

**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:** | New Renaissance Middle |
| **School Number:** | 3911 |
| **SPBP Contact Name:** | Stephanie Mentore and Shaina Batson |
| **Direct Phone Number:** | 754-323-3500 |

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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?** |
| Janet Morales | Principal | Administration |
| Louis Kushner | Assistant Principal | Administration |
| Stephanie Mentore | SPBP Point of Contact, PBIS Co-Chair | Teacher, 6th grade |
| Shaina Batson | SPBP Point of Contact | Teacher, 7th grade |
| Lynne Bonny | PBIS Co-Chair | Teacher, 8th grade |
| Victoria Brock | Parent/Community Representation | SAC |
| Rose Sanlino | BTU Representative | BTU |
| Lala Rampasard | BTU Representative | BTU |
| Yoray Torres | ESOL Coordinator/Cultural Ambassador | Staff |
| Susan Kelly | School Counseling Director | Staff |
| Gabrielle Bishop | HERO Liaison | Staff, 7th grade |

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

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| **Meeting Date** | **Meeting Time** | **Name & title of person responsible to facilitate meeting** | **Content of meetings:** |
| 10/11/2017 | 4:00 p.m. | Stephanie Mentore | 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) |
| 10/17/2017 | 9:00 a.m. | Shania Batson/ Stephanie Mentore |
| 2/1/2018 | 4:15 p.m. | Shania Batson/ Stephanie Mentore/ Gabrielle Bishop |
| 3/6/2018 | 4:15 p.m. | Stephanie Mentore/Shaina Batson |

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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 | 3/14/2018 | # of participants = 47 | Stephanie Mentore and Shaina Batson |
| Held a *faculty* vote on the new SPBP  (for SY 2018/19) | 4/20/2018 | % approved = 95.2% | Stephanie Mentore and Shaina Batson |
| Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community) | 4/17/2018 | # of participants = 14 | Stephanie Mentore and Shaina Batson |

**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. | Stephanie Mentore |
| Present the 2018/19SPBP to stakeholders (parents and community) | Prior to Oct 1st, 2018  9/25/2018 |
| Present behavior data to staff  *Quarterly: minimum of 4 each year* | 1. 8/9/2018 | 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. | Stephanie Mentore |
| 2. 10/25/2018 |
| 3. 3/20/2019 |
| 4. 4/24/2019 |

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

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

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| **Top 10 Behavior Incidents**  *(put N/A in any blank spaces)* | |
| Fighting- Medium | Profanity to Staff Member |
| Defiance of Authority | Technology- Illegal Use of Computer |
| Fight- Minor Altercation | Electronic Devices-Offensive |
| Disobedience/ Insubordination | Weapons (Class B) Possession |
| Unruly/ Disruptive Behavior | Out of Assigned Area |

**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. Students will show respect to fellow students and staff member. |
| 1. Students will avoid behavior that may cause a disruption. |
| 1. Students will comply with rules and procedures. |
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**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 | 20th- 24th , 2019 | During first period classes, 9:35am- 10:57 am | |
| January | 8th- 11th , 2019 | During first period classes, 9:35am- 10:57 am | |
| 4th Quarter | 1st- 5th, 2019 | During first period classes, 9:35am- 10:57 am | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | First period teachers |
| Where will the lesson plan instruction occur? | | | During first period classes |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Stephanie Mentore |

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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 |
| **School Grounds** | 31 |
| **Stairwells** | 21 |
| **Hallways** | 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**.**

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| --- | --- | --- | --- | --- |
| **Expectations and Rules Matrix** | | | | |
| **School-wide EXPECTATIONS** | *Copy and paste expectations from* ***3C****.* | **IDENTIFIED LOCATIONS**  *Copy and paste locations from* ***4A.*** | | |
| School Grounds | Stairwells | Hallways |
| **Rules** | **Rules** | **Rules** |
| 1. Students will show respect to fellow students and staff member. | Follow adult directions the first time given | Listen and follow the directions of the adult | Comply with all requests made from security and staff in hallways |
| 2. Students will avoid behavior that may cause a disruption. | Speak with others in a pleasant tone and controlled voice level | Move briskly and quietly down and up the stairwell | Interact with others in a positive, peaceful, and controlled manner |
| 3. Students will comply with rules and procedures. | Respect school property by leaving it in its original condition/Pick up trash and place it in the proper receptacle/Stay to the right when walking in the hallways | Walk to the right. No one should be in the center. | Keep your hands to yourself while walking through the halls |
|  |  |  |  |
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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 | 27th- 31st, 2019 | 9:35- 10:57 am | |
| January | 22nd- 25th, 2019 | 9:35- 10:57 am | |
| 4th Quarter | April 15th- 19th, 2019 | 9:35- 10:57 am | |
|  | | | |
| Who will be responsible for teaching the lesson plans? | | | First period teachers |
| Where will the lesson plan instruction occur? | | | First period classrooms |
| Who is responsible for retaining, organizing and distributing all lesson plans? | | | Shaina Batson |

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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: Hallways

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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:** BASIS Referral data    **Problem Identification:** 19 referrals listed the location of the hallway. |
| **2**. **Problem Analysis:** Why do you think this problem is occurring?  What is your goal? *(use a SMART goal statement with numerical data)* | **Hypothesis:** Students consider the tardy bell as a warning bell or an indicator of time. They do not attempt to “beat” the bell or to be seated inside of the classroom prior to the ringing of the bell.  **Goal Statement:** By October 18, 2018, specific examples of the desired hallway behaviors, including the definition that on time to class means students are fully through the door threshold of the classroom when the bell rings, will be posted throughout the campus and 100% of instructional staff members will teach the expected transition routines using common lesson plans at the beginning of the school year and with administration during schoolwide assemblies will result in a 10% decrease in hallway referrals in comparison to October 2017. |
| **3. Intervention Design:**  Describehow you will implement a positive reward program to decrease this problem. | **Type of System: Point system**  **Description of System:** Using the HERO platform, students will earn HERO points for punctuality. This will encourage students to enter the classroom at the appropriate time. These points are then calculated and used to award incentives to the students. |
| **4. Evaluation:**  A. Implementation fidelity | 1. How do you monitor the fidelity (consistency and effectiveness) of the **staff’s** implementation of the reward program? Weekly checks are completed by looking at the data from the platform. Data marks are provided to those teachers who are in compliance on iObservation. Incentives for staff members are also provided as a means of encouragement. |
| 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”? The amount of referrals overall in the specified area will increase as evidenced from the BASIS referral data. Identified students who have received the bulk of these referrals will be a part of a mentoring group. These students will be provided incentives and opportunities that encourage behavior modification. |

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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. Use of profanity | Students use profane language towards peers and authority. |
| 1. Bullying | Use of threatening nature as a means to influence to intimidate other students. |
| 1. Blurting/interrupting | Constant interruption or cutting off the teacher or peers. Conversations being broken non-stop throughout the class period. |
| 1. Touching | Unwelcomed touching or poking of another student. |
| 1. Eating in classroom | Food consumption during class period. |
| 1. Out of the seat | Students constantly getting up out of their seat without 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.

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| --- | --- |
| Is this a menu or hierarchy system? | Menu Hierarchy |
| Verbal Reprimand | |
| Parent Contact | |
| Time Out/ Sent to another teacher’s classroom | |
| Saturday or Before/After school detention | |
| Administrative Referral | |

**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. Fighting- Medium | Engaging in a fight where both participants exchanged force |
| 2. Defiance of authority | Willful defiance and disruption towards an adult of staff member |
| 3. Fighting- Minor | Engaging in a fight that was not extreme |
| 4. Disobedience | Student's behavior is causing, or might cause, a major disruption or interfere with school functioning |
| 5. Profanity to staff member | Direct and willful use of profane language towards a staff member |
| 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**

Is the behavior minor?

**Staff observes misbehavior**

**in the classroom or on campus**

Is the behavior considered office managed?

Is the behavior a crisis?

Is the behavior a referral?

Continue classroom behavior support. Contact guidance or administration. Complete office referral.

Issue consequence per the discipline matrix

Administrative intervention implemented

Administration notified immediately

Utilize Teacher management

strategies

Situation assessed and appropriate action taken

Reinforce/

reward student

Parent Contact

Reinforce/

reward student

Behavior is corrected

Behavior is corrected

Reteach expectation/apply intervention

Follow up with student

Is the behavior moderate?

Is the behavior considered staff managed?

Follow crisis protocol

Reinforce/

reward student

Implement minor consequence(s)

Behavior is corrected

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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

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| --- |
| What data collection tool does your school leadership team use to monitor and evaluate your teacher’s classroom management skills? *(Measure* ***staff skills****, not student outcomes)* |
| CHAMPs 7 Up Checklist |
| CHAMPs Classroom Check Up (CCU) |
| PBIS Classroom Assistance Tool (CAT) |
| PBIS Walkthrough |
| Marzano’s Domain 1, Design Questions 5, 6, 7, 8, 9 |
| Fidelity of staff classroom management implementation is not monitored to determine training needs this year *(you will need to adopt a tool and plan next year)* |
| Other *(specify):* |
| Explain how this data is collected and analyzed by your school leadership team as a **universal screening** *across teachers* to determine the need for classroom management training: |
| Fidelity of Implementation Plan: Data is collected through informal and formal observations/walk-throughs. The amount of referrals is utilized to track the effectiveness of the implementation of the tools. Using these results, the staff receives quarterly training. Teachers who are identified as needing more training will be provided a mentor to help provide privatized trainings. |

**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**: | 71 |
| Total number of **school-wide** discipline referrals: | 290 |
| % of referrals in the classroom: | 20% |
| 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: | 1246 |  |  | |
| # Referrals | 290 | **% of Total Population** | Core Effectiveness | |
| 0 - 1 referral | 109 | 95% | Are your 0 – 1 referrals > 80%? | Yes No |
| 2 - 5 referrals  (at risk students) | 53 | 4% | Are your 2 - 5 referrals <15%? | Yes No |
| > 5 referrals  (high risk students) | 4 | 0% (1.4%) | 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: RtI process is completed once students are identified as potential at risk students. Students are given a mentor that helps to provide guidance to these students. Specialized behavior modification plans and reward/incentives are created for these identified students as a means of encouraging positive behaviors. | |

**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 | 86 | 89 | 3 | Yes No |
| Hispanic/Latin | 11 | 8 | -3 | Yes No |
| White | 2 | 1 | -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.

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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: Use of “cohorts” to help ensure students are provided support from teacher leaders and peers. Cultural and Diversity Needs training will be scheduled to provide staff with insights in how to deal with behaviors these students may exhibit. Early implementation of an incentives/reward system for students who may have received multiple referrals the previous school year. | |

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| **Critical Elements # 9: SPBP Implementation Planning** |

This form provides a timeline to complete best practices and required actions. This timeline should drive team actions and accountability. As you implement your SPBP *NEXT* year, check off **completed items** and indicate the accountable person. (Complete only the yellow highlighted area at this time). Next year, you will upload this completed plan within your SPBP.

Required actions for all schools in Broward County

Best Practices for all schools in Broward County

**Resources**

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| --- | --- | --- |
| **SPBP Team Implementation Action Plan 2018 - 2019** | | |
| **Month** | **Action Step**  *check when Action completed* | **Completed:**  Person Responsible  Name & Title |
| **Current** | **This Action Plan has been saved to use *next year* during quarterly meetings** | **Stephanie Mentore, SAC Chair** |
| **Current** | **Create a SPBP binder or portfolio to retain (for 2 years) hard copies of: your SPBPs, Action Plans, staff PBIS professional development attendance, stakeholder training attendance, quarterly meeting agendas, quarterly staff behavior presentations, voting attendance and outcome, Expectation lesson plans and Rules lesson plans** | **Stephanie Mentore, SAC Chair** |
| **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 | **Stephanie Mentore, SAC Chair** |
| **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 | **Stephanie Mentore, Shaina Batson SAC Co-Chairs** |
| **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 | **Stephanie Mentore, Shaina Batson SAC Co-Chairs, Lynne Bonny PBIS-Co-Chair** |
| **October**  **2nd meeting** | Ensure instructional staff know how to (and are, as needed) enter Tier 1 Supplemental Strategies  for behavior in BASIS  Present implementation data, behavior data, team activities and progress to entire staff | **Stephanie Mentore, Shaina Batson SAC Co-Chairs, Lynne Bonny PBIS-Co-Chair** |
| **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. | **Stephanie Mentore, Shaina Batson SAC Co-Chairs, Lynne Bonny PBIS-Co-Chair** |
| **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> | **Stephanie Mentore, Shaina Batson SAC Co-Chairs** |
| **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. | **Stephanie Mentore, Shaina Batson SAC Co-Chairs, Gabrielle Bishop HERO Liaison** |
| **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 | **Stephanie Mentore, Shaina Batson SAC Co-Chairs** |
| **April** | Submit your SPBP in OSPA by April 30th every year | **Stephanie Mentore, Shaina Batson SAC Co-Chairs** |

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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 | School-wide expectations and location specific rules will be posted at all of the locations on campus | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | PBIS Chairpersons, Stephanie Mentore and Lynne Bonny |
| **Behavior lesson plans** are being taught as written and when indicated | 100 % of teachers will have behavior lesson plan in teacher log | SAC Chairpersons, Stephanie Mentore and Shaina Batson |
| **Discipline consequences**  and **flow chart** are being used by all staff as written | 100% of staff will use the Discipline consequences and flow chart | PBIS Chairpersons, Stephanie Mentore and Lynne Bonny |
| A **reward system** is being implemented for *all* students | 80% of students will earn at least two incentives based on their progress or points using the HERO | HERO Liaison, Gabrielle Bishop |

**10B.** How will you determine whether the SPBP is successful in positively impacting **students?**

*“If staff are implementing the SPBP consistently and effectively, did it positively impact* ***the students****? How do you know?”*

|  |  |  |  |
| --- | --- | --- | --- |
| **Student Outcome Monitoring Plan** | | | |
| Student Outcome Data | Create an **observable** and **measureable** SMART goal to determine “successful”  **student outcomes** | When will data be collected, analyzed & presented? | Person responsible to collect and analyze data |
| See critical element 3A  • Type of **behavior incidents** data | 80% of students will have 1 or less ODR. | Refer to **quarterly** presentation dates in 2B.  This is the data the team will be sharing during presentations. | Stephanie Mentore and Lynne Bonny |
| See critical element 4A  • **Top 3 event locations** data | Discipline incidents at top 3 locations will reduce by 15%. | Stephanie Mentore and Lynne Bonny |
| See critical element 8  • **Core effectiveness** data | The number of students with 5 or more referrals will decrease by 10%. | Stephanie Mentore and Shaina Batson |
| See critical element 7A  • **Grade Level/Classroom referrals** data | Classroom referrals will decrease by 20% | Gabrielle Bishop |