School Name:	**Central Park Elementary**
School Number:	**2641**
SPBP Contact Name:	**Susanna Deutsch**
Direct Phone Number:	**754-322-5703**

CRITICAL ELEMENT # 1: Active Team with Administrative Participation

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

Full Name	Position
Cherise Coleman	1. Administration
Mark Tortora	2. BTU Representative/Grade 5
Susanna Deutsch	3. SPBP Point of Contact
Kristen Leith	4. Parent/Community Representation
Kimberly Hagood-Elliott	5. Teacher grade 2
Cynthia Lassiter	6. ESE Specialist
Melissa Devoe	7. PE Teacher
Lisa Bartoletti	8. Teacher grade Kindergarten
Barbara Scruggs	9. Teacher grade 4
Debra Hartman	10. Teacher grade 1
Roxann Batten	11. Teacher grade 3

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

Meeting Date	Meeting Time	Content of meetings:
9/16/2019	2:00 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
10/14/2018	2:00 PM	
12/16/2018	2:00 PM	
2/20/2019	1:00 PM	

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	3/4/2019	# of participants = 49
Held a *faculty* vote on the new SPBP (for SY 2019/20)	3/22/2019	# of participants = 41 % approved = 98% (40/41)
Presented the *new* SPBP (for SY 2019/20) to stakeholders (parents and community)	3/20/2019	# of participants = 19

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: 8/7/2019	The team will present the updates in the SPBP for the 19/20 school year. All stakeholders will be provided with access to the SPBP. Feedback will be collected for future team meetings.
Present the 2019/20 SPBP to stakeholders (parents and community)	Prior to Oct 1st, 2019 9/25/2019	
Present the behavior data to all staff <u>quarterly</u>	1. 9/9/2019	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. 10/18/2019	
	3. 1/6/2020	
	4. 3/17/2020	

CRITICAL ELEMENT # 3: School-wide Expectations

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

Top 5 Behavior Incidents
1. Unruly/Disruptive Behavior
2. Disruption on campus - Minor
3. Battery
4. Assault/Threat Non-Criminal
5. Poss/Use of Prohibited Item

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.   Be respectful to self and others.
2.   Be responsible for your actions.
3.   Follow directions/rules the first time given.
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.

Dates the school-wide expectations lesson plans are taught:			
	Date(s)	Time:	Location(s):
August	8/16/19	9:00 AM	K-5 Classrooms
January	1/10/20	9:00 AM	K-5 Classrooms
After Spring Break	4/3/20	9:00 AM	K-5 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	**3**
2. Playground	**2**
3. Cafeteria	**2**

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

Expectations and Rules Chart				*To be completed by classroom teachers*
School-wide EXPECTATIONS	**Cafeteria Rules**	**Hallway Rules**	**Playground Rules**	**Classroom Rules**
Be respectful to yourself and others	- Use level 1 conversation level - Eat only what is on your tray/lunchbox	- Use level 0 conversation level - Keep hands and feet to yourself	Use level 2 conversation level	
Be responsible for your actions	- Keep hands and feet to yourself - Eat only what is on your tray/lunchbox	- Keep hands and feet to yourself - Look forward when walking in line	- Keep hands and feet to yourself - Use the equipment properly and for its intended use only	
Follow directions/rules the first time given	Use your words to explain your need/s	Go to the area indicated by the teacher or adult	- Play in the area assigned y your teacher - Play cooperatively with others	
	N/A	N/A	N/A	
	N/A	N/A	N/A	

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.

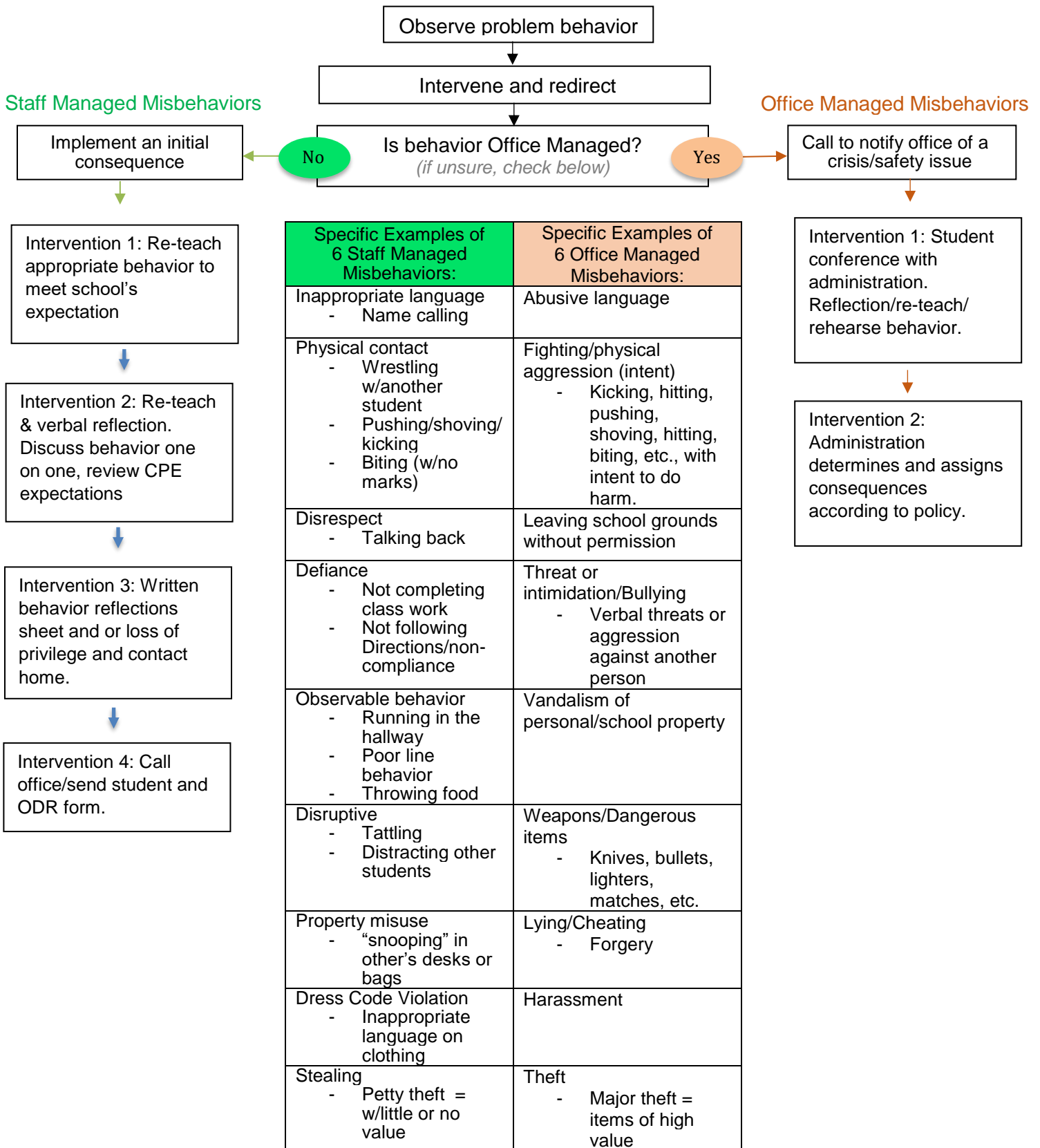| Dates the Locations' Rules lesson plans are taught			
	Date(s)	Time:	Location(s):
August	8/14, 8/15, 8/16/20	9:00 AM	Classrooms, K-5
January	1/7, 1/8, 1/9, 1/10/20	9:00 AM	Classrooms, K-5
After Spring Break	3/30, 3/31, 4/1/20	9:00 AM	Classrooms, K-5

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: <u>Be responsible for your actions</u>

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: Events by incident data in BASIS** **Problem Identification Statement: as a result of analyzing the events by incident data in BASIS, it was determined that 53% of the referrals in the classroom for grades K-5 are a result of students not being responsible for their own actions by displaying unruly/disruptive behavior.**
2. Problem Analysis: Why do you think this problem is occurring? What is your goal? *(use a SMART goal statement with numerical data)*	**Hypothesis: We believe this problem is happening because students are still learning how to be responsible for their own actions at the elementary school level. Students are still learning how to recognize good character traits on others, as well as to be able to display those traits themselves, on a daily basis.** **Goal Statement: On a daily basis, 90% of students in grades K-5 will exhibit positive character traits including responsibility, respect, citizenship, honesty, cooperation, self-control, tolerance and kindness as a result of being responsible for their own actions in the classroom.**
3. Intervention Design: Describe how you will implement a positive reward program to decrease this problem.	**Type of System: Token system** **Description of System: Each teacher will choose one student a month that exhibits on of the character traits the most. The Guidance Counselor and Assistant Principal will recognize these students on morning announcements. They will have their picture taken and posted in the cafeteria, as well as receive a certificate, bracelet and necklace recognizing their good character.**
4. Evaluation: A. Implementation fidelity	A. How will you monitor the fidelity (consistency and effectiveness) of the **staff's** implementation of the reward program? Administration and Guidance will establish due dates during the school year when teachers will submit names of students chosen as representatives of that character trait. All teachers will be required to submit a form. The Guidance counselor will keep track of class participation and student recognition. The Guidance Counselor will relay fidelity of implementation to the staff during monthly staff meetings, as well as determine effectiveness and needs of the program.
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 Guidance Counselor and Assistant Principal will monitor the effectiveness of the program by quarterly analyzing and assessing the number of referrals to the office through BASIS. The information will be shared quarterly with staff for further reflection and monitoring of the program. The Discipline Committee, which meets quarterly, will also review the discipline data to determine the effectiveness of the program and make any necessary adjustments.

CRITICAL ELEMENT #6: Effective Discipline Procedures

Student Behavior Discipline Flow Chart

Observe problem behavior

↓

Intervene and redirect

↓

Staff Managed Misbehaviors ← No — Is behavior Office Managed? *(if unsure, check below)* — Yes → **Office Managed Misbehaviors**

Staff Managed Side	Office Managed Side
Implement an initial consequence	Call to notify office of a crisis/safety issue
↓	↓
Intervention 1: Re-teach appropriate behavior to meet school's expectation	Intervention 1: Student conference with administration. Reflection/re-teach/ rehearse behavior.
↓	↓
Intervention 2: Re-teach & verbal reflection. Discuss behavior one on one, review CPE expectations	Intervention 2: Administration determines and assigns consequences according to policy.
↓	
Intervention 3: Written behavior reflections sheet and or loss of privilege and contact home.	
↓	
Intervention 4: Call office/send student and ODR form.	

Specific Examples of 6 Staff Managed Misbehaviors:	Specific Examples of 6 Office Managed Misbehaviors:
Inappropriate language - Name calling	Abusive language
Physical contact - Wrestling w/another student - Pushing/shoving/ kicking - Biting (w/no marks)	Fighting/physical aggression (intent) - Kicking, hitting, pushing, shoving, hitting, biting, etc., with intent to do harm.
Disrespect - Talking back	Leaving school grounds without permission
Defiance - Not completing class work - Not following Directions/non-compliance	Threat or intimidation/Bullying - Verbal threats or aggression against another person
Observable behavior - Running in the hallway - Poor line behavior - Throwing food	Vandalism of personal/school property
Disruptive - Tattling - Distracting other students	Weapons/Dangerous items - Knives, bullets, lighters, matches, etc.
Property misuse - "snooping" in other's desks or bags	Lying/Cheating - Forgery
Dress Code Violation - Inappropriate language on clothing	Harassment
Stealing - Petty theft = w/little or no value	Theft - Major theft = items of high value

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	% 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:

☐ CHAMPs 7 Up Checklist
☐ Basic FIVE (Classroom Management Screening)
☐ PBIS Classroom Assistance Tool (CAT)
☒ Other *(specify): iObservation tool, Domain 1, Design questions 5-9*
☐ 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:

Total number of discipline referrals **from classrooms**:	9
Total number of *other* **school-wide** discipline referrals:	17
% of referrals in the classroom:	53%
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:
CHAMPS Brainsharks - Individual   If "Other", indicated system here: Click here to enter text.

CRITICAL ELEMENT # 8: Data Collection and Analysis

8A. Core Effectiveness:

TOTAL Population:	867	% of Total Population	Core Effectiveness		
# Referrals:	# of Students:				
0 - 1 referrals	863	100%	Are your 0 – 1 referrals > 80%?	☒Yes	☐No
2 - 5 referrals (at risk students)	4	0%	Are your 2 - 5 referrals <15%?	☒Yes	☐No
> 5 referrals (high risk students)	0	0%	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. Consultation with the Guidance Counselor
2. Leadership and Support Team will establish a mentoring relationship with at risk student/s.
3. Monitor at risk students through RTI.

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	13	23	10	☒Yes	☐No
Hispanic/Latin	38	36	-2	☐Yes	☒No
White	32	36	4	☒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. Teachers participate in a Tier 1 classroom behavior and strategies training at the beginning of the year.

2. The Leadership Team and the Discipline Committee will meet to monitor and discuss discipline data in BASIS on a quarterly basis. If disproportionality occurs, additional staff development will be implanted.

3. Individual students will be monitored and interventions implemented through the RTI process.

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 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 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	At the start of each quarter and prior to the first day of school, 100% of the hallways, cafeteria and classrooms will have the school wide expectations and location-specific rules clearly posted.
Expectations and Rules lesson plans are being taught as written and when indicated	Administration will monitor teacher lesson plans as well as conduct classroom observations during the first week of school, quarterly, and after long holidays or breaks, to ensure 100% of the teachers are utilizing the SPBP lesson plans to reinforce appropriate behavior in the hallways, in the cafeteria, and on the playground.
The **Discipline flow chart** is being used by all staff as written	Quarterly documentation of students being referred to the Guidance Counselor and Administration will be monitored to ensure that 100% of the teachers are following the process for staff managed and administration managed behavior, as written in the flow chart.
A **reward system** is being implemented for *all* students	Monthly submission of student recipients will be monitored to ensure that 100% of classroom teachers are participating in the school-wide recognition program for student of good character.

10B. The SPBP is successful in positively impacting **<u>students</u>**:
*"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)	The classroom teachers, support staff and administration will analyze the quarterly behavior incidents data to ensure that 80% of the students have one or less referrals for unruly/disruptive behavior.
Top 3 event locations data (See critical element #4A)	The classroom teachers, support staff and administration will analyze the top 3 events data to ensure that 80% of the students have one or less referrals for behavior in the cafeteria, hallways, and on the playground.
Core effectiveness data (See critical element #8A)	The classroom teachers, support staff and administration will analyze the quarterly core effectiveness data to ensure that 80% of the students have one or less referrals as a result of the successful implementation of our school's core behavior curriculum plan.
Classroom referrals data (See critical element #7C)	The classroom teachers, support staff and administration will analyze the quarterly grade level/classroom referral data to ensure that 80% of the students have one or less referrals in the classroom.