

**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%E2%86%92)*School-wide Positive Behavior Plan* for:

* **A NEW Brainshark for Principals. ACTION: Log in with your p # and watch the Brainshark before Jan 30th.**
* **A NEW 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:** | Riverglades Elementary |
| **School Number:** | 2891 |
| **SPBP Contact Name:**  | Bartow C. Duhart |
| **Direct Phone Number:**  | 754 322-8203 |

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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?** |
| B. Chris Duhart | Assistant Principal | Administration |
| Diane Jordan | SPBP Point of Contact | SAC |
| Cori Schwartzberg | Parent/Community Representation | SAF |
| Vasceil Dickens | Teacher | BTU Representative |
| Beth Barnard | Teacher | 5th |
| Connie Light | Teacher | 4th |
| Katrina Weber | Teacher | 3rd |
| Anna Taylor | Teacher | K |
| Sharyn Mason | Teacher | Specials |
| Michelle Martinez | Paraprofessional | Paraprofessionals |

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

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| **Meeting Date** | **Meeting Time** | **Name & title of person responsible to facilitate meeting** | **Content of meetings:** |
| 8/8/2018 | 10:00 | B. Chris Duhart | 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) |
| 10/2/2018 | 2:15 | B. Chris Duhart |
| 1/7/2019 | 10:00 | B. Chris Duhart |
| 4/1/2019 | 2:15 | B. Chris Duhart |

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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 | 4/10/2018 | # of participants =  | Diane Jordan |
| Held a *faculty* vote on the new SPBP (for SY 2018/19) | 4/17/2018 | % approved = | Diane Jordan |
| Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community) | 4/23/2018 | # of participants =  | Diane Jordan |

**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:Click here to enter a date. | 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. | Click here to enter NAME. |
| Present the 2018/19SPBP to stakeholders (parents and community) | Prior to Oct 1st, 2018Click here to enter a date. |
| Present behavior data to staff *Quarterly: minimum of 4 each year* | 1. Click here to enter a date. | 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 implementationThe 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. | Click here to enter NAME. |
| 2. Click here to enter a date. |
| 3. Click here to enter a date. |
| 4. Click here to enter a date. |

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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. N/A |
| 2. Disobedience/ Insubordination | 7. N/A |
| 3. Bus Violations | 8. N/A |
| 4. Unsubstantiated Bullying | 9. N/A |
| 5. N/A | 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. Give Put-ups: Use words, actions, and body language that honors others |
| 2. Trustworthiness: Act in a manner that makes one worthy of trust and confidence from others |
| 3. Truthfulness: Be honest about things and feelings with oneself and others |
| 4. Personal Best: Do your best given the circumstances and available resources |
| 5. Active Listening: Listen attentively and with the intention of understanding |

**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 | The week of August 15th | Teacher discretion  |
| January  | The week of January 8th | Teacher discretion |
| 4th Quarter | The week of April 1st | Teacher discretion |
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| Who will be responsible for teaching the lesson plans? | Classroom teachers |
| Where will the lesson plan instruction occur? | Classrooms |
| Who is responsible for retaining, organizing and distributing all lesson plans? | Diane Jordan |

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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. Classrooms | 7 |
| 2. Bus | 4 |
| 3. Cafeteria | 3 |

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

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| **Expectations and Rules Matrix** |
|  **School-wide EXPECTATIONS** | *Copy and paste expectations from* ***3C****.* | **IDENTIFIED LOCATIONS***Copy and paste locations from* ***4A.*** |
| Classrooms | Bus | Cafeteria |
| **Rules**  | **Rules**  | **Rules**  |
| Give Put-ups: Use words, actions, and body language that honors others | • Use the lifeskill of Caring• Use the lifeskill of Friendship• Use the lifeskill of Cooperation | • Use the lifeskill of Caring• Be kind to others• No put downs | • Be courteous to your table mates• Be kind to others• No put downs |
| Trustworthiness: Act in a manner that makes one worthy of trust and confidence from others | • Practice the lifeskill of Integrity | • Practice the lifeskill of Integrity• Walk quietly to the bus area• Use the lifeskill of Patience | • Report any problems in the restroom to the cafeteria monitors• Go back to your seat as soon as you are done |
| Truthfulness: Be honest about things and feelings with oneself and others | • Tell the truth at all times• Be honest about mistakes that you make | • Tell the truth at all times• Be honest about mistakes that you make | • Clean up the messes that you make at your table• Use to the restroom only if it is an emergency |
| Personal Best: Do your best given the circumstances and available resources | • Practice the lifeskill of Pride• Use the lifeskill of Effort• Use the lifeskill of Initiative• Use the lifeskill of Resourcefulness | Practice the lifeskill of Pride• Use the lifeskill of Effort• Use the lifeskill of Initiative• Use the lifeskill of Resourcefulness | • Sit quietly at the benches while waiting for your teacher  |
| Active Listening: Listen attentively and with the intention of understanding | • Use the lifeskill of Organization• Use the lifeskill of Patience• Use the lifeskill of Initiative• Use the lifeskill of Curiosity | • Follow all driver and attendant directions | •Follow the directions of the cafeteria monitors |

**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 | The week of August 15th | Teacher discretion  |
| January  | The week of January 8th | Teacher discretion |
| 4th Quarter | The week of April 1st | Teacher discretion |
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| Who will be responsible for teaching the lesson plans? | Classroom teachers |
| Where will the lesson plan instruction occur? | Classrooms |
| Who is responsible for retaining, organizing and distributing all lesson plans? | Diane Jordan |

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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: The number of discipline referrals from the area** **The Problem Identification:**The cafeteria, though improved from the previous year, remains a predominant source of referrals at the school. With 5 referrals to date from this location and the constant presence of students in the less structured environment of lunch, there exist a need for continued and expanded behavior controlling structures. |
| **2**. **Problem Analysis:** Why do you think this problem is occurring?What is your goal? *(use a SMART goal statement with numerical data)* | **Hypothesis: As one of the few school locations where students have reduced structure of social interaction, there is an increased need for individual student adherence self-regulation procedures in the cafeteria.****Goal Statement:** Students will reduce the number of discipline referrals by 3%, relative to school population, in the cafeteria through increased recognition of positive use lifeskills |
| **3. Intervention Design:**  Describehow you will implement a positive reward program to decrease this problem. | **Type of System: Token system** **Ticket system and school-wide recognition****Description of System:** *(3-4 sentences)*Students are given an opportunity to earn Golden Tickets for being caught displaying positive examples of one of the school’s 17 lifeskills. Once a student receives a golden ticket there will be two opportunities for school-wide recognition. The first will be a photo booth where the student will take a quick photo holding the lifeskill they best exemplified. The photo will be added to a rolling slideshow shown during lunch in the cafeteria, the golden tickets will then be placed in a container in the media center to make the student eligible for a morning announcement feature through a drawing. |
| **4. Evaluation:**A. Implementation fidelity | 1. How do you monitor the fidelity (consistency and effectiveness) of the **staff’s** implementation of the reward program? *(2-3 sentences)*

Staff implementation will be evident through the number of Golden Tickets collected as well as through monitoring of the daily updating of the student slideshow. |
| B. Student outcome monitoring | 1. How will you know if the reward program is positively impacting **students**? What measurable data will you use to determine “success”? *(2-3 sentences)*

Teacher Surveys will be given at the end of each quarter to determine stakeholder impressions of the effectiveness of the plan. The number of cafeteria referrals will also be monitored. |

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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. Unruly behavior** | Arguing with classmates |
| **2. Disruptive behavior** | Engaging in behavior that distracts attention from the educational process. (Talking during instruction) |
| **3. Instructional Apathy**  | Not doing work (class or home) |
| **4. Disruptive play** | Playing inappropriately or during inappropriate times |
| **5. Defiance**  | Refusal to follow direction or breaking classroom rules |
| **6. Dishonesty** | Engaging in behavior that demonstrates a lack of honor or ethics |

**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?  |  [x]  Menu [ ] Hierarchy |
| Consequence Menu for **Minor** Misbehaviors |
| **Verbal warning** |
| **Reflection time** |
| **Separation** |
| **Non-verbal warning** |
| **Modified assignment**  |
| Consequence Menu for **Moderate** Misbehaviors |
| **Relocation to another class** |
| **Lifeskill note: Signed by parent** |
| **Individual teacher management system** |
| **Letter of apology**  |
| **Parent phone call by child** |

**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 | Failure to obey a reasonable or repeated instruction or request from a member of the school staff. |
| 2. Disruptive/Unruly Behavior | Unruly behavior or insubordinate conduct that interferes with or disrupts the learning environment. |
| 3. Bus Violation | Referrals generated by District bus drivers for student misbehavior on a bus serving students attending our school. |
| 4. Disruption on campus ---Minor | An act or event that occurs on campus causing the disruption of a classroom or another localized area of the school without substantially disrupting the entire campus. |
| 5. Profanity (insulting/ obscene language) | Use of insulting, abusive, profane, obscene, or vulgar language in any form (verbal, written, or gestures). This includes, racially or sexually offensive conduct that does not have the potential to escalate into a disruption on campus or a substantial disruption of the learning environment. |
| 6. Repetitive staff managed  misbehaviors | More than misbehaviors inwarrants an office referral. hourone3 *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. Unruly behavior (Minor)
2. Disruptive behavior (Minor)
3. Instructional Apathy
4. Disruptive play
5. Defiance (Minor)
6. Dishonesty
 | 1. Disobedience/Insubordination
2. Disruptive/Unruly Behavior
3. Bus Violation
4. Disruption on campus
5. Profanity (insulting/ obscene language)
6. Repetitive staff managed

misbehaviors |

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| **CRITICAL ELEMENT # 7 : Classroom Management Systems**  |

**7A.** ALL teachers implement an effective Tier 1 classroom management system:

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| Which **evidence-based** classroom management system is supported by your school’s administration and is expected to be implemented school-wide?*(Class Dojo, LEAPs, HERO, Cloud 9, etc. are tools,* ***not*** *classroom systems)* | [ ]  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)*[x]  √Other *(complete below)* |
| If other, name the **evidence-based classroom management system:** | Tribes |
| \*CHAMPs is the district-supported, evidence-based universal classroom management system for all teachers. Would your Principal like to be contacted to learn about CHAMPs professional development?  | [ ]  Yes [x]  √ No |

**7B.** Fidelity of **staff** implementation of school-wide classroom management systems

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| What data collection tool does your school leadership team use to monitor and evaluate your teacher’s classroom management skills? *(Measure* ***staff skills****, not student outcomes)* |
| [ ]  CHAMPs 7 Up Checklist  |
| [ ]  CHAMPs Classroom Check Up (CCU) |
| [ ]  PBIS Classroom Assistance Tool (CAT) |
| [ ]  PBIS Walkthrough |
| [x]  √ Marzano’s Domain 1, Design Questions 5, 6, 7, 8, 9  |
| [ ]  Fidelity of staff classroom management implementation is not monitored to determine training needs this year *(you will need to adopt a tool and plan next year)* |
| [ ]  Other *(specify):* |
| Explain how this data is collected and analyzed by your school leadership team as a **universal screening** *across teachers* to determine the need for classroom management training: |
| Fidelity of Implementation Plan: *(3-4 sentences)*The fidelity of implementation of this plan will be monitored by school administration. During classroom walk-throughs, administration will look for evidence of school-wide lifeskills and behavior lessons are being taught. Class observations will determine the effectiveness of the behavior strategies in the individual classroom settings. |

**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**: | 7 |
|  Total number of **school-wide** discipline referrals:  | 18 |
| % of referrals in the classroom: | 39% |
| Do more than 40% of your referrals come from the classroom? | [ ]  Yes [x]  √ 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: | 1023 |  |  |
| # Referrals | 18 | **% of Total Population** | Core Effectiveness |
| 0 - 1 referral | 1020 | 99% | Are your 0 – 1 referrals > 80%? | [x] Yes [ ] No |
| 2 - 5 referrals(at risk students) | 3 | .2% | Are your 2 - 5 referrals <15%? | [x] Yes [ ] No |
| > 5 referrals(high risk students) | 0 | 0% | Are your >5 referrals <5%?  | [x] Yes [ ] No |

**8B. Core Effectiveness Plan:**

|  |  |
| --- | --- |
| If all 3 are “**Yes**”, your core is effective. Is your core behavior curriculum effective? | [x] Yes [ ] No |
| Answer **either** (a) or (b):(a) If you answered “**Yes**”, although your core is effective, what plan does your school leadership team implement for early identification of at risk and high risk students?(b) If you answered “**NO”**, indicate the supports and interventions your school leadership team will implement at the beginning of the next school year to improve core strength: |
| Core Effectiveness Plan: *(3-4 sentences)*Because our core Behavior Plan is effective, our focus will be on maintaining our effectiveness. We will continue to identify our high-risk students and implement effective strategies. We will also monitor the effectiveness of the plan on a quarterly basis. |

**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 | 6 | 0 | -6  | [ ] Yes [x] No |
| Hispanic/Latin | 6 | 0 | -6 | [ ] Yes [x] No |
| White | 77 | 72 | -5 | [ ] Yes [x] 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”? | [x] 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: *(3-4 sentences)* We have a staff member in training to become our school’s District Equity Liaison. The Equity Liaison require taking five training courses. An equity plan will be created by our Equity Liaison that will include strategies for maintaining equity and addressing any disproportionality that may arise in our behavior data. |

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| **Critical Elements # 9: SPBP Implementation Planning** |

This form provides a timeline to complete best practices and required actions. This timeline should drive team actions and accountability. As you implement your SPBP *NEXT* year, check off **completed items** and indicate the accountable person. (Complete only the yellow highlighted area at this time). Next year, you will upload this completed plan within your SPBP.

Required actions for all schools in Broward County

Best Practices for all schools in Broward County

**Resources**

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| **SPBP Team Implementation Action Plan 2018 - 2019** |
| **Month** |  **Action Step**[x] *check when Action completed* | **Completed:**Person ResponsibleName & Title |
| **Current** | [x]  **This Action Plan has been saved to use *next year* during quarterly meetings** | **B. Chris Duhart** |
| **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** | **Diane Jordan** |
| **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 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 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?”*

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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 | The Lifeskills will be posted around campus and the Cafeteria rules will be on display in the cafeteria all year long. | Refer to **quarterly** presentation dates in 2B.This is the data the team will be sharing during presentations. | B. Chris Duhart |
| **Behavior lesson plans** are being taught as written and when indicated | Behavior Lesson plans will be monitored by administration during classroom observations. | B. Chris Duhart |
| **Discipline consequences**  and **flow chart** are being used by all staff as written | All staff will receive a copy of the discipline consequence and flow chart in their teacher packet at the beginning of the year. Discipline referrals will be monitored quarterly by the SPBP team. | B. Chris Duhart |
| A **reward system** is being implemented for *all* students | The rewards system will begin the first day of school with the distribution of Golden Tickets, The second week of school is when the cafeteria slide shows will begin. | B. Chris Duhart |

**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 | Through targeted positive behavior instruction, Riverglades will reduce the number of referral behavior incidents of all 5 types of concern from this year’s data relative to any increase in student population during the 2018-2019 school year. | Refer to **quarterly** presentation dates in 2B.This is the data the team will be sharing during presentations. | B. Chris Duhart |
| See critical element 4A • **Top 3 event locations** data | Through targeted positive behavior instruction, Riverglades will reduce the number of referral behavior incidents in all 3 areas of concern relative to any increase in student population during the 2018-2019 school year. | B. Chris Duhart |
| See critical element 8 • **Core effectiveness** data | Throughout the 2018-2019 school year, we will maintain school-wide effectiveness of the Core Behavior Curriculum reflected by student referral ratios. | B. Chris Duhart |
| See critical element 7A• **Grade Level/Classroom referrals** data | Through targeted positive behavior instruction, Riverglades will reduce the number of classroom referral behavior incidents relative to any increase in student population during the 2018-2019 school year. | Classroom Teachers |