| School Name: | **Davie Elementary** |
|---|---|
| School Number: | **2801** |
| SPBP Contact Name: | **Dawn Graber** |
| Direct Phone Number: | **754-323-5408** |

## CRITICAL ELEMENT # 1: Active Team with Administrative Participation

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

| Full Name | Position |
|---|---|
| Dawn Graber | 1. Administration |
| Cathy Cancellare | 2. BTU Representative |
| Dawn Graber | 3. SPBP Point of Contact |
| Kristen North | 4. Parent/Community Representation |
| Kristin Hinsz | 5. Teacher |
| Angela Singh | 6. Teacher |
| Lauren Kearney | 7. Teacher |
| Michelle Griffiths | 8. Teacher |
| Haley Burger | 9. Teacher |
| Stacie Giglio-Urtecho | 10.Support Staff |

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

| Meeting Date | Meeting Time | Content of meetings: |
|---|---|---|
| 8/7/2019 | 11 am (Planning Day) | 1. Progress of Action Steps indicated in Implementation Plan in #9<br>2. Collect & analyze fidelity of staff implementation data in #10A<br>3. Collect & analyze student outcome data in #10B |
| 10/18/2019 | 11 am (Planning Day) | |
| 1/6/2020 | 11 am (Planning Day) | |
| 3/30/2020 | 2:20 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 | 4/9/2019 | # of participants = 46 |
| Held a *faculty* vote on the new SPBP (for SY 2019/20) | 4/12/2019 | # of participants = 60 <br> % approved = 77% |
| Presented the *new* SPBP (for SY 2019/20) to stakeholders (parents and community) | 4/18/2019 | # of participants = 10 |

**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 9/19/2019 | |
| Present the behavior data to all staff quarterly | 1. 9/24/2019 | The team will present: <br> • the team's progress in the Implementation Plan in # 9. <br> • the fidelity of staff implementation data in #10A. <br> • the student outcome data in #10B. |
| | 2. 1/14/2020 | |
| | 3. 3/3/2020 | |
| | 4. 4/21/2020 | |

## 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.Disruptive/Unruly Play |
| 3.Fight- Minor Altercation |
| 4.Disruption on Campus (Minor) |
| 5. Disobedience/ Insubordination |

**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.   Demonstrate Self- Control |
| 2.   Always Be Kind |
| 3.   Volunteer to Help Others |
| 4.   Intelligent Choices Are to Be Made |
| 5.   Expect the Best |

**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 | August 14, 2019-August 21, 2019 | First thing in the morning, during hallway/cafeteria/specials transitions, and in specials periods | Hallways, Cafeteria, Specials/Transitions and Specials Periods |
| January | January 7, 2020-January 14, 2020 | First thing in the morning, during hallway/cafeteria/specials transitions, and in specials periods | Hallways, Cafeteria, Specials/Transitions and Specials Periods |
| After Spring Break | March 30, 2020-April 3, 2020 | First thing in the morning, during hallway/cafeteria/specials transitions, and in specials periods | Hallways, Cafeteria, Specials/Transitions and Specials Periods |

## 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. Classroom** | **117** |

| 2. Hallway | 15 |
|---|---|
| 3. Cafeteria | 6 |

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

**Expectations and Rules Chart**

| Hallway Rules | Cafeteria Rules | Playground Rules | Classroom Rules *(Completed by each teacher)* |
|---|---|---|---|
| Keep your hands and feet to yourself. | Raise your hand if you need help. | Use the playground and equipment appropriately | |
| Walk quietly to and from your classroom (Mustang March). | Keep your voices low when talking with friends. | Clean up and line up the first time the teacher calls. | |
| Always walk with two buddies. | Keep your area clean for the next class. | Play fair, take turns, and invite others to join | |
| Stay on the right side of the hallway, 2 squares away from the wall | Keep your hands and your feet to yourself. | Stay in your assigned area within sight of your teacher. | |
| Walk with eyes forward, feet in the second square, following right behind the person in front of you. | Enter the CAFÉ quietly with your class. | Take care of the school playground and equipment. | |

| School-wide EXPECTATIONS | Demonstrate Self Control | Always Be Kind | Volunteer to Help Others | Intelligent Choices Are to be Made | Expect the Best |
|---|---|---|---|---|---|

**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 | August 14, 2019- August 21, 2019 | First thing in the morning, during hallway/cafeteria/specials transitions, and in specials periods | Hallways, Cafeteria, Specials/Transitions and Specials Periods |
| January | January 7, 2020- January 14, 2020 | First thing in the morning, during hallway/cafeteria/specials transitions, and in specials periods | Hallways, Cafeteria, Specials/Transitions and Specials Periods |
| After Spring Break | March 30, 2020- April 3, 2020 | First thing in the morning, during hallway/cafeteria/specials transitions, and in specials periods | Hallways, Cafeteria, Specials/Transitions and Specials Periods |

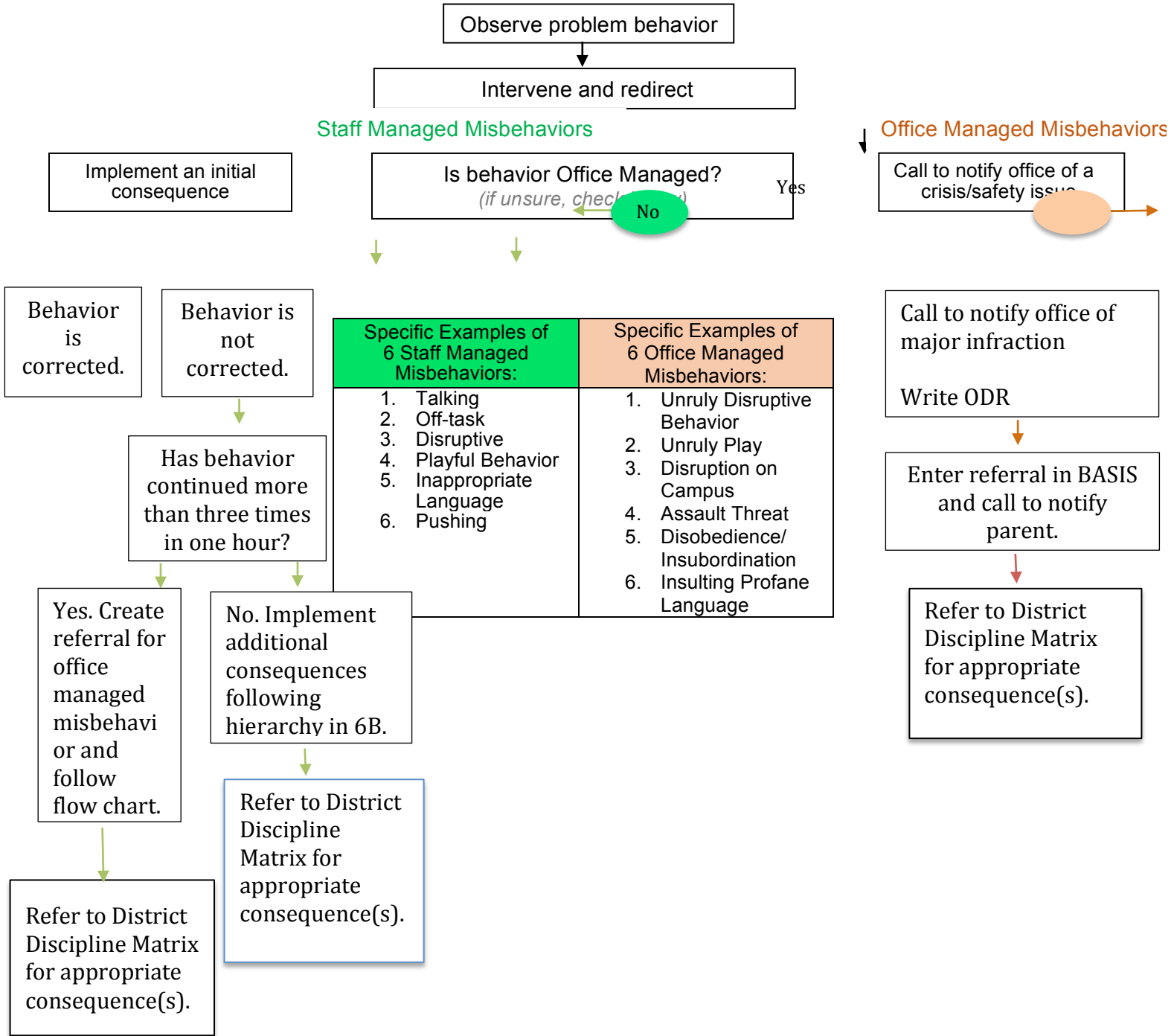## CRITICAL ELEMENT # 5:  Reward and Recognition Programs

5. The reward system is focused on one School-wide Expectation OR specific location *at a time*.
Expectation or Location: _____Cafeteria_____

| 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: 5 discipline incidents were documented in the cafeteria during the 2018-2019 school year**<br><br>**Problem Identification Statement: BASIS data indicates incidents documented were a result of students exhibiting unruly and disruptive behavior in the cafeteria** |
| **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 need a consist rewards and consequence system in place in the cafeteria to reinforce behavior expectations**<br><br>**Goal Statement: By the end of the 2019/2020 school year, referral incidents in the cafeteria will be reduced by 10 percent as documented in BASIS** |
| **3. Intervention Design:**  Describe how you will implement a positive reward program to decrease this problem. | **Type of System:** Point system<br><br>**Description of System:** *(≥ 5 sentences)*<br>At each cafeteria table, classes will have their behavior monitored using a class Clip-It-Up chart that correlates with the same chart used in the classroom as part of our PBIS. The class behavior will be monitored on the chart by the cafeteria staff. At the end of each lunch, points will be awarded based on the behavior of the class. Points will be tracked, and awards will be distributed for top performing classes on a periodic basis. When a class receives a negative score, the |

| | classroom teacher will be expected to review the cafeteria rules and expectations with the whole class. |
|---|---|
| **4. Evaluation:**<br>A. Implementation fidelity | **A.** How will you monitor the fidelity (consistency and effectiveness) of the **staff's** implementation of the reward program? *(2-3 sentences)*<br>A daily log will be kept for cafeteria staff to report the points earned by each class. Cafeteria visits by administration and regular meetings with cafeteria staff will also be scheduled to monitor the implementation of the reward system. |
| 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"? *(2-3 sentences)*<br><br>If the reward program is positively impacting students, there will be a decrease in the number of referrals given in the cafeteria. This will be a result of students following the cafeteria rules and expectations as evidenced by the points each class earns using the reward system. |

## CRITICAL ELEMENT #6: Effective Discipline Procedures

**Student Behavior Discipline Flow Chart**

Observe problem behavior

Intervene and redirect

**Staff Managed Misbehaviors**

**Office Managed Misbehaviors**

Implement an initial consequence

Is behavior Office Managed?
*(if unsure, check board)*

No

Yes

Call to notify office of a crisis/safety issue

Behavior is corrected.

Behavior is not corrected.

| Specific Examples of 6 Staff Managed Misbehaviors: | Specific Examples of 6 Office Managed Misbehaviors: |
|---|---|
| 1. Talking<br>2. Off-task<br>3. Disruptive<br>4. Playful Behavior<br>5. Inappropriate Language<br>6. Pushing | 1. Unruly Disruptive Behavior<br>2. Unruly Play<br>3. Disruption on Campus<br>4. Assault Threat<br>5. Disobedience/ Insubordination<br>6. Insulting Profane Language |

Call to notify office of major infraction

Write ODR

Has behavior continued more than three times in one hour?

Enter referral in BASIS and call to notify parent.

Yes. Create referral for office managed misbehavior and follow flow chart.

No. Implement additional consequences following hierarchy in 6B.

Refer to District Discipline Matrix for appropriate consequence(s).

Refer to District Discipline Matrix for appropriate consequence(s).

Refer to District Discipline Matrix for appropriate consequence(s).

7

## 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<br>*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<br>% 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):* Marzano's Domain 1, Design Questions 5, 6, 7, 8, 0 |
| ☐ 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**: | 117 |
| Total number of *other* **school-wide** discipline referrals: | 43 |
| % of referrals in the classroom: | 73% |
| 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: |
| Other:                              If "Other", indicated system here: Clip-It-Up Chart |

## CRITICAL ELEMENT # 8: Data  Collection and Analysis

**8A.** Core Effectiveness:

| TOTAL Population: | 744 | % of Total Population | Core Effectiveness | |
|---|---|---|---|---|
| # Referrals: | # of Students: | | | |
| 0 - 1 referrals | 32 | 4% | Are your 0 – 1 referrals > 80%? | YES |
| 2 - 5 referrals (at risk students) | 18 | 3% | Are your 2 - 5 referrals <15%? | YES |
| > 5 referrals (high risk students) | 9 | 1% | Are your >5 referrals <5%? | YES |

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

| If <u>all 3</u> 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. Balance classes taking into consideration previous behavior

2. Assigning students in greater need of support with teachers who have experience working with these students.

3. Teaching SPBP after each school break

4. Providing support for teachers and students in need

**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 | 125 | 48% | +15% | YES |
| Hispanic/Latin | 483 | 27% | -6% | NO |
| White | 578 | 19% | -14% | NO |

**8D.** Disproportionality Action Steps:

| If <u>all three</u> 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. We will continue with our support plan to assist At Risk students at the beginning of the next school year by bringing in wrap around services for students that exhibit the need as we deliver the lesson plans within out SPBP

2. We will follow the 2018-2019 Equity Plan to reduce racial disproportionality in the percentage of referrals issues compared to the racial composition percentages of our population.

3. We will provide additional mentoring opportunities our African American students

4. We will continue to reach out for District support for our SWD

## Critical Elements # 9: SPBP Implementation Planning

RED Font = Action Steps for all schools in Broward County
GREY Font = Best Practices for all schools in Broward County
TEAL Font = Resources available at https://browardcountyschools.sharepoint.com/sites/DPI6Strands/strand6/SitePages/SPBP.aspx

| | SPBP Team Implementation Action Plan 2019 - 2020 |
|---|---|
| **Month** | **Action Steps** ☒ check when Action Step completed |
| **Current** | ☒ Create a SPBP binder or portfolio to retain (for 2 years) hard copies of: your SPBPs, Action Plans, staff PBIS professional development attendance, stakeholder training attendance, quarterly meeting agendas, quarterly staff behavior presentations, voting attendance and outcome, Expectations lesson plans and Rules lesson plans |
| **Pre-Planning 2019** | ☐ Print up your SPBP Review and school score from OSPA<br>☐ Provide SPBP presentation to all staff during Pre-Planning<br>☐ Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders<br>☐ Market and post school-wide Expectations and location-specific Rules<br>☐ Identify your district RtI Instructional Facilitator<br>(Contact tyyne.hogan@browardschools.com for more information, if you are unsure)<br>☐ Confirm 1st team meeting date and time |
| **August 1st meeting** | ☐ Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP<br>☐ Review Implementation plan; check off completed Action Steps<br>☐ 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)<br>☐ Review previous year's behavior data. (Use 'Agenda' Form and 'Data Collection Template' in Sharepoint site)<br>☐ Utilize the 4 Step Problem Solving Process to initiate a Reward System for all students<br>☐ Review previous year's SPBP and feedback form; make necessary modifications<br>☐ Verify and implement teaching schedule for Expectations and Rules behavior lesson plans<br>☐ Present implementation data, behavior data, team activities and SPBP progress to entire staff |
| **September** | ☐ Provide SPBP stakeholder presentation prior to October 1<br>☐ Check for staff and teacher understanding of PBIS - provide "PBIS 101" Brainshark as a resource<br>Brainshark available at: http://www.brainshark.com/browardschools/PBIS101<br>☐ 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<br>☐ Ensure instructional staff know how to (and are, as needed) enter Tier 1 Supplemental Strategies for behavior in BASIS<br>☐ Review previous quarter's behavior data. (Use 'Agenda' and 'Data Collection Template' in Sharepoint site)<br>☐ Present implementation data, behavior data, team activities, and SPBP progress to entire staff<br>☐ Ensure all teachers are using an evidence-based classroom management plan, such as CHAMPS<br>☐ 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.<br>☐ 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<br>☐ Staff to re-teach Expectations and Rules after winter break<br>☐ Principal signs in and watches the new "SPBP for Principals" Brainshark: Due January 30th<br>☐ Present implementation data, behavior data, team activities, and SPBP progress to entire staff<br>☐ Choose team members and dates to work on, complete, and submit the new SPBP<br>☐ Teams watch the new "SPBP Team Overview" Brainshark and refers to district resources and supports<br>(Brainsharks and Additional items in Sharepoint site. Webinars and in-person lab information in Team Brainshark) |
| **February** | ☐ Ensure progress towards completion of SPBP<br>☐ Check on recently hired staff for PBIS understanding - provide "PBIS 101" Brainshark resource<br>☐ Provide the SPBP Surveymonkey link to all staff (optional) |
| **March 4th meeting** | ☐ Ensure progress towards completion and submission of SPBP<br>☐ Review Implementation plan; check off completed Action Steps<br>☐ Staff to re-teach Expectations and Rules after from spring break<br>☐ Provide stakeholders/parent presentation on new SPBP for next year<br>☐ Provide staff presentation and faculty vote on new SPBP for next year<br>☐ 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<br>☐ Continue implementing your current SPBP through the end of the current school year |

## 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?"*

| STAFF Implementation Monitoring | |
| --- | --- |
| Action Step | Create an observable and measurable SMART goal to determine "successful" **staff implementation** of action step |
| School-wide **expectations** and location-specific **rules** are posted across campus | By August 15, 2019, school-wide expectations will be posted in all common locations including Science, Music, PE, Media Center, Cafeteria and hallways. |
| **Expectations and Rules lesson plans** are being taught as written and when indicated | During the 2019/ 2020 school year, classroom walkthroughs will be conducted by September 24, 2019, January 14, 2020, March 3, 2020 and April 21, 2020 to observe behavior lesson plans being taught in 4 out 4 trials with 100 percent accuracy. |
| The **Discipline flow chart** is being used by all staff as written | During the 2019/2020 school year, monthly SPBP meetings will be held to review discipline data and monitor the implementation of disciplinary consequences. |
| A **reward system** is being implemented for *all* students | During the 2019/2020 school year, classroom observations will be used to monitor the implementation of the Clip-It-Up chart and student rewards. |

**10B.** The SPBP is successful in positively impacting **students**:
*"If staff are implementing the SPBP consistently and effectively, did it positively impact **the students**? How do you know?"*

| STUDENT Outcome Monitoring | |
| --- | --- |
| Student Outcome Data | Create an observable and measurable **SMART** goal to determine "successful" **student outcomes** |
| **Behavior Incident** data (See critical element #3A) | By April 2020, Davie Elementary will notice a 50% decrease in unruly Disruptive Behavior as measured by the referrals processed in DMS. |
| **Top 3 event locations** data (See critical element #4A) | By April 2020, Davie Elementary will have a decrease in common area incidents as measured by the same amount entered into DMS. |
| **Core effectiveness** data (See critical element #8A) | By April 2020, core efforts will remain high as measured by DMS referrals. |
| **Classroom referrals** data (See critical element #7C) | By April 2020, there will be a 10& decrease in referrals as measured by the MDS data documented. |