

School-wide Positive Behavior Plan (SPBP)
Broward County Public Schools
SY 2024 - 2025



School Name:	Sunrise Middle School
School Number:	0251

Please refer to the SPBP Canvas Resource page to access video tutorials, guidance, and resources for completing the 2024-2025 SPBP template.

CRITICAL ELEMENT # 1: Active Team with Administrative Participation

1A. PBIS (or Integrated MTSS School-Leadership Team) Members

Title	First and Last Name	Title	First and Last Name
1. Administrator	Jay Sohn	7. Teacher	Rachel James
2. BTU Representative	Fridith Seide	8. Dept Chair	Glinda Townsley
3. SPBP Point of Contact	Irlina Borgela	9. Dept Chair	Joriela Dorcin
4. Parent/Community Representative	DJ Griffin	10. Coach	Crystal Wright
5. Equity Liaison	Jolisa Rosario	11. Teacher	Zavon Johnson
6. Dept Chair	Ambry Johnson	12. Teacher	M. Souverain

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	9/20/2024	8:30am		10/14/2024
2 nd	12/20/2024	8:30am		1/6/2025
3 rd	3/14/2025	8:30am		3/21/2025
4 th	5/30/2025	8:30am		6/4/2025

CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment

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

Action Steps:	Dates
Present the 2024-25 SPBP to staff (<i>prior to April 30, 2024</i>)	4/18/2024
Hold a <i>faculty</i> vote on the new SPBP (<i>prior to April 30, 2024</i>)	4/19/2024
Provide training to faculty and staff (<i>prior to September 30, 2024</i>)	8/7/2024
Present the 2024-25 SPBP to family and community stakeholders (<i>prior to September 30, 2024</i>)	9/3/2024

CRITICAL ELEMENT # 3: School-wide Expectations

3A. List the top five behavior incidents from the previous 2022-2023 and current 2023-2024 school years for Behavior Events as listed in BASIS.

(a) Review your referral data YTD ("Incidents") in BASIS Behavior Dashboard.

(b) Complete the yellow highlighted cells first.

(c) Auto-calculate the total # of referrals by clicking on "0" and pressing "Fn + F9" together.

Top 5 Behavior Incidents Previous Year 2022-2023	# Incidents	Top 5 Behavior Incidents Current Year 2023-2024	# Incidents
1. Unruly behavior	112	1. Unruly behavior	113
2. Fighting medium	104	3. Inciting a disturbance	60
4. Disobedience	94	2. Disobedience	55
5. Skipping	63	3. Fighting medium	55
6. Unruly play	49	4. Fighting minor	50
TOTAL	422	TOTAL	333

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. Maintain a POSITIVE attitude for the common good (Self – Awareness)
2. RESPECT and recognize the feelings and perspectives of others
3. Demonstrate INTEGRITY by making safe and honest choices
4. DETERMINE to embrace opportunities and challenges
5. Reflect a spirit of EXCELLENCE to achieve school and life success

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:			
	Date(s)	Time:	Location(s):
Start of School Year	8/7/2024	9:30am	Classroom
After Winter Break	1/7/2025	9:30am	Classroom
After Spring Break	4/1/2025	9:30am	Classroom

CRITICAL ELEMENT #4: Location-based Rules

4A. List the top three school-wide locations from the current 2023-2024 school year for Behavior Events as listed in BASIS. Maintain a POSITIVE attitude for the common good (Self – Awareness)

Top 3 Locations, <u>excluding Classroom</u> :	
School Location(s)	# Incidents
1. hallway	75
2. cafeteria	47
3. restroom	33

School-wide Expectations and Location Rules				Completed by each teacher:
School-wide EXPECTATIONS	Hallway Rules	Cafeteria Rules	Bus Rules	Classroom Rules
Maintain a POSITIVE attitude for the common good (Self – Awareness)	Click here to select hallway rules OR Calmly walk on the right side of the hall. Use appropriate speaking volume	Click here to select cafeteria rules OR Line up and enter in an orderly fashion. Exit in a straight line	Board the bus one at a time Click here to type location rules.	Completed by each teacher.
RESPECT and recognize the feelings and perspectives of others	Click here to select hallway rules OR Keep hands and feet to yourself; say excuse me	Click here to select cafeteria rules OR Use proper table etiquette, and never speak with food in your mouth. Be courteous to peers and adults	Place litter in garbage cans located near the bus area Click here to type location rules.	Completed by each teacher.
Demonstrate INTEGRITY by making safe and honest choices	Click here to select hallway rules OR Refrain from dangerous play, including but not limited to play fighting and name-calling	Click here to select cafeteria rules OR Clean up after yourself. Do not touch or take things that do not belong to you. Stay seated	Remain seated while the bus is in transit Click here to type location rules.	Completed by each teacher.
DETERMINE to embrace opportunities and challenges	Click here to select hallway rules OR Knowing, understanding an displaying high regard for rules and cooperating with others	Click here to select cafeteria rules OR Have a book to read or game to share. Make new friends.	Remain in your assigned seat, facing forward with feet on the floor Click here to type location rules.	Completed by each teacher.

Reflect a spirit of EXCELLENCE to achieve school and life success	Click here to select hallway rules OR Put your best foot forward at al times	Click here to select cafeteria rules OR Make healthy eating choices and take time to relax.	Remain on the sidewalk until your driver stops and opens the door Click here to type location rules.	Completed by each teacher.
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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.

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	8/12/2024	8/12/2024	8/12/2024
After Winter Break	1/7/2025	1/7/2025	1/7/2025
After Spring Break	4/1/2025	4/1/2025	4/1/2025

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. Results-focused and action-orientated.
M	Measurable	The measurement sources (data) are defined numerically in order to track progress towards the objective.
A	Attainable	Objectives are achievable in the near future 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.

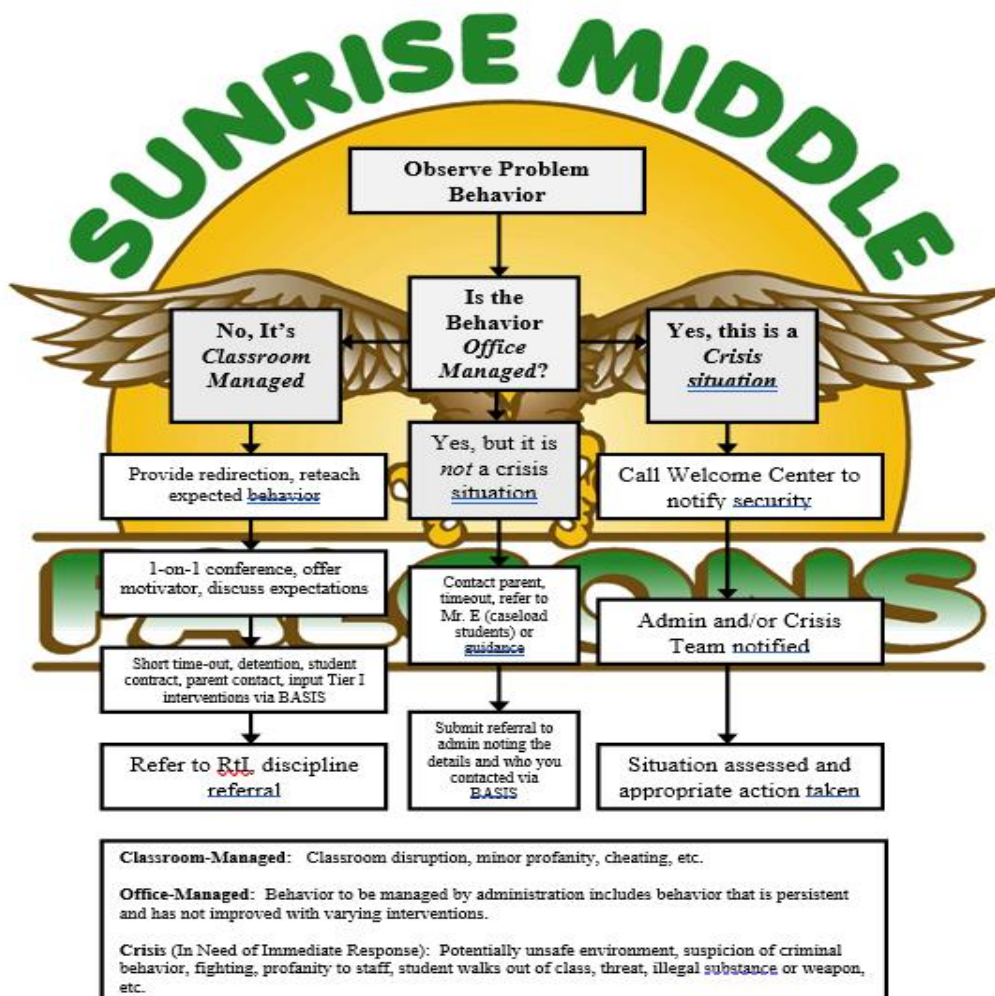
Identified Schoolwide Expectation OR Specific Location: [Click here to enter Expectation OR Location](#)

4 Step Problem Solving Process	Plan Details
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)</i>	Data used: Unruly behavior was listed as the number one referral issue in the last two years, with similar number of referrals. Problem Identification Statement: 112 referrals for unruly behavior listed in 22-23 school year and as of 4/14/24, 113 referrals listed for unruly behavior.

<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: Classroom management concerns despite numerous grade level meetings and assemblies held with both staff and students alike.</p> <p>SMART Goal Statement: In the 2024-25 school year, our goal is to see a 20% reduction in unruly behavior referrals.</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: <i>In the 24-25 school year, positive behavior in the classroom will be the focus in the PRIDE Falcon system in the first quarter to decrease ODR for “unruly behavior”.</i></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? <i>Compare ODRs from last year’s data and 1st quarter data for 24-25 school year and determine the number of staff utilizing the PRIDE Falcon store system already in place.</i></p>
<p>B. Student outcome monitoring <i>(use numerical data)</i></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”? <i>The committee will review ODR for unruly behavior from the end of the 1st quarter in 24-25 school year to last year’s 1st quarter ODR for unruly behavior to see if a decrease has been identified. This will continue each quarter to determine if effective.</i></p>

CRITICAL ELEMENT #6: Effective Discipline Procedures

Discipline Flowchart



Removal of student to the office only occurs in crisis situations



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 measurable and observable action steps the team will take to help educators improve their classroom management system.
<input type="checkbox"/> CHAMPS <input checked="" type="checkbox"/> Positive Behavior Interventions and Supports and the Classroom https://fl-pda.org/#/category/26 <input type="checkbox"/> Other: Click here to enter name of system.	School-wide life and health skills initiatives throughout the year, including first week LSW strategies, heavy focus on using P.R.I.D.E as our school culture traits and expectations in the class, hallways and in the cafeteria. All will be infused with our expectations and our school-wide reward system via Falcon Store. Teachers will also utilize the discipline flowchart.

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

☒ CHAMPS 7 Up Checklist

<input type="checkbox"/> Classroom Snapshot (Classroom Management Assessment) 
<input type="checkbox"/> PBIS Classroom Assistance Tool (CAT) 
<input type="checkbox"/> Other (specify):

7C. Percentage of classroom referrals: **Use 2023-2024 school year behavior data** for Behavior Events as listed in BASIS.

(a) Review your classroom data YTD (“Events by Location”) in BASIS Behavior Dashboard.

(b) Complete the yellow highlighted cells first.

(c) Auto-calculate the % of referrals in the classroom by clicking on “!Zero Divide” in the next cell and pressing “Fn + F9” together.

Total number of discipline referrals from classrooms :	260
Total number of <i>other</i> school-wide discipline referrals (not including classrooms):	247
% of referrals in the classroom:	51%
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.

CRITICAL ELEMENT # 8: Data Collection and Analysis

8A. Core Effectiveness: **Use 2023-2024 school year behavior data** for Behavior Referrals as listed in BASIS. Determine your School-wide Core Effectiveness YTD from the BASIS Behavior Dashboard in the “Referrals per Student” chart.

(a) Complete the yellow highlighted cells first.

(b) Auto-calculate the “% of Total Population” by clicking on each “!Zero Divide” in the cells and pressing “Fn + F9”.

(c) Determine if the core is effective in all three areas.

TOTAL Population:	1240	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals		87%	Are your 0 – 1 referral > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
II. 2 - 5 referrals (at risk students)	147	12%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
III. > 5 referrals (high-risk students)	19	2%	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: <i>(2-4 steps)</i> 1. Continue school-wide classroom management and Equity PD. 2. Quarterly behavior assemblies 3. Identify high-risk students to MTL or 5000 Role Models 4. Utilize RtI and additional behavior interventions with specific students.	

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., referrals) for one subgroup when compared to all other subgroups. Please refer to and review the Quarterly Big 5 Data Template for Quarter 3, Section 5.

	Subgroup	Risk Ratio	If your risk ratio is greater than 1.0 for any subgroup, disproportionality is indicated for that subgroup. Is disproportionality shown in any of your subgroups?
Referrals by Grade Level	6 th - 359	359/390--.90	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Referrals by Race vs Population	Afr. Americans -	584/638--.91	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

8D. Disproportionality Action Steps:

Answer either (a) or (b): (a) If you answered "Yes", indicate the support plan and interventions your school leadership team will implement at the beginning of next year to improve sub group disproportionality. (b) If you answered "No", although your data indicates equity, what plan does your school leadership team implement for early identification of any disproportionality issues?
Disproportionality Action Steps: <i>(3-4 steps)</i> The PRIDE committee is expected to meet over the summer to discuss disproportionality concerns among A.A. subgroup to close the gap. It is recommended to provide a training that entails this subject and collectively as a staff come up with solutions.

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://browardschools.instructure.com/enroll/PWF673>

PBIS Team Implementation Action Plan	
Month	<div style="background-color: #e0f2f1; padding: 2px;">Action Steps</div> <div style="font-size: small; color: teal;">☑ check off Action Step when completed</div>
Current	<div style="color: red;"> <input type="checkbox"/> Create an 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 </div>
Pre-Planning	<div style="color: red;"> <input type="checkbox"/> Print up your SPBP and Feedback form BCPS Central <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 PBIS Specialist <div style="color: teal; font-size: small;">(Contact amber.jennings@browardschools.com for more information if you are unsure)</div> <input type="checkbox"/> Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP (indicated in yellow) </div>

August 1st Quarter Team Meeting	<input type="checkbox"/> Determine any needed team training, such as: 4 Step Problem Solving Process series, PBIS 10 Critical Elements, Data Collection, etc. <input type="checkbox"/> Review previous year's SPBP and feedback form; make necessary modifications <input type="checkbox"/> Review previous year's data (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) <input type="checkbox"/> Verify and implement teaching schedule for Expectations and Rules behavior lesson plans <input type="checkbox"/> Implement the Reward System for all students as indicated in the SPBP <input type="checkbox"/> Ensure the Discipline Flow Chart is distributed to all staff and is being used as written <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"/> Confirm next quarterly PBIS team meeting date and time
September	<input type="checkbox"/> Provide SPBP stakeholder presentation by September 30 th <input type="checkbox"/> Ensure instructional staff know how to document Tier 1 Supplemental Strategies for behavior <input type="checkbox"/> Check for staff and teacher understanding of PBIS - provide "PBIS 101" training as a resource Brainshark available at: http://www.brainshark.com/browardschools/PBIS101
October 2nd Quarter Team Meeting	<input type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) <input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff <input type="checkbox"/> Ensure Core Effectiveness Action Steps are being implemented as written <input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator <input type="checkbox"/> Confirm next quarterly PBIS team meeting date and time
November	<input type="checkbox"/> Review/revise lesson plans as indicated by previous quarter behavior data <input type="checkbox"/> Ensure that the Student Outcome Monitoring Action Steps are being implemented as written
January 3rd Quarter Team Meeting	<input type="checkbox"/> Staff to re-teach Expectations and Rules after winter break <input type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) <input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff <input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator <input type="checkbox"/> Confirm next quarterly PBIS team meeting date and time
February	<input type="checkbox"/> Check on recently hired staff for PBIS understanding - provide "PBIS 101" Brainshark resource <input type="checkbox"/> Utilize the Stakeholder SPBP Forms Survey to solicit input for planning next year's SPBP (optional)
March 4th Quarter Team Meeting	<input type="checkbox"/> Ensure progress towards completion and submission of next year's SPBP <input type="checkbox"/> Staff to re-teach Expectations and Rules after spring break <input type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) <input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff <input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator
April	<input type="checkbox"/> Provide staff presentation and faculty vote on new SPBP for next year <input type="checkbox"/> Submit your SPBP in BCPS Central by April 30 th . 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 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	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 checked="" 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 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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No	By 10/10/2024 , 1.80% of staff will utilize Falcon PRIDE store system. 2. Include all staff to utilize Falcon bucks.

10B. The SPBP is successful in positively impacting **students**: review 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 June 5, 2025, unruly behavior will indicate 20% reduction as measured by ODRs in BASIS.	1. Model non and examples of unruly behavior in quarterly assemblies and in-class homeroom lessons. 2. Meet with PRIDE committee monthly to track and monitor progress, making an emphasis to target positive behaviors as a reward incentive via the Falcon Store.
Top 3 event locations (See critical element #4A)	By June 5, 2025 , the frequency of behavioral incidents in one top 3 location, hallway will decrease by 20% as measured by ODRs in BASIS.	1. Strategically place personnel in high traffic areas 2. Randomly provide Falcon bucks to students making good choices. 3. Random sweeps of students misbehaving to deter future misbehaviors.
Core effectiveness (See critical element #8A)	By June 5, 2025, the Core Effectiveness (students with 0-1 referrals) will increase 5% as evidenced by ODRs in BASIS.	1. Utilize Falcon Store incentives and pep rallies as an encouragement to behave well. 2. Meet monthly with discipline committee to monitor data.
Classroom referrals (See critical element #7C)	By June 5, 2025 classroom referrals will decrease by 20% as evidenced by ODRs in BASIS.	1. Implement quarterly PDs with staff on classroom management 2. Meet monthly with discipline committee to monitor data.

SPBP Submission
1. Upload completed SPBP (as PDF) into BCPS Central in the School Improvement Plan.  2. Complete PBIS Point of Contact form. 