

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

Broward County Public Schools

To be implemented in SY 2019/20

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| **School Name:** | **New River Middle School** |
| **School Number:** | **0881** |
| **SPBP Contact Name:** | **Denise Duffus** |
| **Direct Phone Number:** | **754-323-3600** |

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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** |
| Lezondra Harris/ Cheryl Reep | 1. Administration |
| Melvin Figueroa | 2. BTU Representative |
| Denise Duffus | 3. SPBP Point of Contact |
| Brian Kelly | 4. Parent/Community Representation |
| Brooke Shelomith | 5. Peer Counseling Teacher |
| Cristine Chang | 6. Mathematics Teacher |
| Miroslava Rodriguez | 7. Language Arts Teacher |
| Mateo Garcia | 8. Science Teacher |
| Tony Murphy | 9. Broadcasting Teacher |
| Sabrine Taylor/Ivonne Hidalgo | 10. Guidance Counselor |

**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 | 8:45 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 |
| 10/21/2019 | 8:45 A.M. |
| 1/6/2020 | 8:45 A.M. |
| 4/6/2020 | 8:45 A.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 | 3/22/2019 | # of participants = 80 |
| Held a *faculty* vote on the new SPBP  (for SY 2019/20) | 3/22/2019 | # of participants =80  % approved =100 |
| Presented the *new* SPBP (for SY 2019/20) to stakeholders (parents and community) | 4/4/2019 | # of participants = 15 |

**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:  8/12/2019 | 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 2019/20SPBP to stakeholders  (parents and community) | Prior to Oct 1st, 2019  9/5/2019 |
| Present the behavior data to all staff quarterly | 1. 10/14/2019 | 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. 1/7/2020 |
| 3. 3/20/2020 |
| 4. 5/20/2020 |

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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. Unruly/ Disruptive Behavior |
| 2. Fighting Medium |
| 3. Disobedience/ Insubordination |
| 4. Insulting/ Obscene/ Profane Language |
| 5. Defiance of Authority (Habitual) |

**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 |
| 2. Be responsible |
| 3. Be ready to learn |
| 4. Be reflective |
| 5. Be resourceful |

**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 | 8/19/19 | 9:30 A.M. | 1st period classes |
| January | 1/8/20 | 9:30 A.M. | 1st period classes |
| After Spring Break | 4/1/20 | 9:30 A.M. | 1st period classes |

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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. Bus Loop | 77 |
| 2. Hallway | 67 |
| 3. Cafeteria | 54 |

**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** | Click here to enter location. **Rules** | Follow the bus driver’s directions. | Keep hands and feet to yourself | Arrive on time to the bus stop or to the bus after school. | Think before you act. | Seek help from the bus driver, if needed. |
| **Cafeteria Rules** | Pick up trash from your table and surrounding area. | Refrain from using electronics in line, including earbuds. | Refrain from horse play. | Face one direction while seated. | Raise your hand to get the attention of an attendant. |
| **Hallway Rules** | Keep hands and feet to yourself. | Always walk. | Follow the arrows-Move in one direction. | Think before you act. | Seek help from the nearest adult, if needed. |
| **School-wide EXPECTATIONS** | **Be Respectful** | **Be Responsible** | **Be Ready to Learn** | **Be Reflective** | **Be Resourceful** |

**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 | 8/26/19 | 9:30 A.M. | 1st period classrooms |
| January | 1/13/20 | 9:30 A.M. | 1st period classrooms |
| After Spring Break | 4/7/20 | 9:30 A.M. | 1st period 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: **Being Respectful**

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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:** The number of incidents in the hallway totaled 67.    **Problem Identification Statement:** Students run and/or push to get to their next class, which causes arguments or minor altercations. |
| **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 like to play in the hallway and like to be one of the first to beat the crowd trying to get down the hallway to their next class.  **Goal Statement:** By May of 2020, the amount of student hallway incidents will be decreased by 20%, as evidenced by the BASIS behavioral data |
| **3. Intervention Design:**  Describehow you will implement a positive reward program to decrease this problem. | **Type of System: Point system**  **Description of System:** *Students will receive ICU tickets when they are seen demonstrating the school-wide expectations to one another.  These tickets can be exchanged weekly for various prizes. Each prize is worth a certain amount of ICU’s, so students will need to earn a certain amount to receive the prize of their choice.* |
| **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)*   Faculty must sign the ICU before giving it to students.  As ICU’s are turned in, those who are collecting, can determine the amount being given and the specific faculty members dispersing them. |
| 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)*   BASIS data will be used to determine if there has been a decrease in the number of incidents in the hallway, cafeteria, and/or bus loop. The incidents in these areas, usually stem from students not being respectful towards one another. |

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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

No

Yes

Implement an initial consequence

Is behavior Office Managed?

*(if unsure, check below)*

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| Specific Examples of  6 Staff Managed  Misbehaviors: | Specific Examples of  6 Office Managed  Misbehaviors: |
| |  |  | | --- | --- | | 1.**Horse Playing** | **Unruly play or behaviors that disrupt the learning environment. Includes, running, pushing, hitting, play fighting, throwing paper balls, etc.** | | 2.**Not following directions** | **Failure to follow directives of faculty or staff. Includes, continual talking while instruction is occurring, and other continuous off task behaviors.** | | 3.**Walking around the classroom without permission.** | **Disruption of the learning environment by being out of the assigned area of the classroom.** | | 4.**Being off task.** | **Not doing the assigned work.  Includes, talking to other students, doodling, trying to use the cell phone, etc.** | | 5.**Using the cell phone without permission.** | **Using the cell phone without the teacher’s permission. Includes, texting, talking on the phone, playing video games, etc.** | | 6.**Eating food in class.** | **Eating or drinking in class without permission.  Includes, gum, chips, or any other food/drink items.** | | |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | |  | | --- | | 1.Disobedience/Insubordination | |  | |  | |  | |  | | Failure to obey a reasonable or repeated instruction or request from a member of the school staff. Includes, refusing to change seats, stop playing in class, put the cell phone away, etc. | | 2. Disruptive/Unruly Play | Unruly behavior or insubordinate conduct that interferes with or disrupts the learning environment. Includes, running, pushing, hitting, play fighting, throwing paper balls, etc. | | 3. Defiance of authority | Refusal to go to internal suspension or leave the classroom at the request of security. Includes, having 5 instances of disobedience/insubordination during the school year. | | 4. Fight/Medium | Mutual participation between two or more students in a physical encounter/altercation, resulting in minor injury. Includes, having to be separated by faculty/staff during the altercation. | | 5. Inciting a Disturbance | The encouragement of confrontations or fights that cause a disruption on campus.  Includes, use of electronic devices/social media to incite a disturbance, or use of racial slurs/epithets of any kind. | | 6. Repetitive staff managed misbehaviors | More than 3 misbehaviors warrant an office referral. | |

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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 | 5% 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): Marzano Focus Model “Conditions for Learning”* |
| 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**: | 465 |
| Total number of *other* **school-wide** discipline referrals: | 304 |
| % of referrals in the classroom: | 60% |
| 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: August 2019 |
| Other: If “Other”, indicated system here: District Offered |

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

**8A.** Core Effectiveness:

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| TOTAL Population: | 1592 | % of Total Population | Core Effectiveness | |
| # Referrals: | # of Students: |
| 0 - 1 referrals |  | 92% | Are your 0 – 1 referrals > 80%? | Yes No |
| 2 - 5 referrals  (at risk students) | 90 | 6% | Are your 2 - 5 referrals <15%? | Yes No |
| > 5 referrals  (high risk students) | 33 | 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. Monitor our number of referrals and specifically students who are at risk  2. Students will be discussed during our CPST meetings and follow up, throughout the year.  3. We will offer counseling by outside agencies and use behavior contracts, as needed, that are specific to individual students  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 | 27 | 54 | 27 | Yes No |
| Hispanic/Latin | 50 | 33 | -17 | Yes No |
| White | 19 | 10 | -9 | 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. Our data indicate a disproportionality among Black students  2. To address this, teachers will have opportunism to share best practices to manage classrooms in a fair way.  3. We will provide training and resources to confront discipline in a way that is fair and unbiased. Data will be monitored monthly by PBIS facilitator.  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 | At least 10 school-wide expectations and location specific rules will be posted across campus each month, observed by Ms. Duffus |
| **Expectations and Rules lesson plans** are being taught as written and when indicated | By the end of each month, beginning in September 2019, 70% of New River Middle students would have completed a Sharks 360 lesson, as evidenced by the Sharks 360 reports, analyzed by Ms. Duffus |
| The **Discipline flow chart** is being used by all staff as written | By May of 2020, 100% of staff would have followed the school-wide discipline consequences as evidenced by use of the discipline matrix via referrals, monitored by Mrs. Reep and Mrs. Harris |
| A **reward system** is being implemented for *all* students | By May of 2020, 100% of staff would have used the school-wide reward system, ICU’s, to reward students, as evidenced by the amount of weekly trade-ins by students, monitored by Mrs. Shelomith. |

**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 May 2020, there will be a 20% decrease in unruly disruptive behavior compared to the previous year, measured by ODR data collected by Ms. Duffus |
| **Top 3 event locations** data  (See critical element #4A) | By May 2020, there will be a 20% decrease in infractions in the hallway, compared to the previous year, measured by ODR data collected by Ms. Duffus. |
| **Core effectiveness** data  (See critical element #8A) | By May 2020, 5% or less students would have received 2-5 referrals, as evidenced by the behavior dashboard on BASIS, analyzed by Ms. Duffus. |
| **Classroom referrals** data  (See critical element #7C) | By May 2020, there will be a 10% decrease in classroom referrals, compared to the previous year, as evidenced by the behavior dashboard on BASIS, analyzed by Ms Duffus. |