

**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:** | Park Springs |
| **School Number:** | 3171 |
| **SPBP Contact Name:** | Denise Harris Hanson |
| **Direct Phone Number:** | 754 322 7750 |

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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?** |
| Katie Policastro | Principal | Administration |
| Denise Harris Hanson | SPBP Point of Contact (AP) | Administration |
| Jodi Douma | Parent/Community Representation | SAC |
| Lori Hughes | BTU Representative | 5 |
| Victoria Greene | Autism Coach | ESE/ Support staff |
| Jennifer Pugatch | Teacher | 4th |
| Jamie Lane | Teacher | 3rd |
| Kim Hodgkins | Teacher | 2nd |
| Jill Maughn | Teacher | 1st |
| Melissa Bakatselos | Teacher | Kg |

**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:** |
| 9/13/2018 | 2:00 PM | Denise D. Harris- 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) |
| 12/13/2018 | 2:00 PM | Denise D. Harris- AP |
| 2/21/2019 | 2:00 PM | Denise D. Harris - AP |
| 5/16/2019 | 2:00 PM | Denise D. Harris - 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 | 4/10/2018 | # of participants = 65 | Denise D. Harris |
| Held a *faculty* vote on the new SPBP  (for SY 2018/19) | 4/13/2018 | % approved = 88% | Denise D. Harris |
| Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community) | 5/1/2018 | # of participants = 20 | Denise D. Harris |

**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. | Denise D. Harris |
| Present the 2018/19SPBP to stakeholders (parents and community) | Prior to Oct 1st, 2018  9/4/2018 |
| Present behavior data to staff  *Quarterly: minimum of 4 each year* | 1. 9/13/2018 | 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. | Denise D. Harris |
| 2. 12/13/2018 |
| 3. 2/21/2019 |
| 4. 5/16/2018 |

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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.Disruptive unruly behavior | 6.Petty Theft |
| 2.Defiance of Authority | 7.Obscene language |
| 3.Insubordination | 8.Disruption on Campus |
| 4.Class Cutting | 9.NA |
| 5.Battery | 10.NA |

**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.Maintain a positive attitude |
| 2.Act responsibly |
| 3.Work to your highest potential |
| 4.Show respect |
| 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 8, 2018 | 8:00 am | |
| January | January 8, 2019 | 8:00 am | |
| 4th Quarter | April 1, 2019 | 8:00 am | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | Classroom teachers |
| Where will the lesson plan instruction occur? | | | Classroom |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Victoria Greene |

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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.Classroom | 55 |
| 2.Cafeteria | 14 |
| 3.Other | 13 |

**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.*** | | |
| Classroom | Cafeteria | Other |
| **Rules** | **Rules** | **Rules** |
| Maintain a positive attitude | Finds solutions to problems | Takes responsibility for actions | Listens to others |
| Act responsibly | Complete work on time | Keep area clean | Always do your best |
| Work to your highest potential | Turn in your best work | Use an inside voice | Always listen to adults |
| Show respect | Is kind to teacher | Is kind to cafeteria staff | Is kind to friends |
| 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 8, 2018 | 8:00 am | |  |  | |  |  | | |  |  | | --- | --- | | August 8, 2018 | 8:00 am | |  |  | |  |  | | |
| January | |  |  | | --- | --- | |  |  | | January 8, 2019 | 8:00 am | |  |  | | |  |  | | --- | --- | |  |  | | January 8, 2019 | 8:00 am | |  |  | | |
| 4th Quarter | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | |  |  | | --- | --- | | April 1, 2019 | 8:00 am | | |  |  | | --- | --- | | April 1, 2019 | 8:00 am | | |  |  | |  |  | | |  |  | | --- | --- | | April 1, 2019 | 8:00 am | | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | Classroom teachers |
| Where will the lesson plan instruction occur? | | | classroom |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Victoria Greene |

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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: \_\_\_Classroom\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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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**    **Problem Identification: 55 students received Disruptive unruly referrals in the class** |
| **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 need to build positive relationships with their teachers**  **Goal Statement:** Teachers will use the PAWS system to reward students for positive behavior. They will use paw bucks when students exhibit the positive expectations. They can use these bucks to shop at a quarterly store. Teachers can use the 2x10 strategy to build rapport with students that are struggling. They will select a student and spend two minutes a day for ten days building the relationship. |
| **3. Intervention Design:**  Describehow you will implement a positive reward program to decrease this problem. | **Type of System: Economic simulation system**  **Description of System:** *(3-4 sentences)*  Students will earn PSE Paw Bucks. All staff members will receive the bucks to reward students for showing the positive expectation. Each quarter we will offer a paw store where students can be rewarded with prizes and experiences. |
| **4. Evaluation:**  A. Implementation fidelity | 1. How do you monitor the fidelity (consistency and effectiveness) of the **staff’s** implementation of the reward program?   Every quarter we will collect the paw buck numbers. We can monitor the amounts to check for fidelity and ensure that they are being distributed equitably. Feedback will be provided to staff that has any outlier data. |
| 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”? *We will monitor the amount of referrals and look for decreases. We will also monitor the amount of paws collected each quarter. We will monitor student behavior and solicit feedback from the students.* |

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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 | Teacher is talking, student answers without being called on |
| 2.Not following directions | The teacher gives directions, the student does not follow it the first time |
| 3.Throwing tantrums | Uncontrollable outbursts of frustration that will not cease after one redirection |
| 4.Playing with toys | Playing with an item not allowed during instructional time |
| 5.Not completing work | Not completing more than 2 assignments per week |
| 6.Getting out of seat without permission | Getting out of seat when not given permission more than once in a 30 min period |

**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 |
| Re-direction | |
| Time out in class | |
| Note home | |
| Loss of privilege | |
| Loss of token or move clip up or down | |

**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 | Not listening to the teacher after one redirection |
| 2. Disruptive/Unruly Play | Not following class rules |
| 3. Defiance of authority | When teacher gives a direction, the student refuses to comply |
| 4. Elopement | The student runs from assigned class or area without permission |
| 5. Battery | Student hits another person purposefully |
| 6. Repetitive staff managed  misbehaviors | More than misbehaviors inwarrants an office referral.  day  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

|  |
| --- |
| Re-direction |
| Time out in class |
| Note home |
| Loss of privilege |
| Loss of token or move clip up or down |

•Call to notify office of major infraction

•Write ODR

Is behavior Office Managed?

*(if unsure, check below)*

|  |  |
| --- | --- |
| List Staff Managed  Misbehaviors from **6A** | List Office Managed  Misbehaviors from **6C** |
| |  | | --- | | 1.Calling out in class | | 2.Not following directions | | 3.Throwing tantrums | | 4.Playing with toys | | 5.Not completing work | | 6.Getting out of seat without permission | | |  | | --- | | 1. Disobedience/Insubordination | | 2. Disruptive/Unruly Play | | 3. Defiance of authority | | 4. Elopement | | 5. Battery | | 6. Repetitive staff managed  misbehaviors | |

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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: *Administrators utilize Marzano to rate the teachers classroom management skills. Frequent walkthroughs and data collection is used to gauge the productivity of teachers. Referral data is also reviewed to provide support to teachers with a large number of referrals. Administration meets with the support team to share the information, provide support and training.* |

**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**: | 55 |
| Total number of **school-wide** discipline referrals: | 93 |
|  | 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: |  |  |  | |
| # Referrals | 115 | **% of Total Population** | Core Effectiveness | |
| 0 - 1 referral | 96 | 84% | Are your 0 – 1 referrals > 80%? | Yes No |
| 2 - 5 referrals  (at risk students) | 13 | 11% | Are your 2 - 5 referrals <15%? | Yes No |
| > 5 referrals  (high risk students) | 6 | 5% | 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 are close at the more than 5, we are at 5%. We can build relationships with high risk students. We can mentor students that need that extra assistance. Provide resources and role models to ensure that all students are supported.* | |

**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 | 39% | 42% | 3% | Yes No |
| Hispanic/Latin | 18% | 9% | -9% | Yes No |
| White | 36% | 42% | 6% | Yes No |

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

|  |  |
| --- | --- |
| If all 3 are “**No**”, disproportionality is not indicated. Are all 3 “No”? | Yes No |
| Answer **either** (a) or (b):  (a) If you answered “**Yes**”, although your data indicates equity, what plan does your school leadership team implement for early identification of any disproportionality issues  (b) If you answered “**No**”, indicate the support plan and interventions your school leadership team will implement at the beginning of next year to improve sub group disproportionality | |
| Disproportionality Plan: *(We will work with our Equity Liason to brainstorm ways to make these numbers seem more equitable. We will provide behavioral training and support to our teachers to better reach the needs of all students. In addition, we will ensure that we are building positive relationships with all students.* | |

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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** | Denise D. Harris - 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** | Denise D. Harris - AP |
| **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 | Denise D. Harris - AP |
| **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 | Denise D. Harris- AP |
| **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 | Denise D. Harris- AP |
| **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 | Denise D. Harris - AP |
| **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. | Denise D. Harris - AP |
| **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> | Denise D. Harris - AP |
| **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. | Denise D. Harris - AP |
| **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 | Denise D. Harris - AP |
| **April** | Submit your SPBP in OSPA by April 30th every year | Denise D. Harris- AP |

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

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

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

|  |  |  |  |
| --- | --- | --- | --- |
| **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 Aug 8, 2018 100% of classrooms will post the school wide expectations. | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | Denise D. Harris |
| **Behavior lesson plans** are being taught as written and when indicated | Lesson plans will be checked on 8/8, 1/8 and 4/1 to ensure that 100% of classroom teachers have taught the lessons. | Denise D. Harris |
| **Discipline consequences**  and **flow chart** are being used by all staff as written | The referral data will be reviewed weekly to ensure that the flow chart is being utilized. | Denise D. Harris |
| A **reward system** is being implemented for *all* students | By Aug 8, 100% of students will participate in the positive paw behavior plan | Denise D. Harris |

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

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

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| **Student Outcome Monitoring Plan** | | | |
| Student Outcome Data | Create an **observable** and **measureable** SMART goal to determine “successful”  **student outcomes** | When will data be collected, analyzed & presented? | Person responsible to collect and analyze data |
| See critical element 3A  • Type of **behavior incidents** data | Basis will be reviewed weekly to ensure that behavior incidents are decreasing | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | Denise D. Harris |
| See critical element 4A  • **Top 3 event locations** data | Basis will be reviewed weekly to ensure that behavior incidents are decreasing | Denise D. Harris |
| See critical element 8  • **Core effectiveness** data | Basis will be reviewed weekly to ensure that behavior incidents are decreasing | Denise D. Harris |
| See critical element 7A  • **Grade Level/Classroom referrals** data | Basis will be reviewed weekly to ensure that behavior incidents are decreasing | Denise D. Harris |