**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: Atlantic West ES** |
| **School Number: 2511** |
| **SPBP/RtI:B Contact Person: Jounice Lewis** |
| **Direct Phone Number:** |

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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 | Stakeholder  Representation |
| Diane Eagan | Principal\* | Administration |
| Jounice Lewis | RtI:B Point of Contact\* | RtI:B Team |
| Annette Dittmeier | BTU Representative\* | BTU |
| Suzanne Kauffman | Parent/Community\* Representation | Community |
| Charlotte Jaileba | School Counselor | Family Liaison |
| Donsu Spratt | ASD Coach | Content Specialist |
| Jaimie Frabroni | Teacher | Teacher Liaison |
| Lisa Nurrito | ESE Specialist | Meeting/Time Keeper |
| Carrie Karasik | SLP | Recorder |
| Julie Miller | Teacher | Teacher Liaison |
| Susann Reeves | Teacher | Teacher Liaison |
| David Solow | Teacher | Teacher Liaison |
| Cortnei Sheib | Teacher | Teacher Liaison |
| Marlene Kershner | Secretary | Office Liaison |
| Ashley Jones | Teacher | Teacher Liaison |

**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 |
| August 15, 2016 | 1:00pm | Ms. Lewis |
| October 24, 2016 | 2:15pm | Ms. Lewis |
| January 9, 2017 | 2:15pm | Ms. Lewis |
| March 20, 2017 | 2:15pm | Ms. Lewis |

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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** | 4/6/2016, 4/12/2016 | RtI:B Team presented the school-wide expectations (SOAR) and rules. Team also rolled out the school-wide reward plan and using HERO to track positive behaviors (on time +1, classroom behavior +1-3, SOAR +1). The parent/student engagement HERO letters were given out to teachers distribute to parents. |
| **Faculty Vote** | 4/20/16 | Ms. Lewis (AP) met with small groups per grade level to review SPBP, address concerns and answer questions. 100% of faculty voted “yes” in favor of the SPBP. |
| **Stakeholders’ (parents and community) Presentation of SPBP** | 3/7/16 | Ms. Lewis (AP) presented the school-wide positive behavior plan to parents and stakeholders at the SAC meeting. During that time, a parent representative was assigned to the RtI:B team. Parents did not have any further questions or concerns with the SPBP. |

**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:  August 15, 2016 | The RtI:B team will distribute expectation and rule lesson plans, discipline flow chart, HERO point schedule, and additional positive behavior activities. RtI:B team will answer any faculty questions regarding the SPBP. Faculty will discuss how the behavior lesson plans will be taught the first week of school in conjunction with their academic plans. |
| **Staff Presentation of Behavior Data**  (minimum of 4) | 1. October 31, 2016 | The RtI:B team will review and analyze ODR data for the 1st quarter; HERO usage report. The team will develop plans to address problem areas, highest incidents and reflect on best practices. This information will be presented to faculty during the meeting. |
| 2. January 17, 2017 | The RtI:B team will review and analyze ODR data for the 1st quarter; HERO usage report. The team will develop plans to address problem areas, highest incidents and reflect on best practices. This information will be presented to faculty during the meeting. |
| 3. March 27, 2017 | The RtI:B team will review and analyze ODR data for the 1st quarter; HERO usage report. The team will develop plans to address problem areas, highest incidents and reflect on best practices. This information will be presented to faculty during the meeting. |
| 4. April 17, 2017 | The RtI:B team will review and analyze ODR data for the 1st quarter; HERO usage report. The team will develop plans to address problem areas, highest incidents and reflect on best practices. This information will be presented to faculty during the meeting. |
| **Stakeholders’ (parents and community) Presentations of RtI:B** | March 7, 2017 | School-wide Discipline plan will be shared during a SAC meeting. The RtI:B team will review and analyze ODR data for the 1st quarter; HERO usage report. The team will develop plans to address problem areas, highest incidents and reflect on best practices. |

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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. SB: Unruly/Disruptive Behavior (39) |
| 2. UP: Disruptive/Unruly Play (2) |
| 3. 01: Disobedience/Insubordination (1) |
| 4. N/A |
| 5. N/A |
| 6. N/A |
| 7. N/A |
| 8. N/A |
| 9. N/A |
| 10. N/A |

**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 |
| Unruly/Disruptive Behavior  c  c  c  c | **S**elf Control |
|  | **O**n Task |
|  | **A**cceptance |
| Disobedience/Insubordination | **R**espect |

**\*\*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. Playground** | **4** |
| **2. Hallway** | **2** |
| **3. Cafeteria** | **1** |

**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:  **Playground** | Location #2:  **Hallway** | Location #3:  **Cafeteria** |
| **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:  **S**elf-Control | Keep hands, feet and objects to yourself | Keep hands and feet to yourself | Keep hands, feet and food to yourself |
| Expectation #2:  **O**n Task | Use playground equipment properly and safely  Play only in assigned area | Use CHAMPS Voice level 0 (Silent)  Walk on the right side in a straight line | Use CHAMPS Voice level 2 (low conversational voice)  Remain in your seat, eating your lunch |
| Expectation #3:  **A**cceptance | Use kind words to classmates and adults |  | Use kind words to classmates and adults |
| Expectation #4:  **R**espect | Line up quickly and quietly | Walk directly to your destination | Follow adult directions the first time asked |

**\*\*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. Unruly / disruptive behavior | 1. Speak out of turn, blurt out | 1. Refusal to comply with staff direction |
| 2. Bother other students | 2. Use of profanity towards teacher or staff member |
| 3. Creating excessive noise | 3. Repeatedly disrupts the learning of a class |
| 2. Insubordination | 1. Difficulty going from Point A to Point B | 1. Repeatedly refuses to comply with adult requests |
| 2. Scowl, appear angry, agitated, irritated, etc | 2. Repeatedly refuses to follow classroom routines |
| 3. Refusing to work in a group setting | 3. Engage others in arguments and conflict |
| 3. Defiance | 1. Verbal protest | 1. Become aggressive and act out when told to do something |
| 2. Quietly refuse to do as told | 2. Tantrums/Meltdowns when told to do something- interrupts the learning of a class |
| 3. Refusing to complete a task | 3. Repeatedly challenges the authority of adults |

**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 |
| Speak out of turn, blurt out | Refuse to comply with adult requests |
| Drop things, laugh, or makes noises on purpose | Refuse to follow classroom routines |
| Try to engage others while they are working | Remaining in place and refusing to move (transitioning to and from class) |
| Quietly refuse to do as told | Smile, cross arms, stomp feet, etc when reusing to follow directives |
| Scowl, appear angry, agitated, irritated, etc | Make inappropriate or humorous comments at inappropriate times |
| Difficulty going from Point A to Point B | Often leaves seat in classroom or in other situations in which remaining seated is expected |
| Over socializing | Pester other students continually and be perceived as annoying and irritating |
| Claim to not know what is going on | Talking back to adults |
|  |  |
| Consequence Menu for **Minor** Misbehaviors  (Teacher’s choice): | Consequence Menu for **Moderate** Misbehaviors  (Teacher’s choice): |
| Verbal Warning (optional: move clip chart) | Verbal Warning (optional: move clip chart) |
| Non verbal gestures and cues (optional: move clip chart) | Reteach and Restate expectation/rule with replacement behavior (optional: move clip chart) |
| [Use calm neutral tone](http://www.pbisworld.com/tier-1/use-calm-neutral-tone/" \o "PBS Tier 1 Behavior intervention of use calm neutral tone" \t "_blank) (optional: move clip chart) | Move clip chart |
| [Praise when cooperative and well behaved](http://www.pbisworld.com/tier-1/positive-praise/" \o "PBS Tier One behavior intervention of rewards and praise" \t "_blank) (optional: move clip chart) | Conference with student on inappropriate behavior  (optional: move clip chart) |
| Give Choices (optional: move clip chart) | Continue to reteach rule/expectation (optional: move clip chart) |
| Move Clip chart | Think Sheet (optional: move clip chart) |
| [Rewards, Simple Reward Systems, & Incentives](http://www.pbisworld.com/tier-1/rewards-simple-reward-systems-incentives/" \o "PBS Tier One Behavior Intervention of rewards and praise" \t "_blank) (optional: move clip chart) | Contact Parent (optional: move clip chart) |

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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. Ms. Lewis | HERO usage report | 90-100% of teachers will give points using HERO | August 18, 2016, October 24, 2016, January 9, 2017, March 20, 2017 | October 31, 2016, January 17, 2017, March 27, 2017, April 17, 2017 |
| 2. Ms. Lewis | BASIS Behavior Dashboard | Each quarter AWE will have 20% less ODRs in the 2016-17 SY than the 2015-16 school year | August 18, 2016, October 24, 2016, January 9, 2017, March 20, 2017 | October 31, 2016, January 17, 2017, March 27, 2017, April 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. Ms. Lewis | ODR Data- Quarterly | 80-90% of students will have less than 1 ODR | August 18, 2016, October 24, 2016, January 9, 2017, March 20, 2017 | Faculty Meetings/SAC Meetings  October 31, 2016, January 17, 2017, March 27, 2017, April 17, 2017 |
| 2. Ms. Lewis | Tardy Report from HERO | Reduce the average daily tardy by 5% or less of the student population | August 18, 2016, October 24, 2016, January 9, 2017, March 20, 2017 | Faculty Meetings/SAC Meetings:  October 31, 2016, January 17, 2017, March 27, 2017, April 17, 2017 |