

**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:** | TEQUESTA TRACE MIDDLE SCHOOL |
| **School Number:** | 754-323-4400 |
| **SPBP Contact Name:** | CAROL NISSEN |
| **Direct Phone Number:** | 754-323-4409 |

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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?** |
| PAUL MICENSKY | PRINCIPAL | Administration |
| CAROL NISSEN | SPBP Point of Contact |  |
| CRISTINA YANES | Parent/Community Representation | SAC |
| BETH PASSMAN | BTU Representative |  |
| FRANKIE CUNNINGHAM | ESE SUPPORT | ESE |
| CYNTHIA VERONICK | GUIDANCE | 6-8 |
| JENNIFER PARTRIDGE | ELA | 7 |
| JESSICA SANDLER | MATH | 6/8 |
| JULIE FERRANTE | SCIENCE | 7 |
| SCOT PIGLIA | SOCIAL SCIENCE | 8 |

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

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| --- | --- | --- | --- |
| **Meeting Date** | **Meeting Time** | **Name & title of person responsible to facilitate meeting** | **Content of meetings:** |
| 8/14/2018 | 10:00AM | CAROL NISSEN, AP | 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) |
| 11/6/2018 | 10:00AM | CAROL NISSEN, AP |
| 1/30/2019 | 8:10AM | CAROL NISSEN, AP |
| 5/9/2019 | 1:00PM | CAROL NISSEN, AP |

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| **CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment:** |

**2A**. Action Steps completed **this year** (SY 2017/18) that increased faculty and stakeholder understanding and knowledge of your *new* (2018/19) SPBP:

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| **Action Steps:** | **Date**  *(Between Jan 15 –*  *April 30, 2018)* | **Details**  *(retain attendance sheets at school)* | **Person responsible to collect and retain attendance sheets:** |
| Presented the *new* SPBP (for SY 2018/19) to staff | 4/23/2018 | # of participants = VIA EMAIL/DISCUSSION 63 | BETH PASSMAN |
| Held a *faculty* vote on the new SPBP  (for SY 2018/19) | 4/26/2018 | % approved = 93 | BETH PASSMAN |
| Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community) | 5/9/2018 | # of participants = 40 AT SAC, ON WEBSITE | CHRISTINA YANES |

**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:  8/14/2018 | 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. | CAROL NISSEN |
| Present the 2018/19SPBP to stakeholders (parents and community) | Prior to Oct 1st, 2018  9/12/2018 |
| Present behavior data to staff  *Quarterly: minimum of 4 each year* | 1. 10/19/2018 | 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. | CAROL NISSEN |
| 2. 1/7/2019 |
| 3. 3/22/2019 |
| 4. 6/5/2019 |

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

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

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| **Top 10 Behavior Incidents**  *(put N/A in any blank spaces)* | |
| 1. UNRULY/DISRUPTIVE BEHAVIOR (54) | 6. TOBACCO/POSS/USE/SALE (11) |
| 2. DISOBEDIENCE/INSUBORDINATION (27) | 7. INSULTING/PROFANE/OBSCENE (10) |
| 3. DISRUPTIVE/UNRULY PLAY (23) | 8. OUT OF ASSIGNED AREA (7) |
| 4. MINOR FIGHT/ALTERCATION (16) | 9. UNSERVED DETENTION (7) |
| 5. CLASS CUT (15) | 10. TECHNOLOGY – INAPPORPIATE USE (6) |

**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 ACCOUNTABLE FOR YOUR ACTIONS |
| 1. BE RESPONSIBLE |
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**3C.** Research indicates that discipline referrals increase after long holidays and during testing times. Plan to teach your expectations at least 3 times throughout the year (and anytime the expected behaviors are not being demonstrated).

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

|  |  |  |  |
| --- | --- | --- | --- |
| **When will school-wide expectations lesson plans be taught?** | | | |
|  | Date(s) | Time: | |
| August | 8/20 – 24/2018 | PERIODS 1 – 6 IN ALL CLASSES | |
| January | 1/14 – 17/2018 Review | PERIODS 1 – 6 IN SOCIAL STUDIES CLASSES | |
| 4th Quarter | 4/1 – 4/2019 Review | PERIODS 1 – 6 IN ELA CLASSES | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | INDIVIDUAL CORE TEACHERS |
| Where will the lesson plan instruction occur? | | | IN CLASSROOMS |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | CYNTHIA VERONICK |

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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. HALLWAY | 9 |
| 1. GYM | 6 |
| 1. CAFETERIA | 5 |

**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.*** | | |
| HALLWAY | GYM | CAFETERIA |
| **Rules** | **Rules** | **Rules** |
| 1. BE RESPECTFUL | KEEP YOUR HANDS AND FEET TO YOURSELF – USE SCHOOL APPROPRIATE LANGUAGE | KEEP YOUR HANDS/FEET TO YOURSELF – USE SCHOOL APPROPRIATE LANGUAGE | KEEP FOOD ON TRAY USE APPROPRIATE LANGANGE WHILE HAVING DICUSSIONS AT YOUR TABLE |
| 2. BE ACCOUNTABLE FOR YOUR ACTIONS | WALK ON THE RIGHT SIDE OF THE HALL FOLLOW DIRECTIONS OF GIVEN BY ADULTS | FOLLOW SOCIALLY APPROPRIATE BEHAVIOR IN PRIVATE SPACES | CLEAN UP AREAS THAT ARE DIRTY |
| 3.BE RESPONSIBLE | WALK AND BE ON TIME TO CLASS BY USING THE SHORTEST DISTANCE TO YOUR NEXT CLASS | BE ON TIME TO CLASS – DRESS OUT EVERY DAY | WALK IN THE CAFETERIA |
| 4. |  | Click here to enter a Rule | Click here to enter a Rule |
| 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 | 8/20 – 24/2018 | PERIODS 1 – 6 IN ALL CLASSES | |
| January | 1/14 – 17/2018 Review | PERIODS 1 – 6 IN SOCIAL STUDIES CLASSES | |
| 4th Quarter | 4/1 – 4/2019 Review | PERIODS 1 – 6 IN ELA CLASSES | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | INDIVIDUAL CORE SUBJECT TEACHERS |
| Where will the lesson plan instruction occur? | | | IN CLASSROOMS |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | CYNTHIA VERONICK |

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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 BEHAVIOR

|  |  |
| --- | --- |
| **4 Step Problem Solving Process** | **Plan** |
| **1. Problem Identification:** Use your behavior data to identify a school-wide problem.  What problem did you identify? *(use numerical data)* | **Data used: BASIS 3.0 APRIL 2018 From AP monitoring Cafeteria**    **Problem Identification: INAPPROPRIATE BEHAVIOR AND LACK OF CLEANLINESS IN CAFETERIA** |
| **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 LACK THE RESPONSIBILITY OF APPROPRIATE ACTIONS TO ENSURE A CLEAN AND ORDERLY CAFETERIA**  **Goal Statement:** BY THE END OF MAY 2019, STUDENTS WILL INCREASE APPROPRIATE ACTIONS TO CLEAN AFTER EATING AND ACT RESPECTFULLY TOWARDS OTHERS BY 25%. |
| **3. Intervention Design:**  Describehow you will implement a positive reward program to decrease this problem. | **Type of System: Point system**  **Description of System: Individual lunch periods will be intensely monitored for how the students clean up after themselves and how clean they leave the cafeteria. The AP in charge of the lunch will tally points in order to reward the classes with the cleanest areas with 1) sitting where ever they want. 2) combine lunches for more socialization. 3) PTA sponsored ice cream.** |
| **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 AP in charge of the lunch period will determine the fidelity of their own implementation. This is an AP initiated and supported program. |
| B. Student outcome monitoring | 1. How will you know if the reward program is positively impacting **students**? What measurable data will you use to determine “success”? The cafeteria will be cleaner and misbehavior will decrease by 15%. |

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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.Dress Code Violation | Student is not dressed in TTMS dress code |
| 2.Inappropriate Cell Phone Use | Student uses cell phone without receiving expressed permission from teacher |
| 3.Tardiness | Student enters the class after the bell rings |
| 4.Not Following Classroom Rules | Student fails to follow the teacher’s expressed written guidelines for classroom behavior. |
| 5.Horseplay | Student is engaged in play/rough play |
| 6.Minor Disruption in Class | Student disrupts class while teacher is instructing class |

**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 |
| Phone Contact to advise of misbehavior | |
| Student Time Out/Individual Conference with Student | |
| Morning or Lunch Detention Assigned | |
| Parent Contact to advise if misbehavior continues, referral to Administration will be written | |
| Referral to Administration | |

**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 | Failure to obey a reasonable or repeated instruction or request from a member of the school staff. |
| 2. Disruptive/Unruly Play | Unruly play that interferes or disrupts the learning environment. |
| 3. Defiance of authority | Habitual insubordination or failure to comply with the In-School Suspension Program rules and requirements resulting in dismissal from IS. |
| 4. Profanity Directed Towards an Adult | Use of insulting, abusive, profane, obscene, or vulgar language or conduct in any form (verbal, written, or gestures) directed toward an employee of the School Board of Broward County. |
| 5. Fighting/Altercation | Mutual participation of two or more persons in a physical encounter/altercation that results in no injury. |
| 6. Repetitive staff managed  misbehaviors | More than misbehaviors inwarrants an office referral.  period  1  3    *e.g., 3 half hour*  *2 one period* |

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

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

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

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

Is the behavior minor?

**Staff observes misbehavior**

**in the classroom or on campus**

Is the behavior considered office managed?

Is the behavior a crisis?

Is the behavior a referral?

Write Referral and follow up w/ Admin

Reinforce

Behavior is corrected

Refer to Administration

Behavior is not corrected

Refer to Administration

Follow School Discipline Plan Steps

Behavior is not corrected

Reinforce/

reward student

Behavior is corrected

Implement teacher behavior strategies

Behavior is not corrected

Follow School Discipline Plan Steps

Behavior is not corrected

Is the behavior moderate?

Is the behavior considered staff managed?

Follow crisis protocol

Reinforce/

reward student

Implement minor consequence(s)

Behavior is corrected

|  |
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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: *(3-4 sentences)*  For the 2018/19 school year, the PD committee and Administrators will promote teachers’ attendance to various Behavior Management Trainings throughout the District to include CHAMPS and SEL strategies. |

**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**: | 147 |
| Total number of **school-wide** discipline referrals: | 203 |
| % 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: | 1593 |  |  | |
| # Referrals | 203 | **% of Total Population** | Core Effectiveness | |
| 0 - 1 referral |  | 98% | Are your 0 – 1 referrals > 80%? | Yes No |
| 2 - 5 referrals  (at risk students) | 21 | 1% | Are your 2 - 5 referrals <15%? | Yes No |
| > 5 referrals  (high risk students) | 6 | 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: Triage highest risk students monitored through BASIS 3.0 and provide supplemental support through CPST and intensive interventions to assist students. | |

**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 | 8 | 14 | 6 | Yes No |
| Hispanic/Latin | 70 | 56 | -14 | Yes No |
| White | 22 | 15 | -7 | 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: Plan to identify those students who are black and who may not be able to socially behave at TTMS. Teachers will be participating in various SEL trainings during planning and early release days to become more aware of and learn how to deal with students who may be considered deviant or incapable of socially acceptable behavior. | |

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

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