

## 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/> → *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:**

<b>School Name: James S. Hunt Elementary</b>
<b>School Number: 1971</b>
<b>SPBP Contact Person: Emilia Espana</b>
<b>Direct Phone Number: 754-322-6507</b>

## 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
Ernie Lozano	Principal*	Administration
Emilia España	SPBP Point of Contact	Administration
Claudine Nagapollay	Parent/Community Representation	SAC / Community
Latonya Coldros	BTU Representative	BTU
Kim Chamberlin	Reading Coach & Parent	Instructional Staff
Kim JnBaptiste	Paraprofessional	Other Staff
Jessica Frias	ESE Specialist & Parent	ESE Parents

**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
09/14/2017	12:30 p.m.	E. Espana
10/25/2017	8:30 a.m.	E. Espana
11/16/2017	8:30 a.m.	E. Espana
12/18/2017	8:30 a.m.	E. Espana

**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:**

<b>Action Steps:</b>	<b>Date(s) (Before April 30<sup>th</sup> THIS YEAR)</b>	<b>Content (2-3 sentences)</b>
<b>Presented the 2017/18 SPBP to Staff</b>	4/3/2017	Administration will distribute copies of the SPBP. Teams will present their respective part of the plan. The content will focus on Lesson Plans in the SPBP. All will share questions and/or suggestions.
<b>Presented the 2017/18 SPBP to stakeholders (parents and community)</b>	4/7/2017	Present Schoolwide SOAR Behavior Plan. Present SPBP (including behavior data and lesson plans) to parents and community. Answer questions and make note of suggestions.
<b>Held a faculty vote on the 2017/18 SPBP</b>	5/2/2017	100% approved by Hunt faculty

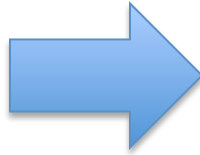
**2B. Plan the activities for 2017/18 school year to increase faculty and stakeholder understanding and implementation of the SPBP:**

<b>Action:</b>	<b>Date(s) (NEXT YEAR)</b>	<b>Content</b>
<b>Provide a professional development on the 2017/18 SPBP for all staff</b>	Prior to students' 1 <sup>st</sup> 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.
<b>Present the 2017/18 SPBP to stakeholders (parents and community)</b>	Prior to Oct 1 <sup>st</sup> , 2017 1. 10/25/2017	
<b>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)</b>	1. 11/8/2017	The team will share the updated implementation data in 10A including: the "marketing" of expectations and rules, lesson plan implementation, and discipline processes.
	2. 12/18/2017	
	3. 2/22/2018	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.
	4. 5/25/2018	

## CRITICAL ELEMENT # 3: School-wide Expectations

### 3A. Collect behavior data from BASIS 3.0:

Top 10 Behavior Incidents (put N/A in any blank spaces)
1. Disobedience/Insubordination (40)
2. Defiance of Auth./Hab. (28)
3. Unruly/Disruptive (19)
4. Campus Disruption/Minor (12)
5. Battery at previous school (3)
6. Inappropriate Technology Use (1)
7. Possession of Prohibited Item (1)
8. Fight Minor Altercation (1)
9. Insulting/Profane Language Use (1)
10. Sexual Harassment (1)



### 3B. Group similar problem behaviors to develop:

3-5 Negative <u>Characteristics</u>
Disobedient
Unruly and disruptive
Being a follower



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

3 – 5 Positive Replacement <u>Characteristics</u> = your <b>School-wide Expectations</b>
Follow the school wide expectation to SOAR and <b>be RESPECTFUL to adults and peers.</b>
Follow the school wide expectation to SOAR and <b>be ACCOUNTABLE and accept responsibility for decisions.</b>
Follow the school wide expectation SOAR Plan to SOAR and <b>be SAFE all day throughout the campus.</b>

**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:** Follow the school wide expectation to SOAR and **be RESPECTFUL to adults and peers.**

Definition of expectation:	
To follow school and teacher expectations, and use kind words at all times to show adults and peers that you care.	
Rationale for having this expectation	
Students who choose to SOAR by being RESPECTFUL will contribute to a positive school community and peaceful learning environment. We will continue to receive compliments from visitors, new students, and families. We will prevent and discourage bullying, and hurting feelings.	
Positive examples: "looks like"	Non-examples
Saying, "Excuse me," and "I'm sorry" if you bump into someone	Pushing and yelling, "Move!"
Asking, "Are you okay?" if someone slips or falls	Laughing at or ignoring a student or adult in need
Choosing to sit elsewhere to avoid conflict	Sitting near someone and causing more conflict
Following expectations in all Specials Classes.	Ignoring expectations in Specials classes.
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. <b>Be specific enough so the resources can be located by anyone.</b>	
1. Hunt School Wide Behavior Expectation to SOAR (Safe, Obedient, Accountable and Respectful)	
2. Respect Song Video-Classroom Mix Version <a href="http://www.youtube.com/watch?v=ZgidfFs-j4M">www.youtube.com/watch?v=ZgidfFs-j4M</a>	
List the steps of this lesson plan (Include lesson format, activities, and materials). <b>Be detailed enough so the lesson can be implemented by anyone.</b>	
1. In this lesson, students will participate in a classroom activity to discuss and model (if possible) how Owls SOAR by being obedient and RESPECTFUL all day throughout the campus.	
2. <b>Lesson Objective:</b> Students will be able to give at least two examples of how to SOAR by being RESPECTFUL. <b>Guiding Questions:</b> Can you describe a time when you or a friend made a good choice to be RESPECTFUL?	
3. <b>Prior Knowledge:</b> Students need to be familiar with the school wide SOAR Expectation.	
4. <b>Introduction:</b> Teacher will inform students that the intent of the lesson is to discuss and identify how Hunt students SOAR by making good choices to be obedient and RESPECTFUL every day. She will give non-examples choices that have been made by students. Students (seated in a circle) will be asked to think about the possible result of such disobedience and disrespectful behavior. Students will then turn and share with the person seated to their right.	

5. **Activity:** Teacher will set up a rotation that allows students to pair up and share an example of one good choice they have made to be obedient and respectful at school. Each student has one minute to share his/her “good choice.” After two minutes, the teacher signals students have ten seconds to wrap it up. The teacher will call on several students to share out as she records ideas on chart paper.

6. **Follow Up:** To conclude, students will be asked to return to their desk to write and describe at least two examples (3 examples for a bonus) of how they will SOAR by being RESPECTFUL every day. Intermediate grade level students can write about how being RESPECTFUL contributes to a successful school community and to teaching and learning.

7. **Materials:** Chart paper and markers, regular pencil and paper

**WHEN** will this lesson plan be taught?

<b>Beginning of school year</b> date(s) and time(s):	Week of August 21 <sup>st</sup> , 2017
<b>After long holidays</b>	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.
<b>3<sup>rd</sup> quarter</b>	
<b>WHO</b> will teach this lesson plan?	<b>WHERE</b> will the lesson plan instruction occur?
Classroom Teacher	Classroom

**Teaching School-wide Expectations**  
Lesson Plan

**School-wide Expectation #2:** Follow school expectations to SOAR and be **ACCOUNTABLE** by making good choices.

Definition of expectation:	
Being ACCOUNTABLE means accepting responsibility for my decisions, and making the right choices.	
Rationale for having this expectation	
Students who are ACCOUNTABLE contribute to a positive school community, are able to make good choices and focus on learning.	
Positive examples: "looks like"	Non-examples
Adheres to daily schedule and transitions.	Ignores transition times, and is off task.
Uses materials and equipment properly at center.	Plays at learning center, throws a crayon, or does not clean up
Being prepared with homework every day.	Arriving without homework or backpack.
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. <b>Be specific enough so the resources can be located by anyone.</b>	
1. Hunt School Wide Behavior Expectation to SOAR (Safe, Obedient, Accountable and Respectful)	
2. I Can Make Good Choices! <a href="http://www.youtube.com/watch?v=oxv98y10BSg">www.youtube.com/watch?v=oxv98y10BSg</a>	
List the steps of this lesson plan (Include lesson format, activities, and materials). <b>Be detailed enough so the lesson can be implemented by anyone.</b>	
1. In this lesson, students will participate in cooperative groups to discuss and model (if possible) how Owls SOAR by being ACCOUNTABLE all day throughout the campus. Cooperative groups will create a class pledge to be accountable for their actions.	
2. <b>Lesson Objective:</b> Students will be able to give at least two examples of how to SOAR by Being ACCOUNTABLE. <b>Guiding Questions:</b> Can you describe a time when you were ACCOUNTABLE for a mistake you made?	
3. <b>Prior Knowledge:</b> Students need to be familiar with the school wide SOAR Expectation. They also need to understand the definition of ACCOUNTABLE.	
4. <b>Introduction:</b> Teacher will inform students that the lesson objective is to discuss and identify how Hunt students SOAR by making good choices to be ACCOUNTABLE every day. She will give examples and non-examples of both proud and poor choices that have been made by students at school.	
5. <b>Activity:</b> Students will be asked to work in cooperative groups of four (with designated roles) to describe two examples and results of proud choices they made at school; and two examples and results of poor choices	

they made at school. After four minutes, the teacher signals students have ten seconds to wrap it up and share out.

6. **Follow Up:** To conclude, students will be asked to return to their desk to write and describe at least two examples (3 examples for a bonus) of how they will SOAR by being ACCOUNTABLE every day.

7. **Cooperative Group Roles:** Recorder, speaker, “sharer” of proud choice, “sharer” of poor choice

8. **Materials:** Chart paper and markers, regular pencil and paper

**WHEN** will this lesson plan be taught?

<b>Beginning of school year</b> date(s) and time(s):	Week of August 21, 2017, 8:30 a.m.
<b>After long holidays</b>	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.
<b>3<sup>rd</sup> quarter</b>	
<b>WHO</b> will teach this lesson plan?	<b>WHERE</b> will the lesson plan instruction occur?
Classroom Teacher	Classroom



**Teaching School-wide Expectations**  
Lesson Plan

**School-wide Expectation #3: Follow school expectation to SOAR and BE SAFE all day throughout the campus**

Definition of expectation:	
To make good choices that keep self, adults and peers free from harm all day long.	
Rationale for having this expectation	
Students who make SAFE choices all day will SOAR and be able to focus on academic success.	
Positive examples: "looks like"	Non-examples
Let an adult know if a student is repeatedly harming another student (with words or physical abuse).	Maintain silence about bullying that has been witnessed and not reported.
Let an adult know if there is a planned fight before or after school.	Go to watch and be a silent witness to the planned fight.
Walk when going on an errand to the office.	Run at top speed when going on an errand to the office.
Let an adult know if students are bringing illegal items to the school campus.	Maintain silence about details of illegal items that are brought onto the school campus.
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. <b>Be specific enough so the resources can be located by anyone.</b>	
1. Hunt School Wide Behavior Expectation to SOAR (Safe, Obedient, Accountable and Respectful)	
2. The Rules of the Classroom (song for kids about the 6 rules of the classroom) <a href="http://www.youtube.com/watch?v=uWXPCP88t00M">www.youtube.com/watch?v=uWXPCP88t00M</a>	
List the steps of this lesson plan (Include lesson format, activities, and materials). <b>Be detailed enough so the lesson can be implemented by anyone.</b>	
1. In this lesson, students will participate in a classroom activity to discuss and model (if possible) how Owls SOAR by Being SAFE all day throughout the campus.	
2. <b>Lesson Objective:</b> Students will be able to give at least two examples of how to SOAR by Being SAFE. <b>Guiding Questions:</b> Can you describe a time when you or a friend made a good choice in order to be safe?	
3. <b>Prior Knowledge:</b> Students need to be familiar with the school wide SOAR Expectation.	
4. <b>Introduction:</b> Teacher will inform students that the lesson objective is to discuss and identify how Hunt students SOAR by making good choices to be SAFE every day. She will give non-examples of unsafe choices that have been made by students. Students (seated in a circle) will be asked to think about the possible result of such unsafe behavior. Students will then turn and share with the person seated to their right.	
5. <b>Activity:</b> Teacher will set up a rotation that allows students to pair up and share an example of one good choice they have made to be safe at school. Each student has one minute to share his/her "good choice." After two minutes, the teacher signals students have ten seconds to wrap it up before the switch. After the first switch, the teacher will call on several students to share out as she records responses on chart paper.	
6. <b>Follow Up:</b> To conclude, students will be asked to return to their desk to write and describe at least two examples (3 examples for a bonus) of how they will SOAR by being SAFE every day.	

7. **Materials:** Chart paper and markers, regular pencil and paper

**WHEN** will this lesson plan be taught?

<b>Beginning of school year</b> date(s) and time(s):	Week of August 21, 2017, 8:30 a.m.
<b>After long holidays</b>	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.
<b>3<sup>rd</sup> quarter</b>	
<b>WHO</b> will teach this lesson plan?	<b>WHERE</b> will the lesson plan instruction occur?
Classroom Teacher	Classroom

## 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”**

Top 3 Locations	
School Location	# Incidents
1. Cafeteria	11
2. SG/Hallway	6
3. SG/Recess	5

**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: CAFETERIA	Location #2: HALLWAY	Location #3: RECESS AREA
	Rules	Rules	Rules
Expectation #1: Be SAFE all day throughout the campus.	<ul style="list-style-type: none"> <li>Demonstrate self-control in line and at table</li> </ul>	<ul style="list-style-type: none"> <li>Report to your assigned are when you arrive</li> </ul>	<ul style="list-style-type: none"> <li>Choose a safe activity or game to play</li> </ul>
Expectation #2: Be ACCOUNTABLE by making good choices throughout the day.	<ul style="list-style-type: none"> <li>Be prepared to get your meal and meal items (spork, ketchup, etc.)</li> <li>Help to leave a clean area for the next class, and help the person who wipes the tables.</li> </ul>	<ul style="list-style-type: none"> <li>Sit in hallway and read while you wait for morning bell</li> <li>Raise your hand and ask to move to another spot.</li> </ul>	<ul style="list-style-type: none"> <li>Report unsafe behavior</li> </ul>
Expectation #3: Be RESPECTFUL to adults and peers	<ul style="list-style-type: none"> <li>Use “inside” voices</li> <li>Enter the kitchen quietly</li> </ul>	<ul style="list-style-type: none"> <li>Listen the first time.</li> <li>Move to another spot if asked – no argument</li> </ul>	<ul style="list-style-type: none"> <li>Participate in respectful interaction only during recess</li> </ul>
Expectation #4: Click here to enter text.	Location rule(s) for expectation #4	Location rule(s) for expectation #4	Location rule(s) for expectation #4
Expectation #5: Click here to enter text.	Location rule(s) for expectation #5	Location rule(s) for expectation #5	Location rule(s) for expectation #5

**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: CAFETERIA

Location Rules: (from 4B chart)	Positive Example:	Non-example:
Be SAFE by demonstrating self-control in line and at your table	<ul style="list-style-type: none"> <li>Stand and remain in line order</li> <li>Use “inside” voices</li> </ul>	<ul style="list-style-type: none"> <li>Trip or shove peers in line</li> <li>Yell across the table</li> </ul>
Be ACCOUNTABLE by having what you need for your meal	<ul style="list-style-type: none"> <li>Remember your snack or lunch from home, or money for ice-cream</li> <li>Remember spork, milk, ketchup, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Forget snack or lunch in the classroom</li> <li>Forget food items needed</li> </ul>
Be RESPECTFUL by showing consideration for everyone in the cafeteria, and for the classes that eat at your table after you.	<ul style="list-style-type: none"> <li>Enter and leave the kitchen area quietly</li> <li>Help to clean table area for the next class, and stack your tray as you leave</li> </ul>	<ul style="list-style-type: none"> <li>Yell at students and cafeteria staff in the kitchen</li> <li>Leave trash on floor or table, and toss tray out of place on cart</li> </ul>
Be OBEDIENT by following adult directives	<ul style="list-style-type: none"> <li>Move to another table if asked</li> </ul>	<ul style="list-style-type: none"> <li>Refuse to move and argue with adults</li> </ul>

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. Hunt School Wide Behavior Expectations and Rules to SOAR (Safe, Obedient, Accountable and Respectful)

2. CHAMPS Signals K-5 online brainshark for RULES: <http://www.brainshark.com/browardschools/rules>

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. In this lesson, students will participate in a classroom activity to discuss and model (if possible) how Owls SOAR (are Safe, Obedient, Accountable, and Respectful) in the CAFETERIA.

2. **Lesson Objective:** Students will be able to give at least three examples of how to SOAR in the school CAFETERIA each day.

**Guiding Question:** How do you SOAR when you arrive, eat, and leave the CAFETERIA each day?

3. **Prior Knowledge:** Students need to be familiar with school wide SOAR Cafeteria Expectation and Rules.

4. **Introduction:** Teacher will inform students that the lesson objective is to discuss and identify how Hunt students SOAR by following cafeteria rules every day.

She will give non-examples of unsafe choices that have been made by students. Students (seated in a circle) will be asked to think about the possible result of such unsafe behavior. Students will then turn and share with the person seated to their right.

5. **Activity:** Teacher will set up a rotation that allows students to pair up and share an examples of cafeteria rules to follow during arrival, eating their meal, and preparing to dismiss. Each student has one minute to share. After two minutes, the teacher signals students have ten seconds to wrap it up before the

switch. After the first switch, the teacher will call on several students to share out as she records responses on chart paper. If time permits, teacher will facilitate role play examples and non-examples.

6. **Follow Up:** To conclude, students will be asked to return to their desk to write and describe at least three examples (6 examples for a bonus) of how they will SOAR in the Cafeteria during arrival, their meal, and during dismissal after their meal. Review cafeteria rules and compliance each marking period. Group roles will be flexible to encourage participation.

7. **Materials:** Chart paper and markers, regular pencil and paper

**WHEN** will this lesson plan be taught?

<b>Beginning of school year</b> date(s) and time(s):	Week of August 21, 2017
<b>After long holidays</b>	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.
<b>3<sup>rd</sup> quarter</b>	
<b>WHO</b> will teach this lesson plan?	<b>WHERE</b> will the lesson plan instruction occur?
Classroom Teacher	Classroom, and Cafeteria

## Teaching Rules Lesson Plan

### Location #2: HALLWAY

Location Rules: (from 4B chart)	Positive Example:	Non-example:
Be SAFE by reporting to your assigned building hallway	<ul style="list-style-type: none"> <li>Report directly to your assigned building hallway each morning</li> </ul>	Hang out in cafeteria, breezeway, outside campus, or bathroom
Be ACCOUNTABLE by being ready to Read While U Wait each morning	<ul style="list-style-type: none"> <li>Have a book or other reading material to read</li> <li>Raise your hand and ask to move away from conflict or distractions</li> </ul>	<ul style="list-style-type: none"> <li>Forget to bring reading material.</li> </ul> Cause loud commotion with other students
Be RESPECTFUL by using kind words when interacting with adults and peers in the hallway	<ul style="list-style-type: none"> <li>Use kind words such as, "Excuse me. Be quiet, please"</li> <li>Use quiet voices to respect readers</li> </ul>	<ul style="list-style-type: none"> <li>Use unkind words such as, "Move!" or "Shut up!"</li> </ul>

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. Hunt School Wide Behavior Expectations and Rules to SOAR (Safe, Obedient, Accountable and Respectful)

2. CHAMPS Signals K-5 online brainshark for RULES: <http://www.brainshark.com/browardschools/rules>

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. In this lesson, students will participate in a classroom activity to discuss and model (if possible) how Owls SOAR (are Safe, Obedient, Accountable, and Respectful) in the HALLWAY each morning.

2. **Lesson Objective:** Students will be able to give at least three examples of how to SOAR in their assigned HALLWAY each morning.

**Guiding Question:** How do you SOAR as you wait in your assigned HALLWAY each morning?

3. **Prior Knowledge:** Students need to be familiar with the school wide SOAR Expectation and Rules

4. **Introduction:** Teacher will inform students that the lesson objective is to discuss and identify how Hunt students SOAR by following HALLWAY behavior rules every day.

5. **Activity:** Teacher will set up a rotation that allows students to pair up and share examples of HALLWAY rules to follow each morning. Each student has one minute to share. After two minutes, the teacher signals students have ten seconds to wrap it up before the switch. After the first switch, the teacher will call on several students to share out as she records responses on chart paper. If time permits, teacher will facilitate role play examples and non-examples.

6. **Follow Up:** To conclude, students will be asked to return to their desk to write and describe at least three examples (6 examples for a bonus) of how they will SOAR in their designated HALLWAY each morning. Review hallway rules and compliance each marking period. Group roles will be flexible to encourage

participation.

7. **Materials:** Chart paper and markers, regular pencil and paper

**WHEN** will this lesson plan be taught?

<b>Beginning of school year</b> date(s) and time(s):	Week of August 21, 2017
<b>After long holidays</b> <b>3<sup>rd</sup> quarter</b>	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.
<b>WHO</b> will teach this lesson plan?	<b>WHERE</b> will the lesson plan instruction occur?
Classroom Teacher	Classroom and Hallway



## Teaching Rules Lesson Plan

### Location #3: RECESS

Location Rules: (from 4B chart)	Positive Example:	Non-example:
Be SAFE by choosing only safe activity during recess	<ul style="list-style-type: none"> <li>• Play tag football</li> <li>• Set boundaries away from danger zones</li> </ul>	<ul style="list-style-type: none"> <li>• Play tackle football</li> <li>• Play or run near fence or rocky area</li> </ul>
Be ACCOUNTABLE by reporting danger	<ul style="list-style-type: none"> <li>• Report unsafe objects to adults right away</li> <li>• Call time out if play becomes unsafe</li> </ul>	<ul style="list-style-type: none"> <li>• Pick up and explore unsafe objects with classmates</li> <li>• Continue to play if classmate ignores game rules</li> </ul>
Be RESPECTFUL by using respectful interaction during recess	<ul style="list-style-type: none"> <li>• Use a signal to call time-out if a classmate is being too physical</li> <li>• Apologize and shake hands to settle a conflict</li> </ul>	<ul style="list-style-type: none"> <li>• Become angry and argue if a classmate is being too physical</li> <li>• Walk away and refuse to settle a conflict</li> </ul>

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. Hunt School Wide Behavior Expectations and Rules to SOAR (Safe, Obedient, Accountable and Respectful)

2. CHAMPS Signals K-5 online brainshark for RULES: <http://www.brainshark.com/browardschools/rules>

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. In this lesson, students will participate in a classroom activity to identify safe boundaries and list safe use of equipment if order to SOAR (are Safe, Obedient, Accountable, and Respectful) during recess.

2. **Lesson Objective:** Students will be able to give at least three examples of how to SOAR during recess.  
**Guiding Question:** How do you SOAR as you interact with classmates during recess?

3. **Prior Knowledge:** Students need to be familiar with the school wide SOAR Expectation and Rules.

4. **Introduction:** Teacher will inform students that the lesson objective is to discuss and identify how Hunt students SOAR by following rules during interaction with classmates at recess.

5. **Activity:** Activity: Teacher will allow groups of students to identify safe boundaries for five minutes. Then the teacher will identify boundaries by having the students stand on those locations. The teacher will then provide one piece of recess equipment for the groups to develop a list of do's and do not's for that equipment. Each group will share their examples. Finally, the teacher will practice lining up using a signal.

6. **Follow Up:** To conclude, students will be asked to return to their desk to write and describe at least three examples (6 examples for a bonus) of how they will SOAR as they interact with classmates during recess. Review recess rules and compliance each marking period. Group roles will be flexible to

encourage participation.

7. **Materials:** Chart paper and markers, regular pencil and paper

**WHEN** will this lesson plan be taught?

**Beginning of school year**  
date(s) and time(s): Week of August 21, 2017

**After long holidays**  
**3<sup>rd</sup> quarter** 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.

**WHO** will teach this lesson plan?

Classroom Teacher

**WHERE** will the lesson plan instruction occur?

Classroom and Recess Area

## CRITICAL ELEMENT #5 Reward and Recognition Programs



**NEW element:** refer to Rewards Brainshark for further guidance. <http://www.browardprevention.org/mtssrti/rtib/>

**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
<p><b>A. What do students need to do to earn the reward?</b></p> <ul style="list-style-type: none"> <li>➤ Link to expectations and rules</li> <li>➤ Must be measurable</li> </ul>	<p>All students need to follow expectations to SOAR in the cafeteria throughout the week. They must follow the rules for arrival, eating their meal, and for cafeteria dismissal. For example, they must maintain “inside voice” level, not share food, and clean up as they leave the table. 90% or more classes will earn a Compliment every Friday from August 2017 to June 2018.</p>
<p><b>B. What reward/recognition will they earn?</b></p> <ul style="list-style-type: none"> <li>➤ Include person(s) responsible for organizing</li> </ul>	<p>Well-behaved classes are rewarded with a colorful COMPLIMENT sheet to present as a gift for their teacher. The cafeteria monitors are responsible for rewarding classes they have interacted with all week. The head monitor is responsible for duplicating the sheets. If the class has an exemplary day, they can earn a COMPLIMENT any other day of the week. COMPLIMENTS may also be used to encourage a student who ignored the rule and wants to get back on track to have a successful day. Such students proudly earn a COMPLIMENT for their teacher and for their classmates. Persons responsible: Administration and Lunch Monitors</p>
<p><b>C. How will you collect data to determine who has earned the reward?</b></p> <ul style="list-style-type: none"> <li>➤ include person(s) responsible for organizing and analyzing</li> </ul>	<p>Teachers post the colorful COMPLIMENTS on their classroom door. Administrators visit all classes on a regular basis and are able to determine which classes need more encouragement to earn compliments (versus which classes are earning a weekly COMPLIMENT). This is ongoing as administrators conduct daily walkthroughs.</p>
<p><b>D. When and how will the reward be provided?</b></p> <ul style="list-style-type: none"> <li>➤ Include timeline</li> <li>➤ Include actual date</li> </ul>	<p>Classes will earn a COMPLIMENT every Friday from August 2017 to June 2018. However, if a class demonstrates exemplary behavior, the COMPLIMENT may also be awarded any other day of the week. The COMPLIMENT is awarded to the first person in line as the class waits to surprise their teacher. A second compliment may be awarded to a student who followed an adult directive (such as moving to another table) the first time and without argument.</p>

## 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.**

Staff-Managed Misbehaviors			
Minor Misbehaviors		Moderate Misbehaviors	
Misbehavior	Definition	Misbehavior	Definition
<b>1. Getting out of seat</b>	Getting up without permission for any reason other than an emergency	<b>1. Repetitive Minor Misbehaviors</b>	More than 3 minor behaviors in 1 day (specified time frame e.g., 30 minutes / 2 hours / 5 days)
<b>2. Calling out</b>	Calling out instead of raising your hand to participate – or to disrupt a lesson	<b>2. Yelling loudly in class</b>	Screaming in anger during a tantrum that lasts several minutes
<b>3. Delaying transition</b>	Delaying getting the materials needed for transition	<b>3. Refusing to take out materials needed for transition</b>	Refusing to participate in a planned lesson or to get on task with an alternate activity
<b>4. Stepping out of line</b>	Ignoring rule to stand in line, and leading others to do the same	<b>4. Refusing to get in line</b>	Ignoring teacher directive to get in line and transition to next activity
<b>5. Being off task</b>	Not getting to work until prompted by teacher	<b>5. Refusing to get on task</b>	Refusing to do any work in spite of choices provided
<b>6. Using unkind words</b>	Saying inappropriate things to classmates such as, “Shut up.”	<b>6. Repeating unkind words to classmates</b>	More than 3 offensive remarks to the same person in one day

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

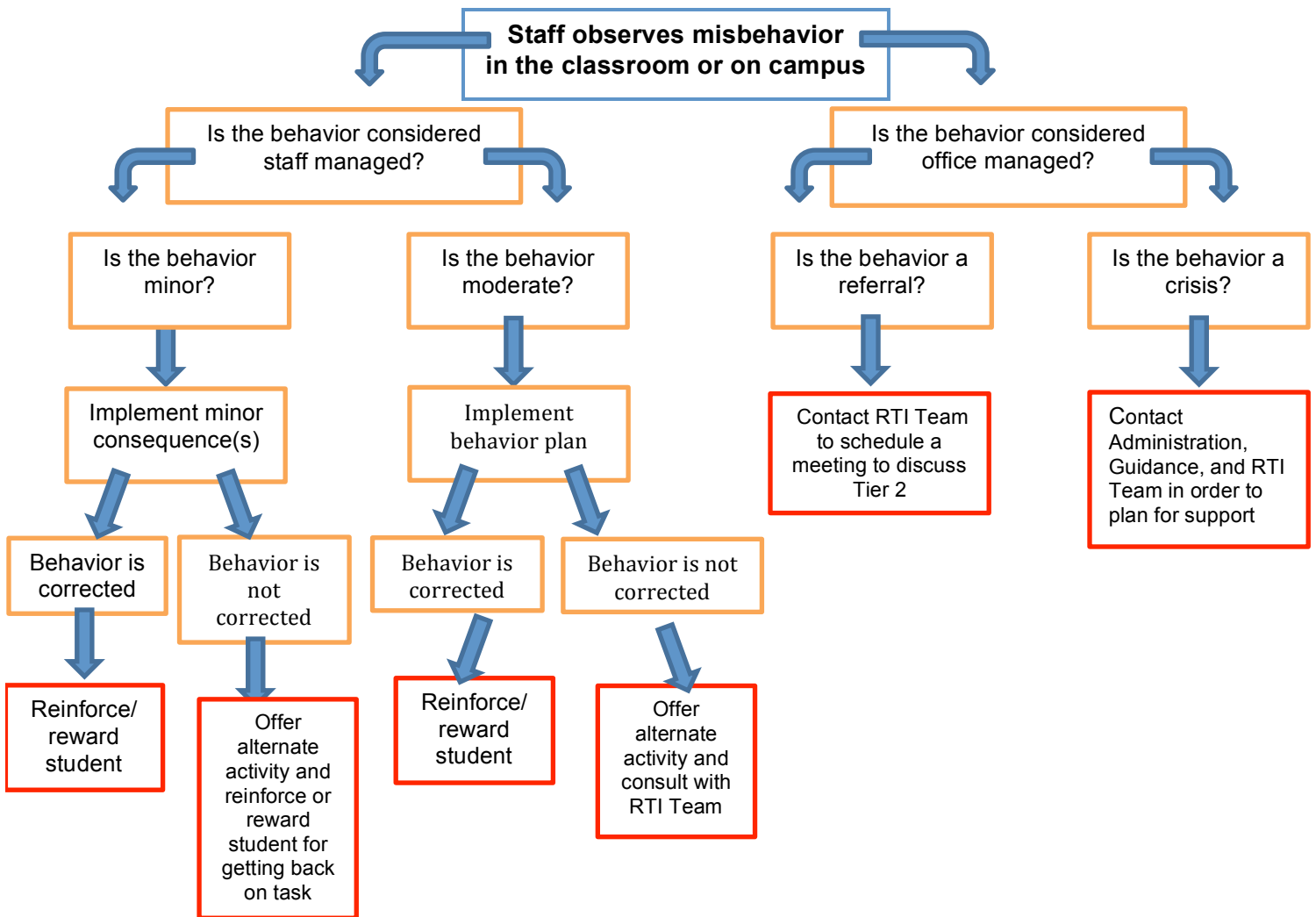
Consequence Menu for <b>Minor</b> Misbehaviors (Staff's choice of 5):	Consequence Menu for <b>Moderate</b> Misbehaviors (Staff's choice of 5):
• Move clip down -- with plan to clip back up	• Send behavior note home
• Deny Incentive Point with expectation to earn it	• Go to Thinking or Safe Place
• Deduct partial time from special privilege	• Complete SOAR Thinking Paper
• Apologize to classmate	• Deduct entire time from special privilege
• Bring “folder” to neighbor teacher (diffuse strategy)	• Write apology letter

**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.)**

<b>Office Discipline Referrals (ODRs)</b>	
Behavior	Definition
1. Repetitive moderate misbehaviors	<b>More than 3 moderate misbehaviors in 1 day</b> (specified time frame e.g., 30 minutes / 2 hours / 5 days)
2. Tantrum	Throwing materials all over the classroom floor, yelling, and kicking for more than one minute
3. Yelling at teacher	Student responds loudly with three or more loud and offensive remarks toward teacher in spite of prompts and strategies used to get student back on task.
4. Refusing to transition or get on task	Student is defiantly inactive, and refuses to move despite three prompts and strategic offers to get on task
5. Elopement	Leaving class without permission and remaining out of class for more than one minute; refusing to accompany an adult to class or to the office for more than one minute.
6. Physical altercation	Students put hands on each other by pushing, or hitting in anger for more than a minute, and refuse to obey adult directives to stop.

💡 **NEW section:** refer to Discipline Brainshark for further guidance. <http://www.browardprevention.org/mtssrti/rtib/>

**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.)**



## CRITICAL ELEMENT # 7: Data Collection and Analysis

 **NEW element:** refer to Data Brainshark for further guidance. <http://www.browardprevention.org/mtssrti/rtib/>

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

Total Population:	700	Calculation to determine % rate	%	Core Evaluation	
# Referrals	# Students				
1 Referral	44	Total Pop – (#2-5 Students) – (# >5 Students) / Total Pop =	97%	<b>Universal students:</b> (# 0-1 Referrals should be >80%)	<div style="text-align: right;"><b>&gt;80%?</b></div> <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
2-5 Referrals	8	(# 2-5 Students) / Total Pop =	.01%	<b>At risk students:</b> (# 2-5 Referrals should be <15%)	<div style="text-align: right;"><b>&lt;15%?</b></div> <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
>5 Referrals	7	(# >5 Students) / Total Pop =	.01%	<b>High risk students:</b> (# >5 Referrals should be <5%)	<div style="text-align: right;"><b>&lt;5%?</b></div> <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO

### 7B. If all 3 are “YES”, your Core is Effective. **Is your core behavior curriculum effective?**

<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
<p>If <b>YES</b>, although your core is effective, how will you assist any at-risk and high risk students at the beginning of the next school year? Both at-risk and high risk students will have a behavior plan in place at the beginning of the new school year. Classes for these students were strategically assigned for student success. Teachers will have a copy of the Tier 2 or Tier 3 plan created for these students. Parents will be invited to participate in the RTI follow up meeting scheduled with the teacher and the RTI Team.</p>	<p>If one or more are “<b>NO</b>”, what supports and interventions will you implement at the beginning of the next school year to improve your core?</p>

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

## 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. Administration	School-wide <b>expectations</b> and location-specific <b>rules</b> are posted across campus (“marketing”).	100% of teachers and support staff post school-wide <b>expectations</b> and location-specific <b>rules</b> throughout the campus in August 2017	Refer to 2B quarterly presentation dates. This is the data the team will be sharing during staff presentations.  10/25/2017  12/18/2017  2/22/2017  5/25/2018	Quarterly meetings, monthly meetings, PLC, newsletter, website, parent link
2. Administration and Team Leaders	<b>Behavior lesson plans</b> are being taught as written	100% of teachers teach the lesson plans provided by the SPBP in August 2017		Quarterly meetings, monthly meetings, PLC, newsletter, website, parent link
3. Administration and Team Leaders	<b>Discipline consequences</b> and <b>flow chart</b> are being used by all staff as written	100% of teachers follow the discipline consequences and flow chart provided by the SPBP throughout 2017-2018.		Quarterly meetings, monthly meetings, PLC, newsletter, website, parent link

**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. Administration and Team Leaders	See critical element 3A. Quarterly <b>behavior incident</b> data.	The number of incidents will decrease by 25% from June 2017 to June 2018	10/25/2017  12/18/2017  2/22/2017  5/25/2018	PLC, PTO Meeting
2. Administration and Team Leaders	See critical element 4A. Quarterly <b>top 3 event locations</b> data.	The number of incidents at these locations will decrease by 25% from June 2017 to June 2018		PLC, PTO Meeting
3. Administration and Team Leaders	See critical element 7. Quarterly <b>core effectiveness</b> data.	The number of incidents will decrease by 25% from June 2017 to June 2018		PLC, PTO Meeting



