

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



School Name:	Heron Heights Elementary
School Number:	3961
SPBP Contact Name:	Jennifer Glancy
Direct Phone Number:	(754) 322-9153

CRITICAL ELEMENT # 1: Active Team with Administrative Participation

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

Full Name	Position
Jennifer Glancy	1. Administration/ SPBP Point of Contact
Luis Rolon	2. BTU Representative
Chrissy Abrams	3. Parent/Community Representation
Shakira Celestin	4. School Counselor
Patricia Victoria	5. Special Area Teacher/ SAC Chair
Heather Randazzo	6. Teacher
Adam Sage	7. Teacher
Theresa Pratt	8. Teacher
	9.
	10.

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

Meeting Date	Meeting Time	Content of meetings:
10/16/2019	2:15 p.m.	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
12/18/2019	2:15 p.m.	
3/11/2020	2:15 p.m.	
5/13/2020	2:15 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 <i>(Between Jan 15 and April 30, 2019)</i>	Details <i>(Sign-in sheets in SPBP Binder)</i>
Presented the <i>new</i> SPBP (for SY 2019/20) to staff	4/15/2019	# of participants = 70
Held a <i>faculty</i> vote on the new SPBP (for SY 2019/20)	4/18/2019	# of participants = 70 % approved = 87%
Presented the <i>new</i> SPBP (for SY 2019/20) to stakeholders (parents and community)	4/22/2019	# of participants =

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

Action Steps:	Date <i>(SY 2019-20)</i>	Content <i>(Sign-in sheets in SPBP Binder)</i>
Provide professional development on the 2019/20 SPBP for all staff	Prior to students' 1 st 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 1 st , 2019 9/23/2019	
Present the behavior data to all staff <u>quarterly</u>	1. 10/18/2019	The team will present: <ul style="list-style-type: none"> • 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. Disruptive/Unruly Play
4. Assault/Threat (Non-Criminal)
5. Defiance of Authority

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 Safe
2. Be Respectful
3. Be Responsible

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. 14 th -Sept. 6 th	1:25-1:55	Classroom
January	Jan. 7 th - 24 th	1:25-1:55	Classroom
After Spring Break	March 30 th - April 17 th	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. Hallway	4
2. Playground	3
3. Cafeteria	2

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

Expectations and Rules Chart				Completed by each teacher
School-wide EXPECTATIONS	Hallway Rules	Cafeteria Rules	Playground Rules	Classroom Rules
Be Safe	Sit on your bottom, lining up, crisscross in front of your class wall. Walk in line, one behind the other, walking quietly.	Sit on your bottom facing forward with feet flat on the floor.	Using the playground equipment properly.	
Be Responsible	While waiting to enter to class read a book quietly.	Bring your lunch card, lunch money or lunch box to the cafeteria.	Take care of the playground equipment.	
Be Respectful	Listen to teachers and safety patrols.	Clean up after yourself.	Include all classmates in games and activities. Use the buddy bench if you need someone to play with	

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. 14 th -Sept. 6 th	1:25-1:55	Classroom
January	Jan. 7 th - 24 th	1:25-1:55	Classroom
After Spring Break	March 30 th - April 17 th	1:25-1:55	Classroom

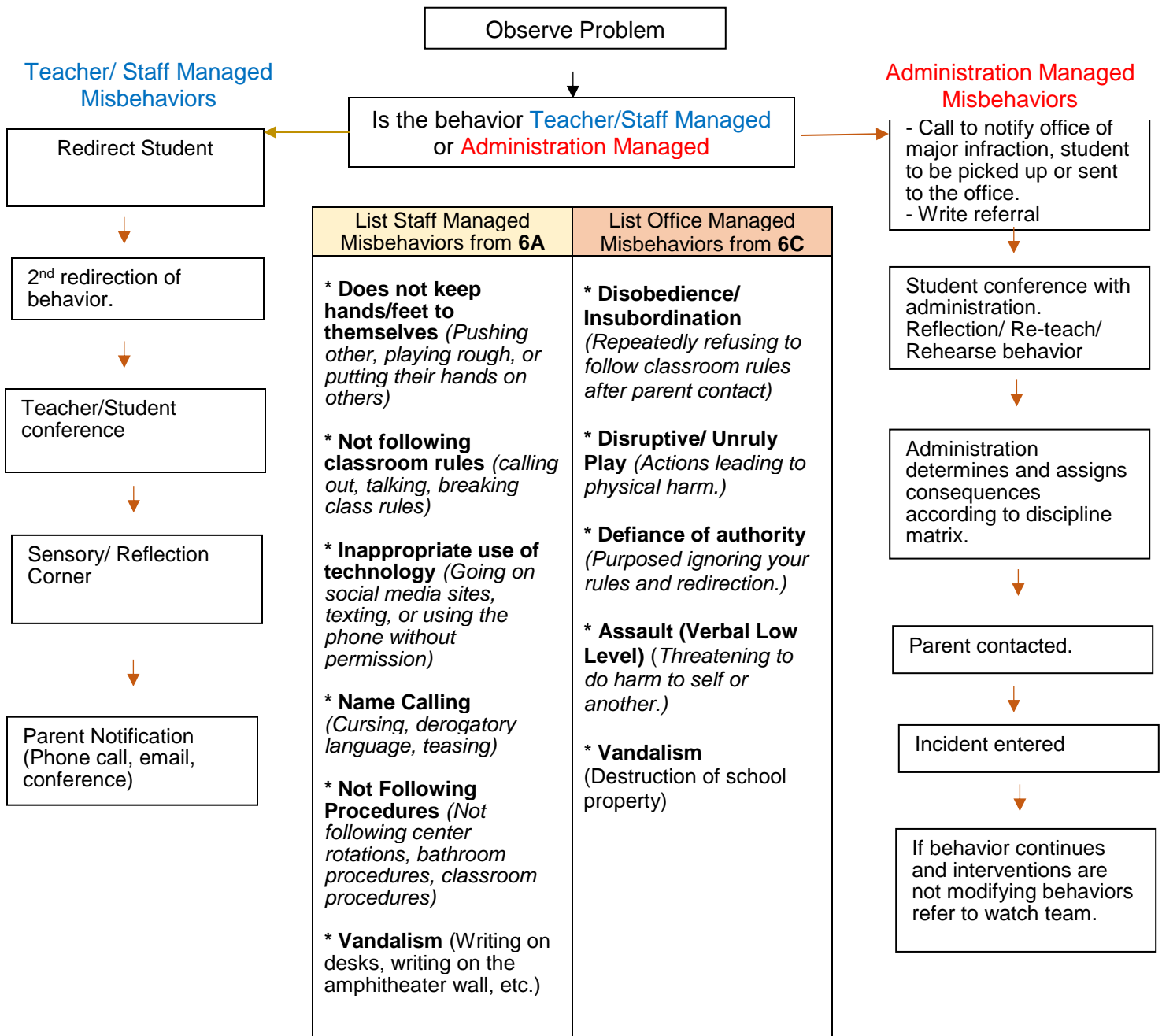
CRITICAL ELEMENT # 5: Reward and Recognition Programs

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

4 Step Problem Solving Process	Plan Details
<p>1. Problem Identification: Use your behavior data to identify one school-wide problem. What problem did you identify? (<i>use numerical data</i>)</p>	<p>Data used: Referrals</p> <p>Problem Identification Statement: Based on the 23 referrals that were documented in BASIS, students demonstrated a lack of respect in the hallway, cafeteria and playground.</p>
<p>2. Problem Analysis: Why do you think this problem is occurring? What is your goal? (<i>use a SMART goal statement with numerical data</i>)</p>	<p>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.</p> <p>Goal Statement: By June 2, 2020, there will be a 5% decrease in the number of referrals written from the previous year.</p>
<p>3. Intervention Design: Describe how you will implement a positive reward program to decrease this problem.</p>	<p>Type of System: Lottery</p> <p>Description of System: Students who are caught being respectful around campus will be given a "Caught Being Good" ticket. The tickets will be deposited every Thursday into a primary and intermediate box. Every Friday we will pull 5 names from each box. The students will come down to pick an item from the treasure box.</p>
<p>4. Evaluation: A. Implementation fidelity</p>	<p>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 <i>Caught Being Good</i> tickets to be given out monthly to students around campus.</p>
<p>B. Student outcome monitoring</p>	<p>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.</p>

CRITICAL ELEMENT #6: Effective Discipline Procedures

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 type="checkbox"/> CHAMPS	% of teachers currently holding valid CHAMPS certificate:
<input type="checkbox"/> PBIS Classroom Management http://www.fl-pda.org/independent/	% of teachers currently holding completion certificate:
<input checked="" type="checkbox"/> Other: Sanford Harmony	Training evidence: Individual Certificate % 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 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 – Sanford Harmony
<input type="checkbox"/> Classroom management screening is not conducted <i>across teachers</i> 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 from classrooms :	13
Total number of <i>other</i> school-wide discipline referrals:	23
% of referrals in the classroom:	36%
Do more than 40% of your referrals come from the classroom?	<input type="checkbox"/> Yes <input checked="" 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:	
Click here to choose:	If “Other”, indicated system here: Click here to enter text.

CRITICAL ELEMENT # 8: Data Collection and Analysis

8A. Core Effectiveness:

TOTAL Population:	1127	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
0 - 1 referrals	19	99%	Are your 0 – 1 referrals > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2 - 5 referrals (at risk students)	5	0%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
> 5 referrals (high risk students)	3	0%	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 “ Yes ”, your core is effective. Is your core behavior curriculum effective?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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 <i>early identification</i> of at risk and high-risk students? (b) If you answered “ NO ”, 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:	
Core Effectiveness Action Steps: <i>(3-4 steps)</i>	
<ol style="list-style-type: none"> 1. Administration will review previous year’s DMS data. 2. Administration will identify at risk student. 3. Teachers will continue using Sanford Harmony and use RTI for at risk students. 4. Students will be placed on a FBA/PBIP if necessary. 	

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%	13%	10	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Hispanic/Latin	23%	13%	-10	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
White	60%	68%	8	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

8D. Disproportionality Action Steps:

If <u>all three</u> are “ No ”, disproportionality is not indicated. Are all 3 “No”?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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: <i>(3-4 steps)</i>	
<ol style="list-style-type: none"> 1. Continue to implement Sanford Harmony. 2. Use DMS to monitor sub groups. 3. Implement Equity Plan. 	

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 when Action Step completed
Current	<ul style="list-style-type: none"> <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	<ul style="list-style-type: none"> <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 post school-wide Expectations and location-specific Rules <input type="checkbox"/> Identify your district RtI Instructional Facilitator (Contact tyyne.hogan@browardschools.com for more information, if you are unsure) <input type="checkbox"/> Confirm 1st team meeting date and time
August 1 st meeting	<ul style="list-style-type: none"> <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 initiate a Reward System for all students <input type="checkbox"/> Review previous year's SPBP and feedback form; make necessary modifications <input type="checkbox"/> Verify and implement teaching schedule for Expectations and Rules behavior lesson plans <input type="checkbox"/> Present implementation data, behavior data, team activities and SPBP progress to entire staff
September	<ul style="list-style-type: none"> <input type="checkbox"/> Provide SPBP stakeholder presentation prior to October 1 <input type="checkbox"/> Check for staff and teacher understanding of PBIS - provide "PBIS 101" Brainshark as a resource Brainshark available at: http://www.brainshark.com/browardschools/PBIS101 <input type="checkbox"/> Ensure the Discipline Flow Chart is distributed to all staff and is being used as written
October 2 nd meeting	<ul style="list-style-type: none"> <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"/> Review previous quarter's behavior data. (Use 'Agenda' and 'Data Collection Template' in Sharepoint site) <input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff <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	<ul style="list-style-type: none"> <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 rd meeting Prepare for SY 2020/21 SPBP	<ul style="list-style-type: none"> <input type="checkbox"/> Review Implementation plan; check off completed Action Steps <input type="checkbox"/> Staff to re-teach Expectations and Rules after winter break <input type="checkbox"/> Principal signs in and watches the new "SPBP for Principals" Brainshark: Due January 30th <input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff <input type="checkbox"/> Choose team members and dates to work on, complete, and submit the <i>new</i> SPBP <input type="checkbox"/> 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	<ul style="list-style-type: none"> <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 th meeting	<ul style="list-style-type: none"> <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"/> Staff to re-teach Expectations and Rules after from spring break <input type="checkbox"/> Provide stakeholders/parent presentation on new SPBP for next year <input type="checkbox"/> Provide staff presentation and faculty vote on new SPBP for next year <input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff
April	<ul style="list-style-type: none"> <input type="checkbox"/> Submit your SPBP in OSPA by April 30th every year. Use this new SPBP in the next school year <input type="checkbox"/> Continue implementing your current SPBP through the end of the current school year

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 expectations and location-specific rules are posted across campus	By the end of each month 100% of the hallways, cafeteria, and classrooms will have at least 1 expectation poster and 2 rules posters as measured through monthly observations by Jennifer Glancy, A.P.
Expectations and Rules lesson plans are being taught as written and when indicated	At the end of each period (Sept. 6 th , Jan. 24 th and April 17 th), Administration will check that the expectations and Rules Lessons Plans have been uploaded to planbook.com.
The Discipline flow chart is being used by all staff as written	By August 7, 2019 all teachers will be provided with and will post the Discipline flow chart. Administration will make sure teachers are referring to the chart when students are given an ODR
A reward system is being implemented for <i>all</i> students	All staff and faculty members will be given “Caught Being Good” tickets to hand out to the students throughout the school year.

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 June 3, 2020, Unruly/Disruptive Behavior, Disobedience/Insubordination, Disruptive/Unruly Play, Assault/Threat (Non-Criminal), and Defiance of Authority will decrease 5% schoolwide.
Top 3 event locations data (See critical element #4A)	By June 3, 2020 incidents in the hallway, playground, cafeteria will decrease 5% schoolwide.
Core effectiveness data (See critical element #8A)	By June 3, 2020 Core Effectiveness will continue to be successful. All teachers will participate in Sanford Harmony. Administration will observe Sanford Harmony lessons monthly.
Classroom referrals data (See critical element #7C)	By June 3, 2020 classroom referrals will decrease by 5% school wide. All teachers will use Sanford Harmony weekly. Administration will observe Sanford Harmony lessons monthly.