

School-wide Positive Behavior Plan (SPBP)
 Broward County Public Schools
 To be implemented in SY 2018/19



Elements have changed in the SPBP.

Before completing, go to <http://www.browardprevention.org/mtssrti/rtib/> → School-wide Positive Behavior Plan for:

- ✓ **A NEW Brainshark for Principals. ACTION:** Log in with your p # and watch the Brainshark **before Jan 30th.**
- ✓ **A NEW Overview Brainshark for Teams. ACTION:** Log in with the school name and watch the Brainshark.
- ✓ A NEW mini Brainshark Series for teams. These Brainshark are divided into the 10 Critical Elements of PBIS. They will show you “how to” write a comprehensive SPBP (and receive a high score!)
- ✓ A Rating Rubric to ensure teams will correctly complete the SPBP and develop a meaningful plan.

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

ACTION: Download, complete and upload the SPBP into your School Improvement Plan **before May 1, 2018:**

School Name:	Ramblewood Middle School
School Number:	2711
SPBP Contact Name:	Dr. Howard Jones
Direct Phone Number:	(754) 322-4300

CRITICAL ELEMENT # 1: Active Team with Administrative Participation

1A. List your current (SY 2017/18) team members (6 - 10 team members). **Must include an instructional representative from EACH grade/content area.** Each name on this list verifies attendance in ongoing team meetings and participation in developing this SPBP. Each member is responsible for representing major stakeholders and sharing the SPBP content and updates with their respective group.

Full Name	Position	Who or what grade level does this member represent?
Cory A. Smith	Principal*	Administration
Dr. Howard Jones	SPBP Point of Contact	Rtl: B Team
Elizabeth Aiello	Parent/Community Representation	SAC
Karen Smith	BTU Representative	Community
Alan Russo	Teacher	Faculty/Staff
David Molchany	Teacher	Faculty/ Staff
Kathleen Neville	Assistant Principal	Administration
Mathew Dearen	Assistant Principal	Administration
Debra Mandel	Curriculum Coach/ Reading Department Chair	Faculty/ Staff

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

Meeting Date	Meeting Time	Name & title of the person responsible to facilitate meeting	Content of meetings:
August 17th	10:00 am	Howard Jones	1. Create and disseminate updated Expectations and Rules lesson plans (#3 and #4) 2. Review progress of Implementation Action Plan (#9)
October 26th	10:00 am	Howard Jones	

January 11th	10:00 am	Howard Jones	3. Collect & analyze implementation data (#10A) 4. Collect & analyze student outcome data (#10B)
March 22th	10:00 am	Howard Jones	

CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment:

2A. Action Steps completed this year (SY 2017/18) that increased faculty and stakeholder understanding and knowledge of your *new* (2018/19) SPBP:

Action Steps:	Date <i>(Between Jan 15 – April 30, 2018)</i>	Details <i>(retain attendance sheets at school)</i>	Person responsible for collecting and retaining attendance sheets:
Presented the <i>new</i> SPBP (for SY 2018/19) to staff	3/23/2018	The top 10 incidents and top 3 locations were presented to the staff. A list of proposed expectations and rules were presented. They were provided with an opportunity to provide suggestions or changes.	Alan Russo, David
Held a <i>faculty</i> vote on the new SPBP (for SY 2018/19)	3/23/2018	The behavior plan was presented at the Faculty meeting on March 23 rd . Members of the committee were presented with the top 10 incidents and given an opportunity to provide suggestions for expectations and rules.	Howard Jones
Presented the <i>new</i> SPBP (for SY 2018/19) to stakeholders (parents and community)	3/23/2018	% approved: <u> 96% </u> of all stakeholders voted yes.	Cory Smith

2B. Action Steps to be completed next year (SY 2018/19) to increase faculty and stakeholder understanding and knowledge of your SPBP:

Action Steps:	Date(s) <i>(NEXT YEAR)</i>	Content <i>(retain attendance sheets at school)</i>	Person responsible for collecting and retaining attendance sheets:
Provide professional development on the 2018/19 SPBP for all staff	Before students' 1 st day: 1. 8/16/2018	The team presented the updates in the SPBP for the 18/19 school year. All stakeholders were provided with access to the SPBP. Feedback was collected for future team meetings.	Debra Mandel
Present the 2018/19 SPBP to stakeholders (parents and community)	Before Oct 1 st , 2017 1. 9/20/2018		
Present behavior data to staff <i>Quarterly: minimum of 4 each year</i>	1. 9/27/2018	The team presented the <u>implementation data</u> in 10A. Include: <ul style="list-style-type: none"> • the “marketing” (teaching and posting) of expectations and rules • lesson plan implementation • discipline procedures • reward system implementation 	Alan Russo
	2. 11/9/2018		
	3. 3/14/2019	The team presented the <u>student outcome data</u> in 10B. Include: <ul style="list-style-type: none"> • top 3 event locations • a type of behavior incidents • core effectiveness data • classroom referral data, as well as analysis of this data. 	
	4. 5/23/2019		

CRITICAL ELEMENT # 3: School-wide Expectations

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

Top 10 Behavior Incidents <i>(put N/A in any blank spaces)</i>	
1. SB: Unruly Disruptive Behavior	6. 22: BATTERY
2. 01: Disobedience/ Insubordination	7. ZL: CLASS CUT (SKIPPING)
3. ZI: FIGHT -MINOR/ALTERCATION/CONF	8 02: INSULTING/PROFANE/OBSCENE LANG
4. UP: F2: Fight/Medium Altercation	9. 50: SEXUAL HARASSMENT
5. UP: DISRUPTIVE/UNRULY PLAY	10. ZW: DEFIANCE OF AUTH/HAB 01 VIO

3B. Based on the behavior incidents in 3A, develop 3 – 5 **positive characteristics** (*not behaviors*) that would counteract the demonstration of these misbehaviors. These positive characteristics become your school-wide expectations.

School-wide Expectations
Be respectful to others.
Comply with directives given by faculty and staff.
Keep your hands to yourself at all times.
Stay in an assigned area at all times.
Use appropriate language.

3C. Research indicates that discipline referrals increase after long holidays and during testing times. Plan to teach your expectations at least three times throughout the year (and anytime the expected behaviors are not being demonstrated). **ACTION:** Create at least one lesson plan for each school-wide expectation above and distribute to teachers during pre-planning 2018-19. Develop additional lesson plans you will use throughout the year to re-teach and reinforce your school-wide expectations. *You do not need to submit your lesson plans with the SPBP. Retain all behavior lesson plans at the school; make sure these lesson plans are available for guests and stakeholders.*

When will school-wide expectations lesson plans be taught?		
	Date(s)	Time:
August	8/16	8:30 AM
January	1/23	8:30 AM
4 th Quarter	5/25	8:30 AM
Who will be responsible for teaching the lesson plans?		Howard Jones
Where will the lesson plan instruction occur?		Media Center
Who is responsible for retaining, organizing and distributing all lesson plans?		Administration

CRITICAL ELEMENT #4: Location-based Rules

4A. List the **top 3 locations** for behavior Events YTD from BASIS 3.0 Behavior Dashboard. **Do not use “classroom”**

Top 3 Locations	
School Location	# Incidents
1. Locker room	7
2. Hallway	6
3. Gymnasium	4

4B. Create an Expectations/Rules Matrix from your 3-5 school-wide expectations and your top 3 event locations. Develop a positively stated, observable, and measurable rule that correlates with every expectation to create a maximum of 5 rules under each location.

Expectations and Rules Matrix				
	Copy and paste expectations from 3C.	IDENTIFIED LOCATIONS <i>Copy and paste locations from 4A.</i>		
		Locker room	Hallway	Gymnasium
		Rules	Rules	Rules
School-wide EXPECTATIONS	Expectation #1: Be well behaved and respectful to others	<ul style="list-style-type: none"> Keep hands, feet, and objects to yourself Interact appropriately with peers and staff 	<ul style="list-style-type: none"> Walk on the right side of the hallway Keep hands and feet to self Keep the flow of traffic moving 	<ul style="list-style-type: none"> Keep hands, feet, and objects to yourself Interact appropriately with peers and staff
	Expectation #2: Follow directives given by adults	<ul style="list-style-type: none"> Comply with reasonable requests from adults the first time they are given 	<ul style="list-style-type: none"> Comply with reasonable requests from adults the first time they are given 	<ul style="list-style-type: none"> Comply with reasonable requests from adults the first time they are given
	Expectation #3: Be in an assigned location	<ul style="list-style-type: none"> Refrain from congregating in this area after the tardy bell and between classes 	<ul style="list-style-type: none"> Use the most direct routes from one location to the next 	<ul style="list-style-type: none"> Refrain from congregating in this area after the tardy bell and between classes
	Expectation #4: Be on time for school and individual classes	<ul style="list-style-type: none"> Be in your assigned classroom and out of these locations before the tardy bell 	<ul style="list-style-type: none"> Be out of the hallway and in your assigned classroom before the tardy bell 	<ul style="list-style-type: none"> Be in your assigned classroom and out of these locations before the tardy bell
	Expectation #5: Use appropriate language	<ul style="list-style-type: none"> Use appropriate language when addressing others 	<ul style="list-style-type: none"> Walk on the right side of the hallway Keep hands and feet to self Keep the flow of traffic moving 	<ul style="list-style-type: none"> Use appropriate language when addressing others

		<ul style="list-style-type: none"> Refer to others by their given name 	<ul style="list-style-type: none"> Refer to others by their given name
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4C. Research indicates that discipline referrals increase after long holidays and during testing times. Plan to teach your location-specific rules at least three times throughout the year (and anytime the expected behaviors are not being demonstrated).

ACTION: Create at least one lesson plan for **each** location above and distribute to teachers during pre-planning 2018-19.

Develop additional lesson plans you will use throughout the year to re-teach and reinforce your location-specific rules.

You do not need to submit your lesson plans with the SPBP. Retain all behavior lesson plans at the school; make sure these lesson plans are available for guests and stakeholders.

When will location-specific rules lesson plans be taught?		
	Date(s)	Time:
August	8/16	8:30 AM
January	1/23	8:30 AM
4 th Quarter	5/25	8:30 AM
Who will be responsible for teaching the lesson plans?		Administration
Where will the lesson plan instruction occur?		Media Center
Who is responsible for retaining, organizing and distributing all lesson plans?		Administration

CRITICAL ELEMENT # 5: Reward and Recognition Programs

Although you will post, teach, review, practice and reinforce all school-wide expectations and location-specific rules, **choose 1 expectation OR 1 event location** you will target for a specific reward program for students. Based on the data that led to this expectation or location, create a reward plan using the 4 Step Problem Solving Process:

Expectation or Location: _____ Hallway _____

4 Step Problem Solving Process	Plan
1. Problem Identification: Use your behavior data to identify a school-wide problem. What problem did you identify? <i>(use numerical data)</i>	Data used: Referrals and incidents occurred. Response from the teacher survey Problem Identification: Staff positioning and enforcing walking on the right side of the hallway
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>	Hypothesis: Students are not following hallway expectations and guidelines. Goal Statement: By 2019 students will follow all hallway expectations and guidelines and the hallway will no longer be in the top 3 incident locations.
3. Intervention Design: Describe how you will implement a positive reward program to decrease this problem.	Type of System: Token system Description of System: Teachers and staff will be strategically placed in different locations in the hallway. Teachers will also be provided with Popcorn passes to reward students who are showing proper hallway etiquette.
4. Evaluation: A. Implementation fidelity	A. How do you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program? The administration will ensure that the staff is at their classroom door, as well as at their duty post. The administration will provide the staff with the popcorn passes and continue to remind the staff of the expectations.
B. Student outcome monitoring	B. How will you know if the reward program is positively impacting students ? What measurable data will you use to determine "success"? The

	<p>administration will review the number of hallway incidents quarterly to ensure effectiveness. Additionally, the administration will send a staff survey to analyze if the staff feels that this concern has been reduced.</p>
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CRITICAL ELEMENT #6 Effective Discipline Procedures

6A. Staff Managed Misbehaviors: List the top 6 *most common* school-wide misbehaviors **staff are expected to manage**. Write a short, objective, and measurable definition for each.

Staff Managed Misbehaviors	
Misbehavior	“Looks Like” - <i>describe with an example(s)</i>
1. Moving around classroom without permission	Student out of their seat without permission
2. Failing to follow instructions after redirection	Did not listen to instructions when given
3. Copying other students work	Looking at another student’s assignment and writing down their answers.
4. Sleeping during class	Students eyes are closed during instruction
5. Talking during instructional time	Students hold a verbal conversation during instruction time
6. Chewing gum	Put a piece of candy or gum in the mouth and eat it.

6B. Staff Managed Consequences: Create a consequence menu **OR** a consequence hierarchy for staff to use when students exhibit the above misbehaviors. Provide a minimum of **5** consequences.

Is this a menu or hierarchy system?	<input checked="" type="checkbox"/> Menu <input checked="" type="checkbox"/> Hierarchy
Verbal Warning	
Timeout to an alternate location to refocus	
Teacher/Student Conference	
Lunch Detention	
Referral to Guidance Department	

6C. Administration Managed Misbehaviors:

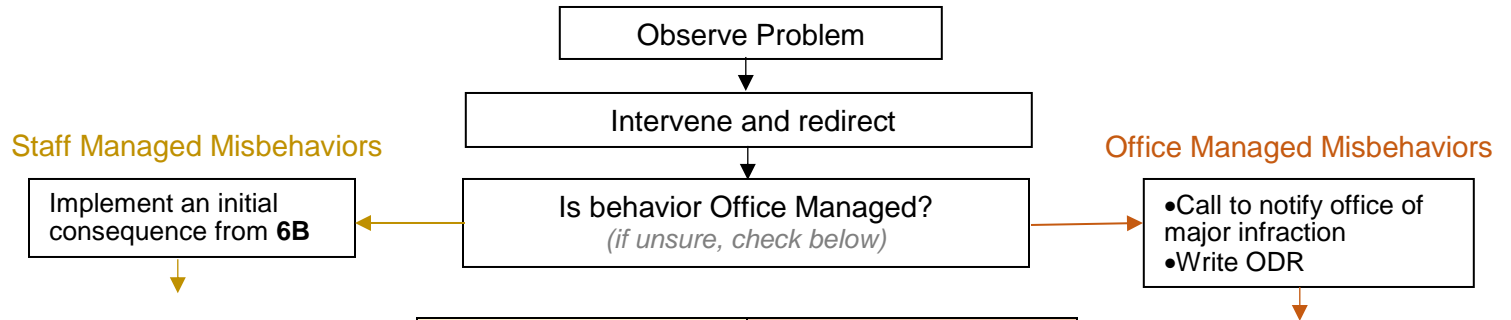
- (a) Define the first three behaviors by providing examples that clearly identify the point at which the misbehavior warrants an Office Discipline Referral (ODR).
- (b) List two additional common school-wide misbehaviors that will result in an ODR. Provide concrete examples.
- (c) Determine staff tolerance level for repetitive misbehaviors (the point at which the number of staff-managed misbehaviors becomes an ODR).

Office Discipline Referrals (ODRs)	
Behavior	“Looks Like” - <i>provide a description with example(s)</i>
1.SB: Unruly Disruptive Behavior	Unruly behavior or insubordinate conduct that interferes with the learning environment.
2.O1: Disobedience/ Insubordination	Failure to obey a reasonable or repeated instruction or request from a member of the school staff.
3. ZI: Fight/Minor Altercation	Mutual participation of two or persons in a physical encounter/altercation that results in no jury.
4. Fight/Medium Altercation	Mutual participation of two or more persons in hostile, physical encounter/altercation resulting in at least one of the following criteria: 1. Requires adult intervention to separate the participants. Results in minor injury
5. UP: Disruptive/Unruly Play	Unruly behavior or insubordinate conduct that interferes with or disrupts the learning environment
6. Repetitive staff managed misbehaviors	More than 2 misbehaviors in Half Hour warrants an office referral. <i>e.g., 3 half hour</i> 2 one period

6D. School-wide Discipline Flow Chart:

- (a) Review the sample discipline flow charts in “Additional Items” located on browardprevention.org
- (b) Copy or customize a flow chart to graphically represent the discipline process at **your** school.
- (c) Paste the flow chart here **OR** complete the flow chart below.

Student Behavior Discipline Flow Chart



Verbal Warning
Timeout to an alternate location to refocus
Teacher/Student Conference
Lunch Detention
Referral to Guidance Department

List Staff Managed Misbehaviors from 6A	List Office Managed Misbehaviors from 6C
Moving around classroom without permission	1.SB: Unruly Disruptive Behavior
Failing to follow instructions after redirection	2.01: Disobedience/ Insubordination
Copying another students work	3. ZI: Fight/Minor Altercation
Sleeping during class	4. Fight/Medium Altercation
Talking during instructional time	5. UP: Disruptive/Unruly Play
Chewing gum	

CRITICAL ELEMENT # 7 : Classroom Management Systems

7A. ALL teachers implement an effective Tier 1 classroom management system:

Which evidence-based classroom management system is supported by your school's administration and is expected to be implemented school-wide? <i>(Class Dojo, LEAPs, HERO, Cloud 9, etc. are tools, <u>not</u> classroom systems)</i>	<input type="checkbox"/> CHAMPs* <input checked="" type="checkbox"/> PBIS Classroom Management <input type="checkbox"/> Administration does not expect an evidence-based classroom management system to be implemented by teachers this year <i>(your school will need to adopt one next year)</i> <input type="checkbox"/> Other <i>(complete below)</i>
If other, name the evidence-based classroom management system :	LEAPS
*CHAMPs is the district-supported, evidence-based universal classroom management system for all teachers. Would your Principal like to be contacted to learn about CHAMPs professional development?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

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

What data collection tool does your school leadership team use to monitor and evaluate your teacher's classroom management skills? <i>(Measure staff skills, not student outcomes)</i>
<input type="checkbox"/> CHAMPs 7 Up Checklist
<input type="checkbox"/> CHAMPs Classroom Check Up (CCU)
<input type="checkbox"/> PBIS Classroom Assistance Tool (CAT)
<input checked="" type="checkbox"/> PBIS Walkthrough
<input checked="" type="checkbox"/> Marzano's Domain 1, Design Questions 5, 6, 7, 8, 9
<input type="checkbox"/> Fidelity of staff classroom management implementation is not monitored to determine training needs this year <i>(you will need to adopt a tool and plan next year)</i>
<input type="checkbox"/> Other <i>(specify):</i>
Explain how this data is collected and analyzed by your school leadership team as a universal screening <i>across teachers</i> to determine the need for classroom management training:
Fidelity of Implementation Plan: Administration reviews the number of referrals by staff and determines where the gap is located. The administration either provides the individual teacher with coach support or leads a professional development.

7C. Percentage of Classroom Referrals:

(a) Review your classroom data YTD ("Events by Location") in BASIS 3.0 Behavior Dashboard.

(b) Complete **the yellow highlighted cells first.**

(c) Auto-calculate the % of referrals in the classroom by clicking on "!Zero Divide" in the next cell and pressing "Fn + F9" together.

Total number of discipline referrals from classrooms :	101
Total number of school-wide discipline referrals:	147
% of referrals in the classroom:	41%
Do more than 40% of your referrals come from the classroom?	<input checked="" type="checkbox"/> Yes <input 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.

CRITICAL ELEMENT # 8: Data Collection and Analysis

8A. Determine your School-wide Core Effectiveness YTD from the BASIS Behavior Dashboard in the “Referrals per Student” chart.

- (a) Complete the yellow highlighted cells first.
- (b) Auto-calculate the “% of Total Population” by clicking on each “!Zero Divide” in the cells and pressing “Fn + F9”.
- (c) Determine if the core is effective in all three areas

TOTAL Population:	1258			
# Referrals		% of Total Population	Core Effectiveness	
0 - 1 referral	59	98%	Are your 0 – 1 referrals > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2 - 5 referrals (at risk students)	24	2%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
> 5 referrals (high risk students)	1	0%	Are your >5 referrals <5%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

8B. Core Effectiveness Plan:

If all 3 are “Yes”, your core is effective. Is your core behavior curriculum effective?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Answer either (a) or (b):	
(a) If you answered “Yes”, although your core is effective, what plan does your school leadership team implement for early identification of at risk and high-risk students?	
(b) If you answered “NO”, indicate the supports and interventions your school leadership team will implement at the beginning of the next school year to improve core strength:	
Core Effectiveness Plan: Ramblewood Middle leadership team plans on training staff on the process of identifying at-risk students and recommending them for Tier 1 behavior intervention. The leadership team will then pair the student with a mentor to help guide and proved the student with an outlet.	

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

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

Subgroups	(PctPop - Green) % of students	(PctRef - Blue) % of referrals	Difference in referral composition	Positive value suggests disproportionality (Is the value positive?)
Black	48%	48%	0	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Hispanic/Latin	27%	28%	1%	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
White	23%	23%	0	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

8D. Disproportionality Plan: If any values are positive, the percentage of referrals contributed to that subgroup is higher than expected, given that subgroups’ percentage in the student population.

If all 3 are “No”, disproportionality is not indicated. Are all 3 “No”?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Answer either (a) or (b):	
(a) If you answered “Yes”, although your data indicates equity, what plan does your school leadership team implement for early identification of any disproportionality issues	
(b) If you answered “No”, indicate the support plan and interventions your school leadership team will implement at the beginning of next year to improve sub group disproportionality	
Disproportionality Plan: Ramblewood Middle is going to continue to offer the course Latinos in Action. The course helps Hispanic and Latino youth to lead and strengthen their communities through college and career readiness. By focusing on four pillars: leveraging personal and cultural assets, excelling in education, serving the community, and developing leadership skills, RMS can lower the referral gap in this subgroup.	

Critical Elements # 9: SPBP Implementation Planning

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

Required actions for all schools in Broward County

Best Practices for all schools in Broward County

Resources



SPBP Team Implementation Action Plan 2018 - 2019		
Month	Action Step <i><input checked="" type="checkbox"/> check when Action completed</i>	Completed: Person Responsible Name & Title
Current	<input type="checkbox"/> This Action Plan has been saved to use <i>next year</i> during quarterly meetings	Alan Russo
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, Expectation lesson plans and Rules lesson plans	Alan Russo
Pre Planning 2018	<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 (posters, PSAs, etc.) <input type="checkbox"/> Identify your RtI Instructional Facilitator provided by the district (Contact tyne.hogan@browardschools.com for more information, if you are unsure) <input type="checkbox"/> Confirm 1 st team meeting date and time	Debra Mandel
August 1 st meeting	<input type="checkbox"/> Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP <input type="checkbox"/> Determine any needed <u>team training</u> , such as the 4 Step PSP Brainshark Series, 10 Critical Elements Brainsharks, Data Collection, Effective CPST Teams, PBIS 101, etc. Trainings available at: http://www.browardprevention.org/mtssrti/training-modules/ <input type="checkbox"/> Review previous year's behavior data. (Use 'Agenda' and 'Data Collection Template') Forms available at: http://www.browardprevention.org/mtssrti/rtib in Tier 1, Teaming <input type="checkbox"/> Present implementation data, behavior data, team activities and progress to entire staff <input type="checkbox"/> Utilize the 4 Step Problem Solving Process to develop initial interventions <input type="checkbox"/> Review previous year's SPBP and feedback form <input type="checkbox"/> Verify and implement teaching schedule for SPBP Expectations and Rules behavior lesson plans	Howard Jones
September	<input type="checkbox"/> Provide stakeholder presentation on SPBP 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	Alan Russo
October 2 nd meeting	<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"/> Present implementation data, behavior data, team activities and progress to entire staff	Howard Jones
November	<input type="checkbox"/> Staff to re-teach Expectations and Rules first day back from break. <input type="checkbox"/> Team to develop new and/or improved lesson plans as indicated by behavior data.	Debra Mandel
January 2019 3 rd meeting Prepare for 2019/20 SPBP	<input type="checkbox"/> Staff to re-teach Expectations and Rules first day back from break <input type="checkbox"/> Ensure the <u>Principal signs in</u> and watches the <u>new</u> SPBP Brainshark: Due January 30 th <input type="checkbox"/> Present implementation data, behavior data, team activities and progress to entire staff <input type="checkbox"/> Choose team members and dates to work on, complete, and submit the <u>new</u> SPBP <input type="checkbox"/> Teams watch the <u>new</u> SPBP Brainsharks and refers to <u>new</u> "Additional items" Brainsharks and Additional items posted at: http://www.browardprevention.org/mtssrti/rtib	Debra Mandel
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). Email Tyne.hogan@browardschools.com to request analysis.	David Molchany
March 4 th meeting	<input type="checkbox"/> Ensure progress towards completion of SPBP <input type="checkbox"/> Provide staff presentation and vote on new SPBP for next year <input type="checkbox"/> Provide stakeholders/parent presentation on new SPBP for next year <input type="checkbox"/> Present implementation data, behavior data, team activities and progress to entire staff	David Molchany
April	<input type="checkbox"/> Submit your SPBP in OSPA by April 30 th every year	Howard Jones

CRITICAL ELEMENT # 10: Monitoring Plans

10A. How will you determine the success of staff implementation of the School-wide Positive Behavior Plan?

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

Fidelity of Implementation Monitoring Plan			
Action Step	Create an observable and measurable SMART goal to determine “successful” staff implementation of action step	When will data be collected, analyzed & presented?	Person responsible for collecting and analyzing data
School-wide expectations and location-specific rules are posted across campus	Ramblewood Middle School will post location expectations in every classroom.	Refer to quarterly presentation dates in 2B. This is the data the team will be sharing during presentations.	Howard Jones
Behavior lesson plans are being taught as written and when indicated	The department chairs will meet with their departments to teach the written lesson plans during PLC time.		Department Chairs
Discipline consequences and flow chart are being used by all staff as written	Monthly the Department Chairs will review the discipline flowchart.		Howard Jones
A reward system is being implemented for <i>all</i> students	The reward system will be used daily by all staff members. The administration will ensure that passes are being passed out to staff, as well as given to the student as an incentive.		Mathew Dearen

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

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

Student Outcome Monitoring Plan			
Student Outcome Data	Create an observable and measurable SMART goal to determine “successful” student outcomes	When will data be collected, analyzed & presented?	Person responsible to collect and analyze data
See critical element 3A • Type of behavior incidents data	Quarterly the top 10 incidents will be reviewed and presented to the administration.	Refer to quarterly presentation dates in 2B. This is the data the team will be sharing during presentations.	Alan Russo
See critical element 4A • Top 3 event locations data	Quarterly the top 3 incidents locations will be reviewed and presented to the administration.		Alan Russo
See critical element 8 • Core effectiveness data	Quarterly the Core effectiveness data will be reviewed and presented to the administration.		Alan Russo
See critical element 7A • Grade Level/Classroom referrals data	Quarterly the Grade Level/Classroom referrals data will be reviewed and presented to the administration.		Alan Russo