School Name:	**Sheridan Park Elementary**
School Number:	**1321**
SPBP Contact Name:	**Shalonda McWhorter**
Direct Phone Number:	**(754) 323-7350**

CRITICAL ELEMENT # 1: Active Team with Administrative Participation

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

Full Name	Position
Shalonda McWhorter	1. Administration/ SPBP Point of Contact
Juliana Prescott	2. BTU Representative
Tracy Nix	3. Parent/Community Representation
Odein Samuda King	4. School Counselor
Monica Abello	5. Special Area Teacher/ SAC Chair
Jessica Campos	6. Teacher
Mary Cangemi	7. Teacher
Sue Fulton	8. Teacher
Kathleen Arden	9. Literacy Coach
Jill Brennan	10.Teacher

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

Meeting Date	Meeting Time	Content of meetings:
10/18/2019	2:20 p.m.	
12/20/2019	2:20 p.m.	1. Progress of Action Steps indicated in Implementation Plan in #9
3/13/2020	2:20 p.m.	2. Collect & analyze fidelity of staff implementation data in #10A 3. Collect & analyze student outcome data in #10B
5/15/2020	2:20 p.m.	

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	4/16/2019	# of participants = 42
Held a *faculty* vote on the new SPBP (for SY 2019/20)	4/16/2019	# of participants =100% % approved =100%
Presented the *new* SPBP (for SY 2019/20) to stakeholders (parents and community)	4/24/2019	# of participants = 7

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: 8/9/2019	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 9/23/2019	
Present the behavior data to all staff <u>quarterly</u>	1. 10/18/2019	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. 1/6/2020	
	3. 3/22/2019	
	4. 6/2/2020	

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. Assault/Threat (Non-Criminal)
4. Defiance of Authority
5. Inappropriate Use of Technology

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. Personal Best
2. Act Responsibly
3. We Show Respect 4. Safety First

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	Aug. 14th-Sept. 6th	1:25-1:55	Classroom
January	Jan. 7th- 24th	1:25-1:55	Classroom
After Spring Break	March 30th- April 17th	1:25-1:55	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	**1**
2. Auditorium	**1**
3. School Grounds	**1**

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

Expectations and Rules Chart

School-wide EXPECTATIONS	Hallway Rules	Cafeteria Rules	Playground Rules	Classroom Rules
Personal Best	Use good manners. Keep hands and feet to yourself.	Use good manners	Using the playground equipment properly. Work together to solve problems and show empathy towards others.	
Act Responsibly	While waiting to enter to class read a book quietly. Stay in a single file line and follow directions.	Bring your lunch card, lunch money or lunch box to the cafeteria.	Take care of equipment.	
We show Respect **Safety First**	Listen to teachers and safety patrols. Face forward when walking in line.	Follow dismissal procedures. Place garbage in somat. Clean up after yourself.	Include all classmates in games and activities. Use the buddy bench if you need someone to play with. Safe touching, use equipment safely, and follow playground rules.	

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.

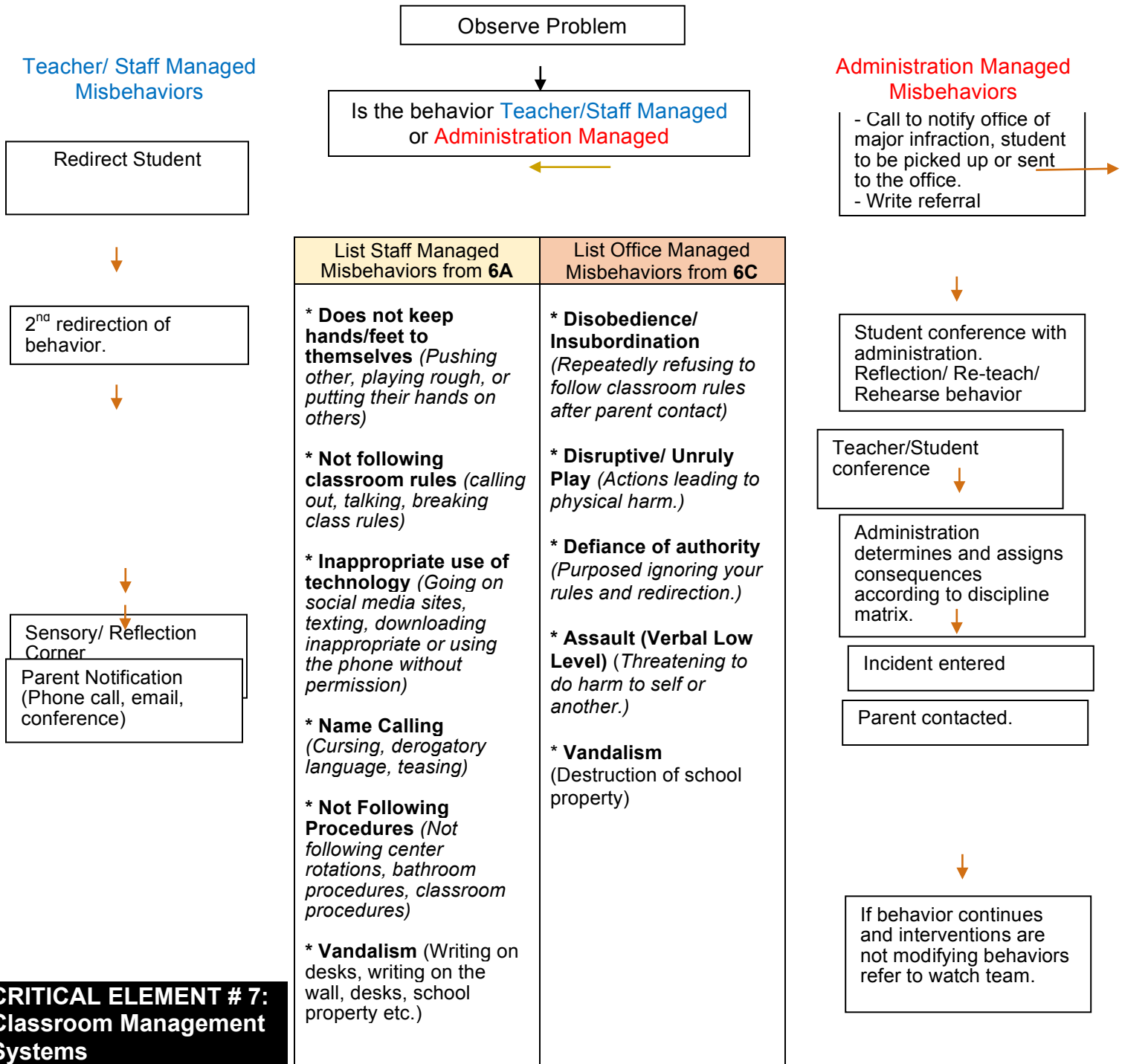| Dates the Locations' Rules lesson plans are taught			
	Date(s)	Time:	Location(s):
August	Aug. 14th-Sept. 6th	1:25-1:55	Classroom
January	Jan. 7th- 24th	1:25-1:55	Classroom
After Spring Break	March 30th- April 17th	1:25-1:55	Classroom

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: Personal Best~ School-Wide Expectation

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:** Referrals **Problem Identification Statement:** Based on the 17 referrals that were documented in BASIS, students demonstrated a lack of respect in the hallway, cafeteria and playground.
2. Problem Analysis: Why do you think this problem is occurring? What is your goal? *(use a SMART goal statement with numerical data)*	**Hypothesis:** This problem is occurring because of an increased need to provide social and emotional learning strategies that will aide in the development of positive character traits. **Goal Statement:** By June 2, 2020, there will be a 5% decrease in the number of referrals written from the previous year.
3. Intervention Design: Describe how you will implement a positive reward program to decrease this problem.	**Type of System:** Lottery **Description of System:** Students who are caught being respectful around campus will be given a *"Positive Behavior"* ticket. The tickets will be deposited every Friday into a grade level jar. Every Friday we will pull 5 names from each jar. The students will come down to pick an item from the treasure box.
4. Evaluation: A. Implementation fidelity	**A. How will you monitor the fidelity of the <u>staff's</u> implementation of the reward program?** All faculty and staff members will have a roll of Positive Behavior tickets to be given out monthly to students around campus.
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"?** We will know our reward program is working because the number of referrals written each quarter will decrease and the amount of tickets given out will increase each month.

Student Behavior Discipline Flow Chart

| Observe Problem |

Teacher/ Staff Managed Misbehaviors

Administration Managed Misbehaviors

Is the behavior Teacher/Staff Managed or Administration Managed

Redirect Student

- Call to notify office of major infraction, student to be picked up or sent to the office.
- Write referral

2nd redirection of behavior.

	List Staff Managed Misbehaviors from **6A**	List Office Managed Misbehaviors from **6C**
	* **Does not keep hands/feet to themselves** (Pushing other, playing rough, or putting their hands on others) * **Not following classroom rules** (calling out, talking, breaking class rules) * **Inappropriate use of technology** (Going on social media sites, texting, downloading inappropriate or using the phone without permission) * **Name Calling** (Cursing, derogatory language, teasing) * **Not Following Procedures** (Not following center rotations, bathroom procedures, classroom procedures) * **Vandalism** (Writing on desks, writing on the wall, desks, school property etc.)	* **Disobedience/ Insubordination** (Repeatedly refusing to follow classroom rules after parent contact) * **Disruptive/ Unruly Play** (Actions leading to physical harm.) * **Defiance of authority** (Purposed ignoring your rules and redirection.) * **Assault (Verbal Low Level)** (Threatening to do harm to self or another.) * **Vandalism** (Destruction of school property)

Student conference with administration. Reflection/ Re-teach/ Rehearse behavior

Teacher/Student conference

Administration determines and assigns consequences according to discipline matrix.

Incident entered

Parent contacted.

Sensory/ Reflection Corner

Parent Notification (Phone call, email, conference)

If behavior continues and interventions are not modifying behaviors refer to watch team.

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	0% of teachers currently holding valid CHAMPS certificate:
PBIS Classroom Management http://www.fl-pda.org/independent/	5% of teachers currently holding completion certificate:
☐ Other: Marzano Domain 1- Design Questions 5,6,7,8,9	Training evidence: Click here to enter evidence % of teachers currently trained: 100%

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

☐ CHAMPs 7 Up Checklist yes
☐ Basic FIVE (Classroom Management Screening)
☐ PBIS Classroom Assistance Tool (CAT) yes
☐ 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**:	11
Total number of *other* **school-wide** discipline referrals:	6
% of referrals in the classroom:	64%
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: CHAMPS

CRITICAL ELEMENT # 8: Data Collection and Analysis

8A. Core Effectiveness:

# Referrals:	TOTAL Population: 692	% of Total Population	Core Effectiveness		
	# of Students:				
0 - 1 referrals	15	88%	Are your 0 – 1 referrals > 80%?	☒Yes	No
2 - 5 referrals (at risk students)	10	12%	Are your 2 - 5 referrals <15%?	☒Yes	☐No
> 5 referrals (high risk students)	0	0%	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. Encourage use of Social Emotional Learning Curriculum

2. Encourage teachers to collaborate during PLC'S to share best practices

3. Monitor teacher articulation cards to identify potential sources

4. Maintain a daily positive relationship with all students

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	16%	20%	4	☒Yes	No
Hispanic/Latin	50%	42%	-8	☐Yes	☒No
White	25%	30%	8	☒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. We will continue to reinforce positive behavior tickets and brag tags.

2. We will also continue to embed social emotional learning within our curriculum.

3. We are committed to building stronger relationships with our families

4.

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 the hallways, cafeteria, and classrooms will have at least 1 expectation poster and 2 rules posters as measured through monthly observations by Ms. McWhorter, A.P.
Expectations and Rules lesson plans are being taught as written and when indicated	Teachers will document behavior lessons that are taught each quarter in their lesson plans. Administration will monitor and review plans.
The **Discipline flow chart** is being used by all staff as written	Teachers will follow the school-wide positive behavior plan and implement the consequences and processes in the flow chart.
A **reward system** is being implemented for *all* students	Teachers will be provided with positive tickets are encouraged to reward students with positive behavior.

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)	Student discipline referrals categorized as disruptive/unruly play will decrease by 25%
Top 3 event locations data (See critical element #4A)	Cafeteria, Auditorium, and School grounds referrals will decrease by 25%
Core effectiveness data (See critical element #8A)	Through the use of social emotional learning curriculum, students identified as high risk will decrease by 25%
Classroom referrals data (See critical element #7C)	Grade level referrals will decrease by 25% through the implementation of the school-wide behavior plan.