

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



School Name:	North Fork Elementary
School Number:	1191
SPBP Contact Name:	Sophia Myers
Direct Phone Number:	754-322-7350

CRITICAL ELEMENT # 1: Active Team with Administrative Participation

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

Full Name	Position
Rendolyn Amaker	1. Administration
N/A (no steward)	2. BTU Representative
Sophia Myers	3. SPBP Point of Contact
Marjorie Coke-Malcolm	4. Parent/Community Representation
Erica Biddings	5. School Counselor
Spencer Butler	6. Teacher
Tenon Fulton	7. Teacher
Latoya Marshall	8. Teacher

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

Meeting Date	Meeting Time	Content of meetings:
8/28/2019	3:15pm	1. Create and disseminate updated expectations & rules lesson plans 2. Review progress of implementation action plan 3. Collect and analyze implementation data 4. Collect and analyze student outcome data
10/23/2019	3:15pm	
2/19/2020	3:15pm	
5/6/2020	3:15pm	

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:

Action Steps:	Date <i>(Between Jan 15 and April 30, 2019)</i>	Details <i>(Sign-in sheets in SPBP Binder)</i>
Presented the <i>new</i> SPBP (for SY 2019/20) to staff	1/24/2019	# of participants = 49
Held a <i>faculty</i> vote on the new SPBP (for SY 2019/20)	3/21/2019	# of participants = 49 % approved = 44
Presented the <i>new</i> SPBP (for SY 2019/20) to stakeholders (parents and community)	4/24/2019	# of participants = 35

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

Action Steps:	Date <i>(SY 2019-20)</i>	Content <i>(Sign-in sheets in SPBP Binder)</i>
Provide professional development on the 2019/20 SPBP for all staff	Prior to students' 1 st 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 2019/20 SPBP to stakeholders (parents and community)	Prior to Oct 1 st , 2019 8/2/2019	
Present the behavior data to all staff <u>quarterly</u>	1. 10/17/2019	The team will present: <ul style="list-style-type: none"> • the team's progress in the Implementation Plan in # 9. • the fidelity of staff implementation data in #10A. • the student outcome data in #10B.
	2. 12/20/2019	
	3. 2/20/2020	
	4. 4/23/2020	

CRITICAL ELEMENT #3: School-wide Expectations

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

Top 5 Behavior Incidents
1. Physical Attack
2. Defiance of Authority
3. Bus Level 1, 2or 3 violations
4. Disobedience/Insubordination
5. Battery on District Employee

3B. School-wide expectations are 3 – 5 positive characteristics (*not behaviors*) that counteract the demonstration of the top school-wide misbehaviors above. ALL people on campus model these expectations.

School-wide Expectations
1. Be Safe
2. Be respectful
3. Be responsible
4. Be patient & kind
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.

Dates the school-wide expectations lesson plans are taught:			
	Date(s)	Time:	Location(s):
August	August 16, 2019	9:15am (K-2) 9:45am (3-5)	Classroom
January	January 9, 2020	9:15am (K-2) 9:45am (3-5)	Classroom
After Spring Break	April 2, 2020	9:15am (K-2) 9:45am (3-5)	Classroom

CRITICAL ELEMENT #4: Location-based Rules

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

Top 3 Locations, not including Classroom:	
School Location	# Incidents
1. Cafeteria	23
2. Hallway	12
3. Bus	20

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

Expectations and Rules Chart

*To be completed by
classroom teachers*

School-wide EXPECTATIONS	Cafeteria Rules	Hallway Rules	Bus Rules	Classroom Rules
Be Safe	Use kind words. Follow directions the first time. Maintain a clean area	Walk at all times. (Manatee March). Keep noise level to level 0.	Stay seated while the bus is in motion. Obey all safety rules.	
Be Respectful	Keep hands, feet and objects to yourself. Be considerate of others	Walk with your hands and feet to yourself.	Don't talk back or argue with the bus driver.	
Be Responsible	Only eat food from your tray. Raise your hand for permission to get up.	Report any incident to an adult or the front office.	Report any incident to the bus driver immediately.	
Be patient and kind	Wait patiently in line for your lunch.	Do not skip the line or push in line.	Be respectful to cafeteria staff and alert a cafeteria monitor (adult) for assistance.	

4C. At least one Rules lesson plan for **each** specific location is distributed to teachers during pre-planning SY 2019/20 and maintained in the SPBP Binder.

Dates the Locations' Rules lesson plans are taught			
	Date(s)	Time:	Location(s):
August	August 16, 2019	9:15am (K-2) 9:45am (3-5)	Media Center
January	January 9, 2020	9:15am (K-2) 9:45am (3-5)	Media Center
After Spring Break	April 2, 2020	9:15am (K-2) 9:45am (3-5)	Media Center

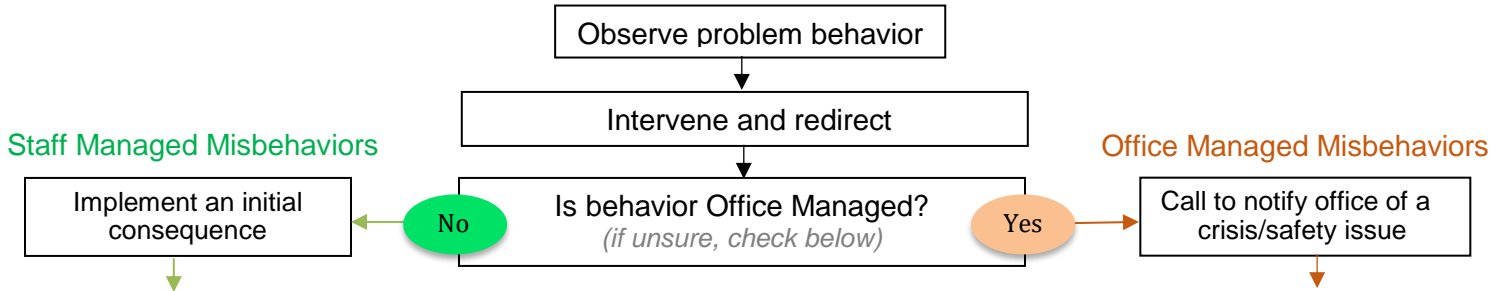
CRITICAL ELEMENT # 5: Reward and Recognition Programs

5. The reward system is focused on one School-wide Expectation OR specific location *at a time*.
Expectation or Location: Be patient, kind and respectful.

4 Step Problem Solving Process	Plan Details
<p>1. Problem Identification: Use your behavior data to identify one school-wide problem. What problem did you identify? (<i>use numerical data</i>)</p>	<p>Data used: BASIS dashboard data.</p> <p>Problem Identification Statement: Of the 103 behavior incidents, 82 of the incidents were for Unruly/Disruptive Behavior</p>
<p>2. Problem Analysis: Why do you think this problem is occurring? What is your goal? (<i>use a SMART goal statement with numerical data</i>)</p>	<p>Hypothesis: Students must learn to interact responsibly.</p> <p>Goal Statement: Students will interact responsibly reducing Unruly/Disruptive behavior incidents by 30% by June 2020</p>
<p>3. Intervention Design: Describe how you will implement a positive reward program to decrease this problem.</p>	<p>Type of System: Economic simulation system</p> <p>Description of System: The school will implement a Manatee Bucks system to reward students for following the rules. Students will earn Manatee bucks for following daily rules and they can redeem them for prizes in the school store.</p>
<p>4. Evaluation: A. Implementation fidelity</p>	<p>A. How will you monitor the fidelity (consistency and effectiveness) of the <u>staff's</u> implementation of the reward program? We will monitor the fidelity of our Manatee Bucks program by tracking student earnings and redemption. Students' visits to the school store will be logged by homeroom teacher. Administration will review logs and talk to students not earning bucks for visiting the store to encourage them to participate. The monthly logs will be collected at the end of each month to monitor that the system is being implemented regularly and with fidelity.</p>
<p>B. Student outcome monitoring</p>	<p>B. How will you know if the reward program is positively impacting <u>students</u>? What measurable data will you use to determine "success"?</p> <p>The number of students that earn Manatee bucks on a monthly basis will increase month to month. In addition, the number of behavior referrals will decrease by 30% by June 2020.</p>

CRITICAL ELEMENT #6: Effective Discipline Procedures

Student Behavior Discipline Flow Chart



Specific Examples of 6 Staff Managed Misbehaviors:	Specific Examples of 6 Office Managed Misbehaviors:
<ul style="list-style-type: none"> • Disengaged-not actively participating • Calling out • Disrespectful-talking back/arguing • Insubordination-deliberate refusal to comply • Profanity 	<ul style="list-style-type: none"> • Disobedience/Insubordination-leaving the classroom or assigned area • Disruptive/Unruly play-Undesirable interaction which may cause injury • Defiance of Authority-Habitually refusing for comply • Physical attack-fighting or hitting

CRITICAL ELEMENT # 7: Classroom Management Systems

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

Evidence-based system:	Evidence of training:
<input checked="" type="checkbox"/> CHAMPS	90% of teachers currently holding valid CHAMPS certificate:
<input checked="" type="checkbox"/> PBIS Classroom Management <i>http://www.fl-pda.org/independent/</i>	50% of teachers currently holding completion certificate:
<input type="checkbox"/> 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:

<input checked="" type="checkbox"/> CHAMPS 7 Up Checklist
<input type="checkbox"/> Basic FIVE (Classroom Management Screening)
<input type="checkbox"/> PBIS Classroom Assistance Tool (CAT)
<input checked="" type="checkbox"/> Other (<i>specify</i>):
<input type="checkbox"/> Classroom management screening is not conducted <i>across</i> teachers to determine appropriate professional development. (<i>Next year, assessment of classroom management implementation fidelity will be scored</i>).

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

Total number of discipline referrals from classrooms :	235
Total number of <i>other</i> school-wide discipline referrals:	316
% of referrals in the classroom:	86%
Do more than 40% of your referrals come from the classroom?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

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

If "Yes", school-wide classroom management professional development will be conducted in 2019-20:	
Click here to choose:	If "Other", indicated system here: Click here to enter text.

CRITICAL ELEMENT # 8: Data Collection and Analysis

8A. Core Effectiveness:

TOTAL Population:	520	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
0 - 1 referrals	8	1.5%	Are your 0 – 1 referrals > 80%?	<input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No
2 - 5 referrals (at risk students)	64	15.31%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No
> 5 referrals (high risk students)	24	46%	Are your >5 referrals <5%?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

8B. Core Effectiveness Action Steps:

If <u>all 3</u> are “Yes”, your core is effective. Is your core behavior curriculum effective?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<p>Answer either (a) or (b):</p> <p>(a) If you answered “Yes”, although your core is effective, what steps does your school leadership team take for <i>early identification</i> of at risk and high-risk students?</p> <p>(b) If you answered “NO”, indicate the supports and interventions your school leadership team will implement <i>at the beginning</i> of the next school year to improve core strength:</p>	
<p>Core Effectiveness Action Steps: (3-4 steps)</p> <p>1. : At the beginning of the year, Mrs. Myers, Assistant Principal, will collect data on new and articulating students to develop a list of potential students needing proactive positive behavior support.</p> <p>2. The Leadership Team will retrieve referral data quarterly to determine which teachers may be in need of a CHAMPs training or a behavior management mentor.</p> <p>3. Meet quarterly with teachers to discuss best practice techniques and practices in behavior management.</p>	

8C. Disproportionality within racial subgroups:

Subgroups	(PctPop - Green) % of students	(PctRef - Blue) % of referrals	Difference in referral composition	Positive value suggests disproportionality (Is the value positive?)
Black			0	<input type="checkbox"/> Yes <input type="checkbox"/> No
Hispanic/Latin			0	<input type="checkbox"/> Yes <input type="checkbox"/> No
White			0	<input type="checkbox"/> Yes <input type="checkbox"/> No

8D. Disproportionality Action Steps:

If <u>all three</u> are “No”, disproportionality is not indicated. Are all 3 “No”?	<input type="checkbox"/> Yes <input type="checkbox"/> No
<p>Answer either (a) or (b):</p> <p>(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</p> <p>(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</p>	
<p>Disproportionality Action Steps: (3-4 steps)</p> <p>1. The SPBP team will collaborate with the School Counselor, Rtl facilitator, School Psychologist, Social Worker and Administration team to discuss opportunities (ex: counseling).. weekly.</p> <p>2. A calculated analysis will be completed by this team to identify any disproportionality. Targeted students will be matched up with a staff of community mentor to check with them</p> <p>3. Additionally, training will be provided to teachers and aides to provide strategies that can be used to proactively address behavioral concerns</p>	

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>

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

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?”*

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 30, 2019, 100% of hallways, cafeteria, and all classrooms will have at least 2 posters of expectations and rules posted
Expectations and Rules lesson plans are being taught as written and when indicated	By May 1, 2020, 95% of teachers will have taught all of the school-wide expectations behavior lesson plans as measured by the submission of their teacher lesson plans 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 a referral review by the PBIS team. Teacher referrals will be monitored every quarter.
A reward system is being implemented for <i>all</i> students	By May 30, 2020, 100% of teachers will have submitted at least 85% of each class’ log as measured by the Quarterly Behavior Celebration’s participation.

10B. The SPBP is successful in positively impacting **students**:

*“If **staff** are implementing the SPBP consistently and effectively, did it positively impact **the students**? How do you know?”*

STUDENT Outcome Monitoring	
Student Outcome Data	Create an observable and measurable SMART goal to determine “successful” student outcomes
Behavior Incident data (See critical element #3A)	By June 3, 2020, school-wide student Office Discipline Referrals will reduce 5% each quarter, as measured by BASIS Behavior Dashboard.
Top 3 event locations data (See critical element #4A)	By the end of every quarter, there will be 5% fewer referrals from the cafeteria, bus and hallways.
Core effectiveness data (See critical element #8A)	By the end of every quarter, there will be less than 10% of students receiving 2 - 5 referrals
Classroom referrals data (See critical element #7C)	By June 3, 2020, 90% of teachers will receive on average “applying or innovating” in Marzano’s Domain 1, Design Questions 5, 6, 7, 8, 9 as recorded in CWT performed by administrators.