

**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:** | Challenger ES |
| **School Number:** | 3771 |
| **SPBP Contact Name:** | LaFerne McLean-Cross |
| **Direct Phone Number:** | (754) 322-5750 |

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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?** |
| Tara Zdanowicz | Principal\* | Administration |
| LaFerne McLean-Cross | SPBP Point of Contact\* | Administration |
| Samantha Riley | BTU Representative\* | BTU |
| Natalie Wong | Parent/Community\* Representation | Community |
| Kelly McEwen | Literacy Coach | Data Specialist |
| Joy Solomon | School Counselor | Family Liaison |
| Jenna Galbo | ESE Specialist | ESE Liaison/ Content  Specialist |
| Anthony DeGrace | SRO | Discipline Specialist |
| Diana Sanchez & Natalie O’Connor | SAC Chairs | Teacher Liaisons |
| Steven Briggs | Curriculum Facilitator | Support 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:** |
| 8/8/2018 | 8:30am | LaFerne McLean-Cross, 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) |
| 10/17/2018 | 8:30am | LaFerne McLean-Cross, Assistant Principal |
| 1/9/2019 | 8:30am | LaFerne McLean-Cross, Assistant Principal |
| 4/10/2019 | 8:30am | LaFerne McLean-Cross, 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 | 4/24/2018 | # of participants = 63 | LaFerne McLean-Cross, Assistant Principal |
| Held a *faculty* vote on the new SPBP  (for SY 2018/19) | 4/24/2018 | % approved = 100% | LaFerne McLean-Cross, Assistant Principal |
| Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community) | 4/27/2018 | # of participants = 14 | LaFerne McLean-Cross, Assistant Principal |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **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. | LaFerne McLean-Cross, Assistant Principal |
| Present the 2018/19SPBP to stakeholders (parents and community) | Prior to Oct 1st, 2018  9/3/2018 |
| Present behavior data to staff  *Quarterly: minimum of 4 each year* | 1. 9/5/2018 | 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. | LaFerne McLean-Cross, Assistant Principal |
| 2. 10/24/2018 |
| 3. 12/5/2018 |
| 4. 3/20/2018 |

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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. Unruly/Disruptive (28 incidents) | 6. Petty Theft <$300. (2 incidents) |
| 2. Battery (6 incidents) | 7. Fight- Minor Altercation (2 incidents) |
| 3. Assault/Threat- Non-Criminal (5 incidents) | 8. Disruptive/Unruly Play (2 incidents) |
| 4. Disobedience/Insubordination (3 incidents) | 9. Sexual Harassment (1 incidents) |
| 5. Profanity to Staff Member (2 incidents) | 10. Cell Phone Violation (1 incident) |

**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. **S**how Kindness to everyone |
| 2. **T**ake Responsibility for your actions |
| 3. **A**lways demonstrate self-control |
| 4. **R**espect 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: | |
| August | 1st week of school (August 15-August 22, 2018) | 8:45-9:15am in all PreK-5 classes | |
| January | January 8-January 15, 2019 | 8:45-9:15am in all PreK-5 classes | |
| 4th Quarter | April 1- April 5, 2019 | 8:45-9:15am in all PreK-5 classes | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | All classroom teachers |
| Where will the lesson plan instruction occur? | | | PreK-5th grade classes |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | LaFerne Mc Lean-Cross, Assistant Principal |

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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 | 8 |
| 2. Hallway | 4 |
| 3. Playground | 2 |

\*Front Office (6) not included because it is student specific during escalation of crises incident

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Expectations and Rules Matrix** | | | | |
| **School-wide EXPECTATIONS** | *Copy and paste expectations from* ***3C****.* | **IDENTIFIED LOCATIONS**  *Copy and paste locations from* ***4A.*** | | |
| Hallway | Cafeteria | Playground |
| **Rules** | **Rules** | **Rules** |
| Expectation #1:  **S**how Kindness to others | Keep hands and feet to yourself | Use kind words to classmates and adults | Use kind words to classmates and adults |
| Expectation #2:  **T**ake Responsibility for your actions | Conversation Level 0 (silent) | Clean up all trash and gather belongings from table. Line up promptly and quietly when class is directed toward exit. | Line up quickly and quietly when called by your teacher |
| Expectation #3:  **A**lways Demonstrate Self Control | Walk directly to your destination | Use a CHAMPS level 2 (Low Conversational)  Eat only the food that belongs to you | Stay in assigned playing area  Use all playground equipment properly |
| Expectation #4:  **R**espect yourself and others | Walk on the right side of the hall | Keep hands, feet and food to yourself | Keep hands, feet and objects to yourself |

**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 | 1st week of school (August 15-August 22, 2018) | 8:00-8:30am in all homeroom classrooms | |
| January | January 8-January 15, 2019 | 8:00-8:30am in all homeroom classrooms | |
| 4th Quarter | April 1- April 5, 2019 | 8:00-8:30am in all homeroom classrooms | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | All classroom teachers |
| Where will the lesson plan instruction occur? | | | PreK-5th grade classes |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | LaFerne Mc Lean-Cross, Assistant Principal |

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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

|  |  |
| --- | --- |
| **4 Step Problem Solving Process** | **Plan** |
| **1. Problem Identification:** Use your behavior data to identify a school-wide problem.  What problem did you identify? *(use numerical data)* | **Data used:** BASIS- Office Discipline Referrals by location    **Problem Identification:** DATA collected from BASIS Behavior Dashboard indicate cafeteria has the second highest number of office discipline incidents. |
| **2**. **Problem Analysis:** Why do you think this problem is occurring?  What is your goal? *(use a SMART goal statement with numerical data)* | **Hypothesis:** 18% of ODR referrals occur in the cafeteria because there are not enough positive behavior incentives in place for cafeteria behavior.  **Goal Statement:** If a reward system is in place in the cafeteria, then office managed behavioral incidents will be reduced in the classroom by 15% or more. |
| **3. Intervention Design:**  Describehow you will implement a positive reward program to decrease this problem. | **Type of System: Point system**  **Description of System:** *(3-4 sentences)* Challenger has a cafeteria behavior incentive system, which involves the daily tracking of each class’s behavior during lunch. We have a large dry-erase poster chart hanging in the cafeteria with each teachers’ name on it. At each lunch table we also have a red and blue plastic cup. If students are meeting the cafeteria expectations and location-specific rules, the blue cup will be showing on the lunch table. If for some reason students are not meeting expectations, a red cup will be showing. When their teacher comes to pick them up each day, they will either receive a blue checkmark or a red x on the chart. After 10 days, the classes with the highest number of blue checkmarks are given an ice cream party by the Leadership Team.  The reward will be provided every 10 days to the winning classes. A Leadership Team member will pass out the ice cream to the students during their scheduled lunch time. Schedule of incentives for the 2018-19 school year will be forthcoming. |
| **4. Evaluation:**  A. Implementation fidelity | 1. How do you monitor the fidelity (consistency and effectiveness) of the **staff’s** implementation of the reward program? *(2-3 sentences)*   Staff are required to teach appropriate cafeteria behavior linked to the school-wide (STAR) expectations. Teachers will assist cafeteria support personnel with tracking the class’ behavior points during pick up every day. Teachers who do not follow the cafeteria reward system will be provided additional support by the leadership team. |
| 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)*   Data will be collected every 10 days by the Literacy Coach from the behavior chart posted in the cafeteria. The classes with the highest number of blue checkmarks will receive the reward. Literacy coach will coordinate the reward incentives on designated days. |

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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. Disrespect | Talking back to teacher or adult lesson or activity, eye rolling, sucking teeth, folding hands, saying inappropriate rearms to teacher without profanity. |
| 2. Defiance: Procrastination | Taking more than ten additional minutes to get started on activity/work or taking an additional thirty minutes or more to complete an independent leveled activity. |
| 3. Work refusal  (Opposition) | Quietly refusing to do work, withdrawal from task or activity, puts head down on desk. |
| 4. Inappropriate/Unruly classroom play | Running or engaging in horseplay with or without other students without intention to harm. |
| 5. Disruption/ Excessive Talking | Excessive talking when the teacher is talking more than once per teacher lesson. |
| 6. Distraction | Dropping things, laughing, or making noises on purpose to distract teacher and/or classmates. |

**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 |
| Teach relaxation techniques | |
| Simple Reward Systems, & Incentives | |
| Non-verbal cues and signals | |
| Provide choices | |
| Use calm neutral tone | |
| Teach conflict resolution skills | |
| Structured Breaks | |
| Acknowledge positive behavior, verbal praise | |

**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 or refusal to routines and procedures in which student behavior causes concern for the safety self or others. Student disrupts the learning environment requiring administration removal of the student. |
| 2. Disruptive/Unruly Play | Causes severe classroom disruption which results in removal of the student or habitually bother other students and off task playing in class to the extent of causing disruption to the learning environment for more than fifteen consecutive minutes. |
| 3. Defiance of authority | Verbally refusing to comply with adult directive which results in disruption of classroom environment. Student uses profanity towards teacher or becomes aggressive when asked to comply with directive. |
| 4. Disruption on campus | Destruction of classroom causing a room clear once or more per school day. |
| 5. Minor fight/altercation | Fighting other than horseplay with another student causing a disruption and unsafe environment once or more per setting or school day. |
| 6. Repetitive staff managed  misbehaviors | More than misbehaviors inwarrants an office referral.  hour  1  5    *e.g., 3 half hour*  *2 one period* |

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

Conference with student on inappropriate behavior

Continue to reteach/CHAMPs

\*Use Choice Menu (6B)

Crisis Incident is when a student is in immediate danger of harming him/herself or another student. Call office for removal of student.

Administrative action/Administrative Consequence

Administration follows up teacher/staff member

2nd Step: Same Behavior Reteach/Restate expectation/rule- Use CHAMPs Chart

\*Use Choice Menu (6B)

# Administration managed

# Teacher managed

* Inappropriate language
* Tardiness
* Calling/blurting out
* Teasing
* Inattentive Behavior
* Invading personal space
* Out of assigned area/seat
* Minor disruption
* Minor aggression-grabbing items
* Pushing past someone
* Unsafe or rough play
* Cellphone use
* Disrespectful tone
* Pattern of not completing homework
* Dress Code
* Cheating
* Aggressive physical contact
* Bullying/Harassment
* Fighting
* Property destruction
* Weapons
* Leaving school property
* Pattern of aggressive/profane language
* Credible threats
* Major/chronic destruction
* Major/chronic refusal to follow school rules
* Theft
* Racial/Ethnic discrimination
* Inappropriate use of internet
* Continuous refusal of authority

Is the behavior Teacher or Administration managed?

Referring Teacher/Staff Member completes discipline referral and contacts parent

Observe and identify problem behavior

Redirect student

Verbal Warning

Teacher/Staff vs. Administration

Managed Managed (ODR)

Student Behavior Management Process

Consistently Teach and Re-Teach

School-Wide Rules/Expectations

Tier 1

Behavior Strategies must be entered into BASIS

Contact Parent

Continue to reteach expectations/ rules

\*Use Choice Menu (6B)

Did the behavior change?

YES NO

Submit Referral/Contact Guidance/Administration for next action steps

Notice and reward correct behaviors

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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:** | N/A |
| \*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: |
| Fidelity of Implementation Plan: Behavioral data (ODRs, ISS, OSS) are collected and analyzed by the PBIS team quarterly. Classroom walkthroughs conducted by administration are also analyzed to plan for professional development and supports for teachers who demonstrate a need for growth in classroom management and new/transferring teachers who get hired over the summer. Our District PBIS Coach, Amber Boles will provide CHAMPS professional development sessions next year for all teachers and will support the implantation process. |

**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**: | 25 |
| Total number of **school-wide** discipline referrals: | 43 |
| % of referrals in the classroom: | 37% |
| 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: | 1055 |  |  | |
| # Referrals |  | **% of Total Population** | Core Effectiveness | |
| 0 - 1 referral |  | 99% | Are your 0 – 1 referrals > 80%? | Yes No |
| 2 - 5 referrals  (at risk students) | 5 | 0% | 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: *(3-4 sentences)* The Collaborative Problem-Solving Team (CPST) meets weekly regarding students who have received more than one office discipline referral. The team works with the classroom teacher to identify the function of the behavior and put a support plan into place to teach the appropriate target behavior. The interventionist provides the behavioral intervention and collects data to progress monitor. The team will meet to follow-up and determine the student’s response to intervention. Additional supports will be put into place to assist the student as needed. | |

**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 | 37 | 57 | 20 | Yes No |
| Hispanic/Latin | 42 | 24 | -18 | Yes No |
| White | 11 | 14 | 3 | Yes No |

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

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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: *(3-4 sentences)* Data indicate disproportionality among black students who are receiving a higher percentage of ODRs than percentage of population. The school-wide PBIS team will plan support teachers implementing CHAMPS (K-5) to ensure effective and equitable behavior management is in place for all students. SPBP team will share data with teachers and support teachers with implantation of CHAMPS components. If data continue to reflect disproportionality among black students, SPBP team will seek District support trainings to assist teachers in utilizing cultural responsive teaching to ensure social justice for all students. | |

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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** | **LaFerne Mc Lean-Cross, 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** | **LaFerne Mc Lean-Cross, 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 | Students will be asked the school-wide expectations and rules for common area settings. 80% of students interviewed will be able to recite the school-wide expectations and rules by location. | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | LaFerne Mc Lean-Cross, Assistant Principal |
| **Behavior lesson plans** are being taught as written and when indicated | 95% of teachers will have behavior lessons and Cloud 9 lessons documented in lesson plans and will deliver these lessons as outlined on lesson plans. | LaFerne Mc Lean-Cross, Assistant Principal |
| **Discipline consequences** and **flow chart** are being used by all staff as written | 75% of ODRs written by teachers will have Tier 1 behavior strategies entered into BASIS prior to writing the ODR. | LaFerne Mc Lean-Cross, Assistant Principal |
| A **reward system** is being implemented for *all* students | 90% of teachers will track positive student behavior daily and send students who earn the predetermined number of monthly to the reward celebration. | LaFerne Mc Lean-Cross, Assistant Principal |

**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 | 10% decrease in the percentage of behavior incidents as compared to the 2017-18 school year. | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | LaFerne Mc Lean-Cross, Assistant Principal |
| See critical element 4A  • **Top 3 event locations** data | 10% decrease in the percentage of behavior events occurring in the top three locations: hallway, cafeteria, and playground as compared to the 2017-18 school year. | LaFerne Mc Lean-Cross, Assistant Principal |
| See critical element 8  • **Core effectiveness** data | 95% of students will have 0-1 Office Discipline Referral in the 2018-19 school year. | LaFerne Mc Lean-Cross, Assistant Principal |
| See critical element 7A  • **Grade Level/Classroom referrals** data | 90% of K-5 grade teachers will utilize CHAMPS classroom management and fidelity will be monitored through administration walkthroughs. | LaFerne Mc Lean-Cross, Assistant Principal |