**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: Park Trails Elementary** |
| **School Number: 3781** |
| **SPBP/RtI:B Contact Person: Christina McNair/ Jane Steiner** |
| **Direct Phone Number: 754-322-7800** |

|  |
| --- |
| **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 | Stakeholder  Representation |
| Russell Schwartz | Principal\* | Administration |
| Jane Steiner | RtI:B Point of Contact\* | RtI:B Team |
| Suzanne Honig | BTU Representative\* | BTU |
| Jane O’Connell | Parent/Community\* Representation | Community |
| Lisa Rodriquez | Assistant Principal | Administration |
| Christina McNair | Assistant Principal | Administration |
| Jill Morgenstein | Literacy Coach | Support Staff |
| Dori Fauls | Team Leader | Teacher |
| Joshua Brodsky | Team Leader | Teacher |
| Lisa Vullo | Team Leader | Teacher |
| Tamara Gasaway | Team Leader | Teacher |
|  |  |  |

*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 30, 2016 | 8:30am | Jane Steiner |
| October 18, 2016 | 12:30 | Jane Steiner |
| November 15, 2016 | 8:30 | Jane Steiner |
| February 21, 2017 | 8:30 | Jane Steiner |

|  |
| --- |
| **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** | December 6, 2016 | Explain critical elements of the SPBP; review current discipline data, review lesson plans, expectations and rules. Make revisions to the plan as needed |
| **Faculty Vote** | January 17, 2017 | Obtain a majority of approval votes for SPBP from faculty |
| **Stakeholders’ (parents and community) Presentation of SPBP** | SIP Meeting  February 6, 2017 | Share expectations and rules for students behavior while at school in designated areas. Share resources with parents on how they can reinforce key skills at home. |

**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 15, 2016 | Review previous year’s discipline data, discuss how to implement lesson plans, expectations and rules. Focus on reducing the number of infractions in the cafeteria |
| **Staff Presentation of Behavior Data**  (minimum of 4) | 1.August 17, 2016 | Present behavior data to staff, discuss trends and patterns. Update SPBP plan to address behavior concerns that arise from the data. Develop plan for continuous monitoring. |
| 2. December 6, 2016 | Present behavior data to staff, discuss trends and patterns. Update SPBP plan to address behavior concerns that arise from the data. Develop plan for continuous monitoring. |
| 3. January 17, 2017 | Present behavior data to staff, discuss trends and patterns.  Teachers share out how they have implemented lesson plans. Develop plan for continuous monitoring. |
| 4.March 7, 2017 | Present behavior data to staff, discuss trends and patterns. Teachers share out how they have implemented lesson plans. Develop plan for continuous monitoring. |
| **Stakeholders’ (parents and community) Presentations of RtI:B** | **PTA/SIP Meeting**  **February 3 & 6, 2017** | Present SPBP to stakeholders at monthly PTA and SIP meetings. Teachers will reiterate school plan and individual plan during conferences. Administration will be available to answer questions. |

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

**Collect Behavior Data:**

|  |
| --- |
| **Top 10 Incidents of Behavior**  (BASIS Behavior Dashboard) |
|
| 1. Unruly/Disruptive Behavior |
| 2. Disobedience/Insubordination |
| 3. Battery on District Employee |
| 4. Physical Attack |
| 5. |
| 6. |
| 7. |
| 8 |
| 9. |
| 10 |

**Develop School-wide Expectations**:

|  |  |
| --- | --- |
| **3-5 Common Negative Themes** | **3 – 5 Positive Replacement Expectations** |
| EXAMPLE: Disrespect | EXAMPLE: Be respectful to others |
| Disrespect  c  c  c  c  c | Be respectful to yourself and others |
| Unruly | Keep hands, feet and unkind words to yourself |
| Disobedience | Be cooperative and work well with others |
| Disruptive | Raise hand and wait to be called on |
| Physical Behaviors | Keep hands, feet and unkind words to yourself |

**\*\*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.Classsroom** | **9** |
| **2. Hallway** | **1** |
| **3. Cafeteria** | **1** |

**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:  Classroom | Location #2:  Hallway | Location #3:  Cafeteria |
| Expectation #1:  Be respectful to yourself and others | Use kind words | Walk Quietly | \* Stand in line and wait for your turn |
| Expectation #2:  Keep hands, feet and unkind words to yourself | Use kind words | Keep hands to your side or behind your back | Speak in low tones and use kind words |
| Expectation #3:  Be cooperative and work well with others | Follow teacher directions once given | Walk facing forward and follow student ahead of you | Pick up trash from table and floor, dispose of it appropriately |
| Expectation #4:  Raise hand and wait to be called on | Request teacher assistance when needed | Quietly walk in hallways | Ask for permission to get out of seat |
| 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. Using unkind words | 1. Hitting other students |
| 2. Not answering teacher’s question | 2. Bullying |
| 3. Playing roughly | 3. Using profanity directed at teacher |
| 2. Insubordination | 1. Not following teacher’s directions | 1. Talking back to teacher |
| 2. Not completing assignments | 2. Consistently off task |
| 3. Speaking inappropriately | 3. Profanity/disrespectful to teacher |
| 3. | 1. | 1. |
| 2. | 2. |
| 3. | 3. |

**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 |
| **Using unkind words** | **Hitting students** |
| **Not answering teacher’s questions** | **Consistently not following teacher** |
| **Not following teacher directions** | **Using profanity** |
| **Not completing assignments** |  |
| **Out of seat without permission** |  |
|  |  |
|  |  |
|  |  |
|  |  |
| Consequence Menu for **Minor** Misbehaviors  (Teacher’s choice): | Consequence Menu for **Moderate** Misbehaviors  (Teacher’s choice): |
| **Time-out** | **Loss of extra-curricular activity** |
| **Call parent after school** | **Parent contact** |
| **Written note in agenda** | **Lunch detention** |
| **Reward Positive Behavior** |  |
|  |  |
|  |  |
|  |  |

|  |
| --- |
| **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 |
| 1.Assistant Principal(s) | **Lesson Plan Review** | **100% of teachers will have behavior lesson plan** | **December 2**  **February 2**  **March 30** | **Staff Meetings on:**  **December 6**  **February 14**  **April 4** |
| 2.Principal/Asst. Principal(s) | **Evidence of Rules and Expectations** | **100% of teachers will have evidence of student work that involves the expectations documented by iObservation datamarks** | **September 13**  **November 21**  **April 17** | **iObservation Data** |

**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(s) | Discipline reports in BASIS | 90% of students will have one or less referral during the year | Monthly-End of each month to review previous month | Monthly update at staff meeting & team leader meetings |
| 2. Guidance Counselor | Behavior RtI | 50% decrease in the number of behavior RtIs being presented to CPST | Monthly CPST meetings | Monthly update at staff meeting & team leader meetings |