

**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:** | Walter C. Young Middle School |
| **School Number:** | 3001 |
| **SPBP Contact Name:** | Lorry Bruce Greenberg |
| **Direct Phone Number:** | 754 323-4541 |

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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?** |
| Lorry Bruce Greenberg | Intern Principal | Administration |
| Madelyn Doval | SPBP Point of Contact | Support Staff |
| Daniele Jones | Parent/Community Representation | SAC |
| Charles King | BTU Representative | ESE 6-8 |
| Brian Lokeinsky | Social Studies/PE Teacher | Social Studies 6-8 |
| Teresa Allbee | LA/Reading Chairperson | Language Arts 6-8 |
| Susan Crawford | Reading Teacher | Reading 6-8 |
| Rene Joseph | Math Teacher | Math 6-8 |
| Doreen Spector | Science Department Chairperson | Science 6-8 |
| Ximena Menedez | Guidance Director | Guidance/Support |
| Carolyn Hepburn Brown | PE Coach | Electives 6-8 |
| Jordan Sawyer | Band Director | Electives 6-8 |
| David Ahmad | Behavior Tech | Paraprofessionals |
| Danielle Robertson | Office Manager | Clerical/Cafeteria/Facilities |

**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:** |
| 8/14/2018 | 10:00 am – 11:00 am | Mr. Osborn, Principal & Mr. Greenberg, Intern 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) |
| 10/19/2018 | 8:05 am - 8:55 am | Mr. Osborn, Principal & Mr. Greenberg, Intern Principal |
| 1/7/2019 | 8:05 am - 8:55 am | Mr. Osborn, Principal & Mr. Greenberg, Intern Principal |
| 3/22/2019 | 8:05 am - 8:55 am | Mr. Osborn, Principal & Mr. Greenberg, Intern 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 = 105 | Mrs. Doval |
| Held a *faculty* vote on the new SPBP  (for SY 2018/19) | 4/13/2018 | % approved = **87%** | Mrs. Doval & Mrs. Spector |
| Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community) | 4/10/2018 | # of participants = 19 | Mr. Greenberg |

**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:  8/13/2018 | 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. | Mr. Greenberg, Mrs. Doval & Mrs. Spector |
| Present the 2018/19SPBP to stakeholders (parents and community) | Prior to Oct 1st, 2018  9/11/2018 |
| Present behavior data to staff  *Quarterly: minimum of 4 each year* | 1. 9/4/2018 | 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. | Mr. Greenberg & Mrs. Doval |
| 2. 10/19/2018 |
| 3. 1/7/2019 |
| 4. 3/22/2019 |

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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**  ***As of February 12, 2018*** | |
| 1. 01- Disobedience/Insubordination (60) | 6. F2- Fighting (16) |
| 1. ZM- Tardiness Habitual (40) | 7. ZU- Out of Area (15) |
| 1. SB – Disruptive /Unruly Behavior (34) Unruly/Disruptive Behaviors (61) | 8. UP- Disruptive/Unruly Play (18) |
| 1. ZI- Fight/Minor/Altercations/Confrontations (20) 2. (17) Fight/Minor/Altercations/Confrontations (17)Fight/Minor/Altercations/Confrontations (17) | 9. 02- Insulting/Profane/Obscene Language(15) (13) |
| 1. ZL – Class Cut (Skipping) (19) | 10. ZX- Profanity to Staff Member (7) |

**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. **B**e Cooperative |
| 1. **E**xercise Respect |
| 1. **S**how Self-Control |
| **4. T**ime Management Awareness |

**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 16th &17th | In the classroom during their core classes (LA, MATH, SS, & SCIENCE) | |
| January | January 8th & 9th | In the classroom during their core classes (LA, MATH, SS, & SCIENCE) | |
| 4th Quarter | April 1st & 2nd | In the classroom during their core classes (LA, MATH, SS, & SCIENCE) | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | Core Classroom Teachers |
| Where will the lesson plan instruction occur? | | | Classroom |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Core Department Heads |

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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**  **as of February 12, 2018** | |
| School Location | # Incidents |
| 1. **Hallways** | 17 |
| 1. **Cafeteria** | 10 |
| 1. **Locker room** | 10 |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Expectations and Rules Matrix** | | | | |
| **School-wide EXPECTATIONS** | *Copy and paste expectations from* ***3C****.* | **IDENTIFIED LOCATIONS**  *Copy and paste locations from* ***4A.*** | | |
| **Hallways** | **Cafeteria** | **Locker rooms** |
| **Rules** | **Rules** | **Rules** |
| Expectation #1:  **Be Cooperative** | * Walk on the right side of the hallway * Use appropriate voices not to disrupt classes taking place. | * Sit at designated tables   and wait to be called to   go into the lunch line   * Pick up after yourself | * Sit in your designated seat on the bench in the locker room. |
| Expectation #2:  **Exercise Respect** | * Follow the traffic patterns while walking | * Have lunch money ready | * Be mindful of other student’s belongings |
| Expectation #3:  **Show Self-Control** | * Follow hands, body and objects rules | * Use appropriate language while having discussions at your tables | * Provide personal space when changing into PE uniforms * Use appropriate language when communicating |
| Expectation #4:  **Time Management Awareness** | * Report to your next class on time and use shortest distance to next class | * Obtain your food tray in a timely manner so that the lunch line moves quickly | * Be in the appropriate PE uniform and in your seat by the designated time |

**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 18th & 19th, 2018 | First & Second Period Classes/All Physical Education Classes |
| January | January 10th & 11th, 2019 | First & Second Period Classes/All Physical Education Classes |
| 4th Quarter | April 3rd & 4th, 2019 | First & Second Period Classes/All Physical Education Classes |
|  | | |
| Who will be responsible for teaching the lesson plans? | | First & Second Period Classes/All Physical Education Classes |
| Where will the lesson plan instruction occur? | | Classrooms & Locker Rooms |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | Mrs. Doval, Mrs. Spector & Mr. Lokeinsky |

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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: \_\_\_**Time Management Awareness**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **4 Step Problem Solving Process** | **Plan** |
| **1. Problem Identification:** Use your behavior data to identify a school-wide problem.  What problem did you identify? *(use numerical data)* | **Data used:** BASIS 3.0 Dashboard  **Problem Identification:** Due to the data pulled from BASIS 3.0, Habitual Tardiness was one of our top three incidents (40 referrals have been generated as of February 12, 2018). |
| **2**. **Problem Analysis:** Why do you think this problem is occurring?  What is your goal? *(use a SMART goal statement with numerical data)* | **Hypothesis:** If tardies are decreased, then the amount of tardy and insubordination referrals will be reduced.  **Goal Statement:** By February 2019, referrals for tardies and insubordination will be reduced by 3%. |
| **3. Intervention Design:**  Describehow you will implement a positive reward program to decrease this problem. | **Type of System: Lottery**  **Our office manager will send an e-mail to inform staff what date and period that the tickets will be distributed.**  **Description of System:** A ticket system for immediate reinforcement of the desired behavior of being on time to class and ready to learn. Random tickets will be issued to all students that are on time to class ready to learn will be drawn at the end of the school day three times a week. We will reduce the amount of drawing to once a week as the first quarter goes on. Cumulative tickets will be placed in a quarterly box for a larger/ desirable prize at the end of each quarter. |
| **4. Evaluation:**  A. Implementation fidelity | 1. How do you monitor the fidelity (consistency and effectiveness) of the **staff’s** implementation of the reward program?   Teachers will receive an envelope containing tickets for random class periods based on BASIS 3.0 (events by time of day). Once students receive and sign tickets, teacher will collect and return to grade level administration. Grade level office personnel will maintain a recording roster of all teachers in that grade. The SPBP team will monitor the implementation with fidelity to determine the amount of tickets being issued by teachers and submitted by students. |
| B. Student outcome monitoring | 1. How will you know if the reward program is positively impacting **students**? What measurable data will you use to determine “success”?   The number of referrals for tardiness and insubordination will be reduced. We will compare data from the previous quarters and school years. |

**\*\*\* Please note that students can receive three tardies before a referral is written. On the third tardy, parent notification will be completed and returned with parent signature. If the student does not complete, a referral for insubordination will be written.**

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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.Out of seat without permission | Leaving their assigned seat |
| 2.Phone Usage during instructional time | Student using their phone for social media or conversation (text/verbal) when not instructed by teacher |
| 3.Talking without permission | Student conversation not regarding academics |
| 4.Not on task | Student is off topic/task during instructional time |
| 5.Tardy | Student is not in their seat ready to work when the late bell rings |
| 6.Playing with distracting items | Students using items that do not pertain to the lesson |

* For tardies, please follow school-wide tardy policy

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

|  |  |
| --- | --- |
| Is this a menu or hierarchy system? | Menu Hierarchy |
| Teacher redirection | |
| Individual student conference | |
| Behavior reflection form | |
| Time out | |
| Parent contact | |

**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 | Constant refusal and argument of a reasonable request by an adult. |
| 2. Disruptive/Unruly Play | Verbal and/or physical behaviors that interferes with the learning environment. Students that horse play, which escalates into an injury. |
| 3. Defiance of authority | Disobedience/insubordination resulting in four (4) or more separate (O1) Disobedience/Insubordination referrals, or the deliberate refusal to physically attend the In-School-Suspension Program as assigned, or failure to comply with the In-School Suspension Program rules and requirements resulting in dismissal from the Program |
| 4. Tardiness Habitual | Not arriving to their designated area on time. No more than 3 tardies in a quarter |
| 5. Cutting Class (Skipping) | Deliberate/willful refusal to attend an assigned class |
| 6. Repetitive staff managed  misbehaviors | More than misbehaviors inwarrants an office referral.  period  2 week  3    *e.g., 3 half hour*  *2 one period* |

**6D. School-wide Discipline Flow Chart:**

(a) Review the sample discipline flow charts in “Additional Items” located on browardprevention.org

(b) Copy or customize a flow chart to graphically represent the discipline process at **your** school.

(c) Paste the flow chart here**OR** complete the flow chart below.

**Student Behavior Discipline Flow Chart**

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. Out of seat without permission | 1. Disobedience/Insubordination |
| 2. Phone Usage during instructional time | 2. Disruptive/Unruly Play |
| 3. Talking without permission | 3. Defiance of authority |
| 4. Not on task | 4. Tardiness Habitual |
| 5. Tardy | 5. Cutting Class (Skipping) |
| 6. Playing with distracting items | 6. Repetitive staff managed  misbehaviors |

W.C. Young Discipline Flow Chart

Misbehavior is considered “**Office Managed”**

Misbehavior is considered “**Staff Managed”**

Staff observes misbehavior in classroom or on campus

In classroom or campus

**Additional notes:**

* Staff managed misbehavior hierarchy resets every two weeks.
* If Behavior form is not signed by parent and returned next day, teacher initiates office referral
* If student continues misbehavior in alternative Time Out setting, security is called to remove student and original teacher initiates office referral.
* Cell Phone and Tardies – Please refer to the posted classroom poster

Refer to RtI Team if student has more than 2 referrals per quarter

Call security and initiate school’s crisis protocol

Teacher writes up referral **and** makes contact with family

Misbehavior requires

**crisis intervention**

Misbehavior requires

an **office referral**

Referral level misbehavior includes:

○ insulting, profane, obscene language directed at staff

○ tardy more than 3 times per quarter

○ constant and continued disobedience/ insubordination

○ inappropriate use of electronics

○ disruptive/unruly play

Misbehavior is considered **“Staff Managed,** including:

○ talking without permission

○ out of seat without permission

○ being tardy to class

○ using electronics devices during class

○ off task (not doing work)

○ playing with items



Staff follows hierarchy consequence

Behavior is corrected

Behavior is not corrected; move to next consequences:

* **Teacher redirection**
* **Individual student conversation**
* **Behavior reflection form**
* **Time out in class**
* **Parent Contact**
* **Office Referral (s) until behavior is corrected**

Staff reinforces positive behavior

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

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

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| Which **evidence-based** classroom management system is supported by your school’s administration and is expected to be implemented school-wide?  *(Class Dojo, LEAPs, HERO, Cloud 9, etc. are tools,* ***not*** *classroom systems)* | CHAMPs\*  PBIS Classroom Management  Administration does not expect an evidence-based classroom management system to be implemented by teachers this year  (*your school will need to adopt one next year)*  Other *(complete below)* |
| If other, name the **evidence-based classroom management system:** | Click here to enter name of system. |
| \*CHAMPs is the district-supported, evidence-based universal classroom management system for all teachers. Would your Principal like to be contacted to learn about CHAMPs professional development? | Yes  No |

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

|  |
| --- |
| What data collection tool does your school leadership team use to monitor and evaluate your teacher’s classroom management skills? *(Measure* ***staff skills****, not student outcomes)* |
| CHAMPs 7 Up Checklist |
| CHAMPs Classroom Check Up (CCU) |
| PBIS Classroom Assistance Tool (CAT) |
| PBIS Walkthrough |
| Marzano’s Domain 1, Design Questions 5, 6, 7, 8, 9 |
| Fidelity of staff classroom management implementation is not monitored to determine training needs this year *(you will need to adopt a tool and plan next year)* |
| Other *(specify):* |
| Explain how this data is collected and analyzed by your school leadership team as a **universal screening** *across teachers* to determine the need for classroom management training: |
| Fidelity of Implementation Plan: *Presently we are not using a universal screening, however teachers that are struggling are provided with mentors, peer classroom observations with highly effective teachers, conversations with administration and department heads.*  ***For the 2018/19 school year, we will provide CHAMPS training for our staff. We will continue to use Marzano’s Domain 1 elements 5,6,7,8,& 9 and will add CHAMPS checklist.*** |

**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**: | 203 |
| Total number of **school-wide** discipline referrals: | 269 |
| % of referrals in the classroom: | 75% |
| 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: | 1134 |  |  | |
| # Referrals | 269 | **% of Total Population** | Core Effectiveness | |
| 0 - 1 referral | 1074 | 95% | Are your 0 – 1 referrals > 80%? | Yes No |
| 2 - 5 referrals  (at risk students) | 52 | 5% | Are your 2 - 5 referrals <15%? | Yes No |
| > 5 referrals  (high risk students) | 8 | 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:** Triage highest risk students monitored through BASIS 3.0 and provide supplemental support or target/intensive interventions to assist the student. | |

**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 | 37% | 35% | -2 | Yes No |
| Hispanic/Latin | 49% | 57% | 8 | Yes No |
| White | 11% | 6% | -5 | 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:** *Due to the disproportionality within the Hispanic/Latin Subgroup referrals, we will schedule a consultation with DPI experts to assist in determining specific needs for this subgroup. Based on that consultation, we will plan staff development to address that subgroup.*  *In addition, the SPBP team will explore the BCPS resources to determine what resources will fit at our school (ie: cultural responsive teaching or courageous conversations).Presently, we have multicultural events throughout the school year.* | |

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

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

Required actions for all schools in Broward County

Best Practices for all schools in Broward County

**Resources**

|  |  |  |
| --- | --- | --- |
| **SPBP Team Implementation Action Plan 2018 – 2019** | | |
| **Month** | **Action Step**  *check when Action completed* | **Completed:**  Person Responsible  Name & Title |
| **Current** | **This Action Plan has been saved to use *next year* during quarterly meetings** | **Mr. Greenberg, Intern Principal** |
| **Current** | **Create a SPBP binder or portfolio to retain (for 2 years) hard copies of: your SPBPs, Action Plans, staff PBIS professional development attendance, stakeholder training attendance, quarterly meeting agendas, quarterly staff behavior presentations, voting attendance and outcome, Expectation lesson plans and Rules lesson plans** | **Mrs. Doval, SAC Co-Chair** |
| **Pre Planning**  **2018** | Print up your SPBP Review and school score from OSPA  Provide SPBP presentation to all staff during Pre Planning  Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders  Market and post school-wide Expectations and location-specific Rules (posters, PSAs, etc.)  Identify your RtI Instructional Facilitator provided by the district  (Contact [tyyne.hogan@browardschools.com](mailto:tyyne.hogan@browardschools.com) for more information, if you are unsure)  Confirm 1st team meeting date and time | Click here to enter NAME & title. |
| **August**  **1st meeting** | Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP  Determine any needed team training, such as the 4 Step PSP Brainshark Series, 10 Critical  Elements Brainsharks, Data Collection, Effective CPST Teams, PBIS 101, etc.  Trainings available at: <http://www.browardprevention.org/mtssrti/training-modules/>  Review previous year’s behavior data. (Use ‘Agenda’ and ‘Data Collection Template’)  Forms available at: <http://www.browardprevention.org/mtssrti/rtib> in Tier 1, Teaming  Present implementation data, behavior data, team activities and progress to entire staff  Utilize the 4 Step Problem Solving Process to develop initial interventions  Review previous year’s SPBP and feedback form  Verify and implement teaching schedule for SPBP Expectations and Rules behavior lesson plans | Click here to enter NAME & title |
| **September** | Provide stakeholder presentation on SPBP prior to October 1  Check for staff and teacher understanding of PBIS - provide “PBIS 101” Brainshark as a resource  Brainshark available at: http://www.brainshark.com/browardschools/PBIS101 | Click here to enter NAME & title. |
| **October**  **2nd meeting** | Ensure instructional staff know how to (and are, as needed) enter Tier 1 Supplemental Strategies  for behavior in BASIS  Present implementation data, behavior data, team activities and progress to entire staff | Click here to enter NAME & title. |
| **November** | Staff to re-teach Expectations and Rules first day back from break.  Team to develop new and/or improved lesson plans as indicated by behavior data. | Click here to enter NAME & title |
| **January**  **2019**  **3rd meeting**  Prepare for *2019/20* SPBP | Staff to re-teach Expectations and Rules first day back from break  Ensure the Principal signs in and watches the *new* SPBP Brainshark: Due January 30th  Present implementation data, behavior data, team activities and progress to entire staff  Choose team members and dates to work on, complete, and submit the *new* SPBP  Teams watch the *new* SPBP Brainsharks and refers to *new* “Additional items”  Brainsharks and Additional items posted at: <http://www.browardprevention.org/mtssrti/rtib> | Click here to enter NAME & title. |
| **February** | Ensure progress towards completion of SPBP  Check on recently hired staff for PBIS understanding - provide “PBIS 101” Brainshark resource  Provide the SPBP Surveymonkey link to all staff (optional). Email [Tyyne.hogan@browardschools.com](mailto:Tyyne.hogan@browardschools.com) to request analysis. | Click here to enter NAME & title |
| **March**  **4th meeting** | Ensure progress towards completion of SPBP  Provide staff presentation and vote on new SPBP for next year  Provide stakeholders/parent presentation on new SPBP for next year  Present implementation data, behavior data, team activities and progress to entire staff | Click here to enter NAME & title |
| **April** | Submit your SPBP in OSPA by April 30th every year | Click here to enter NAME & title |

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

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

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

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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 September 2018, 90% of school-wide rules and expectations will be posted in the hallways, locker rooms, classrooms and cafeteria. Two posters will be placed in each hallway and will be observed by Mr. Greenberg every quarter | Refer to **quarterly** presentation dates in 2B.  **During Faculty Meetings on:**  **October 19, 2018**  **January 7, 2019**  **March 22, 2019**  **Data will be collected 2 weeks prior and analyzed by the team**  This is the data the team will be sharing during presentations. | Mr. Greenberg |
| **Behavior lesson plans** are being taught as written and when indicated | By September 1, 2018, all students will be taught the behavior lesson plans according to section 3c. Teacher will send to their grade level administrator a class roster of students that participated in the lesson. Guidance will go over lesson plans of students that were not in attendance.  Quarterly review of lesson plans to ensure fidelity. We expect 100% of the staff will comply with this directive | Mrs. Doval & Mrs. Spector |
| **Discipline consequences**  and **flow chart** are being used by all staff as written | During pre-planning and first week of school, administration will walk the school to ensure that 100% of the classrooms display the flow chart and behavior expectations in classrooms, hallways and cafeteria.  Quarterly, review of behavior referrals will indicate that 95% of teachers are utilizing the flow charts to assist in classroom management. | Mr. Greenberg, Ms. Kincaid, & Mrs. Mansur |
| A **reward system** is being implemented for *all* students | During the first two weeks of the 2018-19 school year, 95% of the teachers will implement the ticket reward systems for tardies. | Mr. Greenberg |

**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 | Quarterly review of the data in BASIS 3.0 will indicate a decrease of top 10 incidents referrals in section 3a by 5% from the previous school year. | Refer to **quarterly** presentation dates in 2B.  **During Faculty Meetings on:**  **October 19, 2018**  **January 7, 2019**  **March 22, 2019**  **Data will be collected 2 weeks prior and analyzed by the team**  This is the data the team will be sharing during presentations. | Mr. Greenberg |
| See critical element 4A  • **Top 3 event locations** data | Quarterly review of the data in BASIS 3.0 will indicate a decrease of incidents referrals in certain locations in section 4a by 5% from the previous school year. | Mr. Greenberg |
| See critical element 8  • **Core effectiveness** data | By the end of first semester (1/7/19) the student receiving 2 to 5 referrals will decrease by at least 1% | Mrs. Doval |
| See critical element 7A  • **Grade Level/Classroom referrals** data | During pre-planning during the 2018-19 school year, staff will be trained on CHAMPS to decrease the amount of classroom referrals by 5%.  In addition, we will determine which students have more than 2 referrals and submit their names to the RtI team. | Mrs. Menendez |