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:	Griffin Elementary
School Number:	2851
SPBP Contact Name:	Tom Nordstrom
Direct Phone Number:	754.323.5900

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?
Gail Silig	Principal	Administration
Tom Nordstrom	SPBP Point of Contact	A.P.
Cheryl Waters	Parent/CommunityRepresentation	SAC
Germaine Goffney	BTU Representative	2ⁿᵈ Grade/BTU
Teena Novack	School Counselor	Support Staff
Alison Rasgado-Stewart	ESLS Specialist	ESE/EBD/Support Staff
Sidona Del Corral	Teacher	Kindergarten/Aftercare
Linda Bosworth	ESP	ESP

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:
8/16/2018	2:15 PM	Tom Nordstrom, A.P.	1. Create and disseminate updated Expectations and Rules lesson plans (#3 and #4)
10/18/2018	2:15 PM	Tom Nordstrom, A.P.	2. Review progress of Implementation Action Plan (#9)
1/17/2019	2:15 PM	Tom Nordstrom, A.P.	3. Collect & analyze implementation data (#10A)
4/18/2019	2:15 PM	Tom Nordstrom, A.P.	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	4/10/2018	# of participants = 43	Tom Nordstrom, A.P.
Held a *faculty* vote on the new SPBP (for SY 2018/19)	4/16/2018	% approved = 100%	Tom Nordstrom, A.P.
Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community)	4/24/2018	# of participants = 8	Tom Nordstrom, A.P.

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: 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.	Tom Nordstrom, A.P.
Present the 2018/19 SPBP to stakeholders (parents and community)	Prior to Oct 1st, 2018 9/13/2018		
Present behavior data to staff *Quarterly: minimum of 4 each year*	1. 9/20/2018	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.	Tom Nordstrom, A.P.
	2. 11/15/2018		
	3. 1/14/2019		
	4. 4/18/2019		

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 Violation Level 2
2. Disobiedence/Insubordination	7. Bus Violation Level 1
3. Battery	8. Insulting Profane Language
4. Defiance of Authority Hab	9. Disruption on Campus
5. Battery on District Employee	10. Assault/Threat

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

School-wide Expectations
1. Be respectful to all staff and peers.
2. Demonstrate self-control to act according to school rules and expectations in all school areas.
3. Be cooperative with others when given directions, lessons, learning activities, and staff/peer interaction.

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</u> 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	8/17/18	9:00 AM
January	1/17/19	9:00 AM
4th Quarter	5/22/19	9:00 AM
Who will be responsible for teaching the lesson plans?		Classroom Teachers, School Counselor
Where will the lesson plan instruction occur?		Classroom, Expectations Assembly
Who is responsible for retaining, organizing and distributing all lesson plans?		Tom Nordstrom

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
2. Bus	3
3. School Grounds	2
2. Bus	3

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

Expectations and Rules Matrix				
		IDENTIFIED LOCATIONS *Copy and paste locations from **4A**.*		
	*Copy and paste expectations from **3C**.*	Playground	Bus	School Grounds
		Rules	**Rules**	**Rules**
School-wide EXPECTATIONS	e respectful to all staff and peers.	Utilize the supplies the correct way	Talk at appropriate voice tone	Keep hands and feet to self (hands off bulletin boards and each other) Walk on right side
	Demonstrate self-control to act according to school rules and expectations in all school areas.	Using appropriate language Keep hands and feet to yourself	Stay in your seat	Walk with a buddy in the halls Walk quietly at all tim
	Be cooperative with others when given directions, lessons, learning activities, and staff/peer interaction.	Sharing Following teacher directions	Follow driver and attendant directions	Listen and obey adults

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

When will location-specific rules lesson plans be taught?		
	Date(s)	Time:
August	8/17/18	9:00 AM
January	1/17/19	9:00 AM
4th Quarter	5/22/19	9:00 AM

Who will be responsible for teaching the lesson plans?	Classroom Teachers, School Counselor
Where will the lesson plan instruction occur?	Classroom, Expectations Assembly
Who is responsible for retaining, organizing and distributing all lesson plans?	Tom Nordstrom

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 RESPECTFUL_____

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: Referral Data and Top 10 Behavior Incidents** **Problem Identification: Unruly/Disruptive Behavior**
2. Problem Analysis: Why do you think this problem is occurring? What is your goal? *(use a SMART goal statement with numerical data)*	**Hypothesis: Students are struggling with the systems of respect and following of school rules. The EBD special program impacts our school data and shows a need to target unruly and disruptive behaivior** **Goal Statement:** By May 2019, student referral data will decrease by 10%,
3. Intervention Design: Describe how you will implement a positive reward program to decrease this problem.	**Type of System:** *Click here to choose a type* **Zones of Regulation, Point Sheet Behavioral Charting, School Wide Clip Up System** **Description of System:** *(3-4 sentences)* **When students earn a given number of points on the cafeteria behavior chart based on following school rules, staying in their seat and keeping the volume at appropriate tone, they will be rewarded as a class. When student in our EBD program make their given percentage 80% or higher (individualized), they will earn the chosen incentive. Zones of regulation will be used to ensure students are able to self-monitor behavioral choices. Clip up system is utilized school wide to focus on positive behavioral choices to ensure students are ready to learn.**
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)* **Data for cafeteria behavior is collected in an ongoing manner through a visual behavior chart. Data from EBD class is collected by teachers and behavior technicians to determine the incentive**
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)* **Rewards for cafeteria behavior is received and recognized monthly on the last Friday of the month on the morning announcements and students receive their reward in the cafeteria. Cafeteria behavior is monitored monthly and quarterly. Rewards for EBD and implemented daily and weekly on a Friday.**

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 Out	**Not raising your hand to be called upon and talking over other students and the teacher**
2. Playing on Cellphones/Electronics	**Playing games on cellphone/electronics throughout the school day**
3. Defiance	**Engaging in an activity without permission**
4. Not completing work	**Not completing assignments when asked to**
5. Disrespect	**Talking back to the teacher**
6.Running	**Running through the halls or in the classroom**

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?	X ☐ Menu
Verbal warning/restate expectation and rule	
Call Home	
Time-out	
Loss of privileges	
Student Reflections/written apologies	

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	**Cursing or talking back to teachers using negative vocabulary**
2. Disruptive/Unruly Play	**Repeated hitting, kicking, yelling at staff or peers**
3. Inappropriate Language	**Cursing or talking back to teachers using negative vocabulary**
4. Eloping	**Leaving the given area**
5. Using Cell Phone	**Using cell phone to make phone calls**
6. Repetitive staff managed misbehaviors	More than [5] misbehaviors in [Half] [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
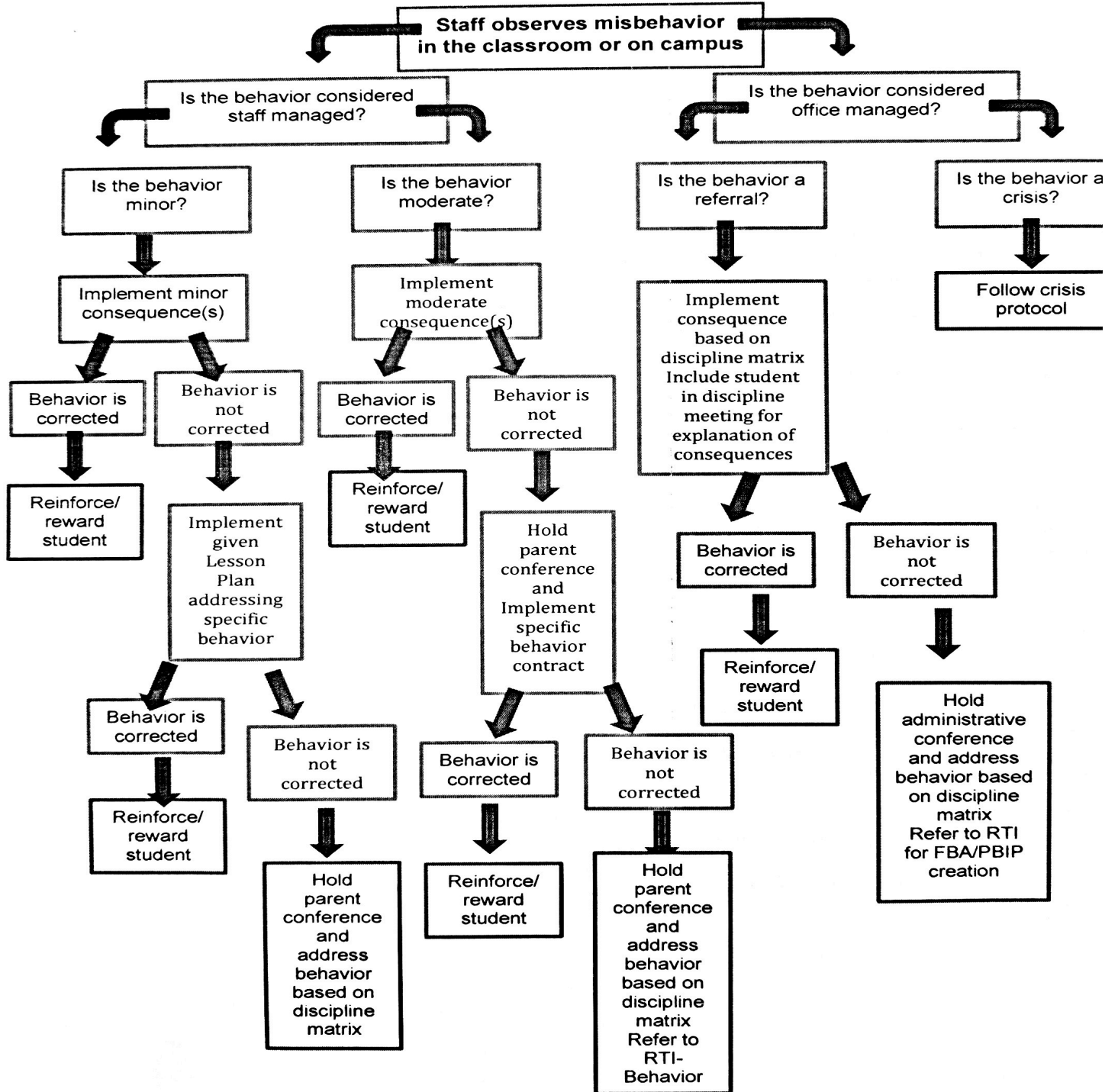
List Staff Managed Misbehaviors from **6A**	List Office Managed Misbehaviors from **6C**
1.Talking Out	1.Disobedience/Insubordination
2. Playing on Cellphones/Electronics	2. Disruptive/Unruly Play
3. Defiance	3. Inappropriate Language
4. Not Completing Work	4. Eloping
5. Disrespect	5. Using Cell Phones
6. Running	6. Repetitive staff managed misbehaviors

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)*	☐ **PBIS Classroom Management X** ☐ **Other** *(complete below) X*
If other, name the **evidence-based classroom management system:**	Clip Up Behavior Charting, Zones of Regulation
*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?	☐ No **X**

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
☐ **X**   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)*
☐ **X**   Other *(specify):* Zones of Regulation
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: *(3-4 sentences)*   When students earn a given number of points on the cafeteria behavior chart based on following school rules, staying in their seat and keeping the volume at appropriate tone, they will be rewarded as a class. When student in our EBD program make their given percentage 80% or higher (individualized), they will earn the chosen incentive. Zones of regulation will be used to ensure students are able to self-monitor behavioral choices. Clip up system is utilized school wide to focus on positive behavioral choices to ensure students are ready to learn.

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**:	10
Total number of **school-wide** discipline referrals:	24
% of referrals in the classroom:	29%
Do more than 40% of your referrals come from the classroom?	☐ No **X**

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:	638		
# Referrals		% of Total Population	Core Effectiveness	
0 - 1 referral	7	99%	Are your 0 – 1 referrals > 80%?	☐Yes **X**
2 - 5 referrals (at risk students)	6	1%	Are your 2 - 5 referrals <15%?	☐Yes **X**
> 5 referrals (high risk students)	0	0%	Are your >5 referrals <5%?	☐Yes **X**

8B. Core Effectiveness Plan:

If all 3 are "**Yes**", your core is effective. Is your core behavior curriculum effective?	☐Yes **X**

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)*
When students earn a given number of points on the cafeteria behavior chart based on following school rules, staying in their seat and keeping the volume at appropriate tone, they will be rewarded as a class. When student in our EBD program make their given percentage 80% or higher (individualized), they will earn the chosen incentive. Zones of regulation will be used to ensure students are able to self-monitor behavioral choices. Clip up system is utilized school wide to focus on positive behavioral choices to ensure students are ready to learn.

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	8%	21%	-13	No **X**
Hispanic/Latin	38%	29%	9	☐Yes **X**
White	54%	50%	4	☐Yes **X**

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"?	☐No **X**

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)*
Due to our EBD special program, referral data reflects student referrals prior to attending Griffin Elementary. Student behavior is monitored through behavioral point sheets and program guidelines. This referral data is skewed with information prior to a student attending Griffin. As such, we must continue to support our EBD Program with their individualized Functional Behavior Assessment and Positive Behavior Intervention Plans.

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. <mark>(Complete only the yellow highlighted area at this time)</mark>. 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** X	**Tom Nordstrom, A.P.**
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** X	**Tom Nordstrom, A.P.**
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

11

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?"*

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	100% of expectations are addressed through lesson plans and expectations assembly	09/20/2018 11/15/2018 01/14/2019 04/18/19	Tom Nordstrom, A.P.
Behavior lesson plans are being taught as written and when indicated	100% of skills are addressed through Kids of Character lessons and activities		School Counselor
Discipline consequences and **flow chart** are being used by all staff as written	Number of referrals will decrease by 10% and flow chart will be followed.		Tom Nordstrom, A.P.
A **reward system** is being implemented for *all* students	Clip up Chart will be utilized in 100% of classrooms		Classroom Teachers

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 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	Referrals will decrease by 10%	09/20/2018 11/15/2018 01/14/2019 04/18/19	Tom Nordstrom, A.P.
See critical element 4A • **Top 3 event locations** data	10% decrease in the incidents in highest location		Tom Nordstrom, A.P.
See critical element 8 • **Core effectiveness** data	88% of students will have 1 or less specific moderate consequences per week		Tom Nordstrom, A.P.
See critical element 7A • **Grade Level/Classroom referrals** data	88% of students will be engaged and ready to learn on a weekly basis		Tom Nordstrom, A.P.