

School-wide Positive Behavior Plan (SPBP)
 Broward County Public Schools
 To be implemented in SY 2019/20



School Name:	Western High School
School Number:	2831
SPBP Contact Name:	David Olafson
Direct Phone Number:	754-323-2474

CRITICAL ELEMENT # 1: Active Team with Administrative Participation

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

Full Name	Position
David Olafson	1. Administration
Tamara Wehrell	2. BTU Representative
Michael Levinson	3. SPBP Point of Contact
Kristine White	4. Parent/Community Representation
Helene Kocis	5. Behavior Specialist
Adriana Ibarra	6. Reading Coach
Jermain Hollis	7. Security Specialist
	8.
	9.
	10.

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

Meeting Date	Meeting Time	Content of meetings:
8/29/2019	7:10am	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
11/13/2019	7:10am	
2/11/2020	7:10am	
5/13/2020	7:10am	

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 <i>(Between Jan 15 and April 30, 2019)</i>	Details <i>(Sign-in sheets in SPBP Binder)</i>
Presented the <i>new</i> SPBP (for SY 2019/20) to staff	3/22/2019	# of participants = 150
Held a <i>faculty</i> vote on the new SPBP (for SY 2019/20)	4/28/2019	# of participants =32 % approved =78
Presented the <i>new</i> SPBP (for SY 2019/20) to stakeholders (parents and community)	5/15/2019	# of participants =

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

Action Steps:	Date <i>(SY 2019-20)</i>	Content <i>(Sign-in sheets in SPBP Binder)</i>
Provide professional development on the 2019/20 SPBP for all staff	Prior to students' 1 st day: 8/15/2019	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 1 st , 2019 9/18/2019	
Present the behavior data to all staff <u>quarterly</u>	1. 10/30/2019	The team will present: <ul style="list-style-type: none"> • 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. 1/9/2020	
	3. 3/20/2020	
	4. 5/28/2020	

CRITICAL ELEMENT # 3: School-wide Expectations

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

Top 5 Behavior Incidents
1. Skipping
2. Disobedience
3. Tardiness
4. Out of Assigned Area
5. Tobacco

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 considerate to others.
2. Be where you need to be, when you need to be there.
3. Be respectful of yourself, others and property at all times.
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	8/19/2019	varies	Study hall
January	1/15/2020	varies	Study Hall
After Spring Break	04/08/2020	varies	Study Hall

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. School Grounds	111
2. Restroom	61
3. Hallway	50

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	School Grounds Rules	Hallway Rules	Restroom Rules	Classroom Rules
Be in the right place, at the right time	Be only in assigned areas	Be in the hallways only during the exchange of classes.	Have a pass to use the restroom during class periods.	
Be respectful of the people, objects, and ideas in the area	Take care of your school	Say "Excuse me" as you walk through the crowds	Report suspicious behavior to an authority.	
Be considerate to your peers and the adults	Move away from and report any inappropriate behavior	Assist those in need	Leave the restrooms clean.	

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	8/19/2019	varies	Study hall
January	1/15/2020	varies	Study Hall
After Spring Break	04/08/2020	varies	Study Hall

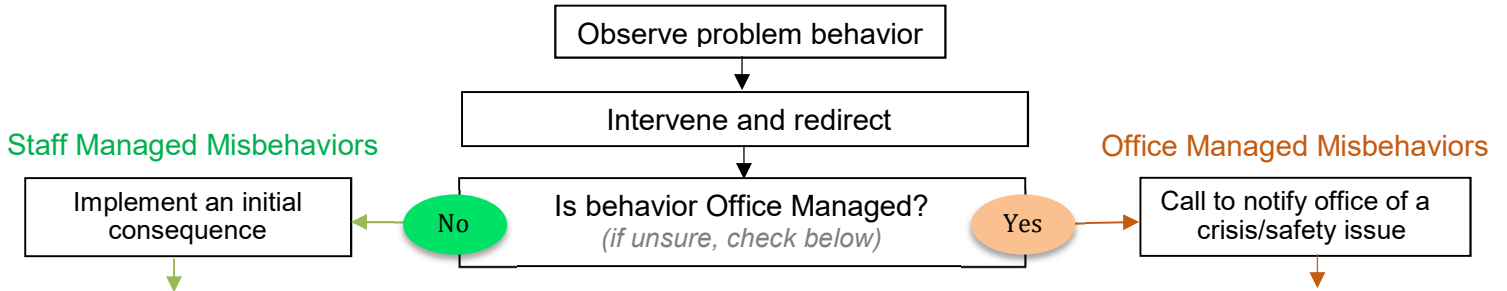
CRITICAL ELEMENT # 5: Reward and Recognition Programs

5. The reward system is focused on one School-wide Expectation OR specific location *at a time*.
 Expectation or Location: Students will report to class on time every period.

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? (<i>use numerical data</i>)	Data used: Referrals written, pinnacle reports Problem Identification Statement: Tardiness
2. Problem Analysis: Why do you think this problem is occurring? What is your goal? (<i>use a SMART goal statement with numerical data</i>)	Hypothesis: Lack of presence in the hallways, lack of reporting Goal Statement: By the end of the 1st Semester 2018, the number of students arriving to class late unexcused will drop by 20%.
3. Intervention Design: Describe how you will implement a positive reward program to decrease this problem.	Type of System: Point system Description of System: District recognition program. (<i>Ex. Heat game initiative</i>)
4. Evaluation: A. Implementation fidelity	A. How will you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program? <i>We will pull district reports of attendance.</i>
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"? <i>We will look for a notable decrease in the number of absences and tardiness to class.</i>

CRITICAL ELEMENT #6: Effective Discipline Procedures

Student Behavior Discipline Flow Chart



Specific Examples of 6 Staff Managed Misbehaviors:	Specific Examples of 6 Office Managed Misbehaviors:
Tardiness Cell phone Inappropriate Language Insubordination Insulting others	Disobedience Disruptive/Unruly Play Defiance Cutting Class Tobacco Use

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:
<input type="checkbox"/> CHAMPS	% of teachers currently holding valid CHAMPS certificate:
<input type="checkbox"/> PBIS Classroom Management http://www.fl-pda.org/independent/	% of teachers currently holding completion certificate:
<input type="checkbox"/> 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:

<input type="checkbox"/> CHAMPS 7 Up Checklist
<input type="checkbox"/> Basic FIVE (Classroom Management Screening)
<input type="checkbox"/> PBIS Classroom Assistance Tool (CAT)
<input type="checkbox"/> Other (<i>specify</i>):
<input type="checkbox"/> Classroom management screening is not conducted across teachers to determine appropriate professional development. (<i>Next year, assessment of classroom management implementation fidelity will be scored</i>).

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

Total number of discipline referrals from classrooms :	269
Total number of other school-wide discipline referrals:	529
% of referrals in the classroom:	34%
Do more than 40% of your referrals come from the classroom?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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:	
Click here to choose:	If "Other", indicated system here: Click here to enter text.

CRITICAL ELEMENT # 8: Data Collection and Analysis

8A. Core Effectiveness:

TOTAL Population:	3270	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
0 - 1 referrals	3107	95%	Are your 0 – 1 referrals > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2 - 5 referrals (at risk students)	152	4.6%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
> 5 referrals (high risk students)	11	.3%	Are your >5 referrals <5%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

8B. Core Effectiveness Action Steps:

If <u>all 3</u> are “Yes”, your core is effective. Is your core behavior curriculum effective?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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 <i>early identification</i> of at risk and high-risk students? (b) If you answered “NO”, indicate the supports and interventions your school leadership team will implement <i>at the beginning</i> of the next school year to improve core strength:	
Core Effectiveness Action Steps: (3-4 steps)	
1. 2. 3. 4.	

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	7%	12%	-5	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Hispanic/Latin	47%	55%	-7	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
White	39%	28%	11	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

8D. Disproportionality Action Steps:

If <u>all three</u> are “No”, disproportionality is not indicated. Are all 3 “No”?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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.Continue equity training with the staff. 2.Recognition of early warning at risk indicators. 3.Implementation of PASL 4.	

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
	<input checked="" type="checkbox"/> check off Action Step when completed
Current	<ul style="list-style-type: none"> <input type="checkbox"/> 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	<ul style="list-style-type: none"> <input type="checkbox"/> Print up your SPBP Review and school score from OSPA <input type="checkbox"/> Provide SPBP presentation to all staff during Pre-Planning <input type="checkbox"/> Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders <input type="checkbox"/> Market and post school-wide Expectations and location-specific Rules <input type="checkbox"/> Identify your district RtI Instructional Facilitator (Contact tyyne.hogan@browardschools.com for more information, if you are unsure) <input type="checkbox"/> Confirm 1st team meeting date and time
August 1 st meeting	<ul style="list-style-type: none"> <input type="checkbox"/> Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP <input type="checkbox"/> Review Implementation plan; check off completed Action Steps <input type="checkbox"/> 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) <input type="checkbox"/> Review previous year's behavior data. (Use 'Agenda' Form and 'Data Collection Template' in Sharepoint site) <input type="checkbox"/> Utilize the 4 Step Problem Solving Process to initiate a Reward System for all students <input type="checkbox"/> Review previous year's SPBP and feedback form; make necessary modifications <input type="checkbox"/> Verify and implement teaching schedule for Expectations and Rules behavior lesson plans <input type="checkbox"/> Present implementation data, behavior data, team activities and SPBP progress to entire staff
September	<ul style="list-style-type: none"> <input type="checkbox"/> Provide SPBP stakeholder presentation prior to October 1 <input type="checkbox"/> Check for staff and teacher understanding of PBIS - provide "PBIS 101" Brainshark as a resource Brainshark available at: http://www.brainshark.com/browardschools/PBIS101 <input type="checkbox"/> Ensure the Discipline Flow Chart is distributed to all staff and is being used as written
October 2 nd meeting	<ul style="list-style-type: none"> <input type="checkbox"/> Review Implementation plan; check off completed Action Steps <input type="checkbox"/> Ensure instructional staff know how to (and are, as needed) enter Tier 1 Supplemental Strategies for behavior in BASIS <input type="checkbox"/> Review previous quarter's behavior data. (Use 'Agenda' and 'Data Collection Template' in Sharepoint site) <input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff <input type="checkbox"/> Ensure all teachers are using an evidence-based classroom management plan, such as CHAMPS <input type="checkbox"/> Ensure Core Effectiveness Action Steps are being implemented as written
November	<ul style="list-style-type: none"> <input type="checkbox"/> Team to develop new and/or improved lesson plans as indicated by behavior data. <input type="checkbox"/> Ensure that the Disproportionality Action Steps are being implemented as written
January 2020 3 rd meeting Prepare for SY 2020/21 SPBP	<ul style="list-style-type: none"> <input type="checkbox"/> Review Implementation plan; check off completed Action Steps <input type="checkbox"/> Staff to re-teach Expectations and Rules after winter break <input type="checkbox"/> Principal signs in and watches the new "SPBP for Principals" Brainshark: Due January 30th <input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff <input type="checkbox"/> Choose team members and dates to work on, complete, and submit the new SPBP <input type="checkbox"/> 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	<ul style="list-style-type: none"> <input type="checkbox"/> Ensure progress towards completion of SPBP <input type="checkbox"/> Check on recently hired staff for PBIS understanding - provide "PBIS 101" Brainshark resource <input type="checkbox"/> Provide the SPBP SurveyMonkey link to all staff (optional)
March 4 th meeting	<ul style="list-style-type: none"> <input type="checkbox"/> Ensure progress towards completion and submission of SPBP <input type="checkbox"/> Review Implementation plan; check off completed Action Steps <input type="checkbox"/> Staff to re-teach Expectations and Rules after from spring break <input type="checkbox"/> Provide stakeholders/parent presentation on new SPBP for next year <input type="checkbox"/> Provide staff presentation and faculty vote on new SPBP for next year <input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff
April	<ul style="list-style-type: none"> <input type="checkbox"/> Submit your SPBP in OSPA by April 30th every year. Use this new SPBP in the next school year <input type="checkbox"/> 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	A minimum of 10 posters will be created and posted throughout the campus by the end of Q1.
Expectations and Rules lesson plans are being taught as written and when indicated	A minimum of 75% of teachers will attend department meetings and participate in lessons activities throughout the year.
The Discipline flow chart is being used by all staff as written	The issuance of referrals will decrease by 10% as other disciplinary measures are put into place and PASL becomes more effective.
A reward system is being implemented for <i>all</i> students	A minimum of 20 students will be recognized on a quarterly basis.

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)	The number of students skipping class will decrease by a minimum of 5% for the year.
Top 3 event locations data (See critical element #4A)	The hallways will be patrolled to decrease the number of students without passes a minimum of 1 time per period.
Core effectiveness data (See critical element #8A)	Over 95% of the student body will not have a referral on their record.
Classroom referrals data (See critical element #7C)	PASL teachers will be provided additional training to reduce the number of behavior incidents within their classes.