

## 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 Rtl: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:</b> Atlantic Technical College & Technical High School
<b>School Number:</b> 2221
<b>SPBP/Rtl:B Contact Person:</b> Rebecca Miller
<b>Direct Phone Number:</b> 754-321-5304

**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
Robert Crawford	Principal*	Administration
Cheryl Fidlow	Rtl:B Point of Contact*	Rtl:B Team
Hallema Collier	BTU Representative*	BTU
Vicky LaPorte	Parent/Community* Representation	Parent
Nancy Kramer	Teacher	Social Studies Department
James Mulhern	Teacher	Language Arts Department
Kimberly Jackson	Guidance Counselor 9-10	Guidance
Dale Beames	Teacher/Department Head	Science Department/Grades 11& 12
Margie Rohrbach	Media Specialist/ Department Head	Grades 9 & 10
Laura Talavera	Reading Coach	
Mari Lee	Magnet Coordinator	Incoming Students
Rebecca Miller	CTE Advisor	SAC

*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
10/24/2016	1:45 PM – 2:30 PM	V. LaPorte/R. Miller
12/19/2016	1:45 PM – 2:30 PM	V. LaPorte/R. Miller
02/13/2017	1:45 PM – 2:30 PM	V. LaPorte/R. Miller
04/17/2017	1:45 PM – 2:30 PM	V. LaPorte/R. Miller

## 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:

Action:	Date(s)	Outcome (3-5 sentences)
Staff Presentation of SPBP	10/23/2015 01/08/2016 04/20/2016	Reviewed lesson presentations to students and discussed data. Addressed current 10 top misbehaviors. Discussed infractions and consequences for the plan. Decided upon lesson plans.
Faculty Vote	04/27/2016	Unanimously approved.
Stakeholders' (parents and community) Presentation of SPBP	11/17/2015 03/15/2016 05/17/2016	At our SAC meetings the plan was discussed and shared. Use of ROAR program was appreciated. Presented new plan and defined behaviors and consequences.

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

Action:	Date(s)	Details (3-5 sentences)
Staff Professional Development on Rtl:B	Pre-planning: 08/16/2016	At the full staff training the plan will be reviewed. The window for lesson plan implementation will be shared. Classroom teachers will review the plans with students.
Staff Presentation of Behavior Data (minimum of 4)	1. 08/16/2016	Review end of year data. Address any new concerns. Classroom teachers will review the plans with students.
	2. 10/26/2016	Review quarterly data. Address any new concerns. Re-teach as necessary.
	3. 01/11/2017	Review quarterly data. Address any new concerns. Re-teach as necessary.
	4. 03/22/2017	Review quarterly data. Address any new concerns. Re-teach as necessary.
Stakeholders' (parents and community) Presentations of Rtl:B	October SAF & SAC January SAC	Review data and discuss plan. Get input from parents and community regarding implementation of plan.






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

#### Collect Behavior Data:

<b>Top 10 Incidents of Behavior</b> (BASIS Behavior Dashboard)
1. Habitual Tardiness
2. Unruly/Disruptive Behavior
3. Fight/Minor Altercation
4. Falsification/Misrepresentation
5. Disobedience/Insubordination
6. Unserved Saturday Detention
7. Possession of Prohibited Items
8. Tobacco Possession
9. Drug Use/Possession/Influence
10. Insulting/Profane Language



#### Develop School-wide Expectations:

<b>3-5 Common Negative Themes</b>	<b>3 – 5 Positive Replacement Expectations</b>
EXAMPLE: Disrespect	EXAMPLE: Be respectful to others
Tardiness 	Be on time
Disruptive 	Be responsible
Fighting 	Be respectful
	
	

**\*\*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)**

<b>Top 3 Locations</b> (BASIS Behavior Dashboard)	
<b>School Location</b>	<b># Incidents</b>
<b>EXAMPLE: Cafeteria</b>	<b>12</b>
<b>Classroom</b>	<b>Not included</b>
<b>1. Parking Lot</b>	<b>7</b>
<b>2. Hallways /Restroom (Other)</b>	<b>6</b>
<b>3. School Grounds</b>	<b>2</b>

**Create an Expectation / Rules Chart**

<b>Expectations and Rules Chart</b>			
<b>Expectations</b> (copy and paste from Expectations List)	<b>Rules</b> (copy and paste Locations from above chart)		
	Location #1: Parking Lot	Location #2: Hallways	Location #3: School Grounds
<b>EXAMPLE:</b> Be Respectful to others	(CAFETERIA): <ul style="list-style-type: none"> <li>Pick up trash from table and floor</li> </ul>	(HALLWAY): <ul style="list-style-type: none"> <li>Keep hands and feet to self</li> <li>Walk on right side</li> </ul>	(FRONT OFFICE): <ul style="list-style-type: none"> <li>Use a Level 2 Conversation Level</li> </ul>
Expectation #1: Be on time	Allow enough time to park and walk to class	Walk directly to your assigned area	Stay in assigned area
Expectation #2: Be responsible	Bring all necessary materials with you	Park in spots designated for student parking	Keep hands and feet to yourself
Expectation #3: Be respectful	Park in spaces marked for students	Keep hands and feet to yourself	Pick up trash from table and floor
Expectation #4:			
Expectation #5:			



**\*\*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. Excessive talking	1. Fighting
	2. Sleeping in class	2. Bullying
	3. Food/drink in the classroom	3. Purposefully damaging property
2. Insubordination	1. Cell Phone Out/Use	1. Refusing to surrender cell phone
	2. Eye Rolling/Sighing/"T-sking"	2. Accessing websites with sexual content
	3. Not being prepared for class	3. Consistently refusing to do what is asked
3. Out of Assigned Area	1. Out of seat	1. Leaving school grounds without permission
	2. Excessive time in restroom	2. Skipping school
	3. Going to an unauthorized area	3. Excessive tardiness

**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
Chewing gum	Play fighting
Hallway misconduct	Use of mild inappropriate language
Out of Seat	Disrespectful tone/attitude/body language/put downs
Talking out	Inappropriate throwing
Off task	Horseplay
Making noises	Inappropriate displays of affection
Littering	Refusing to complete work
Mild Physical Contact	Unauthorized use of electronic devices
<div style="display: flex; justify-content: space-around; align-items: center;">   </div>	
Consequence Menu for <b>Minor</b> Misbehaviors (Teacher's choice):	Consequence Menu for <b>Moderate</b> Misbehaviors (Teacher's choice):
Move closer to student (proximity)	Time out from activity
Speak privately to student	Time out from the room
Nonverbal cue -- Give them "the look" (evil teacher eye)	Home contact (phone, email, letter)
Redirect the student	Move student's seat
Offer assistance with work	Detention
Cue/Prompt/remind	Restrict privileges
Ignore/Attend/Praise	Develop a plan

**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.

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 Principal	Lesson Plan Calendar	100% of teachers will implement LP (Sign Off Sheet)	August 29	PLC 8/31
2. Assistant Principal	Behavior Plan Check Up	100% of teachers will implement a review of the LP (Sign Off Sheet)	January 17	PLC 1/18

**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.

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	ODRS	90% of students will have 1 or less ODR	Quarterly	Shared at RtIB Meetings/SAC/PLC
2. Assistant Principal	Behavior Contract Students	80% of students placed on a behavioral contract will successfully meet the exit criteria	Quarterly	Shared at RtIB Meetings/SAC/PLC