

## 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](http://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

<b>School Name: Apollo Middle School</b>
<b>School Number: 1791</b>
<b>SPBP/RtI:B Contact Person: Winston Symonette</b>
<b>Direct Phone Number: 7543232900</b>

**CRITICAL ELEMENT # 1: Functioning Rtl: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

Full Name	Position	Stakeholder Representation
Shawn Aycock	Principal*	Administration
Damon Martin	Assistant Principal	Administration
Winston Symonette	Rtl:B Point of Contact*	Rtl:B Team
Shazia Bajwa	Parent/Community* Representation	Community
Paul Zimmerman	BTU Representative*	BTU
Rodriquez Alexander	Teacher	SAC Co-Chair
Angela M. Clark	Teacher	Propel Candidate
Ayanna Whitworth-Barner	Curriculum Specialist	Support
Dr. Francis Koch	ESE Specialist	ESE Department
Maria Desmond	Guidance Director	Guidance
Stephen Rosen	Guidance	8 <sup>th</sup> Grade
Berna Hernandez	Guidance	7 <sup>th</sup> Grade

*Since this is a public document, please do not enter any P numbers.*

**Schedule and Document Rtl:B Team Meetings for 2016/17 School year:** (minimum of 4) Also enter in Master Schedule.

Meeting Date	Time	Responsible Person
August 19, 2016	11:00 am	Damon Martin
October 28, 2016	11:00 am	Damon Martin
January 13, 2017	11:00 am	Damon Martin
March 24, 2017	11:00 am	Damon Martin

**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:

<b>Action:</b>	<b>Date(s)</b>	<b>Outcome</b> (3-5 sentences)
<b>Staff Presentation of SPBP</b>	March 4, 2016	On March 4, 2016 a faculty meeting was in the media center to discuss the positive behavior plan. During the meeting faculty and staff viewed the brain shark on SPBP. The meeting was very successful. There was a lot of positive input from teachers and administrations about the RTI:B process.
<b>Faculty Vote</b>	May 12, 2016	
<b>Stakeholders' (parents and community) Presentation of SPBP</b>	April 7, 2016	On April 7, 2016, the SAC chairs presented the positive behavior plan to the stakeholders at the SAC meeting. During the meeting the top behavior incidents and data was discussed. Stakeholders had a lot of positive input about the plan.

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

<b>Action:</b>	<b>Date(s)</b>	<b>Details</b> (3-5 sentences)
<b>Staff Professional Development on Rtl:B</b>	Pre-planning: August 19	During the pre planning week, a session will be held on the positive behavior plan. During this session, we will discuss our rules and expectations for all of our students. We also discuss the top ten behavior incidents and behavior of referrals and ODR data from basis. There will also be a CHAMPs training for all of our teachers.
<b>Staff Presentation of Behavior Data</b> (minimum of 4)	September 22	Faculty and staff will have an opportunity to share any ideas or concerns about the

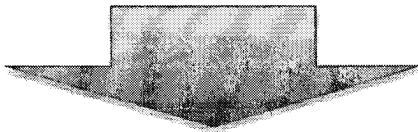
		plan. They will also discuss what is working and the areas of the plan that may need to be changed.
	2.October 20	Faculty and staff will have an opportunity to share any ideas or concerns about the plan. They will provide input on what is working in the plan and the areas of the plan that may need to be changed. We will discuss the top incidents that have occurred thus far in the school year.
	3. January 26	Faculty and staff will have an opportunity to share any ideas or concerns about the plan. They will provide input on what is working in the plan and the areas of the plan that may need to be changed. We will discuss the top incidents that have occurred thus far in the school year. We will come up with incentives for student to encourage good behavior.
	4.March 23	Faculty and staff will have an opportunity to share any ideas or concerns about the plan. They will provide input on what is working in the plan and the areas of the plan that may need to be changed. We will discuss the top incidents that have occurred thus far in the school year.
<b>Stakeholders' (parents and community) Presentations of RtI:B</b>	September 15	During this meeting, the stakeholders' will be presented with the behavior data such a # of referral from basis and our top incidents. The staff will discuss things that are working well and address any concerns that are arising. The stakeholders will be able to add input into the positive behavior plan.



## CRITICAL ELEMENT # 3: School-wide Expectations

### Collect Behavior Data:

<b>Top 10 Incidents of Behavior</b> (BASIS Behavior Dashboard)
1. Unruly/ Disruptive Behavior
2. Disobedience
3. Skipping Class
4. Minor Fight
5. Unruly Disruptive Play
6. Fighting
7. Level 3 Bus
8. Profanity directed at staff member
9. Insulting/ Use of Profanity
10. Out of Assigned Area



### Develop School-wide Expectations:

<b>3-5 Common Negative Themes</b>	<b>3 – 5 Positive Replacement Expectations</b>
<b>EXAMPLE: Disrespect</b>	<b>EXAMPLE: Be respectful to others</b>
Disrespect Negativity	Always Be Respectful Offer Encouragement to others
Disruption	Live Responsibly
Not Following Directions	Listen Carefully
Not being Accountable	Own Actions and Decisions
Cutting Class	Put Forth Best Effort

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

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

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

Top 3 Locations (BASIS Behavior Dashboard)	
School Location	# Incidents
EXAMPLE: Cafeteria	12
Classroom	Not included
1. Hallway	58
2. Portable Area	18
3. Cafeteria	17

**Create an Expectation / Rules Chart**

Expectations and Rules Chart			
Expectations (copy and paste from Expectations List)	Rules (copy and paste Locations from above chart)		
	Location #1: Hallway	Location #2: Portable	Location #3: Cafeteria
EXAMPLE: Be Respectful to others	<ul style="list-style-type: none"> <li>Use a Level 1 Conversation Level</li> </ul>	<ul style="list-style-type: none"> <li>Keep hands and feet to self</li> </ul>	<ul style="list-style-type: none"> <li>Pick up trash from table and floor</li> </ul>
Expectation #1: Always Be Respectful	Use level 1 conversation voices during transition	Walk in portable area	Use 6-inch voices for conversation.
Expectation #2: Live Responsibly	Keep Hands and feet to self	Keeps hands and feet to self.	Pick up all trash from table and floor when dumping trays.
Expectation #3: Listen Carefully	Wait to be excused to go to class.	Report to your assigned area on time.	Remain seated until you have permission from an adult in cafeteria.
Expectation #4: Own Actions and Decisions	Walk on the right in hallway.	Use restroom before you get to class.	All seating is assigned and you must sit with your class
Expectation #5: Put Forth Best Effort	Allow for 1 foot of personal space between yourself and other students.	Follow all school and hallway rules.	Stand in straight line w/o using electronics when your table is called to be served lunch.

Expectation #6: Offer Encouragement to others	Monitor your time during transitions.	Help students that may need assistance.	Use "Please," "Thank you," and "Excuse me." when speaking.
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**\*\*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\*\***

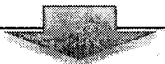



**CRITICAL ELEMENT #5 Effective Discipline Procedures**

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

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. Getting out of Seat w/o teacher permission	1. Excessive rough and boisterous play
	2. Calling out/ Interrupting Teacher/ Distracting Teacher	2. Repeated disruption/ outburst to the learning environment.
	3. Breaking a classroom rule	3. Habitually breaking same classroom rules despite consequences given by teacher
2. Insubordination	1. Refusing to answer teacher's question	1. Physically intimidating /Threatening teacher
	2. Student not complying to teacher instructions	2. Repeated incidents of refusing to comply to teacher instructions despite consequences given by teacher
	3. Student refusing to do work***	3. Repeated incidents of refusing to do work despite consequences given by teacher.
3. Disrespect	1. Using profanity in conversation with peers	1. Using Profanity directed toward any and all staff members.
	2. Making fun of other students	2. Damaging school property/ Teacher property (computer)
	3. Talking Back/ Mocking Teacher	3. Repeated incidents of Talking back/ being disrespectful

**Categorize Classroom Managed Behaviors into "Minor" and "Moderate".  
Create a consequence list that teachers can choose from for each category.**

Minor Classroom Managed Behaviors	Moderate Classroom Managed Behaviors
Getting out Seat w/o permission	Refusing to answer teacher's question
Using profanity in conversation with peers	Student not complying to teacher instructions
Student talking w/ o permission	Student refusing to do work
	Making fun of other students
	Talking Back/ Mocking Teacher
	Calling out/ Interrupting Teacher/ Distracting Teacher
	
Consequence Menu for <b>Minor</b> Misbehaviors (Teacher's choice):	Consequence Menu for <b>Moderate</b> Misbehaviors (Teacher's choice):
Verbal Warning	Call Home
Seat Change	Detention
Redirecting student behavior	Parent Conference

<b>Student conference</b>	<b>Team Time-out</b>
<b>Re-teaching student rules and expectations (CHAMPS)</b>	<b>Loss of privileges during lunch (Lunch Detention)</b>
<b>Student complete Behavior reflection Form</b>	<b>Other agreed upon consequences that teams implement</b>
	<b>Student Complete Behavior Reflection Form with parent signature</b>

**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.

<b>Fidelity Plan</b>				
<b>WHO Responsible person</b>	<b>WHAT: Data Analyzed</b>	<b>WHAT: Criteria for "Success" of Implementation</b>	<b>WHEN: Dates of Analysis</b>	<b>HOW: Shared with Stakeholders</b>
<b>EXAMPLE: Principal</b>	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.Principal	Lesson Plan Review	100% teachers will have behavior lesson plan in teacher log	Sept 6 Dec 8 Jan 11	Staff meetings on: Sept 8 Dec 12 Jan 19
2. Assistant Principal	Walk Through during first 15 minutes of 1 <sup>st</sup> /2 <sup>nd</sup> Period	100% of teachers will be teaching positive behavior strategies	Oct 5 Feb 9 March 7	Oct 13 Feb 16 March 10

**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.

<b>Student Outcome Plan</b>				
<b>WHO Responsible Person</b>	<b>WHAT: Data Analyzed</b>	<b>WHAT: Criteria for "Success" of Student Outcome</b>	<b>WHEN: Dates of Analysis</b>	<b>HOW: Shared with Stakeholders</b>
<b>EXAMPLE: Assistant Principal</b>	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	Number of Referrals	60% of students will have 1 or less referral	Monthly- First Thursday of each month to review previous month's referrals.	Monthly Newsletter
2.Behavior Specialist	Number fights on campus	1% of students will have 1 or less fight	At the end of each Quarter	SAC meeting