**School-wide Positive Behavior Plan (SPBP) 2015-16**

To be implemented in pre-planning 2017

**Elements have changed in the SPBP. Before completing, go to Browardprevention.org for:**

* A NEW Brainshark with specific directions to complete the SPBP2016. Watch this Brainshark with all members of the Team. **(Principals, please sign into the Brainshark Guest Book for verification.)**
* A suggested Timeline for completing your SPBP throughout the year to avoid the end of year rush
* A Feedback Rubric to ensure your team will correctly complete the SPBP and develop a meaningful plan.

The School-wide Positive Behavior Plan is a compilation of the 10 Critical Elements of RtI:B. Please download it, complete each section in the template, and then upload it back into the SIP. Expectation Lesson Plans and Rule Lesson Plans are located in two separate downloads. To provide consistency across District, only plans entered in the District template will be accepted.

**ACTION: Download, complete, and upload 3 separate files from OSPA Central in SIP Plan, BP # 2:**

1. SPBP Plan: Critical Elements 1-10

2. Expectation Lesson Plans

3. Rules Lesson Plans

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| **School Name: Stranahan High School** |
| **School Number: 0211** |
| **SPBP/RtI:B Contact Person: Elvin Hazell** |
| **Direct Phone Number: 754-323-2105** |

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| **CRITICAL ELEMENT # 1: Functioning RtI:B / Discipline Team** |

**Current Team Member (SY 2014/15) List**:

**Each name on this list verifies attendance in ongoing team meetings and full participation in developing this SPBP. Each member is responsible for representing stakeholders and sharing SPBP information with them.**

\*mandatory member

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| --- | --- | --- | --- |
| Name | Position | P number | Stakeholder  Representation |
| Deborah Owens | Principal\* | P00001041 | Administration |
| Paul Seay | RtI:B Point of Contact\* | P00026929 | RtI:B Team |
| Edward Steinlauf | BTU Representative\* | P00002235 | BTU |
| Andrea Hadden | Parent/Community\* Representation | P00072918 | Community/SAC |
| Robin Cope | Teacher | P00048258 | ESE Specialist |
| Sandra Andrews | Teacher | P00025786 | Teacher |
| Juan Teyssandier | Teacher | P00080717 | Teacher |
| Simone Barnes | Teacher | P00057946 | Teacher |
| Elvin Hazell | Assistant Principal | P00036501 | Administration |
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**Schedule and Document RtI:B Team Meetings for 2016/17 School year:** (minimum of 4) Also enter in Master Schedule.

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| Meeting Date | Time | Responsible Person |
| 9/6/16 | 10:00AM | Paul Seay |
| 11/29/16 | 10:00AM | Paul Seay |
| 1/17/17 | 10:00AM | Paul Seay |
| 4/21/17 | 10:00AM | Paul Seay |

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| **CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment:** |

**Indicate the activities completed 2015/16 school year to increase faculty and stakeholder understanding and knowledge of the SPBP:**

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| **Action:** | **Date(s)** | **Outcome**  (3-5 sentences) |
| **Staff Presentation of SPBP** | 4/25/2016 | -Stakeholders provided feedback on how to recognize students for exemplary behavior by grade level. Questions were clarified in regards to when lessons would be delivered and by whom. Consensus was reached on delivery of lessons and rewards. |
| **Faculty Vote** | 4/28/2016 | -After revisions, the faculty voted to approve the plan. **89**% of the faculty voted. Of those that voted, **73**% voted in favor of the proposed plan. |
| **Stakeholders’ (parents and community) Presentation of SPBP** | 4/12/2016 | Stakeholders discussed concerns for appropriate behavior in the classrooms and hallways during instructional time or during standardized test sessions. Appropriate behavior during Super Session testing was of particular concern. Recognition for stellar behavior / achievement on a monthly basis and during the underclassman awards was also considered. |

**Plan the activities for 2016/17 school year to increase faculty and stakeholder understanding and knowledge of RtI:B:**

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| **Action:** | **Date(s)** | **Details**  (3-5 sentences) |
| **Staff Professional Development on RtI:B** | Pre-planning:  8/17/2016 | Inform teachers of the revised RtI:B system in BASIS 3.0. Analyze data from the previous year. Grade level behavior information on the top infractions for the 2015-2016 school year using BASIS will be reviewed. |
| **Staff Presentation of Behavior Data**  (minimum of 4) | 1. 9/1/2016 | Review SWPBP and adjust as needed. Faculty will review behavior dashboard on BASIS. Grade level, location, time and type of incident will determine which updates to the SWPBP will be made. |
| 1. 10/6/2016 | Review SWPBP and adjust as needed. Faculty will review behavior dashboard on BASIS. Grade level, location, time and type of incident will determine which updates to the SWPBP will be made. |
| 1. 11/3/2016 | Review SWPBP and adjust as needed. Faculty will review behavior dashboard on BASIS. Grade level, location, time and type of incident will determine which updates to the SWPBP will be made. |
| 1. 12/1/2016 | Review SWPBP and adjust as needed. Faculty will review behavior dashboard on BASIS. Grade level, location, time and type of incident will determine which updates to the SWPBP will be made. |
| **Stakeholders’ (parents and community) Presentations of RtI:B** | **September 06, 2016** | Behavior data will be shared with stakeholders (SAC/SAF). Disaggregation of data for the previous and current year will be evaluated and revisions made to the SWPBP based on the consensus or as needed. |

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| **CRITICAL ELEMENT # 3: School-wide Expectations** |

**Collect Behavior Data:**

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| **Top 10 Incidents of Behavior**  (BASIS Behavior Dashboard) |
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| 1. Disobedience/Insubordination |
| 2.Unruly/Disruptive Behavior |
| 3.Unserved Detention |
| 4.Detention- Saturday Unserved |
| 5.Class Cut (skipping) |
| 6.Defiance of Authority/HAB01 Vio |
| 7. Fighting-Mutual Combat |
| 8. Profanity to staff member |
| 9. Fighting- Medium |
| 10. Fight- Minor/Altercation/Conference |

**Develop School-wide Expectations**:

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| **3-5 Common Negative Themes** | **3 – 5 Positive Replacement Expectations** |
| EXAMPLE: Disrespect | EXAMPLE: Be respectful to others |
| Defiance  c  c  c  c  c | Compliance with all reasonable requests from faculty, staff and administration to maintain order |
| Unruly Behavior | Display self-control when faced with adverse circumstances. |
| Disrespect | Respect and consideration for others' views, beliefs and property. |
| Uncooperative | Work cooperatively with others to accomplish a common purpose. |
| Combative or aggressive behavior | Exhibit tolerance for others' actions. |

**\*\*Download the Expectation Lesson Plans Template and complete 3 – 5 Lesson Plans, 1 for each of the above listed Expectations\*\***

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| **CRITICAL ELEMENT #4: Location-based Rules** |

**Determine Top 3 Locations for Event Problems:** (BASIS Behavior Dashboard)

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| **Top 3 Locations**  (BASIS Behavior Dashboard) | |
| **School Location** | # Incidents |
| **EXAMPLE:** Cafeteria | 12 |
| **~~Classroom~~** | Not included |
| 1. **Hallways** | **59** |
| 1. **School Grounds** | **29** |
| 1. **Internal Suspension (CAP)** | **30** |

**Create an Expectation / Rules Chart**

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| **Expectations and Rules Chart** | | | |
| **Expectations**  (copy and paste from Expectations List) | **Rules**  (copy and paste Locations from above chart) | | |
| Location #1:  Hallways | Location #2:  School Grounds | Location #3: Internal Suspension (CAP) |
| **EXAMPLE**:  Be Respectful to others | (CAFETERIA):   * Pick up trash from table and floor | (HALLWAY):   * Keep hands and feet to self * Walk on right side | (FRONT OFFICE):   * Use a Level 2 Conversation Level |
| Expectation #1:  Self-control | Students will respect others and their property while on school grounds. | Avoid loitering. Get to class on time. | Acknowledge and follow directions. |
| Expectation #2:  Respect/Tolerance | Students will immediately report any potential verbal or physical conflict they observe to a teacher, security personnel, or administrator. | Students will respect the learning environment by minimize disruptive behavior in the hallways. | Be cognizant of your behavior and how it impacts others. |
| Expectation #3:  Cooperation | Work collaboratively with the (SHS) community, including custodial staff, to keep each respective area clean. | Maximize engagement / instruction-time for all students by encouraging others to arrive to class on time. Clear hallways. | Use appropriate language, behavior and noise level during independent and group work. |
| Expectation #4:  Responsibility | Show accountability for actions taken outside of the classroom. | It is the students’ duty to proceed directly to class in the allotted time. | Complete tasks with fidelity. |
| Expectation #5:  Dependability | Students will reliably adhere to the rules outlined in the Code of Student Conduct to ensure the safety and continuity of instruction for all students within the SHS community. | Students will (are expected to) congregate only in designated areas moderated by instructional or non-instructional support at the appropriate time (i.e. lunch, grade-level assembly, Super Testing). | Consistently show a respect for others’ views and beliefs. |

**\*\*Download the Rules Lesson Plans Template and complete 3 Lesson Plans, 1 for each of the above listed Locations, each containing all of the rules indicated under it\*\***

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| **CRITICAL ELEMENT #5 Effective Discipline Procedures** |

**Operationalize incidents into behavior examples:** (Include a minimum of 3 examples of each type)

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| District Incident | Classroom Managed Behavior | Office Managed (Office Discipline Referral) Behaviors |
| EXAMPLE:  Disrespect | Not answering teacher’s question | Using profanity directed at teacher |
| 1. Insubordination | 1. Inappropriate cellphone usage. | 1. Refusing to stow electronic devices. |
| 2. General use of profanity. | 2. Use of profanity towards teacher. |
| 3. Non-compliance/cheating | 3. Does not adhere to the rules of the activity leading to a safety issue. |
| 2. Unruly / disruptive behavior | 1. Bullying. | 1. Bullying / 3rd documented offense. |
| 2. Speaking out of turn. | 2. Shouting inappropriate language that detracts from the continuity of instruction. |
| 3. Horseplay | 3. Physical / Verbal conflicts |
| 3. Class cuts | 1. Student is late / tardy (beyond 10 minutes). | 1. Habitual tardiness. |
| 2. Student is absent / unexcused. | 2. Student is excessively absent. |
| 3. Student is detained by another teacher | 3. Does not serve multiple detentions. |

**Categorize Classroom Managed Behaviors into “Minor” and “Moderate”.**

**Create a consequence list that teachers can choose from for each category.**

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| **Minor** Classroom Managed Behaviors | **Moderate** Classroom Managed Behaviors |
| **In appropriate cellphone use.** | **Cyber bullying** |
| **General use of profanity.** | **Abusive language directed towards teacher or student** |
| **Non-compliance.** | **Repeated non-compliance** |
| **Micro-aggression** | **Bullying /2nd offense** |
| **Speaking out of turn** | **Shouting** |
| **Horseplay** | **Physical aggression** |
| **Late to class** | **Excessive tardies** |
| **Absent / unexcused** | **Excessive absences** |
| **Cheating** | **inappropriate technology use (cheating)** |
| Consequence Menu for **Minor** Misbehaviors  (Teacher’s choice): | Consequence Menu for **Moderate** Misbehaviors  (Teacher’s choice): |
| **Technology Warning / put away device** | **Confiscation of technology** |
| **Student conference** | **Guidance referral** |
| **Parent contact** | **Parent teacher conference** |
| **Seat modification** | **Temporary reassignment to another class** |
| **Proximity control** | **Administrative Mentor- Soaring Dragons** |
| **Detention** | **Social worker referral** |
| **Alternative assignment** | **Mentor recommendation** |

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| **No entries needed for CRITICAL ELEMENTS 6 – 9 this year** |

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| **CRITICAL ELEMENT # 10: Monitoring Plans** |

**1. How and what data will you use to monitor the implementation** (frequency, consistency, documentation, etc.) **of the Lesson Plans?** Include a minimum of 2 Action Steps.

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| **Fidelity Plan** | | | | |
| WHO  Responsible person | WHAT: Data Analyzed | WHAT: Criteria for “Success” of Implementation | WHEN: Dates of Analysis | HOW: Shared with Stakeholders |
| EXAMPLE:  Principal | Lesson Plan Review | 100 % teachers will have behavior lesson plan in teacher log | Nov 14  Jan 21  Mar 28 | Staff meetings on:  Nov16  Jan 23  Apr 1 |
| 1. Elvin Hazell | **Paper or electronic logs.** | **5% reduction in administrative referrals, quarterly** | **October 19th**  **January 10th**  **March 21st** | **October 21st**  **January 12th**  **March 23st** |
| 2. Discipline committee | **BASIS / DWH report** | **5% reduction in administrative referrals** | **October 19th**  **January 10th**  **March 21st** | **October 21st**  **January 12th**  **March 23st** |

**2. How and what data will you use to determine the success of the plan (by Student outcome)** or need for modifications? Include a minimum of 2 Action Steps.

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| **Student Outcome Plan** | | | | |
| WHO  Responsible Person | WHAT: Data Analyzed | WHAT: Criteria for “Success” of Student Outcome | WHEN: Dates of Analysis | HOW: Shared with Stakeholders |
| EXAMPLE:  Assistant Principal | ODRS | 80% students will have 1 or less ODR | Monthly – First Tuesday of each month to review previous month | Monthly behavior newsletter |
| 1. Elvin Hazell | **DWH report** | There will be a decrease, by 5 percent, of grade level administrative referrals. | **October 19th**  **January 10th**  **March 21st** | **October 21st**  **January 12th**  **March 23st** |
| 2. Discipline committee | **DWH report** | 80% of students will have 1 or less referrals. | **October 19th**  **January 10th**  **March 21st** | **October 21st**  **January 12th**  **March 23st** |