

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



School Name:	Tropical Elementary
School Number:	0731

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	Robert Schneider	7. Literacy Coach	Janet Chrystie
2. BTU Representative	Liv Thomas	8. Mental Health	Kristyn Tobacco
3. SPBP Point of Contact	Deborah Brown	9. Team Leader	Gregory Notaro
4. Parent/Community Representative	Dawn Dantowicz	10. Team Leader	Gabriella Sciulli
5. Equity Liaison	Marie Lineman	11. Team Leader	Alexis Lindholm
6. Curriculum/Instructional Representative	Cheryl Hernandez	12. Team Leader	Dr. Catherine Sadowski

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	8/7/2024	8:30 AM		8/13/2024
2 nd	10/24/2024	2:45 PM		11/12/2024
3 rd	12/12/2024	2:45 PM		12/17/2024
4 th	3/11/2025	2:45 PM		3/11/2025

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>)	4/30/2024
Hold a <i>faculty</i> vote on the new SPBP (<i>prior to April 30, 2024</i>)	4/30/2024
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. Disobedience/Insubordination	65	1.Unruly/Disruptive behavior	27
2. Unruly/Disruptive behavior	36	2.Disruptive/Unruly Play	13
3. Defiance of authority	34	3.Disobedience/Insubordination	13
4. Battery Low Level	11	4.Battery Low Level	6
5. Out of Assigned Area	8	5.Disruption on campus Minor	4
TOTAL	154	TOTAL	63

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. Safety First
2. Own Your Actions
3. Act Responsibly
4. Rise to Excellence

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	8/12/2024	8:25 AM-2:25 PM	Classrooms
After Winter Break	1/6/2025	8:25 AM-2:25 PM	Classrooms
After Spring Break	4/1/2025	8:25 AM-2:25 PM	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. Student Areas	18
2. Hallways	9
3. Cafeteria	7

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				Posted by each teacher:
School-wide EXPECTATIONS	Hallway Rules	Cafeteria Rules	Playground Rules	Classroom Rules
Safety First	Report directly to your assigned location.	Raise your hand and wait for help.	Use playground equipment properly and for its intended use.	Completed by each teacher.
Own Your Actions	Walk on the right side of the hallway.	Clean your eating space and pick up around your eating area.	Line up the first time the teacher calls you.	Completed by each teacher.
Act Responsibly	Keep hands and feet to yourself.	Keep hands, feet and objects to yourself.	Always wait for your teacher to release you to play.	Completed by each teacher.
Rise to Excellence	Be kind to your peers and report incidents.	Report and problems immediately to an adult.	Treat others the way you would like to be treated.	Completed by each teacher.

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	Playground
Lesson Plan Dates			
Start of School Year	8/12/2024	8/12/2024	8/14/2024
After Winter Break	1/6/2025	1/6/2025	1/6/2024
After Spring Break	4/1/2025	4/1/2025	4/1/2025

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.
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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.

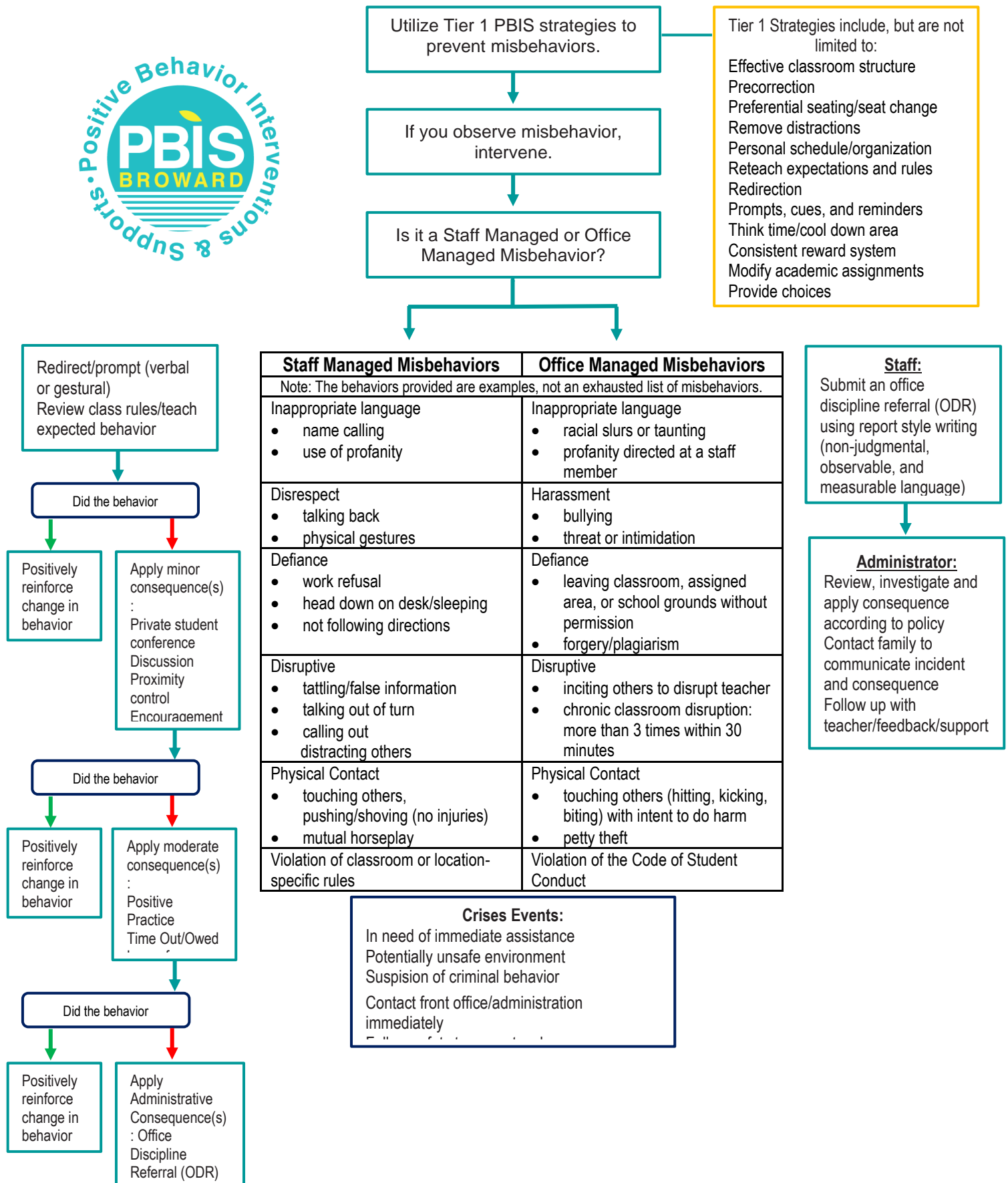
Identified Schoolwide Expectation OR Specific Location: Location- Cafeteria

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: Office Discipline Referrals Problem Identification Statement: 7 ODR's involved incidents that took place in the cafeteria.
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>	Hypothesis: This problem is occurring because there is less structure in this area and more opportunity for students to misbehave. SMART Goal Statement: By 6/8/2025 cafeteria referrals will decrease by 10% as measured by the ODR's in BASIS.
3. Intervention Design: Describe how you will implement a positive reward program/system to decrease this problem.	Type of Program/System: Point system Description of Program/System: 1. Classes that follow the rules and expectations in the cafeteria will earn points daily. 2. Classes can earn up to 3 points each day for adhering to all the rules and expectations. 3. Colored cups (red, yellow, and green) will be used to notify the teachers of their behavior. 4. Classes that have a green cup on their table at the end of lunch indicates to the teacher that they received 3 points for the day. If they have a yellow cup, they could get one or two points dependent on the rules/expectations followed. A red cup would indicate the class did not earn any points. Teachers will praise or reteach dependent on behavior. At the end of every two weeks, the classes with the most points will be publicly recognized and receive a toucan bill to use to shop the school store.

<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? Lunch room monitors will record the points earned on the on the master chart daily. The School Counselor and AP will check the chart biweekly to determine if there is a need to review rules. The AP will collect and analyze the chart bimonthly to determine the classes per grade level that received the most points and reward them.</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”?</p> <p>By 6/8/2025 cafeteria referrals will decrease by 10% as measured by the ODR's in BASIS.</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 type="checkbox"/> Positive Behavior Interventions and Supports and the Classroom https://fl-pda.org/#/category/26 <input checked="" type="checkbox"/> Other: Marzano Element 21	SPBP Team will support their team on teaching expectations and rules with a proactive approach. Teachers will be taught how to ensure the students are engaged in the process by acknowledging and responding to behavior in an effort to maximize the structure of our schoolwide positive behavior plan.

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 (<i>specify</i>): Marzano FTEM Model- Element 21 Establishing and Acknowledging Adherence to Rules and Procedures

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 :	44
Total number of <i>other</i> school-wide discipline referrals (not including classrooms):	54
% of referrals in the classroom:	45
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:	806	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals	785	97.4%	Are your 0 – 1 referral > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
II. 2 - 5 referrals (at risk students)	16	1.9%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

III. > 5 referrals (high-risk students)	5	.6 %	Are your >5 referrals <5%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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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. The AP, ESE Specialist and School Counselors will identify students that need proactive behavioral supports. 2. Proactive strategies will be shared with teachers and aides to utilize with students. 3. Positive Behavior Team will retrieve data to determine which teachers need additional behavior support or training. 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., 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	4 th grade	1.93%	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Referrals by Race vs Population	Hispanic	2.85%	<input checked="" type="checkbox"/> Yes	<input 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: (3-4 steps) 1. Deliver biweekly Suite 360 lessons focused on strengthening relationships and deepening a sense of belonging. 2. During morning announcements the school counselors will deliver morning messages geared toward raising tolerance and supporting a school climate of unity.

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
	<input checked="" type="checkbox"/> check off Action Step when completed
Current	<input checked="" 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 amber.jennings@browardschools.com 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 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.
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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 checked="" type="checkbox"/> No	By 8/9/2024 , 1. ESP's will place posters of rules in hallways, front office, and cafeteria. 2. Teachers will have playground and classroom rules posted.
100% of instructional staff has delivered expectations and rules lesson plans as written and when indicated.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	By 8/9/2024 , 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 checked="" type="checkbox"/> No	By 8/9/2024 , 1. Staff will become oriented with the Discipline Flow Chart. 2.
A reward system is implemented by 100% staff for <i>all</i> students.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	By 8/9/2024 , 1. All staff will be given toucan dollars. 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 .	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 May 2024, the number of disobedience/insubordination referrals will decrease by 10%.	1. The administrative team will ensure that the school-wide rewards system is implemented with fidelity by reviewing the BASIS discipline report on a weekly basis and keeping the school store stocked with supplies/rewards. 2. The administrative team will ensure that behavior lessons are implemented throughout the school year. This includes but is not limited to Suite 360 and character education lessons.
Top 3 event locations (See critical element #4A)	By June 6, 2025, The top 3 event locations will decrease by 3 % as evidenced by ODRs in BASIS.	1. The administrative team will ensure that the school-wide rewards system is implemented with fidelity by reviewing the BASIS discipline report on a weekly basis and keeping the school store stocked with supplies/rewards. 2. The administrative team will ensure that behavior lessons are implemented throughout the school year. This includes but is not limited to Suite 360 and character education lessons.
Core effectiveness (See critical element #8A)	By June 6, 2025, the Core Effectiveness (students with 0-1 referrals) will increase 1% as evidenced by ODRs in BASIS.	1. The administrative team will ensure that the school-wide rewards system is implemented with fidelity by reviewing the BASIS discipline report on a weekly basis and keeping the school store stocked with supplies/rewards. 2. The administrative team will ensure that behavior lessons are implemented throughout the school year. This includes but is not limited to Suite 360 and character education lessons.
Classroom referrals (See critical element #7C)	By June 6, 2025 classroom referrals will decrease from 45% to 35% as evidenced by ODRs in BASIS.	1. Using the Behavior Dashboard, the administrative team will identify and monitor all teachers that have written an above-average number of ODRs on a monthly basis. 2. The administrative team will designate specific school-

		based staff member to administer peer-to-peer support or coaching, based on the level of need.
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SPBP Submission

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