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

School Name:	**Davie Elementary**
School Number:	**2801**

Please refer to the SPBP Canvas Resource page to access video tutorials, guidance, and resources for completing the 2024-2025 SPBP template. ℹ️

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	Silvio Pruneda	7. Mental Health/Safety Representative	Mariela Roman
2. BTU Representative	Kelly Devarona	8. Teacher	Genevieve Nazario
3. SPBP Point of Contact	Dawn Graber	9. ESE Specialist	Stacie Giglio Urtecho
4. Parent/Community Representative	Megan McGee		
5. Equity Liaison	Nicole Pimentel		
6. Curriculum/Instructional Rep.	Theresa Quintana		

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
1st	8/5/2024	1:00	➡️	8/9/2024
2nd	10/15/2024	1:00	➡️	10/22/2024
3rd	3/11/2025	1:00	➡️	3/19/2024
4th	4/23/2024	1:00	➡️	4/30/2024

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 *(prior to April 30, 2024)*	4/16/2024
Hold a *faculty* vote on the new SPBP *(prior to April 30, 2024)*	4/23/2024
Provide training to faculty and staff *(prior to September 30, 2024)*	8/6/2024
Present the 2024-25 SPBP to family and community stakeholders *(prior to September 30, 2024)*	9/26/2024

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	60	1.Disobedience/Insubordination	20
2. Disobedience/Insubordination	8	2.Unruly Disruptive Behavior	9
3 . Unruly Disruptive Play	7	3.Battery Low Level	4
4.Inappropriate Use of Technology	3	4.Unruly Disruptive Play	2
5.Fighting	2	5.Profanity to Staff Member	1
TOTAL	77	TOTAL	36

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.Demonstrate Self-Control
2.Always Be Kind
3.Volunteer to Help Others
4.Inspire Others
5.Exceed Expectations

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	8/5/2024	10:00 AM	Media Center
After Winter Break	1/6/2025	10:00 AM	Media Center
After Spring Break	4/1/2025	2:00 PM	Media Center

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, excluding Classroom:	
School Location(s)	# Incidents
1. Playground	9
2. Hallway	8
3. Cafeteria	7

4B. Expectations and Rules Chart for common areas of school campus**:**
This chart is posted in all classrooms and used to teach students during behavior lessons.

School-wide Expectations and Location Rules				Completed by each teacher:
School-wide EXPECTATIONS	Hallway Rules	Cafeteria Rules	Playground Rules	Classroom Rules
Demonstrate Self-Control	Remain in your line	Use a level 1-2 voice	Stay in designated area	
Always Be Kind	Keep hands and feet to yourself	Keep hands, feet and objects to yourself	Keep hands, feet and objects to yourself	
Volunteer to Help Others	Walk on the right side of the hallway	Clean your eating space and pick up trash around your area	Clean up once finished playing	
Inspire Others	Follow adult directives	Keep all food items on your tray	Follow directions the first time given	
Exceed Expectations	Walk directly to your destination	Immediately inform an adult of any spills	Follow playground 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**	**Playground**
Lesson Plan Dates			
Start of School Year	8/16/2024	8/16/2024	8/16/2024
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:

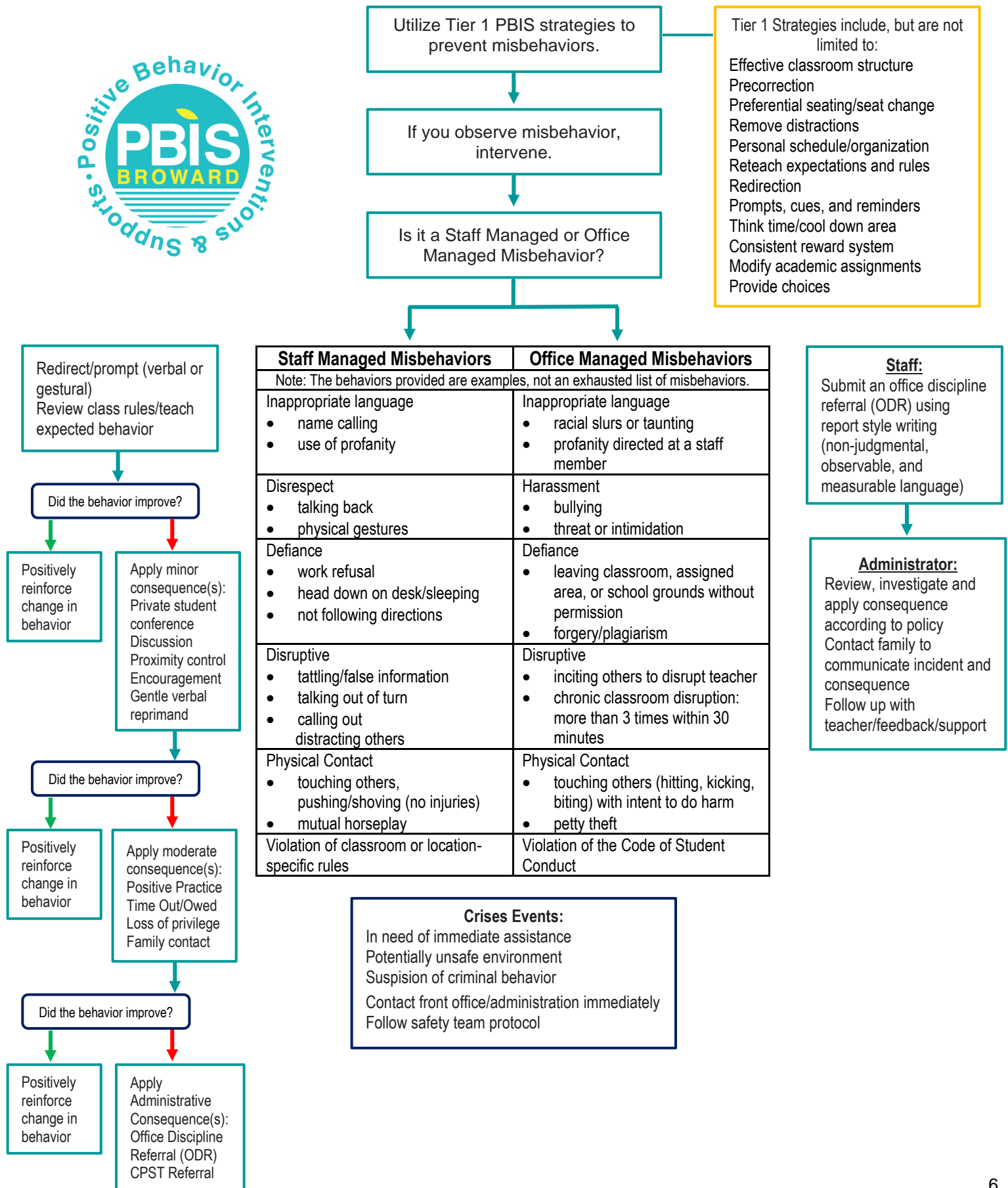| S	Specific	Concrete, detailed, focused, and well defined. Results-focused and action-orientated.
M	Measurable	The measurement sources (data) are defined numerically in order to track progress towards the objective.
A	Attainable	Objectives are achievable in the near future to maintain motivation.
R	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: Cafeteria

4 Step Problem Solving Process	Plan Details
1. Problem Identification: Review your behavior data to identify one school-wide problem. What problem did you identify? *(use numerical data)* *Note: Identified problem should be based upon data, such as ODRs. (Office Discipline Referral)*	**Data used:** The number of incidences in the cafeteria that resulted in a referral. There are 7 referrals from the cafeteria this school year (29%) **Problem Identification Statement:** *What problem did you identify?* The volume level is high, students showed disrespect towards their peers and unruly disruptive behavior.

2. Problem Analysis: Why do you think this problem is occurring? What is your goal? *(use a SMART goal statement with numerical data)*	**Hypothesis:** *Why do you think this problem is occurring?* Students in the cafeteria are under limited supervision. **SMART Goal Statement:** By June 2025, the frequency of behavior incidents in the cafeteria will decrease from 7 to 4 incidences as measured by referrals submitted to administration.
3. Intervention Design: Describe how you will implement a positive reward program/system to decrease this problem.	**Type of Program/System:** Choose an item. **Reward System** **Description of Program/System:** *(≥ 5 sentences)* How you will implement a positive reward program/system to decrease this problem? Each class will begin with 3 points at the beginning of their lunch period. A visual will be placed at the head of the table. The cafeteria monitor will keep track of student behavior by having classes earn points for positive behavior or lose points for negative behavior. At the end of the lunch period, the point earned with be recorded in a notebook. The grade level class that earns at least 70% of the points possible by the end of the month will be recognized on Morning Announcements by administration and earn a popsicle.
4. Evaluation: A. Implementation fidelity	**How will you monitor the fidelity (consistency and effectiveness) of the <u>staff's</u> implementation of the reward program/system?** *(2-3 sentences)* The team will review the points notebook to determine if there is a trend in classes who continue to earn points or lose points. The classes who are not making point gains will be addressed by administration to determine the root cause of non-compliance of rules. The team will also monitor the number of referrals from the caferteria.
B. Student outcome monitoring *(use numerical data)*	**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)* Through observation of noise level, students showing respect towards their peers, and using manners during lunch will help determine if the reward is positively impacting students' behavior. Data to determine success will be reflecting in the point notebook, monitoring referrals from cafeteria, and conversations with cafeteria support. The goal is to decrease referrals in the cafeteria by 57%.

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.

Positive Behavior Interventions & Supports
PBIS BROWARD

Utilize Tier 1 PBIS strategies to prevent misbehaviors.

Tier 1 Strategies include, but are not limited to:
Effective classroom structure
Precorrection
Preferential seating/seat change
Remove distractions
Personal schedule/organization
Reteach expectations and rules
Redirection
Prompts, cues, and reminders
Think time/cool down area
Consistent reward system
Modify academic assignments
Provide choices

If you observe misbehavior, intervene.

Is it a Staff Managed or Office Managed Misbehavior?

Redirect/prompt (verbal or gestural)
Review class rules/teach expected behavior

Did the behavior improve?

Positively reinforce change in behavior

Apply minor consequence(s):
Private student conference
Discussion
Proximity control
Encouragement
Gentle verbal reprimand

Did the behavior improve?

Positively reinforce change in behavior

Apply moderate consequence(s):
Positive Practice
Time Out/Owed
Loss of privilege
Family contact

Did the behavior improve?

Positively reinforce change in behavior

Apply Administrative Consequence(s):
Office Discipline Referral (ODR)
CPST Referral

Staff Managed Misbehaviors	Office Managed Misbehaviors
Note: The behaviors provided are examples, not an exhausted list of misbehaviors.	
Inappropriate language • name calling • use of profanity	Inappropriate language • racial slurs or taunting • profanity directed at a staff member
Disrespect • talking back • physical gestures	Harassment • bullying • threat or intimidation
Defiance • work refusal • head down on desk/sleeping • not following directions	Defiance • leaving classroom, assigned area, or school grounds without permission • forgery/plagiarism
Disruptive • tattling/false information • talking out of turn • calling out distracting others	Disruptive • inciting others to disrupt teacher • chronic classroom disruption: more than 3 times within 30 minutes
Physical Contact • touching others, pushing/shoving (no injuries) • mutual horseplay	Physical Contact • 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

Staff:
Submit an office discipline referral (ODR) using report style writing (non-judgmental, observable, and measurable language)

Administrator:
Review, investigate and apply consequence according to policy
Contact family to communicate incident and consequence
Follow up with teacher/feedback/support

Crises Events:
In need of immediate assistance
Potentially unsafe environment
Suspision of criminal behavior
Contact front office/administration immediately
Follow safety team protocol

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.
☒ CHAMPS ☐ Positive Behavior Interventions and Supports and the Classroom https://fl-pda.org/#/category/26 ☐ Other: Click here to enter name of system.	The team will equip educators to support students with improving their behavior and responding to students' misconduct of the classroom by providing training/refresher information on the use of CHAMPS.

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

☒ CHAMPs 7 Up Checklist ⓘ
☐ Classroom Snapshot (Classroom Management Assessment) ⓘ
☐ PBIS Classroom Assistance Tool (CAT) ⓘ
☐ 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**:	33
Total number of *other* **school-wide** discipline referrals (not including classrooms):	30
% of referrals in the classroom:	19%
Do more than 40% of your referrals come from the classroom?	☒ Yes ☐ 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:	677	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals		98%	Are your 0 – 1 referral > 80%?	☒Yes ☐No
II. 2 - 5 referrals (at risk students)	11	1.6%	Are your 2 - 5 referrals <15%?	☒Yes ☐No
III. > 5 referrals (high-risk students)	2	.4%	Are your >5 referrals <5%?	☒Yes ☐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?	☒Yes ☐No

Answer **either** (a) or (b):
(a) If your core is effective, then identify action steps your school leadership team should continue to take for early identification of at risk or high-risk students.
(b) If you answered "No" to at least one of the items above (I, II, or III) then indicate the supports and interventions and action steps your school leadership team will implement *at the beginning* of the next school year to improve core strength:

Core Effectiveness Action Steps: *(2-4 steps)*

1. Continue to focus on improving Hallway Rules through modeling and increased fidelity of using CHAMPS throughout the school.

2. Continue to monitor Café behavior using CHAMPS and follow-up with classes that exhibit positive behavior using a reward system.

3. Require classroom teachers to monitor students on the playground to ensure safety and abiding by rules.

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	3rd	2.58	☒Yes	☐No
Referrals by Race vs Population	Black	2.64	☒Yes	☐No

8D. Disproportionality Action Steps:

Answer **either** (a) or (b):
(a) If you answered "**Yes**", although your data indicates equity, what plan does your school leadership team implement for early identification of any disproportionality issues?
(b) If you answered "**No**", indicate the support plan and interventions your school leadership team will implement at the beginning of next year to improve sub group disproportionality.

Disproportionality Action Steps: *(3-4 steps)*
1.The school leadership team will monitor the number of referrals in sub-groups and shared with staff through out Faculty Meetings.
2. Administration team will identify trends to address equity in the classroom.
3.The Equity Liaison will communicate equity gaps affecting our students at Davie Elementary.
4.Teacher will provide feedback on support needed and/or concerns to address behavior.

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

Month	Action Steps ☒ check off Action Step when completed
PBIS Team Implementation Action Plan	
Current	☐ 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	☐ Print up your SPBP and Feedback form BCPS Central ☐ Provide SPBP presentation to all staff during Pre-Planning ☐ Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders ☐ Market and post School-wide Expectations and Location-specific Rules ☐ Identify your district PBIS Specialist (Contact amber.jennings@browardschools.com for more information if you are unsure) ☐ Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP (indicated in yellow)
August **1st Quarter Team Meeting**	☐ Determine any needed team training, such as: 4 Step Problem Solving Process series, PBIS 10 Critical Elements, Data Collection, etc. ☐ Review previous year's SPBP and feedback form; make necessary modifications ☐ Review previous year's data (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) ☐ Verify and implement teaching schedule for Expectations and Rules behavior lesson plans ☐ Implement the Reward System for all students as indicated in the SPBP ☐ Ensure the Discipline Flow Chart is distributed to all staff and is being used as written ☐ Present implementation data, behavior data, team activities and SPBP progress to entire staff ☐ Ensure all teachers are using an evidence-based classroom management plan, such as CHAMPS ☐ Confirm **next** quarterly PBIS team meeting date and time
September	☐ Provide SPBP stakeholder presentation by September 30th ☐ Ensure instructional staff know how to document Tier 1 Supplemental Strategies for behavior ☐ Check for staff and teacher understanding of PBIS - provide "PBIS 101" training as a resource Brainshark available at: http://www.brainshark.com/browardschools/PBIS101
October **2nd Quarter Team Meeting**	☐ Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) ☐ Present implementation data, behavior data, team activities, and SPBP progress to entire staff ☐ Ensure Core Effectiveness Action Steps are being implemented as written ☐ Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator ☐ Confirm **next** quarterly PBIS team meeting date and time
November	☐ Review/revise lesson plans as indicated by previous quarter behavior data ☐ Ensure that the Student Outcome Monitoring Action Steps are being implemented as written
January **3rd Quarter Team Meeting**	☐ Staff to re-teach Expectations and Rules after winter break ☐ Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) ☐ Present implementation data, behavior data, team activities, and SPBP progress to entire staff ☐ Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator ☐ Confirm **next** quarterly PBIS team meeting date and time
February	☐ Check on recently hired staff for PBIS understanding - provide "PBIS 101" Brainshark resource ☐ Utilize the Stakeholder SPBP Forms Survey to solicit input for planning next year's SPBP *(optional)*

March **4th Quarter Team Meeting**	☐ Ensure progress towards completion and submission of next year's SPBP ☐ Staff to re-teach Expectations and Rules after spring break ☐ Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) ☐ Present implementation data, behavior data, team activities, and SPBP progress to entire staff ☐ Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator
April	☐ Provide staff presentation and faculty vote on new SPBP for next year ☐ Submit your SPBP in BCPS Central by April 30th. Use this new SPBP in the next school year ☐ 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	☒Yes ☐No	
100% of instructional staff has delivered expectations and rules lesson plans as written and when indicated.	☒Yes ☐No	
100% staff members are oriented to the Discipline Flow Chart. It is used consistently by 100% instructional staff, behavioral support, and administrators.	☐Yes ☒No	By 8/5/2024 , 1. Review the Discipline Flow Chart with teachers during planning, returning from Winter Break and return from Spring Break. Provide examples and non-examples to teachers and students expected behavior. Quarterly meetings with committee members.
A reward system is implemented by 100% staff for *all* students.	☐Yes ☒No	By 8/5/2024 Use cafeteria reward system with more fidelity. Train all staff the reward system and administration will monitory.

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 *(use numerical data)*	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 6, 2025, disobedience/insubordination will indicate 15 incidences as measured by ODRs in BASIS.	1.Administration will ensure school-wide behavior plan is implemented through bi-weekly faculty meetings and classroom walk-throughs. 2. Team will review the reports entered in DMS and meet with teacher/students to determine how to support with implementing CHAMPS.
Top 3 event locations (See critical element #4A)	By June 6, 2025 , the frequency of behavioral incidents in one top 3 location, playground will decrease by 5 incidences as measured by ODRs in BASIS.	1.Team will review monthly referrals received in DMS. 2. Administration will discuss best practices for monitoring students on the playground.

Core effectiveness (See critical element #8A)	By June 6, 2025, the Core Effectiveness (students with 0-1 referrals) will increase to 99% as evidenced by ODRs in BASIS.	1. Administration and Support Staff will collaborate with teachers on how to support classroom behavior with focus on CHAMPS. 2. The team will review referrals for trends of specific students and/or teachers to address expected behavior.
Classroom referrals (See critical element #7C)	By June 6, 2025 classroom referrals will decrease to 12% as evidenced by ODRs in BASIS.	1. Administration will ensure school-wide behavior plan is implemented through bi-weekly faculty meetings and classroom walk-throughs. 2. Support Staff will model best practices in the classroom to keep students engaged.

SPBP Submission

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