

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

Broward County Public Schools

To be implemented in SY 2019/20

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| **School Name:** | **Apollo Middle School** |
| **School Number:** | **1791** |
| **SPBP Contact Name:** | **Winston Symonette** |
| **Direct Phone Number:** | **7543232900** |

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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** |
| Damon Martin | 1. Administration |
| Marlon Thompson | 2. BTU Representative |
| Winston Symonette | 3. SPBP Point of Contact |
| Shazia Bajwa | 4. Parent/Community Representation |
| Ayanna Whitworth-Barner | 5. Curriculum Support |
| Stephen Rosen | 6. 8th Grade Counselor |
| Luis Morrina | 7. Internal Suspension Teacher |
| Maria Desmond | 8. Guidance Director |
| Melonie Jimenez | 9. ESE specialist |
| Marie Martin | 10. Teacher/ Site Coordinator 21st century |

**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:** |
| 10/18/2019 | 11:00 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 |
| 1/6/2020 | 11:00 am |
| 3/17/2020 | 11:00 am |
| 6/2/2020 | 11:00 am |

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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 | 2/11/2019 | # of participants = 60 |
| Held a *faculty* vote on the new SPBP  (for SY 2019/20) | Click here to enter a date. | # of participants =  % approved = |
| Presented the *new* SPBP (for SY 2019/20) to stakeholders (parents and community) | Click here to enter a date. | # of participants = |

**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:  8/12/2019 | 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 2019/20SPBP to stakeholders  (parents and community) | Prior to Oct 1st, 2019  9/18/2019 |
| 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 fidelity of staff implementation data in #10A. * the student outcome data in #10B. |
| 2. 1/6/2019 |
| 3. 3/17/2019 |
| 4. 6/2/2019 |

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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.Disobendience |
| 2.Dress Code Violation |
| 3.Unruly/Disruptive Behavior |
| 4.Disrupitive/ Unruly Play |
| 5.Unsubstantiated Bullying |

**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.Take Responsibility |
| 2.Inspire Others |
| 3.Make good choices |
| 4.Expect Success |
| Apollo, the TIME is now… |

**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 | August 14-21 | 10:00 am | First Block/5th Block |
| January | January 7-13 | 10:00 am | First Block/5th Block |
| After Spring Break | March 30-April 3 | 10:00 am | First Block/5th Block |

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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. School Grounds** | **107** |
| **2. Hallway** | **89** |
| **3. Cafeteria** | **70** |

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

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| *Completed by each teacher* | **Classroom Rules** |  |  |  |  |  |
| **Expectations and Rules Chart** | **School Ground Rules** | **Stay in assigned area.** | **Keep hands and feet to self.** | **No running or speed walking.** | **No horseplay allowed.** |  |
| **Cafeteria Rules** | **Be silent when an adult is counting down using 4..3..2..2..1** | **Remain seated until you have permission from an adult in cafeteria.** | **Keep hands and feet to self** | **Pick up all trash from the table and floor when dumping tray.** |  |
| **Hallway Rules** | **Allow 1 foot of personal space between yourself and other student.** | **No hanging around in hallway/ Go class immediately** | **Walk to the right of the hallway** | **Use bathroom or get water before class** |  |
| **School-wide EXPECTATIONS** | **Take Responsibility** | **Inspire Others** | **Make Good Choices** | **Expect Success** |  |

**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 | August 7-13 | 10:00 am | 5th Block |
| January | January 7-13 | 10:00 am | 5th Block |
| After Spring Break | March 30-April 3 | 10:00 am | 5th Block |

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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: \_\_\_\_\_\_Cafeteria\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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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:**  **Office Discipline Referrals (ODR) from hallway**  **Problem Identification Statement: The number of Office discipline referrals from cafeteria has increased from 36 (2018) to 70 (2019).** |
| **2**. **Problem Analysis:** Why do you think this problem is occurring?  What is your goal? *(use a SMART goal statement with numerical data)* | **Hypothesis: An increase in our student body with a rotating lunch block has caused an increase in the need for structure.**  **Goal Statement: By the end of the next year, ODR’s from cafeteria will decrease from 70 to less 35. (50% decrease)** |
| **3. Intervention Design:**  Describehow you will implement a positive reward program to decrease this problem. | **Type of System: Point system**  **Description of System:** *(≥ 5 sentences)*  *1. Classes will grouped based on their teacher/ table #.*  *2. Each day classes will be able to receive 1 point if there area is clean and no one at the table receive a consequence.*  *3. Tables can lose points if their table is not clean or someone receives consequence at their table. 4. At the end of the two weeks the classes will have the opportunity to turn their points for a reward.*  *5. A group reward will be provided to the students tables with the highest number of points.*  *6.. The reward will be giving on the first of every bi-weekly.* |
| **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)* 2. Every day the AP in charge of lunch will check each table to make sure points are distributed correctly 3. Points will be posted daily after each lunch in the cafeteria on poster. 4. Posters will display the total amount of points so that each class and administrator can keep track of their points. |
| 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)* 2. ODR will be checked by the Behavior Specialist on a monthly basis to determine the success on the incentive program. 3. The behavior team will meet on a quarterly basis to to go over outcomes with faculty and staff about ODRs. 4. Our program will be a success if the number ODRs in the cafeteria has decreased from last year. |

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

**Student Behavior Discipline Flow Chart**

Observe problem behavior behaviorBehavior

Intervene and redirect

Office Managed Misbehaviors

Staff Managed Misbehaviors

Call to notify office of a

crisis/safety issue

-Call/Notify Parent of infraction/misbehavior

-Enter Office Discipline Referral into basis for   
infraction

-Administration follows up with teacher and student

-Administrator processes referral in basis

Administration enter data in terms (L27 panel)

-Student receive consequence for misbehavior/infraction committed based off the school discipline matrix.

Implement an initial consequence

Verbal Warning

Re-teach appropriate behavior to meet expectations

One on one consultation with student

Parent Phone Call

Lunch Detention

After- school Detention

Loss of privileges

Guidance Referral

No

Yes

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: |
| -Eating Candy/ Chewing Gum  -Tardy to class  - Profanity  -use of profanity in conversation with other students  -Minor Disruptions  -talking loud/distracting other students)  -Cell phone usage  -Using phone when not allowed  -Teasing/ Name Calling  -Horseplay  -pushing  - running  -shoving  (no intent to harm) | -Disrespectful tone/Profanity toward teacher    -Fighting  -kicking, punching, shoving with intent to harm  -Bullying/ Harassment  -Repeated  -Imbalance of power  - Purposeful  -Property destruction/Vandalism    -Major classroom disruption- ability to teach class  -Skipping/ Elopement form campus  -Leave campus |

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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: |
| PBIS Classroom Management  *http://www.fl-pda.org/independent/* | % of teachers currently holding completion certificate: |
| Other: School Wide Positive Behavior Plan | Training evidence: Sign-in sheet(s)  93% 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) |
| 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**: | 350 |
| Total number of *other* **school-wide** discipline referrals: | 709 |
| % of referrals in the classroom: | 33% |
| Do more than 40% of your referrals come from the classroom? | Yes  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: | 1382 | % of Total Population | Core Effectiveness | |
| # Referrals: | # of Students: |
| 0 - 1 referrals | 180 | 87% | Are your 0 – 1 referrals > 80%? | Yes No |
| 2 - 5 referrals  (at risk students) | 149 | 11% | Are your 2 - 5 referrals <15%? | Yes No |
| > 5 referrals  (high risk students) | 36 | 3% | Are your >5 referrals <5%? | Yes 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? | 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. Analyzing data available through basis  2. Counselors check mid-term grades and attendance  3. Teacher recommendations  4. Noticing negative interactions with other students and staff. | |

**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 | 34 | 50 | 16 | Yes No |
| Hispanic/Latin | 45 | 37 | -8 | Yes No |
| White | 14 | 10 | -4 | 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.Offer mentoring and tutoring programs to those students  2. Increase parental involvement (directed at those students and their families)  3. Increase student engagement by offering extra-curricular activities such as sports, enrichment school programs and field trips. | |

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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**  *check when Action Step completed* |
| **Current** | 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  Provide SPBP presentation to all staff during Pre-Planning  Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders  Market and post school-wide Expectations and location-specific Rules  Identify your district RtI Instructional Facilitator  (Contact [tyyne.hogan@browardschools.com](mailto: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  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)  Review previous year’s behavior data. (Use ‘Agenda’ Form and ‘Data Collection Template’ in Sharepoint site)  Utilize the 4 Step Problem Solving Process to initiate a Reward System for all students  Review previous year’s SPBP and feedback form; make necessary modifications  Verify and implement teaching schedule for Expectations and Rules behavior lesson plans  Present implementation data, behavior data, team activities and SPBP progress to entire staff |
| **September** | Provide SPBP stakeholder presentation prior to October 1  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  Ensure instructional staff know how to (and are, as needed) enter Tier 1 Supplemental Strategies  for behavior in BASIS  Review previous quarter’s behavior data. (Use ‘Agenda’ and ‘Data Collection Template’ in Sharepoint site)  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** | Team to develop new and/or improved lesson plans as indicated by behavior data.  Ensure that the Disproportionality Action Steps are being implemented as written |
| **January**  **2020**  **3rd meeting**  Prepare for SY *2020/21* SPBP | Review Implementation plan; check off completed Action Steps  Staff to re-teach Expectations and Rules after winter break  Principal signs in and watches the *new “*SPBP for Principals” Brainshark: Due January 30th  Present implementation data, behavior data, team activities, and SPBP progress to entire staff  Choose team members and dates to work on, complete, and submit the *new* SPBP  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** | Ensure progress towards completion of SPBP  Check on recently hired staff for PBIS understanding - provide “PBIS 101” Brainshark resource  Provide the SPBP Surveymonkey link to all staff *(optional)* |
| **March**  **4th meeting** | Ensure progress towards completion and submission of SPBP  Review Implementation plan; check off completed Action Steps  Staff to re-teach Expectations and Rules after from spring break  Provide stakeholders/parent presentation on new SPBP for next year  Provide staff presentation and faculty vote on new SPBP for next year  Present implementation data, behavior data, team activities, and SPBP progress to entire staff |
| **April** | Submit your SPBP in OSPA by April 30th every year. Use this new SPBP in the next school year  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 | By the end of 1st quarter, the 3 main hallways, the annex, kiva and cafeteria will have at least 2 posters of the expectations and rules posted in each area. |
| **Expectations and Rules lesson plans** are being taught as written and when indicated | By August 26, 2019, a 100% of 1st/ 5th block teachers will be provided behavior lesson plans and teaching the plans with fidelity. |
| The **Discipline flow chart** is being used by all staff as written | By August 19, 2019, 100% of teachers will be provided the discipline consequences and flow charts that will be utilized for all students. |
| A **reward system** is being implemented for *all* students | By the end of 1st quarter, 100% students will be on a point reward system based on behavior focus calendar that will be provided to all teachers during orientation week. |

**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) | By the end of the 1st quarter, there will be 10% fewer referrals written for disobedience. |
| **Top 3 event locations** data  (See critical element #4A) | By the end of the 1st quarter, there will be a 5 % decrease in referrals written for location of school grounds. |
| **Core effectiveness** data  (See critical element #8A) | By the end of the 1st quarter, there will be a decrease in the number of students receiving more than one referral by 2%. |
| **Classroom referrals** data  (See critical element #7C) | By end of the year, the number of referrals in each grade level will decrease by 5%. |