

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



School Name:	Marjory Stoneman Douglas High School
School Number:	3011

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	Robert Johnson	7. ESE Support Facilitator	Jennifer DiVeronica
2. BTU Representative	Melissa Falkowski	8. Non instructional Staff	Debbie Wanamaker
3. SPBP Point of Contact/SAC co-chair	Holly Van Tassel	9. Physical Education Teacher	Lauren Rubenstein
4. Parent/Community Representative	Kristin Meis	10. ELA/Reading Teacher	Amy Carr
5. Equity Liaison	Matt Winans	11. SGA Club Advisor	Danielle Driscoll
6. Literacy Coach	Gabriela Prochilo	12. SAC co-chair/PE Department Head	Elisa Williamson

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	9/3/2024	1:00 p.m.		9/4/2024
2 nd	11/12/2024	1:00 p.m.		11/13/2024
3 rd	1/14/2025	1:00 p.m.		1/15/2025
4 th	3/4/2025	1:00 p.m.		3/5/2025

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>)	4/17/2024
Hold a <i>faculty</i> vote on the new SPBP (<i>prior to April 30, 2024</i>)	4/23/2024
Provide training to faculty and staff (<i>prior to September 30, 2024</i>)	8/7/2024
Present the 2024-25 SPBP to family and community stakeholders (<i>prior to September 30, 2024</i>)	9/4/2024

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. Class Cut (Skipping)	65	1. Class Cut (Skipping)	48
2. Tobacco Poss/Use/Sale	56	3. Tardiness (Habitual)	38
4. Tardiness (Habitual)	54	2. Out of Assigned Area	33
5. Disruptive/Unruly Play	50	3. Disruptive/Unruly Play	18
6. Out of Assigned Area	40	4. Disobedience/Insubordination	17
TOTAL	265	TOTAL	154

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 Positive (Respect Others and Yourself)
2. Be Passionate (Think About Your Goals and Work to Achieve Them)
3. Be Proud (Take Accountability)

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	8/13/2024	8/12/24-8/13/24	In auditorium through discipline assemblies (study hall teachers bring their students to auditorium for assembly)
After Winter Break	1/10/2025	1/7/25-1/10/25	SPBP Team along with peer counselors visit study halls to teach school-wide expectations. Peer counselors help facilitate lesson.
After Spring Break	4/4/2025	4/1/25-4/4/25	SPBP Team along with peer counselors visit study halls to teach school-wide expectations. Peer counselors help facilitate lesson.

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	84
2. Hallways	31
3. Unknown	19

4B. Expectations and Rules Chart for common areas of school campus:

This chart is posted in all classrooms and used to teach students during behavior lessons.

School-wide Expectations and Location Rules				Completed by each teacher:
School-wide EXPECTATIONS	Hallway Rules	Cafeteria Rules	School Grounds Rules	Classroom Rules
Be Positive (Respect Others and Yourself)	Keep hands and feet to yourself Click here to type hallway rules.	Follow all directions given by the cafe monitors/adults Click here to type cafeteria rules.	Wear your ID badge Click here to type location rules.	Respect others and yourself. Follow teacher instructions.
Be Passionate (Think About Your Goals and Work to Achieve Them)	Have a pass when you are not with your class Click here to type hallway rules.	Stay in assigned area Click here to type cafeteria rules.	Keep hands, feet and objects to yourself Click here to type location rules.	Arrive prepared and ready to work.
Be Proud (Take Accountability)	Have your ID badge visible at all times Click here to type hallway rules.	Clean up after yourself Click here to type cafeteria rules.	Park in spaces marked for students If parked where band practices, move vehicle by 3:00 p.m.	Complete your assignments on time with academic integrity.
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	Choose location
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 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.

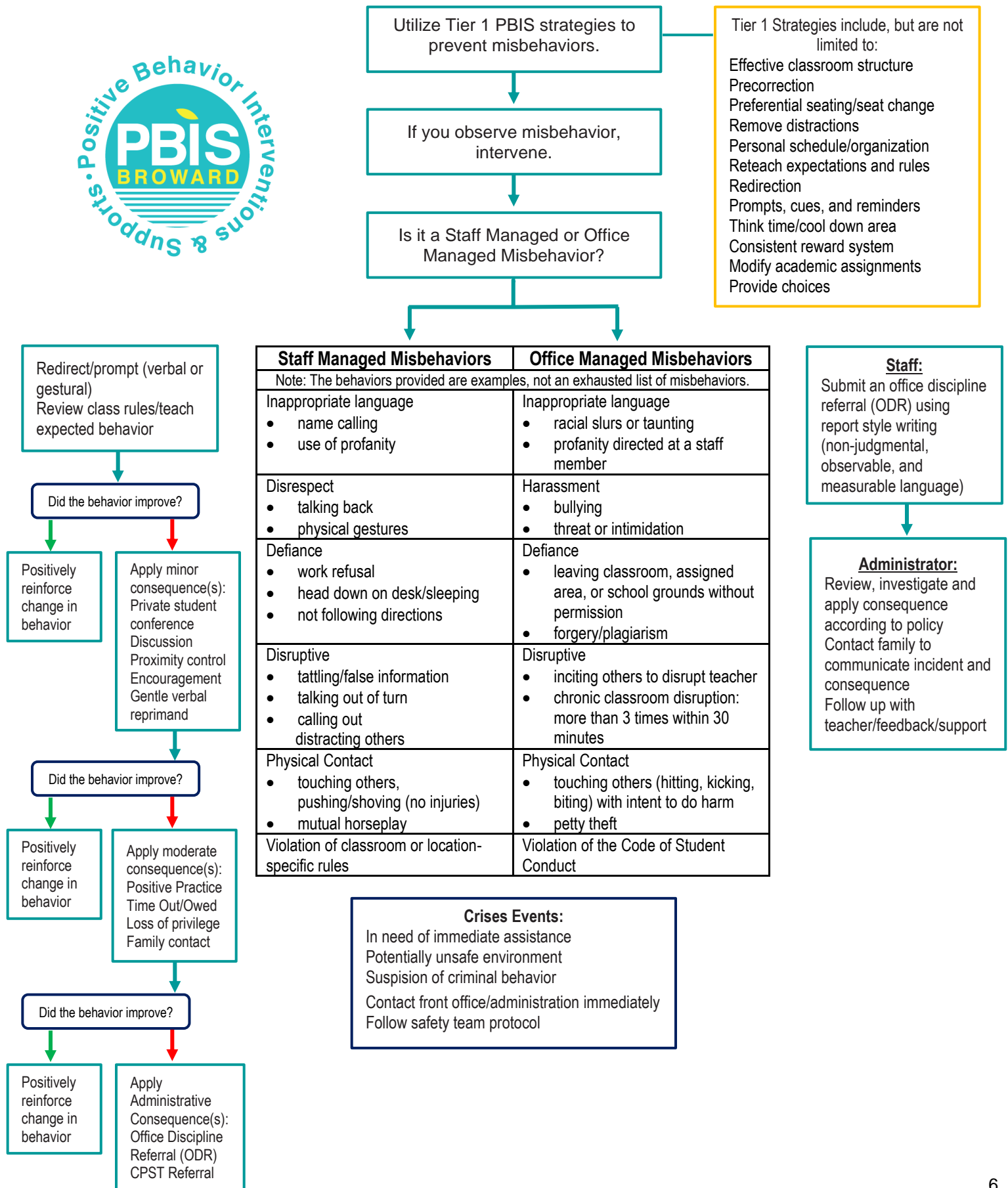
Identified Schoolwide Expectation OR Specific Location: [Click here to enter Expectation OR Location](#)

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: ODRs for the 2023-2024 school year. Problem Identification Statement: The top 3 incidents that resulted in ODRs for the 2023-2024 school year have to do with students not being where they are supposed to be. The top three incidents, in order, are: skipping, tardiness, and being out of area. These three incidents alone account for just under 47% of all ODRs.

<p>2. Problem Analysis: Why do you think this problem is occurring? What is your goal? <i>(use a SMART goal statement with numerical data)</i></p>	<p>Hypothesis: This is most likely due to a variety of different factors. We have some students that are disengaged with school as a whole; others that don't see the value in attending a study hall class, and we also have students that coordinate with their friends via cell phones to leave class at a designated time to meet in a designated place.</p> <p>SMART Goal Statement: By May 2025, the number of skipping, tardy, and out of area referrals will decrease from 47% to 39% of total ODRs.</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: Lottery</p> <p>Description of Program/System: We have a 'catch them being good program' where staff can refer students to administration for making positive choices. One of the things we will add to this is, at the end of each month, we will have a lottery system whereby students with perfect attendance will be entered into a lottery and if their name is selected they will be able to 'spin the wheel' to win a prize. The wheel has a variety of different prizes that students can win including: free show tickets, backpacks, water bottles, free cookies from our culinary program, and first priority scheduling for next year to just name a few. This year we have really worked to create prizes that students are interested in and we have seen an improvement in our students behavior when in the hallways and on school grounds. Going further with this program by addressing our largest behavioral issue (students not being where they are supposed to be) will hopefully help us lessen the total amount of ODRs we see.</p>
<p>4. Evaluation: A. Implementation fidelity</p>	<p>How will you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program/system? By incorporating this into an already established program, we already have staff buy-in. We have had over 30 separate staff members refer students to the 'catch them being good' program this year alone which has resulted in over 100 students being rewarded. We will also continue review the data every month during our leadership meetings and ask our department heads to communicate with their teachers to keep referring students for exemplary behavior and attendance.</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 students? What measurable data will you use to determine "success"? Since we are implementing these actions to reduce ODRs for students not being where they are supposed to be, we will look at the ODRs for these three incidents and compare them to the prior year to determine success. Success will be determined by having less ODRs for these three incidents each month of the school year.</p>

CRITICAL ELEMENT #6: Effective Discipline Procedures

You can choose to use the flow chart below or create your own. This flow chart is posted in all classrooms and used to teach students during behavior lessons.






CRITICAL ELEMENT # 7: Classroom Management Systems

7A. Evidence-based Tier 1 classroom management system:

Which evidence-based system(s) are you using?	Provide 2-3 measurable and observable action steps the team will take to help educators improve their classroom management system.
<input type="checkbox"/> CHAMPS <input type="checkbox"/> Positive Behavior Interventions and Supports and the Classroom https://fl-pda.org/#/category/26 <input checked="" type="checkbox"/> Other: Developmental Designs 9-12	1. Review schoolwide expectations at the start of the 2024-2025 SY for student behavior during a staff meeting. 2. Encourage teachers to provide clear signage in the classroom and via Canvas as to the student expectations.

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 type="checkbox"/> Classroom Snapshot (Classroom Management Assessment) 
<input type="checkbox"/> PBIS Classroom Assistance Tool (CAT) 
<input checked="" type="checkbox"/> Other (<i>specify</i>): Origins – Developmental Designs 9-12 Checklist

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 :	111
Total number of <i>other</i> school-wide discipline referrals (not including classrooms):	169
% of referrals in the classroom:	39.6%
Do more than 40% of your referrals come from the classroom?	<input type="checkbox"/> Yes <input checked="" 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:	3228	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals	183	98%	Are your 0 – 1 referral > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
II. 2 - 5 referrals (at risk students)	63	2%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
III. > 5 referrals (high-risk students)	2	0%	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. Work with CPST team to identify students who may be in need of tiered behavior interventions. 2. Continue to discuss behavior incident items with Leadership Team to identify areas of necessary support. 3. 4. 	

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	10 th Grade	1.42	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Referrals by Race vs Population	Black/African American	1.94	<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”, 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 “No”, indicate the support plan and interventions your school leadership team will implement at the beginning of next year to improve sub group disproportionality.</p>
<p>Disproportionality Action Steps: (3-4 steps)</p> <ol style="list-style-type: none"> 1. Provide opportunities for students who are identified as at-risk based on behavior data to receive mentorship by both an adult and by their peers. 2. Work with CPST team to identify students who may be in need of tiered behavior interventions. 3. Continue to discuss behavior incident items with Leadership Team to identify areas of necessary support.

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 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 type="checkbox"/> Print up your SPBP and Feedback form BCPS Central <input type="checkbox"/> Provide SPBP presentation to all staff during Pre-Planning <input type="checkbox"/> Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders <input type="checkbox"/> Market and post School-wide Expectations and Location-specific Rules <input type="checkbox"/> Identify your district PBIS Specialist (Contact amber.jennings@browardschools.com for more information if you are unsure) <input type="checkbox"/> Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP (indicated in yellow)
August 1 st Quarter Team Meeting	<input type="checkbox"/> Determine any needed team training, such as: 4 Step Problem Solving Process series, PBIS 10 Critical Elements, Data Collection, etc. <input type="checkbox"/> Review previous year's SPBP and feedback form; make necessary modifications <input type="checkbox"/> Review previous year's data (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) <input type="checkbox"/> Verify and implement teaching schedule for Expectations and Rules behavior lesson plans <input type="checkbox"/> Implement the Reward System for all students as indicated in the SPBP <input type="checkbox"/> Ensure the Discipline Flow Chart is distributed to all staff and is being used as written <input type="checkbox"/> Present implementation data, behavior data, team activities and SPBP progress to entire staff <input type="checkbox"/> Ensure all teachers are using an evidence-based classroom management plan, such as CHAMPS <input type="checkbox"/> Confirm next quarterly PBIS team meeting date and time
September	<input type="checkbox"/> Provide SPBP stakeholder presentation by September 30 th <input type="checkbox"/> Ensure instructional staff know how to document Tier 1 Supplemental Strategies for behavior <input type="checkbox"/> Check for staff and teacher understanding of PBIS - provide "PBIS 101" training as a resource Brainshark available at: http://www.brainshark.com/browardschools/PBIS101
October 2 nd Quarter Team Meeting	<input type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) <input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff <input type="checkbox"/> Ensure Core Effectiveness Action Steps are being implemented as written <input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator <input type="checkbox"/> Confirm next quarterly PBIS team meeting date and time
November	<input type="checkbox"/> Review/revise lesson plans as indicated by previous quarter behavior data <input type="checkbox"/> Ensure that the Student Outcome Monitoring Action Steps are being implemented as written
January 3 rd Quarter Team Meeting	<input type="checkbox"/> Staff to re-teach Expectations and Rules after winter break <input type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) <input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff <input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator <input type="checkbox"/> Confirm next quarterly PBIS team meeting date and time
February	<input type="checkbox"/> Check on recently hired staff for PBIS understanding - provide "PBIS 101" Brainshark resource <input type="checkbox"/> Utilize the Stakeholder SPBP Forms Survey to solicit input for planning next year's SPBP (optional)
March 4 th Quarter Team Meeting	<input type="checkbox"/> Ensure progress towards completion and submission of next year's SPBP <input type="checkbox"/> Staff to re-teach Expectations and Rules after spring break <input type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) <input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff <input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator
April	<input type="checkbox"/> Provide staff presentation and faculty vote on new SPBP for next year <input type="checkbox"/> Submit your SPBP in BCPS Central by April 30 th . Use this new SPBP in the next school year <input type="checkbox"/> Continue implementing your 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 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 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 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 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, click here to enter incident [<i>identify one behavioral incident</i>] will indicate click here to enter # [<i>decreased percentage or number</i>] as measured by ODRs in BASIS.	1. 2.
Top 3 event locations (See critical element #4A)	By click here to enter a date , the frequency of behavioral incidents in one top 3 location, click here to enter location [<i>identify one location</i>] will decrease by click here to enter # [<i>percentage or number</i>] as measured by ODRs in BASIS.	1. 2.
Core effectiveness (See critical element #8A)	By click here to enter a date, the Core Effectiveness (students with 0-1 referrals) will increase click here to enter # [<i>percent or number</i>] as evidenced by ODRs in BASIS.	1. 2.
Classroom referrals (See critical element #7C)	By click here to enter a date classroom referrals will click here to enter # [<i>percent or number</i>] as evidenced by ODRs in BASIS.	1. 2.

SPBP Submission

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