

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



School Name:	College Academy
School Number:	3851
SPBP Contact Name:	Renee Brown
Direct Phone Number:	954-201-2409

CRITICAL ELEMENT # 1: Active Team with Administrative Participation

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

Full Name	Position
Deborah Davey	1. Administration - Principal
Doreen Williams	2. BTU Representative
Renee Brown	3. SPBP Point of Contact
Leslie Caracuel	4. Parent/Community Representation
Cinda Kane	5. Teacher- L. Arts
Rudy Wang	6. Teacher- Math
Michael O'Neil	7. Teacher- Government
Juan Du	8. Teacher -Math

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

Meeting Date	Meeting Time	Content of meetings: TBD
8/12/2019	10:00	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
12/13/2019	10:00	
2/10/2020	10:00	
4/20/2020	10:00	

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	3/29/2019	# of participants = 16
Held a <i>faculty</i> vote on the new SPBP (for SY 2019/20)	4/1/2019	# of participants =16 % approved =100
Presented the <i>new</i> SPBP (for SY 2019/20) to stakeholders (parents and community)	4/16/2019	# of participants = 13

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: 8/12/2019	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 4/16/2019	
Present the behavior data to all staff <u>quarterly</u>	1. 10/1/2019	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. 1/6/2020	
	3. 3/5/2020	
	4. 5/15/2020	

CRITICAL ELEMENT # 3: School-wide Expectations

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

Top 5 Behavior Incidents as of 2/19/19
1. Unsubstantiated bullying
2. Cheating minor
3. Unruly/Disruptive behavior
4. Class cut
5. N/A

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 (applies to ALL staff & students)
1. Be responsible
2. Be respectful
3. Be honest
4. Be proactive
5. Be accountable

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	8/28/19 & 8/29/19	1:00 – 4:00	CA 101 classroom
January	1/13/20 & 1/14/20	1:00 – 4:00	CA 102 classroom
After Spring Break	3/12/20 & 3/13/20	1:00 – 4:00	CA 102 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. Cafe	0
2. General campus	0
3. Library	0

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

Expectations and Rules Chart

*To be completed by
classroom teachers*

School-wide EXPECTATIONS	Cafe Rules	General Campus Rules	Library Rules	
Be respectful	Maintain clean area & recycle accordingly	Move about the campus quietly	Utilize space for academic purposes	
Be responsible	Maintain an appropriate voice level	Utilize office hours	Utilize the Academic Success Center	
Be proactive	Keep the environment clean	Volunteer for CA @ BC or BC	Use library resources to research volunteer opportunities	
Be an honest citizen	Utilize Social Media to publish accurate content	Utilize Social Media to safely publish non-threatening content	Utilize Social Media to think before you post	
Be accountable	Utilize appropriate space for eating purposes	Utilize time to study in between classes	Utilize the Tutoring resources made available	

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	8/28/19 & 8/29/19	1:00 – 4:00	CA 101 classroom
January	1/13/20 & 1/14/20	1:00 – 4:00	CA 102 classroom
After Spring Break	3/12/20 & 3/13/20	1:00 – 4:00	CA 102 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: Campus Library

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? (<i>use numerical data</i>)</p>	<p>Data used: Incident data from BASIS</p> <p>Problem Identification Statement: The number of behavior incidents increased from 0 (2017-2018 school year) to 10 for the 2018-2019 school year.</p>
<p>2. Problem Analysis: Why do you think this problem is occurring? What is your goal? (<i>use a SMART goal statement with numerical data</i>)</p>	<p>Hypothesis: Lack of supervision to reinforce specific behavior expectations & inconsistent enforcement of rules.</p> <p>Goal Statement: By June 4, 2019, school-wide student behavior incidents will reduce 5% each quarter, as measured by BASIS Behavior Dashboard.</p>
<p>3. Intervention Design: Describe how you will implement a positive reward program to decrease this problem.</p>	<p>Type of System: Semester point system</p> <p>Description of System: College GPA's are monitored by guidance. Students with college GPA's of 3.25 or higher will receive recognition and a certification at an end of the year awards ceremony. There are 3 awards: 4.0 President's List, 3.5 -3.99 Dean's List 3.25-3.49 Honor Roll. Awards will be given for each of the academic areas.</p>
<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? Guidance collects the college GPAs at the end of each academic term. Students are also able to monitor their college GPA through their MyBC account. Awards ceremonies (1 for seniors and 1 for juniors) are held toward the end of each school year, CA @ BC faculty attend the ceremonies and assist with the distribution of awards. Student GPA determines if the student receives honor cords to wear during graduation</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"? Looking at the college GPA of our students. (The percent of students with college GPAs below 3.25 should be very low; near 0%)</p>

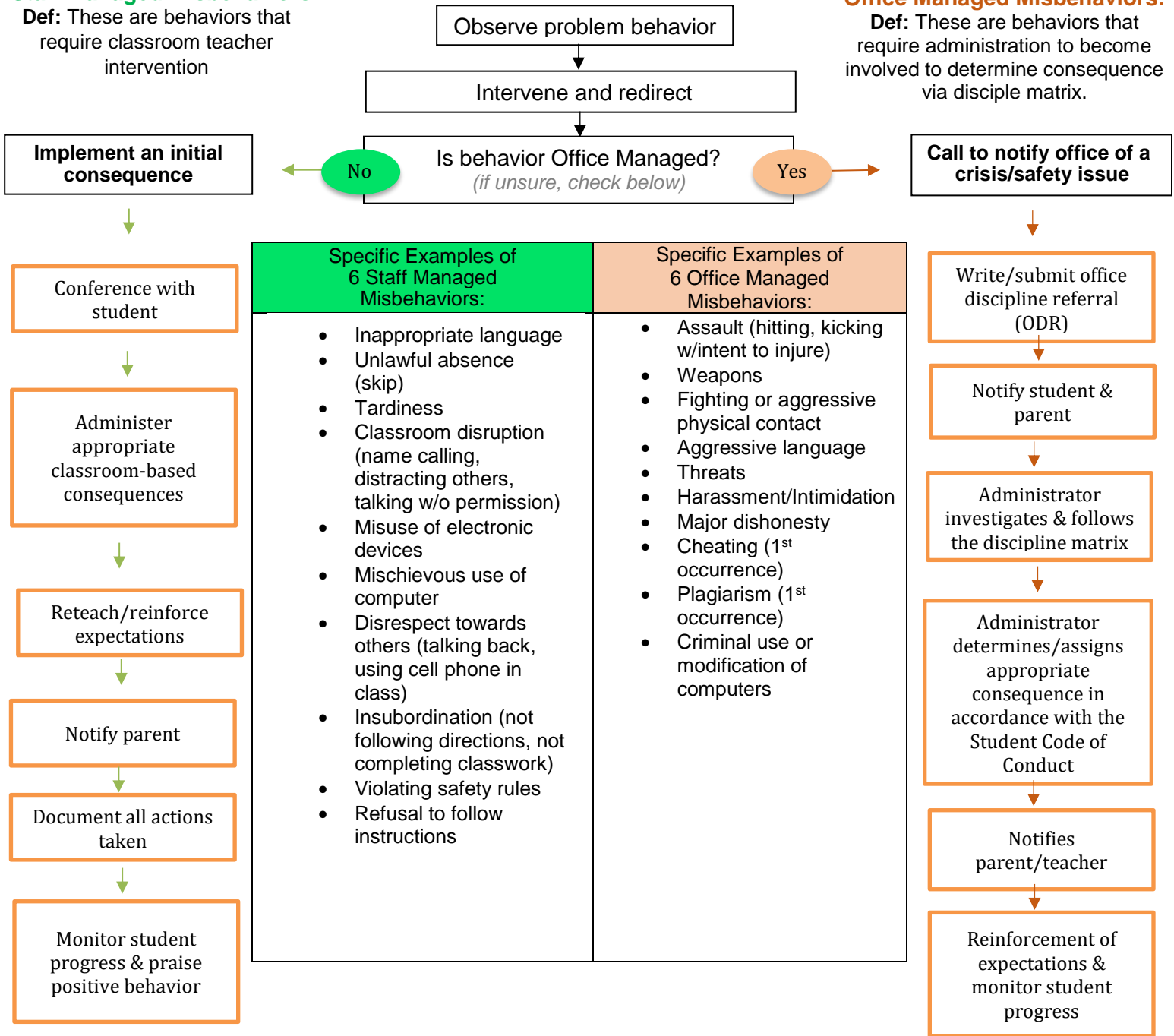
Student Behavior Discipline Flow Chart- College Academy

Staff Managed Misbehaviors

Def: These are behaviors that require classroom teacher intervention

Office Managed Misbehaviors:

Def: These are behaviors that require administration to become involved to determine consequence via discipline matrix.



CRITICAL ELEMENT # 7: Classroom Management Systems

7A. In SY 2019/20, ALL teachers implement an evidence-based Tier 1 classroom management system:

Evidence-based system:	Evidence of training:
<input checked="" type="checkbox"/> CHAMPS	50 % of teachers currently holding valid CHAMPS certificate:
<input checked="" type="checkbox"/> PBIS Classroom Management <i>http://www.fl-pda.org/independent/</i>	50 % of teachers currently holding completion certificate:
<input type="checkbox"/> 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:

<input type="checkbox"/> CHAMPS 7 Up Checklist
<input type="checkbox"/> Basic FIVE (Classroom Management Screening)
<input type="checkbox"/> PBIS Classroom Assistance Tool (CAT)
<input checked="" type="checkbox"/> Other Marzano's Domain 1, Design questions 6, 7, 8, & 9
<input type="checkbox"/> Classroom management screening is not conducted <i>across</i> teachers to determine appropriate professional development. <i>(Next year, assessment of classroom management implementation fidelity will be scored).</i>

7C. School year 2018/19 percentage of classroom referrals:

Total number of discipline referrals from classrooms :	2
Total number of <i>other school-wide</i> discipline referrals:	2
% of referrals in the classroom:	50%
Do more than 40% of your referrals come from the classroom?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

If >40% of discipline referrals come from the classroom, it suggests Tier 1 classroom management implementation may need to be strengthened school-wide.

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.

CRITICAL ELEMENT # 8: Data Collection and Analysis

8A. Core Effectiveness:

TOTAL Population:	442	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
0 - 1 referrals		100%	Are your 0 – 1 referrals > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2 - 5 referrals (at risk students)	0	0%	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. Quarterly review of behavior incident data in BASIS to monitor for early identification of at-risk students. 2. On-going monitoring of student data to review attendance, grades/academic progress. 3. Professional development with staff to clarify various types of early identification interventions that can be utilized for at-risk students. 	

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	18%	0%	0	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Hispanic/Latin	33%	0%	0	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
White	32%	0%	0	<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 checked="" type="checkbox"/> Yes <input 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. Quarterly review of Office Discipline Referral (ODR) data in BASIS to monitor & ensure equitability of all subgroups. 2. Plan staff activity to clarify the difference between staff managed behaviors vs. office managed behaviors. 3. Professional development is provided to teachers and staff to provide early identification for different student demographic groups. 	

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 off Action Step when completed
Current	<input checked="" 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 tyne.hogan@browardschools.com for more information, if you are unsure) <input type="checkbox"/> Confirm 1 st team meeting date and time
August 1 st 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: 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	<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 rd 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 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	<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 th 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 30th 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” staff implementation of action step
School-wide expectations and location-specific rules are posted across campus	By August 15, 2019, 100% of our school hallways will have a minimum of 2 school-wide expectation posters posted as measured by a formal observable walk-through by PBIS leadership team.
Expectations and Rules lesson plans are being taught as written and when indicated	By September 12, 2019, 94% of teachers will have taught all of the school-wide expectations behavior lesson plans as measured by the submission of their teacher lesson plans to the Principal.
The Discipline flow chart is being used by all staff as written	Every quarter, there will be a 5% decrease in the number of behavior incidents that contain previously identified staff-managed misbehaviors as measured by a referral review by the PBIS team.
A reward system is being implemented for <i>all</i> students	By the end of the reward system timeline, 85% of staff will have students to receive awards. Students with college GPA’s of 3.25 or higher will receive recognition and a certification at an end of the year awards ceremony. There are 3 awards: 4.0 President’s List, 3.5 -3.99 Dean’s List 3.25-3.49 Honor Roll. Awards will be given for each of the academic areas.

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)	By June 20, 2020, school-wide student behavior incidents will reduce 5% each quarter, as measured by BASIS Behavior Dashboard.
Top 3 event locations data (See critical element #4A)	Every quarter, the number of student behavior incidents in the Cafeteria will decrease by 3% as measured by the BASIS Behavior Dashboard.
Core effectiveness data (See critical element #8A)	Every quarter, the percentage of students who have 0 to 1 behavior incidents will increase by 2% as measured in the BASIS Behavior Dashboard.
Classroom referrals data (See critical element #7C)	By the end of the first semester, the classroom behavior incidents from Grade 11-12 students will decrease by 10% as measured by the BASIS Behavior Dashboard.