

School-wide Positive Behavior Plan (SPBP)
To be implemented in pre-planning 2017

ACTION: Download, complete, and upload the SPBP in your SIP Plan, BP # 2, before May 1, 2017:

School Name: Millennium Middle School
School Number: 4772
SPBP Contact Person: Krystal Coke
Direct Phone Number: 754-322-3900 EXT 3042

CRITICAL ELEMENT # 1: Functioning Team and Administrative Support

1A. List your current (SY 2016/17) team members: (must have 6-8 team members)

Each name on this list verifies attendance in ongoing team meetings and participation in developing this SPBP. Each member is responsible for representing stakeholders (i.e. Educational Support Personnel, grade level teachers, specials teachers, support staff, etc.) and sharing SPBP content and updates with respective groups.

Full Name	Position	Stakeholder Representation
Nathan Berkowitz	Assistant Principal	Administration
Krystal Coke	SPBP Point of Contact	Discipline Chair
Yzvettet Cardenas	Parent/Community Representation	SAC
Marvin Henderson	BTU Representative	Union Steward
Paulette Ebanks	Instructional	Discipline/Appeals Committee Member
Louis Kushner	Instructional	Discipline/Appeals Committee Member
Janet Jackson	Instructional	Guidance Counselor
Cheryl Cendan	Principal	Administration

1B. Schedule and document your team meetings for 2017/18 school year: (minimum of 4)
Also enter in the school's master calendar.

Meeting Date	Time	Responsible Person
10/10/2017	2:30pm	Nathan Berkowitz

12/19/2017	2:30pm	Nathan Berkowitz
1/23/2018	2:30pm	Nathan Berkowitz
3/20/2017	2:30pm	Nathan Berkowitz

CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment:

2A. Indicate the action steps completed in the 2016/17 school year that increased faculty and stakeholder understanding and knowledge of the SPBP:

Action Steps:	Date(s) (Before April 30 th THIS YEAR)	Content (2-3 sentences)
Presented the 2017/18 SPBP to Staff	3/22/2017	SPBP was emailed to all faculty members to review prior to faculty meeting where suggestions would be discussed. On March 22 nd the SPBP was presented at a faculty meeting and suggestions noted. The behavior data and frequencies were noted. Notes from the staff survey were shared.
Presented the 2017/18 SPBP to stakeholders (parents and community)	3/28/2017	Behavior plan is posted on the school's website and discussed at SAC meeting. Referral data was presented and a plan to make improvement was discussed and noted to be included in the plan.
Held a faculty vote on the 2017/18 SPBP	4/27/2017	Notice was given by Union Steward of the date and time of the faculty vote. 97% of voters approved the plan.

2B. Plan the activities for 2017/18 school year to increase faculty and stakeholder understanding and implementation of the SPBP:

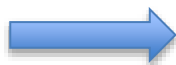
Action:	Date(s) (NEXT YEAR)	Content
Provide a professional development on the 2017/18 SPBP for all staff	1. 8/14/2017	The team will present the SPBP for the 17/18 school year. Details of modifications and updates will be included. All stakeholders will be provided with access to the SPBP via the school's website. Feedback will be collected for future team meetings. Teachers will receive posters of the rules and expectations for each area. Teachers will attend training in which they will review SPBP lessons plans and role-play how to model expectations. Teams will make sure their classroom rules are aligned to the schools expectations.
Present the 2017/18 SPBP to stakeholders (parents and community)	1. 9/26/2017 2. 11/27/2017 3. 1/23/2017 4. 3/26/2017	

Present updated fidelity of implementation from Critical Element 10A and student outcome data from Critical Element 10B to all staff (Quarterly: minimum of 4 each year)	1. 10/17/2017	The team will share the updated implementation data in 10A including: the “marketing” of expectations and rules, lesson plan implementation, and discipline processes.
	2. 1/25/2018	
	3. 2/22/2018	The team will share the updated student outcome data in 10B including: top 3 event locations, type of behavior incidents, and core effectiveness data as well as analysis of this data. Discipline data will be discussed quarterly at grade level meetings.
	4. 3/22/2018	

CRITICAL ELEMENT # 3: School-wide Expectations

3A. Collect behavior data from BASIS 3.0: develop:

Top 10 <u>Behavior</u> Incidents (put N/A in any blank spaces)
1. Disruptive/ Unruly Behavior
2. Defiance of Authority
3. Fighting
4. Inciting Disturbance
5. Fighting Minor
6. Disobedience
7. Profanity toward staff
8. Battery
9. Petty Theft
10. Distribution of Unauthorized material



3B. Group similar problem behaviors to

3-5 Negative <u>Characteristics</u>
Disrespect
Unruly Behavior
Dishonesty



3C. List the *opposites* of the 3 - 5 negative characteristics to develop:

3 - 5 Positive Replacement <u>Characteristics</u> = your School-wide Expectations
Respect Authority
Demonstrate Self Control - handle anger without violence
Honest - Be trust worthy

Be tolerant of other point of views

3D. Using the expectation lesson plan templates, complete 3 – 5 lesson plans, 1 for each of the above listed school-wide expectations. (e.g., if you have 4 expectations, you will use 4 lesson plan templates). Delete any empty templates you do not use.

**** Note all lesson plan resources will be upload to the pallet https://padlet.com/krystal_coke/mmsexpectations. This will be a central place for faculty to access resources for lessons and beyond.**

Teaching School-wide Expectations Lesson Plan

School-wide Expectation #1: Self Control

Definition	
Self-control is the ability to control one's behavior, emotions, and desires in the face of external demands in order to function in society.	
Rationale for having the Expectation	
Students seem to have difficulty controlling their emotions and finding positive ways to resolve issues with peers, teachers, and parents. Student behavior such as "horse-playing" has caused several incidents in the hallway.	
Positive Examples: "Looks Like"	Non-examples
Compromise	Fighting/ Horse playing
Problem solving	Arguing with others
Using counselors, teachers, and school administration as sources of recourse	Running in the halls
Walking in the halls	
What resources (websites, curriculum, programs, etc.) will you use to teach this Lesson Plan?	
Curriculum will develop and provided to teachers by members of the Discipline Committee. Various resources have been utilized to develop activities such as Urbantech.org, Youth Leadership Academy Store http://characterfirsteducation.com/c/curriculum-detail/2039081 , Goodcharacter.com, http://webiodir.com/printable-self-control-worksheets , https://padlet.com/krystal_coke/mmsexpectations	
Activities to model/practice positive example for staff and students	
<u>Activity 1 Understand the Meaning</u> Self-Control - is when you handle the way you express your feelings so that you do not cause trouble or pain for yourself or another person. *Have student's list situations in which they have had to use self-control. * Complete worksheet, " Know your triggers"	

Activity 2 Handling Anger

Teacher will review techniques for handling anger, then have the students practice each technique.

1. STOP...

Count to ten. Take a deep breath. Or walk away until you have calmed down.

2. SAY...

What's wrong? Use your words to say what you don't like.

3. TELL...

What you would like to have happen.

Additional Techniques:

Teach children how to relax and calm down with relaxation exercises.

Breathing Deeply: Have the kids take a deep breath while counting to five. Then as you count back to one, have them slowly release the air.

Muscle Relaxing: Have the kids pretend to become frozen by slowly tightening each part of their bodies until they are "frozen solid". Then, let them "thaw" by relaxing each part of their bodies and allowing their anger to melt away.

Combined Breathing and Muscle Relaxing: Have the kids pretend they are balloons filling up with air. As you count to five, they slowly breathe in and fill up their balloons, stretching and tightening their muscles. Have them hold it a few seconds. Then, as you count back to one again, have them release the air and relax their muscles as though their balloon is deflating.

*On Chart Paper have students identify ways in which they handle their anger in positive ways. List these on a chart. Post the chart in the classroom and refer to it when situations arise

Activity 3 Role Play & Discussion

- Someone has just called you a mean name that hurt your feelings – now they are laughing at you.
- You just received some discipline from one of your parents, now your brother or sister is smiling.

Questions for discussion

- Would you need to use self-control in this situation?
- Would it be easy or hard to be self-controlled in this situation?
- If you would have a hard time using self-control, how could you make it easier?

DISCUSSION STARTERS:

Why it is important to do what is right, even when you don't feel like it?

What are some healthy habits that can make you a stronger person?

Athletes make a lot of sacrifices in order to reach their goals. Can you think of ways athletes show self-control or self-discipline?

What could happen to someone who has very little self-control?

WHEN will this lesson plan be taught?		
Beginning of school year date(s) and time(s):	CARE - Millennium's homeroom class which meets 25 minutes every day. All teachers are CARE teachers. All teachers will implement this lesson	September 1 st – 8 th
After long holidays	Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this expectation.	
WHO will teach this lesson plan?	WHERE will the lesson plan instruction occur?	
All Homeroom Teachers	Homeroom	

Teaching School-wide Expectations Lesson Plan

School-wide Expectation #2: Tolerance

Definition	
Tolerance: the ability or willingness to tolerate something, in particular the existence of opinions or behavior that one does not necessarily agree with.	
Rationale for having the Expectation	
Increased number of student referred for fighting and profanity towards staff.	
Positive Examples: "Looks Like"	Non-examples
Talking about differences	Being Prejudice or excluding someone because of differences
Listening to another's opinion and respectfully disagreeing	Being confrontational due to a disagreement
	Talking or being disruptive when others are speaking
What resources (websites, curriculum, programs, etc.) will you use to teach this Lesson Plan?	
Curriculum will be developed and provided to teachers by members of the Discipline Committee. Various resources has been utilized to develop activities such as http://www.tolerance.org/sites/default/files/PDA%20Advisory%20Activities%20VE.pdf?elqTrackId=eb7e88738f124179be625514f29cd1cf&elq=8879bbe991a242b4bdad9e04a046be7d&elqaid=851&elqat=1&elqCampaignId=785 , http://www.teachervision.fen.com , Character education lesson plans,, https://padlet.com/krystal_coke/mmsexpectations	
Activities to model/practice positive example for staff and students	
<u>Activity 1</u> What is Tolerance	
Upon entrance, have students provide a written response to the question "What is tolerance".	

* Complete Tolerance and Nonviolence vocabulary Worksheet

Activity 2 Journal Writing & Discussion

How can being tolerant help you avoid conflict?

Activity 3

List 10 ways to choose peace on your dove. Decorate your dove.

Activity 4

Complete What's your frame activity – In this activity students will explore each other differences. In small groups Students brainstorm how differences are valuable, discuss findings as a whole group.

Instruction Implemented by:

Date(s) for Instruction:

September 11th – 20th

WHEN will this lesson plan be taught?

Beginning of school year date(s) and time(s):	CARE - Millennium’s homeroom class which meets 25 minutes daily. All teachers are CARE teachers. All teachers will implement this lesson twice per week. Additionally, students will participate in PEACE Week activities in various parts of the school.	
After long holidays	Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this expectation.	
3 rd quarter		
WHO will teach this lesson plan?		WHERE will the lesson plan instruction occur?
Homeroom Teacher/ Peace Week Presenters		Homeroom primarily

Teaching School-wide Expectations
Lesson Plan

School-wide Expectation #3: Accountability

Definition

Accountability: Willingness to answer for your own choices and behaviors.

Rationale for having the Expectation

One who is accountable accepts the consequences for their actions and learns from the choices they have made, which leads to making better choices in the future. There is no connection between consequences earned and student's behavior and attitude is the reason why this expectation needs to be explored. Students must understand that their actions have consequences.

Positive Examples: "Looks Like"	Non-examples
Apologizing for mistakes	Making excuses
Accepting consequences with a positive attitude	Blaming others
Taking conscious steps not to repeat the same mistakes	Repeating the very actions you know were negative

What resources (websites, curriculum, programs, etc.) will you use to teach this Lesson Plan?

Curriculum will develop and provided to teachers by members of the Discipline Committee.

Various resources have been utilized to develop activities such as attainment company positive behavior and browardprevention.org. https://padlet.com/krystal_coke/mmsexpectations, goodcharacter.com, Specific Activities listed below.

Activities to model/practice positive example for staff and students

Activity 1 Understand the Meaning

Responsibility is when you feel like you are accountable (deserve credit Or blame) for your decisions and actions and for the consequences or outcome of those decisions and actions.

*Have students list things that they feel they are responsible for in their lives

* Make a T-Chart on chart paper. On one side write Looks like and the other side writes “Sounds Like”. Have student’s list examples of what accountability looks like and sounds like.

Activity 2 Responsibility Poem

Students work in pairs to complete Responsibility Acrostic.

Optional: allow students to use Songify or similar app to make the poem into a song or rap. Allow students to present their work.

Activity 3 Role Play & Discussion

Directions: Bring the full group together. Teacher/facilitator reviews the definitions of control, responsibility and self-control (and displays the poster with the definitions.)

Students read Script # 1 Class Clowns

*Teacher engages students in a discussion of the scenario using the following questions.

Facilitator/ Teacher, ask the group:

Who is responsible for causing the disturbance in the classroom?

What did John do to handle the situation? What did Brian do?

What do you think would have happened if John said nothing?

How much control did John have over his decision about what to do in this situation?

How much responsibility did he have for his decision?

How much control did John have over the outcome?

(Whether Brian or John gets into trouble; whether Brian gets upset with John)?

Activity 4

Complete Responsibility Review Worksheet

WHEN will this lesson plan be taught?

Beginning of school year date(s) and time(s):	CARE - Millennium's homeroom class which meets 25 minutes every day. All teachers are CARE teachers. All teachers will implement this lesson. September 25 th – 29 th	
After long holidays	Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this expectation.	
3 rd quarter		
WHO will teach this lesson plan?		WHERE will the lesson plan instruction occur?
Homeroom teacher		Homeroom

Teaching School-wide Expectations Lesson Plan

School-wide Expectation #4: Respect

Definition	
Respect: a feeling or understanding that someone or something is important and should be treated in an appropriate way.	
Rationale for having the Expectation	
Students received referrals for defiance towards authority.	
Positive Examples: "Looks Like"	Non-examples
Using a nonthreatening tone of voice or word choice when speaking	Using profanity or other absence language or gestures
Being kind to everyone	Bullying and embarrassing others
Not speaking out of turn	Talking or being disruptive when others are speaking
What resources (websites, curriculum, programs, etc.) will you use to teach this Lesson Plan?	
Curriculum will be developed and provided to teachers by members of the Discipline Committee. Various resources has been utilized to develop activities such as TalkingTreeBooks.com, Character education lesson plans, EducationWorld.com, Goodcharacter.com. https://padlet.com/krystal_coke/mmsexpectations	
Activities to model/practice positive example for staff and students	
<u>Activity 1</u> What is Respect Respecting someone means you act in a way that shows you care about their feelings and wellbeing. Upon entrance, have students provide a written response to the question "What is respect". * Complete "What is Respect " Worksheet You can have respect for others, and for yourself. For each situation, decide if the person is showing respect. Match each situation on the left with an answer that makes sense on the right <u>Activity 2 Role Play & Discussion</u>	

Directions: Each group is to do a short skit based on the situations on their slips of paper. Do two of them with respect and two of them without respect. The rest of the class will decide which ones are which.

Activity 3

Complete Respect Review Worksheet

Activity 4

Have students elaborate on the journal entry "What is respect" that was written at in activity 1.

WHEN will this lesson plan be taught?

Beginning of school year date(s) and time(s):	CARE - Millennium's homeroom class which meets 25 minutes every day. All teachers are CARE teachers. All teachers will implement this lesson. October 2 nd – 6 th at	
After long holidays	Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this expectation.	
3 rd quarter		
WHO will teach this lesson plan?		WHERE will the lesson plan instruction occur?
Homeroom teacher		Homeroom Teacher

CRITICAL ELEMENT #4: Location-based Rules

4A. Determine top 3 locations for Event problems from the BASIS 3.0 Behavior Dashboard. Do not use "classroom"

Top 3 Locations	
School Location	# Incidents
1. Hallway	28
2. Cafeteria	19
3. Restroom	15

4B. Create an Expectations/Rules Chart from your 3-5 school-wide expectations and your top 3 locations. Develop 1 to 2 positively stated, observable, and measurable rules that correlate with every expectation to

Create a maximum of 5 rules for each location.

Expectations and Rules Chart			
Expectations Copy and paste expectations from 3C.	Locations		
	Copy and paste locations from 4A.		
	Location #1: Hallway	Location #2: Cafeteria	Location #3: Restroom
	Rules	Rules	Rules

Expectation #1: Self-Control	Keep hands and feet to yourself.	Remain seated while eating Keep hands, feet, and objects to yourself	Play safely while in the Gymnasium
Expectation #2: Tolerance	Speak positively	Be Courteous	Show respect for the property of others
Expectation #3: Accountability	Arrive to class on time	Clean up your table and floor area	Promptly use restroom if necessary
Expectation #4: Respect	Use appropriate noise level while in the hallway.	Ask for permission to change locations (i.e. restroom, clinic, tables)	Respect Privacy of others

4C. using the rule lesson plan templates, complete 3 lesson plans, 1 for each of the above listed specific locations. Include all the rules listed under the location in the lesson plan.

Hallway

Expectations	Rules: (3-5, positively stated)	Positive Example:	Non-example:
Self-Control	-Keep hands and feet to self.	Stand quietly on the wall of their teacher's classroom. Walk in the halls	Running around and play fighting
Tolerance	Speak Positively	Talking or Telling jokes that are not offense to anyone	Arguing Bullying, picking on another student.
Accountability	-Arrive to class on time. -Promptly use restroom if necessary.	Students go directly to restroom, then to class within 5 minutes.	Students standing in restroom area talking then run to the door as the teacher is shutting it.
Respect	- Use appropriate noise level while in the hallway.	Friends smiling and talking as they walk to class together	Students using profanity Screaming Peeking through classroom windows.

	Resources used to teach this Lesson Plan (websites, curriculum, programs, etc.):	
	Code of Student Conduct	
	Activities to allow staff to model and students to practice desired behaviors:	
	- Students will practice lining up against the wall of their teacher's class. Students will make sure to tuck in shirts and stand quietly. Teachers will teach students the signal that will be used if they need their attention in the hallway. - Role Play – Students will role-play scenarios of what happens when students are disruptive in the hallway, situations such as horseplay and yelling will be discussed. - Mock class change	
	Instruction implemented by:	Date(s) for instruction:
	Behavior Support Staff – Mrs. Westergren CARE Teacher	Begin lesson first week of school. By September 12 th all students will practice hallway behavior. January 9 th – 13 th 2017 teachers will review hallway rules and expectations with students. Teacher training of all lesson for SPBP will take place on May 26 th 2016 and August 17 th – 20 th 2016.

Cafeteria

Expectations	Rules: (3-5, positively stated)	Positive Example:	Non-example:
Self-Control	- Remain seated while eating - Keep hands, feet, and objects to yourself	-Eat only your food -Ask permission to leave the area	-Ask others for food off of their tray -Leave the cafeteria to sit outside without permission -Take something off of another students' tray
Tolerance	Listen Carefully Keep an open mind	Asking for clarification before reacting to a conversation. Making negative comments about food that you are not accustomed.	Confronting another person with no intentions to understand the situation.
Accountability	-Clean up your table and floor area	-Clean up your area -Stay seated unless directed otherwise -Bring all items needed with you to lunch	-Leave your lunch money in your book bag, in the classroom - Leaving your tray and items on the table
Respect	- Ask for permission to change locations (i.e. clinic, bathroom, media center)	-Raise your hand to obtain permission or clarification -Give each student an arm's length of space	- Sitting in the wrong chair. - Ignoring directions of cafeteria monitor and staff. - Touching another student or their food.

	Resources used to teach this Lesson Plan (websites, curriculum, programs, etc.):	
	Forums.atozteacherstuff.com Goodcharacter.com	
	Activities to allow staff to model and students to practice desired behaviors:	
	Write Cafeteria Procedures and explain why each is important. T-Chart - Look like and sound like Assembly - By September 15 th every grade-level will do a practice-run, going through the cafeteria with the Behavior Support Staff, to learn cafeteria expectations, procedures and routines. Students will role-play: entering, line walk thru, sitting, clean up, and dismissal. Staff will be taught and model specific rules and associated consequences regarding rule breaking in the cafeteria, in preplanning staff meetings August 18 th .	
	Instruction implemented by:	Date(s) for instruction:
	Assemblies Dr. Brown – 8 th grade, Mrs. Elsinger – 6 th grade, Mr. Berkowitz – 7 th Grade Millennium’s homeroom class which meets 25 minutes every day. All teachers are CARE teachers. All teachers will implement this lesson.	By September 15 th during discipline grade level assemblies and cafeteria practice. Lesson Activities Week of: October 9 th – 13 th

WHEN will this lesson plan be taught?	
Beginning of school year date(s) and time(s):	By September 15 th during discipline grade level assemblies and cafeteria practice. Lesson Activities Week of: October 9 th – 13 th
After long holidays	Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this location’s rules.
3 rd quarter	
WHO will teach this lesson plan?	WHERE will the lesson plan instruction occur?
Homeroom Teacher/ Grade level Assistant Principal	Homeroom

Restroom

Expectations	Rules: (3-5, positively stated)	Positive Example:	Non-example:
Self-Control	Use appropriate language and noise level.	Quietly waiting to use the restroom.	Students playing and talking loudly in the restroom
Tolerance	Take Turns	Using the restroom as quick as possible.	Socializing or using electronics in restroom stalls.
Accountability	Wash your hands	Students wash their hands after using the restroom.	Students use restroom and do not wash hands.
Respect	Keep Clean	Putting trash in the proper receptacle. Make sure the toilet is flushed after use.	Leaving trash, tissues, or other items on the floor or in the sink. Writing on the walls or doors.

	Resources used to teach this Lesson Plan (websites, curriculum, programs, etc.):	
	Code of Student Conduct http://www.floridahealth.gov/programs-and-services/childrens-health/school-health/hand-washing.html www.health.state.mn.us/handhygiene/curricula/curriculum.html	
	Activities to allow staff to model and students to practice desired behaviors:	
	- Students will have students discuss ways to keep the bathroom clean. - Complete safe or sorry unit lesson plan. Students will participate in various experiments, which demonstrate the importance of hand washing.	
	Instruction implemented by:	Date(s) for instruction:
	CARE - Millennium's homeroom class which meets 25 minutes every day. All teachers are CARE teachers. All teachers will implement this lesson.	August 31 st – September 4 th

WHEN will this lesson plan be taught?	
Beginning of school year date(s) and time(s):	August 31 st – September 4 th
After long holidays	Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this location's rules.
3 rd quarter	
WHO will teach this lesson plan?	WHERE will the lesson plan instruction occur?
Homeroom Teacher	Homeroom

CRITICAL ELEMENT #5 Reward and Recognition Programs

5. Describe in detail one positive school-wide intervention plan you will use to reward/recognize students who follow your school-wide expectations and/or location-specific rules: (2 - 6 sentences for each section)

Plan Section	Plan
A. What do students need to do to earn the reward? ➤Link to expectations and rules ➤Must be measurable	1. Select students that demonstrate character traits will be rewarded monthly at a recognition cupcake party. 2. All Students that do not earn a referral will be eligible to attend the grade level free fun-day and dance. 3. Students that demonstrate improved behavior and academics from one quarter to the next will attend the improvement party. 4. Students that demonstrate the expectations outlined in the plan (such as keeping the cafeteria clean, being respectful etc.) can be selected to have Pizza with the Principal. This occurs monthly.
B. What reward/recognition will they earn? ➤Include person(s) responsible for organizing	1. Caught Demonstrating Character Cupcake Party and Certificate 2. Quarterly Reward Fun day and dance – Grade level Administrators (Elsinger(6th), Berkowitz (7th), Brown (8th)) 3. Improvement Party - Mr. Sokol, Guidance Counselor 4. Pizza with the Principal – Dr. Cendan, Principal
C. How will you collect data to determine who has earned the reward?	1. Team teachers meet weekly and discuss which students will be selected for Character traits and Pizza with the principal. Teachers must submit a brief statement describing why the

➤include person(s) responsible for organizing and analyzing	student(s) were chosen. Team leaders are responsible for submitting this information to Mr. Sokol(Character) and Mrs. Montanez (Pizza with Principal) 2. Data for school improvement party is collected from report card grades and previous quarter discipline reports. Mr. Sokol identifies students and organizes the party. 3. The behavior specialist, Mrs. Westergren, sends a list of students that received referrals to each team leader. If a student's so not on the list they are eligible to attend the Quarterly reward.
D. When and how will the reward be provided? ➤Include timeline ➤Include actual date	Caught Demonstrating Character Party – 9/15, 10/9, 11/13, 1/12, 2/9, 2/9, Quarterly Reward Fun day & Dance 6th - 10/16, 12/19, 3/19, 6/1 7th - 10/17, 12/20, 3/20, 6/4 8th - 10/19, 12/21, 3/21, 6/5 Improvement Party - 12/22, 3/22, 6/6 Pizza with Principal – 9/22, 10/27, 11/17, 1/19, 2/16, 3/16 4/20, 5/18

CRITICAL ELEMENT #6 Effective Discipline Procedures

6A. Categorize the top 6 *most common* staff-managed misbehaviors at your school into “Minor” and “Moderate” categories. Write a short, objective, and measurable definition for each.

Staff-Managed Misbehaviors			
Minor Misbehaviors		Moderate Misbehaviors	
Misbehavior	Definition	Misbehavior	Definition
1. Talking	Talking during instruction or talking about irrelevant topics during class time.	1. Repetitive Minor Misbehaviors	More than <u>3</u> minor behaviors in <u>1</u> <u>hour</u> (specified time frame e.g., 30 minutes / 2 hours / 5 days)
2. Out of Seat	Moving out of assigned seat without permission	2. Unruly behavior	Student Yells at teacher when given a directive.
3. Inappropriate use of technology	Texting in class	3. Inappropriate use of technology	Texting or logging on to unapproved websites.
4. Uniform Violation	Wrong color or material top or bottom, shirt not tucked or no belt is worn.	4. Defiance	Refuse to comply with clear directions are given clearly multiple times.
5. Disrespect	Ignores teacher	5. Horseplay	Playfully wrestling another student. Racing or hitting a student without injury.

6. Sleeping	Head down on desk during class time.	6. Disruptive	Making sounds during class timely, any behavior that distracts student's attention from teacher including hand gestures, facial expressions.
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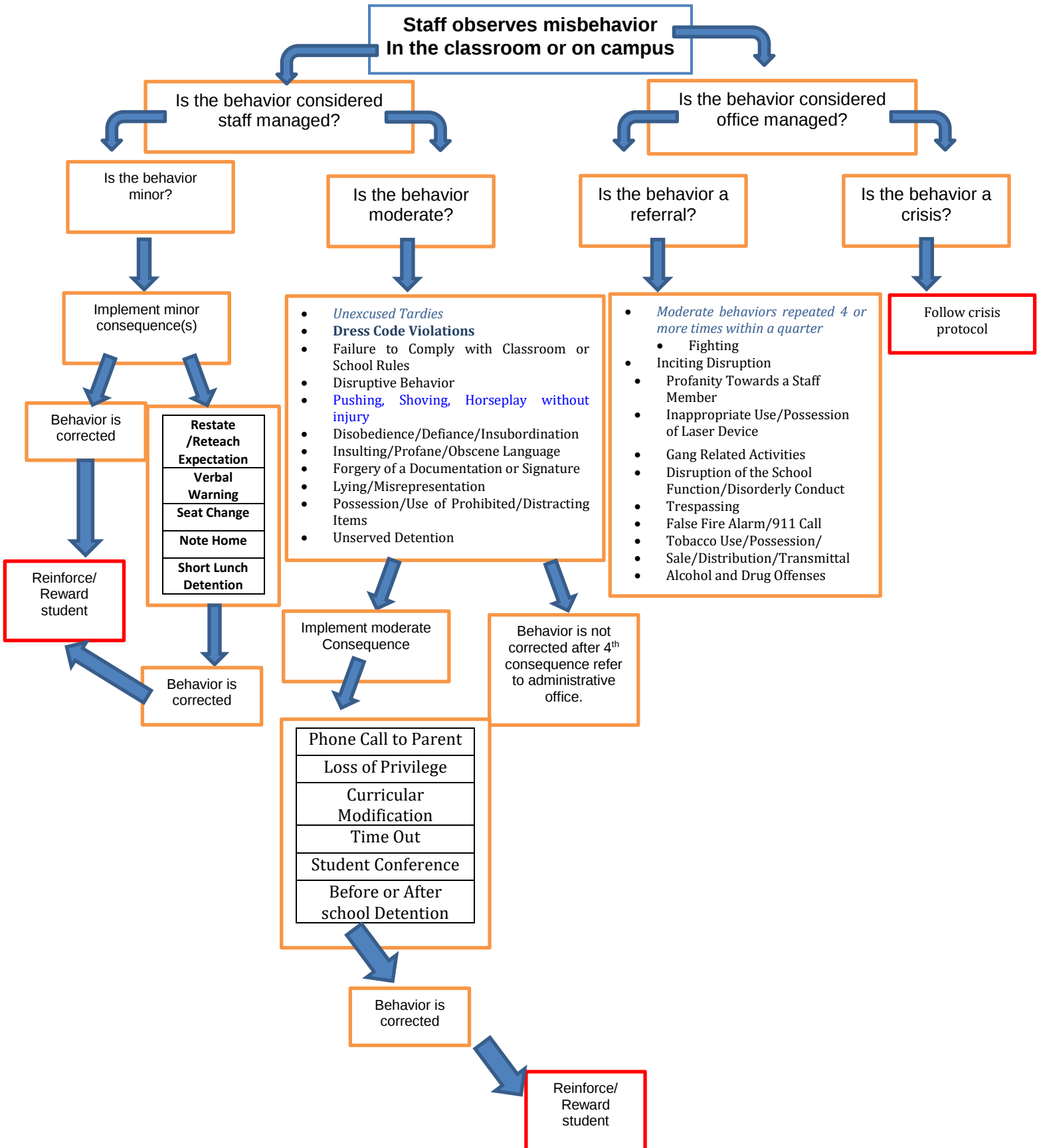
6B. Create a consequence menu for all staff to choose from when students exhibit the above misbehaviors:

Consequence Menu for Minor Misbehaviors (Staff's choice of 5):	Consequence Menu for Moderate Misbehaviors (Staff's choice of 5):
Restate /Reteach Expectation	Phone Call to Parent
Verbal Warning	Loss of Privilege
Seat Change	Curricular Modification
Note Home	Time Out
Short Lunch Detention	Student Conference
	Before or After school Detention

6C. List the top 5 *most common* misbehaviors at your school that are handled with an Office Discipline Referral (ODR). Write a short, objective, and measurable definition for each. (Exclude crisis situations that must follow District protocol.)

Office Discipline Referrals (ODRs)	
Behavior	Definition
1. Repetitive moderate misbehaviors	More than <u>4</u> moderate misbehaviors in <u>1</u> quarter (specified time frame e.g., 30 minutes / 2 hours / 5 days)
2. Fighting	Physically hitting, punching or kicking another student with the intent to harm.
3. Theft	Stealing. Taking an item that does not belong to you, without the permission of the owner.
4. Inciting Disruption	Starting a food fight or any incident that causes the cafeteria to close. Behavior that causes bus driver to have to stop for the safety of all passengers. Falsely pulling the fire alarm.
5. Profanity Towards a Staff Member	Using obscene language to reference an adult
6. Illegal use of computer or networks	Overriding network security to logon to pornographic websites.

6D.



CRITICAL ELEMENT # 7: Data Collection and Analysis



NEW element: refer to Data Brainshark for further guidance.
<http://www.browardprevention.org/mtssrti/rtib/>

7A. Determine your Core Effectiveness Year-to-Date:

Total Population:		Calculation to determine % rate	%	Core Evaluation	
# Referrals	# Students				
1 Referral	105	(Total Pop – (# of 2-5 Students) – (# of >5 Students)) ÷ Total Pop =	99	Universal students: (# 0-1 Referrals should be >80%)	>80%? ☒ YES ☐ NO
2-5 Referrals	38	(# of 2-5 Students) ÷ Total Pop =	3	At risk students: (# 2-5 Referrals should be <15%)	<15%? ☒ YES ☐ NO
>5 Referrals	3	(# of >5 Students) ÷ Total Pop =	.2	High risk students: (# >5 Referrals should be <5%)	<5%? ☒ YES ☐ NO

7B. If all 3 are “YES”, your Core is Effective. Is your core behavior curriculum effective?

☒ YES	☐ NO
If YES, although your core is effective, how will you assist any at-risk and high risk students at the beginning of the next school year? At risk students will be identified for the STAR mentorship program. This program meets monthly and provides positive reinforcement and behavior support. Students will also be reviewed as part of the quarterly RTIB meeting and brought to the attention of the Child Study team.	If one or more are “NO”, what supports and interventions will you implement at the beginning of the next school year to improve your core?

No entry needed for Critical Elements #8 and #9.

CRITICAL ELEMENT # 10: Monitoring Plans

10A. How and what data will you use to monitor the fidelity (frequency, consistency, documentation, etc.) of the implementation of the SPBP?

"Did you do what you said you were going to do? How will you know?"

Fidelity of Implementation Plan				
WHO: Responsible Person(s)	WHAT: Data Analyzed	WHAT: Criteria for "Success" of Implementation	WHEN: Dates of Analysis (quarterly dates)	HOW: Shared with Staff and Stakeholders?
1. Grade level Assistant Principal Elsinger - 6 th Berkowitz - 7 th Brown - 8 th 2. Mrs. Coke, Discipline Chair	School-wide expectations and location-specific rules are posted across campus ("marketing").	100% of all hallways, restrooms, classrooms and cafeteria will have at least 2 posters of expectations and rules posted.	Refer to 2B quarterly presentation dates. This is the data the team will be sharing during staff presentations.	Assistant Principal will perform walkthrough of hallways. Mrs. Coke will collect, analyze and report findings at the last SAC and faculty meeting of every quarter starting in October. SAC Meetings - 10/24, 12/19, 3/20, 5/22 Faculty Meeting Dates - 10/19, 12/22, 3/22
2. Grade Level Assistant Principal	Behavior lesson plans are being taught as written	100% of homeroom teachers observed teaching lessons. Student survey demonstrates understanding of the expectations.		Assistant Principals will tally the number of class that they observed teaching the assigned lesson. Teachers not teaching the lesson will be asked to submit their reasoning and timeline to makeup the lesson with their students. Students will take an electronic survey data to monitor their knowledge.
3. Behavior Specialist	Discipline consequences and flow chart are	100 % of Referrals of repeated moderate behavior		Data will be analyzed and shared by the

Discipline Committee	being used by all staff as written	indicate at least 4 different consequences that were implemented prior to writing the referral. These consequences should be logged in school's Utilities File maker Pro Database.		behavior specialist at the quarterly grade level meeting. The report is also emailed to the staff quarterly. The discipline committee will analyze appeals that were overturned due to lack of adherence to the Discipline plan and flow chart. Grade Level Meeting Dates - 10/19, 12/22, 3/22
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10B. 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 different analyses.

"If you did what you said you were going to do, did it positively impact the students? How do you know?"

Student Outcome				
WHO: Responsible Person(s)	WHAT: Data Analyzed	WHAT: Criteria for "Success" of Student Outcome	WHEN: Dates of Analysis (quarterly dates)	HOW: Shared with Staff and Stakeholders
1. Mr. Berkowitz Administrator 2. Krystal Coke	See critical element 3A. Quarterly behavior incident data.	10% fewer referrals written for unruly behavior, disrespect and dishonesty per quarter. 25% less referrals written for fighting per quarter.	See critical element 2B quarterly presentation dates. This is the data the team will be sharing during staff presentations	Results will be graphed and presented at Faculty meeting quarterly.
2. Mr. Berkowitz Administrator Krystal Coke , Discipline Chair	See critical element 4A. Quarterly top 3 event locations data.	20% fewer incidents in the Cafeteria, Hallway and Restrooms.		Results will be graphed and presented at Faculty meeting quarterly.
3. Mr. Berkowitz Administrator	See critical element 7.	10% less students receive multiple		Results will be graphed and presented at

Krystal Coke , Discipline Chair	Quarterly core effectiveness data.	referrals in a quarter.		Faculty meeting quarterly.
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