



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

Broward County Public Schools

To be implemented in SY 2019/20

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| **School Name:** | **Sawgrass Springs Middle School** |
| **School Number:** | **3431** |
| **SPBP Contact Name:** | **Lorry Bruce Greenberg** |
| **Direct Phone Number:** | **754 322-4507** |

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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** |
| James Cecil | 1. Administration (Principal) |
| Meryl Tabatchnick | 2. BTU Representative |
| Lorry Bruce Greenberg | 3. SPBP Point of Contact (Intern Principal) |
| Donna Schwartz | 4. Parent/Community Representation |
| Dariel Haggerty | 5. ESE Support Facilitator |
| Michelle Gausman | 6. 6th Grade Teacher |
| Kamiah Hodges | 7. 7th Grade Teacher |
| Mary-Ellen Hirsch | 8. 8th Grade Teacher |
| Donna Cambron | 9. Clerical |
|  | 10. |

**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:** |
| 8/9/2019 | 9:00 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  Mr. Greenberg will conduct all four of these meetings |
| 10/18/2019 | 9:00 am |
| 1/6/2020 | 9:00 am |
| 3/20/2020 | 9:00 am |

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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 | 3/22/2020 | # of participants = 92  Gausman & Hirsch (Responsible) |
| Held a *faculty* vote on the new SPBP  (for SY 2019/20) | 4/17/2020 | # of participants = 66 (6 did not vote)  **% approved =77%**  Tabatchnick & Haggerty (Responsible) |
| Presented the *new* SPBP (for SY 2019/20) to stakeholders (parents and community) | 4/3/2020 | # of participants = 24  Greenberg (Responsible) |

**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:  8/13/2019 | 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.  Tabatchnick, Haggerty, Gausman, & Hirsch will present to staff  Greenberg will present to stakeholders |
| Present the 2019/20SPBP to stakeholders  (parents and community) | Prior to Oct 1st, 2019  SAC Meeting |
| Present the behavior data to all staff quarterly | 1. 8/13/2019 | 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.   Greenberg will report out at all the dates listed. |
| 2. 10/18/2019 |
| 3. 1/6/2020 |
| 4. 3/20/2020 |

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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**  **(as of 2/15/2019)** |
| 1. SB- Unruly/Disruptive Behaviors (65) |
| 1. ZI -Fight-Minor Altercation (51) |
| 1. 01-Disobedience/Insubordination (51) |
| 1. ZM-Tardiness Habitual (27) |
| 1. ZL-Class Cut -Skipping (23) |

**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. **B**e Cooperative |
| 1. **E**xercise Respect |
| 1. **S**how Self -Control |
| 1. **T**ime Management Awareness |

**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 | August 15, 2019 | 9:25 am to 10:10 am | * Classroom * Administration will monitor |
| January | January 7, 2020 | 9:25 am to 10:10 am | * Classroom * Administration will monitor |
| After Spring Break | April 9, 2020 | 9:25 am to 10:10 am | * Classroom * Administration will monitor |

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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:**  **(as of 2/15/19)** | |
| School Location | # Incidents |
| 1. **Cafeteria** | **37** |
| 1. **Hallways** | **23** |
| 1. **Gym** | **21** |

**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 Rules** | **Hallway Rules** | **Gym/Locker Rooms** | **Classroom Rules** |
| **Be Cooperative** | Sit at designated tables  and wait to be called to  go into the lunch line  Pick up after yourself | Walk on the right side of the hallway  Use quiet voices not to disrupt classes taking place. | Sit in your designated seat on the bench in the gym or locker room. |  |
| **Exercise Respect** | Obtain your food tray in a timely manner so that the lunch line moves quickly | Follow the traffic patterns while walking | Be mindful of other student’s belongings. Keep your belongings secured in your assigned locker/area. |  |
| **Show Self-Control** | Use appropriate language while having discussions at your tables | Keep hands, body and objects to self. | Provide personal space when changing into PE uniforms  Use appropriate language when communicating |  |
| **Time Management Awareness** | Obtain your food tray in a timely manner so that the lunch line moves quickly and have money ready. | Report to your next class on time and use shortest distance to next class | Be in the appropriate PE uniform and in your seat by the designated time |  |

**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 | 15th | 9:30 AM | First period classes |
| January | 7th | 10:20 AM | Second period classes |
| After Spring Break | April 9th | 9:30 AM | First period classes |

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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:** 3% (37 out of 1200 students) of all students received office discipline referral in the cafeteria as of 2/15/2019    **Problem Identification Statement:** During the 2017-18 school year, we had a total of 36 office discipline referrals from the cafeteria.As of 2/15/2019, our school is above that amount for office discipline referrals.  We want to decrease the number of students receiving referrals in the cafeteria by 1% (12 students) for the school year. |
| **2**. **Problem Analysis:** Why do you think this problem is occurring?  What is your goal? *(use a SMART goal statement with numerical data)* | **Hypothesis:** Students need more structure during lunch time in the cafeteria with additional supervision to reduce decrease the amount of horse playing.  **Goal Statement:** By the end of the current school year (6/2/2020), the amount of office discipline referrals will be reduced from 37 referrals (as of 2/15/2019) to 10 referrals for the remaining of school year. That would be a 27% decrease. |
| **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) Classrooms will assign points for good behavior and reward accordingly.*   * Students will sit with their class and will be called to lunch lines * Students will follow a pattern to enter/exit lunch lines without their backpacks * Students will dispose their own trash from the table and place in garbage. * Grade levels will be rewarded for following the outline above with open seating and/or outdoor seating every Friday. * Every week the reward will reset. |
| **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)*  * Students will be informed through grade level assemblies and re-addressed every Monday over the PA by the grade level administrator or support counselor. * Cafeteria rules will be posted. Mr. Greenberg will monitor to ensure they are posted once a month * Grade level administrator or support counselor will monitor daily and notify students every Friday when entering the cafeteria if they met the reward criteria. |
| 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)*   Twice a quarter (interim and end), administration will use BASIS Behavior Dashboard to determine the number of referrals generated in the cafeteria. We want to decrease the amount of cafeteria referrals by 1% for the 2019-2020 school year. |

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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

Call to notify office of a

crisis/safety issue

No

Yes

Implement an initial consequence

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: |
| Inappropriate Language  Physical Contact  Defiance  Unruly/disruptive behavior  Cutting/Skipping Class  Excessive Talking | Disobedience/Insubordination  Disruptive/Unruly play  Defiance of Authority  Profanity to Staff  Minor Fight  Repetitive staff managed behaviors |

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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 | 0% 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: Data obtained from the Behavior Dashboard 3/14/19

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| Total number of discipline referrals **from classrooms**: | 246 |
| Total number of *other* **school-wide** discipline referrals: | 152 |
| % of referrals in the classroom: | 62% |
| 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: |
| Click here to choose: If “Other”, indicated system here: Click here to enter text. |

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

**8A.** Core Effectiveness: Data from the BASIS Behavior Dashboard 2-15-2019

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| TOTAL Population: | 1200 | % of Total Population | Core Effectiveness | |
| # Referrals: 360 | # of Students:1200 |
| 0 - 1 referrals | 1089 | 95% | Are your 0 – 1 referrals > 80%? | Yes No |
| 2 - 5 referrals  (at risk students) | 50 | 4% | Are your 2 - 5 referrals <15%? | Yes No |
| > 5 referrals  (high risk students) | 10 | 1% | 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. Quarterly the SPBP Team reviews data from BASIS Behavior Dashboard and reports out to staff and Leadership Team  2. Students with 2-5 referrals will be referred to our RtI Team (Tier 2 strategies are implemented)  3. School Counselors will meet with these students to provide intervention services.  4. Students successful will receive rewards, unsuccessful students will move to RtI Tier 3 interventions. | |

**8C.** Disproportionality within racial subgroups: Data from the BASIS Behavior Dashboard 2-15-2019

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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 | 28 | 48 | 20 | Yes No |
| Hispanic/Latin | 32 | 29 | -3 | Yes No |
| White | 32 | 20 | -12 | 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. Schedule a consultation with DPI experts to assist determine specific needs for black subgroup.  2. Based on the above information, plan staff development to address this sub group.  3. SPBP Team will explore the BCPS resources to determine what resources will fit at our school  4. Multicultural events through the school year. | |

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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](https://browardcountyschools.sharepoint.com/sites/DPI6Strands/strand6/SitePages/SPBP.aspx%204/4)

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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 September 2019, 100% of the school-wide rules and expectations will be posted in the hallways, gym/locker rooms, classrooms and cafeteria.  Mr. Greenberg will monitor to ensure compliance each quarter. |
| **Expectations and Rules lesson plans** are being taught as written and when indicated | By September 1, 2019, all students will be taught the behavior lesson plans according to section 3c. Teacher will send to their grade level administrator a class roster of students that participated in the lesson. Guidance will go over lesson plans of students that were not in attendance.  Quarterly review of lesson plans to ensure fidelity. We expect 100% of the staff will comply with this directive  Guidance Department (Mrs. Barrangan, Mr. Kashdin & Ms. De Los Angles) will be responsible for implementation |
| The **Discipline flow chart** is being used by all staff as written | During pre-planning and first week of school, administration will walk the school to ensure that 100% of the classrooms display the flow chart and behavior expectations in classrooms, hallways and cafeteria.    Quarterly, review of behavior referrals will indicate that 95% of teachers are utilizing the flow charts to assist in classroom management.  Grade Level Administration (Mr. Greenberg, Mrs. Hamm & Mrs. Laurel) will monitor to ensure compliance. |
| A **reward system** is being implemented for *all* students | 100% of all students will be invited to attend the free Gator Growl Dance on Early Release Days for not receiving a referral.  Mr. Greenberg along with PTA will be responsible for implementation of the dance. |

**Quarterly Presentations** in section 2B for sections **10A & 10 B**

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| 1. 8/13/2019 |
| 2. 10/18/2019 |
| 3. 1/6/2020 |
| 4. 3/20/2020 |

**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) | Quarterly review of the data in BASIS 3.0 will indicate a decrease of top 5 incidents referrals in section 3a by 5% from the previous school year.  Grade Level Administrators (Mr. Greenberg, Mrs. Hamm & Mrs. Laurel) will collect and analyze data. |
| **Top 3 event locations** data  (See critical element #4A) | Quarterly review of the data in BASIS 3.0 will indicate a decrease of incidents referrals in certain locations in section 4a by 5% from the previous school year.  Grade Level Administrators (Mr. Greenberg, Mrs. Hamm & Mrs. Laurel) will collect and analyze data. |
| **Core effectiveness** data  (See critical element #8A) | By the end of first semester (1/7/20) the student receiving 2 to 5 referrals will decrease by at least 1%  Grade Level Administrators (Mr. Greenberg, Mrs. Hamm & Mrs. Laurel) will collect and analyze data. |
| **Classroom referrals** data  (See critical element #7C) | School-wide classroom management professional development will be conducted in 2019-20 school year, staff will be trained on CHAMPS to decrease the amount of classroom referrals by 5%.  In addition, we will determine which students have more than 2 referrals and submit their names to the RtI team.  Grade Level Administrators (Mr. Greenberg, Mrs. Hamm & Mrs. Laurel) will collect and analyze data. |