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 30th.**
- ✓ **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:	South Broward High
School Number:	0171
SPBP Contact Name:	Veranice Smith
Direct Phone Number:	(754) 323-1800

CRITICAL ELEMENT # 1: Active Team with Administrative Participation

1A. List your current (SY 2017/18) team members (6 - 10 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?
Olayemi Awofadeju	Principal	Administration
Veranice Smith	SPBP Point of Contact	SAC
Marilyn Babok	Parent/Community Representation	SAC
Annie Feldman	BTU Representative	BTU
Sydene Dixon	Guidance Director	Grades 9-12
Lara Gutzmore	SAC Co-Chair	SAC
Jessica Stanchak	Literacy Coach	Grades 9-12
Amy Mujica	ESE Specialist	Exceptional Education
Darius Saunders	Assistant Principal	Grade 12/Safety and Security
Stefanie Itzkowitz	Assistant Principal	Grade 10
James Brown	Behavior Specialist	Grades 9-12

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:
8/13/2018	12:40 pm	Veranice Smith	1. Create and disseminate updated Expectations and Rules lesson plans (#3 and #4)
10/18/2018	12:40 pm	Veranice Smith	2. Review progress of Implementation Action Plan (#9)
12/21/2018	12:40 pm	Veranice Smith	3. Collect & analyze implementation data (#10A)
3/21/2019	12:40 pm	Veranice Smith	4. Collect & analyze student outcome data (#10B)

CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment:

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

Action Steps:	Date *(Between Jan 15 – April 30, 2018)*	Details *(retain attendance sheets at school)*	Person responsible to collect and retain attendance sheets:
Presented the *new* SPBP (for SY 2018/19) to staff	3/23/2018	# of participants = 110	Stefanie Itskowitz
Held a *faculty* vote on the new SPBP (for SY 2018/19)	4/24/2018	% approved = 84%	Veranice Smith
Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community)	3/19/2018	# of participants = 28	Veranice Smith

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

Action Steps:	Date(s) *(NEXT YEAR)*	Content *(retain attendance sheets at school)*	Person responsible to collect and retain attendance sheets:
Provide a professional development on the 2018/19 SPBP for all staff	Prior to students' 1st 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.	Veranice Smith
Present the 2018/19 SPBP to stakeholders (parents and community)	Prior to Oct 1st, 2018 9/24/2018		Veranice Smith
Present behavior data to staff *Quarterly: minimum of 4 each year*	1. 10/19/2018	The team will present the <u>implementation data</u> in 10A. Include: • the "marketing" (teaching and posting) of expectations and rules • lesson plan implementation • discipline procedures • reward system implementation	Veranice Smith
	2. 1/7/2019	The team will present the <u>student outcome data</u> in 10B. Include: • top 3 event locations • type of behavior incidents • core effectiveness data • classroom referral data, as well as analysis of this data.	
	3. 3/22/2019		
	4. 6/5/2019		

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 *(put N/A in any blank spaces)*	
1.Disobiediance/ Insubordination	6.Profanity to Staff
2.Unruly/Disruptive Behavior	7.Drug use/Possession/Influence
3.Habitual Defiance of Authority	8.Fighting-Minor
4. Unserved Detentions	9.Truancy
5.Class Cut (Skipping)	10.Out of Assigned Area

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
1. Dress Appropriately for School
2. Respect Yourself and Others
3. Be Present, Punctual and Prepared

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 <u>one lesson plan for **each** school-wide expectation above</u> 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 28-29, 2018	7:40am -10:00am
January	January 29-30, 2019	7:40am -10:00am
4th Quarter	April 9-19, 2019	7:40am -10:00am

Who will be responsible for teaching the lesson plans?	Administration
Where will the lesson plan instruction occur?	Auditorium
Who is responsible for retaining, organizing and distributing all lesson plans?	Veranice Smith

4A. List the **top 3 locations** for behavior <u>Events</u> YTD from BASIS 3.0 Behavior Dashboard. ***Do not use "classroom"***

Top 3 Locations	
School Location	# Incidents
1.School Grounds	200
2.Hallways	30
3.Cafeteria	7

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

Expectations and Rules Matrix				
	Copy and paste expectations from 3C.	**IDENTIFIED LOCATIONS** *Copy and paste locations from 4A.*		
		School Grounds	Hallways	Cafeteria
		Rules	**Rules**	**Rules**
School-wide EXPECTATIONS	Dress appropriately for School	1. Remove all head coverings 2. Wear pants at waist level 3. Wear tops that cover torso	1. Remove all head coverings 2. Wear pants at waist level 3. Wear tops that cover torso	1. Remove all head coverings 2. Wear pants at waist level 3. Wear tops that cover torso
	Respect yourself and others	1. Place all trash in the garbage/recycle bin 2. Use appropriate language 3. Remain in designated areas	1. Abide by hallway signs 2. Walk on the right side 3. Use appropriate language 4. Keep walls clean	1. Stay in your position inline 2. Clean up trash and trays from table and floor 3. Use appropriate language
	Be present punctual and prepared	1. Have your ID visible at all times 2. Be on time and in class during class time 3. Always have a pass during class time	1. Have your ID visible at all times 2. Be on time and in class during class time 3. Always have a pass during class time	1. Know your lunch number 2. Have your ID visible at all times 3. Exit cafeteria when the bell rings

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 <u>one</u> 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 28-29, 2018	7:40am -10:00am
January	January 29-30, 2019	7:40am -10:00am
4th Quarter	April 9-19, 2019	7:40am -10:00am

Who will be responsible for teaching the lesson plans?	Administration
Where will the lesson plan instruction occur?	Auditorium
Who is responsible for retaining, organizing and distributing all lesson plans?	Veranice Smith

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: **School Grounds**

4 Step Problem Solving Process	Plan
1. Problem Identification: Use your behavior data to identify a school-wide problem. What problem did you identify? *(use numerical data)*	**Data used:** # of discipline incidents and attendance **Problem Identification:** 29% of discipline incidents occur on school grounds and 23% of students have at-risk attendance (missing 5-9.99 days).
2. **Problem Analysis:** Why do you think this problem is occurring? What is your goal? *(use a SMART goal statement with numerical data)*	**Hypothesis:** Lack of student positive or negative reinforcement. **Goal Statement:** Reduce the number of discipline incident and at-risk attendance by 5% by May 2019.
3. Intervention Design: Describe how you will implement a positive reward program to decrease this problem.	**Type of System: Point system** **Description of System:** Students with zero discipline incidents and less than 5 tardies/absences per quarter will be invited to the Bulldog Field Day where they can participate in field day activities and entertainment. The Bulldog Field Day will take place twice per year during semester exam week in the gym. In addition, Top Dawgs are recognized on the morning/afternoon announcements, posted on the website, and they receive a special ID tag that allows them to skip the lunch line for a month and receive free entrance into all home games for a month. Top Dawgs are nominated by the faculty and staff each month based on the 3 school -wide expectations.
4. Evaluation: A. Implementation fidelity	**A.** How do you monitor the fidelity (consistency and effectiveness) of the **staff's** implementation of the reward program? Administration ensures that invited students are release by teachers to attend Bulldog Field Day. Administration monitors that teachers are recording attendance accurately.
B. Student outcome monitoring	**B.** How will you know if the reward program is positively impacting **students**? What measurable data will you use to determine "success"? Success will be determined by a 5% decrease in the number of discipline incidence and at-risk attendance.

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" - *provide a description with example(s)*
1.Tardiness	Tardy to class
2.Unauthorized cell phone use	Using cell phone in class without teacher permission
3.Dress code violation	Student attire does not adhere to the student code of conduct
4.Skipping	Students not in class without permission
5.Classroom disruption	Student disrupts instruction
6.Disobedience	Student refuses to follow teacher instructions

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

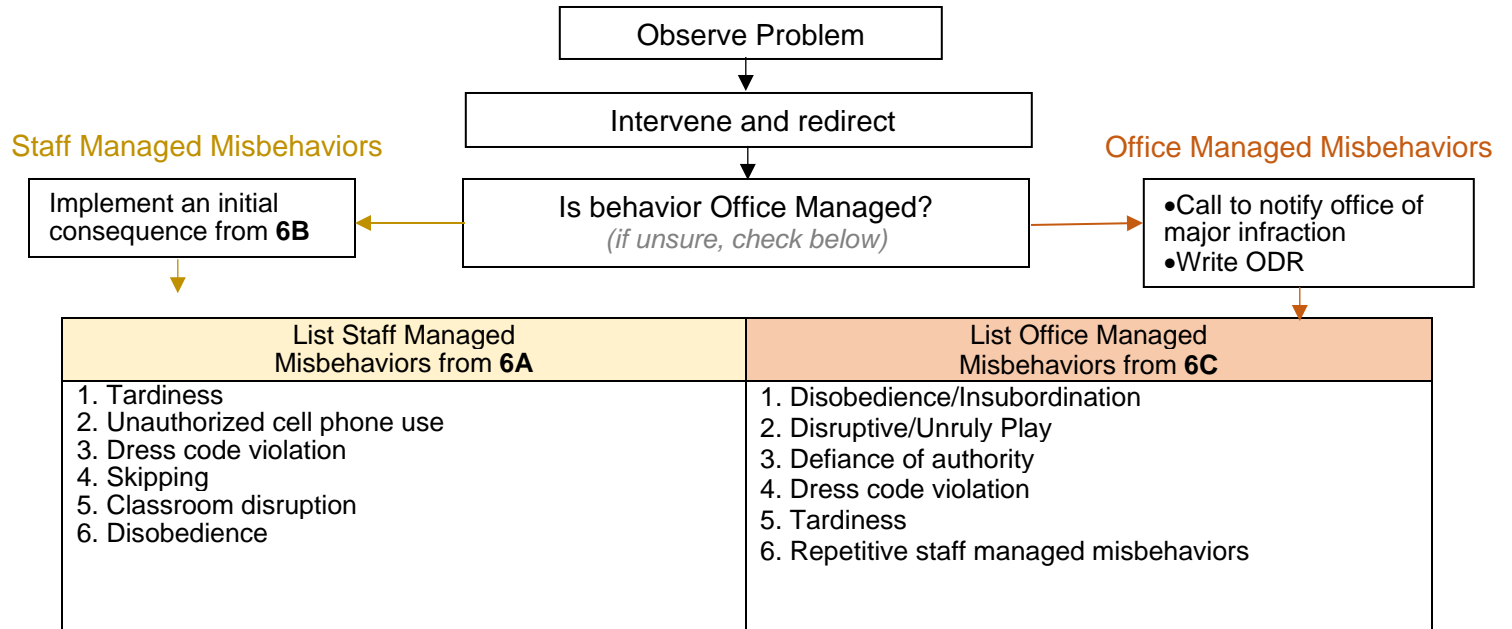| Is this a menu or hierarchy system?	☐ Menu ☒Hierarchy
1st offense: Student conference	
2nd offense: Parent contact	
3rd offense: Guidance/Coach/Mentor contact	
4th offense: Time out	
5th offense: Detention	

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" - *provide a description with example(s)*
1. Disobedience/Insubordination	Failure to obey a reasonable or repeated instruction or request from a member of the school staff.
2. Disruptive/Unruly Play	Unruly play that interferes or disrupts the learning environment
3. Defiance of authority	Disobedience/insubordination resulting in four (4) or more separate Disobedience/insubordination referrals, or the deliberate refusal to physically attend the In-School-Suspension Program as assigned, or failure to comply with the In -School-Suspension Program rules and requirements resulting in dismissal from the program.
4. Dress code violation	Not adhering to BCPS dress code
5. Tardiness	5 or more tardies per class period per quarter.
6. Repetitive staff managed misbehaviors	More than [2] misbehaviors in [1 period] [Per quarter] 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

```
                        ┌──────────────────────┐
                        │    Observe Problem    │
                        └──────────────────────┘
                                    │
                                    ▼
                        ┌──────────────────────┐
                        │ Intervene and redirect │
                        └──────────────────────┘
                                    │
                                    ▼
```

Staff Managed Misbehaviors   Office Managed Misbehaviors

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┌────────────────────┐      ┌──────────────────────────┐      ┌──────────────────────────┐
│ Implement an initial│ ◄─── │ Is behavior Office Managed?│ ───► │ •Call to notify office of  │
│ consequence from 6B │      │  (if unsure, check below)  │      │  major infraction          │
└────────────────────┘      └──────────────────────────┘      │ •Write ODR                 │
          │                                                     └──────────────────────────┘
          ▼                                                                │
                                                                           ▼
```

List Staff Managed Misbehaviors from **6A**	List Office Managed Misbehaviors from **6C**
1. Tardiness 2. Unauthorized cell phone use 3. Dress code violation 4. Skipping 5. Classroom disruption 6. Disobedience	1. Disobedience/Insubordination 2. Disruptive/Unruly Play 3. Defiance of authority 4. Dress code violation 5. Tardiness 6. Repetitive staff managed misbehaviors

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? *(Class Dojo, LEAPs, HERO, Cloud 9, etc. are tools, **not** classroom systems)*	☒ CHAMPs* ☐ PBIS Classroom Management ☐ Administration does not expect an evidence-based classroom management system to be implemented by teachers this year *(your school will need to adopt one next year)* ☐ Other *(complete below)*
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?	☐ Yes ☒ 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? *(Measure **staff skills**, not student outcomes)*
☐ CHAMPs 7 Up Checklist
☐ CHAMPs Classroom Check Up (CCU)
☐ PBIS Classroom Assistance Tool (CAT)
☐ PBIS Walkthrough
☒ Marzano's Domain 1, Design Questions 5, 6, 7, 8, 9
☐ Fidelity of staff classroom management implementation is not monitored to determine training needs this year *(you will need to adopt a tool and plan next year)*
☐ Other *(specify):*
Explain how this data is collected and analyzed by your school leadership team as a **universal screening** *across teachers* to determine the need for classroom management training:
Fidelity of Implementation Plan: Data is collected from teacher observation (Bridges), analyzed and discussed by administration during weekly administration meetings, and used to select professional development training opportunities for individuals as well as school-wide.

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**:	395
Total number of **school-wide** discipline referrals:	674
% of referrals in the classroom:	58%
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. 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:	2265			
# Referrals	354	**% of Total Population**	Core Effectiveness	
0 - 1 referral		93.6%	Are your 0 – 1 referrals > 80%?	☒Yes ☐No
2 - 5 referrals (at risk students)	130	5.7%	Are your 2 - 5 referrals <15%?	☒Yes ☐No
> 5 referrals (high risk students)	14	0.6%	Are your >5 referrals <5%?	☒Yes ☐No

8B. Core Effectiveness Plan:

If all 3 are "**Yes**", your core is effective. Is your core behavior curriculum effective?	☒Yes ☐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: High risk students will be referred to RTI for interventions. At risk students will be monitored by administration and guidance and referred to additional services based on individual need.	

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	42%	44%	2%	☒Yes	☐No
Hispanic/Latin	36%	33%	-3%	☐Yes	☒No
White	17%	18%	1%	☒Yes	☐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 all 3 are "**No**", disproportionality is not indicated. Are all 3 "No"?	☐Yes ☒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: The Equity Liaison will perform data analytics on disproportional discipline data throughout the school year and provide support/interventions to teachers/staff.	

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

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

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 May 2019, 100% of students and staff will be aware of the rules and expectations.	Refer to **quarterly** presentation dates in 2B. This is the data the team will be sharing during presentations.	Veranice Smith
Behavior lesson plans are being taught as written and when indicated	By May 2019, 100% of teachers will use common language when implementing the SPBP.		Veranice Smith
Discipline consequences and **flow chart** are being used by all staff as written	By May 2019, 100% of teachers will implement appropriate consequences based on the severity of the misbehavior.		Veranice Smith
A **reward system** is being implemented for *all* students	By May 2019, 100% of the students and staff will understand how the reward system is implemented.		Veranice Smith

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 May 2019, there will be a 10% reduction in the number of behavior incidents.	Refer to **quarterly** presentation dates in 2B. This is the data the team will be sharing during presentations.	Veranice Smith
See critical element 4A • **Top 3 event locations** data	By May 2019, there will be a 10% reduction in the number of behavior incidents occurring on School Grounds.		Veranice Smith
See critical element 8 • **Core effectiveness** data	By May 2019, more than 97% of students will have 0-1 ODRs.		Veranice Smith
See critical element 7A • **Grade Level/Classroom referrals** data	By May 2019, there will be a 3% reduction in classroom ODRs.		Veranice Smith