

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



<b>School Name:</b>	<b>Miramar Elementary</b>
<b>School Number:</b>	<b>0531</b>

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	Ms. Joanne Schlissel	7. School Counselor	Ms. Deriel Green
2. BTU Representative	Mr. Robert Pintavalle	8.	
3. SPBP Point of Contact	Mrs. Marie Dumervil	9.	
4. Parent/Community Representative	Ms. Juanita Lankford	10.	
5. Equity Liaison	Ms. LaShana McKoy	11.	
6. Teacher	Ms. Teresa Cordero-Johnson	12.	

#### 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 <sup>st</sup>	9/16/2024	2:15 PM		9/23/2024
2 <sup>nd</sup>	11/12/2024	2:15 PM		11/18/2024
3 <sup>rd</sup>	2/11/2025	2:15 PM		2/17/2025
4 <sup>th</sup>	4/16/2025	2:15 PM		4/20/2026

### 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> )	5/6/2024
Hold a <i>faculty</i> vote on the new SPBP ( <i>prior to April 30, 2024</i> )	5/9/2024
Provide training to faculty and staff ( <i>prior to September 30, 2024</i> )	9/23/2024
Present the 2024-25 SPBP to family and community stakeholders ( <i>prior to September 30, 2024</i> )	9/30/2024

**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. Disruptive/Unruly Behavior	12	1. Unruly/Disruptive Behaviors	14
2. Unruly/Disruptive Play	6	2. Disobediant/Insubordination	8
3. Disruption on Campus Minor	6	3. Inappropriate Touch/Lang/Gest	7
4. Disobediance/Insubordination	5	4. Disruptive/Unruly Play	5
5. Out of Assigned Area	3	5. Technology Inappropriate Use	5
TOTAL	32	TOTAL	39

**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. Speak in a proper manner
2. Move quietly and properly
3. Always do your best
4. Resolve conflict in an appropriate manner
5. Think before you act/speak.

**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	8/13/2024	7:55	Classrooms
After Winter Break	1/7/2025	7:55	Classrooms
After Spring Break	4/8/2025	7:55	Classrooms

**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.

Top 3 Locations, <u>excluding Classroom</u> :	
School Location(s)	# Incidents
1. Cafeteria	4
2. Athletic Field	3
3. School Grounds	1

School-wide Expectations and Location Rules				Completed by each teacher:
School-wide EXPECTATIONS	Hallway Rules	Cafeteria Rules	School Grounds Rules	Classroom Rules
Speak in a proper tone of voice	<b>Use Level 1 voice in the hallways</b> Click here to type hallway rules.	<b>Use a level 1-2 voice</b> Click here to type cafeteria rules.	Click here to select location rules OR <b>Level 0</b>	
Move quietly and properly on campus	<b>Remain in your line</b> Click here to type hallway rules.	<b>Follow all directions given by the cafe monitors/adults</b> Click here to type cafeteria rules.	<b>Follow directions the first time given</b> Click here to type location rules.	
Always do your best	<b>Follow adult directives</b> Click here to type hallway rules.	<b>Clean your eating space and pick up trash around your area</b> Click here to type cafeteria rules.	<b>Stay in designated area</b> Click here to type location rules.	
Respect yourself and others	<b>Keep hands and feet to yourself</b> Click here to type hallway rules.	<b>Raise your hand to get the attention of an attendant/adult</b> Click here to type cafeteria rules.	<b>Wear your ID badge</b> Click here to type location rules.	
Think before you act or speak	<b>Follow adult directives</b> Click here to type hallway rules.	<b>Raise your hand and wait for help</b> Click here to type cafeteria rules.	<b>Follow directions the first time given</b> Click here to type location rules.	

4B.

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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	School Grounds
Lesson Plan Dates			
Start of School Year	8/13/2024	8/12/2024	8/14/2024
After Winter Break	1/7/2025	1/7/2025	1/7/2025
After Spring Break	4/8/2025	4/8/2025	4/8/2025

## 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.

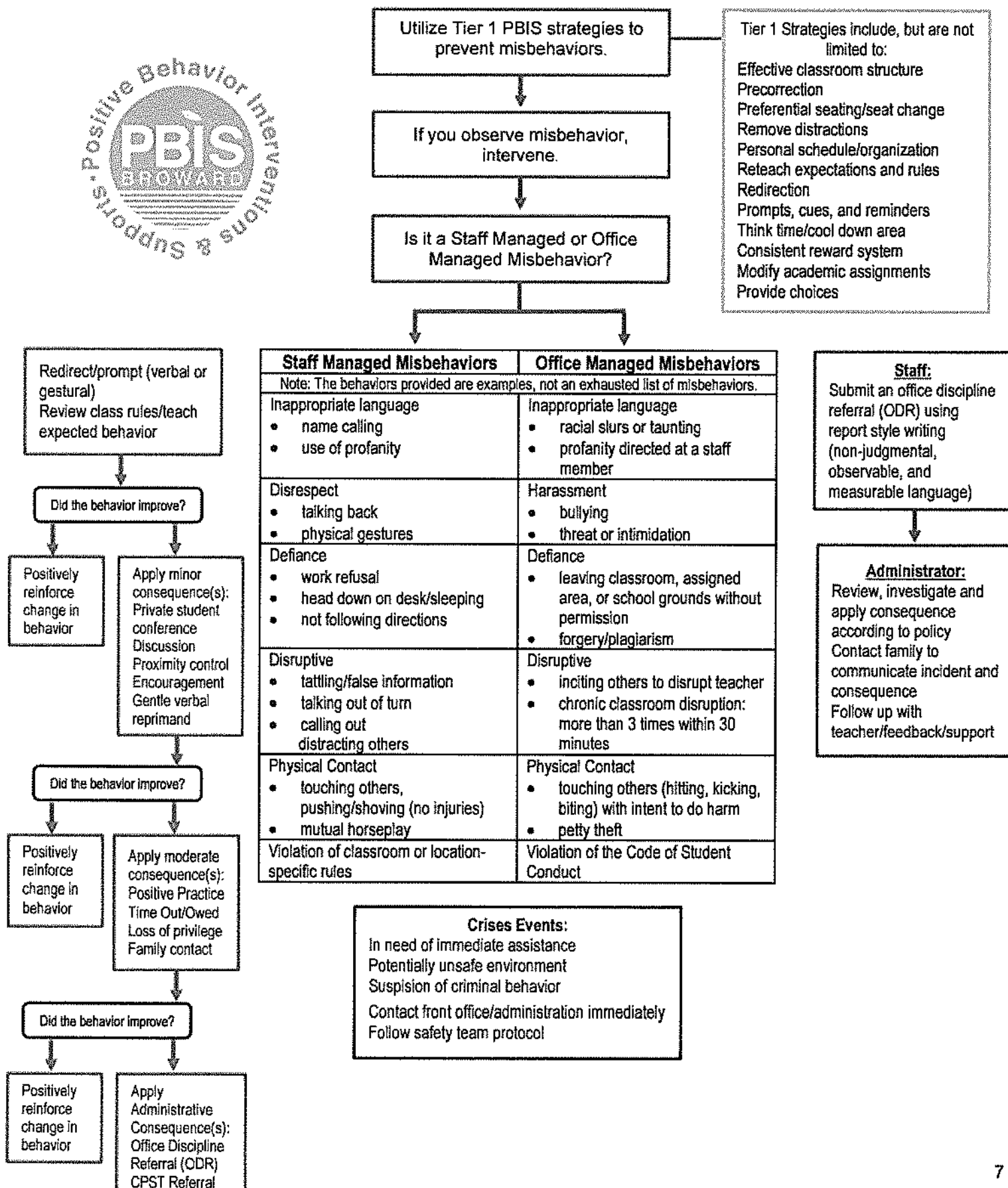
Identified Schoolwide Expectation OR Specific Location: Cafeteria

4 Step Problem Solving Process	Plan Details
<b>1. Problem Identification:</b> 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>	<b>Data used: Behavior Dashboard</b>  <b>Problem Identification Statement:</b> <i>What problem did you identify?</i> <b>Based on this year's data: the cafeteria, had 4 ODR incidents.</b>

<p><b>2. Problem Analysis:</b> Why do you think this problem is occurring? What is your goal? (use a SMART goal statement with numerical data)</p>	<p><b>Hypothesis:</b> Students have down time a less structured environment which means an opportunity for misbehavior. <i>Why do you think this problem is occurring?</i></p> <p><b>SMART Goal Statement:</b> By June 2025, we plan on decreasing our number of ODR's in the cafeteria from 4 ODR's this year 23-24 to 2 ODR's or less in 24-25, as measured on the BASIS Behavior Dashboard in May of 2025.</p>
<p><b>3. Intervention Design:</b> Describe how you will implement a positive reward program/system to decrease this problem.</p>	<p><b>Type of Program/System:</b> Economic simulation system</p> <p><b>Description of Program/System:</b> <i>We have instituted the Manatee Store. All students are given an opportunity to go shopping and purchase from the store. All staff members participate in giving the students Manatee Money for good behavior in the classroom and in the cafeteria.</i></p>
<p><b>4. Evaluation:</b> A. Implementation fidelity</p>	<p><b>How will you monitor the fidelity (consistency and effectiveness) of the <u>staff's</u> implementation of the reward program/system? (2-3 sentences)</b></p> <p>Students earn daily points for their cafeteria behavior. At the end of the month Classes that had 80% or better behavior get treated by the Administrators. We also give Manatee Money in addition to other treats.</p>
<p>B. Student outcome monitoring (use numerical data)</p>	<p><b>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)</b></p> <p><i>We are very happy that students are earning their Manatee Money and shopping at the Manatee Store often. Happy students- Happy teachers- Happy parents- Happy School.</i></p> <p>In 22-23 we had 6 ODR's in the Cafeteria through this plan we have been able to decrease the number of ODR's from 6 to 4 ODR's in the cafeteria for 23-24</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.






## 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 <a href="https://fi-pda.org/#/category/26">https://fi-pda.org/#/category/26</a> <input type="checkbox"/> Other: Click here to enter name of system.	Set your expectations high and make it plain and visible. Use your relationship skills to build rapport with students. Provide incentives/treats when students meet or exceed your expectations.

### 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 checked="" 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:	34
Total number of <i>other school-wide</i> discipline referrals (not including classrooms):	12
% of referrals in the classroom:	74%
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.*



## 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 "IZero Divide" in the cells and pressing "Fn + F9".

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

TOTAL Population:	400	% of Total Population	Core Effectiveness	
# Referrals:	# of Students			
I. 0 - 1 referrals		1%	Are your 0 - 1 referral > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
II. 2 - 5 referrals (at risk students)	5	1%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
III. > 5 referrals (high-risk students)	2	1%	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
<p>Answer <b>either</b> (a) or (b):</p> <p>(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.</p> <p>(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:</p>	
<p>Core Effectiveness Action Steps: (2-4 steps)</p> <ol style="list-style-type: none"> <li>1. Be consistent with rules/expectations for student behavior, especially in the cafeteria.</li> <li>2. Be consistent with rewards (Manatee Money) and consequences (Think About It Table) for behavior</li> </ol>	

**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	Grade 2 Grade 4	.075	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Referrals by Race vs Population	Black & Hispanic students	.075	<input checked="" type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

### 8D. Disproportionality Action Steps:

<p>Answer <b>either</b> (a) or (b):</p> <p>(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?</p> <p>(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.</p>
<p>Disproportionality Action Steps: (3-4 steps)</p> <ol style="list-style-type: none"> <li>1. Will continue to set high expectations.</li> <li>2. Have a trusted adult-mentor students who can benefit from additional time with students who need an additional intervention.</li> <li>3. Continue to use Incentives such as Manatee Money and Preferred Activities as a means to reshape behavior</li> </ol>

## 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	Action Steps <i>☑ check off Action Step when completed</i>
Current	<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
Pre-Planning	<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 (Contact <a href="mailto:amber.jennings@browardschools.com">amber.jennings@browardschools.com</a> for more information if you are unsure) <input type="checkbox"/> Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP (indicated in yellow)
August 1 <sup>st</sup> 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 <sup>th</sup> <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: <a href="http://www.brainshark.com/browardschools/PBIS101">http://www.brainshark.com/browardschools/PBIS101</a>
October 2 <sup>nd</sup> 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 3 <sup>rd</sup> 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)

<b>March</b> <b>4<sup>th</sup> Quarter Team Meeting</b>	<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
<b>April</b>	<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 <sup>th</sup> . Use this new SPBP in the next school year <input type="checkbox"/> Continue implementing your <i>current</i> 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 all 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 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 (use numerical data)	List 2 action steps your team will take to ensure this goal is monitored and meets or exceeds the SMART goal.
<b>Behavior Incidents</b> (See critical element #3A)	By April 30, 2025, students will decrease disruptive/unruly behavior by 10% as measured by ODRs in BASIS.	1. Be consistent with rewards/consequences. 2. Be consistent to develop relationships with students. 3. Partner with parents to reduce behaviors.
<b>Top 3 event locations</b> (See critical element #4A)	By April 30, 2025, the frequency of behavioral incidents in the cafeteria, will decrease by 10% as measured by ODRs in BASIS.	1. Be consistent with rewards/consequences. 2. Be consistent to develop relationships with students.

<b>Core effectiveness</b> (See critical element #8A)	By April 30, 2025, the Core Effectiveness (students with 0-1 referrals) will increase by 10% as evidenced by ODRs in BASIS.	<ol style="list-style-type: none"> <li>1. Be consistent with rewards/consequences.</li> <li>2. Be consistent to develop relationships with students.</li> </ol>
<b>Classroom referrals</b> (See critical element #7C)	By April 30, 2025 classroom referrals will decrease by 10% as evidenced by ODRs in BASIS.	<ol style="list-style-type: none"> <li>1. Be consistent with rewards/consequences.</li> <li>2. Be consistent to develop relationships with students.</li> </ol>

### SPBP Submission

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