

**School-wide Positive Behavior Plan (SPBP)**

Broward County Public Schools

To be implemented in SY 2018/19

**Elements have changed in the SPBP.**

Before completing, go to[**http://www.browardprevention.org/mtssrti/rtib/ →**](http://www.browardprevention.org/mtssrti/rtib/%20→)*School-wide Positive Behavior Plan* for:

* **A NEW Brainshark for Principals. ACTION: Log in with your p # and watch the Brainshark before Jan 30th.**
* **A NEW Overview Brainshark for Teams. ACTION: Log in with school name and watch the Brainshark.**
* A NEW mini Brainshark Series for teams. These Brainsharks are divided into the 10 Critical Elements of PBIS. They will

show you “how to” write a comprehensive SPBP (and receive a high score!)

* A Rating Rubric to ensure teams will correctly complete the SPBP and develop a meaningful plan.

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

**ACTION: Download, complete and upload the SPBP into your School Improvement Plan before May 1, 2018:**

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| **School Name:** | Silver Ridge Elementary |
| **School Number:** | 3081 |
| **SPBP Contact Name:** | Wendy Borowski |
| **Direct Phone Number:** | 754-323-7500 |

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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?** |
| Wendy Borowski | Principal | Administration |
| Matthew Halse | SPBP Point of Contact | Administration |
| Margaret O’Connor | Parent/Community Representation | SAC |
| Jackie Andress | BTU Representative | Teacher |
| Nancy Long | Assistant Principal | Administration |
| Angelina Moscatello | ESE Teacher | ESE Population |
| Maureen McLaughlin | Guidance Counselor | Student Body |
| Annette Baguatie | Secretary | Non-Instructional |
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**1B**. Schedule and document your quarterly team meeting dates for *next* 2018/19 school year:

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| --- | --- | --- | --- |
| **Meeting Date** | **Meeting Time** | **Name & title of person responsible to facilitate meeting** | **Content of meetings:** |
| 8/8/2018 | 1:00 | Wendy Borowski - 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) |
| 10/15/2018 | 2:15 | Nancy Long – Assistant Principal |
| 2/11/2019 | 2:15 | Matthew Halse – Assistant Principal |
| 5/20/2019 | 2:15 | Wendy Borowski - 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 | 3/20/2018 | # of participants = 67 | Matthew Halse |
| Held a *faculty* vote on the new SPBP  (for SY 2018/19) | 3/20/2018 | % approved = 100% | Matthew Halse |
| Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community) | 3/21/2018 | # of participants = 10 | Wendy Borowski |

**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. | Matthew Halse |
| Present the 2018/19SPBP to stakeholders (parents and community) | Prior to Oct 1st, 2018  9/19/2018 |
| Present behavior data to staff  *Quarterly: minimum of 4 each year* | 1. 10/16/2018 | 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. | Matthew Halse |
| 2. 12/18/2018 |
| 3. 3/19/2019 |
| 4. 6/4/2018 |

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

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

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| **Top 10 Behavior Incidents**  *(put N/A in any blank spaces)* | |
| 1. Unruly Disruptive Behavior | 6. N/A |
| 2. Disobedience/Insubordination | 7. N/A |
| 3. N/A | 8. N/A |
| 4. N/A | 9. N/A |
| 5. N/A | 10. N/A |

**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. Be Respectful |
| 1. Be Responsible |
| 1. Be Resourceful |
| 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.*

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| --- | --- | --- | --- |
| **When will school-wide expectations lesson plans be taught?** | | | |
|  | Date(s) | Time: | |
| August | August 15th – 17th 2018 | 8 – 8:30 and throughout the day | |
| January | January 8th – 10th 2019 | 8 – 8:30 and throughout the day | |
| 4th Quarter | April 1st – 3rd 2019 | 8 – 8:30 and throughout the day | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | Homeroom Teacher |
| Where will the lesson plan instruction occur? | | | Homeroom |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Matthew Halse |

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

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

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| --- | --- |
| **Top 3 Locations** | |
| School Location | # Incidents |
| 1. Media Center | 2 |
| 1. Restroom | 1 |
| 1. Cafeteria | 1 |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Expectations and Rules Matrix** | | | | |
| **School-wide EXPECTATIONS** | *Copy and paste expectations from* ***3C****.* | **IDENTIFIED LOCATIONS**  *Copy and paste locations from* ***4A.*** | | |
| Media Center | Restroom | Cafeteria |
| **Rules** | **Rules** | **Rules** |
| Be Respectful | Use a quiet voice and walking feet. | Use a quiet voice and your time wisely. | Use a quiet voice and keep your hands and feet to yourself |
| Be Responsible | Handle all resources gently with kind hands. | Clean up after yourself. | Follow directions. Wait your turn in line. Clean up your space. |
| Be Resourceful | Choose your resources/books quickly. Follow procedures for checkout. | Wash your hands before leaving and throw all garbage away. | Choose your lunch quickly. Have your lunch card ready and carry your tray with two hands. |
| 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 | August 15th – 17th 2018 | 8 – 8:30 and throughout the day | |
| January | January 8th – 10th 2019 | 8 – 8:30 and throughout the day | |
| 4th Quarter | April 1st – 3rd 2019 | 8 – 8:30 and throughout the day | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | Homeroom Teacher |
| Where will the lesson plan instruction occur? | | | Homeroom |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Matthew Halse |

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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: 1 cafeteria referral and 12 minor infraction based on cafeteria behavior**    **Problem Identification: Unruly behavior/not following cafeteria procedures.** |
| **2**. **Problem Analysis:** Why do you think this problem is occurring?  What is your goal? *(use a SMART goal statement with numerical data)* | **Hypothesis: Students are not being held consistently accountable for following the cafeteria procedures.**  **Goal Statement: Implementing a school-wide positive support incentive will decrease the number of minor infractions by 50%.** |
| **3. Intervention Design:**  Describehow you will implement a positive reward program to decrease this problem. | **Type of System: Token system**  **Description of System: Colored cones are used daily based on appropriate student behavior. Green cone equals excellent behavior, yellow cone equals a warning of inappropriate behavior, red cone equals excessive misbehavior. Students have the opportunity to improve behavior and move back to green.** |
| **4. Evaluation:**  A. Implementation fidelity | 1. Through team leader discussions, administrative observations and student survey we will monitor the fidelity of implementation. |
| B. Student outcome monitoring | 1. There will be a decrease in minor infractions coming from the cafeteria. In addition, there will be an observable positive behavioral difference in student behavior in the cafeteria. |

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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. Calling Out** | **Student disrupts the learning environment by calling out during a lesson or presentation of information.** |
| **2. Refusal to work** | **Student refuses to attend to class assignments.** |
| **3. Inappropriate comments** | **Student uses rude or disrespectful comments with a derogatory intent.** |
| **4. Minor Dishonesty** | **Student engages in a dishonest action or comment without harmful intent.** |
| **5. Minor horseplay** | **Student engages in minor horseplay that interferes or disrupts the learning environment, inclusive of inappropriate touching.** |
| **6. Failure to follow a reasonable request** | **Student fails to obey a reasonable or repeated instruction or request from a member of the school staff.** |

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

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| --- | --- |
| Is this a menu or hierarchy system? | Menu Hierarchy |
| **Verbal Warning** | |
| **Redirection/reteach desired behavior** | |
| **Clip down (move to lower level on behavior chart)** | |
| **Conference with student** | |
| **Reflection Assignment (to be discussed with teacher)** | |

**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 | Willful disobedience – Failure to obey a reasonable or repeated instruction or request from a member of the school staff.  i.e. School staff has exhausted all classroom level progressive consequences and/or interventions for student. |
| 2. Disruptive/Unruly Play | Student engages in minor horseplay that interferes or disrupts the learning environment, inclusive of inappropriate touching more than 3 times in 5 days.  i.e. Students playing tag while lining up more than 3 times in a week. |
| 3. Defiance of authority | Disobedience/insubordination resulting in four or more separate (01) referrals or the deliberate refusal to 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  i.e. Four or more referrals where the student consistently defies authority. |
| 4. Profanity | Use of insulting, abusive, profane, obscene, or vulgar language in any form (verbal, written, or gestures); this includes racially or sexually offensive conduct that does not have the potential to escalate into a disruption on campus or a substantial disruption of the learning environment.  i.e. During an argument in the classroom a student using curse words at another student. |
| 5. Profanity directed toward staff member | Use of insulting, abusive, profane, obscene, or vulgar language in any form (verbal, written, or gestures) directed toward an employee of the School Board of Broward County.  i.e. An angry student puts up his middle finger in response to a directive from a staff member. |
| 6. Repetitive staff managed  misbehaviors | More than misbehaviors inwarrants an office referral.  period  One  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** |
| Calling Out  Refusal to work  Inappropriate comments  Minor Dishonesty  Minor Horseplay  Failure to follow a reasonable request | Disobedience/insubordination  Disruptive/Unruly Play  Defiance of authority  Profanity  Profanity directed toward staff member  Repeated staff managed behavior |

Administration will address behavior through the Discipline Matrix

Behavior is not corrected

Behavior is corrected

e

Reinforce/reward student

Move to referral process/RtiB/

CPST

Move to Office Managed Misbehaviors

Reinforce/reward student

Behavior is corrected

Behavior is not corrected

Behavior is corrected

Behavior is not corrected

Implement new minor consequence(s)

(try at least 3)

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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:** | “Leading the Way” ticket system |
| \*CHAMPs is the district-supported, evidence-based universal classroom management system for all teachers. Would your Principal like to be contacted to learn about CHAMPs professional development? | Yes  No |

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

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| What data collection tool does your school leadership team use to monitor and evaluate your teacher’s classroom management skills? *(Measure* ***staff skills****, not student outcomes)* |
| CHAMPs 7 Up Checklist |
| CHAMPs Classroom Check Up (CCU) |
| PBIS Classroom Assistance Tool (CAT) |
| PBIS Walkthrough |
| Marzano’s Domain 1, Design Questions 5, 6, 7, 8, 9 |
| Fidelity of staff classroom management implementation is not monitored to determine training needs this year *(you will need to adopt a tool and plan next year)* |
| Other *(specify):* |
| Explain how this data is collected and analyzed by your school leadership team as a **universal screening** *across teachers* to determine the need for classroom management training: |
| Fidelity of Implementation Plan: The Leadership team meets weekly to discuss observations in which teachers score at developing or below on elements in Design Questions 5. 6, 7, 8, & 9. From these discussions we determine if teachers need additional support/training in the area of classroom management. |

**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**: | 13 |
| Total number of **school-wide** discipline referrals: | 18 |
| % of referrals in the classroom: | 42% |
| 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: | 1105 |  |  | |
| # Referrals |  | **% of Total Population** | Core Effectiveness | |
| 0 - 1 referral |  | **!Zero Divide** | Are your 0 – 1 referrals > 80%? | Yes No |
| 2 - 5 referrals  (at risk students) | 2 | 0% | Are your 2 - 5 referrals <15%? | Yes No |
| > 5 referrals  (high risk students) | 1 | 0% | 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: Teach our behavioral expectations. Reinforce appropriate behavior and reward students school-wide. In addition, at risk students are identified by teachers and lines of communications are established to create positive early support for both parents and students. Clear and effective lines of communication are also established with administration to facilitate any additional needs for all stakeholders. | |

**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 | 22% | 11% | 0 | Yes No |
| Hispanic/Latin | 33% | 68% | 0 | Yes No |
| White | 44% | 21% | 0 | Yes No |

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

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| --- | --- |
| If all 3 are “**No**”, disproportionality is not indicated. Are all 3 “No”? | Yes No |
| Answer **either** (a) or (b):  (a) If you answered “**Yes**”, although your data indicates equity, what plan does your school leadership team implement for early identification of any disproportionality issues  (b) If you answered “**No**”, indicate the support plan and interventions your school leadership team will implement at the beginning of next year to improve sub group disproportionality | |
| Disproportionality Plan: Our plan for disproportionality would be to analyze the data to determine needs of support based on each subgroup. | |

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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** | **Matthew Halse, 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** | **Matthew Halse, 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 | 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?”*

|  |  |  |  |
| --- | --- | --- | --- |
| **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 school-wide expectations and location-specific rules are posted across all locations on campus | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | Matthew Halse |
| **Behavior lesson plans** are being taught as written and when indicated | 100% of the behavior lessons are being taught as noted through review of plans and observations. | Matthew Halse |
| **Discipline consequences**  and **flow chart** are being used by all staff as written | During pre-planning all staff will be trained on the discipline consequences and flow chart. Based on a pre-referral checklist, teachers will identify consequences implemented based on the behavior plan. | Matthew Halse |
| A **reward system** is being implemented for *all* students | During the 2018-19 school year the Leading the Way school-wide ticket reward system will be implemented by all staff as indicated by a 10% increase in the total number of tickets submitted monthly. | Matthew Halse |

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

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Outcome Monitoring Plan** | | | |
| Student Outcome Data | Create an **observable** and **measureable** SMART goal to determine “successful”  **student outcomes** | When will data be collected, analyzed & presented? | Person responsible to collect and analyze data |
| See critical element 3A  • Type of **behavior incidents** data | Total number of behavior incidents will decrease by 10%. | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | Matthew Halse |
| See critical element 4A  • **Top 3 event locations** data | The total number of incidents will decrease in our top 3 event locations. | Matthew Halse |
| See critical element 8  • **Core effectiveness** data | Students at risk will decrease in overall behavior incidents. | Matthew Halse |
| See critical element 7A  • **Grade Level/Classroom referrals** data | Grade level/classroom referrals will be reduced by 10%. | Matthew Halse |