

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

Broward County Public Schools

To be implemented in SY 2019/20

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| **School Name:** | **Banyan Elementary** |
| **School Number:** | **2001** |
| **SPBP Contact Name:** | **Mrs. Lashawn Settles** |
| **Direct Phone Number:** | **754-322-5365** |

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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** |
| Dr. Eric Miller/Mrs. Mayra Hernandez | 1. Administration |
| Mrs. Betty Warren | 2. BTU Representative |
| Mrs. Lashawn Settles | 3. Guidance Counselor |
| Mrs. April Balzanti | 4. Parent/Community Representation (SAC) |
| Ms. Juanita Green | 5. K Teacher |
| Ms. Sara Holschauer | 6. 1st Grade Teacher |
| Mrs. Sondra Oliver | 7. 2nd Grade Teacher |
| Mrs. Diane Hutchinson | 8. 3rd Grade Teacher |
| Mrs. Farrah Kellingbeck | 9. 4th Grade Teacher |
| Mrs. Daughn White | 10. SAC Chair & 5th Grade Teacher |

**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:** |
| 8/8/2019 | 2:15-2:50pm | 1. Create and disseminate updated Expectations and rules lesson plans (#3 and #4) 2. Review progress of Implementation Action Plan (#9) 3. Collect and analyze implementation of data (#10A) 4. Collect and analyze student outcome data (#10B) |
| 9/4/2019 | 2:15-2:50pm |
| 1/8/2020 | 2:15-2:50pm |
| 4/1/2020 | 2:15-2:50pm |

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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 | 3/19/2019 | # of participants = 37 |
| Held a *faculty* vote on the new SPBP  (for SY 2019/20) | 3/20/2019 | # of participants  % approved = 57% |
| Presented the *new* SPBP (for SY 2019/20) to stakeholders (parents and community) | 3/20/2019 | # of participants = 16 |

**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  9/25/2019 |
| Present the behavior data to all staff quarterly | 1. 9/25/2019 | The team will present the implementation data in 10A. This will include the:   * “marketing” which is the teaching and posting of expectations and rules * Lesson plan implementation * Discipline procedures * Reward system implementation   The team will present the student outcome data in 10B: This includes:   * Top 3 event locations * Type of behavior incidents * Core effectiveness data * Classroom referral data, as well as analysis of this data. |
| 2. 12/18/2019 |
| 3. 2/19/2020 |
| 4. 5/20/2020 |

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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. Unruly Disruptive Behavior |
| 1. Disobedient Subordinate |
| 1. Defiance of authority |
| 1. Petty Theft |
| 1. Battery |

**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. Treat others with kindness and respect |
| 1. Be ready in preparation for learning |
| 1. Be responsible for your thoughts and actions |
| 1. Be safe and cautious |
| 1. Yes to Self Control |

**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 | 8/8/2019 | 9:30am | Creative Khan |
| January | 1/8/2020 | 9:30am | Classroom and Cafeteria |
| After Spring Break | 4/1/2020 | 8:30am | Cafeteria |

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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. Cafeteria** | **11** |
| **2. Hallway** | **9** |
| **3. Recess** | **4** |

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

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| **Expectations and Rules Chart** | | | | *To be completed by classroom teachers* |
| **School-wide EXPECTATIONS** | **Cafeteria Rules** | **Hallway Rules** | **Playground Rules** | **Classroom Rules** |
| Treat Others with Kindness | Responsible for keeping personal area clean. Use appropriate table manners. | Walking directionally on the right side of the hallway. Keep appropriate distance between you and fellow classmates (1 tile square between you and your classmate in front of you, both feet in the square). | Keep hands and feet to yourself. Use appropriate language while playing with classmates. | Always respect classmates, and teachers. |
| Be responsible for your thoughts before your actions. | Level 1 voices inside the cafeteria. Listen to cafeteria paraprofessionals and support staff. Keep seated at all times/raise your hand for assistance. | Level 0 voices in hallway during transitional times. Move quietly through the hallways. | Remember all safety rules while playing with peers. Playground rules are to be followed at all times. | Listen to directions the first time given. Raise your hands before speaking/leaving your seat. |
| Be Safe | Pick up all trash in personal space. Help keep table area tidy by picking up all trash on tables and seats. | Keep hands off walls while transitioning through hallways. Respect all decorations and bulletin boards in hallways. | Return all playground equipment to the PE teacher. Do not litter on the playground, if something is dropped, immediately pick up the trash and dispose of it in nearby garbage cans. Do not abuse any playground/PE equipment. | Keep, hands, feet and objects to yourself at all times. |
| Yes to Self-Control | Walk at all times maintaining personal space. Speak in a normal voice and only with people at your table. | Walk at all times maintaining personal space. | Keep hands and feet to self.  Follow classroom rules and be attentive and on task. |  |
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**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 | 8/15/2019 | 8:30am | School Cafeteria |
| January | 1/9/2020 | 8:30am | School Cafeteria |
| After Spring Break | 4/2/2020 | 8:30am | School Cafeteria |
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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: Referrals**  **Problem Identification Statement: Noise level within the cafeteria and cleanliness of tables.** |
| **2**. **Problem Analysis:** Why do you think this problem is occurring?  What is your goal? *(use a SMART goal statement with numerical data)* | **Hypothesis: After being in a structured classroom, students are eager to talk to friends so their voice level increases, they play around and leave their tables messy.**  **Goal Statement: By October 2020, students’ behaviors will increase to promote respectful communication levels/proper behavior/cleanliness as evidenced by weekly Cafeteria Progress Monitoring sheets.** |
| **3. Intervention Design:**  Describehow you will implement a positive reward program to decrease this problem. | **Type of System: Token system**  **Description of System: Cafeteria Plan Reward**   1. Enter quietly (no talking in line) 2. Use level 1 voices 3. Stay in designated area during eating of lunch, raise for assistance 4. Clean designated lunch area 5. Exit quietly when dismissed   There are 4 adults (paraprofessionals and support staff) continually monitoring their assigned area of the cafeteria. Each table has 3 cups (1 green, 1 yellow and 1 red). The class always starts on a green cup. When the majority of the class is following expectations, the cup will remain on green and the class will earn a point on the progress monitoring chart. When the majority of the class is not following expectations, the cup will change to yellow. If the class is continuously not following expectations, and sufficient efforts at redirection, the cup will than change to red. Each class is given the opportunity to earn 10 “points” to earn extra recess time, 20 “points” to earn extra recess time and fruit roll ups, 30 “points” to earn extra recess time and a popcorn party, and 50 “points” to earn extra recess time and a class pizza party. The “points” do not have to be earned consecutively. |
| **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)*   The Cafeteria Progress Monitoring Charts will be monitored by support staff and administration on a monthly basis. Results will be presented and discussed at monthly Team Leader meetings. Those classes with major infractions, will have further discussions with designated support staff. |
| 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)*   Administration will utilize the Cafeteria Progress Monitoring Charts as a means of measuring the success of the reward system in the cafeteria. This will allow us to monitor data throughout the school year. In addition, data from the DMS on the number of cafeteria referrals, will be analyzed quarterly by Administration. |

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

**Student Behavior Discipline Flow Chart**

Observe problem behavior behaviorBehavior

Teacher Staff

Managed Misbehaviors

Intervene and redirect

Office Managed Misbehaviors

Call to notify office of major infraction, student to be picked up or sent to office

Re-direct student

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: |
| Inappropriate language  Profanity | Abusive language  Verbal Bullying |
| Physical Contact  Wrestling w/another student  Using hands, feet or objects against another student | Fighting/physical  Kicking, hitting, pushing, shoving, w/ intent to do harm |
| Defiance  Not completing class work  Not following directions/non compliance | Leaving School grounds/classroom without permission |
| Observable Behavior  running in the hallway,  throwing food | Threat or intimidation  Verbal threats of aggression against another person |
| Disruptive  Tattling  Distracting other students | Vandalism of personal property/school property |
| Theft  Theft with little or no value | Theft  Major theft items of high value |

Student conference with administration. Reflection/re-teach/rehearse appropriate behavior

Implement an initial consequence. Reteach appropriate behavior to meet CHAMPS expectations

Reteach and Verbal Reflection Discuss behavior one to one, review CHAMPS expectations

Administration determines and assigns consequences according to policy

Written Behavior Reflection Sheet and Contact Parent/Guardian. Document contact

Parent Contact (phone/sheet) and administrator provides teacher with feedback

Call office/send student to office with Reflection Sheet

Incident entered in BASIS

If behavior continues and interventions are not modifying behaviors refer to watch team

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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 | 50% of teachers currently holding valid CHAMPS certificate: |
| PBIS Classroom Management  *http://www.fl-pda.org/independent/* | % of teachers currently holding completion certificate: |
| 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:

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| CHAMPs 7 Up Checklist |
| Basic FIVE (Classroom Management Screening) |
| PBIS Classroom Assistance Tool (CAT) |
| **Other** Marzano’s Domain 1, Design Questions, 5, 6, 7, 8, 9 |
| **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**: | 13 |
| Total number of *other* **school-wide** discipline referrals: | 24 |
| % of referrals in the classroom: | 2% |
| 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: | 604 | % of Total Population | Core Effectiveness | |
| # Referrals: | # of Students: |
| 0 - 1 referrals |  | 99% | Are your 0 – 1 referrals > 80%? | Yes No |
| 2 - 5 referrals  (at risk students) | 7 | 1% | Are your 2 - 5 referrals <15%? | Yes No |
| > 5 referrals  (high risk students) | 1 | 0% | 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. Review of School Wide Discipline Plan  2. Weekly Classroom Walkthroughs by Administration  3. Weekly RtI meetings  4. Quarterly monitoring of the DMS | |

**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 | 65% | 74% | 9 | Yes No |
| Hispanic/Latin | 23% | 18% | -6 | Yes No |
| White | 7% | 0% | 7 | 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. Weekly Guidance Counselor sessions with students  2. Weekly mentoring sessions for identified students  3. Weekly RtI meetings  4. Quarterly monitoring of the DMS | |

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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 off Action Step when 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**  **8, 2019** | 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**  **4, 2019** | 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**  **17, 2019** | 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**  **20, 2019** | 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 8,**  **2020**  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**  **20, 2019** | 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**  **10, 2020** | 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**  **9, 2020** | 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, School wide expectation and rules will be posted in hallways/cafeteria during preplanning week. These posters will be reviewed during the first week of school and in video presentations during behavior assembly. |
| **Expectations and Rules lesson plans** are being taught as written and when indicated | By the end of the 1st quarter, 100% of the teachers will have documented in their lesson plans that they reviewed the expectations and rules of the School-wide Positive Behavior plan with their students. |
| The **Discipline flow chart** is being used by all staff as written | By the end of the 1st quarter, 100% of the staff will be trained in utilizing the Discipline flow chart. When discipline issues occur, administration will ensure that staff is following the Discipline flow chart. |
| A **reward system** is being implemented for *all* students | By the end of the 1st quarter, 100% of the teachers will have a classroom reward system for positive behavior in place. Administration will conduct weekly walkthroughs to ensure that a reward system for positive behavior is being implemented in all classrooms. |

**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**  **Unruly/disruptive behavior** | By the end of the 1st quarter, the amount of behavior incidents will be less than 3 as evidenced by the DMS. |
| **Top 3 event locations** data | By the end of the 2nd quarter, the amount of incidents in the cafeteria, hallway and playground areas will decrease by 50%. |
| **Core effectiveness** data  (See critical element #8A) | By the end of the 3rd quarter, 100% of the students identified with at risk behavior, will be referred to the RtI team by the affected teachers, and action plans will be developed and monitored to correct the students’ inappropriate behaviors. |
| **Classroom referrals** data  (See critical element #7C) | By the end of the 2019-2020 school year, 100% of the teachers will have completed the Tier 1 Classroom Management Refresher course (CHAMPS), and the number of student referrals, will decrease by at least 25% as evident by the DMS. |