (minor) 7. Repetitive Staff Managed Misbehaviors |

Enter referral in BASIS and call to notify parent.

Behavior is corrected.

Behavior is not corrected.

Has behavior continued more than 3 times in one hour?

Yes. Create referral for office managed misbehavior and follow flow chart.

No. Implement additional consequences following hierarchy in 6B.

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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: *During data chats, teachers are expected to provide data regarding their classroom management implementation and discuss any behavior concerns with administration and the RtI team. Ongoing classroom observations and walkthroughs provide additional data to administrators regarding the need for additional training.* |

**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**: | 5 |
| Total number of **school-wide** discipline referrals: | 12 |
| % of referrals in the classroom: | 41% |
| 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: | 776 |  |  | |
| # Referrals | 12 | **% of Total Population** | Core Effectiveness | |
| 0 - 1 referral | 10 | 100% | Are your 0 – 1 referrals > 80%? | Yes No |
| 2 - 5 referrals  (at risk students) | 1 | 0% | 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: *We will continue with our support plan to assist At Risk students at the beginning of the next school year by bringing in wrap around services for students that exhibit the need as we deliver the lesson plans within our SPBP.* | |

**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 | 64% | 58% | 6% | Yes No |
| Hispanic/Latin | 9% | 17% | -8% | Yes No |
| White | 18% | 17% | 1% | 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:  *We will continue with our support plan to assist At Risk students at the beginning of the next school year by bringing in wrap around services for students that exhibit the need as we deliver the lesson plans within our SPBP. In addition, we will follow the 2018-2019 Equity Plan to reduce racial disproportionality in the percentage of referrals issued compared to the racial composition percentages of our population.* | |

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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**

|  |  |  |
| --- | --- | --- |
| **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** | **Dawn Graber, Assistant Principal** |
| **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** | **Dawn Graber, Assistant Principal** |
| **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 | **Dawn Graber, Assistant Principal** |
| **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 | **Dawn Graber, Assistant Principal** |
| **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 | **Dawn Graber, Assistant Principal** |
| **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 | **Dawn Graber, Assistant Principal** |
| **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. | **Dawn Graber, Assistant Principal** |
| **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> | **Dawn Graber, Assistant Principal** |
| **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. | **Dawn Graber, Assistant Principal** |
| **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 | **Dawn Graber, Assistant Principal** |
| **April** | Submit your SPBP in OSPA by April 30th every year | **Dawn Graber, Assistant Principal** |

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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 **measurable** 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 | Expectations and rules posters will be posted in each classroom and common area by the first day of the 2018-2019 school year. | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | Dawn Graber |
| **Behavior lesson plans** are being taught as written and when indicated | Classroom walkthroughs will be conducted during the dates specified in section 2B of the plan to observe behavior lesson plans being taught. | Dawn Graber |
| **Discipline consequences** and **flow chart** are being used by all staff as written | Monthly SPBP meetings will be held to review discipline data and monitor the implementation of discipline consequences. | Dawn Graber |
| A **reward system** is being implemented for *all* students | Classroom observations will be used to monitor the implementation of the Clip-It-Up chart and student rewards. Administration and guidance will reinforce rewards based on data. | Dawn Graber |

**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 | There will be a 10% reduction in the number of behavior incidents classified as unruly and disruptive behavior. | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | Dawn Graber |
| See critical element 4A  • **Top 3 event locations** data | There will be a 10% reduction in the number of referrals given in the cafeteria. | Dawn Graber |
| See critical element 8  • **Core effectiveness** data | As evidenced by data in BASIS, our core will continue to be effective in the 2018-2019 school year as a result of providing wrap around services for our students that exhibit the need. | Dawn Graber |
| See critical element 7A  • **Grade Level/Classroom referrals** data | As a result of our Tier 1 classroom management system, less than 40% of referrals will come from the classroom in 2018-2019. | Dawn Graber |