

**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:** | Dolphin Bay Elementary School |
| **School Number:** | 3751 |
| **SPBP Contact Name:** | Cristina Deatherage |
| **Direct Phone Number:** | 754-323-8000 |

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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?** |
| Sandra L. Nelson | Principal | Administration |
| Cristina Deatherage | Assistant Principal/ SPBP Point of Contact | Administration |
| Tashara Ramirez | Parent | Parent |
| Katherine Yepes | School Counselor | Staff |
| Jeremy Scott | Community Representation | Community |
| Alicia Gomez | BTU Representative/1st Grade Teacher | Staff |
| Thomas Dusch | Curriculum Facilitator/SAC Co-Chair | Staff |
| Leslie Doherty | 3rd Grade Teacher/Team Leader | Staff |
| Constance Daniels | 2nd Grade Teacher/Team Leader | Staff |
| Grace Marcia | 1st Grade Teacher/Team Leader | Staff |
| Danielle Law | K Teacher/ Pre-K & K Team Leader | Staff |
| Carmen Alvarez | 4th Grade Teacher/Team Leader | Staff |
| Michele DeCicco | 5th Grade Teacher/Team Leader | Staff |

**1B**. Schedule and document your quarterly team meeting dates for *next* 2018/19 school year:

|  |  |  |  |
| --- | --- | --- | --- |
| **Meeting Date** | **Meeting Time** | **Name & title of person responsible to facilitate meeting** | **Content of meetings:** |
| 10/4/2017 | 2:15 PM | Cristina Deatherage Assistant Principal | 1. Create and disseminate updated  Expectations and Rules lesson  plans (#3 and #4)  2. Review progress of  Implementation Action Plan (#9)  3. Collect & analyze implementation  data (#10A)  4. Collect & analyze student  outcome data (#10B) |
| 11/1/2017 | 2:15 PM | Cristina Deatherage Assistant Principal |
| 2/7/2018 | 2:15 PM | Cristina Deatherage Assistant Principal |
| 4/4/2018 | 2:15 PM | Cristina Deatherage Assistant Principal |

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| **CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment:** |

**2A**. Action Steps completed **this year** (SY 2017/18) that increased faculty and stakeholder understanding and knowledge of your *new* (2018/19) SPBP:

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| --- | --- | --- | --- |
| **Action Steps:** | **Date**  *(Between Jan 15 –*  *April 30, 2018)* | **Details**  *(retain attendance sheets at school)* | **Person responsible to collect and retain attendance sheets:** |
| Presented the *new* SPBP (for SY 2018/19) to staff | 4/5/2018 | # of participants = 71 | Cristina Deatherage |
| Held a *faculty* vote on the new SPBP  (for SY 2018/19) | 4/5/2018 | % approved =90% | Cristina Deatherage |
| Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community) | 4/9/2018 | # of participants = 15 | Cristina Deatherage |

**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:  8/8/2018 | 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. | Cristina Deatherage |
| Present the 2018/19SPBP to stakeholders (parents and community) | Prior to Oct 1st, 2018  8/27/2018 |
| Present behavior data to staff  *Quarterly: minimum of 4 each year* | 1. 9/4/2018 | 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. | Cristina Deatherage |
| 2. 11/6/2018 |
| 3. 1/8/2019 |
| 4. 2/19/2018 |

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| **CRITICAL ELEMENT # 3: School-wide Expectations** |

**3A.** List the **top 10 behavior incidents** data YTD from BASIS 3.0 Behavior Dashboard:

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| --- | --- |
| **Top 10 Behavior Incidents**  *(put N/A in any blank spaces)* | |
| 1. SB: Unruly/Disruptive Behavior | 6. UP: Disruptive/Unruly Play |
| 2. 01: Disobedience/Insubordination | 7. 26: Battery on District Employee |
| 3. Z3: Inappropriate use of Technology | 8. 22: Battery |
| 4. T5: Petty Theft <$300 | 9. N/A |
| 5. 02: Insulting/Profane/Obscene/Language | 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 |
| 2. Responsible for your actions |
| 3. Behave in a safe manner |
| 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 | August 16, 2018 | 8:30am | |
| January | January 9, 2019 | 8:30am | |
| 4th Quarter | April 3, 2019 | 8:30am | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | Cristina Deatherage/Katherine Yepes |
| Where will the lesson plan instruction occur? | | | Classrooms |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Cristina Deatherage |

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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. CL: Classroom** | 29 |
| **2. HL: Hallway** | 8 |
| **3. CA: Cafeteria** | 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.*** | | |
| Location #1: Classroom | Location #2: Hallway | Location #3: Cafeteria |
| **Rules** | **Rules** | **Rules** |
| Expectation #1:  Be respectful to others | I will greet and speak with others in a positive manner.  I will raise my hand if I need help.  I will follow the adults’ instructions.  I will use “indoor voices” when speaking. | I will use “indoor voices” when speaking.  I will greet and speak with others in a positive manner.  I will walk nicely with my buddies to the requested location. | I will keep my food wrappings, straws and other items on my tray.  I will raise my hand if I need help.  I will follow the adults’ instructions.  I will use my “indoor voice” when speaking with my friends. |
| Expectation #2:  Be responsible for your actions | I will remain at my assigned seat.  I will use my “indoor voice”.  I will raise my hand if I need help.  I will follow the adults’ instructions. | I will travel in an orderly and quiet manner.  I will stay behind the person in front of me.  I will go directly to the assigned area | I will remain at my assigned seat.  I will use my “indoor voice”.  I will only consume the food I bought/brought. |
| Expectation #3:  Behave in a safe manner | will follow the adults’ instructions.  I will keep hands and feet to myself.  I will use appropriate language. | I will stay on the right side of the hallway.  I will keep hands and feet to myself.  I will use appropriate language. | I will wait my turn to empty my tray.  I will ask permission to use the restroom.  I will keep my hands and feet to myself. |

**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 | August 16, 2018 | 8:30am | |
| January | January 9, 2019 | 8:30am | |
| 4th Quarter | April 3, 2019 | 8:30am | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | Cristina Deatherage/Katherine Yepes |
| Where will the lesson plan instruction occur? | | | Classrooms |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Cristina Deatherage |

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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: Students demonstrate responsibility in their actions and behaviors

|  |  |
| --- | --- |
| **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:** Quarterly B**ehavior Incident** Data located in Basis    **Problem Identification:** The highest referred incident at Dolphin Bay Elementary School was for unruly/disruptive behavior which totaled 21 incidents. In addition, Dolphin Bay Elementary School had 31 referred incidents occur in the classroom which was the highest incident location. |
| **2**. **Problem Analysis:** Why do you think this problem is occurring?  What is your goal? *(use a SMART goal statement with numerical data)* | **Hypothesis:** Classroom positive behavior plans were not in complete alignment with district’s Positive Behavior Plan and teachers were not using the positive behavior plan with fidelity.  **Goal Statement:** By June 2019, Dolphin Bay Elementary School will reduce the number of incidents for unruly/disruptive behavior by 30% evidenced by the Quarterly Behavior Incident Data in Basis. By June 2019, Dolphin Bay Elementary School will reduce the number of referred incidents occurring in the classroom by 30% evidenced by the Quarterly Behavior Incident Data in Basis. |
| **3. Intervention Design:**  Describehow you will implement a positive reward program to decrease this problem. | **Type of System: Lottery**  **Description of System:** Students will earn a raffle ticket and be entered into a school wide drawing occurring three times a week for prizes each time they demonstrate responsibility for their actions and exhibit an attitude of care and respect towards their teachers, peers, and school environment as a whole. In addition to earning a prize if their ticket is pulled in the school wide raffle, the students will also be recognized on the morning announcements three times a week and showcased for exhibiting responsibility and an attitude of care and respect towards their teachers, peers, and school environment as a whole. Students will receive an identifying bracelet to wear throughout the year to indicate prior acknowledgement for their efforts. Students will be recognized and rewarded three times a week via the morning announcements. Students will report to a designated area immediately following announcements to select their prize. Recognition will begin the week of September 10, 2018 and run the entire school year. |
| **4. Evaluation:**  A. Implementation fidelity | 1. School counselor will collect data on names, grade levels, and classes of students who have earned rewards. This data will be organized to determine specific grade levels and classes where tickets are most and least distributed. |
| B. Student outcome monitoring | 1. 100% of the classes should have a minimum of one student entered into the weekly raffle. |

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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. Disruption** | Intentional distractions: noises, pranks, annoying statement/questions; breaking line, making messes, throwing paper wads, etc. |
| **2. Verbal disrespect** | Any spoken, written, or non-verbal communication that insults, mocks, belittles, or slanders another person |
| **3. Out of Seat** | Not seated during instruction time or out of seat without permission |
| **4. Property Misuse** | Breaking pencils/crayons, kicking furniture, mishandling text books/library books, tearing up paper/assignments/handouts |
| **5. Rough play at recess** | Engaging in inappropriate physical contact with another student |
| **6. Using profanity** | Use of words or language that is offensive and socially unacceptable |

**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 verbal warning | |
| Move student clip on classroom behavior chart | |
| Add a tally to the student behavior sheet | |
| Have student move to another area of the room | |
| Time out/seat change | |
| Participate in re-teaching of classroom rules/expectations. | |
| Inform parent | |
| Loss of classroom privilege | |
| Parent/Student conference | |
| Classroom detention | |
| Referral when non-compliant | |

**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 | Successful and/or unsuccessful attempts to leave/return to designated area, refusal to follow directions, and/or elopement. |
| 2. Disruptive/Unruly Play | Successful and/or unsuccessful attempts to use physical force toward peers in a potentially harmful/dangerous fashion. |
| 3. Defiance of authority | Interactions with staff in a manner that includes, but is not limited to, verbalizations of a rude, impolite, and/or insulting connotation. |
| 4. Disrupting classroom learning environment | Inordinate levels of vocalization or activity within the classroom of an incessant nature, which interferes with the educational process by producing extreme turbulence and discord. |
| 5. Refusing to enter classroom and remaining in an unassigned area | Successful and/or unsuccessful attempts to leave/return to designated area, refusal to follow directions during transitions from one setting/activity to another, and/or elopement. |
| 6. Repetitive staff managed  Misbehaviors | More than misbehaviors inwarrants an office referral.  hour  one hour  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**

**Consistently Teach and Re-Teach Tier 1 Rules/Expectations**

Is the behavior minor?

**Observe and identify**

**problem behavior**

Is the behavior a crisis?

Is the behavior a referral?

Complete Discipline Referral and notify administration for consequences

Behavior is NOT corrected

“More than 3 misbehaviors in one hour”

* Out of assigned seat
* Calling Out
* Teasing
* Inattentive Behavior
* Minor Disruption
* Minor physical aggression
* Unsafe or rough play
* Misusing property/materials
* Pattern of incomplete homework
* Disrespectful behavior
* Tardiness
* Aggressive physical contact
* Bullying/Harassment
* Fighting
* Weapons
* Leaving School Property
* Pattern of aggressive/profane language
* Credible Threats
* Major/chronic destruction
* Major/chronic refusal to follow school rules
* Theft
* Cheating
* Inappropriate use of internet
* Direct refusal of authority

Administrative Managed

Teacher/Staff Managed

Administrative intervention implemented

Complete Discipline Referral and notify administration for consequences

Administration Follows Crisis Protocol

Contact Administration Immediately

Administration submits referral for data input

Administrative Action

Administration follows up with teacher/staff member

Refer to Administration

Reinforce/

reward student

Behavior is corrected between steps 1-3

3rd Step

Refer to Guidance for assistance with behavior correction and possible behavior plan

2nd Step

Implement teacher determined consequence

Parent contact

Re-Teach Expectation

1st Step

Verbal Warning

Re-teach expectation

Is the behavior considered adminstrative managed?

Is the behavior considered staff managed?

Is the behavior moderate?

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

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

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

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

|  |
| --- |
| What data collection tool does your school leadership team use to monitor and evaluate your teacher’s classroom management skills? *(Measure* ***staff skills****, not student outcomes)* |
| CHAMPs 7 Up Checklist |
| CHAMPs Classroom Check Up (CCU) |
| PBIS Classroom Assistance Tool (CAT) |
| PBIS Walkthrough |
| Marzano’s Domain 1, Design Questions 5, 6, 7, 8, 9 |
| Fidelity of staff classroom management implementation is not monitored to determine training needs this year *(you will need to adopt a tool and plan next year)* |
| Other *(specify):* |
| Explain how this data is collected and analyzed by your school leadership team as a **universal screening** *across teachers* to determine the need for classroom management training: |
| School leaders will collect data marks on Marzano’s Domain 1, Design Questions 5,6,7,8, and 9 which addresses classroom management during informal and formal observations. In addition, school leaders will review and analyze the teachers’ data marks on Marzano’s Domain 1, Design Questions 5,6,7,8, and 9 to determine the need for classroom management training. Also, school leaders can review and analyze the Quarterly Behavior Incident Data located in Basis to identify the need for individual teacher support/professional development with behavior management. |

**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**: | 29 |
| Total number of **school-wide** discipline referrals: | 43 |
| % of referrals in the classroom: | 67% |
| 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: | 766 |  |  | |
| # Referrals |  | **% of Total Population** | Core Effectiveness | |
| 0 - 1 referral | 12 | 98% | Are your 0 – 1 referrals > 80%? | Yes No |
| 2 - 5 referrals  (at risk students) | 11 | 1% | Are your 2 - 5 referrals <15%? | Yes No |
| > 5 referrals  (high risk students) | 2 | 0% | Are your >5 referrals <5%? | Yes No |

**8B. Core Effectiveness Plan:**

|  |  |
| --- | --- |
| If all 3 are “**Yes**”, your core is effective. Is your core behavior curriculum effective? | Yes No |
| Answer **either** (a) or (b):  (a) If you answered “**Yes**”, although your core is effective, what plan does your school leadership team implement for early identification of at risk and high risk students?  (b) If you answered “**NO”**, indicate the supports and interventions your school leadership team will implement at the beginning of the next school year to improve core strength: | |
| Core Effectiveness Plan: Dolphin Bay Elementary School holds monthly RtI meetings where at risk and high risk behavior students are discussed and behavior plans are developed to address individual student behavior needs. Teachers then implement the individual student behavior plans in their classrooms and they collect data for four weeks. The data that was collected is then brought to the following months RtI meeting where the RtI team discusses continuation or modification of the individualized student behavior plan. | |

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

(a) Complete the yellow highlighted cells first.

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Subgroups | (PctPop - Green)  % **of students** | (PctRef - Blue)  **% of referrals** | Difference in referral composition | Positive value suggests disproportionality  (Is the value positive?) |
| Black | 38 | 28 | -10 | Yes No |
| Hispanic/Latin | 46 | 52 | 6 | Yes No |
| White | 8 | 16 | 8 | 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: Dolphin Bay Elementary School will hold monthly RtI meetings where at risk and high risk behavior students are discussed and behavior plans are developed to address individual student behavior needs. Teachers will then implement the individual student behavior plans in their classrooms and they will collect data for four weeks. The data that was collected will then be brought to the following months RtI meeting where the RtI team will discuss continuation or modification of the individualized student behavior plan. | |

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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** | **Cristina Deatherage 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** | **Cristina Deatherage 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?”*

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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 the classrooms will have the school-wide expectations and rules posted in their classrooms by August 15, 2018. | 1. 9/4/2018  2. 11/6/2018  3. 1/8/2019  4. 2/19/2018 | Sandra Nelson Principal Cristina Deatherage Assistant Principal |
| **Behavior lesson plans** are being taught as written and when indicated | 100% of teachers will have lesson plans that include Social Skills/Rules in their lesson plan books and have taught the lesson plans as written by August 17, 2018. | Sandra Nelson Principal Cristina Deatherage Assistant Principal |
| **Discipline consequences** and **flow chart** are being used by all staff as written | 100% of school staff will use the discipline consequences and flow chart as written from August 2018 through June 2019. | Sandra Nelson Principal Cristina Deatherage Assistant Principal |
| A **reward system** is being implemented for *all* students | 100% of teachers will implement the school-wide reward system for all students as written from August 2018 through June 2019. | Katherine Yepes Guidance Counselor |

**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  • Quarterly **behavior incident** data**.** | By June 2019, Dolphin Bay Elementary School will reduce the number of incidents for unruly/disruptive behavior by 30% evidenced by the Quarterly Behavior Incident Data in Basis. | 1. 9/4/2018  2. 11/6/2018  3. 1/8/2019  4. 2/19/2018 | Cristina Deatherage Assistant Principal |
| See critical element 4A  • Quarterly **top 3 event locations** data. | By June 2019, Dolphin Bay Elementary School will reduce the number of incidents in classroom, hallways and cafeteria by 30%. | Cristina Deatherage Assistant Principal |
| See critical element 8  • **Core effectiveness** data | 80% of students with one referral will not receive a second referral within the nine- week period. | Cristina Deatherage Assistant Principal |
| See critical element 7A  • **Grade Level/Classroom referrals** data | By June 2019, Dolphin Bay Elementary School will reduce the number of referred incidents occurring in the classroom by 30% evidenced by the Quarterly Behavior Incident Data in Basis. | Cristina Deatherage Assistant Principal |