School-wide Positive Behavior Plan (SPBP)
Broward County Public Schools
To be implemented in SY 2020-21

School Name:	**Deerfield Beach Elementary School**
School Number:	**0011**
SPBP Contact Name:	**Aaron LaPlante**
Direct Phone Number:	**754-322-6100**

CRITICAL ELEMENT # 1: Active Team with Administrative Participation

1A. Team Members (SY 2019-20) who developed this SPBP:

Full Name	Position
Andrew Gerlach	1. Administration
Alison Keenan	2. BTU Representative
Aaron LaPlante	3. SPBP Point of Contact
Raymond Hanna Jr.	4. Parent/Community Representation
Kimberly Teuton	5. Kindergarten Teacher
Karen Kennedy	6. First Grade Teacher
Priscilla Vasquez	7. Second Grade Teacher
Jessica Desrosiers	8. Third Grade Teacher
Deborah Boles	9. Fourth Grade Teacher
Theresa Giles	10. Fifth Grade Teacher
Talia George Williams	11. ESE Support Facilitator
Kourtnee Smith	12. Autism Teacher

1B. Schedule of quarterly SPBP Team Meeting dates for 2020-21 school year:

Meeting Date	Meeting Time	Content of meetings:
10/5/2020	2:30 PM	
11/10/2020	2:30 PM	1. Progress of Action Steps indicated in Implementation Plan in #9
3/17/2021	2:30 PM	2. Collect & analyze fidelity of staff implementation data in #10A 3. Collect & analyze student outcome data in #10B
4/8/2021	2:30 PM	

CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment:

2A. Action Steps completed **this year** (SY 2019-20) that increased faculty and stakeholder knowledge of the *new* SPBP:

Action Steps:	Dates *(Between Jan 15 and April 30, 2020)*	Details *(Sign-in sheets in SPBP Binder)*
Presented the *new* SPBP (for SY 2020-21) to staff (Due to Covid-19, we met with teams starting on 5/5/20 and met with teams throughout the week.)	5/5/2020	# of participants = 53
Held a *faculty* vote on the new SPBP (for SY 2020-21)	5/11/2020	# of participants =50 % approved = 100%
Presented the *new* SPBP (for SY 2020-21) to stakeholders (parents and community)	9/16/2020	# of participants = 16

2B. Action Steps to be completed **next year** (SY 2020-21) to increase faculty and stakeholder knowledge and understanding of the *new* SPBP:

Action Steps:	Dates *(SY 2020-21)*	Content *(Sign-in sheets in SPBP Binder)*
Provide professional development on the 2020-21 SPBP for all staff	Prior to students' 1st day: 8/12/2020	The team will present the updates in the SPBP for the 2020-21 school year. All stakeholders will be provided with access to the SPBP. Feedback will be collected for future team meetings.
Present the 2020-21 SPBP to stakeholders (parents and community)	Prior to Oct 1st, 2020 9/10/2020	
Present the behavior data to all staff <u>quarterly</u>	1. 10/16/2020	The team will present: • 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. 1/7/2021	
	3. 3/17/2021	
	4. 4/8/2021	

CRITICAL ELEMENT # 3: School-wide Expectations

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

Top 5 Behavior Incidents
Battery
Battery – Low Level
Disobedience / Insubordination
Unruly/Disruptive Behavior
Fight – Minor/altercation/Conf

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

School-wide Expectations
Demonstrate Self – Control (Be a problem Solver)
Be Respectful
Be Cooperative
4. NA
5. NA

3C. At least one lesson plan for **each** school-wide expectation above is distributed to teachers during pre-planning SY 2020-21 and are maintained in the SPBP Binder.

Dates the school-wide expectations lesson plans are taught:			
	Date(s)	Time:	Location(s):
August	8/20/20	Throughout the Day	Classrooms/Morning Announcements/Behavior Assemblies
January	1/5/21	Throughout the Day	Classrooms/Morning Announcements/Behavior Assemblies
After Spring Break	3/29/21	Throughout the Day	Classrooms/Morning Announcements/Behavior Assemblies

CRITICAL ELEMENT #4: Location-based Rules

4A. Top three school-wide **locations** for Behavior Events YTD 2019-20:

Top 3 Locations, <u>not including Classroom</u>:	
School Location	# Incidents
1. Playground	**10**
2. Hallway	**8**
3. Cafeteria	**1**

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

School-wide Expectations and Rules Chart				Completed by each teacher:
School-wide EXPECTATIONS	**Cafeteria**	**Hallway**	**Playground**	**Classroom Rules**
Demonstrate self-control (Be a problem solver)	Sit in your assigned seat, raise your hand before you get out of your seat.	Keep your hands and feet to yourself in the hallway	Keep your hands and feet to yourself on the playground	
Be Respectful	Place your tray in the Somat.	Speak politely to everyone walking in the hallway.	Listen carefully to the adults to make sure you are understanding what they are saying.	
Be Cooperative	Listen carefully to all adults to make sure you understand what they are saying	Walk on the mustard and ketchup lines.	Take turns and share the playground equipment.	

4C. At least one Rules lesson plan for **each** common location is distributed to teachers during pre-planning SY 2020-21 and are maintained in the SPBP Binder.

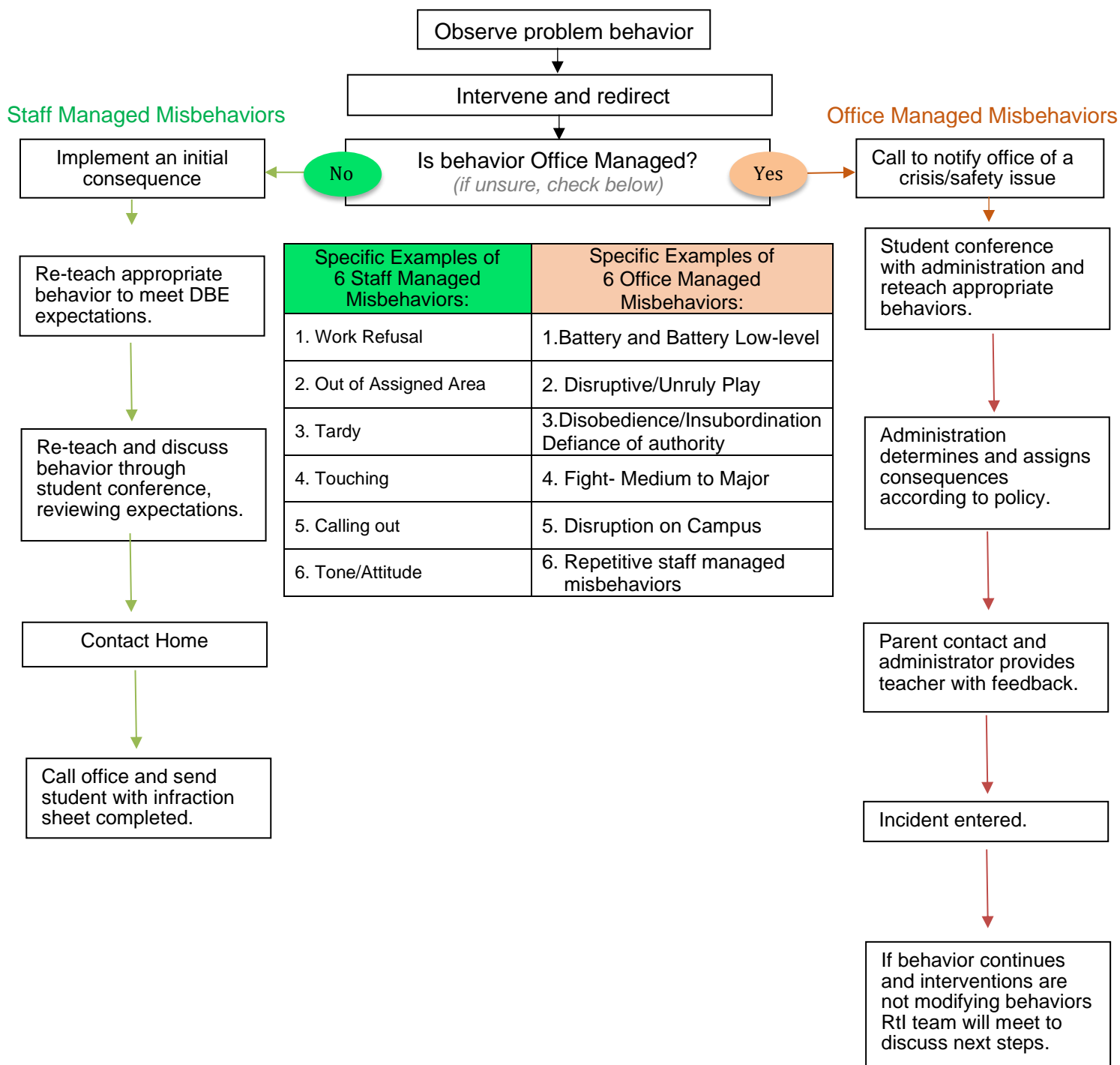| Dates the Locations' Rules lesson plans are taught			
	Date(s)	Time:	Location(s):
August	8/19/20, 8/20/20, 8/21/20	Throughout the Day	Classrooms/Morning Announcements/Behavior Assemblies
January	1/5/21	Throughout the Day	Classrooms/Morning Announcements/Behavior Assemblies
After Spring Break	3/29/21	Throughout the Day	Classrooms/Morning Announcements/Behavior Assemblies

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: <u>Demonstrate Self-Control (Be a Problem Solver)</u>

4 Step Problem Solving Process	Plan Details
1. Problem Identification: Use your behavior data to identify one school-wide problem. What problem did you identify? *(use numerical data)*	**Data used:** Referrals for battery and battery low-level make up 40% of DBES school referrals **Problem Identification Statement:** Students are not keeping their hands and feet to their own body.
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 need more frequent reminders of keeping their hands and feet to their own body and not touching other students. **Goal Statement:** By the end of the 2nd quarter, the number of referrals will decrease by 5% in the areas of battery and battery-low level.
3. Intervention Design: Describe how you will implement a positive reward program to decrease this problem.	**Type of System:** Token system **Description of System:** Students who are following the school-wide expectation of demonstrating self-control will be able to participate in the DBES' P-Squared celebration and will be featured weekly on the morning announcements as Star Students. P-Squared celebrations will be offered monthly to students. Star students will be rewarded weekly on Wednesdays. Students that have followed the school-wide expectation of showing self-control daily will receive a ticket each day. Students will write their name on the back of the ticket and place their ticket in a jar. Each week, teachers will draw 4 names from the tickets submitted by students to be featured as star students. The teacher will then reward four students by drawing from the tickets submitted to attend the monthly P-Squared celebration.
4. Evaluation: A. Implementation fidelity	**A.** How will you monitor the fidelity (consistency and effectiveness) of the **staff's** implementation of the reward program? *(2-3 sentences)* Mr. LaPlante, Assistant Principal, will collect the names of the students from each weekly star student and collect the tickets from the students that attend the P-Squared celebration. A checklist will be created and sent to teachers each week so they can monitor the students that have been rewarded. This will ensure that each student will have the chance to be rewarded.
B. Student outcome monitoring *(use numerical data)*	**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 referrals for battery and low-level battery will decrease by 5% by the end of the second quarter.

CRITICAL ELEMENT #6: Effective Discipline Procedures

Student Behavior Discipline Flow Chart

Observe problem behavior

Intervene and redirect

Staff Managed Misbehaviors

Office Managed Misbehaviors

Is behavior Office Managed?
(if unsure, check below)

No → Implement an initial consequence

Yes → Call to notify office of a crisis/safety issue

Re-teach appropriate behavior to meet DBE expectations.

Re-teach and discuss behavior through student conference, reviewing expectations.

Contact Home

Call office and send student with infraction sheet completed.

Specific Examples of 6 Staff Managed Misbehaviors:	Specific Examples of 6 Office Managed Misbehaviors:
1. Work Refusal	1. Battery and Battery Low-level
2. Out of Assigned Area	2. Disruptive/Unruly Play
3. Tardy	3. Disobedience/Insubordination Defiance of authority
4. Touching	4. Fight- Medium to Major
5. Calling out	5. Disruption on Campus
6. Tone/Attitude	6. Repetitive staff managed misbehaviors

Student conference with administration and reteach appropriate behaviors.

Administration determines and assigns consequences according to policy.

Parent contact and administrator provides teacher with feedback.

Incident entered.

If behavior continues and interventions are not modifying behaviors RtI team will meet to discuss next steps.

CRITICAL ELEMENT # 7: Classroom Management Systems

7A. In SY 2020-21, ALL teachers implement an evidence-based Tier 1 classroom management system:

Evidence-based system:	Evidence of training:
☒ CHAMPS	80% of teachers currently holding valid CHAMPS certificate
☐ PBIS Classroom Management *http://www.fl-pda.org/independent/*	% of teachers currently holding completion certificate =
☐ 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:

☒ CHAMPs 7 Up Checklist
☐ Classroom Snapshot (Classroom Management Assessment)
☐ PBIS Classroom Assistance Tool (CAT)
☐ Other *(specify):*

7C. School year 2019/20 YTD percentage of classroom referrals:

Total number of discipline referrals **from classrooms**:	35
Total number of *other* **school-wide** discipline referrals (not including classrooms):	45
% of referrals in the classroom:	44%
Do more than 40% of your referrals come from the classroom?	☒ 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.

If "**Yes**", school-wide classroom management professional development will be conducted *next year* in 2020/21:
CHAMPS Overview (80% teachers have certificate)   If "Other", indicated system here: Click here to enter text.

CRITICAL ELEMENT # 8: Data Collection and Analysis

8A. Core Effectiveness:

TOTAL Population:	601	% of Total Population	Core Effectiveness		
# Referrals:	# of Students:				
0 - 1 referrals	26	96%	Are your 0 – 1 referrals > 80%?	☒Yes	☐No
2 - 5 referrals (at risk students)	9	1.5%	Are your 2 - 5 referrals <15%?	☒Yes	☐No
> 5 referrals (high risk students)	5	.8%	Are your >5 referrals <5%?	☒Yes	☐No

8B. Core Effectiveness Action Steps:

If <u>all 3</u> 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 steps does your school leadership team take 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 Action Steps: *(3-4 steps)*

1. Tickets will be provided for all expectations met by students

2. Proud Parrot coins will be provided to all classes in the cafeteria who receives a green cup. This is a continuation from the previous SPBP which showed success in the cafeteria, we will continue to implement this for the 2020-2021 school year.

3. P-Squared Celebrations will continue for all students on each grade level who have received the most tickets – The tickets are a new addition for the 2020-2021 school year.

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	31%	36%	+5	☒Yes	☐No
Hispanic/Latin	46%	13%	33	☐Yes	☒No
White	20%	26%	+6	☒Yes	☐No

8D. Disproportionality Action Steps:

If <u>all three</u> 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 Action Steps: *(3-4 steps)*

1. Provide these students the opportunity to participate with lunch bunch with the school's guidance counselor.

2. Provide these students the opportunity to complete a Visual If/Then Behavior T-Chart, then chart and implement it day

3. Positive phone call home once students portray a positive behavior.

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 2020-21
Month	**Action Steps** ☑ *check when Action Step completed*
Current	☐ 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	☐ 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 ☐ Identify your district MTSS Instructional Facilitator (Contact tyyne.hogan@browardschools.com for more information, if you are unsure) ☐ Confirm 1st team meeting date and time
August 1st meeting	☐ Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP ☐ Review Implementation plan; check off completed Action Steps ☐ 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) ☐ Review previous year's behavior data. (Use 'Agenda' Form and 'Data Collection Template' in Sharepoint site) ☐ Utilize the 4 Step Problem Solving Process to initiate a Reward System for all students ☐ Review previous year's SPBP and feedback form; make necessary modifications ☐ Verify and implement teaching schedule for Expectations and Rules behavior lesson plans ☐ Present implementation data, behavior data, team activities and SPBP progress to entire staff
September	☐ Provide SPBP stakeholder presentation 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 ☐ Ensure the Discipline Flow Chart is distributed to all staff and is being used as written
October 2nd meeting	☐ Review Implementation plan; check off completed Action Steps ☐ Ensure instructional staff know how to (and are, as needed) enter Tier 1 Supplemental Strategies for behavior in BASIS ☐ Review previous quarter's behavior data. (Use 'Agenda' and 'Data Collection Template' in Sharepoint site) ☐ Present implementation data, behavior data, team activities, and SPBP progress to entire staff ☐ Ensure all teachers are using an evidence-based classroom management plan, such as CHAMPS ☐ Ensure Core Effectiveness Action Steps are being implemented as written
November	☐ Team to develop new and/or improved lesson plans as indicated by behavior data. ☐ Ensure that the Disproportionality Action Steps are being implemented as written
January 2020 3rd meeting Prepare for SY 2020/21 SPBP	☐ Review Implementation plan; check off completed Action Steps ☐ Staff to re-teach Expectations and Rules after winter break ☐ Principal signs in and watches the *new "SPBP for Principals"* Brainshark: Due January 30th ☐ Present implementation data, behavior data, team activities, and SPBP progress to entire staff ☐ Choose team members and dates to work on, complete, and submit the *new* SPBP ☐ 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	☐ 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)*
March 4th meeting	☐ Ensure progress towards completion and submission of SPBP ☐ Review Implementation plan; check off completed Action Steps ☐ Staff to re-teach Expectations and Rules after from spring break ☐ Provide stakeholders/parent presentation on new SPBP for next year ☐ Provide staff presentation and faculty vote on new SPBP for next year ☐ Present implementation data, behavior data, team activities, and SPBP progress to entire staff
April	☐ Submit your SPBP in OSPA by April 30th every year. Use this new SPBP in the next school year ☐ Continue implementing your *current* SPBP through the end of the current school year

CRITICAL ELEMENT # 10: Evaluation

10A. <u>Staff</u> implement the School-wide Positive Behavior Plan effectively:
*"Are **staff** implementing the SPBP with fidelity? How will you know?"*

STAFF Implementation Monitoring	
Action Step	Create an observable and measurable SMART goal to determine "successful" **staff implementation** of action step *(use numerical data)*
School-wide **expectations** and location-specific **rules** are posted across campus	By the end of each quarter, 100% of the cafeteria, hallways, and playgrounds will have 1 poster with the school-wide expectations and rules posted as measured by formal walkthroughs conducted by a SPBP team member.
Expectations and Rules lesson plans are being taught as written and when indicated	By August 28th, 2020, 100% of classroom teachers will have taught the school wide expectations and rules as measured by the submission of their lesson plans to the Principal.
The **Discipline flow chart** is being used by all staff as written	SPBP team members will review the referral rate each quarter and there will be a 3% decrease in the number of office discipline referrals that contain previous staff-managed behaviors.
A **reward system** is being implemented for *all* students	Weekly Star Students and Monthly P-Squared celebrations will be offered to students.

10B. The SPBP is successful in positively impacting **<u>students:</u>**
*"If staff are implementing the SPBP consistently and effectively, is it positively impacting **students**? How will you know?"*

STUDENT Outcome Monitoring	
Student Outcome Data	Create an observable and measurable **SMART** goal to determine "successful" **student outcomes** *(use numerical data)*
Behavior Incident data (See critical element #3A)	By June 9, 2021, school-wide student referrals for battery and battery – low level incidents will decrease by 5% each quarter as measured by the BASIS Behavior Dashboard.
Top 3 event locations data (See critical element #4A)	By the end of each quarter, the number of referrals from the hallway, cafeteria, and playgrounds will decrease by 3% as measured by the BASIS Behavior Dashboard.
Core effectiveness data (See critical element #8A)	By the end of the first semester, the classroom Office Discipline Referrals students will decrease by 5% as measured by the BASIS Behavior Dashboard.
Classroom referrals data (See critical element #7C)	By the end of each quarter, the percentage of students who have 0 to 1 referrals will increase by 2% as measured in the BASIS Behavior Dashboard. (This number will increase because we will work to lower the students that have 2-5 behaviors and then decrease the number of students who have 0-1 referrals.)