

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

Broward County Public Schools

To be implemented in SY 2019/20

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| **School Name:** | **North Lauderdale Pre-K-8** |
| **School Number:** | **2231** |
| **SPBP Contact Name:** | **Nicole Neunie** |
| **Direct Phone Number:** | **754-322-7400** |

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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** |
| Nichele Williams | 1. Administration |
| Tamela Williams | 2. BTU Representative |
| Nicole Nuenie | 3. SPBP Point of Contact |
| Jilan Samuels | 4. Parent/Community Representation |
| Carmen Conde | 5. ESE Representative |
| Beverly Whitely | 6. PreK Team Leader |
| Jeanne Pierre | 7. K Team Leader |
| Elizabeth Castillo | 8. 1st Grade Team Leader |
| Corey Brown | 9. 2nd Grade Team Leader |
| Maxine Nicholson | 10. 3rd Grade Team Leader |
| Jennifer Sobers-Gay | 11. 4th Grade Team Leader |
| Ronnie Frazier | 12. 5th Grade Team Leader |
| D’Andrea Brown | 13. 6th-8th Team Leader |

**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:** |
| 9/24/2019 | 2:20 pm | 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 |
| 12/10/2019 | 2:20 pm |
| 2/25/2020 | 2:20 pm |
| 3/31/2020 | 2:20 pm |

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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 | 3/22/2019 | # of participants = 65 |
| Held a *faculty* vote on the new SPBP  (for SY 2019/20) | 4/22/2019 | # of participants =49  % approved = |
| Presented the *new* SPBP (for SY 2019/20) to stakeholders (parents and community) | 5/6/2019 | # 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:  8/7/2019 | 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 2019/20SPBP to stakeholders  (parents and community) | Prior to Oct 1st, 2019  9/18/2019 |
| Present the behavior data to all staff quarterly | 1. 10/15/2019 | 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. 12/17/2019 |
| 3. 2/10/2020 |
| 4. 4/7/2020 |

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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. SB: Unruly Disruptive Behavior |
| 1. Battery |
| 1. Disobedience/Insubordination |
| 1. Fight-Minor/ Altercation |
| 1. Disruption on campus (Minor) |

**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. Be respectful |
| 1. Be responsible |
| 1. Be safe |
| 4. |
| 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.

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| **Dates the school-wide expectations lesson plans are taught:** | | | |
|  | Date(s) | Time: | Location(s): |
| August | 8/14-8/28/2019 | 1:30-2:00 pm | Homeroom |
| January | 1/7-1/21/2020 | 1:30-2:00 pm | Homeroom |
| After Spring Break | 3/30-4/3/2020 | 1:30-2:00 pm | Homeroom |

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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** | **7** |
| **2. School ground** | **5** |
| **3. Playground** | **4** |

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

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| **Expectatiofns and Rules Chart** | | | | *To be completed by classroom teachers* |
| **School-wide EXPECTATIONS** | **Cafeteria Rules** | **Hallway Rules** | **Play Ground Rules** | **Classroom Rules** |
| Be respectful | * Keep hands, feet and object to yourself * Respect others property | * Keep hands, feet and object to yourself | * Keep hands, feet and object to yourself |  |
| Be responsible | * Stay in your seat * Raise your hand for assistance | * Walk on the right side of the hallway | * No physical contact * Play responsibly |  |
| Be safe | * Listen for instructions * Voice level 1 | * Listen for instructions * Voice level 0 | * Follow rules the first time * Stay in assigned area |  |
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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 | 8/14-8/28/2019 | 8:00-8:30 am | Homeroom |
| January | 1/7-1/21/2020 | 8:00-8:30 am | Homeroom |
| After Spring Break | 3/30-4/32020 | 8:00-8:30 am | Homeroom |

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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: BASIS Behavior Dashboard**    **Problem Identification Statement: 7 of 10 referrals were cafeteria referrals which pertained to students not being respectful to their peers.** |
| **2**. **Problem Analysis:** Why do you think this problem is occurring?  What is your goal? *(use a SMART goal statement with numerical data)* | **Hypothesis: If students are taught quarterly lessons on self-monitoring and self-regulating behaviors in non-instructional settings a reduction of referrals in the cafeteria would occur in the 2019-2020 school year.**  **Goal Statement: Every quarter, the number of student Office Discipline Referrals in the Cafeteria will decrease by 2% as measured by the BASIS Behavior Dashboard** |
| **3. Intervention Design:**  Describehow you will implement a positive reward program to decrease this problem. | **Type of System: Point system**  **Description of System:**   1. Classes (Students) will earn Lion Buck Tickets on a daily basis for adhering to cafeteria rules. 2. Lion buck tickets will be collected by the teacher. 3. Teachers will have to return their Lion Buck Tickets in at the end of the month. 4. Administration/Support Staff will tally and identify the top 3 classes from each lunch shift. 5. The top 3 classes per lunch shift will receive weekly & monthly recognition and rewards. |
| **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. The Lion Buck System will be shared with staff (Paraprofessionals, Teachers & Support Staff) 3. Class Points will be posted on the wall in the cafeteria. Classes will also be recognized for their good behavior in the cafeteria by receiving certificates and being recognized on the morning show. 4. The top 3 classes per week will receive a certificate of recognition for adhering to cafeteria rules. |
| B. Student outcome monitoring | How will you know if the reward program is positively impacting **students**? What measurable data will you use to determine “success”?   * 1. Students will adhere to the posted Cafeteria Rules of Remaining in their Seats and using inside voices while inside the cafeteria.   2. Faculty & Staff Members will complete the Cafeteria Rules & Expectations Survey 2 times per quarter do determine overall Behavior Success within the Cafeteria. |

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

**Student Behavior Discipline Flow Chart**

Re-direct behavior.

Give verbal warning.

**North Lauderdale P-8 Behavior Flow Chart**

Observe Problem Behavior

Student conference

with administration.

Reflection/ re-teach/

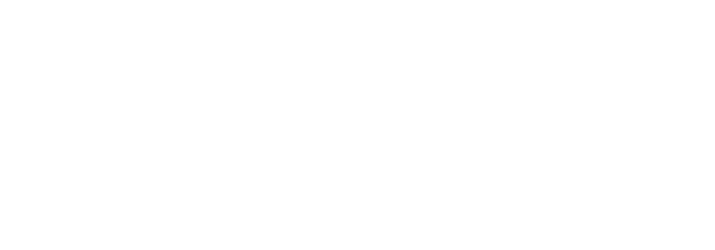
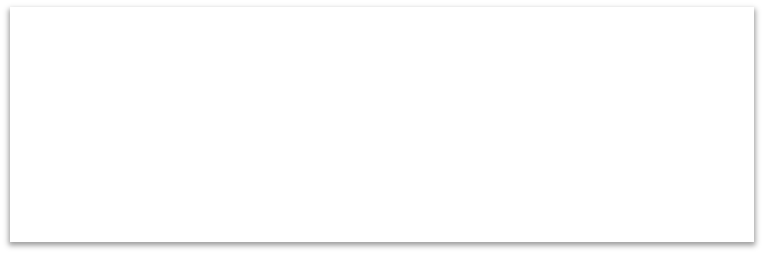
rehearse behavior.



Is the behavior a

minor or major offense?

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| **Minor Problem**  **Behaviors** | **Major Problem**  **Behaviors** |
| Inappropriate  Language | Abusive Language |
| Physical Contact | Fighting/ Physical  Aggression |
| Disrespect | Disrespect |
| Defiance | Defiance |
| Failure to follow school rules | Failure to follow school rules |
| Disruptive | Weapons |
| Property Misuse | Lying/ Cheating |
| Dress Code Violation | Harassment/ Bullying |
| Stealing | Theft |



Re-teach appropriate

behavior to meet expectations.

Consequences will be

given with progressive discipline.

Use alternate redirect

options:

Pull aside and discuss behavior, review expectations, etc.

Communication with

teacher.

Parent contact is made.

If consequence is given,

document on referral form to be entered on Infinity.

* Everyday starts with a clean slate.
* Fill out discipline referral form when student doesn't respond to redirection, pre-correction, or verbal warning.

If behavior continues,

refer to major offense.

* Take concrete action to correct behavior (i.e. individual

practice, removal from activity, seat change, etc.)

* Behaviors are defined on back of this page.

Document incident on

referral form to be

entered on infinity.

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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 *(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**: | 28 |
| Total number of *other* **school-wide** discipline referrals: | 17 |
| % of referrals in the classroom: | 62% |
| 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: |
| CHAMPS Overview (80% teachers have certificate) 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: | 797 | % of Total Population | Core Effectiveness | |
| # Referrals: | # of Students: |
| 0 - 1 referrals |  | 97% | Are your 0 – 1 referrals > 80%? | Yes No |
| 2 - 5 referrals  (at risk students) | 15 | 2% | Are your 2 - 5 referrals <15%? | Yes No |
| > 5 referrals  (high risk students) | 8 | 1% | 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. At the beginning of the 2019/2020 school year, the AP will collect data on new and articulating students who may need extra assistance through Collaborative Problem Solving & RTI  2. Students needing immediate assistance will receive extra assistance through Response to Intervention.  3. The PBIS leader will collect monthly data on student through Office Discipline Referrals and Admin/Teacher discussions. | |

**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 | 79 | 94 | 15 | Yes No |
| Hispanic/Latin | 14 | 4 | -10 | Yes No |
| White | 3 | 2 | -1 | 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 that our black students have disproportionality concerns.  2. To address the Disproportionality concern with black students, we will identify and provide extra support by incorporating cultural responsive strategies and proactive strategies from quarterly PBIS meetings.  3. The Discipline flow chart will be used to assist in modifying inappropriate behaviors interventions of black and other students.  4. Extra Training will be provided to assist teachers that may need extra assistance in Behavior Management. | |

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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**  **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 every quarter, there will be a 2% decrease in cafeteria behavior as measured by Cafeteria Rules & Expectations Survey in addition to Office Discipline Referrals (ODRs) from the Behavior dashboard. |
| **Expectations and Rules lesson plans** are being taught as written and when indicated | By the end of every quarter, the Assistant Principal will check to make sure that Expectations and Rules Lesson Plans are taught during the months of August, January, and April. |
| The **Discipline flow chart** is being used by all staff as written | At the beginning of every quarter, North Lauderdale P-8’s Discipline flow chart will be used to teach and model behavioral practices during the 2019-2020 school year. |
| A **reward system** is being implemented for *all* students | During the 2019 school year, Lion Bucks will be used to encourage the desired behavior of students as monitored by the cafeteria behavioral excel point tracking system. |

**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 every quarter, there will be a 2% decrease in cafeteria behavior as measured by Cafeteria Rules & Expectations Survey in addition to Office Discipline Referrals (ODRs) from the Behavior dashboard. |
| **Top 3 event locations** data  (See critical element #4A) | By the end of every quarter, staff will receive data pertaining to ODRs in the top 3 event locations. Staff will also complete the Cafeteria Rules & Expectations Survey to determine if there is improvement in cafeteria behavior. |
| **Core effectiveness** data  (See critical element #8A) | During each quarter, ODRs will be reviewed with Faculty & Staff Members, plus meetings will also be held with teachers who have select Targeted Students are receiving support through Collaborative Problem Solving and RTI. |
| **Classroom referrals** data  (See critical element #7C) | By the end of each quarter, North Lauderdale P-8’s goal is to decrease referrals by 2% each quarter as measured by ODRs and Cafeteria Rules & Expectations Survey. |