

**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:** | Country Isles Elementary School |
| **School Number:** | 2981 |
| **SPBP Contact Name:**  | Vanessa Cox |
| **Direct Phone Number:**  | 754-323-5250 |

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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?** |
| Mindy Morgan | Principal | Administration |
| Vanessa Cox | SPBP Point of Contact | Administration |
| Lisa Perez | Parent/Community Representation | SAC |
| Amy Edelman | BTU Representative | ESE/Pre-K |
| Barbara McDermott | Literacy Coach | Specialist |
| Kelly Grant | Guidance Counselor | Support Staff |
| Brenda Geimer | Autism Coach | Specialist |
| Elizabeth Yanik | ESE Specialist | Specialist |
| Ashley Salsberry | Teacher | Kindergarten |
| Lenore Sherman | Teacher | First Grade |
| Christine Orlando | Teacher | Second Grade |
| Amy Brinkerhoff | Teacher | Third Grade |
| Katie McCarthy | Teacher | Fourth Grade |
| Sue Cohen | Teacher | Fifth Grade  |
| Kandice Rease | Teacher Assistant | ESP |
| Milly Blanco | Media Specialist | Specials |
| Nesrine Ghosn | Teacher | ESE |
| Debbie Goldstein | Teacher | ESE |
| Adelina Vigilante | VE Teacher | ESE |

**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:** |
| 10/18/2018 | 1:00 pm | Vanessa Cox, 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) |
| 12/12/2018 | 2:15 pm | Vanessa Cox, Assistant Principal |
| 3/21/2019 | 1:00 pm | Vanessa Cox, Assistant Principal |
| 5/9/2019 | 1:00 pm | Vanessa Cox, 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 | 4/25/2018 | # of participants = 70 | Vanessa Cox |
| Held a *faculty* vote on the new SPBP (for SY 2018/19) | 4/25/2018 | % approved = 100% | Vanessa Cox |
| Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community) | 4/23/2018 | # of participants = 11 | Vanessa Cox |

**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:8/8/2018 | 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. | Vanessa Cox |
| Present the 2018/19SPBP to stakeholders (parents and community) | Prior to Oct 1st, 20189/12/2018 |
| Present behavior data to staff *Quarterly: minimum of 4 each year* | 1. 8/8/2018 | 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 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. | Vanessa Cox |
| 2. 11/6/2018 |
| 3. 2/13/2019 |
| 4. 4/17/2019 |

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| **CRITICAL ELEMENT # 3: School-wide Expectations**  |

**3A.** List the **top 10 behavior incidents** data YTD from BASIS 3.0 Behavior Dashboard:

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| **Top 10 Behavior Incidents***(put N/A in any blank spaces)* |
| 1. Assault (Verbal) Threat-low level | 6. Unruly/Disruptive Behavior |
| 2. Bus Violation (level 2) | 7. Profanity to Staff Member |
| 3. Disobedience/Insubordination | 8. Assault/Threat (medium level) |
| 4. Fighting-Minor Altercation | 9. Disruptive/Unruly Play |
| 5. Class B Weapon | 10. Disruption on Campus (minor) |

**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. Have a positive attitude |
| 2. Be respectful to others |
| 3. Have integrity |
| 4. Drive to do the right thing |
| 5. Effort towards learning |

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

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

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| **When will school-wide expectations lesson plans be taught?** |
|  | Date(s) | Time: |
| August | August 15-22, 2018 | 8:15 am |
| January  | January 9-11, 2019 | 8:15 am |
| 4th Quarter | May 1-3, 2019 | 8:15 am |
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| Who will be responsible for teaching the lesson plans? | Teachers |
| Where will the lesson plan instruction occur? | Classrooms |
| Who is responsible for retaining, organizing and distributing all lesson plans? | Vanessa Cox |

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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. Bus | 3 |
| 2. Hallway | 2 |
| 3. Front Office | 1 |

**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.*** |
| Bus | Hallway | Front Office |
| **Rules**  | **Rules**  | **Rules**  |
| Positive Attitude | Greet everyone with a smile. Use kind words and body language. | Greet everyone with a smile. | Use polite language. Greet everyone with a smile. |
| Respect | Keep your hands and feet out of the aisle and slide in to make room for another student. | Keep hands/feet to yourself. Use kind words. | Listen and follow directions given by adults in the office. |
| Integrity | Clean up after yourself and take all of your belongings with you. | Hold door open for anyone entering or exiting the hallway. | Be honest with adults. |
| Drive to do the right thing | Remain in your seat until you have arrived at your stop. Wait your turn to board and exit the bus. | Use walking feet. Stay with a buddy at all times. | Go to office directly and return to class promptly. |
| Effort towards learning | Turn and talk with your seat partner and share two things you learned today.  | Walk quietly-use a voice level 0 (“Silence is Golden”) or voice level 1 (“Spy Talk”), so as not to interrupt any classes. | Use a voice level 2 (“Low Flow”), so as not to disrupt groups or testing occurring in the office. |

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

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

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

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| **When will location-specific rules lesson plans be taught?** |
|  | Date(s) | Time: |
| August | August 15-22, 2018 | 9:00 am |
| January  | January 9-11, 2019 | 9:00 am |
| 4th Quarter | May 1-3, 2019 | 9:00 am |
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| Who will be responsible for teaching the lesson plans? | Teachers/Support Staff |
| Where will the lesson plan instruction occur? | Bus/Hallway/Front Office |
| Who is responsible for retaining, organizing and distributing all lesson plans? | Vanessa Cox |

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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: Drive to do the right thing

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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:** Based on the Behavior Dashboard, 19 incidents occurred in 2017-2018.  **Problem Identification:** The SPBP Committee identified that all 19 incidents directly relate to students not having the “drive to do the right thing.”  |
| **2**. **Problem Analysis:** Why do you think this problem is occurring?What is your goal? *(use a SMART goal statement with numerical data)* | **Hypothesis:** We believe this problem is occurringbecause students have difficulty understanding the connection between their behavior and how it impacts others and the learning environment.**Goal Statement:** By May 2019, 90% of students will have earned a reward (brag tag) when exhibiting the desired behavior (drive to do the right thing) as evidenced by the quarterly report card. |
| **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 have the opportunity to earn a brag tag for “drive to do the right thing” quarterly. All students who earn a 1 or a 2 on all areas of the Social Growth portion of the grades 3-5 report card and all areas under Characteristics of a Successful Learner (minus “Completes and returns homework”) on the grades K-2 report card, will be given a brag tag during the quarterly behavior celebration. Students will have the opportunity to earn four “drive to do the right thing” brag tags in the 2018-2019 school year. |
| **4. Evaluation:**A. Implementation fidelity | 1. **How do you monitor the fidelity (consistency and effectiveness) of the staff’s implementation of the reward program?** When turning report cards in to administration each quarter, teachers will have to fill out a behavior sheet that will include the names of their students who earned all 1s and 2s on the right side of the report card (Social Growth/Characteristics of a Successful Learner). These students will then be awarded with a “drive to do the right thing” brag tag at the behavior celebration. This will be monitored each quarter by administration through the use of the behavior sheet.
 |
| 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”? is the number of students earning the reward staying the same or increasing***.* We will be able to determine the success of the reward system by surveying the behavior sheets the teachers turn in quarterly. We will be able to monitor whether the number of students earning the brag tag for “drive to do the right thing” is increasing, staying the same, or decreasing per quarter.
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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. Shouting out | Student calls out in class during instruction. |
| 2. Not staying in seat/assigned area | Student roams around the classroom. |
| 3. Not following procedures | Student does not follow procedures set forth in the classroom, such as not sharpening the pencil during the first five minutes of class, but does so during instruction. |
| 4. Talking when the teacher is talking or out of turn | Student is talking to another student when the teacher is teaching, or student does not give others the opportunity to share during group work or small group instruction. |
| 5. Walking around the cafeteria instead of sitting in assigned area | Student chooses to get out of seat, to get water, napkin, or say hello to friends instead of asking for what he/she needs or waving hello. |
| 6. Running in the hallway | Student chooses to run through the hallway instead of walking |

**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 [x] Hierarchy |
| Teacher gives nonverbal cues. |
| Teacher gives verbal redirection. |
| Teacher has student move clip down/change color on class chart system. |
| Teacher switches student’s seat. |
| Teacher writes a note home. |

**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 | Student refuses to listen to an adult’s reasonable and repeated request, such as “Sit down,” “Do your work,” or “Stop putting your hands on others,” by completely ignoring the adult or saying, “No.” |
| 2. Disruptive/Unruly Play | Student hurts another student by punching, pushing, or kicking at least one time due to lack of self-control. |
| 3. Defiance of Authority | Student deliberately refuses to comply with the teacher’s reasonable requests (see above).  |
| 4. Assault (Verbal) Threat-low level | Student makes a threat to hurt another student. For example, “I am going to beat you up,” but there is no plan to carry it through.  |
| 5. Fighting-Minor Altercation | Mutual participation of two or more students in a physical encounter that results in no injury. For example, two students punching each other after a competitive soccer game at recess. |
| 6. Repetitive staff managed  misbehaviors | More than misbehaviors inwarrants an office referral. 1 day3 *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

Staff Managed Misbehaviors

 Intervene and redirect

Office Managed Misbehaviors

Implement an initial consequence from **6B**

•Call to notify office of major infraction

•Write ODR

Is behavior Office Managed?

*(if unsure, check below)*

|  |  |
| --- | --- |
| List Staff Managed Misbehaviors from **6A** | List Office Managed Misbehaviors from **6C** |
| * Shouting out
* Not staying in seat/assigned area
* Not following procedures
* Talking when the teacher is talking or out of turn
* Walking around the cafeteria instead of sitting in assigned area
* Running in the hallway
 | * Disobedience/ Insubordination
* Disruptive/Unruly Play
* Defiance of Authority
* Assault (Verbal) Threat-low level
* Fighting-Minor Altercation
* Repetitive staff-managed misbehaviors
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| Teacher gives nonverbal cues. |
| Teacher gives verbal redirection. |
| Teacher has student move clip down/change color on class chart system. |
| Teacher switches student’s seat. |
| Teacher contacts parents. |

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| Student conference with administrator/behavior reflection |
| Administrator determines consequence based on Discipline Matrix |
| Administrator contacts parents |
| Incident entered in BASIS |
| Refer to RtI, if behaviors continue |

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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[x]  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?  | [x]  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  |
| [x]  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: This year we do not have a school-wide classroom management system in place, but will in the 2019-2020 school year. At that time, we will use Marzano’s Domain 1, Design Questions 5-9 to identify the fidelity of staff implementation. The data will be analyzed by school administrators and feedback will be given to teachers accordingly. |

**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**: | 11 |
|  Total number of **school-wide** discipline referrals:  | 19 |
| % of referrals in the classroom: | 37% |
| 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: | 1021 |  |  |
| # Referrals |  | **% of Total Population** | Core Effectiveness |
| 0 - 1 referral |  | 99.98% | Are your 0 – 1 referrals > 80%? | [x] Yes [ ] No |
| 2 - 5 referrals(at risk students) | 3 | .003% | Are your 2 - 5 referrals <15%? | [x] Yes [ ] No |
| > 5 referrals(high risk students) | 1 | .009% | 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: When we notice that students are having difficulty with core behavior management, the school leadership team will review rules and expectations with those students and refer to LEAPS for alternate suggestions to implement with the students. If there is little to no improvement, the students will be put into RtI for behavior. The interventions will be monitored weekly by the teacher and monthly by administrators. |

**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 | 8 | 8 | 0 | [ ] Yes [x] No |
| Hispanic/Latin | 67 | 75 | 8 | [x] Yes [ ] No |
| White | 17 | 12 | -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”? | [ ] Yes [x] 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: Based on the referral data on the Behavior Dashboard, Country Isles Elementary has disproportionality within the Hispanic/Latin subgroup. We will implement the Latinos in Action program in the 2018-2019 school year for our Hispanic/Latin population. The Latinos in Action students from Western High School will provide mentorship for our students and serve as positive role models.  |

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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** | **Vanessa Cox, Assistant Principal** |
| **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** | **Vanessa Cox, 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 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 | By August 15, 2018, 100% of our school hallways will have a minimum of 1 school-wide expectation poster and our three specific locations (hallways, bus area, and front office) will have 1 location rules poster posted as measured by a formal walkthrough.  | Refer to **quarterly** presentation dates in 2B.This is the data the team will be sharing during presentations. | Vanessa Cox, Assistant Principal |
| **Behavior lesson plans** are being taught as written and when indicated | By August 24, 2018, 100% of teachers will have taught all of the school-wide expectations behavior lesson plans as measured by classroom walkthroughs. | Mindy Morgan, Principal Vanessa Cox, Assistant Principal |
| **Discipline consequences**  and **flow chart** are being used by all staff as written | Every quarter, there will be a 2% decrease in the number of Office Discipline Referrals that contain previously identified staff-managed misbehaviors as measured by a referral review by the SPBP Committee. | SPBP Committee led by Vanessa Cox, Assistant Principal |
| A **reward system** is being implemented for *all* students | By the end of the May 2019, 100% of teachers will have provided a “drive to do the right thing” reinforcement to 98% of their class as measured by the quarterly behavior sheets.  | Vanessa Cox, Assistant Principal |

**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 | By June 4, 2019, school-wide Office Discipline Referrals will reduce by 5% for the year as measured by the BASIS Behavior Dashboard. | Refer to **quarterly** presentation dates in 2B.This is the data the team will be sharing during presentations. | Vanessa Cox, Asssitant Principal |
| See critical element 4A • **Top 3 event locations** data | Every quarter, the number of Office Discipline Referrals in the hallway, bus, and front office will decrease by 2% as measured by the BASIS Behavior Dashboard. | Vanessa Cox, Assistant Principal |
| See critical element 8 • **Core effectiveness** data | Every quarter, the percentage of students who have 0-1 referrals will increase by 2% as measured by the BASIS Behavior Dashboard. | Vanessa Cox, Assistant Principal |
| See critical element 7A• **Grade Level/Classroom referrals** data | By the end of the first semester, the classroom Office Discipline Referrals will decrease by 5% as measured by the BASIS Behavior Dashboard. | Vanessa Cox, Assistant Principal |