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

Broward County Public Schools

To be implemented in SY 2019/20

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| **School Name:** | **Thurgood Marshall Elementary** |
| **School Number:** | **3291** |
| **SPBP Contact Name:**  | **Delphia Kaigler** |
| **Direct Phone Number:**  | **754-322-7000** |

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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** |
| Angie Moodilyar-Jones | 1. Administration |
| Joel McCray | 2. BTU Representative |
| Delphia Kaigler | 3. SPBP Point of Contact |
| Fany Avil | 4. Parent/Community Representation |
| Floyd Nickle | 5. Behavior Specialist |
| Geranda Odom | 6. Intermediate Represenative |
| Debbie Darby | 7. Primary Representative |
| Atensia Earp | 8. Social Worker |
| Trisha Wolfe | 9. ESE Specialist |
| Yanick Prince | 10. Community Liasion |

**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:** |
| 8/21/2019 | 7:30 AM | 1. Progress of Action Steps indicated in Implementation Plan in #92. Collect & analyze fidelity of staff implementation data in #10A3. Collect & analyze student outcome data in #10B |
| 10/30/2019 | 3:30 PM |
| 1/8/2020 | 8:30 AM |
| 3/11/2020 | 3:30 PM |

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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 | 3/5/2019 | # of participants = 35 |
| Held a *faculty* vote on the new SPBP (for SY 2019/20) | 3/11/2019 | # of participants = 100%% approved = |
| Presented the *new* SPBP (for SY 2019/20) to stakeholders (parents and community) | 3/14/2019 | # of participants = 12 |

**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:8/9/2019 | 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, 20199/12/2019 |
| Present the behavior data to all staff quarterly | 1. 10/15/2019 | 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.
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| 2. 1/14/2020 |
| 3. 3/17/2020 |
| 4. 4/14/2020 |

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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. Disobedience/insubordination
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| 1. Unruly/Disruptive behavior
 |
| 1. Defiance of authority/habitual
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| 1. Battery
 |
| 1. Minor/altercation/conference
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**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 Safe
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| 1. Be Respectful
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| 1. Be Responsible
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| 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.

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| **Dates the school-wide expectations lesson plans are taught:** |
|  | Date(s) | Time: | Location(s): |
| August | Aug. 8-9 | 8:15- 8:45 AM | Classroom |
| January  | Jan. 7-10 | 8:15-8:45 AM | Classroom |
| After Spring Break | Apr. 1-2 | 8:15-8:45 AM | Classroom |

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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. Athletic Field** | **8** |
| **2. Playground** | **6** |
| **3.Hallway** | **10** |

**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** | **Hallway** |  **Athletic Field** | **Classroom Rules** |
| Be Safe | Walk in cafeteria quietly and in a straight line.  | Walk with safe arms during transition | Use PE equipment properly at all times. Enter and exit the PE area in a straight line and quietly. |  |
| Be Respectful |  Pick up trash from table and floors before dumping your tray. Voice levels at a level 1. | Walk on the right side of the hallways while transitioning. Voice levels at a level 0. | Listen to follow all directions of PE coaches. |  |
| Be Responsible | Make sure to get everything you need before sitting down to eat. | Always walk in the hallways and with another student | Place all equpiment back in appropriate place when done. |  |
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**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 | Aug. 8-9 | 8:15-8:45 AM | Classroom |
| January  | Jan. 7-10 | 8:15- 8:45AM | Classroom |
| After Spring Break | Apr. 1-2 | 8:15-8:45 AM | Classroom |

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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: \_\_\_Cafeteria\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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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:** The data used was collected from the Behavior Dashboard on BASIS to determine the problem below. Currently there are 9 referrals documented in BASIS from the cafeteria.**Problem Identification Statement:**The identified problem is students are not following one of the school-wide expectations of being safe. |
| **2**. **Problem Analysis:** Why do you think this problem is occurring?What is your goal? *(use a SMART goal statement with numerical data)* | **Hypothesis:** The problem is occurring because many students are getting out of their seats/ tables to talk to other students. Many of them come into cafeteria running or horse playing which causes incidents to occur. Some also forget things like condiments and/or go to restroom without asking.**Goal Statement:** By April 2020, the number of referrals given in the cafeteria will be reduced by 20% as evident of data taken from BASIS. |
| **3. Intervention Design:**  Describehow you will implement a positive reward program to decrease this problem. | **Type of System: Point system** **Description of System:** *(≥ 5 sentences)*Classes will receive points in 4 categories daily (Entering the cafeteria, noise level, cleanliness, and exiting the cafeteria). Each class will receive a clipboard and bring to cafeteria everyday. Paras will be assigned to a grade level and give points to classes that deserve them. At the end of each week, the class with the most points will receive a reward. |
| **4. Evaluation:**A. Implementation fidelity | 1. How will you monitor the fidelity (consistency and effectiveness) of the **staff’s** implementation of the reward program? *(2-3 sentences)*

The point system will be implemented the first week of school and monitored on a monthly basis by administration. Classes that consistently receive all their points for appropriate cafeteria behavior will be recognized with something special. |
| 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”? *(2-3 sentences)*

We will know if the reward program is positively impacting students if the number of referrals decrease and remain low over a few months. Each month the data from BASIS will be reviewed and shared with teachers to reinforce the program where needed. |

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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

Redirect student behavior and review rules and procedures

Call to notify office of a

 crisis/safety issue

No

Yes

Is behavior Office Managed?

*(if unsure, check below)*

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| Specific Examples of 6 Staff Managed Misbehaviors:  | Specific Examples of 6 Office Managed Misbehaviors:  |
| Screaming and YellingDisruptive behaviorFightingMaking NoiseTalking out of turnOut of area consistently | Disobedience InsubordinationDisruptive PlayDefiance of authorityFight (minor altercation)Battery |

Conference with administration

Model appropriate behavior student behavior/expectations

Administration applies appropriate consequences based on discipline matrix

Parent Conference

Enter into BASIS and contact parent

Implement interventions if behavior continues

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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: |
| [x]  CHAMPS | 20% of teachers currently holding valid CHAMPS certificate:  |
| [ ]  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:

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| [x]  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:

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| --- | --- |
|  Total number of discipline referrals **from classrooms**: | 271 |
|  Total number of *other* **school-wide** discipline referrals:  | 49 |
| % of referrals in the classroom: | 85% |
| Do more than 40% of your referrals come from the classroom? | [x]  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: |
| CHAMPS Brainsharks - Individual 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: | 440 | % of Total Population | Core Effectiveness |
| # Referrals: | # of Students: |
| 0 - 1 referrals | 61 | 87% | Are your 0 – 1 referrals > 80%? | [x] Yes [ ] No |
| 2 - 5 referrals(at risk students) | 37 | 8% | Are your 2 - 5 referrals <15%? | [x] Yes [ ] No |
| > 5 referrals(high risk students) | 21 | 5% | Are your >5 referrals <5%?  | [ ] Yes [x] 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 [x] 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. The leadership team will use data from 2018-2019 school year to identify possible at-risk students to implement early intervention strategies specified by the Behavior Specialist.2. Each leadership team member will be given a group of “high or at-risk” students to mentor and monitor behavior on a regular basis.3. Targeted students will receive positive incentives in order to promote desired appropriate behavior. |

**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 | 92% | 96% | 1 | [ ] Yes [x] No |
| Hispanic/Latin | 5% | 3% | 0 | [x] Yes [ ] No |
| White | 2% | 0% | 0 | [x] Yes [ ] No |

**8D.** Disproportionality Action Steps:

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| If all three are “**No**”, disproportionality is not indicated. Are all 3 “No”? | [ ] Yes [x] 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. Implement School-wide Positive Behavior Plan with 100% fidelity school-wide.2. Identify and track students weekly with more than 5 referrals. 3. Provide a support person for each grade level to assist with the implementation of the SPBP.4. The team will provide support for students that have difficulty staying on a positive behavior path. |

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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**[x] *check off Action Step when completed* |
| **Current** | [x]  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 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 | By August 9, 2019, the school-wide expectations will be posted 100% throughout the school. |
| **Expectations and Rules lesson plans** are being taught as written and when indicated | By the beginning of each quarter, all lesson plans expected to be taught will be disseminated to 100% of the staff. |
| The **Discipline flow chart** is being used by all staff as written | By September 2019, the discipline consequences and flow chart will be used by the staff with 100% fidelity. |
| A **reward system** is being implemented for *all* students | By August 2019, the reward system will be 100% in effect throughout the school. |

**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) | By October 2019, the number of referrals written for disobedience/insubordination will reduce by 20% as evident of data taken from BASIS. |
| **Top 3 event locations** data(See critical element #4A)  | By October 2019, the number of referrals given in the top 3 event locations identified will decrease by 50% as evident of data taken from BASIS. |
| **Core effectiveness** data(See critical element #8A)  | By September 2019, the school’s core effectiveness will increase by 20% as evident of data collected through walkthroughs coducted by administration. |
| **Classroom referrals** data(See critical element #7C) | By October 2019, the number of classroom referrals will decrease by 50% as evident of data taken from BASIS. |