

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



School Name:	Cooper City Elementary Schools
School Number:	1211
SPBP Contact Name:	Silvio L. Pruneda
Direct Phone Number:	754-323-5200

CRITICAL ELEMENT # 1: Active Team with Administrative Participation

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

Full Name	Position
Silvio L. Pruneda	1. Administration
Cathy Georgianna	2. BTU Representative/3 rd Grade
Karen Josack	3. SPBP Point of Contact/Specials
Mariano Gersberg	4. Parent/Community Representation
Susy Sevilla	5. Kindergarten
Stacey Seedman	6. First Grade
Guylaine Perdue	7. First Grade
Tatum Diehl	8. 2 nd Grade
Cara Lighter	9. 4 th Grade
Connie Gwaltney	10. 5 th Grade
Linda Signorelli	11. Guidance Counselor

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

Meeting Date	Meeting Time	Content of meetings:
8/12/2019	11:30 am	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
10/22/2019	2:15 pm	
1/6/2020	9:30 am	
3/31/2020	2:15 pm	

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	4/23/2019	# of participants = 49
Held a <i>faculty</i> vote on the new SPBP (for SY 2019/20)	4/23/2019	# of participants = 49 % approved = 98%
Presented the <i>new</i> SPBP (for SY 2019/20) to stakeholders (parents and community)	4/24/2019	# of participants = 66

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: 8/8/2019	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 9/24/2019	
Present the behavior data to all staff <u>quarterly</u>	1. 10/22/2019	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. 12/17/2019	
	3. 3/17/2020	
	4. 3/18/2019	

CRITICAL ELEMENT # 3: School-wide Expectations

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

Top 5 Behavior Incidents
1. Unruly/Disruptive Behavior (12)
2. Assault/Threat (2)
3. Technology Inappropriate Use (2)
4. Sexual Harassment (1)
5. Bus Violation (1)

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 Expected to demonstrate proper behavior throughout campus
2. Be Prepared to start the day ready to learn and try your best
3. Be a Role Model for other students by following directions and rules at all times
4. Be Safe by following all the rules at all times and in all areas of the school
5. Be Engaged and Be Proactive in your learning throughout the day

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	8/8/2019	9:30 am	Media Center
January	1/6/2019	9:30 am	Media Center
After Spring Break	3/31/2020	2:00 pm	Media Center

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. Classroom	19
2. Cafeteria	7
3. Bus	1

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

Expectations and Rules Chart					Completed by each teacher
School-wide EXPECTATIONS	Hallway Rules	Cafeteria Rules	Playground Rules	Classroom Rules	
BE EXPECTED to demonstrate proper behavior throughout campus	Walking quietly with hands to the side or back	Sit, eat and converse with classmates	Play respectfully within the designated areas		
BE PREPARED to start the day ready to learn and do your best	Walk quietly in a single file line	Bring/purchase a healthy lunch	Wear appropriate clothing and shoes		
BE A ROLE MODEL for other students by following directions and rules at all times	Walk quietly at all times and do not touch bulletin boards display	Clean your area on and under the table	Attempt new activities with your peers		
BE SAFE by following all the rules at all times and in all areas of the school	Keep hands and feet to self	Eat and dispose of your food properly	Use the playground equipment in an expected way		
BE ENGAGED and BE PROACTIVE in your learning throughout the day	Walk quietly in single file line, listening to the teacher's directions. Stop at designated areas	Participate in conversations with peers with a normal voice	Take turns during games and include other students		

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	8/8/2019	9:30 am	Media Center
January	1/6/2020	9:30 am	Media Center
After Spring Break	3/31/2020	2:15 pm	Media Center

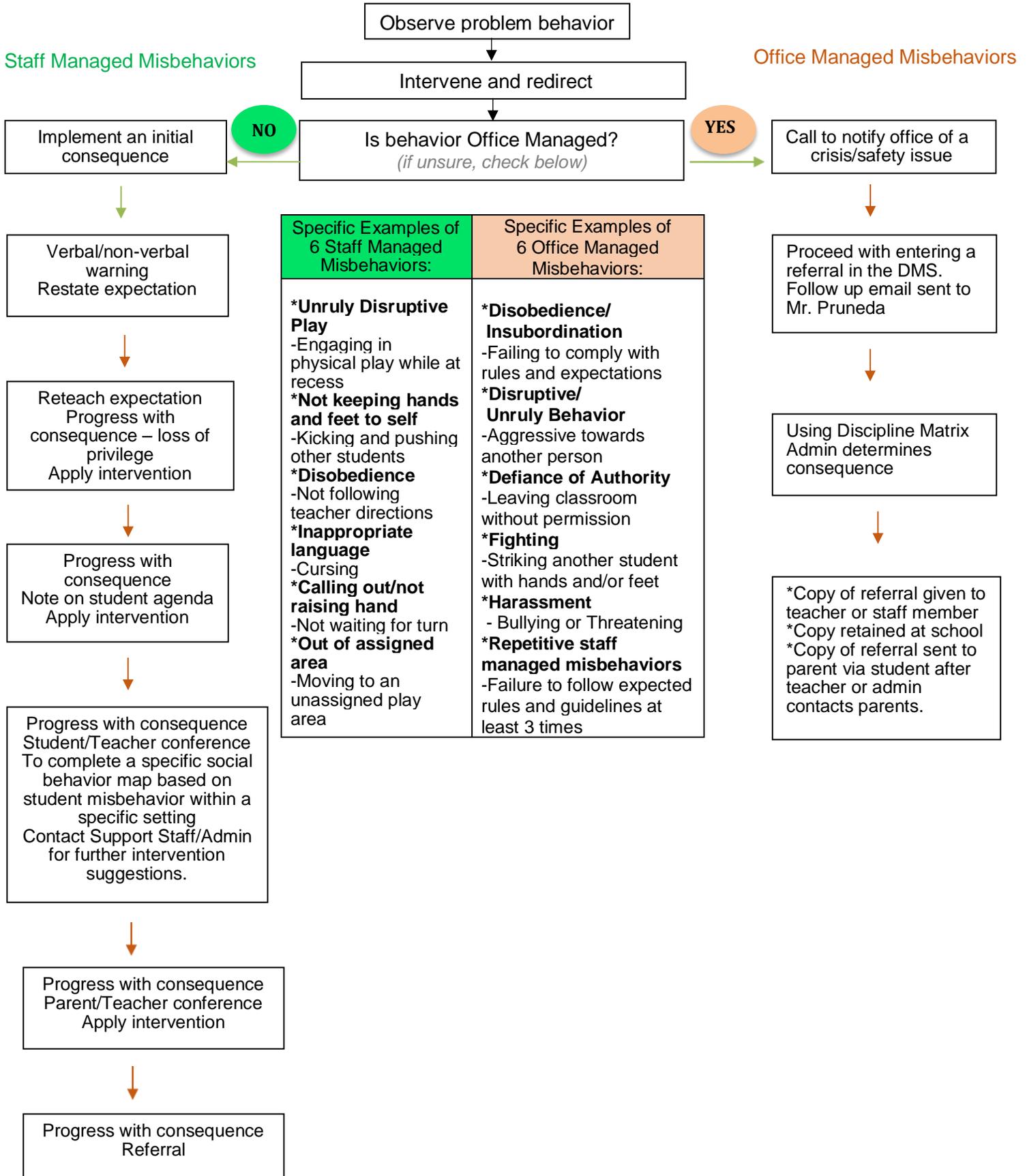
CRITICAL ELEMENT # 5: Reward and Recognition Programs

5. The reward system is focused on one School-wide Expectation OR specific location *at a time*.
Expectation or Location: CAFETERIA

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: Referrals (4) and incidents reported by teachers (15) requiring administrative assistance</p> <p>Problem Identification Statement: Based on last year, the number of incidents/referrals in the cafeteria have increased.</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: The cafeteria environment is an unstructured setting where students can engage in conversations with their peers. Adult supervision is present but not constant as the cafeteria monitors circulate throughout the area. The noise level and the proximity to other students allows for high number of unexpected behaviors to occur.</p> <p>Goal Statement: By April 2020, cafeteria incidents will decrease by 50%</p>
<p>3. Intervention Design: Describe how you will implement a positive reward program to decrease this problem.</p>	<p>Type of System: Point system</p> <p>Description of System: <i>Every day, classes earn 1 point for meeting the expected behavior. At the end of the week, the points are totaled in each grade with the top three being recognized in the morning announcements as well as receiving ice pops. The class with the highest total will enjoy a movie lunch on the stage.</i></p>
<p>4. Evaluation: A. Implementation fidelity</p>	<p>A. How will you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program? <i>*Cafeteria staff will be trained at the beginning of the year. They will evaluate classes meeting the expectations and adhering to the rules outlined on our Cafeteria Plan. *Teachers will be notified of behavior incidents at the end of lunch, daily, through Lunch Notes.</i></p>
<p>B. Student outcome monitoring</p>	<p>B. How will you know if the reward program is positively impacting students? What measurable data will you use to determine "success"? <i>*Students will earn points for meeting the desired behavior expectations. *Students will be motivated to promote good behavior to receive the recognition of ice pops and a movie lunch. *At quarterly meetings with staff, we will review how effective the program is being implemented and evaluate the positive impact on the students. Success will be determine by the number of classes with highest reward totals. *Program will be promoted, and students will be encouraged through WCUB and afternoon announcements.</i></p>

CRITICAL ELEMENT #6: Effective Discipline Procedures

Student Behavior Discipline Flow Chart



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 type="checkbox"/> CHAMPS	0% of teachers currently holding valid CHAMPS certificate:
<input type="checkbox"/> PBIS Classroom Management <i>http://www.fl-pda.org/independent/</i>	0% of teachers currently holding completion certificate:
<input type="checkbox"/> Other:	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 type="checkbox"/> CHAMPS 7 Up Checklist
<input type="checkbox"/> Basic FIVE (Classroom Management Screening)
<input type="checkbox"/> PBIS Classroom Assistance Tool (CAT)
<input type="checkbox"/> Other (<i>specify</i>):
<input checked="" 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 :	19
Total number of <i>other</i> school-wide discipline referrals:	10
% of referrals in the classroom:	66%
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:	
CHAMPS Training - District offered	If "Other", indicated system here: Click here to enter text.

CRITICAL ELEMENT # 8: Data Collection and Analysis

8A. Core Effectiveness:

TOTAL Population:	750	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
0 - 1 referrals		99%	Are your 0 – 1 referral > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2 - 5 referrals (at risk students)	5	.01%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
> 5 referrals (high risk students)	1	.001%	Are your >5 referrals <5%?	<input checked="" type="checkbox"/> Yes <input 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 checked="" type="checkbox"/> Yes <input type="checkbox"/> 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 <i>early identification</i> of at risk and high-risk students? (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:	
Core Effectiveness Action Steps: (3-4 steps)	
<ol style="list-style-type: none"> 1. Identify behavior concerns in classrooms within 6 weeks of school. (Tier 1 strategies, School Counselor) 2. Establish contact/informal checking between at-risk student and adult mentor in campus (Once a week) 3. Teachers create individual Reward System for specific students based on needs. Consult with Support Staff 4. CPST 	

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	8%	10%	2	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Hispanic/Latin	42%	50%	8	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
White	42%	31%	-11	<input type="checkbox"/> Yes <input checked="" 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 checked="" type="checkbox"/> 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)	
<ol style="list-style-type: none"> 1. Administration/Teachers receiving and sharing culturally responsive training. Best practices will be share with the staff. 2. Quarterly Equity Committee meetings will review behavior data and provide feedback on sub groups to grade levels. Recommendations for support and interventions will be presented to grade levels/teachers as needed. 3. Promote and recognize life skills with equity and fidelity for our students. Highlight character strengths and emphasize positive behaviors across sub groups. Motivate through modeling. 4. Continue to represent and celebrate cultural diversity and inclusion through mentoring and support groups, ie. (LIA) 	

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"/> <i>check when Action Step completed</i>
Current	<input checked="" 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 tyyne.hogan@browardschools.com for more information, if you are unsure) <input type="checkbox"/> Confirm 1 st team meeting date and time
August 1st 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 2nd 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 3rd 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 new 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 (<i>optional</i>)
March 4th 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 the end of each quarter, 100% of hallways, the cafeteria and the Primary/Intermediate playgrounds will have the expectations and rules posted at each location as measured through observations by Mr. Pruneda, A.P.
Expectations and Rules lesson plans are being taught as written and when indicated	By the end of each quarter, 100% of the staff will have taught and reviewed lessons targeting expectations and rules through classroom instruction, as measured by quarterly lesson plans check conducted by administration
The Discipline flow chart is being used by all staff as written	By May 2020, 100% of the staff will utilize the discipline flow chart, as written, when applying behavioral consequences for discipline infractions as measured by CPST behavior conferences and administrative meetings when referrals and infractions occur
A reward system is being implemented for <i>all</i> students	By end of first quarter, October 2019, 100% of the classes will implement a reward system for all students recognizing positive behavior in the classroom as measured by a 50% reduction in school-wide referrals

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 the end of the 2019-2020 school year, the number of Unruly/Disruptive behaviors will be reduced by 50%, as measured by a decrease in these types of referrals in Basis.
Top 3 event locations data (See critical element #4A)	By the end of the 2019-2020 school year, the number of behavior events in the cafeteria will be reduced by 50%, as measured by a reduction in Lunch Notes to teachers, reporting classroom behavior during lunch time.
Core effectiveness data (See critical element #8A)	By the end of the 2019-2020 school year, the number of at-risk students will be reduced by 50%, as measured by Rtl referrals.
Classroom referrals data (See critical element #7C)	By the end of the 2019-2020 school year, the number of classroom referrals will be reduced from 66% to less than 50%, school wide, as measured by referral count in Basis.