

**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:** | Cypress Bay High School |
| **School Number:** | 3623 |
| **SPBP Contact Name:** | Andre Shannon |
| **Direct Phone Number:** | 754-323-0350 x 2048 |

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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?** |
| Kassandra Fried | Assistant Principal | Administration |
| Andre Shannon | SPBP Point of Contact | Teacher |
| Latoya Stucke | Parent/Community Representation | PTSA/SAC |
| Yadiris Ferriera | BTU Representative | Teacher |
| Larry Brown | Behavior Specialist | Teacher |
| Charles Grahm | Behavior Specialist | Teacher |
| Felix Caballero | Security Specialist | Staff |
| Kristen Walden | Science Teacher | Teacher |

**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:** |
| 8/14/2018 | 12:00 PM | Andre Shannon, SPBP Point of Contact | 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) |
| 10/18/2018 | 12:00 PM | Andre Shannon, SPBP Point of Contact |
| 12/21/2018 | 12:00 PM | Andre Shannon, SPBP Point of Contact |
| 3/21/2018 | 12:00 PM | Andre Shannon, SPBP Point of Contact |

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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 | 3/22/2018 | # of participants = 207 | Andre Shannon |
| Held a *faculty* vote on the new SPBP  (for SY 2018/19) | 3/22/2018 | % approved =87 | Andre Shannon |
| Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community) | 2/27/2018 | # of participants = 57 | Andre Shannon |

**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:  8/13/2018 | 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. | Andre Shannon |
| Present the 2018/19SPBP to stakeholders (parents and community) | Prior to Oct 1st, 2018  9/18/2018 |
| Present behavior data to staff  *Quarterly: minimum of 4 each year* | 1. 10/18/2018 | 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. | Andre Shannon |
| 2. 12/21/2018 |
| 3. 3/21/2019 |
| 4. 5/24/2019 |

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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. Out of Assigned Area | 6. Disruptive Behavior |
| 2. Class cut (skipping) | 7. Disobedience |
| 3. Truancy | 8. Cheating |
| 4. Drug Paraphernalia | 9. Unruly Play |
| 5. Leaving Campus w/o Permission | 10. Unserved Saturday Detention |

**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. We are respectful |
| 2. We are responsible |
| 3. We follow directions and procedures |
| 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 | 8/15, 8/16 | Study Hall | |
| January | 1/8, 1/9 | Study Hall | |
| 4th Quarter | 4/1, 4/2 | Study Hall | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | Peer Counseling Class |
| Where will the lesson plan instruction occur? | | | Personalization Period |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Andre Shannon |

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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. School Grounds | 553 |
| 2. Other | 161 |
| 3. Classroom | 89 |

**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.*** | | |
| School Grounds | Other | Classroom |
| **Rules** | **Rules** | **Rules** |
| We are respectful | Refrain from inappropriate and negative language | Speak in conversational tones | Listen politely and speak respectfully |
| We are responsible | Walk directly to class | Throw away all trash | Arrive on time, prepared to work |
| We follow directions and procedures | Follow directions given by staff | Accept consequences without arguing | Follow safety procedures- Special areas-Exiting for emergencies |
| 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.*

|  |  |  |  |
| --- | --- | --- | --- |
| **When will location-specific rules lesson plans be taught?** | | | |
|  | Date(s) | Time: | |
| August | 8/15, 8/16 | Study Hall | |
| January | 1/8, 1/9 | Study Hall | |
| 4th Quarter | 4/1, 4/2 | Study Hall | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | Peer Counseling Class |
| Where will the lesson plan instruction occur? | | | Personalization Period |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Andre Shannon |

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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: School Grounds

|  |  |
| --- | --- |
| **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 Behavior Dashboard “Top Incidents”**    **Problem Identification: The number of office discipline referrals involving students Out of Assigned Area is 28% of the total referrals; 124 out of 444 incidents.** |
| **2**. **Problem Analysis:** Why do you think this problem is occurring?  What is your goal? *(use a SMART goal statement with numerical data)* | **Hypothesis: Students use class time to take extended bathroom breaks or to visit with friends in other areas of the school.**  **Goal Statement:** **10% reduction in referrals from 2017-18** |
| **3. Intervention Design:**  Describehow you will implement a positive reward program to decrease this problem. | **Type of System: Lottery**  **Description of System:** Security Specialists will randomly take the names of students who are moving about campus with a pass that correctly identifies name, location of destination, date, and time. At the end of each quarter one name will be randomly selected by a behavior specialist and students will have the opportunity to win a ticket to a school sponsored sporting event or production. |
| **4. Evaluation:**  A. Implementation fidelity | 1. **How do you monitor the fidelity (consistency and effectiveness) of the staff’s implementation of the reward program?** The staff’s consistency and effectiveness of the program will be monitored by the number of students walking around campus without passes. This reward system will only work if students are given passes that are properly filled out. |
| 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”?** Data will be pulled from BASIS reports to determine the amount of Out of Assigned referrals. If the number decreases we will know students are spending more time in classes and less in areas they are not supposed to be. |

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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. Not responding to teacher questions | Student refuses to answer reasonable questions about misbehavior. |
| 2. Texting | Using phone to communicate when the classroom expectation requires 100% attention on a specific task. |
| 3. Phone rings during class | Phone rings during class where at least 2 or more students are distracted from learning, or the current flow/pace of the classroom. |
| 4. Returning late from allotted bathroom time | Having more than 50% of an assignment verbatim with another student. Or being caught in the act of copying another student’s work. |
| 5. Making a false pass | Taking more than 20 minutes in the bathroom. Using a restroom across the campus. Or returning from the bathroom with snacks. |
| 6. Throwing objects | Signing a teacher’s name, changing a date or time, and or changing a location from a pass from any staff member and presenting it as original. |

**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 |
| Verbal Redirection | |
| Confiscation of Items | |
| Parent Contact | |
| Afterschool Detention | |
| Behavior Contract | |

**6C. Administration Managed Misbehaviors**:

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

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

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

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| **Office Discipline Referrals (ODRs)** | |
| Behavior | “Looks Like” - *provide a description with example(s)* |
| 1. Disobedience/Insubordination | Not following 2 or more reasonable or repeated requests from an Adult on Campus for rule or procedural violations during a conversation. |
| 2. Disruptive/Unruly Play | Unruly play that interferes or disrupts the learning environment |
| 3. Defiance of authority | Failure to obey a reasonable or repeated instruction or request from a member of the school staf. |
| 4. Out of Assigned Area | Being in an unauthorized area of school or another classroom or common area without a teacher pass. |
| 5. Skipping | Deliberate unexcused absence in one class but is present in one or more classes during the same school day. |
| 6. Repetitive staff managed  misbehaviors | More than misbehaviors inwarrants an office referral.  minutes  30 minutst  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.

**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?

Implement Moderate consequences

Is the behavior moderate?

Is the behavior considered staff managed?

Follow crisis protocol

Reinforce/

Reward student

Behavior is not corrected

Implement minor consequence(s)

Behavior is corrected

Is the behavior minor?

1. Contact Parent
2. Collect Statements
3. Student Conference
4. Issue Consequence Aligned with Discipline Matrix

Submit Referral on BASIS 3.0

Behavior is not corrected

Reinforce/

Reward student

Behavior is corrected

Issue after School Detention

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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 |
| If other, name the **evidence-based classroom management system:** | Marzano |
| \*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: |

**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**: | 89 |
| Total number of **school-wide** discipline referrals: | 789 |
| % of referrals in the classroom: | 11% |
| 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: | 4662 |  |  | |
| # Referrals | 1317 | **% of Total Population** | Core Effectiveness | |
| 0 - 1 referral | 408 | 92% | Are your 0 – 1 referrals > 80%? | Yes No |
| 2 - 5 referrals  (at risk students) | 211 | 4% | Are your 2 - 5 referrals <15%? | Yes No |
| > 5 referrals  (high risk students) | 37 | .07% | 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: Our school has a variety of interventions for high risk students. The RtI team meets weekly to discuss these students and to put interventions into place for these students to succeed. In addition to RtI high risk students are placed in special study halls in which they are monitored by teacher volunteers who help with grades and attendance monitoring. | |

**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 | 5% | 6% | +1% | Yes No |
| Hispanic/Latin | 65% | 67% | +2% | Yes No |
| White | 26% | 23% | -3% | 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: The sub group disproportionality will be addressed through our school diversity liaison. The diversity liaison oversees implementing strategies to support diverse populations. The diversity liaison will provide diversity training to staff members during pre-planning week. | |

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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** | **Andre Shannon, Behavior Specialist** |
| **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** | **Andre Shannon, Behavior Specialist** |
| **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 | **Andre Shannon, Behavior Specialist** |
| **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 | **Andre Shannon, Behavior Specialist** |
| **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 | **Andre Shannon, Behavior Specialist** |
| **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 | **Andre Shannon, Behavior Specialist** |
| **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. | **Andre Shannon, Behavior Specialist** |
| **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> | **Andre Shannon, Behavior Specialist** |
| **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. | **Andre Shannon, Behavior Specialist** |
| **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 | **Andre Shannon, Behavior Specialist** |
| **April** | Submit your SPBP in OSPA by April 30th every year | **Andre Shannon, Behavior Specialist** |

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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 **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 | CBTV will have frequently aired infomercials daily among school network. | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | Andre Shannon |
| **Behavior lesson plans** are being taught as written and when indicated | Peer counseling classes will see at least every class once a quarter to deliver lessons. | Andre Shannon |
| **Discipline consequences** and **flow chart** are being used by all staff as written | A behavior referral will cite all classroom measures done prior to referral submission. | Andre Shannon |
| A **reward system** is being implemented for *all* students |  | Andre Shannon |

**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 | 10% Reduction from 2017-2018 | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | Andre Shannon |
| See critical element 4A  • **Top 3 event locations** data | 10% Reduction from 2017-2018 | Andre Shannon |
| See critical element 8  • **Core effectiveness** data | 10% Reduction from 2017-2018 | Andre Shannon |
| See critical element 7A  • **Grade Level/Classroom referrals** data | 10% Reduction from 2017-2018 | Andre Shannon |