

**School-wide Positive Behavior Plan (SPBP)**  
 Broward County Public Schools  
 To be implemented in SY 2019/20



<b>School Name:</b>	Sandpiper Elementary School
<b>School Number:</b>	3061
<b>SPBP Contact Name:</b>	Melissa Hernandez
<b>Direct Phone Number:</b>	754-322-8476

**CRITICAL ELEMENT # 1: Active Team with Administrative Participation**

**1A. Current (SY 2018/19) SPBP team members:**

Full Name	Position
Camille LaChance	1. Administration
Kay Maheras	2. BTU Representative
Melissa Hernandez	3. SPBP Point of Contact
Dominique Fox-Pierre	4. Parent/Community Representation
Laurie Veiner	5. PreK and VPK Team Leader
Ashely Swickle	6. Kindergarten Team Leader
Amy Mortman	7. First Grade Team Leader
Kris Shaffer	8. Second Grade Team Leader
Laura Walkes	9. Third Grade Team Leader
Jessica Janecek	10. Fourth Grade Team Leader
Heather Thaler	11. Fifth Grade Team Leader

**1B. Schedule of quarterly SPBP Team Meeting dates for next 2019/20 school year:**

Meeting Date	Meeting Time	Content of meetings:
8/8/2019	9:00am	1. Progress of Action Steps indicated in Implementation Plan in #9 2. Collect & analyze fidelity of staff implementation data in #10A 3. Collect & analyze student outcome data in #10B
10/30/2019	2:15pm	
1/8/2019	2:15pm	
4/2/2019	2:15pm	

**CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment:**

**2A.** Action Steps completed this year (SY 2018/19) that increased faculty and stakeholder knowledge of the *new* SPBP:

<b>Action Steps:</b>	<b>Date</b> <i>(Between Jan 15 and April 30, 2019)</i>	<b>Details</b> <i>(Sign-in sheets in SPBP Binder)</i>
Presented the <i>new</i> SPBP (for SY 2019/20) to staff	4/24/2019	# of participants = 39
Held a <i>faculty</i> vote on the new SPBP (for SY 2019/20)	4/25/2019	# of participants =39 % approved =100%
Presented the <i>new</i> SPBP (for SY 2019/20) to stakeholders (parents and community)	4/25/2019	# of participants = 12

**2B.** Action Steps to be completed next year (SY 2019/20) to increase faculty and stakeholder knowledge of the *new* SPBP:

<b>Action Steps:</b>	<b>Date</b> <i>(SY 2019-20)</i>	<b>Content</b> <i>(Sign-in sheets in SPBP Binder)</i>
Provide professional development on the 2019/20 SPBP for all staff	Prior to students' 1 <sup>st</sup> day: 8/8/2019	The team will present the updates in the SPBP for the 19/20 school year. All stakeholders will be provided with access to the SPBP. Feedback will be collected for future team meetings.
Present the 2019/20 SPBP to stakeholders (parents and community)	Prior to Oct 1 <sup>st</sup> , 2019 9/4/2019	
Present the behavior data to all staff <u>quarterly</u>	1. 8/8/2019	The team will present: <ul style="list-style-type: none"> <li>• the team's progress in the Implementation Plan in # 9.</li> <li>• the fidelity of staff implementation data in #10A.</li> <li>• the student outcome data in #10B.</li> </ul>
	2. 10/30/2019	
	3. 1/8/2019	
	4. 4/2/2019	

**CRITICAL ELEMENT # 3: School-wide Expectations**

**3A.** Top five behavior incidents data YTD as listed in BASIS 3.0

Top 5 Behavior Incidents
1. Disobedience/Insubordination (29)
2. Unruly/Disruptive Behavior (18)
3. Defiance of Authority Habitual (6)
4. Disruptive Unruly Play (4)
5. Disruption on Campus (Minor) (2)

**3B.** School-wide expectations are 3 – 5 positive characteristics (*not behaviors*) that counteract the demonstration of the top school-wide misbehaviors above. ALL people on campus model these expectations.

School-wide Expectations
1. <b>A school community that is respectful and kind to one another including ourselves.</b>
2. <b>Following instructions is important to make tasks simpler, to ensure things are done effectively, to eliminate confusion and save time.</b>
3. <b>A safe and healthy school helps you focus your efforts at improving the school environment by conducting yourself in a safe and responsible manner.</b>
4. N/A
5. N/A



**SANDPIPERS**

**S** **HOW RESPECT**

- DO UNTO OTHERS
- VALUE YOURSELF & OTHERS
- BE HONEST
- GOOD MANNERS

**O** **PTIMISTIC**

- I CAN & I WILL
- BELIEVE IN YOURSELF

**A** **MBITIOUS**

- GOAL ORIENTED
- DO YOUR BEST
- NEVER GIVE UP

**R** **ESPONSIBLE**

- BE SAFE
- DO YOUR JOB!

**SCHOOL-WIDE POSITIVE BEHAVIOR PLAN (SPBP)**

**3C.** At least one lesson plan for **each** school-wide expectation above is distributed to teachers during pre-planning SY 2019/20 and maintained in the SPBP Binder.

<b>Dates the school-wide expectations lesson plans are taught:</b>			
	Date(s)	Time:	Location(s):
August	8/15/2019	8:30am	Classroom, Cafeteria
January	1/08/2019	8:30am	Classroom, Cafeteria
After Spring Break	4/02/2019	8:30am	Classroom, Cafeteria

## CRITICAL ELEMENT #4: Location-based Rules

4A. Top three school-wide **locations** for Behavior Events YTD.

Top 3 Locations, not including Classroom:	
School Location	# Incidents
1. Cafeteria	9
2. Other	5
3. Hallway	3

4B. Expectations and Rules Chart for common areas of school campus: *(next page)*

**Expectations and Rules Chart**

*To be completed by  
classroom teachers*

School-wide EXPECTATIONS	Cafeteria Rules	Hallway Rules	Front Office Rules	Classroom Rules
<p>1. A school community that is respectful and kind to one another including ourselves.</p>	<ul style="list-style-type: none"> <li>• Pick up trash from table and floor</li> <li>• Wait your turn in the cafeteria line.</li> <li>• Walk to your dining table and to the Somat machine.</li> </ul>	<ul style="list-style-type: none"> <li>• Keep hands and feet to self</li> <li>• Walk on right side</li> <li>• Stay in a single file line on the right side of the hallway.</li> <li>• Always walk whether you are with an adult or with a classmate.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a Level 2 Conversation Level</li> <li>• Ask for permission before entering the front office area.</li> </ul>	
<p>2. Following instructions is important to make tasks simpler, to ensure things are done effectively, to eliminate confusion and save time</p>	<ul style="list-style-type: none"> <li>• Use Level 2 Conversation voice.</li> </ul>	<ul style="list-style-type: none"> <li>• Only go to where you have been given permission to be.</li> <li>• Keep hands and feet to yourself</li> </ul>	<ul style="list-style-type: none"> <li>• Wait patiently if you are waiting for something to bring back to your teacher.</li> <li>• Speak to adults in the office after you have been acknowledged</li> </ul>	
<p>3. A safe and healthy school helps you focus your efforts at improving the school environment by conducting yourself in a safe and responsible manner.</p>	<ul style="list-style-type: none"> <li>• Keep your own food items on your tray.</li> <li>• Pick up trash from the table and floor.</li> </ul>	<ul style="list-style-type: none"> <li>• Make sure that your backpack is in your possession and under control.</li> </ul>	<ul style="list-style-type: none"> <li>• Only touch the objects in the office that you have been given permission to touch.</li> <li>• Only go to areas that you have been allowed to go to.</li> </ul>	

**4C.** At least one Rules lesson plan for **each** specific location is distributed to teachers during pre-planning SY 2019/20 and maintained in the SPBP Binder.

Dates the Locations' Rules lesson plans are taught			
	Date(s)	Time:	Location(s):
August	8/15/2019	8:30am	Classroom, Cafeteria
January	1/08/2019	8:30am	Classroom, Cafeteria
After Spring Break	4/02/2019	8:30am	Classroom, Cafeteria

**CRITICAL ELEMENT # 5: Reward and Recognition Programs**

5. The reward system is focused on one School-wide Expectation OR specific location *at a time*.

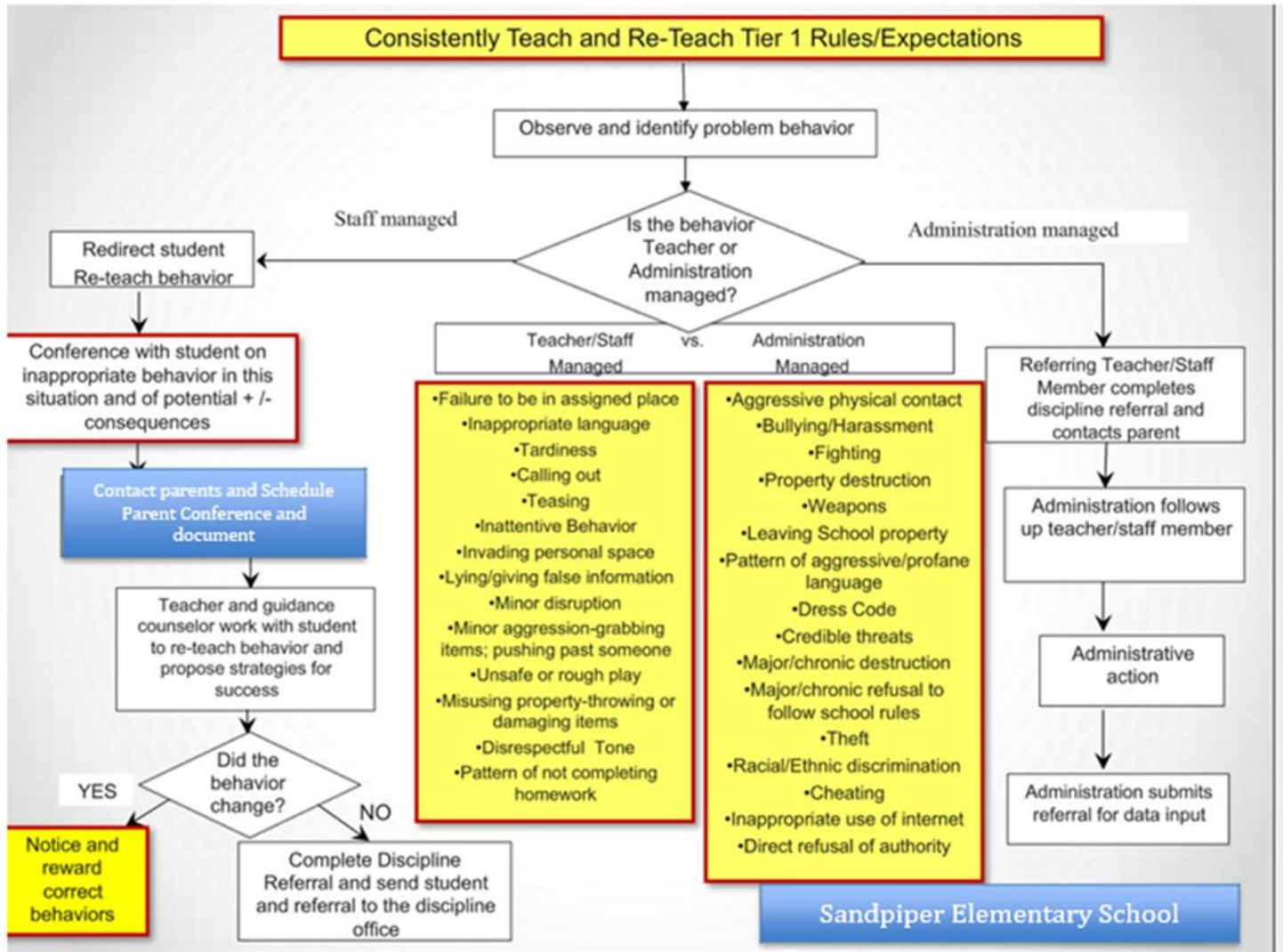
Expectation or Location: \_\_\_ Cafeteria Caught Being Good Reward Plan \_\_\_\_\_

4 Step Problem Solving Process	Plan Details
<p><b>1. Problem Identification:</b> Use your behavior data to identify one school-wide problem. What problem did you identify? (use numerical data)</p>	<p><b>Data used:</b> Office Discipline Referrals from the Cafeteria and Cafeteria Behavior Report</p> <p><b>Problem Identification Statement:</b> The number of ODRs in first quarter, second and third quarter is 45% higher than last year (16). First, second, and third quarter ODRs = 26 referrals and cafeteria behavior reports.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;"><b>Sandpiper Elementary Cafeteria Behavior Report</b></p> <p style="text-align: center;"><i>Return to the teacher</i></p> <p>Teacher: _____ Date: _____</p> <p style="text-align: center;"><i>Your child did not follow the cafeteria rule marked below.</i></p> <ul style="list-style-type: none"> <li>_____ Enter and leave quiet and orderly in line</li> <li>_____ Get everything you need the first time through the line</li> <li>_____ Use good manners toward café staff (say please and thank you)</li> <li>_____ Stay in your seat. Raise your hand to ask a question</li> <li>_____ Use inside voices</li> <li>_____ Don't play with or share food</li> <li>_____ Clean up after yourself</li> <li>_____ Other</li> </ul> <p>Reason: _____</p> <p>_____</p> <p>_____</p> <p>Observer: _____ Parent Signature: _____</p> </div>
<p><b>2. Problem Analysis:</b> Why do you think this problem is occurring? What is your goal? (use a SMART goal statement with numerical data)</p>	<p><b>Hypothesis:</b> Grades 2-5 students are horse playing and need more structure in the cafeteria. Students are not entering and leaving quiet and orderly in line. Students are not getting everything they need the first time through the line. Students are not using good manners toward café staff (say please and thank you). Students are not staying in their seat. Students are not raising their hand to ask a question. Students are not using inside voices. Students are not cleaning up after themselves.</p> <p><b>Goal Statement:</b> By the end of the fourth quarter, ODRs and Cafeteria Behavior Report from the cafeteria will decrease from 26 to less than 11 (58% reduction).</p>

<p><b>3. Intervention Design:</b> Describe how you will implement a positive reward program to decrease this problem.</p>	<p><b>Type of System:</b> Choose an item. Economic Simulation System</p> <p><b>Description of System:</b> (<math>\geq 5</math> sentences) Support Staff, Administration, and Cafeteria Monitors will give 1 1/4" plastic metallic Caught Being Good coin to kids as when they are "caught being good". Students trade these play coins for prizes in the reward store every final Friday of the month or they can turn a coin into their teacher for an Ice Pop on Caught Being Good Reward Day which is also every Friday of the month.</p>
<p><b>4. Evaluation:</b> A. Implementation fidelity</p>	<p><b>A.</b> How will you monitor the fidelity (consistency and effectiveness) of the <b>staff's</b> implementation of the reward program? (<i>2-3 sentences</i>)</p> <ol style="list-style-type: none"> <li>1. The Coin system will be taught to students by the classroom teacher, discipline assembly cafeteria staff and support staff.</li> <li>2. The coins will be distributed daily and placed in a class compartment bin that is travels with the class daily to lunch and back to class.</li> <li>3. The classroom teacher will check the coins daily.</li> <li>4. The Principal will observe in the cafeteria 3 random days a week.</li> <li>5. The Reward store will open every Friday of the month. Students will shop during their lunch time on the last Friday of every month and assisted by PTA.</li> </ol>
<p>B. Student outcome monitoring</p>	<p><b>B.</b> How will you know if the reward program is positively impacting <b>students</b>? What measurable data will you use to determine "success"? (<i>2-3 sentences</i>)</p> <ol style="list-style-type: none"> <li>1. The number of cafeteria referrals and behavior slips will be collected every Friday by the Assistant Principal to ensure the system is positively impacting.</li> <li>2. ODRs/Cafeteria Behavior Reports and no interim modifications need to be made.</li> <li>3. The total number of ODRs and Cafeteria Behavior Report for the second quarter will be collected on 12/21/19 by the AP and the team will meet again on 01/09/20 and will determine if we met our goal if the number of ODRs and Cafeteria Behavior Reports in the second quarter is 58% lower than the first quarter, second and third quarter of 2018-2019 school year.</li> <li>4. Recording the number of students who attend the reward store on the following days: <b>Reward Days for 2019-2020 School Year:</b> September: 9/27/19 October: 10/25/19 November: 11/29/19 December: 12/20/19 January: 1/31/20 February: 2/28/20 March: 3/15/20 April: 4/24/20 May: 5/29/20</li> </ol>



**Student Behavior Discipline Flow Chart**



## CRITICAL ELEMENT # 7: Classroom Management Systems

**7A.** In SY 2019/20, ALL teachers implement an evidence-based Tier 1 classroom management system:

Evidence-based system:	Evidence of training:
<input checked="" type="checkbox"/> CHAMPS	% of teachers currently holding valid CHAMPS certificate: 50%
<input checked="" type="checkbox"/> PBIS Classroom Management <i><a href="http://www.fl-pda.org/independent/">http://www.fl-pda.org/independent/</a></i>	% of teachers currently holding completion certificate: 50%
<input type="checkbox"/> Other:	Training evidence: <a href="#">Click here to enter evidence</a> % of teachers currently trained:

**7B.** The administration reviews and analyzes the fidelity of staff implementation of Tier 1 classroom management systems **across teachers** using:

<input checked="" type="checkbox"/> CHAMPS 7 Up Checklist
<input type="checkbox"/> Basic FIVE (Classroom Management Screening)
<input checked="" type="checkbox"/> PBIS Classroom Assistance Tool (CAT)
<input checked="" type="checkbox"/> Other ( <i>specify</i> ): <i>Marzano Domain 1, Design Questions 5, 6, 7, 8, 9</i>
<input type="checkbox"/> Classroom management screening is not conducted <i>across</i> teachers to determine appropriate professional development. ( <i>Next year, assessment of classroom management implementation fidelity will be scored</i> ).

**7C.** School year 2018/19 percentage of classroom referrals:

Total number of discipline referrals <b>from classrooms</b> :	40
Total number of <i>other</i> <b>school-wide</b> discipline referrals:	69
% of referrals in the classroom:	27.6%
Do more than 40% of your referrals come from the classroom?	<input type="checkbox"/> Yes <input checked="" 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.***

If "Yes", school-wide classroom management professional development will be conducted in 2019-20:
Click here to choose: <a href="#">Click here to choose</a> If "Other", indicated system here: <a href="#">Click here to enter text</a> .

## CRITICAL ELEMENT # 8: Data Collection and Analysis

### 8A. Core Effectiveness:

TOTAL Population:	639	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
0 - 1 referrals	620	97%	Are your 0 – 1 referrals > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2 - 5 referrals (at risk students)	14	2%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
> 5 referrals (high risk students)	5	1%	Are your >5 referrals <5%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

### 8B. Core Effectiveness Action Steps:

If <u>all 3</u> are “ <b>Yes</b> ”, your core is effective. Is your core behavior curriculum effective?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Answer <b>either</b> (a) or (b): (a) If you answered “ <b>Yes</b> ”, although your core is effective, what steps does your school leadership team take for <i>early identification</i> of at risk and high-risk students? (b) If you answered “ <b>NO</b> ”, indicate the supports and interventions your school leadership team will implement <i>at the beginning</i> of the next school year to improve core strength:	
Core Effectiveness Action Steps: <i>(3-4 steps)</i>  At the beginning of the year, the AP will collect data on new and articulating students to see behavior patterns and issues. Students who have a history of referrals, detentions, suspensions will have a parent, teacher, and guidance counselor conference to set an action plan from the beginning of the year. The AP will have a student conference with at risk students give an interest survey to get to know the students better. Based on the conference and interest survey a proactive behavior plan will be created and implemented for the students who are at risk to set up them up for success in the classroom. A mentor will be assigned from support staff to have a bi-weekly check in with the students that are at risk. The AP will collect monthly data on student referrals and address these referrals with student conferences to monitor and discuss progress of behavior in the classroom. AP will also consult with teachers of at risk students to offer support as needed. Guidance will also supply support based on teacher and/or student request.	

### 8C. Disproportionality within racial subgroups:

Subgroups	(PctPop - Green) % of students	(PctRef - Blue) % of referrals	Difference in referral composition	Positive value suggests disproportionality (Is the value positive?)
Black	37	45	-8	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Hispanic/Latin	33	37	-4	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
White	22	11	11	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

### 8D. Disproportionality Action Steps:

If <u>all three</u> are “ <b>No</b> ”, disproportionality is not indicated. Are all 3 “No”?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Answer <b>either</b> (a) or (b): (a) If you answered “ <b>Yes</b> ”, although your data indicates equity, what plan does your school leadership team implement for early identification of any disproportionality issues (b) If you answered “ <b>No</b> ”, indicate the support plan and interventions your school leadership team will implement at the beginning of next year to improve sub group disproportionality	
Disproportionality Action Steps: <i>(3-4 steps)</i>  1. Analyze and evaluate CORE FUNCTIONS: behavior systems are designed to ensure that equitable behavior opportunities are available and accessed by all students, including those from diverse cultural, linguistic, or ability backgrounds. 2. Analyze and evaluate INSTRUCTIONAL SERVICES: Learning environments at all grade levels are designed to support and produce academic and behavioral achievement for diverse students. 3. Analyze and evaluate INDIVIDUALIZED BEHAVIOR EDUCATION: Children with disabilities along with their general education peers are ensured access to, participation in, and progress in the general curriculum and behavioral systems.	

4. Analyze and evaluate ACCOUNTABILITY: Student Behavior Performance in school through the BASIS Behavior Dashboard is analyzed and used to guide behavior counseling and correction.

## Critical Elements # 9: SPBP Implementation Planning

RED Font = Action Steps for all schools in Broward County

GREY Font = Best Practices for all schools in Broward County

TEAL Font = Resources available at <https://browardcountyschools.sharepoint.com/sites/DPI6Strands/strand6/SitePages/SPBP.aspx>

SPBP Team Implementation Action Plan 2019 - 2020	
Month	Action Steps
	<input checked="" type="checkbox"/> check off Action Step when completed
Current	<input checked="" type="checkbox"/> 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, Expectations lesson plans and Rules lesson plans
Pre-Planning 2019	<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 <b>post school-wide Expectations and location-specific Rules</b> <input type="checkbox"/> Identify your district RtI Instructional Facilitator (Contact <a href="mailto:tyne.hogan@browardschools.com">tyne.hogan@browardschools.com</a> for more information, if you are unsure) <input type="checkbox"/> Confirm 1 <sup>st</sup> team meeting date and time
August 1 <sup>st</sup> meeting	<input type="checkbox"/> Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP <input type="checkbox"/> Review Implementation plan; check off completed Action Steps <input type="checkbox"/> Determine any needed team training, such as these Brainsharks: 4 Step Problem Solving Process series, PBIS 10 Critical Elements, Data Collection, Big 5 Data, PBIS 101, etc. (All found in Sharepoint site) <input type="checkbox"/> Review previous year's behavior data. (Use 'Agenda' Form and 'Data Collection Template' in Sharepoint site) <input type="checkbox"/> Utilize the 4 Step Problem Solving Process to <b>initiate a Reward System for all students</b> <input type="checkbox"/> Review previous year's SPBP and feedback form; make necessary modifications <input type="checkbox"/> Verify and implement teaching schedule for <b>Expectations and Rules behavior lesson plans</b> <input type="checkbox"/> <b>Present implementation data, behavior data, team activities and SPBP progress to entire staff</b>
September	<input type="checkbox"/> <b>Provide SPBP stakeholder presentation prior to October 1</b> <input type="checkbox"/> Check for staff and teacher understanding of PBIS - provide "PBIS 101" Brainshark as a resource Brainshark available at: <a href="http://www.brainshark.com/browardschools/PBIS101">http://www.brainshark.com/browardschools/PBIS101</a> <input type="checkbox"/> Ensure the <b>Discipline Flow Chart</b> is distributed to all staff and is being used as written
October 2 <sup>nd</sup> meeting	<input type="checkbox"/> Review Implementation plan; check off completed Action Steps <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"/> <b>Review previous quarter's behavior data.</b> (Use 'Agenda' and 'Data Collection Template' in Sharepoint site) <input type="checkbox"/> <b>Present implementation data, behavior data, team activities, and SPBP progress to entire staff</b> <input type="checkbox"/> Ensure all teachers are using an evidence-based classroom management plan, such as CHAMPS <input type="checkbox"/> Ensure Core Effectiveness Action Steps are being implemented as written
November	<input type="checkbox"/> Team to develop new and/or improved lesson plans as indicated by behavior data. <input type="checkbox"/> Ensure that the Disproportionality Action Steps are being implemented as written
January 2020 3 <sup>rd</sup> meeting Prepare for SY 2020/21 SPBP	<input type="checkbox"/> Review Implementation plan; check off completed Action Steps <input type="checkbox"/> <b>Staff to re-teach Expectations and Rules after winter break</b> <input type="checkbox"/> <b>Principal signs in and watches the new "SPBP for Principals" Brainshark: Due January 30<sup>th</sup></b> <input type="checkbox"/> <b>Present implementation data, behavior data, team activities, and SPBP progress to entire staff</b> <input type="checkbox"/> Choose team members and dates to work on, complete, and submit the <i>new</i> SPBP <input type="checkbox"/> <b>Teams watch the new "SPBP Team Overview" Brainshark</b> and refers to district resources and supports (Brainsharks and Additional items in Sharepoint site. Webinars and in-person lab information in Team Brainshark)
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)
March 4 <sup>th</sup> meeting	<input type="checkbox"/> Ensure progress towards completion and submission of SPBP <input type="checkbox"/> Review Implementation plan; check off completed Action Steps <input type="checkbox"/> <b>Staff to re-teach Expectations and Rules after from spring break</b> <input type="checkbox"/> <b>Provide stakeholders/parent presentation on new SPBP for next year</b> <input type="checkbox"/> <b>Provide staff presentation and faculty vote on new SPBP for next year</b> <input type="checkbox"/> <b>Present implementation data, behavior data, team activities, and SPBP progress to entire staff</b>
April	<input type="checkbox"/> <b>Submit your SPBP in OSPA by April 30<sup>th</sup> every year. Use this new SPBP in the next school year</b> <input type="checkbox"/> <b>Continue implementing your current SPBP through the end of the current school year</b>

## CRITICAL ELEMENT # 10: Evaluation

**10A. Staff** implement the School-wide Positive Behavior Plan effectively:

*“Are **staff** implementing the SPBP with fidelity? How do you know?”*

STAFF Implementation Monitoring	
Action Step	Create an observable and measurable SMART goal to determine “successful” staff implementation of action step
School-wide <b>expectations</b> and location-specific <b>rules</b> are posted across campus	By the end of each month, 100% of hallways, cafeteria, & all classrooms will have at least 2 rules posters of expectations and rules posted as measured through monthly observations by Melissa Hernandez, AP.
<b>Expectations and Rules lesson plans</b> are being taught as written and when indicated	By the end of each month, 100 % teachers will have behavior expectations and rules lesson plans recorded in their lesson plan book as indicated as measured through lesson plan checks in October 2019 and May 2020 by Melissa Hernandez, AP and Camille LaChance, Principal.
The <b>Discipline flow chart</b> is being used by all staff as written	By the end of every quarter, there will be 10% fewer Referrals as measured through BASIS Behavior Dashboard by Melissa Hernandez, AP.
A <b>reward system</b> is being implemented for <i>all</i> students	By the end of each month, 80% of students will earn caught being good coins in the cafeteria, as measured by attendance sheets of students that show in the store by Melissa Hernandez, AP.

**10B.** 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	
Student Outcome Data	Create an observable and measurable SMART goal to determine “successful” student outcomes
<b>Behavior Incident</b> data (See critical element #3A)	By the end of every quarter, there will be 10% fewer referrals from the cafeteria as measured by monthly ODR data collection by Melissa Hernandez, AP.
<b>Top 3 event locations</b> data (See critical element #4A)	By the end of every quarter, there will be 10% fewer referrals and cafeteria behavior reports from all top three locations. (Classroom, Hallways, Cafeteria) as measured by monthly ODR data collection by Melissa Hernandez, AP.
<b>Core effectiveness</b> data (See critical element #8A)	By the end of every quarter 99% students will have 1 or less behavior infraction as measured by monthly ODR data collection by Melissa Hernandez, AP.
<b>Classroom referrals</b> data (See critical element #7C)	By the end of every quarter, there will be 10% fewer referrals from the classroom as measured by monthly ODR data collection by Melissa Hernandez, AP.