

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

Broward County Public Schools

To be implemented in SY 2019/20

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| **School Name:** | **Westchester Elementary School** |
| **School Number:** | **2681** |
| **SPBP Contact Name:** | **Craig Saban** |
| **Direct Phone Number:** | **754-322-8900** |

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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** |
| Avis Goodman | 1. Administration |
| Caralyn Daniello | 2. BTU Representative |
| Craig Saban | 3. SPBP Point of Contact |
| Mary Stafford | 4. Parent/Community Representation |
| Robin Hersh | 5. Teacher |
| Samantha Hirsch | 6. Teacher |
| Lisa Kaine | 7. Teacher |
| Jarrod Transue | 8. Teacher |
| Miriam Miniet | 9. Math Coach |
| Shilpa Parikh | 10. Clerical |

**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 | 9:00am | 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 |
| 10/17/2019 | 1:00pm |
| 1/6/2020 | 9:00am |
| 3/17/2020 | 9:00am |

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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 | 4/2/2019 | # of participants = 71 |
| Held a *faculty* vote on the new SPBP  (for SY 2019/20) | 4/5/2019 | # of participants = 68  % approved = 100% |
| Presented the *new* SPBP (for SY 2019/20) to stakeholders (parents and community) | 4/9/2019 | # of participants = 23 |

**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 | 8/8/2019 | 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) | 9/10/2019 |
| Present the behavior data to all staff quarterly | 1. 10/7/2019 | 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. 11/21/2019 |
| 3. 1/21/2020 |
| 4. 4/16/2020 |

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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---36 |
| 2. Unsubstantiated Bullying--6 |
| 3. Disobedience/ Insubordination--5 |
| 4. Disruptive Unruly Play--2 |
| 5. Disruption on Campus/Minor--2 |

**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** |
| Be respectful to others and yourself- Respect themselves, their property, and school property. Model expected behaviors on morning announcements. Once the student feels valued and looked up to, the behavior will change. |
| Be responsible- Students will become more responsible for their classwork, homework, and possessions. This expectation will be communicated with the parents beginning at Meet and Greet and continuing throughout the year. |
| Keep hands, feet, and objects to yourselves- We would like the students to display tolerance and acceptance toward others that may be transitioning in the hallways from our classrooms. Students will be able to receive Spirit Sticks when they show this positive school-wide expectation. |
| Be accountable for your actions-. When a student doesn’t necessarily follow directions or is involved in inappropriate actions, we are going to promote them to stop breath, and think. The students will be able to own their behavior and select a more school appropriate reaction. |
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**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 | 8/12/2019 | 1:00 PM | Cafeteria |
| January | 1/6/2020 | 1:00 PM | Cafeteria |
| After Spring Break | 3/25/2019 | 2:00 PM | Room 139 |

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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 | 9 |
| 2.Hallways | 4 |
| 3.Recess | 3 |

**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** | **Recess Rules** | **Classroom Rules** |
| Be respectful to others property | Using appropriate language towards teachers and peers and valuing school and others personal property | Admire the walls and boards with your eyes only | Using recess equipment correctly | Stop and think before you act. Is it helpful or hurtful? |
| Be responsible | Follow posted rules and procedures in the lunchroom | Walk in a straight line and face forward | Follow recess rules and be responsible for the equipment that was brought out | Be prepared to have required materials and complete assignments to the best of your ability. |
| Keep hands, feet and objects to yourselves | Keep hands, feet and objects to yourself | Keep hands to your sides and a voice level “0” is indicated by CHAMPS posters posted throughout school | Respect the personal space of others during activities | Keep personal space from others and treat them the way you would like to be treated. |
| Be accountable for your actions | Except responsibility for your own behaviors | Demonstrate self control in the hallways | Students being forthright for their actions. | Be honest and truthful no matter what the circumstances are. |

**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 | 8-8-2019 | 9:00 | Cafeteria |
| January | 1-6-2020 | 9:00 | Cafeteria |
| After Spring Break | 4-9-2020 | 1:00 | Room 139 |

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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:**  **Unruly Disruptive Behavior—36 occurrences**    **Problem Identification:** Students are leaving their seats in the cafeteria and not staying in their assigned area. |
| **2**. **Problem Analysis:** Why do you think this problem is occurring?  What is your goal? *(use a SMART goal statement with numerical data)* | **Hypothesis:** It is believed that this problem is occurring due to the fact that the rules/expectations for proper cafeteria behavior are not clearly communicated.  **Goal Statement:** With clearly communicated cafeteria rules and expectations, 70% of the identified problem will be corrected by displaying the correct behaviors/expectations. |
| **3. Intervention Design:**  Describehow you will implement a positive reward program to decrease this problem. | **Type of System:** Choose an item. **PAWS System**  **Description of System:** A reward system known as PAWS will be implemented. Each letter stands for a specific behavior/expectation while in the cafeteria. Specifically aligned to this problem will be the “S”, which stands for stay seated at all times. Classes are able to earn 5 points per day, each letter being a point. The classes with the highest points from each grade level will then be invited to have lunch with the Principal in her office. |
| **4. Evaluation:**  A. Implementation fidelity | 1. How will you monitor the fidelity (consistency and effectiveness) of the **staff’s** implementation? In order to monitor the fidelity of the staff’s implementation of this reward program is by the amount of points his/her class receives. If the teacher is reminding and modeling proper behaviors to the students in the classroom, they will project that expected behavior in the cafeteria |
| 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”? When the proper behavior is being displayed and the behaviors are decreasing, that is how we know the reward program is positively impacting our students. The measurable data that will be used to determine success is our point management system. The points will be displayed in the cafeteria for the students to see and share with other classes to entice and promote expected behaviors. |

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

**Student Behavior Discipline Flow Chart**

Observe problem behavior behaviorBehavior

Intervene and redirect

Office Managed Misbehaviors

Staff Managed Misbehaviors

Yes

Call to notify office of a

crisis/safety issue

Implement an initial consequence

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: |
| Verbal Disruptions in class  Out of assigned area  Not being kind  Not following directions  Unprepared  Name Calling | Disobedience/Insubordination  Fighting  Threats  Major Disruptive Behavior  Bus Referral  Disruption on Campus |

No

If occurrence is reoccurring a behavior management plan will be implemented

Follow crisis protocol/refer child to CPST. If an ODR is needed, it will be written at this time.

Reinforce/Reward Student for corrected behavior

Behavior is corrected/ Reward student for corrected behavior

Implement behavior management plan

By adhering the behavior plan, the behavior is corrected

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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 | 10% of teachers currently holding valid CHAMPS certificate: |
| PBIS Classroom Management  *http://www.fl-pda.org/independent/* | 3% 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**: | 35 |
| Total number of *other* **school-wide** discipline referrals: | 16 |
| % of referrals in the classroom: | 68% |
| Do more than 40% of your referrals come from the classroom? | Yes |

***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: PBIS online course If “Other”, indicated system here: |

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| **CRITICAL ELEMENT # 8: Data Collection and Analysis** |

**8A.** Core Effectiveness:

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| TOTAL Population: | 1128 | % of Total Population | Core Effectiveness | |
| # Referrals: | 33 |
| 0 - 1 referrals |  | 99% | Are your 0 – 1 referrals > 80%? | yes |
| 2 - 5 referrals  (at risk students) | 11 | 1% | Are your 2 - 5 referrals <15%? | Yes |
| > 5 referrals  (high risk students) | 2 | 0 | Are your >5 referrals <5%? | Yes |

**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 |
| 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. Student Data  2. Student Referrals  3. Guidance Meetings  4. | |

**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 | 24 | 43 | 19 | Yes |
| Hispanic/Latin | 37 | 37 | 0 | No |
| White | 28 | 17 | -11 | No |

**8D.** Disproportionality Action Steps:

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| If all three are “**No**”, disproportionality is not indicated. Are all 3 “No”? | 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)*  Our school’s disproportionality plan is to plan proper interventions as needed with our students. We treat all students fairly and provide adequate support when needed. Our school counselor intervenes with socio-emotional issues that may trigger future behaviors in subgroups of concern | |

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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** | X 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** | X Print up your SPBP Review and school score from OSPA  X Provide SPBP presentation to all staff during Pre-Planning  X 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 | 100% of staff and students will be aware of expectations and participate in behavior discussions |
| **Expectations and Rules lesson plans** are being taught as written and when indicated | 90% of teachers will have behavior lesson plans in teacher plan books |
| The **Discipline flow chart** is being used by all staff as written | 100% of teachers will practice proper behavior managing techniques as discussed in meetings |
| A **reward system** is being implemented for *all* students | 70% of targeted behaviors will improve by the end of the SPBP year. |

**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) | 70% of students will have 1 or less referral by June 2020 |
| **Top 3 event locations** data  (See critical element #4A) | 70% of behavior modification and management techniques with show positive behavior outcomes by June 2020 |
| **Core effectiveness** data  (See critical element #8A) | More than 80% students will have 1 or less referrals by June 2020 |
| **Classroom referrals** data  (See critical element #7C) | More than 70% students will have 1 or less referrals by June 2020 |