**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: TEQUESTA TRACE MIDDLE SCHOOL** |
| **School Number: 3151** |
| **SPBP/RtI:B Contact Person: CAROL NISSEN**  |
| **Direct Phone Number: 7543234409** |

|  |
| --- |
| **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

|  |  |  |
| --- | --- | --- |
| Full Name | Position | StakeholderRepresentation |
| PAUL MICENSKY | Principal\* | Administration |
| CAROL NISSEN | RtI:B Point of Contact\* | RtI:B Team |
| REGGIE OSORIO | BTU Representative\* | BTU |
| MARIA ORJUELA | Parent/Community\* Representation | Community |
| TRACY PALMIERI | Teacher | School |
| LYNN GARIBOLDI | BSO | Community/School |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

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

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

|  |  |  |
| --- | --- | --- |
| Meeting Date | Time | Responsible Person |
| August 18, 2016 | 2:00p.m. | Nissen |
| November 8, 2016 | 1:00p.m. | Nissen |
| January 19, 2017 | 8:10a.m. | Nissen |
| March 29, 2017 | 8:10a.m. | Nissen |

|  |
| --- |
| **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** | August 8, 2015 | Staff was given the information and discussed the SPBP. Focus on school-wide discipline and teaching the school’s discipline plan has enabled our school to run smoothly and safely for many years.  |
| **Faculty Vote** | April 19, 2016 | 100% of the faculty is in consensus to implement the SPBP. |
| **Stakeholders’ (parents and community) Presentation of SPBP** | March 9, 2016 | Parents with the SAC and PTA were given information concerning the SPBP and the data for TTMS for this year and last. Parents were grateful that TTMS is a safe school. |

**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: | Staff will be oriented to RtI:B and the SPBP during preplanning as part of the Administrators’ expectation presentation. Conversations will be held with staff members to gain input and feedback on 2015/16 data and how to improve on our safe school. |
| **Staff Presentation of Behavior Data**(minimum of 4) | 8/18/16 | Review data and discuss. |
| 11/8/16 | Review data and discuss trends. |
| 1/19/17 | Review data and discuss trends and improvements to discipline plan. |
| 3/29/17 | Review data and plan how to continue the hard work and keep referrals/disruptions to a minimum for the last quarter. |
| **Stakeholders’ (parents and community) Presentations of RtI:B** | **Open Houses:****8/17,18,19/2016** | During Open House presentations to all grades parents will be introduced to the RtI:B plan and expectations. Parents will also receive the school’s discipline plan in the students’ agenda. Updates will given during SAC meetings and PTA meetings quarterly. |

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

**Collect Behavior Data:**

|  |
| --- |
| **Top 10 Incidents of Behavior**(BASIS Behavior Dashboard) |
|
| 1. SB: Disruptive (unruly) Behavior |
| 2. 01: Disobedience/Insubordination |
| 3. ZI: Fight-Minor/Altercation/Conflict |
| 4. ZX: Profanity to Staff Member |
| 5. 02: Insulting/Profane/Obscene Lang |
| 6. UP: Disruptive (unruly) Play |
| 7. ZU: Out of Assigned Area |
| 8. A1: Alcohol/Use/Possession |
| 9. ZL: Skipping Class |
| 10. ZA: Bullying (Unsubstantiated) |

 **Develop School-wide Expectations**:

|  |  |
| --- | --- |
| **3-5 Common Negative Themes** | **3 – 5 Positive Replacement Expectations** |
| EXAMPLE: Disrespect | EXAMPLE: Be respectful to others  |
|  DISRUPTIVE BEHAVIORccccc | MAKE APPROPRIATE CHOICES FOR POSITIVE BEHAVIOR. |
| HORSEPLAY | USE SELF CONTROL TO PROTECT YOURSELF/OTHERS. |
| DISRESPECT | BE RESPECTFUL TO OTHERS AND YOURSELF. |
|  |  |
|  |  |

|  |
| --- |
| **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**
 | **16** |
| 1. **Gymnasium**
 | **8** |
| 1. **Cafeteria**
 | **6** |

**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:GYMNASIUM   | 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: |   WALK IN THE HALLWAYS |   KEEP HANDS AND FEET TO YOURSELF |   USE UTENSILS WHILE EATING/KEEP FOOD ON YOUR TRAY |
| Expectation #2: |   WALK ON THE RIGHT SIDE |  FOLLOW INSTRUCTIONS FROM COACHES |  WALK WHILE IN THE CAFETERIA  |
| Expectation #3: |   KEEP YOUR HANDS AND YOUR FEET TO YOURSELF |  WALK TO AND FROM FIELDS/COURTS |  CLEAN UP YOUR OWN GARBAGE/IF YOU SEE A SPILL, CLEAN IT UP OR GET HELP |
|  |  |  |  |
|  |  |  |  |

|  |
| --- |
| **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. HORSEPLAY | 1. FIGHTING |
| 2. TALKING IN CLASS | 2. PROFANITY DIRECTED TOWARDS STAFF MEMBER |
| 3. DISRUPTING LEARNING | 3. VANDALISM |
| 2. Insubordination | 1. TARDINESS | 1. REPEATED TRADIES AFTER TEACHER INTERVENTIONS |
| 2. NOT IN DRESS CODE | 2. DRESS CODE VIOLATIONS AFTER TEACHER INTERVENTIONS |
| 3. CELL PHONE/TEXTING | 3. DEFIANCE OF AUTHORITY TOWARDS ADMINISTRATOR |
| 3. Defiance | 1. REFUSING TO FOLLOW DIRECTIONS | 1. CONTINUE REFUSAL TO FOLLOW DIRECTIONS THAT DISRUPT CLASSROOM TEACHING |
| 2. INTERFERING WITH CLASSROOM LEARNING  | 2. DEFIANCE OF AUTHORITY AFTER REPEATED DIRECITVES (HABITUAL DEFIANCE) |
| 3. REFUSAL TO PUT DISTRACTING ITEMS AWAY | 3. REPEATED TECHNOLOGY/CELL PHONE USE AFTER INTERVENTIONS |

**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** | **LOUD, REPEATED SOCIAL CONVERSATIONS** |
| **MINOR HORSEPLAY BEFORE BELL RINGS** | **ROUGH HORSEPLAY THAT ENDANGERS OTHERS** |
| **SHOUTING OUT** | **SHOUTING OUT AT OTHER STUDENTS THAT DISRUPTS FLOW OF LESSON OR DEGRADES OTHERS.** |
| **MINOR DRESS CODE VIOLATION** |  |
| **REFUSAL TO FOLLOW DIRECTIONS** |  |
| **THROWING OBJECTS** |  |
|  |  |
|  |  |
|  |  |
| Consequence Menu for **Minor** Misbehaviors(Teacher’s choice): | Consequence Menu for **Moderate** Misbehaviors(Teacher’s choice): |
| **NOTES ON PINNACLE**  | **PHONE CALL HOME** |
| **NOTE TO BE SIGNED BY PARENTS – AGENDA OR EMAIL** | **SEAT CHANGE** |
| **DETENTIONS** | **REMOVAL TO ANOTHER CLASSROOM FOR TIME OUT** |
|  | **“N” OR “U” ON REPORT CARD OR INTERIM** |
|  |  |
|  |  |
|  |  |

|  |
| --- |
| **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** |
| WHOResponsible person | WHAT: Data Analyzed | WHAT: Criteria for “Success” of Implementation | WHEN: Dates of Analysis | HOW: Shared with Stakeholders |
|  |  |  |  |  |
| ASSISTANT PRINCIPALS | LESSON PLAN REVIEW | 100% OF TEACHERS WILL HAVE BEHAVIOR LESSON PLAN IN PLANS | OCTOBER 28, 2016JANUARY 13, 2017MARCH 23, 2017JUNE 8, 2017 | THROUGH PLC MEETINGS WITH DEPARTMENTS |
| ASSISTANT PRINCIPALS | IOBSERVATION | 100% OF TEACHERS WILL EXHIBIT LESSONS WHEN PERSCRIBED | VARIOUS DATES THROUGH THE YEAR VIA IOBSERVATION | THROUGH PLC MEETINGS WITH DEPARTMENTS |

**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** |
| WHOResponsible Person | WHAT: Data Analyzed | WHAT: Criteria for “Success” of Student Outcome | WHEN: Dates of Analysis | HOW: Shared with Stakeholders |
|  |  |  |  |  |
| ASSISTANT PRINCIPALS | DMS | DECREASE IN REFERRALS AS DESCRIBED IN PLAN | MONTHLY – 1ST WEDNESDAY | VIA EMAIL AND WEBSITE |
| ASSISTANT PRINCIPALS | TEACHER INTERVENTION LOGS | INCREASE IN INTERVENTIONS TO RECITFY BEHAVIORS | MONTHLY – DURING PLC DEPARTMENT MEETINGS | VIA EMAIL AND WESITE |