School-wide Positive Behavior Plan (SPBP)

Broward County Public Schools SY 2022 - 2023



School Name:	TEQUESTA TRACE MIDDLE SCHOOL
School Number:	3151

CRITICAL ELEMENT # 1: Active Team with Administrative Participation 🕕

1A. PBIS Team Members

First and Last Name	Title	First and Last Name	Title
Carol Nissen	1. Administrator	Cynthia Veronick	7. School Counselor
Reggie Osorio	2. BTU Representative	Erin Magee	8. Teacher
Melyssa Sylva	3. SPBP Point of Contact	Jennifer Wilson	9. Teacher
Cristina Yanes	Parent/Community Representative	Nestor Montanez	10. Security Specialist
Valeska McDonald	5. Equity Liaison	Katherine Lopez	11. Department Head/Teacher
Frankie Cunningham	6. ESE Support		

1B. Schedule of quarterly PBIS data meetings.

Meeting Objectives:

- 1. Progress monitor the action steps indicated in Critical Element #9.
- 2. Collect & analyze fidelity of staff implementation data in #10A using the 4 Step Problem Solving Process.
- 3. Collect & analyze student outcome data in #10B using the 4 Step Problem Solving Process.

Quarter	PBIS Data Meeting Dates	PBIS Data Meeting Times	Faculty and Staff Data Communication/Presentation Dates
1 st	10/20/2022	8:10am	10/21/2022
2 nd	1/12/2023	8:10am	1/12/2023
3 _{rd}	3/16/2023	8:10am	3/17/2023
4 th	6/2/2023	8:10am	6/5/2023

CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment: 1

2A. PBIS team communication/presentation of new SPBP to staff and stakeholders

Action Steps:	Dates
Present the 2022-23 SPBP to staff (prior to May 27, 2022)	5/9/2022
Hold a faculty vote on the new SPBP (prior to May 27, 2022)	5/19/2022
Provide training to faculty and staff (prior to May 27, 2022)	5/20/2022
Present the 2022-23 SPBP to family and community (prior to September 30, 2022)	9/15/2022

CRITICAL ELEMENT # 3: School-wide Expectations 1

3A. Top five behavior incidents data *from the 2021-2022 school year* as listed in BASIS 3.0.

Top 5 Behavior Incidents	# Incidents
Disobedience/Insubordination	27
2. Disruptive/Unruly Play	18
Unruly/Disruptive Behavior	18
4. Threat/Intimidation - Transient	13
5. Battery – Low Level	12

3B. School-wide expectations are 3-5 positive characteristics (not behaviors) that counteract the top school-wide misbehaviors in section 3A. ALL people on campus are expected to model these expectations.

	School-wide Expectations
1.	Respectful
2.	Organized
3.	Cooperative
4.	Kind
5.	

3C. At least one lesson plan for **each** school-wide expectation above is distributed to instructional staff during preplanning week and are maintained in the SPBP Binder.

Dates the school-wide expectations lesson plans are taught by instructional staff and noted in lesson plans.					
			Lesson Plan Date	s (i) (i)	
	Expectation 1	Expectation 2	Expectation 3	Expectation 4	Expectation 5
Start of School Year	8/18/2022	8/18/2022	8/18/2022	8/18/2022	Click here to enter a date.
After Winter Break	1/12/2023	1/12/2023	1/12/2023	1/12/2023	Click here to enter a date.
After Spring Break	4/20/2023	4/20/2023	4/20/2023	4/20/2023	Click here to enter a date.

CRITICAL ELEMENT #4: Location-based Rules 🕦

4A. Top three school-wide locations <u>from the 2021-2022 school year</u> for Behavior Events as listed in BASIS.

Top 3 Locations, excluding Classroom:		
School Location(s) # Incidents		
1. Hallway	22	
2. Cafeteria	18	
3. Gymnasium	11	

4B. Expectations and Rules Chart for common areas of school campus: This chart is posted in all classrooms and used to teach students during behavior lessons.

during benavior lessons.	Completed by each teacher:			
School-wide EXPECTATIONS	Hallway Rules	Cafeteria Rules	Gymnasium Rules	Classroom Rules
RESPECTFUL	Follow the arrows - move in one direction Click here to enter hallway rules.	Follow all directions given by the cafe monitors/adults Click here to enter cafeteria rules.	Keep hands and feet to yourself Click here to enter rules.	
ORGANIZED	Have your ID badge visible at all times Click here to enter hallway rules.	Keep all food items on your tray Click here to enter cafeteria rules.	Keep your belongings secured in your assigned locker/area Click here to enter rules.	
COOPERATIVE	Follow adult directives Click here to enter hallway rules.	Clean your eating space and pick up trash around your area Click here to enter cafeteria rules.	Follow directions the first time given Click here to enter rules.	
KIND	Keep hands and feet to yourself Click here to enter hallway rules.	Use a level 1-2 voice Click here to enter cafeteria rules.	Provide personal space when changing into PE uniforms Click here to enter rules.	
Click or tap here to type your Expectation	Click here to select hallway rules OR Click here to enter hallway rules.	Click here to select cafeteria rules OR Click here to enter cafeteria rules.	Click here to select rules OR Click here to enter rules.	

4C. At least one Rules Lesson Plan for **each** common location is distributed to instructional staff during preplanning. This is aligned to the chart in section 4B. (1)

Dates when Rules Lesson Plans for common locations are taught by instructional staff and noted in Lesson Plans.			
Common Location	Hallway Rules	Cafeteria Rules	Gym
Lesson Plan Dates			
Start of School Year	8/17/2022	8/16/2022	8/16/2022
After Winter Break	1/9/2023	1/9/2023	1/9/2023
After Spring Break	3/27/2023	3/27/2023	3/27/2023

CRITICAL ELEMENT # 5: Reward and Recognition Programs 🕦

5. The school-wide reward system focuses on one school-wide expectation OR one specific location at a time. The reward should be used to encourage, acknowledge, and reinforce students to exhibit positive behaviors.

SMART* Criteria:

S	Specific	Concrete, detailed, focused and well defined. Also, results-focused and action-orientated.
M	Measurable	The measurement sources (data) is defined <u>numerically</u> in order to track progress towards the objective
Α	Attainable	Objectives are achievable in the near future in order to maintain motivation.
R	Realistic	Staff have the resources to achieve the objective – time, personnel, materials, etc.
Т	Time-bound	Agreed-on time frames create the necessary urgency and prompt action.

Identified School-wide Expectation OR Specific Location: Click here to enter Expectation OR Location

4 Step Problem Solving Process	Plan Details
1. Problem Identification: Review	Data used: BASIS Discipline Dashboard from 2021
your behavior data to identify one school-wide problem. What	Problem Identification Statement: Students running in the
problem did you identify? (use	halls/pushing/shoving/not using time wisely to get to class. 29% (22/77) of
numerical data)	events occurred in hallway/school grounds misbehavior.
Note: Identified problem should be	
based upon data, such as ODRs.	
(Office Discipline Referral, ODR)	Howard and a Marke Lord and the Lord and the same of t
2. Problem Analysis: Why do you think this problem is occurring?	Hypothesis: If students lack the cognitive ability and responsibility to make proper and appropriate decisions, then it leads to behaviors that prevent students from arriving to class in a timely manner and walking throughout the school safely.
What is your goal? (use a SMART goal statement with numerical data)	SMART Goal Statement: Events in the hallway/school grounds decreased by almost 50% from 2020 (48% to 22%), therefore hallway and school grounds events will either remain the same or decrease by 5% for 22-23.

	Type of Program/System: Token system Reward and Recognition System		
3. Intervention Design: Describe how you will implement a positive reward program/system to decrease this problem.	Description of Program/System: Who: All students will be eligible to earn the reward. When: Students will earn rewards in the classrooms, hallways, and cafeteria during breakfast/lunch time. They will put earned tickets in their designated lunch bin. 3 student names will be pulled on Friday (during each lunch session). Those three friends can take 2 friends to the "Cougar Chill Area" to eat lunch, relax, and play games. Where: At TTMS during school hours. What: Students will earn "Cougar Cash" throughout the day for promoting positive behavior. Classroom teachers will give students tickets to recognize positive behavior in the classroom. Positive behavior may include, but not limited to: on time to class, participation, turning in HW on time, etc. In lunch, staff on duty can pass out the tickets to those who demonstrate positive lunch etiquette. Students will immediately write their names on the back of their tickets.		
	Other prizes students could have a chance to receive are, but are not limited to a free admission to a school dance or Student vs. Teacher game, Lip Sync Battle, a dress down day, etc.		
4. Evaluation: A. Implementation fidelity	How will you monitor the fidelity (consistency and effectiveness) of the <u>staff's</u> implementation of the reward program/system? To make sure that teachers are implementing the intervention program with fidelity, the "Cougar Cards" will have a place for the teacher's name. This will allow for tracking of the percentage of teachers that are following the program with fidelity. To create buy in with teachers, administration can keep track of the amount each teacher has and offer a prize for the teacher with the most students earning Cougar Cash.		
B. Student outcome monitoring (use numerical data)	How will you know if the reward program/system is positively impacting students? What measurable data will you use to determine "success"? Tardies and horseplay in the hallways will decrease by 5%. Students will increase positive behavior in the hallway therefore be on time to class which will result in more time on task in the classroom. Positive behavior may include, but not limited to: on time to class, participation, turning in HW on time, etc		

CRITICAL ELEMENT #6: Effective Discipline Procedures: You can choose to use the flow chart below or create your own

This flow chart is posted in all classrooms and used to teach students during behavior less

Student Behavior Discipline Flow Chart Observe problem behavior **Intervene and Redirect** Staff Managed Administrator Minor Misbehavior **Does the Need Behavior Administrator Management?** Managed Misbehaviors No Implement 3 Initial Interventions/ Intervene and redirect Consequences **Behavior** warrant an immediate Is behavior Administrator Managed? Implement/Document minor 3 referral? interventions/consequence(s): (if unsure, check below) Reteach Reprimand Specific Examples of Specific Examples of Is the Conference w/ student 6 Staff Managed 6 Office Managed behavior a Misbehaviors: Seat Change Misbehaviors: crisis? DRESS CODE Writing Reflection Assignment 1. INSUBORDINATION/ Parent Contact **TARDY** DISOBEDIENCE **HORSEPLAY** Detention 2. DISRUPTIVE/UNRULY 4. MINOR CLASS **BEHAVIOR** DISRUPTION 3. FIGHTING 5. INAP. USE OF CELL 4. PROFANITY TOWARD Referral to **PHONE** AN ADULT Administration Contact 6. NOT FOLLOWING 5. DISRUPTIVE/UNRULY Administration/ - Notify **CLASS RULES PLAY** appropriate Security Behavior is Behavior is 6. REPEATED DISRUPTION Administrator corrected not corrected **IN CLASS** Follow crisis Reinforce/ protocol **BASIS Contact Parent** reward **DOCUMENTAION** At any time, please that Referral was student utilize your Guidance written Counselor for assistance with student behavior. Referral to Administration - Notify appropriate Administrator acts

upon the referral within 48 hours and provides feedback via DMS

Administrator acts

upon the referral w/in 48 hours

Administrator

Contact Parent that Referral was

written

CRITICAL ELEMENT # 7: Classroom Management Systems 🕦

Which evidence-based system(s) are you using?	Provide 2-3 action steps the team will take to help educators improve their classroom management system.
 ☑ CHAMPS ☑ Positive Behavior Interventions and Supports and the Classroom https://fl-pda.org/#/category/26 ☐ Other: Click here to enter name of system. 	 Throughout the 2022-20233 school year, staff will be invited to be trained on PBIS Classroom Behavior Management. Teachers will be encouraged to participate in the Beyond CHAMPS webinars to continue to hone their skills with classroom management. The Discipline Committee will host Best Practice Trainings throughout the year. SEL/Mindfulness activities are incorporated in every subject area class each day.

7A. Evidence-based Tier 1 classroom management system:

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) 1
☑ Other (specify): Staff uses our proactive discipline to maintain behavior in the classroom and hallway. SEL/Mindfulness
is also a large part of our students' day.

7C. Percentage of classroom referrals: Use 2021-2022 school year behavior data

Total number of discipline referrals from classrooms:	111
Total number of other school-wide discipline referrals (not including classrooms):	<mark>77</mark>
% of referrals in the classroom:	59%
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:

PBIS online course

If "Other", indicated system here: Click here to enter text.

CRITICAL ELEMENT # 8: Data Collection and Analysis (1)

8A. Core Effectiveness: Use 2021-2022 school year behavior data

TOTAL Population:	1473	% of Total Population	Core Effectiveness		
# Referrals:	# of Students:	% of Total Population			
I. 0 - 1 referrals		97%	Are your 0 – 1 referral > 80%?	⊠Yes □No	
II. 2 - 5 referrals (at risk students)	43	3%	Are your 2 - 5 referrals <15%?	⊠Yes □No	
III. > 5 referrals (high-risk students)	6	0%	Are your >5 referrals <5%?	⊠Yes □No	

8B. Core Effectiveness Action Steps:					
If you answered "Yes" to I, II, and III above, t Based upon table 8A, is your core effective?	then your core is effe	ctive.		⊴Yes	□No
Answer either (a) or (b): (a) If your core is effective, then identify actic identification of at risk or high-risk students. (b) If you answered "No" to at least one of th action steps your school leadership team will Core Effectiveness Action Steps: (2-4 steps)	e items above (I, II, c I implement <i>at the b</i> e	or III) then indicate the sup	ports and inter	vention	ns and
The Rules and Expectations are posted in	all classrooms and	common areas as well as	the Discipline I	Flow Ch	nart.
Teachers refer to and teach our COUGAI	RS R.O.C.K. posters	- Respect/Organized/Cod	perative/Kind	core va	llues.
3. Teachers and students are trained in SEL	_ activities which are	planned throughout the so	chool day throu	ıgh sub	ject areas.
All teachers conduct some type of Mindfulne	ss for students.				
4. CPST data is utilized to provide support for	or at risk students bo	th behaviorally and acade	mically through	n the M	TSS/CPTS
team meetings twice a month. Students are	monitored by case w	orkers on the Team.			
8C. Disproportionality is often measured with that indicates the probability of a certain even. Please refer to and review the Relative Risk Rownload and save the template to calculate for behavioral referration	t (e.g., suspensions) Ratio template in Criti	for one subgroup when cocal Element #8 on the SPI	ompared to all on BP CANVAS R	other si esourc	ubgroups. e Page.
If your RRR is greater than 1.0 for any subgr subgroup. Is disproportionality shown in any			⊠Yes		□No
"Yes" indicates that action steps are needed with your school's Equity Liaison (EL) to ider steps to decrease subgroup disproportionality cause template provided to help you problem	ntify the root cause of ty. Schools with an R	f disparity and create a dis	cipline goal wi	th actio	nable
Critical Elements # 9: SPBP Impler	mentation Plann	ing 🛈			
The SPBP Implementation Plan guides the Plan The PBIS team reviews and updates the plan Please refer to and review the SPBP Implement	quarterly to ensure fentation Plan templat	idelity of implementation. e in Critical Element #9 of	the SPBP CAI	NVAS F	Resource
Page. Download and share the plan with your	PBIS team member	s. Use the plan in your qua	arterly PBIS me	eetings	•
"Yes" indicates that the school administration SPBP Implementation Plan and that it will be			⊠Yes		□No
CRITICAL ELEMENT # 10: Evaluati	ion 📵				
10A. <u>Staff</u> Implementation of the School-v create 2 action steps to review in quarterl "Are staff implementing the SPBP with fidelity	y PBIS meetings.		evaluate impl	ement	ation, and
Staff Implementation Goal	Quarterly Team Review: Implemented with fidelity?	If you answered No , en school will take to move next PBIS meeting.			

100% of hallways, front office, cafeteria, and other public areas all have schoolwide expectations and location-specific rules posted	⊠Yes □No	By 9/6/2022 , 1. 2.
100% of instructional staff has delivered expectations and rules lesson plans as written and when indicated.	⊠Yes □No	By 9/6/2022 , 1. 2.
100% staff members are oriented to the Discipline Flow Chart. It is used consistently by 100% instructional staff, behavioral support, and administrators.	⊠Yes □No	By 9/6/2022 , 1. 2.
A reward system is implemented by 100% staff for <i>all</i> students.	⊠Yes □No	By 9/6/2022 , 1. 2.

10B. The SPBP is successful in positively impacting <u>students</u>: review 2021-2022 behavior data and create SMART goals. Evaluate implementation and create action steps to review in quarterly PBIS meeting. "If staff are implementing the SPBP consistently and effectively, is it positively impacting students? How will you know?"

STUDENT Outcome Monitoring Complete the SMART goal to determine Student List 2 action steps your team will take to ensure "successful" student outcomes (use this goal is monitored and meets or exceeds the Outcome Data numerical data) SMART goal. 1. Quarterly review of the data in BASIS 3.0 will indicate a decrease of Disruptive/Unruly **Behavior** Behavior by 5% from the previous school year. **Incidents** By 5/31/2023, Disruptive/Unruly Behavior will 2. 80% of the teachers will implement a majority of (See critical indicate 10% as measured by ODRs in BASIS. the classroom strategies as indicated in element #3A) CHAMPS to ensure students decrease Disruptive/Unruly Behavior by 5% by June 2023. 1. Quarterly review of the data in BASIS 3.0 will indicate Top 3 event By 5/31/2023, the frequency of behavioral a decrease of incidents referrals in the Hallways by 5% **locations** incidents in one top 3 location, Hallways will by June 2023. decrease by 5% as measured by ODRs in 2. Teachers will monitor hallway passing traffic 80% of (See critical the time to ensure compliance with the expectations. element #4A) **BASIS** 1. By the end of first semester (1/2023) the student receiving referrals will decrease by 1% By 1/10/2023, the Core Effectiveness Core 2. 80% of the teachers will implement a majority of the effectiveness (students with 0-1 referrals) will maintain or classroom strategies as indicated in CHAMPS to ensure increase to 99% as evidenced by ODRs in (See critical students decrease Disruptive/Unruly Behavior by 5% by element #8A) BASIS. June 2023. 1. Throughout the 2022-23 school year, staff will be invited to be trained on PBIS Classroom Classroom By 1/10/2023, the Core Effectiveness Behavior Management to decrease the amount referrals (students with 0-1 referrals) will maintain or of classroom referrals by 5%. (See critical increase to 99% as evidenced by ODRs in 2. We will determine which students have more element #7C) BASIS. than 2 referrals and submit their names to the Rtl team.

SP	ОΟ	-	am	an
-3E	DE.	-	•	

Upload completed SPBP into OneDrive



2. Complete SPBP Submission Survey

