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. <u>ACTION</u>: Log in with your p # and watch the Brainshark <u>before Jan 30th</u>.**
- ✓ **A NEW Overview Brainshark for Teams. <u>ACTION</u>: 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*.
<u>ACTION</u>: **Download, complete and upload the SPBP into your School Improvement Plan <u>before May 1, 2018</u>:**

School Name:	Forest Hills Elementary
School Number:	2631
SPBP Contact Name:	Derrick L. Huff
Direct Phone Number:	(754) 322-6400

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 <u>ongoing team meetings</u> and <u>participation in developing this SPBP</u>. 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?
Barbara Rothman	Principal*	Administration
Derrick Huff	SPBP Point of Contact	Administration
Dr. Randy Brooks	Parent/Community Representation	SAC
Carolina Sanclemente	BTU Representative	BTU
Kelly Hickman	ESE Specialist	ESE/ SAC Chairperson
Mary Ann Sforza	Instructional Coach	Support Staff/RtI
Besa Suero	Pre-K Team Leader	Pre-Kindergarten
Kimberly Eloy	Kindergarten Team Leader	Kindergarten
Gisella Plaza	First Grade Team Leader	First Grade
Mayleen Almeida	Second Grade Team Leader	Second Grade
Jessica Bierals	Third Grade Team Leader	Third Grade
Katie Tomback	Fourth Grade Team Leader	Fourth Grade
Kelly Adomowich	Fifth Grade Team Leader	Fifth Grade
Miriam Hernandez	Parent	PTO
Robert Ehrlich	Parent/Community	PTO/ District Advisory

1B. Schedule and document your quarterly team meeting dates for *next* 2018/19 school year:

Meeting Date	Meeting Time	Name & title of person responsible to facilitate meeting	Content of meetings:
8/8/2018	1:00pm	Derrick L. Huff / Assistant Principal	1. Create and disseminate updated Expectations and Rules lesson plans (#3 and #4)
10/17/2018	2:15pm	Derrick L. Huff / Assistant Principal	2. Review progress of

12/20/2018	2:15pm	Derrick L. Huff / Assistant Principal	Implementation Action Plan (#9)
			3. Collect & analyze implementation data (#10A)
3/20/2019	2:15pm	Derrick L. Huff / Assistant Principal	4. Collect & analyze student outcome data (#10B)

CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment:

2A. Action Steps <u>completed</u> **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	4/18/2018	# of participants = 52	Derrick L. Huff
Held a *faculty* vote on the new SPBP (for SY 2018/19)	9/25/2018	% approved = 90	Derrick L. Huff
Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community)	4/28/2018	# of participants = 15	Derrick L. Huff

2B. Action Steps <u>to be completed</u> **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: August 8, 20181:00pm	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.	Derrick L. Huff
Present the 2018/19 SPBP to stakeholders (parents and community)	Prior to Oct 1st, 2018 9/4/2018		
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.	Derrick L. Huff
	2. 10/17/2018		
	3. 12/20/2018		
	4. 3/20/2019		

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 (103)	6. Battery (7)
2. Battery- Serious (78)	7. Electronic Devices- Offenses (7)
3. Disobedience/Insubordination (22)	8. Petty Theft (5)
4. Fight Minor (13)	9. Inciting a Disturbance (3)
5. Disruption on Campus (7)	10. Disruptive/Unruly Play (3)

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. Yelling and shouting out
2. Hitting others
3. Not following directions
4. shouting out
5. Off task

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	8/8/2018	1:00 pm
January	1/17/2019	2:15 pm
4th Quarter	5/2/2019	2:15 pm

Who will be responsible for teaching the lesson plans?	Classroom teachers
Where will the lesson plan instruction occur?	In classrooms (school-wide)
Who is responsible for retaining, organizing and distributing all lesson plans?	Derrick L. Huff

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	16
2. Playground	12
3. Hallways	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			
		IDENTIFIED LOCATIONS *Copy and paste locations from 4A.*	
	Copy and paste expectations from 3C.	Cafeteria	Playground	Hallways
		Rules	**Rules**	**Rules**
School-wide EXPECTATIONS	Yelling and shouting out	Only speak to the person next to or across from you	Use kind words while playing with others	Level 0 voice
	Hitting others	Keep hands and feet to yourself at all times	Keep hands and feet to yourself at all times	Keep hands and feet to yourself at all times
	Not following directions	Follow directions given by staff the first time	Follow directions given by staff the first time	Follow directions given by staff the first time
	Appropriate voice level	Use level 1 voice	Acceptable tone during outside activities	Level 0 voice
	Off Task	Raise hand to get up	Focus and safely participate in outdoor activities	Third tile single file

4C. Research indicates that discipline referrals increase after long holidays and during testing times. Plan to teach your location-specific rules at least 3 times throughout the year (and anytime the expected behaviors are not being demonstrated). **ACTION:** Create at least one lesson plan for **each** location above and distribute to teachers during pre-planning 2018-19. Develop additional lesson plans you will use throughout the year to re-teach and reinforce your location-specific rules. *You do not need to submit your lesson plans with the SPBP. Retain all behavior lesson plans at the school; make sure these lesson plans are available for guests and stakeholders.*

When will location-specific rules lesson plans be taught?		
	Date(s)	Time:
August	8/8/2018	1:00 pm
January	1/17/2019	2:15 pm
4th Quarter	5/2/2019	2:15 pm

Who will be responsible for teaching the lesson plans?	Classroom teachers
Where will the lesson plan instruction occur?	In classrooms (school-wide)
Who is responsible for retaining, organizing and distributing all lesson plans?	Derrick L. Huff

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 Cleanliness

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:** Green, Yellow, and Red table placards to identify the cleanliness level of each class. **Problem Identification:** Cafeteria cleanliness
2. Problem Analysis: Why do you think this problem is occurring? What is your goal? *(use a SMART goal statement with numerical data)*	**Hypothesis: Teachers must go over and enforce cafeteria expectations** **Goal Statement:** By October 2018 at least 80% of the classes will receive 100% green placards (for superb cafeteria cleanliness) for at least 5 consecutive days.
3. Intervention Design: Describe how you will implement a positive reward program to decrease this problem.	**Type of System:** *Point system* **Description of System:** *(3-4 sentences) 50 points (ice pops for the class); 100 points (15 minutes extra recess); 200 points (Lunch with Administration)*
4. Evaluation: A. Implementation fidelity	**A.** How do you monitor the fidelity (consistency and effectiveness) of the **staff's** implementation of the reward program? *(2-3 sentences) Monitoring the point system and giving daily feedback to the classroom teacher.*
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"? *(2-3 sentences) By monitoring the cleanliness of the tables, floors, and points earned in the cafeteria,*

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. Disruptive/Unruly Behavior	Student behavior that impedes on the learning process.
2. Assault/Threat (low)	Student threat posing minimal risk; Threat Assessment must be conducted
3. Battery	Must include all: 1. Intentional; 2. Without consent; 3. Results in minor injury or harm
4. Fight (minor)	Mutual participation; classroom mediation and students separated within classroom
5. Obscene Language	Conference with student; Parent notified
6. Out of Assigned Area	Conference with student; Parent notified

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?	☐ Menu ☒Hierarchy
1. Warning to the student of the offense committed.	
2. Dojo Points Lost	
3. Parent phone call	
4. Parent Conference highlighting all of the actions done to date.	
5. Disciplinary Referral submitted to school administration	

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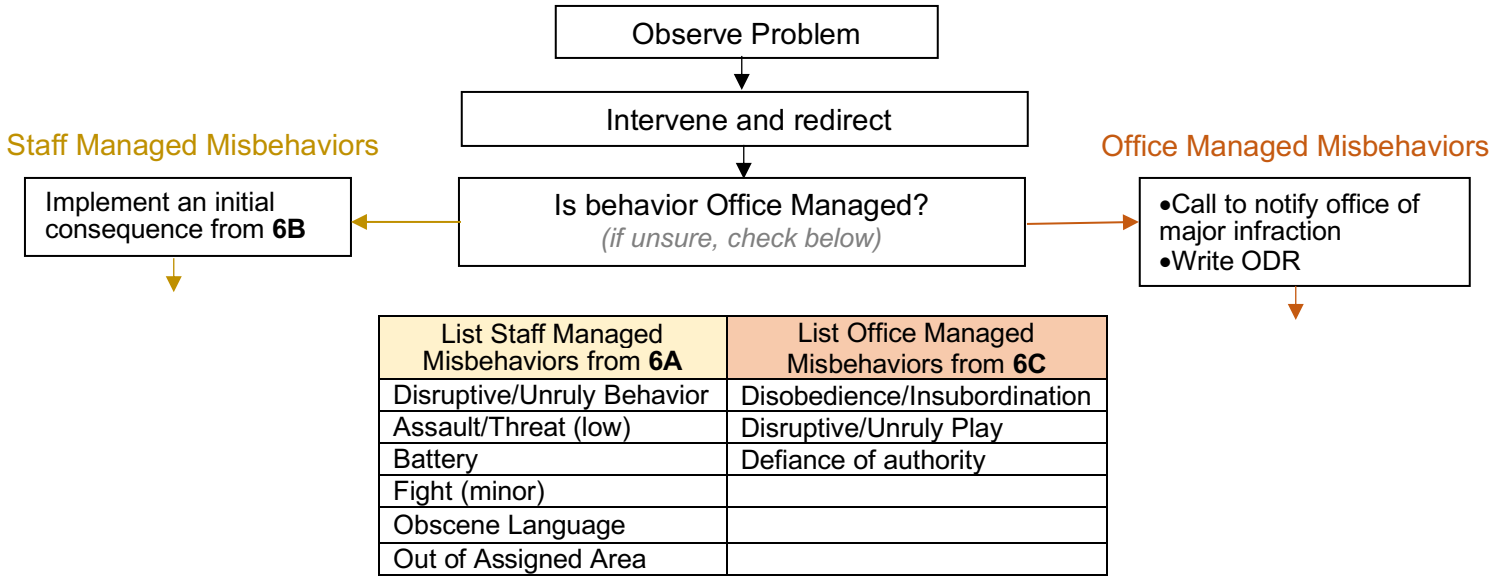(c) Determine staff tolerance level for repetitive misbehaviors (the point at which the number of staff-managed misbehaviors becomes an ODR).

Office Discipline Referrals (ODRs)	
Behavior	"Looks Like" - *provide a description with example(s)*
1. Disobedience/Insubordination	Talking back; Physically lashing out or striking school staff
2. Disruptive/Unruly Play	Playing with unsafe objects or physically horse-playing on school campus
3. Defiance of authority	Student not complying with simple requests made by school staff.
4.	
5.	
6. Repetitive staff managed misbehaviors	More than 3 misbehaviors in one day warrants an office referral.

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     │◄──│ Is behavior Office      │──►│ •Call to notify office │
│ initial          │   │ Managed?                 │   │  of major infraction   │
│ consequence from │   │ (if unsure, check below) │   │ •Write ODR             │
│ 6B               │   └─────────────────────────┘   └────────────────────────┘
└──────────────────┘
```

List Staff Managed Misbehaviors from **6A**	List Office Managed Misbehaviors from **6C**
Disruptive/Unruly Behavior	Disobedience/Insubordination
Assault/Threat (low)	Disruptive/Unruly Play
Battery	Defiance of authority
Fight (minor)	
Obscene Language	
Out of Assigned Area	

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:**	Children's Learning Initiative: Power of 3
*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)* CLI *(third-year of 3 year grant)*
☐ Other *(specify):*
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: *(3-4 sentences) All classrooms will have the Power of 3 chart up in their classroom. Teachers will be able to identify where needs are based on student behaviors. Teachers will make the necessary adjustments to ensure student behaviors are minimized, and academic focus is maximized.*

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 "iZero Divide" in the next cell and pressing "Fn + F9" together.

Total number of discipline referrals **from classrooms**:	180
Total number of **school-wide** discipline referrals:	225
% of referrals in the classroom:	**!Zero Divide** (80%)
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:		% of Total Population	Core Effectiveness		
# Referrals		% of Total Population	Core Effectiveness		
0 - 1 referral		!Zero Divide	Are your 0 – 1 referrals > 80%?	☒Yes	☐No
2 - 5 referrals (at risk students)	2	!Zero Divide	Are your 2 - 5 referrals <15%?	☒Yes	☐No
> 5 referrals (high risk students)	4	!Zero Divide	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)* *Go over class/school rules every morning.* *Reference Power of 3 expectations when an infraction occurs.* *Use documented interventions prior to writing student referrals.*	

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	49	37	-12	☐Yes	☒No
Hispanic/Latin	31	32	1	☒Yes	☐No
White	16	29	13	☒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: *(3-4 sentences)* *Interventions embraced in primary grades.* *CLI Power of 3 strategies school-wide* *Teacher behavioral strategies given during teacher trainings at the end of each quarter.*		

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** ☒ *check when Action completed*	**Completed:** Person Responsible Name & Title
Current	☒ **This Action Plan has been saved to use *next year* during quarterly meetings**	**Derrick Huff – 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**	**Derrick Huff – 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	**Derrick Huff – Assistant Principal**
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	**Derrick Huff – Assistant Principal**
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	**Derrick Huff – Assistant Principal**
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	**Derrick Huff – Assistant Principal**
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.	**Derrick Huff – Assistant Principal**
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	**Derrick Huff – Assistant Principal**
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.	**Derrick Huff – Assistant Principal**
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	**Derrick Huff – Assistant Principal**
April	☐ Submit your SPBP in OSPA by April 30th every year	**Derrick Huff – Assistant Principal**

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	Staff will implement the school-wide power of 3 lessons and monitor student progress.	Refer to **quarterly** presentation dates in 2B.

This is the data the team will be sharing during presentations. | Admin./ School-wide Positive Behavior Team |
Behavior lesson plans are being taught as written and when indicated	Monitoring Classroom Teacher Lesson Plans and conduct spot checks. Use RtI data and DMS.		Admin./ School-wide Positive Behavior Team
Discipline consequences and **flow chart** are being used by all staff as written	Monitoring Classroom Teacher Lesson Plans and conduct spot checks. Use RtI data and DMS.		Admin./ School-wide Positive Behavior Team
A **reward system** is being implemented for *all* students	Monitoring teacher reward systems conduct spot checks. Admin. Will ensure all rewards are equitable.		Admin./ School-wide Positive Behavior Team

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	By June 2019 the amount of Unruly/ Disruptive Behavior (103) referrals committed will decrease by 5% from the 2017-18 SY. This will be evidenced by the DMS.	Refer to **quarterly** presentation dates in 2B.

This is the data the team will be sharing during presentations. | Admin./ School-wide Positive Behavior Team |
See critical element 4A • **Top 3 event locations** data	By June 2019 the amount of referrals committed in the Cafeteria, Hallways, and Playground will decrease by 5% from the 2017-18 SY. This will be evidenced by the DMS.		Hallways
See critical element 8 • **Core effectiveness** data	By June 2019 FHE will show a decrease in referable offenses in the black student population since currently it is the highest. This will be evidenced by BASIS referral data.		Admin./ School-wide Positive Behavior Team
See critical element 7A • **Grade Level/Classroom referrals** data	By June 2019, the amount of referrals per grade level & by classroom will decrease by 5% from the 2017-18 SY. This will be evidenced by the BASIS referral data.		Admin./ School-wide Positive Behavior Team