School Name:	Mirror Lake Elementary
School Number:	1841
SPBP Contact Name:	754-322-7106
Direct Phone Number:	754-322-7100

CRITICAL ELEMENT # 1: Active Team with Administrative Participation

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

Full Name	Position
Marlen Veliz	1. Administration, Principal
Andrea Gresham	2. BTU Representative/1st gr. Teacher
Gigi McIntire	3. SPBP Point of Contact/School Counselor
Tanesha McKinley	4. Parent/Community Representation
Andrea Cutrone,	5. Kindergarten Teacher
Cynthia Boggus	6. 2nd gr. Teacher
Jill Lyle	7. 3rd gr. Teacher
Kiara Johnson	8. 4th gr. Teacher
Lawrence Hennequin	9. 5th gr. Teacher
Kristi Heath	10. PK Teacher
Rachel Greenfield	11. Head Start Teacher
Shamequia Wright	12. Equity Liaison
Melissa Smiley	13. Autism Coach
Shelley Lewis	14. ESE Specialist
Hend Hafez	15. Literacy Coach
Tracy Gener	16. Science Resource Teacher
Debra DeBruyne	17. Math Resource Teacher
Gloria Jackson	18. ESP
Joan Rosa	19. Assistant Principal
Randy Hamilton	20. SRO
Julie Walenciak	21. ESE Teacher

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

Meeting Date	Meeting Time	Content of meetings:
8/13/2019	1 PM	
10/17/2019	1 PM	1. Progress of Action Steps indicated in Implementation Plan in #9
12/20/2019	1PM	2. Collect & analyze fidelity of staff implementation data in #10A
4/9/2019	1PM	3. Collect & analyze student outcome data in #10B

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	4/15/2019	# of participants = 109
Held a *faculty* vote on the new SPBP (for SY 2019/20)	4/16/2019	# of participants =109 % approved =100%
Presented the *new* SPBP (for SY 2019/20) to stakeholders (parents and community)	4/26/2019	# of participants = 18

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: 8/12/2019	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 9/27/2019	
Present the behavior data to all staff <u>quarterly</u>	1 10/18/19	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. 1/6/2019	
	3 3/20/19	
	4. 4/10/2019	

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 (37)
2.Disobedience/Insubordination (15)
3.Out of Assigned Area (4)
4 Disruptive/Unruly Play (3)
5.Minor Altercation (2)

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.Be Responsible
2.Be Respectful
3.Be Cooperative
4.NA
5.NA

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	8/19/19-8/23/19	8-10 AM	In the classroom
January	1/7/20-1/10/20	8-10 AM	In the classroom
After Spring Break	3/30/20-4/3/20	8-10 AM	In the 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	**5**
2.Hallway	**2**
3.Bus	**1**

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**
Be Respectful	Use inside voices, eat only your lunch, & stay seated.	Use the Mirror Lake Walk while on campus.	Be courteous to the bus driver and bus riders.	Individual Classrooms Incorporating CHAMPS
Be Cooperative	Be mindful of others around you, talk quietly to your neighbor.	Walk quietly to and from your homeroom.	Be kind and talk quietly to those seated near you while riding the bus.	Individual Classrooms Incorporating CHAMPS
Be Responsible	Clean up your area, participate as a helper when assigned.	Help to keep you school clean.	Keep the bus neat and clean and take care of your belongings	Individual Classrooms Incorporating CHAMPS
NA	NA	NA	NA	NA
NA	NA	NA	NA	NA

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	8/19/19-8/23/19	8:30 AM	In the classroom.
January	1/7/20-1/10/20	8:30 AM	In the classroom.
After Spring Break	3/30/20-4/3/20	8:30 AM	In the classroom.

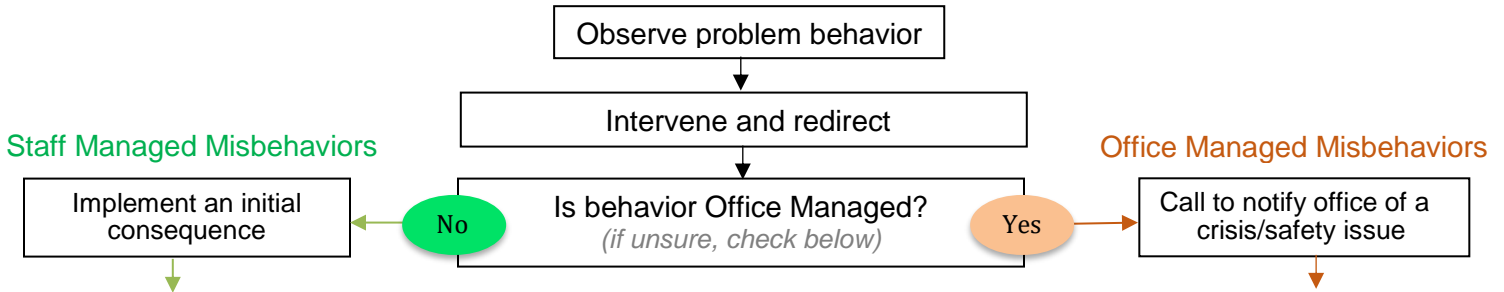## CRITICAL ELEMENT # 5: Reward and Recognition Programs

5. The reward system is focused on one School-wide Expectation OR specific location *at a time*.
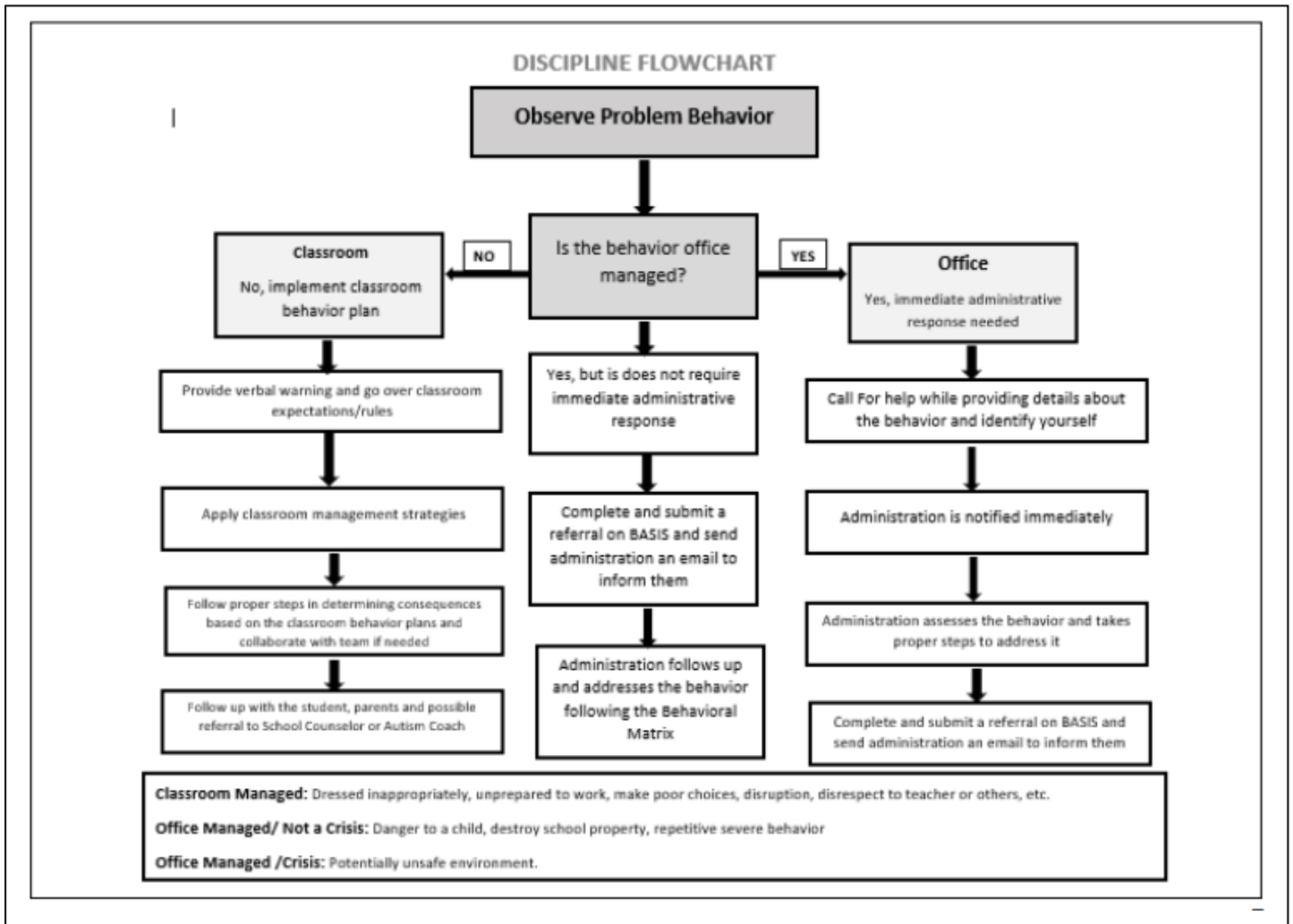
Expectation or Location: Cafeteria (Dining Room)

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: BASIS dashboard Incident Report by Location** **Problem Identification Statement: Mirror Lake's highest event location after classroom, is 5 events in the cafeteria (dining room).**
2. Problem Analysis: Why do you think this problem is occurring? What is your goal? *(use a SMART goal statement with numerical data)*	**Hypothesis: Due to unstructured time during lunch, a positive behavior incentive program is needed to decrease cafeteria behaviors by 50%.** **Goal Statement: Our goal is to decrease incidents by 50% by the beginning of 2nd quarter. Data will be checked monthly by administration.**
3. Intervention Design: Describe how you will implement a positive reward program to decrease this problem.	**Type of System: Lottery** **Description of System: Cafeteria (Dining Room) staff, will keep track of positive behaviors by class and turn them into administration each week. Classes with 4 out of 5 positive behavior days, will be placed in a lottery to be announced on the morning show. Winning classes will be part of a trunk party each month, with treats and prizes.**
4. Evaluation: A. Implementation fidelity	A. How do you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program? **Cafeteria staff will be trained on how to collect data by AP. Administration will do walk throughs in the cafeteria during different lunch periods using CHAMPS 7-UP Checklist to monitor and assess.**
B. Student outcome monitoring	**A.** How will you know if the reward program is positively impacting **students**? What measurable data will you use to determine "success"? *(2-3 sentences)* **As the classes increase with positive behavior, the lottery choices will increase. Increase of classes will be included in our monthly lottery trunk parties.**

Student Behavior Discipline Flow Chart

Observe problem behavior

↓

Intervene and redirect

↓

Staff Managed Misbehaviors

Implement an initial consequence ← **No** — Is behavior Office Managed? *(if unsure, check below)* — **Yes** → Call to notify office of a crisis/safety issue

Office Managed Misbehaviors

Specific Examples of 6 Staff Managed Misbehaviors:	Specific Examples of 6 Office Managed Misbehaviors:
1.Using a Cell Phone 2.Talking Back 3.Not keeping hands/feet to yourself 4.Making noise in class 5.Calling out answers 6.Not completing assignments	1.Disobedience/Insubordination 2.Disruptive/Unruly Play 3.Defiance of Authority 4.Defaming School Property 5.Misbehavior in Dining Room 6.Repetitive Staff Managed Misbehavior

DISCIPLINE FLOWCHART

Observe Problem Behavior

↓

Is the behavior office managed?

NO → **Classroom** — No, implement classroom behavior plan

YES → **Office** — Yes, immediate administrative response needed

Yes, but is does not require immediate administrative response

Classroom branch:
- Provide verbal warning and go over classroom expectations/rules
- Apply classroom management strategies
- Follow proper steps in determining consequences based on the classroom behavior plans and collaborate with team if needed
- Follow up with the student, parents and possible referral to School Counselor or Autism Coach

Middle branch:
- Yes, but is does not require immediate administrative response
- Complete and submit a referral on BASIS and send administration an email to inform them
- Administration follows up and addresses the behavior following the Behavioral Matrix

Office branch:
- Call For help while providing details about the behavior and identify yourself
- Administration is notified immediately
- Administration assesses the behavior and takes proper steps to address it
- Complete and submit a referral on BASIS and send administration an email to inform them

Classroom Managed: Dressed inappropriately, unprepared to work, make poor choices, disruption, disrespect to teacher or others, etc.

Office Managed/ Not a Crisis: Danger to a child, destroy school property, repetitive severe behavior

Office Managed /Crisis: Potentially unsafe environment.

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	20% 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**:	39
Total number of *other* **school-wide** discipline referrals:	52
% of referrals in the classroom:	75%
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:
Other: If "Other", indicated system here: CHAMPS Canvas Course

CRITICAL ELEMENT # 8: Data Collection and Analysis

8A. Core Effectiveness:

TOTAL Population:	697	% of Total Population	Core Effectiveness		
# Referrals:	# of Students:				
0 - 1 referrals	688	99%	Are your 0 – 1 referrals > 80%?	☒Yes	☐No
2 - 5 referrals (at risk students)	5	1%	Are your 2 - 5 referrals <15%?	☒Yes	☐No
> 5 referrals (high risk students)	4	1%	Are your >5 referrals <5%?	☒Yes	☐No

8B. Core Effectiveness Action Steps:

If <u>all 3</u> 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. Initiate a CHAMPS training plan for the 2019-2020 school year.

2. Set up a PLC with leaders who have already completed CHAMPS training.

3. Conduct walk throughs on a monthly basis to monitor and assess teachers using the CHAMPS 7-Up Checklist.

4. Revisit goals with entire staff during quarterly meetings.

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	53%	54%	1	☒Yes	☐No
Hispanic/Latin	28%	16%	-12	☐Yes	☒No
White	11%	4%	-7	☐Yes	☒No

8D. Disproportionality Action Steps:

If <u>all three</u> 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)*

    a. Early Identification: Teacher Recommendations for Positive Role Models to focus on our Black Students.
Activities will include: ICON members, mentor matching, & inclusion in small social groups. Baseline data will be looked at by the committee regarding our Black students during employee planning week to ensure equity.

1. Welcoming Schools Refresh-- 2 year Teacher Training and Implementation of Curriculum PK-5

2. ICON Group (I Can Overcome Negativity) for our Male Students/FIERCE Group for our Female Students

3. Diversity Day—Annual Celebration of Differences—School Wide Shared Literature/Student Participation Assembly

4. Holocaust Education—School wide International Holocaust Day/Butterfly Wall/5th Grade Intensive Study

5. Latinos in Action—High School student mentors are paired up with our Kindergarten Students for academic practice

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 off Action Step when 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	By 8/14/19, School-wide expectations and location-specific rules will be posted across 100% of our campus for staff, students, and community to view and follow. Quarterly checks will be completed to be signs are posted and secured.
Expectations and Rules lesson plans are being taught as written and when indicated	During the 2019-2020 School Year, ALL teachers will comply with teaching the suggested lesson plans (housed in the Guidance Office). Administration will be conducting walk throughs to check fidelity of 100% of our teachers.
The **Discipline flow chart** is being used by all staff as written	By 8/14/19, ALL Teachers will be provided a copy of the Discipline Flow Chart. Administration will cross-check all discipline referrals that are written to be sure they comply with the flow chart. Individual teachers will review flow chart if necessary.
A **reward system** is being implemented for *all* students	During the 2019-2020 School Year, ALL Students will participate in a reward system in the Cafeteria (Dining Room) to reinforce positive behavior as an entire class. The assistant principal will meet weekly with cafeteria staff to collect data for classrooms.

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**
Behavior Incident data (See critical element #3A)	By 6/3/20, Unruly Disruptive Behaviors, Disobediance, and Out of Assigned Area, will decrease by 10% school wide. BASIS data will be checked and discussed quarterly with the SPBP Committee Members.
Top 3 event locations data (See critical element #4A)	By 6/3/20, Cafeteria, Bus, and Hallway Behaviors will decrease by 10% school wide. BASIS data will be checked and discussed quarterly with the SPBP Committee Members
Core effectiveness data (See critical element #8A)	By 6/3/20, Core Effectiveness will continue to be successful. ALL Teachers will enroll in a CHAMPS training, with leadership from those who have already completed the course. Administration will ask for documentation of completed course work.
Classroom referrals data (See critical element #7C)	By 6/3/20, Classroom Referrals will decrease by 10% school wide. ALL Teachers will participate in CHAMPS training using online classes and PLC groups for reinforcement. Administration will focus on teachers who have students with more than 5 referrals and provide them with extra support and mentoring.