

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

Broward County Public Schools

To be implemented in SY 2019/20

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| **School Name:** | **Driftwood Middle School** |
| **School Number:** | **0861** |
| **SPBP Contact Name:** | **Lamar Daniels** |
| **Direct Phone Number:** | **754-323-3100** |

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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** |
| Mr. Steven Williams | 1. Administration |
| Mr. Francisco Vargas | 2. BTU Representative |
| Mr. Lamar Daniels | 3. SPBP Point of Contact |
| PTSA | 4. Parent/Community Representation |
| Mr. Ronald Golembieski | 5. Administration |
| Mrs. Debbyann Prescott | 6. Teacher/Committee Member (6th Grade) |
| Ms. Latoya Johnson | 7. Teacher/Committee Member (7th Grade) |
| Mrs. Elina Aminova | 8. Guidance Counselor/Committee Member |
| Mrs. Victoria Cortellese | 9. BTU Representative/Committee Member (8th Grade) |
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**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:** |
| 9/13/2019 | 8:40 | 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 |
| 11/22/2019 | 8:40 |
| 2/7/2020 | 8:40 |
| 4/3/2020 | 8:40 |

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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 | 2/12/2019 | # of participants = 58 |
| Held a *faculty* vote on the new SPBP  (for SY 2019/20) | 3/20/2019 | # of participants = 31  % approved = 100% |
| Presented the *new* SPBP (for SY 2019/20) to stakeholders (parents and community) | 5/21/2019 | # of participants = |

**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:  8/13/2019 | 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  9/17/2019 |
| Present the behavior data to all staff quarterly | 1. 8/13/2019 | 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. 9/27/2019 |
| 3. 1/24/2019 |
| 4. 4/24/2019 |

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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. Disobedience/Insubordination |
| 2. Disruptive/Unruly Play |
| 3.Unruly/Disruptive Behavior |
| 4.Habitual Tardiness |
| 5.Dress Code Violation |

**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.Strive for Safety |
| 2.Own your Actions |
| 3.Act Appropriately |
| 4.Respect All |
| 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 | 09/09/2019 | 8:40 | Media Center |
| January | 01/16/2020 | 8:40 | Gym by grade level |
| After Spring Break | 04/09/2020 | 8:40 | Cafeteria during lunches |

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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. Hallway** | **402** |
| **2.Cafeteria** | **92** |
| **3.Buses** | **68** |

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

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| *Completed by each teacher* | **Classroom Rules** |  |  |  |  |  |
| **Expectations and Rules Chart** | **School Ground** | **Wear school uniform at all times.**  **When travelling the campus, always have a signed hallway pass** | **Keep school grounds clean.** | **Keep hands/feet to yourself** | **Use appropriate language and volume.** |  |
| **Cafeteria Rules** | **Enter cafeteria in an orderly fashion.**  **Line up in an organized manner.** | **Remain seated until called upon.**  **Always sit at assigned table.** | **Speak in a soft voice.**  **Clean up after yourself** | **Clean up eating area.** |  |
| **Hallway Rules** | **Always walk when in the hallway. Keep hallways as clear as possible when transitioning to class.** | **Arrive on time to class. Be seated and ready to work when the bell rings.** | **Focus on destination** | **Remember to use inside voices when in the hallways.** |  |
| **School-wide EXPECTATIONS** | **Strive for Safety** | **Obtain Ownership** | **Act Appropriately** | **Respect All** |  |

**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 | 08/09/2019 | 8:40 | Media Center |
| January | 01/09/2019 | 8:40 | Media Center |
| After Spring Break | 04/09/2019 | 8:40 | Media Center |

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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: Hallway

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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 from hallway.**    **Problem Identification Statement:**  **As of December 2018, 79 students received a hallway office discipline referral.** |
| **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 horse playing and need more structure in the hallway.**  **Goal Statement: By December-2019 school year, there will be a 25% decrease in hallway office discipline referrals.** |
| **3. Intervention Design:**  Describehow you will implement a positive reward program to decrease this problem. | **Type of System:** Choose an item.  **Economic simulation system**  **Description of System:** *(≥ 5 sentences)*  *Students will have the opportunity to earn “Cardinal Cash”. Students will earn cardinal cash by focusing on their destination, refraining from horse playing, walking at all times in the hallways, arriving to class on time, and using inside voices while passing. Faculty and staff will distribute cardinal cash to any student who displays school wide expectations in the hallway. Teachers will stand at their classroom doors and ensure students arriving on time. Administrators and security will reward students for the above listed criteria. Students will be able to redeem their cardinal cash once a month at the school store.* |
| **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)*   Training on the cardinal cash system will be provided to staff during pre-planning August 2019. Administrators will monitor the implementation of the reward program by observing transaction during class change. |
| 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)*   The number of hallway referral will be collected monthly. The PBIS team will meet to discuss data. If there is a decrease in hallway referrals, the reward program is positively impacting students. |

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

**Student Behavior Discipline Flow Chart**

Observe problem behavior behaviorBehavior

Intervene and redirect

Office Managed Misbehaviors

Staff Managed Misbehaviors

Call to notify office of a

crisis/safety issue

Implement an initial consequence

Is behavior Office Managed?

*(if unsure, check below)*

**Student Behavior Discipline Flow Chart**

Student Behavior Management Process

Consistently Teach and Re-Teach

School-Wide Rules/Expectations

Observe and identify problem behavior

Is the behavior Teacher or Administration managed?

# Staff managed

# Administration managed

Redirect student

Re-teach behavior & Start Classroom Behavior Tracking Form

Referring Teacher/Staff Member completes discipline referral and contacts parent

Teacher/Staff vs. Administration

Managed Managed

* Failure to be in one’s assigned place
* Inappropriate language
* Tardiness
* Calling out
* Teasing
* Inattentive Behavior
* Invading personal space
* Lying/giving false information
* Minor disruption
* Minor aggression-grabbing items
* Pushing past someone
* Unsafe or rough play
* Misusing property-throwing or damaging items
* Disrespectful tone
* Pattern of not completing assignments
* Aggressive physical contact
* Bullying/Harassment
* Fighting
* Property destruction
* Weapons
* Leaving school property
* Pattern of aggressive/profane language
* Dress Code
* Credible threats
* Major/chronic destruction
* Major/chronic refusal to follow school rules
* Theft
* Racial/Ethnic discrimination
* Cheating
* Inappropriate use of internet
* Direct refusal of authority

Conference with student on inappropriate behavior in this situation and of potential + /- consequences &

Document behavior on CBT Form

Administration follows up teacher/staff member

Contact Parent & Continue Documenting on CBT Form

Administrative action

Did the behavior change?

Administration submits referral for data input

NO

YES

Notice and reward correct behaviors

Complete Discipline Referral and send student and referral to the discipline office

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

**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: 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:

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| CHAMPs 7 Up Checklist |
| Basic FIVE (Classroom Management Screening) |
| PBIS Classroom Assistance Tool (CAT) |
| 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:

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| Total number of discipline referrals **from classrooms**: | 544 |
| Total number of *other* **school-wide** discipline referrals: | 1735 |
| % of referrals in the classroom: | 31% |
| 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.***

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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: | 1378 | % of Total Population | Core Effectiveness | |
| # Referrals: | # of Students: |
| 0 - 1 referrals | 155 | 89% | Are your 0 – 1 referrals > 80%? | **Yes** No |
| 2 - 5 referrals  (at risk students) | 123 | **9%** | Are your 2 - 5 referrals <15%? | **Yes** No |
| > 5 referrals  (high risk students) | 28 | 2% | 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.Quarterly administrative meetings to discuss high-risk students.  2. Teams collaboratively create and monitor behaviors.  3. Monitor intervention effectiveness.  4.The leadership team communicates with the PBIS to make necessary adjustments. | |

**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 | 23% | 45% | 22 | Yes No |
| Hispanic/Latin | 52% | 39% | -13 | Yes No |
| White | 17% | 12% | -5 | Yes  No |

**8D.** Disproportionality Action Steps:

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| 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.Staff training on proper use of discipline flow chart and rewards system.  2.Training on effective classroom management systems and behaviors that warrant ODR.  3.Offer support to teachers who need more clarifications on the cardinal cash reward system.  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 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 [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 | By August 2019, 100% of our school hallways will have a minimum of 2 school-wide expectation posters posted as measured by a formal PBIS walk-though. |
| **Expectations and Rules lesson plans** are being taught as written and when indicated | By September 12th 2019, 94% of teachers will have taught all of the school-wide expectations behavior lesson as measured by the submission of their teacher lessons to the Principal. |
| 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 the referral review by the PBIS team. |
| A **reward system** is being implemented for *all* students | By the end if the reward system timeline, 85% of staff will have provided a reinforcement to at least 25 different students as measured by the HERO database. |

**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) | By June 2nd 2020, school-wide student Office Discipline Referrals will reduce 5% each quarter, as measured by the BASIS Behavior Dashboard. |
| **Top 3 event locations** data  (See critical element #4A) | Every quarter, the number of student Office Discipline Referrals in the cafeteria will decrease by 3% as measured by the BASIS Behavior Dashboard. |
| **Core effectiveness** data  (See critical element #8A) | Every quarter, the percentage of students who have 0-1 referrals will increase by 2% as measured in the BASIS Behavior Dashboard. |
| **Classroom referrals** data  (See critical element #7C) | By the end of the first semester, the classroom Office Discipline Referrals from Grade 8 students will decrease by 10% as measured by the BASIS Behavior Dashboard. |