

**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:** | **Park Lakes Elementary School** |
| **School Number:** | **3761** |
| **SPBP Contact Name:** | **Wendell Johnson** |
| **Direct Phone Number:** | **754-322-7678** |

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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?** |
| Rhonda Parris | Principal | Administration |
| Wendell Johnson | SPBP Point of Contact | Administration |
| Marilyn Belizaire | Parent/Community Representation | SAC |
| Donna Lindsay | Curriculum Support | 5th grade |
| Frances Safaite- Frederic | ESOL Coordinator | K- 5th grade |
| Leslie Campbell | Guidance | K- 5th grade |
| Joe Hilton | Dean of Behavior | K- 5th grade |
| Karen St. Hilaire | SAC chair | 5th grade |
| Emily Driggers | ESE Specialist | K- 5th grade |
| Jackie Mckinnis | Curriculum Coach | 4th- 5th grade |
| Candace McClendon | 2nd Grade Teacher | 2nd grade |
| Nelsha Powell | Curriculum Coach | K- 5th grade |

**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:** |
| 9/20/2018 | 2:30 pm | Joe Hilton/ Dean of Behavior | 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) |
| 11/6/2018 | 2:30 pm | Joe Hilton/ Dean of Behavior |
| 2/20/2019 | 2:30 pm | Joe Hilton/ Dean of Behavior |
| 4/1/2019 | 2:30 pm | Joe Hilton/ Dean/ Behavior |

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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 | 4/24/2018 | # of participants = 56 | Karen St. Hilaire/ SAC Chair |
| Held a *faculty* vote on the new SPBP  (for SY 2018/19) | 4/24/2018 | % approved = 93% | Karen St. Hilaire/ SAC Chair |
| Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community) | 4/24/2018 | # of participants = 26 | Karen St. Hilaire/ SAC Chair |

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

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| **Action Steps:** | **Date(s)**  *(NEXT YEAR)* | **Content**  *(retain attendance sheets at school)* | **Person responsible to collect and retain attendance sheets:** |
| Provide a professional development on the 2018/19SPBP for all staff | Prior to students’ 1st day:  8/13/2018 | The team will present the updates in the SPBP for the 18/19 school year. All stakeholders will be provided with access to the SPBP. Feedback will be collected for future team meetings. | Karen St. Hilaire/ SAC Chair |
| Present the 2018/19SPBP to stakeholders (parents and community) | Prior to Oct 1st, 2018  9/4/2018 |
| Present behavior data to staff  *Quarterly: minimum of 4 each year* | 1. 8/13/2018 | 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. | Joe Hilton/ Dean of Behavior |
| 2. 11/13/2018 |
| 3. 2/25/2019 |
| 4. 4/8/2019 |

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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. Assault/ threat |
| 2. Battery | 7. Battery- serious |
| 3.Disruption of campus (major) | 8. Disobedience/ insubordination |
| 4.Disruption on campus ( minor) | 9. Fight- Minor altercation |
| 5.Battery on district employee | 10. Petty Theft |

**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. Safety- Strive to do your best. |
| 1. Ownership- Own your actions. |
| 1. Acceptance- Always work together. |
| 1. Respect- Respect yourself and others. |

**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: During school hours, the expectations will be implemented throughout the day in various locations such as classroom, hallway, library, cafeteria, playground, and more. | |
| August | 8/15-8/31 | 8:00- 2:00 pm | |
| January | 1/8-1/11 | 8:00- 2: 00pm | |
| 4th Quarter | 4/1- 4/5 | 8:00- 2:00 pm | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | Teachers, and all staff |
| Where will the lesson plan instruction occur? | | | Classroom, specials, grade level assemblies |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Guidance and Curriculum Support |

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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.Classroom | 96 |
| 2.Cafeteria | 4 |
| 3.Hallway | 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.*** | | |
| Classroom | Cafeteria | Hallway |
| **Rules** | **Rules** | **Rules** |
| 1.Safety - Strive to do your best. | - Listen to and follow directions Return equipment and material to their proper place. | -Hands and Objects to Yourself  -Report spills  -Be aware of your surroundings | - Walk -Go directly to your destination |
| 2. Ownership - Own your actions. | -Have all materials needed for class  -Be on time  -Collaboration between teacher and student  -Use materials or equipment appropriately | - Remain in a straight line  -Keep your area clean  -Remain in your seat  -Follow appropriate dismissal procedures | -Walk on the right side of the hallway  -Have a hall pass  -Eagle walk  -Hands by your side  -Enjoy the artwork; look with your eyes only |
| 3. Acceptance - Always work together. | - Show pride in self and school Respect authority Take initiative Do quality work | -Leave a clean table, chair, and floor | -Be aware of other classes  -Be a good example  -Follow all staff and safety patrol requests |
| 4.Respect - Respect yourself and others. | -Accept responsibility for your choices and actions | -Respect other peoples' personal space, property, and food  -Follow directions quickly  Voice level control | -Show courtesy to other classes by being quiet  -Walk slowly, face forward and stay in line |
|

**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: During school hours, the location- specific rules lessons will be taught throughout the day in various locations such as classroom, hallway, and cafeteria. | |
| August | 8/15-8/31 | 8:00am – 2:00pm | |
| January | 1/8-1/11 | 8:00am – 2:00pm | |
| 4th Quarter | 4/1-4/5 | 8:00am – 2:00pm | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | Teachers |
| Where will the lesson plan instruction occur? | | | In the classroom, cafeteria, and hallway |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Leslie Campbell |

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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: Classroom

|  |  |
| --- | --- |
| **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:**  Discipline Matrix  **Problem Identification:**  **Battery/ Unruly Disruptive Behavior** |
| **2**. **Problem Analysis:** Why do you think this problem is occurring?  What is your goal? *(use a SMART goal statement with numerical data)* | **Hypothesis:**  **Lack of conflict resolutions strategies.**  **Goal Statement:** In the 2019 school year, we will reduce the battery offenses by 10%. |
| **3. Intervention Design:**  Describehow you will implement a positive reward program to decrease this problem. | **Type of System**: Economic simulation system  **Description of System:**  *Students will earn eagle bucks for practicing good behavior. Bucks can be used to purchase treats, stickers, pencils, and even a ticket to a school dance or party.* |
| **4. Evaluation:**  A. Implementation fidelity | 1. How do you monitor the fidelity (consistency and effectiveness) of the **staff’s** implementation of the reward program?   Staff will be trained and students will be taught the school wide behavior expectations. Students will receive eagle bucks and can spend it to go to the school store, fun activities, school dance, sit with a buddy for lunch, ice cream party, etc. |
| 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”?   ***We will know the reward program is positively impacting our students by seeing the number of incidents decrease. There will be less referrals and disruptions.*** |

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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. Off Task Behavior | Not following teacher’s directions and not paying attention. |
| 2. Disrespectful | Talking back, ignoring teacher, walking away. |
| 3. Out of assigned area | Being out of assigned area, out of seat without permission. |
| 4.Defiance | Refusing to follow rules, and comply with instructions. |
| 5.Running | Not walking, skipping, running, and out of line. |
| 6. Voice Level Control | Screaming, yelling, not using inside voices. |

**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 |
| Verbal Warning | |
| Student Conference with Teacher | |
| Time Out in classroom or with other teacher/ Guidance | |
| Loss of privileges | |
| Call Home/ Parent 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 respond to directions. |
| 2. Disruptive/Unruly Play | Fighting, hitting, and throwing property. |
| 3. Defiance of authority | Not listening, cursing, disrespectful, physical and verbal aggression. |
| 4. Disruption on campus | Eloping, physical altercation, physically being removed from a setting. |
| 5. Battery on district employee | Hitting, kicking, biting, spitting, etc. |
| 6. Repetitive staff managed  misbehaviors | More than misbehaviors inwarrants an office referral.  6hr prd  1 day  5    *e.g., 3 half h our*  *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** |
| 1. Off Task Behavior 2. Disrespectful 3. Out of assigned area 4. Defiance 5. Running 6. Voice Level Control | 1.Disobedience/Insubordination  2. Disruptive/Unruly Play  3. Defiance of authority  4. Disruption on campus  5. Battery on district employee  6. Repetitive staff managed misbehaviors |

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| 1. Student will be removed from the classroom or area in which student is causing disruption. 2. Student conference with administration. 3. Proper consequence will be determined using discipline matrix. 4. Parent will be notified of decision and consequence. 5. Incident will be entered as referral. 6. A behavior plan will be implemented in the classroom for that student. |

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| 1. Verbal Warning will be given to student by redirecting the student and reminding them of the rules and expectations. 2. Student will move their behavior clip down. 3. Timeout or loss of a privilege will happen as a result of student continuing not to follow directions. 4. Parent will be contacted. |

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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:** | CHAMPS |
| \*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: *The leadership team will do walk through observations to determine effectiveness of classroom management training. The team will also review data to determine if there is a reduction in referrals. In addition, the team will quarterly run reports to check the effectiveness of Marzano’s Domain 1, design questions 5,6, 7, 8, and 9.* |

**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**: | 96 |
| Total number of **school-wide** discipline referrals: | 308 |
| % of referrals in the classroom: | 24% |
| 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: | 1074 |  |  | |
| # Referrals | 308 | **% of Total Population** | Core Effectiveness | |
| 0 - 1 referral | 11 | 93% | Are your 0 – 1 referrals > 80%? | Yes No |
| 2 - 5 referrals  (at risk students) | 34 | 3% | Are your 2 - 5 referrals <15%? | Yes No |
| > 5 referrals  (high risk students) | 45 | 4% | Are your >5 referrals <5%? | Yes No |

**8B. Core Effectiveness Plan:**

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| --- | --- |
| 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: We notify teachers before school begins and during teacher planning week about the academic and behavioral needs of their incoming students so that the RTI process will begin early. We also implement ongoing professional development regarding implementing the RTI process. We also implement quarterly behavior assemblies. We implement the RTI process for behavior. | |

**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 | 91% | 91% | 0 | Yes No |
| Hispanic/Latin | 8% | 4% | 4 | Yes No |
| White | 1% | 5% |  | Yes No |

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

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| If all 3 are “**No**”, disproportionality is not indicated. Are all 3 “No”? | Yes No |
| Answer **either** (a) or (b):  (a) If you answered “**Yes**”, although your data indicates equity, what plan does your school leadership team implement for early identification of any disproportionality issues  (b) If you answered “**No**”, indicate the support plan and interventions your school leadership team will implement at the beginning of next year to improve sub group disproportionality | |
| Disproportionality Plan: We notify teachers before school begins and during teacher planning week about the cultural, demographic, academic, and behavioral makeup of their incoming students so that early identification can be done to make it a smooth transition from summer to returning back to school. We also implement ongoing professional development regarding tolerance and understanding of different subgroups. | |

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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** | **Karen St. Hilaire/ SAC Chair** |
| **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** | **Joe Hilton/ Dean of Behavior** |
| **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 | **Joe Hilton/ Dean of Behavior** |
| **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 | **Wendell Johnson/ Intern 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 | **Karen St. Hilaire/ SAC Chair** |
| **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 | **Terri Glasford/ 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. | **Joe Hilton/ Dean of Behavior** |
| **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> | **Joe Hilton/ Dean of Behavior** |
| **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. | **Karen St. Hilaire/ SAC Chair** |
| **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 | **Karen St. Hilaire/ SAC Chair** |
| **April** | Submit your SPBP in OSPA by April 30th every year | **Karen St. Hilaire/ SAC Chair** |

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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 August 14, 2018, 100% of the school wide expectations and rules posters will be posted in major areas such as hallways, cafeteria, and media center. | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | **Joe Hilton/ Dean of Behavior** |
| **Behavior lesson plans** are being taught as written and when indicated | By August 31, 2018, 75% of teachers will have taught the school wide expectations and rules effectively. By September 7, 2018, 90% of our students will have attended behavior assemblies. | **Leslie Campbell/ Guidance Counselor** |
| **Discipline consequences**  and **flow chart** are being used by all staff as written | By August 31, 2018, 80% of staff will implement discipline consequences based on school wide expectations and SOAR reward program. | **Wendell Johnson/ Intern Principal** |
| A **reward system** is being implemented for *all* students | By September 14, 2018, a reward system will be implemented for all students using Eagle bucks with 80% of staff doing it with fidelity. | **Joe Hilton/ Dean of Behavior** |

**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 April 2019, the top 10 incidents will be reduced by10%. | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | **Wendell Johnson/ Intern Principal** |
| See critical element 4A  • **Top 3 event locations** data | By April 2019, incidents in the top 3 locations will be reduced by 10%. | **Wendell Johnson/ Intern Principal** |
| See critical element 8  • **Core effectiveness** data | By April 2019, staff would have attended 3 data collection professional developments and students will have attended 3 quarterly behavior assemblies. | **Wendell Johnson/ Intern Principal** |
| See critical element 7A  • **Grade Level/Classroom referrals** data | By April 2019, referrals from the classroom will be reduced by 10%. | **Wendell Johnson/ Intern Principal** |