

**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:** | Winston Park Elementary |
| **School Number:** | 3091 |
| **SPBP Contact Name:** | James Tews/Crystal Walker |
| **Direct Phone Number:** | 754-322-9000 |

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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?** |
| James Tews | Assistant Principal/SPBP POC | Administration |
| Crystal Walker | Counselor | RTI: B Team |
| Monica Savasta | Parent/Community Representation | SAC |
| Hans Kuhlman | BTU Representative | BTU |
| Kathy Familia | Literacy Coach |  |
| Tenise McCray | Math Coach |  |
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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 | 2:15 p.m. | James Tews, 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) |
| 9/13/2018 | 2:15 p.m. | James Tews, Assistant Principal |
| 11/9/2018 | 2:15 p.m. | James Tews, Assistant Principal |
| 1/10/2019 | 2:15 p.m. | James Tews, 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 | 3/7/2018 | # of participants = 74 | Assistant Principal |
| Held a *faculty* vote on the new SPBP  (for SY 2018/19) | 3/7/2018 | % approved =100 | Assistant Principal |
| Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community) | 3/13/2018 | # of participants = 22 | Assistant Principal |

**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:  8/9/2018 | 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. | Assistant Principal |
| Present the 2018/19SPBP to stakeholders (parents and community) | Prior to Oct 1st, 2018  8/28/2018 |
| Present behavior data to staff  *Quarterly: minimum of 4 each year* | 1. 10/17/2018 | 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. | Assistant Principal |
| 2. 1/9/2019 |
| 3. 3/13/2019 |
| 4. 5/23/2018 |

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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. Battery |
| 2. Disruption on campus (minor) | 7. Assault/threat |
| 3. Disobedience/insubordination | 8. N/A |
| 4. Disruptive/unruly play | 9. N/A |
| 5. Insulting/profane language | 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. Maintains order and self-control |
| 1. Respectful of other people’s person and property |
| 1. Follows all staff members’ instructions |
| 1. N/A |
| 1. N/A |

**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 14, 2018 | 8:30 a.m. | |
| January | January 9, 2019 | 8:30 a.m. | |
| 4th Quarter | April 2, 2019 | 8:30 a.m. | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | Assistant Principal |
| Where will the lesson plan instruction occur? | | | Cafeteria |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Assistant Principal |

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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.Cafeteria | 7 |
| 2.School Grounds | 3 |
| 3.Playground | 3 |

**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.*** | | |
| Cafeteria | School Grounds | Playground |
| **Rules** | **Rules** | **Rules** |
| Maintain order and self-control | Keeping conversations quiet. Remain seated at all times. | Walk quietly in line in an orderly fashion. | Play in a way that is always safe and in control. |
| Respectful of all persons and property. | Keeping hands to self and touch only your own food and property. | Keep hands to self and do not touch others while in line. | Only touch other people when appropriate during play, otherwise keep hands to self. |
| Follow staff member’s instructions | Listen to cafeteria helpers and stop talking when lights are turned off. | Listen to teacher while in transition and follow his/her instruction. | Do as the teacher or other adult at the playground instructs. |
| 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 14, 2018 | 9:00 a.m. | |
| January | January 9, 2019 | 9:00 a.m. | |
| 4th Quarter | April 2, 2019 | 9:00 a.m. | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | Assistant Principal |
| Where will the lesson plan instruction occur? | | | Cafeteria |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Assistant Principal |

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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: BASIS top location for events.**    **Problem Identification: Unruly, disruptive behavior.** |
| **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 feel that the cafeteria is a place where classroom rules of decorum do not apply.  **Goal Statement:** We will reduce the number of cafeteria referrals by at least 50%. |
| **3. Intervention Design:**  Describehow you will implement a positive reward program to decrease this problem. | **Type of System: Point system**  **Description of System: Students currently sit at tables with their classes. We will have a rating system of green, yellow, or red for the class based on behavior. Green is one point, yellow is 0 points and red is -1 point. A checklist and tally marks will be used by cafeteria workers based on the level at the end of lunch. All classes will start lunch on green. The top point-getter for each grade will receive a pizza party at the end of the quarter.***(3-4 sentences)* |
| **4. Evaluation:**  A. Implementation fidelity | 1. How do you monitor the fidelity (consistency and effectiveness) of the **staff’s** implementation of the reward program? The coaches will be in charge of running the program and tabulating the scores from the checklists. The cafeteria helpers just have to record what color the classes are on. |
| B. Student outcome monitoring | 1. How will you know if the reward program is positively impacting **students**? What measurable data will you use to determine “success”? I believe that students will help police each other because they are working towards a common goal. We will know it is positively impacting students when we see a a reduction of behavior in the cafeteria by 20 percent. |

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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 in class | Making statements or noises during class without permission. |
| 2.Playing roughly | Play which is outside the normal acceptable degree of roughness. |
| 3.Using Profanity | Using expletives that can be taken offensively by others. |
| 4.Clasrrom Disruption (minor) | Any act that inhibits the orderly conduct of the class. |
| 5.Hitting another student (minor) | Striking of another student without injury or return hitting. |
| 6.Not following teacher instructions | Any conduct contrary to the directions of the teacher. |

**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 |
| Time out | |
| Move desk | |
| Apology | |
| Detention table at lunch | |
| Parent Contact | |

**6C. Administration Managed Misbehaviors**:

(a) Define the first 3 behaviors by providing examples that clearly identify the point at which the misbehavior warrants an Office Discipline Referral (ODR).

(b) List two additional common school-wide misbehaviors that will result in an ODR. Provide concrete examples.

(c) Determine staff tolerance level for repetitive misbehaviors (the point at which the number of staff-managed misbehaviors becomes an ODR).

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| **Office Discipline Referrals (ODRs)** | |
| Behavior | “Looks Like” - *provide a description with example(s)* |
| 1. Disobedience/Insubordination | Direct refusal to comply with a staff member’s instructions. |
| 2. Disruptive/Unruly Play | Play which interferes with orderly conduct of the school. |
| 3. Defiance of authority | Failure to respect those in positions authorized to carry out school functions. |
| 4. Bullying | Causing fear and intimidation of another individual on a repeated basis. |
| 5. Fighting | Mutual combat involving two or more people striking each other. |
| 6. Repetitive staff managed  misbehaviors | More than misbehaviors inwarrants an office referral.  week  one  3 |

**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)*

Is the behavior minor?

Behavior continuing

reinforce/ reward student

Behavior corrected

the behavior minor?

Implement moderate consequences

reinforce/ reward student

Behavior continuing

Implement minor consequence

Behavior corrected

the behavior minor?

Is the behavior a crisis?

Is the behavior a referral?

Is the behavior moderate?

|  |  |
| --- | --- |
| List Staff Managed  Misbehaviors from **6A** | List Office Managed  Misbehaviors from **6C** |
| 1.Calling out in class  2.Playing roughly  3.Using Profanity  4.Clasrrom Disruption (minor)  5.Hitting another student (minor)  6.Not following teacher instructions | 1. /Insubordination  2. Disruptive/Unruly Play  3. Defiance of authority  4. Bullying  5. Fighting  6. Repetitive staff managed  misbehaviors |

Implement BCPS discipline matrix

follow crisis protocol

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

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

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

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

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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 principal and both assistant principals do walkthroughs of every classroom during the first couple months of school rating design questions 5,6,7, 8, 9. We then get together and disaggregate the data to determine if there are any areas for classroom management training. If so, we will have the discussion with the teacher about that particular professional development opportunity. |

**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.

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| --- | --- |
| Total number of discipline referrals **from classrooms**: | 22 |
| Total number of **school-wide** discipline referrals: | 37 |
| % of referrals in the classroom: | 59% |
| 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: | 1,206 |  |  | |
| # Referrals | 37 | **% of Total Population** | Core Effectiveness | |
| 0 - 1 referral | 1,195 | 99% | Are your 0 – 1 referrals > 80%? | Yes No |
| 2 - 5 referrals  (at risk students) | 7 | 0.58% | Are your 2 - 5 referrals <15%? | Yes No |
| > 5 referrals  (high risk students) | 4 | 0.33% | 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: We will continue to identify students who are at risk for repeated misconduct by including in our social peer group with the counselor to proactively promote positive behavior. This is held in our social/emotional learning lab and consists of behavior intervention by our school counselor. | |

**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 | 42 | 43 | 1 | Yes No |
| Hispanic/Latin | 38 | 37 | -1 | Yes No |
| White | 17 | 18 | 1 | 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 percentages are only +/- 1 point in all three groups so we are right on target. There is no way to get all of them exactly even with the percentage of students, but we came very close. We will continue to implement early identification and intervention to ensure number remain close to the range of the populationl. | |

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

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

Required actions for all schools in Broward County

Best Practices for all schools in Broward County

**Resources**

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| --- | --- | --- |
| **SPBP Team Implementation Action Plan 2018 - 2019** | | |
| **Month** | **Action Step**  *check when Action completed* | **Completed:**  Person Responsible  Name & Title |
| **Current** | **This Action Plan has been saved to use *next year* during quarterly meetings** | **James Tews, 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** | **Traci Porter, 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 **measurable** 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 classrooms on campus will have schoolwide expectations posted. Location-specific rules will be conspicuously posted in those areas. | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | James Tews |
| **Behavior lesson plans** are being taught as written and when indicated | 100% of teachers will have behavior lesson plan in planbook. Classroom observation will verify they are being taught as written. | James Tews |
| **Discipline consequences**  and **flow chart** are being used by all staff as written | Review of data through Basis, counselor’s log, and displine paperwork and teachers’ logs. 90% compliance. | James Tews |
| A **reward system** is being implemented for *all* students | Review of cafeteria behavior log and reward points. Ensure 100% tracking each day. | James Tews |

**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 **measurable** 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 | Behavior incidents remain at or below level from previous year. | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | James Tews |
| See critical element 4A  • **Top 3 event locations** data | Reduction of behavior incidents for each area relative to same period previous year. | James Tews |
| See critical element 8  • **Core effectiveness** data | 80% or more of students will have same or fewer number of referrals. | James Tews |
| See critical element 7A  • **Grade Level/Classroom referrals** data | The percentage of overall referrals happening in the classroom will drop from 60% to 40%. | James Tews |