

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



<b>School Name:</b>	<b>SOUTH PLANTATION HIGH SCHOOL</b>
<b>School Number:</b>	<b>2351</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 (Multi-Tiered System of Supports) School-Leadership Team) Members

Title	First and Last Name	Title	First and Last Name
1. Administrator	Errol Forbes	7. Counselor	Dr. Jhanel Davis
2. BTU Representative	Mary Leveille	8. Mental Health/Safety Representative	Derek Felder
3. SPBP Point of Contact	Derek Felder	9. Teacher	Christina Jones
4. Parent/Community Representative	Michelle Fein	10. Team Leader/ Department Representative	Stephanie Williams
5. Equity Liaison	Daneen Brown		
6. Curriculum/Instructional Representative	Cindy O'brien		

#### 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>	9/5/2024	1:30P		9/9/2024
2 <sup>nd</sup>	11/7/2024	1:30P		11/12/2024
3 <sup>rd</sup>	1/9/2025	1:30P		1/13/2025
4 <sup>th</sup>	3/6/2025	1:30P		3/10/2025

### 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> )	4/16/2024
Hold a <i>faculty</i> vote on the new SPBP ( <i>prior to April 30, 2024</i> )	4/29/2024
Provide training to faculty and staff ( <i>prior to September 30, 2024</i> )	8/6/2024
Present the 2024-25 SPBP to family and community stakeholders ( <i>prior to September 30, 2024</i> )	8/27/2024

### 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. Tardiness/Habitual	185	1. Disobedience/ Insubordination	97
2. Disobedience/ Insubordination	122	2. Class Cut/Skipping	83
3. Out of Assigned Area	95	3. Out of Assigned Area	44
4. Class Cut/ Skipping	85	4. Tobacco Poss/Use/Sale/Vapr	34
5. Unruly/ Disruptive Behavior	45	5. Unruly/Disruptive behavior	33
TOTAL	532	TOTAL	291

**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 Prepared - Wear your ID while on campus at all times
2. Be Responsible - Arrive at class daily, on time, and prepared.
3. Be respectful - Respectful yourself, others, and the school.
4.
5.

**3C.** At least one lesson plan for **each** school-wide expectation above is distributed to instructional staff during pre-planning week and is maintained in the SPBP Binder.


Dates the school-wide expectations lesson plans are taught:			
	Date(s)	Time:	Location(s):
Start of School Year	8/15/2024	8:30	Auditorium
After Winter Break	1/7/2025	8:30	Auditorium
After Spring Break	4/1/2025	8:30	Auditorium

### 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. School Grounds	351
2. Hallway	71
3. Restroom	56

**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	Bus Rules	Classroom Rules
Be safe and remain in the allowed areas at all times.	Have your ID badge on and visible at all times while on campus	Sit with your feet under the table	Remain seated while the bus is in transit.	
Be responsible, present, prepared, and on time.	Have a properly addressed and signed pass when you are not with your class	Clean your eating space and pick up trash around your area.	Ride your designated bus.	
Be respectful to yourself, others, and the school.	Keep your hands and feet to yourself	Follow all directions given by café monitor	Keep hands, feet, and objects to yourself.	

**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	Restroom
Lesson Plan Dates			
Start of School Year	8/12/2024	8/12/2024	8/12/2024
After Winter Break	1/7/2025	1/7/2025	1/7/2025
After Spring Break	4/1/2025	4/1/2025	4/1/2025

## 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 to track progress towards the objective.
A	Attainable	Objectives are achievable soon to maintain motivation.
R	Realistic	Staff have the resources to achieve the objective- time, personnel, materials, etc.
T	Time-bound	Agreed-on periods create the necessary urgency and prompt action.

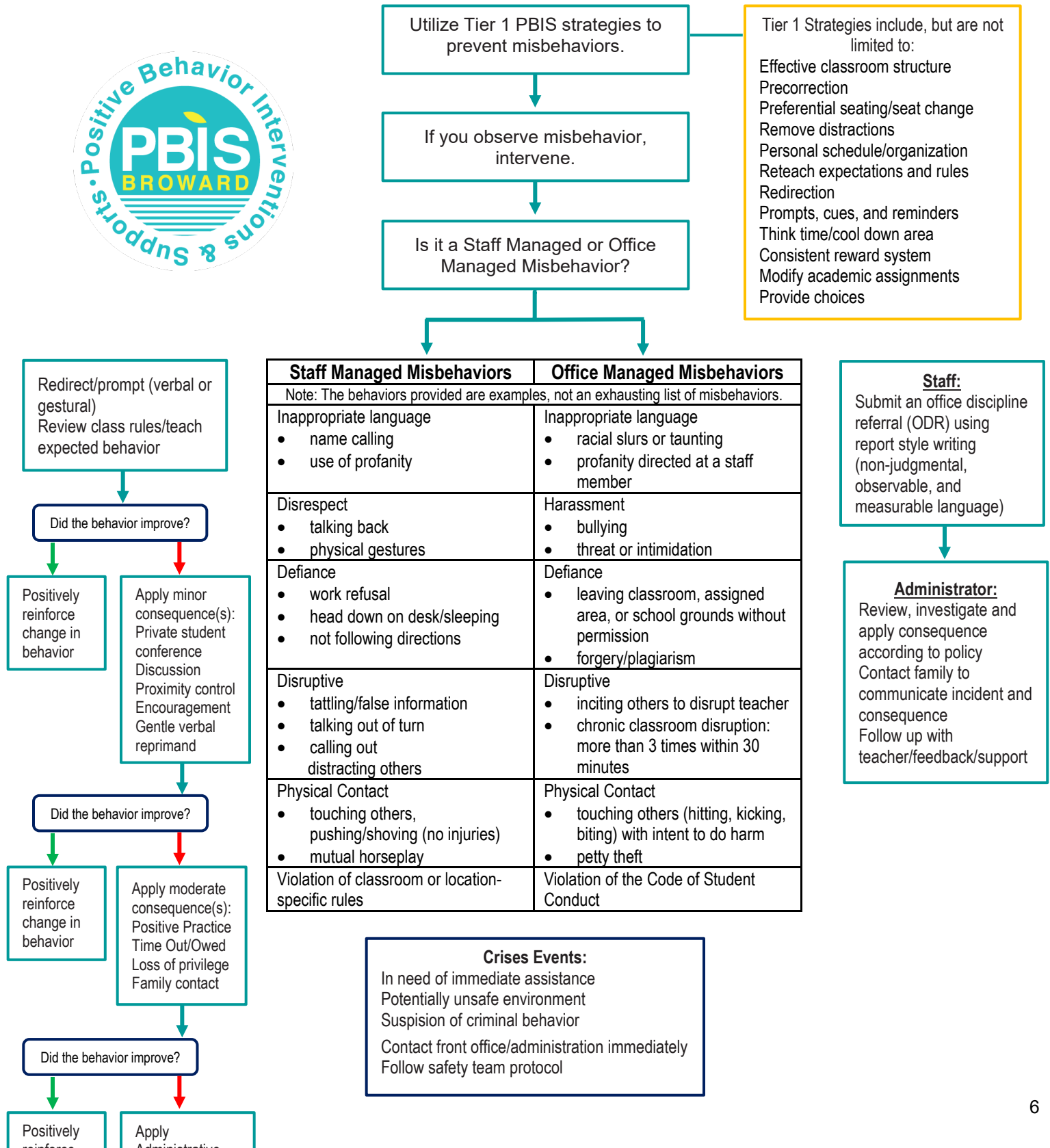
Identified Schoolwide Expectation OR Specific Location: [Click here to enter Expectation OR Location](#)

4 Step Problem Solving Process	Plan Details
<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 problems should be based upon data, such as ODRs (Office Discipline Referral).</i> <i>(Office Discipline Referral)</i>	<b>Data used:</b> 84 referrals were given based on Class Cutting  <b>Problem Identification Statement:</b> <i>What problem did you identify?</i> 21% of school-wide referrals are from students violating class cutting policy.

<p><b>2. Problem Analysis:</b> Why do you think this problem is occurring? What is your goal? <i>(use a SMART goal statement with numerical data)</i></p>	<p><b>Hypothesis:</b> <i>Why do you think this problem is occurring?</i> Students are cutting class as a result of not wanting to go to class. Student may also feel that they can sit in another teacher's class without the permission. Many teachers are not communicating with each other on whether they can either hold a student or allow them to attend their class.</p> <p><b>SMART Goal Statement:</b> With the implementation of a reward system and positive visual expectations, students will have a clear understanding of where they need to be at all times. Additionally, teachers will have guidelines detailing what they need to do in the event they need to hold on to a student. Security will also conduct bathroom checks to ensure students are not hiding out. With this implementation, skipping will be reduced by 3% overall by the end of 2025 school year, compared to the previous year's data.</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> <b>Reward</b></p> <p><b>Description of Program/System:</b> <i>(≥ 5 sentences)</i> How will you implement a positive reward program/system to decrease this problem?  <b>Paladins Day Out</b>  Students with no disciplinary incidents and less than 5 tardies per quarter during the first period of the day will be invited to attend. The event will take place at the end of each semester.</p> <p><b>Paladins to Greatness Incentive</b>  Teachers will create Paladins Achieving Greatness Referrals for students who have exhibited positive behavior traits bi-weekly. Administration will choose a student per grade level each month that was awarded a Positive Behavior Referral. Each student will receive prizes and be recognized on announcements.</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?</b> <i>(2-3 sentences)</i></p> <p>Grade Level Teams (Assistant Principals and School Counselors) will use BASIS to monitor disciplinary infractions and tardiness monthly. Administration will monitor rewards programs to ensure that students are receiving incentives accordingly.</p>
<p>B. Student outcome monitoring <i>(use numerical data)</i></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"?</b> <i>(2-3 sentences)</i></p> <p>Monitoring the number of student infractions on BASIS will be the measurable success in our reward system. If the rewards system is positively impacting students, an increase of names will be read on the announcements and student certificates will be handed out at a greater rate.</p> <p>The SPBP team will monitor the number of skipping infractions as it will be recorded in Basis. Teachers will also continue to monitor their student within their classes. The goal is to see a reduction in dress code referrals by 3%.</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 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 <a href="https://fl-pda.org/#/category/26">https://fl-pda.org/#/category/26</a> <input type="checkbox"/> Other: Click here to enter name of system.	1. New teachers will take the CHAMPS classroom management training. 2. CHAMPS classroom management training will be offered to all instructional teachers infused with cultural response training. 3. Quarterly, teachers with excessive referrals and be identified and support will be provided.

### 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 checked="" type="checkbox"/> Classroom Snapshot (Classroom Management Assessment) 
<input type="checkbox"/> PBIS Classroom Assistance Tool (CAT) 
<input type="checkbox"/> Other ( <i>specify</i> ):

### 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 <b>from classrooms</b> :	242
Total number of <i>other</i> <b>school-wide</b> discipline referrals (not including classrooms):	286
% of referrals in the classroom:	46%
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:	2242	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals		93%	Are your 0 – 1 referral > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
II. 2 - 5 referrals (at risk students)	143	6%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
III. > 5 referrals (high-risk students)	12	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. Continue to make students and parents a part of the discipline process.</li> <li>2. Stakeholders will continue to meet monthly with the administrative team and speak about positive interactions within the community and in school.</li> <li>3. Continue to build on the positive implementation of the school's positive behavior plan while aiding in lowering student discipline and behavior.</li> <li>4. To assist with implementation, school-wide expectations will be posted throughout school where students can be reference them.</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	9 <sup>th</sup> Grade	1.13	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Referrals by Race vs Population	Black/African American	1.74	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

### 8D. Disproportionality Action Steps:

<p>Answer <b>either</b> (a) or (b):</p> <p>(a) If you answered “<b>Yes</b>,” 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 “<b>No</b>,” indicate the support plan and interventions your school leadership team will implement at the beginning of next year to improve subgroup disproportionality.</p>
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### Disproportionality Action Steps: (3-4 steps)

1. Identify the students of disproportionality and utilize organizations such as Mentoring Tomorrow's Leaders
2. Utilize positive activities, rewards, and reinforcement.
3. Work with the Equity team to build a positive culturally aware staff sensitive to diverse needs of students.

## 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 (School wide Positive Behavior Plan), 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 (Broward County Public Schools) 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 <b>No</b> , 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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No	By 5/30/2025 , 1. Post location-specific school-wide expectations in the hallways, the front office, cafeteria, and other public areas 2. Replace old expectation guidelines with current expectations
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 <a href="#">Click here to enter a date</a> , 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 <a href="#">Click here to enter a date</a> , 1. 2.
A reward system is implemented by 100% staff for <i>all</i> students.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	By 5/30/2025 , 1. Instructional staff will notify students and consistently monitor student behavior. 2. Signage will be created and posted school-wide


**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.
<b>Behavior Incidents</b> (See critical element #3A)	By May 30, 2025, tardiness will decrease 3% as measured by ODRs in BASIS.	1. Teachers and the administrative team will teach tardy policy and school-wide expectations in class discussion and behavior assemblies. 2. Data will be monitored by the SPBP team monthly and be reported to faculty and staff
<b>Top 3 event locations</b> (See critical element #4A)	By May 30, 2025, the frequency of behavioral incidents in the Hallways will decrease by 3% measured by ODRs in BASIS.	1. Signs will be posted throughout the school identifying where students should be at all times. 2. Security staff strategically be in areas to deter student infractions.

<b>Core effectiveness</b> (See critical element #8A)	By May 30, 2025, the Core Effectiveness (students with 0-1 referrals) will increase 2% as evidenced by ODRs in BASIS.	1. Rules, expectations and consequences will be made clear to students while positive rewards will be given to students meeting and exceeding expectations. 2. Students will be part of the positive behavioral process by assisting in creating rewards and recognition.
<b>Classroom referrals</b> (See critical element #7C)	By May 30, 2025, classroom referrals will 2% as evidenced by ODRs in BASIS.	1. Teachers will discuss and post classroom expectations within their classroom where students can reference. 2. Positive rewards (field day) will be available to students with no infractions

### SPBP Submission

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