**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: Annabel C. Perry PreK-8th** |
| **School Number: 1631** |
| **SPBP/RtI:B Contact Person: Kimberly Todman** |
| **Direct Phone Number: 754-323-7069** |

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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 |
| Catrice Duhart | Principal\* | Administration |
| Kimberly Todman | RtI:B Point of Contact\* | RtI:B Team |
| Suzanne Atkin | BTU Representative\* | BTU |
| Katavia Aiken | Parent/Community\* Representation | Community |
| Simone Lewis | Literacy Coach/Discipline Chair | RTI:B Team |
| Yesenia Sanchez | Behavior Specialist | RTI:B Team |
| Ilene Gartner | ESE Specialist | RTI: B Team |
| Amira Britton-Paschal | Literacy Coach | RTI:B Team |
| Zovarce Jackson | Math Coach | RTI:B Team |
| Christopher Gentles | Assistant Principal | RTI:B Team |
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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 |
| September 22, 2016 | 2:15-3:15 | Kimberly Todman |
| October 27, 2016 | 2:15-3:15 | Kimberly Todman |
| January 12, 2017 | 2:15-3:15 | Kimberly Todman |
| March 23, 2017 | 2:15-3:15 | Kimberly Todman |
| May 18, 2017 | 2:15-3:15 | Kimberly Todman |

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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** | October 29, 2015 | SPBP presentation was conducted to provide teachers with knowledge of the SPBP and its tenets. Nine-eight percent of teachers were in attendance. Teacher reactions were positive. |
| **Faculty Vote** | Nov 1, 2015 | Faculty was asked to complete an SPBP survey as it relates to incidents at incidents and climate at our school. Twenty-five percent of faculty completed the survey. We aim for at least 80% of faculty to complete the survey |
| **Stakeholders’ (parents and community) Presentation of SPBP** | Nov. 12, 2015  Jan. 14, 2016  February 11, 2016 | The School Improvement Plan and SPBP was shared with parent during SAC nights/Family nights at A.C. Perry. Info about the SIP/SPBP can also be found on our website. Parents are aware of our plan for student success. |

**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:  8/15-18/2016 | Topics to be included in preplanning week are: Benefits of RTI:B vs traditional discipline. Furthermore, teachers will participate in a workshop to learn about data analysis through our behavior incidents at our school. Lastly teachers will engage in problem solving training given scenarios all during pre-planning week. |
| **Staff Presentation of Behavior Data**  (minimum of 4) | 1. 8/16/2016 | Staff will engage in a review of the previous school year behavior data. We will conduct a discussion portion as well as a question and answer segment. Staff will be presented with hard copies of our behavior graph for their own use and making decisions. |
| 2. 10/28/2016 | Teachers will engage in discussion about the 1st quarter behavior data. Secondly they will compare last year’s data to the 1st quarter data. Lastly, they will brainstorm and give feedback for solutions. |
| 3. 1/13/2017 | Teachers will engage in discussion about the 2nd quarter behavior data. Secondly, they will compare 1st quarter data to the 2nd quarter data. Lastly, they will brainstorm and give feedback for solutions. |
| 4. 3/24/2017 | Teachers will engage in discussion about the 3rd quarter behavior data. Secondly they will compare 2nd quarter data to the 3rd quarter data. Lastly, they will brainstorm and give feedback for solutions. |
| **Stakeholders’ (parents and community) Presentations of RtI:B** | **SAC MEETINGS (dates pending)** | RTI:B information will be shared with parents and the community in increments at each SAC meeting. Furthermore, information about SPBP will be written in our monthly newsletter and shared on our website. Lastly, Parents will be given opportunities to brainstorm solutions and give feedback. |

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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 |
| 1. Disobedience/Insubordination |
| 1. Disruptive/Unruly Play |
| 1. Out of Assigned Area |
| 1. Physical Attack |
| 1. Insulting/Profane/Obscene |
| 1. Fighting Medium |
| 1. Fighting Minor/Altercation/Conf. |
| 1. Drug Use/Possession Influence |
| 1. Profanity to Staff Member |

**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 |
| DISREPSPECT  c  c  c  c  c | BE RESPECTFUL TO OTHERS |
| UNCOOPERATIVENESS | COOPERATE WITH OTHERS |
| IRRESPONSIBILITY | BE RESPONISBLE AND CONSIDERATE |
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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. **School Grounds** | **18** |
| 1. **Cafeteria** | **11** |
| 1. **Hallway** | **10** |

**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:  **School Grounds** | Location #2:  **Cafeteria** | Location #3:  **Hallway** |
| **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:  Be respectful to others | * Use a greeting (good morning, etc.) * Walk on the green line * Walk safely to class | * Keep hands, feet, and objects to self * Pick up trash from the table and floor | * Walk on the right side * Use inside voices |
| Expectation #2:  Cooperate with others | * Be courteous, allow others space to pass * Using a greeting (good afternoon etc.) * Smile | * Wait turns in the lunch line * Yield to the person sitting in front of you during lunch dismissal * Talk with the people at your table only | * Keep hands at your sides. * Keep hands at feet to yourself * Smile at another person in passing * Use a greeting in an inside voice |
| Expectation #3:  Be responsible and considerate | * Walk quickly, but safely to your destination * Follow directions the first time given | * Practice good table manners * Use level 2 conversation level * Get all of your utensils and condiments before you sit to eat * Always walk | * Go your destination and return promptly. * Take care of the hall pass and return it. * Always walk |

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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. Talking while teacher is talking | 1. Profanity toward teacher |
| 2. Making disruptive sounds during the lesson | 2. Physical gestures indicating threat |
| 3. Mocking the teacher | 3. Verbal/Physical threat |
| 2. Insubordination | 1. Talking Back | 1. Failure to follow daily school routines for a week or more |
| 2. Not following Directions | 2. Leaving the classroom without permission |
| 3. Refusing to complete classroom assignments | 3. Unreasonable delay in completing tasks. |
| 3.Out of Assigned Area | 1. Not at assigned classroom center | 1. Cutting classes in the hallway and other parts of campus |
| 2. Sent to one area with the hall pass and went elsewhere | 2. Leaving Campus without proper permission |
| 3. Congregating with friends in an unassigned area. | 3. Attending another class while student should be in an assigned class. |

**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 while teacher is teaching** | **Making disruptive sounds during lessons** |
| **Not Following Directions** | **Talking Back** |
| **Not at assigned classroom center/group** | **Refusal to complete daily assignments** |
| **Mocking the teacher** | **Sent to one area with hall pass, went elsewhere** |
|  | **Congregating with friends in unassigned area** |
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| Consequence Menu for **Minor** Misbehaviors  (Teacher’s choice): | Consequence Menu for **Moderate** Misbehaviors  (Teacher’s choice): |
| **Verbal Redirect** | **Restitution** |
| **Gestural Cues** | **Lunch detention** |
| **Seat Change** | **Student conference** |
| **Loss of Points** | **Behavior form(reflection)** |
| **Reteach expectations/Practice** | **Reteach Expectations/Practice** |
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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. School counselor | **Curriculum Review** | **100% teachers will have behavior curriculum training and given a pre/post test** | **Completed during pre-planning week**  **8/15-18/16** | **Teacher planning days:**  **10/28/16**  **1/31/17**  **3/24/17** |
| 1. Behavior Specialist/Assistant Principal | **Lesson Plan Review** | **100 percent of teachers will have behavior lesson plan in teacher log** | **Last day of each quarter** | **Quarterly Data Chats** |

**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 Principal/Behavior Specialist | ODRS | 85% of the students will have 1 less or less ODRs than previous month | First Monday in each month to review previous Month | School website/Newsletter |
| 1. School Counselor | Student SPBP School climate surveys | Will collect student sample of knowledge, definitions, and beliefs of SPBP | Pre-Surveys will be given first quarter and collected, results analyzed. Post surveys will be given at the beginning of the last quarter of the school year, collected, analyzed, and compared. | Shared with RTI:B in quarterly meetings.  Shared via newsletter |