

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



School Name:	New River Middle School
School Number:	0881

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	Cheryl Reep	7. Counselor	Sabine Taylor
2. BTU Representative	Mary Slater	8. Mental Health Representative	Riley Cosgrave
3. SPBP Point of Contact	Samiyeh Nasser	9. Teacher	Jillian Gibbs
4. Parent/Community Representative	Ronald Jules	10. Team Leader	Samiyeh Nasser
5. Equity Liaison	Kimberly Youngblood		
6. Curriculum/Instructional Representative	Kanika Frazier		

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	9/11/2023	8:35 AM		9/18/2023
2 nd	11/6/2023	8:35 AM		11/13/2023
3 rd	2/5/2024	8:35 AM		2/12/2024
4 th	5/6/2024	8:35 AM		5/13/2024

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>	4/25/2024
Hold a <i>faculty</i> vote on the new SPBP <i>(prior to April 30, 2024)</i>	4/25/2024
Provide training to faculty and staff <i>(prior to September 30, 2024)</i>	8/29/2024
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/Disruptive Behavior	67	1.Unruly/Disruptive Behavior	160
2.Disruptive/Unruly Play	42	2.Defiance of Authority	114
3.Disobedience & Insubordination	41	3. Disobedience & Insubordination	114
4.Fighting - Medium	33	4. Fighting - Minor Altercation	50
5.Fighting - Minor Altercation	25	5.Battery	49
TOTAL	208	TOTAL	487

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 Safe
2.Be Responsible
3.Be Respectful
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	8/23/2023	9:30am	Classroom
After Winter Break	1/10/2024	9:30am	Classroom
After Spring Break	4/3/2024	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.

Top 3 Locations, <u>excluding Classroom</u> :	
School Location(s)	# Incidents
1. Hallway	81
2.Cafeteria	70
3.School Grounds	36

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	Classroom Rules	
Be Safe	Go directly to your destination, be on time.	Keep hands, feet and objects to yourself	Remain in your assigned seat, facing forward with feet on the floor	
Be Responsible	Report suspicious behavior	Remain seated at all times unless directed	Keep hands, feet and objects to yourself	
Be Respectful	Listen to and follow adult directives	Clean your eating space and pick up trash around your area	Use Level 1-2 voices	
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	School Grounds
Lesson Plan Dates			
Start of School Year	8/23/2023	8/24/2023	Click here to enter a date.
After Winter Break	1/10/2024	1/11/2024	Click here to enter a date.
After Spring Break	4/3/2024	4/4/2024	Click here to enter a date.

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.

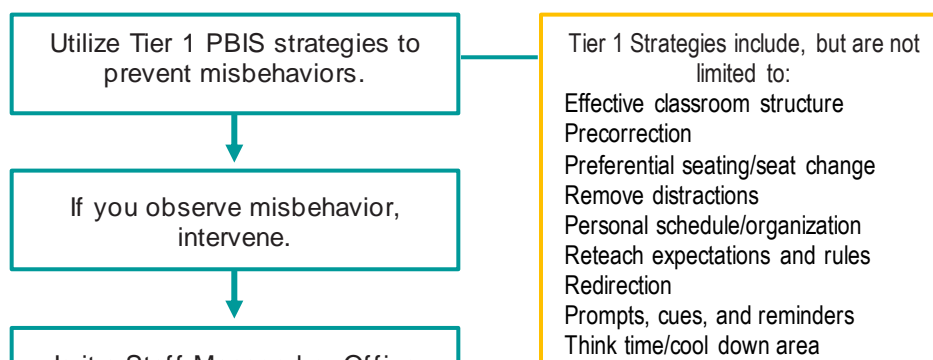
Identified Schoolwide Expectation OR Specific Location: [Click here to enter Expectation OR Location](#)

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: The number of incidents in the hallways totaled 156. Problem Identification Statement: The data revealed 156 students like to horseplay, run and/or push in the hallway, which causes arguments or minor altercations.

<p>2. Problem Analysis: Why do you think this problem is occurring? What is your goal? <i>(use a SMART goal statement with numerical data)</i></p>	<p>Hypothesis: Students like to horseplay, run and/or push each other during class change.</p> <p>SMART Goal Statement:</p> <p>By May of 2025, the amount of hallway incidents will be decreased by 20%, as evidenced by the BASIS behavioral data.</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: Students will receive ICU tickets when they are seen demonstrating the school-wide expectations to one another. These tickets can be exchanged weekly for various prizes. Each prize is worth a certain amount of ICU's, so students will need to earn a certain amount to receive the prize of their choice.</p>
<p>4. Evaluation: A. Implementation fidelity</p>	<p>How will you monitor the fidelity (consistency and effectiveness) of the <u>staff's</u> implementation of the reward program/system? (2- Faculty must sign the ICU before giving it to students. As ICUs are turned in, those collecting can determine the amount being provided by the faculty members assigned to disperse 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"? (2-3 sentences)</p> <p>BASIS data will be used to determine if there has been a decrease in the number of incidents reported on school grounds. The incidents in this area, usually stem from students not being respectful towards one another.</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.








Staff Managed Misbehaviors	Office Managed Misbehaviors
Note: The behaviors provided are examples, not an exhausted list of misbehaviors.	
Inappropriate language <ul style="list-style-type: none"> • name calling • use of profanity 	Inappropriate language <ul style="list-style-type: none"> • racial slurs or taunting • profanity directed at a staff member
Disrespect <ul style="list-style-type: none"> • talking back • physical gestures 	Harassment <ul style="list-style-type: none"> • bullying • threat or intimidation
Defiance <ul style="list-style-type: none"> • work refusal • head down on desk/sleeping • not following directions 	Defiance <ul style="list-style-type: none"> • leaving classroom, assigned area, or school grounds without permission • forgery/plagiarism
Disruptive <ul style="list-style-type: none"> • tattling/false information • talking out of turn • calling out • distracting others 	Disruptive <ul style="list-style-type: none"> • inciting others to disrupt teacher • chronic classroom disruption: more than 3 times within 30 minutes
Physical Contact <ul style="list-style-type: none"> • touching others, pushing/shoving (no injuries) • mutual horseplay 	Physical Contact <ul style="list-style-type: none"> • touching others (hitting, kicking, biting) with intent to do harm • petty theft
Violation of classroom or location-specific rules	Violation of the Code of Student Conduct

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.	60% of teachers currently hold a valid CHAMPS certificate.

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 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 :	490
Total number of <i>other</i> school-wide discipline referrals (not including classrooms):	389
% of referrals in the classroom:	79%
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:	1637	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals	211	85%	Are your 0 – 1 referral > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
II. 2 - 5 referrals (at risk students)	191	12%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
III. > 5 referrals (high-risk students)	50	3%	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> <ol style="list-style-type: none"> 1. Monitor our number of referrals and specifically students who are at risk. 2. Referred students will be discussed during our CPST meetings and follow up, throughout the year. 3. We will offer counseling by outside agencies and use behavior contracts, as needed, that are specific to individual 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	7 th grade	1.21	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Referrals by Race vs Population	Black/African American	2.31	<input checked="" type="checkbox"/> Yes <input 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 subgroup 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> <p>Disproportionality Action Steps: (3-4 steps)</p> <ol style="list-style-type: none"> 1. Monitor our number of referrals and specifically students who are at risk. 2. Referred students will be discussed during our CPST meetings and follow up, throughout the year. 3. We will work as a leadership team to identify why there is a disproportionality and work to offer more support for those students.
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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 checked="" type="checkbox"/> Print up your SPBP and Feedback form BCPS Central <input checked="" type="checkbox"/> Provide SPBP presentation to all staff during Pre-Planning <input checked="" type="checkbox"/> Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders <input checked="" type="checkbox"/> Market and post School-wide Expectations and Location-specific Rules <input checked="" type="checkbox"/> Identify your district PBIS Specialist (Contact amber.jennings@browardschools.com for more information if you are unsure) <input checked="" 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 checked="" type="checkbox"/> Determine any needed team training, such as: 4 Step Problem Solving Process series, PBIS 10 Critical Elements, Data Collection, etc. <input checked="" type="checkbox"/> Review previous year's SPBP and feedback form; make necessary modifications <input checked="" type="checkbox"/> Review previous year's data (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) <input checked="" type="checkbox"/> Verify and implement teaching schedule for Expectations and Rules behavior lesson plans <input checked="" type="checkbox"/> Implement the Reward System for all students as indicated in the SPBP <input checked="" type="checkbox"/> Ensure the Discipline Flow Chart is distributed to all staff and is being used as written <input checked="" type="checkbox"/> Present implementation data, behavior data, team activities and SPBP progress to entire staff <input checked="" type="checkbox"/> Ensure all teachers are using an evidence-based classroom management plan, such as CHAMPS <input checked="" type="checkbox"/> Confirm next quarterly PBIS team meeting date and time
September	<input checked="" type="checkbox"/> Provide SPBP stakeholder presentation by September 30 th <input checked="" type="checkbox"/> Ensure instructional staff know how to document Tier 1 Supplemental Strategies for behavior <input checked="" 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 checked="" type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) <input checked="" type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff <input checked="" type="checkbox"/> Ensure Core Effectiveness Action Steps are being implemented as written <input checked="" type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator <input checked="" type="checkbox"/> Confirm next quarterly PBIS team meeting date and time
November	<input checked="" type="checkbox"/> Review/revise lesson plans as indicated by previous quarter behavior data <input checked="" type="checkbox"/> Ensure that the Student Outcome Monitoring Action Steps are being implemented as written
January 3 rd Quarter Team Meeting	<input checked="" type="checkbox"/> Staff to re-teach Expectations and Rules after winter break <input checked="" type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) <input checked="" type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff <input checked="" type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator <input checked="" type="checkbox"/> Confirm next quarterly PBIS team meeting date and time
February	<input checked="" type="checkbox"/> Check on recently hired staff for PBIS understanding - provide "PBIS 101" Brainshark resource <input checked="" type="checkbox"/> Utilize the Stakeholder SPBP Forms Survey to solicit input for planning next year's SPBP (optional)
March 4 th Quarter Team Meeting	<input checked="" type="checkbox"/> Ensure progress towards completion and submission of next year's SPBP <input checked="" type="checkbox"/> Staff to re-teach Expectations and Rules after spring break <input checked="" type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) <input checked="" type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff <input checked="" type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator
April	<input checked="" type="checkbox"/> Provide staff presentation and faculty vote on new SPBP for next year <input checked="" type="checkbox"/> Submit your SPBP in BCPS Central by April 30 th . Use this new SPBP in the next school year <input checked="" 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 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 (<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 click to enter a date June 2025, unruly/disruptive behavior will decrease 150 incidents as measured by ODRs in BASIS.	<ul style="list-style-type: none"> • Check for teacher and staff understanding of PBIS. • Provide training as needed.
Top 3 event locations (See critical element #4A)	By click here to enter a date , June 2025, the frequency of behavioral incidents in one top 3 location, Hallway will decrease by 75 incidents as measured by ODRs in BASIS.	<ul style="list-style-type: none"> • Review quarter's behavioral data with staff and teachers. • Provide supplementary behavioral strategies to reduce behavioral incidents within the top 3 event location
Core effectiveness (See critical element #8A)	By click here to enter a date , June 2025, the Core Effectiveness (students with 0-1 referrals) will increase 25% as evidenced by ODRs in BASIS.	<ul style="list-style-type: none"> • Monitor Core Effectiveness Action Steps to ensure they are being implemented as written. • Provide tier 2 strategy support for students.
Classroom referrals (See critical element #7C)	By click here to enter a date June 2025, classroom referrals will decrease to 462 referrals as evidenced by ODRs in BASIS.	<ul style="list-style-type: none"> • Ensure all teachers are using an evidence-based classroom management plan, such as CHAMPS • Reteach expectations after winter and spring break

SPBP Submission

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