

**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:** | Silver Lakes Elementary |
| **School Number:** | 3371 |
| **SPBP Contact Name:** | Ronit Lewen, School Counselor |
| **Direct Phone Number:** | 754-323-7400 |

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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?** |
| Tammy Gilbert | Principal | Administration |
| Ronit Lewen | SPBP Point of Contact | School Counselor/SAC Chair |
| Cindy Moravec-Mion | Parent/Community Representation | SAC/SAF |
| Gary Blandina | BTU Representative | Autism Coach |
| Alina Capuozzo | KG Team Leader | KG Team Leader |
| Alexandra Rodriguez | 1st Grade Team Leader | 1st Team Leader |
| Bronwen Leaver | 2ND Grade Team Leader | 2nd Team Leader |
| Sharon Biava | 3rd Grade Team Leader | 3rd Team Leader |
| Jessica Alonso | 4th Grade Team Leader | 4th Team Leader |
| Monica Delgado | 5th Grade Team Leader | 5th Team Leader |

**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:** |
| 9/5/2017 | 8:30am | Ronit Lewen, School Counselor | 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) |
| 12/11/2017 | 8:30am | Ronit Lewen, School Counselor |
| 2/19/2018 | 8:30am | Ronit Lewen, School Counselor |
| 4/17/2018 | 8:30am | Ronit Lewen, School Counselor |

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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 | 3/27/2018 | # of participants = 62 | Ronit Lewen |
| Held a *faculty* vote on the new SPBP  (for SY 2018/19) | 4/24/2018 | % approved = 100 | Ronit Lewen |
| Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community) | 4/26/2018 | # of participants = 12 | Roni Lewen |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **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:  8/10/2018 | 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. | Ronit Lewen |
| 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. 8/23/2018 | 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. | Ronit Lewen |
| 2. 11/14/18 |
| 3. 2/4/2019 |
| 4. 4/29/2018 |

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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. Disobedience/Insubordination (23) | 6. N/A |
| 2. Defiance of authority (4) | 7. N/A |
| 3. Sexual misconduct/Indecent exposure (1) | 8. N/A |
| 4. N/A | 9. N/A |
| 5. N/A | 10. N/A |

**3B.** Based on the behavior incidents in 3A, develop 3 – 5 **positive characteristics** *(not behaviors)* that would counteract the demonstration of these misbehaviors. These positive characteristics become your school-wide expectations.

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| **School-wide Expectations** |
| 1. Be Respectful (To yourself and others) |
| 1. Be Responsible (Follow directions – Think. Stop. Choose). |
| 1. Be Kind (To yourself and others) |
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**3C.** Research indicates that discipline referrals increase after long holidays and during testing times. Plan to teach your expectations at least 3 times throughout the year (and anytime the expected behaviors are not being demonstrated).

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

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| --- | --- | --- | --- |
| **When will school-wide expectations lesson plans be taught?** | | | |
|  | Date(s) | Time: | |
| August | School Wide Assembly, followed by lessons held in the classroom, cafeteria, hallway, playground, etc. to model rules and expectations throughout campus and ongoing reinforcement during morning news. | 8:30am | |
| January | The first week following Winter Break 2019 | 8:15am | |
| 4th Quarter | The first week following Spring Break 2019 | 8:15am | |
|  | | | |
| 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? | | | Ronit Lewen |

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| **CRITICAL ELEMENT #4: Location-based Rules** |

**4A.** List the **top 3 locations** for behavior Events YTD from BASIS 3.0 Behavior Dashboard**.** ***Do not use “classroom”***

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| --- | --- |
| **Top 3 Locations** | |
| School Location | # Incidents |
| 1. Cafeteria | 6 |
| 1. Playground | 2 |
| 1. Hallway | 1 |

**4B.** Create an Expectations/Rules Matrix from your 3-5 school-wide expectations and your top 3 event locations. Develop a positively stated, observable, and measurable rule that correlates with every expectation to create a maximum of 5 rules under each location**.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Expectations and Rules Matrix** | | | | |
| **School-wide EXPECTATIONS** | *Copy and paste expectations from* ***3C****.* | **IDENTIFIED LOCATIONS**  *Copy and paste locations from* ***4A.*** | | |
| Cafeteria | Playground | Hallway |
| **Rules** | **Rules** | **Rules** |
| Be Respectful | Ask permission to get up from your table (for needed items like ketchup or to use the restroom). | Take turns using the playground equipment. | Walk quietly in the hallway. Use soft voice (\*Level 1 voice). |
| Be Responsible | Pick up trash from the table and floor. | Pick up trash and place in the trash cans located on the playground area. | Walking on the right side of the road in the hallway. Keep traffic flowing. |
| Be Kind | Line up quietly when you are dismissed. Stay in line | Use your manners to ask for play equipment (say ‘please’ and ‘thank you’).. | Keep hands and feet to yourself. |
| Click here to enter Expectation #4 | 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.*

|  |  |  |  |
| --- | --- | --- | --- |
| **When will location-specific rules lesson plans be taught?** | | | |
|  | Date(s) | Time: | |
| August | School Wide Assembly and Classrooms | 8:15am | |
| January | The first week following Winer Break 2019 | 8:15am | |
| 4th Quarter | The first week following Spring Break 2019 | 8:15am | |
|  | | | |
| 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? | | | Ronit Lewen, School Counselor |

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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

|  |  |
| --- | --- |
| **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/Data Dashboard/Events/Cafeteria School Wide Behavior Plan Data    **Problem Identification:** Students are getting out of their seat during lunch without permission to come to the office or speak to another classmate at another table. |
| **2**. **Problem Analysis:** Why do you think this problem is occurring?  What is your goal? *(use a SMART goal statement with numerical data)* | **Hypothesis:** Due to a lunch bunch program implemented by office personal, students leave cafeteria to come to office to eat with support staff. Clearer expectations should be communicated with students, classroom teachers, and cafeteria personnel about specific students that are invited to attend lunch bunch a head of time**.**  **Goal Statement:** By September 2018, student will become familiar with cafeteria rules and behavioral expectations, and will reduce the number of time they get up without permission by 20%. |
| **3. Intervention Design:**  Describehow you will implement a positive reward program to decrease this problem. | **Type of System:** Economic simulation system  **Description of System:** *Students will earn a dollar when they follow specific cafeteria expectations and rules each day. Students will be able to “buy” a reward from a given menu after accumulating a certain amount of dollars earned.*  For example, $15 will earn a class a popcorn party, etc. |
| **4. Evaluation:**  A. Implementation fidelity | How do you monitor the fidelity (consistency and effectiveness) of the **staff’s** implementation of the reward program?   1. Cafeteria personnel is trained in the beginning of the year about cafeteria rules and expectations and ways classes can earn dollars. Monthly meeting will cafeteria personnel to monitor cafeteria behavior and monitor grade level/class behavior in the cafeteria. 2. Communication during Team Leader Meetings regarding cafeteria behavior and grade level concerns. Monitoring behavior data reports on BASIS (behavior dashboard) |
| 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”?   Progress monitoring data will include name of teachers/classroom who earned dollars towards a class selected reward. The goal is for each class to earn a party at least once a month! Classes who do not earn rewards will be addressed individually to identify barriers to success. |

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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)* |
| Student is using school materials that do not belong to them without permission | Look Like: The student is taking crayons, pencils, etc. from another student without asking for permission.  The student will communicate needs and wants and will ask permission to use materials that do not belong to them prior to using the materials.  More than 3 minor behaviors in 1 day |
| Student is not complying with teacher requests to take out classroom supplies | Look Like: The student is not complying with teacher request to take out materials, open the book to a certain page, etc.  The student will follow classroom directions given by teacher and will comply with teacher requests.  More than 2 minor behaviors in 1 day |
| Student is arguing with another student (e.g. over a place in line) | Look Like: The student is arguing with another student over their place in line.  The student will use “I messages” to communicate needs and wants with other classmates.  More than 2 minor behaviors in 1 day |
| Student is getting out of seat without permission | Look Like: The student is going to sharpen his/her pencil without asking teacher to get up.  The student will seek prior teacher approval for getting up from his/her seat (ex. raise hand).  More than 1 minor behavior in one day |
| Student is refusing to speak softly during centers | Look Like: The student is using loud tone of voice during independent center work that is disruptive to himself and others.  The student will use agreed upon tone of voice to communicate with others while in centers.  More than 2 minor behaviors in 20 minutes during independent reading center rotation. |
| Student is calling out answers | Look Like: The student is calling out answer to questions given by teacher without being called upon to respond.  The student will raise hand to ask permission to respond to teacher question instead of yelling out answers.  More than 3 minor behaviors in 1 hour during instruction (or duration of lesson).  \*\*(sensitivity to students diagnosed with ADHD) |

**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 |
| Use body language, proximity control or agreed upon gestures and signals to redirect student behavior | |
| Redirect behavior, gentle reminder. | |
| Change color card as presented in a classroom discipline plan | |
| Removal of a privilege | |
| Removal from participation in recess activities | |
| Parent notification note in the agenda | |
| Phone call home | |
| Parent Conference/Student Conference | |
| Referral to guidance or administration | |

**6C. Administration Managed Misbehaviors**:

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

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

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

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| --- | --- |
| **Office Discipline Referrals (ODRs)** | |
| Behavior | “Looks Like” - *provide a description with example(s)* |
| 1. Disobedience/Insubordination | Student is “causing a scene” (yelling, screaming, refusing to comply with authority) in one area of the campus (hallway, cafeteria).  More than 1 moderate misbehaviors in 1 day |
| 2. Disruptive/Unruly Behavior | Student is using physical aggression at teacher (hitting, kicking, scratching).  More than 1 moderate misbehaviors in 1 day |
| 3. Defiance of authority | Student is engaging in behaviors that prevent other students from proceeding to the next activity/class (e.g. refusing to transition to specials, cafeteria).  More than 1 moderate misbehaviors in 1 day |
| 4. Disruptive/Unruly Behavior | Student is not complying with teacher directions despite repeated attempts to redirect behavior (e.g. refusal to complete class work).  More than 2 moderate misbehaviors in 1 day |
| 5. | Student is hitting another student (engaging in physical aggression towards classmates).  More than 1 moderate misbehaviors in 1 day |
| 6. Repetitive staff managed  misbehaviors | More than misbehaviors inwarrants an office referral.  hour  one  2    *e.g., 3 half hour*  *2 one period* |

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

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

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

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

Is the behavior minor?

**Staff observes misbehavior**

**in the classroom or on campus**

Is the behavior considered office managed?

Is the behavior a crisis?

Is the behavior a referral?

Referral to administration/ Guidance

Admin will follow Discipline Matrix

Guidance will implement appropriate strategies

Follow crisis protocol

Implement moderate consequence(s)

Reinforce/

reward student

Behavior not corrected

Behavior corrected

Implement moderate consequence (s)

Is the behavior moderate?

Is the behavior considered staff managed?

Reinforce/

reward student

Behavior not corrected

Implement minor consequence(s)

Behavior is corrected

\*\*\*\*See flow chart above

**Student Behavior Discipline Flow Chart**

Observe Problem Behavior

Intervene and redirect

Office Managed Misbehaviors

Staff Managed Misbehaviors

•Call to notify office of major infraction

•Write ODR

Implement an initial consequence from **6B**

Is behavior Office Managed?

*(if unsure, check below)*

|  |  |
| --- | --- |
| List Staff Managed  Misbehaviors from **6A** | List Office Managed  Misbehaviors from **6C** |
| 1.Student is using school materials that do not belong to them without permission  2.Student is not complying with teacher requests to take out classroom supplies  3.Student is arguing with another student (e.g. over a place in line)  4.Student is getting out of seat without permission  5.Student is refusing to speak softly during centers  6.Student is calling out answers | 1.Student is “causing a scene” (yelling, screaming, refusing to comply with authority) in one area of the campus (hallway, cafeteria).  2.Student is using physical aggression at teacher (hitting, kicking, scratching).  3.Student is engaging in behaviors that prevent other students from proceeding to the next activity/class (e.g. refusing to transition to specials, cafeteria).  4.Student is not complying with teacher directions despite repeated attempts to redirect behavior (e.g. refusal to complete class work).  5.Student is hitting another student (engaging in physical aggression towards classmates). |

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| --- |
| Use body language, proximity control or agreed upon gestures and signals to redirect student behavior |
| Redirect behavior, gentle reminder. |
| Change color card as presented in a classroom discipline plan |
| Removal of a privilege |
| Removal from participation in recess activities |
| Parent notification note in the agenda |
| Phone call home |
| Parent Conference/Student Conference |
| Referral to guidance or administration |

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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

|  |
| --- |
| 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: *Walkthroughs in classrooms, monitoring BASIS reports and student referrals, monitoring cafeteria and other areas to observe behavior, Monthly behavior monitoring conversation/ discussions during Team Leader Meetings* |

**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**: | 30 |
| Total number of **school-wide** discipline referrals: | 42 |
| % of referrals in the classroom: | 42% |
| Do more than 40% of your referrals come from the classroom? | Yes  No |

***If >40% of discipline referrals come from the classroom, it suggests Tier 1 classroom management implementation may need to be strengthened school-wide.***

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| **CRITICAL ELEMENT # 8: Data Collection and Analysis** |

**8A. Determine your School-wide Core Effectiveness YTD** from the BASIS Behavior Dashboard in the “Referrals per Student” chart.

(a) Complete the yellow highlighted cells first.

(b) Auto-calculate the “% of Total Population” by clicking on each “!Zero Divide” in the cells and pressing “Fn + F9”.

(c) Determine if the core is effective in all three areas

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| TOTAL Population: | 461 |  |  | |
| # Referrals | 42 | **% of Total Population** | Core Effectiveness | |
| 0 - 1 referral |  | 98% | Are your 0 – 1 referrals > 80%? | Yes No |
| 2 - 5 referrals  (at risk students) | 9 | 2% | Are your 2 - 5 referrals <15%? | Yes No |
| > 5 referrals  (high risk students) | 2 | 0% | Are your >5 referrals <5%? | Yes No |

**8B. Core Effectiveness Plan:**

|  |  |
| --- | --- |
| If all 3 are “**Yes**”, your core is effective. Is your core behavior curriculum effective? | Yes No |
| Answer **either** (a) or (b):  (a) If you answered “**Yes**”, although your core is effective, what plan does your school leadership team implement for early identification of at risk and high risk students?  (b) If you answered “**NO”**, indicate the supports and interventions your school leadership team will implement at the beginning of the next school year to improve core strength: | |
| Core Effectiveness Plan: Each teacher implements a positive behavior plan with clear expectations and rewards/consequences. Support staff are available to offer assistance and support to classroom teachers as needed.  A school wide behavior plan is communicated to all students in the beginning of the year via an assembly and ongoing monitoring of implementation. | |

**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 | 41% | 47% | 0 | Yes No |
| Hispanic/Latin | 18% | 12% | 0 | Yes No |
| White | 29% | 31% | 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)* | |

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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** | **Ronit Lewen** |
| **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** | **Ronit Lewen** |
| **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 | Ronit Lewen |
| **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 | Ronit Lewen and RtiB committee |
| **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 | **Ronit Lewen** |
| **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 | Ronit Lewen |
| **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. | Alicia Aguilar |
| **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> | Alicia Aguilar and Ronit Lewen |
| **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. | Ronit Lewen Alicia Aguilar |
| **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 | Ronit Lewen |
| **April** | Submit your SPBP in OSPA by April 30th every year | **Ronit Lewen** |

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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 **measurable** SMART goal to determine “successful”  **staff implementation** of action step | When will data be collected, analyzed & presented? | Person responsible to collect and analyze data |
| School-wide **expectations** and location-specific **rules** are posted across campus | By September 2018, all staff will be trained on school wide rules and expectation and 100% of student will participate in school wide discipline assembly | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | Ronit Lewen |
| **Behavior lesson plans** are being taught as written and when indicated | By September 2018, behavior lesson plans will be taught as evidenced by plan book check and walkthroughs. | Alicia Aguilar |
| **Discipline consequences** and **flow chart** are being used by all staff as written | By September 2018, discipline consequences and flow chart will be used by staff members as directed. | Alicia Aguilar and Tammy Gilbert |
| A **reward system** is being implemented for *all* students | By September 2018, a reward system will be implemented for all students as evidenced by walkthroughs and teacher submission of classroom discipline plan to administration. | Alicia Aguilar |

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

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

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| **Student Outcome Monitoring Plan** | | | |
| Student Outcome Data | Create an **observable** and **measurable** SMART goal to determine “successful”  **student outcomes** | When will data be collected, analyzed & presented? | Person responsible to collect and analyze data |
| See critical element 3A  • Type of **behavior incidents** data | The number of disobedience and insubordination type behaviors in the classroom will be reduced from 30 incidents to 15 incidents. | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | Ronit Lewen |
| See critical element 4A  • **Top 3 event locations** data | The number of student behavior incidents in the classroom will be reduced from 30 incidents to 15 incidents. | Ronit Lewen |
| See critical element 8  • **Core effectiveness** data | 98% of our students have > than 1 referral | Ronit Lewen |
| See critical element 7A  • **Grade Level/Classroom referrals** data | 42% of referrals occur in the classroom  See chart below for referrals by grade: | Ronit Lewen |