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:	Pioneer Middle School
School Number:	62571000
SPBP Contact Name:	Paul Baugh
Direct Phone Number:	754-323-4116

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?
Michael G. Consaul	Principal	Administration
Paul Baugh	SPBP Point of Contact	RtI: B Team
Erin Manly-Lahey	Parent/Community Representation	Parent of 6th & 8th grade students
Jo Mattocks-McKerlie	BTU Representative	BTU/SAC
Stephanie Celestin	Guidance Counselor	Students
Stephanie Torres	Support Facilitator	ESE Students
Garrett Braaf	Behavior Technician	General Education
Cynthia Ortiz-Correa	Speech language Pathologist	ESE Students

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	1:00 p.m.	Paul Baugh	1. Create and disseminate updated Expectations and Rules lesson plans (#3 and #4)
10/4/2018	8:10 a.m.	Paul Baugh	2. Review progress of Implementation Action Plan (#9)
1/17/2019	8:10 a.m.	Paul Baugh	3. Collect & analyze implementation data (#10A)
3/14/2019	8:10 a.m.	Paul Baugh	4. Collect & analyze student outcome data (#10B)

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 *(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	4/26/2018	# of participants = 110	Paul Baugh
Held a *faculty* vote on the new SPBP (for SY 2018/19)	4/27/2018	% approved = 93%	Paul Baugh
Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community)	4/26/2018	# of participants = 1,450	Paul Baugh

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) *(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: 8/13/2018	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.	Paul Baugh
Present the 2018/19 SPBP to stakeholders (parents and community)	Prior to Oct 1st, 2018 8/30/2018		
Present behavior data to staff *Quarterly: minimum of 4 each year*	1. 9/6/2018	The team will present the implementation data in 10A. Include: • the "marketing" (teaching and posting) of expectations and rules • lesson plan implementation • discipline procedures • reward system implementation	Paul Baugh
	2. 10/18/2018		
	3. 1/17/2019	The team will present the student outcome data 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. 3/5/2019		

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. Skipping
2. Disobedience	7. Bus Violation – Level 2
3. Disruptive / Unruly Play	8. Fighting – Medium
4. Minor Fight / Altercation	9. Defiance of Authority – Habitual
5. Profanity to Staff	10. Insulting / Profane / Obscene Language

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
2. Be safe
3. Strive for excellence
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	08/17/2018	9:00 – 9:50 a.m.
January	01/08/2019	9:00 – 9:50 a.m.
4th Quarter	04/01/2019	9:00 – 9:50 a.m.

Who will be responsible for teaching the lesson plans?	First Period Teachers
Where will the lesson plan instruction occur?	First Period Classrooms
Who is responsible for retaining, organizing and distributing all lesson plans?	Paul Baugh

CRITICAL ELEMENT #4: Location-based Rules

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. Bus	28
2. Cafeteria	27
3. Hallway	18

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.*		
		Bus	Cafeteria	Hallway
	Copy and paste expectations from 3C.	**Rules**	**Rules**	**Rules**
School-wide EXPECTATIONS	Be Respectful	Be kind to one another	Comply with adult directives	Walk on the right side
	Be Safe	Stay in designated area	Remain seated	WALK safely to your destination
	Strive for excellence	Maintain appropriate behavior	Leave area clean	Arrive to your destination to be prepared to learn
	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 <u>one lesson plan</u> 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	08/17/2018	9:00 – 9:50 a.m.
January	01/08/2019	9:00 – 9:50 a.m.
4th Quarter	04/01/2019	9:00 – 9:50 a.m.

Who will be responsible for teaching the lesson plans?	First Period Teachers
Where will the lesson plan instruction occur?	First Period Classrooms
Who is responsible for retaining, organizing and distributing all lesson plans?	Paul Baugh

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. <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: __Be Safe_____

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:** Discipline referrals **Problem Identification:** Students are engaging in inappropriate behaviors which places them at risk for academic, behavioral, and social/emotional set-backs.
2. Problem Analysis: Why do you think this problem is occurring? What is your goal? *(use a SMART goal statement with numerical data)*	**Hypothesis:** There is an increase of student altercations involving horse playing and lack of adherence to school wide rules. **Goal Statement:** By June 2019, we will see a 10% decrease in discipline referrals involving lack of adherence to school wide rules.
3. Intervention Design: Describe how you will implement a positive reward program to decrease this problem.	**Type of System:** Lottery **Description of System:** Each class will have an opportunity to be placed into a monthly raffle where the prize will be a pizza party for perfect attendance and no discipline referrals involving lack of adherence to school wide rules. In order to promote equity, two class winners will be selected monthly (advanced/regular).
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? Administrators will communicate with teachers weekly regarding the reward program. An update will be given to teachers monthly regarding the effectiveness of the reward program.
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"? Administrators will examine the behavior referrals via BASIS to compare last year data to the current year data. Administrators will have monthly discussions with teachers to determine successfulness of the program. Adjustments will be made accordingly.

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 in Class	Conversations that impact the learning process.
2. Out of seat/assigned area	In a restricted area without permission.
3. Tardy	Failure to be in a place at an assigned time.
4. Violating class/school rule	Not adhering to a known expectation.
5. Unprepared for class	Not having supplies and assignments necessary for class.
6. Horseplay	Rough and boisterous play causing a minor interruption

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

- Redirection / warning
- Communicate with parent/guardian
- Conference with student
- Behavior contract
- Detention

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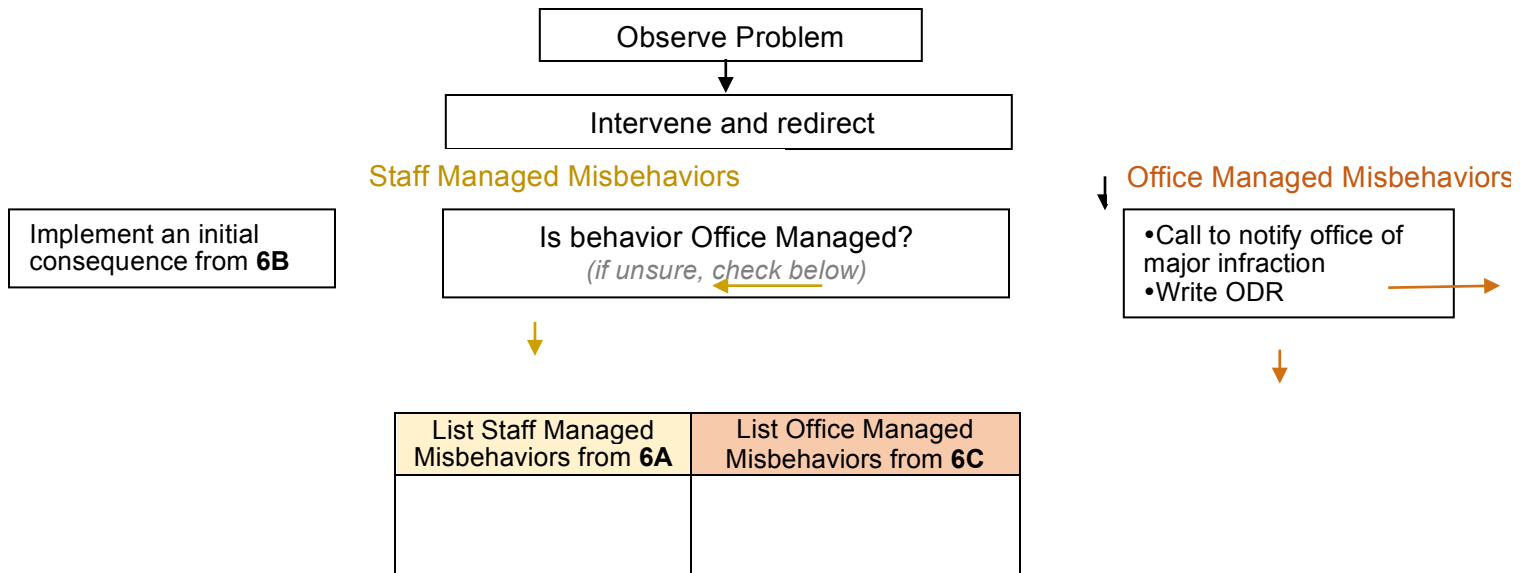(c) Determine staff tolerance level for repetitive misbehaviors (the point at which the number of staff-managed misbehaviors becomes an ODR).

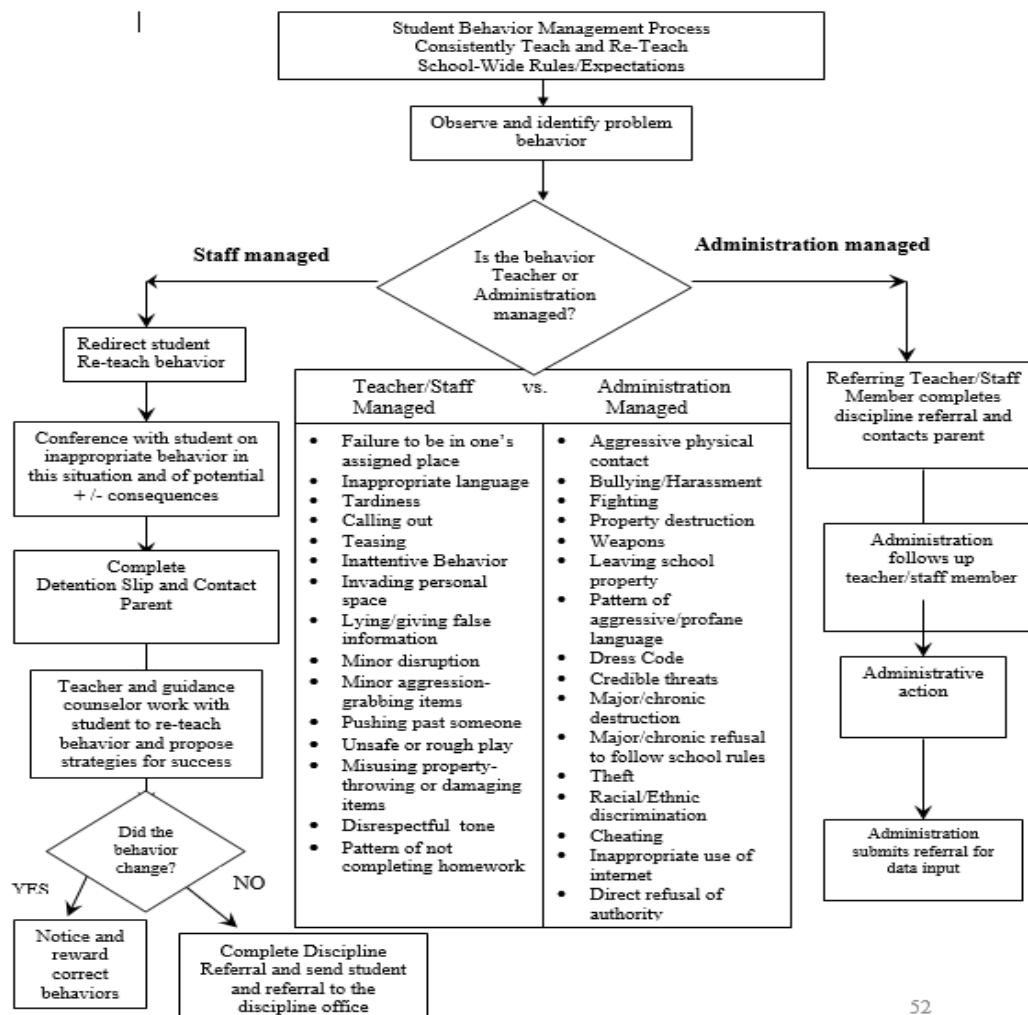| Office Discipline Referrals (ODRs)	
Behavior	"Looks Like" - *provide a description with example(s)*
1. Repetitive moderate misbehaviors	Habitually and deliberately not following a reasonable directive.
2. Unruly and disruptive behavior	Behavior that disrupts the learning environment.
3. Disobedience	Failure to obey a reasonable request.
4. Disruptive/Unruly Play	Play that disrupts the learning environment.
5. Minor Fight/Altercation	Mutual physical combat of two or more persons not resulting in injury.
6. Repetitive staff managed misbehaviors	More than [2] misbehaviors in [1] [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

Observe Problem

↓

Intervene and redirect

Staff Managed Misbehaviors

Office Managed Misbehaviors

Implement an initial consequence from **6B**	Is behavior Office Managed? *(if unsure, check below)*		•Call to notify office of major infraction •Write ODR

List Staff Managed Misbehaviors from **6A**	List Office Managed Misbehaviors from **6C**

Discipline Flow Chart – SAMPLE A

Student Behavior Management Process
Consistently Teach and Re-Teach
School-Wide Rules/Expectations

Observe and identify problem behavior

Is the behavior Teacher or Administration managed?

Staff managed

Administration managed

Redirect student
Re-teach behavior

Conference with student on inappropriate behavior in this situation and of potential + /- consequences

Complete Detention Slip and Contact Parent

Teacher and guidance counselor work with student to re-teach behavior and propose strategies for success

Did the behavior change?

YES   NO

Notice and reward correct behaviors

Complete Discipline Referral and send student and referral to the discipline office

Teacher/Staff Managed	vs.	Administration Managed
• Failure to be in one's assigned place • Inappropriate language • Tardiness • Calling out • Teasing • Inattentive Behavior • Invading personal space • Lying/giving false information • Minor disruption • Minor aggression-grabbing items • Pushing past someone • Unsafe or rough play • Misusing property-throwing or damaging items • Disrespectful tone • Pattern of not completing homework		• Aggressive physical contact • Bullying/Harassment • Fighting • Property destruction • Weapons • Leaving school property • Pattern of aggressive/profane language • Dress Code • Credible threats • Major/chronic destruction • Major/chronic refusal to follow school rules • Theft • Racial/Ethnic discrimination • Cheating • Inappropriate use of internet • Direct refusal of authority

Referring Teacher/Staff Member completes discipline referral and contacts parent

Administration follows up teacher/staff member

Administrative action

Administration submits referral for data input

52

7

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:**	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):* Classroom Observations
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: Administrative team will conduct bi-weekly observations of discipline and classroom incidents. Discipline referrals will be monitored. Lesson plans will be differentiated based on incidents within the classroom.

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**:	168
Total number of **school-wide** discipline referrals:	106
% of referrals in the classroom:	61%
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:	1448			
# Referrals		% of Total Population	Core Effectiveness	
0 - 1 referral	52	96%	Are your 0 – 1 referrals > 80%?	☒Yes No
2 - 5 referrals (at risk students)	50	3%	Are your 2 - 5 referrals <15%?	☒Yes No
> 5 referrals (high risk students)	14	1%	Are your >5 referrals <5%?	☒Yes No

8B. Core Effectiveness Plan:

If <u>all 3</u> 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: To assist at-risk and high-risk students, we will pair each one up with an adult mentor at the beginning of the school year to share expectation and provide rewards for adhering to set rules and expectations.	

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	16	15	-1	☐Yes	☒No
Hispanic/Latin	34	36	2	☒Yes	☐No
White	50	46	-4	☐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 <u>all 3</u> 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: We will increase our social/emotional and equitable instruction within our behavioral lesson plans. Students will engage in appropriate positive behavior activities.		

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
SPBP Team Implementation Action Plan 2018 - 2019		
Current	☒ **This Action Plan has been saved to use *next year* during quarterly meetings**	**Paul Baugh, Administrator**
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**	**Paul Baugh, Administrator**
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	**Paul Baugh, Administrator**

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
		Paul Baugh, Administrator

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	**Paul Baugh, Administrator**
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	**Paul Baugh, Administrator**
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.	**Paul Baugh, Administrator**
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	**Paul Baugh, Administrator**
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.	**Paul Baugh, Administrator**
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	**Paul Baugh, Administrator**
April	☐ Submit your SPBP in OSPA by April 30th every year	**Paul Baugh, Administrator**

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 June 2019, 80% of our teachers will implement and post the school-wide expectations and location-specific rules.	1. 9/6/2018 2. 10/18/2018 3. 1/17/2019 4. 3/5/2019	Paul Baugh
Behavior lesson plans are being taught as written and when indicated	By June 2019, 80% of our teachers will implement and monitor behavior lesson plans.		Paul Baugh
Discipline consequences and **flow chart** are being used by all staff as written	By June 2019, 80% of our teachers will implement the discipline consequences and flow chart.		Paul Baugh
A **reward system** is being implemented for _all_ students	By June 2019, 80% of our teachers will implement a reward system.		Paul Baugh

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, we will see a 10% decrease in the behavior incidents based on discipline referrals.	1. 9/6/2018 2. 10/18/2018 3. 1/17/2019 4. 3/5/2019	Paul Baugh
See critical element 4A • **Top 3 event locations** data	By June 2019, we will see a 10% decrease in the behavior incidents within the top 3 event locations based on discipline referrals.		Paul Baugh
See critical element 8 • **Core effectiveness** data	By June 2019, we will see a 10% increase in behavioral core effectiveness based on a decrease of discipline referrals.		Paul Baugh
See critical element 7A • **Grade Level/Classroom referrals** data	By June 2019, we will see a 10% decrease in grade level/classroom referrals based on a decrease of discipline referrals.		Paul Baugh