

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



<b>School Name:</b>	Sawgrass Elementary School
<b>School Number:</b>	3401
<b>SPBP Contact Name:</b>	Christina Earley
<b>Direct Phone Number:</b>	754-322-8500

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

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

Full Name	Position
Moraima Del Sol	1. Administration, Assistant Principal
Marjorie Campbell	2. BTU Representative
Christina Earley	3. SPBP Point of Contact
Carrie Evans	4. Parent/Community Representation
Joyce Page	5. First Grade Teacher
Sarah Crow	6. Second Grade Teacher
Walter Mittel	7. Third Grade Teacher
Johnna Weise	8. Fifth Grade Teacher
Carrietta Gaudio	9. Autism Coach
	10.

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

Meeting Date	Meeting Time	Content of meetings:
8/7/2019	10:00 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
10/23/2019	10:00 am	
1/8/2020	10:00 am	
3/30/2020	10:00 am	

**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:

<b>Action Steps:</b>	<b>Date</b> <i>(Between Jan 15 and April 30, 2019)</i>	<b>Details</b> <i>(Sign-in sheets in SPBP Binder)</i>
Presented the <i>new</i> SPBP (for SY 2019/20) to staff	4/22/2019	# of participants =
Held a <i>faculty</i> vote on the new SPBP (for SY 2019/20)	4/29/2019	# of participants = % approved =
Presented the <i>new</i> SPBP (for SY 2019/20) to stakeholders (parents and community)	4/10/2019	# of participants =

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

<b>Action Steps:</b>	<b>Date</b> <i>(SY 2019-20)</i>	<b>Content</b> <i>(Sign-in sheets in SPBP Binder)</i>
Provide professional development on the 2019/20 SPBP for all staff	Prior to students' 1 <sup>st</sup> 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 2019/20 SPBP to stakeholders (parents and community)	Prior to Oct 1 <sup>st</sup> , 2019 Open House (TBD)	
Present the behavior data to all staff <u>quarterly</u>	1. 10/17/2019	The team will present: <ul style="list-style-type: none"> <li>• the team's progress in the Implementation Plan in # 9.</li> <li>• the fidelity of staff implementation data in #10A.</li> <li>• the student outcome data in #10B.</li> </ul>
	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. SB: Disruptive (Unruly) Behavior
2. 01: Disobedience/Insubordination
3. ZN: Assault/Threat (Low Level, Non-Criminal)
4. ZI: Fighting – Minor Altercation/Confrontation
5. XA: Disruption on Campus - Minor

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 accountable
2. Be respectful
3. Be safe
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	8/14/2019 – 8/20/2019	8:00 am – 10:00 am	Cafeteria and Classroom
January	1/07/2020 – 1/13/2020	8:00 am – 10:00 am	Cafeteria and Classroom
After Spring Break	3/30/2020 – 4/03/2020	8:00 am – 10:00 am	Cafeteria and 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. Playground	11
2. Cafeteria	4
3. Hallways	4

4B. Expectations and Rules Chart for common areas of school campus: (*next page*)

Expectations and Rules Chart				Completed by each teacher
School-wide EXPECTATIONS	Hallway Rules	Cafeteria Rules	Playground Rules	Classroom Rules
Be accountable	An accountable panther always prowls on the third square when walking in the hallway.	Hungry panthers use their six manners: (1) Eat your food. Do not share. (2) Use quiet voices. (3) Stay in your seat. (4) Clean up after yourself. (5) Raise your hand for help. (6) Line up quickly and quietly.	An accountable panther follows all playground rules that are posted: (For example: No running, pushing, or shoving. Use play equipment correctly.) Panthers will report any unsafe activities and inappropriate behavior	
Be respectful	A respectful panther is always quiet and keeps his/her paws to him/herself.	A respectful panther respects all adults and panthers eat and touch only their own food and drinks.	A respectful panther plays fair, shares equipment, and does not intentionally hurt another student while playing.	
Be safe		Respectful panthers walk in the lunch line correctly, holding their trays with both hands, and throwing away food correctly.	A safe panther follows the correct playground rules and does not use any item to harm themselves or others, including nature.	
				

**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	8/14/2019 – 8/20/2019	8:00 am – 10:00 am	Cafeteria and Classroom
January	1/07/2020 – 1/13/2020	8:00 am – 10:00 am	Cafeteria and Classroom
After Spring Break	3/30/2020 – 4/03/2020	8:00 am – 10:00 am	Cafeteria and Classroom

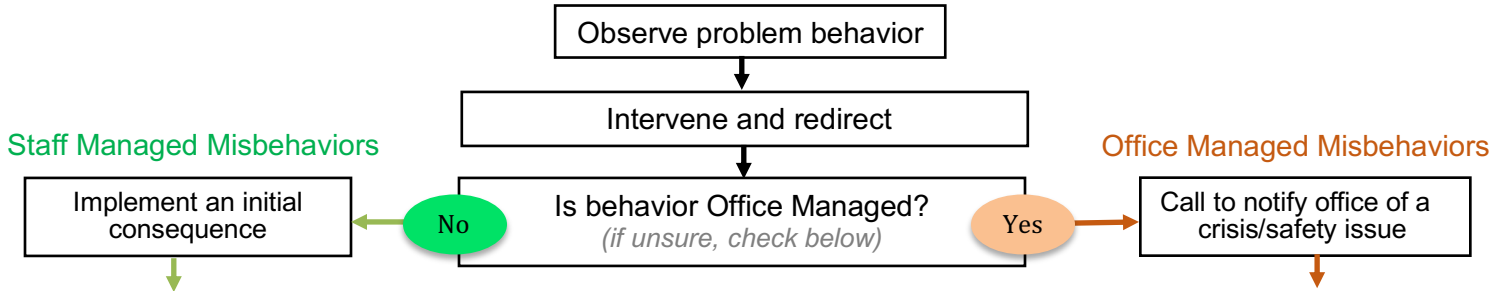
**CRITICAL ELEMENT # 5: Reward and Recognition Programs**

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><b>1. Problem Identification:</b> Use your behavior data to identify one school-wide problem. What problem did you identify? (<i>use numerical data</i>)</p>	<p><b>Data used:</b> <i>Based upon the referrals, the most out-of-classroom referrals were established in the cafeteria for unruly play and behavior.</i></p> <p><b>Problem Identification Statement:</b> In 2017-2018, the cafeteria was the top ODR location at 8. For the 2018-19 school year, cafeteria again is the top location with 6 ODR's by March 2019.</p>
<p><b>2. Problem Analysis:</b> Why do you think this problem is occurring? What is your goal? (<i>use a SMART goal statement with numerical data</i>)</p>	<p><b>Hypothesis:</b> The problem is occurring due to the number of children. They are loud because they need to talk. The cafeteria is less structured than when in classroom. The noise is exacerbated by high ceilings.</p> <p><b>Goal Statement:</b> By June 2020, the cafeteria referrals will decrease by 25%.</p>
<p><b>3. Intervention Design:</b> Describe how you will implement a positive reward program to decrease this problem.</p>	<p><b>Type of System:</b> Point system</p> <p><b>Description of System:</b> (<i>≥ 5 sentences</i>) Each class will earn one hole-punch on their paw print once they have followed the cafeteria rules, cleaned up their trash on and under the table, thrown away their trash, and lined up quietly on the blue line. When they have 10 hole-punches, the class earns ice pops in the cafeteria.</p> <p>Grade levels will also compete for the most number of completed paw prints. After 9 weeks, the top class in each grade will earn an extra reward.</p>
<p><b>4. Evaluation:</b> A. Implementation fidelity</p>	<p><b>A.</b> How will you monitor the fidelity (consistency and effectiveness) of the <b>staff's</b> implementation of the reward program? (<i>2-3 sentences</i>)</p> <p>Staff are trained to collaborate with cafeteria personnel. When the class earns their reward, the staff member will give the café staff the card. Team will review with staff their consistency and talk to teachers to determine fidelity. Team will support those not using the plan.</p>
<p>B. Student outcome monitoring</p>	<p><b>B.</b> How will you know if the reward program is positively impacting <b>students</b>? What measurable data will you use to determine "success"? (<i>2-3 sentences</i>)</p> <p>The reward systems will positively impact students based upon decrease of ODRs in cafeteria and an increase of students following the rules with fewer prompts.</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:



## CRITICAL ELEMENT # 8: Data Collection and Analysis

### 8A. Core Effectiveness:

TOTAL Population:	1054	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
0 - 1 referrals		98.6%	Are your 0 – 1 referrals > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2 - 5 referrals (at risk students)	11	0.01%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
> 5 referrals (high risk students)	4	0.004%	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 <b>either</b> (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"> <li>1. Teachers will identify at risk and high-risk students to administration</li> <li>2. Teachers will work with Behavior Team to develop strategies to address behavior</li> <li>3. Administration, teachers, and members of Behavior Team will review strategies and make necessary adjustments</li> <li>4. Other staff (i.e. school counselor, social worker) to be used as deemed appropriate</li> </ol>	

### 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	20%	28%	+8	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Hispanic/Latin	48%	55%	+7	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
White	21%	13%	-8	<input type="checkbox"/> Yes <input checked="" 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 <b>either</b> (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"> <li>1. Teachers will be trained in racial bias.</li> <li>2. Teachers will be trained in discipline flow chart.</li> <li>3. Teachers will be trained behaviors that require referrals and behaviors that do not require referrals</li> <li>4. Behavior Team will note any teacher who is giving referrals disproportionately by racial subgroup and provide support</li> </ol>	



## 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 when Action Step 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 <a href="mailto:tyne.hogan@browardschools.com">tyne.hogan@browardschools.com</a> for more information, if you are unsure) <input type="checkbox"/> Confirm 1 <sup>st</sup> team meeting date and time
August 1 <sup>st</sup> 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: <a href="http://www.brainshark.com/browardschools/PBIS101">http://www.brainshark.com/browardschools/PBIS101</a> <input type="checkbox"/> Ensure the Discipline Flow Chart is distributed to all staff and is being used as written
October 2 <sup>nd</sup> 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 <sup>rd</sup> 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 30 <sup>th</sup> <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	<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 <sup>th</sup> 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 30 <sup>th</sup> 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” <b>staff implementation</b> of action step
School-wide <b>expectations</b> and location-specific <b>rules</b> are posted across campus	By the start of the 2019-2020 school year, the leadership team will post school wide expectations and rules located in the common spaces, to ensure students are provided a reminder of school rules.
<b>Expectations and Rules lesson plans</b> are being taught as written and when indicated	By August of the 2019-2020 school year, all students will be taught the common space behavior plans, to ensure students know the expectations and rules among the entire school.
The <b>Discipline flow chart</b> is being used by all staff as written	By the start of the 2019-2020 school year, all staff members will be exposed and taught the understanding of the discipline consequence and flow chart to ensure students understand there are consequences for their actions.
A <b>reward system</b> is being implemented for <i>all</i> students	In August of the 2019-2020 school year, all students will be re-introduced to the Lunch Room Paw Program to allow students to have an incentive to work towards.

**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 <b>SMART</b> goal to determine “successful” <b>student outcomes</b>
<b>Behavior Incident</b> data (See critical element #3A)	By the end of the 2019 - 2020 school year, based on the common space behavior plan, the types of behavior incidents will decrease by 20%.
<b>Top 3 event locations</b> data (See critical element #4A)	By the end of the 2019 – 2020 school year, based on the common space behavior plan, the number of referrals at the top 3 event locations will decrease by 50%.
<b>Core effectiveness</b> data (See critical element #8A)	By the end of the 2019-2020 school year, the number of students with referrals from common spaces will decrease by 50%.
<b>Classroom referrals</b> data (See critical element #7C)	By the end of the 2019 – 2020 school year, the number of classroom referrals will decrease by 20%.