

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



School Name:	Oakridge Elementary
School Number:	0461
SPBP Contact Name:	Andrew Thornberry
Direct Phone Number:	754-323-6711

CRITICAL ELEMENT # 1: Active Team with Administrative Participation

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

Full Name	Position
Eduardo Aguilar	1. Administration
Kelly Moore	2. BTU Representative
Andrew Thornberry	3. SPBP Point of Contact
Dayna Mascalino	4. Parent/Community Representation
Raixa Rafuls	5. Team Leader Grade 4
Maggie Bishop	6. Team Leader Grade 3
Idalmis MacCumber	7. Team Leader Grade 2
Sara Rivera	8. Team Leader Grade 1
Patrecia Kinchen	9. Team Leader Kindergarten
Carol Laveroni	10. Paraprofessional

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

Meeting Date	Meeting Time	Content of meetings:
8/12/2020	10:00am	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
11/4/2020	10:00am	
2/3/2021	10:00am	
4/7/2021	10:00am	

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	5/4/2020	# of participants = 47
Held a <i>faculty</i> vote on the new SPBP (for SY 2020-21)	5/8/2020	# of participants = % approved =
Presented the <i>new</i> SPBP (for SY 2020-21) to stakeholders (parents and community)	9/2/2020	# of participants =

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: 8/12/2020	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 1 st , 2020 9/16/2020	
Present the behavior data to all staff <u>quarterly</u>	1. 10/19/2020	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. 1/25/2021	
	3. 3/15/2021	
	4. 5/17/2021	

CRITICAL ELEMENT # 3: School-wide Expectations

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

Top 5 Behavior Incidents
1. Fighting/Minor Altercation
2. Disobedience/Insubordination
3. Unruly/Disruptive Behavior
4. Insulting/Profane/Obscene Language
5. Defiance of Authority/Habitual Disobedience

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.

1. We are positive .
2. I am responsible for my actions.
3. Stay safe .
4. Everyone shows respect .
These are Oakridge Elementary's WISE Ways!

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	August 20, 2021	8:30 & 9:15am	Cafeteria, Hallway and PE Court
January	January 12, 2021	8:30 & 9:15am	Cafeteria, Hallway and PE Court
After Spring Break	April 8, 2021	8:30 & 9:15am	Cafeteria, Hallway and PE Court

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	26
2. Hallway	17
3. PE Court	13

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	PE Court Rules	Classroom Rules
We are positive .	Walk straight to our destination.	Say please and thank you.	Enter the court ready to participate and follow directions.	
I am responsible for my actions.	Walk on the colored lines (Silent-Orderly-Straight SOS).	Clean up after yourself.	Replace equipment when done using it.	
Stay safe .	Walk up and down the stairs using the handrail on the right. Always walk with an adult.	Remain seated. Eat your own food.	Use equipment as it is intended for.	
Everyone shows respect .	Keep hands and feet to yourself.	Keep hands, body and objects (HBO) to yourself. Use inside voices (Level 2).	Keep hands, body and objects (HBO) to yourself.	

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.

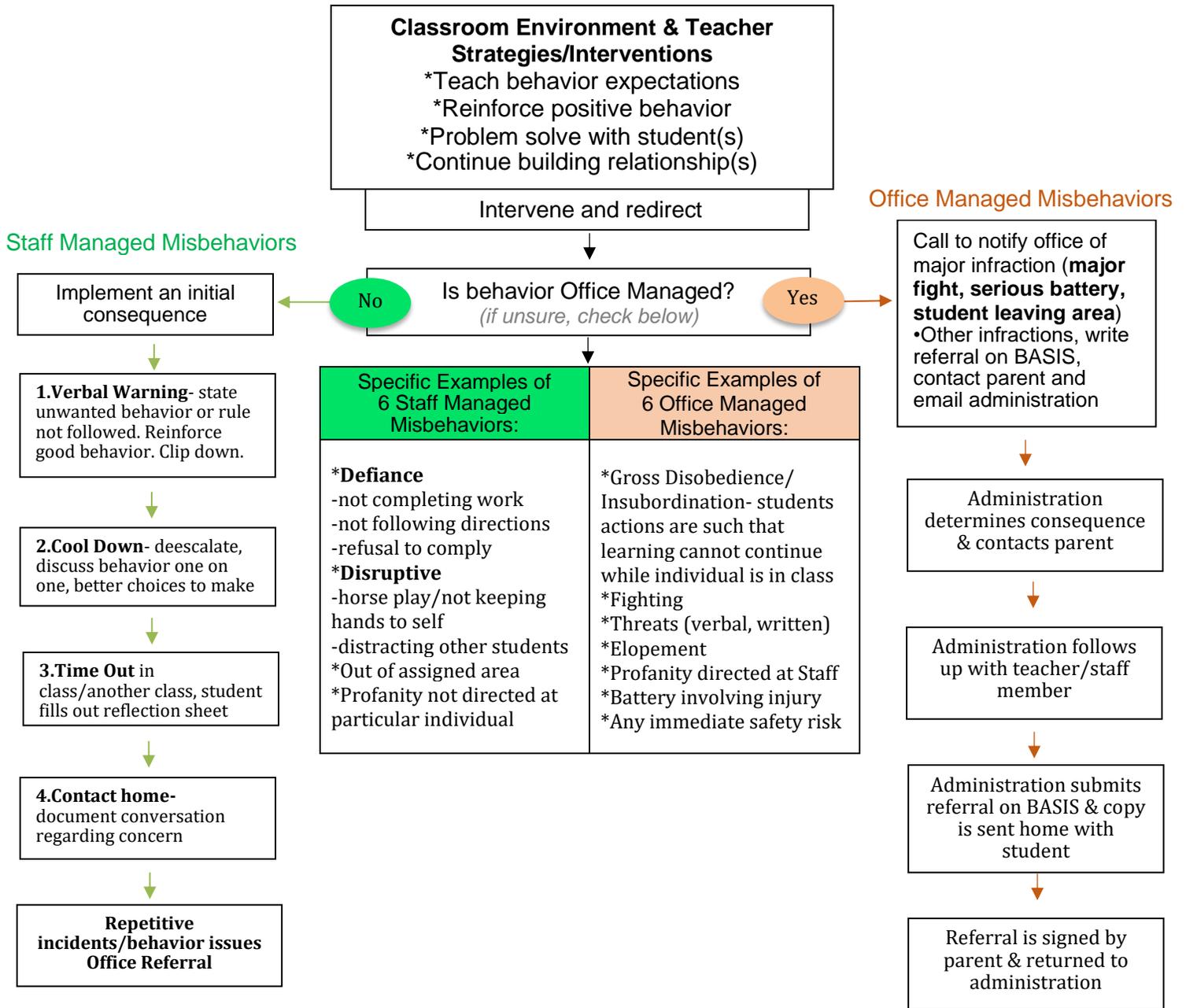
Dates the Locations' Rules lesson plans are taught			
	Date(s)	Time:	Location(s):
August	August 19, 2020	8:30am	Cafeteria, PE Court, Hallway
January	January 12, 2021	8:30am	Cafeteria, PE Court, Hallway
After Spring Break	April 8, 2021	8:30am	Cafeteria, PE Court, Hallway

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: RESPECT

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: Referral data from BASIS, general staff observation</p> <p>Problem Identification Statement: Many of our students are receiving referrals for disrespectful acts (ex. Fighting, bullying, making threats, profanity, disobedience and battery). These incidents make up 75% of total referrals written (92/122).</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 get upset with either their peers or adults, and don't know how to express their anger in appropriate ways, hence they tend to lash out verbally and/or physically.</p> <p>Goal Statement: By June 2021, the number of referable incidents due to disrespectful acts will be reduced by 10%.</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: <i>(≥ 5 sentences)</i> Weekly class meetings take place where the teacher will hold a class discussion centered around the Power of Three elements. Examples and non-examples having to do with taking care of self, others and the environment, that have been observed, will be discussed by the teacher and students. Through class discussions, it will be decided if the class will receive a letter for that week or not. Once the class has spelled out R-E-S-P-E-C-T they will earn privilege of attending the party at the end of the quarter. As letters are earned, they will be written/displayed in a prominent place in the classroom. Any students with referrals relating to disrespectful acts will not partake in the quarterly party. Also, any students that the teacher feels have not shown improvement in regard to respectful acts will not attend.</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? <i>(2-3 sentences)</i> Percentage of students attending each quarterly party will be considered. The number of letters given out by individual teachers will also be monitored quarterly for fidelity.</p>
<p>B. Student outcome monitoring <i>(use numerical data)</i></p>	<p>B. How will you know if the reward program is positively impacting students? What measurable data will you use to determine "success"? <i>(2-3 sentences)</i> The program's success will show to have a positive impact as the number (percentage) of students participating in quarterly parties increases. The goal is to decrease the number of referrals issued involving disrespect by 10%.</p>

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	% of teachers currently holding valid CHAMPS certificate = 95
<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 checked="" type="checkbox"/> Other (specify): <i>iObservaton Walkthroughs</i>

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

Total number of discipline referrals from classrooms :	76
Total number of <i>other</i> school-wide discipline referrals (not including classrooms):	89
% of referrals in the classroom:	46%
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: Click here to enter text.

CRITICAL ELEMENT # 8: Data Collection and Analysis

8A. Core Effectiveness:

TOTAL Population:	446	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
0 - 1 referrals		93%	Are your 0 – 1 referrals > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2 - 5 referrals (at risk students)	25	6%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
> 5 referrals (high risk students)	6	1%	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: <i>(3-4 steps)</i>	
<ol style="list-style-type: none"> 1. Review the discipline flow chart with teachers and staff. 2. Teachers practice/reinforce with students the Power of 3 in their classrooms (Take care of self, others and environment). 3. Teachers refer at risk students to our CPST. 4. Mood Meter posters will be implemented in all classrooms to support Social Emotional Learning among our students. 	

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	40	67	+27	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Hispanic/Latin	47	28	-19	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
White	8	4	-4	<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: <i>(3-4 steps)</i>	
<ol style="list-style-type: none"> 1. Owl Pals mentor program for our at risk and high risk students. 2. On campus counselling services during school as well as after school (Active Community Health Center). 3. Teachers refer at risk students to our CPST. 4. Refer students to work with school counselor in small group setting. 	

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	<input checked="" 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 MTSS Instructional Facilitator (Contact tyne.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 30 th <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	<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 30 th 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 August 2020, expectations and rules signage will be posted in 100% of indicated areas.
Expectations and Rules lesson plans are being taught as written and when indicated	By September 2020, behavior lesson plans will be taught in 100% of classrooms as evidenced in teacher lesson plans and through observations the first week of school.
The Discipline flow chart is being used by all staff as written	By November 2020, 80% or more of classroom teachers will reflect the use of discipline consequences and flow chart as evidenced on iObservation and BASIS referral data.
A reward system is being implemented for <i>all</i> students	By November 2020, classroom and school-wide rewards will be implemented for 80% of classes or more as evidenced by number of students participating in quarterly WISE Owl parties.

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 June 2021, the number of referrals involving disobedience/ insubordination will decrease by 10%.
Top 3 event locations data (See critical element #4A)	By June 2021, the number of referrals happening in our top 3 locations will decrease by 10%.
Core effectiveness data (See critical element #8A)	By June 2021, the number of referrals for at and high-risk students will decrease by 10%.
Classroom referrals data (See critical element #7C)	At the end of each quarter in the 2020-2021 school year, the number of classroom discipline referrals will decrease by 10% as compared to the previous year.