

School-wide Positive Behavior Plan (SPBP)
 Broward County Public Schools
 SY 2022 - 2023



School Name:	Glades Middle School
School Number:	2021

CRITICAL ELEMENT # 1: Active Team with Administrative Participation

1A. PBIS Team Members

First and Last Name	Title	First and Last Name	Title
Sabrina Elsinger	1. Administrator	Nancy Apollon	6. Teacher
Heather Ihamaki	2. BTU Representative	Lauren Jack	7. Teacher
Kimberly Kyle-Jones	3. SPBP Point of Contact		8.
Giana Daniels	4. Parent/Community Representative		9.
Gabrielle Tyson-Romeo	5. Equity Liaison		10.

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	7/28/2022			8/9/2022
2 nd	11/3/2022			11/4/2022
3 rd	2/23/2023			2/24/2023
4 th	4/27/2023			4/28/2023

CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment:

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

Action Steps:	Dates
Present the 2022-23 SPBP to staff (<i>prior to May 27, 2022</i>)	4/4/2022
Hold a <i>faculty</i> vote on the new SPBP (<i>prior to May 27, 2022</i>)	4/4/2022
Provide training to faculty and staff (<i>prior to May 27, 2022</i>)	4/14/2022
Present the 2022-23 SPBP to family and community (<i>prior to September 30, 2022</i>)	4/27/2022

CRITICAL ELEMENT # 3: School-wide Expectations 



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

Top 5 Behavior Incidents	# Incidents
1. Disobedience/Insubordination	32
2. Fighting (medium)	21
3. Inciting a disturbance	19
4. Unruly/disruptive behavior	19
5. Fight (minor)/altercation	13

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. Be respectful with your words and actions towards others.
2. Be respectful of others personal space and belongings.
3. Take pride in and show passion towards the school grounds, staff members, and students.
4. Be honest and courageous, even if it results in a consequence.
5. Show compassion towards yourself and others.

3C. At least one lesson plan for **each** school-wide expectation above is distributed to instructional staff during pre-planning 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 Dates  					
	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	8/18/2022
After Winter Break	1/9/2023	1/9/2023	1/9/2023	1/9/2023	1/9/2023
After Spring Break	3/27/2023	3/27/2023	3/27/2023	3/27/2023	3/27/2023

CRITICAL ELEMENT #4: Location-based Rules 

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

Top 3 Locations, <u>excluding Classroom</u> :	
School Location(s)	# Incidents
1. School grounds	41
2. Gymnasium	38
3. Hallway	20

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.

School-wide Expectations and Location Rules				Completed by each teacher:
School-wide EXPECTATIONS	Hallway Rules	Cafeteria Rules	Bus Rules	Classroom Rules
Be respectful with your words and actions towards others.	Follow adult directives Click here to enter hallway rules.	Follow all directions given by the cafe monitors/adults Click here to enter cafeteria rules.	Remain in your assigned seat, facing forward with feet on the floor Click here to enter rules.	
Be respectful of others' personal space and belongings.	Keep hands and feet to yourself Click here to enter hallway rules.	Keep hands, feet and objects to yourself Click here to enter cafeteria rules.	Keep hands, feet and objects to yourself Click here to enter rules.	
Take pride in and show passion towards the school grounds, staff members, and students.	Click here to select hallway rules OR Do not litter, use graffiti, or destroy anyone's property.	Clean your eating space and pick up trash around your area	Click here to select rules OR Do not litter, use graffiti, or destroy anything on the bus.	
Be honest and courageous, even if it results in a consequence.	Follow adult directives Click here to enter hallway rules.	Immediately inform an adult of any spills Click here to enter cafeteria rules.	Click here to select rules OR Immediately inform the bus driver of any issues that happen on the bus or at the bus stop.	
Show compassion towards yourself and others.	Click here to select hallway rules OR Use kind words and be sympathetic towards yourself and others.	Click here to select cafeteria rules OR Use kind words and be sympathetic towards yourself and others.	Click here to select rules OR Use kind words and be sympathetic towards yourself and others.	

4C. At least one Rules Lesson Plan for **each** common location is distributed to instructional staff during pre-planning. This is aligned to the chart in section 4B. 

Dates when Rules Lesson Plans for common locations are taught by instructional staff and noted in Lesson Plans.			
Common Location	Hallway Rules	Cafeteria Rules	Bus
Lesson Plan Dates			
Start of School Year	8/18/2022	8/18/2022	8/18/2022
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
A	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.
T	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
<p>1. Problem Identification: Review your behavior data to identify one school-wide problem. What problem did you identify? <i>(use numerical data)</i> <i>Note: Identified problem should be based upon data, such as ODRs. (Office Discipline Referral, ODR)</i></p>	<p>Data used: BASIS Behavioral Data</p> <p>Problem Identification Statement: Disobedience/insubordination encompasses 14% of overall incidents based on the 2021-2022 BASIS behavioral dashboard data.</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 have been isolated for an extended period due to the pandemic. They have not been socialized or given the appropriate skills to resolve conflict with peers or staff members.</p> <p>SMART Goal Statement: By the end of 2023, disobedience/insubordination incidents will decrease by a minimum of 5% as noted in the 2022-2023 behavioral dashboard.</p>

<p>3. Intervention Design: Describe how you will implement a positive reward program/system to decrease this problem. </p>	<p>Type of Program/System: Token system</p> <p>Description of Program/System: (≥ 5 sentences) Students will be able to earn Cougar Coins for behaviors observed by any staff member. The coins will be given to students who exhibit characteristics that are in line with the school-wide expectations. Students will have point card that staff members will sign if they observe a Cougar Character trait. Students will receive a Cougar Coin for every five signatures received. Cougar Coins may be used to purchase a homework pass, a snack, or admittance to a school activity. Students will also be recognized in a monthly Cougar Character celebration for exhibiting the character trait that was highlighted for the month.</p>
<p>4. Evaluation: A. Implementation fidelity</p>	<p>How will you monitor the fidelity (consistency and effectiveness) of the <u>staff's</u> implementation of the reward program/system? (2-3 sentences) Department Chairs and Assistant Principals will follow up with teachers/staff members during department/grade level meetings. Homeroom teachers will be the only teachers dispensing Cougar Coins and will document when they are distributed.</p>
<p>B. Student outcome monitoring (use numerical data)</p>	<p>How will you know if the reward program/system is positively impacting <u>students</u>? What measurable data will you use to determine "success"? (2-3 sentences) The positive impact will be evident in the decrease of student referrals. "Success" will be considered achieved if the number of disobedience/insubordination referrals decrease by at least 5%.</p>

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 lessons.

Student Discipline Flowchart

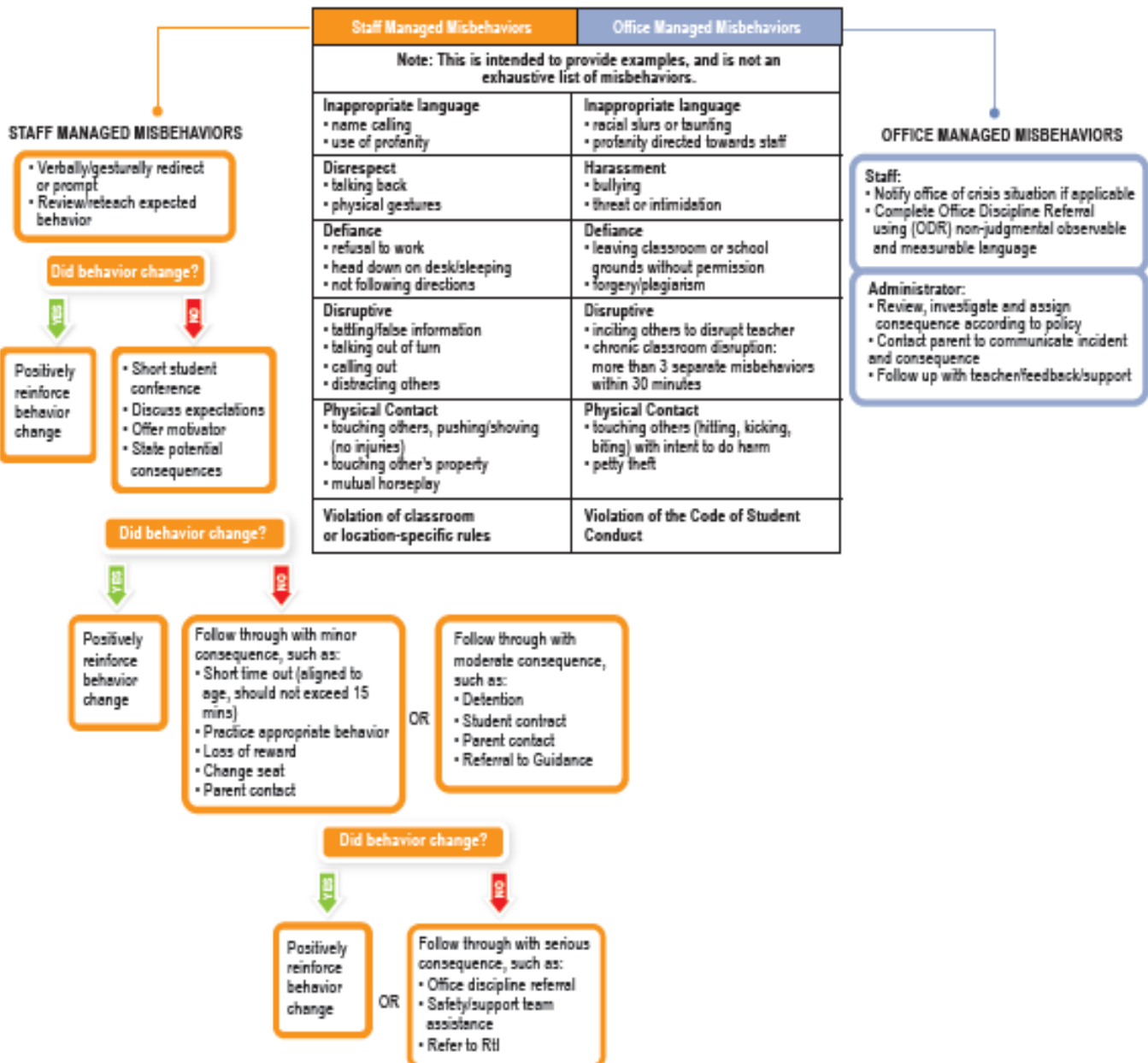
Always use Tier 1 PBIS strategies to prevent misbehaviors.

If you observe misbehavior, intervene immediately.

Tier 1 Strategies include:

- Pre-correction
- Re-teach expectations and rules
- Consistent reward system
- Personal schedule/organization
- Preferential seating/seat change
- Modify academic assignment
- Think time/cooling off area
- Pointlevel system
- Remove distractions
- Prompts, cues and reminders
- Provide choices
- Redirection

Is it a Staff or Office Managed Misbehavior?






CRITICAL ELEMENT # 7: Classroom Management Systems

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

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.
<input checked="" type="checkbox"/> CHAMPS <input type="checkbox"/> Positive Behavior Interventions and Supports and the Classroom https://fi-pda.org/#/category/26 <input type="checkbox"/> Other: Click here to enter name of system.	Teachers will spend the first few days of the school year setting and explaining class expectations. These will be posted in every classroom. Class expectations will be reviewed each quarter (and as necessary).

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

Total number of discipline referrals from classrooms :	1
Total number of <i>other</i> school-wide discipline referrals (not including classrooms):	22
% of referrals in the classroom:	4%
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:	
Click here to choose:	If "Other", indicated system here: Click here to enter text.


CRITICAL ELEMENT # 8: Data Collection and Analysis



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

TOTAL Population:		% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals		!Zero Divide	Are your 0 – 1 referral > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
II. 2 - 5 referrals (at risk students)		!Zero Divide	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
III. > 5 referrals (high-risk students)		!Zero Divide	Are your >5 referrals <5%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

8B. Core Effectiveness Action Steps:

If you answered “Yes” to I, II, and III above, then your core is effective. Based upon table 8A, is your core effective?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Answer either (a) or (b): (a) If your core is effective, then identify action steps your school leadership team should continue to take for early identification of at risk or high-risk students. (b) If you answered “No” to at least one of the items above (I, II, or III) then indicate the supports and interventions and action steps your school leadership team will implement <i>at the beginning</i> of the next school year to improve core strength:	
Core Effectiveness Action Steps: (2-4 steps)	
1. Support students exhibiting academic and/or behavior concerns.	
2. Support teachers as they support students exhibiting academic and/or behavior concerns.	
3. Provide incentives for students to encourage positive behaviors and academic growth.	
4.	

8C. Disproportionality is often measured with the relative risk statistic calculation (Relative Risk Ratio = RRR), a measure that indicates the probability of a certain event (e.g., suspensions) for one subgroup when compared to all other subgroups. Please refer to and review the Relative Risk Ratio template in Critical Element #8 on the SPBP CANVAS Resource Page. Download and save the template to calculate and identify your school’s RRR relative to disproportionality among subgroups for behavioral referral 

If your RRR is greater than 1.0 for any subgroup, disproportionality is indicated for that subgroup. Is disproportionality shown in any of your subgroups? 	<input type="checkbox"/> Yes <input type="checkbox"/> No
“Yes” indicates that action steps are needed for that specific subgroup. Your school leadership team should collaborate with your school’s Equity Liaison (EL) to identify the root cause of disparity and create a discipline goal with actionable steps to decrease subgroup disproportionality. Schools with an RRR ≥ 3.0 are significantly disproportionate. Use the root cause template provided to help you problem solve. 	

Critical Elements # 9: SPBP Implementation Planning 

The SPBP Implementation Plan guides the PBIS team in the development and execution of evidence-based practices. The PBIS team reviews and updates the plan quarterly to ensure fidelity of implementation.

Please refer to and review the SPBP Implementation Plan template in Critical Element #9 of the SPBP CANVAS Resource Page. Download and share the plan with your PBIS team members. Use the plan in your quarterly PBIS meetings.

“Yes” indicates that the school administration and the PBIS team have reviewed the SPBP Implementation Plan and that it will be updated quarterly.	<input type="checkbox"/> Yes <input type="checkbox"/> No
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CRITICAL ELEMENT # 10: Evaluation 

10A. Staff Implementation of the School-wide Positive Behavior Plan: review goals, evaluate implementation, and create 2 action steps to review in quarterly PBIS meetings.

“Are staff implementing the SPBP with fidelity? If not, how will you address this area?”


Staff Implementation Goal	Quarterly Team Review: Implemented with fidelity?	If you answered No , enter 2 action steps your school will take to move towards this goal by the next PBIS meeting.
100% of hallways, front office, cafeteria, and other public areas all have school-wide expectations and location-specific rules posted	<input type="checkbox"/> Yes <input type="checkbox"/> No	By Click here to enter a date , 1. 2.
100% of instructional staff has delivered expectations and rules lesson plans as written and when indicated.	<input type="checkbox"/> Yes <input type="checkbox"/> No	By Click here to enter a date , 1. 2.

100% staff members are oriented to the Discipline Flow Chart. It is used consistently by 100% instructional staff, behavioral support, and administrators.	<input type="checkbox"/> Yes <input type="checkbox"/> No	By Click here to enter a date , 1. 2.
A reward system is implemented by 100% staff for <i>all</i> students.	<input type="checkbox"/> Yes <input type="checkbox"/> No	By Click here to enter a date , 1. 2.

10B. The SPBP is successful in positively impacting **students**: 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		
Student Outcome Data	Complete the SMART goal to determine "successful" student outcomes (<i>use numerical data</i>)	List 2 action steps your team will take to ensure this goal is monitored and meets or exceeds the SMART goal.
Behavior Incidents (See critical element #3A)	By 5/1/2023, disobedience/insubordination [<i>identify one behavioral incident</i>] will indicate 9% [<i>decreased percentage or number</i>] as measured by ODRs in BASIS.	1. Department Heads will meet with teachers to ensure that teachers are properly implementing the point/token system. 2. Assistant principals will monitor the BASIS behavior dashboard and meet with department heads to follow up with progress of point/token system.
Top 3 event locations (See critical element #4A)	By 5/1/2023 , the frequency of behavioral incidents in one top 3 location, Gymnasium, [<i>identify one location</i>] will decrease by 20% [<i>percentage or number</i>] as measured by ODRs in BASIS	1. PE teachers will create a plan to monitor the point/token system as a team (3 PE teachers). 2. Assistant principals will monitor the BASIS behavior dashboard and meet with department heads to follow up with progress of point/token system.
Core effectiveness (See critical element #8A)	By 5/1/2023, the Core Effectiveness (students with 0-1 referrals) will increase 0% [<i>percent or number</i>] as evidenced by ODRs in BASIS.	1. Assistant principals will monitor the BASIS behavior dashboard and address students who are exceeding 0-1 referrals. 2. Assistant principals will work with staff to implement more immediate reinforcement and incentives for students.
Classroom referrals (See critical element #7C)	By 5/1/2023 classroom referrals will decrease by 20% [<i>percent or number</i>] as evidenced by ODRs in BASIS.	1. Assistant principals will hold grade level meetings explaining the referral process to ensure that teachers understand whether an incident is referrable. 2. Assistant principals will conduct walkthroughs to monitor classroom management skill implementation.

SPBP Submission
<ol style="list-style-type: none"> 1. Upload completed SPBP into OneDrive  2. Complete SPBP Submission Survey 