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

School Name:	Miramar Elementary
School Number:	0531
SPBP Contact Name:	Marie Dumervil
Direct Phone Number:	754 323-6575

CRITICAL ELEMENT # 1: Active Team with Administrative Participation

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

Full Name	Position
Joanne Schlissel	1. Administration
Jill Colon	2. BTU Representative
Marie Dumervil	3. SPBP Point of Contact
Kay Lewis	4. Parent/Community Representation
Marisol Homidas	5. Teacher
Arnold Camulaire	6. Teacher
Nichole Harriott	7. RtI Coordinator
ESE Specialist	8. Karmala Jackson
Reading Interventionist	9. Elizabeth Kunz

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

Meeting Date	Meeting Time	Content of meetings:
10/19/2018	2:00 pm	1. Progress of Action Steps indicated in Implementation Plan in #9
1/7/2019	2:00 pm	2. Collect & analyze fidelity of staff implementation data in #10A
3/22/2019	2:00 pm	3. Collect & analyze student outcome data in #10B
4/17/2019	2:00 pm	

2A. Action Steps <u>completed **this year**</u> (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 *new* SPBP (for SY 2019/20) to staff	4/8/2019	# of participants = 40
Held a *faculty* vote on the new SPBP (for SY 2019/20)	4/24/2019	# of participants =30 % approved =99%
Presented the *new* SPBP (for SY 2019/20) to stakeholders (parents and community)	4/11/2019	# of participants = 6

2B. Action Steps <u>to be completed **next year**</u> (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' 1st 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 1st, 2019 9/12/2019	
Present the behavior data to all staff <u>quarterly</u>	1. 10/18/2019	The team will present: • 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. 12/20/2019	
	3. 3/20/2020	
	4. 4/22/2020	

CRITICAL ELEMENT # 3: School-wide Expectations

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

Top 5 Behavior Incidents
1.Disobediance/Insubordination
2.Disruptive/Unruly Behavior
3. Out of Area
4.Fight Minor Altercation
5.Threat/Battery

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.Speak in a proper manner
2.Move quietly and properly
3.Always do your best
4.Resolve conflict in an appropriate manner
5.Think before you act

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	August 16	8:30	Classroom Cafeteria, Playgrounds and Hallways
January	January 10	8:15	Cafeteria, Playgrounds and Hallways
After Spring Break	April 6	8:15	Cafeteria, Playgrounds and Hallways

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. Cafeteria	50
2. Playground	35
3. Hallways	35

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

Expectations and Rules Chart

School-wide EXPECTATIONS	Hallway Rules	Cafeteria Rules	Playground Rules	Classroom Rules
Speak in a proper tone of voice	We walk quietly on line.	We use a Level 2 voice in the café. We follow directions.	Level 5 voice on playground.	We use our inside voice in the classroom. (Levels vary pending the activity)
Move quietly and properly	We walk in a single file when walking around campus.	We walk in quietly. We go through the lunch line. We stay seated until an adult dismisses us.	We take turns using the playground equipment.	Stay in your designated area.
Always do YOUR best	We represent our family and our teachers in the hallway and around school. Follow directions.	We earn daily points in the Café based on class behavior, 5 is the top number of points in a day.	We are respectful to others.	We are respectful to others.
Resolve conflict in an appropriate manner	If there is a problem on line let your teacher or a trusted adult know.	We raise our hand if we need help. We keep our hands and feet to ourselves.	We keep our hands and feet to ourselves.	We keep our hands and feet to ourselves.
Think BEFORE you act/speak	Make good choices. Follow directions the first time given.	Make good choices. Follow directions the first time given.	Follow directions the first time given.	Follow directions the first time given.

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.

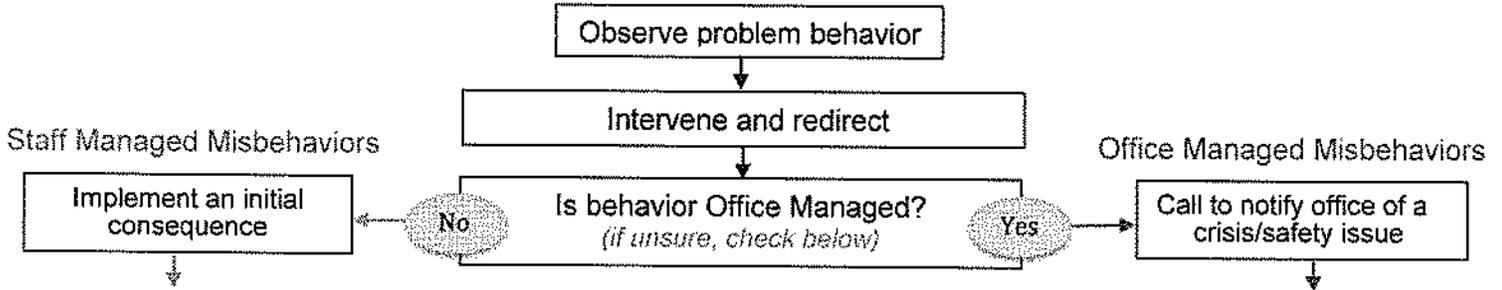| Dates the Locations' Rules lesson plans are taught			
	Date(s)	Time:	Location(s):
August	August 16	8:30	Cafeteria, Playgrounds and Hallways
January	January 10	8:15	Cafeteria, Playgrounds and Hallways
After Spring Break	April 6	8:15	Cafeteria, Playgrounds and Hallways

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: **Cafeteria**

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? *(use numerical data)*	**Data used: Referrals and reported student incidents from 2018-2019** **Problem Identification Statement: When looking at the data, we see that 30% of the referrals occurred in the Café?**
2. Problem Analysis: Why do you think this problem is occurring? What is your goal? *(use a SMART goal statement with numerical data)*	**Hypothesis: I believe this problem is occurring because there is not enough supervision in the Café.** **Goal Statement: Our goal is to reduce the number of behavioral infractions as measured by referrals by 10% by the end of the school year.**
3. Intervention Design: Describe how you will implement a positive reward program to decrease this problem.	**Type of System:** *Point system* **Description of System:** *Each class will receive a SMART goal rubric for the Café if they are following the SMART rules for Café they will earn 5 points by the end of the month students who received 70 points and above by the end of the month will get a class sweet treat is ice pops; popcorn etc...*
4. Evaluation: A. Implementation fidelity	**A.** How will you monitor the fidelity (consistency and effectiveness) of the **staff's** implementation of the reward program? *We can monitor by tracking class performance in the Café over time each month. The leadership team can review it quarterly to see which classes are consistently receiving rewards.*
B. Student outcome monitoring	**B.** How will you know if the reward program is positively impacting **students**? What measurable data will you use to determine "success"? *The more classes that receive the treats the more classes want to earn the treats. Consistency is key!*

Student Behavior Discipline Flow Chart

Observe problem behavior

Intervene and redirect

Staff Managed Misbehaviors

Office Managed Misbehaviors

Implement an initial consequence

No ← Is behavior Office Managed? *(if unsure, check below)* → **Yes**

Call to notify office of a crisis/safety issue

Specific Examples of 6 Staff Managed Misbehaviors	Specific Examples of 6 Office Managed Misbehaviors:
- Refusal to comply with teacher directions. - Minor distractions in the classroom - Off task behaviors - Out of seat - Distracting others from learning - Calling out	- Inciting a disturbance that creates fear in the classroom - Continually distracting students from learning. - Harming themselves or others - Refusal to leave area/enter classroom or assigned area - Major distractions in the classroom or school wide

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

Evidence-based system:	Evidence of training:
☒ CHAMPS	35% of teachers currently holding valid CHAMPS certificate:
☒ PBIS Classroom Management *http://www.fl-pda.org/independent/*	50% of teachers currently holding completion certificate:
☐ 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:

☒ CHAMPs 7 Up Checklist
☒ Basic FIVE (Classroom Management Screening)
☒ PBIS Classroom Assistance Tool (CAT) We also use this tool for RtI interventions and strategies.
☐ Other *(specify)*:
☐ Classroom management screening is not conducted *across* teachers to determine appropriate professional development. *(Next year, assessment of classroom management implementation fidelity will be scored)*.

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

Total number of discipline referrals **from classrooms**:	40
Total number of *other* **school-wide** discipline referrals:	115
% of referrals in the classroom:	**!Zero Divide**
Do more than 40% of your referrals come from the classroom?	☐ Yes ☒ 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:
Click here to choose: If "Other", indicated system here: Click here to enter text.

CRITICAL ELEMENT # 8: Data Collection and Analysis

8A. Core Effectiveness:

TOTAL Population:	540	% of Total Population	Core Effectiveness		
# Referrals:115	# of Students:42				
0 - 1 referrals	23	!Zero Divide	Are your 0 – 1 referrals > 80%?	☐Yes	☒No
2 - 5 referrals (at risk students)	12	!Zero Divide	Are your 2 - 5 referrals <15%?	☒Yes	☐No
> 5 referrals (high risk students)	7	!Zero Divide	Are your >5 referrals <5%?	☒Yes	☐No

8B. Core Effectiveness Action Steps:

If all 3 are "Yes", your core is effective. Is your core behavior curriculum effective?	☐Yes	☒No

Answer either (a) or (b):
(a) If you answered "Yes", although your core is effective, what steps does your school leadership team take for early identification of at risk and high-risk students?
(b) If you answered "NO", indicate the supports and interventions your school leadership team will implement at the beginning of the next school year to improve core strength:

Core Effectiveness Action Steps: (3-4 steps)

1. Tier 3 students make sure individualized plans are set in place for these students.

2. Intervene with more assistance from Family home network to get appropriate behaviors in place

3. Have a designee at each grade level who will become a mentor/listener for Tier 2 and Tier 3 students (at/high risk)

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	75	89	11	☒Yes	☐No
Hispanic/Latin	20	10	10	☐Yes	☒No
White	5	1	4	☐Yes	☒No

8D. Disproportionality Action Steps:

If all three are "No", disproportionality is not indicated. Are all 3 "No"?	☐Yes	☒No

Answer either (a) or (b):
(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
(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

Disproportionality Action Steps: (3-4 steps)

1. We have discussed using mentors especially for our at risk and high risk candidates

2. Offer more parenting workshops for parents to better communicate and address their children's changing needs.

3. Correct placement of students and staff will help minimize any unnecessary incidents.

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

Month	SPBP Team Implementation Action Plan 2019 - 2020 **Action Steps** ☒ check when Action Step completed
Current	☒ 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	☐ Print up your SPBP Review and school score from OSPA ☐ Provide SPBP presentation to all staff during Pre-Planning ☐ Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders ☐ Market and post school-wide Expectations and location-specific Rules ☐ Identify your district RtI Instructional Facilitator (Contact tvyne.hogan@browardschools.com for more information, if you are unsure) ☐ Confirm 1st team meeting date and time
August 1st meeting	☐ Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP ☐ Review Implementation plan; check off completed Action Steps ☐ 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) ☐ Review previous year's behavior data. (Use 'Agenda' Form and 'Data Collection Template' in Sharepoint site) ☐ Utilize the 4 Step Problem Solving Process to initiate a Reward System for all students ☐ Review previous year's SPBP and feedback form; make necessary modifications ☐ Verify and implement teaching schedule for Expectations and Rules behavior lesson plans ☐ Present implementation data, behavior data, team activities and SPBP progress to entire staff
September	☐ Provide SPBP stakeholder presentation prior to October 1 ☐ Check for staff and teacher understanding of PBIS - provide "PBIS 101" Brainshark as a resource Brainshark available at: http://www.brainshark.com/browardschools/PBIS101 ☐ Ensure the Discipline Flow Chart is distributed to all staff and is being used as written
October 2nd meeting	☐ Review Implementation plan; check off completed Action Steps ☐ Ensure instructional staff know how to (and are, as needed) enter Tier 1 Supplemental Strategies for behavior in BASIS ☐ Review previous quarter's behavior data. (Use 'Agenda' and 'Data Collection Template' in Sharepoint site) ☐ Present implementation data, behavior data, team activities, and SPBP progress to entire staff ☐ Ensure all teachers are using an evidence-based classroom management plan, such as CHAMPS ☐ Ensure Core Effectiveness Action Steps are being implemented as written
November	☐ Team to develop new and/or improved lesson plans as indicated by behavior data. ☐ Ensure that the Disproportionality Action Steps are being implemented as written
January 2020 3rd meeting Prepare for SY 2020/21 SPBP	☐ Review Implementation plan; check off completed Action Steps ☐ Staff to re-teach Expectations and Rules after winter break ☐ Principal signs in and watches the *new* "SPBP for Principals" Brainshark: Due January 30th ☐ Present implementation data, behavior data, team activities, and SPBP progress to entire staff ☐ Choose team members and dates to work on, complete, and submit the *new* SPBP ☐ 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	☐ Ensure progress towards completion of SPBP ☐ Check on recently hired staff for PBIS understanding - provide "PBIS 101" Brainshark resource ☐ Provide the SPBP Surveymonkey link to all staff *(optional)*
March 4th meeting	☐ Ensure progress towards completion and submission of SPBP ☐ Review Implementation plan; check off completed Action Steps ☐ Staff to re-teach Expectations and Rules after from spring break ☐ Provide stakeholders/parent presentation on new SPBP for next year ☐ Provide staff presentation and faculty vote on new SPBP for next year ☐ Present implementation data, behavior data, team activities, and SPBP progress to entire staff
April	☐ Submit your SPBP in OSPA by April 30th every year. Use this new SPBP in the next school year ☐ Continue implementing your *current* SPBP through the end of the current school year

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	As a school we review that SMART rules each day on Morning Announcements. This is reiterated in the Cafeteria over the microphone during the lunch block. It is also posted in the classrooms and other places on campus. We will increase visibility 30% by adding it to our website/marquee.
Expectations and Rules lesson plans are being taught as written and when indicated	As a school we use our SMART goals as expectations of behavior we review it along with our lessons on behavior at least four times each year. We expect to see a 10% decrease in referrals by fully implementing these strategies.
The **Discipline flow chart** is being used by all staff as written	This is an area we will definitely improve on making sure that all staff follow the Discipline Flow Chart as written.
A **reward system** is being implemented for *all* students	We use Manatee Money and the Manatee Store as a token economy system school wide. Through this students have the opportunity to receive Manatee money for good behavior and purchase desired items at the Manatee Store. I expect a decrease in behavioral referrals by 5% and an increase of students not having any referrals at all by 5% by the end of the school year.

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)	Based upon our school data, 76% of our students have not received a behavior referral as a result these students have the opportunity to engage in other educational programs and services by the end of the school year.
Top 3 event locations data (See critical element #4A)	As a result of the data, we will decrease the amount of behavioral incidents in the Cafeteria, Hallways and Playgrounds by 10% we will adhering to our school wide positive behavior plan and help both staff and students de-escalate in productive ways.by the end of the school year.
Core effectiveness data (See critical element #8A)	Based upon this data we will reduce the number of referrals by 10% by focusing in on the at/high risk students. We will partner with other agencies or mentoring groups to offer our students an alternative to disruptive behaviors. This will occur before the end of the school year.
Classroom referrals data (See critical element #7C)	Based upon our school referrals, 13% of the referrals processed occurred within the classroom. In order to reduce this number by 5% or more we will offer our staff more professional development and follow up with peer visits so they can learn best practices in from their colleagues by the end of the school year.