

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:	Oriole Elementary
School Number:	1831
SPBP Contact Name:	Ms. King Roberts
Direct Phone Number:	754 322-7550

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?
Sheneka Blue	Principal	Principal
Carol King Roberts	SPBP Point of Contact	Intern Principal
Keisha Britton	Parent/Community Representation	SAC
Sandra Reid	BTU Representative	Teachers
Jocelyn Greenaway	Team Leader	Kindergarten
Letibel Stewart	Team Leader	1 st Grade
Kenya Keppel	Team Leader	2 nd Grade
Yolanda Smith	Team Leader	3 rd Grade
Meryene Nolan	Team Leader	4 th Grade
Christina Garofano	Team Leader	5 th Grade

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:
8/8/2018	9:00 am	Carol King Roberts, Intern 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)
10/23/2018	2:00 pm	Carol King Roberts, Intern Principal	
1/7/2019	9:00 am	Carol King Roberts, Intern Principal	
3/21/2019	2:00 pm	Carol King Roberts, Intern 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	4/18/2018	# of participants = 63	Carol King Roberts
Held a <i>faculty</i> vote on the new SPBP (for SY 2018/19)	4/18/2018	% approved = 100%	Carol King Roberts
Presented the <i>new</i> SPBP (for SY 2018/19) to stakeholders (parents and community)	4/19/2018	# of participants = 32	Carol King Roberts

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: 8/8/2018	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.	Carol King Roberts
Present the 2018/19 SPBP to stakeholders (parents and community)	Prior to Oct 1 st , 2018 9/20/2018		
Present behavior data to staff <i>Quarterly: minimum of 4 each year</i>	1. 8/8/2018	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 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. 	Carol King Roberts
	2. 10/18/2018		
	3. 1/7/2019		
	4. 3/21/2019		

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. Assault threat – non criminal
2. Disobedience insubordination	7. Fighting minor
3. Battery	8. Technology – inappropriate use
4. Out of assigned area	9. Insulting/profane/obscene language
5. Battery on district employee	10. Fighting medium

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. Safety first
2. Own your own actions
3. Act responsibly
4. Respect everyone
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 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	8/15/18	8:30 am
January	1/8/19	8:30 am
4 th Quarter	4/1/19	8:30 am
Who will be responsible for teaching the lesson plans?		Classroom Teachers
Where will the lesson plan instruction occur?		Classrooms
Who is responsible for retaining, organizing and distributing all lesson plans?		Carol King Roberts

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/Restroom	9
2. Cafeteria	3
3. Playground	1

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	Cafeteria	Playground
		Rules	Rules	Rules
	Safety First	Walk in a single file line on the right hand side of the hall. Keep hands and feet to yourself. Level “0” voice.	Keep hands feet and objects to self in line. Sit with feet on the floor. Eat your own food.	Follow the playground rules. Use playground equipment correctly. Take turns and play fair.
	Own your actions	Transition in a timely manner. Follow the directions the first time given. Think before you act or speak. Follow the rules when no one is watching.	Get all plastic ware, drinks, and condiments when going through the line the first time. Sit in your assigned area. Keep food items on your tray. Use utensils for intended purpose.	Treat others as you would like to be treated. Use kind words. Play fairly.
	Act Responsibly	Face forward in line. Keep hand and feet to self. Remain in the second square while walking in line.	Place litter in the appropriate container. Use utensils for intended purpose.	Ask an adult for help when a conflict arises. Report any strangers on campus.
Respect Everyone	Use level “0” voice. Keep hands feet and objects to yourself. Walk in an orderly manner.	Use level 1 voice. Help others when needed or asked.	Treat others as you would like to be treated. Share and take turns. Play fair.	
	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	8/15/18	8:30 am
January	1/8/19	8:30 am
4 th Quarter	4/1/19	8:30 am

Who will be responsible for teaching the lesson plans?	Classroom Teachers
Where will the lesson plan instruction occur?	Classrooms
Who is responsible for retaining, organizing and distributing all lesson plans?	Carol King Roberts

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: Respect Everyone

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: Current data from BASIS shows the majority of student referrals were for disruptive unruly behavior, and disobedience and insubordination. Problem Identification: 66% of referrals were based on the behaviors stemming from students lack of respect for staff and students
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: Disruptive unruly behavior and insubordination are caused when a student lacks respect for self, others, and understanding of classroom expectations and norms. Goal Statement: Students will treat staff, other students, and themselves with respect.
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: Students will earn Oriole bucks based on the behavioral expectation. After earning the Oriole bucks students will use the bucks to purchase various activities. Deposits will be made and monitored toward the purchase of school activities.
4. Evaluation: A. Implementation fidelity	A. How do you monitor the fidelity (consistency and effectiveness) of the <u>staff's</u> implementation of the reward program? Volunteers will assist with the biweekly data collection when students make their "deposits" toward the purchase of items from the school activities menu.
B. Student outcome monitoring	B. How will you know if the reward program is positively impacting <u>students</u>? What measurable data will you use to determine "success"? A decrease in the number of referrals for students will be a positive indication of the success of the system.

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. Calling out	Student not raising their hand, or waiting for permission to speak aloud.
2. Not following directions the first time given.	Student not obeying instructions given by an adult.
3. Out of seat	Student is wandering around the classroom.
4. Verbal aggression	Teasing or quarreling with classmates.
5. Misuse of school property	Maltreatment or mishandling of school property
6. Failing to turn in assignments	Student does not turn in classwork or homework assigned by the teacher

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
Verbal Warning/Redirection	
Reflection Time	
Parent Contact	
Reflection time in another classroom	
Reflective Essay	

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.

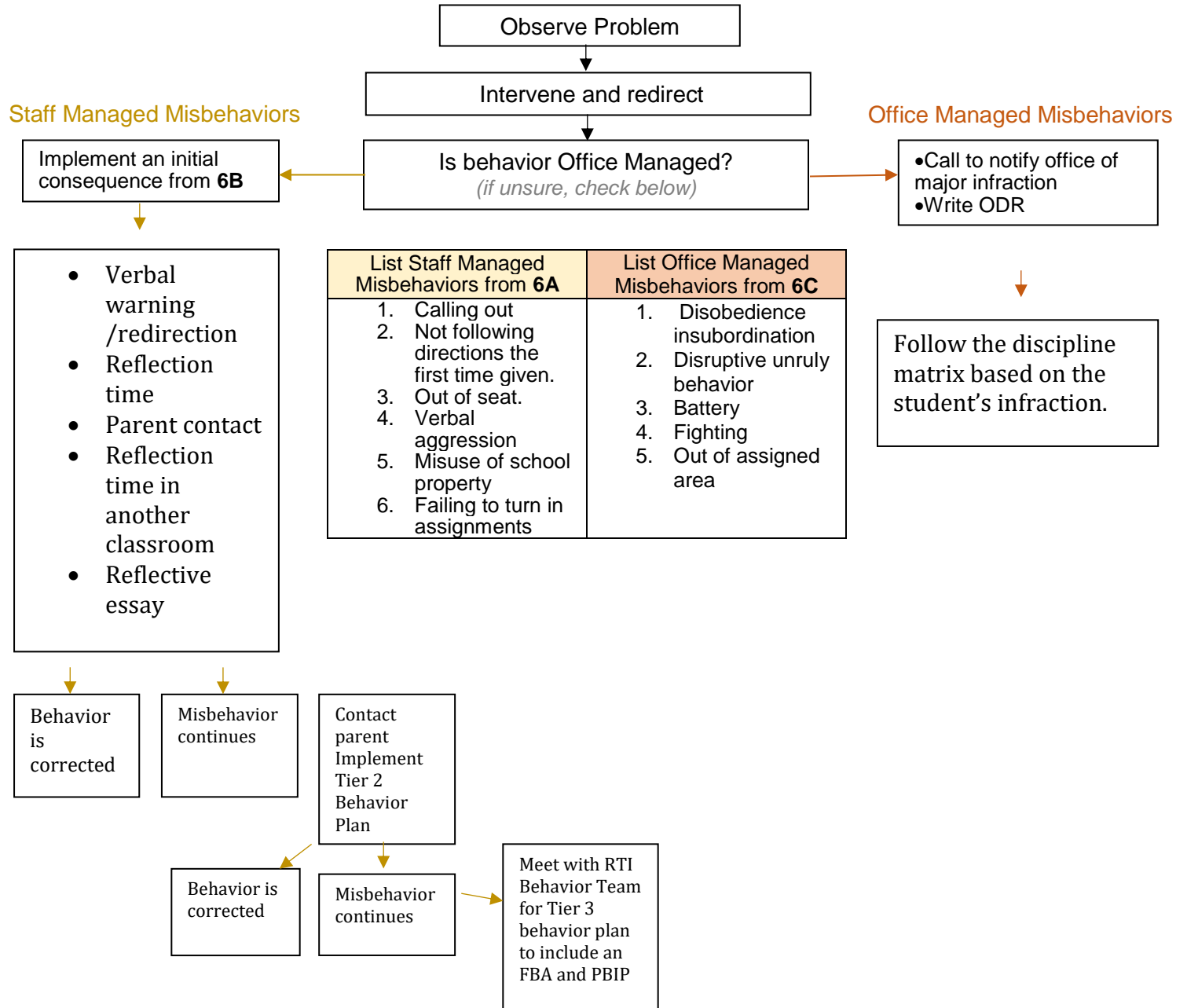
(c) Determine staff tolerance level for repetitive misbehaviors (the point at which the number of staff-managed misbehaviors becomes an ODR).

Office Discipline Referrals (ODRs)	
Behavior	“Looks Like” - <i>provide a description with example(s)</i>
1. Disobedience/Insubordination	Failure of student to follow directions
2. Disruptive/Unruly behavior	Conduct that disturbs the learning environment.
3. Battery	Hitting someone else intentionally and causing an injury
4. Fighting	When students hit each other, and need an adult to separate them when they fight.
5. Out of assigned area	Leaving the assigned area without permission.
6. Repetitive staff managed misbehaviors	More than 3 misbehaviors in one day warrants an office referral. <i>e.g.,</i> 3 <i>half</i> <i>hour</i> 2 <i>one</i> <i>period</i>

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



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, <u>not</u> 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 type="checkbox"/> CHAMPs 7 Up Checklist
<input type="checkbox"/> CHAMPs Classroom Check Up (CCU)
<input checked="" 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: <i>(3-4 sentences)</i>

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:	40
Total number of school-wide discipline referrals:	34
% of referrals in the classroom:	!Zero Divide
Do more than 40% of your referrals come from the classroom?	<input checked="" type="checkbox"/> Yes <input 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:	637			
# Referrals		% of Total Population	Core Effectiveness	
0 - 1 referral		3%	Are your 0 – 1 referrals > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2 - 5 referrals (at risk students)	11	1%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
> 5 referrals (high risk students)	3	.004%	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 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: <i>(3-4 sentences)</i>	

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%	96%	0	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Hispanic/Latin	5%	3%	0	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
White	3%	1%	0	<input type="checkbox"/> Yes <input checked="" 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 checked="" type="checkbox"/> Yes <input 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: At this time there is no disproportionality within the subgroups.	

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>☒ check when Action completed</i>	Completed: Person Responsible Name & Title
Current	☒ This Action Plan has been saved to use <i>next year</i> during quarterly meetings	C. Roberts AP
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	C. Roberts 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 and watches the new SPBP Brainshark: Due January 30th</u> <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 <i>new</i> SPBP <input type="checkbox"/> Teams watch the <i>new</i> SPBP Brainsharks and refers to <i>new</i> "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	By August 15, 2018, school wide expectation and location specific rules will be posted.	Refer to quarterly presentation dates in 2B. This is the data the team will be sharing during presentations.	Carol King Roberts
Behavior lesson plans are being taught as written and when indicated	By August 17, 2018, behavior lesson plans will be taught as written and when indicated.		Carol King Roberts
Discipline consequences and flow chart are being used by all staff as written	Beginning August 2018, January 2019, and April 2019, the discipline consequence and flow chart will be reviewed with all staff and stakeholders.		Carol King Roberts
A reward system is being implemented for <i>all</i> students	By August 15, 2018, a reward system will be implemented for all students.		Carol King Roberts

10B. How will you determine whether the SPBP is successful in positively impacting **students**?

“If staff are implementing the SPBP consistently and effectively, did it positively impact the students? How do you know?”

Student Outcome Monitoring Plan			
Student Outcome Data	Create an observable and measurable SMART goal to determine “successful” student outcomes	When will data be collected, analyzed & presented?	Person responsible to collect and analyze data
See critical element 3A • Type of behavior incidents data	By January of 2019, behavioral incidents will decrease by 10% in comparison to January 2018.	Refer to quarterly presentation dates in 2B. This is the data the team will be sharing during presentations.	Carol King Roberts
See critical element 4A • Top 3 event locations data	By January of 2019, behavior incidents in the hallway and cafeteria will decrease by 10%.		Carol King Roberts
See critical element 8 • Core effectiveness data	By April of 2019, the number of at risk students will decrease by 10%.		Carol King Roberts
See critical element 7A • Grade Level/Classroom referrals data	By January of 2019, behavioral referrals will decrease by 10%.		Carol King Roberts