

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



School Name:	Annabel C. Perry PreK-8
School Number:	1631
SPBP Contact Name:	Genevieve Leydig
Direct Phone Number:	754-323-5055

CRITICAL ELEMENT # 1: Active Team with Administrative Participation

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

Full Name	Position
Mr. Thomas Correll	Principal
Dr. Genevieve Leydig	Assistant Principal- Elementary-SPBP Point of Contact
Ms. Jennifer O'Neal	Assistant Principal-Middle
Ms. Denise Simpson	Paraprofessional
Ms. Debra Aquino	Teacher
Ms. Maureen Johnson	Teacher
Ms. Laura Salmon	Teacher
Ms. Jacqueline Foster	Parent/Community Representation
Mr. Charles Sanders	BTU Representative
Ms. Dina Bryce	Teacher
Ms. Helen Mcintyre	Teacher

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

Meeting Date	Meeting Time	Content of meetings:
8/7/2019	2:00 P.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
10/18/2019	2:30 P.M.	
1/6/2020	2:30 P.M.	
4/1/2020	2:30 P.M.	

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	4/17/2019	# of participants = 55
Held a <i>faculty</i> vote on the new SPBP (for SY 2019/20)	4/18/2019	# of participants =55 % approved =100
Presented the <i>new</i> SPBP (for SY 2019/20) to stakeholders (parents and community)	4/17/2019	# of participants = 15

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

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: 8/7/2019	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 9/18/2019	
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. 1/6/2019	
	3. 3/19/2020	
	4. 5/28/2020	

CRITICAL ELEMENT # 3: School-wide Expectations

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

Top 5 Behavior Incidents	
1.	Disruptive/Unruly Behavior
2.	Fight Minor
3.	Fight Medium
4.	Disobedience/Insubordination
5.	Disruptive/ Unruly Play

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.	Control my behavior
2.	Act responsibly
3.	Respect others
4.	Engage in learning

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	8/7/2019	10:30 A.M.	Media Center
January	1/6/2019	10:30 A.M.	Media Center
After Spring Break	03/31/2019	2:30 P.M.	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. Hallway	21
2. Cafeteria	17
3. School Grounds	10

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	School Ground Rules	Classroom Rules
Control my Behavior	Use good table manners	Keep hands, feet and objects to yourself	Follow directions the first time	
Act Responsibly	Stay in your seat and clean up after yourself	Always do what is right	Respect school property	
Respect Others	Use kind words and actions	Use kind words and actions	Use kind words and actions	
Engage in Learning	Speak to those at your table using an inside voice	Get to class on time	Pay attention to your surroundings	

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	08/07/2019	11:00 A.M.	School Grounds
January	01/06/2020	11:00 A.M.	Hallway
After Spring Break	03/30/2020	2:30 P.M.	Cafeteria

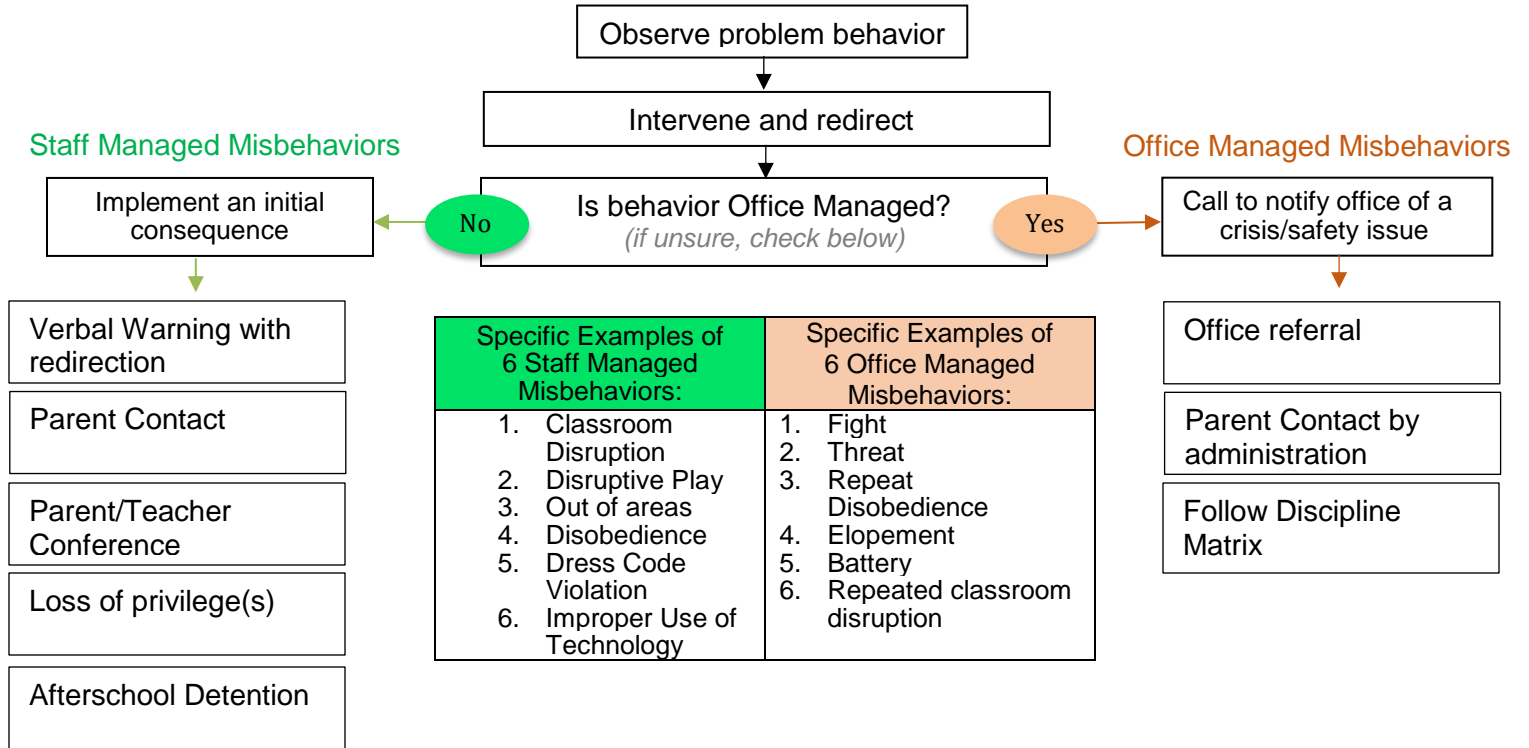
CRITICAL ELEMENT # 5: Reward and Recognition Programs

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

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 and Daily Observation</p> <p>Problem Identification Statement: Based on BASIS data, besides classrooms, the highest amount of incidents (21) occurred throughout school hallways.</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: Class change throughout middle school and transitions for elementary classes tend to be less structured and provided students more opportunities to display non-desirable behaviors.</p> <p>Goal Statement: In order to reduce behavior infractions throughout school hallways, school personal will increase the use of the Penguin Buck Reward System by rewarding students with Penguin Bucks for proper transitions and bell changes. In addition, classroom teachers will use their Tier 1 classroom behavior plan (i.e. Classroom DoJo) while escorting students through transitions, with the goal of reducing the total infractions 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: <u>Token system</u></p> <p>Description of System: Students will be rewarded with Penguin Bucks every time they are found to be following the expectations for the school hallway areas. All school personal will be provided with adequate amounts of Penguin Bucks to continue to reward positive behavior. In addition, more positive reward opportunities such as the Emperor and Empress Breakfast and Quarterly dances will be used as rewards for those students who display desired behavior.</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>(2-3 sentences)</i></p> <p>To determine the effectiveness, administration will monitor daily behavior infractions through BASIS. In addition, administration will also monitor the amount of Penguin Bucks students are using during the weekly store and ensure teachers are selecting students to participate in our rewards programs.</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>(2-3 sentences)</i></p> <p>To determine the effectiveness of the program on students, administration and the SPBP Team will conduct observations and informal discussions with students to gain their input. In addition, the team will monitor the number of infractions based on BASIS to determine if the goal of reducing the behavior infractions throughout the school hallways is occurring.</p>

CRITICAL ELEMENT #6: Effective Discipline Procedures

Student Behavior Discipline Flow Chart



CRITICAL ELEMENT # 8: Data Collection and Analysis

8A. Core Effectiveness:

TOTAL Population:	735	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
0 - 1 referrals	71	94%	Are your 0 – 1 referrals > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2 - 5 referrals (at risk students)	36	5%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
> 5 referrals (high risk students)	10	1%	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: <i>(3-4 steps)</i> 1. Conversation with the teacher to identify the at-risk behaviors. 2. Immediate CPST meeting to implement individual behavior plan. 3. Valid and efficient Rtl process to monitor plan success. 4. Parent communication regarding plan and next steps.	

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	80	89	9	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Hispanic/Latin	17	9	-8	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
White	2	1	-1	<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: <i>(3-4 steps)</i> 1. Professional Development on Tier 1 behavior 2. Continue to develop culture awareness and responsive teaching 3. Review needs for individualized behavior plans 4. Weekly CPST meetings to review Rtl data.	

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 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 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 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 (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 September 2019, 100% of hallways, cafeteria, and classrooms will have at least one poster of school expectations.
Expectations and Rules lesson plans are being taught as written and when indicated	By September 2019, lesson plans will be distributed to 100% of teachers and students will be able to articulate objectives with at least 85% accuracy.
The Discipline flow chart is being used by all staff as written	By September 2019, flowcharts will be distributed to 100% of teachers and at least 95% of discipline infractions will follow the correct order.
A reward system is being implemented for <i>all</i> students	By September 2019, the Penguin Bucks Reward System and Reward Ups will be shared with 100% of students and 100% of students will have an opportunity to be rewarded.

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 every quarter, there will be 10% fewer office disruptive referrals.
Top 3 event locations data (See critical element #4A)	By the end of every quarter, there will be 10% fewer referrals in the hallway, school grounds, and cafeteria.
Core effectiveness data (See critical element #8A)	By May 2020, there will be a 0% increase in students with 5 or more referrals.
Classroom referrals data (See critical element #7C)	By the end of every quarter, there will be a 10% decrease in grade level/classroom referrals.