

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



School Name:	Nova Middle School
School Number:	1311
SPBP Contact Name:	Deveil Hardge / Darryl Baker / Melissa Johnkins
Direct Phone Number:	754 323 3700

CRITICAL ELEMENT # 1: Active Team with Administrative Participation

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

Full Name	Position
Melissa Johnkins	1. Administration
Michael Brennan / Monique Scott	2. BTU Representative
Darryl Baker	3. SPBP Point of Contact
Vania Bredy	4. Parent/Community Representation
Anyssa Gonzalez	5. 6 th Grade
Darryl Baker	6. 7 th Grade
Lewis Prisco	7. 8 th Grade
	8.
	9.
	10.

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

Meeting Date	Meeting Time	Content of meetings:
8/12/2019	9:00	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
10/18/2019	9:00	
1/6/2020	9:00	
3/20/2020	9:00	

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	4/26/2019	# of participants = 76
Held a <i>faculty</i> vote on the new SPBP (for SY 2019/20)	4/26/2019	# of participants = 51 % approved = 73
Presented the <i>new</i> SPBP (for SY 2019/20) to stakeholders (parents and community)	4/30/2019	# of participants = 18

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: 8/7/2019	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 9/17/2019	
Present the behavior data to all staff <u>quarterly</u>	1. 10/18/2019	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. 3/20/2020	
	4. 4/9/2020	

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. Out of Assigned Area
3. Disobedience / Insubordination
4. Bus Violation (Level 2)
5. Fighting Minor

3B. School-wide expectations are 3 – 5 positive characteristics (*not behaviors*) that counteract the demonstration of the top school-wide misbehaviors above. ALL people on campus model these expectations.

School-wide Expectations Taking Titan to The Top (4 B's) or (CPR's)
1. Be Cooperative
2. Be Positive
3. Be Respectful
4. Be Responsible
5. Be Prepared

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	19 th and 20 th	Student's Social Studies Period	To be conducted during Social Studies class period
January	7 th (Flex Day)	Played throughout the day using the school broadcast system (Flex Day)	School-wide - Televisions are in each classroom
After Spring Break	March 19 th	Played throughout the day using the school broadcast system	School-wide - Televisions are in each 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. School Grounds	99
2. Bus	85
3. Hallway	48

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	Cafeteria Rules	Hallway Rules	Bus Loop Rules	Classroom Rules	
Be Respectful	Use appropriate conversation and kind words	Use your inside voice in the hallway. Especially while class is in session	Use appropriate conversation and kind words	<ul style="list-style-type: none"> - Use a respectful tone of voice - Do not tease others or call them names - Follow adult requests quickly and without complaint - Pay attention in class 	
Be Responsible	Go directly to your seat once you receive your lunch	Walk directly to your destination	Remain seated. Keep hands, feet and objects inside always	<ul style="list-style-type: none"> - Set goals for yourself (Make sure you have short term and long-term goals) - Plan accordingly (Time management) - Study your material you learn in class 	
Be Cooperative	Report any issues or incidents to staff immediately	Report any issues or incidents to staff immediately	Report any issues or incidents to staff immediately	<ul style="list-style-type: none"> - Take turns - Explain your reasons for limits and requests - Give specific praise for cooperative efforts • Offer suggestions, not commands 	
Be Positive	Do your part to keep our cafeteria safe and clean	Do your part to keep our hallways safe and clean	Acknowledge bus driver	<ul style="list-style-type: none"> - Find the optimistic viewpoint in a negative situation - Stop, breathe, refocus. If something bothers you, share it. Don't keep it bottled up 	

<p>Be Prepared</p>	<p>Proceed to your assigned table once entering the cafeteria. Sit quietly and wait for further directions or for dismissal instructions</p>	<p>Manage your time in the hallways to ensure you arrive to class on time</p>	<p>Identify your bus route and plan accordingly</p>	<p>-Bring the tools you need for class each day – if you need assistance, simply ask in advance -Review lecture notes for the week -Make a list of questions on things you are unsure of and seek the answer</p>
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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	19 th and 20 th	11:05 – 12:35	Televised through the school broadcast system (Period 3, day 1 & Period 4, day 2)
January	7 th (Flex Day)	6 th Grade Period 6 1:55 -2:45 Period 7 2:50 – 3:35 7 th /8 th Grade Period 7 2:50 – 3:35 Period 8 3:40 – 4:20	Televised through the school broadcast system (6 th Grade Period 6 & Period 7) (7 th Grade / 8 th Grade Period 7 & Period 8)
After Spring Break	April 9 th (Early Release)	9:30 – 2:35	Televised through the school broadcast system (Period

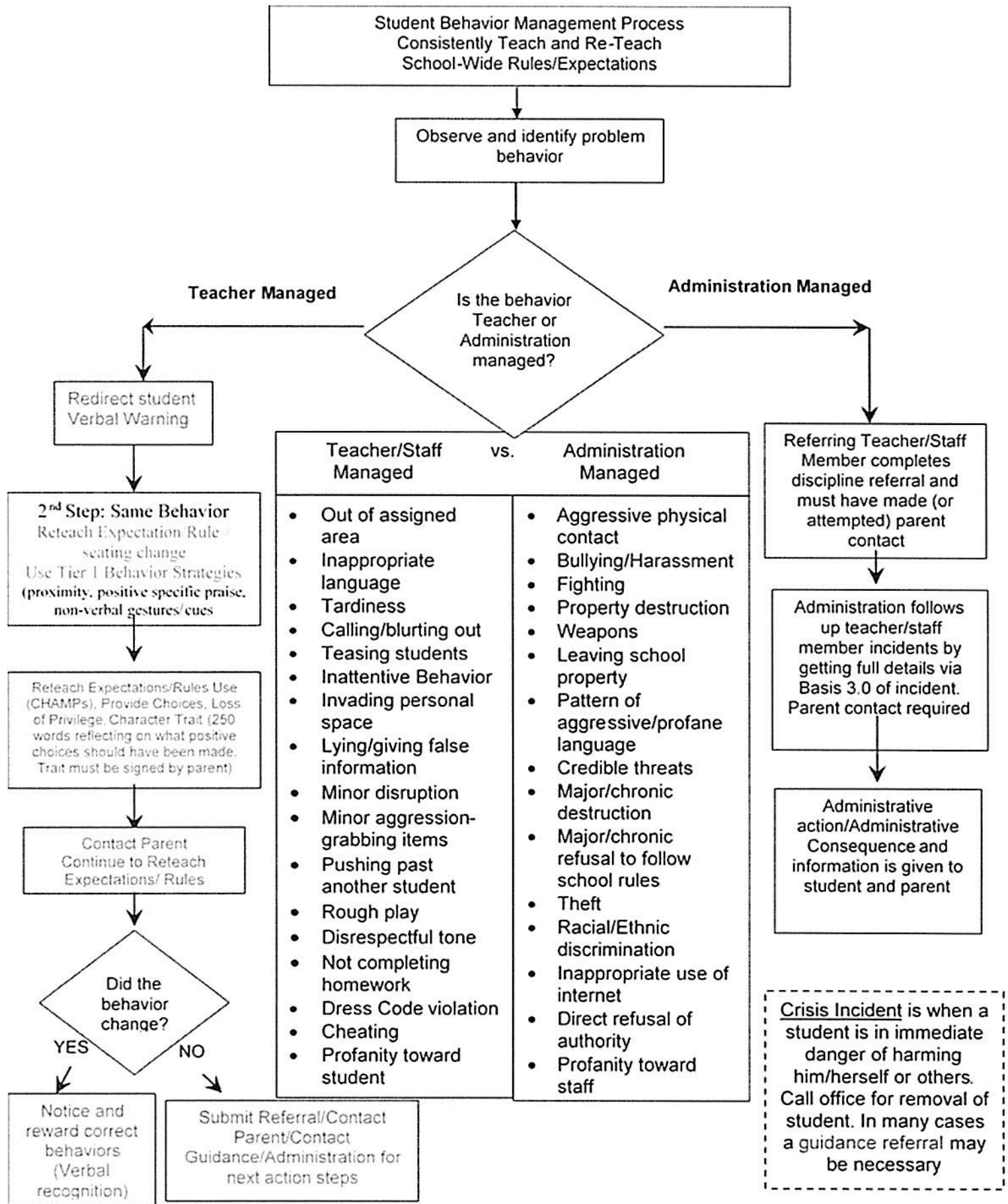
CRITICAL ELEMENT # 5: Reward and Recognition Programs

5. The reward system is focused on one School-wide Expectation OR specific location *at a time*.

Expectation or Location: _____ Adherence to school-wide expectations _____

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: Referrals (479)</p> <p>Problem Identification Statement: We noticed an increase in referrals as the year progresses (especially during 3rd quarter)</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: Schoolwide adherence to the reward system and early identification of students in need of guidance & mentorship programs. These additions will advise and promote positive behavior and our school wide expectations.</p> <p>Goal Statement: If we continue reward appropriate behavior which is adhering to classroom rules and school-wide expectations, office discipline referrals will decrease by at least 8% percent. Referrals decreased by 5% based on the previous year's totals.</p>
<p>3. Intervention Design: Describe how you will implement a positive reward program to decrease this problem.</p>	<p>Type of System: Token system</p> <p>Description of System: Titan Bucks Incentive program. Student's are rewarded with Titan Bucks when the display exemplary behavior or exceptional achievement. The Titan Bucks can be redeemed each quarter where students can purchase various items. Suggestions include but are not limited to: pep rallies, movie rooms, ice cream socials, and field trip days.</p>
<p>4. Evaluation: A. Implementation fidelity</p>	<p>A. How will you monitor the fidelity (consistency and effectiveness) of the <u>staff's</u> implementation of the reward program? During the Titan Buck redemption, students are called to redeem bucks earned by classroom. We can monitor how many students per class are being rewarded vs. how many bucks the teacher was given. (We will provide support to teachers who may need assistance with rolling out the system)-3 sentences)</p>
<p>B. Student outcome monitoring</p>	<p>B. How will you know if the reward program positively impacts students? Administration will analyze monthly if there is a reduction in discipline referrals and survey teachers monthly on the classroom climate. What measurable data will you use to determine "success"? We will look at the number of referrals written in basis 3.0, survey data from month to month to analyze if the incentive program is working from all teacher's perspective. Finally, students will have the opportunity to voice their opinion on the successes and challenges of the incentive program. We can monitor the referral data quarterly to see if the system is decreasing the amount of written infractions</p>

CRITICAL ELEMENT #6: Effective Discipline Procedures



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 type="checkbox"/> CHAMPS	% of teachers currently holding valid CHAMPS certificate:
<input type="checkbox"/> PBIS Classroom Management <i>http://www.fl-pda.org/independent/</i>	% of teachers currently holding completion certificate:
<input checked="" type="checkbox"/> Other: SEL / PBL Strategies imbedded in lesson plans	Training evidence: Course completion report % of teachers currently trained: 18%

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 (specify): SEL / PBL strategies
<input type="checkbox"/> 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:

Total number of discipline referrals from classrooms :	323
Total number of <i>other school-wide</i> discipline referrals:	479
% of referrals in the classroom:	67%
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:
Other: If "Other", indicated system here: SEL / Conscious Discipline

CRITICAL ELEMENT # 8: Data Collection and Analysis

8A. Core Effectiveness:

TOTAL Population:	1274	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
0 - 1 referrals	134	91%	Are your 0 – 1 referral > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2 - 5 referrals (at risk students)	95	7%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
> 5 referrals (high risk students)	24	2%	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)	
1. Behavior – If a student is continuously disruptive, student will be referred to administration for disciplinary and/or intervention assistance (first a parent conference). Attempting classroom intervention may escalate the off-task behavior and impede upon the learning process for other students.	
2. Academically – We ask ourselves the question, what students have started out the quarter with low scores? For the students who score low in the beginning, having a conversation with them may remedy the situation. Many times, the student simply needed motivation, or they might need assistance with study skills, writing skills. Titan Tutoring and additional teacher support is given.	
3.	
4.	

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	56	85	29	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Hispanic/Latin	18	7	-11	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
White	18	8	-10	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

8D. Disproportionality Action Steps:

If <u>all three</u> are "No", disproportionality is not indicated. Are all 3 "No"?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Answer 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. There is disproportionality among the black subgroup. Data indicates that black students are a higher percentage of referrals compared to the percentage of the population. As a result, it is addressed by having professional development opportunities on culturally responsive teaching practices, etc.	
2. Based on data, males are more likely to receive referrals as compared to their female counterparts. Programs are in place to provide mentorship opportunities. There also needs to be opportunities to monitor daily. Suggestions include but are not limited to: Partnering with our stakeholders to provide mentorship and/or career exploration assemblies, scared straight experiences, and Junior ROTC	

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	<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 <i>new</i> "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 <i>new</i> "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	Expectation posters will be displayed in 100% of classrooms and rule posters will be displayed in the top three locations: hallway, bus and "pit" area of school grounds.
Expectations and Rules lesson plans are being taught as written and when indicated	Expectations and Rule lessons will be taught in 85% or more in designated classes on the scheduled days and times (see 3C and 4C) as indicated by administrative walkthroughs during those times
The Discipline flow chart is being used by all staff as written	Steps are following using SPBP Flowchart
A reward system is being implemented for <i>all</i> students	Students are given "Titan Bucks" to reward students for positive behavior. Titan Bucks can be redeemed quarterly in our school store

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)	In 2019-20, behavior incidents will decrease by 10% each quarter as compared to the 2018-19 quarterly analysis data.
Top 3 event locations data (See critical element #4A)	In 2019-20, behavior incidents will decrease by 10% in each of the top 3 behavior event locations by quarter as compared to the 2018-19 quarterly analysis data.
Core effectiveness data (See critical element #8A)	1. Decrease the proficiency gap by 5% and achieve a 5% increase in the number of students scoring at the proficiency level based upon the 2019 FSA reading and Math. 2. Engage parents of students in the educational process and planning for students through increased school events.
Classroom referrals data (See critical element #7C)	By June 2020, the occurrence of discipline referrals for all students (6th, 7th, and 8th grades) will decrease by 20% with the effective implementation of RTI, the Titan Bucks Incentive Program, teacher classroom management training, and use of our SEL Coach.