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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 #9  2. Collect & analyze fidelity of staff implementation data in #10A  3. 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, 2019  9/12/2019 |
| 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. |
| 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 |
| 1. Unruly/Disruptive behavior |
| 1. Defiance of authority/habitual |
| 1. Battery |
| 1. Minor/altercation/conference |

**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 |
| 1. Be Respectful |
| 1. Be Responsible |
| 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 Yelling  Disruptive behavior  Fighting  Making Noise  Talking out of turn  Out of area consistently | Disobedience Insubordination  Disruptive Play  Defiance of authority  Fight (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: |
| 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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| 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? | 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%? | Yes No |
| 2 - 5 referrals  (at risk students) | 37 | 8% | Are your 2 - 5 referrals <15%? | Yes No |
| > 5 referrals  (high risk students) | 21 | 5% | Are your >5 referrals <5%? | Yes 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 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 No |
| Hispanic/Latin | 5% | 3% | 0 | Yes No |
| White | 2% | 0% | 0 | Yes No |

**8D.** Disproportionality Action Steps:

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| 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. 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**  *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 |

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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. |