

**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:** | Welleby Elementary School |
| **School Number:** | 2881 |
| **SPBP Contact Name:** | Marijo Batist/Shanine Barrow |
| **Direct Phone Number:** | 754-322-8850 |

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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.*

|  |  |  |
| --- | --- | --- |
| **Full Name** | **Position** | **Who or what grade level does this member represent?** |
| Anthony Favata | Assistant Principal | Administration |
| Marijo Batist | Math coach | SPBP Point of Contact |
| Furat Molaka | Parent/Community Representative | SAC |
| Jessika Pacheco | BTU Representative | BTU |
| Sandra Wilches | ESE Representative | RtI:B Team |
| Jeffrey Colarusso | Teacher | Kindergarten |
| Jan Kelly | Teacher | First Grade |
| Lindsey sabra | Teacher | Second Grade |
| Jessika Pacheco | Teacher | Third Grade |
| Kim Cunningham | Teacher | Fourth Grade |
| Lillianm Guilbee-Cruz | Teacher | Fifth Grade |
| Jason Godette | Teacher | Specials |

**1B**. Schedule and document your quarterly team meeting dates for *next* 2018/19 school year:

|  |  |  |  |
| --- | --- | --- | --- |
| **Meeting Date** | **Meeting Time** | **Name & title of person responsible to facilitate meeting** | **Content of meetings:** |
| 8/22/2018 | 1:00 PM | Marijo Batist/Shanine Barrow | 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) |
| 9/26/2018 | 1:00 PM | Marijo Batist/Shanine Barrow |
| 1/16/2019 | 1:00 PM | Marijo Batist/Shanine Barrow |
| 4/24/2019 | 1:00 PM | Marijo Batist/Shanine Barrow |
| **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:

|  |  |  |  |
| --- | --- | --- | --- |
| **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 | 4/18/2018 | Staff met to discuss the SPBP, and they were in agreement with the final plan. Survey data was shared with the staff at this meeting. A majority of the staff agreed that behavior rules/expectations needed to be taught repetitively over the first few weeks of school and then readdressed on a quarterly basis. They also agreed that surveys would be a good way to monitor if the teachers’ needs are being met with the current behavior plan or if modifications are needed. Critical Elements 3-7 were discussed in detail at this meeting. | Marijo Batist/Shanine Barrow |
| Held a *faculty* vote on the new SPBP  (for SY 2018/19) | 4/18/2018 | Presentation was made to parents and Community at the April School Advisory Council Meeting on 4/18/18. The community felt the plan was strong and would effectively address the safety of the students. They liked positive rewards that kids would be earning. | Marijo Batist/Shanine Barrow |
| Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community) | 4/25/2018 | % Approved: The SPBP was approved by 100% of the faculty on 4/18/2018. | Marijo Batist/Shanine Barrow |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **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. | Marijo Batist/Shanine Barrow |
| Present the 2018/19SPBP to stakeholders (parents and community) | Prior to Oct 1st, 2018  9/26/2018 |
| Present behavior data to staff  *Quarterly: minimum of 4 each year* | 1. 10/24/2018 | 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. | Marijo Batist/Shanine Barrow |
| 2. 12/19/2018 |
| 3. 2/13/2019 |
| 4. 4/24/2019 |

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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:

|  |  |
| --- | --- |
| **Top 10 Behavior Incidents**  *(put N/A in any blank spaces)* | |
| 1. Disobedience/Insubordination | 6. Being disrespectful |
| 1. Disruptive/Unruly Play | 7. Being disruptive |
| 1. Unruly/Disruptive Behavior | 8. Elopement, wandering room, not lining up with class |
| 1. Out of Assigned Area | 9. N/A |
| 1. Disruption on Campus (Minor) | 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 respectful to teachers/staff, yourself and others |
| 1. Be rigorous and engaged in lessons |
| 1. Be responsible and follow directions/stay in assigned areas |
| 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.*

|  |  |  |  |
| --- | --- | --- | --- |
| **When will school-wide expectations lesson plans be taught?** | | | |
|  | Date(s) | Time: | |
| August | 8/29/18 | 7:50 am – 8:20 am | |
| January | 1/23/19 | 7:50 am – 8:20 am | |
| 4th Quarter | 4/3/19 | 7:50 am – 8:20 am | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | Classroom Teachers, Admin |
| Where will the lesson plan instruction occur? | | | Classroom/Cafeteria |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Marijo Batist/Shanine Barrow |

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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”***

|  |  |
| --- | --- |
| **Top 3 Locations** | |
| School Location | # Incidents |
| 1.Classroom | 9 |
| 2.Hallway | 4 |
| 3.Cafeteria | 2 |

**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.*** | | |
| Classroom | Cafeteria | Hallway |
| **Rules** | **Rules** | **Rules** |
| Be respectful to teachers/staff, yourself and others | Respect other people’s space. Keep your hands and feet to yourself. No play fighting, wrestling, ball tag, dodge ball, or football.  Listen to and comply with teacher/staff instructions the first time. | Use level 2 voices and keep conversations positive  Listen to staff’s directions and be kind to everyone. | Keep a foot space between you and others; Walk quietly at all times.  Sit quietly (conversation level 0) while you wait in the mornings. |
| Be rigorous and engaged in lesson | Actively participate in lessons and comply with classroom behavior management system | Eat Properly | Stay focused on your purpose and read a book while waiting to enter your classroom. |
| Be responsible and follow directions/stay in assigned areas | Clean up mateirals properly and lining up quickly when first signaled to do so.  Tell an adult about safety issues. | Keep the cafeteria clean  Stay in seat at all times and wait to be dismissed by your teacher | Stay in assigned area in the mornings and at dismissal.  Hold the door for others, report unsafe behavior. |
| Click here to enter Expectation #4 | Click here to enter a Rule | Click here to enter a Rule | Click here to enter a Rule |
| Click here to enter Expectation #5 | Click here to enter a Rule | Click here to enter a Rule | Click here to enter a Rule |

**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 | 8/29/18 | 7:50 am – 8:20 am | |
| January | 1/23/19 | 7:50 am – 8:20 am | |
| 4th Quarter | 4/3/19 | 7:50 am – 8:20 am | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | Classroom Teachers, Admin |
| Where will the lesson plan instruction occur? | | | Classroom/Cafeteria |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Marijo Batist/Shanine Barrow |

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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 & Cafeteria Behavior Management Plan    **Problem Identification:** Inappropriate student behavior in 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:** The rules are not monitored and enforced to fidelity by supervising staff  **Goal Statement:** 100% of supervising staff in the cafeteria will actively monitor, enforce, and respond to all behavior infractions during their assigned period in the cafeteria. |
| **3. Intervention Design:**  Describehow you will implement a positive reward program to decrease this problem. | **Type of System:** Point system  **Description of System:** Red, yellow, and green cups will be used at each individual table for classes to earn points on a daily basis. Classes who earn a specified number of points each quarter will earn various rewards (ie: frozen pops, popcorn party, etc.) |
| **4. Evaluation:**  A. Implementation fidelity | 1. How do you monitor the fidelity (consistency and effectiveness) of the **staff’s** implementation of the reward program? Administration will periodically visit the Cafeteria at various times to ensure the supervising staff is actively monitoring, enforcing and responding to all behavior infractions as well as using the colored cup management system. Administration will meet periodically with supervising staff to ensure fidelity to cafeteria behavior management plan. |
| B. Student outcome monitoring | 1. How will you know if the reward program is positively impacting **students**? What measurable data will you use to determine “success”? The number of classes earning the reward each quarter will increase and the number of referrals will decrease. |

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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. Not raising hand/Yelling out | A student calls out an answer without being called more than 3 times in 1 day |
| 1. Out of seat | A student gets out of their seat without permissions more than 2 times in 1 day |
| 1. Not completing classwork | A student fails to complete classwork or to turn in homework more than 3 time in 1 week |
| 1. Talking/Off task/Disruptive | A student engages in conversations that are off task more than 3 times in 1 day |
| 1. Not completing homework | A student fails to turn in homework more than 2 times in 1 week |
| 1. Running in halls /Roaming the halls to play bother others | A student moves in public areas, such as hallways, inappropriately more than 1 time in 1 day |

**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 |
| * Loss of rewards | |
| * Change of seat | |
| * Parent Phone call | |
| * Teacher/Student Conference | |
| * Note home to parent via agenda | |
| * Written reflection on behavior and ways to change it next time | |
| * Sent to another classroom to cool down | |
| * Parent Teacher 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 | Talking back to teachers/staff more than 1 time in 1 day |
| 2. Disruptive/Unruly Play | Throwing materials within a classroom or cafeteria more than 1 time in 1 day. |
| 3. Defiance of authority | Deliberately ignoring teacher instructions more than 1 time in 1 day |
| 4. Disrespecting Classmates | Name calling, picking on, laughing at others more than 2 times in 1 day. |
| 5. Out of assigned area | Roaming in hallways, wandering around the classroom, leaving the classroom without permission more than 1 time in 1 day. |
| 6. Repetitive staff managed  misbehaviors | More than misbehaviors inwarrants an office referral.  one  day  3 |

**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** |
| * Not raising hand/Yelling out * Out of seat * Not completing classwork * Talking/Off task/Disruptive * Not completing homework * Running in halls /Roaming the halls to play bother others | * Disobedience/Insubordination * Disruptive/Unruly Play * Defiance of authority * Disrespecting Classmates * Out of assigned area |

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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

|  |
| --- |
| 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: By means of walk-throughs from Administration and leadership teams, the use and implementation of behavior management systems will be observed for consistency and effectiveness. Based on these walk-through observations/data, recommendations will be made for team leads to bring back to their teams. Continuous monitoring of behavior management systems will be compared to the number of behavioral infractions and referrals to measure effectiveness. |

**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**: | 9 |
| Total number of **school-wide** discipline referrals: | 21 |
| % of referrals in the classroom: | 43% |
| 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 | 21 | **% of Total Population** | Core Effectiveness | |
| 0 - 1 referral | 7 | 99% | Are your 0 – 1 referrals > 80%? | Yes No |
| 2 - 5 referrals  (at risk students) | 9 | .01% | Are your 2 - 5 referrals <15%? | Yes No |
| > 5 referrals  (high risk students) | 1 | .001% | 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: Welleby will implement a variety of strategies for any high-risk students. We will use individualized behavior plans, in alignment with RtI Behavior progress monitoring. We will also provide pull out groups and mentoring opportunities for these students. If one on one counseling is needed we will also provide that to the students. At any time outside resources are needed we will contact the social worker for further assistance. | |

**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 | 44% | 80% | 36% | Yes No |
| Hispanic/Latin | 34% | 17% | -17% | Yes No |
| White | 10% | 3% | -7% | 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 | |
| Disproportionality Plan: Data collection by teachers on academic performance is a clear indicator of behavioral success or struggles. When a student is lagging on assessments, the teacher, support staff, and administration will meet quickly to identify the potential issues at play (including behavioral issues). Tier 1 interventions will be entered into BASIS to begin the documentation process. Any other referrals necessary will also be entered (ie. attendance) | |

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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** | **Anthony Favata, 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** | **Marijo Batist, Math Coach; Douglas Satran, Classroom Techer** |
| **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 | Marijo Batist, Math Coach; ; Douglas Satran, Classroom Teacher; Anthony Favata, 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 | Marijo Batist, Math Coach; ; Douglas Satran, Classroom Teacher; Anthony Favata, 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 | Marijo Batist, Math Coach; ; Douglas Satran, Classroom Teacher; Anthony Favata, 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 | Marijo Batist, Math Coach; ; Douglas Satran, Classroom Teacher; Anthony Favata, 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. | Marijo Batist, Math Coach; ; Douglas Satran, Classroom Teacher; Anthony Favata, 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> | Marijo Batist, Math Coach; ; Douglas Satran, Classroom Teacher; Anthony Favata, 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. | Marijo Batist, Math Coach; ; Douglas Satran, Classroom Teacher; Anthony Favata, 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 | Marijo Batist, Math Coach; ; Douglas Satran, Classroom Teacher; Anthony Favata, Assistant Principal |
| **April** | Submit your SPBP in OSPA by April 30th every year | Marijo Batist, Math Coach; ; Douglas Satran, Classroom Teacher; Anthony Favata, 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?”*

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| **Fidelity of Implementation Monitoring Plan** | | | |
| Action Step | Create an **observable** and **measureable** SMART goal to determine “successful”  **staff implementation** of action step | When will data be collected, analyzed & presented? | Person responsible to collect and analyze data |
| School-wide **expectations** and location-specific **rules** are posted across campus | 100% of areas of concern have rule/expectations posted. | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | Principal/Assistant Principal |
| **Behavior lesson plans** are being taught as written and when indicated | 100% of teachers will have behavior plan in teacher log. | Principal/Assistant Principal |
| **Discipline consequences**  and **flow chart** are being used by all staff as written | 100% of staff are following the flow chart and disciplining/rewarding accordingly. | Principal/Assistant Principal |
| A **reward system** is being implemented for *all* students |

**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?”*

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| --- | --- | --- | --- |
| **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 | 85% of students will have 1 or less  incidents reported in DMS | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | Assistant Principal |
| See critical element 4A  • **Top 3 event locations** data | 85% of students will have 1 or less  incidents reported in DMS in the critical incident areas | Assistant Principal |
| See critical element 8  • **Core effectiveness** data | 85% of teachers will see a decline in student behavior incidents | Assistant Principal  Click here to enter name |
| See critical element 7A  • **Grade Level/Classroom referrals** data |