Millennium 6-12 Collegiate Academy
School-wide Positive Behavior Plan (SPBP)
Broward County Public Schools
To be implemented in SY 2018/19

School Name:	Millennium 6-12 Collegiate Academy
School Number:	4772
SPBP Contact Name:	Mrs. Krystal Coke
Direct Phone Number:	754-322-3900

CRITICAL ELEMENT # 1: Active Team with Administrative Participation

Full Name	Position	Who or what grade level does this member represent?
Dr. Cheryl Cendan	Principal	Administration
Krystal Coke	SPBP Point of Contact	Assistant Principal/Grade 6
Marlene Tracey	Parent/Community Representation	SAC/SAF Chair
Marvin Henderson	BTU Representative	Grades 6-8 (Business Elective)/Union Steward
Nathan Berkowitz	Assistant Principal	Grade 8
Florence Carter	Reading Teacher/Team Leader	Grade 8
Marc Sokol	Peer Counseling Coordinator	Grade 6-8
Cindy Pluim	Math Coach/SAC Co-Chair	Grades 6-9 (High School class)
Mary Johnson	School Social Worker	Grades 6-9
Elizabeth Rivera	Science Teacher	Grade 7

1B. Schedule and document your quarterly team meeting dates for *next* 2018/19 school year:

Meeting Date	Meeting Time	Name & title of person responsible to facilitate meeting	Content of meetings:
10/11/2018	2:30 p.m.	Nathan Berkowitz, Assistant Principal	1. Create and disseminate updated Expectations, Schoolwide Rules, Reward Systems
12/6/2018	2:30 p.m.	Nathan Berkowitz, Assistant Principal	2. Review progress of Implementation Action Plan (#9)
2/8/2019	2:30 p.m.	Nathan Berkowitz, Assistant Principal	3. Collect & analyze implementation data (#10A)
5/9/2019	2:30 p.m.	Nathan Berkowitz, Assistant Principal	4. Collect & analyze student outcome data (#10B)

CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment:

2A. Action Steps <u>completed</u> **this year** (SY 2017/18) that increased faculty and stakeholder understanding and knowledge of your *new* (2018/19) SPBP:

Action Steps:	Date *(Between Jan 15 – April 30, 2018)*	Details *(retain attendance sheets at school)*	Person responsible to collect and retain attendance sheets:
Presented the *new* SPBP (for SY 2018/19) to staff	3/21/2018	# of participants = 85	Krystal Coke
Held a *faculty* vote on the new SPBP (for SY 2018/19)	4/13/2018	% approved =79	Florence Carter
Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community)	3/20/2018	# of participants =20	Cindy Pluim

2B. Action Steps <u>to be completed</u> **next year** (SY 2018/19) to increase faculty and stakeholder understanding and knowledge of your SPBP:

Action Steps:	Date(s) *(NEXT YEAR)*	Content *(retain attendance sheets at school)*	Person responsible to collect and retain attendance sheets:
Provide a professional development on the 2018/19 SPBP for all staff	Prior to students' 1st day: 8/3/2018	The team will present the updates in the SPBP for the 18/19 school year. All stakeholders will be provided with access to the SPBP. Feedback will be collected for future team meetings.	Krystal Coke
Present the 2018/19 SPBP to stakeholders (parents and community)	Prior to Oct 1st, 2018 9/20/2018		
Present behavior data to staff *Quarterly: minimum of 4 each year*	1. 10/2/2018	The team will present the <u>implementation data</u> in 10A. Include: • the "marketing" (teaching and posting) of expectations and rules • lesson plan implementation • discipline procedures • reward system implementation The team will present the <u>student outcome data</u> in 10B. Include: • top 3 event locations • type of behavior incidents • core effectiveness data • classroom referral data, as well as analysis of this data.	Krystal Coke
	2. 12/3/2018		
	3. 2/1/2019		
	4. 4/9/2019		

CRITICAL ELEMENT # 3: School-wide Expectations

3A. List the **top 10 behavior incidents** data YTD from BASIS 3.0 Behavior Dashboard:

Top 10 Behavior Incidents *(put N/A in any blank spaces)*	
1. Unruly Disruptive Behavior	6. Fight (minor)
2. Disobedience/Insubordination	7. Profanity Toward Staff
3. Defiance of Authority	8. Inciting Disturbance
4.Fighting (Med)	9. Insulting Profane Language
5. Physical Attack	10. Sexual Misconduct

3B. Based on the behavior incidents in 3A, develop 3 – 5 **positive characteristics** *(not behaviors)* that would counteract the demonstration of these misbehaviors. These positive characteristics become your school-wide expectations.

School-wide Expectations
1. Self-Control-the ability to control one's behavior, emotions, and desires in the face of external demands
2. Tolerance-the ability or willingness to tolerate something, in particular the existence of opinions one does not agree with
3. Accountability-willingness to answer for your own choices and behaviors
4. Respect-to feel or understand that someone or something is important and should be treated appropriately

3C. Research indicates that discipline referrals increase after long holidays and during testing times.

When will school-wide expectations lesson plans be taught?		
	Date(s)	Time:
August	8/22/18-8/24/18	9:30 a.m.-10:00 a.m. CARE Homeroom Classes
January	1/8/19-1/10/19	9:30 a.m.-10:00 a.m. CARE Homeroom Classes
4th Quarter	4/2/19-4/4/19	9:30 a.m.-10:00 a.m. CARE Homeroom Classes

Who will be responsible for teaching the lesson plans?	Mrs. Florence Carter
Where will the lesson plan instruction occur?	All CARE Classrooms
Who is responsible for retaining, organizing and distributing all lesson plans?	Krystal Coke

CRITICAL ELEMENT #4: Location-based Rules

4A. List the **top 3 locations** for behavior <u>Events</u> YTD from BASIS 3.0 Behavior Dashboard**. *Do not use "classroom"***

Top 3 Locations	
School Location	# Incidents
1. Cafeteria	48
2. Hallways	32
3. Restrooms	11

4B. Create an Expectations/Rules Matrix from your 3-5 school-wide expectations and your top 3 event locations. Develop a positively stated, observable, and measurable <u>rule</u> that correlates with every expectation to create a <u>maximum</u> of 5 rules under each location**.**

Expectations and Rules Matrix			
School-wide EXPECTATIONS		**IDENTIFIED LOCATIONS** *Copy and paste locations from 4A.*	
	Copy and paste expectations from 3C.	Hallways/Class Changes	Cafeteria	Restrooms
		Rules	**Rules**	**Rules**
	Self-Control	Keep hands and feet to self, walk appropriately	Eat your food only, ask permission to leave your table	Use appropriate language and noise level
	Tolerance	Be concerned with your own schedule during class changes and conversations	Do not focus on what others choose to eat or not eat	Take turns and be mindful of privacy of others
	Accountability	Arrive to class on time with appropriate materials	Clean up your table and floor area	Wash your hands before leaving
	Respect	Use appropriate noise level while changing classes	Ask for permission to change locations (clinic, bathroom, media center)	Keep clean and manage your time

4C.

When will location-specific rules lesson plans be taught?		
	Date(s)	Time:
August	8/15/18-8/29/18	Weekly at quarterly team meetings (planning time)
January	1/8/19-1/15/19	Weekly at quarterly team meetings (planning time)
4th Quarter	4/9/19-4/18/19	Weekly at quarterly team meetings (planning time)

Who will be responsible for teaching the lesson plans?	Team Leaders
Where will the lesson plan instruction occur?	Team Leader's Classroom
Who is responsible for retaining, organizing and distributing all lesson plans?	Krystal Coke

CRITICAL ELEMENT # 5: Reward and Recognition Programs

Expectation or Location**:**   **Respect**

4 Step Problem Solving Process	**Plan**

4

1. Problem Identification: Use your behavior data to identify a school-wide problem. What problem did you identify? *(use numerical data)*	**Data used:** BASIS Referral Data/Observational Data **Problem Identification: Maintaining cleanliness in the cafeteria for others to eat at the same table**
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 who do not maintain a clean area by their assigned lunch tables lack respect for students who are coming in to eat after them, as they are not motivated to do so. **Goal Statement:** By the end of each quarter, at least 90% of all lunch tables will show a decrease in the amount of wrappers, food, and other items left behind in all lunch sessions.
3. Intervention Design: Describe how you will implement a positive reward program to decrease this problem.	**Type of System:** Token system **Reward system will include tickets being given for 'Caught You Cleaning"** **Description of System:** *Lunch supervisors, such as Assistant Principals, Coaches, and Guidance personnel will monitor cleanup process and use criteria agreed upon to give tokens out for cleanliness, which can be accumulated for snacks or reward parties.*
4. Evaluation: A. Implementation fidelity	**A.** How do you monitor the fidelity (consistency and effectiveness) of the <u>**staff's**</u> implementation of the reward program? ***Staff will follow a criterion-based rubric to award tokens)***
B. Student outcome monitoring	**B.** How will you know if the reward program is positively impacting <u>**students**</u>? What measurable data will you use to determine "success"? ***List of students who earn enough tokens for the reward party, "Caught You Cleaning" will be analyzed to look if percentage of attendance increased. Grade levels will be compared by teams as well.***

CRITICAL ELEMENT #6 Effective Discipline Procedures

6A. Staff Managed Misbehaviors: List the top 6 *most common* school-wide misbehaviors **staff are expected to manage.** Write a short, objective, and measurable definition for each.

Staff Managed Misbehaviors	
Misbehavior	"Looks Like"
1. Talking in class	Talking during instruction or talking about irrelevant topics during instruction
2. Out of Seat	Moving out of assigned seat or area without permission
3. Inappropriate use of technology	Texting in class
4. Uniform Violation	Wearing incorrect colors or materials on top or bottom, shirt not tucked in or no belt worn
5. Disrespect	Saying or doing incorrect language or actions towards a peer, staff member, or others
6.	

6B. Staff Managed Consequences: Create a consequence <u>menu</u> **OR** a consequence <u>hierarchy</u> for staff to use when students exhibit the above misbehaviors. Provide a minimum of **5** consequences.

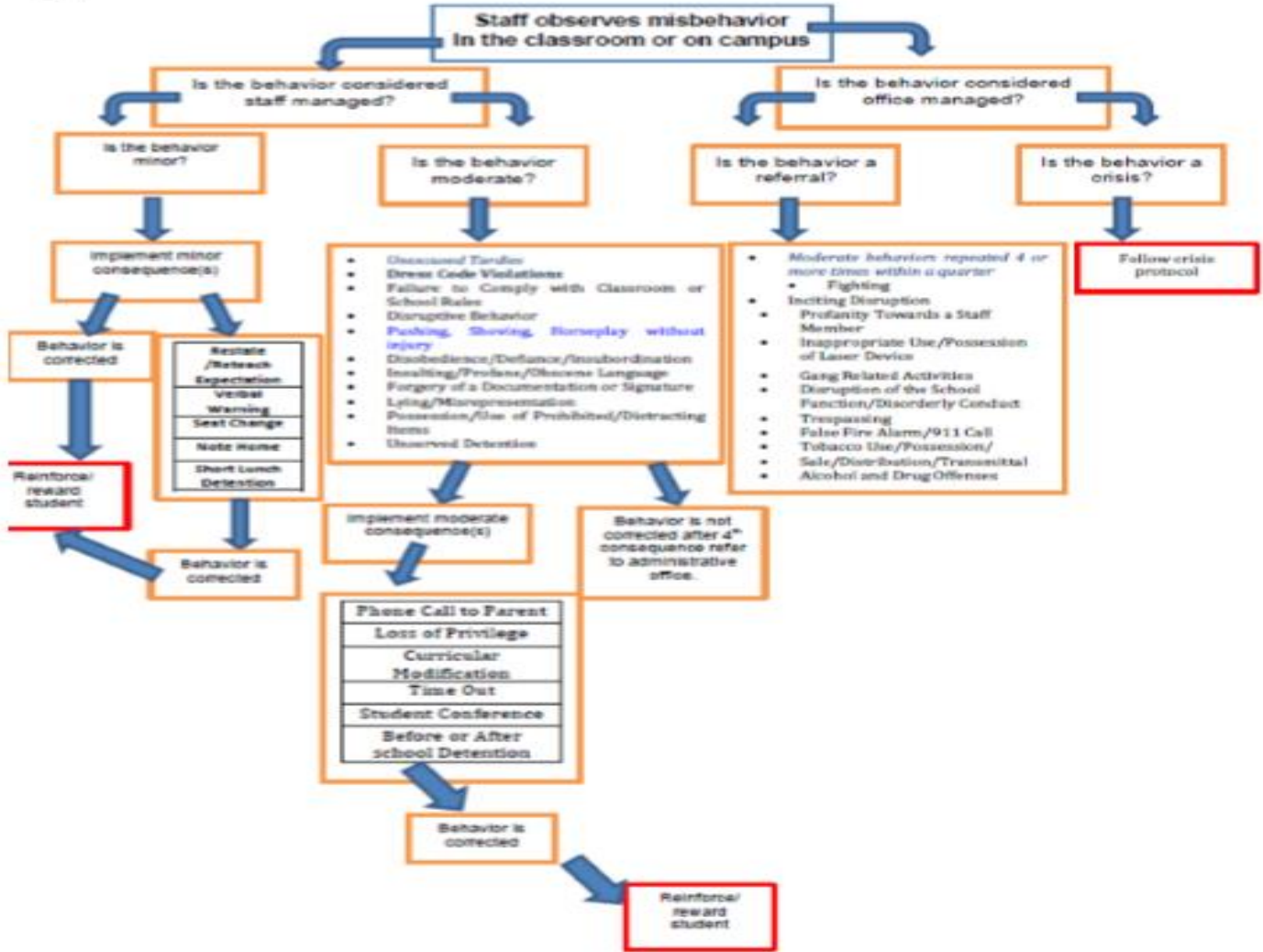| Is this a menu or hierarchy system?	X Menu ☐Hierarchy
Verbal Warning	
Phone Call to Parent	
Loss of Privileges	
Student Conference	
Before or after School Detention	

6C. Administration Managed Misbehaviors:
(a) Define the first 3 behaviors by providing examples that clearly identify the point at which the misbehavior warrants an Office Discipline Referral (ODR).
(b) List two additional common school-wide misbehaviors that will result in an ODR. Provide concrete examples.
(c) Determine staff tolerance level for repetitive misbehaviors (the point at which the number of staff-managed misbehaviors becomes an ODR).

Office Discipline Referrals (ODRs)	
Behavior	"Looks Like" - *provide a description with example(s)*
1. Disobedience/Insubordination	Out in hallways during class time on a continual basis with no permission
2. Disruptive/Unruly Play	Running and horseplaying between class changes after being warned not to do so
3. Defiance of Authority	Leaving internal suspension without permission and refusing to go back
4.	
5.	
6.	More than [3] misbehaviors in [one] [Period] warrants an office referral.

6D. School-wide Discipline Flow Chart:

Student Behavior Discipline Flow Chart

6D.

Staff observes misbehavior in the classroom or on campus

Is the behavior considered staff managed?

Is the behavior considered office managed?

Is the behavior minor?

Is the behavior moderate?

Is the behavior a referral?

Is the behavior a crisis?

Implement minor consequence(s)

- Occasional Tardies
- Dress Code Violations
- Failure to Comply with Classroom or School Rules
- Disruptive Behavior
- Pushing, Shoving, Horseplay without injury
- Disobedience/Defiance/Insubordination
- Insulting/Profane/Obscene Language
- Forgery of a Documentation or Signature
- Lying/Misrepresentation
- Possession/Use of Prohibited/Distracting Items
- Unserved Detention

- Moderate behaviors repeated 4 or more times within a quarter
  - Fighting
- Inciting Disruption
- Profanity Towards a Staff Member
- Inappropriate Use/Possession of Laser Device
- Gang Related Activities
- Disruption of the School Function/Disorderly Conduct
- Trespassing
- False Fire Alarm/911 Call
- Tobacco Use/Possession/
- Sale/Distribution/Transmittal
- Alcohol and Drug Offenses

Follow crisis protocol

Behavior is corrected

| Restate /Reteach |
| Expectation |
| Verbal Warning |
| Seat Change |
| Note Home |
| Short Lunch Detention |

Reinforce/ reward student

Behavior is corrected

Implement moderate consequence(s)

Behavior is not corrected after 4th consequence refer to administrative office.

| Phone Call to Parent |
| Loss of Privilege |
| Curricular Modification |
| Time Out |
| Student Conference |
| Before or After school Detention |

Behavior is corrected

Reinforce/ reward student

7

CRITICAL ELEMENT # 7 : Classroom Management Systems

7A. ALL teachers implement an effective Tier 1 classroom management system:

Which **evidence-based** classroom management system is **supported** by your school's administration and is expected to be implemented school-wide? **CHAMPS strategies and School-wide PBIS plan expectations and reward systems**	Ⅹ **CHAMPs*** Ⅹ **PBIS Classroom Management**
If other, name the **evidence-based classroom management system:**	Click here to enter name of system.
*CHAMPs is the district-supported, evidence-based universal classroom management system for all teachers. Would your Principal like to be contacted to learn about CHAMPs professional development?	☐ Yes Ⅹ No

7B. Fidelity of **staff** implementation of school-wide classroom management systems

What data collection tool does your school leadership team use to monitor and evaluate your teacher's classroom management skills? *(Measure **staff skills**, not student outcomes)*
Ⅹ **CHAMPs 7 Up Checklist –BASIS data is analyzed to see if there are decreases in referral rates**
Ⅹ **CHAMPs Classroom Check Up (CCU)-Classroom I-Observation walkthrough datamarks are analyzed**
☐ PBIS Classroom Assistance Tool (CAT)
☐ PBIS Walkthrough
Ⅹ **Marzano's Domain 1, Design Questions 5, 6, 7, 8, 9**
☐ Fidelity of staff classroom management implementation is not monitored to determine training needs this year *(you will need to adopt a tool and plan next year)*
☐ Other *(specify):*
Explain how this data is collected and analyzed by your school leadership team as a **universal screening** _across teachers_ to determine the need for classroom management training:
Fidelity of Implementation Plan: *Assistant Principals will conduct walkthroughs on a weekly basis and discuss data collected on a monthly basis. Teachers will be provided feedback based upon the CHAMPS 7 up Checklist on a quarterly basis. The school's PBIS team will conduct "CHAMPS Walks" using the checklist.*

7C. Percentage of Classroom Referrals:
(a) Review your classroom data YTD ("Events by Location") in BASIS 3.0 Behavior Dashboard.
(b) Complete <mark>the yellow highlighted cells first.</mark>
(c) Auto-calculate the % of referrals in the classroom by clicking on "!Zero Divide" in the next cell and pressing "Fn + F9" together.

Total number of discipline referrals **from classrooms**:	296
Total number of **school-wide** discipline referrals:	450
% of referrals in the classroom:	67%
Do more than 40% of your referrals come from the classroom?	X☐ 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.

CRITICAL ELEMENT # 8: Data Collection and Analysis

8A. Determine your School-wide Core Effectiveness YTD from the BASIS Behavior Dashboard in the "Referrals per Student" chart.

TOTAL Population:	1606				
# Referrals		% of Total Population	Core Effectiveness		
0 - 1 referral	143	9	Are your 0 – 1 referrals > 80%?	☐Yes	☒No
2 - 5 referrals (at risk students)	94	6	Are your 2 - 5 referrals <15%?	☒Yes	☐No
> 5 referrals (high risk students)	9	.5	Are your >5 referrals <5%?	☒Yes	☐No

8B. Core Effectiveness Plan:

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 plan does your school leadership team implement 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 Plan: *I believe our Core is strong due to the proactive discipline policy we follow. Training and sharing of best practices will continue to be shared through PLC and ongoing professional development.*	

8C. Disproportionality: Determine if there are any issues within subgroups from BASIS 3.0 Behavior Dashboard in the "Referrals by Demographics" chart.

Subgroups	(PctPop - Green) % of students	(PctRef - Blue) % of referrals	Difference in referral composition	Positive value suggests disproportionality (Is the value positive?)	
Black	67	72	5	☒Yes	☐No
Hispanic/Latin	20	17	-3	☐Yes	☒No
White	8	6	-2	☐Yes	☒No

8D. Disproportionality Plan: If any values are positive, the percentage of referrals contributed to that subgroup is higher than expected, given that subgroups' percentage in the student population.

If all 3 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 Plan: *To ensure equity the leadership team plan to take the following steps:* - *Provide more intensive support and training for Tier 1 strategies* - *Utilize our Equity Liaison to provide data and experiences that will increase teacher awareness as it relates to equity.* - *Implement and monitor school wide positive behavior plan.* - *RTI Flipcharts and behavior strategy menu will be provided for teachers and referenced frequently*	

Critical Elements # 9: SPBP Implementation Planning

Month	Action Step ☒ *check when Action completed*	Completed: Person Responsible Name & Title
Current	X This Action Plan has been saved to use *next year* during quarterly meetings	**Florence Carter** **Discipline** **Committee Chair**
Current	X **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, Expectation lesson plans and Rules lesson plans**	**Krystal Coke** **Assistant Principal**
Pre Planning 2018	X 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 (posters, PSAs, etc.) ☐ Identify your RtI Instructional Facilitator provided by the district (Contact tyyne.hogan@browardschools.com for more information, if you are unsure) ☐ Confirm 1st team meeting date and time	Cindy Pluim, SAC Co-Chair

August 1st meeting	☐ Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP
	☐ Determine any needed <u>team training</u>, such as the 4 Step PSP Brainshark Series, 10 Critical Elements Brainsharks, Data Collection, Effective CPST Teams, PBIS 101, etc.
	    Trainings available at: http://www.browardprevention.org/mtssrti/training-modules/
	☐ Review previous year's behavior data. (Use 'Agenda' and 'Data Collection Template')
	    Forms available at: http://www.browardprevention.org/mtssrti/rtib in Tier 1, Teaming
	☐ Present implementation data, behavior data, team activities and progress to entire staff
	☐ Utilize the 4 Step Problem Solving Process to develop initial interventions
	☐ Review previous year's SPBP and feedback form
	☐ Verify and implement teaching schedule for SPBP Expectations and Rules behavior lesson plans
		Florence Carter, Cindy Pluim PBIS Committee Members

September	☐ Provide stakeholder presentation on SPBP 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	**Krystal Coke, Assistant Principal**
October 2nd meeting	☐ Ensure instructional staff know how to (and are, as needed) enter Tier 1 Supplemental Strategies for behavior in BASIS ☐ Present implementation data, behavior data, team activities and progress to entire staff	Krystal Coke, Assistant Principal
November	☐ Staff to re-teach Expectations and Rules first day back from break. ☐ Team to develop new and/or improved lesson plans as indicated by behavior data.	Florence Carter, Team Leaders, Names TBA
January 2019 3rd meeting Prepare for *2019/20* SPBP	☐ Staff to re-teach Expectations and Rules first day back from break ☐ Ensure the <u>Principal signs in</u> and watches the *new* SPBP Brainshark: Due January 30th ☐ Present implementation data, behavior data, team activities and progress to entire staff ☐ Choose team members and dates to work on, complete, and submit the *new* SPBP ☐ Teams watch the *new* SPBP Brainsharks and refers to *new* "Additional items" Brainsharks and Additional items posted at: http://www.browardprevention.org/mtssrti/rtib	Krystal Coke, Assistant Principal
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). Email Tyyne.hogan@browardschools.com to request analysis.	Krystal Coke, Assistant Principal
March 4th meeting	☐ Ensure progress towards completion of SPBP ☐ Provide staff presentation and vote on new SPBP for next year ☐ Provide stakeholders/parent presentation on new SPBP for next year ☐ Present implementation data, behavior data, team activities and progress to entire staff	Florence Carter, Discipline Committee Chair
April	☐ Submit your SPBP in OSPA by April 30th every year	**Cindy Pluim, SAC-Co Chair**

Table title: SPBP Team Implementation Action Plan 2018 - 2019

CRITICAL ELEMENT # 10: Monitoring Plans

10A. How will you determine the success **of** *staff* **implementation** of the School-wide Positive Behavior Plan?
*"Are **staff** implementing the SPBP with fidelity? How do you know?"*

Fidelity of Implementation Monitoring Plan			
Action Step	Create an **observable** and **measureable** SMART goal to determine "successful" **staff implementation** of action step	When will data be collected, analyzed & presented?	Person responsible to collect and analyze data
School-wide **expectations** and location-specific **rules** are posted across campus	By August 20, 2018 all school-wide expectations in hallways and Cafeteria will be posted for students to view	Refer to **quarterly** presentation dates in 2B.

This is the data the team will be sharing during presentations. | Krystal Coke, Assistant Principal |
Behavior lesson plans are being taught as written and when indicated	By September, 2018 all teams will have their behavioral lesson plans approved by Administration		Nathan Berkowitz, Sabrina Elsinger, KrystaL Coke, Assistant Principals
Discipline consequences and **flow chart** are being used by all staff as written	By September, 2018 all teams will review the discipline flowchart with their CARE classes		All CARE homeroom teachers
A **reward system** is being implemented for *all* students	Quarterly Team Reward Days By the end of each quarter there will be at least 90% student participation10 on Team Reward Days		Ms. Carter, Ms. Mattson, Ms. Joseffer, Ms. MacEinri, Ms. Salas

10B. How will you determine whether 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 Plan			
Student Outcome Data	Create an **observable** and **measureable** SMART goal to determine "successful" **student outcomes**	When will data be collected, analyzed & presented?	Person responsible to collect and analyze data
See critical element 3A • Type of **behavior incidents** data	By December 2018, percentage of referrals based on Disobedience and Disruptive Behavior will decrease by at least 30%	Refer to **quarterly** presentation dates in 2B.

This is the data the team will be sharing during presentations. | Krystal Coke, Assistant Principal |
See critical element 4A • **Top 3 event locations** data	By December 2018, referrals coming from hallway disruptions and cafeteria behaviors will decrease by at least 30%		Krystal Coke, Assistant Principal
See critical element 8 • **Core effectiveness** data	By December 2018, referrals for Black students will decrease by 25%		Krystal Coke, Assistant Principal
See critical element 7A • **Grade Level/Classroom referrals** data	By December 2018, referrals coming from classrooms will decrease by 25%.		Krystal Coke, Assistant Principal