**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: Westglades Middle School** |
| **School Number: 3871** |
| **SPBP/RtI:B Contact Person: Shari L. Schwartz** |
| **Direct Phone Number: 754-322-4807** |

|  |
| --- |
| **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 |
| Jack Vesey | Principal\* | Administration |
| Shari Schwartz | RtI:B Point of Contact\* | RtI:B Team |
| Richard Cantlupe | BTU Representative\* | BTU |
| Stephanie Tephord-Rush | Parent/Community\* Representation | Community |
| PJ Battaglia | Teacher/BTU Rep. | 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 |
| Sept. 6, 2016 | 9:30 AM | S. Schwartz |
| Oct. 4, 2016 | 9:30 AM | S. Schwartz |
| Nov. 1, 2016 | 9:30 AM | S. Schwartz |
| Dec. 6, 2016 | 9:30 AM | S. Schwartz |

|  |
| --- |
| **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** | 4/11/16 | Presented SPBP to faculty and staff. Met with unanimous support. Outlined further calendar dates for SPBP lesson plan implementation, as well as, presented monitoring criteria. |
| **Faculty Vote** | 4/11/16 | Faculty unanimously voted to accept the SPBP. Recruited aspiring leaders to assist with the implementation process. |
| **Stakeholders’ (parents and community) Presentation of SPBP** | 4/15/16 | Parents/community members approved SPBP. After several questions and roundtable discussion, plan was unanimously approved. Community members were particularly pleased with the presentation of data indicating a decrease in bullying related offenses. |

**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:  8/19/16 | RtI Team will present 16/17 SPBP to faculty and staff during Pre-Planning. Discipline data will be shared, as well as corresponding lesson plans created to address our school’s top behavioral occurrences. Additionally, staff development will include a presentation by our school psychologist on an RtI overview and tutorial on accessing BASIS. |
| **Staff Presentation of Behavior Data**  (minimum of 4) | 1. 9/15/16 | RtI Team will present an overview of the behavioral data collected by the Discipline Committee at each point of scheduled training. Grade level representatives will present data and findings after lesson plan implementation. Time will be allotted for a group sharing of best practices. Grade level administrators will be responsible for monitoring their specific grade level’s data. |
| 2. 10/28/16 | Critical focus area: Tardiness (Habitual)  Grade level representatives will present data and findings of tardiness lesson plan implementation. Time will be allotted for a group sharing of best practices. Grade level administrators will be responsible for monitoring their specific grade level’s data. |
| 3. 1/13/17 | Critical focus area: Disruptive/Unruly Behavior  Grade level representatives will present data and findings of tardiness lesson plan implementation. Time will be allotted for a group sharing of best practices. Grade level administrators will be responsible for monitoring their specific grade level’s data. |
| 4. 3/24/17 | Critical focus area:  Grade level representatives will present data and findings of tardiness lesson plan implementation. Time will be allotted for a group sharing of best practices. Grade level administrators will be responsible for monitoring their specific grade level’s data. |
| **Stakeholders’ (parents and community) Presentations of RtI:B** | 9/16/16 | RtI Team will present 2106/17 SPBP at the first joint SAC/SAF meeting of the school year. Behavioral data as well as lesson plan implementation will be outlined. Time for Q & A will be allotted. |

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

**Collect Behavior Data:**

|  |
| --- |
| **Top 10 Incidents of Behavior**  (BASIS Behavior Dashboard) |
|
| 1. Class Cut (Skipping) |
| 2. Unruly/Disruptive Behavior |
| 3. Disobedience/Insubordination |
| 4. Disruptive/Unruly Play |
| 5. Fight- Minor/Altercation |
| 6. Tardiness (Habitual) |
| 7. Insulting/Profane/Obscene Language |
| 8 Fighting - Medium |
| 9. Level 2 – Bus Violation |
| 10 Level 3 – Bus Violations |

**Develop School-wide Expectations**:

|  |  |
| --- | --- |
| **3-5 Common Negative Themes** | **3 – 5 Positive Replacement Expectations** |
| EXAMPLE: Disrespect | EXAMPLE: Be respectful to others |
| Skipping/Cutting Class  c  c  c  c  c | Be conscientious. |
| Insubordination | Be agreeable. |
| Disruptive Behavior | Be kind-hearted. |
|  |  |
|  |  |

**\*\*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** | **22** |
| **2. Cafeteria** | **10** |
| **3. Restroom** | **9** |

**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:  Restroom |
|  |  |  |  |
| Expectation #1:  Be conscientious  (Attend the entire class) | * Walk directly to assigned classroom during the appropriate time * Be prepared for bell to bell instruction | * Arrive to lunch on time and remain in the cafeteria until your teacher arrives | * Enter and exit the restroom expeditiously between classes * Obtain a valid pass to use restroom during instructional times |
| Expectation #2:  Be agreeable | * Follow directions from teachers and staff | * Follow directions from cafeteria supervisors and staff | * Follow outlined restroom procedures * Follow directives about restroom use from school staff |
| Expectation #3:  Be kind-hearted | * Keep hands, feet, objects to yourself | • Throw all food and trash in receptacles | • Leave restroom clean for the next person to use.  • Conserve Water |
| 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 |  |  |
| 1.Skipping/  Cutting Class | 1. Arriving to class late up to 3 times | 1. Habitual Tardiness |
| 2. Excessive time in the restroom/other areas | 2. Leaving classroom without permission during instruction |
| 3. Not attending class at all while present in school | 3. Truancy |
| 2. Unruly / Disruptive Behavior | 1. Teasing students | 1. Bullying |
| 2. Engaging in horseplay | 2. Disruption of the educational process |
|  |  |
| 3. Disobedience/  Insubordination | 1. Talking back | 1. Profanity directed at teacher |
| 2. Ignoring rules/procedures | 2. Defiance of Authority (Habitual) |
| 3. Mocking Teacher | 3. Physical/gestural threats |

**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 |
| **Late to class (more than five minutes)** |  |
| **Talking Back** | **Profanity** |
| **Engaging in Horseplay** | **Truancy** |
| **Teasing other students** | **Bullying** |
| **Disregard of classroom/school rules** | **Defiance of Authority (Habitual)** |
| **Unauthorized copying of work** | **Plagiarism/purposeful misrepresentation** |
|  |  |
|  |  |
|  |  |
| Consequence Menu for **Minor** Misbehaviors  (Teacher’s choice): | Consequence Menu for **Moderate** Misbehaviors  (Teacher’s choice): |
| **Verbal Reprimand** | **Teacher detention** |
| **Written Reprimand** | **Behavior Contract** |
| **Re-Teach expectations** | **Student/Parent Conference** |
| **loss of points** | **Time Out** |
|  | **Administrative Referral** |
|  |  |
|  |  |

|  |
| --- |
| **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:  Nov16  Jan 23  Apr 1 |
| 1. Grade Level Administrators | Lesson Plan Review | 100% of teachers have behavior lesson plan included in lesson plans on corresponding days | Nov 4  Jan 13  Mar 17 | Nov 7  Jan 17  Mar 20 |
| 2. Various Department Chairs | Follow-Up Activity/Artifact Review | Teachers in corresponding departments will submit student artifacts to corresponding Dept. Chairs | Nov 4  Jan 13  Mar 20 | Nov 7  Jan 17  Mar 20 |

**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. Grade Level Administrators | ODRS | 85% of students will have 1 or less ODR | Review data monthly | -SAC Meeting  -Monthly principal’s report |
| 2. MTSS/RtI Team | Behavioral Referrals in BASIS | N/A – referrals must be submitted as needed | Review bi-weekly at MTSS meetings | -SAC Meeting  -Monthly principal’s report |