

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

Broward County Public Schools

To be implemented in SY 2019/20

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| **School Name:** | **Wingate Oaks Center** |
| **School Number:** | **0991** |
| **SPBP Contact Name:**  | TASHA RACHEL |
| **Direct Phone Number:**  | **754-321-6857** |

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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** |
| DONALD COTTRELL | 1. Administration |
|  | 2. BTU Representative |
| TASHA RACHEL | 3. SPBP Point of Contact |
| Lajoyce O’Neal | 4. Community Representation |
| LINDSEY WAY | 5. ESE Specialist |
| MARSHA STEELE | 6. ESE Pre-K Teacher |
| EWA DZIALOWSKI | 7. ESE K-12 Teacher |
| INES NEGRON | 8. District Behavior Support |
|  | 9.  |
|  | 10. |

**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:** |
| 8/13/2019 | 9 a.m. | 1. Review progress of Implementation Action Plan in #92. Collect & implementation data in #10A3. Collect & analyze student outcome data in #10B4. Create and disseminate updated Expectations and Rules lesson plans (#3 and #4) |
| 10/18/2019 | 9 a.m. |
| 1/6/2020 | 9 a.m. |
| 3/20/2020 | 9 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 | 4/30/2019 | # of participants = 50 |
| Held a *faculty* vote on the new SPBP (for SY 2019/20) | 4/30/2019 | # of participants =% approved =100 |
| Presented the *new* SPBP (for SY 2019/20) to stakeholders (parents and community) | 4/30/2019 | # of participants = 10 |

**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:8/9/2020 | 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, 20199/19/2020 |
| Present the behavior data to all staff quarterly | 1. 10/18/2019 | The team will present:* the team’s progress in the Implementation Plan in # 9.
* the “marketing” (teaching and posting) of expectations and rules.
* lesson plan implementation
* discipline procedures
* reward system implementation
* the fidelity of staff implementation data in #10A.
* the student outcome data in #10B. Include:
* top 3 event locations
* type of behavior incidents
* core effectiveness data
* classroom referral data, as well as analysis of this data.
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| 2. 1/6/2020 |
| 3. 3/20/2020 |
| 4. 6/5/2020 |

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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. NON-COMPLIANCE |
| 2. AGGRESSION |
| 3. ELOPEMENT  |
| 4. SELF-INJURY |
| 5. OBSCENE/ PROFANE LANGUAGE |

**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. RESPECTFUL |
| 2. RESPONSIBLE |
| 3. POSITIVE ATTITUDE |
| 4. SEE SOMETHING SAY SOMETHING |
| 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 | 9th | 8:30 am | Cafeteria |
| January  | 7th | 8:30 am | Cafeteria |
| March |  20th | 8:30 am | 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. Playgrounds** | **20** |
| **2. Cafeteria** | **10** |
| **3.Learning Environment** | **5** |

**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** |  **Playground Rules** | **Classroom Rules** |
| Respectful  | Use Appropriate language and voice volume | Respect personal space | Keep hands and feet to self |  |
| Responsible | Keep area clean and recycle/ throw away trash.  | Stay with class | Maintain supplies and equipment |  |
| Positive Attitude | Comply with direction.  | Stay calm and transition with appropriate pace and volume | Comply with directions |  |
| See Something Say Something | Inform others about new/different objects/people | Inform others about new/different objects/people | Inform others about new/different objects/people |  |
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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 | 9 | 8:30 am | Cafeteria |
| January  | 6 | 8:30 am | Cafeteria |
| March |  20 | 8:30 am | Cafeteria |

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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: \_\_\_\_\_\_\_\_\_Playground Be Respectful of others\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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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: Frequency and ABC****Problem Identification Statement: Aggressive behavior towards staff and peers.**  |
| **2**. **Problem Analysis:** Why do you think this problem is occurring?What is your goal? *(use a SMART goal statement with numerical data)* | **Hypothesis: To communicate wants and needs****Goal Statement: Students will communicate his/her wants and needs appropriately, using total communication 95% of the time.**  |
| **3. Intervention Design:**  Describehow you will implement a positive reward program to decrease this problem. | **Type of System: Token system** **Description of System:** *(≥ 5 sentences) A reinforcement system will be assessed for each student. The criteria for positive reinforcement will be individualized. Staff will be trained in the implementation of token reinforcement systems and primary reinforcement.* |
| **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)*

Behavior specialist will maintain behavior data. It will require quality assurance checks and model appropriate use system.  |
| 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)*

Frequency data will be evaluated on a daily, weekly, and monthly basis. IEP progress reports will be reviewed. |

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

**Student Behavior Discipline Flow Chart**

Observe problem behavior behaviorBehavior

Staff Managed Misbehaviors

 Intervene and redirect

Office Managed Misbehaviors

Call to notify office of a

 crisis/safety issue

No

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:  |
| AggressionSelf-InjuryElopementDisruptionProperty DestructionThrowing Objects | * Aggression with injury
* Self-injurious behavior with medical assistance
* Elopement
* Threating others
* Property destruction
* Behaviors that escalate to the point of needing help from outside agencies such as police or mental health
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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:  |
| [x]  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) |
| [x]  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**: | 1 |
|  Total number of *other* **school-wide** discipline referrals:  | 1 |
| % of referrals in the classroom: | **!Zero Divide** |
| Do more than 40% of your referrals come from the classroom? | [ ]  Yes [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: | 116 | % of Total Population | Core Effectiveness |
| # Referrals: | # of Students: |
| 0 - 1 referrals | 0 | **!Zero Divide** | Are your 0 – 1 referrals > 80%? | [ ] Yes [x] No |
| 2 - 5 referrals(at risk students) | 0 | **!Zero Divide** | Are your 2 - 5 referrals <15%? | [x] Yes [ ] No |
| > 5 referrals(high risk students) | 0 | **!Zero Divide** | Are your >5 referrals <5%?  | [x] Yes [x] 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? | [x] 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)*1.2.3.4. |

**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 |  |  | 0 | [ ] Yes [ ] No |
| Hispanic/Latin |  |  | 0 | [ ] Yes [ ] No |
| White |  |  | 0 | [ ] 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)*1.2.3.4. |

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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**[x] *check off Action Step when completed* |
| **Current** | [x]  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[x]  Provide SPBP presentation to all staff during Pre-Planning[x]  Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders[x]  Market and post school-wide Expectations and location-specific Rules [ ]  Identify your district RtI Instructional Facilitator  (Contact 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[x]  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)[x]  Review previous year’s behavior data. (Use ‘Agenda’ Form and ‘Data Collection Template’ in Sharepoint site)[x]  Utilize the 4 Step Problem Solving Process to initiate a Reward System for all students[x]  Review previous year’s SPBP and feedback form; make necessary modifications[x]  Verify and implement teaching schedule for Expectations and Rules behavior lesson plans[x]  Present implementation data, behavior data, team activities and SPBP progress to entire staff  |
| **September** | [x]  Provide SPBP stakeholder presentation prior to October 1[x]  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 [x]  Ensure instructional staff know how to (and are, as needed) enter Tier 1 Supplemental Strategies  for behavior in BASIS[x]  Review previous quarter’s behavior data. (Use ‘Agenda’ and ‘Data Collection Template’ in Sharepoint site)[x]  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** | [x]  Team to develop new and/or improved lesson plans as indicated by behavior data.[x]  Ensure that the Disproportionality Action Steps are being implemented as written |
| **January****2020****3rd meeting**Prepare for SY *2020/21* SPBP | [x]  Review Implementation plan; check off completed Action Steps[x]  Staff to re-teach Expectations and Rules after winter break[x]  Principal signs in and watches the *new “*SPBP for Principals” Brainshark: Due January 30th [x]  Present implementation data, behavior data, team activities, and SPBP progress to entire staff [x]  Choose team members and dates to work on, complete, and submit the *new* SPBP[x]  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** | [x]  Ensure progress towards completion of SPBP[x]  Check on recently hired staff for PBIS understanding - provide “PBIS 101” Brainshark resource[x]  Provide the SPBP Surveymonkey link to all staff *(optional)* |
| **March****4th meeting** | [x]  Ensure progress towards completion and submission of SPBP[ ]  Review Implementation plan; check off completed Action Steps[x]  Staff to re-teach Expectations and Rules after from spring break[x]  Provide stakeholders/parent presentation on new SPBP for next year[x]  Provide staff presentation and faculty vote on new SPBP for next year[x]  Present implementation data, behavior data, team activities, and SPBP progress to entire staff  |
| **April** | [x]  Submit your SPBP in OSPA by April 30th every year. Use this new SPBP in the next school year[x]  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 | Frequency data on target behaviors will take place daily.  |
| **Expectations and Rules lesson plans** are being taught as written and when indicated | Behavior specialist will do a minimum of two quality assurance checks per week. |
| The **Discipline flow chart** is being used by all staff as written | Behavior Specialist will observe and collect information  |
| A **reward system** is being implemented for *all* students | All staff will implement the rewards system daily.  |

**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) | Students will maintain appropriate personal space, 80% of opportunities given gestural and verbal prompts.  |
| **Top 3 event locations** data(See critical element #4A)  | Students will stay in their assigned area in 90% of opportunities given gestures, visual and verbal prompts.  |
| **Core effectiveness** data(See critical element #8A)  |  |
| **Classroom referrals** data(See critical element #7C) |  |