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

School Name:	**Park Springs Elementary**
School Number:	**3171**

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	Denise Hanson	7.Teacher	Alicia Charley
2. BTU Representative	Lori Hughes	8. Teacher	Stephanie Pennypacker
3. SPBP Point of Contact	Rocio Morell	9. Teacher	Karen Evans
4. Parent/Community Representative	Amanda Del Valle	10. Guidance	Marcela Rasa
5. Teacher	Janice Quinones	11.Teacher	Shana Milano
6.Reading Coach	Donna Scott	12.Teacher	Maria Rivas

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	10/10/24		➡	11/2/2024
2nd	12/12/2024		➡	1/14/2025
3rd	3/13/2025		➡	4/8/2025
4th	5/8/2025		➡	5/13/2025

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 *(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)*	8/8/2024
Present the 2024-25 SPBP to family and community stakeholders *(prior to September 30, 2024)*	9/10/2024

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	20	1.Disobedience/Insubordination	7
2.Unsubstantiated Bullying	10	2.Unruly/Disruptive Behavior	3
3.Disruptive/Unruly Play	7	3.Bus Violations	2
4.Threat/Intimidation-Transient	6	4.Minor altercation/fighting	2
5.Innapropriate touching/language	4	5.Profanity to a Staff Member	1
TOTAL	47	TOTAL	15

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.Participate Safely
2.Act Kindly
3.Work Responsibly
4.Show Respect

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	8:00 am	Classroom
After Winter Break	1/7/2025	8:00 am	Classroom
After Spring Break	4/1/2025	8:00 am	Classroom

CRITICAL ELEMENT #4: Location-based Rules

4A. List the top three school-wide locations _**from the current 2023-2024 school year**_ for Behavior Events as listed in BASIS.

Top 3 Locations, <u>excluding Classroom</u>:	
School Location(s)	# Incidents
1. Cafeteria	5
2.Bus	3
3.Hallway	2

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
Participate Safely	**Go directly to your destination** Click here to type hallway rules.	**Keep hands, feet and objects to yourself** Click here to type cafeteria rules.	**Remain in Assigned Area**	**Raise your hand and wait for help.**
Act Kindly	**Keep hands and feet to yourself** Click here to type hallway rules.	**Raise your hand and wait for help** Click here to type cafeteria rules.	Click here to select location rules OR **Speak and Play with peers using kind words.**	**Help others in need.**
Work Responsibly	**Have your ID badge visible at all times** Click here to type hallway rules.	**Clean your eating space and pick up trash around your area** Click here to type cafeteria rules.	Click here to select location rules OR **Use Playground equipment responsibly.**	**Turn assignments in on time.**
Show Respect	**Use Level 1 voice in the hallways** Click here to type hallway rules.	**Follow all directions given by the cafe monitors/adults** Click here to type cafeteria rules.	Click here to select location rules OR **Share Playground equipment with peers.**	**Listen quietly when others are speaking.**

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	8/13/2024	8/14/2024	8/15/2024
After Winter Break	1/7/2025	1/8/2025	1/9/2025
After Spring Break	4/1/2025	4/2/2025	4/3/2025

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:

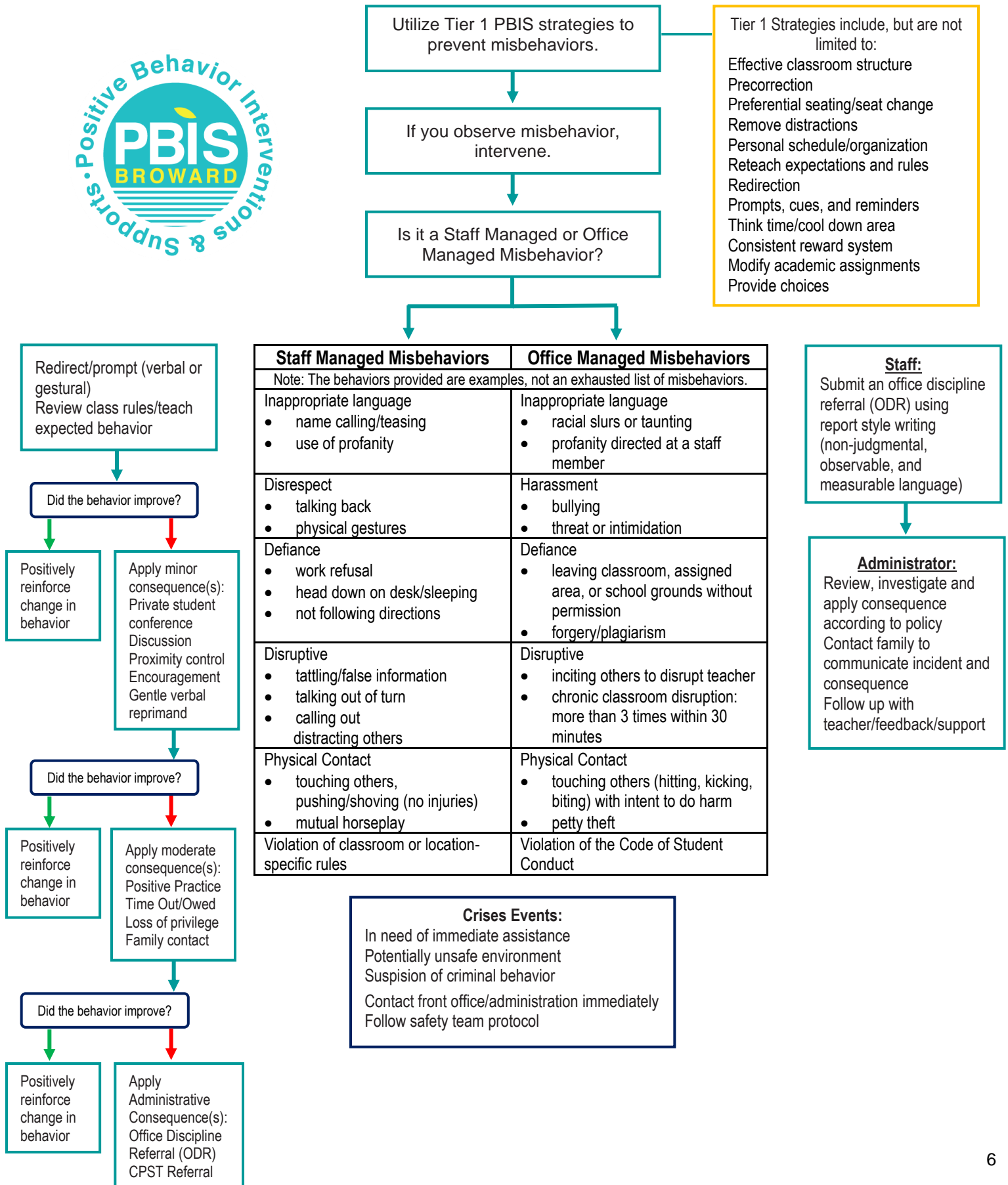| S	Specific	Concrete, detailed, focused, and well defined. Results-focused and action-orientated.
M	Measurable	The measurement sources (data) are defined numerically in order to track progress towards the objective.
A	Attainable	Objectives are achievable in the near future to maintain motivation.
R	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 cafeteria has the highest number of referrals and incidents outside of the classroom with 5 referrals for the 2023-2024 school year. 1. **Problem Identification Statement: 17**% of the total number of ODR's occurring during the 2022-2023 school year took place in the cafeteria.

2. Problem Analysis: Why do you think this problem is occurring? What is your goal? *(use a SMART goal statement with numerical data)*	**Hypothesis:** High referral rates in the cafeteria may be due to not enough staff supervising this area, rewards being of low value to students, and rules not being effectively consistently in the classroom and cafeteria. **SMART Goal Statement:** By June 2025, the frequency of behavioral incidents in the cafeteria will decrease from (5) to (2) as measured by ODRs in BASIS Behavior Dashboard.
3. Intervention Design: Describe how you will implement a positive reward program/system to decrease this problem.	**Type of Program/System:** Economic simulation system **Description of Program/System:** Each class will have three cups displayed at the end of their cafeteria table (green, yellow, and red). Each class that has a green cup at the end of their lunch period, will earn a cafeteria certificate. To earn the certificate, students must follow all the cafeteria PAWS expectations. When a class receives 10 certificates can cash them in to receive a class prize. Prizes include (stuffy day, pajama day, etc.). Once the prize is collected, students will begin to earn certificates again from 0.
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?** A student will be assigned to receive the ticket from the cafeteria daily for consistency. Common language and expectations will be taught to all staff members. We will monitor how many classes cash in their certificates for rewards and ensure the staff has input on the rewards given.
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"?** The number of cafeteria referrals will be reviewed monthly by the Assistant Principal and shared with staff quarterly at staff meetings. The SPBP team will meet on the dates listed in Part 1b to determine the success of the goal and adjust the plan if necessary. To determine success, we will look at two data points- the number of cafeteria referrals as well as how many classes cash in their certificates for prizes.

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.

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/teasing • 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 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.	All teachers are expected to implement Tier 1 Positive Behavior Interventions for all students to strengthen their classroom management skills. All teachers are expected to implement the PAWS school-wide Positive Behavior Intervention plan with using PAW bucks. The team will provide a PAWS expectation poster for each teacher to post in their classroom along with examples of rewards and consequences that can be used.

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

☐ CHAMPs 7 Up Checklist ℹ️
☒ Classroom Snapshot (Classroom Management Assessment) ℹ️
☐ PBIS Classroom Assistance Tool (CAT) ℹ️
☐ 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**:	18
Total number of *other* **school-wide** discipline referrals (not including classrooms):	11
% of referrals in the classroom:	62%
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:	840	% of Total Population	Core Effectiveness		
# Referrals:	# of Students:				
I. 0 - 1 referrals	12	1.2%	Are your 0 – 1 referral > 80%?	☒Yes	☐No
II. 2 - 5 referrals (at risk students)	9	1%	Are your 2 - 5 referrals <15%?	☒Yes	☐No
III. > 5 referrals (high-risk students)	1	0%	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. Proactively implement consistent interventions as students matriculate into the next grade.

2. During pre-planning week, the school's leadership team will review the School Wide Positive Behavior Plan and Student Discipline Behavior Flowchart

3. Continue to implement Tier 1, Tier 2 and Tier 3 positive behavior reward systems.

4. Review behavior expectations before/during "peak" discipline referral times with students.

8C. Disproportionality is often measured with the relative risk statistic calculation (Relative Risk Ratio = RRR), a measure that indicates the probability of a certain event (e.g., referrals) for one subgroup when compared to all other subgroups. Please refer to and review the Quarterly Big 5 Data Template for Quarter 3, Section 5.

	Subgroup	Risk Ratio	If your risk ratio is greater than 1.0 for any subgroup, disproportionality is indicated for that subgroup. Is disproportionality shown in any of your subgroups?	
Referrals by Grade Level	Kindergarten	2.73	☒Yes	☐No
Referrals by Race vs Population	Multi	1.96	☒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. For Kindergarten, we will implement classroom guidance lessons for Life Skills and Wellness the first quarter to help students learn procedures and skills to decrease incidents.

2. The PBIS team will conduct a quarterly data desegregation to look at all subgroups and disproportionality.

3. The Equity Team will meet with a diverse group of students monthly to provide mentorship to these students and an opportunity to share their perspectives, provide feedback, and share ideas and concerns.

4. Guidance will provide lessons and co-facilitate morning meetings monthly with teachers that have a higher amount of referrals than the teacher average.

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
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

The table title row: **PBIS Team Implementation Action Plan**

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	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.	☒Yes ☐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.	☒Yes ☐No	By Click here to enter a date , 1. 2.
A reward system is implemented by 100% staff for *all* students.	☒Yes ☐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 *(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 2, 2025, Disobedience/Insubordination behavior will indicate a decrease from 7 to 5 incidents as measured by ODRs in BASIS.	1. Students will complete a Suite 360 lesson in disobedience if students receive a discipline referral. 2. Review SPBP and expectations consistently after each extended school break.

Top 3 event locations (See critical element #4A)	By June 2, 2025 , the frequency of behavioral incidents in one top 3 location, Cafeteria will decrease from 5 to 3 as measured by ODRs in BASIS.	1. Consistently implement Cafeteria incentive plan. 2. Review cafeteria expectations consistently on after each extended school break.
Core effectiveness (See critical element #8A)	By June 2, 2025, the Core Effectiveness (students with 0-1 referrals) will decrease from 12 to 8 evidenced by ODRs in BASIS.	1. The PBIS team will ensure that the Paw Bucks school-wide rewards system is implemented with fidelity by monitoring and collecting data quarterly. 2. The administrative team will conduct a behavior assembly each semester.
Classroom referrals (See critical element #7C)	By June 2, 2025 classroom referrals will decrease from 64% to 59% as evidenced by ODRs in BASIS.	1. Using the Behavior Dashboard the administrative team will identify and monitor all teachers that have written an above average number of ODRs monthly. 2. The administrative team will designate specific school-based staff member to administer individual guidance and support for students and teachers with referrals.

SPBP Submission

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