

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



School Name:	McNab Elementary
School Number:	0841

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	Kim Rohloff	7. Parent/Community	Jessica Lynn
2. BTU Representative	Jamie Allison	8. Counselor/Mental Health	Callie Thomason
3. SPBP Point of Contact	Kim Rohloff	9. Teacher	Emily Lackey
4. Parent/Community Representative	Nicole Rogers	10.	
5. Equity Liaison	Geidy Garcia	11.	
6. Curriculum	Tamara McCartha	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 st	10/17/2024	2:20		11/14/2024
2 nd	12/19/2024	2:20		1/16/2025
3 rd	2/20/2025	2:20		3/13/2025
4 th	4/17/2025	2:20		5/22/2025

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>)	4/10/2024
Hold a <i>faculty</i> vote on the new SPBP (<i>prior to April 30, 2024</i>)	4/17/2024
Provide training to faculty and staff (<i>prior to September 30, 2024</i>)	5/22/2024
Present the 2024-25 SPBP to family and community stakeholders (<i>prior to September 30, 2024</i>)	9/20/2024

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.Battery Low Level	26	1.Unruly/Disruptive Play	56
2.Unruly/Disruptive	21	2.Battery Low Level	21
3.Disobedience/Insubordination	20	3.Out of Assigned Area	10
4.Disruptive Unruly Play	20	4. Mistreatment of Peers	8
5.Profane/Insulting/Obscene Language	13	5.Vandalisim	5
TOTAL	100	TOTAL	100

3B. School-wide expectations are 3 – 5 positive characteristics (*not behaviors*) that counteract the top school-wide misbehaviors in section 3A. ALL people on campus are expected to model these expectations.

School-wide Expectations
1.Be Respectful
2.Be Responsible
3.Be Safe
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:			
	Date(s)	Time:	Location(s):
Start of School Year	8/12/2024	8:30 AM	Cafeteria
After Winter Break	1/13/2025	8:30 AM	Classroom
After Spring Break	3/31/2025	8:30 AM	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.

Top 3 Locations, <u>excluding Classroom</u> :	
School Location(s)	# Incidents
1.Athletic Field/Playground	17
2.Cafeteria	14
3.Hallway	11

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	School Grounds Rules	Classroom Rules
Be Respectful	Follow adult directives Click here to type hallway rules.	Clean your eating space and pick up trash around your area Click here to type cafeteria rules.	Keep hands and feet to yourself Click here to type location rules.	
Be Responsible	Go directly to your destination Click here to type hallway rules.	Immediately inform an adult of any spills Click here to type cafeteria rules.	Follow directions the first time given Click here to type location rules.	
Be Safe	Walk to your class Click here to type hallway rules.	Stay in assigned area Click here to type cafeteria rules.	Wear your ID badge Click here to type location rules.	
Click here to type your Expectation	Click here to select hallway rules OR Click here to type hallway rules.	Click here to select cafeteria rules OR Click here to type cafeteria rules.	Click here to select location rules OR Click here to type location rules.	
Click here to type your Expectation	Click here to select hallway rules OR Click here to type hallway rules.	Click here to select cafeteria rules OR Click here to type cafeteria rules.	Click here to select location rules OR Click here to type location 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	Athletic Field
Lesson Plan Dates			
Start of School Year	8/12/2024	8/12/2024	8/12/2024
After Winter Break	1/13/2025	1/13/2025	1/13/2025
After Spring Break	3/31/2025	3/31/2025	3/31/2025

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.

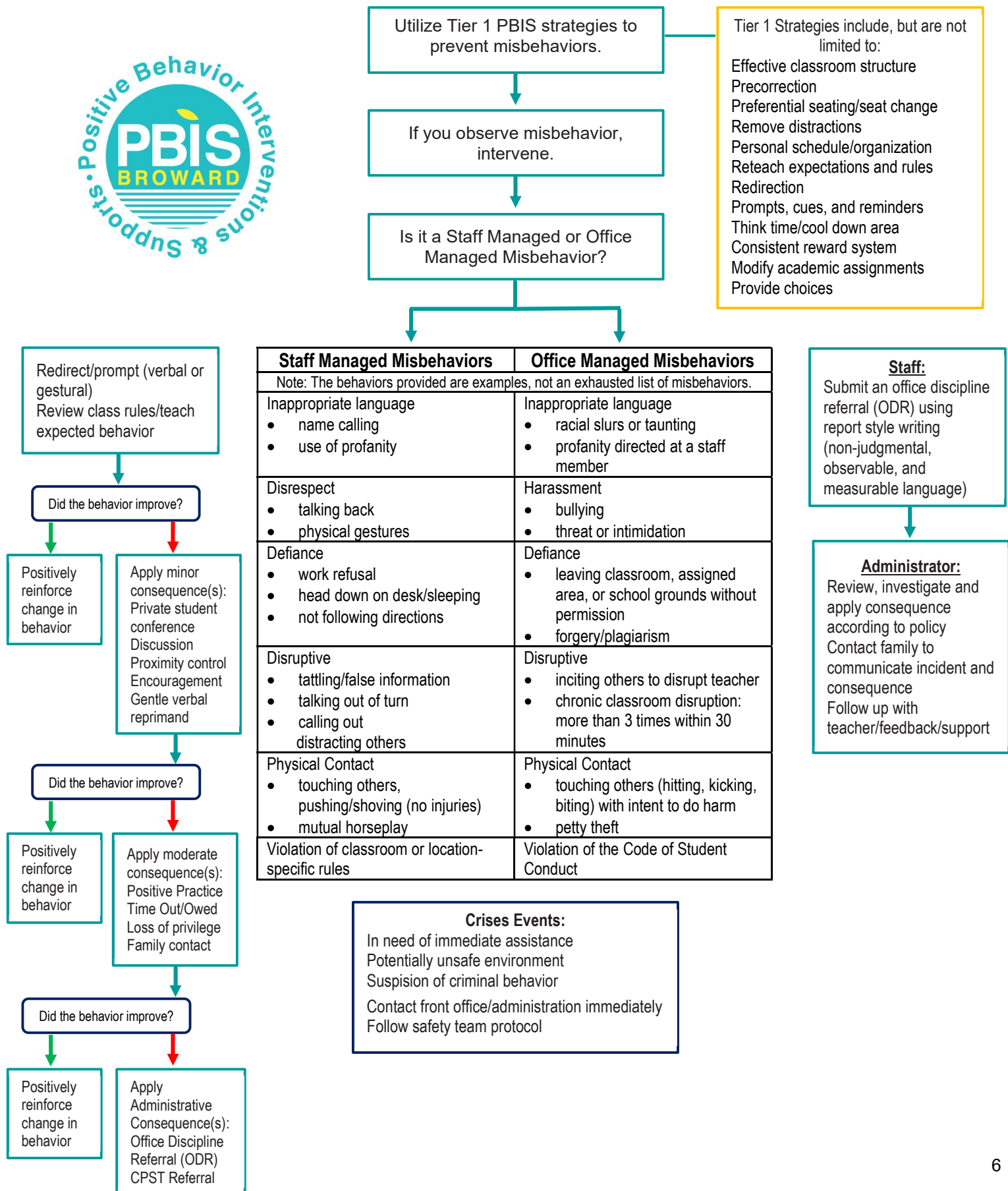
Identified Schoolwide Expectation OR Specific Location: Classroom

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: Data from 23-24 showed that most ODR's were related not making responsible choices, such as unruly and disruptive behavior. There were 56 referrals written from the classroom teachers from August 8, 2023-April 30, 2024. Problem Identification Statement: There were 56 referrals written from the classroom teachers from August 8, 2023-April 30, 2024. This is a reason why CHAMPS training was provided to each teacher in the 2023-2024 school year.

<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: This problem is occurring because not enough teachers on staff had the proper CHAMPS training by the PBIS district team.</p> <p>SMART Goal Statement: By April 30, 2025 the overall number of ODR's will decrease by at least 20%. Currently, we have seen a decrease with the CHAMPS system implemented since over 98% of our teachers were involved in a 6 hour CHAMPS training session.</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: By making responsible behavior choices students will practice CHAMPS and earn letters to spell the word MUSTANG. Those students who have earned their points will participate in a positive reinforcement each week. All grade levels will participate and communicated with our McNab families. Teams will share ideas at faculty meetings.</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? Staff will share ideas at team leader and at faculty meetings discussing their weekly motivational activities. At our quarterly BIG 5 meetings, teachers will share the data on the number of students participating in the MUSTANG positive reward system throughout the quarter. Administration will observe and monitor the point system as well.</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"? The number of ODR's will be reviewed quarterly using the PBIS Tier 1 data collection template. We will compare these numbers to the quarterly data from the 2023-2024 school year. We will see at least a 20% decrease in the frequency of ODR's once this program is implemented.</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 checked="" type="checkbox"/> CHAMPS <input 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.	Over 98% of our current staff have been trained in CHAMPS. We will include CHAMPS conversations in all of our staff meetings and share highlights along with using Teaching Like a Champion series. We will encourage new staff to sign up on LAB for training with the support of our Tier Liaison.

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

<input checked="" type="checkbox"/> CHAMPS 7 Up Checklist 
<input type="checkbox"/> Classroom Snapshot (Classroom Management Assessment) 
<input type="checkbox"/> PBIS Classroom Assistance Tool (CAT) 
<input type="checkbox"/> Other (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 :	65
Total number of <i>other</i> school-wide discipline referrals (not including classrooms):	59
% of referrals in the classroom:	90%
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:	577	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals		!Zero Divide	Are your 0 – 1 referral > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
II. 2 - 5 referrals (at risk students)	6	!Zero Divide	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
III. > 5 referrals (high-risk students)	3	!Zero Divide	Are your >5 referrals <5%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

8B. Core Effectiveness Action Steps:

If you answered “Yes” to I, II, and III above, then your core is effective. Based upon table 8A, is your core effective?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<p>Answer either (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> <p>1. We will ensure at risk and high risk students from the 2023-2024 school year are placed appropriately when creating class lists.</p> <p>2. Students Individualized Behavior Plans will be attached to the matriculation cards for quick implementation.</p> <p>3. Assign an Administrator or Support Staff member as a peer buddy and to conduct daily/weekly check ins.</p> <p>4. Have consistent discussions with teachers about the strategies that work and do not work with these students and update PBIP/FBA plans as needed.</p>	

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	3 rd - 48 - Black	.08	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Referrals by Race vs Population	Black	.04	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

8D. Disproportionality Action Steps:

<p>Answer either (a) or (b):</p> <p>(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.</p> <p>(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?</p>

Disproportionality Action Steps: (3-4 steps)

1. Teachers are to implement CHAMPS with fidelity
2. PBIS Classroom Support
3. Coaching Mentor
4. Intervention plan and timeline with family and school

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 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 1 st 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 2 nd 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 rd 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 <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	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	1. 2.
A reward system is implemented by 100% staff for <i>all</i> students.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	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 (<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 2, 2025, Unruly and Disruptive behavior referrals will indicate a decrease by 20% as measured by ODRs in BASIS.	1. Teachers will implement CHAMPS daily. 2. PBIS Resources Implemented and monitored weekly.
Top 3 event locations (See critical element #4A)	By June 2, 2025, the frequency of behavioral incidents in one of the top 3 locations, Athletic Field will decrease by 20% as measured by ODRs in BASIS.	1. Teachers will implement CHAMPS daily. 2. PBIS Resources Implemented and monitored weekly.

Core effectiveness (See critical element #8A)	By June 2, 2025, the Core Effectiveness (students with 0-1 referrals) will increase or remain at 95% or higher as evidenced by ODRs in BASIS.	1.Students will be flagged and discussed at RTI each week. 2.Students will have a support staff buddy to monitor and conduct weekly check ins.
Classroom referrals (See critical element #7C)	By June 2, 2025 classroom referrals will be reduced from 65 referrals to 50 or below as evidenced by ODRs in BASIS.	1.Teachers will implement CHAMPS with fidelity. 2. PBIS resources will be implemented and monitored weekly.

SPBP Submission

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