**School-wide Positive Behavior Plan (SPBP) 2016-17**

To be implemented in pre-planning 2017

**Elements have changed in the SPBP. Before completing, go to Browardprevention.org for:**

* A NEW Brainshark with specific directions to complete the SPBP2016. Watch this Brainshark with all members of the Team. **(Principals, please sign into the Brainshark Guest Book for verification.)**
* A suggested Timeline for completing your SPBP throughout the year to avoid the end of year rush
* A Feedback Rubric to ensure your team will correctly complete the SPBP and develop a meaningful plan.

The School-wide Positive Behavior Plan is a compilation of the 10 Critical Elements of RtI:B. Please download it, complete each section in the template, and then upload it back into the SIP. Expectation Lesson Plans and Rule Lesson Plans are located in two separate downloads. To provide consistency across District, only plans entered in the District template will be accepted.

**ACTION: Download, complete, and upload 3 separate files from OSPA Central in SIP Plan, BP # 2:**

1. SPBP Plan: Critical Elements 1-10

2. Expectation Lesson Plans

3. Rules Lesson Plans

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| **School Name: Plantation High School** |
| **School Number: 1451** |
| **SPBP/RtI:B Contact Person: Peter Zakes** |
| **Direct Phone Number: 754-322-1854** |

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| **CRITICAL ELEMENT # 1: Functioning RtI:B / Discipline Team** |

**Current Team Member (SY 2016/17) List**:

**Each name on this list verifies attendance in ongoing team meetings and full participation in developing this SPBP. Each member is responsible for representing stakeholders and sharing SPBP information with them.**

 \*mandatory member

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| Full Name | Position | StakeholderRepresentation |
| Parinaz Bristol | Principal\* | Administration |
| Deborah Stubbs | Assistant Principal\* | Administration |
| Elizabeth Edwards | RtI:B Point of Contact\* | RtI:B Team |
| Wayne Johnson | BTU Representative\* | BTU |
| Valentina Attah | Parent/Community\* Representation | Community |
| Peter Zakes | RtI:B team member | RtI:B Team |
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*Since this is a public document, please do not enter any P numbers.*

**Schedule and Document RtI:B Team Meetings for 2016/17 School year:** (minimum of 4) Also enter in Master Schedule.

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| Meeting Date | Time | Responsible Person |
| August 24, 2016 | 3:00pm | Peter Zakes |
| November 9, 2016 | 3:00pm | Peter Zakes |
| January 9, 2017 | 3:00pm | Peter Zakes |
| March 15, 2017 | 3:00pm | Peter Zakes |

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| **CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment:** |

**Indicate the activities completed 2015/16 school year to increase faculty and stakeholder understanding and knowledge of the SPBP:**

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| **Action:** | **Date(s)** | **Outcome**(3-5 sentences) |
| **Staff Presentation of SPBP** | 5/4/2016 | Ken Ward presented the SPBP to the Staff. |
| **Faculty Vote** | May 2016 | Will plan to take a vote for the SPBP: DARE to CARE  |
| **Stakeholders’ (parents and community) Presentation of SPBP** | 4/5/2016 | Ken Ward presented the 2016/17 SPBP to SAC. |

**Plan the activities for 2016/17 school year to increase faculty and stakeholder understanding and knowledge of RtI:B:**

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| **Action:** | **Date(s)** | **Details** (3-5 sentences) |
| **Staff Professional Development on RtI:B** | Pre-planning:August 2016 | A Professional Development for faculty and Staff will be created for the roll out of DARE to CARE. Data will be discussed from 2015/16 school year. |
| **Staff Presentation of Behavior Data**(minimum of 4) | August 2016 | Previous school year data will be presented and discussed. |
| November 2016 | Behavior data from 1st Qtr. will be shared and discussed. Address any identified needs to adjust to. |
| January 2017 | Behavior data from 2nd Qtr. will be shared and discussed. Address any identified needs to adjust to. |
| April 2017 | Behavior data from 3rd Qtr. will be shared and discussed. Address any identified needs to adjust to. |
| **Stakeholders’ (parents and community) Presentations of RtI:B** | 10/4/2016 | The details of the SPBP will be shared and discussed at the 2nd SAC meeting of the year. Plans of the SPBP will be shared with our parents and community.  |

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| **CRITICAL ELEMENT # 3: School-wide Expectations**  |

**Collect Behavior Data:**

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| **Top 10 Incidents of Behavior**(BASIS Behavior Dashboard) |
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| 1. Disobedience/Insubordination |
| 2. Class Cut (Skipping) |
| 3. Tardiness Habitual |
| 4. Unruly/Disruptive Behavior |
| 5. Fighting-Medium |
| 6. Unserved Detention |
| 7. Fight-Minor/Altercation |
| 8. Out of Assigned Area |
| 9. Drug Use/Possession/Influence |
| 10. Insulting/Profane/Obscene Lang. |

 **Develop School-wide Expectations**:

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| **3-5 Common Negative Themes** | **3 – 5 Positive Replacement Expectations** |
| EXAMPLE: Disrespect | EXAMPLE: Be respectful to others  |
| Disrespectccc | Be respectful to others |
| Student Engagement | All students are to be engaged at all times in class. |
| Conflict Resolution | Students should be able to resolve conflicts without violence. |

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| **CRITICAL ELEMENT #4: Location-based Rules**  |

**Determine Top 3 Locations for Event Problems:** (BASIS Behavior Dashboard)

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| **Top 3 Locations**(BASIS Behavior Dashboard) |
| **School Location** | # Incidents |
| **EXAMPLE:** Cafeteria | 12 |
|  **~~Classroom~~** | Not included |
| **1. Classroom** | **394** |
| **2. Gymnasium** | **180** |
| **3. School Grounds** | **137** |

**Create an Expectation / Rules Chart**

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| **Expectations and Rules Chart** |
| **Expectations** | **Rules** |
| Location #1:Classroom | Location #2:Gymnasium | Location #3:School Grounds |
| **EXAMPLE**: Be Respectful to others  | (CAFETERIA):* Pick up trash from table and floor
 | (HALLWAY):* Keep hands and feet to self
* Walk on right side
 | (FRONT OFFICE):* Use a Level 2 Conversation Level
 |
| Expectation #1:Be respectful to others | * Treat teacher and classmates with respect.
* Obeying all given instructions
* Communicating in a respectful manner
 | * Dressing out and following all given instructions
 | * Cleaning up after one’s self
* Listening to all faculty and staff
 |
| Expectation #2:All students are to be engaged at all times in class. | * Actively participating in assignment or discussion
 | * Actively participating in activity or assignment
 | * Enter or exit the campus promptly
* Transitions to class or lunch are to be swift
 |
| Expectation #3:Students should be able to resolve conflicts without violence. | * Disagreements should be addressed in a calm manner
* Conflicts that can not be resolved should be addressed by the teacher
 | * Disagreements should be addressed in a calm manner
* Conflicts that can not be resolved should be addressed by the teacher
 | * Disagreements should be addressed in a calm manner
* Conflicts that can not be resolved should be addressed by the teacher
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| **CRITICAL ELEMENT #5 Effective Discipline Procedures** |

**Operationalize incidents into behavior examples:** (Include a minimum of 3 examples of each type)

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| District Incident | Classroom Managed Behavior | Office Managed Behaviors |
| EXAMPLE:Disrespect | Not answering teacher’s question | Using profanity directed at teacher |
| 1. Unruly / Disruptive Behavior | 1. Talking with other students during lecture | 1. Using profanity directed at teacher |
| 2. Using cell phones without permission | 2. Disrupting the educational process |
| 3. Walking around the class without permission | 3. Fighting |
| 2. Insubordination | 1. Refusal to work on assignments | 1. Situations that require removal from classroom |
| 2. Refusal to discontinue cell phone use | 2. Threats being made in class to either teacher or other students |
| 3. Refusal to remain seated  | 3. Fighting |
| 3.Out of Assigned Area | 1. Student out of assigned seat | 1. Students found entering or leaving campus |
| 2. Student in wrong class | 2. Students in restricted areas |
| 3. Student abusing bathroom privileges | 3. Students found cutting class |

**Categorize Classroom Managed Behaviors into “Minor” and “Moderate”.**

**Create a consequence list that teachers can choose from for each category.**

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| **Minor** Classroom Managed Behaviors | **Moderate** Classroom Managed Behaviors |
| **Excessive talking** | **Disrespecting another student or teacher** |
| **Eating in class** | **Disrupting the educational process**  |
| **Inappropriate cell phone use** | **Cheating on classwork or on a test** |
|  | **Disregard for teacher instructions** |
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| Consequence Menu for **Minor** Misbehaviors(Teacher’s choice): | Consequence Menu for **Moderate** Misbehaviors(Teacher’s choice): |
| **Ask student to please stop having sidebar conversations** | **1st offense - Call parents to discuss student’s inappropriate behavior and have a conference with the student** |
| **Ask the student to not eat in class and to follow school rules** | **2nd offense – Call parent again and issue an afterschool detention** |
| **Aske the student to not use cell phones during inappropriate times** | **3rd offense – Call parent to have a parent teacher conference and issue another detention.** |
|  | **4th offense – If behavior has not been corrected, write an RtI referral** |
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| **No entries needed for CRITICAL ELEMENTS 6 – 9 this year** |

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| **CRITICAL ELEMENT # 10: Monitoring Plans** |

**1. How and what data will you use to monitor the implementation** (frequency, consistency, documentation, etc.) **of the Lesson Plans?** Include a minimum of 2 Action Steps.

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| **Fidelity Plan** |
| WHOResponsible person | WHAT: Data Analyzed | WHAT: Criteria for “Success” of Implementation | WHEN: Dates of Analysis | HOW: Shared with Stakeholders |
| EXAMPLE:Principal | Lesson Plan Review | 100 % teachers will have behavior lesson plan in teacher log | Nov 14Jan 21Mar 28 | Staff meetings on:Nov16Jan 23Apr 1 |
| 1. Assistant Principals
 | Lesson Plan Review | 100 % teachers will have behavior lesson plan in teacher log | Nov 14Jan 21Mar 28 | SAC meetings:November 2016January 2017April 2017 |
| 1. Department Chairs
 | Monthly Department Meetings | 100% departmental participation discussed in monthly meetings | Monthly | Staff meetings:Monthly Report Out to Principal from Dept. AP |

**2. How and what data will you use to determine the success of the plan (by Student outcome)** or need for modifications? Include a minimum of 2 Action Steps.

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| **Student Outcome Plan** |
| WHOResponsible Person | WHAT: Data Analyzed | WHAT: Criteria for “Success” of Student Outcome | WHEN: Dates of Analysis | HOW: Shared with Stakeholders |
| EXAMPLE:Assistant Principal | ODRS | 80% students will have 1 or less ODR | Monthly – First Tuesday of each month to review previous month | Monthly behavior newsletter |
| 1. Assistant Principal
 | Office Discipline Referrals | 80% students will have 1 or less ODR | Monthly – 1st Tuesday of each month to review previous month | Report out to the monthly SAC meetings |
| 1. Rti: B Team
 | BASIS | 50% reduction of top three incidences from previous year data | Monthly – 1st Monday of each month to review previous month | Report out to the monthly Rti meetings |