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. <u>ACTION</u>: Log in with your p # and watch the Brainshark <u>before Jan 30th</u>.**
- ✓ **A NEW Overview Brainshark for Teams. <u>ACTION</u>: 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*.
<u>ACTION</u>: Download, complete and upload the SPBP into your School Improvement Plan <u>before May 1, 2018</u>:

School Name:	North Fork Elementary
School Number:	1191
SPBP Contact Name:	Sophia Myers
Direct Phone Number:	754-322-7350

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 <u>ongoing team meetings</u> and <u>participation in developing this SPBP</u>. 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?
Rendolyn Amaker	Principal	Administration
Sophia Myers	SPBP Point of Contact	Administration
Marjorie Coke-Malcolm	Parent/Community Representation	SAC
N/A (no steward)	BTU Representative	---
Erica Biddings	Guidance	RtI Point of Contact
Spencer Butler	Teacher	5th Grade
Tenon Fulton	Teacher	3rd Grade
Latoya Marshall	Teacher	Kindergarten

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	9:00 a.m.	Erica Biddings and/or Sophia Myers	1. Create and disseminate updated Expectations and Rules lesson plans (#3 and #4)
10/23/2018	3:15 p.m	Erica Biddings and/or Sophia Myers	2. Review progress of Implementation Action Plan (#9)
2/21/2019	1:30 p.m.	Erica Biddings and/or Sophia Myers	3. Collect & analyze implementation data (#10A)
5/9/2018	1:30 p.m.	Erica Biddings and/or Sophia Myers	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	8/28/2017	# of participants = 39	Erica Biddings
Held a *faculty* vote on the new SPBP (for SY 2018/19)	8/28/2017	% approved =98%	Erica Biddings
Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community)	5/22/2018	# of participants = 76	Sophia Myers

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: 8/10/2018	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.	Sophia Myers
Present the 2018/19 SPBP to stakeholders (parents and community)	Prior to Oct 1st, 2018 9/19/2018		Sophia Myers
Present behavior data to staff *Quarterly: minimum of 4 each year*	1. 8/24/2018	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 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.	Sophia Myers
	2. 11/28/2018		
	3. 1/31/2019		
	4. 4/18/2019		

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. Disobedience/Insubordination	6. Battery on District Employee
2. Defiance of Authority Habitual	7. Profanity to Staff
3. Unruly Disruptive Behavior	8. Assault/Threat (non-criminal)
4. Physical Attack	9.Disruptive Unruly Play
5. Fight Minor Altercation	10. Bus Level 3 Violation

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 Safe
2. Be Respectful
3. Be Responsible
4. Be Patient & Kind
5.

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	08/20/2018	2:00 p.m.
January	01/09/2019	2:00 p.m.
4th Quarter	05/15/2019	2:00 p.m

Who will be responsible for teaching the lesson plans?	Teachers
Where will the lesson plan instruction occur?	Classroom
Who is responsible for retaining, organizing and distributing all lesson plans?	Erica Biddings

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. Cafeteria	18
2. Hallway	7
3. Bus	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 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** *Copy and paste locations from 4A.*		
		Cafeteria	Hallway	Bus
		Rules	**Rules**	**Rules**
	Be Safe	Walk at all times	Walk at all times (Manatee March)	Stay seated while the bus is in motion
	Be Respectful	Don't talk to someone with your food in your mouth	Walk with your hands and feet to yourself	Don't talk back or argue with the bus driver
	Be Responsible	Only eat food from your tray	Report incident to adult/office immediately	Report incident to bus driver immediately
	Click here to enter Expectation #4	Click here to enter a Rule	Click here to enter a Rule	Click here to enter a Rule
	Click here to enter Expectation #5	Click here to enter a Rule	Click here to enter a Rule	Click here to enter a Rule

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 17 & 20	1:30pm
January	January 10 & 11	1:30pm
4th Quarter	April 4 & 5	1:30pm
1:30pm		
Who will be responsible for teaching the lesson plans?		Teachers
Where will the lesson plan instruction occur?		Cafeteria
Who is responsible for retaining, organizing and distributing all lesson plans?		Erica Biddings

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: Be Respectful

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: DMS** **Problem Identification: Lack of Respect**
2. Problem Analysis: Why do you think this problem is occurring? What is your goal? *(use a SMART goal statement with numerical data)*	**Hypothesis: If we teach respect & hold it in a positive light (with incentive) students will increase their use of respect to self & others** **Goal Statement:** Student will demonstrate respect for self and others
3. Intervention Design: Describe how you will implement a positive reward program to decrease this problem.	**Type of System:** *Economic simulation system* **Description of System:** *School will implement a Manatee Buck system to reward students for following the expectation stated above. Students will be able to redeem their Manatee Bucks monthly in the school prize store.*
4. Evaluation: A. Implementation fidelity	**A.** How do you monitor the fidelity (consistency and effectiveness) of the **staff's** implementation of the reward program? We will monitor the fidelity of our Manatee Bucks program by tracking student earnings & redemption. Student visits to the school prize store will be logged by homeroom teacher. Administration will converse with students after cross-referencing logs with DMS reports.
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"? Administration will review student incident data in DMS quarterly and cross-reference it with Manatee Bucks Redemption Log. Administration will also conduct data chats with teachers and students as to the effectiveness of the program each semester. Additionally, a box will be set up for suggestions & improvements.

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. Disengaged	Not attentively participating in class/school educational activity
2. Calling Out	Commenting/asking or answering a question without being asked/called on
3. Physical Contact	Accidental contact with another, horseplaying
4. Disrespectful	Talking back/arguing with the teacher or adult staff member
5. Insubordination	Deliberate refusal to comply with teacher/staff directions/instructions
6. Profanity	Using curse words in school/class, not directed to staff

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.

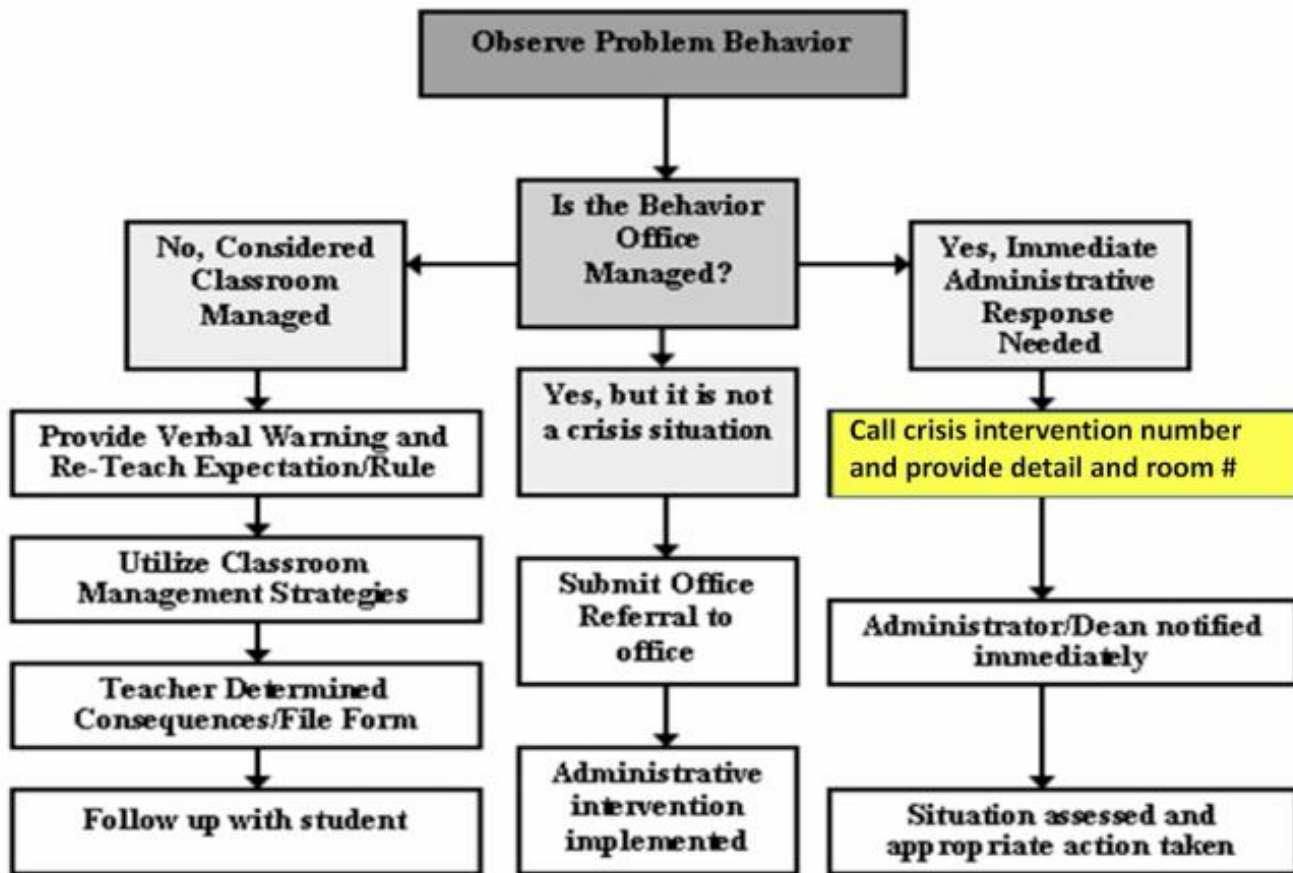| Is this a menu or hierarchy system?	☒ Menu ☐Hierarchy
Verbal Warning of Expectation/Redirection	
Change Color (behavior chart/clips)	
Time Out /Loss of Privilege	
Phone Call or Note Home	
Parent Conference or Detention	

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	Leaving the classroom or assigned area without permission
2. Disruptive/Unruly Play	Undesirable interaction (risk of causing harm to someone)
3. Defiance of Authority	Habitually refusing (not complying) with staff directions/instructions
4. Profanity	Directing the use of profanity to staff (cursing at staff)
5. Physical Attack	Physically attacking another student (resulting in bodily harm & law enforncement)
6. Repetitive staff managed misbehaviors	More than 5 misbehaviors in 1 dav 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.

Student Behavior Discipline Flow Chart

Observe Problem Behavior

Is the Behavior Office Managed?

No, Considered Classroom Managed

Yes, but it is not a crisis situation

Yes, Immediate Administrative Response Needed

Provide Verbal Warning and Re-Teach Expectation/Rule

Call crisis intervention number and provide detail and room #

Utilize Classroom Management Strategies

Submit Office Referral to office

Administrator/Dean notified immediately

Teacher Determined Consequences/File Form

Administrative intervention implemented

Follow up with student

Situation assessed and appropriate action taken

Classroom-Managed: Classroom disruption, minor profanity, cheating, etc.

Office-Managed: Behavior that is sent directly to the office (fights, weapons, etc) to be managed or minor behavior that is persistent and has not improved with varying interventions.

Crisis (In Need of Immediate Response): Potentially unsafe environment, suspicion of criminal behavior

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*: Conduct Classroom walkthroughs*
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: *(3-4 sentences)*

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:	90
% of referrals in the classroom:	**!Zero Divide**
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:	510			
# Referrals		% of Total Population	Core Effectiveness	
0 - 1 referral		**!Zero Divide**	Are your 0 – 1 referrals > 80%?	☐Yes ☐No
2 - 5 referrals (at risk students)	39	**!Zero Divide**	Are your 2 - 5 referrals <15%?	☒Yes ☐No
> 5 referrals (high risk students)	11	**!Zero Divide**	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: *(3-4 sentences)*
Implement SPBP during the 1st week of school. Conduct behavior expectation assemblies for each grade. Meet with teachers to discuss potential at risk students & reach out to the parents.

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	92	83	0	☐Yes	☒No
Hispanic/Latin	2	13	0	☐Yes	☒No
White	3	2	0	☐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: Implement SPBP during the 1st week of school. Conduct behavior expectation assemblies for each grade. Meet with teachers to discuss potential at risk students & reach out to the parents of at risk students.

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** ☒ check when Action completed	**Completed:** Person Responsible Name & Title
Current	☒ **This Action Plan has been saved to use *next year* during quarterly meetings**	**Sophia Myers &/or Erica Biddings**
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**	**Sophia Myers &/or Erica Biddings**
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 **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	At 8:15am on Mondays during the first week of every quarter, administrators will perform Classroom Walk Throughs (CWT)	Refer to **quarterly** presentation dates in 2B. This is the data the team will be sharing during presentations.	Sophia Myers, Assist. Principal
Behavior lesson plans are being taught as written and when indicated	During Week 2		Sophia Myers, Assist. Principal
Discipline consequences and **flow chart** are being used by all staff as written	We will monitor teacher-written referral quarterly and debrief with committee & teachers accordingly		Sophia Myers, Assist. Principal
A **reward system** is being implemented for *all* students	Compare Data, look for trends. Have open conversations with teachers & committee		Rendolyn Amaker, Principal

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	Quarterly referrals will be reviewed for decreased numbers	Refer to **quarterly** presentation dates in 2B. This is the data the team will be sharing during presentations.	Sophia Myers
See critical element 4A • **Top 3 event locations** data	Number of incidents will decrease		Sophia Myers
See critical element 8 • **Core effectiveness** data	SPBP will be implemented with fidelity thereby increasing the effectiveness		Sophia Myers
See critical element 7A • **Grade Level/Classroom referrals** data	Administrators will conduct CWT to ensure implementation of school-wide Tier 1 classroom management system		Sophia Myers