

School-wide Positive Behavior Plan (SPBP)

To be implemented in pre-planning 2018

Elements have changed in the SPBP.

Before completing, go to <http://www.browardprevention.org/mtssrti/rtib/> → *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 mini-Brainshark Series for teams. These Brainsharks are divided into the Critical Elements of PBIS. Although they are not mandatory to watch, they will show you “how to” write a comprehensive SPBP (and receive a high score!)
It is recommended that all school teams watch the Overview Brainshark at the URL above.
- ✓ A Feedback Rubric to ensure your team will correctly complete the SPBP and develop a meaningful plan.

To provide consistency across the District, only plans entered in the district template will be accepted.

ACTION: Download, complete, and upload the SPBP in your SIP Plan, BP # 2, before May 1, 2018:

| |
|---|
| School Name: Forest Glen Middle |
| School Number: 3051 |
| SPBP Contact Person: Tiffany Barnett |
| Direct Phone Number: 754-322-3400 |

CRITICAL ELEMENT # 1: Functioning Team and Administrative Support

1A. List your current (SY 2018/19) team members: (must have 6-8 team members)

Each name on this list verifies attendance in ongoing team meetings and participation in developing this SPBP. Each member is responsible for representing stakeholders (i.e. Educational Support Personnel, grade level teachers, specials teachers, support staff, etc.) and sharing SPBP content and updates with respective groups.

| Full Name | Position | Stakeholder Representation |
|-----------------|---------------------------------|----------------------------|
| Ronald Forsman | Principal | Administration |
| Tiffany Barnett | SPBP Point of Contact | Administration |
| Dave Segarra | Discipline Administrator | Administration |
| Mr. Skoinick | Parent/Community Representation | SAC |
| Ms. Flaster | Teacher | BTU |
| Ms. Weller | 6 th Grade Teacher | Faculty |
| Mr. Reidy | 7 th Grade Teacher | Faculty |
| Mr. B. Nelson | 8 th Grade Teacher | Faculty |
| Ms. Torres | ESE Support Facilitator | Faculty |
| Ms. J. Nelson | Non-Instructional Staff | Faculty |
| Ms. Kornhauser | Specials Teacher | Faculty |

1B. Schedule and document your team meetings for 2018/19 school year: (minimum of 4)

Also enter in the school's master calendar.

| Meeting Date | Time | Responsible Person |
|-------------------|--------|--------------------|
| December 12, 2018 | 8:30am | Tiffany Barnett |
| January 22, 2019 | 8:30am | Tiffany Barnett |
| February 12, 2018 | 8:30am | Tiffany Barnett |
| March 12, 2018 | 8:30am | Tiffany Barnett |

CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment:

2A. Indicate the action steps completed in the 2017/18 school year that increased faculty and stakeholder understanding and knowledge of the SPBP:

| Action Steps: | Date(s) (Before April 30th THIS YEAR) | Content (2-3 sentences) |
|---|---|---|
| Presented the 2018/19 SPBP to Staff | 3/23/2018 | Plan was provided to staff for review, discussion and suggestions. Suggestions were noted and plan revised. |
| Presented the 2018/19 SPBP to stakeholders (parents and community) | 4/17/2018 | Plan was shared with SAC. Committee discussed and liked the plan. No additional changes/suggestions were given. |
| Held a faculty vote on the 2018/19 SPBP | Ballot | 86% approved: Vote conducted and the plan was approved. |

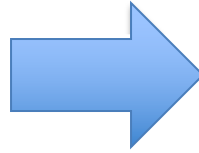
2B. Plan the activities for 2018/19 school year to increase faculty and stakeholder understanding and implementation of the SPBP:

| Action: | Date(s) (NEXT YEAR) | Content |
|--|---|--|
| Provide a professional development on the 2018/19 SPBP for all staff | Prior to students' 1 st day: 1. 8/17/2018 | The team will present the SPBP for the 18/19 school year. Details of modifications and updates will be included. All stakeholders will be provided with access to the SPBP. Feedback will be collected for future team meetings. |
| Present the 2018/19 SPBP to stakeholders (parents and community) | Prior to Oct 1 st , 2017 1. 9/18/2018 | |
| Present updated fidelity of implementation from Critical Element 10A and student outcome data from Critical Element 10B to all staff (Quarterly: minimum of 4 each year) | 1. 10/19/2018 | The team will share the updated implementation data in 10A including: the "marketing" of expectations and rules, lesson plan implementation, and discipline processes. |
| | 2. 11/16/2018 | |
| | 3. 1/18/2019 | The team will share the updated student outcome data in 10B including: top 3 event locations, type of behavior incidents, and core effectiveness data as well as analysis of this data. |
| | 4. 2/15/2019 | |

CRITICAL ELEMENT # 3: School-wide Expectations

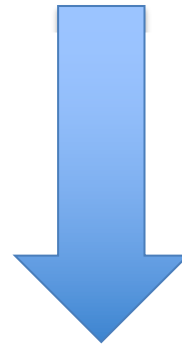
3A. Collect behavior data from BASIS 3.0:

| |
|-----------------------------------|
| 1. Unruly/Disruptive Behavior |
| 2. Disobedience/Insubordination |
| 3. Fight – Minor/Altercation |
| 4. Fighting - Medium |
| 5. Disruptive/Unruly Play |
| 6. Profanity to Staff Member |
| 7. Tardiness Habitual |
| 8. Defiance of Authority/Habitual |
| 9. Disruption on Campus |
| 10. Class Cut |



3B. Group similar problem behaviors to develop:

| |
|---|
| Demonstrate Self Control |
| Listen to and follow directions from all adults |
| Be respectful to yourself, adults, and peers. |
| |
| |



3C. List the *opposites* of the 3 - 5 negative characteristics to develop:

| |
|--|
| 3 – 5 Positive Replacement <u>Characteristics</u> = your School-wide Expectations |
| Demonstrate Self Control |
| Listen to and follow directions from all adults |
| Be respectful to yourself, adults, and peers. |

3D. Using the expectation lesson plan templates, complete 3 – 5 lesson plans, 1 for each of the above listed school-wide expectations. (e.g., if you have 4 expectations, you will use 4 lesson plan templates). Delete any empty templates you do not use.

Teaching School-wide Expectations

Lesson Plan

School-wide Expectation #1: Demonstrate Self-Control

| | |
|---|--|
| Definition of expectation: | |
| Demonstrate self-control by controlling your feelings and behaviors in order to make good decisions. | |
| Rationale for having this expectation | |
| Each time a choice is made there are positive and/or negative consequences that follow. Always think before acting and choose the path that will bring more joy and comfort versus the path that could cause hurt, pain or regret. | |
| Positive examples: “looks like” | Non-examples |
| Using kinds words | Using words that may hurt others feelings |
| Keeping hands and feet to self | Using physical contact toward others when upset or hurt |
| Listening and paying attention | Talking, laughing and/or playing during instruction |
| List 2 resources (website addresses, curriculum with location, books with page numbers, programs with lesson plan number, etc.) you will use to teach this lesson plan. Be specific enough so the resources can be located by anyone. | |
| 1. Broward Prevention’s Realty Avenue’s Self-Control Video | |
| 2. PBISWorld.com – Click on Disruptive Behavior | |
| 3. Pre-Referral Intervention Manual (PRIM) 3 rd pages 291, 308, 322, 332, 349 | |
| List the steps of this lesson plan (Include lesson format, activities, and materials). Be detailed enough so the lesson can be implemented by anyone. | |
| 1. Explain to students that today they will learn about self-control. Provide students with a previewing activity by watching Broward Preventions Realty Avenue Self-Control video. | |
| 2. After viewing the video, explain to students the rationale behind having this expectation. Encourage class discussion about what they think self-control is. After discussion, instructor may then provide the definition of self-control. | |
| 3. Instructor will provide one example and one non-example of self-control, then have students share out other examples and non-examples that they may have experienced in the past and/or viewed in the Self-Control video. | |
| 4. Have students write independently about a time they did not have self-control. | |
| 5. Pair each student with a partner to share their writing. Students should discuss their encounters then document and share out what they could have done differently in the situation to ensure a positive ending. | |
| 6. PBISWorld.com and the PRIM book will be utilized for interventions to implement with students that may still be struggling with having self-control. | |
| WHEN will this lesson plan be taught? | |
| Beginning of school year date(s) and time(s): | August 15 – 22, 2018 throughout the school day (9:20 AM-3:00 PM) and as needed throughout the school year. |
| After long holidays | Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this expectation. |
| 3rd quarter | |
| WHO will teach this lesson plan? | WHERE will the lesson plan instruction occur? |
| School Counselors & Elective Teachers | Within the elective classes |

Teaching School-wide Expectations
Lesson Plan

School-wide Expectation #2: Listen to and follow directions from all adults

| | |
|---|--|
| Definition of expectation: | |
| Be obedient by listening to adults and following instructions the first time asked. | |
| Rationale for having this expectation | |
| Directions and instructions are in place to provide guidance in completing tasks, ensuring success, and to help avoid situations that could result in negative outcomes. | |
| Positive examples: “looks like” | Non-examples |
| Paying attention and focusing | Talking or turning away from an adult while directions & instructions are being stated. |
| Listening | Ignoring |
| Following directions | Not following directions or doing something without be given permission. |
| List 2 resources (website addresses, curriculum with location, books with page numbers, programs with lesson plan number, etc.) you will use to teach this lesson plan. Be specific enough so the resources can be located by anyone. | |
| 1. “Know and Follow Rules” by Cheri J. Meiners | |
| 2. PBISWorld.com – Click on Defiant Behavior | |
| 3. Pre-Referral Intervention Manual (PRIM) 3 rd Edition pages 60, 357, 479, 483 | |
| List the steps of this lesson plan (Include lesson format, activities, and materials). Be detailed enough so the lesson can be implemented by anyone. | |
| 4. Share with class the definition of obedience (listening & following directions). Explain the rationale for having this expectation. | |
| 5. Provide one example and one non-example of obedience. Then have students share out other examples and non-examples. | |
| 6. Have students work in groups of 3-4 to think, share, and discuss a time that they were disobedient by not listening or not following directions (what happened and what they could have done differently). | |
| 7. Students should create a short skit/presentation, role-playing one of the instances discussed within their groups, detailing what happened and then role-playing a different ending focusing on what they could have done differently for a positive outcome | |
| 8. End the lesson with the read aloud book, “Know and Follow Rules” by Cheri J. Meiners. | |
| 9. PBISWorld.com and the PRIM book will be utilized for interventions to implement with students that may still be struggling with listening and following directions. | |
| WHEN will this lesson plan be taught? | |
| Beginning of school year date(s) and time(s): | August 22 – August 31, 2018 throughout the school day (9:20 AM-3:00 PM) and as needed throughout the school year. |
| After long holidays | Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this expectation. |
| 3rd quarter | |
| WHO will teach this lesson plan? | WHERE will the lesson plan instruction occur? |
| School Counselors & Elective Teachers | Within the elective classes |

Teaching School-wide Expectations
Lesson Plan

School-wide Expectation #3: Be respectful to yourself, adults, and peers.

| | |
|--|--|
| Definition of expectation: | |
| Be respectful by displaying good manners and being courteous to all adults and other students. | |
| Rationale for having this expectation | |
| Treat others the way you want to be treated. Being respectful will create a positive and friendly environment. | |
| Positive examples: “looks like” | Non-examples |
| Saying please and thank you | Not being appreciative |
| Using kind words (in-person & on social media) | Making mean or negative comments towards someone (in-person & on social Media) |
| Helping those in need | Being selfish and not lending a helping hand when needed |
| List 2 resources (website addresses, curriculum with location, books with page numbers, programs with lesson plan number, etc.) you will use to teach this lesson plan. Be specific enough so the resources can be located by anyone. | |
| 1. www.brainpop.com – Digital Etiquette video clip | |
| 2. PBISWorld.com – Click on Disrespectful | |
| 3. Pre-Referral Intervention Manual (PRIM) 3 rd edition pages 291, 303, 322, 341, 462, 512 | |
| List the steps of this lesson plan (Include lesson format, activities, and materials). Be detailed enough so the lesson can be implemented by anyone. | |
| 1. Share with class the definition of respect. | |
| 2. Explain the rationale for having this expectation. | |
| 3. Provide one example and one non-example of respect as it relates to students reacting in-person and through social media. Then have students share out other examples and non-examples. | |
| 4. Have students watch a short video clip titled “Digital Etiquette” from www.brainpop.com . Provide students with a T-Chart/graphic organizer to document instances of respectful and disrespectful behaviors and summarize the theme and conclusion viewed during the video. | |
| 5. End with a group discussion, sharing out real-life situations in which students have encountered disrespect in-person as well as through digital communication, i.e., text messages, social media networks, email, etc. Students should include how they handled the situation and what they would do differently now after viewing the video clip. Students should focus on how they could fight rudeness and help encourage courtesy and respect. | |
| 6. PBISWorld.com and the PRIM book will be utilized for interventions to implement with students that may still be struggling with not being disrespectful. | |
| WHEN will this lesson plan be taught? | |
| Beginning of school year date(s) and time(s): | September 5 - 8, 2017 throughout the school day (9:20 AM-3:00 PM) and as needed throughout the school year. |
| After long holidays | Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this expectation. |
| 3rd quarter | |
| WHO will teach this lesson plan? | WHERE will the lesson plan instruction occur? |
| School Counselors & Elective Counselors | Within the elective classes |

CRITICAL ELEMENT #4: Location-based Rules

4A. Determine top 3 locations for Event problems from the BASIS 3.0 Behavior Dashboard. Do not use “classroom”

| Top 3 Locations | |
|-------------------|-------------|
| School Location | # Incidents |
| 1. Cafeteria | 48 |
| 2. Hallway | 31 |
| 3. School Grounds | 31 |

4B. Create an Expectations/Rules Chart from your 3-5 school-wide expectations and your top 3 locations. Develop 1 to 2 positively stated, observable, and measurable rules that correlate with every expectation to create a maximum of 5 rules for each location.

| Expectations and Rules Chart | | | |
|---|--|--|---|
| Expectations Copy and paste expectations from 3C. | Locations Copy and paste locations from 4A. | | |
| | Location #1: Cafeteria | Location #2: Hallway | Location #3: School Grounds |
| | Rules | Rules | Rules |
| Expectation #1: Demonstrate Self Control | <ul style="list-style-type: none"> Keep food on your tray Wait patiently in line Remain seated while eating | <ul style="list-style-type: none"> Walk Follow clear traffic patterns Arrive to class on time | <ul style="list-style-type: none"> Keep hands and feet to self Use appropriate noise level Think before acting |
| Expectation #2: Listen to and follow adult instructions | <ul style="list-style-type: none"> Follow cafeteria procedures Empty tray when instructed to do so | <ul style="list-style-type: none"> Listen to adults Obey instructions from all adults | <ul style="list-style-type: none"> Follow directions the first time given |
| Expectation #3: Be respectful to yourself, adults & peers. | <ul style="list-style-type: none"> Keep area clean Use table manners | <ul style="list-style-type: none"> Respect others personal space Assist those in need of help | <ul style="list-style-type: none"> Greet others with kind words Be courteous to peers and school staff Dress appropriately |

4C. Using the rule lesson plan templates, complete 3 lesson plans, 1 for each of the above listed specific locations. Include all the rules listed under the location in the lesson plan.

Teaching Rules
Lesson Plan

Location #1: Cafeteria

| Location Rules: (from 4B chart) | Positive Example: | Non-example: |
|---|---|---|
| Keep food on your tray | Keeping your area nice and neat | Throwing food |
| Wait patiently in line | Standing nicely | Cutting the line |
| Remain seated while eating | Body facing the table and legs and feet underneath the table | Standing and walking around the cafeteria |
| Follow cafeteria procedures | Listening and following instructions from the adult on the microphone | Getting up or leaving assigned area without permission |
| Empty tray when instructed to do so | Cleaning up when your area/table is called to do so | Leaving your tray on the table |
| Keep area clean | Throwing all trash away in the somat when the table is called to do so | Leaving spilled food and wrappers on table after being instructed to clean up |
| Use table manners | Chewing with your mouth closed | Chewing with mouth open and talking while eating |
| List 2 resources (website addresses, curriculum with location, books with page numbers, programs with lesson plan number, etc.) you will use to teach this lesson plan. Be specific enough so the resources can be located by anyone. | | |
| 1. Forest Glen Middle’s Rules & Procedures PowerPoint | | |
| 2. Broward County Code of Conduct pages 16, 17 | | |
| List the steps of this lesson plan (Include lesson format, activities, and materials). Be detailed enough so the lesson can be implemented by anyone. | | |
| 1. Instruct students to create two graphic organizer webs. One should state “Positive Cafeteria Behavior” and the other “Negative Cafeteria Behavior”. The extensions surrounding the webs should contain student examples and non-examples of what they view as positive and negative cafeteria behaviors. | | |
| 2. Instructor should draw two webs on the classroom board as well, and document student responses while students are volunteering their individual responses. As the lesson continues, the instructor and students may continue to add examples and non-examples to their individual and class webs. | | |
| 3. Instructor should have students view Forest Glen Middle’s Rules & Procedures PowerPoint and review Broward County Code of Conduct pages 16 and 17 drawing attention to appropriate cafeteria behavior. | | |
| 4. Students will be escorted to the cafeteria to practice what they’ve learned. Feedback will be provided during practice run. | | |
| 1. Once students return to class, the instructor will read aloud, “Manners in the Lunchroom”. After the read aloud, students will have an opportunity to meet with a neighbor and discuss the PowerPoint, Code of Conduct, read aloud book and the cafeteria practice run. After the discussion, students should reflect on their individual and classroom webs to see what new information may need to be added and what prior information may need to be removed from the webs. | | |
| WHEN will this lesson plan be taught? | | |
| Beginning of school year date(s) and time(s): | August 15 – 22, 2018 throughout the school day, in each class period (9:20 AM – 3:00 PM) and as needed throughout the school year. | |
| After long holidays 3rd quarter | Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this location’s rules. | |
| WHO will teach this lesson plan? | | WHERE will the lesson plan instruction occur? |
| School Counselors & Elective Teachers | | Elective Classes |

Teaching Rules
Lesson Plans

Location #2: Hallway


| Location Rules: (from 4B chart) | Positive Example: | Non-example: |
|--|---|---|
| Walk | Keep moving forward | Running |
| Follow clear traffic patterns | Walk near the right of the hallway | Stopping and talking |
| Arrive to class on time | Sitting in your seat prepared for class before the late bell rings | Walking into class after the late bell without an excused pass |
| Listen to adults | Looking at the adult and paying attention to instructions | Ignoring |
| Obey instructions from all adults | Following directions when asked | Not complying with directions |
| Respect others personal space | Remaining at an appropriate distance from others & keeping hands and feet to self | Sitting too closely or hitting others |
| Assist those in need of help | Stopping to help others | Seeing others who may need assistance and walking by without offering or calling for help |
| List 2 resources (website addresses, curriculum with location, books with page numbers, programs with lesson plan number, etc.) you will use to teach this lesson plan. Be specific enough so the resources can be located by anyone. | | |
| 1. Expectations and Rules Poster | | |
| 2. Broward County Code of Conduct pages 9, 12, 16 - 17 | | |
| List the steps of this lesson plan (Include lesson format, activities, and materials). Be detailed enough so the lesson can be implemented by anyone. | | |
| 1. Instruct students to brainstorm ideas as to what they think good hallway behavior looks like. | | |
| 2. With a partner students should express their ideas. | | |
| 3. Instructor will read aloud, “Manners in the Hallway Mini-book” by Carrie Teaching First | | |
| 4. Instructor will review Forest Glen’s Expectations and Rules poster & the Code of Conduct with an emphasis on positive hallway behavior. | | |
| 5. Instructor will model good hallway behavior for students inside the classroom. Students will then be asked to stand, line up in a straight line and practice walking in the hallway, being sure to enact the positive examples. | | |
| WHEN will this lesson plan be taught? | | |
| Beginning of school year date(s) and time(s): | August 23 – 31, 2018 throughout the school day, in each class period (9:20 AM – 3:00 PM) and as needed throughout the school year. | |
| After long holidays | Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this location’s rules. | |
| 3rd quarter | | |
| WHO will teach this lesson plan? | | WHERE will the lesson plan instruction occur? |
| School Counselors & Elective Teachers | | Within the elective classes |

Teaching Rules
Lesson Plan

Location #3: School Grounds

| Location Rules: (from 4B chart) | Positive Example: | Non-example: |
|---|---|--|
| Keep hands and feet to self | Hands by your side, feet in front of you | Hitting, kicking, and/or touching others |
| Use appropriate noise level | Using an inside voice | Yelling or speaking loudly |
| Think before acting | Taking time to think about different options that will ensure a positive outcome before acting | Not thinking about actions and consequences and acting impulsively |
| Follow directions the first time given | Complying with directions upon the first request | Having to be asked multiple times to do something |
| Greet others with kind words | Using positive words to make others feel good and lift their spirit | Using negative words that may hurt others feelings |
| Be courteous to peers and school staff | Saying please and thank you | Not using manners |
| Dress appropriately | Following the Broward County Dress Code | Not dressing according to the Broward County Dress Code |
| List 2 resources (website addresses, curriculum with location, books with page numbers, programs with lesson plan number, etc.) you will use to teach this lesson plan. Be specific enough so the resources can be located by anyone. | | |
| 1. Forest Glen Middle School's Dress Code PowerPoint | | |
| 2. Broward Prevention's Reality Avenue Responsibility Video | | |
| 3. Broward County Code of Conduct pages 9, 12, 16, 17, 26, 27, 30, 32 | | |
| 4. www.goodcharacter.com | | |
| List the steps of this lesson plan (Include lesson format, activities, and materials). Be detailed enough so the lesson can be implemented by anyone. | | |
| 2. Students should create a K-W-L chart documenting what they know and want to know about how to behave appropriately on school grounds. | | |
| 3. Instructor will have students share out, while writing their responses on the front board as a visual. | | |
| 4. Instructor will play short video clips from "Big Changes, Big Choices: The Three Rs of Growing Up" found on www.goodcharacter.com . Students should reflect on the following statements while viewing the video clips: Taking responsibility for your choices and actions is an essential part of growing up. Making choices based on what is right usually produces the best results. When we respect ourselves we usually make better choices. | | |
| 5. Instructor will review the Code of Conduct and have students view the Forest Glen Middle School Dress Code PowerPoint and the Broward Prevention Reality Responsibility video. Students will be instructed to write down what they learned from the PowerPoint, video and Code of Conduct as it relates to appropriate school behavior. | | |
| 6. Instructor will have students share out what they learned, write their responses on the board underneath the 'L' on the K-W-L- chart and summarize the lesson as a class. | | |
| WHEN will this lesson plan be taught? | | |
| Beginning of school year date(s) and time(s): | August 23 – August 31, 2018 throughout the school day, in each class period (9:20 AM – 3:00 PM) and as needed throughout the school year. | |
| After long holidays 3rd quarter | Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this location's rules. | |
| WHO will teach this lesson plan? | | WHERE will the lesson plan instruction occur? |
| School Counselors & Elective Teachers | | Elective Classes |

CRITICAL ELEMENT #5 Reward and Recognition Programs

 **NEW element:** refer to Rewards Brainshark for further guidance. <http://www.browardprevention.org/mtssrti/rtib/>

5. Describe in detail one positive school-wide intervention plan you will use to reward/recognize students who follow your school-wide expectations and/or location-specific rules: (2 - 6 sentences for each section)

| Plan Section | Plan |
|---|---|
| <p>A. What do students need to do to earn the reward? ➤Link to expectations and rules ➤Must be measurable</p> | <p>To earn a reward for arriving to class on time, students will need to arrive on time to at least 4 out of 6 classes during 1st quarter, 5 out of 6 classes during 2nd quarter and 6 out of 6 (all) classes for 3rd and 4th quarters. To earn a positive referral from a teacher, students will unnoticeably be observed by a teacher, displaying positive behaviors as referenced in the “examples” on the expectation lesson plans or “Caught being Good” by a teacher.</p> |
| <p>B. What reward/recognition will they earn? ➤Include person(s) responsible for organizing</p> | <p>Students will earn a number of tangible items depending on the number of positive referrals the student(s) earn. The items include and are in order of how they will be distributed throughout the year, are a school wristband that reads, “FGMS Superstar”, a decorative pencil, an FGMS lanyard, and a certificate of recognition.</p> |
| <p>C. How will you collect data to determine who has earned the reward? ➤include person(s) responsible for organizing and analyzing</p> | <p>Data for students arriving to class on time will be collected through Pinnacle. At the end of each quarter the attendance clerk will analyze student attendance data and provide each grade level administrator with students who meet the criteria as referenced in Section A above. Data for students “Caught being Good” or displaying positive behaviors as referenced by the “examples” in the lesson plans will be documented by teacher observations. Teachers will document the positive behavior(s) on a “Positive Referral form” and turn in to their grade level administrator.</p> |
| <p>D. When and how will the reward be provided? ➤Include timeline ➤Include actual date</p> | <p>The program will begin on the first day of school, by teaching the expectation lesson plans. Rewards will be provided quarterly during each grade level lunch on Early Release days, October 18, December 21, March 21 June 4. By recognizing students in front of their peers, during lunch, for arriving to class on time and earning positive referrals will help encourage other students to work hard in order to earn recognition as well.</p> |

CRITICAL ELEMENT #6 Effective Discipline Procedures

6A. Categorize the top 6 *most common* staff-managed misbehaviors at your school into “Minor” and “Moderate” categories. Write a short, objective, and measurable definition for each.

| Staff-Managed Misbehaviors | | | |
|---|---|---|--|
| Minor Misbehaviors | | Moderate Misbehaviors | |
| Misbehavior | Definition | Misbehavior | Definition |
| <ul style="list-style-type: none"> • Talking | Talking to friends during instruction about topics not related to the lesson. | <ul style="list-style-type: none"> • Excessive talking | Talking throughout the majority of the class period two days out of the week. |
| <ul style="list-style-type: none"> • Calling out | Blurting out answers without be called on by the teacher or making loud noises or inappropriate comments. | <ul style="list-style-type: none"> • Using profanity | Using profane, obscene or insulting language with other students once throughout the week. |
| <ul style="list-style-type: none"> • Tardy to class | Arriving to class and not in seat after the late bell. | <ul style="list-style-type: none"> • Habitual tardiness | Arriving to class after the bell rings on 5 more occasions throughout a quarter. |
| <ul style="list-style-type: none"> • Out of seat | Getting up or walking around the class without permission. | <ul style="list-style-type: none"> • Leaving class without permission | Walking out of the classroom without the teacher’s permission on more than one occasion. |
| <ul style="list-style-type: none"> • Not following directions | Ignoring the teacher and doing what you want, without permission. | <ul style="list-style-type: none"> • Refusal to work | Student sits and does nothing the entire class period 1-2 days out of the week. |
| <ul style="list-style-type: none"> • Not serving time-out | Student will not report to assigned time-out room location. | <ul style="list-style-type: none"> • Failure to serve teacher detention | Student is aware of detention. Parent has been contacted but student refuses to attend on first and second notice. |

6B. Create a consequence menu for all staff to choose from when students exhibit the above misbehaviors:

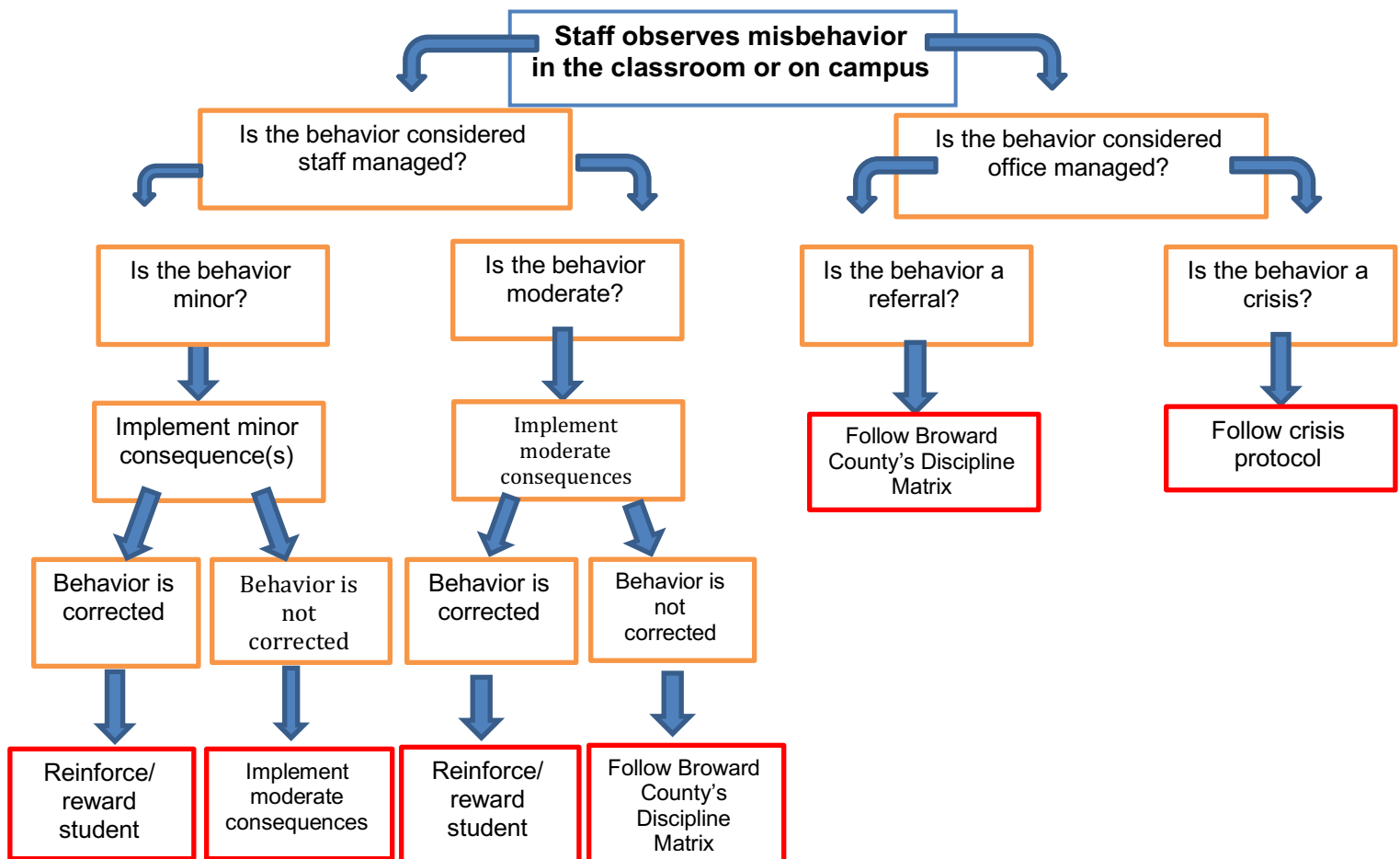
| Consequence Menu for Minor Misbehaviors (Staff’s choice of 5): | Consequence Menu for Moderate Misbehaviors (Staff’s choice of 5): |
|---|---|
| <ul style="list-style-type: none"> • Verbal warning | <ul style="list-style-type: none"> • Teacher-student conference |
| <ul style="list-style-type: none"> • Review/re-teach expectations | <ul style="list-style-type: none"> • Seat change |
| <ul style="list-style-type: none"> • Meet/talk with peer counseling student | <ul style="list-style-type: none"> • Loss of privilege |
| <ul style="list-style-type: none"> • Walk and talk with an adult on mentor list | <ul style="list-style-type: none"> • Behavior Reflection activity |
| <ul style="list-style-type: none"> • Time-out in/out of class | <ul style="list-style-type: none"> • 30 minute lunch detention |

6C. List the top 5 most common misbehaviors at your school that are handled with an Office Discipline Referral (ODR). Write a short, objective, and measurable definition for each. (Exclude crisis situations that must follow District protocol.)

| Office Discipline Referrals (ODRs) | |
|---------------------------------------|---------------------------------|
| Behavior | Definition |
| 1. Unruly/ disruptive behavior | Moderate: 65 misbehaviors |
| 2. Disobedience/insubordination | Moderate: 33 misbehaviors |
| 3. Fight – minor/altercation/conflict | Office Managed: 24 misbehaviors |
| 4. Fighting - medium | Office Managed: 13 misbehaviors |
| 5. Disruptive/ unruly play | Moderate: 11 misbehaviors |

💡 **NEW section:** refer to Discipline Brainshark for further guidance. <http://www.browardprevention.org/mtssrti/rtib/>

6D. Continue and customize the next steps in this flow chart to show the discipline process at your school. (Or you may delete this flow chart and create your own from scratch.)



CRITICAL ELEMENT # 7: Data Collection and Analysis

💡 **NEW element:** refer to Data Brainshark for further guidance. <http://www.browardprevention.org/mtssrti/rtib/>

7A. Determine your Core Effectiveness Year-to-Date:

| Total Population: | 1394 | Calculation to determine % rate | % | Core Evaluation | |
|-------------------|------------|---------------------------------|-----|--|---|
| # Referrals | # Students | | | | |
| 1 Referral | 88 | $(1394 - 48 - 18) \div 1394 =$ | 95% | <i>Universal students:</i> (# 0-1 Referrals should be >80%) | >80%? |
| | | | | | <input checked="" type="checkbox"/> YES |
| 2-5 Referrals | 48 | $48 \div 1394 =$ | 3% | <i>At risk students:</i> (# 2-5 Referrals should be <15%) | <15%? |
| | | | | | <input checked="" type="checkbox"/> YES |
| >5 Referrals | 18 | $18 \div 1394 =$ | 1% | <i>High risk students:</i> (# >5 Referrals should be <5%) | <5%? |
| | | | | | <input checked="" type="checkbox"/> YES |

7B. If all 3 are “YES”, your Core is Effective. Is your core behavior curriculum effective?

| <input checked="" type="checkbox"/> YES | <input type="checkbox"/> NO |
|--|---|
| If YES, although your core is effective, how will you assist any at-risk and high risk students at the beginning of the next school year? We will begin the school year by pairing at-risk students with an adult mentor as well as a peer mentor through our school’s Mentoring Tomorrow’s Leaders Program. | If one or more are “NO”, what supports and interventions will you implement at the beginning of the next school year to improve your core? N/A |

No entry needed for Critical Elements #8 and #9.

CRITICAL ELEMENT # 10: Monitoring Plans

10A. How and what data will you use to monitor the fidelity (frequency, consistency, documentation, etc.) of the implementation of the SPBP?

“Did you do what you said you were going to do? How will you know?”

| Fidelity of Implementation Plan | | | | |
|---|--|---|---|---|
| WHO: Responsible Person(s) | WHAT: Data Analyzed | WHAT: Criteria for “Success” of Implementation | WHEN: Dates of Analysis (quarterly dates) | HOW: Shared with Staff and Stakeholders? |
| 1. SPBP Team Members | School-wide expectations and location-specific rules are posted across campus (“marketing”). | Expectations and rules posted throughout campus (hallways, cafeteria, restrooms, etc.) | 10/19/18 11/15/18 1/17/19 2/21/19 | Data will be shared with staff during quarterly faculty meetings. |
| 2. Ms. Osborne – 6 th Grade AP Ms. Barnett – 7 th Grade AP Mr. Segarra – 8 th Grade AP | Behavior lesson plans are being taught as written. | Walkthroughs/Snap shots | Refer to 2B quarterly presentation dates. This is the data the team will be sharing during staff presentations. | Data will be shared with staff during quarterly faculty meetings |
| 3. Ms. Osborne – 6 th Grade AP Ms. Barnett – 7 th Grade AP Mr. Segarra – 8 th Grade AP | Discipline consequences and flow chart are being used by all staff as written | A decrease in the number of discipline referrals, each quarter, as compared to the previous year’s referral data. | | Data will be shared with staff during quarterly faculty meetings |

10B. How and what data will you use to determine the success of the plan by student outcome or need for modifications? Include a minimum of 2 different analyses.

“If you did what you said you were going to do, did it positively impact the students? How do you know?”

| Student Outcome | | | | |
|---|---|---|--|--|
| WHO: Responsible Person(s) | WHAT: Data Analyzed | WHAT: Criteria for “Success” of Student Outcome | WHEN: Dates of Analysis (quarterly dates) | HOW: Shared with Staff and Stakeholders |
| 1. Ms. Osborne – 6 th Grade AP Ms. Barnett – 7 th Grade AP Mr. Segarra – 8 th Grade AP | See critical element 3A. Quarterly behavior incident data. | 75% of staff rating the plan as having a positive impact. 50% or more of students earning positive referrals and incentives. A decrease in the number of discipline referrals, each quarter, as compared to the previous year’s referral data. | 10/20/17 12/22/17 3/23/18 5/25/18 | Data will be shared with staff during quarterly faculty meetings |
| 2. Ms. Osborne – 6 th Grade AP Ms. Barnett – 7 th Grade AP Mr. Segarra – 8 th Grade AP | See critical element 4A. Quarterly top 3 event locations data. | A 10% decrease in the number of discipline location incidents as compared to the previous year’s report. | See critical element 2B quarterly presentation dates. This is the data the team will be sharing during staff presentations | Data will be shared with staff during quarterly faculty meetings |
| 3. Ms. Osborne – 6 th Grade AP Ms. Barnett – 7 th Grade AP Mr. Segarra – 8 th Grade AP | See critical element 7. Quarterly core effectiveness data. | The total number of students receiving 1 discipline referral to decrease from 7% to 5% or less. The number of students receiving 2-5 discipline referrals to decrease from 5% to 3% or less. The number of students receiving 6 or more discipline referrals to decrease from 1% to 0%. | | Data will be shared with staff during quarterly faculty meetings |