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

School Name:	Gator Run Elementary School
School Number:	3642
SPBP Contact Name:	Jackie Grasinger/Ashley Saba
Direct Phone Number:	754-323-5850

CRITICAL ELEMENT # 1: Active Team with Administrative Participation

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

Full Name	Position
Ashley Saba	1. Administration
Carrie Velasquez	2. BTU Representative
Jackie Grasinger	3. SPBP Point of Contact
Corrine Mendez	4. Parent/Community Representation
Deputy Rachel Radulic	5. School Resource Officer (SRO)
Lynn Mitchel	6. 4th Grade
Sandra Iamartino	7. Kindergarten
Elayne Hollander	8. Specials
Denise Boehm	9. 2nd Grade
Stacy Morse	10. ESE/Speech

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

Meeting Date	Meeting Time	Content of meetings:
9/19/2019	2:15 PM	
11/21/2019	2:15 PM	1. Progress of Action Steps indicated in Implementation Plan in #9
1/16/2020	2:15 PM	2. Collect & analyze fidelity of staff implementation data in #10A 3. Collect & analyze student outcome data in #10B
4/23/2020	2:15 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	4/9/2019	# of participants = 12
Held a *faculty* vote on the new SPBP (for SY 2019/20)	4/12/2019	# of participants =118 % approved =89
Presented the *new* SPBP (for SY 2019/20) to stakeholders (parents and community)	4/17/2019	# of participants = 25

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 9/18/2019	
Present the behavior data to all staff <u>quarterly</u>	1. 10/17/2019	
	2. 12/19/2019	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.
	3. 3/19/2020	
	4. 5/25/2020	

CRITICAL ELEMENT # 3: School-wide Expectations

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

Top 5 Behavior Incidents
1.SB: Unruly/ Disruptive Behavior
2.UB: Unsubstantiated bullying
3.Z7: Bus Violations
4.F9: False Fire Alarm
5.ZN: Assault/ Threat (Non-Criminal)

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 kind to one another
2.Show respect
3.Be responsible for yourself
4.
5.

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	8/14/19	8:00-8:15	Presented to students during morning announcements.
January	01/7/2020	8:00-8:15	Presented to students during morning announcements.
After Spring Break	04/01/2020	8:00-8:15	Presented to students during morning announcements.

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. Playground	4
2.Bus	2
3.Front Office	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	Front Office Rules	Bus Rules	Playground Rules	Classroom Rules
Be Kind	Keep your hands and feet to yourself	Keep your hands and feet to yourself	Keep your hands and feet to yourself	
Show Respect	Use kind words	Use kind language towards one another	Use kind words	
Be Responsible	Take ownership of your actions	Take ownership of your actions	Take ownership of your actions	

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.

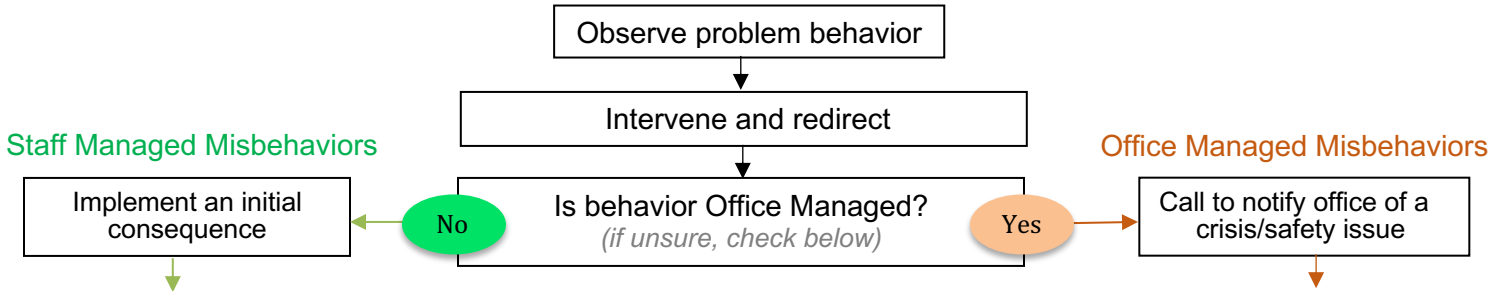| Dates the Locations' Rules lesson plans are taught			
	Date(s)	Time:	Location(s):
August	8/14/19	8:00-8:15	Presented to students during morning announcements.
January	01/7/2020	8:00-8:15	Presented to students during morning announcements.
After Spring Break	04/01/2020	8:00-8:15	Presented to students during morning announcements.

CRITICAL ELEMENT # 5: Reward and Recognition Programs

5. The reward system is focused on one School-wide Expectation OR specific location *at a time*.
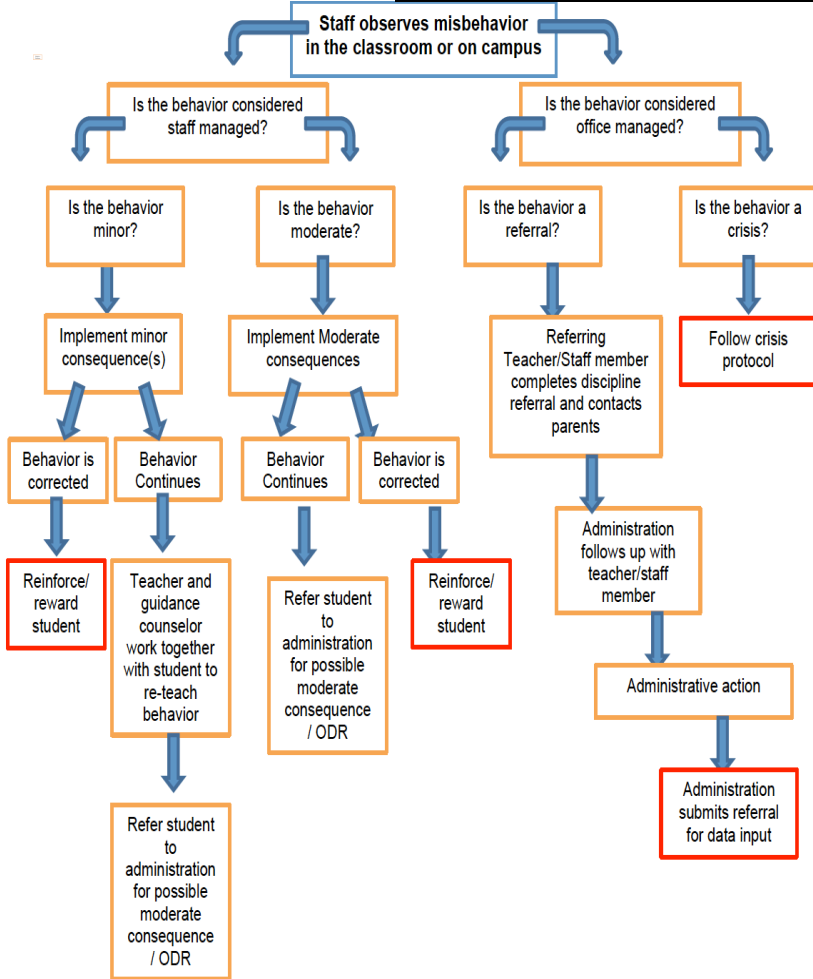Expectation or Location: Playground

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:** Used the top 3 locations for behavior <u>events</u> YTD from BASIS 3.0 Behavior Dashboard **Problem Identification Statement:** Currently, 4 referrals have been generated in the playground for the 2018-2019 school year
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 at Gator Run Elementary are playing without structured activities in the playground. **Goal Statement:** Gator Run Elementary will continue to implement our Kid of Character reward program to positively impact playground behaviors, resulting in a 10% decrease of referrals for the 2019-2020 school year.
3. Intervention Design: Describe how you will implement a positive reward program to decrease this problem.	**Type of System: Token system** **Description of System:** If a child is selected as the classroom Kid of Character, this student is acknowledged over the school-wide announcement system, receives a certificate, a free kids meal to a local restaurant and a brag tag. The classroom teacher is responsible for selecting the child and turning their selection into their grade level team leader, who then submits these selections to the Assistant Principal. The Principal then makes the announcement school-wide, followed by office staff distributing the certificate, free kids meal card and brag tag to the classroom teacher. Their name is also posted in the main hallway. This rewards program will be used to increase positive school behavior expectations while limiting negative cafeteria (and other locations) behaviors. Gator Run is also implementing a school-wide mindfulness program that is completed daily in all classrooms as well as during our specials every 14 school days in yoga.
4. Evaluation: A. Implementation fidelity	**A.** How will you monitor the fidelity (consistency and effectiveness) of the **staff's** implementation of the reward program? The classroom teacher is responsible for selecting the child and turning their selection into their grade level team leader, who then submits these selections to the Assistant Principal. Since each grade level and classroom selects children for different reasons, data is analyzed by grade level teams and then reported by the grade level team leader to the Assistant Principal. Implementation fidelity will be monitored by classroom teachers and Assistant Principals
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"? Students who follow the school behavior expectations and rules have the opportunity to be selected by their classroom teacher for student of the month/ Kid of Character. The Kid of Character traits allow one student from each class to be selected, based on teacher observation and a modified classroom measurement system. Different traits allow students to be well rounded and strive for this reward year-round. Success will be monitored by classroom teachers and Assistant Principals to see how it is positively impacting students behaviors and their strive for success.

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

Office Managed Misbehaviors

Call to notify office of a crisis/safety issue

Specific Examples of 6 Staff Managed Misbehaviors:	Specific Examples of 6 Office Managed Misbehaviors:

Staff observes misbehavior in the classroom or on campus

Is the behavior considered staff managed?

Is the behavior considered office managed?

Is the behavior minor?

Is the behavior moderate?

Is the behavior a referral?

Is the behavior a crisis?

Implement minor consequence(s)

Implement Moderate consequences

Referring Teacher/Staff member completes discipline referral and contacts parents

Follow crisis protocol

Behavior is corrected

Behavior Continues

Behavior Continues

Behavior is corrected

Reinforce/ reward student

Teacher and guidance counselor work together with student to re-teach behavior

Refer student to administration for possible moderate consequence / ODR

Reinforce/ reward student

Administration follows up with teacher/staff member

Refer student to administration for possible moderate consequence / ODR

Administrative action

Administration submits referral for data input

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: Zones of regulation	Training evidence: Sign-in sheet(s) % of teachers currently trained:2%

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): Zones of regulation posters are displayed for student use.*
☐ 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**:	8
Total number of *other* **school-wide** discipline referrals:	9
% of referrals in the classroom:	47%
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: Zones of Regulation

CRITICAL ELEMENT # 8: Data Collection and Analysis

8A. Core Effectiveness:

TOTAL Population:	1,364	% of Total Population	Core Effectiveness		
# Referrals:	# of Students:				
0 - 1 referrals		100%	Are your 0 – 1 referrals > 80%?	☒Yes	☐No
2 - 5 referrals (at risk students)	2	0%	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 <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.Students who have a history of needing social and emotional support will be contacted by school counselors based on

Guidance Intervention Data.

2.Both school counselors conduct monthly character education lessons in all classrooms.

3.The RTI Leadership team will contact and train teachers on their new student intervention plans.

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	3	6	3	☒Yes	☐No
Hispanic/Latin	64	72	8	☒Yes	☐No
White	25	6	-19	☐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)*

1.Our data indicates disproportionality with Black and Hispanic students.

2.To address this, we will conduct an equity training for all staff members at the start of the school year.

3.Referral data will be monitored monthly by the school leadership team.

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	100% of teachers will have integrated and discussed the school-wide expectations and rules with their class by the second week of school. Teachers will have at least 1 expectation poster and 2 rule posters as measured through monthly observations by school Assistant Principals (Ms. Saba/Mrs. Brown)
Expectations and Rules lesson plans are being taught as written and when indicated	95% of teachers are effectively teaching expectations and rules lesson plans as they were written in their classroom. Data will be collected by school Assistant Principals (Ms. Saba/Mrs. Brown)
The **Discipline flow chart** is being used by all staff as written	95% of discipline consequences are resolved by staff members using the flow chart. Data will be measured through monthly observations by school Assistant Principals (Ms. Saba/Mrs. Brown)
A **reward system** is being implemented for *all* students	100% of students will receive the reward system each month as demonstrated by the Kid of Character within each classroom. Data will be measured through monthly observations by school Assistant Principals (Ms. Saba/Mrs. Brown)

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)	99% of students will have 1 or less behavior incident report by the end of the 2nd quarter. Data will be measured through monthly observations by school Assistant Principals (Ms. Saba/Mrs. Brown)
Top 3 event locations data (See critical element #4A)	Student referrals will decrease by 2% from the 2018-2019 school year to the 2019-2020 school year. Data will be measured through monthly observations by school Assistant Principals (Ms. Saba/Mrs. Brown)
Core effectiveness data (See critical element #8A)	99% of students will have 1 or less referral by the end of the 3rd quarter. Data will be measured through monthly observations by school Assistant Principals (Ms. Saba/Mrs. Brown)
Classroom referrals data (See critical element #7C)	99% of students will have 1 or less referral by the end of the 4th quarter. Data will be measured through monthly observations by school Assistant Principals (Ms. Saba/Mrs. Brown)