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**School-wide Positive Behavior Plan (SPBP)**

Broward County Public Schools

To be implemented in SY 2019/20

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| **School Name:** | **Stirling Elementary** |
| **School Number:** | **0691** |
| **SPBP Contact Name:** | **Alisia Coachman-Williams** |
| **Direct Phone Number:** | **754-323-7600** |

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

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

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| **Full Name** | **Position** |
| Jacqueline Arnaez | 1. Administration |
| Lori Gaber | 2. BTU Representative |
| Alisia Coachman-Williams | 3. SPBP Point of Contact |
| Yolene Louis | 4. Parent/Community Representation |
| Nadine Antoine | 5. Kindergarten Teacher |
| Miriam Brezo | 6. First Grade Teacher |
| Glenda Mitial | 7. Second Grade Teacher |
| Angela Blackmon | 8. Third Grade Teacher |
| Nancy Ganz | 9. Fifth Grade Teacher |
| Jennifer Valliere | 10. Special Programs Teacher |

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

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| **Meeting Date** | **Meeting Time** | **Content of meetings:** |
| 8/9/2019 | 9:30 a.m. | 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 |
| 10/17/2019 | 2:15 p.m. |
| 1/7/2020 | 9:30 a.m. |
| 4/21/2020 | 2:15 p.m. |

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| **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:

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| **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 | 4/15/2019 | # of participants = 39 |
| Held a *faculty* vote on the new SPBP  (for SY 2019/20) | 4/15/2019 | # of participants = 39  % approved =100 |
| Presented the *new* SPBP (for SY 2019/20) to stakeholders (parents and community) | 4/8/2019 | # of participants = 11 |

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

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| **Action Steps:** | **Date**  *(SY 2019-20)* | **Content**  *(Sign-in sheets in SPBP Binder)* |
| Provide professional development on the 2019/20SPBP for all staff | Prior to students’ 1st 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 2019/20SPBP to stakeholders  (parents and community) | Prior to Oct 1st, 2019  9/30/2019 |
| Present the behavior data to all staff quarterly | 1. 9/23/2019 | 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. 11/25/2019 |
| 3. 3/30/2020 |
| 4. 4/13/2020 |

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

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

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| **Top 5 Behavior Incidents** |
| 1. ZI: Fight Minor Altercation (7) |
| 2. SB: Unruly Disruptive Behavior (6) |
| 3. ZC: Possession Use of Prohibited Items (4) |
| 4. 02: Insulting, Obscene, Profane Language (2) |
| 5. ZX: Profanity toward a staff member (2) |

**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.

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| **School-wide Expectations** |
| 1. Be Respectful- Take care of yourself |
| 2. Be Responsible- Take care of each other |
| 3. Be Safe- Take care of your environment |
| 4. |
| 5. |

**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.

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| **Dates the school-wide expectations lesson plans are taught:** | | | |
|  | Date(s) | Time: | Location(s): |
| August | 13 & 14 | 8:30-10:30 | Classrooms, Cafeteria |
| January | 7 & 8 | 8:30-10:30 | Classrooms, Cafeteria |
| After Spring Break | 30 & 31 | 8:30-10:30 | Classrooms, Cafeteria |

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| **CRITICAL ELEMENT #4: Location-based Rules** |

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

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| **Top 3 Locations, not including Classroom:** | |
| School Location | # Incidents |
| **1. Cafeteria** | **14** |
| **2. Classroom** | **5** |
| **3. Playground** | **2** |

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

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| **Expectations and Rules Chart** | | | | *To be completed by classroom teachers* |
| **School-wide EXPECTATIONS** | **Cafeteria Rules** | **Hallway Rules** | **Cafeteria Rules** | **Classroom Rules** |
| Be Respectful | Follow all adult directions the first time they are given. | Focus on where you are going looking and listening to teacher directions. | Use appropriate language and kind words. |  |
| Be Responsible | Stay seated. | Keep our hands feet and objects to yourself. | Participate in positive play. |  |
| Be Safe | Eat and enjoy your own food. | Walk at all times. | Keep your hands feet and objects to yourself. |  |
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**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.

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| **Dates the Locations’ Rules lesson plans are taught** | | | |
|  | Date(s) | Time: | Location(s): |
| August | 8/14/2019 | 8:15 | Cafeteria & Classrooms |
| January | 1/9/2020 | 8:15 | Cafeteria & Classrooms |
| After Spring Break | 3/31/2020 | 8:15 | Cafeteria & Classrooms |

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| **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

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| **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:**  Office Discipline Referrals (ODR) from the cafeteria.  **Problem Identification Statement:**  The number of ODR’s in the first quarter is 14 % higher than last year (1).  First quarter ODR’s = 7 referrals. |
| **2**. **Problem Analysis:** Why do you think this problem is occurring?  What is your goal? *(use a SMART goal statement with numerical data)* | **Hypothesis:**  Students are playing around in the cafeteria and need more structure in the cafeteria.  **Goal Statement:**  By the end of the second quarter, ODR from the cafeteria will decrease from 10 % to less than 5% (%reduction). |
| **3. Intervention Design:**  Describehow you will implement a positive reward program to decrease this problem. | **Type of System: Point system**  **Point System**  **Description of System:** *(≥ 5 sentences)*  *1.The class is participating as one team.*  *2.Classes will earn points for students:*   * *staying in their seat* * *eating their own food* * *leaving their table and floor area clean.*   *3. The teams will compete weekly. The competition starts over each Monday.*  *4.The class or classes from each grade level will receive points based on the top weekly score.*  *5. Each grade level will receive the “Golden Spoon” award on Monday and keep it for the school week.* |
| **4. Evaluation:**  A. Implementation fidelity | 1. How will you monitor the fidelity (consistency and effectiveness) of the **staff’s** implementation of the reward program? *(2-3 sentences)* 2. The cafeteria staff will be taught the point system during preplanning by the assistant principal and the school counselor. 3. The points will be posted daily on the cafeteria board. The support staff member that has the last lunch duty will check the points. 4. The assistant principal will gather the information on Friday afternoon to reward classes the following week. |
| B. Student outcome monitoring | 1. How will you know if the reward program is positively impacting **students**? What measurable data will you use to determine “success”? *(2-3 sentences)* 2. The number of lunch referrals will be reduced by 50% during the school year (7) to ensure the point system is positively impacting ODRs and student behavior. 3. The team will meet quarterly to monitor the cafeteria data. |

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| **CRITICAL ELEMENT #6: Effective Discipline Procedures** |

**Student Behavior Discipline Flow Chart**

Observe problem behavior behaviorBehavior

Staff Managed Misbehaviors

Office Managed Misbehaviors

Intervene and redirect

No

Yes

Call to notify office of a

crisis/safety issue

Implement an initial consequence

Is behavior Office Managed?

*(if unsure, check below)*

Is the behavior a crisis?

Is the behavior considered staff managed?

* Failure to be in assigned area
* Profane Language
* Calling out
* Teasing
* Inattentive Behavior
* Disrespectful
* Not completing work

Is the behavior considered office managed?

* Fighting
* Repetitive Moderate Behavior (3+)
* Unruly Disruptive Behavior (3+)
* Weapons
* Leaving school grounds
* Pattern of aggressive profane language (3 +)
* Major failure to follow school rules
* Inappropriate use of the internet
* Refusal of authority

Is the behavior a referral?

Call Guidance/ Admin to determine if the crisis protocol is nee

A referral is written

Student is removed by support team member

Student is removed by Guidance /Admin. YES team is called

Is the behavior minor?

Is the behavior moderate?

Conference with the student on inappropriate behavior

Implement minor /moderate consequence(s)

Behavior is corrected

Reinforce/

reward student

**CRITICAL ELEMENT # 7:Classroom Management Systems CL**

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

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| Evidence-based system: | Evidence of training: |
| CHAMPS | % of teachers currently holding valid CHAMPS certificate: |
| PBIS Classroom Management  *http://www.fl-pda.org/independent/* | % of teachers currently holding completion certificate: |
| Other: Power of Three | Training evidence: Sign-in sheet(s)  98% of teachers currently trained: |

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

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| CHAMPs 7 Up Checklist |
| Basic FIVE (Classroom Management Screening) |
| PBIS Classroom Assistance Tool (CAT) |
| x Other *(specify):* **Teacher discipline data is reviewed quarterly** |
| 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:

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| Total number of discipline referrals **from classrooms**: | 5 |
| Total number of *other* **school-wide** discipline referrals: | 19 |
| 20% of referrals in the classroom: | **!Zero Divide** |
| Do more than 40% of your referrals come from the classroom? | **x** No |

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

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| 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. |

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| **CRITICAL ELEMENT # 8: Data Collection and Analysis** |

**8A.** Core Effectiveness:

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| TOTAL Population: | 604 | % of Total Population | Core Effectiveness | |
| # Referrals: | # of Students: |
| 0 - 1 referrals | 600 | 99% | Are your 0 – 1 referrals > 80%? | **Yes** No |
| 2 - 5 referrals  (at risk students) | 3 | 0% | Are your 2 - 5 referrals <15%? | **Yes** No |
| > 5 referrals  (high risk students) | 1 | 0% | Are your >5 referrals <5%? | **Yes** No |

**8B.** Core Effectiveness Action Steps:

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| 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. Through CPST process, discipline referrals are reviewed monthly to identify patterns of behavior.  2. At risk and high-risk student behavior is discussed with teachers at CPST bi-monthly and data chats quarterly.  3.  4. | |

**8C.** Disproportionality within racial subgroups:

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| --- | --- | --- | --- | --- |
| Subgroups | (PctPop - Green)  % **of students** | (PctRef - Blue)  **% of referrals** | Difference in referral composition | Positive value suggests disproportionality  (Is the value positive?) |
| Black | 19% | 10% | -9% | Yes **No** |
| Hispanic/Latin | 51% | 31% | -20% | Yes  **No** |
| White | 23% | 34% | 11% | **Yes** No |

**8D.** Disproportionality Action Steps:

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| If all three are “**No**”, disproportionality is not indicated. Are all 3 “No”? | Yes **X 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. The leadership team will identify the students after the first month data analysis and put in interventions for those students immediately.  2. The student behavior will be monitored through the RTI process monthly to ensure behavior improvement.  3.  4. | |

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| **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>

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| **SPBP Team Implementation Action Plan 2019 - 2020** | |
| **Month** | **Action Steps**  *check off Action Step when 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 [tyyne.hogan@browardschools.com](mailto:tyyne.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 |

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| **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?”*

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| **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 | Power of 3 bulletin boards will be posted throughout the school campus, differentiated to express the power of 3 expectations specific to each location by the end of the first full week of school. |
| **Expectations and Rules lesson plans** are being taught as written and when indicated | Instructional staff members will initial a staff sign-in sheet, indicating they have taught the lesson plans as written by the end of the first full two weeks of school. |
| The **Discipline flow chart** is being used by all staff as written | Student Discipline Behavior Flow Chart will be included in the staff handbook and reviewed during pre-planning days. |
| A **reward system** is being implemented for *all* students | The staff member assigned to observe and report the behavior of specific classes will report the behavior on the chart located in the cafeteria prior to leaving their lunch duty time. |

**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?”*

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| **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) | Minor altercations and unruly/disruptive behaviors will decrease by at least 10%. |
| **Top 3 event locations** data  (See critical element #4A) | Behaviors will decrease in the cafeteria by at least 20%. |
| **Core effectiveness** data  (See critical element #8A) | Core effectiveness is currently effective. |
| **Classroom referrals** data  (See critical element #7C) | The total number of school-wide referrals will decrease by 20%. |