School Name:	**TEQUESTA TRACE MIDDLE SCHOOL**
School Number:	**3151**
SPBP Contact Name:	**CAROL NISSEN**
Direct Phone Number:	**754-323-4409**

CRITICAL ELEMENT # 1: Active Team with Administrative Participation

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

Full Name	Position
PAUL MICENSKY	1. Administration
REGGIE OSORIO	2. BTU Representative
CAROL NISSEN	3. SPBP Point of Contact
CRISTINA YANES	4. Parent/Community Representation
FRANKIE CUNNINGHAM	5. ESE SUPPORT
ERIN MAGEE	6. TEACHER
LINDSAY LEVINE	7. TEACHER
DEBBIE O'BRYAN	8. TEACHER
KATHERINE LOPEZ	9. TEACHER
CYNTHIA VERONICK	10.GUIDANCE COUNSELOR

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

Meeting Date	Meeting Time	Content of meetings:
8/7/2019	2:00pm	
10/18/2019	10:00am	1. Progress of Action Steps indicated in Implementation Plan in #9
1/6/2020	2:00pm	2. Collect & analyze fidelity of staff implementation data in #10A 3. Collect & analyze student outcome data in #10B
4/9/2020	2:30pm	

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	4/17/2019	# of participants = 95
Held a *faculty* vote on the new SPBP (for SY 2019/20)	4/29/2019	# of participants = 70 % approved = 88.6%
Presented the *new* SPBP (for SY 2019/20) to stakeholders (parents and community)	4/10/2019	# of participants = 50

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 9/11/2019	
Present the behavior data to all staff quarterly	1. 10/21/2019	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. 3/17/2020	
	4. 6/3/2020	

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 (49)
2. DISOBEDIENCE/INSUBORDINATION (23)
3. DISRUPTIVE/UNRULY PLAY (20)
4. INSULTING/PROFANE/OBSCENE LANGUAGE (18)
5. SKIPPING (7)

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 RESPECTFUL
2. BE ORGANIZED
3. BE COOPERATIVE
4. BE KIND

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	8/23/19	All Periods	Science Classes
January	1/10/20	All Periods	Math Classes
After Spring Break	4/3/20	All Periods	Social Studies Classes

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. HALLWAYS/SCHOOL GROUNDS	26
2. GYMNASIUM	21
3. CAFETERIA	7

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

Expectations and Rules Chart

School-wide EXPECTATIONS	Hallway Rules	Cafeteria Rules	Gymnasium Rules	Classroom Rules
				Completed by each teacher
BE RESPECTFUL	KEEP YOUR HANDS AND FEET TO YOURSELF – USE SCHOOL APPROPRIATE LANGUAGE	KEEP FOOD ON TRAY AND USE APPROPRIATE LANGUAGE WHILE HAVING DISCUSSIONS AT YOUR TABLE	KEEP YOUR HANDS/FEET TO YOURSELF – USE SCHOOL APPROPRIATE LANGUAGE	
BE ORGANIZED	KNOW WHERE YOUR CLASSROOM IS AND TAKE THE QUICKEST ROUTE.	KEEP YOUR AREA CLEAN AND ORGANIZED SO IT IS EASIER TO CLEAN UP AT THE END OF LUNCH.	KEEP YOUR AREA CLEAR AND FOLLOW PROCEDURES OF PHYSICAL EDUCATION.	
BE COOPERATIVE	WALK ON THE RIGHT SIDE OF THE HALL AND FOLLOW DIRECTIONS GIVEN BY ADULTS	CLEAN UP AREAS AS REQUESTED BY ADULTS.	BE ON TIME TO CLASS – DRESS OUT EVERY DAY.	
BE KIND	FOLLOW SOCIALLY APPROPRIATE BEHAVIOR	VOLUNTEER TO BE A CAFETERIA CLEANER.	FOLLOW SOCIALLY APPROPRIATE BEHAVIOR IN LOCKER ROOMS AND GYMNASIUM	

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.

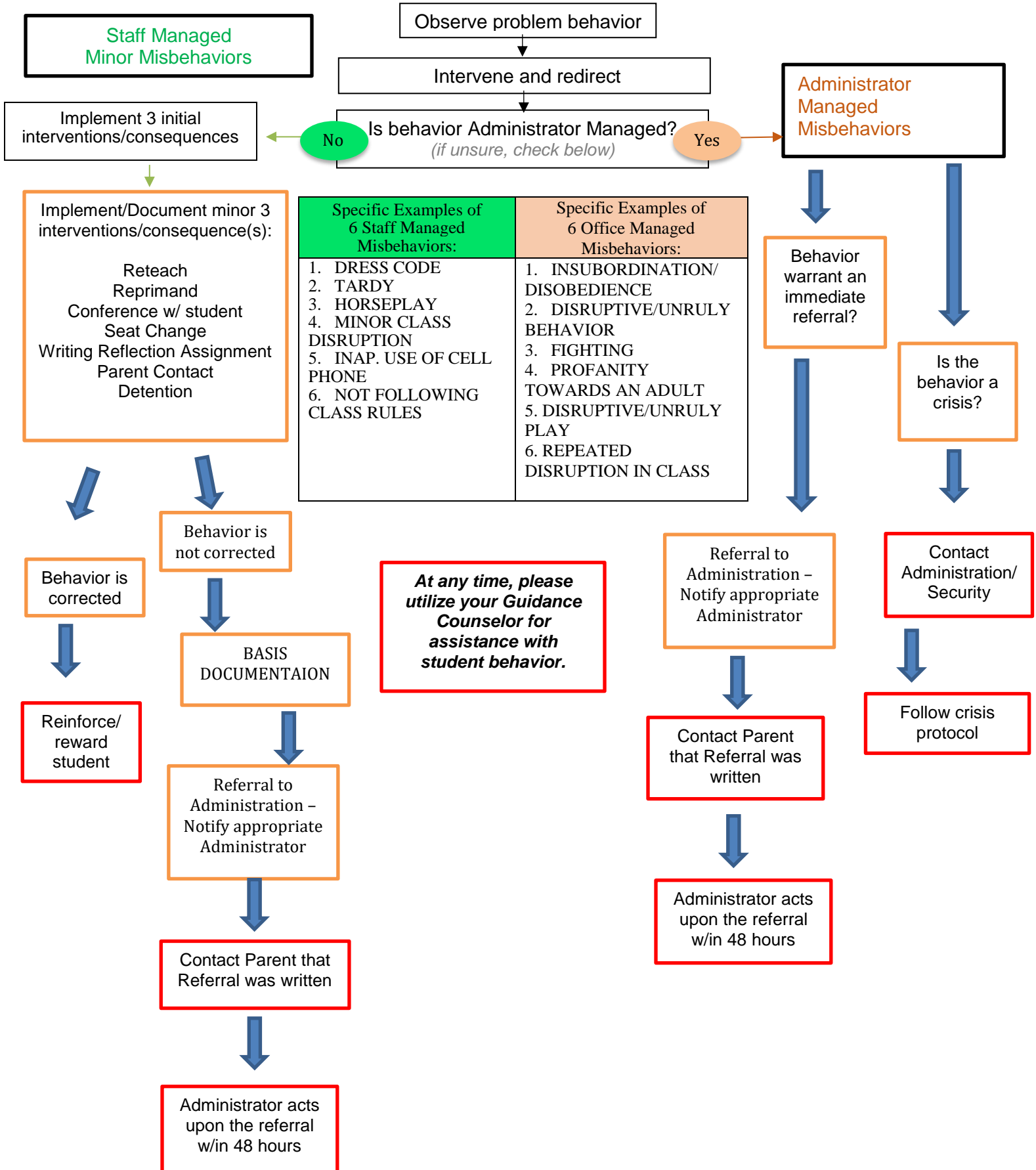| Dates the Locations' Rules lesson plans are taught			
	Date(s)	Time:	Location(s):
August	8/23/20	All Periods	Language Arts Classes
January	1/10/20	All Periods	Social Studies Classes
After Spring Break	4/3/20	All Periods	Science Classes

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: Hallway Behavior

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 3.0 2018-19 Data** **Problem Identification Statement: Students running in the halls/pushing/shoving/not using time wisely to get to class. 50% (26/54) of Referrals were created for hallway/school grounds misbehavior.**
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 lack the responsibility for their actions in the hallways/school grounds to ensure that they are in class on time and are walking safely.** **Goal Statement: By May 2020, hallway/school grounds referrals will decrease by 10%.**
3. Intervention Design: Describe how you will implement a positive reward program to decrease this problem.	**Type of System: Token system** **Description of System:** Teachers will receive 5 tickets/month. Teachers will give students who exhibit appropriate behavior in the hallways a ticket. Tickets will be turned in for lunch time reward. At the end of the month, a drawing for larger reward will be done. PTA will sponsor the weekly rewards. Students will be recognized via social media and morning announcements.
4. Evaluation: A. Implementation fidelity	A. How will you monitor the fidelity (consistency and effectiveness) of the **staff's** implementation of the reward program? 20-25% of the teachers' tickets will be utilized weekly. Students will increase positive behavior by 40% based on referrals.
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"? Tardies and horseplay in the hallways will decrease by 10%. Students will increase positive behavior in the hallway therefore be on time to class which will result in more time on task in the classroom.

CRITICAL ELEMENT #6: Effective Discipline Procedures

Student Behavior Discipline Flow Chart

Observe problem behavior

Intervene and redirect

Staff Managed Minor Misbehaviors

Is behavior Administrator Managed? *(if unsure, check below)*

No

Yes

Administrator Managed Misbehaviors

Implement 3 initial interventions/consequences

Implement/Document minor 3 interventions/consequence(s):

Reteach
Reprimand
Conference w/ student
Seat Change
Writing Reflection Assignment
Parent Contact
Detention

Specific Examples of 6 Staff Managed Misbehaviors:	Specific Examples of 6 Office Managed Misbehaviors:
1. DRESS CODE 2. TARDY 3. HORSEPLAY 4. MINOR CLASS DISRUPTION 5. INAP. USE OF CELL PHONE 6. NOT FOLLOWING CLASS RULES	1. INSUBORDINATION/ DISOBEDIENCE 2. DISRUPTIVE/UNRULY BEHAVIOR 3. FIGHTING 4. PROFANITY TOWARDS AN ADULT 5. DISRUPTIVE/UNRULY PLAY 6. REPEATED DISRUPTION IN CLASS

Behavior warrant an immediate referral?

Is the behavior a crisis?

Behavior is not corrected

Behavior is corrected

At any time, please utilize your Guidance Counselor for assistance with student behavior.

Referral to Administration – Notify appropriate Administrator

Contact Administration/ Security

Reinforce/ reward student

BASIS DOCUMENTAION

Contact Parent that Referral was written

Follow crisis protocol

Referral to Administration – Notify appropriate Administrator

Administrator acts upon the referral w/in 48 hours

Contact Parent that Referral was written

Administrator acts upon the referral w/in 48 hours

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	% of teachers currently holding valid CHAMPS certificate:
☒ PBIS Classroom Management *http://www.fl-pda.org/independent/*	% of teachers currently holding completion certificate:
☒ Other: SOCIAL EMOTIONAL LEARNING	Training evidence: Sign-in sheet(s) 95% 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**:	106
Total number of *other* **school-wide** discipline referrals:	48
% of referrals in the classroom:	68%
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:
PBIS online course   If "Other", indicated system here: Click here to enter text.

CRITICAL ELEMENT # 8: Data Collection and Analysis

8A. Core Effectiveness:

TOTAL Population:	1650	% of Total Population	Core Effectiveness		
# Referrals:	# of Students:				
0 - 1 referrals	1610	98%	Are your 0 – 1 referrals > 80%?	☒Yes	☐No
2 - 5 referrals (at risk students)	36	2.2%	Are your 2 - 5 referrals <15%?	☒Yes	☐No
> 5 referrals (high risk students)	4	.2%	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. TTMS teachers and staff will participate in SEL training.

2. Students at risk will be identified from previous BASIS data to begin mentoring from the beginning of the school year.

3. Teachers will be invited to complete PBIS Classroom Management Training.

4. CPST data will be used more effectively to provide support for at risk 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	4	13	9	☒Yes	☐No
Hispanic/Latin	62	59	-30	☐Yes	☒No
White	27	20	-7	☐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.Identify those students who may not be able to socially behave at TTMS.

2.SEL training for all teachers/staff.

3. Teachers will be invited to complete PBIS Classroom Management Training.

4. Continue the training from this year provided by BTU on socially inept students and strategies.

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	By September 2019, school-wide expectations and location specific rules will be posted across campus.
Expectations and Rules lesson plans are being taught as written and when indicated	By September 2019, all teachers will receive behavior lesson plans to be taught throughout the year as per the schedule previously indicated. Guidance will facilitate the lesson plans throughout the year in their class visits.
The **Discipline flow chart** is being used by all staff as written	By December 2019, a review of the referrals in BASIS and through Department Meeting conversations, Administration will monitor that 100% of the staff is using the flow chart as written. 100% of the classrooms will also have a flow chart displayed in the classroom.
A **reward system** is being implemented for *all* students	During the first 2 weeks of school, 100% students will be oriented to the reward system on school grounds. Referrals will be monitored quarterly by the Discipline Committee.

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)	Quarterly review of the data in BASIS 3.0 will indicate a decrease of top 10 incidents referrals in section 3a by 5% from the previous school year.
Top 3 event locations data (See critical element #4A)	Top 3 event locations data Quarterly review of the data in BASIS 3.0 will indicate a decrease of incidents referrals in certain locations in section 4a by 5% from the previous school year.
Core effectiveness data (See critical element #8A)	By the end of first semester (1/2020) the student receiving referrals will decrease by 1%
Classroom referrals data (See critical element #7C)	Throughout the 2019-20 school year, staff will be invited to be trained on PBIS Classroom Behavior Management to decrease the amount of classroom referrals by 5%. In addition, we will determine which students have more than 2 referrals and submit their names to the RtI team