

**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:** | Coral Glades High School |
| **School Number:** | 3861 |
| **SPBP Contact Name:** | Anita Natale and Ashley Exterkamp |
| **Direct Phone Number:** | 754-322-1250 xt.3039 |

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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?** |
| Steven Carruth | Principal | Administration |
| Anita Natale | SPBP Point of Contact | Social Studies Teacher/ SAC Chair |
| Monika Kaiser | Parent/Community Representation | SAC member |
| Rojesterman Farris | BTU Representative | Math Teacher |
| Ashley Exterkamp | SPBP Point of Contact | English Teacher |
| Kelley Fisher | RTI Chair | Behavior Specialist |
| Toni Freeborn | Equity Liaison | ELA Teacher |
| Melissa Moore | Media Specialist | All Levels |
| Esme Maldonado | Guidance Counselor | All levels |
| Megan Maldonado | ELA Teacher | ELA Teacher |

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

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| --- | --- | --- | --- |
| **Meeting Date** | **Meeting Time** | **Name & title of person responsible to facilitate meeting** | **Content of meetings:** |
| 8/9/2018 | 1:00-3:00 PM | Kelley Fisher Behavior Specialist | 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) |
| 10/18/2018 | 1:00-3:00 PM | Kelley Fisher Behavior Specialist |
| 12/21/2018 | 1:00-3:00 PM | Kelley Fisher Behavior Specialist |
| 2/21/2019 | 1:00-3:00 PM | Kelley Fisher Behavior Specialist |

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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 = 114 | Anita Natale |
| Held a *faculty* vote on the new SPBP  (for SY 2018/19) | 4/12/2018 | % approved =56% | Anita Natale |
| Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community) | 4/16/2018 | # of participants = 21 | Anita Natale |

**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:  8/10/2018 | 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. | Kelley Fisher, Ashley Exterkamp, Anita Natale |
| Present the 2018/19SPBP to stakeholders (parents and community) | Prior to Oct 1st, 2018  9/24/2018 |
| 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. | Kelley Fisher, Ashley Exterkamp, Anita Natale |
| 2. 10/19/2018 |
| 3. 1/7/2018 |
| 4. 3/22/2018 |

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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.Disobedience/ Insubordination | 6.Defiance of authority |
| 2.Class Cuts | 7.Profanity directed at staff member |
| 3.Fighting Medium | 8.Tardiness habitual |
| 4.Disruptive/ Unruly Behavior | 9.Drug use/ possession/ influence |
| 5.Insulting/ Profane/ Obscene language | 10.Cell phone violation |

**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.Be Responsible to others |
| 2. Be respectful to others |
| 3.Engage in safe practices |
| 4. Be on time. |
| 5. |

**3C.** Research indicates that discipline referrals increase after long holidays and during testing times. Plan to teach your expectations at least 3 times throughout the year (and anytime the expected behaviors are not being demonstrated).

**ACTION:** Create at least one lesson plan for **each** school-wide expectation above and distribute to teachers during pre-planning 2018-19. Develop additional lesson plans you will use throughout the year to re-teach and reinforce your school-wide expectations. *You do not need to submit your lesson plans with the SPBP. Retain all behavior lesson plans at the school; make sure these lesson plans are available for guests and stakeholders.*

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| **When will school-wide expectations lesson plans be taught?** | | | |
|  | Date(s) | Time: | |
| August | 8/13/2018 | 8:00-9:00AM | |
| January | 1/7/2018 | 8:00-9:00AM | |
| 4th Quarter | 3/22/2018 | 8:00-9:00AM | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | PBIS Team |
| Where will the lesson plan instruction occur? | | | Classrooms |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Kelley Fisher |

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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. School Grounds | 17 |
| 1. School Wide | 13 |
| 1. Hallway | 7 |

**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.*** | | |
| School Grounds | School Wide | Hallway |
| **Rules** | **Rules** | **Rules** |
| Be Respectful to others | Use a quiet voice and keep hands and feet to yourself. | Be kind, courteous, and helpful to others. | Move in an orderly fashion going with the flow of traffic. |
| Be on time. | Move quickly to assigned areas. | Keep track of passing times to plan accordingly. | Travel directly to their destination. |
| Be responsible in your actions. | Politely follow staff and follow directions. | Throw away trash and keep campus clean. | Respect personal space while walking with purpose to your destination. |
| Engage in safe practices. | Report unsafe behaviors to proper school authorities. | Wear ID in a visible area at all times on campus. | Travel with a pass during class times. |
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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.*

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| --- | --- | --- | --- |
| **When will location-specific rules lesson plans be taught?** | | | |
|  | Date(s) | Time: | |
| August | 8/13/2018 | 9:00-9:30 AM | |
| January | 1/7/2018 | 9:00-9:30 AM | |
| 4th Quarter | 3/22/2018 | 9:00-9:30 AM | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | PBIS team |
| Where will the lesson plan instruction occur? | | | Classroom |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Kelley Fisher |

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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: \_\_\_\_School Wide\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **4 Step Problem Solving Process** | **Plan** |
| **1. Problem Identification:** Use your behavior data to identify a school-wide problem.  What problem did you identify? *(use numerical data)* | **Data used: Top 10 behavior incidents data YTD from BASIS 3.0 Behavior Dashboard**    **Problem Identification:** **According to the top ten behavior incidents data YTD from BASIS 3.0 Behavior Dashboard, there were 177 incidents of disobedience/insubordination.** |
| **2**. **Problem Analysis:** Why do you think this problem is occurring?  What is your goal? *(use a SMART goal statement with numerical data)* | **Hypothesis: We believe that this problem is occurring because high school students may not be engaged in the teacher or the material, or managed properly in the classroom.**  **Goal Statement:** By June 2019, Coral Glades High School will increase behaviors that promote learning and respectful interactions as evidenced by a 20% reduction in student behavioral referrals for disobedience/insubordination. |
| **3. Intervention Design:**  Describehow you will implement a positive reward program to decrease this problem. | **Type of System: Point system**  Description of System: ROAR (Responsibility, On Time, Are Safe or Respectful) – Students who demonstrate responsible behaviors, come to class on time, engage in safe behaviors, and show respect in 9 out of the 10 given opportunities will earn ROAR recognition cards. Teachers will give students points for displaying these expectations and display the student names on Jaguar head with a description of their behaviors in the front of the room. At the end of each month students with the highest points will have their ROAR recognition cards (Jaguar heads) turned into the Positive Behavior Designee who displays them in the cafeteria on the ROAR display board. Student Government delivers ROAR treat bags and recognition to nominated student each Friday. |
| **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)*   The Positive Behavior Designee will keep track and monitor the students who have been nominated for ROAR recognition and track which behaviors are being rewarded (Responsibility, On Time, Are Safe, or Respectful), using Office 365 Suite. |
| 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)*   The Positive Behavior Designee will track discipline referral data to see if there is a reduction in behavior referrals.  Success will be determined by measuring how many students are being  nominated and for which behaviors they are being rewarded. It will also be  determined by measuring the behavior referral data. |

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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.Excessive talking and making noises. | A level of talking or noises that disrupts the classroom learning, non-academic conversations, or unwanted sounds (tapping, grunting, singing, etc.) that distracts from the learning. |
| 2.Touching other students | Unwanted or inappropriate touching, unsolicited by the other student, including but not limited to tapping, pushing, grabbing, “necks”, poking. |
| 3.Student out of assigned area | Student standing, changing seats, or walking around classroom without permission. |
| 4.Using cell phone in class | Student using cell phone for non-academic uses or without permission. |
| 5.Not answering teacher’s questions | Student refuses to participate in class discussions, activities, readings, etc. |
| 6.Taking other’s things without permission | Touching another student or teacher’s property without previously asking and receiving permission. |

**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 |
| Verbal redirection | |
| Gestural or non-verbal cues | |
| Seat changes | |
| Proximity control | |
| Parent phone call | |

**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 | Willful, deliberate refusal to comply with an adult directive or school-based rule. |
| 2. Disruptive/Unruly Play | Any behavior that compromises the learning environment or causes a disturbance or distraction to the learning. |
| 3. Defiance of authority | Pattern of willful, deliberate, refusal to comply |
| 4. Class cuts | Deliberately missing class or being out of assigned area without a pass. |
| 5. Fighting medium | Mutual fight where one party sustains injuries that requires first aid medical attention. |
| 6. Repetitive staff managed  misbehaviors | More than misbehaviors inwarrants an office referral.  period  one  3    *e.g., 3 half hour*  *2 one period* |

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

(a) Review the sample discipline flow charts in “Additional Items” located on browardprevention.org

(b) Copy or customize a flow chart to graphically represent the discipline process at **your** school.

(c) Paste the flow chart here**OR** complete the flow chart below.

**Student Behavior Discipline Flow Chart**

Observe Problem Behavior

Intervene and redirect

Office Managed Misbehaviors

Staff Managed Misbehaviors

•Call to notify office of major infraction

•Write ODR

Implement an initial consequence from **6B**

Is behavior Office Managed?

*(if unsure, check below)*

|  |  |
| --- | --- |
| List Staff Managed  Misbehaviors from **6A** | List Office Managed  Misbehaviors from **6C** |
| 1. Excessive talking and making noises 2. Touching other students 3. Students out of assigned seat 4. Using cell phone in class 5. Not answering teacher’s questions 6. Taking other’s things without permission | 1. Disobedience/ Insubordination 2. Disruptive/ Unruly Play 3. Defiance of Authority 4. Class Cuts 5. Fighting medium 6. Repetitive staff managed misbehaviors |

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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:** | Click here to enter name of system. |
| \*CHAMPs is the district-supported, evidence-based universal classroom management system for all teachers. Would your Principal like to be contacted to learn about CHAMPs professional development? | Yes  No |

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

|  |
| --- |
| What data collection tool does your school leadership team use to monitor and evaluate your teacher’s classroom management skills? *(Measure* ***staff skills****, not student outcomes)* |
| CHAMPs 7 Up Checklist |
| CHAMPs Classroom Check Up (CCU) |
| PBIS Classroom Assistance Tool (CAT) |
| PBIS Walkthrough |
| Marzano’s Domain 1, Design Questions 5, 6, 7, 8, 9 |
| Fidelity of staff classroom management implementation is not monitored to determine training needs this year *(you will need to adopt a tool and plan next year)* |
| Other *(specify):* Discipline referral data from BASIS dashboard |
| 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)*  To ensure the plan is being implemented to fidelity, administrators will evaluate teachers using the Marzano DQ 5,6,7,8, and 9 to identify areas teachers may need more behavioral support in. They will also monitor discipline referral data to identify teachers with the highest number of classroom referrals, student tardies, and student removals. Behavior Specialist will be assigned to work with those teachers identified as needing more support by administration. |

**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**: | 303 |
| Total number of **school-wide** discipline referrals: | 134 |
| % of referrals in the classroom: | 69% |
| 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: | 2381 |  |  | |
| # Referrals |  | **% of Total Population** | Core Effectiveness | |
| 0 - 1 referral | 173 | 96% | Are your 0 – 1 referrals > 80%? | Yes No |
| 2 - 5 referrals  (at risk students) | 97 | 4% | Are your 2 - 5 referrals <15%? | Yes No |
| > 5 referrals  (high risk students) | 8 | 0% | Are your >5 referrals <5%? | Yes No |

**8B. Core Effectiveness Plan:**

|  |  |
| --- | --- |
| If all 3 are “**Yes**”, your core is effective. Is your core behavior curriculum effective? | Yes No |
| Answer **either** (a) or (b):  (a) If you answered “**Yes**”, although your core is effective, what plan does your school leadership team implement for early identification of at risk and high-risk students?  (b) If you answered “**NO”**, indicate the supports and interventions your school leadership team will implement at the beginning of the next school year to improve core strength: | |
| Core Effectiveness Plan: *The leadership team meets with the matriculating middle schools to identify at-risk or high-risk students before they begin freshmen year at our school. Each administrator rotates with their cohort to build and maintain relationships with their students. Ninth graders have a designated school counselor to help students to transition successfully to high school. Our school also has a PASL (Personalization for Academic and Social-Emotional Learning) team for 9th and 10th grade to build and maintain relationships with at-risk and high-risk students and an Operation Graduation team to mentor 11th and 12th grade students to successfully reach their graduation goals.* | |

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

(a) Complete the yellow highlighted cells first.

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Subgroups | (PctPop - Green)  % **of students** | (PctRef - Blue)  **% of referrals** | Difference in referral composition | Positive value suggests disproportionality  (Is the value positive?) |
| Black | 47 | 49 | 2 | Yes No |
| Hispanic/Latin | 31 | 31 | 0 | Yes No |
| White | 14 | 13 | -1 | 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: *The Equity Liaison will perform data analytics on disproportional discipline data throughout the school year. Based on the data, the Equity Liaison will provide support interventions to the teachers and staff members, as stated in the Equity Plan. Support will include information for teachers about student support services, including family counseling and school social work. All students, including at-risk and high-risk students, will have access to peer counseling. Students will also participate in school-wide programs like “Choose Peace, Stop Violence” and “Project Brain.”* | |

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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** | **Kelley Fisher, Behavior Specialist** |
| **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** | **Kelley Fisher, Behavior Specialist** |
| **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 | **Kelley Fisher, Behavior Specialist** |
| **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 | **Kelley Fisher, Behavior Specialist** |
| **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 | **Kelley Fisher, Behavior Specialist** |
| **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 | **Kelley Fisher, Behavior Specialist** |
| **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. | **Kelley Fisher, Behavior Specialist** |
| **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> | **Kelley Fisher, Behavior Specialist** |
| **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. | **Kelley Fisher, Behavior Specialist** |
| **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 | **Kelley Fisher, Behavior Specialist** |
| **April** | Submit your SPBP in OSPA by April 30th every year | **Kelley Fisher, Behavior Specialist** |

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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 each month, 100% of hallways, cafeteria, and all classrooms will have at least 2 posters of expectations and rules posted. | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | Kelley Fisher, Behavior Specialist |
| **Behavior lesson plans** are being taught as written and when indicated | During behavior lesson plan implementation days, 100% of teachers will be observed teaching behavior lesson plans during classroom  walkthroughs. | Kelley Fisher, Behavior Specialist |
| **Discipline consequences** and **flow chart** are being used by all staff as written | Upon each referral submission, 100% of teachers will show documentation of flow chart use prior to submitting the discipline referral. | Kelley Fisher, Behavior Specialist |
| A **reward system** is being implemented for *all* students | Each month, 100% of classroom teachers will create a visible system for recognizing students who demonstrating school-wide expectations (ex. ROAR award board). | Kelley Fisher, Behavior Specialist |

**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 each quarter, there will be 20% fewer behavior incidents related to disobedience and insubordination. | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | Kelley Fisher, Behavior Specialist |
| See critical element 4A  • **Top 3 event locations** data | By the end of each quarter, there will be 10% fewer referrals from incidents that take place in the hallways. | Kelley Fisher, Behavior Specialist |
| See critical element 8  • **Core effectiveness** data | By the end of each quarter, 100% of student categories remain within the range of core effectiveness, i.e. no more than 20% of students will receive 2 or more referrals. | Kelley Fisher, Behavior Specialist |
| See critical element 7A  • **Grade Level/Classroom referrals** data | At the end of each quarter, PBIS support implementation will be evidenced by 10% fewer referrals within each grade level as evidenced by classroom referral data. | Kelley Fisher, Behavior Specialist and PBIS Team |