

**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:** | Manatee Bay Elementary |
| **School Number:** | 3841 |
| **SPBP Contact Name:** | Andrea Perez |
| **Direct Phone Number:** | 754-323-6450 |

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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?** |
| Heather DeVaughn | Principal | Administration |
| Andrea Perez | SPBP Point of Contact | 4th Grade |
| Kathy White Ortiz | Parent/Community Representation | SAC |
| Kristy Megee | BTU Representative | 4th Grade Teacher |
| Kimberly Lugassy | Teacher | Kindergarten |
| Natasha Molina | Teacher | 1st Grade |
| Melissa Gold | Teacher | 2nd Grade |
| Vivianne Cooper | Teacher | 3rd Grade |
| Robin Hepworth | Teacher | 5th Grade |
| Geri Norris | Guidance Counselor | Support Staff |

**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:** |
| 1st Tuesday of each month | 2:15-3:00 | Discipline Committee | 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) |
| Click to enter a date. |  | Click here to enter Name & Title |
| Click to enter a date. |  | Click here to enter Name & Title |
| Click to enter a date. |  | Click here to enter Name & Title |

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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 | 4/9/2018 | # of participants = 49 | Kathy White-Ortiz |
| Held a *faculty* vote on the new SPBP  (for SY 2018/19) | 4/24/2018 | % approved = 98% | Kathy White-Ortiz |
| Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community) | 4/17/2018 | # of participants = 10 | Kathy White-Ortiz |

**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. | Discipline SIP and APs |
| Present the 2018/19SPBP to stakeholders (parents and community) | Prior to Oct 1st, 2018  9/11/2018 |
| Present behavior data to staff  *Quarterly: minimum of 4 each year* | 1. 10/23/2018 | 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. | Discipline SIP and APs |
| 2. 12/18/2018 |
| 3. 2/19/18 |
| 4. 4/16/18 |

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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.Disruptive behavior in classroom | 6. Petty theft |
| 2 Disruptive behavior in cafeteria | 7. Grand theft over 300 dollars |
| 3.Disruptive behavior on bus | 8. Assault/ threat |
| 4.Out of assigned area | 9. n/a |
| 5. Disobedience/ insubordination | 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. **B**e respectful
2. **A**ct Responsibily
3. **Y**es to Self-Control

**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 | Ist week of school | Within the 1st 2 hours of school | |
| January | 1st week back from Winter Break | Within the 1st 2 hours of school | |
| 4th Quarter | 1st week after Spring Break | Within the 1st 2 hours of school | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | Classroom teachers |
| Where will the lesson plan instruction occur? | | | In the classroom |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Discipline SIP Committee |

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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 | 7 |
| 2.School Grounds | 5 |
| 3.Instructional area | 12 |

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Expectations and Rules Matrix** | | | | |
| **School-wide EXPECTATIONS** | *Copy and paste expectations from* ***3C****.* | **IDENTIFIED LOCATIONS**  *Copy and paste locations from* ***4A.*** | | |
| Cafeteria | School Grounds | Instructional areas |
| **Rules** | **Rules** | **Rules** |
| Be Respectful to Others and the Environment | Be positive with others; demonstrate social skills Clean up your area, throw trash away in appropriate containers. | Be aware of space and use good manners. Take care with school property; clean up after yourselves. | Respect other’s efforts and contributions. Clean up your area, replace the things you use. |
| Act Responsibly and Commit to Learning | Stay in assigned area. Speak in a normal voice and only with people at your table. | Use observable skills to promote safety. Stay in Assigned area. Be quiet in halls and stairways because others are working. | Stay in assigned area. Use appropriate learning sites, listen to directions, be prepared with materials and workload. |
| Yes to Self- Control | Walk at all times maintaining personal space. Speak in a normal voice and only with people at your table. | Walk at all times maintaining personal space. | Keep hands and feet to self. Walk at all times. Follow classroom rules and be attentive and on task. |
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**4C**. Research indicates that discipline referrals increase after long holidays and during testing times. Plan to teach your location-specific rules at least 3 times throughout the year (and anytime the expected behaviors are not being demonstrated).

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

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

|  |  |  |  |
| --- | --- | --- | --- |
| **When will location-specific rules lesson plans be taught?** | | | |
|  | Date(s) | Time: | |
| August | 8/15/18 | Morning | |
| January | 1/8/19 | Morning | |
| 4th Quarter | 4/1/19 | Morning | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | Classroom teachers |
| Where will the lesson plan instruction occur? | | | Classrooms |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Discipline SIP committee |

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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: Referrals**    **Problem Identification: The cafeteria is the location were 24% of MBE’s referrals have taken place for the 2017-2018 school year.** |
| **2**. **Problem Analysis:** Why do you think this problem is occurring?  What is your goal? *(use a SMART goal statement with numerical data)* | **Hypothesis:** After being in a structured classroom all day, students are eager to talk to friends. There is also a larger ratio of students to adults that in the classroom.  **Goal Statement:** **For the 2018-2019 school year the amount of referrals that occur in the cafeteria will reduce from 7 referrals in 2017-2018 to 3 or less referrals in this location.** |
| **3. Intervention Design:**  Describehow you will implement a positive reward program to decrease this problem. | **Type of System: Token system**  **Description of System: Each grade level has a pocket chart with all the teacher’s names. Each class has 5 peace signs, or 5 of some symbol that correlates with the school theme. The symbols are green, yellow, and red. On each table will be the corresponding colored cups. When students at tables need to be reminded of directions too many times, their cup on their table will change. When the classes are dismissed or at the end of the lunches, the pocket charts will be updated. The classes that end the week with 5 green symbols’ names are put in a bag and on the morning announcements every other week, a raffle is held to see which class wins a treat. Classes that get a yellow or a red cup will get a small piece of paper that explains for teacher’s what occurred the color change.** |
| **4. Evaluation:**  A. Implementation fidelity | 1. How do you monitor the fidelity (consistency and effectiveness) of the **staff’s** implementation of the reward program? **Support team will discuss the progress of this reward program once a month at support team meeting.** |
| 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”? **Data from the number of referrals will be analyzed quarterly and if the number of incidences in the cafeteria increases, administrators will step into cafeteria to remind students of expectations and both positive and negative consequences.** |

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| **CRITICAL ELEMENT #6 Effective Discipline Procedures** |

**6A. Staff Managed Misbehaviors:** List the top 6 *most common* school-wide misbehaviors **staff are expected to manage.**

Write a short, objective, and measurable definition for each.

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| --- | --- |
| **Staff Managed Misbehaviors** | |
| Misbehavior | “Looks Like” - *provide a description with example(s)* |
| 1.Inappropriate Physical Contact without injury | Hitting, pushing, kicking, tripping, any other inappropriate and unwelcomed contact |
| 2.Lying | Giving false information, not telling the truth |
| 3.Misuse of School Property | Student going on programs or websites without permission, not holding or using computers properly, not using additional school materials properly such as books, using a classroom or teacher material without permission |
| 4.Disruptive Behavior | Calling out, yelling in class, and any other behavior that interrupts the flow of instruction and makes it hard for other students to see, hear, or be able to perform an activity that is part of a lesson |
| 5.Being unkind to peers | Calling a peer a name or taunting them, spreading rumors or talking badly about a peer to another student, purposefully excluding a peer from a group, using a peer’s materials or supplies without permission |
| 6.Insubordination | Not responding to a staff direction, not following through on what is asked of them to do, ignoring requests by staff to do something |

**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 |
| Color change | |
| Short time away from activity | |
| Reflection or Think Sheet | |
| Note in agenda or behavior note | |
| Seat Change | |
| Phone Call Home | |
| Detention | |

**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 | Student repeatedly refusing to follow directions and follow through on staff directives |
| 2. Disruptive/Unruly Play | Student putting hands on another student in a rough way |
| 3. Inappropriate physical contact with injury | Student making purposeful inappropriate contact such as pushing, hitting, kicking resulting in student injury |
| 4. Out of assigned area | Student refuses to report to or leaves assigned school area without permission |
| 5.Campus Disturbance | Student creating a loud and disruptive scene making it difficult for the regular school routine to be carried out by other students |
| 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:**

(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

Implement an initial consequence from **6B**

Is behavior Office Managed?

*(if unsure, check below)*

|  |  |
| --- | --- |
| List Staff Managed  Misbehaviors from **6A** | List Office Managed  Misbehaviors from **6C** |
| 1.Inappropriate Physical Contact without injury | 1. Disobedience/Insubordination |
| 2.Lying | 2. Disruptive/Unruly Play |
| 3.Misuse of School Property | 3. Inappropriate physical contact with injury |
| 4.Disruptive Behavior | 4. Out of assigned area |
| 5.Being unkind to peers | 5.Campus Disturbance |
| 6.Insubordination | 6. Repetitive staff managed  Misbehaviors |

Is there an immediate need for administrator due to a safety concern?

If student commits more than 5 Staff Managed Misbehaviors in an hour, go to Office Managed Side and complete those actions.

-**Teacher** contacts parents to make them aware of an office managed misbehavior and that administration will contact them soon.

-Teacher completes referral.

No

Email admin

Yes

Call Office

Administration processes referral and contacts parents again to make parents aware of consequence.

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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:** | Tribes |
| \*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: *(3-4 sentences)* |

**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**: | 12 |
| Total number of **school-wide** discipline referrals: | 29 |
| % of referrals in the classroom: | 41% |
| 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: | 1216 |  |  | |
| # Referrals | 29 | **% of Total Population** | Core Effectiveness | |
| 0 - 1 referral |  | 99% | Are your 0 – 1 referrals > 80%? | Yes No |
| 2 - 5 referrals  (at risk students) | 6 | 0% | Are your 2 - 5 referrals <15%? | Yes No |
| > 5 referrals  (high risk students) | 1 | 0% | Are your >5 referrals <5%? | Yes No |

Is total population the number of students? Make sure % of population is accurate by watching brainshark because formula is not working

**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)*  A large number of our students who have received referrals thus far are our students from Children’s Harbor. These students benefit from some additional support in additional to the core behavior curriculum. To ensure these students are receiving the emotional support that they need, one of our guidance counselors will be in the cafeteria every morning to ensure that these students have a check in person every day. If there are any incidents involving these students, the guidance counselor will part of the consequence process. Additionally, the assistant principals meet with the house parents from Children’s Harbor monthly. | |

**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 | 5% | 20% | 15 | Yes No |
| Hispanic/Latin | 58% | 48% | -10 | Yes No |
| White | 79% | 31% | -48 | 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: *(3-4 sentences)*  A large number of our students who have received referral thus far are our students from Children’s Harbor. Many of these Children’s Harbor students who have received referrals are black. These students benefit from some additional support in additional to the core behavior curriculum. To ensure these students are receiving the emotional support that they need, one of our guidance counselors will be in the cafeteria every morning to ensure that these students have a check in person every day. If there are any incidents involving these students, the guidance counselor will part of the consequence process. Additionally, the assistant principals meet with the house parents from Children’s Harbor monthly. | |

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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** | **Andrea Perez**  **Kathy White-Ortiz** |
| **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** | Discipline SIP and APs |
| **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 | Discipline SIP and APs |
| **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 | Andrea Perez and Discipline SIP |
| **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 | Discipline SIP and APs |
| **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 | Discipline SIP and APs |
| **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. | Discipline SIP and APs |
| **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> | Administration, Discipline SIP |
| **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. | Administration, Discipline SIP |
| **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 | Discipline SIP, SAC Chair, Admin |
| **April** | Submit your SPBP in OSPA by April 30th every year | Discipline SIP, SAC Chair, Admin |

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

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

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Fidelity of Implementation Monitoring Plan** | | | |
| Action Step | Create an **observable** and **measureable** SMART goal to determine “successful”  **staff implementation** of action step | When will data be collected, analyzed & presented? | Person responsible to collect and analyze data |
| School-wide **expectations** and location-specific **rules** are posted across campus | By the end of quarter 1, school wide expectations are rules will be posted in 90% of classrooms as well as in the cafeteria and common areas as evidenced by classroom walk through data. | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | Assistant Principals |
| **Behavior lesson plans** are being taught as written and when indicated | By the end of quarter 2, 100% of teachers will have implemented and documented the Positive Behavior lesson plans as evidenced by classroom walk through data. | Assistant Principals |
| **Discipline consequences**  and **flow chart** are being used by all staff as written | By the end of quarter 3, 100% of referrals will be office-managed offenses as evidenced by DMS referral data. | Assistant Principals |
| A **reward system** is being implemented for *all* students | By the end of quarter 4, there will be a complete log of all the classes that have won the bi-monthly raffle for positive behavior in the cafeteria evidenced by Discipline SIP Committee report to administration.. | Discipline SIP Chair |

**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 | By the end of quarter 1, the amount of behavior incidents involving disruptive behavior will be less than 3 as evidenced by DMS referrals. | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | Administration and Discipline SIP |
| See critical element 4A  • **Top 3 event locations** data | By the end of quarter 2, the amount of behavior incidents in academic areas will decrease by 50% as evidenced by DMS referrals. | Administration and Discipline SIP |
| See critical element 8  • **Core effectiveness** data | By the end of quarter 3, the amount of Black students receiving referrals will be below the current percentage of the overall Black population of the school as evidenced by DMS referrals. | Administration and Discipline SIP |
| See critical element 7A  • **Grade Level/Classroom referrals** data | By the end of the 2018-2019 school year, 100% of classrooms will be employing the CHAMPS resulting in each grade’s referral numbers decreasing by at least 25% as compared to the 2017-2018 as evidenced by DMS referrals. | Administration and Discipline SIP |