

**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:** | Everglades High School |
| **School Number:** | 3731 |
| **SPBP Contact Name:** | Lisa Alonso |
| **Direct Phone Number:** | 754-323-0500 |

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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?** |
| Haleh Darbar | Principal | Administration |
| Lisa Alonso | SPBP Point of Contact/ Health Teacher | Grade 10 Teachers |
| Helene Malanga | Parent/Community Representation | SAC/PTSA |
| Kevin Riddick | BTU Representative/ English Teacher | BTU/ Grade 9 Teachers |
| Maureen Eves | SAC Co-Chair/ Support Facilitator | Grade 11 Teachers |
| Mark Hoffman | Assistant Principal | Administrator |
| Delano Fields | SAC Secretary/Math Teacher | Grade 12 Teachers |
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**1B**. Schedule and document your quarterly team meeting dates for *next* 2018/19 school year:

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| **Meeting Date** | **Meeting Time** | **Name & title of person responsible to facilitate meeting** | **Content of meetings:** |
| 9/25/2018 | 3:00 PM | Lisa Alonso 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) |
| 11/27/2018 | 3:00 PM | Mark Hoffman Administrator |
| 1/29/2019 | 3:00 PM | Lisa Alonso SPBP Point of contact |
| 4/23/2019 | 3:00 PM | Mark Hoffman Administrator |

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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 | 3/19/2018 | # of participants = 95 | Maureen Eves |
| Held a *faculty* vote on the new SPBP  (for SY 2018/19) | 3/23/2018 | % approved =89 | Mark Hoffman |
| Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community) | 3/20/2018 | # of participants = 20 | Mark Hoffman |

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

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| **Action Steps:** | **Date(s)**  *(NEXT YEAR)* | **Content**  *(retain attendance sheets at school)* | **Person responsible to collect and retain attendance sheets:** |
| Provide a professional development on the 2018/19SPBP for all staff | Prior to students’ 1st day:  8/9/2018 | The team will present the updates in the SPBP for the 18/19 school year. All stakeholders will be provided with access to the SPBP. Feedback will be collected for future team meetings. | Mark Hoffman |
| Present the 2018/19SPBP to stakeholders (parents and community) | Prior to Oct 1st, 2018  9/25/2018 |
| Present behavior data to staff  *Quarterly: minimum of 4 each year* | 1. 10/19/2018 | 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. | Mark Hoffman |
| 2. 1/7/2019 |
| 3. 3/22/2019 |
| 4. 5/9/2019 |

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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.Class Cutting/skipping | 6.Drug use/Possession/Influence |
| 2.Definance/Insubordination | 7.Falsification/Misrepresentation |
| 3.Out of assigned area | 8.Fighting/minor altercation |
| 4.Insulting/Profane/Obscene Language | 9.Cheating/minor |
| 5.Leaving Campus without permission | 10.Fighting/medium altercation |

**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 present in class on time and prepared |
| 2.Be respectful/polite to all students, staff and faculty members |
| 3.Make positive choices to promote good health in mind, body and spirit |
| 4.Demonstrate self-control |
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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 | August 15&16, 2018 | Study Halls 7:30-2:40 | |
| January | January 8 & 9, 2019 | Study Halls 7:30-2:40 | |
| 4th Quarter | April 4 & 5, 2019 | Study Halls 7:30-2:40 | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | All teachers |
| Where will the lesson plan instruction occur? | | | Study Hall classrooms |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Maureen Eves |

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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.Hallways | 8 |
| 2.School grounds | 4 |
| 3. Restrooms | 3 |

**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 | Cafeteria/Patio | Restroom |
| **Rules** | **Rules** | **Rules** |
| Be in class on time every day | Walk briskly to class and avoid congregating in the halls. | Finish lunch and throw away trash before the bell. | Use closest restroom and return to class promptly during instructional time. |
| Be respectful to others | Follow traffic pattern, use respectful language, (i.e. Excuse me, please and thank you) | Clean up after self when done eating and throw trash in proper receptacles. | Use respectful language (i.e. please, thank you, excuse me, etc) |
| Make positive choices | Avoid drugs and other illegal substances | If you see something (drugs, alcohol, etc) say something to an adult. | Use restroom quickly. Report any suspicious activity to teacher or adult. |
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**4C**. Research indicates that discipline referrals increase after long holidays and during testing times. Plan to teach your location-specific rules at least 3 times throughout the year (and anytime the expected behaviors are not being demonstrated).

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

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

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| --- | --- | --- | --- |
| **When will location-specific rules lesson plans be taught?** | | | |
|  | Date(s) | Time: | |
| August | August 18 & 19, 2018 | 9th grade Science 10-12 grade History teachers 7:30-2:40 | |
| January | January 8 & 9, 2019 | 9th grade Science 10-12 grade History Teachers 7:30=2:40 | |
| 4th Quarter | April 4 & 5, 2019 | Study Hall teachers 7:30-2:40 | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | Teachers |
| Where will the lesson plan instruction occur? | | | In Classrooms |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Maureen Eves |

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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: Be in class on time every day

|  |  |
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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 3.0: Internal Suspension**    **Problem Identification: Class attendance, tardiness** |
| **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 are absent or tardy to class because they do not understand the imp0rtnace of regular, daily attendance**  **Goal Statement:** ODRs for Skipping/class cut is down by 24% at this time last year (258 in 2017 and 197 in 2018). By the end of the 3rd quarter next year, ODRs for class cut/skipping will be down by an additional 25% (147 ODRs for class cut/skipping) |
| **3. Intervention Design:**  Describehow you will implement a positive reward program to decrease this problem. | **Type of System: Point system**  **Description of System:** Every teacher in every class will determine a reward system for regular attendance (80%) and timeliness (80%). Students must meet both criterion.  In an effort to encourage regular attendance/promptness, students will be presented with attendance certificates (provided by administration) and a reward at the teachers discretion (i.e. homework pass, drop lowest grade, extra credit, treat, etc). |
| **4. Evaluation:**  A. Implementation fidelity | 1. How do you monitor the fidelity (consistency and effectiveness) of the **staff’s** implementation of the reward program?   Teachers will submit, in writing, their reward system with samples to the administration quarterly.  On the last day of every quarter, students will be recognized at the beginning of every class and presented with reward. This will be led by a staff member over the PA system.  Photo gallery will be posted to the school website quarterly. |
| B. Student outcome monitoring | 1. How will you know if the reward program is positively impacting **students**? What measurable data will you use to determine “success”? *(2-3 sentences)*   Quarterly, teachers will submit an attendance report, highlighting all students that met the 80% criterion to grade level administration for review.  The data will be reviewed and evaluated to determine effectiveness of the plan.  Adjustments will be made accordingly to reinforce a positive outcome and increase in attendance and promptness to class |

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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 Behaviors | Arguing with teacher, cellphone use in class, distracting other students during instructional time. |
| 2. Insubordination | Intimidating other students, harassing other students undermining teachers authority |
| 3. Defiance | Not following teacher directives, refusing to comply with teacher requests, talking back to the teacher |
| 4. Unexcused absences | Skipping class, unexcused absences, being more than 15 minutes late to class |
| 5. Unexcused Tardies | Coming late to class without documented excuse |
| 6. Out of assigned area | Leaving class without permission, not reporting to designated area in a timely fashion. |

**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 |
| Issue warning/ counsel student | |
| Non Verbal redirection/ proximity control | |
| Verbal redirection | |
| Rules reminder/ loss of privilege | |
| Reinforce appropriate behavior/ reteach expectation | |

**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 | Repeated (more than 5 in a quarter) disobedient/insubordinate behaviors |
| 2. Disruptive/Unruly Play | Repeated (more than 5 in a quarter) disruptive/unruly behaviors |
| 3. Defiance of authority | Repeated (more than 5 in a quarter) defiant behaviors |
| 4. Repeated Attendance Issues | Repeated (more than 5 in a quarter) unexcused absences |
| 5. Repeated unexcused tardiness | Repeated (more than 5 in a quarter) unexcused tardies |
| 6. Repetitive staff managed  Misbehaviors | More than misbehaviors inwarrants an office referral.  period  one  5    *e.g., 3 half hour*  *2 one period* |

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

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

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

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

**Student Behavior Discipline Flow Chart**

Observe Problem Behavior

Intervene and redirect

Office Managed Misbehaviors

Staff Managed Misbehaviors

•Call to notify office of major infraction

•Write ODR

Implement an initial consequence from **6B**

Is behavior Office Managed?

*(if unsure, check below)*

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| --- | --- |
| List Staff Managed  Misbehaviors from **6A** | List Office Managed  Misbehaviors from **6C** |
| \*Unruly/disruptive behavior.  \*Insubordination  \*Defiance  \*Unexcused absences  \*Unexcused tardies  \*Out of assigned area | \*Disobedience and insubordination \*Disruptive/unruly play  \* Defiance of authority  \* Repeated attendance issues  \*Repeated unexcused tardiness  \* Repetitive staff managed misbehaviors |

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| **CRITICAL ELEMENT # 7 : Classroom Management Systems** |

**7A.** ALL teachers implement an effective Tier 1 classroom management system:

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| Which **evidence-based** classroom management system is supported by your school’s administration and is expected to be implemented school-wide?  *(Class Dojo, LEAPs, HERO, Cloud 9, etc. are tools,* ***not*** *classroom systems)* | CHAMPs\*  PBIS Classroom Management  Administration does not expect an evidence-based classroom management system to be implemented by teachers this year  (*your school will need to adopt one next year)*  Other *(complete below)* |
| If other, name the **evidence-based classroom management system:** | Click here to enter name of system. |
| \*CHAMPs is the district-supported, evidence-based universal classroom management system for all teachers. Would your Principal like to be contacted to learn about CHAMPs professional development? | Yes  No |

**7B.** Fidelity of **staff** implementation of school-wide classroom management systems

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| What data collection tool does your school leadership team use to monitor and evaluate your teacher’s classroom management skills? *(Measure* ***staff skills****, not student outcomes)* |
| CHAMPs 7 Up Checklist |
| CHAMPs Classroom Check Up (CCU) |
| PBIS Classroom Assistance Tool (CAT) |
| PBIS Walkthrough |
| Marzano’s Domain 1, Design Questions 5, 6, 7, 8, 9 |
| Fidelity of staff classroom management implementation is not monitored to determine training needs this year *(you will need to adopt a tool and plan next year)* |
| Other *(specify):* |
| Explain how this data is collected and analyzed by your school leadership team as a **universal screening** *across teachers* to determine the need for classroom management training: |
| Fidelity of Implementation Plan: Using Marzano’s Design Elements, school leadership is able to analyze which teachers need support in Domain 1.  School leaders meet with department heads and PLC coaches to provide support for teachers struggling with Domain 1. |

**7C. Percentage of Classroom Referrals:**

(a) Review your classroom data YTD (“Events by Location”) in BASIS 3.0 Behavior Dashboard.

(b) Complete the yellow highlighted cells first.

(c) Auto-calculate the % of referrals in the classroom by clicking on “!Zero Divide” in the next cell and pressing “Fn + F9” together.

|  |  |
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| Total number of discipline referrals **from classrooms**: | 505 |
| Total number of **school-wide** discipline referrals: | 33 |
| % of referrals in the classroom: | 94% |
| 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: | 2459 |  |  | |
| # Referrals |  | **% of Total Population** | Core Effectiveness | |
| 0 - 1 referral | 217 | 95% | Are your 0 – 1 referrals > 80%? | Yes No |
| 2 - 5 referrals  (at risk students) | 99 | 5% | Are your 2 - 5 referrals <15%? | Yes No |
| > 5 referrals  (high risk students) | 13 | 1% | Are your >5 referrals <5%? | Yes No |

**8B. Core Effectiveness Plan:**

|  |  |
| --- | --- |
| If all 3 are “**Yes**”, your core is effective. Is your core behavior curriculum effective? | Yes No |
| Answer **either** (a) or (b):  (a) If you answered “**Yes**”, although your core is effective, what plan does your school leadership team implement for early identification of at risk and high risk students?  (b) If you answered “**NO”**, indicate the supports and interventions your school leadership team will implement at the beginning of the next school year to improve core strength: | |
| Core Effectiveness Plan: *(3-4 sentences)*  **Although our core has been effective, we will continue to mentor students on rules and expectations.**  **We will continue to support teachers through consultation and collaboration.**  **Use a combination of counseling and parent contact to provide additional interventions for at-risk and high-risk students at the beginning of the 2018-19 school year.** | |

**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 | 54 | 58 | 4 | Yes No |
| Hispanic/Latin | 34 | 29 | -5 | Yes No |
| White | 6 | 6 | 0 | Yes No |

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

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| --- | --- |
| If all 3 are “**No**”, disproportionality is not indicated. Are all 3 “No”? | Yes No |
| Answer **either** (a) or (b):  (a) If you answered “**Yes**”, although your data indicates equity, what plan does your school leadership team implement for early identification of any disproportionality issues  (b) If you answered “**No**”, indicate the support plan and interventions your school leadership team will implement at the beginning of next year to improve sub group disproportionality | |
| Disproportionality Plan:  **Plan staff activity/discussion to clarify (a) classroom vs. office managed behaviors, (b) dress code policy, and (c) instructional responses to inappropriate language.**  **Implement culturally-responsive PBIS with input from students, families, and community members.**  **Use a combination of mentoring, counseling and parent contact to provide interventions for at-risk and high-risk students at the beginning of the 2018-19 school year.** | |

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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** | **Mark Hoffman Assistant Principal** |
| **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** | **Mark Hoffman Assistant Principal** |
| **Pre Planning**  **2018** | Print up your SPBP Review and school score from OSPA  Provide SPBP presentation to all staff during Pre Planning  Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders  Market and post school-wide Expectations and location-specific Rules (posters, PSAs, etc.)  Identify your RtI Instructional Facilitator provided by the district  (Contact [tyyne.hogan@browardschools.com](mailto:tyyne.hogan@browardschools.com) for more information, if you are unsure)  Confirm 1st team meeting date and time | Click here to enter NAME & title. |
| **August**  **1st meeting** | Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP  Determine any needed team training, such as the 4 Step PSP Brainshark Series, 10 Critical  Elements Brainsharks, Data Collection, Effective CPST Teams, PBIS 101, etc.  Trainings available at: <http://www.browardprevention.org/mtssrti/training-modules/>  Review previous year’s behavior data. (Use ‘Agenda’ and ‘Data Collection Template’)  Forms available at: <http://www.browardprevention.org/mtssrti/rtib> in Tier 1, Teaming  Present implementation data, behavior data, team activities and progress to entire staff  Utilize the 4 Step Problem Solving Process to develop initial interventions  Review previous year’s SPBP and feedback form  Verify and implement teaching schedule for SPBP Expectations and Rules behavior lesson plans | Click here to enter NAME & title |
| **September** | Provide stakeholder presentation on SPBP prior to October 1  Check for staff and teacher understanding of PBIS - provide “PBIS 101” Brainshark as a resource  Brainshark available at: http://www.brainshark.com/browardschools/PBIS101 | Click here to enter NAME & title. |
| **October**  **2nd meeting** | Ensure instructional staff know how to (and are, as needed) enter Tier 1 Supplemental Strategies  for behavior in BASIS  Present implementation data, behavior data, team activities and progress to entire staff | Click here to enter NAME & title. |
| **November** | Staff to re-teach Expectations and Rules first day back from break.  Team to develop new and/or improved lesson plans as indicated by behavior data. | Click here to enter NAME & title |
| **January**  **2019**  **3rd meeting**  Prepare for *2019/20* SPBP | Staff to re-teach Expectations and Rules first day back from break  Ensure the Principal signs in and watches the *new* SPBP Brainshark: Due January 30th  Present implementation data, behavior data, team activities and progress to entire staff  Choose team members and dates to work on, complete, and submit the *new* SPBP  Teams watch the *new* SPBP Brainsharks and refers to *new* “Additional items”  Brainsharks and Additional items posted at: <http://www.browardprevention.org/mtssrti/rtib> | Click here to enter NAME & title. |
| **February** | Ensure progress towards completion of SPBP  Check on recently hired staff for PBIS understanding - provide “PBIS 101” Brainshark resource  Provide the SPBP Surveymonkey link to all staff (optional). Email [Tyyne.hogan@browardschools.com](mailto:Tyyne.hogan@browardschools.com) to request analysis. | Click here to enter NAME & title |
| **March**  **4th meeting** | Ensure progress towards completion of SPBP  Provide staff presentation and vote on new SPBP for next year  Provide stakeholders/parent presentation on new SPBP for next year  Present implementation data, behavior data, team activities and progress to entire staff | Click here to enter NAME & title |
| **April** | Submit your SPBP in OSPA by April 30th every year | Click here to enter NAME & title |

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| **CRITICAL ELEMENT # 10: Monitoring Plans** |

**10A.** How will you determine the success **of *staff* implementation** of the School-wide Positive Behavior Plan?

*“Are* ***staff*** *implementing the SPBP with fidelity? How do you know?”*

|  |  |  |  |
| --- | --- | --- | --- |
| **Fidelity of Implementation Monitoring Plan** | | | |
| Action Step | Create an **observable** and **measureable** SMART goal to determine “successful”  **staff implementation** of action step | When will data be collected, analyzed & presented? | Person responsible to collect and analyze data |
| School-wide **expectations** and location-specific **rules** are posted across campus | By the end of each month 100% of hallways, cafeteria and classrooms will have at least 2 posters of expectations and rules posted. | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | Mark Hoffman, AP to complete observations and tally monthly data of findings shared in graphic format in staff meetings. |
| **Behavior lesson plans** are being taught as written and when indicated | By the end of each quarter, all teachers will submit lesson plans and work samples for behavior lessons. | Administration |
| **Discipline consequences**  and **flow chart** are being used by all staff as written | By the end of each quarter, the behavior specialist will submit a report to the grade level administrator noting infractions on the teacher’s behalf when writing a referral to be addressed by administration. | Carlos Menendez |
| A **reward system** is being implemented for *all* students | By the end of every quarter, all teachers will submit the names of students maintaining 80% attendance and promptness to class, along with reward system to grade level administration and present to students last day of every quarter. | Mr. Hoffman |

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

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Outcome Monitoring Plan** | | | |
| Student Outcome Data | Create an **observable** and **measureable** SMART goal to determine “successful”  **student outcomes** | When will data be collected, analyzed & presented? | Person responsible to collect and analyze data |
| See critical element 3A  • Type of **behavior incidents** data | By the end of every quarter, there will be 5% fewer ODRS for skipping/class cut. | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | Carlos Menendez will collect, chart and distribute data quarterly that will be presented to the staff at quarterly PLC meetings |
| See critical element 4A  • **Top 3 event locations** data | By the end of every quarter, there will be a 5% reduction of ODRS from the hallways. | Carlos Menendez will collect, chart and distribute data quarterly that will be presented to staff during PLC meetings. |
| See critical element 8  • **Core effectiveness** data | By the end of every quarter, there will be a 5% reduction of referrals among minority students (black and Hispanic) students. | Carlos Menendez will collect, chart and distribute data quarterly that will be presented to staff during PLC meetings. |
| See critical element 7A  • **Grade Level/Classroom referrals** data | By the end of each quarter referrals will be below 0-1 referrals for greater than 80% of student population | Mr. Hoffman will collect, chart and distribute data quarterly that will be presented to the staff at all quarterly PLC meetings. |