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

School Name:	**James S. Rickards Middle School**
School Number:	**2121**
SPBP Contact Name:	**Jay Sohn**
Direct Phone Number:	**754-322-4400**

CRITICAL ELEMENT # 1: Active Team with Administrative Participation

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

Full Name	Position
Dr. Kwan Drake	1. Administration
Yulanda Ellis	2. BTU Representative
Jay Sohn	3. SPBP Point of Contact
Betsy Carter	4. Parent/Community Representation
Jason Kalls	5. 8th grade Social Studies
Michelle Tillett	6. 6th grade Math
Shekia Wright	7. 7th grade Reading
Mark Gay	8. 7th grade Language Arts
Flora Stitt	9. 6th grade Reading
Nakia Samuel	10. 8th grade Language Arts
Laurinna Balog	11. 6th grade Science
Belinda Beckford	12. 6th-8th Physical Education

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

Meeting Date	Meeting Time	Content of meetings:
9/19/2019	8:20 a.m.	
1/9/2020	8:20 a.m.	1. Progress of Action Steps indicated in Implementation Plan in #9
4/2/2020	8:20 a.m.	2. Collect & analyze fidelity of staff implementation data in #10A 3. Collect & analyze student outcome data in #10B
5/28/2020	8:20 a.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 *(Between Jan 15 and April 30, 2019)*	Details *(Sign-in sheets in SPBP Binder)*
Presented the *new* SPBP (for SY 2019/20) to staff	4/25/2019	# of participants = 70
Held a *faculty* vote on the new SPBP (for SY 2019/20)	4/25/2019	# of participants = 55 % approved = 100
Presented the *new* SPBP (for SY 2019/20) to stakeholders (parents and community)	4/10/2019	# 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 *(SY 2019-20)*	Content *(Sign-in sheets in SPBP Binder)*
Provide professional development on the 2019/20 SPBP for all staff	Prior to students' 1st day: 8/9/2020	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 1st, 2019 9/11/2019	
Present the behavior data to all staff <u>quarterly</u>	1. 10/4/2019 2. 1/10/2020 3. 4/3/2020 4. 6/1/2020	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.

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
2.Disobedience/Insubordination
3.Class Cut
4. Fight - Minor
5.Tardiness - Habitual

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. Self-Control
2. Organization
3. Ambitious
4. Respect
5.

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	8/9/2019 and 8/14/2019	8:20 a.m. and beginning of each class period.	Media Center and Classrooms
January	1/7/2020	8:20 a.m.	Classrooms
After Spring Break	3/30/2020	8:20 a.m.	Classrooms

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	156
2. Cafeteria	76
3. Bus	56

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

Expectations and Rules Chart

School-wide EXPECTATIONS	Hallway Rules	Cafeteria Rules	Bus Rules	Classroom Rules *(Completed by each teacher)*
SELF-CONTROL	No running in the hallways.	Enter the cafeteria calmly and quietly and sit in your designated area.	Remain seated while the bus is in transit. The noise level must be kept low to enhance safety.	
ORGANIZATION	Keep the hallways clean, picking up trash when necessary, and walking (not running) in a respectful manner.	Enter the cafeteria and report to the designated table; remain seated until administrator addresses class; students shall demonstrate self-control	Line up next to their assigned bus and enter the bus in an orderly manner.	
AMBITIOUS	Get to class on time. Use transition time wisely.	The cafeteria should be clean once all meals are complete. Pick up any stray items that may be left behind.	Adhere to the bus schedule by reporting to the bus loop in a timely manner.	
RESPECT	Keep your hands and feet to yourself.	Once you are called, respect others by waiting patiently in line for your food. Refrain from skipping in line or taking food or money from	Respect each other by keeping hands and feet to self before and during bus route; respecting bus rules by using indoor voices and	

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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.
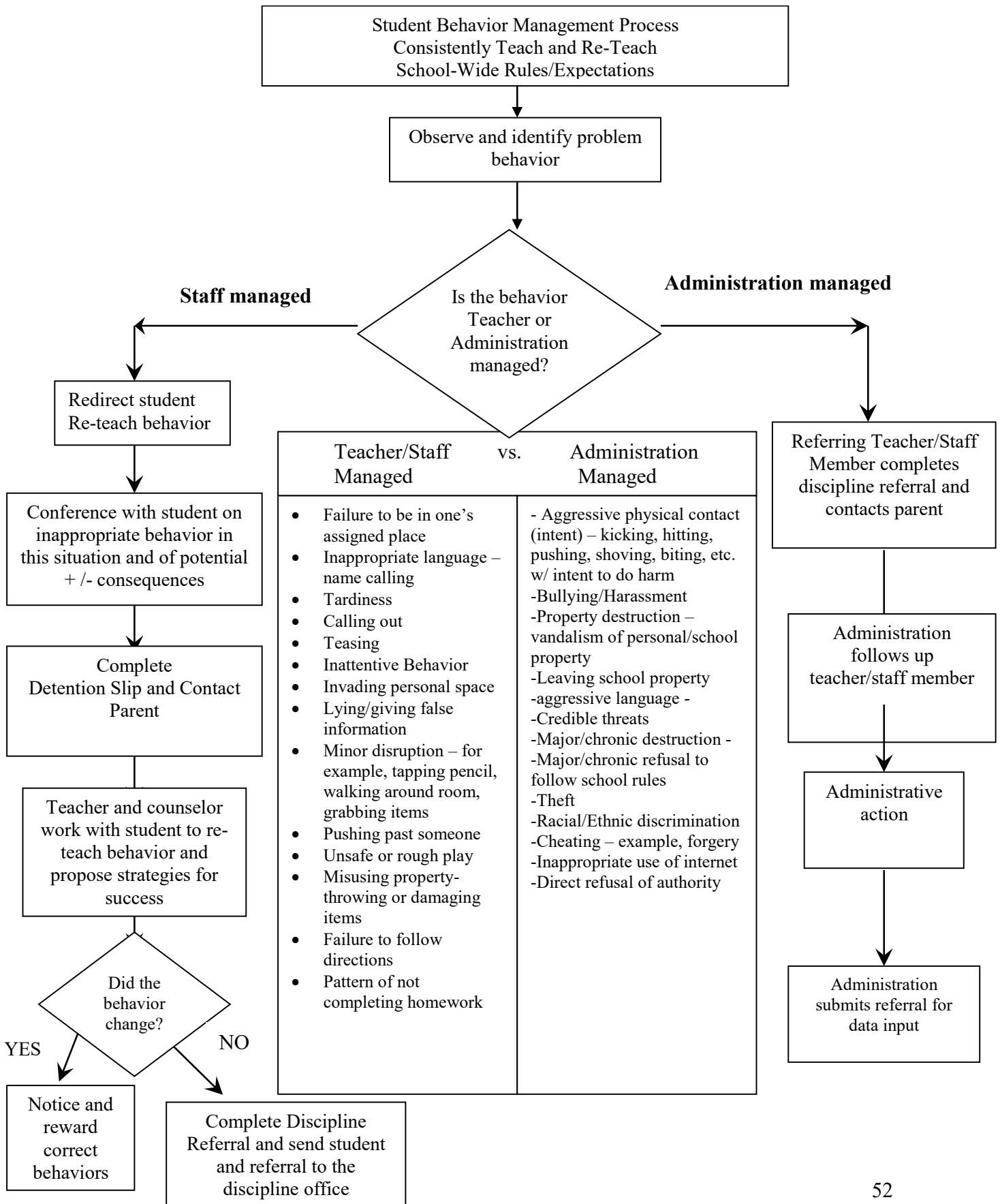
Dates the Locations' Rules lesson plans are taught			
	Date(s)	Time:	Location(s):
August	8/9/2019, 8/15	8:20 a.m., beginning of each period	Media center, classrooms
January	1/7/2020	Beginning of each period	Classrooms
After Spring Break	3/30/2020	Beginning of each period	Classrooms

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: Classroom

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: Classroom disruptions (153 incidents)** **Problem Identification Statement: Students do not adhere to classroom rules. It is identified as the number one referral for misbehaviors.**
2. **Problem Analysis:** Why do you think this problem is occurring? What is your goal? *(use a SMART goal statement with numerical data)*	**Hypothesis: Classroom rules are not being identified and followed-up as necessary. Students do not find value in following classroom rules and expectations.** **Goal Statement: We will reduce the number of suspensions in the classroom setting by 15%.**
3. Intervention Design: Describe how you will implement a positive reward program to decrease this problem.	**Type of System:** Economic simulation system **Description of System: Students can bank points to purchase rewards throughout the school year. Therefore, any student who follows classroom rules can earn points toward a reward.**
4. Evaluation: A. Implementation fidelity	**A.** How will you monitor the fidelity (consistency and effectiveness) of the **staff's** implementation of the reward program? We will monitor it through a team of teacher leaders to track the progress of the reward program. At every quarterly meeting, the PBIS team will address the effectiveness of the program to the staff.
B. Student outcome monitoring	**B.** How will you know if the reward program is positively impacting **students**? What measurable data will you use to determine "success"? The PBIS committee will know that the reward program is positively impacting students through comparisons from current and previous years' referral data.

Student Behavior Discipline Flow Chart

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┌────────────────────────────────────────┐
│   Student Behavior Management Process   │
│      Consistently Teach and Re-Teach    │
│       School-Wide Rules/Expectations    │
└────────────────────────────────────────┘
                    │
                    ▼
        ┌───────────────────────┐
        │ Observe and identify  │
        │    problem behavior   │
        └───────────────────────┘
                    │
                    ▼
      Is the behavior Teacher or
        Administration managed?
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Staff managed   **Administration managed**

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┌──────────────────┐
│  Redirect student │
│ Re-teach behavior │
└──────────────────┘
         │
         ▼
┌────────────────────────┐
│ Conference with student │
│ on inappropriate behavior│
│ in this situation and of │
│  potential +/- consequences│
└────────────────────────┘
         │
         ▼
┌────────────────────┐
│      Complete       │
│ Detention Slip and  │
│   Contact Parent    │
└────────────────────┘
         │
         ▼
┌────────────────────────┐
│ Teacher and counselor   │
│ work with student to    │
│ re-teach behavior and   │
│ propose strategies for  │
│        success          │
└────────────────────────┘
         │
         ▼
     Did the behavior change?
```

YES   NO

┌──────────────────┐   ┌────────────────────────┐
│ Notice and reward │   │ Complete Discipline   │
│ correct behaviors │   │ Referral and send student│
│   │   │ and referral to the   │
│   │   │ discipline office   │
└──────────────────┘   └────────────────────────┘

Teacher/Staff Managed	vs.	Administration Managed
• Failure to be in one's assigned place • Inappropriate language – name calling • Tardiness • Calling out • Teasing • Inattentive Behavior • Invading personal space • Lying/giving false information • Minor disruption – for example, tapping pencil, walking around room, grabbing items • Pushing past someone • Unsafe or rough play • Misusing property-throwing or damaging items • Failure to follow directions • Pattern of not completing homework		- Aggressive physical contact (intent) – kicking, hitting, pushing, shoving, biting, etc. w/ intent to do harm -Bullying/Harassment -Property destruction – vandalism of personal/school property -Leaving school property -aggressive language - -Credible threats -Major/chronic destruction - -Major/chronic refusal to follow school rules -Theft -Racial/Ethnic discrimination -Cheating – example, forgery -Inappropriate use of internet -Direct refusal of authority

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┌────────────────────────┐
│ Referring Teacher/Staff │
│  Member completes       │
│  discipline referral and│
│   contacts parent       │
└────────────────────────┘
            │
            ▼
┌────────────────────────┐
│    Administration       │
│    follows up           │
│ teacher/staff member    │
└────────────────────────┘
            │
            ▼
┌────────────────────────┐
│   Administrative        │
│       action            │
└────────────────────────┘
            │
            ▼
┌────────────────────────┐
│   Administration        │
│  submits referral for   │
│     data input          │
└────────────────────────┘
```

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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:

Evidence-based system:	Evidence of training:
☒CHAMPS	8% of teachers currently holding valid CHAMPS certificate:
☐ PBIS Classroom Management *http://www.fl-pda.org/independent/*	0% of teachers currently holding completion certificate:
☐ Other: Sharing best practices	Training evidence: Click here to enter evidence 100% of teachers currently trained:

7B. The administration reviews and analyzes the fidelity of staff implementation of Tier 1 classroom management systems *across teachers* using:

☐ CHAMPs 7 Up Checklist
☐ Basic FIVE (Classroom Management Screening)
☐ PBIS Classroom Assistance Tool (CAT)
☐ Other:
☒ Classroom management screening is not conducted *across* teachers to determine appropriate professional Development. Next year, classroom management opportunities will be provided to faculty and ongoing assessment to determine the needs of teachers will be assessed.

7C. School year 2018/19 percentage of classroom referrals:

Total number of discipline referrals **from classrooms**:	312
Total number of *other* **school-wide** discipline referrals:	467
% of referrals in the classroom:	40%
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.

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.

CRITICAL ELEMENT # 8: Data Collection and Analysis

8A. Core Effectiveness:

TOTAL Population:	906	% of Total Population	Core Effectiveness		
# Referrals:	# of Students:				
0 - 1 referrals	107	85%	Are your 0 – 1 referrals > 80%?	☒Yes	☐No
2 - 5 referrals (at risk students)	95	10%	Are your 2 - 5 referrals <15%?	☒Yes	☐No
> 5 referrals (high risk students)	44	5%	Are your >5 referrals <5%?	☒Yes	☐No

8B. Core Effectiveness Action Steps:

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. SOAR Mentorship program:

   a. Mr. Bascome and Mr. Wongsam will identify students who are "at risk" and will be provided a mentor (teacher).

   b.They will provide a guideline for teachers to meet with their mentee to build relationships as support to improve behavior and academics.

   c. Mr. Bascome and Mr. Wongsam will also take charge in creating events such as meetups as a whole (including parents) as a way to build stronger relationships with all three groups.

2. RMS Character Reward program:

   a. The PBIS committee plans to implement an updated reward system that will include a school store.

   b. Ms. Tillet – in charge of explaining the reward system to staff.

   c. Mr. Sohn – in charge of facilitating the program.

   d. Mr. Gay and Mr. Kalls in charge of allocating funds and resources.

   e. Depending on if funding is available, the PBIS committee wishes to request $2,000 for the HERO reward program so that each student and teacher are able to utilize the app to build points based on good behavior so that students can pick items in the school store.

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	31	52	21	☒Yes	☐No
Hispanic/Latin	49	27	-22	☐Yes	☒No
White	16	19	3	☒Yes	☐No

8D. Disproportionality Action Steps:

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. Our data indicates 21% disproportionality within the African American subgroup. To address this disproportionality, the behavior specialist and leadership team will implement social- emotional training and support initiatives, geared towards cultural sensitivity and social tolerance to improve school climate. Trainings will focus on student/student connectedness, and teacher/student connectedness, with reinforcement of the consequence and flowchart discipline hierarchy. Trainings will be led by Mr. Sohn and Mr. Kalls.

2. Data will have collected monthly, following trainings to determine the impact of the plan, and the support needs of faculty. The requisite adjustments will be made based on data, to provide support for both staff and students. Data will also be collected by Mr. Sohn and Mr. Kalls.

3. Ongoing support/training will be added, if necessary, depending on the data results.

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** ☒ 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 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

CRITICAL ELEMENT # 10: Evaluation

10A. <u>Staff</u> 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 August 15, 2019, 100% of our school hallways will have a minimum of 2 school-wide expectation posters posted as measured by a review by the PBIS team.
Expectations and Rules lesson plans are being taught as written and when indicated	By August 24, 2019, 94% of teachers will have taught all of the school-wide expectations behavior lesson plans as measured by the student survey.
The **Discipline flow chart** is being used by all staff as written	Every quarter, there will be a 5% decrease in the number of Office Discipline Referrals that contain previously identified staff-managed misbehaviors as measured by a referral review by the PBIS team.
A **reward system** is being implemented for *all* students	By the end of the reward system timeline, 85% of staff will have provided a reinforcement to at least 25 different students as measured by a review of the ***data collection device** by the PBIS team.

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 June 2, 2020, school-wide student Office Discipline Referrals will reduce 5% each quarter, as measured by BASIS Behavior Dashboard
Top 3 event locations data (See critical element #4A)	Every quarter, the number of student Office Discipline Referrals in the ***Cafeteria (or Hallways) will decrease by 3% as measured by the BASIS Behavior Dashboard.
Core effectiveness data (See critical element #8A)	Every quarter, the percentage of students who have 0 or 1 referrals will increase by 2% as measured in the BASIS Behavior Dashboard.
Classroom referrals data (See critical element #7C)	By the end of the first semester, the classroom Office Discipline Referrals from ***Grade 8 students will decrease by 10% as measured by the BASIS Behavior Dashboard.