

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



School Name: Mirror Lake Elementary School

School Number: 1841

CRITICAL ELEMENT 1: Leadership Team

Who leads and provides technical assistance support to staff & stakeholders for maintaining and improving your tiered system of supports for behavior?

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

First and Last Name	School-based Title
Marlen Veliz	1. Administrator
Andrea Gresham	2. BTU Representative
Joanne Etienne	3. SPBP Point of Contact
Dymond Cross	4. Parent/Community Representative
Joanne Etienne	5. Equity Liaison
Kiara Johnson	6. Curriculum / Instructional Representative
Joanne Etienne	7. Coach or Counselor
Joanne Etienne	8. Mental Health/Safety Representative
Debra Debruyne	9. Teacher
Andrea Cutrone	10. Team Leader / Department Representative

CRITICAL ELEMENT 8: Data Collection, Analysis, & Evaluation

How effective has your SPBP been over this past school year? How well was your current SPBP implemented and sustained for this past school year?

8A. Core Effectiveness: Use current EOY ODR data.

Remember: We cannot fix a Tier 1 issue by placing more than 20% of the school population in Tiers 2 or 3. These data will help you to know how much priority your Tier 1 system needs.

PART ONE: School-wide Totals Enter the number of students in each subgroup. This form will automatically calculate the total.

Enrollment information	Asian	Black	Hispanic	Multi	Native	White	Totals
Number of students:	15	379	172	23	2	76	667

SUSPENSION DATA: Add total for all grade levels.

	Internal	External
Actions: Number of times a student was assigned to:	9	

OFFICE DISCIPLINE REFERRALS (ODRs)	Total # of Students Enrolled	STUDENTS with 1	STUDENTS with 2-5	STUDENTS with 5+
# of Students:	667	23	8	4
Please note: the fields above refer to "number" (#) of STUDENTS.				

<u>CURRENT</u> OFFICE DISCIPLINE REFERRAL (ODR) PATTERNS	Grade Level	Top Location for ODR	Top Time for ODR	Top Incident	Sub-group with highest Risk Ratio for ODRs
What is it?	1	Classroom	10:00am	Unruly, Disruptive Behavior	Multi
# of Referrals:	30	49	13	24	9

The risk, risk ratio, student composition, and referral composition will calculate automatically. A group may be found to have disproportionate representation on a single measure, or across multiple measures. For assistance with interpretation of these data, contact your PBIS Specialist.

Racial Group	Number of Students Enrolled at the School	Number of Individual Students in Group Who Received a Referral	Total Number of Referrals from Group	Risk	Risk Ratio	Percent of Student Body	Student Composition	Referral Composition/ Comparison
				(% of students in a group who have at least one referral)	(group's risk of receiving a referral compared to all other students)		(% of students who have referrals who are members of that racial group)	(% of referrals accounted for by students of a particular group)
Asian	15	0	0	0.0%	0.00	2.2%	0.0%	0.0%
Black/African American	379	21	44	5.5%	1.23	56.8%	61.8%	53.7%
Hispanic	172	7	8	4.1%	0.75	25.8%	20.6%	9.8%
Multi	23	3	9	13.0%	2.71	3.4%	8.8%	11.0%
Native	2	0	0	0.0%	0.00	0.3%	0.0%	0.0%
White	76	3	21	3.9%	0.75	11.4%	8.8%	25.6%
Totals	667	34	82			100.0%		

Asian (Risk Ratio)	Asian students are 0 times more likely to have at least one referral than all other students.
Black (Risk Ratio)	Black/African American students are 1.23 times more likely to have at least one referral than all other students.
Hispanic (Risk Ratio)	Hispanic students are 0.75 times more likely to have at least one referral than all other students.
Multi (Risk Ratio)	Multi students are 2.71 times more likely to have at least one referral than all other students.
Native (Risk Ratio)	Native students are 0 times more likely to have at least one referral than all other students.
White (Risk Ratio)	White students are 0.75 times more likely to have at least one referral than all other students.

8B. CORE Effectiveness RESULTS based on 8A above.

% of Total Population	# of Students		Core Effectiveness
98.2		I. Are your 0 – 1 referral > 80%?	
1.2	8	II. Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
0.6	4	III. Are your >5 referrals <5%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If you answered "Yes" to I, II, and III, above, then your core is effective.			
Based your answers above, 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 prevention and early identification of at risk or high-risk students.

(b) If you answered "No" to any of the items above (I, II, or III) then indicate the supports, interventions and action steps your school leadership team will implement at the beginning of the next school year to improve each tier's strength and functionality.

Core Effectiveness ideas for possible action steps: if applicable

Continue to implement reward and recognition system consistently

Work with CPS Team to identify students who may need tiered behavior interventions.

Students will receive positive office referrals for academic achievements, appropriate behaviors, being on task, completing assigned work, etc.

What types of interventions do you have available for use at Tiers 2 and 3 for behavior concerns? (Note: "RtI process" or "MTSS" are NOT interventions...they are frameworks for identifying Tiers of support and interventions for use).

Tier 2 & Tier 3 Resources

Suite 360 Lessons

Behavior Contracts

Check-in/Check-out System

8C. Top five Behavior Incidents and Non-classroom Location data (Use Current EOY data) as listed in BASIS Behavior Dashboard.

Top 5 Behavior Incident Types Current EOY		#Incidents Current EOY	Previous Year Top 5 Behavior Incident Types Current EOY		#Incidents Previous EOY
Unruly, Disruptive Behavior	24	Unruly, Disruptive Behavior	17		
Disobedience, Insubordination	10	Battery- Low Level	10		
Battery- Low Level	10	Out of Assigned Area	8		
Fight-Minor/Altercation	5	Insulting/Profane/Obscene Language	6		
Insulting/Profane/Obscene Language	4	Fight- Minor/Altercation	4		
Total	53	Total	45		

Current Top 3 Non-Classroom Locations	# Incidents Current EOY	Previous Year Top 3 Non-Classroom Locations	# Incidents Previous EOY
Classroom	49	Classroom	33

Other	12	Other	8
Hallway	5	Hallway	5
Total	66	Total	46

8D. Percentage of Events from classroom: Current EOY data

Total number of behavior Events from classrooms:	49
Total number of <i>other school-wide</i> behavior Events (not including classrooms):	32
% of Events coming from the classroom:	60.5
<p>If >40% of discipline events come from the classroom, it suggests Tier 1 classroom management needs to be strengthened school wide.</p>	
<p>Well-managed classrooms are built on a foundation that includes teaching behavioral expectations; providing strong instruction; using proactive strategies to manage behaviors; building connections with students; and responding flexibly and appropriately when individual behavior problems occur. More than 40% of your referrals come from the classroom, consider implementing school-wide classroom management professional development.</p>	

CRITICAL ELEMENT # 10: Evaluation

How effective was your SPBP implementation this current school year?

10A. Did your school's current SPBP positively impact students? Review your current EOY behavior data and determine the following below:

*"If staff are implementing the SPBP consistently and effectively, is it positively impacting **students** ? How do you know?"*

Summary of EOY Goal Attainment

Core effectiveness (See item Data Analysis 8B)	Current Core Effectiveness ODR Goal: By June 2025, the Core Effectiveness (students with 0-1 referrals) will increase from (98.2%) to (99.2%) as evidenced by ODRs in BASIS Behavior Dashboard.
Top Behavior Incident Type (See Data Analysis 8C)	Current Top Behavior Incidence ODR Goal: By June 2025, our school will (reduce) our ODR total rate for (Unruly/Disruptive Behavior) from (24) to (19).
Top Non-Classroom Location (See Data Analysis 8B)	Current Top Location ODR Goal: By June 2025, the frequency of behavioral incidents in (Other-On Campus) will decrease from (12) to (9) as measured by ODRs in BASIS Behavior Dashboard.
Classroom Referrals (See item 8D)	By June 2025, classroom referrals school-wide will be reduced from (49) to (42) as evidenced by ODRs in BASIS Behavior Dashboard.
Equity Ratios (See item 8A)	By June 2025, disproportionate ODR rates for (Multi) will be reduced from (2.71) to (2.21) as evidenced by ODRs in BASIS Behavior Dashboard.

10B. Has the School-wide Positive Behavior Plan been implemented consistently during this current school year?

"Are staff implementing the SPBP with fidelity? If not, how will you address this area?"

Implementation Goal	Quarterly Team Review: Implemented with fidelity?	If you answered No, enter action steps your school will take to improve fidelity of PBIS in the next school year.
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	
100% of instructional staff deliver lessons to teach expectations, rules throughout the school year as written.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
100% instructional staff members are oriented to and following 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	
A reward system was established, and is consistently implemented by 100% of all instructional staff for all students.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

10C. SETTING GOALS FOR NEXT YEAR - Based on the analyses for items 8A - 8D and 10A - 10B, what will be your top 3 priority concerns about student ODR rates that you'll plan to improve in the upcoming school year?
Develop end-of-year (EOY) goals for each priority concern.

Problem statements for top 3 priority concerns based on our school's data.		
Top Behavior Incident Data (see Critical Element 8C)		
Top 3 Incidents (Non-Classroom) Location Data (see Critical Element 8C)		
Classroom ODR Referral Data (see Critical Element 8D)		
Priority Concern (from above)	Create the SMART goal to determine "successful" student outcomes (<u>use numerical data</u>).	List 2 action steps your team will take to ensure this goal is implemented and tracked quarterly during the next school year: (e.g., who, what, when and how?)
Top Behavior Incident Data (see Critical Element 8C)	By May 2025, Unruly/Disruptive Behavior will decrease by 10% as measured by ODRs in BASIS.	1. BY August 12, 2024 school-wide expectations and location based rules will be posted across 100% of our campus for staff, students, and community to view and follow. Quarterly checks will be done to ensure signs are clearly posted. 2. Leadership team members will review the aforementioned expectations with all staff to ensure understanding and follow through

Top 3 Incidents (Non-Classroom) Location Data (see Critical Element 8C)	By May 2025, the frequency of behavioral incidents outside of the classroom will decrease by 10% as measured by ODRs in BASIS.	1. By August 12, 2023 all teachers will comply with teaching the suggested lesson plans (provided by School Counselor) focused on location based rules. 2. All teachers will incorporate the use of Positive Office Referrals and Dolphin Dollars as a means by which to reward and recognize students for following the school rules and good behavior.
Classroom ODR Referral Data (see Critical Element 8D)	By May 2025, classroom ODRs will decrease by 10% schoolwide as evidenced by ODRs in BASIS.	1. Administration will focus on teachers who have students with more than 3 referrals and provide them with extra support and mentoring. 2. All teachers will participate in CHAMPS training using online classes and/or PLC groups for reinforcement.

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 action steps the team will take to help educators improve their fidelity of using your school's classroom management system.

CHAMPS ☒

Positive Behavior Interventions and Supports and the Classroom ☒

<https://fl-pda.org/#/category/26>

Other: Click here to enter name of system.

1. All teachers will participate in CHAMPS training using online classes and/or PLC groups for reinforcement. 2. Coaching and support will be provided at the school level. 3. Classroom management tips will be incorporated into faculty trainings.

7B. The administration reviews and analyzes the fidelity of staff implementation of Tier 1 classroom management systems for all grade levels and content areas using:

CHAMPS 7 Up Checklist ☒

Classroom Snapshot (Classroom Management Assessment) ☐

PBIS Classroom Assistance Tool (CAT) ☐

Other (specify):

CRITICAL ELEMENT # 3: School-wide Expectations
CRITICAL ELEMENT # 4 Location-based Rules

School-wide expectations are 3 – 5 positive characteristics (*not behaviors*) that prevent the top school-wide misbehaviors in DATA ANALYSIS - 8C. ALL students, staff, and stakeholders on campus are expected to model these expectations. (*e.g., “Be Responsible” could be a school-wide expectations used to counteract incidents like off-task behaviors in class, loudness in hallways, not being prepared to learn in class, etc.*)

School-wide Expectations

1. Be Responsible
2. Be Respectful
3. Be Safe
4. Be Kind

Lesson Plan Dates

	Expectation 1	Expectation 2	Expectation 3	Expectation 4	Expectation 5
Start of School Year	26-Aug-24	27-Aug-24	28-Aug-24	29-Aug-24	

After Winter Break	6-Jan-25	7-Jan-25	8-Jan-25	9-Jan-25	
After Spring Break	1-Apr-25	2-Apr-25	3-Apr-25	4-Apr-25	

Dates the location based rules lesson plans are taught by instructional staff.					
Lesson Plan Dates					
	Rule 1	Rule 2	Rule 3	Rule 4	Rule 5
Start of School Year	9-Aug-24	9-Aug-24	9-Aug-24	9-Aug-24	
After Winter Break	6-Jan-25	6-Jan-25	6-Jan-25	6-Jan-25	
After Spring Break	4-Apr-25	4-Apr-25	4-Apr-26	4-Apr-25	

CRITICAL ELEMENT #3: Location Based Rules
CRITICAL ELEMENT #4 School-wide Expectations

School-wide Expectations and Location Rules			
School-wide	Hallway Rules	Cafeteria Rules	Playground Rules
1. Be Responsible	Walk directly to your	Sit in your assigned area	Stay in your assigned play area.
2. Be Respectful	Keep your hands and feet	Follow all directions given	Play fair.
3. Be Safe	Have your ID badge at all	Remain seated	Keep your hands and feet to yourself.
4. Be Kind	Use voice level 1	Keep your area clean	Play nicely.
0	Select from drop down or type to add your rule	Select from drop down list or type to add your own rule	Type to add your own rule
School-wide Expectations and Location Rules			
School-wide			
1. Be Responsible	Complete your assignments on time. Have all materials/supplies needed.		
2. Be Respectful	Follow all directions given by your teacher. Raise your hand and wait to be called on.		
3. Be Safe	Keep your hands and feet to yourself. See something, Say something.		
4. Be Kind	Use kind words. Be Helpful.		
0	Click here to enter rules		

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.

Problem statements for top 3 priority concerns based on our school's data.

Top Behavior Incident Data (see Critical Element 8C)

Top 3 Incidents (Non-Classroom) Location Data (see Critical Element 8C)

Classroom ODR Referral Data (see Critical Element 8D)

Intervention Design: Describe how you will implement a positive reward program/system to decrease the above problems / behaviors / concerns.

Type of Program/System: Dolphin Dollars

Description of Program/System: (minimum of 5 sentences)

Via classroom teachers, morning announcements, and during lunch time, school staff will promote positive behaviors that we want to see displayed. Our current top behavior incident is Unruly/Disruptive Behavior. All staff will keep track of positive behaviors throughout the school day and reward Dolphin Dollars to students who display positive behaviors. Students will place their earned Dolphin Dollars in a box located in the cafeteria during their lunch time. Names will be pulled from the box weekly by administration and the names will be announced over the intercom in the afternoon towards the end of the week. Students with winning Dolphin Dollars will be given prizes by administration via Treasure Box.

How will you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program/system? (2-3 sentences)

1. We will monitor behavior data in FOCUS to determine if we are seeing a decrease in the top behavior incidents. 2. All staff will be trained by administration on the criteria for giving Dolphin Dollars and V.I.P. certifications to students. 3. Teachers will keep charts in their classrooms to track the Dolphin Dollars weekl