

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



School Name:	Riverglades Elementary
School Number:	2891
SPBP Contact Name:	B. Chris Duhart
Direct Phone Number:	754 322 8203

CRITICAL ELEMENT # 1: Active Team with Administrative Participation

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

Full Name	Position
JoAnne Seltzer	1. Administration
Vasceil Dickens	2. BTU Representative
B. Chris Duhart	3. SPBP Point of Contact
Jody King	4. Parent/Community Representation
Nina Krantz	5. Teacher
Tiffany Molyneux	6. Teacher
Vicki Klemke	7. Teacher
Adreanna Gimenez	8. Teacher
Beth Barnard	9. Teacher
Michelle Martinez	10. Paraprofessional

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

Meeting Date	Meeting Time	Content of meetings:
10/16/2019	2:15	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	
2/26/2020	2:15	
5/6/2020	2:15	

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	4/15/2019	# of participants = 101
Held a <i>faculty</i> vote on the new SPBP (for SY 2019/20)	4/16/2019	# of participants =64 % approved =100%
Presented the <i>new</i> SPBP (for SY 2019/20) to stakeholders (parents and community)	4/29/2019	# of participants = 20

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: 8/7/2019	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 1 st , 2019 8/14/2019	
Present the behavior data to all staff <u>quarterly</u>	1. 10/17/2019	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. 12/19/2019	
	3. 2/27/2020	
	4. 5/7/2020	

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. Disobedience /insubordination
3. Fight/ minor altercation
4. Disruptive Unruly play
5. Battery

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. Kindness: Use words, actions, and body language that honors others
2. Trustworthiness: Act in a manner that makes one worthy of trust and confidence from others
3. Truthfulness: Be honest about things and feelings with oneself and others
4. Personal Best: Do your best given the circumstances and available resources
5. Active Listening: Listen attentively and with the intention of understanding

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	Aug. 14, 2019		Classroom
January	Jan. 6, 2020		Classroom
After Spring Break	Mar 30, 2020		Classroom

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. Cafeteria	5
2. Hallway	3
3. Playground/ Athletic field	3

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
Kindness: Use words, actions, and body language that honors others	<ul style="list-style-type: none"> • Use kind words and actions • Enjoy your own lunch • Use inside voices 	<ul style="list-style-type: none"> • Use kind words and actions • Use inside voices • Respect adults and safety patrols 	<ul style="list-style-type: none"> • Use kind words and actions • Wait your turn • Try to include others (when desired) 	
Trustworthiness: Act in a manner that makes one worthy of trust and confidence from others	<ul style="list-style-type: none"> • Remember to use walking feet throughout the cafeteria • Wait patiently in line and on the benches. 	<ul style="list-style-type: none"> • Use electronics responsibly • Apply classroom rules 	<ul style="list-style-type: none"> • Use playground equipment safely and appropriately 	
Truthfulness: Be honest about things and feelings with oneself and others	<ul style="list-style-type: none"> • Take responsibility for all lunch items and belonging before and after you eat. 	<ul style="list-style-type: none"> • Sit in your assigned area 	<ul style="list-style-type: none"> • Use kind words and actions • Accept responsibility for your actions • Report unsafe choices to the nearest adult 	
Personal Best: Do your best given the circumstances and available resources	<ul style="list-style-type: none"> • Be helpful to your neighbors during lunch. 	<ul style="list-style-type: none"> • Sit patiently until adult prompts you to stand • Use kind words and actions 	<ul style="list-style-type: none"> • Share the equipment and help put it away • Make wise choices 	
Active Listening: Listen attentively and with the intention of understanding	<ul style="list-style-type: none"> • An adult voice means get quiet quickly. 	<ul style="list-style-type: none"> • Use inside voices 	<ul style="list-style-type: none"> • Listen and look for your teacher 	

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	Aug. 14, 2019		Classroom
January	Jan. 6, 2020		Classroom
After Spring Break	Mar 30, 2020		Classroom

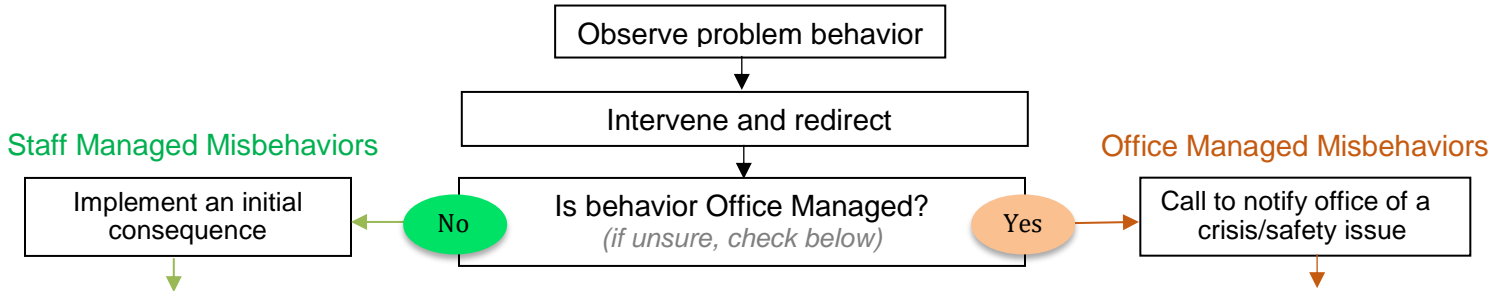
CRITICAL ELEMENT # 5: Reward and Recognition Programs

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
<p>1. Problem Identification: Use your behavior data to identify one school-wide problem. What problem did you identify? (<i>use numerical data</i>)</p>	<p>Data used:</p> <p>Problem Identification Statement: We have had 5 behavioral referrals with the event occurring in our cafeteria. This represents the largest non-classroom location for discipline infractions on our campus.</p>
<p>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>)</p>	<p>Hypothesis: The lack of consistent positive reinforcement for appropriate behavior in the cafeteria gives too much room for inappropriate behavior to grow.</p> <p>Goal Statement: The number of cafeteria referrals will reduce by more than ½ of the final count of the current year's referral total by June of 2021.</p>
<p>3. Intervention Design: Describe how you will implement a positive reward program to decrease this problem.</p> <p>4. Evaluation: A. Implementation fidelity</p>	<p>Type of System: Token system</p> <p>Description of System: (≥ 5 sentences) We will use a combination of individually attained tokens (Golden Tickets) with whole class earned tokens (Gator Growls). Individual students caught showing exemplary representations of our rules or lifeskills will earn golden tickets to be raffled for a spot on the morning announcements. Whole classes showing exemplary behavior in the cafeteria will get Gator Growl tokens that will tie into classroom rewards and will be mentioned on the morning announcements.</p> <p>A. How will you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program? (<i>2-3 sentences</i>)</p> <p>We will monitor the number of golden tickets being given out as well as the number of gator growls being awarded. The distribution of these tokens, along with staff surveys of program effectiveness, on a quarterly basis will be an excellent indicator of the fidelity of the program.</p>
<p>B. Student outcome monitoring</p>	<p>B. How will you know if the reward program is positively impacting students? What measurable data will you use to determine "success"? (<i>2-3 sentences</i>)</p> <p>The number of cafeteria referrals, as a ratio of student population, compared to the number of cafeteria referral post program implementation, will be the measure of program effectiveness.</p>

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:
1. Unruly behavior 2. Disruptive behavior 3. Instructional Apathy 4. Disruptive Play 5. Defiance 6. Dishonesty	1. Disobedience/Insubordination 2. Fighting 3. Assault/ Threat 4. Insulting/Profane/ Obscene language 5. Bus violations 6. Repetition of staff managed misbehavior

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 <i>http://www.fl-pda.org/independent/</i>	% of teachers currently holding completion certificate:
<input checked="" type="checkbox"/> Other: Lifelong Guidelines and Lifeskills	Training evidence: Sign-in sheet(s) 90% 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 checked="" type="checkbox"/> Other (<i>specify</i>): Classroom Observation (Marzano)
<input type="checkbox"/> Classroom management screening is not conducted <i>across</i> 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 :	21
Total number of <i>other</i> school-wide discipline referrals:	18
% of referrals in the classroom:	54%
Do more than 40% of your referrals come from the classroom?	<input checked="" type="checkbox"/> Yes <input 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:
Other: If "Other", indicated system here: Conduct a staff training of Lifeskills, ITI and positive behavior theory based on the research of Kovalik and Olsen

CRITICAL ELEMENT # 8: Data Collection and Analysis

8A. Core Effectiveness:

TOTAL Population:	1095	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
0 - 1 referrals		99%	Are your 0 – 1 referrals > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2 - 5 referrals (at risk students)	11	1%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
> 5 referrals (high risk students)	0	0%	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)	
<ol style="list-style-type: none"> 1. Determine if there are any patterns in class, grade level, event location to address the solution. 2. Ensure that students who require behavioral Response To Intervention (RTI) referrals receive them and involve Parents as much as possible. 3. Create a follow-up meeting schedule to make adjustments in behavior plans and celebrate success. 	

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	6	9	3	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Hispanic/Latin	27	15	-12	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
White	53	68	15	<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)	
<ol style="list-style-type: none"> 1. Check to see if the number of referrals per subgroup against the number of students receiving multiple referrals 2. Determine if there are any patterns in class, grade level, event location to address the solution. 3. Ensure that students who require behavioral Response To Intervention (RTI) referrals receive them and involve Parents as much as possible. 4. Create a follow-up meeting schedule to make adjustments in behavior plans and celebrate success. 	

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	<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	<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 tyne.hogan@browardschools.com for more information, if you are unsure) <input type="checkbox"/> Confirm 1 st team meeting date and time
August 1 st meeting	<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	<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	<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	<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	<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 <i>new</i> 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	<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	<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	<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	
Expectations and Rules lesson plans are being taught as written and when indicated	
The Discipline flow chart is being used by all staff as written	
A reward system is being implemented for <i>all</i> students	

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)	
Top 3 event locations data (See critical element #4A)	
Core effectiveness data (See critical element #8A)	
Classroom referrals data (See critical element #7C)	