

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

Broward County Public Schools

To be implemented in SY 2019/20

|  |  |
| --- | --- |
| **School Name:** | **Charles R. Drew Elementary** |
| **School Number:** | **3221** |
| **SPBP Contact Name:** | **Keandra Fulton** |
| **Direct Phone Number:** | **754-332-6254** |

|  |
| --- |
| **CRITICAL ELEMENT # 1: Active Team with Administrative Participation** |

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

|  |  |
| --- | --- |
| **Full Name** | **Position** |
| Angeline Flowers | 1. Administration |
| Meagan Killinger | 2. BTU Representative |
| Keandra Fulton | 3. SPBP Point of Contact |
| Jerone Washington | 4. Parent/Community Representation |
| Janiece Smith-Alexandre | 5. Guidance Counselor |
|  | 6. |
|  | 7. |
|  | 8. |
|  | 9. |
|  | 10. |

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

|  |  |  |
| --- | --- | --- |
| **Meeting Date** | **Meeting Time** | **Content of meetings:** |
| 10/17/2019 | 2:00 pm | 1. Review progress of Implementation Action Plan (#9)  2. Collect & analyze implementation data (#10A)  3. Collect & analyze student outcome data (#10B) |
| 1/6/2020 | 2:00 pm |
| 3/19/2020 | 2:00 pm |
| 6/2/2020 | 2:00 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 | 4/25/2019 | # of participants = 40 |
| Held a *faculty* vote on the new SPBP  (for SY 2019/20) | 4/25/2019 | # of participants =40  % approved =100% |
| Presented the *new* SPBP (for SY 2019/20) to stakeholders (parents and community) | 4/27/2019 | # of participants = 26 |

**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 2019/20SPBP for all staff | Prior to students’ 1st day:  8/10/2019 | 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  8/21/2019 |
| Present the behavior data to all staff quarterly | 1. 10/17/2019 | 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. 1/6/2020 |
| 3. 3/19/2020 |
| 4. 6/2/2020 |

|  |
| --- |
| **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. Defiance of Authority/ Habitual |
| 4.Fight/ Minor Altercation |
| 5. Disruptive/ Unruly Play |

**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 respectful to others and yourself |
| 1. Be accountable and do what is right |
| 1. Always act in a responsible manner |
| 1. Keep hands and feet to self |
| 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 | 8/13/19 | 1:00 pm | Media Center |
| January | 1/6/2020 | 1:00 pm | Media Center |
| After Spring Break | 4/9/20 | 2:00 pm | Media Center |

|  |
| --- |
| **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** | **187** |
| **2. Playground** | **21** |
| **3. Cafeteria** | **15** |

**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** |
| Be respectful to others and yourself | •Pick up trash from the table and floor  •Use appropriate table manners while eating | •Use a voice level 0 at all times • Walk on the right side | •Play non-aggressively |  |
| Be accountable and do what is right | •Be courteous to others •Treat others the way you want to be treated | • Be courteous to others • Treat others the way you want to be treated | • Be courteous to others •Treat others the way you want to be treated |  |
| Always act in a responsible manner | •Voice Level 2 while in your seat  • Pick up trash from table and floor  • Line up quietly and orderly | • Walk between red and yellow lines  •Voice level 0 | •Stay in assigned area •Follow playground rules |  |
|  |  |  |  |  |

**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 | 8/13/19 | 1:00 pm | Media Center |
| January | 1/6/2020 | 1:00 pm | Media Center |
| After Spring Break | 4/9/20 | 2:00 pm | Media Center |

|  |
| --- |
| **CRITICAL ELEMENT # 5: Reward and Recognition Programs** |

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

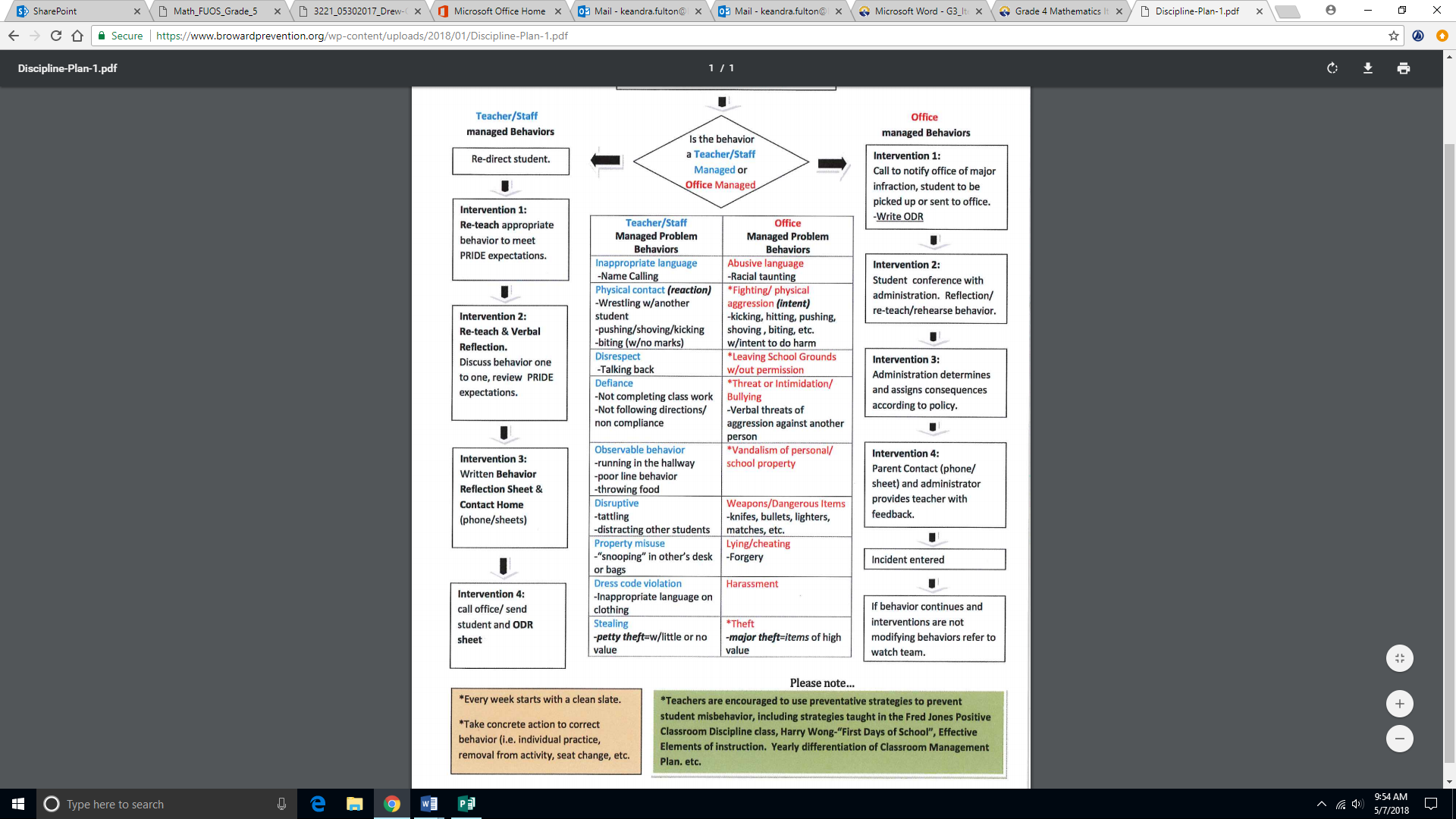
Expectation or Location: \_\_Be respectful to self and others\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| **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:** DMS referrals    **Problem Identification:** Based on incident, most referrals would have been prevented had students respected their classmates and/or teachers. |
| **2**. **Problem Analysis:** Why do you think this problem is occurring?  What is your goal? *(use a SMART goal statement with numerical data)* | **Hypothesis: When students feel that they have been wronged, they feel any subsequent behavior or actions on their part is justified**  **Goal Statement:** By June 5, 2020, students will respect others regardless of the circumstance as evidenced by a 25% reduction of referrals in the last two quarters of school in comparison to the first two quarters. |
| **3. Intervention Design:**  Describehow you will implement a positive reward program to decrease this problem. | **Type of System: Economic simulation system**  **Description of System:** All staff are given Drew Bucks to distribute to students. Students will be given Drew Bucks for displaying expected behaviors. Each month there will be an event/activity that students can use their Drew Bucks. |
| **4. Evaluation:**  A. Implementation fidelity | 1. How do you monitor the fidelity (consistency and effectiveness) of the **staff’s** implementation of the reward program? Students who participate in the Drew Buck Buy Back activities are documented so that an analysis of which teachers are implementing the program can be done. An analysis of which teachers write the most referrals will also be compared to number of students receiving Drew Bucks. |
| 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”? Referrals by teacher should decrease. In addition, the number of students participating in the Drew Buck Buy Back program should increase. |

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

**Student Behavior Discipline Flow Chart**

Observe problem behavior behaviorBehavior



|  |
| --- |
| **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: 14% |
| PBIS Classroom Management  *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  % 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):* |
| 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**: | 187 |
| Total number of *other* **school-wide** discipline referrals: | 246 |
| % of referrals in the classroom: | 76% |
| 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: |
| CHAMPS Training - District offered If “Other”, indicated system here: Click here to enter text. |

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

**8A.** Core Effectiveness:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| TOTAL Population: | 559 | % of Total Population | Core Effectiveness | |
| # Referrals: 246 | # of Students: 559 |
| 0 - 1 referrals | 502 | 90% | Are your 0 – 1 referrals > 80%? | Yes No |
| 2 - 5 referrals  (at risk students) | 41 | 7.3% | Are your 2 - 5 referrals <15%? | Yes No |
| > 5 referrals  (high risk students) | 16 | 2.8% | Are your >5 referrals <5%? | Yes No |

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

|  |  |
| --- | --- |
| 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. All students who receive one referral will have parent conference  2. All students that receive two discipline referrals are put on a behavior plan  3. All students who receive more than two referrals are referred to the CPS/RTI team. At the CPS/RTI meeting, Tier II supports are discussed and implemented. Follow-up meetings will be held within four weeks. | |

**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 | 67 | 95 | 28 | Yes No |
| Hispanic/Latin | 29 | 4 | -25 | Yes No |
| White | 2 | 0 | -2 | Yes No |

**8D.** Disproportionality Action Steps:

|  |  |
| --- | --- |
| 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. During a faculty meeting each quarter we will plan staff activity/discussion to clarify classroom vs. office managed behaviors and instructional responses to inappropriate language. In addition, we will review ODR procedures with all staff and complete staff activity/discussion.  2. Equity liaison will give quarterly presentations during staff meetings  3.  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**  *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 |

|  |
| --- |
| **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 20, 2018, 100% of teachers will have CHAMPS posted in their room with procedures for the hallway and playground. CHAMPS procedures will also be posted in the Cafeteria. |
| **Expectations and Rules lesson plans** are being taught as written and when indicated | By June 2, 2020, 100% of teachers will have completed the behavior lessons as evidenced by student work in 4 out of 5 opportunities. |
| The **Discipline flow chart** is being used by all staff as written | By June 2, 2020, there will be a 50% reduction of referrals written for teacher-managed behaviors. |
| A **reward system** is being implemented for *all* students | By June 2, 2020, all students will have participated in at least two Drew Buck Buy Back events. |

**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 June 2, 2020, there will be a 25% reduction in referrals for insubordination/ defiance of authority for the 2018-19 SY. |
| **Top 3 event locations** data  (See critical element #4A) | By June 2, 2020, there will be a 25% reduction of referrals in the top 3 locations for the 2018-19 SY. |
| **Core effectiveness** data  (See critical element #8A) | By June 2, 2020, 98% of the students will receive 0-1 for the 2018-19 SY. |
| **Classroom referrals** data  (See critical element #7C) | By June 2, 2020, there will be a 25% reduction of referrals in the classroom for the 2018-19 SY. |