

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



<b>School Name:</b>	Nova Dwight Eisenhower Elementary School
<b>School Number:</b>	1271
<b>SPBP Contact Name:</b>	Ashley Diamond
<b>Direct Phone Number:</b>	(754) 323-6650

**CRITICAL ELEMENT # 1: Active Team with Administrative Participation**

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

Full Name	Position
Angine Tyghter	1. Administration
Ashley Diamond	2. Administration
Dr. Deborah Prochaska	3. BTU Representative
Ashley Diamond	4. SPBP Point of Contact
Greg Weinbrawn	5. Parent/Community Representation
Susan O'donnell	6. Kindergarten Teacher
Dianne Coffman	7. 1 <sup>st</sup> Grade Teacher
Dianne Haggerty	8. 2 <sup>nd</sup> Grade Teacher
Natalie Stuat	9. 3 <sup>rd</sup> Grade Teacher
Zoe Leal	10. 4 <sup>th</sup> Grade Teacher
Dana Paz	11. 5 <sup>th</sup> Grade Teacher

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

Meeting Date	Meeting Time	Content of meetings:
9/18/2019	8:30 AM	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	8:30 AM	
2/19/2020	8:30 AM	
4/15/2020	8:30 AM	

**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:

<b>Action Steps:</b>	<b>Date</b> <i>(Between Jan 15 and April 30, 2019)</i>	<b>Details</b> <i>(Sign-in sheets in SPBP Binder)</i>
Presented the <i>new</i> SPBP (for SY 2019/20) to staff	3/15/2019	# of participants = 44
Held a <i>faculty</i> vote on the new SPBP (for SY 2019/20)	3/20/2019	# of participants =44 % approved = 100%
Presented the <i>new</i> SPBP (for SY 2019/20) to stakeholders (parents and community)	4/1/2019	# of participants = 14

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

<b>Action Steps:</b>	<b>Date</b> <i>(SY 2019-20)</i>	<b>Content</b> <i>(Sign-in sheets in SPBP Binder)</i>
Provide professional development on the 2019/20 SPBP for all staff	Prior to students' 1 <sup>st</sup> day: 8/1/2019	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 <sup>st</sup> , 2019 9/16/2019	
Present the behavior data to all staff <u>quarterly</u>	1. 9/25/2019	The team will present: <ul style="list-style-type: none"> <li>• the team's progress in the Implementation Plan in # 9.</li> <li>• the fidelity of staff implementation data in #10A.</li> <li>• the student outcome data in #10B.</li> </ul>
	2. 11/20/2019	
	3. 2/26/2020	
	4. 5/20/2020	

## CRITICAL ELEMENT # 3: School-wide Expectations

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

Top 5 Behavior Incidents
1. Disobedience / Insubordination
2. Unruly / Disruptive Behavior
3. Bus Violation Level 3
4. Bus Violation Level 2
5. Battery

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. Demonstrate self-control
2. Demonstrate tolerance of others
3. Remember a positive attitude is everything
4. Demonstrate respect and responsibility to self and others
5. Strive for success

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	8/7/2019	8:30 AM	Media Center
January	1/6/2020	8:30 AM	Media Center
After Spring Break	3/30/2020	8:30 AM	Media Center

## 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. Classroom	55
2. Bus	39
3. Hallway	13

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	Bus Rules	Classroom Rules
Expectation #1: Demonstrate Self-Control	Raise your hand for assistance.	Students using voice level 0 in the hallway	Keep hands and feet to yourself and walk directly to your designated area when called.	I will practice self-control by keeping my hands, feet object and unkind words to self.
Expectation #2: Demonstrate Tolerance of Others	Wait your turn in line.	Students using appropriate manners/behaviors towards their peers and staff	Level 1 voice level on the bus so you can hear your friend.	I will cooperate with others and follow directions.
Expectation #3: Remember a Positive Attitude is Everything	Follow adult directions.	Students standing in a straight line and voices are silent.	Walk on the right side of the hallway and stay on sidewalks	I will make smart decisions at all times.
Expectation #4: Demonstrate Respect and Responsibility to Yourself and Others	Stay seated at the lunch table and use respectful language and a quiet voice.	Students walking with their hands at their sides.	Take care of your belongings and leave school displays untouched.	I will demonstrate respect for property and rights of others.
Expectation #5: Strive for Success Each and Every Day	Use good manners at all times. Pick up food and leave area clean	Students demonstrating Tip Top Titan Behavior.	Follow directions given by adults and follow Bus Safety Rules procedures for BCPS.	I will do my work and show effort.

**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.

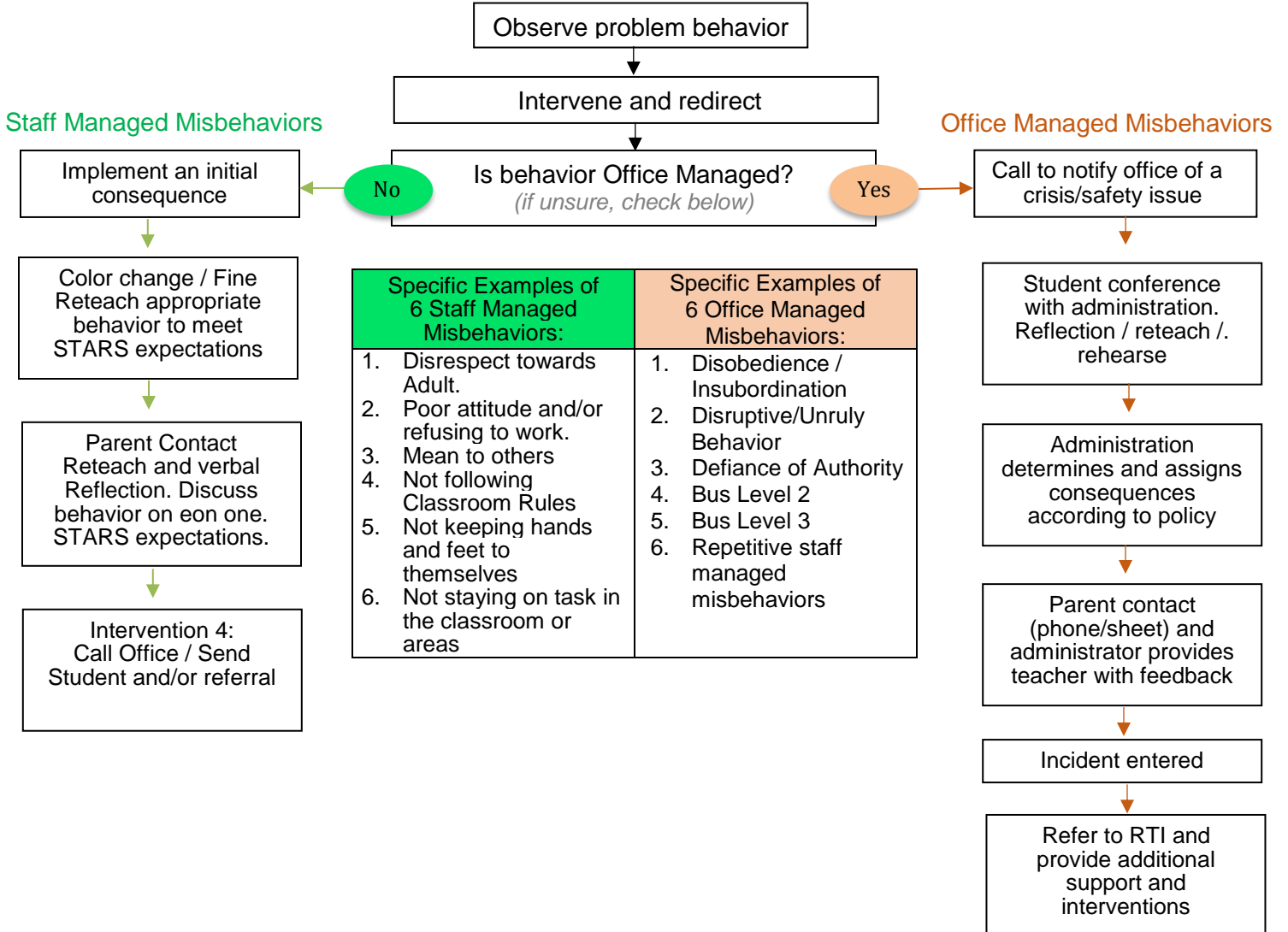
Dates the Locations' Rules lesson plans are taught			
	Date(s)	Time:	Location(s):
August	8/7/2019	8:30 AM	Media Center
January	1/6/2019	8:30 AM	Media Center
After Spring Break	3/30/2019	8:30 AM	Media Center

**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: Respect and Responsibility

4 Step Problem Solving Process	Plan Details
<b>1. Problem Identification:</b> Use your behavior data to identify one school-wide problem. What problem did you identify? ( <i>use numerical data</i> )	<b>Data used:</b> Referrals by Incident  <b>Problem Identification Statement:</b> Based on data, there are 46 student referrals in the #1 and #2 area.
<b>2. Problem Analysis:</b> Why do you think this problem is occurring? What is your goal? ( <i>use a SMART goal statement with numerical data</i> )	<b>Hypothesis:</b> Students are having difficulty being accountable for their actions.  <b>Goal Statement:</b> All classrooms will work to decrease the # of referrals by 10% each month. Students will accept responsibility for their actions.
<b>3. Intervention Design:</b> Describe how you will implement a positive reward program to decrease this problem.	<b>Type of System:</b> Economic simulation system  <b>Description of System:</b> ( <i>≥ 5 sentences</i> ) Students practice STAR character traits throughout school. If they follow expectations, they will receive Titan Bucks and Class Stars.
<b>4. Evaluation:</b> A. Implementation fidelity	<b>A.</b> How will you monitor the fidelity (consistency and effectiveness) of the <b>staff's</b> implementation of the reward program? ( <i>2-3 sentences</i> ) 1. Administration will conduct walkthroughs. 2. Grade chair will share monthly reports from their teams. 3. Administration will pull referral report and present class stars accordingly.
B. Student outcome monitoring	<b>B.</b> How will you know if the reward program is positively impacting <b>students</b> ? What measurable data will you use to determine "success"? ( <i>2-3 sentences</i> ) If student referrals decrease each month and students visiting store increases as well as class stars,

**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 checked="" type="checkbox"/> CHAMPS	% of teachers currently holding valid CHAMPS certificate: 9%
<input type="checkbox"/> PBIS Classroom Management <i><a href="http://www.fl-pda.org/independent/">http://www.fl-pda.org/independent/</a></i>	% of teachers currently holding completion certificate:
<input type="checkbox"/> Other: Click here to enter name of system.	Training evidence: <a href="#">Click here to enter evidence</a> % 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 checked="" 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 Framework
<input type="checkbox"/> Classroom management screening is not conducted <i>across</i> teachers to determine appropriate professional development. ( <i>Next year, assessment of classroom management implementation fidelity will be scored</i> ).

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

Total number of discipline referrals <b>from classrooms</b> :	84
Total number of <i>other</i> <b>school-wide</b> discipline referrals:	96
% of referrals in the classroom:	46%
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.***

If “Yes”, school-wide classroom management professional development will be conducted in 2019-20:
CHAMPS Training - District offered , PLC PD Training      If “Other”, indicated system here: <a href="#">Click here to enter text.</a>

## CRITICAL ELEMENT # 8: Data Collection and Analysis

### 8A. Core Effectiveness:

TOTAL Population:	765	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
0 - 1 referrals	27	96%	Are your 0 – 1 referrals > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2 - 5 referrals (at risk students)	22	3%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
> 5 referrals (high risk students)	12	1%	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 “ <b>Yes</b> ”, your core is effective. Is your core behavior curriculum effective?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<p>Answer <b>either</b> (a) or (b):</p> <p>(a) If you answered “<b>Yes</b>”, 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 “<b>NO</b>”, 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> <ol style="list-style-type: none"> <li>1. The school will ensure that the guidance counselor, the classroom teacher, and administration monitor all students that received more than 3 referrals, starting at the beginning of the year.</li> <li>2. A conference will be held with the student and parents.</li> <li>3. A success plan will be developed for the student.</li> </ol>	

### 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	60	91	-31	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Hispanic/Latin	20	7	13	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
White	11	2	9	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

### 8D. Disproportionality Action Steps:

If <u>all three</u> are “ <b>No</b> ”, disproportionality is not indicated. Are all 3 “No”?	<input type="checkbox"/> Yes <input type="checkbox"/> No
<p>Answer <b>either</b> (a) or (b):</p> <p>(a) If you answered “<b>Yes</b>”, 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 “<b>No</b>”, 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"> <li>1. The school and CPST team will work together with the classroom teacher to identify students who need extra behavior support.</li> <li>2. The students will be supported with RtI interventions and the interventions will be monitored with fidelity.</li> <li>3. The school will also continue to keep the lines of communication open between the parents and the school community</li> <li>4. Mentoring program will be available: Latinos in Action, Mentoring Tomorrow’s Leaders</li> </ol>	



## 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 off Action Step when 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 <b>post school-wide Expectations and location-specific Rules</b> <input type="checkbox"/> Identify your district RtI Instructional Facilitator (Contact <a href="mailto:tyne.hogan@browardschools.com">tyne.hogan@browardschools.com</a> for more information, if you are unsure) <input type="checkbox"/> Confirm 1 <sup>st</sup> team meeting date and time
August 1 <sup>st</sup> 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 <b>initiate a Reward System for all students</b> <input type="checkbox"/> Review previous year's SPBP and feedback form; make necessary modifications <input type="checkbox"/> Verify and implement teaching schedule for <b>Expectations and Rules behavior lesson plans</b> <input type="checkbox"/> <b>Present implementation data, behavior data, team activities and SPBP progress to entire staff</b>
September	<input type="checkbox"/> <b>Provide SPBP stakeholder presentation prior to October 1</b> <input type="checkbox"/> Check for staff and teacher understanding of PBIS - provide "PBIS 101" Brainshark as a resource Brainshark available at: <a href="http://www.brainshark.com/browardschools/PBIS101">http://www.brainshark.com/browardschools/PBIS101</a> <input type="checkbox"/> Ensure the <b>Discipline Flow Chart</b> is distributed to all staff and is being used as written
October 2 <sup>nd</sup> 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"/> <b>Review previous quarter's behavior data.</b> (Use 'Agenda' and 'Data Collection Template' in Sharepoint site) <input type="checkbox"/> <b>Present implementation data, behavior data, team activities, and SPBP progress to entire staff</b> <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 <sup>rd</sup> meeting Prepare for SY 2020/21 SPBP	<input type="checkbox"/> Review Implementation plan; check off completed Action Steps <input type="checkbox"/> <b>Staff to re-teach Expectations and Rules after winter break</b> <input type="checkbox"/> Principal signs in and watches the <b>new "SPBP for Principals" Brainshark: Due January 30<sup>th</sup></b> <input type="checkbox"/> <b>Present implementation data, behavior data, team activities, and SPBP progress to entire staff</b> <input type="checkbox"/> Choose team members and dates to work on, complete, and submit the <b>new SPBP</b> <input type="checkbox"/> <b>Teams watch the new "SPBP Team Overview" Brainshark</b> 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 <sup>th</sup> 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"/> <b>Staff to re-teach Expectations and Rules after from spring break</b> <input type="checkbox"/> <b>Provide stakeholders/parent presentation on new SPBP for next year</b> <input type="checkbox"/> <b>Provide staff presentation and faculty vote on new SPBP for next year</b> <input type="checkbox"/> <b>Present implementation data, behavior data, team activities, and SPBP progress to entire staff</b>
April	<input type="checkbox"/> <b>Submit your SPBP in OSPA by April 30<sup>th</sup> every year. Use this new SPBP in the next school year</b> <input type="checkbox"/> <b>Continue implementing your current SPBP through the end of the current school year</b>

## 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 <b>expectations</b> and location-specific <b>rules</b> are posted across campus	Quarterly monitor all locations to ensure School-wide expectations and location specific rules are posted across campus
<b>Expectations and Rules lesson plans</b> are being taught as written and when indicated	Monthly walk-throughs to ensure lessons are being implemented
The <b>Discipline flow chart</b> is being used by all staff as written	Quarterly walk-throughs to ensure Discipline consequences and flow chart are being used by all staff as written
A <b>reward system</b> is being implemented for <i>all</i> students	<ol style="list-style-type: none"> <li>1. Popcorn party for positive cafeteria behavior</li> <li>2. Earn Titan bucks</li> <li>3. Make purchases at the Titan Store with Titan Bucks</li> <li>4. Weekly STARS given to classes with zero classroom and bus referrals</li> </ol>

**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
<b>Behavior Incident</b> data (See critical element #3A)	A 2% (1 to 2 incidents) quarterly reduction in the total number of the school’s top 10 behavior incidents by the students.
<b>Top 3 event locations</b> data (See critical element #4A)	A 2% (1 to 2 incidents) quarterly reduction in the total number of top 3 event locations (Cafeteria, Hallways, Bus Area) incidents by the students
<b>Core effectiveness</b> data (See critical element #8A)	98% of students have received 1 or less referrals
<b>Classroom referrals</b> data (See critical element #7C)	A 2% (3 to 4 incidents) quarterly reduction in the total number of classroom referrals.