

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



School Name:	Banyan Elementary
School Number:	2001
SPBP Contact Name:	Mrs. Carol Roberts
Direct Phone Number:	754 322-5358

CRITICAL ELEMENT # 1: Active Team with Administrative Participation

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

Full Name	Position
Dr. Eric Miller & Mrs. Carol King- Roberts	1. Administration
Mrs. Betty Warren	2. BTU Representative
Mrs. LaShawn Settles	3. SPBP Point of Contact
Ms. Sonya Greene	4. Parent/Community Representation
Mrs. Melissa Elliott	5. Kind. Team Leader
Mrs. Sara Holschauer	6. First Grade Team Leader
Ms. Chelsea Smith	7. Second Grade Team Leader
Mrs. Kimberly Haygood-Elliott	8. Third Grade Team Leader
Mrs. Farrah Kellingbeck	9. Fourth Grade Team Leader/SAC Co Chair
Mrs. Daughn White	10. SAC Chair

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

Meeting Date	Meeting Time	Content of meetings:
8/12/2020	10:00-11:00 am	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
10/13/2020	2:10–2:50 pm	
1/5/2021	2:15-2:50 pm	
4/13/2021	2:15-2:50 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 <i>(Between Jan 15 and April 30, 2020)</i>	Details <i>(Sign-in sheets in SPBP Binder)</i>
Presented the <i>new</i> SPBP (for SY 2020-21) to staff	4/27/2020	# of participants = 46
Held a <i>faculty</i> vote on the new SPBP (for SY 2020-21)	4/29/2020	# of participants = 46 % approved = 100%
Presented the <i>new</i> SPBP (for SY 2020-21) to stakeholders (parents and community)	5/20/2020	# of participants = 12

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 <i>(SY 2020-21)</i>	Content <i>(Sign-in sheets in SPBP Binder)</i>
Provide professional development on the 2020-21 SPBP for all staff	Prior to students' 1 st day: 8/19/2020	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 1 st , 2020 Click here to enter a date.	
Present the behavior data to all staff <u>quarterly</u>	1. 8/12/2020	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. 10/13/2020	
	3. 1/5/2021	
	4. 4/13/2021	

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
2.	Disobedience insubordination
3.	Assault threat
4.	Fight Minor
5.	Disruptive unruly play

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	
1.	Treat others with kindness and respect
2.	Be responsible for your thoughts before your actions
3.	Be safe and cautious
4.	
5.	

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	08/19/2020	8:30 am	Classrooms
January	01/05/2021	8:30 am	Classrooms
After Spring Break	04/12/2021	8:30 am	Classrooms

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. Cafeteria	3
2. Hallway	1
3 Recess	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	Hallway Rules	Cafeteria Rules	Playground Rules	Classroom Rules
Treat Others with Kindness (Respect)	Walk directionally on the right side of the hallway. Keep appropriate distance between you and fellow classmates (e.g., 1 tile square between you and your classmate in front of you, both feet in the square).	Use appropriate table manners and keep your personal area clean.	Keep hands and feet to yourself. Use appropriate language while playing with classmates.	Always respect classmates and teachers.
Be responsible for your thoughts before your actions.	Level 0 voices in hallway during transitional times. Move quietly through the hallways.	Level 1 voices inside the cafeteria. Listen to cafeteria paraprofessionals and support staff. Stay seated at all times/raise your hand for assistance.	Remember all safety rules while playing with peers. Playground rules, must be followed at all times.	Listen to and follow directions the first time given. Raise your hands before speaking or leaving your seat.
Be Safe	Keep hands off walls while transitioning through hallways. Respect all decorations and bulletin boards in hallways.	Pick up all trash in personal space. Help keep table areas tidy by picking up all trash on tables and seats prior to being dismissed.	Return all playground equipment to the PE teacher. Do not litter on the playground, if something is dropped, immediately pick up the trash and dispose of it in nearby garbage cans. Do not abuse any playground/PE equipment.	Always keep, hands, feet and objects to yourself.
Have Self-Control	Walk at all times, maintaining personal space.	Maintain personal space while walking. Speak using an inside voice and only with people at your table.	Keep hands and feet to self. Follow playground rules.	

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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	08/19/2020	8:30 am	Classrooms
January	01/05/2021	8:30 am	Classrooms
After Spring Break	04/12/2021	8:30 am	Classrooms

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: _____

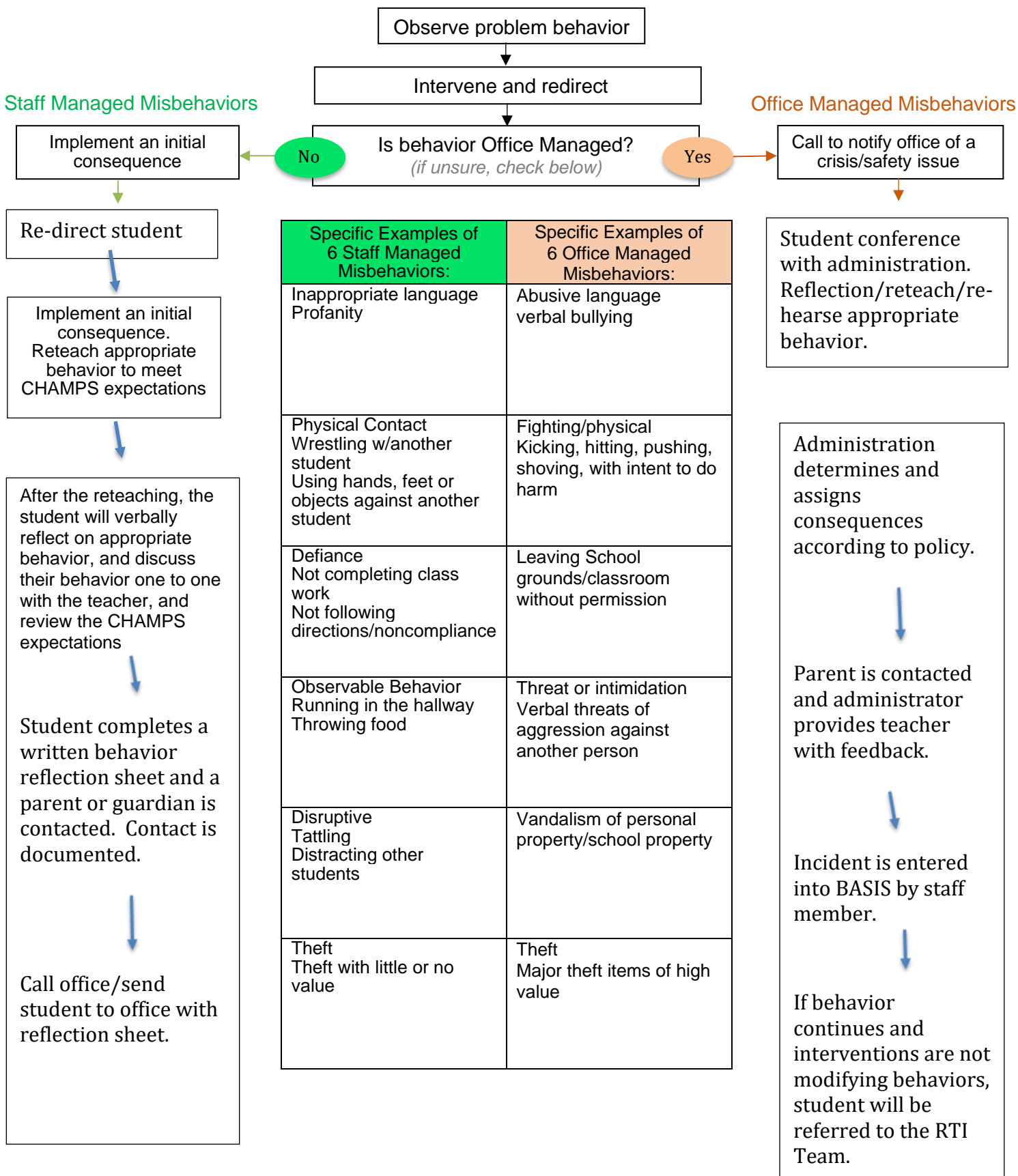
4 Step Problem Solving Process	Plan Details
<p>1. Problem Identification: Use your behavior data to identify one school-wide problem. What problem did you identify? <i>(use numerical data)</i></p>	<p>Data used: Referrals</p> <p>Problem Identification Statement: Students negative behaviors increase while in the cafeteria</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: After being in a structured classroom, students are eager to talk to friends so their voice level increases, they horse play and at times agitate each other, and sometimes leave their tables messy.</p> <p>Goal Statement: Cafeteria referrals will decrease by 50%.</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</p> <p>Description of System:</p> <ol style="list-style-type: none"> 1. Enter quietly (no talking in line) 2. Use level 1 voices 3. Stay in designated area during eating of lunch, raise for assistance 4. Clean designated lunch area 5. Exit quietly when dismissed. <p>There are 4 adults (administration/staff/paras) that continually monitor their assigned area of the cafeteria. Each table has 3 Solo cups (1 green, 1 yellow, and 1 red. All of the tables will be numbered. When the majority of the class is following expectations, the cup will remain on "green". When the majority of the class is not following expectations, the cup will change to "yellow". If the class is continuously not following expectations, then the cup will change to "red". When exiting the cafeteria, the staff will mark the points on a chart for each class for that day. Each class that earn 5 "greens" will receive a reward and begin to work towards the next goal. Classes do not have to earn 5 "greens" in a row, just 5 "greens" so that students will have the opportunity to earn a "green" the next day, by following Banyan's Cafeteria Expectations. If all rules of the cafeteria are met by the class, the students will receive the following 10 Greens = Ice Pops, 20 = Fruit Snacks, 30 Greens = Popcorn, 50 Greens = Movie/Pizza</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? Results are monitored by support staff and administration on a monthly basis using a data chart. Every two months, results are presented and discussed at Team Leader meetings. Those classes with the major infractions, will have further discussions with designated support staff.</p>

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”? Administration will continue to use the behavior point system charts to measure infractions within the framework initiated by staff. This will allow us to compare data through-out the school year, as well, as note which behaviors have seen a decrease/increase. In addition, data from BASIS on the number of referrals written, will be analyzed quarterly by Administration.

CRITICAL ELEMENT #6: Effective Discipline Procedures

Student Behavior Discipline Flow Chart



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:
<input checked="" type="checkbox"/> CHAMPS	50% 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 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 checked="" type="checkbox"/> CHAMPS 7 Up Checklist
<input type="checkbox"/> Classroom Snapshot (Classroom Management Assessment)
<input type="checkbox"/> PBIS Classroom Assistance Tool (CAT)
<input type="checkbox"/> Other (<i>specify</i>):

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

Total number of discipline referrals from classrooms :	3
Total number of <i>other</i> school-wide discipline referrals (not including classrooms):	8
% of referrals in the classroom:	27%
Do more than 40% of your referrals come from the classroom?	<input type="checkbox"/> Yes <input checked="" 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:	
Click here to choose:	If “Other” , indicated system here: Click here to enter text.

CRITICAL ELEMENT # 8: Data Collection and Analysis

8A. Core Effectiveness:

TOTAL Population:	528	% of Total Population	Core Effectiveness	
# Referrals: 8	# of Students:			
0 - 1 referrals	[REDACTED]	99%	Are your 0 – 1 referrals > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2 - 5 referrals (at risk students)	3	1%	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
<p>Answer either (a) or (b):</p> <p>(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?</p> <p>(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:</p>	
<p>Core Effectiveness Action Steps:</p> <ol style="list-style-type: none"> 1. Provide additional support to students using LEAPS Lesson. 2. Individual or small group counseling with the Guidance Counselor. 3. Have students meet with Administration to address behavioral expectations and consequences. 4. Students will participate in the school’s mentorship program. 	

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	67%	75%	8	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Hispanic/Latin	22%	12%	-10	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
White	7%	12%	-5	<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
<p>Answer either (a) or (b):</p> <p>(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</p> <p>(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</p>	
<p>Disproportionality Action Steps: (3-4 steps)</p> <ol style="list-style-type: none"> 1. Administration will address the faculty and staff regarding reinforcement of positive behaviors and implementation of the schoolwide plan. 2. Teachers will be given additional resources for behavior, including LEAPS Lessons. 3. The Guidance Counselor will implement classroom guidance lessons. 4. The school will implement mentorship programs for select students. 	

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
	<input checked="" type="checkbox"/> check when Action Step 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 MTSS 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 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 new 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	<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 (optional)
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 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 will you know?”

STAFF Implementation Monitoring	
Action Step	Create an observable and measurable SMART goal to determine “successful” staff implementation of action step <i>(use numerical data)</i>
School-wide expectations and location-specific rules are posted across campus	By the end of 1 st quarter, school-wide expectation and rules will be posted in hallways/cafeteria during pre-planning week. These posters will be reviewed during the first week of school and in PowerPoint presented during behavior assemblies.
Expectations and Rules lesson plans are being taught as written and when indicated	By the end of the 1 st quarter, 100% of teachers will have taught expectations and rules lessons as evidence by administrator’s review of lesson plans and classroom walk-throughs.
The Discipline flow chart is being used by all staff as written	By the end of the 1 st quarter, 100% of teachers will have classroom expectations as well as consequences posted in their classroom. In addition to documented discipline flow charts in their plan book.
A reward system is being implemented for <i>all</i> students	By the end of the 1 st quarter, 100% of teachers will have a classroom reward system for positive behavior as well as indication along with their posted rules evidenced by Discipline Committee reported to Administration.

10B. The SPBP is successful in positively impacting **students**:

“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 <i>(use numerical data)</i>
Behavior Incident data (See critical element #3A)	By the end of the 1 st quarter, the amount of behavior incidents will decrease by 10% as evidenced by the DMS.
Top 3 event locations data (See critical element #4A)	By the end of the 2 nd quarter, the number of incidents in the cafeteria, hallway and playground areas will decrease by 25% as evidenced by the DMS.
Core effectiveness data (See critical element #8A)	By the end of the 1 st quarter, 100% of our students identified with at risk behavior, will have a behavior plan developed by the Rtl team as evidenced by the Rtl system.
Classroom referrals data (See critical element #7C)	By the end of the 2020-2021 school year, the number of behavioral referrals will decrease by 25% as evident by the DMS.