

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



School Name:	Eagle Point Elementary
School Number:	3461
SPBP Contact Name:	Kizzy Dailey
Direct Phone Number:	754-323-5500

CRITICAL ELEMENT # 1: Active Team with Administrative Participation

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

Full Name	Position
Christine de Zayas	Principal
Kizzy Dailey	SPBP Point of Contact
Sophia Lomanaco	Parent/Community Representation
Kate Catania	BTU Representative
Ronnie Blake-Krupin	Guidance Counselor
Willowphine Rosado	Assistant Principal
Michele Laudanno	Literacy Coach
Marilyn Montenegro	ESE Specialist
Daniel Veasy	Aftercare Coordinator
Griselda Camino	School Psychologist

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

Meeting Date	Meeting Time	Content of meetings:
8/27/2019	2:15 pm	1. Create and disseminate updated expectations, rules & lesson plans. 2. Progress of Action Steps indicated in Implementation Plan in #9 3. Collect & analyze fidelity of staff implementation data in #10A 4. Collect & analyze student outcome data in #10B
12/10/2019	2:15 pm	
2/18/2020	2:15 pm	
4/14/2020	2:15 pm	

CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment:

2A. Action Steps completed this year (SY 2018/19) that increased faculty and stakeholder knowledge of the *new* SPBP:

Action Steps:	Date <i>(Between Jan 15 and April 30, 2019)</i>	Details <i>(Sign-in sheets in SPBP Binder)</i>
Presented the <i>new</i> SPBP (for SY 2019/20) to staff	4/2/2019	# of participants = 79
Held a <i>faculty</i> vote on the new SPBP (for SY 2019/20)	4/2/2019	# of participants =79 % approved = 100%
Presented the <i>new</i> SPBP (for SY 2019/20) to stakeholders (parents and community)	4/30/2019	# of participants = 15

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

Action Steps:	Date <i>(SY 2019-20)</i>	Content <i>(Sign-in sheets in SPBP Binder)</i>
Provide professional development on the 2019/20 SPBP for all staff	Prior to students' 1 st day: 8/8/2019	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 st , 2019 9/24/2019	
Present the behavior data to all staff <u>quarterly</u>	1. 10/15/2019	The team will present: <ul style="list-style-type: none"> • 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. 12/17/2019	
	3. 3/17/2020	
	4. 5/26/2020	

CRITICAL ELEMENT # 3: School-wide Expectations

3A. Top five behavior incidents data YTD as listed in BASIS 3.0

Top 5 Behavior Incidents
1. Unruly/Disruptive Behavior
2. Disruptive/Unruly Play
3. Fight/Minor Altercation
4. Insulting/Profane/Obscene Language
5. Assault/Threat (Non-Criminal)

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. Students will be Responsible: Leader in Me Habit- Be Proactive
2. Students will be Respectful: Leader in Me Habit- Seek First to Understand Then to be Understood
3. Students will be Safe: Leader in Me Habit- Think Win-Win
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	8/30/2019	8:30	Classroom
January	1/7/2020	8:30	Classroom
After Spring Break	3/30/2020	8:30	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. Classroom	15
2. Playground	6
3. Cafeteria	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 Responsible: Be Proactive	Follow adult instructions the first time. Keep up with the line.	Walk to throw away your tray. Clean up trash from tables and floor. Keep hands, feet, and other objects to yourself.	Follow all playground and recess rules. Avoid interfering with the playtime of other students/ classes. Remain in designated areas.	Manage your time wisely. Complete and turn in assignments in a timely manner. Come prepared to learn.	
Be Respectful: Seek First to Understand then to be Understood	Use a zero voice level when walking through the hallways. Maintain personal space while walking in line. Do not write on walls.	Use an inside voice. Ask for permission before leaving your seat. Have socially appropriate conversations with peers.	Take turns. Share equipment. Play fair. Practice good sportsmanship.	Give your teacher your full attention during instructional time. Use kind words and keep hands/feet/objects to your yourself.	
Be Safe: Think Win-Win	Walk promptly to your destination. Stay with your walking buddy.	Listen carefully to the cafeteria staff for instructions. Wait for your teacher to dismiss your table. Enter and exit cafeteria in an orderly fashion.	Utilize playground equipment in a safe manner. Problem solve or report problems to adults.	Place backpacks in the appropriate area. Keep the floors & walkway areas clear. Keep your hands, feet and other objects to yourself.	

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.

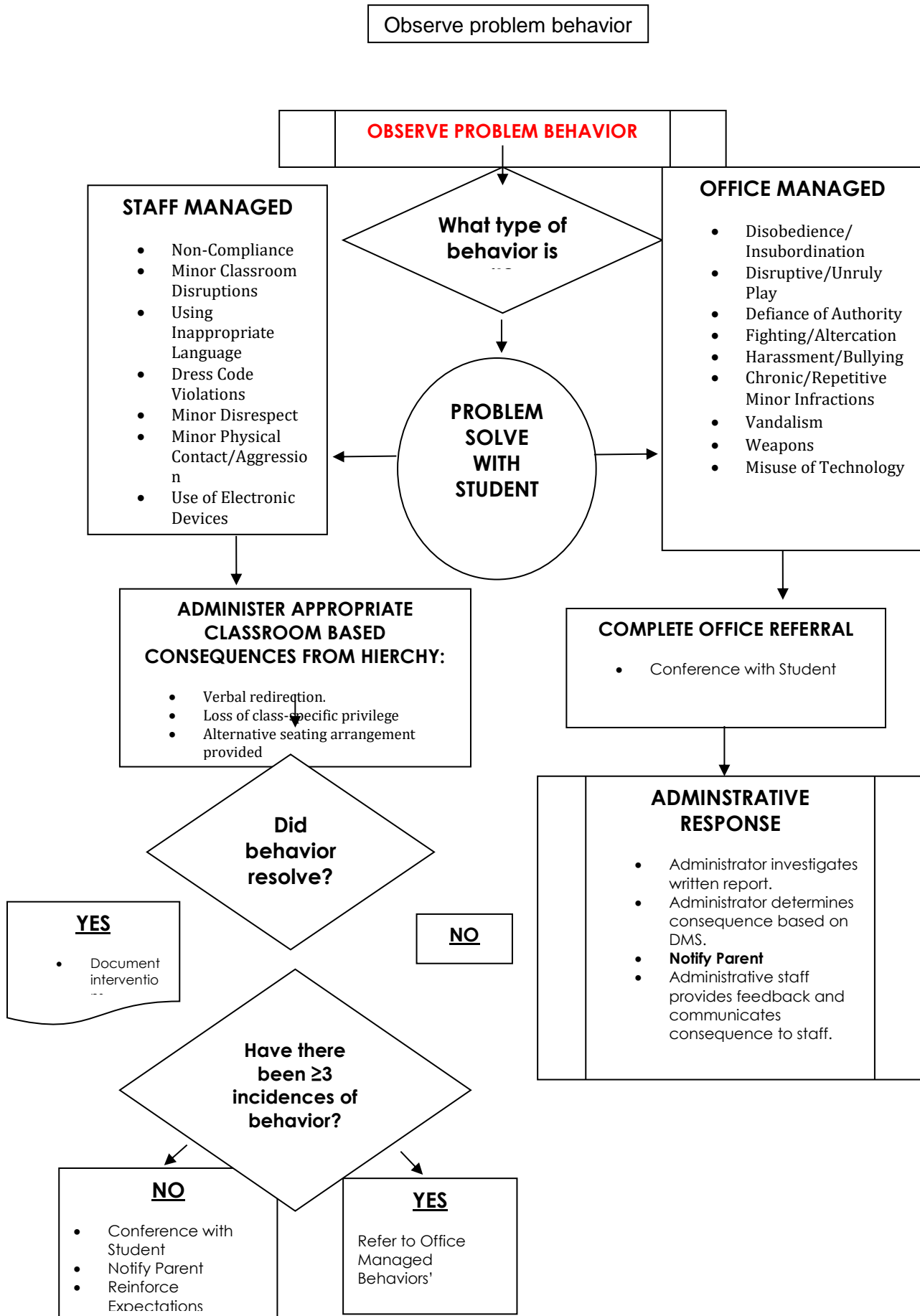
Dates the Locations' Rules lesson plans are taught			
	Date(s)	Time:	Location(s):
August	8/30/19	8:30 am	Classroom
January	1/7/20	8:30 am	Classroom
After Spring Break	3/30/19	8:30 am	Classroom

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: Playground

4 Step Problem Solving Process	Plan Details
<p>1. Problem Identification: Use your behavior data to identify one school-wide problem. What problem did you identify? (use numerical data)</p>	<p>Data used: Number of Office Discipline Referrals (ODR's) from Playground</p> <p>Problem Identification Statement: The number of ODR's earned during the 2018-2019 school year is 60% higher than 2017-2018 school year.</p>
<p>2. Problem Analysis: Why do you think this problem is occurring? What is your goal? (use a SMART goal statement with numerical data)</p>	<p>Hypothesis: The playground area is an unstructured area. At times, students may play too rough which may lead to more aggressive behaviors (i.e. minor fighting).</p> <p>Goal Statement: By the end of the 2019-2020 school year, ODRs from the playground will decrease by at least 50%.</p>
<p>3. Intervention Design: Describe how you will implement a positive reward program to decrease this problem.</p>	<p>Type of System: Point system</p> <p>Description of System:</p> <ol style="list-style-type: none"> Teachers will teach and discuss expectations of the class while playing on the playground. Teachers will monitor students while playing. In addition to positive verbal praise, students will earn points for being respectful, responsible and safe during recess time. Students can earn one point per day for recess behavior. A classroom reward will be provided every Friday to the top three students who displayed stellar playground behavior.
<p>4. Evaluation: A. Implementation fidelity</p>	<p>A. How will you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program? Teachers may submit the names of the top three students to their assigned assistant principal each week. The top student in each class will be recognized every two weeks with a special treat from administration.</p>
<p>B. Student outcome monitoring</p>	<p>B. How will you know if the reward program is positively impacting students? What measurable data will you use to determine "success"? The number of playground ODR's will be monitored at the end of each quarter by the Asst. Principal. Success will be determined by a 50% decrease in the number of ODR's resulting from incidents on the playground. The SBPB team will review the data and determine if the goal of reducing the referrals has been met or if the reward system needs to be modified.</p>

Student Behavior Discipline Flow Chart



CRITICAL ELEMENT # 8: Data Collection and Analysis

8A. Core Effectiveness:

TOTAL Population:	1443	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
0 - 1 referrals	26	99%	Are your 0 – 1 referrals > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2 - 5 referrals (at risk students)	11	1%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
> 5 referrals (high risk students)	0	0%	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 either (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"> 1. In collaboration with the Rtl team, teachers utilize yearly articulation cards to identify and communicate behavior needs of at/high risk students. 2. At the beginning of each new school year, teachers continue to implement and document strategies so that students can seamlessly continue through the Rtl process. 3. Additionally, the Asst Principal will collect data on new and articulating students to determine if there is a Tier 2 or 3 behavioral concern. 4. School admin and guidance work collaboratively with classroom teachers to determine, implement interventions and communicate needs to parents/guardians. 5. PBIS lessons will be monitored by school administration on an ongoing basis for implementation and feedback. 6. Overall behavior management in all settings will continue to be monitored through classroom walkthroughs. 	

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	3	2	-1	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Hispanic/Latin	72	74	2	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
White	16	21	5	<input checked="" type="checkbox"/> Yes <input 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 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)	
<ol style="list-style-type: none"> 1. Our data indicates that Hispanic/Latin & White students have received a disproportionate number of discipline referrals in the past school year. 2. To address this, we will seek to minimize the number of ODR’s that would be considered a “staff-managed” vs “office-managed” behavior. 3. The leadership team will develop in-house professional development opportunities to reinforce and support the implementation of the discipline flow chart on a regular basis. 4. School administration will make provisions for un-trained teachers to attend district-offered PBIS staff developments. 5 The SPBP team will monitor & review the ODR’s on a quarterly basis and provide coaching assistance to staff on how to effectively handle “staff-managed” behaviors. 	

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	<ul style="list-style-type: none"> <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	<ul style="list-style-type: none"> <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 tyne.hogan@browardschools.com for more information, if you are unsure) <input type="checkbox"/> Confirm 1st team meeting date and time
August 1 st meeting	<ul style="list-style-type: none"> <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	<ul style="list-style-type: none"> <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: http://www.brainshark.com/browardschools/PBIS101 <input type="checkbox"/> Ensure the Discipline Flow Chart is distributed to all staff and is being used as written
October 2 nd meeting	<ul style="list-style-type: none"> <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	<ul style="list-style-type: none"> <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 rd meeting Prepare for SY 2020/21 SPBP	<ul style="list-style-type: none"> <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 30th <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 <i>new</i> 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	<ul style="list-style-type: none"> <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 (<i>optional</i>)
March 4 th meeting	<ul style="list-style-type: none"> <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	<ul style="list-style-type: none"> <input type="checkbox"/> Submit your SPBP in OSPA by April 30th every year. Use this new SPBP in the next school year <input type="checkbox"/> Continue implementing your <i>current</i> SPBP through the end of the current school year

CRITICAL ELEMENT # 10: Evaluation

10A. Staff implement the School-wide Positive Behavior Plan effectively:

*“Are **staff** implementing the SPBP with fidelity? How do you know?”*

STAFF Implementation Monitoring	
Action Step	Create an observable and measurable SMART goal to determine “successful” staff implementation of action step
School-wide expectations and location-specific rules are posted across campus	
Expectations and Rules lesson plans are being taught as written and when indicated	
The Discipline flow chart is being used by all staff as written	
A reward system is being implemented for <i>all</i> students	

10B. The SPBP is successful in positively impacting **students**:

*“If **staff** are implementing the SPBP consistently and effectively, did it positively impact **the students**? How do you know?”*

STUDENT Outcome Monitoring	
Student Outcome Data	Create an observable and measurable SMART goal to determine “successful” student outcomes
Behavior Incident data (See critical element #3A)	
Top 3 event locations data (See critical element #4A)	
Core effectiveness data (See critical element #8A)	
Classroom referrals data (See critical element #7C)	