

**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:** | Indian Ridge Middle School |
| **School Number:** | 3471 |
| **SPBP Contact Name:** | Karen Birke |
| **Direct Phone Number:** | 754-323-3326 |

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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?** |
| Ian Murray | Principal | Administration |
| Karen Birke | Assistant Principal/SPBP Point of Contact | Administration |
| Kelvin Harris | Community Representation | SAC |
| Wade Brosz | BTU Representative | Staff/BTU |
| Morgan Shabsels | SAC Chair | SAC/ ELA/ 6th Grade |
| Alysha Casablanca | SAC Co Chair | SAC/ Science/ 7th Grade |
| Shannon Rosado | Guidance Counselor | Staff/ 8th Grade |
| Christine Donovan | Guidance Director | Staff/ 7th Grade |
| Allison Marino | ESE Specialist | Staff |
| Lauren Brown | Reading Coach | Curriculum Support |

**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:** |
| 8/2/2018 | 9:00 – 10:00 AM | Birke, Assistant Principal | 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) |
| 10/9/2018 | 9:00 – 10:00 AM | Birke, Assistant Principal |
| 1/7/2019 | 9:00 – 10:00 AM | Birke, Assistant Principal |
| 3/22/2019 | 9:00 – 10:00 AM | Birke, Assistant Principal |

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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 | 2/8/2019 | # of participants = 124 | Birke |
| Held a *faculty* vote on the new SPBP  (for SY 2018/19) | 2/8/2019 | % approved = | Birke |
| Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community) | 2/12/2019 | # of participants = | Birke |

**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:  2/12/2019 | 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. | Birke |
| Present the 2018/19SPBP to stakeholders (parents and community) | Prior to Oct 1st, 2018  2/12/2019 |
| 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 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. | Birke |
| 2. 1/10/2019 |
| 3. 3/15/2019 |
| 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. Unruly/ Disruptive Behavior | 6. Insulting/Profane/Obscene Language |
| 2. Disobedience/ Insubordination | 7. Tobacco Possession/Use/Transmittal |
| 3. Level 3 Bus Violation | 8. Defiance of Authority/ Habitual |
| 4. Disruptive/Unruly Play | 9. Out of Seat Area |
| 5. Unserved Detentions | 10.Cutting Class (Skipping) |

**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. Always Be Responsible & Respectful |
| 2. Involved and Engaged |
| 3. Model Safety |
| 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.*

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| --- | --- | --- | --- |
| **When will school-wide expectations lesson plans be taught?** | | | |
|  | Date(s) | Time: | |
| August | 08/15/2018 – 08/17/2018 | All periods 9:25 AM -4:00PM | |
| January | 01/08/2019 – 01/10/2019 | All periods 9:25 AM -4:00PM | |
| 4th Quarter | 04/01/2019 – 04/03/2019 | All periods 9:25 AM -4:00PM | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | Teachers, Guidance, Administration |
| Where will the lesson plan instruction occur? | | | In classrooms, Auditorium |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Birke, Rosado, Donovan, |

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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. Bus | 19 |
| 1. Cafe | 40 |
| 1. Hallway | 61 |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Expectations and Rules Matrix** | | | | |
| **School-wide EXPECTATIONS** | *Copy and paste expectations from* ***3C****.* | **IDENTIFIED LOCATIONS**  *Copy and paste locations from* ***4A.*** | | |
| Hallway | Bus | Cafe |
| **Rules** | **Rules** | **Rules** |
| Always Be Responsible and Respectful | Follow the one-way rules, ID badge visible, and interact positively with others | Personal items stowed, follow bus rules, ID badge visible, interact positively | Follow the cafeteria and area rules, clean up after yourself, ID badge visible, interact positively |
| Involved & Engaged | Follow the one- way rules, hands & feet to self, interact positively with others, listen to hallway monitors, be aware of the tardy bells | Hands & feet to self, interact positively with others, listen to bus operator directives | Hands & feet to self, interact positively with others, listen to cafeteria and common areas clean |
| Model Safety | Use a Level 2 conversation tone, avoid running, walk at all times, ID Badge Visible, interact positively | Use a level 2 conversation tone, honor personal space, interact positively, limit horseplay, ID badge visible | Use a Level 2 conversation tone, honor personal space, limit horseplay, avoid running, walk at all times, ID bade visible |
| Click here to enter Expectation #4 | Click here to enter a Rule | 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 | 08/15/2018 – 08/17/2018 | All periods 9:25 AM -4:00PM | |
| January | 01/08/2019 – 01/10/2019 | All periods 9:25 AM -4:00PM | |
| 4th Quarter | 04/01/2019 – 04/03/2019 | All periods 9:25 AM -4:00PM | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | Teachers, Guidance, Administration |
| Where will the lesson plan instruction occur? | | | In classrooms, Auditorium |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Birke, Rosado, Donovan, |

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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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **4 Step Problem Solving Process** | **Plan** |
| **1. Problem Identification:** Use your behavior data to identify a school-wide problem.  What problem did you identify? *(use numerical data)* | **Data used: BASIS RTI and Behavior Data**    **Problem Identification: Disobedience/Insubordination** |
| **2**. **Problem Analysis:** Why do you think this problem is occurring?  What is your goal? *(use a SMART goal statement with numerical data)* | **Hypothesis: In most cases, students that are performing poorly in academic settings or those who identify with an exceptionality, typically result in poor behavior as a distraction to completing assignments or as a result of their exceptionality (i.e. ADHD). In very few cases referrals are written for the average minor infraction.**  **Goal Statement:** To decrease the number of insubordination incidence that occur by implementing a positive rewards system. |
| **3. Intervention Design:**  Describehow you will implement a positive reward program to decrease this problem. | **Type of System: Point system**  **Description of System: Be awarded points in the categories determined by the PBIS team. All stakeholders have been provided a copy of the incentive categories and point system. Teachers will submit student names that are eligible to participate in a reward activity. Recognition will occur Monthly and quarterly.** |
| **4. Evaluation:**  A. Implementation fidelity | 1. During classroom observations, administration will note the number of times a reward system is implemented. Quarterly data will be collected via BASIS and Pinnacle. |
| B. Student outcome monitoring | 1. BASIS behavioral data and stakeholder surveys will be used to determine effectiveness. |

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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. Unruly/ Disruptive Behavior | Unruly behavior or insubordinate conduct that interferes with or disrupts the learning environment. |
| 1. Disobedience/ Insubordination | Failure to obey a reasonable or repeated instruction or request from a member of the school staff. |
| 1. Defiance | Disobedience/ insubordination resulting in a documented intervention, or the deliberate refusal to comply with directives. |
| 1. Tardiness | Failure to be in a place of instruction at the assigned time. |
| 1. Cell Phone | The use of wireless communication devices (including, but not limited to, cellular telephones, camera telephones, MP3 players, iPods etc.) in violation of the time, place, and manner restrictions. |
| 1. Technology Violation (Non-Criminal) | Any act, which violates the School Board of Broward County Technology Acceptable Use of Policy 5306, Section 6. |

**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 Hierarchy |
| Parent Contact & Student Conference | |
| Parent Contact, Detention or other teacher generated consequences | |
| Parent Contact, Detention or other teacher generated consequence and Guidance Referral | |
| Parent Contact and Administrative Referral | |
| Parent Contact, Administrative Referral, RTI Referral | |

**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. Repetitive Unruly/Disruptive Behaviors | More than 3 minor behaviors within the term that have not been corrected via teacher Tier 1 interventions. |
| 2. Repetitive Insubordination | More than 3 insubordinate behaviors within the term that have been corrected via teacher Tier 1 interventions. |
| 3. Habitual Defiance | More than 2 acts of defiance, within the term, that have not been corrected via teacher Tier 1 interventions. |
| 4. Habitual Tardiness | More than 4 consecutive tardies that have not been corrected via teacher Tier 1 |
| 5. Cell Phone (Level 2) and/or Repetitive Level 1 Violations | More than 2 level 1 cell phone violations that have not been corrected via teacher Tier 1 interventions. |
| 6. Repetitive staff managed  misbehaviors | More than misbehaviors inwarrants an office referral.  term  one  3    *e.g., 3 half hour*  *2 one period* |

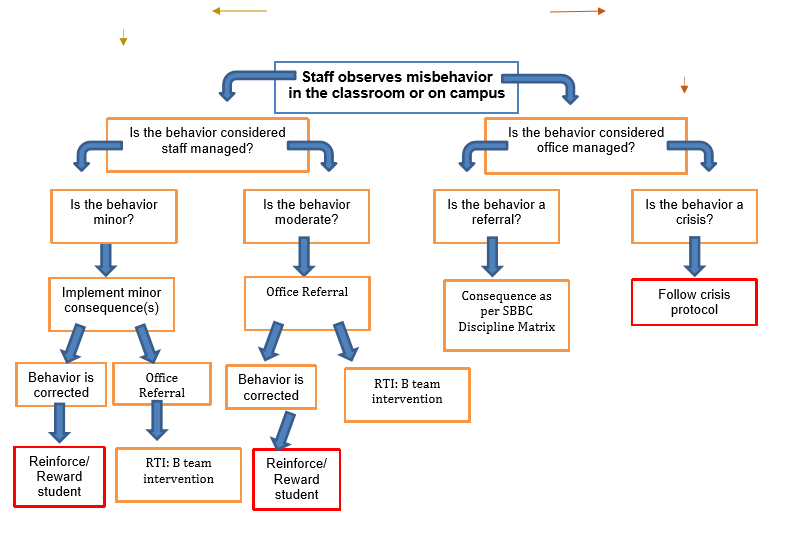
**6D. School-wide Discipline Flow Chart:**

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

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

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

**Student Behavior Discipline Flow Chart**

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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:** | LEAPS, SEL |
| \*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: Basis referral data in conjunction with PBIS walkthrough will be used to determine the needs of staff development. We will review the data by grade level and exceptionality. In addition, the ESE and Guidance department will participate in a PLC geared towards improving Tier 1 strategy implementation for academics and behavior. Each month a representative form the PLC will share their data (teacher and student data as it relates to behavior referrals and poor performing students. |

**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**: | 296 |
| Total number of **school-wide** discipline referrals: | 550 |
| % of referrals in the classroom: | 54% |
| 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: | 1983 |  |  | |
| # Referrals |  | **% of Total Population** | Core Effectiveness | |
| 0 - 1 referral | 64 | 99% | Are your 0 – 1 referrals > 80%? | Yes No |
| 2 - 5 referrals  (at risk students) | 22 | 1% | Are your 2 - 5 referrals <15%? | Yes No |
| > 5 referrals  (high risk students) | 4 | 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: Staff will implement the hierarchy consequence matrix. When done effectively, students will be referred to Guidance and RTI prior to escalation of behavior. Most students are successfully monitored via RTI with an effective Tier 2 or 3 plan. | |

**8C. Disproportionality: Determine if there are any issues within subgroups** from BASIS 3.0 Behavior Dashboard in the “Referrals by Demographics” chart.

(a) Complete the yellow highlighted cells first.

(b) Auto-calculate the difference by clicking on each “0” in the next cell and pressing “Fn + F9”.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Subgroups | (PctPop - Green)  % **of students** | (PctRef - Blue)  **% of referrals** | Difference in referral composition | Positive value suggests disproportionality  (Is the value positive?) |
| Black | 8 | 8 | 0 | Yes No |
| Hispanic/Latin | 41 | 50 | 9 | Yes No |
| White | 45 | 40 | -5 | 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: A Guidance Counselor will attend a training for equity. This training targets race and ethnicity interventions in schools. Also, administration is planning to implement SEL training for all staff. The goal is to have the staff effectively implementing ideas/strategies from both SEL and equity workshops to address behavior. | |

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| **Critical Elements # 9: SPBP Implementation Planning** |

This form provides a timeline to complete best practices and required actions. This timeline should drive team actions and accountability. As you implement your SPBP *NEXT* year, check off **completed items** and indicate the accountable person. (Complete only the yellow highlighted area at this time). Next year, you will upload this completed plan within your SPBP.

Required actions for all schools in Broward County

Best Practices for all schools in Broward County

**Resources**

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| **SPBP Team Implementation Action Plan 2018 - 2019** | | |
| **Month** | **Action Step**  *check when Action completed* | **Completed:**  Person Responsible  Name & Title |
| **Current** | **This Action Plan has been saved to use *next year* during quarterly meetings** | 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 | Atleast 90% of students understand and follow the school-wide expections and rules, by the end of the first quarter/term. | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | Birke |
| **Behavior lesson plans** are being taught as written and when indicated | By the end of the first semester, 100% of all classroom teachers, guidance and administrators have completed a lesson on behaviors. | Birke |
| **Discipline consequences**  and **flow chart** are being used by all staff as written | By the end of the first semester, 90% of staff are following the discipline flow chart. | Birke |
| A **reward system** is being implemented for *all* students | By the end of the first semester, 60% of staff are implementing the reward system. | Birke |

**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 **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 | By June 2019, student referrals in eah grade level will decrease by 5%. | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | Birke |
| See critical element 4A  • **Top 3 event locations** data | By June 2019, the number of referrals generated for Bus and Cafeteria will decrease by 5%. | Birke |
| See critical element 8  • **Core effectiveness** data | By June 2019, the number of students with >5 referrals will decrease by 1%. | Birke |
| See critical element 7A  • **Grade Level/Classroom referrals** data | By June 2019, the number of referrals generated by 8th grade will decrease by 2%. | Birke |