**ATTUCKS MIDDLE SCHOOL / 0343**

**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: Attucks Middle School** |
| **School Number: 0343** |
| **SPBP/RtI:B Contact Person: Terry Tait / Donnina Alls** |
| **Direct Phone Number: 754) 323-3003** |

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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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| Full Name | Position | Stakeholder  Representation |
| Errol Evans | Principal\* | Administration |
| Donnina Alls | RtI:B Point of Contact\* | RtI:B Team |
| Michael Jean | BTU Representative\* | BTU |
| Donna Cummings | Parent/Community\* Representation | Community |
| Terry Tait (Contact Person) | Assistant Principal (6th)\* | Administration |
| Keietta Givens | Assistant Principal (8th)\* | Administration |
| Erick Gurreonero | Assistant Principal (7th)\* | Administration |
| Ebony Wallace-Williams | Math Coach | Teacher |
| Nichola Stephenson-Gayle | Reading/Literacy Coach | Teacher |
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*Since this is a public document, please do not enter any P numbers.*

**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 |
| Monday 9/12/2016 | 8:00 a.m. | Terry Tait / Donnina Alls |
| Monday 10/10/2016 | 8:00 a.m. | Terry Tait / Donnina Alls |
| Monday 11/7/2016 | 8:00 a.m. | Terry Tait / Donnina Alls |
| Monday 12/5/2016 | 8:00 a.m. | Terry Tait / Donnina Alls |

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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** | 8/17-21/2015 | Pre-planning Week - To provide the finest educational opportunity for our students, a clearly defined Positive Pro-Active Discipline Plan that is familiar to everyone in our school’s community. This teacher/ student disciplinary and responsibility handbook is Attucks Middle Schools’ Positive Pro-Active Discipline Plan. The plan will provide administrators, teachers, parents, and students with specific behavioral expectations at Attucks Middle School. |
| **Faculty Vote** | 8/17-21/2015 | Pre-planning Week – Faculty voted in favor to continue the Positive Pro-Active Discipline Plan. In an effort to guarantee a viable learning environment in every classroom and in the school, the following plan has been developed. Firmness, fairness and consistency are the key to effective discipline. By working together we can maintain an appropriate learning climate in all phases of our school environment. |
| **Stakeholders’ (parents and community) Presentation of SPBP** | 9/3/2015 | Open House – Parents received information and a copy of the school’s expectations and Positive Pro-Active Discipline Plan. |

**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/ 15-19/2016 | Pre-planning Week – Introduction of the behavioral plan that will provide administrators, teachers, parents, and students with specific behavioral expectations at Attucks Middle School, Response to Intervention for Behavior: RtI:B |
| **Staff Presentation of Behavior Data**  (minimum of 4) | 1. 9/2/2016 | Familiarize teachers with Behavior and Academic interventions available to assist them with unruly students. |
| 2. 9/9/2016 | Teacher Training on Basis 3.0 to enter teacher strategies |
| 3. 9/16/2016 | Follow-up Teacher Training - Academic and Behavior Interventions |
| 4. 9/23/2016 | Progress Monitoring through Team meetings to address individual student needs and teacher assessment |
| **Stakeholders’ (parents and community) Presentations of RtI:B** | **Open House**  **9/1/2016 (TBA)** | Open House – Parents will receive information and a copy of the school’s expectations and Positive Pro-Active Discipline Plan. |

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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. Unruly/Disruptive Behavior |
| 2. Disobedience Insubordination |
| 3. Defiance of Authority |
| 4. Tardiness |
| 5. Level 3 Bus Violations |
| 6. Fighting |
| 7. Fighting Minor |
| 8. Disruption of Campus |
| 9. Profanity toward Staff |
| 10. Saturday Unserved |

**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 |
| Lack of following School Rules  c  c  c  c  c | Creation of Eagles Rules of Excellence |
| Lack of Hallway Supervision | Increased Support Staff and Teacher Coverage |
| Lack of respect of Bell Schedule | Increased Teacher Interventions for Student time |
| Increased Out of Area Incidents | Improved school-wide Escort Policy |
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**\*\*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. Breezeway** | **10** |
| **2. 200 Building** | **14** |
| **3. 800 Building** | **20** |

**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:  (BREEZEWAY) | Location #2:  (200 BUILDING) | Location #3:  (800 BUILDING) |
| **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:  **Creation of Eagles Rules of Excellence** | No extended time in this hallway during class change. i.e. by the vending machines | Elective passing time will increase for students who travel between the 200 Bldg. and the 800 Bldg. | Students will move in a singular directional flow and not enter the 200 Bldg. for recreation purposes during class changes. |
| Expectation #2:  **Increased Support Staff and Teacher Coverage** | Additional posting in the Breezeway area by the Cafeteria Doors and the entrance to 800 Bldg. | Additional rotations for Security and Support Staff to sweep the hallway area during class changes. | Security and additional on the top and bottom level of the 800 Bldg. Increase of 2 posts to 4 at both sides of the BLDG. |
| Expectation #3:  **Increased Teacher Interventions for Student time management** | Teachers will create weekly incentives that will motivate students to honor time with a classroom/hallway connection. | Implementation in all classes. | Implementation in all classes. |
| Expectation #4:  **Improved school-wide Escort Policy** | Teachers, security and administration will increase availability for all student escorts. | All staff participation in the overall function of the Escort Policy. | All staff participation in the overall function of the Escort Policy. |

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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. Unruly / Disruptive Behavior | 1.Horseplaying | 1.Repeated Horseplay/Fighting |
| 2.Throwing Paper | 2.Battery towards another student |
| 3.Repeated Blurting Out | 3. Using profanity |
| 2. Insubordination | 1.Refusing Seat Change/Time-Out | 1.Repeated Insubordination |
| 2.Refuse to stop talking | 2.Repeated refusal to follow instructions |
| 3.Refuse to answer teacher | 3.Repeated refusal to answer teacher |
| 3.Defiance of Authority | 1.Repeatedly not following instructions/directions | 1. Profanity directed at teacher |
| 2.Repeated refusal to stop talking | 2. Repeated referrals for not following instructions |
| 3.Repeated refusal to move seat | 3. Repeated referrals for disrespect |

**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 |
| **Talking** | **Defiance towards teacher** |
| **Chewing gum** | **Insubordination toward faculty or staff** |
| **Off Task** | **Unruly/Disruptive Behavior** |
| **Out of Seat** |  |
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| Consequence Menu for **Minor** Misbehaviors  (Teacher’s choice): | Consequence Menu for **Moderate** Misbehaviors  (Teacher’s choice): |
| **Seat Change** | **Seat Change** |
| **Proximity Control** | **Time Out** |
| **One to One Instruction/Conference** | **Phone Call** |
| **Buddy System** | **Parent Conference** |
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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. Assistant Principals  (6th, 7th & 8th grade) | During Monthly Grade Level Meetings, the School Wide Positive Behavior Plan monitoring will take place from administration. At this meeting finer points of how the (SPBP) school wide plan is working will be discussed and how the implementation process is going and if our data is improving. | 90-100 % teachers will have behavior lesson plan in teacher log | **9/27/2016**  **10/18/2016**  **11/15/2016** | **Monthly Grade Level Meetings**  **9/30/2016**  **10/21/2016**  **11/18/2016** |
| 2. Assistant Principals  (6th, 7th & 8th grade) | Grade Level administrators will conduct quarterly grade level discipline assemblies to highlight Attucks Students of Excellence and how they improved or took aspects of the SPBP to the next level. | 90-100 % teachers will have behavior lesson plan in teacher log | **10/11/2016**  **1/17/2017**  **3/14/2017** | **Quarterly grade level discipline assemblies**  **10/14/2016**  **1/20/2017**  **3/17/2017** |

**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. Assistant Principals  (6th, 7th & 8th grade) | ODRS  Administrator over Safety and Security will host monthly meetings with security staff and support to get a regular pulse on the overall effect of the SPBP. In addition, during these meetings security staff will highlight where new areas of concern or improvement should be noted. | 80% students will have 1 or less ODR | Monthly – First Friday of each month to review previous month | Monthly behavior Digital newsletter/ Assembly |
| 2. Assistant Principals  (6th, 7th & 8th grade) | ODRS  A student leadership group will be assigned (Mentoring Tomorrow's Leaders MTL) to peer share with student mentees on the importance of the Eagles Excellence culture and the impact of the SPBP. New 6th Grade students and new students (7/8) will have the opportunity to share the student perspective. | 80% students will have 1 or less ODR | Monthly – First Friday of each month to review previous month | Monthly behavior Digital newsletter/ Assembly |