

**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:** | Thurgood Marshall Elementary |
| **School Number:** | 3291 |
| **SPBP Contact Name:** | Delphia Kaigler/Floyd Nickle |
| **Direct Phone Number:** | 754-322-7000 |

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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?** |
| Angie Modiylar-Jones | Assistant Principal | Administration |
| Delphia Kaigler | SPBP Point of Contact | SAC chair |
| Fany Avil | Parent/Community Representation | PTO |
| Joel McCray | BTU Representative | BTU Representative |
| Yanick Prince | Community Liasion | Community |
| Katrina Bell | YMCA | Partner |
| Earp | School Social Worker | Community |
| Tamar Bedward | Guidance Counselor | Students |
| Guerline Louis-Jeune | Teacher | 4th Grade |
| Debbie Darby | Teacher | 1st Grade |
| Marlene Hunt | Teacher | 5th Grade |
| Elizabeth Gibbs | Teacher | Kindergarten |
| Antoinette Chestnut | Teacher | 2nd Grade |
| Juanita Bateman | Teacher | 3rd Grafe |

**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:** |
| 8/9/2018 | 10:00 AM | Delphia Kaigler | 1. Create and disseminate updated  Expectations and Rules lesson  plans (#3 and #4)  2. Review progress of  Implementation Action Plan (#9)  3. Collect & analyze implementation  data (#10A)  4. Collect & analyze student  outcome data (#10B) |
| 10/17/2018 | 3:30 PM | Delphia Kaigler |
| 1/10/2019 | 3:30 PM | Delphia Kaigler |
| 3/20/2019 | 3:30 PM | Delphia Kaigler |

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

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

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| **Action Steps:** | **Date**  *(Between Jan 15 –*  *April 30, 2018)* | **Details**  *(retain attendance sheets at school)* | **Person responsible to collect and retain attendance sheets:** |
| Presented the *new* SPBP (for SY 2018/19) to staff | 3/26/2018 | # of participants = 30 | Delphia Kaigler |
| Held a *faculty* vote on the new SPBP  (for SY 2018/19) | 4/4/2018 | % approved =100 | Delphia Kaigler |
| Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community) | 4/12/2018 | # of participants = 10 | Delphia Kaigler |

**2B.** Action Steps to be completed **next year** (SY 2018/19) to increase faculty and stakeholder understanding and knowledge of your SPBP:

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| **Action Steps:** | **Date(s)**  *(NEXT YEAR)* | **Content**  *(retain attendance sheets at school)* | **Person responsible to collect and retain attendance sheets:** |
| Provide a professional development on the 2018/19SPBP for all staff | Prior to students’ 1st day:  8/9/2018 | The team will present the updates in the SPBP for the 18/19 school year. All stakeholders will be provided with access to the SPBP. Feedback will be collected for future team meetings. | Delphia Kaigler |
| Present the 2018/19SPBP to stakeholders (parents and community) | Prior to Oct 1st, 2018  9/13/2018 |
| Present behavior data to staff  *Quarterly: minimum of 4 each year* | 1. 9/4/2018 | 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. | Delphia Kaigler |
| 2. 10/23/2018 |
| 3. 1/15/2019 |
| 4. 3/12/2019 |

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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. Disobedience/insubordination | 6.Insulting/profane/obscene language |
| 2.Unruly/disruptive behavior | 7.Battery |
| 3.Defiance of Authority/Habitual | 8.Petty theft |
| 4.Fight minor altercation | 9.Technology-inappropriate use |
| 5.Disruptive/unruly play | 10.Out of assigned area |

**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 Safe |
| 1. Be Respectful |
| 1. Be Responsible |
| 4. |
| 5. |

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

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

|  |  |  |  |
| --- | --- | --- | --- |
| **When will school-wide expectations lesson plans be taught?** | | | |
|  | Date(s) | Time: | |
| August | August 15-17 | 8:15-8:45 | |
| January | January 8-10 | 8:15-8:45 | |
| 4th Quarter | April 10-12 | 8:15-8:45 | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | Teacher |
| Where will the lesson plan instruction occur? | | | Classroom |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Kaigler and individual grade levels |

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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 | 118 |
| 1. Cafeteria | 20 |
| 1. Hallways | 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 | Hallways |
| **Rules** | **Rules** | **Rules** |
| Be Safe | Keep hands and feet to yourself | Walk in cafeteria quietly and in a straight line. No running in the cafeteria at any time. | Walk with safe arms during transition |
| Be Respectful | Use appropriate language with teacher and peers. Level 1 or 2 voice level. | Do not throw food and other objects in the cafeteria. Pick up trash from table and floors before dumping your tray. Voice levels at a level 1. | Walk on the right side of the hallways while transitioning. Voice levels at a level 0. |
| Be Responsible | Listen and follow directions of the teacher. | Make sure to get everything you need before sitting down to eat. | No running in the hallways. Must walk with another student. |
| Click here to enter Expectation #4 | Click here to enter a Rule | . | Click here to enter a Rule |
| Click here to enter Expectation #5 | Click here to enter a Rule | Click here to enter a Rule | Click here to enter a Rule |

**4C**. Research indicates that discipline referrals increase after long holidays and during testing times. Plan to teach your location-specific rules at least 3 times throughout the year (and anytime the expected behaviors are not being demonstrated).

**ACTION:** Create at least one lesson plan for **each** location above and distribute to teachers during pre-planning 2018-19. Develop additional lesson plans you will use throughout the year to re-teach and reinforce your location-specific rules.

*You do not need to submit your lesson plans with the SPBP. Retain all behavior lesson plans at the school; make sure these lesson plans are available for guests and stakeholders.*

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| --- | --- | --- | --- |
| **When will location-specific rules lesson plans be taught?** | | | |
|  | Date(s) | Time: | |
| August | August 15-17 | 8:15-8:30 during morning meeting | |
| January | January 8-10 | 8:15-8:30 during morning meeting | |
| 4th Quarter | April 10-12 | 8:15-8:30 during morning meeting | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | Teacher |
| Where will the lesson plan instruction occur? | | | Classroom |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Kaigler and individual grade level |

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| **CRITICAL ELEMENT # 5: Reward and Recognition Programs** |

Although you will post, teach, review, practice and reinforce all school-wide expectations and location-specific rules, **choose 1 expectation OR 1 event location** you will target for a specific reward program for students. Based on the data that led to this expectation or location, create a reward plan using the 4 Step Problem Solving Process:

Expectation or Location: \_\_\_\_\_\_\_\_\_Cafeteria\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **4 Step Problem Solving Process** | **Plan** |
| **1. Problem Identification:** Use your behavior data to identify a school-wide problem.  What problem did you identify? *(use numerical data)* | **Data used:**  Data from BASIS was used to identify the problem below. Currently there are 23 referrals that have been given out in the cafeteria.  **Problem Identification:**  The identified problem is students are not following the expectation of being safe. Students have received referrals for fighting, running, throwing food , etc. |
| **2**. **Problem Analysis:** Why do you think this problem is occurring?  What is your goal? *(use a SMART goal statement with numerical data)* | **Hypothesis:**  The problem is occurring because many students are getting out of their seats/ tables to talk to other students. Many of them come into cafeteria running or horse playing which causes incidents to occur. Some also forget things like condiments and/or go to restroom without asking.  **Goal Statement:**  By April 2019, the number of referrals given in the cafeteria will be reduced by 20% as evident of data taken from BASIS. |
| **3. Intervention Design:**  Describehow you will implement a positive reward program to decrease this problem. | **Type of System: Point system**  **Description of System:** *(3-4 sentences)*  Classes will receive points in 4 categories daily (Entering the cafeteria, noise level, cleanliness, and exiting the cafeteria ). Each class will receive a clipboard and bring to cafeteria everyday. Paras will be assigned to a grade level and give points to classes that deserve them. At the end of each week, the class with the most points will receive a reward. |
| **4. Evaluation:**  A. Implementation fidelity | 1. How do you monitor the fidelity (consistency and effectiveness) of the **staff’s** implementation of the reward program? *(2-3 sentences)*   The point system will be implemented the first week of school and monitored on a monthly basis by administration. Classes that consistently receive all their points for appropriate cafeteria behavior will be recognized with something special. |
| 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”? *(2-3 sentences)*   We will know if the reward program is positively impacting students if the number of referrals decrease and remain low over a few months. Each month the data from BASIS will be reviewed and shared with teachers to reinforce program where needed. |

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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. Screaming and yelling | Level 5 voices in classroom. Students not using inside voices in classroom, cafeteria, or hallways. |
| 1. Disruptive behavior | Student running around in classroom not sitting doing work. For example, a student running to around with another student horse playing.  Student making noises while teacher is teaching. For example, singing, moaning, or talking while instruction is going on. |
| 1. Fighting | Students fighting. For example, students begin fighting after they were “so called” playing (name calling, play hitting, etc) and things get serious. |
| 1. Defiant | Students not listening and following teacher direction. For example, when teacher gives a student a directive, the student does not comply. |
| 1. Making noises | Defined as singing, humming, and taping on desk, etc. |
| 1. Walking around class | Roaming around room without permission |

**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 |
| Redirect student behavior and review rules and procedures. | |
| Model appropriate student behavior/expectations, | |
| Parent conference | |
| Note home/card system | |
| Student time out/reflection in classroom | |

**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 | A disregard for authority using a challenging attitude or behavior, refusal or failure to obey rules more than 3 times a day. |
| 2. Disruptive/Unruly Play | Behavior that results in the disruption of classroom instruction more than 3 times a day. |
| 3. Defiance of authority | A bold or daring resistance of authority more than 3 times a day |
| 4. Fight /Minor altercation | Altercation between two individuals where they are hitting each other |
| 5. Battery |  |
| 6. Repetitive staff managed  misbehaviors | More than misbehaviors inwarrants an office referral.  a day  1 hours  3  993    *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

Redirect student behavior and review rules and procedures

Call to notify office of major infraction

Is behavior Office Managed?

*(if unsure, check below)*

|  |  |
| --- | --- |
| List Staff Managed  Misbehaviors from **6A** | List Office Managed  Misbehaviors from **6C** |
| Screaming and Yelling  Disruptive behavior  Fighting  Making Noise  Talking out of turn | Disobedience Insubordination  Disruptive Play  Defiance of authority  Fight (minor altercation)  Battery  Repetitive staff managed misbehaviors |

Conference with administration

Administration applies appropriate consequences based on discipline matrix

Model appropriate behavior student behavior/expectations

Parent Conference

Enter into BASIS and contact parent

Note home / Card system

Implement interventions if behavior continues

Student Time out/ reflection in classroom

Please Note:

Teachers are encouraged to:

1. Follow SPBP
2. Consult with ESE specialist Behavior Specialist
3. Pull resources from PBIS

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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*  Data will be collected per grade level monthly. This information will allow admin to identify the teachers that write the majority of referrals and provide assistance. Administration will also monitor the positive behavior plan each class has implemented. |

**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**: | 118 |
| Total number of **school-wide** discipline referrals: | 151 |
| % of referrals in the classroom: | 44% |
| 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: | 446 |  |  | |
| # Referrals | 70 | **% of Total Population** | Core Effectiveness | |
| 0 - 1 referral |  | 92% | Are your 0 – 1 referrals > 80%? | Yes No |
| 2 - 5 referrals  (at risk students) | 24 | 5% | Are your 2 - 5 referrals <15%? | Yes No |
| > 5 referrals  (high risk students) | 11 | 2% | 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: *(3-4 sentences)*  The plan is effective, in addition to this, the leadership team plans to identify new and returning students in grades K-4 and target with early intervention strategies specified by the Behavior Specialist on campus. Each leadership team member will be assigned a group of “high or at-risk” students to mentor and monitor behavior on a regular basis. The targeted students will receive positive incentives in order to promote desired appropriate behaviors. | |

**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 | 96% | 96% | 0 | Yes No |
| Hispanic/Latin | 3% | 3% | 0 | Yes No |
| White | 2% | 0% | 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.

|  |  |
| --- | --- |
| 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)*  The plan is to implement the School-wide Positive Behavior Plan with 100% fidelity school-wide to reduce the number of overall referrals. In addition, the team will identify the students that have more than 5 referrals to track behavior weekly. The team will also provide support for those students and grade levels that have difficulty staying on a positive behavior path. | |

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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** | Click here to enter NAME & title. |
| **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** | Click here to enter NAME & title. |
| **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 August 10, 2018 the school-wide expectations will be posted to 100% throughout the school. | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | Administration and Floyd Nickle |
| **Behavior lesson plans** are being taught as written and when indicated | By the beginning of each quarter, all lesson plans expected to be taught will be disseminated to 100% of the staff. | Administration and Floyd Nickle |
| **Discipline consequences**  and **flow chart** are being used by all staff as written | By September 2018, the discipline consequences and flow chart will be used by the staff with 100% fidelity. | Administration and Floyd Nickle |
| A **reward system** is being implemented for *all* students | By August 10, 2018 the reward system will be 100% in effect in the cafeteria. | Administration and Floyd Nickle |

**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 | By October 2018, the number of referrals written for disobedience/insubordination will reduce by 20% as evident of data taken from BASIS. | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | Kaigler and Nickle |
| See critical element 4A  • **Top 3 event locations** data | By October 2018, the number of classroom referrals will decrease by 50% as of data taken from BASIS. | Kaigler and Nickle |
| See critical element 8  • **Core effectiveness** data | By September 2018, the school’s core effectiveness will increase by 20% as evident of the data collected | Kaigler and Nickle |
| See critical element 7A  • **Grade Level/Classroom referrals** data | By November 2018, the number of referrals written in 5th grade will decrease by 50% as evident of data taken from BASIS. | Kaigler and Nickle |