**School-wide Positive Behavior Plan (SPBP)**

To be implemented in pre-planning 2017

**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 mini-Brainshark Series for teams. These Brainsharks are divided into the Critical Elements of PBIS. Although

they are not mandatory to watch, they will show you “how to” write a comprehensive SPBP (and receive a high score!)

**It is recommended that all school teams watch the Overview Brainshark** at the URL above.

* A Feedback Rubric to ensure your team will correctly complete the SPBP and develop a meaningful plan.

To provide consistency across the District, only plans entered in the district template will be accepted.

**ACTION: Download, complete, and upload the SPBP in your SIP Plan, BP # 2, before May 1, 2017:**

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| **School Name: TEQUESTA TRACE MIDDLE SCHOOL** |
| **School Number: 3151** |
| **SPBP Contact Person: CAROL NISSEN** |
| **Direct Phone Number: 754-323-4409** |

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| **CRITICAL ELEMENT # 1: Functioning Team and Administrative Support** |

**1A. List your current (SY 2016/17)** **team members:** (must have 6-8 team members)

**Each name on this list verifies attendance in ongoing team meetings and participation in developing this SPBP. Each member is responsible for representing stakeholders (i.e. Educational Support Personnel, grade level teachers, specials teachers, support staff, etc.) and sharing SPBP content and updates with respective groups.**

|  |  |  |
| --- | --- | --- |
| Full Name | Position | Stakeholder  Representation |
| PAUL MICENSKY | PRINCIPAL | Administration |
| CAROL NISSEN | SPBP Point of Contact | A.P. |
| MARIA OJUELA | Parent/Community Representation | SAC |
| BETH PASSMAN | BTU Representative | BTU |
| JUDITH FRANCO | ELL TEACHER | SCHOOL |
| LYNN GARIBOLDI | BSO DEPUTY | COMMUNITY |
| DEBBIE O’BRYAN | TEACHER | SCHOOL |
| CYNTHIA VERONICK | GUIDANCE COUNSELOR | GUIDANCE |

**1B. Schedule and document your team meetings for 2017/18 school year:** (minimum of 4)

Also enter in the school’s master calendar.

|  |  |  |
| --- | --- | --- |
| Meeting Date | Time | Responsible Person |
| AUGUST 14, 2017 | 2:00PM | NISSEN |
| OCTOBER 20, 2017 | 9:00AM | NISSEN |
| FEBRUARY 22, 2018 | 1:45PM | NISSEN |
| MAY 25, 2018 | 9:00AM | NISSEN |

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| **CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment:** |

**2A. Indicate the action steps completed in the 2016/17 school year that increased faculty and stakeholder understanding and knowledge of the SPBP:**

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| **Action Steps:** | **Date(s)**  ***(Before April 30th THIS YEAR)*** | **Content**  (2-3 sentences) |
| **Presented the 2017/18 SPBP to Staff** | 3/20/2017 | All staff was presented both hard copies and electronic copies to review and given a chance to discuss. |
| **Presented the 2017/18 SPBP to stakeholders (parents and community)** | 4/5/2017 | SAC and PTA were given many opportunities during the creation of the plan to discuss. |
| **Held a faculty vote on the 2017/18 SPBP** | 3/24/2017 | % approved: \_\_\_\_\_\_\_\_ |

**2B. Plan the activities for 2017/18 school year to increase faculty and stakeholder understanding and implementation of the SPBP:**

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| --- | --- | --- |
| **Action:** | **Date(s)**  ***(NEXT YEAR)*** | **Content** |
| **Provide a professional development on the 2017/18SPBP for all staff** | Prior to students’ 1st day:  1. 8/15/2017 | The team will present the SPBP for the 17/18 school year. Details of modifications and updates will be included. All stakeholders will be provided with access to the SPBP. Feedback will be collected for future team meetings. And coordinate with CPST and MTSS/RtIB. |
| **Present the 2017/18SPBP to stakeholders (parents and community)** | Prior to Oct 1st, 2017  1. 9/13/2017 |
| **Present updated fidelity of implementation from Critical Element 10A and student outcome data from Critical Element 10B to all staff**  (Quarterly: minimum of 4 each year) | 1. 10/19/2017 | The team will share the updated implementation data in 10A including: the “marketing” of expectations and rules, lesson plan implementation, and discipline processes.  The team will share the updated student outcome data in 10B including: top 3 event locations, type of behavior incidents, and core effectiveness data as well as analysis of this data.  Data will be shared with CPST and MTSS/RtIB. |
| 2. 1/8/2018 |
| 3. 3/22/2018 |
| 4. 5/25/2018 |

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

**3A. Collect behavior data from BASIS 3.0: 3B. Group similar problem behaviors to develop:**

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| --- | --- | --- |
| Top 10 Behavior Incidents  (put N/A in any blank spaces) |  | 3-5 Negative Characteristics |
| 1. SB: Unruly/Disruptive Behavior |  | Being Irresponsible |
| 2. 01: Disobedience/Insubordination |  | Being Careless |
| 3. 02: Insulting/Profane/Obscene Lang |  | Being Disrespectful |
| 4. UP: Disruptive/Unruly Play |  |  |
| 5. ZL: Class Cut (Skipping) |  |  |
| 6. Z8: Level 2 – Bus Violations |  |  |
| 7. ZU: Out of Assigned Area |  |  |
| 8. Z9: Level 3 – Bus Violations |  |  |
| 9. ZG: Leaving Campus W/O Permission |  |  |
| 10. Z2: Innap Use/Possession Laser Dev |  |  |

**3C. List the *opposites* of the 3 - 5 negative characteristics to develop:**

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| 3 – 5 Positive Replacement Characteristics = your **School-wide Expectations** |
| Be responsible |
| Be accountable for your actions |
| Be respectful |
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**3D. Using the expectation lesson plan templates, complete 3 – 5 lesson plans, 1 for each of the above listed school-wide expectations. (e.g., if you have 4 expectations, you will use 4 lesson plan templates).** Delete any empty templates you do not use.

**Teaching School-wide Expectations**

Lesson Plan

**School-wide Expectation #1:** Be respectful

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| --- | --- | --- |
| Definition of expectation: | | |
| A feeling or understanding that someone or something is important, serious, etc., and should be treated in an appropriate way  To treat or deal with (someone or something) in a proper way | | |
| Rationale for having this expectation | | |
| Respect shows that one values another as an individual. Middle school students often have difficulty understanding the importance of respect for others and for themselves, and engage in disrespectful behaviors that alienate peers and adults. | | |
| Positive examples: “looks like” | | Non-examples |
| Using appropriate words to express feelings | | Using sarcasm and profanity |
| Responding appropriately to adult correction/redirection | | Responding rudely (verbally and nonverbally) to adults |
| Saying positive things to/about others | | Putting down others (playful or otherwise) |
| Speaking positively about yourself | | Degrading yourself in front of others |
| List 2 resources (website addresses, curriculum with location, books with page numbers, programs with lesson plan number, etc.) you will use to teach this lesson plan. **Be specific enough so the resources can be located by anyone.** | | |
| 1. [www.browardprevention.org](http://www.browardprevention.org) | | |
| 1. [www.character.org](http://www.character.org) | | |
| List the steps of this lesson plan (Include lesson format, activities, and materials). **Be detailed enough so the lesson can be implemented by anyone.** | | |
| 1. Display the word “Respect” on the board and have students brainstorm definitions, examples, and non-examples of responsibility. Provide different settings (i.e. classroom, park, cafeteria, friend’s house, etc.) | | |
| 1. Watch Reality Avenue’s [Respect Video](file:///C:\Users\p00041770\Downloads\iframe%20width=%22420%22%20height=%22315%22%20src=%22http:\www.browardprevention.org%3fembed=103%22%20frameborder=%220%22%20allowfullscreen%3e%3c\iframe) and engage in small group or whole class discussion | | |
| 1. Pass out the following worksheet: [Words Hurt](http://www.character.org/wp-content/uploads/brentwood-middle-school/Brentwood-Middle-Words-Hurt-Survey.pdf) and have students complete it | | |
| 1. Arrange class in groups of 5-7 students, preferably of diverse genders, ethnicities, friend circles, etc. Ask students to have honest discussion about the following prompt: **“Think about the saying: ‘Sticks and stones may break my bones, but words will never hurt me.’ Is that true? Do words hurt?”** | | |
| 1. Pass out a pre-made index card with one hurtful word written on it to each student. Have the students discuss how their word is hurtful to others. Provide them with a sentence starter if needed: **“My word is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. I think it could make someone feel \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.”** | | |
| **WHEN** will this lesson plan be taught? | | |
| **Beginning of school year** date(s) and time(s): | Introduced on date: September 14, 2017  Reinforcement activity on date: September 15, 2017  Check for understanding on date: September 15, 2017 | |
| **After long holidays** | Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this expectation. | |
| **3rd quarter** |
| **WHO** will teach this lesson plan? | | **WHERE** will the lesson plan instruction occur? |
| All teachers will teach a different character trait each month during early release day. | | The lesson plan will take place in individual teacher classrooms. |

**Teaching School-wide Expectations**

Lesson Plan

**School-wide Expectation #2:** Be accountable for your actions

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| --- | --- | --- |
| Definition of expectation: | | |
| Accepting responsibility for one’s actions. | | |
| Rationale for having this expectation | | |
| Accountability builds trust and requires self-reflection. Middle school students often blame others for their failures and in doing so miss out on the opportunity to reflect on and grow from their mistakes. | | |
| Positive examples: “looks like” | | Non-examples |
| Accepting consequences for breaking a rule | | Blaming others/giving excuses for breaking a rule |
| Accepting consequences for missed/late assignments | | Blaming others/lying about missed/late assignments |
| Accepting responsibility/Repairing something you broke (item or relationship) | | Blaming others/denying/ignoring something you broke (item or relationship) |
|  | |  |
| List 2 resources (website addresses, curriculum with location, books with page numbers, programs with lesson plan number, etc.) you will use to teach this lesson plan. **Be specific enough so the resources can be located by anyone.** | | |
| 1. [www.browardprevention.org](http://www.browardprevention.org) | | |
| 1. [www.character.org](http://www.character.org) | | |
| List the steps of this lesson plan (Include lesson format, activities, and materials). **Be detailed enough so the lesson can be implemented by anyone.** | | |
| 1. Display the word “Accountability” on the board and have students brainstorm definitions, examples, and non-examples of responsibility. Provide different settings (i.e. classroom, park, cafeteria, friend’s house, etc.) | | |
| 1. Watch Reality Avenue’s [Honesty Video](file:///C:\Users\p00041770\Downloads\iframe%20width=%22420%22%20height=%22315%22%20src=%22http:\www.browardprevention.org%3fembed=104%22%20frameborder=%220%22%20allowfullscreen%3e%3c\iframe) and engage in small group or whole class discussion | | |
| 1. Ask students to answer “yes” or “no” to a series of questions by either standing or sitting:   •Are you honest? •Would you ever lie? Is lying an honest action? •Is it ever acceptable to lie? •Honesty means never bending the truth. •It is okay to lie sometimes. •I would lie if it meant I would get out of being in trouble. •Lying and “white lies” are not the same thing. •It is acceptable to tell small lies. •I lie to prevent people from getting hurt. •Not all lies are bad. •If a lie is told, the truth eventually comes out. •All people lie sometimes. | | |
| 1. Break students into five small groups. Assign one of the following questions to each of the groups. Group members will work together to answer the assigned question. On the chart paper have the students explain the main conflict and how honesty can be used to solve the problem. | | |
| 1. **Group Questions**    1. You walked into your science classroom and realized that you had not studied for a big test. If you fail this test, your grade will be significantly impacted. Your best friend is sitting in the desk next to you. He tells you that you can look off his paper during the test so you don’t fail. Would you cheat off your friend or risk failing the test? Explain your thinking.    2. A student in the hallway has just dropped a twenty-dollar bill. You would like to go to the movies tonight with your friends! This money would pay for the cost and you might even be able to buy some extra snacks. Would you tell the student they dropped the money or take the money and pretend it was yours all along? Explain your thinking.    3. You just got home from school and listened to the messages on your house phone. There is a message from your teacher about your unacceptable behavior in class. You want to go on the planned camping trip with your best friend but you know if your parents hear the message you will be grounded. Would you erase the message and deal with the consequences on Monday or leave the message on the phone? Explain your thinking.    4. You are checking out of a store and you realize that the cashier has given you back too much change. You know that your family has been tight on money since your mom lost her job. This would really help the family this week. Do you keep the money and buy extra groceries or tell the cashier that you were given too much change? Explain your thinking.    5. You are in the bathroom and you overhear a group of students talking about fighting another student after school. You are concerned about the student’s safety but don’t want to be a tattletale. Do you tell a teacher or staff member about the incident or do you keep the information to yourself and hope for the best? Explain your thinking. When students are done, have them share with the rest of the class. | | |
| **WHEN** will this lesson plan be taught? | | |
| **Beginning of school year** date(s) and time(s): | Introduced on date: October 19, 2017  Reinforcement activity on date: October 23, 2017  Check for understanding on date: October 23, 2017 | |
| **After long holidays** | Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this expectation. | |
| **3rd quarter** |
| **WHO** will teach this lesson plan? | | **WHERE** will the lesson plan instruction occur? |
| All teachers will teach a different character trait each month during early release day. | | The lesson plan will take place in individual teacher classrooms. |

**Teaching School-wide Expectations**

Lesson Plan

**School-wide Expectation #3:** Be responsible

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| Definition of expectation: | | |
| Being reliable or dependable. Doing what you’re supposed to do and what you say you will do. | | |
| Rationale for having this expectation | | |
| Being responsible is a sign of good character, maturity, and reliability. Middle school students sometimes make irresponsible decisions that lead to poor outcomes (in relation to both grade and behavior). | | |
| Positive examples: “looks like” | | Non-examples |
| Going to all your classes and meeting friends at a different time | | Choosing to skip class to go to a friend’s lunch hour |
| Completing the homework, recording The Walking Dead, and watching it a different time | | Choosing to skip homework to watch the season premiere of The Walking Dead |
| Splitting up group work equitably | | Allowing other members of a group project to do all the work and taking credit |
| Studying for a big test instead of playing video games | | Staying up all night before a test playing video games |
| List 2 resources (website addresses, curriculum with location, books with page numbers, programs with lesson plan number, etc.) you will use to teach this lesson plan. **Be specific enough so the resources can be located by anyone.** | | |
| 1. [www.browardprevention.org](http://www.browardprevention.org) | | |
| 1. [www.character.org](http://www.character.org) | | |
| List the steps of this lesson plan (Include lesson format, activities, and materials). **Be detailed enough so the lesson can be implemented by anyone.** | | |
| 1. Display the following quote on the board: **“Make it a point to do something every day that you don’t want to do.” – Unknown** | | |
| 1. Have students Write-Pair-Share about the quote (Allow students to draw a response as an accommodation for ELL/ESE students) | | |
| 1. As a class, brainstorm definitions, examples, and non-examples of responsibility. Provide different settings (i.e. classroom, park, cafeteria, friend’s house, etc.) | | |
| 1. Watch Reality Avenue’s [Responsibility Video](file:///C:\Users\p00041770\Downloads\iframe%20width=%22420%22%20height=%22315%22%20src=%22http:\www.browardprevention.org%3fembed=100%22%20frameborder=%220%22%20allowfullscreen%3e%3c\iframe) and engage in small group or whole class discussion | | |
| 1. Have students complete a short content-specific activity (i.e. write a story/poem, research a current event, create a skit, etc.) that relates to the topic of responsibility | | |
| **WHEN** will this lesson plan be taught? | | |
| **Beginning of school year** date(s) and time(s): | Introduced on date: December 22, 2017  Reinforcement activity on date: January 10, 2018  Check for understanding on date: January 10, 2018 | |
| **After long holidays** | Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this expectation. | |
| **3rd quarter** |
| **WHO** will teach this lesson plan? | | **WHERE** will the lesson plan instruction occur? |
| All teachers will teach a different character trait each month during early release day. | | The lesson plan will take place in individual teacher classrooms. |

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| **CRITICAL ELEMENT #4: Location-based Rules** |

**4A. Determine top 3 locations for Event problems from the BASIS 3.0 Behavior Dashboard.** Do not use “classroom”

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| --- | --- |
| **Top 3 Locations** | |
| School Location | # Incidents |
| 1. **Hallway** | **14** |
| 1. **Cafeteria** | **6** |
| 1. **Gym** | **9** |

**4B. Create an Expectations/Rules Chart from your 3-5 school-wide expectations and your top 3 locations. Develop 1 to 2 positively stated, observable, and measurable rules that correlate with every expectation to**

**create a maximum of 5 rules for each location.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Expectations and Rules Chart** | | | |
| **Expectations**  Copy and paste expectations from 3C. | **Locations**  Copy and paste locations from 4A. | | |
| Location #1: Hallway  **Rules** | Location #2: Cafeteria  **Rules** | Location #3: Gym  **Rules** |
| **Expectation #1:**  Be responsible | Be on time to class | Walk in the cafeteria | Be on time to class |
| **Expectation #2:**  Be accountable for your actions | Follow all directions given by adults | Clean up your area | Dress out every day  Walk to and from the fields/courts |
| **Expectation #3:**  Be respectful | Keep your hands and feet to yourself  Use school-appropriate language | Keep food on tray  Use school-appropriate language | Keep your hands and feet to yourself  Use school-appropriate language |

**4C. Using the rule lesson plan templates, complete 3 lesson plans, 1 for each of the above listed specific locations. Include all the rules listed under the location in the lesson plan.**

**Teaching Rules**

Lesson Plan

**Location #1:** Hallway

|  |  |  |
| --- | --- | --- |
| Location Rules:  (from 4B chart) | Positive Example: | Non-example: |
| Be on time to class | Student uses hallway time wisely and goes directly to class | Student walks too slowly, does not go directly to class, and wastes time talking to friends |
| Follow all directions given by adults | Student listens to teacher when prompted to head to class | Students continue to congregate despite teacher prompting to get to class |
| Keep your hands and feet to yourself | Student is respectful of others’ personal space and walks with hands and feet at sides | Student engages in horseplay; pushing, touching, shoving others |
| Use school-appropriate language | Student speaks appropriately and respectfully with friends | Student uses profane/abusive language |
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| --- | --- | --- |
| List 2 resources (website addresses, curriculum with location, books with page numbers, programs with lesson plan number, etc.) you will use to teach this lesson plan. **Be specific enough so the resources can be located by anyone.** | | |
| 1. School discipline plan in student agendas | | |
| 1. [www.readwritethink.org](http://www.readwritethink.org) | | |
| List the steps of this lesson plan (Include lesson format, activities, and materials). **Be detailed enough so the lesson can be implemented by anyone.** | | |
| 1. Pass out student agendas and review the hallway rules and expectations | | |
| 1. Discus the importance of hallway safety and how the hallway rules relate to the schoolwide expectations of respect, accountability, and responsibility. | | |
| 1. Role play examples and non-examples of hallway behavior. Make sure to address the consequences that result from the non-examples. | | |
| 1. Practice walking the hallways and reinforce positive behaviors. Some opportune times to do this would be going to and from lunch; during fire/evacuation drills; any time during the first few weeks of school. | | |
| 1. Optional: have students complete a content-specific task about hallway safety (i.e. write a short story in which the conflict begins with someone running through the hallway and shoving others) – Use the following plot diagram to help students craft their stories ([Plot Diagram](http://www.readwritethink.org/files/resources/interactives/plot-diagram/)) | | |
| **WHEN** will this lesson plan be taught? | | |
| **Beginning of school year** date(s) and time(s): | Introduced on date: August 21 – 23, 2017  Reinforcement activity on date: August 28, 2017  Check for understanding on date: August 28, 2017 | |
| **After long holidays** | Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this location’s rules. | |
| **3rd quarter** |
| **WHO** will teach this lesson plan? | | **WHERE** will the lesson plan instruction occur? |
| Science department co-chairs | | In classroom |

**Teaching Rules**

Lesson Plan

**Location #2:** Cafeteria

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| --- | --- | --- |
| Location Rules:  (from 4B chart) | Positive Example: | Non-example: |
| Walk in the cafeteria | Student walks to and from lunch table to retrieve food or throw away trash | Student runs to and from lunch table |
| Clean up your area | Student spills juice on the table and proceeds to clean it up | Student spills juice on the table and pretends someone else did it |
| Keep food on tray | Student eats food and throws away trash appropriately | Student throws food across the table at a friend |
| Use school-appropriate language | Student speaks appropriately and respectfully with friends | Student uses profane/abusive language |
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| --- | --- | --- |
| List 2 resources (website addresses, curriculum with location, books with page numbers, programs with lesson plan number, etc.) you will use to teach this lesson plan. **Be specific enough so the resources can be located by anyone.** | | |
| 1. School discipline plan in student agendas | | |
| 1. Posters from art classes | | |
| List the steps of this lesson plan (Include lesson format, activities, and materials). **Be detailed enough so the lesson can be implemented by anyone.** | | |
| 1. Pass out student agendas and review the cafeteria rules and expectations | | |
| 1. Discus the importance of cafeteria safety and how the cafeteria rules relate to the schoolwide expectations of respect, accountability, and responsibility. | | |
| 1. Role play examples and non-examples of cafeteria behavior. Reinforce positive behaviors and address consequences for rule violations. | | |
| 1. Point out posters around the cafeteria reminding students of rules and consequences. | | |
| 1. N/A | | |
| **WHEN** will this lesson plan be taught? | | |
| **Beginning of school year** date(s) and time(s): | Introduced on date: August 21 – 25, 2017  Reinforcement activity on date: August 28, 2017  Check for understanding on date: Daily during cafeteria time for lunch | |
| **After long holidays** | Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this location’s rules. | |
| **3rd quarter** |
| **WHO** will teach this lesson plan? | | **WHERE** will the lesson plan instruction occur? |
| Assistant principals in charge of lunch | | In cafeteria |

**Teaching Rules**

Lesson Plan

**Location #3:** Gym

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| Location Rules:  (from 4B chart) | Positive Example: | Non-example: |
| Be on time to class | Student uses transition time wisely, dresses out quickly, and is prepared for attendance on time | Student takes too long talking with friends in the hallway, dresses out too slowly, and is not on time for attendance |
| Dress out every day | Student is in TTMS P.E. dress code | Student is not in TTMS P.E. dress code |
| Walk to and from the fields/courts | Student directly to and from the fields/courts before and after class | Student runs to and from the fields/courts before and after class |
| Keep your hands and feet to yourself | Student is respectful of others’ personal space and walks with hands and feet at sides | Student engages in horseplay; pushing, touching, shoving others |
| Use school-appropriate language | Student speaks appropriately and respectfully with friends | Student uses profane/abusive language |

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| --- | --- | --- |
| List 2 resources (website addresses, curriculum with location, books with page numbers, programs with lesson plan number, etc.) you will use to teach this lesson plan. **Be specific enough so the resources can be located by anyone.** | | |
| 1. School discipline plan in student agendas | | |
| 1. [www.readwritethink.org](http://www.readwritethink.org) | | |
| List the steps of this lesson plan (Include lesson format, activities, and materials). **Be detailed enough so the lesson can be implemented by anyone.** | | |
| 1. Pass out student agendas and review the gym rules and expectations | | |
| 1. Discuss the importance of gym safety and following gym rules. Tie in the gym rules to the schoolwide expectations of respect, accountability, and responsibility. | | |
| 1. Role play examples and non-examples of gym behavior. Reinforce positive behaviors and address consequences for rule violations. | | |
| 1. Practice walking to and from the fields/courts appropriately during the first few weeks of school, and again every quarter. | | |
| 1. Optional: In small groups, ask students to create short skits that demonstrate the importance of gym safety. Alternatively, ask students to play the role of their favorite athlete filming a commercial in which the gym rules are explained. | | |
| **WHEN** will this lesson plan be taught? | | |
| **Beginning of school year** date(s) and time(s): | Introduced on date: August 21 – 25, 2017  Reinforcement activity on date: August 28 – September 3, 2017  Check for understanding on date: Daily during PE class. | |
| **After long holidays** | Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this location’s rules. | |
| **3rd quarter** |
| **WHO** will teach this lesson plan? | | **WHERE** will the lesson plan instruction occur? |
| P.E. Coaches | | In gym |

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| **CRITICAL ELEMENT #5 Reward and Recognition Programs** |

 **NEW element**: refer to Rewards Brainshark for further guidance. [**http://www.browardprevention.org/mtssrti/rtib/**](http://www.browardprevention.org/mtssrti/rtib/%20→)

**5. Describe in detail one positive school-wide intervention plan you will use to reward/recognize students who follow your school-wide expectations and/or location-specific rules:** (2 - 6 sentences for each section)

|  |  |
| --- | --- |
| **Plan Section** | **Plan** |
| **A. What do students need to do to earn the reward?**  ⮚Link to expectations and rules  ⮚Must be measurable | Students need to demonstrate a commitment to the school expectations that goes above and beyond the minimum requirement.  Students should consistently meet these expectations and encourage others to do the same in order to be rewarded. |
| **B. What reward/recognition will they earn?**  ⮚Include person(s) responsible for organizing | Tangible rewards will be raffled every Friday in each lunch period by the assistant principals in charge of lunch. Students will have their choice of edibles and other materials. Once per quarter, an “activity” reward will be raffled. Students will have the option to serve as a teacher’s assistant (teacher of their choice) for one period or work on a schoolwide art/environmental project. |
| **C. How will you collect data to determine who has earned the reward?**  ⮚include person(s) responsible for organizing and analyzing | All teachers will be provided with character tickets. These tickets will include the acronym Be RARE (responsible, accountable, respectful, and encouraging). Teachers will give out tickets regularly to any student who they feel consistently meet the schoolwide expectations. The student will submit their tickets before Friday to the raffle box for their lunch period. Every Friday at the beginning of lunch, the assistant principal in charge will draw three names from the box and reward students with something tangible. |
| **D. When and how will the reward be provided?**  ⮚Include timeline  ⮚Include actual date | Tangible rewards will be provided every Friday at the beginning of each lunch period. The last week of each quarter, an “activity” reward will be raffled.  Every Friday for the tangible rewards based on the SBBC calendar.  Weeks of October 16, 2017, December 18, 2017, March 19, 2018, and June 4, 2018. |

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

**6A. Categorize the top 6 *most common* staff-managed misbehaviors at your school into “Minor” and “Moderate” categories. Write a short, objective, and measurable definition for each.**

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| --- | --- | --- | --- |
| **Staff-Managed Misbehaviors** | | | |
| **Minor** Misbehaviors | | **Moderate** Misbehaviors | |
| Misbehavior | Definition | Misbehavior | Definition |
| **1. Dress code violation** | Student is not dressed according to the TTMS dress code guidelines | **1. Repetitive Minor Misbehaviors** | **More than 3 minor**  **behaviors in a marking period**  (specified time frame e.g.,  30 minutes / 2 hours / 5 days) |
| **2. Inappropriate cell phone use** | Student uses cell phone without receiving expressed permission from teacher | **2. Unruly/**  **Disruptive Behavior** | Student is repeatedly engaged in behavior that is disruptive to the learning environment |
| **3. Tardiness** | Student enters the classroom after the bell rings | **3. Disobedience/**  **Insubordination** | Student refuses to follow teacher instructions or redirection |
| **4. Eating/Drinking in class** | Student eats/drinks in class without receiving expressed permission from teacher | **4. Insulting/**  **Profane/Obscene Language** | Student is using inappropriate or offensive language |
| **5. Talking** | Student is talking excessively at inappropriate times | **5.** |  |
| **6. Horseplay** | Student is engaging in play/rough play during inappropriate times | **6.** |  |

**6B. Create a consequence menu for all staff to choose from when students exhibit the above misbehaviors:**

|  |  |
| --- | --- |
| Consequence Menu for **Minor** Misbehaviors  (Staff’s choice of 5): | Consequence Menu for **Moderate** Misbehaviors  (Staff’s choice of 5): |
| * **Conference with student** | * **Parent Conference** |
| * **Loss of privilege (i.e. seating preference, use of technology, courtyard time etc.)** | * **Detention** |
| * **Reflection Sheet** | * **Alternative Classroom** |
| * **Detention** | * **Guidance Referral** |
| * **Parent conference** | * **Discipline Referral** |

**6C. List the top 5 *most common* misbehaviors at your school that are handled with an Office Discipline Referral (ODR). Write a short, objective, and measurable definition for each**. (Exclude crisis situations that must follow District protocol.)

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| --- | --- |
| **Office Discipline Referrals (ODRs)** | |
| Behavior | Definition |
| 1. Repetitive moderate misbehaviors | More than 2 moderate misbehaviors in one marking period (specified time frame e.g., 30 minutes / 2 hours / 5 days) |
| 1. Disruption of learning environment | More than 2 moderate misbehaviors in one marking period (specified time frame e.g., 30 minutes / 2 hours / 5 days) |
| 1. Profanity to staff member | One time: Profanity to an adult. |
| 1. Major physical altercation | Fight. According to SBBC Matrix. Mutual combatants. Injury. Disruption. |
| 1. Obscene Gestures | One time profane gesture. |
| 1. Major horseplay disrupting learning | Play fighting, horseplay, while in class that disrupts learning for 10 or more minutes. |

**NEW section**: refer to Discipline Brainshark for further guidance. [**http://www.browardprevention.org/mtssrti/rtib/**](http://www.browardprevention.org/mtssrti/rtib/%20→)

**6D. Continue and customize the next steps in this flow chart to show the discipline process at your school.**

**(Or you may delete this flow chart and create your own from scratch.)**

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?

Write Referral and follow up w/ Admin

Reinforce

Behavior is corrected

Refer to Administration

Behavior is not corrected

Refer to Administration

Follow School Discipline Plan Steps

Behavior is not corrected

Reinforce/

reward student

Behavior is corrected

Implement teacher behavior strategies

Behavior is not corrected

Follow School Discipline Plan Steps

Behavior is not corrected

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: Data Collection and Analysis** |

**NEW element**: refer to Data Brainshark for further guidance. [**http://www.browardprevention.org/mtssrti/rtib/**](http://www.browardprevention.org/mtssrti/rtib/%20→)

**7A. Determine your Core Effectiveness Year-to-Date**:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Total Population:** | **1521** | **Calculation to**  **determine % rate** | | **%** | **Core Evaluation** | | |
| **# Referrals** | **# Students** |
| 1 Referral | 64 | **(**Total Pop − (# of 2-5 Students) –  (# of >5 Students)**) ÷** Total Pop = | | 97 | ***Universal students****:*  *(# 0-1 Referrals should be >80%)* | **>80%?** | |
| YES | NO |
| 2-5 Referrals | 29 | (# of 2-5 Students) **÷**Total Pop = | | 1.9 | **At risk students**:  *(# 2-5 Referrals should be <15%)* | **<15%?** | |
| YES | NO |
| >5 Referrals | 2 | (# of >5 Students) **÷**Total Pop = | | .13 | **High risk students**:  *(# >5 Referrals should be <5%)* | **<5%?** | |
| YES | NO |
| **7B**. If all 3 are “**YES**”, your Core is Effective. **Is your core behavior curriculum effective?** | | | | | | | |
| **YES** | | | **NO** | | | | |
| If **YES**, although your core is effective, how will you assist any at-risk and high risk students at the beginning of the next school year?  Conferencing with the students and parents to assist in creating a successful year. Monitoring the students through their year by Guidance Counselors and Assistant Principals. Ensure that parents are communicated the expectations and consequences thoroughly. | | | If one or more are “**NO”**, what supports and interventions will you implement at the beginning of the next school year to improve your core? | | | | |

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| **No entry needed for Critical Elements #8 and #9.** |

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

**10A. How and what data will you use to monitor the fidelity** (frequency, consistency, documentation, etc.) **of the implementation of the SPBP?**

*“Did you do what you said you were going to do? How will you know?”*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Fidelity of Implementation Plan** | | | | |
| WHO:  Responsible Person(s) | WHAT: Data Analyzed | WHAT: Criteria for “Success” of Implementation | WHEN: Dates of Analysis  (quarterly dates) | HOW: Shared with Staff and Stakeholders? |
| 1. Fernando Lobeto and Carol Nissen | School-wide **expectations** and location-specific **rules** are posted across campus (“marketing”). | Ensuring that the posters are created and placed around 80% the school. Interviewing students to determine their knowledge. | Quarterly – at the end of each quarter: 10/19/17, 1/8/18, 3/22/18, 5/25/18 and with SAC/SAF at the meeting closest to the end of the quarter. | Through the website, SAC meetings, SAF meetings, Open Houses prior to school opening, and during conversations that the APs have with parents. |
| 2.Carol Nissen, Ed Gomez, Cedric Maddox | **Behavior lesson plans** are being taught as written | iObservation during classes on the dates that the behavior lessons are to be taught. Also at the end of each quarter to ensure they are documented.  Master calendar will be created for Early Release Days to facilitate teachers’ teaching the lessons. 80% of random visitation to teachers on Early Release Dates. | Through the website, SAC meetings, SAF meetings, Open Houses prior to school opening, and during conversations that the APs have with parents. |
| 3.Carol Nissen, Ed Gomez, Cedric Maddox | **Discipline consequences**  and **flow chart** are being used by all staff as written | A 5% decrease in referrals to the office because teachers will be implementing their behavior strategies. | Through the website, SAC meetings, SAF meetings, Open Houses prior to school opening, and during conversations that the APs have with parents. |

**10B. How and what data will you use to determine the success of the plan by student outcome** or need for modifications? Include a minimum of 2 different analyses.

*“If you did what you said you were going to do, did it positively impact the students? How do you know?”*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Student Outcome** | | | | |
| WHO:  Responsible Person(s) | WHAT: Data Analyzed | WHAT: Criteria for “Success” of Student Outcome | WHEN: Dates of Analysis  (quarterly dates) | HOW: Shared with Staff and Stakeholders |
| 1. Carol Nissen, Ed Gomez, Cedric Maddox | Unruly/Disruptive Behavior Quarterly **behavior incident** datafrom BASIS. | Unruly/Disruptive Behavior incidents will decrease by 5%. | 10/19/17, 1/8/18, 3/22/18, 5/25/18 | SAC/SAF meetings, email to teachers, Faculty meeting. Data will be presented to MTSS/rTI:B |
| 2.Carol Nissen, Ed Gomez, Cedric Maddos | Data on Incidents that occur in the hallway will be collected. | Incidents in the hallway will decrease by 1% per quarter. | SAC/SAF meetings, email to teachers, Faculty meeting. Data will be presented to MTSS/rTI:B |
|  |  |  |  |