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:	James S. Hunt Elementary
School Number:	1971
SPBP Contact Name:	**Emilia Espana**
Direct Phone Number:	**754-322-6500**

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?
Christina Monroe	Principal	Administration
Emilia España	SPBP Point of Contact	Administration
Claudine Nagapollay	Parent/Community Representation	SAC
Latonya Coldros	BTU Representative	BTU
Kim Chamberlin	Reading Coach & Parent	Instructional Staff
Kim JnBaptiste	Paraprofessional	Other Staff
Jessica Frias	ESE Specialist & Parent	ESE Parents

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:
082718	2:15 p.m.	Emilia Espana/Assistant Principal	1. Create and disseminate updated Expectations and Rules lesson plans (#3 and #4)
102918	2:15 p.m.	Emilia Espana/Assistant Principal	2. Review progress of Implementation Action Plan (#9)
111918	2:15 p.m.	Emilia Espana/Assistant Principal	3. Collect & analyze implementation data (#10A)
011419	2:15 p.m.	Emilia Espana/Assistant Principal	4. Collect & analyze student outcome data (#10B)

2A. Action Steps <u>completed **this year**</u> (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	040218	# of participants = 42	Emilia Espana
Held a *faculty* vote on the new SPBP (for SY 2018/19)	041218	% approved = 100%	Emilia Espana
Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community)	030718	# of participants = 10	Emilia Espana

2B. Action Steps <u>to be completed **next year**</u> (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: 080818	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.	Emilia Espana
Present the 2018/19 SPBP to stakeholders (parents and community)	Prior to Oct 1st, 2018 082218		
Present behavior data to staff <u>Quarterly</u>: *minimum of 4 each year*	1. 101718	The team will present the <u>implementation data</u> in 10A. Include: • the "marketing" (teaching and posting) of expectations and rules • lesson plan implementation • discipline procedures • reward system implementation	Emilia Espana
	2. 121018		
	3. 021119	The team will present the <u>student outcome data</u> in 10B. Include: • top 3 event locations • type of behavior incidents • core effectiveness data • classroom referral data, as well as analysis of this data.	
	4. 040119		

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 (35)	6. N/A
2. Disruptive/Unruly (26)	7. N/A
3. Defiance of Auth./Hab. (24)	8. N/A
4. Campus Disruption/Minor (3)	9. N/A
5. N/A	10. N/A

3B. Based on the behavior incidents in 3A, develop 3 – 5 **positive characteristics** *(not behaviors)* that would counteract the demonstration of these misbehaviors. These positive characteristics become your school-wide expectations.

School-wide Expectations
1. Be RESPECTFUL to adults and peers.
2. Be ACCOUNTABLE and accept responsibility for decisions
3. Be SAFE all day throughout the campus.
4.
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	081518	09:00 a.m.
January	010819	09:00 a.m.
4th Quarter	040119	09:00 a.m.

Who will be responsible for teaching the lesson plans?	Classroom Teachers
Where will the lesson plan instruction occur?	Classroom
Who is responsible for retaining, organizing and distributing all lesson plans?	Emilia Espana/Assistant Principal

4A. List the **top 3 locations** for behavior <u>Events</u> YTD from BASIS 3.0 Behavior Dashboard. ***Do not use "classroom"***

Top 3 Locations	
School Location	# Incidents
1. Cafeteria	30
2. SG/Hallway	10
3. SG/Recess	8

4B. Create an Expectations/Rules Matrix from your 3-5 school-wide expectations and your top 3 event locations. Develop a positively stated, observable, and measurable <u>rule</u> that correlates with every expectation to create a <u>maximum</u> of 5 rules under each location.

Expectations and Rules Matrix			
	IDENTIFIED LOCATIONS *Copy and paste locations from 4A.*		
Copy and paste expectations from 3C.	: CAFETERIA	HALLWAY	RECESS
	Rules	**Rules**	**Rules**
Be SAFE all day throughout the campus.	• Demonstrate self-control in line and at table	• Report to your assigned are when you arrive	• Choose a safe activity or game to play
Be ACCOUNTABLE by making good choices throughout the day.	• Help to leave a clean area for the next class, and help the person who wipes the tables.	Sit in hallway and read while you wait for morning bell	• Report unsafe behavior
Be RESPECTFUL to adults and peers	• Enter the kitchen quietly	• Move to another spot if asked – no argument	• Participate in respectful interaction only during recess
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

(School-wide EXPECTATIONS)

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). <u>ACTION:</u> Create at least <u>one lesson plan for **each** location 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 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	081518	09:30 a.m.
January	010819	09:30 a.m.
4th Quarter	040119	09:30 a.m.

Who will be responsible for teaching the lesson plans?	Classroom Teachers
Where will the lesson plan instruction occur?	Classroom
Who is responsible for retaining, organizing and distributing all lesson plans?	Emilia Espana/Assistant Principal

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. <u>Based on the data</u> 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? *(use numerical data)*	**Data used: At least 30 behavior referrals have been created to date for cafeteria related incidents.** **Problem Identification: We need to provide an incentive to establish consistent monitoring, and focus on specific behavior and expectations.**
2. Problem Analysis: Why do you think this problem is occurring? What is your goal? *(use a SMART goal statement with numerical data)*	**Hypothesis: We believe this problem is occurring because we do not monitor consistently, and we do not repeat the expectations periodically.** **Goal Statement:** By April 2019, the number of referrals written for cafeteria incidents will be less than half (= / < 15) the number we had in 2018.
3. Intervention Design: Describe how you will implement a positive reward program to decrease this problem.	**Type of System:** Point system **Description of System:** The Golden Spoon Award Program provides daily incentive for classes to follow expectations during lunch. Hunt Cafeteria Monitors evaluate the classes that enter the cafeteria each day for proper lunchroom conduct. To help students self-monitor, we will also use colored cups to let each table/class know if their noise level is too high or on point.
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? We monitor fidelity of the implementation by gathering daily feedback from staff and teachers.
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"? The reduction in the number of cafeteria related referrals will indicate that the program is positively impacting student behavior.

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. **Getting out of seat**	Getting up without permission for any reason other than an emergency
2. **Calling out**	Calling out instead of raising your hand to participate – or to disrupt a lesson
3. **Delaying transition**	Delaying getting the materials needed for transition
4. **Stepping out of line**	Ignoring rule to stand in line, and leading others to do the same
5. **Being off task**	Not getting to work until prompted by teacher
6. **Using unkind words**	Saying inappropriate things to classmates such as, "Shut up."

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
Move clip down -- with plan to clip back up	
Deny Incentive Point with expectation to earn it back	
Send behavior note home	
Go to Thinking or Safe Place	
Complete Hunt's SOAR (Safe/Obedient/Accountable/Respectful) Thinking Paper to reflect on action and plan for success	

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).

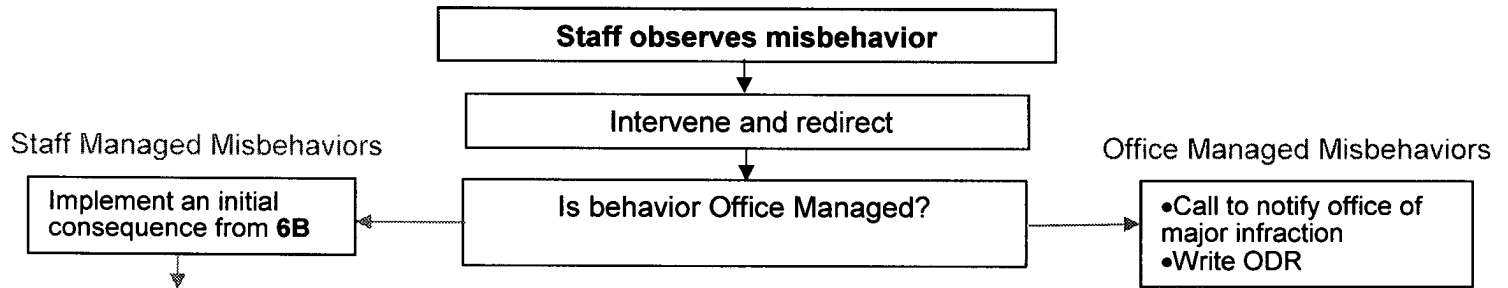| Office Discipline Referrals (ODRs)	
Behavior	"Looks Like" - *provide a description with example(s)*
1. Disobedience/Insubordination	Repeated "staff managed misbehavior" that disrupts teaching and learning Example: Constant calling out in spite of consistent use of (menu of strategies) incentive, Tier 1 behavior plan, parent contact, completion of Hunt's SOAR Thinking Paper, etc.
2. Disruptive/Unruly Play	Repeated and unsafe horseplay. Example: pushing in line, in spite of specific redirection and prompting;
3. Defiance of authority	Habitual disobedience/insubordination. Example: Continued disregard for school and teacher expectations in spite of discipline referrals received for similar misbehavior that disrupts teaching and learning.
4. Campus Disruption/Minor	An incident that required administrator assistance on the spot.. Example: A violent tantrum that disrupts the lesson and calls for safe removal of classmates.
5. Fight Minor Altercation	An altercation between two students. Example: Both decided to hit, and neither chose to walk away.
6. Repetitive staff managed misbehaviors	More than [3] misbehaviors in [one] [period] 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

Staff observes misbehavior

Intervene and redirect

Staff Managed Misbehaviors

Is behavior Office Managed?

Office Managed Misbehaviors

Implement an initial consequence from **6B**

•Call to notify office of major infraction
•Write ODR

Move clip down -- with plan to clip back up

Deny Incentive Point with expectation to earn it back

Send behavior note home

Go to Thinking or Safe Place

Complete SOAR Thinking Paper

List Staff Managed Misbehaviors from 6A	List Office Managed Misbehaviors from 6C
Getting out of seat	Disobedience/Insubordination
Calling out	Disruptive/Unruly Play
Delaying transition	Defiance of authority
Stepping out of line	Campus Disruption/Minor
Being off task	Fight Minor Altercation
Using unkind words	

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? *Our team will participate in PBIS Training in May 2018.*	☐ 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 *(specify): We are participating in the PBIS Training in May 2018.*
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: *We are participating in the PBIS Training in May 2018 and will have a plan in place for 2018-2019.*

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:	120
% of referrals in the classroom:	45%
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:	664				
# Referrals	120	% of Total Population	Core Effectiveness		
0 - 1 referral	13	2%	Are your 0 – 1 referrals > 80%?	☒Yes	☐No
2 - 5 referrals (at risk students)	12	2%	Are your 2 - 5 referrals <15%?	☒Yes	☐No
> 5 referrals (high risk students)	8	1%	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: *Our leadership team reviews uses multiple indicators (BASIS, Artic Cards, RTI) at the end and beginning of each school year in order to identify at risk and high risk students*

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	80	90	10	☒Yes	☐No
Hispanic/Latin	07	05	-2	☐Yes	☒No
White	10	05	-5	☐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: *Our team plans to participate in the PBIS training in May 2018. We also plan to provide more mentors for our boys.*

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**	**Emilia Espana/Assistant Principal**
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**	**Emilia Espana/Assistant Principal**
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

10

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	By August 2018, 100% of classrooms and cafeteria will have school-wide expectations posted.	**Quarterly** presentation dates 101718 121018 021119 040119 This is the data the team will be sharing during presentations.	**Emilia Espana/Assistant Principal**
Behavior lesson plans are being taught as written and when indicated	By the four scheduled 2018-2019 dates, 100% of teachers will teach the SPBP behavior lesson plans as written.		**Emilia Espana/Assistant Principal**
Discipline consequences and **flow chart** are being used by all staff as written	By April 2019, 100% of teachers will use the designated discipline consequences and flow chart before calling a code or writing a referral.		**Emilia Espana/Assistant Principal**
A **reward system** is being implemented for *all* students	By August 2018, 100% of classes will participate in the Cafeteria Rewards and Incentives Program.		**Emilia Espana/Assistant 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	The number of behavior incidents will decrease by 25% from June 2018 to June 2019.	**Quarterly** presentation dates 101718 121018 021119 040119 This is the data the team will be sharing during presentations.	**Emilia Espana/Assistant Principal**
See critical element 4A • **Top 3 event locations** data	The number of incidents at these top 3 event locations will decrease by 25% from August 2018 to June 2019.		**Emilia Espana/Assistant Principal**
See critical element 8 • **Core effectiveness** data	The disproportionality that exists for our African American students will be reduced by 25% from June 2018 to June 2019.		**Emilia Espana/Assistant Principal**
See critical element 7A • **Grade Level/Classroom referrals** data	The number of classroom related incidents will decrease by 25% from June 2018 to June 2019.		**Emilia Espana/Assistant Principal**