

**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:** | Coral Park Elementary |
| **School Number:** | 3041 |
| **SPBP Contact Name:** | Tangela Williams-Daniel |
| **Direct Phone Number:** | 754-322-5850 |

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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?** |
| Camille Pontillo | Principal | Administration |
| Tangela Williams-Daniel | SPBP Point of Contact | Assistant Principal |
| Jamie Ross | Parent/Community Representation | SAC and 4th Grade Teacher |
| Emily Rothstein & Michele Lugassi | BTU Representative | 1st Grade |
| Melody Paul | Speech and Language Pathologist | PK-5th Grade |
| Lori MItchell | Autism Cluster Teacher | 1st – 3rd Grade |
| Deborah Rosengaus | Kindergarten Teacher | Kindergarten |
| Cristina Fernandez | First Grade Teacher | 1st Grade |
| Dana Karp | Second Grade Teacher | 2nd Grade |
| Kathleen Marks | Second Grade Teacher | 2nd Grade |
| Adriana Cook | Third Grade Teacher | 3rd Grade |
| Jamie Ross | Fourth Grade Teacher | 4th Grade |
| Amber Hall | Fourth Grade Teacher | 4th Grade |
| Jennifer Lemon | Fifth Grade Teacher | 5th Grade |
| Linda Lathroum | Music Teacher | PK-5th Grade |
| Pierrette Theriault | Guidance Counselor | PK-5th Grade |
| Darlene Derusha | Math Coach | Pk-5th Grade |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Meeting Date** | **Meeting Time** | **Name & title of person responsible to facilitate meeting** | **Content of meetings:** |
| 8/8/2018 | 2:00 PM | Tangela Williams-Daniel, 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) |
| 10/19/2018 | 2:00 PM | Tangela Williams-Daniel, Assistant Principal |
| 12/21/2018 | 2:00 PM | Tangela Williams-Daniel, Assistant Principal |
| 3/21/2019 | 2:00 PM | Tangela Williams-Daniel, 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 | 4/9/2018 | # of participants = 83 | SPBP Team |
| Held a *faculty* vote on the new SPBP  (for SY 2018/19) | 4/23/2018 | % approved = | Tangela Williams-Daniel |
| Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community) | 5/2/2018 | # of participants = | Tangela Williams-Daniel |

**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. | SPBP Team and Tangela Williams-Daniel |
| Present the 2018/19SPBP to stakeholders (parents and community) | Prior to Oct 1st, 2018  9/12/2018 |
| 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 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. | SPBP Team and Tangela Williams-Daniel |
| 2. 10/19/2018 |
| 3. 12/21/2018 |
| 4. 3/21/2019 |

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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.Unruly/Disruptive Behavior | 6.Disruptive/Unruly Play |
| 2.Disobedience/Insubordination | 7.Disruption on Campus (Minor) |
| 3.Battery | 8.Assault/Threat (Non-Criminal) |
| 4.Out of Assigned Area | 9.Insulting/Profane/Obscene Language |
| 5.Fight-Minor/Altercaton/Conf | 10.Petty Theft < $300 |

**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.Respect |
| 2.Responsibility |
| 3.Relationships |
| 4. |
| 5. |

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

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

|  |  |  |  |
| --- | --- | --- | --- |
| **When will school-wide expectations lesson plans be taught?** | | | |
|  | Date(s) | Time: | |
| August | 08/15/18 – 08/29/18 | Throughout the instructional day | |
| January | 01/08/19 – 01/22/19 | Throughout the instructional day | |
| 4th Quarter | 04/01/19 – 04/15/19 | Throughout the instructional day | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | Classroom Teachers |
| Where will the lesson plan instruction occur? | | | In the classroom, cafeteria and hallways |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | SPBP Team and Tangela Williams-Daniel |

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| **CRITICAL ELEMENT #4: Location-based Rules** |

**4A.** List the **top 3 locations** for behavior Events YTD from BASIS 3.0 Behavior Dashboard**.** ***Do not use “classroom”***

|  |  |
| --- | --- |
| **Top 3 Locations** | |
| School Location | # Incidents |
| 1.School Grounds | 25 |
| 2.Cafeteria | 21 |
| 3.Hallway | 8 |

**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.*** | | |
| School Grounds | Cafeteria | Hallways |
| **Rules** | **Rules** | **Rules** |
| Respect | Speak to students, teachers and other adults with respect, use voice level 2 or below, follow directions of the teachers and adults, and keep hands and feet to yourself | Speak to students, teachers and adults with respect, use good manners, eat your own food, voice level 2 or below, stay seated, raise your hand, and follow directions of the cafeteria personnel | Voices are off, keep hands and feet off of walls and poles |
| Responsibility | Stay in assigned area, follow directions of the teachers, remain calm and use a voice level 2 or below, and play in safe areas | Stay seated, raise your hand for help, put trash in the garbage can/Somat machine and clean up | Stay in line, walk on the right (CPE WALK), walk slowly, take turns at the water fountain and keep hands and body calm |
| Relationships | Keep hands and feet to yourself, use kind words, leave nature alone, respect other’s property and demonstrate sportsmanship | Keep hands and feet to yourself and use kind words | Keep hands and feet off of others |
| Click here to enter Expectation #4 | Click here to enter a Rule | Click here to enter a Rule | Click here to enter a Rule |
| Click here to enter Expectation #5 | Click here to enter a Rule | Click here to enter a Rule | Click here to enter a Rule |

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

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

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

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| --- | --- | --- | --- |
| **When will location-specific rules lesson plans be taught?** | | | |
|  | Date(s) | Time: | |
| August | 08/15/18 – 08/29/18 | Throughout the instructional day | |
| January | 01/08/19 – 01/22/19 | Throughout the instructional day | |
| 4th Quarter | 04/01/19 – 04/15/19 | Throughout the instructional day | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | Classroom Teachers |
| Where will the lesson plan instruction occur? | | | In the classroom, cafeteria and hallways |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | SPBP Team and Tangela Williams-Daniel |

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| **CRITICAL ELEMENT # 5: Reward and Recognition Programs** |

Although you will post, teach, review, practice and reinforce all school-wide expectations and location-specific rules, **choose 1 expectation OR 1 event location** you will target for a specific reward program for students. Based on the data that led to this expectation or location, create a reward plan using the 4 Step Problem Solving Process:

Expectation or Location: \_\_\_Cafeteria\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **4 Step Problem Solving Process** | **Plan** |
| **1. Problem Identification:** Use your behavior data to identify a school-wide problem.  What problem did you identify? *(use numerical data)* | **Data used:** A daily 7 point rubric; weekly 35 point system based on 1. Entering the cafeteria in a line, 2. Walking through the service line in an orderly manner, 3. Sitting in your assigned seats and maintaining personal space, 4. Cleaning up after yourself, 5. Line up and use the Somat correctly, 6. Using indoor voices, 7. Sitting and waiting quietly while waiting to be picked up by their teacher and exit in a line.  **Problem Identification:** Throwing food. |
| **2**. **Problem Analysis:** Why do you think this problem is occurring?  What is your goal? *(use a SMART goal statement with numerical data)* | **Hypothesis:** Children think it is funny or entertaining to throw food.  **Goal Statement:** By May 2019, 80% of the classes will achieve 25 out of 35 required points. |
| **3. Intervention Design:**  Describehow you will implement a positive reward program to decrease this problem. | **Type of System:** *Click here to choose a type* **Point System**  **Description of System:** All students receive a laminated cutout bear for every day that they receive 7 points. The cafeteria personnel will also identify students who are not following the rules and procedures in the cafeteria by collecting their badges and providing the classroom teacher with feedback to reinforce inappropriate behavior. After 1 week, earning at least 25 out of 35 points, PreK-2nd grade can use Teacher discretion for classroom reward. Students in 3-5 that receive a total of 25 points a week can earn lunch on the stage with a rotating schedule of administrators and/or support staff. Every month, a Golden Spatula will be awarded to a class on each grade level that accumulates the most points. |
| **4. Evaluation:**  A. Implementation fidelity | How do you monitor the fidelity (consistency and effectiveness) of the **staff’s** implementation of the reward program? The cafeteria staff will be trained to properly implement the point system. Responsible students will be in charge of tracking their tables’ progress using a red, yellow, and green color coded bead and pipe cleaner attached to the stand on each table. |
| B. Student outcome monitoring | How will you know if the reward program is positively impacting **students**? What measurable data will you use to determine “success”? A decrease in the number of referrals given students who throw food in the cafeteria. The effectiveness will be measured by a reduction in the number of incidents and an increase in the number of points earned school wide. |

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| **CRITICAL ELEMENT #6 Effective Discipline Procedures** |

**6A. Staff Managed Misbehaviors:** List the top 6 *most common* school-wide misbehaviors **staff are expected to manage.**

Write a short, objective, and measurable definition for each.

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| --- | --- |
| **Staff Managed Misbehaviors** | |
| Misbehavior | “Looks Like” - *provide a description with example(s)* |
| 1. Unruly/Disruptive Behavior | 1. Inappropriate gestures/comments, disrespectful comments/gestures, spitting/horseplay/throwing objects, cutting in line, talking out |
| 2. Disobedience/Insubordination | 2. Not engaging in classwork, not participating in class, not turning in homework, off task, lying/cheating |
| 3. Battery | 3. Biting, pinching, hitting/slapping |
| 4. Out of Assigned Area | 4. Out of seat, leaving the classroom/area |
| 5. Fight-Minor/Altercation/Confrontation | 5. Fist fighting that does not result in medical attention and ends without an adult having to intervene |
| 6. Disruptive/Unruly Play | 6. Not adhering to the playground rules |

**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 |
| Clip down | |
| Time out or Lunch Detention | |
| Temporary Alternative Classroom Placement or Change of Seating | |
| Loss of Privilege (games, activities, etc.) | |
| Parent-Teacher-Student Conference | |

**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. Unruly/Disruptive Behavior | More than 1 moderate misbehaviors in 3 hours  Repetition of moderate infractions, Sexually explicit gestures/comments, ongoing disrespectful comments/gestures, thrown object has hit a student/staff member |
| 2. Disobedience/Insubordination | Repetition of moderate infractions; Repeated Defiance, Inappropriate use of technology, cell phone violation, dress code violation, continuous sleeping, excessive tardies |
| 3. Battery | Repetition of moderate infractions; Fighting, punching, kicking, cutting |
| 4. |  |
| 5. |  |
| 6. Repetitive staff managed  misbehaviors | More than misbehaviors inwarrants an office referral.  hour  1  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** |
| -Unruly/Disruptive Behavior  -Disobedience/Insubordination  -Battery  -Out of Assigned Area  -Fight-Minor/Altercation/Confrontation  -Disruptive/Unruly Play | -Unruly/Disruptive Behavior  -Disobedience/Insubordination  -Battery  \*More than 3 misbehaviors in 1 hour. |

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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:** | Clip Up/Clip Down |
| \*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: *(3-4 sentences)* |

**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**: | 99 |
| Total number of **school-wide** discipline referrals: | 164 |
| 60% of referrals in the classroom: | **!Zero Divide** |
| 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: | 642 |  |  | |
| # Referrals | 164 | **26 % of Total Population** | Core Effectiveness | |
| 0 - 1 referral | 26 | 96% | Are your 0 – 1 referrals > 80%? | Yes No |
| 2 - 5 referrals  (at risk students) | 18 | 3% | Are your 2 - 5 referrals <15%? | Yes No |
| > 5 referrals  (high risk students) | 5 | 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: At Coral Park Elementary, our school leadership team implements for early identification of at risk and high-risk students via RTI. Teachers provide a minimum of three strategies that they are currently using to address the student’s needs and monitor those strategies for 6 weeks. While monitoring the strategies for the student’s behavior, the teachers record the data and chart the student’s progress. After 6 weeks of monitoring, the RTI team reconvenes and makes the necessary decision to continue or change the behavioral intervention. | |

**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 | 46 | 44 | -2 | Yes No |
| Hispanic/Latin | 15 | 17 | 2 | Yes No |
| White | 34 | 38 | 4 | Yes No |

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

|  |  |
| --- | --- |
| If all 3 are “**No**”, disproportionality is not indicated. Are all 3 “No”? | Yes No |
| Answer **either** (a) or (b):  (a) If you answered “**Yes**”, although your data indicates equity, what plan does your school leadership team implement for early identification of any disproportionality issues  (b) If you answered “**No**”, indicate the support plan and interventions your school leadership team will implement at the beginning of next year to improve sub group disproportionality | |
| Disproportionality Plan: The support plan and intervention our school leadership team will implement at the beginning of next school year to improve our sub group disproportionality is to implement a mentoring program. The mentoring program will target our African-American students. We will meet with our mentees once a month, in a lunch bunch setting to discuss and reward appropriate behavior and promote ongoing positive behaviors. | |

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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** | **Tangela Wiliams-Daniel, Assistant Principal** |
| **Current** | **Create a SPBP binder or portfolio to retain (for 2 years) hard copies of: your SPBPs, Action Plans, staff PBIS professional development attendance, stakeholder training attendance, quarterly meeting agendas, quarterly staff behavior presentations, voting attendance and outcome, Expectation lesson plans and Rules lesson plans** | **Tangela Williams-Daniel, 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 | SPBP Team |
| **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 | Tangela Williams-Daniel, 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 | **Tangela Williams-Daniel. Assistant Principal** |
| **October**  **2nd meeting** | Ensure instructional staff know how to (and are, as needed) enter Tier 1 Supplemental Strategies  for behavior in BASIS  Present implementation data, behavior data, team activities and progress to entire staff | RTI Team and Administration |
| **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. | SPBP Team and Teachers |
| **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> | Teachers, Administration and SPBP Team |
| **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. | Tangela Wiliams-Daniel, 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 | Tangela Williams-Daniel, Assistant Principal and SPBP Team |
| **April** | Submit your SPBP in OSPA by April 30th every year | **Tangela Williams-Daniel, AP** |

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

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

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

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| **Fidelity of Implementation Monitoring Plan** | | | |
| Action Step | Create an **observable** and **measureable** SMART goal to determine “successful”  **staff implementation** of action step | When will data be collected, analyzed & presented? | Person responsible to collect and analyze data |
| School-wide **expectations** and location-specific **rules** are posted across campus | 100% of the campus has posters displayed across the school with the school-wide expectations and location specific rules | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | SPBP Team and Administration |
| **Behavior lesson plans** are being taught as written and when indicated | 100% of teachers will have the SPBP lesson plans are being taught and embedded in their daily lesson plans | SPBP Team and Administration |
| **Discipline consequences**  and **flow chart** are being used by all staff as written | 100% of teachers will utilize, follow and apply the consequences based upon the discipline flow chart | Administration |
| A **reward system** is being implemented for *all* students | 100% of the students will participate in our school-wide reward system. | SPBP Team and Administration |

**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 | 72% of students will have 1 or less behavior referrals per quarter. | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | Administration |
| See critical element 4A  • **Top 3 event locations** data | There will be a 6% decrease in the percentage of the top 3 event locations per quarter. | Administration |
| See critical element 8  • **Core effectiveness** data | There will be a 5% increase in the quarterly core effectiveness data. | Administration |
| See critical element 7A  • **Grade Level/Classroom referrals** data | There will be a 5% decrease in the grade level/classroom referral data per quarter. | Administration |