

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



School Name:	Cooper City High School
School Number:	1931

CRITICAL ELEMENT # 1: Active Team with Administrative Participation ⓘ

1A. PBIS Team Members

First and Last Name	Title	First and Last Name	Title
Ken May	1. Administrator	Joe Fatout	6. Teacher
Warren Denise	2. BTU Representative	Tara Daub	7. teacher
Rob Neviaser	3. SPBP Point of Contact		8.
Nicole Hicks	4. Parent/Community Representative		9.
Kevin Fair	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	10/20/2022	2:45 pm	➡	8/24/2022
2 nd	12/12/2022	2:45 pm	➡	8/31/2022
3 rd	2/15/2023	2:45 pm	➡	1/12/2022
4 th	4/12/2023	2:45 pm	➡	3/23/2022

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>)	5/19/2022
Hold a <i>faculty</i> vote on the new SPBP (<i>prior to May 27, 2022</i>)	5/25/2022
Provide training to faculty and staff (<i>prior to May 27, 2022</i>)	5/19/2022
Present the 2022-23 SPBP to family and community (<i>prior to September 30, 2022</i>)	9/1/2022

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.Tardiness Habitual	129
2.Class cut	53
3.Disobedience/insubordination	52
4.Out of assigned area	45
5.Unruly/disruptive behavior	27

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 responsible
2.Be accountable
3.Display self-control
4.
5.

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	9/1/2022	9/1/2022	9/1/2022	Click here to enter a date.	Click here to enter a date.
After Winter Break	1/18/2023	1/18/2023	1/18/2023	Click here to enter a date.	Click here to enter a date.
After Spring Break	5/24/2023	5/24/2023	5/24/2023	Click here to enter a date.	Click here to enter a date.

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. Other	201
2. Restroom	47
3.School grounds	25

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	Other Rules	Classroom Rules
Be responsible	Go directly to your destination Click here to enter hallway rules.	Clean up after yourself Click here to enter cafeteria rules.	Wear your ID badge Click here to enter rules.	
Be accountable	Have a pass when you are not with your class Click here to enter hallway rules.	Clean up after yourself Click here to enter cafeteria rules.	Stay in designated area Click here to enter rules.	
Display self-control	Keep hands and feet to yourself Click here to enter hallway rules.	Walk in the cafeteria Click here to enter cafeteria rules.	Keep hands, feet and objects to yourself 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.	
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 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	Choose location
Lesson Plan Dates			
Start of School Year	9/1/2022	9/1/2021	9/1/2021
After Winter Break	1/18/2023	1/18/2023	1/18/2023
After Spring Break	5/24/2023	5/24/2023	5/24/2023

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: DMS referral data for Class cut/skipping</p> <p>Problem Identification Statement: The referral data shows that there is an increase in class cut/skipping from 15 to 53 incidents from school year 2020-21 to school year 2021-22.</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 were virtual learners for a year and a half. They did not have to follow school and class rules while at home.</p> <p>SMART Goal Statement: By May 1st, 2023 the number of referrals for class cut/skipping will decrease by 10%.</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: Point system</p> <p>Description of Program/System: (≥ 5 sentences) Opportunities will be available every day for students to demonstrate adherence to school and classroom rules. Instructional staff will award points for targeted students who have stopped skipping class. Students that are referral free will be rewarded points for positive behavior. Points will be redeemable via participation in special school-wide events specifically designed to reinforce positive behavior.</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) Instructional and administrative staff will provide ongoing positive reinforcement. At the end of each quarter, administrators collect data from teachers to quantify points in the monitoring period.</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”?</p> <p>Year end data must be collected, disaggregated, and analyzed. A decrease in referral rates and anecdotal evidence will indicate success.</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

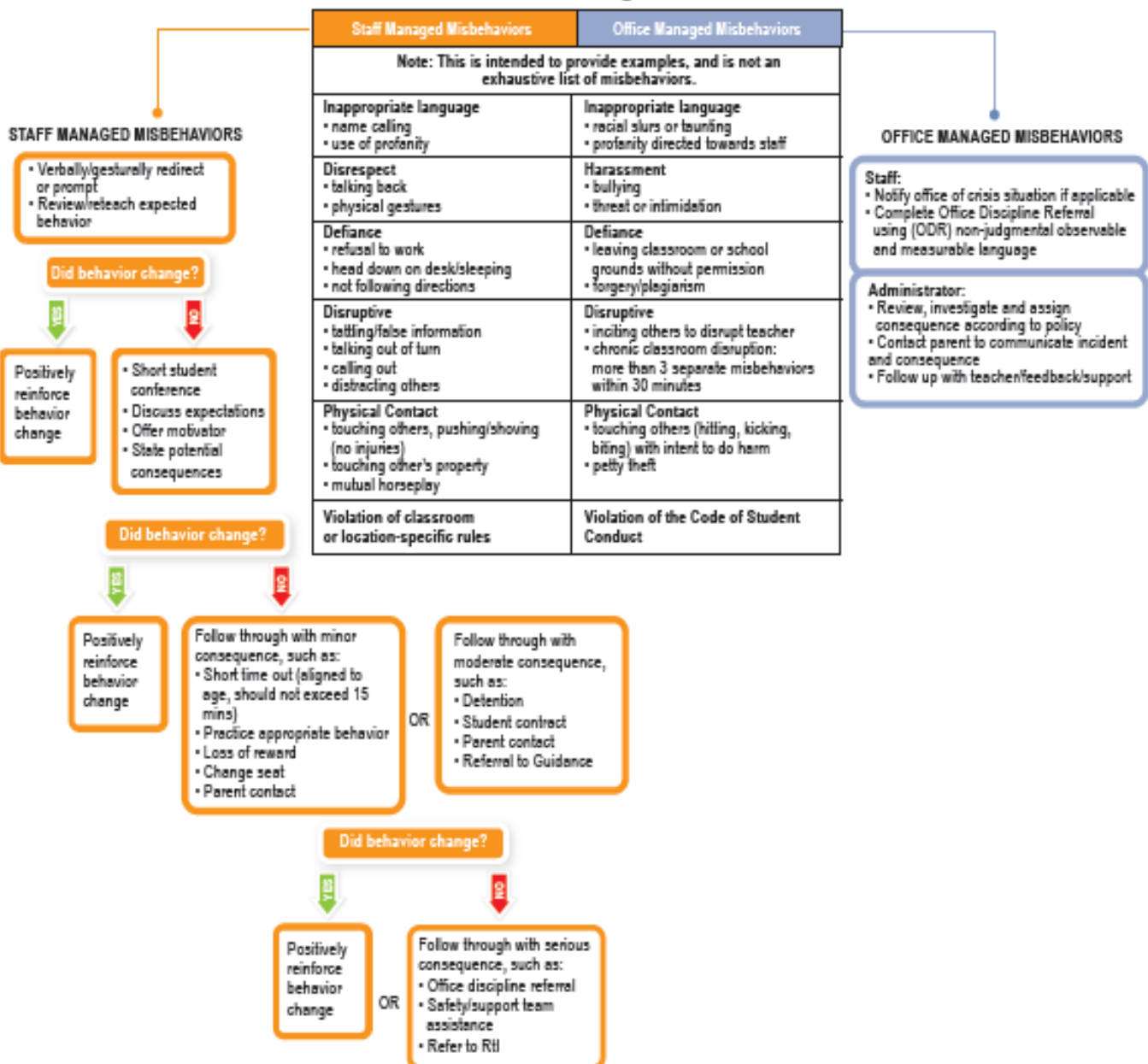
Always use Tier 1 PBIS strategies to prevent misbehaviors.

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 type="checkbox"/> CHAMPS <input type="checkbox"/> Positive Behavior Interventions and Supports and the Classroom https://fi-pda.org/#/category/26 <input checked="" type="checkbox"/> Other: Progressive Discipline	Administrators will train staff on the use of progressive discipline in the classroom. Sign-in sheets will be used to document evidence of training.

7B. The administration reviews and analyzes the fidelity of staff implementation of Tier 1 classroom management systems **across teachers** using:

<input 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: Marzano's FTEM Model

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

Total number of discipline referrals from classrooms :	141
Total number of <i>other</i> school-wide discipline referrals (not including classrooms):	352
% of referrals in the classroom:	28%
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	2147	95%	Are your 0 – 1 referral > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
II. 2 - 5 referrals (at risk students)	109	5%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
III. > 5 referrals (high-risk students)	13	.6%	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. Administrators and counselors analyze BASIS data for students who have a history of at-risk/high risk behavior and not making adequate academic progress.	
2. Identified students are targeted for additional support, both academically and social-emotionally.	
3. Student plans are developed, implemented, and monitored quarterly.	
4. Student plans are evaluated for effectiveness at the midterm and the end of year.	

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 checked="" 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 \geq 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 checked="" 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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No	1. 2.
100% of instructional staff has delivered expectations and rules lesson plans as written and when indicated.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	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 checked="" 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 checked="" 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 6/1/2023, class cut/skipping will decrease by 10% as measured by ODRs in BASIS.	1. Create school-wide reward system to focus on reinforcing behaviors incompatible with Class cut skipping. 2. Increased teaching of accountability monthly by teachers.
Top 3 event locations (See critical element #4A)	By 6/1/2023 , the frequency of behavioral incidents in the restroom will decrease by 10 % as measured by ODRs in BASIS	1. Teachers will be reinforced on classroom management and protocol for issuing bathroom passes. 2. Principal/APs will conduct classroom management/ general protocol observations over all teachers.
Core effectiveness (See critical element #8A)	By 6/1/2023, the Core Effectiveness (students with 0-1 referrals) will increase 2% as evidenced by ODRs in BASIS.	1. Review discipline flow chart with staff to ensure they understand and use precorrections prior to using referrals 2. Teachers will be reinforced for using non-exclusionary types of behavior interventions.
Classroom referrals (See critical element #7C)	By 6/1/2023 classroom referrals will decrease by 10% as evidenced by ODRs in BASIS.	1. Team will ensure all teachers are trained in evidence-based classroom management and monitor trained percentage. 2. Principal/Aps will conduct observations on classroom management over all teachers.

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