

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



School Name:	Whiddon-Rogers Education Center
School Number:	0452
SPBP Contact Name:	Stacey Ross
Direct Phone Number:	754-321-7550

CRITICAL ELEMENT # 1: Active Team with Administrative Participation

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

Full Name	Position
John Battle	1. Administration
Deborah Nesbit	2. BTU Representative
Stacey Ross	3. SPBP Point of Contact
Fred Battle	4. Parent/Community Representation
Ilrhana Reynolds	5. Teacher
Carrie Palmer	6. ESE Representative
Garrett Schubert	7. Support Staff/Behavior Specialist
Tasha Allman	8. Teacher
Gregory Campbell	9. Guidance Counselor

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

Meeting Date	Meeting Time	Content of meetings:
8/9/2019	12:45pm	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
10/15/2019	12:45pm	
1/6/2020	12:45pm	
4/17/2020	12:45pm	

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:

Action Steps:	Date (Between Jan 15 and April 30, 2019)	Details (Sign-in sheets in SPBP Binder)
Presented the <i>new</i> SPBP (for SY 2019/20) to staff	4/9/2019	# of participants =120
Held a <i>faculty</i> vote on the new SPBP (for SY 2019/20)	4/15/2019	# of participants =91 % approved =75%
Presented the <i>new</i> SPBP (for SY 2019/20) to stakeholders (parents and community)	4/17/2019	# of participants = 40

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

Action Steps:	Date (SY 2019-20)	Content (Sign-in sheets in SPBP Binder)
Provide professional development on the 2019/20 SPBP for all staff	Prior to students' 1 st day: 8/9/2019	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 st , 2019 9/18/2019	
Present the behavior data to all staff <u>quarterly</u>	1. 8/9/2019	The team will present: <ul style="list-style-type: none"> the team's progress in the Implementation Plan in # 9. the fidelity of staff implementation data in #10A. the student outcome data in #10B.
	2. 12/5/2019	
	3. 1/9/2020	
	4. 4/2/2020	

CRITICAL ELEMENT # 3: School-wide Expectations

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

Top 5 Behavior Incidents
1.Disobedience/Insubordination
2.Defiance of Authority
3.Unruly/Disruptive Behavior
4. Out of Assigned Area (OOAA)
5.Profanity to Staff

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.E-Engage in Learning
2.A-Act Responsibly
3.G-Give Respect
4.L-Lead by Example
5.E-Everyone is Safe

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	8/20/2019	3 rd period/9:30am	Whiddon-Rogers Education Center
January	1/14/2020	3 rd period/9:30am	Whiddon-Rogers Education Center
After Spring Break	4/07/2020	3 rd period/9:30am	Whiddon-Rogers Education Center

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. Hallway	147
2.Gym	23
3.School Grounds	34

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

Expectations and Rules Chart				<i>To be completed by classroom teachers</i>
School-wide EXPECTATIONS	Cafeteria Rules	Hallway Rules	School Grounds Rules	Classroom Rules
Engage in Learning		-Be on time and prepared for class.		
Act Responsibility	-Stay in your assigned place in line.	- Dispose of garbage in proper receptacles.	-Follow the Broward County Dress Code.	
Give Respect	-Say “please” and “thank you”.	-Follow the Broward County Dress Code.	-Keep hands and unkind words to yourself.	
Lead by Example	-Dispose of garbage in proper receptacles.	-Use Appropriate Language.		
Everyone is Safe	-Wear Visible ID badge.	-Engage in friendly and appropriate social media.	-See something, Say Something.	

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	8/20/19	3 rd period/9:30am	Whiddon-Rogers Education Center
January	1/14/20	3 rd period/9:30am	Whiddon-Rogers Education Center
After Spring Break	4/7/20	3 rd period/9:30am	Whiddon-Rogers Education Center

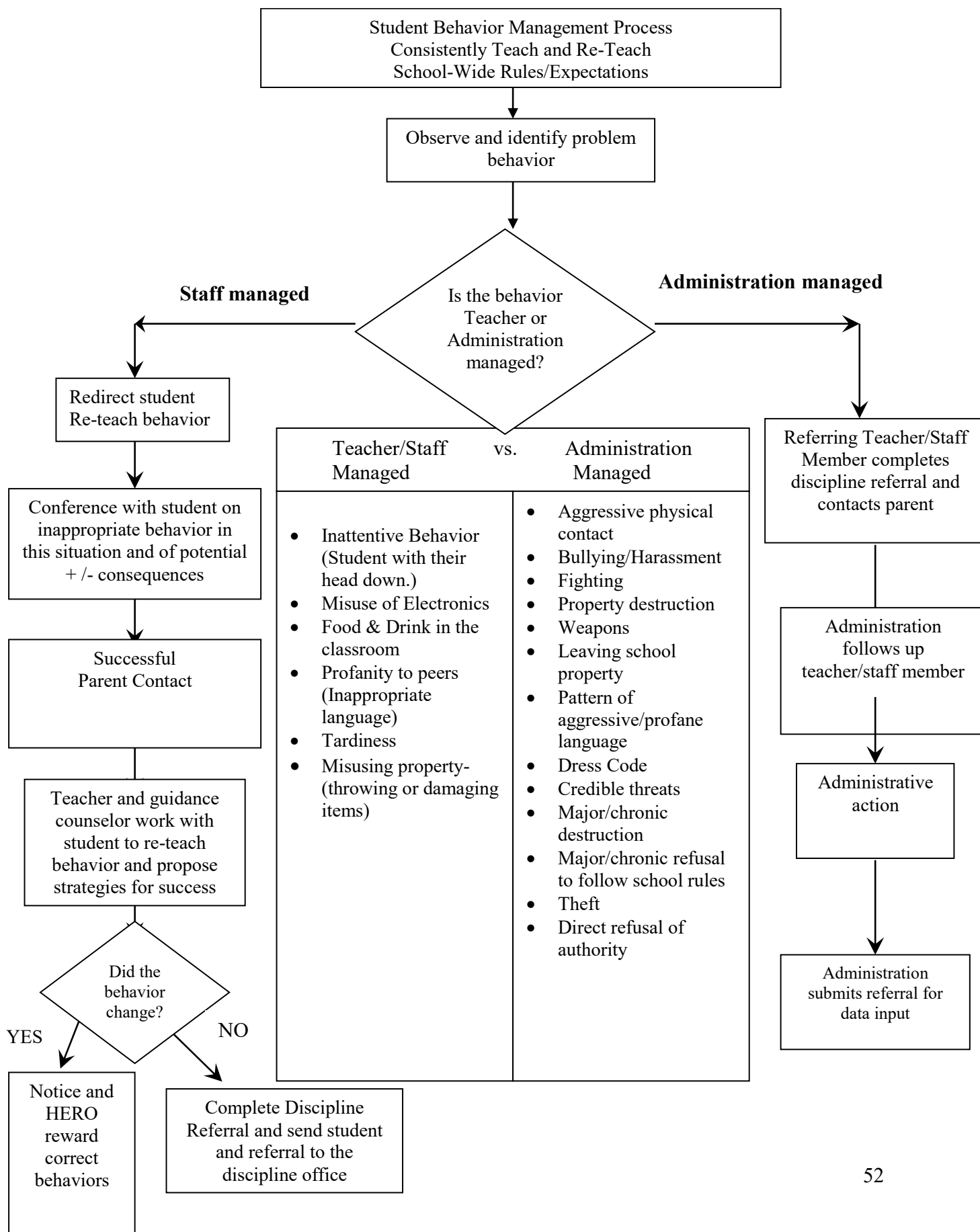
CRITICAL ELEMENT # 5: Reward and Recognition Programs

5. The reward system is focused on one School-wide Expectation OR specific location *at a time*.

Expectation or Location: Act Responsibility

4 Step Problem Solving Process	Plan Details
1. Problem Identification: Use your behavior data to identify one school-wide problem. What problem did you identify? (<i>use numerical data</i>)	Data used: Tardy data from Pinnacle and HERO. Problem Identification Statement: 37.5% of our student population have 5 or more tardies to school based on the data collected from our HERO data base.
2. Problem Analysis: Why do you think this problem is occurring? What is your goal? (<i>use a SMART goal statement with numerical data</i>)	Hypothesis: External factors such as oversleeping, lack of parent oversight, job responsibilities inhibit our students from arriving to school on time. Goal Statement: By then end of the first quarter, the percentage of students who are tardy will decrease from 37.5% to 32.5%.
	Type of System: Point system Description of System: Every two weeks the behavior specialist will pull a HERO report for students with 4 or less tardies per week. Students will earn a bi-weekly positive incentive based on student survey.
4. Evaluation: A. Implementation fidelity	A. How will you monitor the fidelity (consistency and effectiveness) of the <u>staff's</u> implementation of the reward program? The fidelity of implementation will be measured by an increase in teacher usage of the HERO program. (<i>At present the usage is less than 1%.</i>)
B. Student outcome monitoring	B. How will you know if the reward program is positively impacting <u>students</u> ? What measurable data will you use to determine "success"? The reward program will positively impact the students when the percentage of tardies is decreased from 37.5% to 32.5% or more based on HERO Data.

Discipline Flow Chart – Whiddon-Rogers Education Center



CRITICAL ELEMENT # 7: Classroom Management Systems

7A. In SY 2019/20, ALL teachers implement an evidence-based Tier 1 classroom management system:

Evidence-based system:	Evidence of training:
<input type="checkbox"/> CHAMPS	% of teachers currently holding valid CHAMPS certificate:
<input checked="" type="checkbox"/> PBIS Classroom Management http://www.fl-pda.org/independent/	1% of teachers currently holding completion certificate:
<input type="checkbox"/> Other: Click here to enter name of system.	Training evidence: Click here to enter evidence % of teachers currently trained:

7B. The administration reviews and analyzes the fidelity of staff implementation of Tier 1 classroom management systems **across teachers** using:

<input type="checkbox"/> CHAMPS 7 Up Checklist
<input type="checkbox"/> Basic FIVE (Classroom Management Screening)
<input checked="" type="checkbox"/> PBIS Classroom Assistance Tool (CAT)
<input type="checkbox"/> Other (<i>specify</i>):
<input type="checkbox"/> Classroom management screening is not conducted <i>across</i> teachers to determine appropriate professional development. (<i>Next year, assessment of classroom management implementation fidelity will be scored</i>).

7C. School year 2018/19 percentage of classroom referrals:

Total number of discipline referrals from classrooms :	932
Total number of <i>other</i> school-wide discipline referrals:	179
% of referrals in the classroom:	84%
Do more than 40% of your referrals come from the classroom?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

If >40% of discipline referrals come from the classroom, it suggests Tier 1 classroom management implementation may need to be strengthened school-wide.

If "Yes", school-wide classroom management professional development will be conducted in 2019-20:	
PBIS online course	If "Other", indicated system here: Click here to enter text.

CRITICAL ELEMENT # 8: Data Collection and Analysis

8A. Core Effectiveness:

TOTAL Population:	960	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
0 - 1 referrals		78%	Are your 0 – 1 referrals > 80%?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
2 - 5 referrals (at risk students)	175	18%	Are your 2 - 5 referrals <15%?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
> 5 referrals (high risk students)	35	4%	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 “Yes”, your core is effective. Is your core behavior curriculum effective?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<p>Answer either (a) or (b):</p> <p>(a) If you answered “Yes”, 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?</p> <p>(b) If you answered “No”, 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:</p>	
<p>Core Effectiveness Action Steps: (3-4 steps)</p> <ol style="list-style-type: none"> 1. All staff will be encouraged to complete the PBIS Independent study before Pre-planning week, August 2019. 2. The PBIS Leader will check the 1st quarter data for Referrals 3. We will have quarterly Behavior assemblies and orientations for students 	

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	81	91	10	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Hispanic/Latin	12	6	-6	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
White	6	2	-4	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

8D. Disproportionality Action Steps:

If <u>all three</u> are “No”, disproportionality is not indicated. Are all 3 “No”?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<p>Answer either (a) or (b):</p> <p>(a) If you answered “Yes”, although your data indicates equity, what plan does your school leadership team implement for early identification of any disproportionality issues</p> <p>(b) If you answered “No”, indicate the support plan and interventions your school leadership team will implement at the beginning of next year to improve sub group disproportionality</p>	
<p>Disproportionality Action Steps: (3-4 steps)</p> <ol style="list-style-type: none"> 1. Culturally Responsive Workshops 2. Staff are trained in the Discipline Flow Charts 3.1 SEL Training per year. 4. Youth Mental health first-aid team training 	

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 off Action Step when 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 post school-wide Expectations and location-specific Rules <input type="checkbox"/> Identify your district RtI Instructional Facilitator (Contact tyne.hogan@browardschools.com for more information, if you are unsure) <input type="checkbox"/> Confirm 1 st team meeting date and time
August 1 st 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 initiate a Reward System for all students <input type="checkbox"/> Review previous year's SPBP and feedback form; make necessary modifications <input type="checkbox"/> Verify and implement teaching schedule for Expectations and Rules behavior lesson plans <input type="checkbox"/> Present implementation data, behavior data, team activities and SPBP progress to entire staff
September	<input type="checkbox"/> Provide SPBP stakeholder presentation prior to October 1 <input type="checkbox"/> Check for staff and teacher understanding of PBIS - provide "PBIS 101" Brainshark as a resource Brainshark available at: http://www.brainshark.com/browardschools/PBIS101 <input type="checkbox"/> Ensure the Discipline Flow Chart is distributed to all staff and is being used as written
October 2 nd 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"/> Review previous quarter's behavior data. (Use 'Agenda' and 'Data Collection Template' in Sharepoint site) <input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff <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 rd meeting Prepare for SY 2020/21 SPBP	<input type="checkbox"/> Review Implementation plan; check off completed Action Steps <input type="checkbox"/> Staff to re-teach Expectations and Rules after winter break <input type="checkbox"/> Principal signs in and watches the new "SPBP for Principals" Brainshark: Due January 30 th <input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff <input type="checkbox"/> Choose team members and dates to work on, complete, and submit the new SPBP <input type="checkbox"/> Teams watch the new "SPBP Team Overview" Brainshark 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 th 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"/> Staff to re-teach Expectations and Rules after from spring break <input type="checkbox"/> Provide stakeholders/parent presentation on new SPBP for next year <input type="checkbox"/> Provide staff presentation and faculty vote on new SPBP for next year <input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff
April	<input type="checkbox"/> Submit your SPBP in OSPA by April 30 th every year. Use this new SPBP in the next school year <input type="checkbox"/> Continue implementing your current SPBP through the end of the current school year

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” staff implementation of action step
School-wide expectations and location-specific rules are posted across campus	By August 2019, 100% of all posters and location specific rules will be posted on campus. As measured by the administration informal walk through. (S. ROSS)
Expectations and Rules lesson plans are being taught as written and when indicated	By September 2019, 100% of teachers will have taught the school-wide expectations and location specific lessons and rules measured by submission of lesson plans in administrative data chats. (J. Battle)
The Discipline flow chart is being used by all staff as written	Every quarter, there will be a 5% decrease in the number of Office Discipline Referrals that contain previously identified staff -managed misbehaviors as measured by a referral review by the Behavior team. (G. Schubert)
A reward system is being implemented for <i>all</i> students	By the end of the quarter, 85% of staff will have provided a reinforcement to at least 25 different students as measured by the HERO database. (T. Allman)

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 SMART goal to determine “successful” student outcomes
Behavior Incident data (See critical element #3A)	By June 4, 2019, school-wide student Office Discipline Referrals will reduce 5% each quarter, as measured by BASIS Behavior Dashboard. (H. Lovett)
Top 3 event locations data (See critical element #4A)	Every quarter, the number of student Office Discipline Referrals in the Hallway will decrease by 3% as measured by the BASIS Behavior Dashboard (H. Lovett)
Core effectiveness data (See critical element #8A)	Every quarter, the percentage of students who have 0 to 1 referral will increase by 2% as measured in the BASIS Behavior Dashboard. (H. Lovett)
Classroom referrals data (See critical element #7C)	By the end of the first semester, the classroom Office Discipline will decrease by 5% as measured by the BASIS Behavior Dashboard. (H. Lovett)