

**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:** | Coconut Palm Elementary |
| **School Number:** | 3741 |
| **SPBP Contact Name:** | Jennifer Kinggard |
| **Direct Phone Number:** | 754-323-5050 |

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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?** |
| Jennifer Kinggard | Assistant Principal | Administration |
| Jennifer Kinggard | SPBP Point of Contact |  |
| Jackie Edman | Parent/Community Representation | SAC/Parent |
| James Palelis | BTU Representative |  |
| Begona Rosero | ESE support/specialist |  |
| Tammy Osborne | Teacher/Team Leader | SAC Chairperson |
| Colleen Cottam | Curriculum Specialist |  |
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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:** |
| 8/17/2017 | 10:30 am | Jennifer Kinggard | 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) |
| 11/13/2017 | 2:15pm | Jennifer Kinggard |
| 2/2/2018 | 10:20am | Jennifer Kinggard |
| 4/4/2018 | 1:30 | Jennifer Kinggard |

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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 | 3/23/2018 | # of participants = 65 | Jennifer Kinggard |
| Held a *faculty* vote on the new SPBP  (for SY 2018/19) | 3/23/2018 | % approved =100% | Jennifer Kinggard |
| Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community) | 4/5/2018 | # of participants = 100% | Jennifer Kinggard |

**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:  8/14/2018 | 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. | Jennifer Kinggard |
| Present the 2018/19SPBP to stakeholders (parents and community) | Prior to Oct 1st, 2018  9/5/2018 |
| Present behavior data to staff  *Quarterly: minimum of 4 each year* | 1. 8/18/2018 | 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. | Jennifer Kinggard |
| 2. 11/6/2018 |
| 31/7/19 |
| 4. 4/2/2019 |

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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. N/A |
| 2.Assault/ threat low level | 7. N/A |
| 3.Profanity to staff member | 8. N/A |
| 4.skipping class | 9. N/A |
| 5.N/A | 10. N/A |

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

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| **School-wide Expectations** |
| 1. Respectful to others and their belongings |
| 2. Considerate and accepting of others |
| 3. Express yourself with positive language |
| 4. Awareness of other learners & the school environment |
| 5.Kindness counts |

**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 8, 2017 | 2:15 | |
| January | January 30, 2018 | 2:15 | |
| 4th Quarter | April 3, 2018 | 2:15 | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | Kinggard/Cottam |
| Where will the lesson plan instruction occur? | | | Media Center |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Kinggard/Cottam |

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

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

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| **Top 3 Locations** | |
| School Location | # Incidents |
| 1.Cafeteria | 12 |
| 2.Playground | 6 |
| 3.Hallway | 5 |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Expectations and Rules Matrix** | | | | |
| **School-wide EXPECTATIONS** | *Copy and paste expectations from* ***3C****.* | **IDENTIFIED LOCATIONS**  *Copy and paste locations from* ***4A.*** | | |
| Cafeteria | Playground | Hallway |
| **Rules** | **Rules** | **Rules** |
| Respect others and their belongings | **Students will follow the Cafeteria rules MEALS Manners matter, always use soft voice, leave area clean, enjoy my own food, stay in my area to decrease from 12 referrals to 6 or less for the 18-19 school year.** | **Sharing equipment Respect others personal space Talk in a respectful manner Complement each other to decrease from 6 referrals to 3 or less in the 2018-2019 school year.** | Hands behind back Facing forward Walk on the first white tile after the blue tile. Quiet in the hallway Mindful of other learners in order to decrease from 5 referrals to 2 or less for the 2018-2019 school year. |
| Treat others as you would like to be treated | **Students will follow the Cafeteria rules MEALS Manners matter, always use soft voice, leave area clean, enjoy my own food, stay in my area to decrease from 12 referrals to 6 or less for the 18-19 school year.** | **Sharing equipment Respect others personal space Talk in a respectful manner Complement each other to decrease from 6 referrals to 3 or less in the 2018-2019 school year.** | Hands behind back Facing forward Walk on the first white tile after the blue tile Quiet in the hallway Mindful of other learners in order to decrease from 5 referrals to 2 or less for the 2018-2019 school year. |
| Power of positive language | **Students will follow the Cafeteria rules MEALS Manners matter, always use soft voice, leave area clean, enjoy my own food, stay in my area to decrease from 12 referrals to 6 or less for the 18-19 school year.** | **Sharing equipment Respect others personal space Talk in a respectful manner Complement each other to decrease from 6 referrals to 3 or less in the 2018-2019 school year.** | Hands behind back Facing forward Walk on the first white tile after the blue tile Quiet in the hallway Mindful of other learners in order to decrease from 5 referrals to 2 or less for the 2018-2019 school year. |
| N/A | N/A | N/A | N/A |
| N/A | N/A | N/A | N/A |

**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 8, 2017 | 2:15 | |
| January | January 30, 2018 | 2:15 | |
| 4th Quarter | April 3, 2018 | 2:15 | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | Kinggard/Cottam |
| Where will the lesson plan instruction occur? | | | Media Center |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Kinggard/Cottam |

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

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

Expectation or Location: Cafeteria

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| --- | --- |
| **4 Step Problem Solving Process** | **Plan** |
| **1. Problem Identification:** Use your behavior data to identify a school-wide problem.  What problem did you identify? *(use numerical data)* | **Data used:**    **Problem Identification:** Behavior in the cafeteria has increased as the year progressed.  What problem did you identify? 12 referrals were written in the café during the 2017-2018 school year. |
| **2**. **Problem Analysis:** Why do you think this problem is occurring?  What is your goal? *(use a SMART goal statement with numerical data)* | **Hypothesis: There are many students in the café at the same time and it is one of the only times students can interact with peers.**  **Goal Statement:** Students will follow the cafeteria rules while eating lunch with no less than 4 out of 5 points for 80% of classes during their 30 minute lunch period within a month. |
| **3. Intervention Design:**  Describehow you will implement a positive reward program to decrease this problem. | **Type of System: Point system**  **Description of System:** *Classes will earn up to five points per day for all rules being followed during the designated lunch period. Classes that have the most points at the end of each month, will receive a treat from one of our partners in Education. This treat will be given out to the entire class in the café for all to celebrate.* |
| **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 cafeteria aide gives out the points according to how well the class followed rules daily. She keeps track of daily points on a white board in the cafeteria for all students to see. At the end of the month she totals the points and the winning classes are announced on the morning news and treat is given to the class during lunch.* |
| B. Student outcome monitoring | 1. How will you know if the reward program is positively impacting **students**? What measurable data will you use to determine “success”? *(2-3 sentences)*   We will monitor the school wide point system chart to determine if the positive reward program data is showing improvement in daily scores. 80% of the classes will receive a score of 4 out of 5 points per day within a month. |

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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. **Inappropriate Language** | **When students use profanity towards any individual in the school.**  **Students will use school appropriate language** |
| **2. Not following MEALS rules in the cafe** | **When students break one of MEALS rules**  **Student are expected to follow all MEALS rules at all times.** |
| **3. Refusal to participate in given assignments** | **When students refuse to participate in given assignments.**    **Student are expected to participate in all classroom assignments.** |
| **4. Running/yelling in the hallway** | **Students running and/or yelling in the hallway.**  **Students will walk and use inside voices** |
| **5. Arguing with other students** | **Students not using appropriate social techniques when talking to others** |
| **6. Sleeping in class** | **Student falls asleep in class and refuses to pick head up.** |

**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 |
| Give a time out | |
| Contact parent/guardian | |
| Removal from school wide/grade level wide activity | |
| Clip down on behavior chart | |
| Teacher/student conference | |

**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 | Failure to obey a reasonable or repeated instruction or request from a member of the school staff. Student continues unwanted behavior (tapping pencil, calling out) after being warned by the adult several times. |
| 2. Disruptive/Unruly Behavior | Unruly play that interferes or disrupts the learning environment. Student learning to play basketball at PE however kept throwing the balls at students rather than learning the techniques of the sport. |
| 3. Defiance of authority | The deliberate refusal to listen to authority. |
| 4. Threat | A threat that poses minimal risk to the victim and/or public safety. The threat is vague and indirect. Information contained within the threat is inconsistent, implausible or lacks detail; the threat lacks realism; and the content of the threat suggests the person is unlikely or unable to carry it out. Student tells another student they are going to hurt them.(eg. Kill,stab,punch) |
| 5. Profanity to a staff member | Use of insulting, abusive, profane, obscene, or vulgar language or conduct in any form (verbal, written, or gestures) directed toward an employee of the School Board of Broward County. When student uses or writes profanity to a staff member. |
| 6. Repetitive staff managed  misbehaviors | More than misbehaviors inwarrants an office referral.  1hour  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**

Observe Problem Behavior

Intervene and redirect

Office Managed Misbehaviors

Staff Managed Misbehaviors

•Call to notify office of major infraction

•Write ODR

Implement an initial consequence from **6B**

Is behavior Office Managed?

*(if unsure, check below)*

|  |  |
| --- | --- |
| List Staff Managed  Misbehaviors from **6A** | List Office Managed  Misbehaviors from **6C** |
| **Inappropriate Language** | Disobedience/Insubordination |
| **Not following MEALS rules in the cafe** | Disruptive/Unruly Behavior |
| **Refusal to participate in given assignments** | Defiance of authority |
| **Running/yelling in the hallway** | . Threat |
| **Arguing with other students** |  |
| **Sleeping in class** |  |

Refer to Discipline Matrix/ consequence

Behavior corrected

Behavior

continues

Contact parent/guardian

Reinforce/

reward student

Behavior corrected

Reinforce/

reward student

Behavior corrected

Reinforce/

reward student

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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? | 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:** | *Class dojo* |
| \*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 domain 1 questions 5-9 administration and monitoring to determine if support is needed in the classroom or if teacher needs training in this area. Administration had discussions with those teachers whose evaluation needs improvement and provides assistance for the teacher. Administration reviews the CHAMPS checklists as needed.* |

**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**: | 57 |
| Total number of **school-wide** discipline referrals: | 84 |
| % of referrals in the classroom: | 40% |
| 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: | 800 |  |  | |
| # Referrals |  | **% of Total Population** | Core Effectiveness | |
| 0 - 1 referral |  | 97% | Are your 0 – 1 referrals > 80%? | Yes No |
| 2 - 5 referrals  (at risk students) | 22 | 3% | Are your 2 - 5 referrals <15%? | Yes No |
| > 5 referrals  (high risk students) | 3 | 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: The students who we already have been identified as at risk/high risk from prior years as well as those who we identify throughout the school year, are referred to guidance. Guidance then meets with those students and determines needs for positive behavior. Guidance will recommend mentoring, student counseling, family counseling or if necessary will refer to social worker. | |

**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 | 47 | 46 | -1 | Yes No |
| Hispanic/Latin | 31 | 38 | 7 | Yes No |
| White | 11 | 5 | -6 | 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:  Due to the high population of Hispanic/Latin students and the lack of English language, staff will be given additional training with the ESOL liaison on how to ensure all students are being treated fairly. Administration will also be cognizant of the lack of understanding and teach more rather than discipline so quickly. | |

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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** | **Jennifer Kinggard 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** | **Jennifer Kinggard 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 | **Jennifer Kinggard Assistant Principal** |
| **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 | **Jennifer Kinggard Assistant Principal** |
| **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 | **Jennifer Kinggard Assistant Principal** |
| **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 | **Jennifer Kinggard Assistant Principal** |
| **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. | **Jennifer Kinggard Assistant Principal** |
| **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> | **Jennifer Kinggard Assistant Principal** |
| **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. | **Jennifer Kinggard Assistant Principal** |
| **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 | **Jennifer Kinggard Assistant Principal** |
| **April** | Submit your SPBP in OSPA by April 30th every year | **Jennifer Kinggard Assistant Principal** |

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

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

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

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| **Fidelity of Implementation Monitoring Plan** | | | |
| Action Step | Create an **observable** and **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 | 100% of staff and students will be aware of the location of the school wide rules and expectations throughout the campus. | 8/18/18  11/6/18  1/7/19  4/2/19 | Jennifer Kinggard |
| **Behavior lesson plans** are being taught as written and when indicated | Teachers will include behavior lesson plans in their plan books that are collected quarterly and reviewed by administration. Teachers receive feedback on their lesson planning rubric. | Jennifer Kinggard |
| **Discipline consequences**  and **flow chart** are being used by all staff as written | Flow chart will be required by 100% of teacher to be part of teachers plan book and flowchart will be implemented within behavior lessons. Plan books that are collected quarterly and reviewed by administration. Teachers receive feedback on their lesson planning rubric. | Jennifer Kinggard |
| A **reward system** is being implemented for *all* students | 100% of teachers are required to document daily behavior based on school wide behavior plan in every student agenda book and rewards are noted. | Jennifer Kinggard |

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

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

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| **Student Outcome Monitoring Plan** | | | |
| Student Outcome Data | Create an **observable** and **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 | Student referrals for the 2018-2019 will decrease by 50% in the areas listed in critical element 3A as reflected in the DMS. | 8/18/2018  11/6/2018  1/7/19    4/2/2019 | Jennifer Kinggard |
| See critical element 4A  • **Top 3 event locations** data | Student referrals for the 2018-2019 will decrease by 50% in the areas listed in critical element 4A as reflected in the DMS. | Jennifer Kinggard |
| See critical element 8  • **Core effectiveness** data | Support staff will reduce the number of students identified as high risk or at risk for behavior seen by 50% during the 2018-2019 school year. | Jennifer Kinggard |
| See critical element 7A  • **Grade Level/Classroom referrals** data | The number of behavior referrals will be reduced by 50% in the 2018-2019 school year as reflected in the DMS. | Jennifer Kinggard |