

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

School Name: Marjory Stoneman Douglas High School
School Number: 3011
SPBP/RtI:B Contact Person: TERESITA M. CHIPI
Direct Phone Number: 754-322-2150

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
Ty Thompson	Principal*	Administration
Teresita M. Chipi	Rtl:B Point of Contact*	Rtl:B Team/Discipline Committee
Gregory Pittman	BTU Representative*	BTU
Denise Gobin	Parent/Community* Representation	Community
Carmen Herrera	Parent/Community* Representation	SAF
Kimberly Johnson	Teacher and BTU Representative	Faculty Council and BTU
Winfred Porter	Assistant Principal	Administration
Robert Rosen	Teacher and BTU Representative	Faculty Council and BTU
Holly Van-Tassel	Teacher	SAC
Carla Verba	Teacher	SAC
Elisa Williamson	Teacher	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
August 16, 2016	9:00 AM	Discipline Committee Chair
November 15, 2016	3:00 PM	Discipline Committee Chair
February 21, 2017	3:00 PM	Discipline Committee Chair
April 18, 2017	3:00 PM	Discipline Committee Chair

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	April 1, 2016	A copy of the proposed SPBP was presented to all staff members via CAB. This gave staff time to read and review the plan before voting. Discipline Committee members answered all questions presented to them regarding the plan.
Faculty Vote	April 7, 2016	The faculty vote took place on Thursday, April 7 th during the general faculty meeting. The results were as follows: 83% voted in favor of the SPBP.
Stakeholders' (parents and community) Presentation of SPBP	April 20, 2016	A copy of the proposed SPBP was presented to all SAC members via CAB and the monthly meeting. The proposed plan was discussed at SAC. The Discipline Committee members answered all questions regarding the plan as recorded in the minutes.

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

Action:	Date(s)	Details (3-5 sentences)
Staff Professional Development on RtI:B	Pre-planning: August 19, 2016	Discuss the matrix and the lesson plans to be implemented. Discuss minor vs moderate classroom infractions. Discuss possible consequences to be implemented by teachers.
Staff Presentation of Behavior Data (minimum of 4), ^end of first month *end of quarter	1. 09/15/2016^	Gather and present behavior data at the end of the quarter. Explain any observed trends during the monitored period. Inform staff/stakeholders of action steps to maintain or improve behavior.
	2. 10/28/2016*	Gather and present behavior data at the end of the quarter. Explain any observed trends during the monitored period. Inform staff/stakeholders of action steps to maintain or improve behavior.
	3. 01/13/2017*	Gather and present behavior data at the end of the quarter. Explain any observed trends during the monitored period. Inform staff/stakeholders of action steps to maintain or improve behavior.
	4. 03/24/2017*	Gather and present behavior data at the end of the quarter. Explain any observed trends during the monitored period. Inform staff/stakeholders

		of action steps to maintain or improve behavior.
Stakeholders' (parents and community) Presentations of RtI:B	During scheduled monthly SAC meetings	Gather and present behavior data at the end of the quarter. Explain any observed trends during the monitored period. Inform stakeholders of action steps to maintain or improve behavior.

CRITICAL ELEMENT # 3: School-wide Expectations

Collect Behavior Data:

Top 10 Incidents of Behavior (BASIS Behavior Dashboard)
1. ZL: Class Cut (Skipping)
2. 01: Disobedience/Insubordination
3. ZP: Unserved Detention
4. SB: Unruly/Disruptive Behavior
5. ZM: Tardiness (Habitual)
6. ZW: Defiance of Authority/ 01 Vio
7. 02: Insulting/Profane/Obscene Language
8. F2: Fighting-Medium
9. ZU: Out of Assigned Area
10. ZX: Profanity to Staff Member



Develop School-wide Expectations:

3-5 Common Negative Themes	3 – 5 Positive Replacement Expectations
EXAMPLE: Disrespect	EXAMPLE: Be respectful to others
Disobedience	Be Positive
Apathy	Be Passionate
Disrespect	Be Proud

****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	37
2. Cafeteria	15
3. Courtyard (grounds)	14

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: CAFETERIA	Location #3: COURTYARD (Grounds)
EXAMPLE: Be Respectful to others	(CAFETERIA): <ul style="list-style-type: none"> Pick up trash from table and floor 	(HALLWAY): <ul style="list-style-type: none"> Keep hands and feet to self Walk on right side 	(FRONT OFFICE): <ul style="list-style-type: none"> Use a Level 2 Conversation Level
Expectation #1: Be Positive	Keep hands to self while walking down the hall	Pick up after yourself after eating	Ignore the rude behavior of others
Expectation #2: Be Passionate	Help others when in need	Keep the school eating areas clean	Arrive to school/class on time every day
Expectation #3: Be Proud	Speak in pleasant tone/voice level 1-2	Follow the rules and directions given by staff	Walk directly to your destination; have pass or escort during class time.
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. Out of seat	1. Horseplay
	2. Speaking out of turn	2. Incessant talking
	3. Off task	3. Distracting the learning environment
2. Insubordination	1. Talking back at the teacher	1. Use of profanity
	2. Failure to respond to teacher’s request	2. Walking out of class
	3. Ignoring teacher’s instructions	3. Continuing to engage in off-task behavior
3. Out of Assigned Area	1. Asking for bathroom pass but returning with food or beverage	1. Asking for bathroom pass and not returning to the classroom
	2. Staying out of class between 6-10 min	2. Staying out of class for longer than 10 min
	3. Asking for bathroom pass but returning with items (i.e. copies, lunch, HW, etc.)	3. Asking for bathroom pass and disrupting other classes.

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
1. Out of seat	1. Talking back at the teacher—repeatedly
2. Speaking out of turn	2. Failure to respond to teacher’s request—repeatedly
3. Off task	3. Ignoring teacher’s instructions—repeatedly
4. Talking back at the teacher—1 st occurrence	4. Staying out of class between 6-10 min—repeatedly
5. Failure to respond to teacher’s request—1 st occurrence	5. Asking for bathroom pass but returning with food or beverage
6. Ignoring teacher’s instructions—1 st occurrence	6. Asking for bathroom pass but returning with items (i.e. copies, lunch, HW, etc.)
7. Staying out of class between 6-10 min—1 st occurrence	
	
Consequence Menu for Minor Misbehaviors (Teacher’s choice):	Consequence Menu for Moderate Misbehaviors (Teacher’s choice):
Warning	Parent contact
Redirection	Detention
Modeling/Practice	Referral to peer counseling or social worker
Student-Teacher conference	Referral to guidance counselor
	Referral to Check-In Check-Out (CICO) program

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.

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: Nov 16 Jan 23 Apr 1
1. Grade-level Assistant Principals and Discipline Committee Chair	Lesson Plan Review	100% teachers will be provided with SPBP lesson plans	August 16, 2016 October 04, 2016 October 31, 2016 November 28, 2016 January 17, 2017 January 30, 2017 February 27, 2017 April 03, 2017	Staff meetings on Pre-planning week: 8/16/16 PSDs: 09/01/16, 10/06/16, 11/03/16, 12/01/16, 01/19/17, 02/02/17, 03/02/17, 04/06/17
2. Grade-level Assistant Principals	Lesson Plan Review and/or Classroom Walk-Throughs	100% teachers will have behavior lesson plan in teacher log	August 16, 2016 October 04, 2016 October 31, 2016 November 28, 2016 January 17, 2017 January 30, 2017 February 27, 2017 April 03, 2017	Staff meetings on Pre-planning week: 8/16/16 PSDs: 09/01/16, 10/06/16, 11/03/16, 12/01/16, 01/19/17, 02/02/17, 03/02/17, 04/06/17

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 and Discipline Committee Chair	DMS	50% students will have 1 or less ODR	Quarterly—on teacher planning day at end of each marking period	At scheduled SAC/SAF/PTSA/Staff/Discipline Committee meetings
2. Assistant Principal and Discipline Committee Chair	Minor Infraction Report (MIR)	50% students will have 1 or less MIR detentions	Quarterly—on teacher planning day at end of each marking period	At scheduled SAC/SAF/PTSA/Staff/Discipline Committee meetings