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:	Beachside Montessori Village PK-8
School Number:	2041
SPBP Contact Name:	Gigi Forsman
Direct Phone Number:	754-323-8050

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?
Vered Roberts	Principal	Administration
Gigi Forsman	SPBP Point of Contact	Assistant Principal
Michelle Williams	Parent/Community Representation	SAC
Lillie Carlson	Parent/Community Representation	SAC
Claudia Carroll	BTU Representative	BTU
Phil Turturro	Guidance Counselor	Guidance/Behavior
Aimee Dolan	ESE Specialist	ESE
Conrad Forbes	Assistant Principal	Assistant Principal

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:
August 10, 2018 (preplanning)	10:00 a.m.	Gigi Forsman	1. Create and disseminate updated Expectations and Rules lesson plans (#3 and #4)
October 18, 2018	10:00 a.m.	Gigi Forsman	2. Review progress of Implementation Action Plan (#9)
February 20, 2019	2:30 p.m.	Gigi Forsman	3. Collect & analyze implementation data (#10A)
April 24, 2019	10:00 a.m.	Gigi Forsman	4. Collect & analyze student outcome data (#10B)

CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment:

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	4/11-18/2018	56	Gigi Forsman
Held a *faculty* vote on the new SPBP (for SY 2018/19)	4/18/2018	100%	Gigi Forsman
Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community)	4/11/2018	24	Gigi Forsman

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: 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.	Gigi Forsman
Present the 2018/19 SPBP to stakeholders (parents and community)	Prior to Oct 1st, 2018 9/26/2018		
Present behavior data to staff *Quarterly: minimum of 4 each year*	1. 8/8/2018	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 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.	Gigi Forsman
	2. 10/24/2018		
	3. 2/27/2019		
	4. 5/1/2019		

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. Unruly/disruptive behavior	6. Bus Violations
2. Insulting/Profane/Obscene language	7. Disruption on Campus (Minor)
3. Disobedience/insubordination	8. Bullying
4. Fight-minor altercation	9. Drug Use/Possession
5. Disruptive/Unruly Play	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
Respect others and his/her personal space.
Cooperate at all times.
Respect your environment.
Respect yourself and be safe.

3C. Research indicates that discipline referrals increase after long holidays and during testing times. Plan to teach your expectations at least 3 times throughout the year (and anytime the expected behaviors are not being demonstrated).
ACTION: Create at least <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	9/15/18 - 9/17/18, 9/20/18 & 9/21/18 (1st week)	9:25am
January	1/8/19 – 1/11/19 (following winter break)	9:25am
4th Quarter	4/1/19 – 4/5/19 (following spring break)	9:25am
Who will be responsible for teaching the lesson plans?		Homeroom teacher /1st period teacher
Where will the lesson plan instruction occur?		Classroom
Who is responsible for retaining, organizing and distributing all lesson plans?		Gigi Forsman

CRITICAL ELEMENT #4: Location-based Rules

4A. List the **top 3 locations** for behavior Events YTD from BASIS 3.0 Behavior Dashboard**.**

Top 3 Locations	
School Location	# Incidents
1. Cafeteria	10
2. Hallway	5
3. Playground	2

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				
	Copy and paste expectations from 3C.	**IDENTIFIED LOCATIONS** *Copy and paste locations from 4A.*		
		Cafeteria	Hallway	Playground
		Rules	**Rules**	**Rules**
School-wide EXPECTATIONS	Respect others and his/her personal space.	Keep hands, feet and all belongings to yourself. Touch only your belongings.	Keep hands, feet and all belongings to yourself. Touch only your belongings.	Be aware of others and interact safely.
	Cooperate at all times.	Speak kindly to each other and use inside voices. Use technology appropriately (Upper School students only)	Move from one location to another in an orderly fashion. Speak kindly to each other and use inside voices.	Demonstrate good sportsmanship and settle differences peacefully.
	Respect your environment.	Work with others to leave the tables washed and floors clean.	Work with others to leave the hallway clean. Keep hands and feet off of the walls and bulletin boards.	Use the equipment appropriately.
	Respect yourself and be safe.	Raise your hand if you should need anything.	Walk from one location to another responsibly and use inside voices.	Play by the rules and 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	9/15/18 - 9/17/18, 9/20/18 & 9/21/18 (1st week)	9:25am
January	1/8/19 – 1/11/19 (following winter break)	9:25am
4th Quarter	4/1/19 – 4/5/19 (following spring break)	9:25am

Who will be responsible for teaching the lesson plans?	Homeroom teacher /1st period teacher
Where will the lesson plan instruction occur?	Classroom/Cafeteria
Who is responsible for retaining, organizing and distributing all lesson plans?	Gigi Forsman

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: **N/A**_____

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)*	**N/A** **Montessori philosophy encourages intrinsic motivation and lack of rewards.:**
2. Problem Analysis: Why do you think this problem is occurring? What is your goal? *(use a SMART goal statement with numerical data)*	**N/A** **Montessori philosophy encourages intrinsic motivation and lack of rewards.**
3. Intervention Design: Describe how you will implement a positive reward program to decrease this problem.	**N/A** **Montessori philosophy encourages intrinsic motivation and lack of rewards.**
4. Evaluation: A. Implementation fidelity	**N/A** **Montessori philosophy encourages intrinsic motivation and lack of rewards.**
B. Student outcome monitoring	**N/A** **Montessori philosophy encourages intrinsic motivation and lack of rewards.**

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. Talking when should be working.	Not completing assigned task and/or disrupting those around him/her.
2. Not completing classwork and/or homework.	Not focusing or putting forth effort to complete work. (daydreaming, not paying attention, eyes not on teacher and/or materials)
3. Unfocused/ inattentive	Not able to complete work or focus on content while teacher is teaching. (fidgeting, playing with shoelaces, etc).
4. Out of seat	Not staying seated in assigned area. Getting up out of seat, walking around, not sitting in chair correctly.
5. Not working cooperatively.	Unable to work with a partner or in groups to complete assigned task. (arguing, inflexible)
6. Verbally arguing with classmates and/or teacher.	Disrupting the learning environment with verbal aggression towards peers or 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.

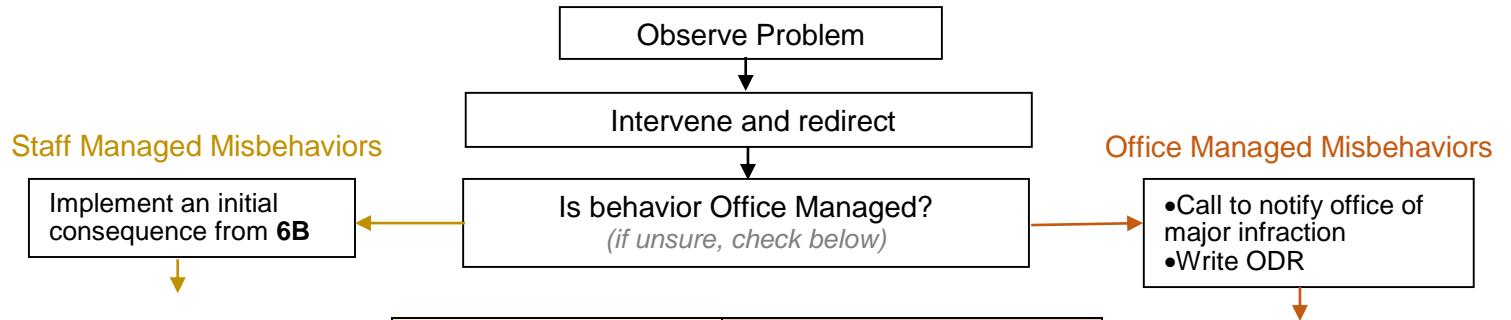| Is this a menu or hierarchy system?	☒ Menu ☐Hierarchy
Verbal redirection/discussion	
Parent notified	
Behavior contract	
Peace table	
Reteach appropriate behavior	
Lunch or before school detention	
Referral to guidance counselor	
Loss of privilege	
Time out in another classroom	

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	Not obeying a reasonable or repeated request by a school staff member.
2. Disruptive/Unruly Play	Unruly play that interferes or disrupts the learning environment. (playfully pushing, playfully taunting/teasing, horseplay).
3. Defiance of authority	Open or bold resistance to or disregard for authority, opposition, or power.
4. Unruly/disruptive behavior	Unruly behavior that interferes with or disrupts the learning environment. (yelling out, talking back, talking too much.
5. Fighting	An exchange of blows, hits, punches or shoves with the intent to harm or injure.
6. Repetitive staff managed misbehaviors	More than [3] misbehaviors in [one] [hour] 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

↓

Intervene and redirect

↓

Staff Managed Misbehaviors ← Is behavior Office Managed? *(if unsure, check below)* → **Office Managed Misbehaviors**

Implement an initial consequence from **6B**

• Call to notify office of major infraction
• Write ODR

List Staff Managed Misbehaviors from **6A**	List Office Managed Misbehaviors from **6C**
Talking when should be working.	Disobedience/Insubordination
Not completing classwork and/or homework.	Disruptive/Unruly Play
Unfocused/ inattentive	Defiance of authority
Out of seat	Unruly/disruptive behavior
Not working cooperatively.	Fighting
Verbally arguing with classmates and/or teacher.	

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:**	Montessori philosophy classroom management 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: Montessori philosophy classroom management system
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:

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**:	29
Total number of **school-wide** discipline referrals:	52
% of referrals in the classroom:	56%
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:	786		
# Referrals		% of Total Population	Core Effectiveness
0 - 1 referral		98%	Are your 0 – 1 referrals > 80%? ☒Yes ☐No
2 - 5 referrals (at risk students)	9	1%	Are your 2 - 5 referrals <15%? ☒Yes ☐No
> 5 referrals (high risk students)	3	0%	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)*	

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	21	21	0	☐Yes ☒No
Hispanic/Latin	17	14	-3	☐Yes ☒No
White	62	66	6	☒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: Equity liason and administration will share disproportionality data with grade level teams. Lesson plans will be implemented to reinforce positive behaviors throughout the school.	

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

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**	**Gigi Forsman** **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**	**Gigi Forsman** **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

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	*Fewer or decreased office managed referrals *100% of classrooms and common areas have posters hanging for students to see.	Refer to **quarterly** presentation dates in 2B. This is the data the team will be sharing during presentations.	SPBP Team
Behavior lesson plans are being taught as written and when indicated	*100% of teachers will participate in data chats to gauge success and barriers of all lesson plans taught using office managed referral data. *100% of teachers will have behavior lesson plans indicated in weekly lesson plans. *Behavior lesson plans will be observed during classroom walkthroughs.		Team Leaders and Adminsitration
Discipline consequences and **flow chart** are being used by all staff as written	*100% of the office managed referrals are based on criteria outlined in the flow chart and teachers will refer to the flow chart when needed		Assistant Principals
A **reward system** is being implemented for *all* students	n/a		n/a

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	*Decreased office managed referrals and referrals are following flow chart criteria *100% of teachers will seek assistance with interventions as well as refer students to CPST/RtI:B	Refer to **quarterly** presentation dates in 2B. This is the data the team will be sharing during presentations.	Assistant Principals and ESE Specialist
See critical element 4A • **Top 3 event locations** data	*Decreased office managed referrals in cafeteria, hallways, and playground each month compared to the prior year.		Assistant Principals
See critical element 8 • **Core effectiveness** data	*Decreased office managed referrals		Assistant Principals
See critical element 7A • **Grade Level/Classroom referrals** data	*Teachers will continue to follow the Montessori philosophy classroom management system		Administration