

School-wide Positive Behavior Plan (SPBP)
 Broward County Public Schools
 To be implemented in SY 2019/20



School Name:	Plantation Park Elementary School
School Number:	1251
SPBP Contact Name:	Dr. Ingrid Osgood
Direct Phone Number:	754-323-7150

CRITICAL ELEMENT # 1: Active Team with Administrative Participation

1A. Current (SY 2018/19) SPBP team members:

Full Name	Position
Ms. Julie Gittelman, Principal	1. Administration
Mrs. Denise Ihrig-Hernandez	2. BTU Representative
Dr. Ingrid Osgood	3. SPBP Point of Contact
Mrs. Jennifer Mulligan	4. Parent/Community Representation
Mr. David Apodaca	5. Title I Liaison/Equity Liaison/ESE Teacher
Mrs. Carolyn Miles	6. School Counselor
Mrs. Mardi Dilks	7. Literacy Coach
Mrs. Michelle Rogers	8. Team Leader
Mrs. Nicole Fimiano	9. ESE Specialist
	10.

1B. Schedule of quarterly SPBP Team Meeting dates for next 2019/20 school year:

Meeting Date	Meeting Time	Content of meetings:
9/11/2019	2:25 PM	1. Progress of Action Steps indicated in Implementation Plan in #9 2. Collect & analyze fidelity of staff implementation data in #10A 3. Collect & analyze student outcome data in #10B
11/13/2019	2:25 PM	
1/15/2020	2:25 PM	
3/18/2020	2:25 PM	

CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment:

2A. Action Steps completed this year (SY 2018/19) that increased faculty and stakeholder knowledge of the *new* SPBP:

Action Steps:	Date <i>(Between Jan 15 and April 30, 2019)</i>	Details <i>(Sign-in sheets in SPBP Binder)</i>
Presented the <i>new</i> SPBP (for SY 2019/20) to staff	4/2/2019	# of participants = 31
Held a <i>faculty</i> vote on the new SPBP (for SY 2019/20)	4/2/2019	# of participants =42 % approved =100
Presented the <i>new</i> SPBP (for SY 2019/20) to stakeholders (parents and community)	4/8/2019	# of participants = 15

2B. Action Steps to be completed next year (SY 2019/20) to increase faculty and stakeholder knowledge of the *new* SPBP:

Action Steps:	Date <i>(SY 2019-20)</i>	Content <i>(Sign-in sheets in SPBP Binder)</i>
Provide professional development on the 2019/20 SPBP for all staff	Prior to students' 1 st day: 8/7/2019	The team will present the updates in the SPBP for the 19/20 school year. All stakeholders will be provided with access to the SPBP. Feedback will be collected for future team meetings.
Present the 2019/20 SPBP to stakeholders (parents and community)	Prior to Oct 1 st , 2019 9/11/2019	
Present the behavior data to all staff <u>quarterly</u>	1. 10/1/2019	The team will present: <ul style="list-style-type: none"> • the team's progress in the Implementation Plan in # 9. • the fidelity of staff implementation data in #10A. • the student outcome data in #10B.
	2. 12/3/2019	
	3. 2/4/2020	
	4. 4/7/2020	

CRITICAL ELEMENT # 3: School-wide Expectations

3A. Top five behavior incidents data YTD as listed in BASIS 3.0

Top 5 Behavior Incidents	
1.	SB: Unruly/Disruptive Behavior
2.	ZI: Fight/Minor Altercation/Conf
3.	ZU: Out of Assigned Area
4.	26: Battery on District Employee
5.	UB: Unsubstantiated Bullying

3B. School-wide expectations are 3 – 5 positive characteristics (*not behaviors*) that counteract the demonstration of the top school-wide misbehaviors above. ALL people on campus model these expectations.

School-wide Expectations	
1.	Be cooperative
2.	Be responsible
3.	Be safe
4.	Be Kind
5.	N/A

3C. At least one lesson plan for **each** school-wide expectation above is distributed to teachers during pre-planning SY 2019/20 and maintained in the SPBP Binder.

Dates the school-wide expectations lesson plans are taught:			
	Date(s)	Time:	Location(s):
August	8/14 – 8/20/2019	8:15-8:30 AM	All first period classrooms will take first 15 minutes to teach/model lesson plan.
January	1/7/2020	8:15-8:30 AM	All first period classrooms will take first 15 minutes to teach/model lesson plan.
After Spring Break	3/30/2020	8:15-8:30 AM	All first period classrooms will take first 15 minutes to teach/model lesson plan.

CRITICAL ELEMENT #4: Location-based Rules

4A. Top three school-wide **locations** for Behavior Events YTD.

Top 3 Locations, not including Classroom:	
School Location	# Incidents
1. Bus	9
2. Athletic Field	4
3. Hallway	3

4B. Expectations and Rules Chart for common areas of school campus: (*next page*)

Expectations and Rules Chart				Completed by each teacher
School-wide EXPECTATIONS	Hallway Rules	Cafeteria Rules	Athletic Field Rules	Classroom Rules
Be Cooperative	Walk on the right side of the hallway	Use level 1 (inside) voice	Follow the rules of the game	
Be Responsible	Go directly to your destination	Leave your eating area clean	Patiently wait your turn	
Be Safe	Walk with a buddy	Ask/Get permission to go the restroom	Stay in assigned area	
Be Kind	Offer and Return greetings (e.g. Good morning)	Always stay in your group in line order	Include anyone who wants to play	

4C. At least one Rules lesson plan for **each** specific location is distributed to teachers during pre-planning SY 2019/20 and maintained in the SPBP Binder.

Dates the Locations' Rules lesson plans are taught			
	Date(s)	Time:	Location(s):
August	8/14 – 8/20/2019	8:15 AM – 2:00 PM	Rules lesson plans will be taught in the classroom by the homeroom teacher.
January	1/7/2020	8:15 AM – 2:00 PM	Rules lesson plans will be taught in the classroom by the homeroom teacher.
After Spring Break	3/30/2020	8:15 AM – 2:00 PM	Rules lesson plans will be taught in the classroom by the homeroom teacher.

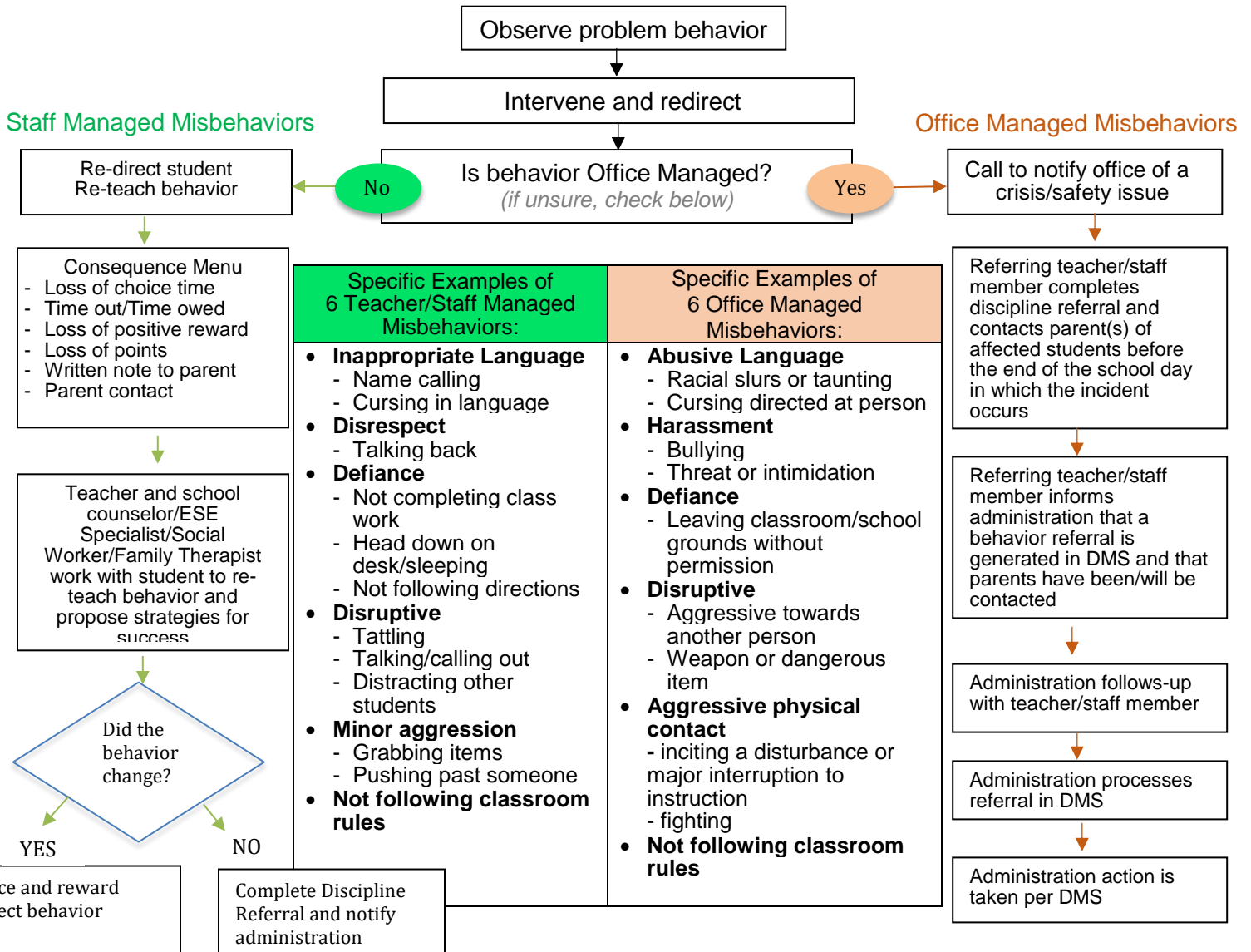
CRITICAL ELEMENT # 5: Reward and Recognition Programs

5. The reward system is focused on one School-wide Expectation OR specific location *at a time*.
Expectation or Location: Be Safe

4 Step Problem Solving Process	Plan Details
<p>1. Problem Identification: Use your behavior data to identify one school-wide problem. What problem did you identify? (<i>use numerical data</i>)</p>	<p>Data used: The number of Office Discipline Referrals from out of assigned area.</p> <p>Problem Identification Statement: The number of Office Discipline Referrals of out of assigned area incidents on February 27, 2019 is six more than the total number of Office Discipline Referrals of out of assigned area incidents on June 1, 2018 (a total of zero referral incidents). The number of Office Discipline Referrals from out of assigned area on February 27, 2019 is six (6).</p>
<p>2. Problem Analysis: Why do you think this problem is occurring? What is your goal? (<i>use a SMART goal statement with numerical data</i>)</p>	<p>Hypothesis: Students are unaware of the importance of staying in their assigned areas, even when they are upset.</p> <p>Goal Statement: By the end of the 2019/2020 school year, Office Discipline Referrals from out of assigned area incidents will decrease from six (6) referrals to 0 (zero) referrals.</p>
<p>3. Intervention Design: Describe how you will implement a positive reward program to decrease this problem.</p>	<p>Type of System: Token system</p> <p>Description of System: (<i>≥ 5 sentences</i>) 1. Teachers will remind students of the importance of adhering to safe practices (i.e. stay in assigned areas). 2. Teachers will teach students techniques to calm themselves (e.g. take 5 deep breaths; count down from 10 to 0, etc.) when they are upset and are most likely to leave their assigned area. 3. Teachers will acknowledge and commend students for using their calming technique when situations arise. 4. Teachers will reward students with a token economy whenever they make the safe choice to remain in their assigned location or when directed to do so by the teacher or another adult. 5. Teachers will inform parents or send a praise note home whenever a student makes the safe choice to stay in assigned area.</p>
<p>4. Evaluation: A. Implementation fidelity</p>	<p>6. How will you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program? (<i>2-3 sentences</i>) Staff will inform administration of incidents where student safety is concerned, especially as it relates to students who made a conscious decision to stay in their assigned area. Staff will also inform administration of students who responded positively after being directed to remain in their assigned areas. Finally, staff will inform administration of the reward that was provided to the student in each incident, including a positive note home or a call to parent. Administration will follow-up with the affected staff for each out of assigned area referral generated to ensure appropriate steps were followed to encourage students to remain in their assigned areas</p>
<p>B. Student outcome monitoring</p>	<p>7. How will you know if the reward program is positively impacting students? What measurable data will you use to determine "success"? (<i>2-3 sentences</i>) 1. An indication of whether the reward program is positively impacting students will be noticeable in the reduced number of referrals being written for students being out of assigned area. 2. This data will be retrieved and monitored monthly using the Behavior Dashboard in BASIS.</p>

CRITICAL ELEMENT #6: Effective Discipline Procedures

Student Behavior Discipline Flow Chart



CRITICAL ELEMENT # 7: Classroom Management Systems

7A. In SY 2019/20, ALL teachers implement an evidence-based Tier 1 classroom management system:

Evidence-based system:	Evidence of training:
<input type="checkbox"/> CHAMPS	% of teachers currently holding valid CHAMPS certificate:
<input type="checkbox"/> PBIS Classroom Management http://www.fl-pda.org/independent/	% of teachers currently holding completion certificate:
<input checked="" type="checkbox"/> Other: TRIBES Learning Communities	Training evidence: Sign-in sheet(s) 100% of teachers currently trained:

7B. The administration reviews and analyzes the fidelity of staff implementation of Tier 1 classroom management systems **across teachers** using:

<input type="checkbox"/> CHAMPS 7 Up Checklist
<input type="checkbox"/> Basic FIVE (Classroom Management Screening)
<input type="checkbox"/> PBIS Classroom Assistance Tool (CAT)

<input checked="" type="checkbox"/> Other (<i>specify</i>): Marzano Domain 1, Design Questions 5, 6, 7, 8, 9
<input type="checkbox"/> Classroom management screening is not conducted <i>across</i> teachers to determine appropriate professional development. <i>The fidelity of the implementation plan: Administration observes the positive impact of staff implementation of school-wide classroom management plan. Teachers are provided immediate feedback according to Marzano's Domain 1, Design Questions 5, 6, 7, 8, and 9. If positive impact is not observed, training will be provided to the respective teacher(s).</i>

7C. School year 2018/19 percentage of classroom referrals:

Total number of discipline referrals from classrooms :	12
Total number of <i>other</i> school-wide discipline referrals:	21
% of referrals in the classroom:	36%
Do more than 40% of your referrals come from the classroom?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

If >40% of discipline referrals come from the classroom, it suggests Tier 1 classroom management implementation may need to be strengthened school-wide.

If "Yes", school-wide classroom management professional development will be conducted in 2019-20:	
Click here to choose:	If "Other", indicated system here: Click here to enter text.

CRITICAL ELEMENT # 8: Data Collection and Analysis

8A. Core Effectiveness:

TOTAL Population:	536	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
0 - 1 referrals		99%	Are your 0 – 1 referrals > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2 - 5 referrals (at risk students)	4	1%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
> 5 referrals (high risk students)	0	0%	Are your >5 referrals <5%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

8B. Core Effectiveness Action Steps:

If <u>all 3</u> are “ Yes ”, your core is effective. Is your core behavior curriculum effective?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<p>Answer either (a) or (b):</p> <p>(a) If you answered “Yes”, although your core is effective, what steps does your school leadership team take for <i>early identification</i> of at risk and high-risk students?</p> <p>(b) If you answered “NO”, indicate the supports and interventions your school leadership team will implement <i>at the beginning</i> of the next school year to improve core strength:</p>	
<p>Core Effectiveness Action Steps: (3-4 steps)</p> <p>TRIBES community provides membership in active learning groups that motivates students; discipline problems fade away and teacher have more time to teach; the caring community culture promotes respect for diversity and character value; the climate of the school becomes safe and non-violent. Additionally, at risk and high risk (EBD Educational Programming Students in the Cluster Program) will engage in individual TRIBES Learning Community Lessons.</p> <ol style="list-style-type: none"> 1. At the beginning of the year, the Intern Principal will collect data on new and articulating students to identify at risk and high risk students. 2. Students who have a potential risk of exhibiting behavior concerns will meet with the School Counselor/ESE Specialist/Behavioral Technician at least weekly to build a relationship and to have conversations about healthy behavior choices. 3. Repeat offenders will be placed on a Positive Behavior Plan with incentives. 4. The PBIS leader will collect data at least monthly to review, share and discuss behavior referrals with the SPBP team. 	

8C. Disproportionality within racial subgroups:

Subgroups	(PctPop - Green) % of students	(PctRef - Blue) % of referrals	Difference in referral composition	Positive value suggests disproportionality (Is the value positive?)
Black	27	58	31	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Hispanic/Latin	26	12	-14	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
White	32	17	-15	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

8D. Disproportionality Action Steps:

If <u>all three</u> are “ No ”, disproportionality is not indicated. Are all 3 “No”?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<p>Answer either (a) or (b):</p> <p>(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</p> <p>(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</p>	
<p>Disproportionality Action Steps: (3-4 steps)</p> <ol style="list-style-type: none"> 1. Our data shows that there is disproportionality within our Black student subgroup. 2. The Discipline Flow Chart will be distributed to all staff during pre-planning week. 3. Staff development will be provided on inclusion, equity, and effective classroom (behavior) management practices. 4. Data will be monitored at least bi-weekly by the Intern Principal. 	

Critical Elements # 9: SPBP Implementation Planning

RED Font = Action Steps for all schools in Broward County

GREY Font = Best Practices for all schools in Broward County

TEAL Font = Resources available at <https://browardcountyschools.sharepoint.com/sites/DPI6Strands/strand6/SitePages/SPBP.aspx>

SPBP Team Implementation Action Plan 2019 - 2020	
Month	Action Steps
	<input checked="" type="checkbox"/> check when Action Step completed
Current	<input type="checkbox"/> 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, Expectations lesson plans and Rules lesson plans
Pre-Planning 2019	<input type="checkbox"/> Print up your SPBP Review and school score from OSPA <input type="checkbox"/> Provide SPBP presentation to all staff during Pre-Planning <input type="checkbox"/> Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders <input type="checkbox"/> Market and post school-wide Expectations and location-specific Rules <input type="checkbox"/> Identify your district RtI Instructional Facilitator (Contact tyyne.hogan@browardschools.com for more information, if you are unsure) <input type="checkbox"/> Confirm 1 st team meeting date and time
August 1 st meeting	<input type="checkbox"/> Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP <input type="checkbox"/> Review Implementation plan; check off completed Action Steps <input type="checkbox"/> Determine any needed team training, such as these Brainsharks: 4 Step Problem Solving Process series, PBIS 10 Critical Elements, Data Collection, Big 5 Data, PBIS 101, etc. (All found in Sharepoint site) <input type="checkbox"/> Review previous year's behavior data. (Use 'Agenda' Form and 'Data Collection Template' in Sharepoint site) <input type="checkbox"/> Utilize the 4 Step Problem Solving Process to initiate a Reward System for all students <input type="checkbox"/> Review previous year's SPBP and feedback form; make necessary modifications <input type="checkbox"/> Verify and implement teaching schedule for Expectations and Rules behavior lesson plans <input type="checkbox"/> Present implementation data, behavior data, team activities and SPBP progress to entire staff
September	<input type="checkbox"/> Provide SPBP stakeholder presentation prior to October 1 <input type="checkbox"/> Check for staff and teacher understanding of PBIS - provide "PBIS 101" Brainshark as a resource Brainshark available at: http://www.brainshark.com/browardschools/PBIS101 <input type="checkbox"/> Ensure the Discipline Flow Chart is distributed to all staff and is being used as written
October 2 nd meeting	<input type="checkbox"/> Review Implementation plan; check off completed Action Steps <input type="checkbox"/> Ensure instructional staff know how to (and are, as needed) enter Tier 1 Supplemental Strategies for behavior in BASIS <input type="checkbox"/> Review previous quarter's behavior data. (Use 'Agenda' and 'Data Collection Template' in Sharepoint site) <input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff <input type="checkbox"/> Ensure all teachers are using an evidence-based classroom management plan, such as CHAMPS <input type="checkbox"/> Ensure Core Effectiveness Action Steps are being implemented as written
November	<input type="checkbox"/> Team to develop new and/or improved lesson plans as indicated by behavior data. <input type="checkbox"/> Ensure that the Disproportionality Action Steps are being implemented as written
January 2020 3 rd meeting Prepare for SY 2020/21 SPBP	<input type="checkbox"/> Review Implementation plan; check off completed Action Steps <input type="checkbox"/> Staff to re-teach Expectations and Rules after winter break <input type="checkbox"/> Principal signs in and watches the new "SPBP for Principals" Brainshark: Due January 30th <input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff <input type="checkbox"/> Choose team members and dates to work on, complete, and submit the <i>new</i> SPBP <input type="checkbox"/> Teams watch the new "SPBP Team Overview" Brainshark and refers to district resources and supports (Brainsharks and Additional items in Sharepoint site. Webinars and in-person lab information in Team Brainshark)
February	<input type="checkbox"/> Ensure progress towards completion of SPBP <input type="checkbox"/> Check on recently hired staff for PBIS understanding - provide "PBIS 101" Brainshark resource <input type="checkbox"/> Provide the SPBP SurveyMonkey link to all staff (optional)
March 4 th meeting	<input type="checkbox"/> Ensure progress towards completion and submission of SPBP <input type="checkbox"/> Review Implementation plan; check off completed Action Steps <input type="checkbox"/> Staff to re-teach Expectations and Rules after from spring break <input type="checkbox"/> Provide stakeholders/parent presentation on new SPBP for next year <input type="checkbox"/> Provide staff presentation and faculty vote on new SPBP for next year <input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff
April	<input type="checkbox"/> Submit your SPBP in OSPA by April 30th every year. Use this new SPBP in the next school year <input type="checkbox"/> Continue implementing your current SPBP through the end of the current school year

CRITICAL ELEMENT # 10: Evaluation

10A. Staff implement the School-wide Positive Behavior Plan effectively:

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

STAFF Implementation Monitoring	
Action Step	Create an observable and measurable SMART goal to determine “successful” staff implementation of action step
School-wide expectations and location-specific rules are posted across campus	
Expectations and Rules lesson plans are being taught as written and when indicated	
The Discipline flow chart is being used by all staff as written	
A reward system is being implemented for <i>all</i> students	

10B. 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	
Student Outcome Data	Create an observable and measurable SMART goal to determine “successful” student outcomes
Behavior Incident data (See critical element #3A)	
Top 3 event locations data (See critical element #4A)	
Core effectiveness data (See critical element #8A)	
Classroom referrals data (See critical element #7C)	