

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 school name and watch the Brainshark.**
- ✓ **A NEW mini Brainshark Series for teams.** These Brainsharks are divided into the 10 Critical Elements of PBIS. They will show you “how to” write a comprehensive SPBP (and receive a high score!)
- ✓ **A Rating Rubric to ensure teams will correctly complete the SPBP and develop a meaningful plan.**

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

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

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

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?
Julie Gittelman	Principal	Administration
Dr. Ingrid Osgood	SPBP Point of Contact	RTI: B Team
Jennifer Mulligan	Parent/Community Representation	SAC
Denise Hernandez	BTU Representative	BTU
David Apodaca	Title I Liaison	Staff-ESE Provider
Carolyn Miles	School Counselor	RTI Coordinator
Mardi Dilks	Literacy Coach	Support Staff
Michelle Rogers	Grade 5 Teacher	Team Leader

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

Meeting Date	Meeting Time	Name & title of person responsible to facilitate meeting	Content of meetings:
9/11/2018	2:25 PM	Dr. Ingrid Osgood, Intern Principal	1. Create and disseminate updated Expectations and Rules lesson plans (#3 and #4) 2. Review progress of Implementation Action Plan (#9) 3. Collect & analyze implementation data (#10A) 4. Collect & analyze student outcome data (#10B)
11/13/2018	2:25 PM	Dr. Ingrid Osgood, Intern Principal	
1/15/2019	2:25 PM	Dr. Ingrid Osgood, Intern Principal	
4/19/2019	2:25 PM	Dr. Ingrid Osgood, Intern Principal	

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 to collect and retain attendance sheets:
Presented the <i>new</i> SPBP (for SY 2018/19) to staff	3/6/2018	# of participants = 45	Peter Policastro, Assistant Principal
Held a <i>faculty</i> vote on the new SPBP (for SY 2018/19)	3/6/2018	% approved =96	Bonnie Hendrickx, SAC Chair
Presented the <i>new</i> SPBP (for SY 2018/19) to stakeholders (parents and community)	4/2/2018	# of participants = 22	David Apodaca, Title I Liaison

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 to collect and retain attendance sheets:
Provide a professional development on the 2018/19 SPBP for all staff	Prior to students' 1 st day: 8/8/2018	The team will present the updates in the SPBP for the 18/19 school year. All stakeholders will be provided with access to the SPBP. Feedback will be collected for future team meetings.	Dr. Ingrid Osgood
Present the 2018/19 SPBP to stakeholders (parents and community)	Prior to Oct 1 st , 2018 10/1/2018		
Present behavior data to staff <i>Quarterly: minimum of 4 each year</i>	1. 9/11/2018	The team will present 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 	Dr. Ingrid Osgood
	2. 11/13/2018		
	3. 1/15/2019	The team will present the <u>student outcome data</u> in 10B. Include: <ul style="list-style-type: none"> • top 3 event locations • type of behavior incidents • core effectiveness data • classroom referral data, as well as analysis of this data. 	
	4. 4/9/2019		

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 (14)	6. UB: Unsubstantiated Bullying (2)
2. ZN: Assault/Threat (Non-Criminal) (8)	7. V4: Vandalism Damage Property (1)
3. Z3: Technology Inappropriate Use (3)	8. Z9: Bus Violation (1)
4. 22: Battery (3)	9. Z1: Fight-Minor/Altercation (1)
5. Z8: Bus Violations (2)	10. 01: Disobedience/Insubordination (1)

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
1. Actively listen to adults
2. Show mutual respect
3. Follow schoolwide Digital Citizenship rules and procedures
4.
5.

3C. Research indicates that discipline referrals increase after long holidays and during testing times. Plan to teach your expectations at least 3 times throughout the year (and anytime the expected behaviors are not being demonstrated).

ACTION: Create at least one lesson plan for each school-wide expectation above and distribute to teachers during pre-planning 2018-19. Develop additional lesson plans you will use throughout the year to re-teach and reinforce your school-wide expectations. *You do not need to submit your lesson plans with the SPBP. Retain all behavior lesson plans at the school; make sure these lesson plans are available for guests and stakeholders.*

When will school-wide expectations lesson plans be taught?		
	Date(s)	Time:
August	08/15/2018	8:10 AM
January	01/15/2019	8:10 AM
4 th Quarter	04/09/2019	8:10 AM
Who will be responsible for teaching the lesson plans?		Homeroom Teacher, Specials Teacher
Where will the lesson plan instruction occur?		Classrooms
Who is responsible for retaining, organizing and distributing all lesson plans?		Dr. Ingrid Osgood

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. Bus	10
2. Cafeteria	3
3. Athletic Field	3

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					
School-wide EXPECTATIONS	Copy and paste expectations from 3C.	IDENTIFIED LOCATIONS <i>Copy and paste locations from 4A.</i>			
		School Wide	Cafeteria	Athletic Field	
		Rules	Rules	Rules	
		Actively listen to adults	Follow directions on first prompt.	Use inside voice	Stay in assigned area
		Show mutual respect	Engage in friendly conversations with others	Leave your eating area clean	Patiently wait your turn
Follow schoolwide rules and procedures.	Use of appropriate websites as directed by teacher.	Follow schoolwide rules according to the behavior incentive plan.	Follow schoolwide rules as directed by teacher.		

4C. Research indicates that discipline referrals increase after long holidays and during testing times. Plan to teach your location-specific rules at least 3 times throughout the year (and anytime the expected behaviors are not being demonstrated). **ACTION:** Create at least one lesson plan for each location above and distribute to teachers during pre-planning 2018-19. Develop additional lesson plans you will use throughout the year to re-teach and reinforce your location-specific rules. *You do not need to submit your lesson plans with the SPBP. Retain all behavior lesson plans at the school; make sure these lesson plans are available for guests and stakeholders.*

When will location-specific rules lesson plans be taught?		
	Date(s)	Time:
August	8/15/2018	8:10 AM
January	1/15/2019	8:10 AM
4 th Quarter	4/09/2019	8:10 AM
Who will be responsible for teaching the lesson plans?		Homeroom Teacher, Specials Teachers
Where will the lesson plan instruction occur?		Classrooms
Who is responsible for retaining, organizing and distributing all lesson plans?		Dr. Ingrid Osgood

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: _____ Cafeteria _____

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: Number of Office Referrals from the Cafeteria. Problem Identification: The number of office discipline referrals is 15% higher last year 6%. First Quarter Office Discipline Referral equal 3%.
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: Grades K-5 (EBD Educational Programming-Cluster Students) are not following TRIBES Community Values (ex. Cooperation, Active Listening, Mutual Respect) and need more structure in the cafeteria. Goal Statement: By the end of the second quarter, Office Discipline Referrals from (EBD Educational Programming-Cluster Students) the cafeteria will decrease 3% reduction each quarter.
3. Intervention Design: Describe how you will implement a positive reward program to decrease this problem.	Type of System: Token system Description of System: Students will be put into teams by grade. Teams following TRIBES Community Values will compete for class tangible rewards. Winning team will receive tangible rewards two time per month. The competition will restart on Mondays.
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 point system will be taught and posted by appointed cafeteria attendant. The Assistant Principal will observe the TRIBES Community Values (Cooperation, Active Listening, and Mutual Respect) in the Cafeteria 3 random times per week. The Team following TRIBES Community Values will be provided to Principal on Thursday each week by Assistant Principal. The Assistant Principal will make sure reward is provided every Friday.
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 total number of Office Discipline Referrals for the second quarter will be collected on 11/13/18 by the Assistant Principal. Data showing desired positive impact is noted no modifications need to be made.

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>provide a description with example(s)</i>
1. Inappropriate language	Student uses words that are not age appropriate within a school setting at least 3 times per week.
2. Playful/physical aggression	Student horse plays (More than 2 minor behaviors in 5 days.)
3. Profanity towards others	Student uses profane language towards peers and others at least 3 times per week.
4. Out of assigned area	Student leaves assigned area without permission from adult (More than 2 minor behaviors in 5 days.)
5. Student uses unkind words to a others	Student calls a peer out of his name at least 3 times per week.
6. Improper use of tools and materials.	Student intentionally uses tools and materials outside of their intended purposes (More than 2 minor behaviors in 5 days.)

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 type="checkbox"/> Menu <input checked="" type="checkbox"/> Hierarchy
Loss of Choice Time	
Time out/Time owed	
Loss of positive reward	
Loss of points	
Written note to parent	
Parent Contact	

6C. Administration Managed Misbehaviors:

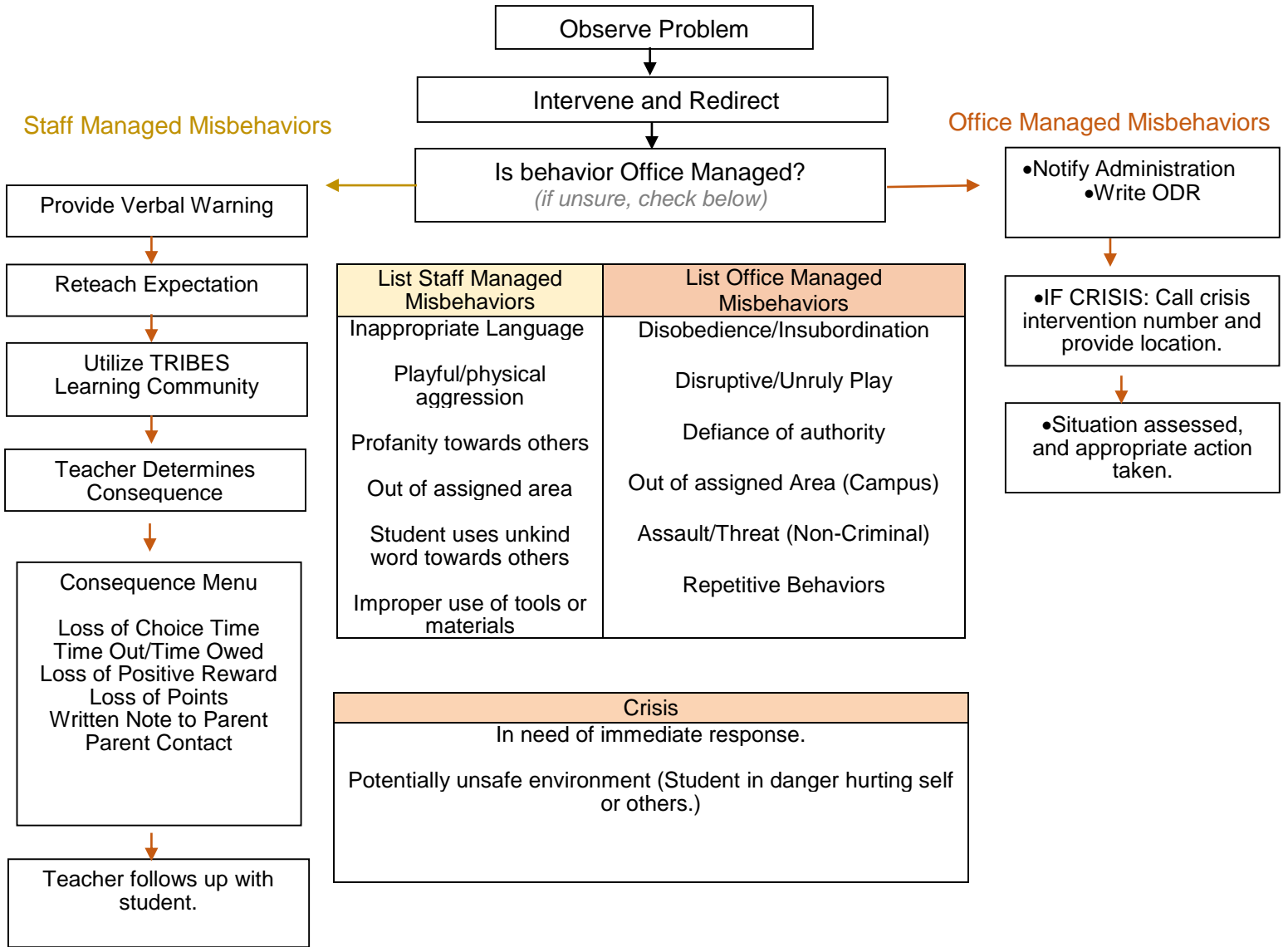
- (a) Define the first 3 behaviors by providing examples that clearly identify the point at which the misbehavior warrants an Office Discipline Referral (ODR).
- (b) List two additional common school-wide misbehaviors that will result in an ODR. Provide concrete examples.
- (c) Determine staff tolerance level for repetitive misbehaviors (the point at which the number of staff-managed misbehaviors becomes an ODR).

Office Discipline Referrals (ODRs)	
Behavior	“Looks Like” - <i>provide a description with example(s)</i>
1. Disobedience/Insubordination	Student fails to follow directions given by adult. (Teacher asks student to walk in a straight line. The student refuses and instead continue to walk in a zig-zag manner.) More than 2 misbehaviors in 5 days warrants an office referral.
2. Disruptive/Unruly Play	Student engage in actions that create an interruption to the learning environment. (Teacher asks students to remain in assigned seat. The student refused and begins to paces the room and taunts other students.) More than 2 misbehaviors in 5 days warrants an office referral.
3. Defiance of authority	Student engages in negative behaviors showing lack of respect to teachers or staff. (Teacher asks student to actively listen. The student begins to talk over teacher using profanity.) More than 2 misbehaviors in 5 days warrants an office referral.
4. Out of assigned area	Student (EBD Educational Programming-Cluster Students) leaves assigned area without permission from an adult. (Teacher asked students to remain in assigned area. The student leave assigned area.” More than 2 misbehaviors in 5 days warrants on office referral.
5. Assault/Threat (non-criminal)	Student (EBD Educational Programming-Cluster Students) engages in physical aggression towards peer or adult. (Teacher asked student to refrain from making threatening statements. Student escalates and begins to use physical force against peer). More than 2 misbehaviors in 5 days warrants on office referral.
6. Repetitive staff managed misbehaviors	More than 3 misbehaviors in 1 hour warrants an office referral. <i>e.g., 3 half hour</i> <i> 2 one period</i>

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



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 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 checked="" type="checkbox"/> Other <i>(complete below)</i>
If other, name the evidence-based classroom management system :	TRIBES LEARNING COMMUNITIES
*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 type="checkbox"/> Yes <input checked="" 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 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 observes the positive impact of staff implementation of school-wide classroom management plan. Teachers are provided feedback according to Marzano's Domain 1, Design Questions 5, 6, 7, 8, 9, during staff PLC. If positive impact is not observed additional training will be provided.

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 :	17
Total number of school-wide discipline referrals:	55
% of referrals in the classroom:	31%
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.

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:	570			
# Referrals		% of Total Population	Core Effectiveness	
0 - 1 referral		98%	Are your 0 – 1 referrals > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2 - 5 referrals (at risk students)	7	1%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
> 5 referrals (high risk students)	2	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: <i>Plantation Park Elementary follows TRIBES Community provides membership in active learning groups that motivates students; discipline problems fade away and teachers have more time to teach; the caring community culture promotes respect for diversity and character value; the climate of the school become safe and non-violent. Additionally, at risk and high risk (EBD Educational Programming-Cluster Students), students will engage in individual TRIBES Learning Community Lessons.</i>	

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	75	73	-2	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Hispanic/Latin	8	15	7	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
White	12	7	-5	<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: <i>Plantation Park Elementary follows TRIBES Community provides membership in active learning groups that motivates students; discipline problems fade away and teachers have more time to teach; the caring community culture promotes respect for diversity and character value; the climate of the school become safe and non-violent. At risk, high risk, repeat offender (EBD Educational Programming-Cluster Students), students will meet with ESE Specialist/Behavioral Technician at least 2 times per week in order to have conversations/provide behavioral support.</i>	

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>☑ 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	Dr. Ingrid Osgood, Intern Principal
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	David Apodaca, Title I Liaison
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	Dr. Ingrid Osgood, Intern Principal
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	Dr. Ingrid Osgood Intern Principal
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	David Apodaca, Title I Liaison
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	Dr. Ingrid Osgood, Intern Principal
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.	Dr. Ingrid Osgood, Intern Principal
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 <i>new</i> 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 <i>new</i> SPBP <input type="checkbox"/> Teams watch the <i>new</i> SPBP Brainsharks and refers to <i>new</i> "Additional items" Brainsharks and Additional items posted at: http://www.browardprevention.org/mtssrti/rtib	Dr. Ingrid Osgood, Intern Principal
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.	Julie Gittelman, Principal
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 Apodaca, Title I Liaison
April	<input type="checkbox"/> Submit your SPBP in OSPA by April 30 th every year	Dr. Ingrid Osgood, Intern Principal

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 to collect and analyze data
School-wide expectations and location-specific rules are posted across campus	Prior to beginning of 2018-2019 school year, TRIBES Community Values/Expectations will be posted in 100% Cafeteria, Hallways, and Classrooms.	Data will be collected, analyzed and presented quarterly (9/11/18, 11/17/18, 1/15/19, and 4/9/19)	Intern Principal
Behavior lesson plans are being taught as written and when indicated	Administration will be observing the implementation of the plan looking for TRIBES Lessons with 90% of instructional staff utilizing lessons each quarter and after long breaks.		Classroom Teacher
Discipline consequences and flow chart are being used by all staff as written	Using Marzano, iobservation Tool, the use of TRIBES will be monitored quarterly with 90% of instructional staff utilizing consequences and flow chart each quarter and after long breaks.		Intern Principal
A reward system is being implemented for <i>all</i> students	Students will receive rewards for actively participating in TRIBES during structured and unstructured settings as a result of earning 80 points out of possible 100 points twice a month.		Classroom Teachers

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	By the end of every Quarter, there will be 5% fewer referrals from prior quarter for Unruly/Disruptive Behaviors utilizing the BASIS Dashboard.	Data will be collected, analyzed and presented quarterly (9/11/18, 11/17/18, 1/15/19, and 4/9/19)	Dr. Ingrid Osgood, Intern Principal
See critical element 4A • Top 3 event locations data	By the end of every quarter, there will be 3% fewer referrals from prior quarter from the cafeteria utilizing the BASIS Dashboard.		Dr. Ingrid Osgood, Intern Principal
See critical element 8 • Core effectiveness data	By the end of every quarter, there will be a 3% fewer referrals from prior quarter from repeat referrals utilizing the BASIS Das		Dr. Ingrid Osgood, Intern Principal
See critical element 7A • Grade Level/Classroom referrals data	By the end of every quarter, there will be 8% fewer referrals from prior quarter from Grade Level/Classroom utilizing the BASIS Dashboard.		Dr. Ingrid Osgood, Intern Principal