School Name:	**Boulevard Heights Elementary**
School Number:	**0971**
SPBP Contact Name:	**Sylvia Correa-Gonzalez**
Direct Phone Number:	**754-323-5940**

CRITICAL ELEMENT # 1: Active Team with Administrative Participation

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

Full Name	Position
Juan Alejo	1. Administration
Audrey Smith	2. BTU Representative
Sylvia Correa-Gonzalez	3. SPBP Point of Contact
Alina Suarez	4. Parent/Community Representation
Deborah Santiago	5. Autism Coach
Theresa Uraga	6. ESE specialist
Audrey Smith	7. Kindergarten chair
Baptiste	8. Pre-K chair
Samantha Davis	9. 2nd grade
Erica Wooten	10. 3rd grade
Lisa Dutschke	11. 4th grade
Mirel Saban	12. 5th grade

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

Meeting Date	Meeting Time	Content of meetings:
9/10/2019	2:30 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
12/17/2019	2:30 pm	
3/17/2020	2:30 pm	
5/19/2020	2:30 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 *(Between Jan 15 and April 30, 2019)*	Details *(Sign-in sheets in SPBP Binder)*
Presented the *new* SPBP (for SY 2019/20) to staff	3/11/2019	# of participants = 32
Held a *faculty* vote on the new SPBP (for SY 2019/20)	4/28/2019	# of participants = 41 % approved =100 %
Presented the *new* SPBP (for SY 2019/20) to stakeholders (parents and community)	5/11/2019	# of participants = 10

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

Action Steps:	Date *(SY 2019-20)*	Content *(Sign-in sheets in SPBP Binder)*
Provide professional development on the 2019/20 SPBP for all staff	Prior to students' 1st 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 1st, 2019 9/17/2019	
Present the behavior data to all staff <u>quarterly</u>	1. 9/10/2019	The team will present: • 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. 12/17/2019	
	3. 3/17/2020	
	4. 5/19/2020	

CRITICAL ELEMENT # 3: School-wide Expectations

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

Top 5 Behavior Incidents
1.   Unruly/ Disruptive Behavior
2.   Disobedience/ Insubordination
3.   Out of Assigned Area
4.   Assault/ Threat (Non-criminal)
5.   Disruption on Campus (minor)

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.   Practice a positive attitude
2.   Act responsibly
3.   Work together
4.   Show respect

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	8/19/19	8:30 am – 10:00 am	Classroom
January	1/7/20	8:30 am – 10:00 am	Classroom
After Spring Break	3/30/20	8:30 am – 10:00 am	Classroom

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. Cafeteria	17
2. Playground/Recess	13
3. Hallway	9

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

Expectations and Rules Chart				*To be completed by classroom teachers*
School-wide EXPECTATIONS	**Cafeteria Rules**	**Hallway Rules**	**Play Grounds Rules**	**Classroom Rules**
Practice a Positive Attitude	Wait quietly in line and serving area Express appreciation to all cafeteria workers and custodians	Follow adult and safety patrol directions Smile and silently wave to others	Line up when your teacher signals Use positive and appropriate language	Be ready Do your best Encourage others Greet faculty, staff, and classmates
Act Responsibly	Get everything you need the first time through Do not leave cafeteria without permission	Feet forward, still, straight and quiet with hands behind your backs Walk to the right Return to class promptly	Use playground equipment responsibly and as intended Show good sportsmanship	Be a problem Solver Be safe Clean up after Yourself Act responsibly
Work Together	Practice good table manners Touch only your food; no sharing Follow volume transitions (Voice Levels)	Be alert and stay with your class Walk with a purpose directly to your destination	Share and include others Play fairly and safely in designated areas Wait your turn	Use kind words Help other students Set good examples for others to follow
Show Respect	Show respect to cafeteria workers and custodians Clean up after yourself Be polite and speak clearly when addressed	Keep hands, feet, objects and negative comments to yourself Keep the hallways clean and free of trash	Play appropriate games	Follow adult directions Be polite Follow rules Honor others ideas and opinions

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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.
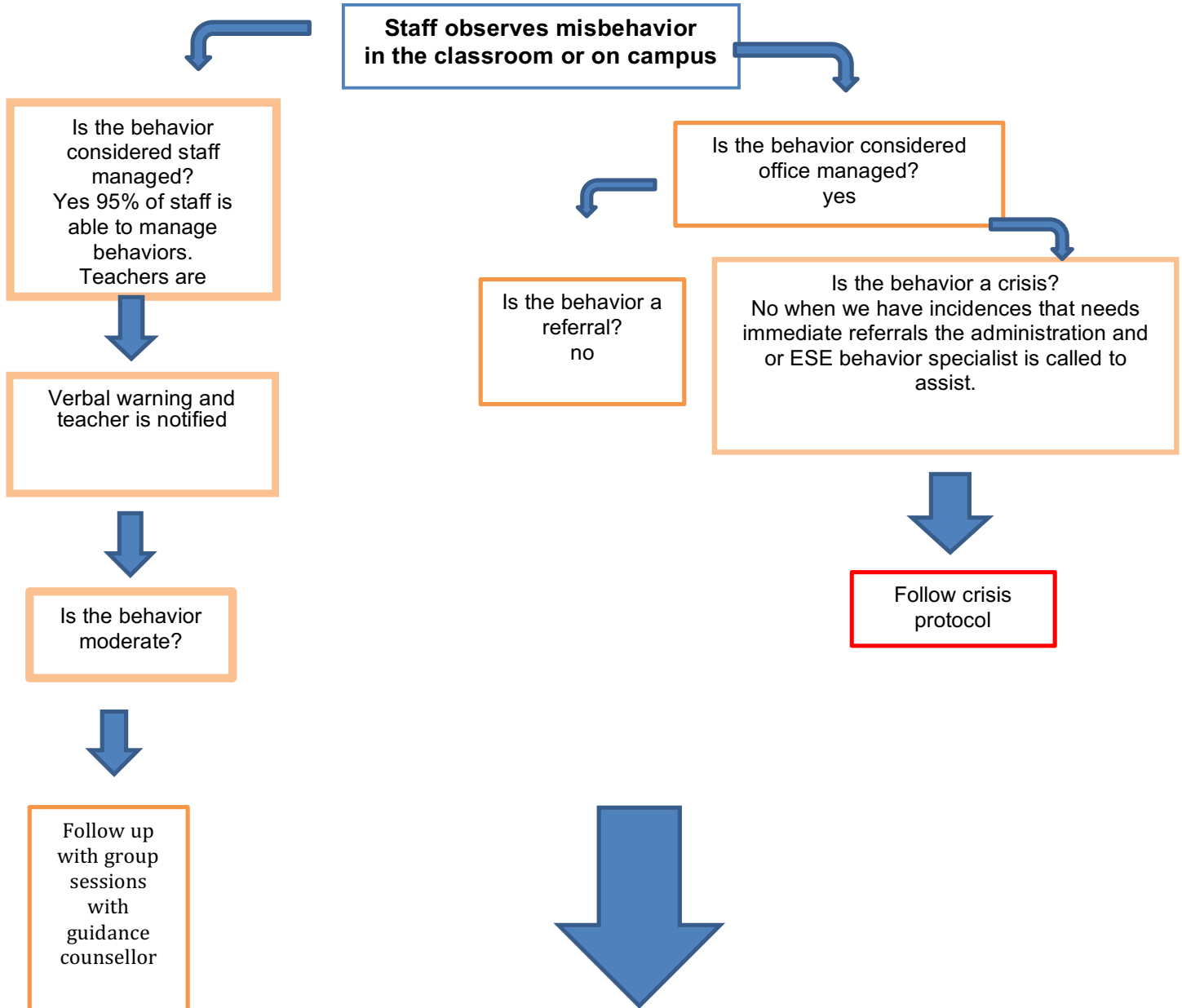
Dates the Locations' Rules lesson plans are taught			
	Date(s)	Time:	Location(s):
August	8/19/19	8:30 am – 10:00 am	Classroom
January	1/7/20	8:30 am – 10:00 am	Classroom
After Spring Break	3/30/20	8:30 am – 10:00 am	Classroom

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: <u>Be an Active Participant and Engaged Learner</u>

4 Step Problem Solving Process	Plan Details
1. Problem Identification: Use your behavior data to identify one school-wide problem. What problem did you identify? *(use numerical data)*	**Data used: 60% of our behavior incidents occur outside the classroom.** **Problem Identification Statement: Students are off task in the hallways, school grounds & cafeteria.**
2. **Problem Analysis:** Why do you think this problem is occurring? What is your goal? *(use a SMART goal statement with numerical data)*	**Hypothesis: Students are not in a structured setting and have minimal supervision.** **Goal Statement: By June 2020, the number of students off task outside the classroom will decrease by 10%.**
3. Intervention Design: Describe how you will implement a positive reward program to decrease this problem.	**Type of System: Economic simulation system** **Description of System: Any staff member who catches students following the expectation chart and rules in and outside the classroom will give student(s) "Bobcat Buck". Twice a week, a store will be open so the students can come in and trade their Bucks for a prize.**
4. Evaluation: A. Implementation fidelity	A. **How will you monitor the fidelity (consistency and effectiveness) of the <u>staff's</u> implementation of the reward program? The number of students earning the Bobcat Bucks to shop in school store**.
B. Student outcome monitoring	B. **How will you know if the reward program is positively impacting <u>students</u>? What measurable data will you use to determine "success"? A reduction in discipline referrals (reviewed quarterly) will determine the impact of the reward program. In addition, if the number school wide consequences or I.S. given are reduced we will know that the program is being effective and motivating students to behave better.**

Student Behavior Discipline Flow Chart

Staff observes misbehavior in the classroom or on campus

Is the behavior considered staff managed?
Yes 95% of staff is able to manage behaviors.
Teachers are

Is the behavior considered office managed?
yes

Verbal warning and teacher is notified

Is the behavior a referral?
no

Is the behavior a crisis?
No when we have incidences that needs immediate referrals the administration and or ESE behavior specialist is called to assist.

Is the behavior moderate?

Follow crisis protocol

Follow up with group sessions with guidance counsellor

Specific Examples of 6 Staff Managed Misbehaviors:	Specific Examples of 6 Office Managed Misbehaviors:
1. Disrupting the learning environment 2. Disobeying the classroom rules 3. Challenging the authority of the teacher 4. Getting out of their seats w/out permission 5. Inappropriate use of technology 6. Putting their hands on classmates	1.Disobsedience/Insubordination 2. Disruptive/Unruly Play 3. Defiance of Authority 4. Profanity towards staff member 5. Continuous opposition to authority 6. Repetitive staff managed behaviors (more than 3 misbehaviors in one day)

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:
☒ CHAMPS	90% of teachers currently holding valid CHAMPS certificate:
☐PBIS Classroom Management *http://www.fl-pda.org/independent/*	% of teachers currently holding completion certificate:
☐Other: Click here to enter name of system.	Training evidence: Click here to enter evidence % of teachers currently trained:

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

☒ CHAMPs 7 Up Checklist
☐ Basic FIVE (Classroom Management Screening)
☐ PBIS Classroom Assistance Tool (CAT)
☐ Other *(specify):*
☐ Classroom management screening is not conducted *across* teachers to determine appropriate professional development. *(Next year, assessment of classroom management implementation fidelity will be scored).*

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

Total number of discipline referrals **from classrooms**:	60
Total number of *other* **school-wide** discipline referrals:	156
% of referrals in the classroom:	50
Do more than 40% of your referrals come from the classroom?	☒ Yes ☒ 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:	720	% of Total Population	Core Effectiveness		
# Referrals:	# of Students:				
0 - 1 referrals		**!Zero Divide**	Are your 0 – 1 referrals > 80%?	☐Yes	☒No
2 - 5 referrals (at risk students)	11	**!Zero Divide**	Are your 2 - 5 referrals <15%?	☐Yes	☒No
> 5 referrals (high risk students)	5	**!Zero Divide**	Are your >5 referrals <5%?	☐Yes	☒No

8B. Core Effectiveness Action Steps:

If all 3 are "**Yes**", your core is effective. Is your core behavior curriculum effective?	☐Yes ☐No

Answer **either** (a) or (b):
(a) If you answered "**Yes**", although your core is effective, what steps does your school leadership team take 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 Action Steps: *(3-4 steps)*

1. School-wide review of SPBP.

2. School wide review of incentive plan.

3. School wide review of RtI behavior data (Tier 2 & 3).

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	22	28	8	☒Yes	☐No
Hispanic/Latin	60	60	0	☒Yes	☐No
White	6	8	2	☒Yes	☐No

8D. Disproportionality Action Steps:

If all three are "**No**", disproportionality is not indicated. Are all 3 "No"?	☐Yes ☐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 Action Steps: *(3-4 steps)*

1. Leadership will ensure additional positive behavior supports, resources & personnel are identified and provided for all students.

2. A focus on Social Emotional learning will be emphasized during professional development & PLCs.

3. Teachers will embed social emotional instruction within their lesson plans and instructional practices.

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

CRITICAL ELEMENT # 10: Evaluation

10A. <u>Staff</u> 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	100% of teachers and staff will ensure school wide expectations and location specific rules are posted across campus by June 2020.
Expectations and Rules lesson plans are being taught as written and when indicated	100% of teachers and staff will ensure behavior lesson plans are planned and taught by June 2020.
The **Discipline flow chart** is being used by all staff as written	100% teachers and staff will ensure discipline flow chart is implemented by June 2020.
A **reward system** is being implemented for *all* students	100% of teachers and staff will ensure reward system is implemented for all students by June 2020.

10B. The SPBP is successful in positively impacting **<u>students</u>:**
*"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)	By June 2020, we will see a 10% reduction of unruly/disruptive behavior.
Top 3 event locations data (See critical element #4A)	By June 2020, we will see a 10% reduction of behavior incidents in the hallway, cafeteria and school grounds.
Core effectiveness data (See critical element #8A)	N/A Core was effective
Classroom referrals data (See critical element #7C)	N/A