

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



School Name:	Forest Hills Elementary
School Number:	2631
SPBP Contact Name:	Derrick L. Huff
Direct Phone Number:	(754) 322-6400

CRITICAL ELEMENT # 1: Active Team with Administrative Participation

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

Full Name	Position
Barbara Rothman (Principal)	1. Administration
Derrick Huff (Assistant Principal)	2. Administration/ SPBP Point of Contact
Kelly Hickman	3. ESE Specialist/ SAC Chair
Carolina Sanclemente	4. BTU Representative
Mary Ann Sforza	5. Instructional Coach
Esther Jonassaint	6. SAF Chair/North Area Advisory Council
Robert Ehrlich	7. PTO/Community Rep./Parent
Besa Suero	8. Pre-Kindergarten Team Leader
Kimberly Eloy	9. Kindergarten Team Leader/Parent
Paige Mathis	10. First Grade Team Leader
Mayleen Almeida	11. Second Grade Team Leader
Gisella Plaza	12. Third Grade Team Leader
Jessica Bierals	13. Fourth Grade Team Leader
Kelly Adamowich	14. Fifth Grade Team Leader

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

Meeting Date	Meeting Time	Content of meetings:
8/7/2019	2:15 p.m.	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
10/16/2019	2:15 p.m.	
12/19/2019	2:15 p.m.	
3/19/2020	2:15 p.m.	

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 =
Held a <i>faculty</i> vote on the new SPBP (for SY 2019/20)	4/15/2019	# of participants = % approved =
Presented the <i>new</i> SPBP (for SY 2019/20) to stakeholders (parents and community)	4/24/2019	# of participants =

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 9/10/2019	
Present the behavior data to all staff <u>quarterly</u>	1. 8/7/2019	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. 10/16/2019	
	3. 12/19/2019	
	4. 3/19/2020	

CRITICAL ELEMENT # 3: School-wide Expectations

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

Top 5 Behavior Incidents	
1.	Disruptive (Unruly) Behavior (SB) – 78 incidents
2.	Assault/Threat (ZN) – 20 incidents
3.	Disobedience/Insubordination (01) – 13 incidents
4.	Fighting - Minor Altercation (ZI) – 13 incidents
5.	Unsubstantiated Bullying (UB) – 9 incidents

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.	Quarterly Behavior Assemblies for all students that revisit school-wide behavioral expectations.
2.	Continue promoting Kindness through announcements, home/school correspondence, and the Random Acts of Kindness Program.
3.	Peer Mediation- Grade 5 students will be trained and work with Ms. Aiello (Guidance Counselor).
4.	Review Code Book for Student Conduct & Discipline Matrix

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	8/16/2019	8:30 a.m. (K-2) 9:30 a.m. (gr 3-5)	Forest Hills cafeteria
January	1/17/2020	8:30 a.m. (K-2) 9:30 a.m. (gr 3-5)	Forest Hills cafeteria
After Spring Break	3/30/2020	8:30 a.m. (K-2) 9:30 a.m. (gr 3-5)	Forest Hills cafeteria

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. Cafeteria	26
2. Hallway	12
3. Playground	11

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	Click here to enter location. Rules	Classroom Rules		

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	8/16/2019	12:00 p.m. (K-2) 12:30 p.m. (gr 3-5)	Meeting begins in cafeteria. Topic: Cafeteria behavior
January	1/17/2020	12:00 p.m. (K-2) 12:30 p.m. (gr 3-5)	Meeting begins in cafeteria. Topic: Hallway behavior
After Spring Break	3/30/2020	12:00 p.m. (K-2) 12:30 p.m. (gr 3-5)	Meeting begins in cafeteria. Topic: Playground behavior

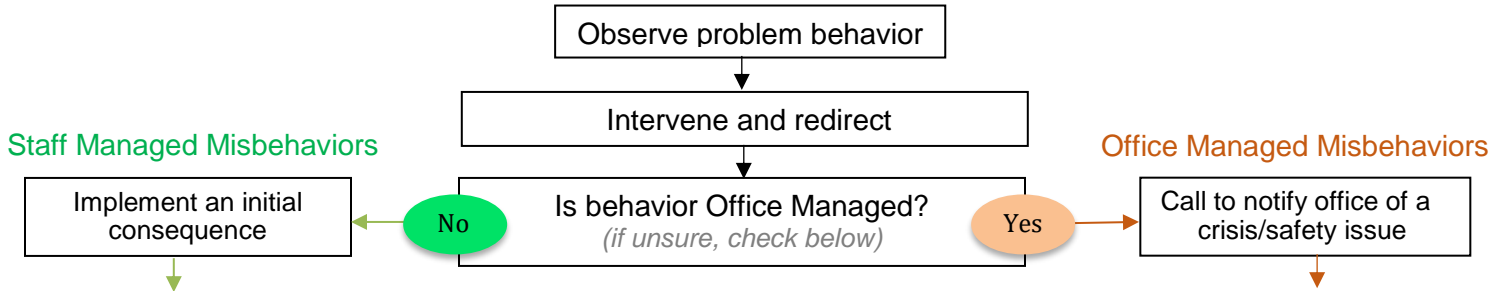
CRITICAL ELEMENT # 5: Reward and Recognition Programs

5. The reward system is focused on one School-wide Expectation OR specific location *at a time*.
Expectation or Location: Schoolwide Behavior: Cafeteria

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: Point Chart (updated daily)</p> <p>Problem Identification Statement: Cafeteria behavior</p> <p>During the 2018-2019 school year, only 70% of classes at FHE continued to struggle with cafeteria behavior as identified by our Cafeteria Incentive Program.</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: Students should treat the cafeteria like a restaurant or their dinner table at home.</p> <p>Goal Statement: By June 2020, 85% or more of the classes at Forest Hills Elementary will be recognized for positive cafeteria behavior.</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 RED- 1 point YELLOW- 3 points GREEN- 5 points</p> <p>Description of System Students are expected to:</p> <ol style="list-style-type: none"> 1) ensure the table and floor are clean prior to leaving the cafeteria 2) use indoor voices to communicate with one another 3) Stay seated once you have sat down at your cafeteria table 4) Line up in single file line during arrival and when leaving the cafeteria
<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?</p> <ol style="list-style-type: none"> 1. Using the cup system and awarding points daily. 2. Announcing class of the week with varying incentives. 3. Announcing winners on Friday afternoon. <p>By having cafeteria monitor meetings to constantly revisit cafeteria infractions and solutions. Everyday the behavior chart will be updated. This will allow us to closer monitor cafeteria behavior, and look in to improving it.</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"?</p> <ol style="list-style-type: none"> 1. Reduction in behavioral referrals coming from the cafeteria. 2. For classes that continue to struggle with cafeteria behavior the school's guidance counselor will conduct lessons.

CRITICAL ELEMENT #6: Effective Discipline Procedures

Student Behavior Discipline Flow Chart



Specific Examples of 6 Staff Managed Misbehaviors:	Specific Examples of 6 Office Managed Misbehaviors:
1. Redirection 2. Verbal Warning 3. Seat Change 4. Loss of Privilege 5. Phone Call Home 6. Student Referral/ Behavioral Rtl	1. Referral/ Referral data 2. Call Parent 3. Code Management 4. Detentions/Suspensions 5. Behavioral Parent Conferences/ Rtl 6. Threat/Suicide database

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	45% of teachers currently holding valid CHAMPS certificate:
<input checked="" type="checkbox"/> PBIS Classroom Management <i>http://www.fl-pda.org/independent/</i>	15% of teachers currently holding completion certificate: We will have more teachers to complete this online training.
<input checked="" type="checkbox"/> Other: Children’s Literacy Initiative (CLI)	Training evidence: Sign-in sheet(s) 85% of teachers currently trained: over 3 years/ Grant Awarded 2016/2017 SY

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): <i>Children’s Literacy Initiative (CLI)</i>
<input checked="" 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 :	190
Total number of <i>other</i> school-wide discipline referrals:	245
78% of referrals in the classroom:	!Zero Divide
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 Training - District offered	If “Other”, indicated system here: CLI- Power of 3 (in-house)

CRITICAL ELEMENT # 8: Data Collection and Analysis

8A. Core Effectiveness:

TOTAL Population:	750	% of Total Population	Core Effectiveness	
# Referrals:245	# of Students:750			
0 - 1 referrals	197	!Zero Divide	Are your 0 – 1 referrals > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2 - 5 referrals (at risk students)	39	!Zero Divide	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
> 5 referrals (high risk students)	9	!Zero Divide	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. Support through TEIR mentoring and Team Leader assistance (for new educators and veteran teachers new to school or to Broward County. 2. Character Trait of the month- Schoolwide initiative that teaches students character education 3. Monthly review of referral data- allows support staff to identify all areas of concern 4. Response to Intervention (Rtl)- Looks at specific student behaviors for targeted assistance 	

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	38%	52%	+14%	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Hispanic/Latin	38%	31%	-7%	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
White	14%	17%	+3%	<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. Review referral data in the Discipline Management System(DMS) to identify deficiencies in classroom management. 2. Monitor behavioral interventions identified through Response to Intervention (Rtl). 3. Look at behavioral data of effective teachers with good classroom management. Allow them to model for others. 4. Announce teachers whose students are “caught being good” 	

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	<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	<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 tyyne.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

