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:	Stirling Elementary
School Number:	0691
SPBP Contact Name:	Alisia Coachman-Williams
Direct Phone Number:	(754) 323-7600

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?
Tamara Zaslow	Principal	Administration
Alisia Coachman-Williams	SPBP Point of Contact	RtI:B Team
Yolene Louis	Parent/Community Representation	SAC
Lori Gaber	BTU Representative	BTU
Aida Reilly	Specials Teacher	
Nadine Antoine	Kindergarten Teacher	
Miriam Brezo	First Grade Teacher	
Maria Santos	Second Grade Teacher	
Angela Blackmon	Third Grade Teacher	
Marienid O'Neill	Fourth Grade Teacher	
Nancy Ganz	Fifth Grade Teacher	
Jennifer Valliere	Special Programs Teacher	

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:
11/14/2018	7:30 a.m.	Alisia Coachman-Williams	1. Create and disseminate updated Expectations and Rules lesson plans (#3 and #4)
1/30/2019	7:30 a.m.	Alisia Coachman-Williams	2. Review progress of Implementation Action Plan (#9)
2/12/2019	7:30 a.m.	Alisia Coachman-Williams	3. Collect & analyze implementation data (#10A)
4/16/2019	7:30 a.m.	Alisia Coachman-Williams	4. Collect & analyze student outcome data (#10B)

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 (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	4/23/2018	# 41 of 45 participants = 91%	Alisia Coachman-Williams
Held a *faculty* vote on the new SPBP (for SY 2018/19)	4/23/2018	91% approved the School-wide Plan	Alisia Coachman-Williams
Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community)	5/14/2018	# 10 of 10 participants = 100%	Alisia Coachman-Williams

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) (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.	Alisia Coachman-Williams
Present the 2018/19 SPBP to stakeholders (parents and community)	Prior to Oct 1st, 2018 9/17/2018		
Present behavior data to staff *Quarterly: minimum of 4 each year*	1. 10/8/2018	The team will present the implementation data in 10A. Include: • the "marketing" (teaching and posting) of expectations and rules • lesson plan implementation • discipline procedures • reward system implementation	Alisia Coachman-Williams
	2. 12/22/2018		
	3. 3/21/2019	The team will present the student outcome data in 10B. Include: • top 3 event locations • type of behavior incidents • core effectiveness data • classroom referral data, as well as analysis of this data.	
	4. 5/28/2019		

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.SB-Unruly Disruptive Behavior (13)	6.ZC- Possession Use of Prohibited Items (2)
2.UP-Disruptive Unruly Play (5)	7.ZN- Assault Threat Non Criminal (2)
3.ZI-Fight Minor Altercation (4)	8.XA- Disruption on Campus Minor (1)
4.01-Disobediience Insubordination (3)	9. NA
5.02-Insulting Obscene Profane Language (3)	10. NA

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. Be Respectful
2. Be Responsible
3 .Be Safe
4. NA
5. NA

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</u> for **each** <u>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	20-22, 2018	8:30 a.m.-10:30 a.m.
January	8 & 9, 2019	8:30 a.m.-10:30 a.m.
4th Quarter	April 1-3, 2019	8:30 a.m.-10:30 a.m.

Who will be responsible for teaching the lesson plans?	Classroom Teachers Guidance Counselors
Where will the lesson plan instruction occur?	Classroom
Who is responsible for retaining, organizing and distributing all lesson plans?	Alisia Coachman-Williams

CRITICAL ELEMENT #4: Location-based Rules

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. Cafeteria	10
2. Playground	3
3. Front Office	2

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				
		IDENTIFIED LOCATIONS _Copy and paste locations from **4A**._		
	Copy and paste expectations from **3C**.	Cafeteria	Playground	Front Office
		Rules	**Rules**	**Rules**
School-wide **EXPECTATIONS**	Be Respectful	Follow all adult directions the first time	Use appropriate language and kind words.	Follow all adult directions the first time.
	Be Attentive	Stay seated	Participate positively in play.	Focus on the activity at hand.
	Be Safe	Eat and enjoy your own food.	Keep your hands, feet and objects to yourself.	Keep your hands, feet and objects to yourself.
	Click here to enter Expectation #4	NA	NA	NA
	Click here to enter Expectation #5	NA	NA	NA

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 lesson plan</u> 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	20-22, 2018	8:30-10:30 a.m.
January	8 & 9, 2019	8:30-10:30 a.m.
4th Quarter	April 1-3, 2019	8:30-10:30 a.m.

Who will be responsible for teaching the lesson plans?	Classroom Teacher & Guidance Counselor
Where will the lesson plan instruction occur?	Classroom
Who is responsible for retaining, organizing and distributing all lesson plans?	Alisia Coachman-Williams

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: The majority of our students will follow school-wide expectations 93% of the 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? *(use numerical data)*	**Data used: The students will follow the school expectations 90% of the time.** **Problem: Students receiving more than one referral during the 2017-18 school year is 9.**
2. Problem Analysis: Why do you think this problem is occurring? What is your goal? *(use a SMART goal statement with numerical data)*	**Hypothesis: Students lack understanding of school expectations and the ability to generalize these expectations throughout the school campus.** **Goal Statement:** Reduce the number of students receiving more than 1 referral by 50%.
3. Intervention Design: Describe how you will implement a positive reward program to decrease this problem.	**Type of System:** *Click here to choose a type* **Students receiving more than one referral will receive strategy lessons to improve their behavior.** **Description of System: Students will receive a quarterly reward for not receiving a referral.** Students with 0 referrals will participate in a school-wide quarterly behavior recognition program. Students who receive 0 referrals during the first quarter will receive a pencil. Students who receive 0 referrals during the second quarter will receive a bracelet. Students who receive 0 referrals during the 3rd quarter will receive a no uniform day. Students who receive 0 referrals during all 4 quarters will receive a certificate at their grade level closing awards program.
4. Evaluation: A. Implementation fidelity	**A.** The number of referrals per student should trend down each quarter by 50%.
B. Student outcome monitoring	**B.** How will you know if the reward program is positively impacting **students**? The number of students is reduced from 9 to 5 or less.

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. Talking out of turn	Talking while the teacher or other students are talking
2. Talking back	Verbal non-compliance
3. Not following directions or listening	Non-compliance
4. Putting your hands on others	Touching someone without consent
5.	
6.	

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
Time out (In class)	
Timeout in another teacher's class	
Note/ call home	
Loss of privilege	
Write an apology letter	

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).
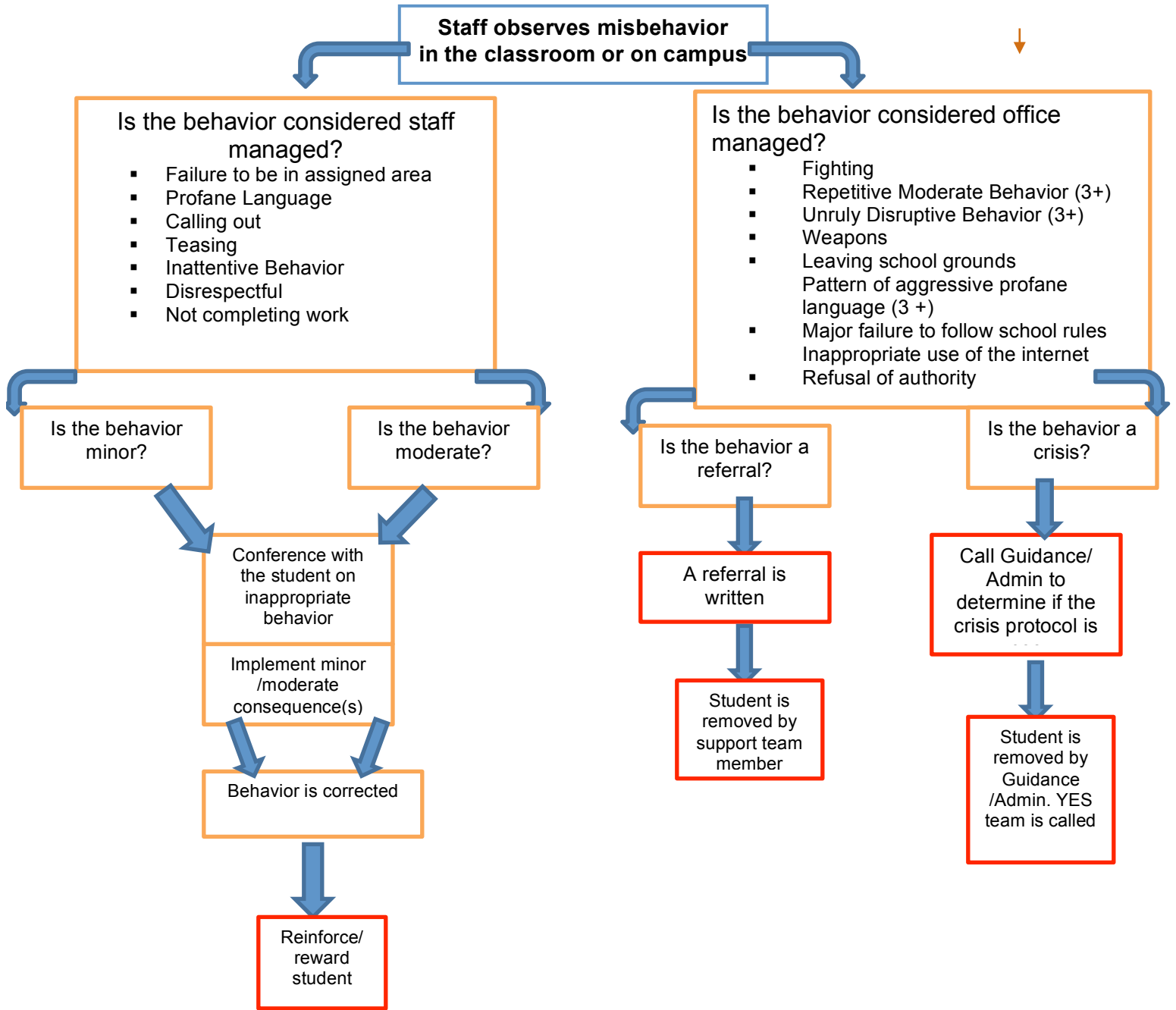
Office Discipline Referrals (ODRs)	
Behavior	**"Looks Like"** - *provide a description with example(s)*
1. Disobedience/Insubordination	Unruly behavior or insubordinate conduct that interferes with or disrupts the learning environment.
2. Disruptive/Unruly Play	Play that interferes or disrupts the learning environment
3. Defiance of authority	Non compliance to directions given
4.	
5.	
6. Repetitive staff managed misbehaviors	More than [3] misbehaviors in [half] [hour] warrants an office referral. *e.g.,* *3* *half* *hour* *2* *one* *period*

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.

Staff observes misbehavior in the classroom or on campus

Is the behavior considered staff managed?
- Failure to be in assigned area
- Profane Language
- Calling out
- Teasing
- Inattentive Behavior
- Disrespectful
- Not completing work

Is the behavior considered office managed?
- Fighting
- Repetitive Moderate Behavior (3+)
- Unruly Disruptive Behavior (3+)
- Weapons
- Leaving school grounds
- Pattern of aggressive profane language (3 +)
- Major failure to follow school rules
- Inappropriate use of the internet
- Refusal of authority

Is the behavior minor?

Is the behavior moderate?

Is the behavior a referral?

Is the behavior a crisis?

Conference with the student on inappropriate behavior

Implement minor /moderate consequence(s)

A referral is written

Call Guidance/ Admin to determine if the crisis protocol is

Behavior is corrected

Student is removed by support team member

Student is removed by Guidance /Admin. YES team is called

Reinforce/ reward student

8

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:**	Power of Three Take care of self Take care of each other Take care of our environment/classroom or school
*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):* **Power of Three**
The data is collected and analyzed by your school leadership team as a **universal screening** *across teachers* to determine the need for classroom management training: How many referrals are written by each teacher? When does the misbehavior occur?
Fidelity of Implementation Plan: *(3-4 sentences) This data will have to be collected ad analyzed quarterly. The discipline team will reflect upon the findings. Adjustments and or training may have to be implemented.*   The classroom teachers that wrote more than 3 referrals have students with special circumstances. The data will be analyzed quarterly to determine if the students need a tiered behavior plan implemented and/or RtI. The teachers also have to look at their strategies to engage students after lunch.

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**:	18
Total number of **school-wide** discipline referrals:	38
% of referrals in the classroom:	47%
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:				
# Referrals		% of Total Population	Core Effectiveness	
0 - 1 referral		99%	Are your 0 – 1 referrals > 80%?	**Yes** No
2 - 5 referrals (at risk students)	7	1%	Are your 2 - 5 referrals <15%?	**Yes** No
> 5 referrals (high risk students)	2	0%	Are your >5 referrals <5%?	**Yes** No

8B. Core Effectiveness Plan:

If <u>all</u> 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? Our at risk and high risk students are identified through RtI. Our school will continue to put systems in place to address the needs of the 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: *(3-4 sentences)* *Our core effectiveness is working for the majority of our students. We will continue to be vigilant and address concerns with students, their parents and teachers.*	

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	35%	28%	7%	☐Yes	**No**
Hispanic/Latin	25%	28%	3%	☐**Yes**	☐No
White	35%	22%	13%	☐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 <u>all</u> 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: *(3-4 sentences)* During our quarterly data chats our leadership team will look to see if our Hispanic/ Latin population is receiving more referrals and why? When we identify the why, we will implement a reteach to those students on the skills they need to be successful.	

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
Current	☐ **This Action Plan has been saved to use *next year* during quarterly meetings**	**Alisia Coachman-Williams**
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**	**Alisia Coachman-Williams**
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	Alisia Coachman-Williams

August 1st meeting	☐ Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP
	☐ 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/
	☐ 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
		Alisia Coachman-Williams

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	**Principal & Alisia Coachman-Williams**
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	Autumn Chokshi
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.	Alisia Coachman-Williams
January 2019 3rd meeting Prepare for 2019/20 SPBP	☐ Staff to re-teach Expectations and Rules first day back from break ☐ Ensure the <u>Principal signs in</u> 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	Alisia Coachman-Williams
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.	Alisia Coachman-Williams
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	Alisia Coachman-Williams
April	☐ Submit your SPBP in OSPA by April 30th every year	**Principal**

SPBP Team Implementation Action Plan 2018 - 2019

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 **measureable** 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	The Power of Three rules will be posted in all classrooms, hallways, and cafeteria by end of August 2018	Refer to **quarterly** presentation dates in 2B. This is the data the team will be sharing during presentations.	Alisia Coachman-Williams
Behavior lesson plans are being taught as written and when indicated	All teachers will teach behavior lesson plans at the beginning of school year and after school breaks (Winter Break-Spring Break)		Alisia Coachman-Williams
Discipline consequences and **flow chart** are being used by all staff as written	All staff will be trained on the discipline consequences and flow chart and how to implement by the end of August 2018.		Alisia Coachman-Williams
A **reward system** is being implemented for *all* students	Students who follow the Power of Three will be rewarded with certificates, no uniform days and bracelets.		Alisia Coachman-Williams

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 **measureable** 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	The number of behavior referrals in each incident category will decrease in occurrence by 50%.	10/08/2018 12/22/2018 03/21/2019 05/28/2019 This is the data the team will be sharing during presentations.	Alisia Coachman-Williams
See critical element 4A • **Top 3 event locations** data	The number of behavioral referrals in each location will decrease in occurrence by 50%.		Alisia Coachman-Williams
See critical element 8 • **Core effectiveness** data	The core program is effective as evidenced by the data in section 8.		Alisia Coachman-Williams
See critical element 7A • **Grade Level/Classroom referrals** data	The number of grade level referrals will decrease in occurrence by 50% in 3rd (13) and 5th grade (17).		Alisia Coachman-Williams