

School-wide Positive Behavior Plan (SPBP)

To be implemented in pre-planning 2017

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 mini-Brainshark Series for teams. These Brainsharks are divided into the Critical Elements of PBIS. Although they are not mandatory to watch, they will show you “how to” write a comprehensive SPBP (and receive a high score!) **It is recommended that all school teams watch the Overview Brainshark** at the URL above.
- ✓ A Feedback Rubric to ensure your team will correctly complete the SPBP and develop a meaningful plan.

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

ACTION: Download, complete, and upload the SPBP in your SIP Plan, BP # 2, before May 1, 2017:

School Name: Castle Hill Elementary School
School Number:1461
SPBP Contact Person: Natay Rozier
Direct Phone Number: 754-322-5600

CRITICAL ELEMENT # 1: Functioning Team and Administrative Support

1A. List your current (SY 2016/17) team members: (must have 6-8 team members)

Each name on this list verifies attendance in ongoing team meetings and participation in developing this SPBP. Each member is responsible for representing stakeholders (i.e. Educational Support Personnel, grade level teachers, specials teachers, support staff, etc.) and sharing SPBP content and updates with respective groups.

Full Name	Position	Stakeholder Representation
Christopher Gentles	Intern Principal	Administration
Natay Rozier	SPBP Point of Contact	Speech Teacher/Rtl:B Team
Nicola Minott	Parent/Community Representation	SAC (Parent)
Kimberly Jefferson	BTU Representative	4 th Grade Teacher/BTU
Jessika Timmons	Literacy Coach	Support Staff
Melanie Fields	ESE Teacher	ESE Teacher
Maurice Small	Behavior Tech	Staff
Tonya Harden	Paraprofessional	Educational Support Personnel

1B. Schedule and document your team meetings for 2017/18 school year: (minimum of 4)

Also enter in the school's master calendar.

Meeting Date	Time	Responsible Person
September 7, 2017	9:00 AM	Natay Rozier
November 9, 2017	9:00 AM	Natay Rozier
January 17, 2018	2:15 PM	Natay Rozier
April 18, 2018	2:15 PM	Natay Rozier

CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment:

2A. Indicate the action steps completed in the 2016/17 school year that increased faculty and stakeholder understanding and knowledge of the SPBP:

Action Steps:	Date(s) (Before April 30 th THIS YEAR)	Content (2-3 sentences)
Presented the 2017/18 SPBP to Staff	3/15/2018	The SPBP team introduced the plan to the faculty and staff. Teachers worked in grade level teams to review the lesson plans and provide specific feedback. Each team worked collaboratively to provide suggestions and revisions.
Presented the 2017/18 SPBP to stakeholders (parents and community)	3/20/2018	The SPBP was introduced to parents during the March SAC meeting. Administration explained to the parents the purpose of the SPBP as well as the school's goals for the upcoming school year. The SPBP will be uploaded to the school's website.
Held a faculty vote on the 2017/18 SPBP	4/13/2018	A faculty meeting was held to approve the plan. Teachers were given the opportunity to review the plan with the revisions from the previous meeting. Teachers voted on the SPBP as presented with 95% approval.

2B. Plan the activities for 2017/18 school year to increase faculty and stakeholder understanding and implementation of the SPBP:

Action:	Date(s) (NEXT YEAR)	Content
Provide a professional development on the 2017/18 SPBP for all staff	Prior to students' 1 st day: 1. 8/15/2017	The team will present the SPBP for the 17/18 school year. Details of modifications and updates will be included. All stakeholders will be provided with access to the SPBP. Feedback will be collected for future team meetings.
Present the 2017/18 SPBP to stakeholders (parents and community)	Prior to Oct 1 st , 2017 1. 9/12/2017	
Present updated fidelity of implementation from Critical Element 10A and student outcome data from Critical Element 10B to all staff (Quarterly: minimum of 4 each year)	1. 10/18/2017	The team will share the updated implementation data in 10A including: the "marketing" of expectations and rules, lesson plan implementation, and discipline processes.
	2. 12/7/2017	
	3. 3/1/2018	The team will share the updated student outcome data in 10B including: top 3 event locations, type of behavior incidents, and core effectiveness data as well as analysis of this data.
	4. 4/12/2018	

CRITICAL ELEMENT # 3: School-wide Expectations

3A. Collect behavior data from BASIS 3.0:

Top 10 Behavior Incidents (put N/A in any blank spaces)
1. SB: Unruly Disruptive Behavior
2. 01: Disobedience/Insubordination
3. ZW: Defiance of Authority/HAB 01 Vio
4. ZI: Fight-Minor/Altercation/Conf
5. ZU: Out of Assigned Area
6. 02: Insulting/Profane/Insulting Lang
7. 26: Battery on District Employee
8. ZX: Profanity Directed Towards Staff
9. ZY: Cell Phone Violation
10. UP: Disruptive/Unruly Play

3B. Group similar problem behaviors to develop:

3-5 Negative <u>Characteristics</u>
Disrespectful Behaviors
Defiance/Insubordination
Being irresponsible

3C. List the *opposites* of the 3 - 5 negative characteristics to develop:

3 – 5 Positive Replacement <u>Characteristics</u> = your School-wide Expectations
Respecting all adults and peers
Comply with all directives given to ensure academic growth
Being responsible

3D. Using the expectation lesson plan templates, complete 3 – 5 lesson plans, 1 for each of the above listed school-wide expectations. (e.g., if you have 4 expectations, you will use 4 lesson plan templates). Delete any empty templates you do not use.

Teaching School-wide Expectations
Lesson Plan

School-wide Expectation #1: Respecting all adults and peers

Definition of expectation:	
Being kind and considerate of others and of yourself; honoring the feelings, opinions and property of others. Treating others the way you want to be treated.	
Rationale for having this expectation	
CHE has a very diverse population and by showing respect to yourself and others we are able to maintain a positive and safe learning environment.	
Positive examples: "looks like"	Non-examples
Using respectful words to peers and adults	Being disrespectful to adults and peers
Being kind, pleasant, and complimentary at all times	Using unkind and demeaning words
Being sensitive to others feelings	Being insensitive to others
List 2 resources (website addresses, curriculum with location, books with page numbers, programs with lesson plan number, etc.) you will use to teach this lesson plan. Be specific enough so the resources can be located by anyone.	
1. www.goodcharacter.com RESPECT video	
2. You Can Handle Them All- Page 80-82	
List the steps of this lesson plan (Include lesson format, activities, and materials). Be detailed enough so the lesson can be implemented by anyone.	
1. The Respect-What Does It Mean video will be shown schoolwide on the morning show.	
2. Teachers will conduct classroom meetings to allow students to discuss and model respect as shown on video.	
3. Teachers will use the RESPECT video as introduction to Respect activity.	
4. The discussion questions will be chunked throughout the video.	
5. Students will work in groups and create poster boards or other graphic organizers to demonstrate their understanding of the content.	
WHEN will this lesson plan be taught?	
Beginning of school year date(s) and time(s):	August 21-25 8:15-8:35
After long holidays	Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this expectation.
3rd quarter	
WHO will teach this lesson plan?	WHERE will the lesson plan instruction occur?
Classroom Teachers/Special teachers will reinforce	Classrooms

Teaching School-wide Expectations

Lesson Plan

School-wide Expectation #2: Comply with all directives given to ensure academic growth

Definition of expectation:	
Collaborating with others to accomplish a common purpose	
Rationale for having this expectation	
Working together helps us to achieve academic excellence and benefits us all.	
Positive examples: "looks like"	Non-examples
Completing all class assignments given (including homework)	Incomplete assignments
Following Directions the first time given	NOT Following directions
Compromising/problem solving with others	Arguing with others
List 2 resources (website addresses, curriculum with location, books with page numbers, programs with lesson plan number, etc.) you will use to teach this lesson plan. Be specific enough so the resources can be located by anyone.	
1. www.teacherHUB.com Cooperation Games	
2. www.goodcharacter.com Cooperation Video	
List the steps of this lesson plan (Include lesson format, activities, and materials). Be detailed enough so the lesson can be implemented by anyone.	
1. The Cooperation video will be played schoolwide on the morning show	
2. Teachers will allow students to brainstorm what cooperation means to them in their every-day life.	
3. Then the teachers will expand exploration through games that promote cooperation.	
4. Students in grades K-2 will play the games "What's in a Name" & "Wave Stretching"	
5. Students in grades 3-5 will play the game "Balloon Pop" & "All Aboard".	
WHEN will this lesson plan be taught?	
Beginning of school year date(s) and time(s):	August 16- 21, 2018 & September 4-7, 2018
After long holidays 3rd quarter	Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this expectation.
WHO will teach this lesson plan?	WHERE will the lesson plan instruction occur?
Classroom Teachers/Special Teachers will reinforce	Classrooms

Teaching School-wide Expectations
Lesson Plan

School-wide Expectation #3: Be Responsible

Definition of expectation:	
Being accountable for one's own actions and choices (and their expectations) without blaming others	
Rationale for having this expectation	
Castle Hill Elementary strives to produce responsible citizens that complete tasks, are considerate of others, and progress monitor their actions as it relates to themselves and others.	
Positive examples: "looks like"	Non-examples
Completing school work	Not completing your class assignments
Being on time for school/class	Excessive tardiness and absences
Keeping the campus clean	Throwing trash on the school grounds
List 2 resources (website addresses, curriculum with location, books with page numbers, programs with lesson plan number, etc.) you will use to teach this lesson plan. Be specific enough so the resources can be located by anyone.	
1. Youtube video: Kids for Character	
2. www.goodcharacter.com "Be Responsible Video"	
List the steps of this lesson plan (Include lesson format, activities, and materials). Be detailed enough so the lesson can be implemented by anyone.	
1. Students will brainstorm examples of responsibility. Teachers will then show the video Kids for Character. Students will be able to compare the list created and their observations from the video.	
2. Teachers will pose the first 3 discussion questions from teacher Responsibility guide from goodcharacter.com. The teacher will show the Be Responsible video from www.goodcharacter.com	
3. The teacher will chunk the remainder of the questions throughout the video discussing and clarifying answers.	
4. After a class discussion, allow the students to work together in groups to design a "Being Responsible" poster illustrating responsible behaviors.	
5.	
WHEN will this lesson plan be taught?	
Beginning of school year date(s) and time(s):	August 16-21, 2018 & September 4-7, 2018
After long holidays 3rd quarter	Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this expectation.
WHO will teach this lesson plan?	WHERE will the lesson plan instruction occur?
Classroom Teachers/Special Teachers will reinforce	Classrooms

CRITICAL ELEMENT #4: Location-based Rules

4A. Determine top 3 locations for Event problems from the BASIS 3.0 Behavior Dashboard. Do not use “classroom”

Top 3 Locations	
School Location	# Incidents
1. Classroom	37
2. School Grounds	15
3. Hallway	9

4B. Create an Expectations/Rules Chart from your 3-5 school-wide expectations and your top 3 locations. Develop 1 to 2 positively stated, observable, and measurable rules that correlate with every expectation to create a maximum of 5 rules for each location.

Expectations and Rules Chart			
Expectations Copy and paste expectations from 3C.	Locations Copy and paste locations from 4A.		
	Location #1: Classroom	Location #2: School Grounds	Location #3: Hallway
	Rules	Rules	Rules
Expectation #1: Respecting all adults and peers	Use appropriate language at all times	Use respectful language to all adults and peers	Walk on the right side of the hallway
Expectation #2: Comply with all directives given to ensure academic growth	Listen to directions the first time given	Keep hands feet and objects to yourself	Allow for personal space
Expectation #3: Be Responsible	Use appropriate conversation voice level as directed by teacher	Walk quickly but safely to your destination	Walk in a straight line and use inside voice.

4C. Using the rule lesson plan templates, complete 3 lesson plans, 1 for each of the above listed specific locations. Include all the rules listed under the location in the lesson plan.

Teaching Rules Lesson Plan

Location #1: Classroom

Location Rules: (from 4B chart)	Positive Example:	Non-example:
Use appropriate language at all times	Use words such as please, thank you, may I, and excuse me.	Using profane words and gestures
Listen to directions the first time given	Students will respond affirmatively to directions the first time given	Students refuse to comply with directions or say “no” to adults.
Use appropriate conversation voice level as directed by teacher	Students use inside voice (level 0-2) while in the classroom	Students screaming or using levels 4-5 while in the classroom.
List 2 resources (website addresses, curriculum with location, books with page numbers, programs with lesson plan number, etc.) you will use to teach this lesson plan. Be specific enough so the resources can be located by anyone.		
1. Castle Hill Classroom Behavior Expectation Chart		
2. CHAMPS Voice Level Chart from the CHAMPS Manual.		
List the steps of this lesson plan (Include lesson format, activities, and materials). Be detailed enough so the lesson can be implemented by anyone.		
1. The Teacher will review the school-wide expectations chart with students.		
2. The Teacher will outline specifics classroom behaviors and rewards for compliance.		
3. Students will be given an opportunity to practice appropriate words, phrases, and voice levels.		
4. Teacher will present students with scenarios and allow students to think/pair/share.		
5. Teacher will allow students to either write a paragraph or draw a picture to show what it means to be respectful, cooperative and responsible at all times.		
WHEN will this lesson plan be taught?		
Beginning of school year date(s) and time(s):	August 20-24, 2018 8:30-9:00 AM	
After long holidays 3rd quarter	Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this location’s rules.	
WHO will teach this lesson plan?		WHERE will the lesson plan instruction occur?
Classroom Teachers		Classroom

Teaching Rules Lesson Plan

Location #2: School Grounds

Location Rules: (from 4B chart)	Positive Example:	Non-example:
Use respectful language to all adults and peers	Use appropriate words when communicating with adults and peers	Using profane words or gestures
Keep hands feet and objects to yourself	Hands at your side and feet flat on the floor	Hitting other students or defacing bulletin boards
Walk quickly but safely to your destination	Walk with a purpose to your assigned area	Running in the hallway
List 2 resources (website addresses, curriculum with location, books with page numbers, programs with lesson plan number, etc.) you will use to teach this lesson plan. Be specific enough so the resources can be located by anyone.		
1. Castle Hill Expectations PSA Video		
2. Follow the Rules-You tube		
List the steps of this lesson plan (Include lesson format, activities, and materials). Be detailed enough so the lesson can be implemented by anyone.		
1. Brainstorm with students the purpose of the location rules for School Grounds.		
2. Students will watch the Follow the Rules video and discuss the various rules shown.		
3. Teachers will show the CHE PSA video to all students and discuss the actions of the characters.		
4. Teachers will escort the class on a campus walk to specific areas and discuss the rules for each area.		
5. Students will be given an opportunity to demonstrate understanding of the rules in specific areas of the school.		
WHEN will this lesson plan be taught?		
Beginning of school year date(s) and time(s):	August 20-24, 2018 8:30- 9:30 AM	
After long holidays 3rd quarter	Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this location's rules.	
WHO will teach this lesson plan?		WHERE will the lesson plan instruction occur?
Classroom teacher		Classroom

Teaching Rules Lesson Plan

Location #3: Hallway

Location Rules: (from 4B chart)	Positive Example:	Non-example:
Walk on the right side of the hallway	Keep to the right when transitioning.	Walking to the left or in a zig zag manner when transitioning
Allow for personal space	Maintain at least 2 feet distance between you and another person	Pushing and shoving others to pass
Walk in a straight line and use inside voice.	Walk one behind the other and use level 1 voice is speaking	Screaming or speaking loudly when in transition
List 2 resources (website addresses, curriculum with location, books with page numbers, programs with lesson plan number, etc.) you will use to teach this lesson plan. Be specific enough so the resources can be located by anyone.		
1. Hallway Lesson Plan (created by Leadership Team) Page 1-3		
2. Hallway Behavior Teacher Tube		
List the steps of this lesson plan (Include lesson format, activities, and materials). Be detailed enough so the lesson can be implemented by anyone.		
1. Teachers will use will introduce Hallway Rules with Teacher Tube video Hallway Behavior. Students will discuss and chart what the behavior looks like and sounds like. Teacher will complete the brainstorm activity (step 1) on page 1 of the lesson plan.		
2. The teacher will do step 2 of lesson plan: Teach & Inform(Chart what does it look like...what does it sound like)		
3. The teacher will do step 3 of lesson plan: Model & Practice (Students will model and practice hallway procedures)		
4. The teacher will do step 4 of lesson plan: Activities & Assessment (Groups or individuals model procedures while other students provide feedback)		
5.		
WHEN will this lesson plan be taught?		
Beginning of school year date(s) and time(s):	August 20-24, 2018 8:30-9:00 AM	
After long holidays	Use your quarterly team meetings to not only review and analyze your behavior data, but to plan and develop additional lesson plans you will use throughout the year to re-teach and reinforce this location's rules.	
3rd quarter		
WHO will teach this lesson plan?		WHERE will the lesson plan instruction occur?
Classroom Teachers		Classroom

CRITICAL ELEMENT #5 Reward and Recognition Programs



NEW element: refer to Rewards Brainshark for further guidance. <http://www.browardprevention.org/mtssrti/rtib/>

5. Describe in detail one positive school-wide intervention plan you will use to reward/recognize students who follow your school-wide expectations and/or location-specific rules: (2 - 6 sentences for each section)

Plan Section	Plan
A. What do students need to do to earn the reward? >Link to expectations and rules >Must be measurable	Be respectful by keeping hands, feet and objects to self. Be cooperative by following directions the first time given. Be responsible by being completing classwork.
B. What reward/recognition will they earn? >Include person(s) responsible for organizing	Students will be recognized with Cavalier Cash. Cavalier Cash can be used towards purchasing a variety of their favorite edible treats or game room time. Students will also be recognized via the morning show and picture displayed on hallway bulletin board. Assistant Principal and Support Staff responsible.
C. How will you collect data to determine who has earned the reward? >include person(s) responsible for organizing and analyzing	Each student will keep Cavalier Cash in pocket envelope taped to the desk. On cash out days the classroom teacher will submit names of students that have made the target goal of 10 bucks. Behavior Tech will be responsible for organizing and analyzing.
D. When and how will the reward be provided? >Include timeline >Include actual date	In the beginning of the year the rewards will be weekly (Friday) starting with the first week of school to obtain initial excitement. As the objectives change so will the time span for distribution of the rewards. It could remain weekly and increase to biweekly based on the schoolwide focus. The students will receive the rewards either during the scheduled lunch period or during recess on designated Fridays.

CRITICAL ELEMENT #6 Effective Discipline Procedures

6A. Categorize the top 6 *most common* staff-managed misbehaviors at your school into “Minor” and “Moderate” categories. Write a short, objective, and measurable definition for each.

Staff-Managed Misbehaviors			
Minor Misbehaviors		Moderate Misbehaviors	
Misbehavior	Definition	Misbehavior	Definition
1. Horseplay	Excessive playful behavior; rough housing	1. Repetitive Minor Misbehaviors	More than <u>2</u> minor behaviors in <u>2 hours</u> (specified time frame e.g., 30 minutes / 2 hours / 5 days)
2. Calling Out	Speaking without permission	2. Damaging or defacing school/personal property	Willful and malicious destruction or damage to school or personal property
3. Inappropriate Language	Vulgar, offensive words that are not appropriate for a school setting	3. Refusing to complete assignments	Unwilling to complete assigned work or participate in class activities
4. Using unkind words to a peer	Name calling	4. Not following teacher directions	Being Defiant
5. Leaving seat or work area	Out of designated seat in cafeteria without permission	5. Not reporting to assigned area or being in an area unsupervised	Deliberate or willful refusal to attend report to class or any other assigned area
6. Physical Contact	Not monitoring self; Accidental contact due to horseplay	6. Minor pushing & shoving	Intentional contact made with another student; No injury or harm

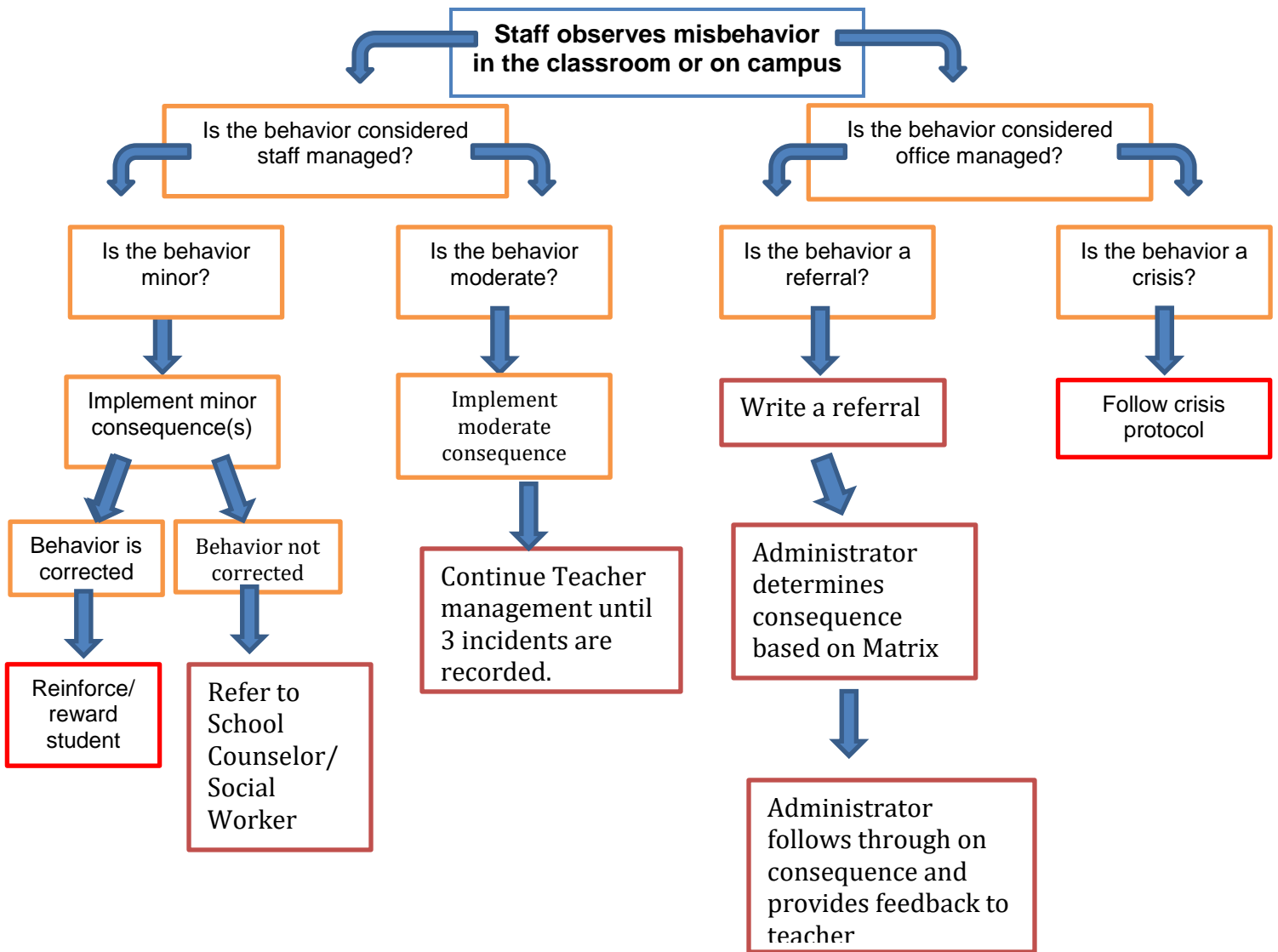
6B. Create a consequence menu for all staff to choose from when students exhibit the above misbehaviors:

Consequence Menu for Minor Misbehaviors (Staff's choice of 5):	Consequence Menu for Moderate Misbehaviors (Staff's choice of 5):
• Repetitive moderate misbehaviors	• Time Out in another location
• Redirection	• Stress Walk
• Seat Change	• Parent Conference
• Loss of positive reinforcement	• Reteach Expectations/Practice
• Parent Contact (Phone or Note)	• Loss of privilege (recess, center choice, etc.)

6C. List the top 5 *most common* misbehaviors at your school that are handled with an Office Discipline Referral (ODR). Write a short, objective, and measurable definition for each. (Exclude crisis situations that must follow District protocol.)

Office Discipline Referrals (ODRs)	
Behavior	Definition
1. Repetitive moderate misbehaviors	More than <u>2</u> moderate misbehaviors in <u>30</u> minutes (specified time frame e.g., 30 minutes / 2 hours / 5 days)
2. Fighting	Mutual physical altercation between of two or more
3. Theft	Taking or concealing another person's property
4. Disruptive Behavior	Unruly behavior that disrupts the learning environment
5. Physical Attack	Intentional striking by hand or object of another person against his or her will.
6.	

6D. Continue and customize the next steps in this flow chart to show the discipline process at your school. (Or you may delete this flow chart and create your own from scratch.)



Notes on Minor Referrals

- Record a minor referral when student does not respond to redirection or verbal warning.
- Contact parent on minor referrals (REQUIRED)
- Take concrete action to correct behavior (Conference with student after class, time with teacher, etc.)
- When possible, have a corrective action to respond to the behavior corrected (teach and model the appropriate behavior during time with teacher).

CRITICAL ELEMENT # 7: Data Collection and Analysis

NEW element: refer to Data Brainshark for further guidance. <http://www.browardprevention.org/mtssrti/rtib/>

7A. Determine your Core Effectiveness Year-to-Date:

Total Population:	654	Calculation to determine % rate	%	Core Evaluation	
# Referrals	# Students				
1 Referral	32	$(\text{Total Pop} - (\# \text{ of 2-5 Students}) - (\# \text{ of } >5 \text{ Students})) \div \text{Total Pop} =$	93	Universal students: (# 0-1 Referrals should be >80%)	>80%? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
2-5 Referrals	32	$(\# \text{ of 2-5 Students}) \div \text{Total Pop} =$	5	At risk students: (# 2-5 Referrals should be <15%)	<15%? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
>5 Referrals	12	$(\# \text{ of } >5 \text{ Students}) \div \text{Total Pop} =$	2	High risk students: (# >5 Referrals should be <5%)	<5%? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO

7B. If all 3 are "YES", your Core is Effective. **Is your core behavior curriculum effective?**

<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
<p>If YES, although your core is effective, how will you assist any at-risk and high risk students at the beginning of the next school year? Administration and Support Staff will identify the students that are "At Risk" and identify adults in the school to serve as mentors to prevent any inappropriate behaviors from developing. We will also use the School Counselor and School Social Worker to plan support groups for these students and refer to outside agencies as needed.</p>	<p>If one or more are "NO", what supports and interventions will you implement at the beginning of the next school year to improve your core?</p>

No entry needed for Critical Elements #8 and #9.

CRITICAL ELEMENT # 10: Monitoring Plans

10A. How and what data will you use to monitor the fidelity (frequency, consistency, documentation, etc.) of the implementation of the SPBP?

“Did you do what you said you were going to do? How will you know?”

Fidelity of Implementation Plan				
WHO: Responsible Person(s)	WHAT: Data Analyzed	WHAT: Criteria for “Success” of Implementation	WHEN: Dates of Analysis (quarterly dates)	HOW: Shared with Staff and Stakeholders?
Christopher Gentles- AP Maurice Small- Behavior Tech	School-wide expectations and location-specific rules are posted across campus (“marketing”).	100% of hallways, classrooms, & cafeteria will have a minimum of 2 expectations & rules posted.	10/18/17 12/7/17 3/1/18 4/12/18	AP to do monthly observations and tally. Mr. Small will assist with analyzing the data and presenting in quarterly staff meetings.
Christopher Gentles- AP Support Staff	Behavior lesson plans are being taught as written	100% of teachers are implementing the lesson plans with fidelity		AP & Support Staff will do classroom observations to provide feedback on implementation of lesson plans.
Christopher Gentles- AP Maurice Small- Behavior Tech	Discipline consequences and flow chart are being used by all staff as written	100% of teachers will have flow chart posted in the classroom as a reference.		Teachers must document their delivery of minor consequences. Admin will document delivery of moderate consequences.

10B. How and what data will you use to determine the success of the plan by student outcome or need for modifications? Include a minimum of 2 different analyses.

“If you did what you said you were going to do, did it positively impact the students? How do you know?”

Student Outcome				
WHO: Responsible Person(s)	WHAT: Data Analyzed	WHAT: Criteria for “Success” of Student Outcome	WHEN: Dates of Analysis (quarterly dates)	HOW: Shared with Staff and Stakeholders
Christopher Gentles- AP Maurice Small- Behavior Tech	See critical element 3A. Quarterly behavior incident data .	The behavior incidents will decrease by 20%.	10/18/17 12/7/17 3/1/18 4/12/18	AP will monitor and share behavior incidents to grade level teams.
Christopher Gentles- AP Maurice Small- Behavior Tech	See critical element 4A. Quarterly top 3	The 3 top locations will decrease by 20%.		AP & Behavior Tech will monitor the top 3 locations. The data and

	event locations data.			recommendations for improvement will be discussed in quarterly meeting.
Christopher Gentes- AP Maurice Small- Behavior Tech	See critical element 7. Quarterly core effectiveness data.	Lessen the amount of referrals for At Risk Students.		AP & Behavior Tech will monitor the top 3 locations. The data and recommendations for improvement will be discussed in quarterly meeting.