

**School-wide Positive Behavior Plan (SPBP)**  
 Broward County Public Schools  
 To be implemented in SY 2019/20



<b>School Name:</b>	Blanche Ely High School
<b>School Number:</b>	0361
<b>SPBP Contact Name:</b>	Clenner Goodman
<b>Direct Phone Number:</b>	754-322-0950

**CRITICAL ELEMENT # 1: Active Team with Administrative Participation**

**1A. Current (SY 2018/19) SPBP team members:**

Full Name	Position
Malcolm Spence	1. Administration
Djuna Robinson	2. BTU Representative
Clenner Goodman	3. SPBP Point of Contact
Betty Walker	4. Parent/Community Representation
Connie McGirt	5. Equity Liaison
Yolanda McCoy	6. Teacher
Michael Friedel	7. Gifted Support Facilitator
Anthony Jordan	8. Security Professional
	9.
	10.

**1B. Schedule of quarterly SPBP Team Meeting dates for next 2019/20 school year:**

Meeting Date	Meeting Time	Content of meetings:
10/17/2019	9:45	1. Progress of Action Steps indicated in Implementation Plan in #9 2. Collect & analyze fidelity of staff implementation data in #10A 3. Collect & analyze student outcome data in #10B
12/20/2019	1:00	
3/19/2019	9:45	
5/22/2019	1:00	

**CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment:**

**2A.** Action Steps completed this year (SY 2018/19) that increased faculty and stakeholder knowledge of the *new* SPBP:

<b>Action Steps:</b>	<b>Date</b> <i>(Between Jan 15 and April 30, 2019)</i>	<b>Details</b> <i>(Sign-in sheets in SPBP Binder)</i>
Presented the <i>new</i> SPBP (for SY 2019/20) to staff	4/30/2020	# of participants = 119
Held a <i>faculty</i> vote on the new SPBP (for SY 2019/20)	5/2/2020	# of participants =91 % approved =88%
Presented the <i>new</i> SPBP (for SY 2019/20) to stakeholders (parents and community)	4/30/2020	# of participants = Unknown

**2B.** Action Steps to be completed next year (SY 2019/20) to increase faculty and stakeholder knowledge of the *new* SPBP:

<b>Action Steps:</b>	<b>Date</b> <i>(SY 2019-20)</i>	<b>Content</b> <i>(Sign-in sheets in SPBP Binder)</i>
Provide professional development on the 2019/20 SPBP for all staff	Prior to students' 1 <sup>st</sup> day: 8/12/2019	The team will present the updates in the SPBP for the 19/20 school year. All stakeholders will be provided with access to the SPBP. Feedback will be collected for future team meetings.
Present the 2019/20 SPBP to stakeholders (parents and community)	Prior to Oct 1 <sup>st</sup> , 2019 9/10/2019	
Present the behavior data to all staff <u>quarterly</u>	10/17/2019	The team will present: <ul style="list-style-type: none"> <li>• the team's progress in the Implementation Plan in # 9.</li> <li>• the fidelity of staff implementation data in #10A.</li> <li>• the student outcome data in #10B.</li> </ul>
	12/20/2019	
	3/19/2020	
	5/22/2020	

## CRITICAL ELEMENT # 3: School-wide Expectations

3A. Top five behavior incidents data YTD as listed in BASIS 3.0

Top 5 Behavior Incidents	
1.	SB Unruly Disruptive Behavior
2.	F2 Fighting - Medium
3.	01 Disobedience/Insubordination
4.	ZL Class Cut
5.	ZI Fighting Minor

3B. School-wide expectations are 3 – 5 positive characteristics (*not behaviors*) that counteract the demonstration of the top school-wide misbehaviors above. ALL people on campus model these expectations.

School-wide Expectations	
1.	Have the courage to do what is right.
2.	Respect others and yourself
3.	Show cooperation to your school and community.

3C. At least one lesson plan for **each** school-wide expectation above is distributed to teachers during pre-planning SY 2019/20 and maintained in the SPBP Binder.

Dates the school-wide expectations lesson plans are taught:			
	Date(s)	Time:	Location(s):
August	9/5/2018	2 <sup>nd</sup> Block of the day 9:15	Classroom Teacher
January	2/6/2019	2 <sup>nd</sup> Block of the day 9:15	Classroom Teacher
After Spring Break	4/2/2019	2 <sup>nd</sup> Block of the day 9:15	Classroom Teacher

## CRITICAL ELEMENT #4: Location-based Rules

4A. Top three school-wide **locations** for Behavior Events YTD.

Top 3 Locations, not including Classroom:	
School Location	# Incidents
1. Schoolwide	31
2. Hallway	28
3. School Grounds	14

**4B.** Expectations and Rules Chart for common areas of school campus: *(next page)*

Expectations and Rules Chart				<i>Completed by each teacher</i>
Schoolwide Expectations	Hallway Rules	Cafeteria Rules	Schoolwide Rules	Classroom Rules
<b>Respect</b>	Report to school and class on time every day.	Wear school appropriate clothing as described by the SBBC Dress Code.	Walk directly to your destination and use the stairwell as intended.	
<b>Courage</b>	Walk away from the rude behavior of others.	Keep hands and feet to self.	Use a Level 1-2 conversation Level.	
<b>Cooperation</b>	Follow the rules and directions given by staff.	Clean up your area and throw away all trash in the receptacles provided.	Have a pass during class time.	

**4C.** At least one Rules lesson plan for **each** specific location is distributed to teachers during pre-planning SY 2019/20 and maintained in the SPBP Binder.

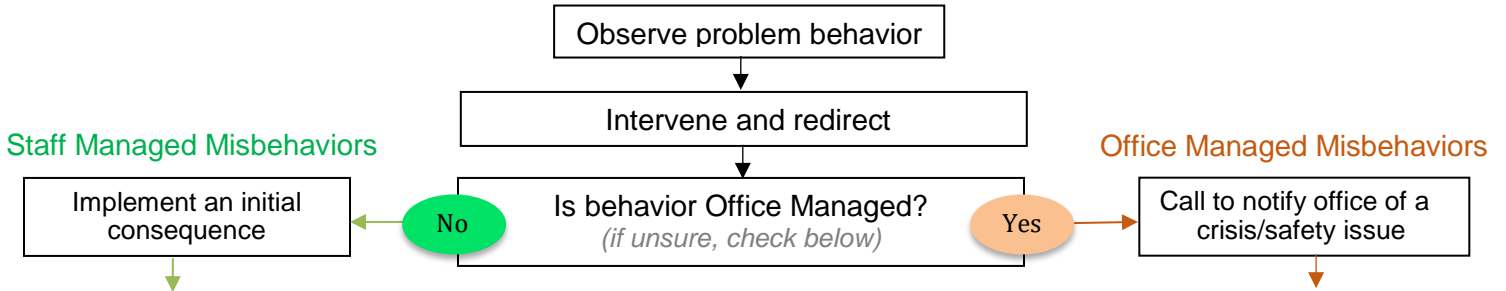
Dates the Locations' Rules lesson plans are taught			
	Date(s)	Time:	Location(s):
August	8/28/2019	9:15	Classroom
January	1/8/2020	9:15	Classroom
After Spring Break	4/30/2020	9:15	Classroom

**CRITICAL ELEMENT # 5: Reward and Recognition Programs**

5. The reward system is focused on one School-wide Expectation OR specific location *at a time*.  
Expectation or Location: **Have the courage to do what is right.**

4 Step Problem Solving Process	Plan Details
<p><b>1. Problem Identification:</b> Use your behavior data to identify one school-wide problem. What problem did you identify? (<i>use numerical data</i>)</p>	<p><b>Data used: Attendance data from Pinnacle</b></p> <p><b>Problem: Students are chronically absent and tardy according to Pinnacle and BASIS</b></p>
<p><b>2. Problem Analysis:</b> Why do you think this problem is occurring? What is your goal? (<i>use a SMART goal statement with numerical data</i>)</p>	<p><b>Hypothesis: Identification: Students do not have intrinsic motivation to come to class on time, there is also not a strong reward or penalty system in place to solve the problem because it leads to poor academic outcomes</b></p> <p><b>Goal Statement:</b> By the end of the first quarter there will be a 40% reduction in absences, due to adherence to SPBP and the reward system in place.</p>
<p><b>3. Intervention Design:</b> Describe how you will implement a positive reward program to decrease this problem.</p>	<p><b>Type of System: Token system</b></p> <p><b>Description of System: (3-4 sentences)</b> Students with chronic absences or tardiness will be identified. They will be approached about the rewards program to increase their attendance. After a certain period of consistent attendance students will be given a reward or treat/</p>
<p><b>4. Evaluation:</b> A. Implementation fidelity</p>	<p><b>A. How do you monitor the fidelity (consistency and effectiveness) of the <u>staff's</u> implementation of the reward program? (2-3 sentences)</b> Professional development will occur throughout the year on both the SPBP as well as monitoring of the attendance plan as well as helping to identify students needing services and support</p>
<p>B. Student outcome monitoring</p>	<p><b>B. How will you know if the reward program is positively impacting <u>students</u>? What measurable data will you use to determine "success"? (2-3 sentences)</b> Students will enter the program and incentives. Their grades in school and Pinnacle attendance will be strong indicators of the plan.</p>

**Student Behavior Discipline Flow Chart**



- Redirect Student – Bring the student back on
- Call to parent or guardian
- Detention – assign after school detention
- Student-teacher conference – student and teacher discuss behavior and what student can do for more positive behavior.
- Referral-refer student to administration

Specific Examples of 6 Staff Managed Misbehaviors:	Specific Examples of 6 Office Managed Misbehaviors:
Tardiness Using abusive language Misuse of passes Ignoring teacher or staff Inappropriate use of technology Talking back	1. F2: Fighting Medium 2. SB: Unruly Disruptive Behavior 3. 01: Disobedience /Insubordination 4. ZL: Class cut (Skipping) 5. 02: Insulting / Profane / Obscene Language ZI: Fight - Minor

- Intervention 1:** Call to notify office of major infraction, student to be picked up or sent to office.  
-Write OP
- Intervention 2:** Student conference with administration. Reflection/re-teach/rehearse behavior
- Intervention 3:** Administration determines and assigns consequences according to police
- Intervention 4:** Parent Contact (phone/ sheet) and administrator provides teacher with feedback
- Incident Entered**  
If behavior continues and interventions are not modifying behaviors, refer to RTI



## CRITICAL ELEMENT # 8: Data Collection and Analysis

### 8A. Core Effectiveness:

TOTAL Population:	1978	% of Total Population	Core Effectiveness	
# Referrals: 230	# of Students:			
0 - 1 referrals		7.5%	Are your 0 – 1 referrals > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2 - 5 referrals (at risk students)	75	3.8%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
> 5 referrals (high risk students)	5	.2%	Are your >5 referrals <5%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

### 8B. Core Effectiveness Action Steps:

If <u>all 3</u> are “ <b>Yes</b> ”, your core is effective. Is your core behavior curriculum effective?	<input type="checkbox"/> Yes <input type="checkbox"/> No
Answer <b>either</b> (a) or (b):	
(a) If you answered “ <b>Yes</b> ”, although your core is effective, what steps does your school leadership team take for <i>early identification</i> of at risk and high-risk students?	
(b) If you answered “ <b>NO</b> ”, indicate the supports and interventions your school leadership team will implement <i>at the beginning</i> of the next school year to improve core strength:	
Core Effectiveness Action Steps: <i>(3-4 steps)</i>	
The school leadership team implements the following plan for early identification of at risk and high risk students: the attendance clerk pulls an attendance report every Friday for early identification of class cuts/truancy, the guidance department pulls the “F” report quarterly, literacy coach pulls BASIS/DWH reports to identify students who have not met testing requirements, and the leadership team analyses BSA/SAT/EOC/FSA data to identify the lowest 30%.	

### 8C. Disproportionality within racial subgroups:

Subgroups	(PctPop - Green) % of students	(PctRef - Blue) % of referrals	Difference in referral composition	Positive value suggests disproportionality (Is the value positive?)
Black	79%	84%	5	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Hispanic/Latin	17%	11%	-6	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
White	3%	2%	-1	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

### 8D. Disproportionality Action Steps:

If <u>all three</u> are “ <b>No</b> ”, disproportionality is not indicated. Are all 3 “No”?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Answer <b>either</b> (a) or (b):	
(a) If you answered “ <b>Yes</b> ”, although your data indicates equity, what plan does your school leadership team implement for early identification of any disproportionality issues	
(b) If you answered “ <b>No</b> ”, indicate the support plan and interventions your school leadership team will implement at the beginning of next year to improve sub group disproportionality	
Disproportionality Action Steps: <i>(3-4 steps)</i>	
The school leadership’s support plan and interventions to be implemented at the beginning of the year to improve sub group disproportionality are as follows: PASL cross-talks through periods 1 and 5, Peer Forward study-hall support initiative, Latinos in Action support and RtI are the support plans in place. Interventions are monitored regularly through Check-In Check-Out procedures with administration, grade-level support facilitators, RtI regularly scheduled meetings and Social Worker referrals as needed	



## Critical Elements # 9: SPBP Implementation Planning

RED Font = Action Steps for all schools in Broward County

GREY Font = Best Practices for all schools in Broward County

TEAL Font = Resources available at <https://browardcountyschools.sharepoint.com/sites/DPI6Strands/strand6/SitePages/SPBP.aspx>

SPBP Team Implementation Action Plan 2019 - 2020	
Month	Action Steps
	<input checked="" type="checkbox"/> check when Action Step completed
Current	<input checked="" type="checkbox"/> Create a SPBP binder or portfolio to retain (for 2 years) hard copies of: your SPBPs, Action Plans, staff PBIS professional development attendance, stakeholder training attendance, quarterly meeting agendas, quarterly staff behavior presentations, voting attendance and outcome, Expectations lesson plans and Rules lesson plans
Pre-Planning 2019	<input type="checkbox"/> Print up your SPBP Review and school score from OSPA <input type="checkbox"/> Provide SPBP presentation to all staff during Pre-Planning <input type="checkbox"/> Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders <input type="checkbox"/> Market and <b>post school-wide Expectations and location-specific Rules</b> <input type="checkbox"/> Identify your district RtI Instructional Facilitator (Contact <a href="mailto:tyne.hogan@browardschools.com">tyne.hogan@browardschools.com</a> for more information, if you are unsure) <input type="checkbox"/> Confirm 1 <sup>st</sup> team meeting date and time
August 1 <sup>st</sup> meeting	<input type="checkbox"/> Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP <input type="checkbox"/> Review Implementation plan; check off completed Action Steps <input type="checkbox"/> Determine any needed team training, such as these Brainsharks: 4 Step Problem Solving Process series, PBIS 10 Critical Elements, Data Collection, Big 5 Data, PBIS 101, etc. (All found in Sharepoint site) <input type="checkbox"/> Review previous year's behavior data. (Use 'Agenda' Form and 'Data Collection Template' in Sharepoint site) <input type="checkbox"/> Utilize the 4 Step Problem Solving Process to <b>initiate a Reward System for all students</b> <input type="checkbox"/> Review previous year's SPBP and feedback form; make necessary modifications <input type="checkbox"/> Verify and implement teaching schedule for <b>Expectations and Rules behavior lesson plans</b> <input type="checkbox"/> <b>Present implementation data, behavior data, team activities and SPBP progress to entire staff</b>
September	<input type="checkbox"/> <b>Provide SPBP stakeholder presentation prior to October 1</b> <input type="checkbox"/> Check for staff and teacher understanding of PBIS - provide "PBIS 101" Brainshark as a resource Brainshark available at: <a href="http://www.brainshark.com/browardschools/PBIS101">http://www.brainshark.com/browardschools/PBIS101</a> <input type="checkbox"/> Ensure the <b>Discipline Flow Chart</b> is distributed to all staff and is being used as written
October 2 <sup>nd</sup> meeting	<input type="checkbox"/> Review Implementation plan; check off completed Action Steps <input type="checkbox"/> Ensure instructional staff know how to (and are, as needed) enter Tier 1 Supplemental Strategies for behavior in BASIS <input type="checkbox"/> <b>Review previous quarter's behavior data.</b> (Use 'Agenda' and 'Data Collection Template' in Sharepoint site) <input type="checkbox"/> <b>Present implementation data, behavior data, team activities, and SPBP progress to entire staff</b> <input type="checkbox"/> Ensure all teachers are using an evidence-based classroom management plan, such as CHAMPS <input type="checkbox"/> Ensure Core Effectiveness Action Steps are being implemented as written
November	<input type="checkbox"/> Team to develop new and/or improved lesson plans as indicated by behavior data. <input type="checkbox"/> Ensure that the Disproportionality Action Steps are being implemented as written
January 2020 3 <sup>rd</sup> meeting Prepare for SY 2020/21 SPBP	<input type="checkbox"/> Review Implementation plan; check off completed Action Steps <input type="checkbox"/> <b>Staff to re-teach Expectations and Rules after winter break</b> <input type="checkbox"/> <b>Principal signs in and watches the new "SPBP for Principals" Brainshark: Due January 30<sup>th</sup></b> <input type="checkbox"/> <b>Present implementation data, behavior data, team activities, and SPBP progress to entire staff</b> <input type="checkbox"/> Choose team members and dates to work on, complete, and submit the <i>new</i> SPBP <input type="checkbox"/> <b>Teams watch the new "SPBP Team Overview" Brainshark</b> and refers to district resources and supports (Brainsharks and Additional items in Sharepoint site. Webinars and in-person lab information in Team Brainshark)
February	<input type="checkbox"/> Ensure progress towards completion of SPBP <input type="checkbox"/> Check on recently hired staff for PBIS understanding - provide "PBIS 101" Brainshark resource <input type="checkbox"/> Provide the SPBP SurveyMonkey link to all staff (optional)
March 4 <sup>th</sup> meeting	<input type="checkbox"/> Ensure progress towards completion and submission of SPBP <input type="checkbox"/> Review Implementation plan; check off completed Action Steps <input type="checkbox"/> <b>Staff to re-teach Expectations and Rules after from spring break</b> <input type="checkbox"/> <b>Provide stakeholders/parent presentation on new SPBP for next year</b> <input type="checkbox"/> <b>Provide staff presentation and faculty vote on new SPBP for next year</b> <input type="checkbox"/> <b>Present implementation data, behavior data, team activities, and SPBP progress to entire staff</b>
April	<input type="checkbox"/> <b>Submit your SPBP in OSPA by April 30<sup>th</sup> every year. Use this new SPBP in the next school year</b>

## CRITICAL ELEMENT # 10: Evaluation

**10A. Staff** implement the School-wide Positive Behavior Plan effectively:

*“Are staff implementing the SPBP with fidelity? How do you know?”*

STAFF Implementation Monitoring	
Action Step	Create an observable and measurable SMART goal to determine “successful” <b>staff implementation</b> of action step
School-wide <b>expectations</b> and location-specific <b>rules</b> are posted across campus	By August 15, 2018, 100% of our school hallways will have a minimum of 2 school-wide expectation posters posted as measured by a formal PBIS walk- though.
<b>Expectations and Rules lesson plans</b> are being taught as written and when indicated	80% of teachers will have behavior lesson plan documented in teacher log as observed by the AP.
The <b>Discipline flow chart</b> is being used by all staff as written	80% of referrals will meet criteria as written in the SPBP.
A <b>reward system</b> is being implemented for <i>all</i> students	By the end of the reward system timeline, 85% of staff will have provided a reinforcement to at least 25 different students as measured by the program coordinator

**10B.** The SPBP is successful in positively impacting **students**:

*“If staff are implementing the SPBP consistently and effectively, did it positively impact the students? How do you know?”*

STUDENT Outcome Monitoring	
Student Outcome Data	Create an observable and measurable <b>SMART</b> goal to determine “successful” <b>student outcomes</b>
<b>Behavior Incident</b> data (See critical element #3A)	90% of students will have 1 or less Battery referrals due to positive in class interventions.
<b>Top 3 event locations</b> data (See critical element #4A)	20% or less students will have 1 or less ODR incidents on school grounds, schoolwide or in the Hallway.
<b>Core effectiveness</b> data (See critical element #8A)	90% students will have 1 or less ODR that contain previously identified staff- managed misbehaviors as measured by a referral review by the behavior team.
<b>Classroom referrals</b> data (See critical element #7C)	By the end of the first quarter there will be a 35% reduction in tardiness, due to adherence to the tardy policy.