

## 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: Griffin Elementary</b>
<b>School Number: 2851</b>
<b>SPBP/RtI:B Contact Person: Angie Moodliyar-Jones</b>
<b>Direct Phone Number: 754-323-5900</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
Gail Silig	Principal*	Administration
Teena Novack	Rtl:B Point of Contact*	Rtl:B Team
Germaine Goffney	BTU Representative*	BTU
Cheryl Watters	Parent/Community* Representation	Community
Angie Moodliyar-Jones	Assistant Principal	Administration/ Rtl:B Team
Alison Rasgado	ESE Teacher	EBD/ESE/ Rtl:B Team
Angela Keller	Teacher	3 <sup>rd</sup> Grade/ Rtl:B Team
Tanya Lacasse	ESP	ESP/ Rtl:B Team
Susan Ruder	Teacher	2 <sup>nd</sup> Grade/ Rtl:B Team
Miladys Cepero-Perez	Literacy Coach	Faculty/ Rtl:B Team

*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
8/18/16	9:00 AM	Angie Moodliyar-Jones
10/28/16	2:00 PM	Angie Moodliyar-Jones
1/13/17	2:00 PM	Angie Moodliyar-Jones
3/24/17	2:00 PM	Angie Moodliyar-Jones

**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	4/26/16	Discussed and presented the SPBP and emphasized the lesson plans and how we will continue to teach the behavior lessons
Faculty Vote	4/26/16	Approved
Stakeholders' (parents and community) Presentation of SPBP	4/25/16	Presented and discussed the SPBP prior to approval and emphasized how we will integrate the lessons in our SPBP throughout the year

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: 8/18/16	Review approved SPBP as well as feedback from the district.
Staff Presentation of Behavior Data (minimum of 4)	1. 10/28/16	Discuss top incidents, sorted by grade, gender, race, and location/time. Review SPBP lesson plan
	2. 1/13/17	Discuss top incidents, sorted by grade, gender, race, and location/time. Review and amend SPBP (as needed)
	3. 3/24/17	Discuss top incidents, sorted by grade, gender, race, and location/time. Review and amend SPBP (as needed)
	4. 5/23/17	Discuss top incidents, sorted by grade, gender, race, and location/time. Review SPBP for 17-18 school year
Stakeholders' (parents and community) Presentations of Rtl:B	2/22/17	Present and discuss the approved 17-18 SPBP

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

**Collect Behavior Data:**

<b>Top 10 Incidents of Behavior</b> (BASIS Behavior Dashboard)
1. Unruly/Disruptive Behavior
2. Level 2 Bus Violation
3. Assault/Threat (Medium)
4. Assault/Threat (Non-Criminal)
5. Level 1 Bus Violation
6. Level 3 Bus Violation
7. Physical Attack
8. N/A
9. N/A
10. N/A



**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
Disrespect	Be respectful to all staff and peers.
Uncooperative	Be cooperative with others when given directions, lessons, learning activities, and staff/peer interaction.
Lack of Self-Control	Demonstrate self-control to act according to school rules and expectations in all school areas

**\*\*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
<b>EXAMPLE:</b> Cafeteria	12
<b>Classroom</b>	Not included
<b>1. Bus</b>	<b>10</b>
<b>2. Hallway</b>	<b>6</b>
<b>3. Cafeteria</b>	<b>8</b>

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: Bus	Location #2: Hallway	Location #3: Cafeteria
<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 respectful to all staff and peers.	-Listen to and obey adults -Use words, actions and body language that shows respect for peers. -Keep the bus tidy	-Keep hands and feet to self (hands off bulletin boards and each other) -Walk on right side	-Listen to and obey adults -Clean up after yourself and your class
Expectation #2: Be cooperative with others when given directions, lessons, learning activities, and staff/peer interaction.	-Listen to and obey adults -Take turns when talking -Talk at an appropriate voice tone	-Walk with a buddy in the halls -Walk quietly at all times	-Listen and obey adults -Use appropriate language when addressing teachers and peers -Talk at an appropriate voice tone
Expectation #3: Demonstrate self-control to act according to school rules and expectations in all school areas.	-Enter and exit the bus in an orderly manner -Remain in your seat for the duration of the bus ride -Keep your hands and feet to yourself	-Walk quietly at all times -Walk in line in an orderly manner at all times -Only go to the area you were assigned to go to (not stopping off at other classes or teachers)	-Stay in your seat -Raise your hand to request help -Keep track of your personal items and food



**\*\*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. Emotional Outburst	1. Prolonged Tantrums
	2. Inappropriate Comments/Language	2. Pattern of Profanity/Vulgarity
	3. Physically Inappropriate	3. Physical Altercation
2. Insubordination	1. Not completing work	1. Continuous refusal to complete work regardless of classroom interventions/consequences
	2. Engaging in an activity without permission	2. Arguing with teacher after repeated requests and multiple classroom interventions/consequences
	3. Purposely disrupting others	3. Continuous disruption regardless of classroom interventions/consequences
3. Defiance	1. Taking out a cellphone during day	1. Using the cellphone during class time, dismissal areas, before school supervision areas
	2. Talking to classmates during teaching	2. Outright defiance to teachers when given directions and lessons. Telling teachers no.
	3. Not completing work	3. Continuous refusal to complete work regardless of classroom interventions/consequences

**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
Talking to classmates	Emotional Outbursts
Not completing work	Purposefully disrupting others
Playing with cellphone	Usage of cellphone
Physically inappropriate	Inappropriate comments/language
Engaging in an activity without permission	
	
Consequence Menu for <b>Minor</b> Misbehaviors (Teacher's choice):	Consequence Menu for <b>Moderate</b> Misbehaviors (Teacher's choice):
Verbal warning/restate expectation or rule	Individualized behavior chart
Student conference/redirection/reteach	Parent contact

Change seat	Loss of classroom privilege (excluding recess)
Conflict resolution	Refer to school counselor
Independent physical activity for structured recess	Extra time to spend on task
Student reflections/written apologizes	Curricular accommodations
Loss of token economy (points, tickets, class money)/Clip-up system/home notes	

**No entries needed for CRITICAL ELEMENTS 6 – 9 this year**

**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>				
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	Schedule expectations assemblies and continuous monitoring of implementation of lesson plans	100% of expectations are addressed through lesson plans and expectations assembly	9/5/16 10/31/16 1/16/17 3/27/16	Staff meeting during preplanning week 8/18/16
2. School Counselor	Kids of Character monthly skills and activities	100% of skills are addressed through Kids of Character lessons and activities	Monthly	Morning announcements monthly on a Friday

**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>				
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	Referrals	Referrals will decrease by 10% by June 2016	9/5/16 10/31/16 1/16/17 3/27/16	Discuss data at Faculty Meetings and SAC/SAF/PTA meetings scheduled in October, January, and March
3. Classroom Teacher	Daily Behavior Charts/Clip Up	88% of students will have 1 or less specific moderate consequences per week	Weekly on Friday	Document data in agenda books/home notes/individual behavior chart/ticket to share with parents. Discuss frequency data of moderate consequences at Team Leader Meetings