

**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:** | Sea Castle Elementary School |
| **School Number:** | 2871 |
| **SPBP Contact Name:** | Leila Lopez |
| **Direct Phone Number:** | 754-323-7250 |

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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?** |
| Rick Rodriguez | Principal | Administration |
| Denise Lizano | Assistant Principal | Administration |
| Leila Lopez | SPBP Point of Contact | Guidance Counselor |
| Deleta Brewely | Parent/Community Representation | SAC |
| Lilianna Ruido | BTU Representative | Instructional Staff |
| Nuria Suarez | Curriculum Specialist | Instructional Staff |
| Michelle Lyman | Teacher | Instructional Staff |
| Denise Almonte | Teacher | Instructional Staff |
| Noel Markowitz | Teacher | Instructional Staff |
| Abbe Lipton | Teacher | Instructional Staff |
| Angela Gilmore | Teacher | Instructional Staff |
| Stephanie Reyes | Teacher | Instructional Staff |
| Amrita Sookhansingh | Instructional Coach | Instructional Staff |
| Maria Henao | Autism Coach | Instructional Staff |

**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:** |
| 8/9/2018 | 9:00 a.m. | Leila Lopez | 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) |
| 10/18/2018 | 9:00 a.m. | Leila Lopez |
| 1/7/2019 | 9:00 a.m. | Leila Lopez |
| 3/1/2019 | 9:00 a.m. | Leila Lopez |

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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 | 4/1/2018 | # of participants = 62 | Leila Lopez |
| Held a *faculty* vote on the new SPBP  (for SY 2018/19) | 4/1/2018 | % approved = 95 | Leila Lopez |
| Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community) | 4/11/2018 | # of participants = 12 | Leila Lopez |

**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. | Leila Lopez |
| Present the 2018/19SPBP to stakeholders (parents and community) | Prior to Oct 1st, 2018  9/12/2018 |
| Present behavior data to staff  *Quarterly: minimum of 4 each year* | 1. 9/17/2018 | 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. | Leila Lopez |
| 2. 11/19/2018 |
| 3. 1/142019 |
| 4. 4/1/2019 |

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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. Battery |
| 2. Fight Minor Altercations | 7. Insulting/Profane/Obscene Language |
| 3. Disobedience/insubordination | 8. Assault/Threat (non-criminal) |
| 4. Assault/Threat (medium) | 9. Profanity to Staff Member |
| 5. Out of Assigned Area Disruptive and unruly play | 10. Use of Prohibited Items |

**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 respectful to yourself and others |
| 2. Use good manners in all areas |
| 3. Show responsibility |
| 4. |
| 5. |

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

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

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| --- | --- | --- | --- |
| **When will school-wide expectations lesson plans be taught?** | | | |
|  | Date(s) | Time: | |
| August | August 15, 2018 | 9:00 a.m. | |
| January | January 14, 2019 | 9:00 a.m. | |
| 4th Quarter | April 1, 2019 | 9:00 a.m. | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | Classroom Teachers |
| Where will the lesson plan instruction occur? | | | In the Classrooms |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Leila Lopez |

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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 | 14 |
| 2. School Grounds | 10 |
| 3. Hallway | 4 |

**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.*** | | |
| Click here to enter Location #1 | Click here to enter Location #2 | Click here to enter Location #3 |
| **Rules** | **Rules** | **Rules** |
| Expectation #1:  Be Respectful to yourself and others. | Stay in a single file line while walking in hallways. Keep hands and feet to self. | Wait your turn in the cafeteria line. | Use a quiet voice on the bus. Listen to the bus driver and obey bus rules. |
| Expectation #2:  Use good manners in all areas of school. | Speak politely and courteously at all times. | Walk slowly in the cafeteria. Raise your hand for permission to get up. | Enter and exit the bus in an orderly manner. |
| Expectation #3:  Show Responsibility | Keep your hands and feet to self at all times | Keep your own food items on your tray. Pick up trash in your area. | Remain seated during the bus ride to and from school |

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

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

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

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| --- | --- | --- | --- |
| **When will location-specific rules lesson plans be taught?** | | | |
|  | Date(s) | Time: | |
| August | August 15, 2018 | 9:00 a.m. | |
| January | January 14, 2019 | 9:00 a.m. | |
| 4th Quarter | April 1, 2019 | 9:00 a.m. | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | Classroom teachers |
| Where will the lesson plan instruction occur? | | | In the classroom |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Leila Lopez |

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

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

Expectation or Location: **Cafeteria\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **4 Step Problem Solving Process** | **Plan** |
| **1. Problem Identification:** Use your behavior data to identify a school-wide problem.  What problem did you identify? *(use numerical data)* | **Data used:**  Basis Behavior Dashboard  **Problem Identification:**  The Behavior Dashboard indicates that 14 of our incidents occur 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:**  Students need to be aware of appropriate behaviors and rules while in the cafeteria.  **Goal Statement:** Each class must earn 80% or higher to attend the Golden Spatula Reward Celebration |
| **3. Intervention Design:**  Describehow you will implement a positive reward program to decrease this problem. | **Type of System: Rewards**  **Description of System:**  Each location will have a point system attached to the school wide expectation. The students as a class will receive points in each area.  Cafeteria—Cafeteria monitors |
| **4. Evaluation:**  A. Implementation fidelity | Cafeteria - Cafeteria monitors will be tasked with monitoring students each day and providing teachers with feedback on a daily basis based on the point system. |
| B. Student outcome monitoring | Each class that meets the school-wide goal will be invited to the celebration. The Assistant Principal will be responsible for organizing the event. |

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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 during instructional time. | Student is off task and is distracting other students from learning and needs redirection three times in a 2 hour block. |
| **2.**Talking disrespectfully to the teacher. | Student is arguing and talking back to the teacher when being given directions or being reprimanded two times in a day. |
| **3.** Disruptive behavior in the hallway | Student is not using his/her time with academic practice (read a book, use the laptop to work on iReady, study for a test.) while waiting in the hallway two times in the week. |
| **4.** Not completing assignments. | Student is not producing academic work to show progress in the classroom. two times a week. |
| **5.** Does not follow cafeteria rules. | Student is losing 1 point three times a week due to cafeteria behavior. |
| **6.** Does not cooperate in group work. | Student is not completing assigned role in the group assignment—two times in the week. |

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

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| --- | --- |
| Is this a menu or hierarchy system? |  Menu Hierarchy |
| Student conference | |
| Parent conference | |
| Seat change | |
| Time out in another classroom (15min) | |
| 20 min loss of privilege in the classroom (free time, no centers, no games, no computer time) | |

**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 | More than 3 repeated attempts in 1 class sitting (30 minutes) to have student follow a given directive or follow a school/class rule in which the student repeatedly and outwardly refuses the request of the teacher/staff member and/or refuses to do what is normally expected to be done by all students. |
| 2. Disruptive/Unruly Play | Student disrupting the learning environment by consistent and/or repeated behaviors that require the teacher to stop teaching or to adjust the learning environment in some way to assist in stopping the action by the student.  This may include horse-playing, bumping into others on purpose, excessive talking during instruction that hinders that student's and others' learning, and other similar examples. |
| 3. Defiance of authority | Student refusal to comply with a directive given by a teacher or staff member coupled with some act of defiance such as verbal refusal or other action that indicated that their refusal is defiant in nature or has every intention to be with the purpose of defying the person's authority.  This may be occurring more than 3 times on more than 1 day. |
| 4. Disruption on Campus | A disruption that occurs on any area of the campus, such as the classroom, that does not disrupt the whole campus.  Some examples may include causing a scene in an area of the school such as the classroom or cafeteria in which disobedient or insubordinate conduct is a part and may include other behaviors. |
| 5. Out of Assigned Area | Out of assigned area (such as classroom or cafeteria) without permission.  Example may include leaving a classroom without permission or leaving their assigned area without permission of the teacher or staff member in charge of the student. |
| 6. Repetitive staff managed  misbehaviors | More than misbehaviors inwarrants an office referral.  period  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**

**Staff observes misbehavior**

**in the classroom or on campus**

Is the behavior considered office managed?

Is the behavior a crisis?

Is the behavior a referral?

Implement minor consequence(s)

Write a referral and follow the Discipline Matrix and contact parent.

Is the behavior considered staff managed?

Refer to RtI

Implement moderate consequences

Is the behavior moderate?

Follow crisis protocol

Reinforce/

reward student

Implement minor consequence(s)

Behavior is corrected

One of the five Consequences is given

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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: *(3-4 sentences)* |

**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**: | 70 |
| Total number of **school-wide** discipline referrals: | 133 |
| % of referrals in the classroom: | 53% |
| 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: | 800 |  |  | |
| # Referrals |  | **% of Total Population** | Core Effectiveness | |
| 0 - 1 referral | 98.31 | 12.28 | Are your 0 – 1 referrals > 80%? |  Yes No |
| 2 - 5 referrals  (at risk students) | 1.12 | .14 | Are your 2 - 5 referrals <15%? |  Yes No |
| > 5 referrals  (high risk students) | .56 | .07 | 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?  **Establish and implement a school wide discipline plan and classroom discipline plan.**  (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)*  Behavioral instruction is provided to all students in settings and consists of teaching school-wide expectations, rules and procedures. Primary intervention occurs in the school classroom setting and a school-wide system is in place to support students who need interventions. | |

**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 | 90 | 96 | -6 | Yes No |
| Hispanic/Latin | 8 | 3 | 5 | Yes No |
| White | 2 | 1 | 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.

|  |  |
| --- | --- |
| 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. **Teachers will implement SWPBP with fidelity and use strategies to detect early implementation of interventions for particular students.** | |
| Disproportionality Plan: The SWPBP team will: clarify what behaviors should be classroom vs. office managed. Consequences will be in place other than sending students to the office and The team will decide to improve implementation in these areas with potential positive effects for disproportionality. | |

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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** | **x This Action Plan has been saved to use *next year* during quarterly meetings** | **Leila Lopez, Guidance Counselor** |
| **Current** | **x 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** | **Leila Lopez, Guidance Counselor** |
| **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 | The number of students receiving quarterly rewards increases with each quarter. | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | Classroom teachers |
| **Behavior lesson plans** are being taught as written and when indicated | 100% of teachers have documented lesson plans and submit a class project quarterly. | Classroom teachers |
| **Discipline consequences**  and **flow chart** are being used by all staff as written | Classroom behavior will be charted on a weekly basis. | Administration |
| A **reward system** is being implemented for *all* students | 100% of teachers have documented lesson plans and submit a class project quarterly. | Administration |

**10B.** How will you determine whether the SPBP is successful in positively impacting **students?**

*“If staff are implementing the SPBP consistently and effectively, did it positively impact* ***the students****? How do you know?”*

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Outcome Monitoring Plan** | | | |
| Student Outcome Data | Create an **observable** and **measureable** SMART goal to determine “successful”  **student outcomes** | When will data be collected, analyzed & presented? | Person responsible to collect and analyze data |
| See critical element 3A  • Type of **behavior incidents** data | The number of behavior incidents will decrease by 10% quarterly. | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | Administration |
| See critical element 4A  • **Top 3 event locations** data | The number of behavior incidents will decrease by 2 in each location. | Administration |
| See critical element 8  • **Core effectiveness** data | Continue to have an effective core. | Administration |
| See critical element 7A  • **Grade Level/Classroom referrals** data | The number of classroom incidents will decrease by 10% quarterly. | Administration |