

**School-wide Positive Behavior Plan (SPBP)**  
 Broward County Public Schools  
 For SY 2023-2024



<b>School Name: TEQUESTA TRACE MIDDLE SCHOOL</b>
<b>School Number: 3151</b>

**CRITICAL ELEMENT 1: Leadership Team**

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

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

<b>First and Last Name</b>	<b>School-based Title</b>
CAROL NISSEN	1. Administrator
REGGIE OSORIO	2. BTU Representative
MELYSSA SILVA	3. SPBP Point of Contact
GRISEL BARTLEY	4. Parent/Community Representative
VALESKA MCDONALD	5. Equity Liaison
KAREN ADAMS	6. Curriculum / Instructional Representative
CYNTHIA VERONICK	7. Coach or Counselor
JOHNNY BRADSHAW	8. Mental Health/Safety Representative
ERIN MAGEE	9. Teacher
FRANKIE CUNNINGHAM	10. Team Leader / Department Representative

**CRITICAL ELEMENT 8: Data Collection, Analysis, & Evaluation**

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

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

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

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

Enrollment information	Asian	Black	Hispanic	Multi	Native	White	Totals
Number of students:	62	61	1042	31	0	283	1479

**SUSPENSION DATA: Add total for all grade levels.**

	<i>Internal</i>	<i>External</i>
<b>Actions: Number of times a student was assigned to:</b>	46	19

OFFICE DISCIPLINE REFERRALS (ODRs)	Total # of Students Enrolled	STUDENTS with 1	STUDENTS with 2-5	STUDENTS with 5+
<b># of Students:</b>	1479	108	38	7

***Please note: the fields above refer to "number" (#) of STUDENTS.***

<u>CURRENT</u> OFFICE DISCIPLINE REFERRAL (ODR) PATTERNS	Grade Level	Top Location for ODR	Top Time for ODR	Top Incident	Sub-group with highest <b>Risk Ratio</b> for ODRs
<i>What is it?</i>	7	<i>Café</i>	<i>2:00pm</i>	<i>Disobedience/Insubordin ation</i>	<i>BLACK/AFRICAN AMERICAN</i>
<i># of Referrals:</i>	110	53	62	62	14

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

Racial Group	Number of Students Enrolled at the School	Number of Individual Students in Group Who Received a Referral	Total Number of Referrals from Group	Risk	<b>Risk Ratio</b>	Percent of Student Body	Student Composition	Referral Composition/ Comparison
				<i>(% of students in a group who have at least one referral)</i>	<i>(group's risk of receiving a referral compared to all other students)</i>		<i>(% of <u>students who have referrals</u> who are members of that racial group)</i>	<i>(% of <u>referrals</u> accounted for by students of a particular group)</i>
Asian	62	3	7	4.8%	0.46	4.2%	2.0%	2.8%
Black/African American	61	14	34	23.0%	<b>2.38</b>	4.1%	9.3%	13.6%
Hispanic	1042	105	158	10.1%	0.96	70.5%	69.5%	63.2%
Multi	31	4	5	12.9%	<b>1.27</b>	2.1%	2.6%	2.0%
Native	0	0	0	N/A	<b>N/A</b>	0.0%	N/A	N/A
White	283	25	46	8.8%	0.84	19.1%	16.6%	18.4%
<b>Totals</b>	<b>1479</b>	<b>151</b>	<b>250</b>			<b>100.0%</b>		

<b>Asian (Risk Ratio)</b>	<i>Asian students are 0.46 times more likely to have at least one referral than all other students.</i>
<b>Black (Risk Ratio)</b>	<i>Black/African American students are 2.38 times more likely to have at least one referral than all other students.</i>
<b>Hispanic (Risk Ratio)</b>	<i>Hispanic students are 0.96 times more likely to have atleast one referral than all other students.</i>
<b>Multi (Risk Ratio)</b>	<i>Multi students are 1.27 times more likely to have at least one referral than all other students.</i>
<b>Native (Risk Ratio)</b>	
<b>White (Risk Ratio)</b>	<i>White students are 0.84 times more likely to have at least one referral than all other students.</i>

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

% of Total Population	# of Students	Core Effectiveness	
97.0		I. Are your 0 – 1 referral > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2.6	38	II. Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
0.5	7	III. Are your >5 referrals <5%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
If you answered “Yes” to I, II, and III, above, then your core is effective.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Based your answers above, is your core effective?		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Answer <b>either</b> (a) or (b):			
(a) If your core is effective, then identify action steps your school leadership team should continue to take for prevention and early identification of at risk or high-risk students.			
(b) If you answered “No” to any of the items above (I, II, or III) then indicate the supports, interventions and action steps your school leadership team will implement <i>at the beginning</i> of the next school year to improve each tier’s strength and functionality.			

Core Effectiveness ideas for possible action steps: if applicable
1.Continue monitoring behavioral data. 2. Begin mentoring program sponsored by AP Mr. Gonzalez. 3. Increase positive especially during lunch time.
What types of interventions do you have available for use at Tiers 2 and 3 for behavior concerns? (Note: “Rtl process” or “MTSS” are NOT interventions...they are frameworks for identifying Tiers of support and interventions for use).
<a href="#">Tier 2 &amp; Tier 3 Resources</a>
SUITE 360
ASSIGNING A MENTOR/GUIDANCE COUNSELOR CHECK AND BEHAVIORAL CONTRACT WHEN NEEDED
CHAMPS TRAINING AND IMPLEMENTATION AND MONITOR BY AP

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

Top 5 Behavior Incident Types Current EOY	#Incidents Current EOY		Previous Year Top 5 Behavior Incident Types Current EOY	#Incidents Previous EOY
Disobedience/Insubordination	62		Unruly/Disruptive Behavior	46
Disruptive/Unruly Play	31		Disobedience/Insubordina	21
Fighting - Medium	14		Disruptive/Unruly Play	20
Battery - Low	13		Fight - Minor	10
Unruly/Disruptive Behavior	13		Cheating Minor	7
<b>Total</b>	<b>133</b>		<b>Total</b>	<b>104</b>

Current Top 3 Non-Classroom Locations	# Incidents Current EOY	Previous Year Top 3 Non-Classroom Locations	# Incidents Previous EOY
Café	53	Hallway	9
Restroom	22	Gymnasium	5
Hallway 16		Cafeteria	5
<b>Total</b>	<b>75</b>	<b>Total</b>	<b>19</b>

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

Total number of behavior Events <b>from classrooms</b> :	74
Total number of <i>other school-wide</i> behavior Events (not including classrooms):	135
% of Events coming from the classroom:	35.4
<p>If &gt;40% of discipline events come from the classroom, it suggests Tier 1 classroom management needs to be strengthened school wide.</p>	
<p><i>Well done! Research shows that teachers who implement an evidence-based classroom management system have fewer behavior problems, a more positive classroom environment, and greater academic achievement.</i></p>	

**CRITICAL ELEMENT # 10: Evaluation**

**How effective was your SPBP implementation this current school year?**

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

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

**Summary of EOY Goal Attainment**

<b>Core effectiveness (See item Data Analysis 8B)</b>	<u>Current Core Effectiveness ODR Goal:</u> By June 2024, the Core Effectiveness ( <i>students with 0-1 referrals</i> ) will remain the same (97%) or increase to 98% as evidenced by ODRs in BASIS Behavior Dashboard.
<b>Top Behavior Incident Type (See Data Analysis 8C)</b>	<u>Current Top Behavior Incidence ODR Goal:</u> By June 2024 our school will (reduce) our ODR total rate for Disobedience/Insubordination 62 to 57.
<b>Top Non-Classroom Location (See Data Analysis 8B)</b>	<u>Current Top Location ODR Goal:</u> By June 2024, the frequency of behavioral incidents in the Cafe will decrease from 53 to 45 as measured by ODRs in BASIS Behavior Dashboard. *This location's referrals increased due to restructuring in the café. Students were given consequences for "table hopping."
<b>Classroom Referrals (See item 8D )</b>	By June 2024 classroom referrals school-wide will be reduced from 74 to 65 as evidenced by ODRs in BASIS Behavior Dashboard.
<b>Equity Ratios (See item 8A)</b>	By June, disproportionate ODR rates for (Black/African American) will be reduced from (2.3) to (1.3) as evidenced by ODRs in BASIS Behavior Dashboard.

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

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

Implementation Goal	Quarterly Team Review: Implemented with fidelity?	If you answered No, enter action steps your school will take to improve fidelity of PBIS in the next school year.
100% of hallways, front office, cafeteria, and other public areas all have school-wide expectations and location-specific rules posted.	<input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Over time, some of the posted rules and expectations have been damaged or fallen. We will create the requisite posters and notifications for the new school year. The leadership team and security will conduct quarterly walkthroughs to ensure all are posted.
100% of instructional staff deliver lessons to teach expectations, rules throughout the school year as written.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
100% instructional staff members are oriented to and following the Discipline Flow Chart. It is used consistently by 100% instructional staff, behavioral support, and administrators.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
A reward system was established, and is consistently implemented by 100% of all instructional staff for all students.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Our students, especially 6th grade, has liked the reward system. We make a big deal on Fridays and also have cleaning competitions in the café and students are rewarded for sitting at their assigned tables.



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

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

TOP BEHAVIOR: DISOBEDIENCE/INSUBORDINATION

TOP LOCATION: CAFÉ

DISPROPORTIONALITY DATA

Priority Concern (from above)	Create the SMART goal to determine "successful" student outcomes ( <u>use numerical data</u> ).	List 2 action steps your team will take to ensure this goal is implemented and tracked quarterly during the next school year: (e.g., who, what, when and how?)
TOP BEHAVIOR: DISOBEDIENCE/INSUBORDINATION	By May 2024, ODR for Disobedience/Insubordination will decrease from 62 to 55.	1. Look in to beginning a mentor program through Peer Counseling. 2. Increase the number of safety/security presentations to increase awareness of complying with an adult's 1st directive. Tracked by iObservation of teachers and through BASIS referrals.
TOP LOCATION: CAFÉ	By May 2024, incidents in the cafeteria will decrease by 10%.	1. Increase the awareness of the need for students to remain at their assigned table as it relates to safety and security. 2. Increase parents' awareness for the need for compliance in the café as it relates to safety/security. Newsletters/Marque/Parentlink Monitored by the AP in lunch as well as BASIS data.
DISPROPORTIONALITY DATA	By May 2024, decrease the percentage of Black/African American students who receive multiple referrals by 3%.	1. Look into creating a mentoring program within the school utilizing all staff (with SEL training for those who volunteer). 2. Deliver Suite 360 lessons focused on strengthening relationships and belonging via Social Studies and Science courses. 3. Work with the Equity Advisor on trageting students for increased

		monitoring and assistance in behavior.
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**CRITICAL ELEMENT # 7: Classroom Management Systems**

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

Which evidence-based system(s) are you using?	Provide 2-3 action steps the team will take to help educators improve their fidelity of using your school's classroom management system.
CHAMPS <input checked="" type="checkbox"/>	<p>All teachers are encouraged to complete the online BEESS <a href="https://fl-pda.org/#/category/26">https://fl-pda.org/#/category/26</a> training to strengthen their classroom management skills as well as the CHAMPS curriculum on BCPS website. Coaching and support will be provided for those in need. Classroom management tips will be periodically incorporated into PLCs, Department Meetings, and Faculty Meetings, as well as behavior tip blasts via email.</p>
Positive Behavior Interventions and Supports and the Classroom <input checked="" type="checkbox"/>	
<a href="https://fl-pda.org/#/category/26">https://fl-pda.org/#/category/26</a>	
Other: Click here to enter name of system.	

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

CHAMPs 7 Up Checklist <input type="checkbox"/>
Classroom Snapshot (Classroom Management Assessment) <input checked="" type="checkbox"/>
PBIS Classroom Assistance Tool (CAT) <input type="checkbox"/>
Other ( <i>specify</i> ):

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

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

**School-wide Expectations**

Be Respectful

Be Organized

Be Cooperative

Be Kind

**Lesson Plan Dates**

	<b>Expectation 1</b>	<b>Expectation 2</b>	<b>Expectation 3</b>	<b>Expectation 4</b>	<b>Expectation 5</b>
<b>Start of School Year</b>	1-Sep-23	2-Sep-23	3-Sep-23		
<b>After Winter Break</b>	10-Jan-24	11-Jan-24	12-Jan-24		
<b>After Spring Break</b>	27-Mar-24	28-Mar-24	29-Mar-24		

**Dates the location based rules lesson plans are taught by instructional staff.****Lesson Plan Dates**

	<b>Rule 1</b>	<b>Rule 2</b>	<b>Rule 3</b>	<b>Rule 4</b>	<b>Rule 5</b>
<b>Start of School Year</b>	1-Sep-23	2-Sep-23	3-Sep-23		
<b>After Winter Break</b>	10-Jan-24	11-Jan-24	12-Jan-24		
<b>After Spring Break</b>	27-Mar-24	28-Mar-24	29-Mar-24		

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

**School-wide Expectations and Location Rules**

School-wide	Hallway Rules	Cafeteria Rules	_____ Rules
Be Respectful	Walk directly to your destination	Keep all food items on your tray	Type to add your own rule
Be Organized	Have your ID badge at all times	Sit in your assigned area	Type to add your own rule
Be Cooperative	Have a pass when you are not with your class	Follow all directions given my café monitor	Type to add your own rule
Be Kind	Keep your hands and feet to yourself	Keep your area clean	Type to add your own rule
0	Select from drop down or type to add your rule	Select from drop down list or type to add your own rule	Type to add your own rule

## School-wide Expectations and Location Rules

School-wide	Classroom Rules
Be Respectful	Raise your hand to speak.
Be Organized	Have all materials ready to participate in class - No electronics
Be Cooperative	Cooperate with teachers, staff and students by listening and responding with school appropriate language and actions.
Be Kind	Use school appropriate language when speaking/Keep hands and feet to yourself.
0	<a href="#">Click here to enter rules</a>

**CRITICAL ELEMENT # 5: Reward and Recognition Programs**

5. The school-wide reward system focuses on one school-wide expectation OR one specific location at a time. The reward should be used to encourage, acknowledge, and reinforce students to exhibit positive behaviors.

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

TOP BEHAVIOR: DISOBEDIENCE/INSUBORDINATION

TOP LOCATION: CAFÉ

DISPROPORTIONALITY DATA

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

**Type of Program/System:** TOKEN

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

COUGAR BUCKS are given to students who exhibit exceptional behaviors in the hall/class/café. All teachers and staff are encouraged to acknowledge students. Each Friday, 3 names are pulled from the designated bin (A/B/C). That student then calls 2 friends to spend lunch with on the stage with ping-pong, games, puzzles, and chill area.



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

Cougar BUCKS are created and distributed to all teachers and staff. Reminders are sent each quarter to continue recognizing appropriate behavior (and behavior tips). This year, (our 1st year) has shown that the students are excited to spend the time on the stage, especially since they are at assigned tables during lunch. A decrease in referrals will be seen by 5%.

## Critical Elements # 9: SPBP Implementation Planning

**9A.** The SPBP Implementation Plan guides the PBIS team in the development and execution of evidence-based practices.

Please refer to and review the SPBP Implementation Plan template in Critical Element #9 of the SPBP CANVAS Resource Page. Download and share the plan with your PBIS team members. Use the plan in your quarterly PBIS meetings.

**“Yes”** indicates that the school administration and the PBIS team have reviewed the SPBP Implementation Plan and ensures that it will be updated quarterly.

Yes

No

**9B.** Schedule of quarterly leadership team data meetings.

Meeting Objectives:





1. Monitor for impacts of your SPBP on student progress at Tier 1 (whole school) from the previous quarter using the action steps indicated in Critical Element 8.

a. Analyze and summarize the changes in fidelity data collection for the quarter.

b. Analyze and summarize the changes in student outcome data collection for the quarter. Use the Step 4 of the Problem-Solving Process to troubleshoot goals that are not on track for EOY desired levels).

2. Determine next steps for improving and/or sustaining current outcome data rates based on decision-rules outlined in Step 4 of the Problem-Solving Process.

3. Continuously update your SPBP based on a determination of next steps for sustainable improvements.

Quarter	PBIS Data Meeting Dates	PBIS Data Meeting Times	Faculty and Staff Data Communication/Presentation Dates
1	12/21/2023	8:15am 	10/24/2023
2	1/15/2024	8:15am 	1/20/2024
3	3/11/2024	8:15 AM 	3/14/2024
4	5/13/2024	8:15am 	5/20/2024

**CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment**

**Do you have sufficient stakeholder participation and commitment to implement and sustain the fidelity of your SPBP through the school year (e.g., buy-in for actions, roles/responsibility)?**

Action Steps:	Date
Present the 2023-24 SPBP to staff and facilitate the discussion about how it supports your SIP goals <i>(prior to May 26, 2023)</i>	4/28/2023
Have <i>faculty</i> vote on the new SPBP and finalize any consensus-driven changes to the plan <i>(prior to May 26, 2023)</i>	5/12/2023
Provide training to faculty and staff on their roles and responsibilities for implementing the new SPBP and share guidance for accessing coaching supports <i>(prior to May 26, 2023)</i>	5/19/2023
Present the 2023-24 SPBP to family and community and facilitate discussion on how families and community partners can help the school to reach it's SPBP goals <i>(prior to September 30, 2023)</i>	8/31/2023

**2A.** Identify additional engagement strategies and/or methods for collaboratively involving stakeholders in the implementation and maintenance of the SPBP through the school year.

Stakeholder	Who will Lead/Facilitate Methods	Strategies/Methods	How Often & When
Staff	<i>Carol Nissen</i>	<i>Facilitate the understanding and implementation of the plan and to provide assistance throughout the year.</i>	<i>annually</i>
Students	<i>School Counselors - Jones/Margelot/Veronick</i>	<i>Maintain an equitable school token system for students to be acknowledged for their positive behaviors</i>	<i>bi-weekly</i>
Families	<i>Parent/Comm Liaison - PTA Admin - Richard Gonzalez</i>	<i>Assist with PTA leaders all communication to parents via meetings/newsletters/parentlinks/marque messages to ensure stakeholders are aware of the plan and how to help.</i>	<i>monthly</i>
Community Partners	<i>SAC Chair - Melyssa Silva and AP - Carol Nissen</i>	<i>Communicate/disseminate summary reports to partners around how their participation has helped support success of the SPBP. Create monthly newsletter and incorporate the plan and ways to help.</i>	<i>monthly and quarterly</i>