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:	Indian Trace Elementary
School Number:	3181
SPBP Contact Name:	Daphne Browne
Direct Phone Number:	754-323-6300

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?
Amy Winder	Principal	Administration
Daphne Browne	SPBP Point of Contact	Assistant Principal
Renell Schultz	Parent/Community Representation	SAC
Amy DuCuennois	BTU Representative	Faculty
Matty Cartaya	ESE Specialist	Students, Parents and Teachers
Susana Cruz	Curriculum Specialist	Students and Teachers
Sandra Thomas	Guidance Counselor	Students, Teachers and Parents

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:
Click to enter a date.	August 9, 2018	Daphne Browne, Assistant Principal	1. Create and disseminate updated Expectations and Rules lesson plans (#3 and #4)
Click to enter a date.	November 13, 2018	Daphne Browne, Assistant Principal	2. Review progress of Implementation Action Plan (#9)
Click to enter a date.	January 15, 2019	Daphne Browne, Assistant Principal	3. Collect & analyze implementation data (#10A)
Click to enter a date.	March 12, 2018	Daphne Browne, Assistant Principal	4. Collect & analyze student outcome data (#10B)

CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment:

2A. Action Steps <u>completed **this year**</u> (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 = 60	Daphne Browne, Assistant Principal
Held a *faculty* vote on the new SPBP (for SY 2018/19)	4/27/2018	% approved = 100%	Daphne Browne, Assistant Principal
Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community)	4/26/2018	# of participants = 18	Daphne Browne, Assistant Principal

2B. Action Steps <u>to be completed **next year**</u> (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.	Daphne Browne, Assistant Principal
Present the 2018/19 SPBP to stakeholders (parents and community)	Prior to Oct 1st, 2018 9/12/2018		
Present behavior data to staff *Quarterly: minimum of 4 each year*	1. 8/9/2018	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.	Daphne Browne, Assistant Principal
	2. 11/15/ 2018		
	3. 1/17/2019		
	4. 5/6/20119		

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. Disrespect for authority	6. N/A
2. Following directions	7. N/A
3. Inappropriate behavior	8. N/A
4. Unruly/Disruptive Behavior	9. N/A
5. N/A	10. N/A

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 kind and polite to students and adults.
2. Be respectful to students and adults.
3. Demonstrate self-control.
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 <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	August 15 – 17, 2018	8:00 a.m.
January	January 9 – 11, 2019	8:00 a.m.
4th Quarter	April 1 – 2, 2019	8:00 a.m.

Who will be responsible for teaching the lesson plans?	Daphne Browne & Teachers
Where will the lesson plan instruction occur?	Classroom
Who is responsible for retaining, organizing and distributing all lesson plans?	Daphne Browne

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	7
2.Hallway	5
3.School Campus	2 Be kind and polite to students and adults.

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

Expectations and Rules Matrix			
School-wide **EXPECTATIONS**	*Copy and paste expectations from 3C.*	**IDENTIFIED LOCATIONS** *Copy and paste locations from 4A.*	
		Hallway	Cafeteria	School Campus
		Rules	**Rules**	**Rules**
	Be kind and polite to students and adults.	Use an appropriate tone of voice when speaking to others.	Students will keep hands and feet to themselves.	Upon arrival walking quietly to your assigned area, building or location.
	Be respectful to students and adults.	Listen to instructions and follow directions	Use inside "restaurant" voices	Waiting quietly for your teacher to allow permission to enter the classroom.
	Demonstrate self-control.	Keep hands and feet to themselves.	Collect all trash, water bottles, and containers.	Using appropriate voice levels when moving from one location to another.
	Click here to enter Expectation #4	Use inside voices when walking through the hallways.	Ask for permission for the restroom and water fountain	Follow the blue or yellow line, facing front when walking to a new location.
	Click here to enter Expectation #5	Click here to enter a Rule	Click here to enter a Rule	Keep hands and feet to themselves.

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	August 15 – 17, 2018	8:00 a.m.
January	January 9 – 11, 2019	8:00 a.m.
4th Quarter	April 1 – 2, 2019	8:00 a.m.

Who will be responsible for teaching the lesson plans?	Daphne Browne & Teachers
Where will the lesson plan instruction occur?	Classrooms and Cafeteria
Who is responsible for retaining, organizing and distributing all lesson plans?	Daphne Browne

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: _____

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: The data used will come from BASIS.** **Problem Identification: By September 2018, 95% of our teachers will have all of the school-wide behavior expectations lesson plans as measured and provided by administration as a part of the lesson plans.**
2. **Problem Analysis:** Why do you think this problem is occurring? What is your goal? *(use a SMART goal statement with numerical data)*	**Hypothesis: The staff at Indian Trace will teach the lessons with fidelity to increase positive behavior.** **Goal Statement:** Every quarter, there will be a 5% decrease in the number of Office Discipline behaviors referrals/concerns as measured by the SPBP.
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* **"Caught You Doing Something Good" reward program.** **Description of System:** *(3-4 sentences) Each week, teachers and Staff members will reward students with certificates when a good/positive deed is done. The students will retain the certificate for the week. Those students receiving the certificate will have lunch with Mrs. Browne, the Assistant Principal.*
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) The teachers will follow up on the progress the awards system during monthly team meeting. The Team Leaders will provide input during Team Leader meetings. The Assistant Principal will monitor the system bi-weekly and provide a report.*
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) The behavior data will be reviewed. Students will be will surveyed. The surveys will be acknowledged and process will be updated with changes.*

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. **Out of seat**	**Not requesting permission to move around the room.**
2. **Not prepared**	**Missing materials and supplies**
3. **Not on task**	**Not completing assigned tasks from adult**
4. **Calling out**	**Speaking aloud in class without being asked**
5. **Physical contact**	**Not monitoring self-control**
6. **Minor disruption**	**Having a tantrum**

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.

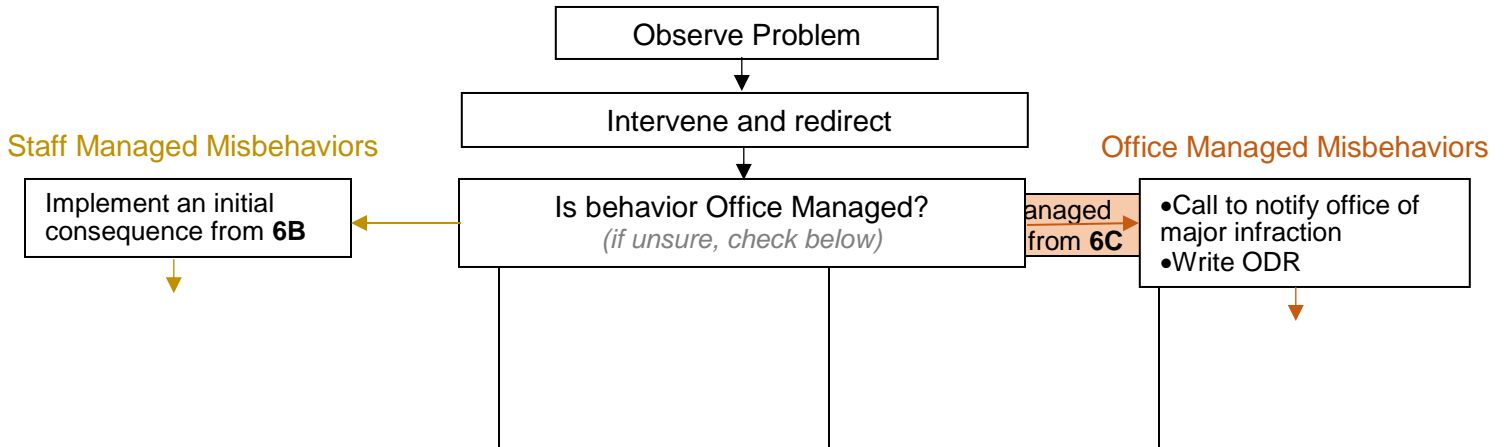| Is this a menu or hierarchy system?	☒ Menu ☐Hierarchy
Re-direct using appropriate behavior	
Explain what appropriate behavior	
Loss of 1 point in Dojo	
Chat with class leader	
Behavior chart for monitoring	

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).

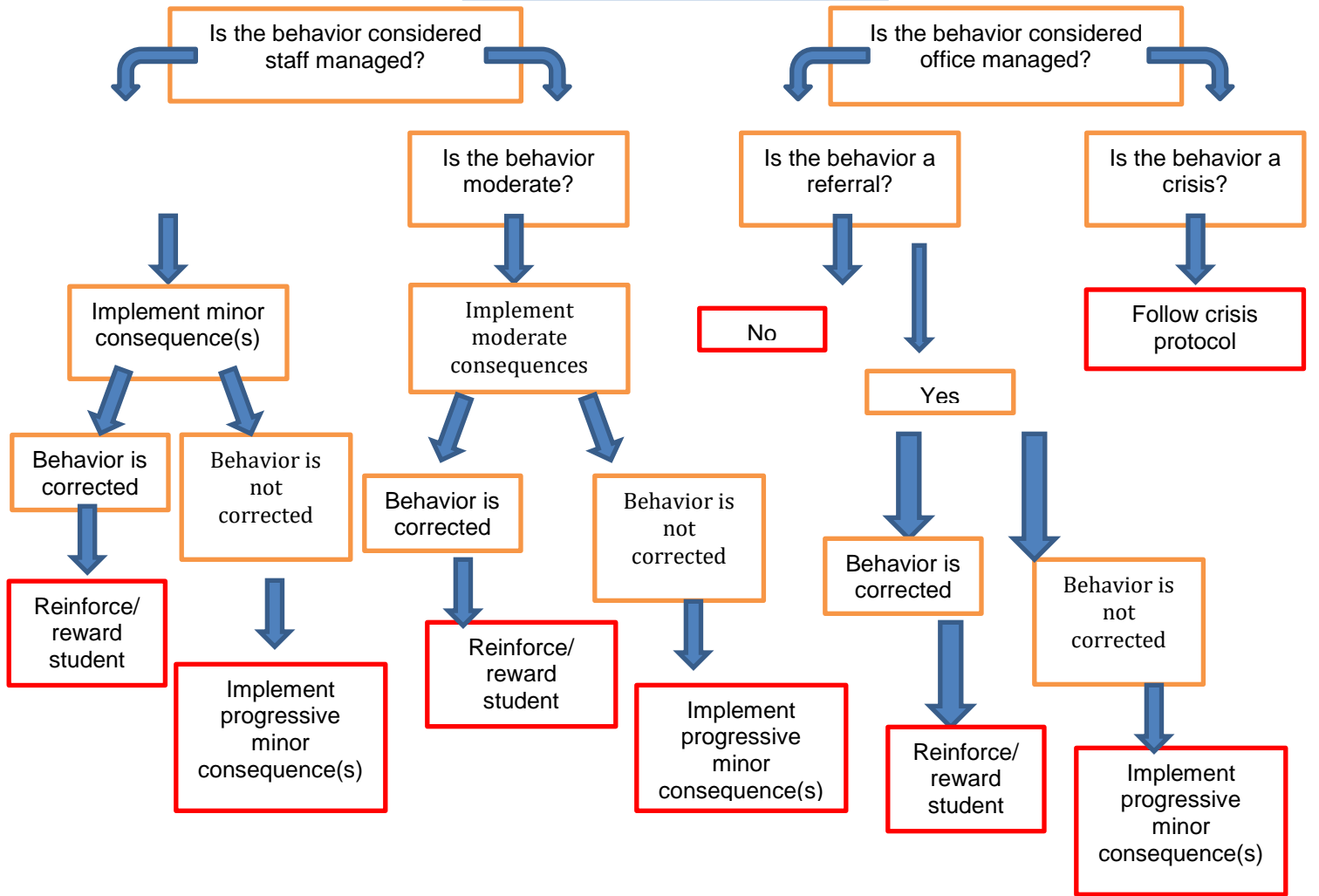| Office Discipline Referrals (ODRs)	
Behavior	"Looks Like" - *provide a description with example(s)*
1. Disobedience/Insubordination	Refusing to follow directions from an adult.
2. Disruptive/Unruly Play	Physically hurting another student intentionally
3. Defiance of authority	Refusing to follow directive from an adult.
4.	
5.	
6. Repetitive staff managed misbehaviors	More than [3] misbehaviors in [one] [1] 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

Is behavior Office Managed?
(if unsure, check below)

Office Managed Misbehaviors

Implement an initial consequence from **6B**

anaged from **6C**

- Call to notify office of major infraction
- Write ODR

Staff observes misbehavior in the classroom or on campus

Is the behavior considered staff managed?

Is the behavior considered office managed?

Is the behavior moderate?

Is the behavior a referral?

Is the behavior a crisis?

Implement minor consequence(s)

Implement moderate consequences

No

Follow crisis protocol

Behavior is corrected

Behavior is not corrected

Behavior is corrected

Behavior is not corrected

Yes

Reinforce/ reward student

Implement progressive minor consequence(s)

Reinforce/ reward student

Implement progressive minor consequence(s)

Behavior is corrected

Behavior is not corrected

Reinforce/ reward student

Implement progressive minor consequence(s)

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):*
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)*

7C. Percentage of Classroom Referrals:
(a) Review your classroom data YTD ("Events by Location") in BASIS 3.0 Behavior Dashboard.
(b) Complete <mark>the yellow highlighted cells first.</mark>
(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**:	3
Total number of **school-wide** discipline referrals:	0
% of referrals in the classroom:	**!Zero Divide**
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:			
# 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)	1	**!Zero Divide**	Are your 2 - 5 referrals <15%?	☒Yes ☐No
> 5 referrals (high risk students)	0	**!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) The teachers are trained during the beginning of the year on how to use Rti and the PSBP. Teachers monitor behaviors throughout the year. Once there is a concern, the administration and guidance are notified and began working with the student. The students are referred to the RtI team if the behavior continues.*

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	4	0	0-4	☐Yes	☒No
Hispanic/Latin	30	20	0-10	☐Yes	☒No
White	58	100	042	☒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)*
The demographics of our school has 2 high subgroups. Indian Trace's RtI team will monitor the subgroups that are noted in the data above. We will develop a plan to decrease the incidents which are noted by the teacher. The Rti team and teacher will develop a positive behavior plan for identified students.

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**	Daphne Browne, 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**	Daphne Browne, 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	Daphne Browne, 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
		Daphne Browne, 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	Daphne Browne, 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	Daphne Browne, 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.	Daphne Browne, 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	Daphne Browne, 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.	Daphne Browne, 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	Daphne Browne, Assistant Principal
April	☐ Submit your SPBP in OSPA by April 30th every year	Daphne Browne, 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	By the end of September 2018, each classroom, hallways and cafeteria will have at least 2 to 3 posters of rules and expectations.	Refer to **quarterly** presentation dates in 2B.

This is the data the team will be sharing during presentations. | Daphne Browne, AP will monitor, analyze, and create charts to share with staff. |
Behavior lesson plans are being taught as written and when indicated	By the end of September 2018, all teacher will have complete the 1st lessons as indicated for the SPBP.		Daphne Browne, AP will monitor, analyze, and create charts to share with staff.
Discipline consequences and **flow chart** are being used by all staff as written	By the end of September 2018, all teachers will be trained on and received a hard copy of the flow chart stated in the SPBP.		Daphne Browne, AP will monitor, analyze, and create charts to share with staff.
A **reward system** is being implemented for _all_ students	Each month, administration will meet with each grade level team to record SPBP data reward system to make necessary changes to improve the system.		Daphne Browne, AP will monitor, analyze, and create charts to share with staff.

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 the end of each quarter, there will less than 7 behaviors referrals.	Refer to **quarterly** presentation dates in 2B.

This is the data the team will be sharing during presentations. | Daphne Browne, AP will monitor, analyze, and create charts to share with staff. |
See critical element 4A • **Top 3 event locations** data	By the end of each quarter, there will be a 10% decrease inappropriate behavior referrals.		Daphne Browne, AP will monitor, analyze, and create charts to share with staff.
See critical element 8 • **Core effectiveness** data	By the end of each quarter, there will be an increase of 2% of effectiveness data.		Daphne Browne, AP will monitor, analyze, and create charts to share with staff.
See critical element 7A • **Grade Level/Classroom referrals** data	By the end of each quarter, there will be a decrease of 5% of discipline referrals in grade 3.		Daphne Browne, AP will monitor, analyze, and create charts to share with staff.