

School-wide Positive Behavior Plan (SPBP)
 Broward County Public Schools
 To be implemented in SY 2018/19



Elements have changed in the SPBP.

Before completing, go to <http://www.browardprevention.org/mtssrti/rtib/> → School-wide Positive Behavior Plan for:

- ✓ **A NEW Brainshark for Principals. ACTION: Log in with your p # and watch the Brainshark before Jan 30.**
- ✓ **A NEW Overview Brainshark for Teams. ACTION: Log in with school name and watch the Brainshark.**
- ✓ **A NEW mini Brainshark Series for teams.** These Brainsharks are divided into the 10 Critical Elements of PBIS. They will show you “how to” write a comprehensive SPBP (and receive a high score!)
- ✓ **A Rating Rubric to ensure teams will correctly complete the SPBP and develop a meaningful plan.**

To provide consistency across the District, *only plans entered on the current district template will be accepted.*

ACTION: Download, complete and upload the SPBP into your School Improvement Plan before May 1, 2018:

School Name:	Cooper City High
School Number:	1931
SPBP Contact Name:	Gregory Pluim
Direct Phone Number:	754-323-0200

CRITICAL ELEMENT # 1: Active Team with Administrative Participation

1A. List your current (SY 2017/18) team members (6 team members). **Must include an instructional representative from EACH grade/content area.** Each name on this list verifies attendance in ongoing team meetings and participation in developing this SPBP. Each member is responsible for representing major stakeholders and sharing the SPBP content and updates with their respective group.

Full Name	Position	Who or what grade level does this member represent?
Gregory Pluim	Administration	Administration
Gregory Pluim	SPBP Point of Contact	Grades 9-12
Ana Safrin	Parent/Community Representation	SAC
Iliana Polatos	Teacher/SAC Co-Chair	Grade 12 and SAC
Dwayne Dixon	BTU Representative	Teaching Staff and Grade 11
Heidi Dermer	ESE Facilitator	Grade 10
Joanne Bodah	Guidance Counselor	Grade 9

1B. Schedule and document your quarterly team meeting dates for *next* 2018/19 school year:

Meeting Date	Meeting Time	Name & title of person responsible to facilitate meeting	Content of meetings:
October 11, 2018	9 am	Gregory Pluim, Assistant Principal	1. Create and disseminate updated Expectations and Rules lesson plans (#3 and #4) 2. Review progress of Implementation Action Plan (#9) 3. Collect & analyze implementation data (#10A) 4. Collect & analyze student outcome data (#10B)
February 14, 2019	9 am	Gregory Pluim, Assistant Principal	
March 14, 2019	9 am	Gregory Pluim, Assistant Principal	
May 29, 2019	9 am	Gregory Pluim, Assistant Principal	

CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment:

2A. Action Steps completed this year (SY 2017/18) that increased faculty and stakeholder understanding and knowledge of your *new* (2018/19) SPBP:

Action Steps:	Date <i>(Between Jan 15 – April 30, 2018)</i>	Details <i>(retain attendance sheets at school)</i>	Person responsible to collect and retain attendance sheets:
Presented the <i>new</i> SPBP (for SY 2018/19) to staff	4/18/2018	# of participants = 107	Heidi Dermer
Held a <i>faculty</i> vote on the new SPBP (for SY 2018/19)	4/30/2018	% approved = 44%	Ilianna Polatos and Dwayne Dixon
Presented the <i>new</i> SPBP (for SY 2018/19) to stakeholders (parents and community)	4/30/2018	# of participants = 18	Ilianna Polatos and Dwayne Dixon

2B. Action Steps to be completed next year (SY 2018/19) to increase faculty and stakeholder understanding and knowledge of your SPBP:

Action Steps:	Date(s) <i>(NEXT YEAR)</i>	Content <i>(retain attendance sheets at school)</i>	Person responsible to collect and retain attendance sheets:
Provide a professional development on the 2018/19 SPBP for all staff	Prior to students' 1 st day: 8/13/2018	The team will present the updates in the SPBP for the 18/19 school year. All stakeholders will be provided with access to the SPBP. Feedback will be collected for future team meetings.	Gregory Pluim & Ilianna Polatos
Present the 2018/19 SPBP to stakeholders (parents and community)	Prior to Oct 1 st , 2018 9/24/2018		
Present behavior data to staff <i>Quarterly: minimum of 4 each year</i>	1. October 18, 2018	The team will present the <u>implementation data</u> in 10A. Include: <ul style="list-style-type: none"> • the “marketing” (teaching and posting) of expectations and rules • lesson plan implementation • discipline procedures • reward system implementation 	Gregory Pluim & Ilianna Polatos
	2. February 21, 2019		
	3. March 21, 2019	The team will present the <u>student outcome data</u> in 10B. Include: <ul style="list-style-type: none"> • top 3 event locations • type of behavior incidents • core effectiveness data • classroom referral data, as well as analysis of this data. 	
	4. June 4, 2019		

CRITICAL ELEMENT # 3: School-wide Expectations

3A. List the **top 10 behavior incidents** data YTD from BASIS 3.0 Behavior Dashboard:

Top 10 Behavior Incidents <i>(put N/A in any blank spaces)</i>	
1.Tardy	6.Tobacco Use
2.Class Skip	7.Cell Phone Violation
3.Disobedience	8.Leaving campus without Permission
4.Unruly Behavior	9.Campus Disruption
5.Out of Area	10.Profanity

3B. Based on the behavior incidents in 3A, develop 3 – 5 **positive characteristics** (*not behaviors*) that would counteract the demonstration of these misbehaviors. These positive characteristics become your school-wide expectations.

School-wide Expectations
Be responsible
Be accountable
Display self-control

3C. Research indicates that discipline referrals increase after long holidays and during testing times. Plan to teach your expectations at least 3 times throughout the year (and anytime the expected behaviors are not being demonstrated).

ACTION: Create at least one lesson plan for **each** school-wide expectation above and distribute to teachers during pre-planning 2018-19. Develop additional lesson plans you will use throughout the year to re-teach and reinforce your school-wide expectations. *You do not need to submit your lesson plans with the SPBP. Retain all behavior lesson plans at the school; make sure these lesson plans are available for guests and stakeholders.*

When will school-wide expectations lesson plans be taught?		
	Date(s)	Time:
August	August 16, 2018	Throughout the day
January	January 8 -11, 2019	Throughout the day
4 th Quarter	April 1- 5, 2019	Throughout the day
Who will be responsible for teaching the lesson plans?		Guidance counselors, school administrators & classroom teachers
Where will the lesson plan instruction occur?		Auditorium, guidance area & classroom
Who is responsible for retaining, organizing and distributing all lesson plans?		Guidance Counselors and Administration

CRITICAL ELEMENT #4: Location-based Rules

4A. List the **top 3 locations** for behavior Events YTD from BASIS 3.0 Behavior Dashboard. **Do not use “classroom”**

Top 3 Locations	
School Location	# Incidents
1.School Grounds	96
2.Hallways	14
3.Parking Lots	13

4B. Create an Expectations/Rules Matrix from your 3 school-wide expectations and your top 3 event locations. Develop a positively stated, observable, and measurable rule that correlates with every expectation to create a maximum of 5 rules under each location.

Expectations and Rules Matrix				
School-wide EXPECTATIONS	Copy and paste expectations from 3C.	IDENTIFIED LOCATIONS <i>Copy and paste locations from 4A.</i>		
		School Grounds	Hallways	Parking Lots
		Rules	Rules	Rules
	Be responsible	Arrive on time	Leave/enter class with a pass during class time	Park in assigned area only
	Be accountable	Follow dress code	Display positive interaction	Carrying all belongings needed for school
Display self-control	Comply with staff instructions	Accept boundaries of others in hallways	Move to class quickly	

4C. Research indicates that discipline referrals increase after long holidays and during testing times. Plan to teach your location-specific rules at least 3 times throughout the year (and anytime the expected behaviors are not being demonstrated). **ACTION:** Create at least one lesson plan for each location above and distribute to teachers during pre-planning 2018-19. Develop additional lesson plans you will use throughout the year to re-teach and reinforce your location-specific rules. *You do not need to submit your lesson plans with the SPBP. Retain all behavior lesson plans at the school; make sure these lesson plans are available for guests and stakeholders.*

When will location-specific rules lesson plans be taught?		
	Date(s)	Time:
August	August 12, 2018	Throughout the day
January	January 14-18, 2019	Throughout the day
4 th Quarter	April 8-12, 2019	Throughout the day
Who will be responsible for teaching the lesson plans?		School Administrators, Guidance Counselors and Classroom Teachers
Where will the lesson plan instruction occur?		Auditorium, Guidance and Classroom
Who is responsible for retaining, organizing and distributing all lesson plans?		Gregory Plum and Ilianna Polatos

CRITICAL ELEMENT # 5: Reward and Recognition Programs

Although you will post, teach, review, practice and reinforce all school-wide expectations and location-specific rules, **choose 1 expectation OR 1 event location** you will target for a specific reward program for students. Based on the data that led to this expectation or location, create a reward plan using the 4 Step Problem Solving Process:

Expectation or Location: Students arrive to school on time

4 Step Problem Solving Process	Plan
1. Problem Identification: Use your behavior data to identify a school-wide problem. What problem did you identify? <i>(use numerical data)</i>	Data used: Referral rates and Pinnacle attendance reports Problem Identification: Student arriving late to school
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>	Hypothesis: Students justify they can arrive late due to traffic and still academically achieve Goal Statement: By January 30 of 2019, more than 50% of students at Cooper City High will have less than 5 late to schools during the first 100 days of school.
3. Intervention Design: Describe how you will implement a positive reward program to decrease this problem.	Type of System: Compliance system Description of System: Students that meet the requirement will receive an attendance certificate. A concrete reward is attached to the certificate. The attendance manager will track data. Certificates will be prepared and circulated through personalization classes.
4. Evaluation: A. Implementation fidelity	How do you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program? Students are issued a late to school pass into the front office when arriving after 7:30 am. This list will be cross referenced with the classroom attendance. Discrepancies are reviewed with teaching staff.
B. Student outcome monitoring	A. How will you know if the reward program is positively impacting students ? What measurable data will you use to determine "success"? To determine program success, end of school year data is disaggregated. Attendance/tardy rates decrease to indicate success. Quarterly reminder will be implemented to maintain momentum.

CRITICAL ELEMENT #6 Effective Discipline Procedures

6A. Staff Managed Misbehaviors: List the top 6 *most common* school-wide misbehaviors **staff are expected to manage**. Write a short, objective, and measurable definition for each.

Staff Managed Misbehaviors	
Misbehavior	“Looks Like” - <i>provide a description with example(s)</i>
1. Use of cell phones during class	Using a personal cell phone during times of instruction
2. Out of seat	Not asking for permission to move from assigned
3. Disrespect	Showing a lack of respect or courtesy to the teacher and/or students
4. Off task	Not following a teacher directive
5. Tardy	Arriving to class after the tardy bell
6. Talking during instruction	Talking while instruction is taking place

6B. Staff Managed Consequences: Create a consequence menu **OR** a consequence hierarchy for staff to use when students exhibit the above misbehaviors. Provide a minimum of **5** consequences.

Is this a menu or hierarchy system?	<input type="checkbox"/> Menu	<input checked="" type="checkbox"/> Hierarchy
Verbal Reminder—remind of rule		
Reassign desk—maybe closer to the front		
Contact Parent--note in plan book		
Time out in another class--different grade level if possible		
Parent Conference—set up through guidance		

6C. Administration Managed Misbehaviors:

(a) Define the first 3 behaviors by providing examples that clearly identify the point at which the misbehavior warrants an Office Discipline Referral (ODR).

(b) List two additional common school-wide misbehaviors that will result in an ODR. Provide concrete examples.

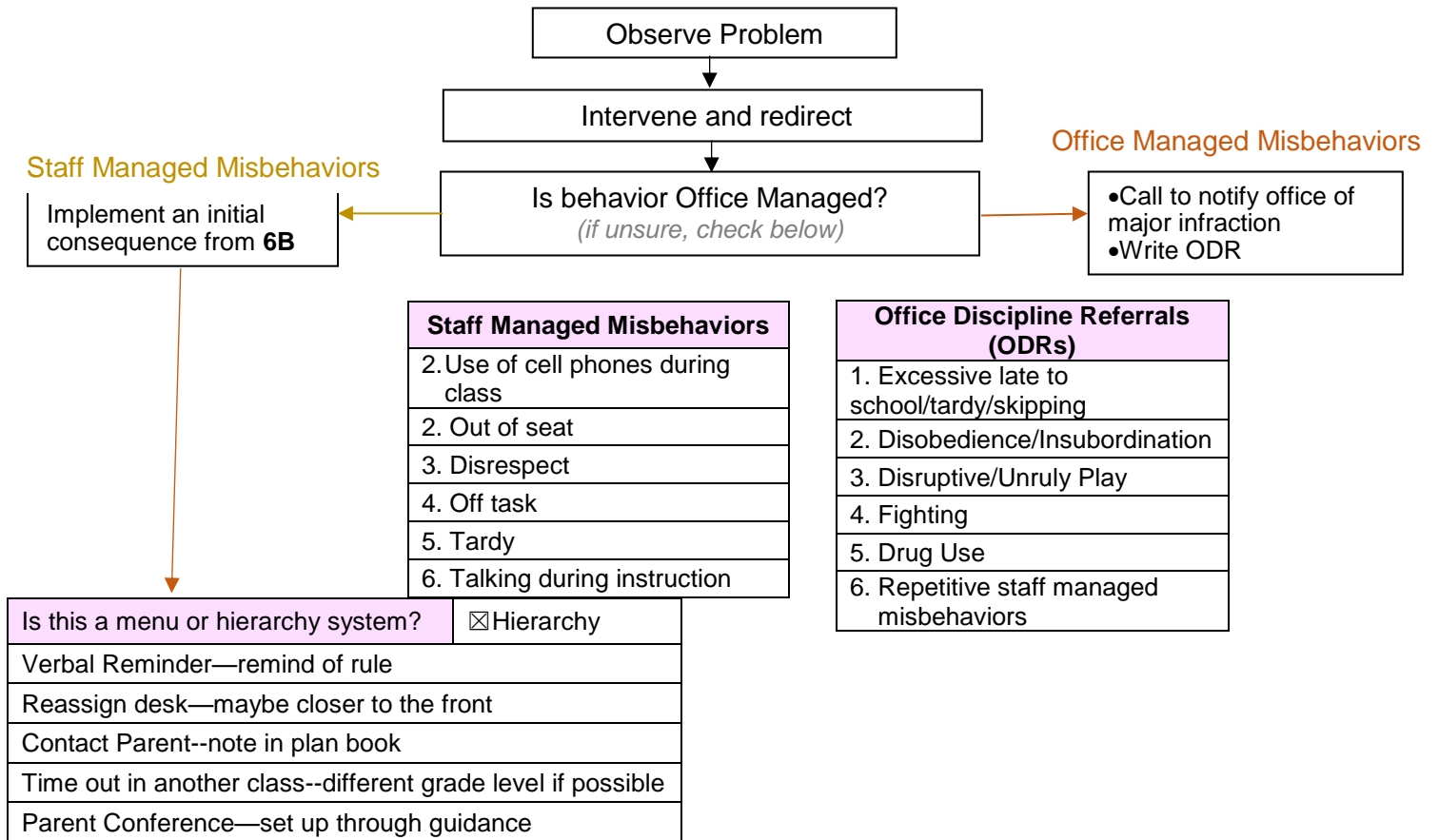
(c) Determine staff tolerance level for repetitive misbehaviors (the point at which the number of staff-managed misbehaviors becomes an ODR).

Office Discipline Referrals (ODRs)	
Behavior	“Looks Like” - <i>provide a description with example(s)</i>
1. Repetitive late to school/tardy	Arriving to school after 7:30 am or to class after the tardy bell more than 6 times
2. Disobedience/Insubordination	Failure to follow simple staff requests or directives
3. Disruptive/Unruly Play	Playful behavior that disrupts the learning environment
4. Fighting	Hostile and physical interaction
5. Drug Use	Consumption or possession of unauthorized substances
6. Repetitive staff managed misbehaviors	More than 3 misbehaviors in a class period or 5 in a grading term warrants an office referral.

6D. School-wide Discipline Flow Chart:

- (a) Review the sample discipline flow charts in “Additional Items” located on browardprevention.org
- (b) Copy or customize a flow chart to graphically represent the discipline process at **your** school.
- (c) Paste the flow chart here **OR** complete the flow chart below.

Student Behavior Discipline Flow Chart



CRITICAL ELEMENT # 7 : Classroom Management Systems

7A. ALL teachers implement an effective Tier 1 classroom management system:

Which evidence-based classroom management system is supported by your school's administration and is expected to be implemented school-wide? <i>(Class Dojo, LEAPs, HERO, Cloud 9, etc. are tools, <u>not</u> classroom systems)</i>	X CHAMPs* <input type="checkbox"/> PBIS Classroom Management <input type="checkbox"/> Administration does not expect an evidence-based classroom management system to be implemented by teachers this year <i>(your school will need to adopt one next year)</i> <input type="checkbox"/> Other <i>(complete below)</i>
If other, name the evidence-based classroom management system :	Click here to enter name of system.
*CHAMPs is the district-supported, evidence-based universal classroom management system for all teachers. Would your Principal like to be contacted to learn about CHAMPs professional development?	X Yes <input type="checkbox"/> No

7B. Fidelity of **staff** implementation of school-wide classroom management systems

What data collection tool does your school leadership team use to monitor and evaluate your teacher's classroom management skills? <i>(Measure staff skills, not student outcomes)</i>
<input type="checkbox"/> CHAMPs 7 Up Checklist
<input type="checkbox"/> CHAMPs Classroom Check Up (CCU)
<input type="checkbox"/> PBIS Classroom Assistance Tool (CAT)
<input type="checkbox"/> PBIS Walkthrough
X Marzano's Domain 1, Design Questions 5, 6, 7, 8, 9
<input type="checkbox"/> Fidelity of staff classroom management implementation is not monitored to determine training needs this year <i>(you will need to adopt a tool and plan next year)</i>
<input type="checkbox"/> Other <i>(specify):</i>
Explain how this data is collected and analyzed by your school leadership team as a universal screening <i>across teachers</i> to determine the need for classroom management training:
Fidelity of Implementation Plan: Marzano Domain 1 DQ 5, 6, 7, 8, and 9 data is correlated using reports and lobservation.. The data is reviewed with staff to determine implementation levels. Areas not meeting standards receive further focus.

7C. Percentage of Classroom Referrals:

- (a) Review your classroom data YTD ("Events by Location") in BASIS 3.0 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 :	95
Total number of school-wide discipline referrals:	240
% of referrals in the classroom:	37%
Do more than 40% of your referrals come from the classroom?	<input type="checkbox"/> Yes X 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. 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:			Core Effectiveness	
# Referrals		% of Total Population		
0 - 1 referral	144	98%	Are your 0 – 1 referrals > 80%?	XYes <input type="checkbox"/> No
2 - 5 referrals (at risk students)	54	2%	Are your 2 - 5 referrals <15%?	XYes <input type="checkbox"/> No
> 5 referrals (high risk students)	7	.03%	Are your >5 referrals <5%?	XYes <input type="checkbox"/> No

8B. Core Effectiveness Plan:

If <u>all 3</u> are “Yes”, your core is effective. Is your core behavior curriculum effective?	XYes <input type="checkbox"/> No
Answer either (a) or (b):	
(a) If you answered “Yes”, although your core is effective, what plan does your school leadership team implement for early identification of at risk and high risk students?	
(b) If you answered “NO”, indicate the supports and interventions your school leadership team will implement at the beginning of the next school year to improve core strength:	
Core Effectiveness Plan: During preplanning, the 9th grade administrator will contact the feeder middle school to identify incoming grade 9 students who have a history of high-risk behavior. Once these students are identified, they will be targeted for additional support. This support can be both in the form of social and academic.	

8C. Disproportionality: Determine if there are any issues within subgroups from BASIS 3.0 Behavior Dashboard in the “Referrals by Demographics” chart.

(a) Complete **the yellow highlighted cells first.**

(b) Auto-calculate the difference by clicking on each “0” in the next cell and pressing “Fn + F9”.

Subgroups	(PctPop - Green) % of students	(PctRef - Blue) % of referrals	Difference in referral composition	Positive value suggests disproportionality (Is the value positive?)
Black	15	14	-1%	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Hispanic/Latin	23	26	3%	XYes <input type="checkbox"/> No
White	51	55	4%	XYes <input type="checkbox"/> No

8D. Disproportionality Plan: If any values are positive, the percentage of referrals contributed to that subgroup is higher than expected, given that subgroups’ percentage in the student population.

If <u>all 3</u> are “No”, disproportionality is not indicated. Are all 3 “No”?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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 Plan: In order to decrease the number of referrals in this subgroup so that it is more closely proportional to their enrollment level, Hispanic/Latin student leaders are identified by their peers and through positive school behaviors. These students serve as leaders to their group. Struggling students within the group will then work with these role models in a peer mentoring environment.	

Critical Elements # 9: SPBP Implementation Planning

This form provides a timeline to complete best practices and required actions. This timeline should drive team actions and accountability. As you implement your SPBP *NEXT* year, check off **completed items** and indicate the accountable person. **(Complete only the yellow highlighted area at this time)**. Next year, you will upload this completed plan within your SPBP.

Required actions for all schools in Broward County

Best Practices for all schools in Broward County [Resources](#)



SPBP Team Implementation Action Plan 2018 - 2019		
Month	Action Step <i><input checked="" type="checkbox"/> check when Action completed</i>	Completed: Person Responsible Name & Title
Current	X This Action Plan has been saved to use <i>next year</i> during quarterly meetings	Gregory Pluim, Administrator
Current	X Create a 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, Expectation lesson plans and Rules lesson plans	Gregory Pluim, Administrator
Pre Planning 2018	<input type="checkbox"/> Print up your SPBP Review and school score from OSPA <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 (posters, PSAs, etc.) <input type="checkbox"/> Identify your RtI Instructional Facilitator provided by the district (Contact tyyne.hogan@browardschools.com for more information, if you are unsure) <input type="checkbox"/> Confirm 1 st team meeting date and time	Gregory Pluim, Administrator
August 1 st meeting	<input type="checkbox"/> Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP <input type="checkbox"/> Determine any needed <u>team training</u> , such as the 4 Step PSP Brainshark Series, 10 Critical Elements Brainsharks, Data Collection, Effective CPST Teams, PBIS 101, etc. Trainings available at: http://www.browardprevention.org/mtssrti/training-modules/ <input type="checkbox"/> Review previous year's behavior data. (Use 'Agenda' and 'Data Collection Template') Forms available at: http://www.browardprevention.org/mtssrti/rtib in Tier 1, Teaming <input type="checkbox"/> Present implementation data, behavior data, team activities and progress to entire staff <input type="checkbox"/> Utilize the 4 Step Problem Solving Process to develop initial interventions <input type="checkbox"/> Review previous year's SPBP and feedback form <input type="checkbox"/> Verify and implement teaching schedule for SPBP Expectations and Rules behavior lesson plans	Gregory Pluim, Administrator
September	<input type="checkbox"/> Provide stakeholder presentation on SPBP prior to October 1 <input type="checkbox"/> Check for staff and teacher understanding of PBIS - provide "PBIS 101" Brainshark as a resource Brainshark available at: http://www.brainshark.com/browardschools/PBIS101	Gregory Pluim, Administrator
October 2 nd meeting	<input type="checkbox"/> Ensure instructional staff know how to (and are, as needed) enter Tier 1 Supplemental Strategies for behavior in BASIS <input type="checkbox"/> Present implementation data, behavior data, team activities and progress to entire staff	Gregory Pluim, Administrator
November	<input type="checkbox"/> Staff to re-teach Expectations and Rules first day back from break. <input type="checkbox"/> Team to develop new and/or improved lesson plans as indicated by behavior data.	Gregory Pluim, Administrator
January 2019 3 rd meeting Prepare for 2019/20 SPBP	<input type="checkbox"/> Staff to re-teach Expectations and Rules first day back from break <input type="checkbox"/> Ensure the <u>Principal signs in</u> and watches the <u>new SPBP Brainshark: Due January 30th</u> <input type="checkbox"/> Present implementation data, behavior data, team activities and progress to entire staff <input type="checkbox"/> Choose team members and dates to work on, complete, and submit the <u>new SPBP</u> <input type="checkbox"/> Teams watch the <u>new SPBP Brainsharks and refers to new "Additional items"</u> Brainsharks and Additional items posted at: http://www.browardprevention.org/mtssrti/rtib	Gregory Pluim, Administrator
February	<input type="checkbox"/> Ensure progress towards completion of SPBP <input type="checkbox"/> Check on recently hired staff for PBIS understanding - provide "PBIS 101" Brainshark resource <input type="checkbox"/> Provide the SPBP SurveyMonkey link to all staff (optional). Email Tyyne.hogan@browardschools.com to request analysis.	Gregory Pluim, Administrator
March 4 th meeting	<input type="checkbox"/> Ensure progress towards completion of SPBP <input type="checkbox"/> Provide staff presentation and vote on new SPBP for next year <input type="checkbox"/> Provide stakeholders/parent presentation on new SPBP for next year <input type="checkbox"/> Present implementation data, behavior data, team activities and progress to entire staff	Ilianna Polatos, SAC Chair
April	<input type="checkbox"/> Submit your SPBP in OSPA by April 30 th every year	Ilianna Polatos, SAC Chair

CRITICAL ELEMENT # 10: Monitoring Plans

10A. How will you determine the success of staff implementation of the School-wide Positive Behavior Plan?

"Are staff implementing the SPBP with fidelity? How do you know?"

Fidelity of Implementation Monitoring Plan			
Action Step	Create an observable and measurable SMART goal to determine "successful" staff implementation of action step	When will data be collected, analyzed & presented?	Person responsible to collect and analyze data
School-wide expectations and location-specific rules are posted across campus	By the end of each semester 2018/19, 50% of hallways and 100% of classrooms will have at least 1 poster of expectations and rules.	Refer to quarterly presentation dates in 2B. This is the data the team will be sharing during presentations.	Gregory Pluim, Administrator
Behavior lesson plans are being taught as written and when indicated	By the end of each semester 2018/19 100% of staff will be identified as using the behavior plan identified in the SPBP and as measured by Marzano observations.		Gregory Pluim, Administrator
Discipline consequences and flow chart are being used by all staff as written	By the end of each semester 2018/19 100% of staff will be identified as using the discipline consequences and flowcharts identified in the SPBP and as measured by Marzano observations.		Gregory Pluim, Administrator
A reward system is being implemented for <i>all</i> students	After the 100 day of school, all students identified as having 5 or less tardy/late to school/absence/early release will receive a certificate award. Teacher attendance will be monitored to ensure all students are measured.		Gregory Pluim, Administrator

10B. How will you determine whether the SPBP is successful in positively impacting students?

"If staff are implementing the SPBP consistently and effectively, did it positively impact the students? How do you know?"

Student Outcome Monitoring Plan			
Student Outcome Data	Create an observable and measurable SMART goal to determine "successful" student outcomes	When will data be collected, analyzed & presented?	Person responsible to collect and analyze data
See critical element 3A • Type of behavior incidents data	By the end of each semester 2018/19 there will be 10% fewer number of students being late to school than in the previous year.	Refer to quarterly presentation dates in 2B.	Gregory Pluim, Administrator
See critical element 4A • Top 3 event locations data	By the end of each semester 2018/19 there will be 10% fewer incidences from school grounds than in the previous year.		Gregory Pluim, Administrator
See critical element 8 • Core effectiveness data	By the end of each semester 2018/19 all Hispanic/Latin referrals will be proportionally equal to the Hispanic/Latin population level in school.	This is the data the team will be sharing during presentations.	Gregory Pluim, Administrator
See critical element 7A • Grade Level/Classroom referrals data	By the end of each semester 2018/19 classroom, tardy referrals will be 10% fewer incidences than in the previous year.		Gregory Pluim, Administrator