

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:	McNab Elementary
School Number:	0841
SPBP Contact Name:	Clarice Johnston
Direct Phone Number:	754-322-7072

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?
Dorys Palacio	Principal	Administration
Clarice Johnston	SPBP Point of Contact/AP	Administration
Rosalie Brunetti	Parent/Community Representation	SAC
Maureen McHugh	BTU Representative	2 nd grade teacher
Gretchen Ross	Teacher	K
Debra Gold	Teacher	1 st
Kim Wheaton	Teacher	2 nd
Brianne Hudanich	Teacher	3 rd
Alise Anderson	Teacher	4 th
Mindy Martin	Teacher	5 th
Candyce Rapp	Teacher	Art

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:
9/18/2018	2:15 pm	Clarice Johnston/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)
11/20/2018	2:15 pm	Clarice Johnston/Assistant Principal	
1/22/2019	2:15 pm	Clarice Johnston/Assistant Principal	
3/19/2019	2:15 pm	Clarice Johnston/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	4/2/2018	# of participants = 46	Clarice Johnston
Held a <i>faculty</i> vote on the new SPBP (for SY 2018/19)	4/9/2018	% approved =100%	Clarice Johnston
Presented the <i>new</i> SPBP (for SY 2018/19) to stakeholders (parents and community)	4/24/2018	# of participants = 39	Clarice Johnston

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: 8/15/2018	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.	Clarice Johnston
Present the 2018/19 SPBP to stakeholders (parents and community)	Prior to Oct 1 st , 2018 9/11/2018		
Present behavior data to staff <i>Quarterly: minimum of 4 each year</i>	1. 10/16/2018	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 	Clarice Johnston
	2. 12/18/2018		
	3. 2/19/2019	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. 4/16/2019		

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. Disruptive Unruly Behavior	6. Cell Phone Violation
2. Out of assigned area	7. Battery
3. Insulting/Profane/Obscene Language	8. NA
4. Disobedience/insubordination	9. NA
5. Disruptive Unruly Play	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. Make responsible choices
2. Be respectful to yourself and others
3. Always be safe

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 and 17, 2018	8:30am/9:00am and reinforce by teachers throughout the day
January	January 8 and 9, 2019	8:30am/9:00am and reinforce by teachers throughout the day
4 th Quarter	April 2 and 3, 2019	8:30am/9:00am and reinforce by teachers throughout the day
Who will be responsible for teaching the lesson plans?		Admin/Classroom teachers and support staff
Where will the lesson plan instruction occur?		Cafeteria and classrooms
Who is responsible for retaining, organizing and distributing all lesson plans?		Cortney Casella, School Counselor

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.Hallway	12
2.Playground	12
3.Cafeteria	10

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 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>		
		Hallway	Playground	Cafeteria
	Rules	Rules	Rules	
	Be Respectful to yourself and others	Walk quietly do others can continue to learn.	Follow rules of organized games and activities	Use table manners with inside voices while having polite conversations.
	Make Responsible Choices	Go directly to your destination	Include everyone in activities that wants to participate	Clean up assigned area
	Always be safe	When walking to a destination with a buddy, go directly to the correct destination.	Follow the rules of the playground and keep your hands and feet to yourself.	Stay in your assigned area or space and keep it clean
NA	NA	NA	NA	
NA	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 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 16 and 17, 2018	8:30am/9:00am and reinforce by teachers throughout the day
January	January 8 and 9, 2019	8:30am/9:00am and reinforce by teachers throughout the day
4 th Quarter	April 2 and 3, 2019	8:30am/9:00am and reinforce by teachers throughout the day
Who will be responsible for teaching the lesson plans?		Admin/Classroom teachers and support staff
Where will the lesson plan instruction occur?		Classrooms and Cafeteria
Who is responsible for retaining, organizing and distributing all lesson plans?		Cortney Casella, school counselor

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: Cafeteria

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: Student referrals and frequency of certificates being turned in Problem Identification: Students do not always follow cafeteria rules and expectations.
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 require more frequent reminders of rules and expectations. Goal Statement: By the end of the 2 nd quarter, the number of referrals will be reduced by 2% and the number of certificates being turned in every 20 days will increase by 20%.
3. Intervention Design: Describe how you will implement a positive reward program to decrease this problem.	Type of System: Point system Description of System: Each class will bring a composition book with the Rounding-Up Mindful Mustangs Certificate and a pen in a pouch on the front. If 90% of the class meets cafeteria expectations, then the adult cafeteria monitors initials one of the squares in the certificate. If they did not, the adult monitor writes the name(s) of students in the composition book along with the date and what expectation/rule they did not meet. This will communicate with the teacher without taking time when they pick their class up from lunch.
4. Evaluation: A. Implementation fidelity	Once a class obtains 20 initials on a certificate, the teacher turns it into the assistant principal and the class is assigned a uniform free day. They get a new certificate and start the process over again.
B. Student outcome monitoring	Students will follow the rules and expectations for cafeteria behavior. They will use table manners having polite conversations, clean up their assigned area and stay in their assigned area. 90% of the students in a class must meet the expectations for the rules in the cafeteria.

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. Yelling out in class	Talking out of turn or calling out without being called upon to speak.
2. Shoving in line	Pushing another student while traveling in a line
3. Not staying in your seat	Being out of your seat during a whole group lesson and without permission
4. Not in your assigned area	Leaving your assigned area without permission
5. Not cooperating during group work	Disruptive behavior that effects a group's work product
6. Off task during classwork	Incomplete assignments due to off task behavior

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 checked="" type="checkbox"/> Menu <input type="checkbox"/> Hierarchy
Timeout in another classroom	
Seat change	
Teacher note or phone call home to parent	
Planned ignoring	
Recess or lunch detention in the office	

6C. Administration Managed Misbehaviors:

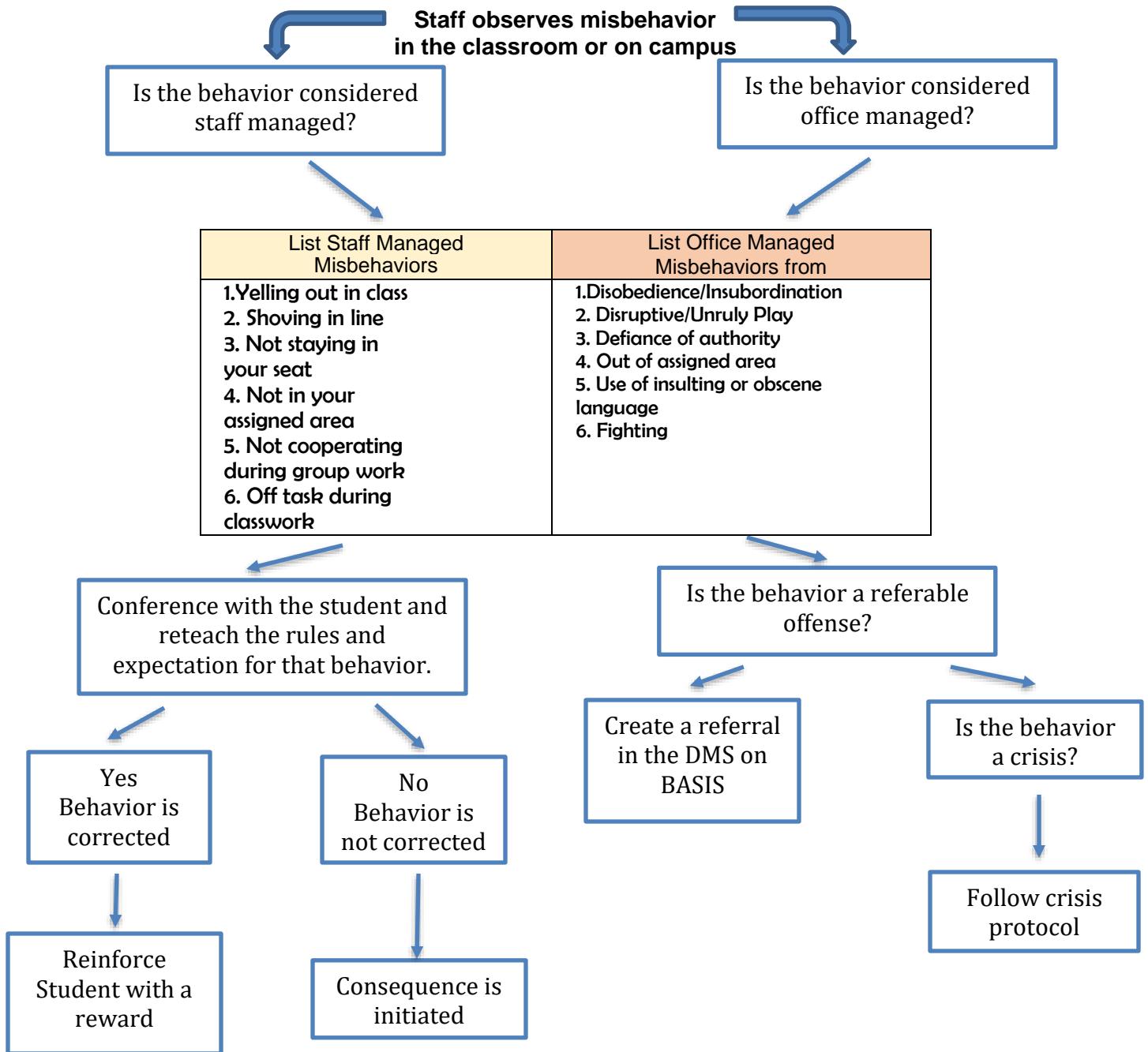
(a) Define the first 3 behaviors by providing examples that clearly identify the point at which the misbehavior warrants an Office Discipline Referral (ODR).

(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. Disobedience/Insubordination	Not complying with rules and expectations repeatedly after staff prompting, ex.
2. Disruptive/Unruly Play	An offense that causes or has the potential to cause harm, ex. Shoving in line
3. Defiance of authority	Not following adult directions, ex. Refusing to comply with something a staff members asks a student to do
4. Out of assigned area	Leaving an assigned area without permission, ex. Walking out of the classroom or off the playground field
5. Use of insulting or obscene language	Using inappropriate language with another student, ex. Swearing at or calling another student a name
6. Repetitive staff managed misbehaviors	More than <input type="text" value="5"/> misbehaviors in <input type="text" value="one"/> <input type="text" value="day"/> warrants an office referral.

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, not classroom systems)</i>	<input checked="" type="checkbox"/> 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?	<input checked="" type="checkbox"/> 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 checked="" 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
<input checked="" type="checkbox"/> 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 <u>across teachers</u> to determine the need for classroom management training:
Fidelity of Implementation Plan: The leadership team will look at the number of referrals written for certain infractions and determine if they should have been classroom managed behaviors using the CHAMPS strategies. We will also soft survey teachers in meetings to understand their thoughts on if our SPBP is working. The professional development team will also include questions on a needs assessment to determine the need for training.

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 :	55
Total number of school-wide discipline referrals:	95
% of referrals in the classroom:	37%
Do more than 40% of your referrals come from the classroom?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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:	630			
# Referrals		% of Total Population	Core Effectiveness	
0 - 1 referral		98%	Are your 0 – 1 referrals > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2 - 5 referrals (at risk students)	9	1%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
> 5 referrals (high risk students)	6	1%	Are your >5 referrals <5%?	<input checked="" type="checkbox"/> Yes <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?	<input checked="" type="checkbox"/> Yes <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: Guidance referrals or School Social Worker home contact/visit initiated by the MTSS/Rtl leadership team once the at risk student has been identified. Interventions will be put in place.	

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	14	14	0	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Hispanic/Latin	23	22	-1	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
White	57	60	3	<input checked="" type="checkbox"/> Yes <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: McNab will be setting up a school-wide mentoring program where staff members mentor at-risk students and/or students that need extra support and interventions for their behavioral needs. Scheduled school counselor groups will continue for those students in need as referred by teachers and/or parent requests.	

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	<input checked="" type="checkbox"/> This Action Plan has been saved to use <i>next year</i> during quarterly meetings	Clarice Johnston, AP
Current	<input checked="" type="checkbox"/> 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	Clarice Johnston, AP
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 tyne.hogan@browardschools.com for more information, if you are unsure) <input type="checkbox"/> Confirm 1 st team meeting date and time	Click here to enter NAME & title.
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	Click here to enter NAME & title
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	Click here to enter NAME & title.
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	Click here to enter NAME & title.
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.	Click here to enter NAME & title
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</u> SPBP Brainshark: Due January 30 th <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</u> SPBP <input type="checkbox"/> Teams watch the <u>new</u> SPBP Brainsharks and refers to <u>new</u> "Additional items" Brainsharks and Additional items posted at: http://www.browardprevention.org/mtssrti/rtib	Click here to enter NAME & title.
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 Tyne.hogan@browardschools.com to request analysis.	Click here to enter NAME & title
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	Click here to enter NAME & title
April	<input type="checkbox"/> Submit your SPBP in OSPA by April 30 th 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	Evidence of the posters made for each classroom and hallway as well as the office and cafeteria are hung.	10/16/18, 12/18/18, 2/19/19, 4/16/19	Clarice Johnston
Behavior lesson plans are being taught as written and when indicated	Evidence of the posters made for each classroom and hallway as well as the office and cafeteria are hung.		Clarice Johnston
Discipline consequences and flow chart are being used by all staff as written	Referrals written in the DMS will follow the discipline consequences flow chart. Discussions with teacher will be had before referral is accepted and the event is created in the DMS.		Clarice Johnston
A reward system is being implemented for <i>all</i> students	The number of Rounding Up Mindful Mustangs being filled and turned in and rewarded will increase quarterly.		Clarice Johnston

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	The number of our top behavior incidents will decrease by 10% quarterly.	10/16/18, 12/18/18, 2/19/19, 4/16/19	Clarice Johnston
See critical element 4A • Top 3 event locations data	The number of incidents occurring in our top three locations will decrease quarterly with at least 90% of the students having 1 or less ODR.		Clarice Johnston
See critical element 8 • Core effectiveness data	The number of students receiving multiple referrals will decrease and 90% of the students will have 1 or less ODR.		Clarice Johnston
See critical element 7A • Grade Level/Classroom referrals data	The numbers of referrals will decrease as teachers use the research based strategies from CHAMPS.		Clarice Johnston