

**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:** | Silver Lakes Middle School |
| **School Number:** | 2971 |
| **SPBP Contact Name:** | Jeffrey Williams |
| **Direct Phone Number:** | 754-322-4625 |

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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?** |
| Jeffrey Williams | Assistant Principal | Administration |
| Jillian Mostal/Tamela Starks | SPBP Point of Contact | RtI: B Team |
| Elaine Seedig | Parent/Community Representation | SAC |
| Joshua Jamieson | BTU Representative | BTU |
| Edward Farrell | Teacher | Science |
| Terese Haupert | ESE Specialist | Support Staff |
| Candace Goode | Support Facilitator | Support Staff |
| Delia Ford | ESP | Non-instructional |
| Robin Smith-house | Teacher | Math |
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**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:** |
| 8/13/2018 | 1:30 PM | J. Williams, Assistant Principal | 1. Create and disseminate updated  Expectations and Rules lesson  plans (#3 and #4)  2. Review progress of  Implementation Action Plan (#9)  3. Collect & analyze implementation  data (#10A)  4. Collect & analyze student  outcome data (#10B) |
| 10/18/2018 | 1:30 PM | J. Williams, Assistant Principal |
| 1/8/2019 | 1:30 PM | J. Williams, Assistant Principal |
| 3/22/2019 | 1:30 PM | J. Williams, Assistant Principal |

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| **CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment:** |

**2A**. Action Steps completed **this year** (SY 2017/18) that increased faculty and stakeholder understanding and knowledge of your *new* (2018/19) SPBP:

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| **Action Steps:** | **Date**  *(Between Jan 15 –*  *April 30, 2018)* | **Details**  *(retain attendance sheets at school)* | **Person responsible to collect and retain attendance sheets:** |
| Presented the *new* SPBP (for SY 2018/19) to staff | 3/23/2018 | # of participants = 78 | J. Williams |
| Held a *faculty* vote on the new SPBP  (for SY 2018/19) | 3/23/2018 | % approved = 84 | J. Williams |
| Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community) | 4/16/2018 | # of participants = 12 | J. Williams |

**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. | J. Williams |
| Present the 2018/19SPBP to stakeholders (parents and community) | Prior to Oct 1st, 2018  9/5/2018 |
| Present behavior data to staff  *Quarterly: minimum of 4 each year* | 1. 10/18/2018 | 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. | J. Williams |
| 2. 1/19/2019 |
| 3. 3/21/2019 |
| 4. 5/9/2018 |

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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. Disobedience/Insubordination | 6. Inciting a disturbance |
| 2. Fighting/Medium | 7. Defiance of authority |
| 3. Unruly/disruptive behavior | 8. Disruptive/unruly play |
| 4. Profanity to staff | 9. Class cut (Skipping) |
| 5. Fight/Minor Altercation | 10. Disruption on campus |

**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. Safety |
| 1. Tolerance |
| 1. Accountability |
| 1. Respect |
| 1. Service |

**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 | 22nd, 23rd | During all class periods | |
| January | 9th, 10th | During all class periods | |
| 4th Quarter | April 3rd, 4th | During all class periods | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | Each academic area is responsible for one of the school-wide expectation lesson plans to be taught twice yearly |
| Where will the lesson plan instruction occur? | | | Classroom |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | J. Williams |

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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 | 50 |
| 1. Hallway | 29 |
| 1. Gymnasium | 19 |

**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.*** | | |
| Cafeteria | Hallway | Gymnasium |
| **Rules** | **Rules** | **Rules** |
| Safety | Remain Seated with feet under table. Line up in single file line when called. Follow directions from the person on the microphone | Walk on the right side of the hallway. Keep hands and feet to self. | Follow rules of the activity. Hands and feet to self. Follow Locker room safety rules. |
| Tolerance | Wait patiently in line. | Engage in positive conversations. | Accept other athletic differences. |
| Accountability | Demonstrate self-control. Clean your space. | Demonstrate self-control. Walk at all times. | Demonstrate self-control. Remain in assigned area. Keep the gym clean. |
| Respect | Use inside voices and appropriate language. | Use polite words | Keep hands and feet to self. |
| Service | Assist with trash clean-up. | Dispose of trash in trash receptacle. | Treat equipment appropriately. |

**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 | 22nd 2018 | 9:30 A.M. | |
| January | 9th 2019 | 9:30 A.M. | |
| 4th Quarter | April 3rd 2019 | 9:30 A.M. | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | 1st period classroom teacher |
| Where will the lesson plan instruction occur? | | | Cafeteria/Classroom |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | J. Williams |

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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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_Tolerance and Safety\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **4 Step Problem Solving Process** | **Plan** |
| **1. Problem Identification:** Use your behavior data to identify a school-wide problem.  What problem did you identify? *(use numerical data)* | **Data used: Number of Office Discipline Referrals.**    **Problem Identification: Social Media plays a negative role in at least 80 % of the following incidents: fights of any kind, inciting distrubances, and disruptions on campus** |
| **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 use social media inappropriately.**  **Goal Statement:** After students and staff are provided this training, referral data for all fights or disruptions will decrease by 10% |
| **3. Intervention Design:**  Describehow you will implement a positive reward program to decrease this problem. | **Type of System: Token system**  **Description of System:**  *Students will be provided training on internet safety through the Broward County Sheriff’s Department and District State Attorney’s office within the first two weeks of school and again at the beginning of the third quarter.*  *“Tolerance” and “Safety” lessons through our school-wide expectation behavior model will include a social media sections.*  *Students assigned any disciplinary action will complete an appropriate lesson assigned using the “LEAPS” curriculum. Students will complete in the internal suspension program.*  *Students selected for “Students of the Month” reprseneting Silver Lakes Middle “STARS” behavior system.*  *Posters hung throughout school showing positive use of social media.*  *Students will produce “Social Media” moments through media class.*  *Quarterly rewards will be given to any student with no referrals.* |
| **4. Evaluation:**  A. Implementation fidelity | 1. How do you monitor the fidelity (consistency and effectiveness) of the **staff’s** implementation of the reward program? *Quarterly monitor referral data from DMS. Adjusting training and rewards based on data.* |
| 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”? *Quarterly monitor referral data from DMS. DMS data numbers will decrease which would show a positive impact on discipline* |

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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 over teacher | Speaking while the teacher is speaking.(more than two times within a 90 min block) |
| 1. Not following directions | Student does not comply with the classroom rules that have been identified.(More than two times with a 90 min block) |
| 1. Calling out | Speaking without raising hand in the classroom.(more than two times within a 90 min block) |
| 1. Cell Phone usage | Student does not comply with school board policy of not using cell-phone during instructional time. ( more than two times within a 90 min. block) |
| 1. Inappropriate language | Using profanity or disparaging remarks to others. ( more than twice during a 90 min. block) |
| 6 Improper us of tools and materials | Student intentionally uses tools or materials outside of their intended purposes (more than two times within a 90 min period) |

**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 |
| Warning | |
| Time-out to another room | |
| Phone call home- request parent/teacher conference | |
| Guidance referral | |
| Referral to RtI Team | |

**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 | Does not comply with teacher/staff request and/or rules more than 2 times in an 85-minute class period. |
| 2. Disruptive/Unruly Play | Student Is disruptive to the learning environment more than 2 times in an 85-minute class period. |
| 3. Defiance of authority | Does not comply with teacher/staff request and/or rules more than 2 times in an 85-minute class period. |
| 4. Cell phone usage | Refusal to give up their phone when an adult requests |
| 5. Profanity Directed at the teacher | Student responds with profanity directly to a teacher. |
| 6. Repetitive staff managed  misbehaviors | More than misbehaviors inwarrants an office referral.  period  85 min  2    *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.

**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 moderate consequences

Parent is contacted, and conference is held with administration. Consequences are given

Referral is written and administration is contacted

Administration and parent is contacted

Reinforce/

reward student

Parent is contacted and consequence is given

Behavior is not corrected

Behavior is corrected

Is the behavior moderate?

Is the behavior considered staff managed?

Follow crisis protocol

Reinforce/

reward student

Behavior is not corrected

Implement minor consequence(s)

Behavior is corrected

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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: *Administration observes the positive impact of staff implementation of school-wide classroom management plan. Teachers referral data will be analyzed quarterly and additional training or changes will be made. Teachers will be provided feedbac through Marzano. Additional training or assistance will be provided as determined.* |

**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**: | 326 |
| Total number of **school-wide** discipline referrals: | 515 |
| % of referrals in the classroom: | 39% |
| 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: | 708 |  |  | |
| # Referrals |  | **% of Total Population** | Core Effectiveness | |
| 0 - 1 referral |  | 88% | Are your 0 – 1 referrals > 80%? | Yes No |
| 2 - 5 referrals  (at risk students) | 82 | 12% | Are your 2 - 5 referrals <15%? | Yes No |
| > 5 referrals  (high risk students) | 6 | 1% | 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: *Silver Lakes Middle uses the “STARS” model for behavior (Safety, Tolerance, Accountability, Respect, and Service). Every student is provided one class period instruction on each core value listed above. The lessons are conducted during the first week of school by each academic department. A second lesson is taught the week after winter break.*  *Teaching these core values has led Silver lakes Middle on a path of success. Providing a safe, consistent, caring, environment has provided a process to easily identify those students at risk of failure.* | |

**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 | 82 | 84 | 2 | Yes No |
| Hispanic/Latin | 9 | 9 | 0 | Yes No |
| White | 6 | 6 | 0 | Yes No |

**8D. Disproportionality Plan:** If any values are positive, the percentage of referrals contributed to that subgroup is higher than expected, given that subgroups’ percentage in the student population.

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| --- | --- |
| If all 3 are “**No**”, disproportionality is not indicated. Are all 3 “No”? | Yes No |
| Answer **either** (a) or (b):  (a) If you answered “**Yes**”, although your data indicates equity, what plan does your school leadership team implement for early identification of any disproportionality issues  (b) If you answered “**No**”, indicate the support plan and interventions your school leadership team will implement at the beginning of next year to improve sub group disproportionality | |
| Disproportionality Plan: *Silver Lakes Middle provides a safe caring environment for all students. Each teacher implements an in-class behavior system consistent with administration expectations. Teachers contact parents prior to writing referrals. Implementation of before school open labs, afterschool detentions/help sessions, an afterschool program, and a mentoring program have provided our student with additional support for behavior and academics. At risk students are assigned a mentor to assist with monitoring and reqrding positive behavior. Our guidance department works hand in hand with teachers and administrators by providing strategies and interventions for student success.* | |

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

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

Required actions for all schools in Broward County

Best Practices for all schools in Broward County

**Resources**

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| --- | --- | --- |
| **SPBP Team Implementation Action Plan 2018 - 2019** | | |
| **Month** | **Action Step**  *check when Action completed* | **Completed:**  Person Responsible  Name & Title |
| **Current** | **This Action Plan has been saved to use *next year* during quarterly meetings** | **J. Mostal, Guidance Director** |
| **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** | **J. Williams, Assistant Principal** |
| **Pre Planning**  **2018** | Print up your SPBP Review and school score from OSPA  Provide SPBP presentation to all staff during Pre Planning  Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders  Market and post school-wide Expectations and location-specific Rules (posters, PSAs, etc.)  Identify your RtI Instructional Facilitator provided by the district  (Contact [tyyne.hogan@browardschools.com](mailto:tyyne.hogan@browardschools.com) for more information, if you are unsure)  Confirm 1st team meeting date and time | **J. Williams, 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 | **J. Williams, 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 | **J. Mostal, Guidance Director** |
| **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 | **J. Williams, 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. | **J. Williams, 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> | **J. Williams, 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. | **J. Williams, 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 | **J. Williams, Assistant Principal** |
| **April** | Submit your SPBP in OSPA by April 30th every year | **J. Williams, Assistant Principal** |

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| **CRITICAL ELEMENT # 10: Monitoring Plans** |

**10A.** How will you determine the success **of *staff* implementation** of the School-wide Positive Behavior Plan?

*“Are* ***staff*** *implementing the SPBP with fidelity? How do you know?”*

|  |  |  |  |
| --- | --- | --- | --- |
| **Fidelity of Implementation Monitoring Plan** | | | |
| Action Step | Create an **observable** and **measureable** SMART goal to determine “successful”  **staff implementation** of action step | When will data be collected, analyzed & presented? | Person responsible to collect and analyze data |
| School-wide **expectations** and location-specific **rules** are posted across campus | By August, 2018, 100% of areas of concern have rules and expectations posted. | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | Assistant Principal |
| **Behavior lesson plans** are being taught as written and when indicated | By October 2018, 100% of teachers will log and implement behavior lesson plan. Implementation will be evidenced by classroom walkthroughs. | Classroom Teachers |
| **Discipline consequences** and **flow chart** are being used by all staff as written | By November 2018, 100% of the staff are following the flow chart and are rewarding/disciplining appropriately as evidenced through an analysis of discipline referral data. | Assistant Principal |
| A **reward system** is being implemented for *all* students |  | Classroom Teachers |

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

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Outcome Monitoring Plan** | | | |
| Student Outcome Data | Create an **observable** and **measureable** SMART goal to determine “successful”  **student outcomes** | When will data be collected, analyzed & presented? | Person responsible to collect and analyze data |
| See critical element 3A  • Type of **behavior incidents** data | By the end of each quarter, there will be a 5% decrease from the previous quarter for unruly/disruptive behaviors as reported in DMS and utliziling BASIS to track data. | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | **J. Williams, Assistant Principal** |
| See critical element 4A  • **Top 3 event locations** data | By the end of each quarter, there will be a 5% decrease from the previous quarter for targeted locations (cafeteria, hallway, gymnasium) as reported in DMS and utilizing BASIS to track data. | **J. Williams, Assistant Principal** |
| See critical element 8  • **Core effectiveness** data | By June 2019, 80% of students will have less than 2-5 incidents as reported in DMS and utilizing BASIS to track data. | **J. Williams, Assistant Principal** |
| See critical element 7A  • **Grade Level/Classroom referrals** data | By the end of each quarter, there will be a 5% decrease from the previous quarter for each grade level as reported in DMS and utlilzing BASIS to track data. | **J. Williams, Assistant Principal** |