

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

Broward County Public Schools

To be implemented in SY 2019/20

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| **School Name:** | **Ramblewood Elementary** |
| **School Number:** | **2721** |
| **SPBP Contact Name:** | **Gregory Charlotin** |
| **Direct Phone Number:** | **954-448-2708** |

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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** |
| Maria E. Perez | 1. Administration |
| Alvaro Picado | 2. BTU Representative |
| Gregory Charlotin | 3. SPBP Point of Contact |
| Christina Stewart | 4. Parent/Community Representation |
| Diana Berrieum | 5. Guidance Counselor |
| Audrey Fay | 6. Literacy Coach |
| Kathy Kinsley | 7. E.S.E. Specialist |
| Nicole Schuler | 8. Gr. 1 Teacher - Primary |
| Adina Lapaglia | 9. Gr. 5 Teacher - Intermediate |
| Karen Wheeler | 10. Media Specialist - Specials |

**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:** |
| 10/23/2019 | 2:15 p.m. | 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 |
| 12/18/2019 | 2:15 p.m. |
| 3/25/2020 | 2:15 p.m. |
| 5/29/2020 | 2:15 p.m. |

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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 | 4/24/2019 | # of participants = 77 |
| Held a *faculty* vote on the new SPBP  (for SY 2019/20) | 3/27/2019 | # of participants = 88%  % approved = |
| Presented the *new* SPBP (for SY 2019/20) to stakeholders (parents and community) | 4/17/2019 | # of participants = 15 |

**2B.** Action Steps to be completed **next year** (SY 2019/20) to increase faculty and stakeholder knowledge of the *new* SPBP:

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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:  8/8/2019 | 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) | Prior to Oct 1st, 2019  9/18/2019 |
| Present the behavior data to all staff quarterly | 1. 10/23/2019 | 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. 12/18/2019 |
| 3. 3/25/2020 |
| 4. 5/27/2020 |

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| **CRITICAL ELEMENT # 3: School-wide Expectations** |

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

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| **Top 5 Behavior Incidents** |
| 1. Unruly/Disruptive Behavior |
| 1. Disobedience/Insubordination |
| 1. Battery |
| 1. Disruptive/Unruly Play |
| 1. Assault Threat (Non-Criminal) |

**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 Kind |
| 1. Be Positive |
| 1. Be safe |

**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 | Week of August 14 | 8:15-9:15 a.m. | Classrooms |
| January | Week of January 6 | 8:15-9:15 a.m. | Classrooms |
| After Spring Break | Week of April 6 | 8:15-9:15 a.m. | Classrooms |

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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. Hallways** | **7** |
| **3. Playground** | **2** |

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

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| **Expectations and Rules Chart** | | | | *To be completed by classroom teachers* |
| **School-wide EXPECTATIONS** | **Cafeteria Rules** | **Hallway Rules** | **Playground Rules** | **Classroom Rules** |
| Be Respectful | Follow adult directions. Use table manners | Walk quietly so others can continue to learn | Line up with the adult calls. Follow adult directions | Follow adult directions the first time a directive is given |
| Be Responsible | Stay in seat. Raise hand when you need something. Pick up after yourself. | Walk on the right side and in single file | Collect equipment when lining up. | Complete all assignments. Take responsibility for own actions. |
| Be Kind | Say please/thank you. Use kind words when speaking to others. | Yield to passing classes | Use kind words. Take turns/ share equipment. | Use kind words with students and adults. Help others when needed. |
| Be Positive | Show respect to all adults monitoring the cafeteria | Show respect to all adults monitoring the hallways | Show respect to all adults monitoring the playground | Show respect to all adults and students |
| Be Safe | Remain seated until an adult says other wise | Walk quietly in a single file | Follow playground rules | Follow classroom rules and procedures. |

**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 | Week of August 14 | 8:15-9:15 am. | Classrooms |
| January | Week of January 6 | 8:15-9:15 a.m. | Classrooms |
| After Spring Break | Week of April 6 | 8:15-9:15 | Classrooms |

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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: \_\_\_\_\_\_\_\_Be Respectful\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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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 3.0 Discipline Referrals**    **Problem Identification Statement: 50% of the referrals are coded to Unruly Disruptive behavior, which directly tied to students lack of respect.** |
| **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 School-wide Positive Behavior Plan is put in place, incidents of behavior in high incident areas will decrease.**  **Goal Statement: Behaviors codded to Unruly Disruptive Behaviors will decrease by 50%.** |
| **3. Intervention Design:**  Describehow you will implement a positive reward program to decrease this problem. | **Type of System: Lottery**  **Description of System: The program that we will implement is called the “Caught Being Good”. Students “Caught Being Good” are given a ticket in which they can enter a raffle to win prizes. Student raffle winners are announced weekly on the morning announcements, therefore providing positive reinforcement.** |
| **4. Evaluation:**  A. Implementation fidelity | 1. How will you monitor the fidelity (consistency and effectiveness) of the **staff’s** implementation of the reward program? Administration and Guidance Counselor will be responsible for tracking assigned grade level(s) to ensure fidelity of the program. Non-compliant teachers will be reminded of the procedures. |
| 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”? The program is positively impacting students if there is decrease in incidents and behaviors as documented in BASIS 3.0 discipline referrals |

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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

Call to notify office of

referral written in DMS

No

Yes

Implement an initial consequence

Is behavior Office Managed?

*(if unsure, check below)*

Behavior is corrected

Behavior is not corrected Implement Discipline

Management System

Reinforce/reward student

Issue referral to Guidance or If behavior is a crisis, follow

Administration crisis protocol

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| Specific Examples of  6 Staff Managed  Misbehaviors: | Specific Examples of  6 Office Managed  Misbehaviors: |
| |  | | --- | | 1. Talking out of turn | | 1. Chasing/ Horse play | | 1. Making distracting noises | | 1. Not walking quietly in line | | 1. Not completing classwork/homework | | 1. Running in building/ on walkways | | |  | | --- | | 1. Disobedience/Insubordination | | 1. Disruptive/Unruly Play | | 1. Defiance of authority | | 1. Battery | | 1. Assault/Threat | | 1. Repetitive staff managed   misbehaviors | |

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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 | 25% of teachers currently holding valid CHAMPS certificate: |
| PBIS Classroom Management  *http://www.fl-pda.org/independent/* | 100% 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):Marzano Domain 1, Design Question 5,6,7,8,9* |
| Classroom management screening is not conducted *across* teachers to determine appropriate professional  development. *(Next year, assessment of classroom management implementation fidelity will be scored).* |

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

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| Total number of discipline referrals **from classrooms**: | 46 |
| Total number of *other* **school-wide** discipline referrals: | 22 |
| % of referrals in the classroom: | 68% |
| 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: |
| PBIS online course 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: | 870 | % of Total Population | Core Effectiveness | |
| # Referrals: 68 | # of Students: |
| 0 - 1 referrals | 36 | 4% | Are your 0 – 1 referrals > 80%? | Yes No |
| 2 - 5 referrals  (at risk students) | 10 | 1% | Are your 2 - 5 referrals <15%? | Yes No |
| > 5 referrals  (high risk students) | 2 | .02% | Are your >5 referrals <5%? | Yes No |

**8B.** Core Effectiveness Action Steps:

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| If all 3 are “**Yes**”, your core is effective. Is your core behavior curriculum effective? | Yes No |
| Answer **either** (a) or (b):  (a) If you answered “**Yes**”, although your core is effective, what steps does your school leadership team take for *early identification* of at risk and high-risk students?  (b) If you answered “**NO”**, indicate the supports and interventions your school leadership team will implement *at the* *beginning* of the next school year to improve core strength: | |
| Core Effectiveness Action Steps: *(3-4 steps)*   1. Tier I strategies will be implemented in all classrooms. 2. All at risk or high risk students will be referred to on campus groups led by the Guidance Counselor. 3. They will also be referred to outside counseling agencies with parents’ consent. All teachers are required to have a discipline plan, which includes grade level team planning. 4. Students with repeated behavioral actions will be referred to the Comprehensive Problem Solving Team (CPST) and placed on behavioral RtI. | |

**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 | 31 | 55 | 14 | Yes No |
| Hispanic/Latin | 36 | 14 | -12 | Yes No |
| White | 27 | 25 | -2 | Yes No |

**8D.** Disproportionality Action Steps:

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| If all three are “**No**”, disproportionality is not indicated. Are all 3 “No”? | Yes No |
| Answer **either** (a) or (b):  (a) If you answered “**Yes**”, although your data indicates equity, what plan does your school leadership team implement for early identification of any disproportionality issues  (b) If you answered “**No**”, indicate the support plan and interventions your school leadership team will implement at the beginning of next year to improve sub group disproportionality | |
| Disproportionality Action Steps: *(3-4 steps)*   1. Disproportionality Plan: Tier I strategies will be implemented in all classrooms. 2. All at risk or high risk students in all subgroups will be referred to on campus groups led by the Guidance Counselor. 3. They will also be referred to outside counseling agencies with parents’ consent. All teachers are required to have a discipline plan, which includes grade level team planning. 4. Students with repeated behavioral actions will be referred to the Comprehensive Problem Solving Team (CPST) and placed on behavioral RtI. | |

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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 | All hallways, classrooms, and cafeteria will have expectations and rules posted. |
| **Expectations and Rules lesson plans** are being taught as written and when indicated | Amount, type, and location of referrals issued will be analyzed to measure frequency. |
| The **Discipline flow chart** is being used by all staff as written | Walkthroughs will be conducted to monitor that all staff follow the discipline consequences and flow chart. |
| A **reward system** is being implemented for *all* students | Students will enter raffle in which prizes will be given for positive behavior. |

**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) | The incident report found in BASIS 3.0 is analyzed to determine if the number of student referrals have increased or decreased |
| **Top 3 event locations** data  (See critical element #4A) | Analyze referrals in top 3 areas to determine if referrals are increasing or decreasing in areas on a monthly basis |
| **Core effectiveness** data  (See critical element #8A) | Core effectiveness data will be analyzed during CPST meeting to determine if we need to readjust plan |
| **Classroom referrals** data  (See critical element #7C) | Walkthroughs will be conducted to observe the effectiveness of teachers’ management skills |