

**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%E2%86%92)*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:** | Cross Creek |
| **School Number:** | 3222 |
| **SPBP Contact Name:**  | Peg Lesch and Stephanie Braunstein |
| **Direct Phone Number:**  | 754-321-6450 |

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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?** |
| Colleen Stearn | Principal | Administration |
| Peg Lesch and Stephanie Braunstein | SPBP Point of Contact | SBBP Team Leaders-All grade levels |
| Amanda Garcia | Parent/Community Representation | SAC- All Students |
| John Peterson | BTU Representative | BTU- All Students |
| Sally Judd | Assistant Principal | Administration |
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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:** |
| 10/19/2018 | 8:35-9:15 | Peg Lesch and Stephanie Braunstein | 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) |
| 1/30/2019 | 8:35-9:15 | Peg Lesch and Stephanie Braunstein |
| 4/25/2019 | 8:35-9:15 | Peg Lesch and Stephanie Braunstein |
| 5/30/2019 | 8:35-9:15 | Peg Lesch and Stephanie Braunstein |

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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 | 4/27/2018 | 37 participants | Peg Lesch and Stephanie Braunstein |
| Held a *faculty* vote on the new SPBP (for SY 2018/19) | 4/27/2018 | 97% approved  | Peg Lesch and Stephanie Braunstein |
| Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community) | 4/27/2018 | 9 SAC members  | Peg Lesch and Stephanie Braunstein |

**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. | Peg Lesch and Stephanie Braunstein |
| Present the 2018/19SPBP to stakeholders (parents and community) | Prior to Oct 1st, 20189/7/2018 |
| Present behavior data to staff *Quarterly: minimum of 4 each year* | 1. 10/26/2018 | 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 implementationThe 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. | Peg Lesch and Stephanie Braunstein |
| 2. 2/1/2019 |
| 3. 4/26/2019 |
| 4. 5/31/2019 |

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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. Defiance of Authority/Habitual | 6. Disruption on Campus- Minor |
| 2. Unruly Disruptive | 7. Battery |
| 3. Disobedience/ Insubordination | 8. Assault/Threat- Non-Criminal |
| 4. Fighting- Medium | 9. Profanity to Staff Member |
| 5. Vandalism- Property < $1,000 | 10. Bus Violations |

**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 to others |
| 2. Demonstrate self-control |
| 3. Follow school rules |
| 4.n/a |
| 5.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 | 8/15-8/22/2018 | Period 1- 9:25-10:13 |
| January  | 1/14-1/21/2019 | Period 2- 10:15-11:03 |
| 4th Quarter | 4/8-4/15/2019 | Period 6- 2:05-2:53 |
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| Who will be responsible for teaching the lesson plans? | ESE Teachers K-12 |
| Where will the lesson plan instruction occur? | Classrooms |
| Who is responsible for retaining, organizing and distributing all lesson plans? | Peg Lesch and Stephanie Braunstein |

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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 | 35 |
| 2. Cafeteria/Events | 13 |
| 3. Athletic Field | 2 |

**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**.**

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| **Expectations and Rules Matrix** |
|  **School-wide EXPECTATIONS** |  | **IDENTIFIED LOCATIONS** |
| Hallway | Cafeteria/Events | Athletic Field |
| **Rules**  | **Rules**  | **Rules**  |
| Be respectful to others | 1- Stand arms-length from person in front of you in line2- Speak in quiet voice | 1. Use ki1. Hands, feet and objects to self 2. Use kind words | 1- Show tolerance of everyone’s skill levels and abilities.2- Demonstrate good sportsmanship |
| Demonstrate self-control | 1-Hands, feet and objects to self2- Use kind words | 1. Ignore or report inappropriate peer behavior to an adult | 1- Hands, feet and objects to self 2-Ignore or report inappropriate peer behavior |
| Follow school rules | 1-Walk in the hallway on the right2-Walk on sidewalks (not on grass)3-Walk with your Escort if on Escort | 1. Follow posted Cafeteria rules | 1-Follow adult directions2-Follow game rules |
| n/a | n/a | n/a | n/a |
| n/a | n/a | n/a | n/a |

**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 | 8/15-8/22/2018 | Period 1- 9:25-10:13 |
| January  | 1/14-1/21/2019 | Period 2- 10:15-11:03 |
| 4th Quarter | 4/8-4/15/2019 | Period 6- 2:05-2:53 |
|  |
| Who will be responsible for teaching the lesson plans? | ESE Teachers K-12 |
| Where will the lesson plan instruction occur? | Classrooms |
| Who is responsible for retaining, organizing and distributing all lesson plans? | Peg Lesch and Stephanie Braunstein |

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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: Demonstrate Self Control

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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: Physical aggression statistics from the Time Out Log reveals a total of 675 incidents from 8/21/17-4/25/18.** **Problem Identification: Students often become physically aggressive in response to inappropriate peer 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: Poor impulse control by students, lack of coping skills, negative patterns of learned behavior.****Goal Statement:** By 4/25/19, incidents of physical aggression, as tracked by the Time Out Log, will be reduced from 675 to 641 (5% reduction). |
| **3. Intervention Design:**  Describehow you will implement a positive reward program to decrease this problem. | **Type of System:** *Click here to choose a type***Token System (Tickets)****Description of System:** *Staff who observe a student ignoring inappropriate peer behavior or reporting inappropriate peer behavior to staff will put that student’s name on a Self-Control Ticket (staff name goes on the back) and place it in the container in the Front Office. Once a month 3 student names will be drawn (1 elementary, 1 middle and 1 high). Those 3 students will be treated to lunch with the Principal. Their names will be announced to the school on the Morning Announcements.* |
| **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 Behavior Specialists will monitor the collection container to assure all staff recognize students utilizing self control. Staff who do not participate by inserting tickets signed by them will addressed by Administration.*
 |
| 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”? *A reduction in incidents of physical aggression should occur.*
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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. **Classroom disruption** | **Any student behavior that disrupts the learning of others** |
| 2. **Off Task** | **Not completing assigned tasks** |
| 3. **Negative peer interactions-minor** | **Name calling, teasing** |
| 4. **Out of seat** | **Not in seat assigned, pacing** |
| 5. **Electronic violations** | **Utilizing electronics without teacher permission during instruction** |
| 6. **Not following directions** | **Non-compliance** |

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

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| Is this a menu or hierarchy system?  |  [ ]  Menu  |
| **Planned Ignoring** |
| **Cue, warning or redirection** |
| **Seat change** |
| **Loss of choice time at end of period** |
| **Step One or Two (Behavior System)** |

**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 | Repeatedly not following school rules (disruption of school functioning over 3 or more 50 minutes class periods)  |
| 2. Disruptive/Unruly Play | Physical aggression toward others (staff or students) one time |
| 3. Defiance of authority | Threats to harm others (Threat Assessment completed) and/or repeated profanity toward staff over time |
| 4. Off campus | Leaving campus through any of the Blue Gates without permission |
| 5. Vandalism/ damage property < $1000 | Vandalism/ damage property < $1000 |
| 6. Repetitive staff managed  misbehaviors | More than 3 misbehaviors in **a** 55 minute periodwarrants an office referral.  |

**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**

Problem Behavior Observed

Behavior Team Managed

Staff Managed

Minor Behavior

Major Behavior

Step 1-Verbal Cue

Referral to External Time Out

Individual Behavior Plan

-Calling Out

-Out of Seat

-Teasing

-Sleeping

-Horseplay

-Inappropriate Language

-Disruption

-Tardy

-Invade Personal Space

-Task Avoidant

-Lying

-Electronic Violation

Conference w/Behavior Specialist

-Physical Aggression

-Property Destruction

-Out of Area (Class or Campus)

-Weapons

-Drugs

-Habitual Def.

-Theft

-Habitual Electronic Vio.

-Sexually Inappropriate

-Verbal/Physical Threats

-Bully/Harass

-Invite/Incite

Step 2- (Elm.) 3 min. in class time out

(Sec.) Verbal Cue

External Suspension

FBA/PBIP

Behavior Contract

School Social Worker Referral

Parent/Child Conf.

Conflict Mediation

Conflict Mediation

Child Study

Parent Phone Conf.

Threat Assessment

Conference w/ Therapist

Internal Suspension

Baker Act

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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)* | Other  |
| If other, name the **evidence-based classroom management system:** | Cross Creek School Behavior Management 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?  | [ ]  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)* |
| [ ]  Marzano’s Domain 1, Design Questions 5, 6, 7, 8, 9  |
|  |
| [ ]  Other *Individual Student Daily Tracking Sheets, Anecdotals, Incident Reports,Time Out Referrals and Time Out Logs* |
| 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: Referrals to Time Out are reviewed by individual teacher to determine additional classroom management training needs for instructional personnel. |

**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**: | 35 |
|  Total number of **school-wide** discipline referrals:  | 151 |
| % of referrals in the classroom: | 19% |
| Do more than 40% of your referrals come from the classroom? | 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

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| TOTAL Population: | 156 |  |  |
| # Referrals |  | **% of Total Population** | Core Effectiveness |
| 0 - 1 referral | 0 | 100% | Are your 0 – 1 referrals > 80%? | [ ] Yes [ ]  |
| 2 - 5 referrals(at risk students) | 0 | 0% | Are your 2 - 5 referrals <15%? | [ ] Yes [ ]  |
| > 5 referrals(high risk students) | 0 | 0% | Are your >5 referrals <5%?  | [ ] Yes [ ]  |

**8B. Core Effectiveness Plan:**

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| If all 3 are “**Yes**”, your core is effective. Is your core behavior curriculum effective? | [ ] Yes [ ]  |
| 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: *Basis Data does not reflect the number of referrals at our school. Cross Creek student referrals are managed through our school-based behavior management system and Time Out Log.* |

**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”.

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| Subgroups | (PctPop - Green)% **of students**  | (PctRef - Blue)**% of referrals**  | Difference in referral composition | Positive value suggests disproportionality(Is the value positive?) |
| Black |  |  | 0 | [ ] Yes [ ] No |
| Hispanic/Latin |  |  | 0 | [ ] Yes [ ] No |
| White |  |  | 0 | [ ] Yes [ ] No |

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

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| If all 3 are “**No**”, disproportionality is not indicated. Are all 3 “No”? | [ ] Yes [ ] No |
| Answer **either** (a) or (b):(a) If you answered “**Yes**”, although your data indicates equity, what plan does your school leadership team implement for early identification of any disproportionality issues(b) If you answered “**No**”, indicate the support plan and interventions your school leadership team will implement at the beginning of next year to improve sub group disproportionality |
| Disproportionality Plan: *(3-4 sentences)* |

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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**[x] *check when Action completed* | **Completed:**Person ResponsibleName & Title |
| **Current** | [ ]  **This Action Plan has been saved to use *next year* during quarterly meetings** | **Peg Lesch and Stephanie Braunstein (Behavior Specialists)** |
| **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** | **Sally Judd- (AP) Peg Lesch and Stephanie Braunstein (Behavior Specialists)** |
| **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 for more information, if you are unsure)[ ]  Confirm 1st team meeting date and time  | **Sally Judd- (AP) Peg Lesch and Stephanie Braunstein (Behavior Specialists)** |
| **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 | **Sally Judd- (AP) Peg Lesch and Stephanie Braunstein (Behavior Specialists)** |
| **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 | **Peg Lesch and Stephanie Braunstein (Behavior Specialists)** |
| **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  | **Sally Judd- (AP) Peg Lesch and Stephanie Braunstein (Behavior Specialists)** |
| **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. | All Staff  **Peg Lesch and Stephanie Braunstein (Behavior Specialists)** |
| **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> | Colleen Stearn(Principal) All Staff Peg Lesch and Stephanie Braunstein (Behavior Specialists |
| **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 to request analysis. | **Peg Lesch and Stephanie Braunstein (Behavior Specialists)** |
| **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  | **Peg Lesch and Stephanie Braunstein (Behavior Specialists)** |
| **April** | [ ]  Submit your SPBP in OSPA by April 30th every year | **Peg Lesch and Stephanie Braunstein (Behavior Specialists)** |

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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?”*

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| **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 August 15, 2018 all teachers will post the rules and expectations listed in the school-wide behavior management system in 100% of the classrooms and Behavior Specialists will post rules in 100% of the hallways and cafeteria. | 10/26/182/1/194/26/195/31/19 | Peg Lesch and Stephanie Braunstein |
| **Behavior lesson plans** are being taught as written and when indicated | During each of the lesson plan implementation weeks, Administration will conduct walk-throughs and will monitor lesson plans for 100% of the teachers. | Colleen Stearn and Sally Judd |
| **Discipline consequences**  and **flow chart** are being used by all staff as written | Based on **Student Behavior Discipline Flow Chart** staff will administer consequences as outlined across all classrooms. | Colleen Stearn, Sally Judd, Peg Lesch and Stephanie Braunstein |
| A **reward system** is being implemented for *all* students | By June, 2019, 100% of all students will have access to multiple reward systems as outlined in the Cross Creek Behavior Management System. | Peg Lesch and Stephanie Braunstein |

**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 | By May of 2019, external suspensions will be reduced by 5% from the 2018 school year suspensions. | 10/26/182/1/194/26/195/31/19 | Peg Lesch and Stephanie Braunstein |
| See critical element 4A • **Top 3 event locations** data | By May of 2019, behaviors warranting suspension that occur in hallways will be reduced by 5%. | Peg Lesch and Stephanie Braunstein |
| See critical element 8 • **Core effectiveness** data | By May of 2019, the number of Time Out referrals will be reduced by 5% from the 2018 school year. | Peg Lesch and Stephanie Braunstein |
| See critical element 7A• **Grade Level/Classroom referrals** data | By May of 2019, the number of Time Out referrals will be reduced by 5% from the 2018 school year. | Peg Lesch and Stephanie Braunstein |