

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:	Coral Springs PreK-8th
School Number:	2551
SPBP Contact Name:	Shari Brown
Direct Phone Number:	754-322-5906

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?
Vonda Oliver	Principal	Administration
Shari Brown	A.P./ SPBP Point of Contact	Rtl:B Team
Tamika Castro-Phang	Parent/Comm. Rep./Literacy Coach	SAC and Grades 4 & 5
Kathryn Fournier	BTU Representative/Teacher	Grades 1 & 2
Michele Dowling	ESE Specialist	Grade 3
Jasmine Hicks	Guidance Counselor	Middle School
Shannon Oliver	Teacher	Grades HS & K

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:
8/9/2018	10:00	Shari Brown, AP	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)
11/5/2018	3:00	Shari Brown, AP	
1/22/2019	3:00	Shari Brown, AP	
3/26/2019	3:00	Shari Brown, AP	

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	5/25/2018	# of participants = 43	Shari Brown
Held a <i>faculty</i> vote on the new SPBP (for SY 2018/19)	5/25/2018	% approved = 43	Shari Brown
Presented the <i>new</i> SPBP (for SY 2018/19) to stakeholders (parents and community)	5/24/2018	# of participants = 11	Shari Brown

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: 8/9/2018	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.	Shari Brown
Present the 2018/19 SPBP to stakeholders (parents and community)	Prior to Oct 1 st , 2018 9/12/2018		
Present behavior data to staff <i>Quarterly: minimum of 4 each year</i>	1. 9/18/2018	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 	Shari Brown
	2. 12/11/2018		
	3. 2/12/2019	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. 	
	4. 4/9/2019		

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. Unruly/Disruptive Behavior	6. Fight (Minor)
2. Battery	7. Profanity Towards Staff Member
3. Disobedience/Insubordination	8. Fight (Medium)
4. Out of Assigned Area	9. Theft (Petty)
5. Disruption on Campus (Minor)	10. Defiance of Authority (Habitual)

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. Respect yourself and others at all times.
2. Always follow school rules and directions.
3. Always make the right choice.
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 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	16	9:00
January	8	9:00
4 th Quarter	April 1	9:00
Who will be responsible for teaching the lesson plans?		Classroom teachers
Where will the lesson plan instruction occur?		Individual classrooms
Who is responsible for retaining, organizing and distributing all lesson plans?		Shari Brown

CRITICAL ELEMENT #4: Location-based Rules

4A. List the **top 3 locations** for behavior Events YTD from BASIS 3.0 Behavior Dashboard. **Do not use “classroom”**

Top 3 Locations	
School Location	# Incidents
1. Cafeteria	18
2. Playground	16
3. School Grounds	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 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>		
		Cafeteria	Playground	School Grounds
	Rules	Rules	Rules	
	Respect yourself and others at all times.	Use conversation-level voice; keep your area clean	Exhibit good sportsmanship	Use a conversation level voice; interact responsibly
	Always follow school rules and directions	Follow adult directions Adhere to cafeteria rules	Use equipment properly. Wait your turn.	Follow adult directions. Travel safely – always walk.
	Always make the right choice.	Treat others with respect- the way you want to be treated	Play safely and fairly	Avoid negative situations. Ask an adult for help
Click here to enter Expectation #4	Click here to enter a Rule	Click here to enter a Rule	Click here to enter a Rule	
Click here to enter Expectation #5	Click here to enter a Rule	Click here to enter a Rule	Click here to enter a Rule	

4C. Research indicates that discipline referrals increase after long holidays and during testing times. Plan to teach your location-specific rules at least 3 times throughout the year (and anytime the expected behaviors are not being demonstrated).

ACTION: Create at least one lesson plan for **each** location above and distribute to teachers during pre-planning 2018-19. Develop additional lesson plans you will use throughout the year to re-teach and reinforce your location-specific rules. *You do not need to submit your lesson plans with the SPBP. Retain all behavior lesson plans at the school; make sure these lesson plans are available for guests and stakeholders.*

When will location-specific rules lesson plans be taught?		
	Date(s)	Time:
August	16	9:00
January	8	9:00
4 th Quarter	April 1	9:00
Who will be responsible for teaching the lesson plans?		Classroom teachers
Where will the lesson plan instruction occur?		Individual classrooms
Who is responsible for retaining, organizing and distributing all lesson plans?		Shari Brown

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: _____ 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? <i>(use numerical data)</i>	Data used: BASIS data and office discipline referrals Problem Identification: 85 referrals were issued for Unruly/Disruptive Behaviors
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: Positive behaviors are not being taught and reinforced. Goal Statement: By June 2019, the number of referrals for UDB will decrease by 20%.
3. Intervention Design: Describe how you will implement a positive reward program to decrease this problem.	Type of System: Point system Description of System: <i>Classes are able to earn 6 points per day for positive cafeteria behavior – based upon: entering in an orderly fashion, voice level, cleanliness, use of table manners, sitting according to seating chart, lining up and exiting. At the end of each month, two classes – one primary and one intermediate will receive a reward – pizza party, ice cream party, etc.</i>
4. Evaluation: A. Implementation fidelity	A. How do you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program? <i>(2-3 sentences) Cafeteria monitor will collect the point sheets on a daily basis to monitor points rewarded. Team will review data at quarterly meetings.</i>
B. Student outcome monitoring	B. How will you know if the reward program is positively impacting students ? What measurable data will you use to determine “success”? <i>(2-3 sentences) We will determine success, by a decrease in the number of referable behaviors in the café and by an increase in the average of weekly points earned by classes.</i>

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	Talking out loud without permission
2. Insubordination	Refusal to comply to teacher requests
3. Off task behaviors	Not attending to classroom assignments
4. Minor disagreements	Minor squabbles between students
5. Horseplay	fooling around, potentially dangerous behavior
6. Lying/cheating	Not telling the truth; copying another student's work

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		
Time out		
Loss of Privilege		
Teacher/Student Conference		
Parent Conference		
Written Contract/Behavior Plan		

6C. Administration Managed Misbehaviors:

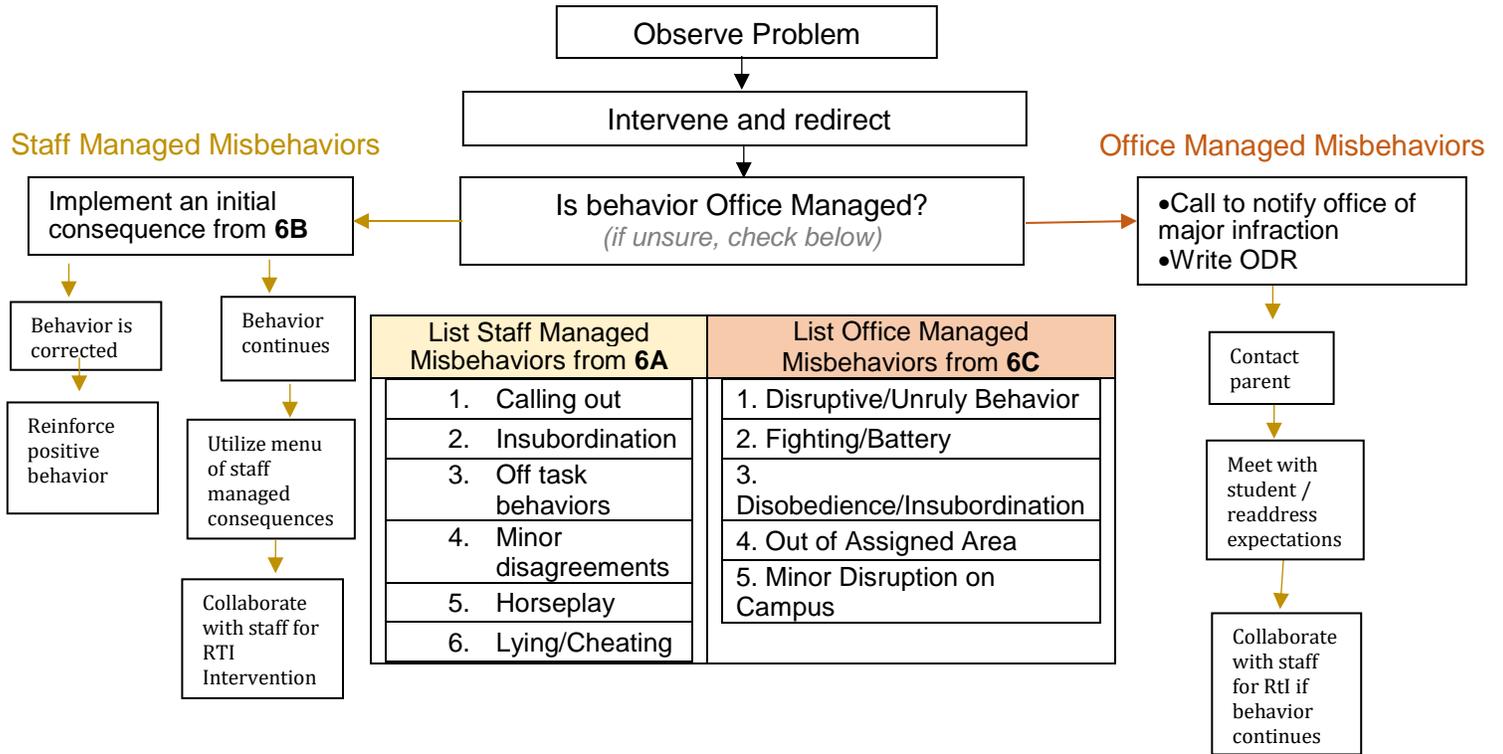
- (a) Define the first 3 behaviors by providing examples that clearly identify the point at which the misbehavior warrants an Office Discipline Referral (ODR).
- (b) List two additional common school-wide misbehaviors that will result in an ODR. Provide concrete examples.
- (c) Determine staff tolerance 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. Disruptive/Unruly Behavior	Unruly behavior or insubordinate conduct
2. Fighting/Battery	Intentional contact resulting in injury or harm
3. Disobedience/Insubordination	Failure to obey a reasonable or repeated request
4. Out of Assigned Area	Out of assigned area without permission
5. Minor Disruption on Campus	An act causing disruption in a classroom or localized area
6. Repetitive staff managed misbehaviors	More than <input type="text" value="3"/> misbehaviors in <input type="text" value="one"/> <input type="text" value="hour"/> warrants an office referral. <i>e.g., 3 half hour</i> <i>2 one 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 type="checkbox"/> CHAMPs* <input checked="" 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 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) Data is collected through classroom walkthroughs conducted by administration, and observations made by support staff and leadership team. Data is shared and analyzed in monthly leadership meetings.</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 :	80
Total number of school-wide discipline referrals:	139
% of referrals in the classroom:	58%
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:	735		
# Referrals	139	% of Total Population	Core Effectiveness
0 - 1 referral		94%	Are your 0 – 1 referrals > 80%? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2 - 5 referrals (at risk students)	34	5%	Are your 2 - 5 referrals <15%? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
> 5 referrals (high risk students)	13	2%	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 checked="" 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) During pre-planning, we will review the SPBP to assist with managing Tier 1 behaviors and also train staff using PBIS World during the first quarter. We will also seek CHAMPS training for the staff.</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	58	72	14	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Hispanic/Latin	27	17	-10	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
White	10	10	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 type="checkbox"/> Yes <input checked="" 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: <i>(3-4 sentences) Review previous year’s data with staff. Seek additional staff development – CHAMPS, Courageous Conversations, SEL, etc.</i>	

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	Click here to enter NAME & title.
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	Click here to enter NAME & title.
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</u> and watches the <u>new</u> SPBP Brainshark: Due January 30 th <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 <u>new</u> SPBP <input type="checkbox"/> Teams watch the <u>new</u> SPBP Brainsharks and refers to <u>new</u> "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	Having school rules and expectations in 80% of the campus.	Refer to quarterly presentation dates in 2B. This is the data the team will be sharing during presentations.	Shari Brown
Behavior lesson plans are being taught as written and when indicated	90% of teachers will teach the lesson plans as written.		Shari Brown
Discipline consequences and flow chart are being used by all staff as written	90% of teachers will use the discipline consequences and flow chart to address unruly and disruptive behavior.		Shari Brown
A reward system is being implemented for <i>all</i> students	100% of the staff will implement the cafeteria reward system		Shari Brown

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 June 2019, there will be a 20% decrease in schoolwide behavior incidents.	Refer to quarterly presentation dates in 2B. This is the data the team will be sharing during presentations.	Shari Brown
See critical element 4A • Top 3 event locations data	By June 2019, there will be a 20% decrease in behaviors in the top 3 areas.		Shari Brown
See critical element 8 • Core effectiveness data	By June 2019, there will be a decrease in students receiving 1 discipline referral. For students with 2-5 referrals will decrease by 2%; students with 5 or more will decrease by 1%.		Shari Brown
See critical element 7A • Grade Level/Classroom referrals data	By June 2019, 90% of classroom teachers will implement PBIS Classroom Management, which will result in a 10% reduction in referrals.		Shari Brown