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:	Silver Palms Elementary
School Number:	3491
SPBP Contact Name:	Shannon Arias
Direct Phone Number:	754 323-7466

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?
Irina Shearer	Principal*	Administration
Glennis Simmonds	SPBP Point of Contact	RTI:B Team
Vanessa Hernandez	Parent/Community Representation	Community
Dina Linero	BTU Representative	BTU
Shannon Arias	Assistant Principal	Administration
Polett Williams	Literacy Coach	Staff
Lizette Lemieux	SAC Co-Chair	Staff
Pam McDonald	Teacher	Staff

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:
9/11/2018	2:15 p.m. – 3:00 p.m.	Shannon Arias Assistant Principal	1. Create and disseminate updated Expectations and Rules lesson plans (#3 and #4)
11/13/2018	2:15 p.m. – 3:00 p.m.	Shannon Arias Assistant Principal	2. Review progress of Implementation Action Plan (#9)
1/15/2019	2:15 p.m. – 3:00 p.m.	Shannon Arias Assistant Principal	3. Collect & analyze implementation data (#10A)
4/9/2019	2:15 p.m. – 3:00 p.m.	Shannon Arias Assistant Principal	4. Collect & analyze student outcome data (#10B)

CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment:

2A. Action Steps completed **this year** (SY 2017/18) that increased faculty and stakeholder understanding and knowledge of your *new* (2018/19) SPBP:

Action Steps:	Date *(Between Jan 15 – April 30, 2018)*	Details *(retain attendance sheets at school)*	Person responsible to collect and retain attendance sheets:
Presented the *new* SPBP (for SY 2018/19) to staff	4/24/2018	# of participants = 32	Shannon Arias
Held a *faculty* vote on the new SPBP (for SY 2018/19)	4/30/2018	% approved =	Shannon Arias
Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community)	4/11/2018	# of participants = 19	Polett Williams

2B. Action Steps to be completed **next year** (SY 2018/19) to increase faculty and stakeholder understanding and knowledge of your SPBP:

Action Steps:	Date(s) *(NEXT YEAR)*	Content *(retain attendance sheets at school)*	Person responsible to collect and retain attendance sheets:
Provide a professional development on the 2018/19 SPBP for all staff	Prior to students' 1st day: Click here to enter a date.	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.	Shannon Arias
Present the 2018/19 SPBP to stakeholders (parents and community)	Prior to Oct 1st, 2018 8/8/2018		
Present behavior data to staff *Quarterly: minimum of 4 each year*	1. 9/11/2018	The team will present the implementation data in 10A. Include: • the "marketing" (teaching and posting) of expectations and rules • lesson plan implementation • discipline procedures • reward system implementation The team will present the student outcome data in 10B. Include: • top 3 event locations • type of behavior incidents • core effectiveness data • classroom referral data, as well as analysis of this data.	Shannon Arias
	2. 11/13/2018		
	3. 1/15/2019		
	4. 4/9/2019		

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. Assault/Threat Medium
2 Disruptive Unruly Play	7. NA
3. Unsubstantiated Bullying	8. NA
4. Bus Violations	9. NA
5. Insulting/Profane/Obscene Language	10. NA

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.   Respect oneself and others
2.   Demonstrate self-control in all areas of the school
3.   Demonstrate tolerance and consideration of others
4.
5.

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

When will school-wide expectations lesson plans be taught?		
	Date(s)	Time:
August	08/08/2018	9:00 a.m.
January	01/07/2019	9:00 a.m.
4th Quarter	04/09/2019	2:15 p.m.

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

4A. List the **top 3 locations** for behavior <u>Events</u> YTD from BASIS 3.0 Behavior Dashboard**. *Do not use "classroom"***

Top 3 Locations	
School Location	# Incidents
1. Cafeteria	2
2. Bus	2
3. Playground	2

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.	Location #1 Cafeteria	Location #2 Bus	Location #3 Playground
		Rules	**Rules**	**Rules**
School-wide EXPECTATIONS	Respect oneself and others	Keep ones hands and feet to oneself	Keep ones hands and feet to oneself	Keep ones hands and feet to oneself
	Demonstrate self-control in all areas	Avoid sharing food with others Pick up trash in your area	Stay seated on the bus Listen to directions of the bus driver	Practice good sportsmanship
	Be tolerant and considerate of others	Use kind words Treat others the way you want to be treated	Use kind words Treat others the way you want to be treated	Play with safety in mind at all times
	Click here to enter Expectation #4	Click here to enter a Rule	Click here to enter a Rule	Click here to enter a Rule
	Click here to enter Expectation #5	Click here to enter a Rule	Click here to enter a Rule	Click here to enter a Rule

4C. Research indicates that discipline referrals increase after long holidays and during testing times. Plan to teach your location-specific rules at least 3 times throughout the year (and anytime the expected behaviors are not being demonstrated). **ACTION:** Create at least <u>one</u> 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	08/08/2018	9:00 a.m.
January	01/07/2019	9:00 a.m.
4th Quarter	04/09/2019	2:15 p.m.

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

CRITICAL ELEMENT # 5: Reward and Recognition Programs

Although you will post, teach, review, practice and reinforce all school-wide expectations and location-specific rules, **choose 1 expectation OR 1 event location** you will target for a specific reward program for students. <u>Based on the data</u> that led to this expectation or location, create a reward plan using the 4 Step Problem Solving Process:

Expectation or Location: _____

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: According to Top Incidents in BASIS Silver Palms had 8 incidents of Unruly/Disruptive Behavior.** **Problem Identification: According to the above identified 8 incidents, six students ranging in grades from 1st to 5th were referred for disruptive unruly 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: I hypothesize that positive proactive procedures regarding these students needed to be implemented prior to the exhibited behavior.** **Goal Statement:** With consistent implementation of the SPBP, incidents of disruptive unruly behavior will decrease by 20%.
3. Intervention Design: Describe how you will implement a positive reward program to decrease this problem.	**Type of System:** Token system **Description of System:** *Using the PBIS, consistently and proactively, students will learn how to practice positive behaviors. Teachers will teach students about the school-wide SPBP during the first week of school and will implement a chart within the class to monitor student behavior in every location of the school especially the cafeteria, bus area, and playground. Students demonstrating positive behavior will receive praise, token/reward, and/or special treat. Students needing remediation will be reminded of expected behaviors and encouraged to practice these behaviors.*
4. Evaluation: A. Implementation fidelity	**A.** How do you monitor the fidelity (consistency and effectiveness) of the **staff's** implementation of the reward program? *Staff implementation will be monitored using classroom walkthroughs, administration monitoring in the cafeteria, bus area, and playground area daily and weekly as well as monitoring BASIS data.*
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"? A decrease in referrals for this indicator will help determine "success".

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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 of turn	Talks out of turn more than 2 times in an hour.
2. Getting out of seat	Leaving seat without permission; leaving seat during active instruction
3. Pushing and shoving	Rushing to line-up, during playground time pushing while game play, pushing in the line during lunch time
4. Refusal to do what is asked	Refusal to comply with teacher/staff members directions or school rules
5. Disruptive play in bus or playground area	Getting up while waiting for bus, rushing/pushing to get into the bus; rough play/not following playground rules
6. Dress code violation	Wearing spaghetti straps or open toed shoes

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
Verbal warning	
Change seat	
Student reflection	
Teacher/student conference	
Parent contact	

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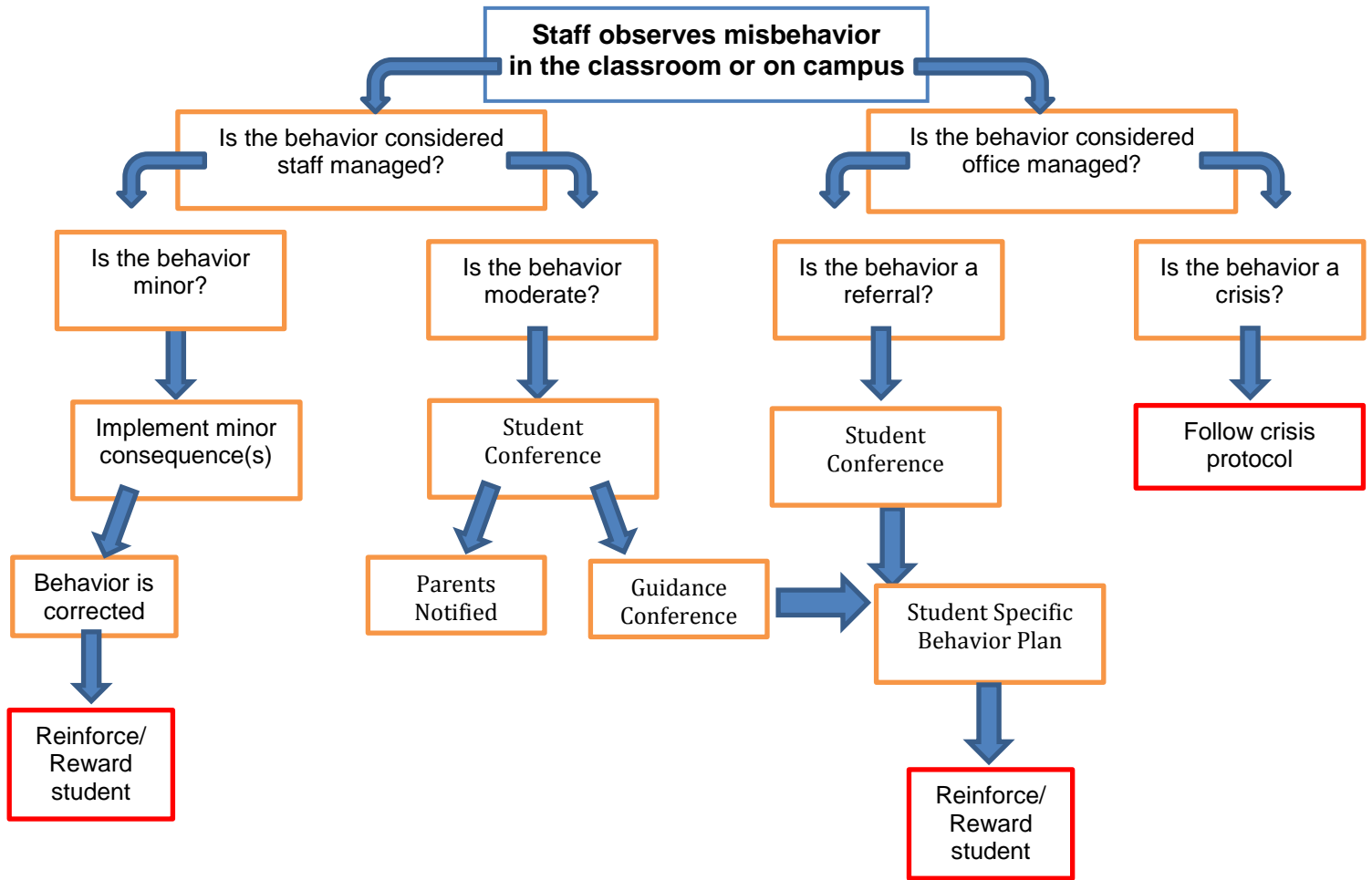(c) Determine staff tolerance level for repetitive misbehaviors (the point at which the number of staff-managed misbehaviors becomes an ODR).

Office Discipline Referrals (ODRs)	
Behavior	"Looks Like" - *provide a description with example(s)*
1. Disobedience/Insubordination	A student willfully disregard teacher's instructions.
2. Disruptive/Unruly Play	Maliciously or inappropriately mocking or ridiculing another's work or person.
3. Defiance of authority	Cheating, not following posted classroom or school rules
4. Repetitive staff managed misbehaviors	More than [3] misbehaviors in [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

Staff observes misbehavior in the classroom or on campus

Is the behavior considered staff managed?

Is the behavior considered office managed?

Is the behavior minor?

Is the behavior moderate?

Is the behavior a referral?

Is the behavior a crisis?

Implement minor consequence(s)

Student Conference

Student Conference

Follow crisis protocol

Behavior is corrected

Parents Notified

Guidance Conference

Student Specific Behavior Plan

Reinforce/ Reward student

Reinforce/ Reward student

List Staff Managed Misbehaviors from **6A**	List Office Managed Misbehaviors from **6C**
1. Talking out of turn	1. Disobedience/ Insubordination
2. Getting out of seat	2. Disruptive/Unruly Play
3. Pushing and shoving	3. Defiance of authority
4. Refusal to do what is asked	
5. Disruptive play in bus or playground area	
6. Dress code violation	

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: Data will be collected quarterly and analyzed by the leadership team and teachers to determine effectiveness of implementation and strategies. Data will be disaggregated by subgroups to ensure equity of positive behavior strategies for all students. As a team we will look for trends, share best practices, and plan for classroom management training.

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**:	6
Total number of **school-wide** discipline referrals:	15
% of referrals in the classroom:	29%
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:	650				
# 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)	3	0%	Are your 2 - 5 referrals <15%?	☒Yes	☐No
> 5 referrals (high risk students)	0	0%	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: *The school's leadership team monitors BASIS data weekly to identify at risk and high risk students.*	

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	36	25	-11	☐Yes	☒No
Hispanic/Latin	36	31	-5	☐Yes	☒No
White	0	0	0	☐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: The leadership team plans to conduct professional development for teachers on how to implement PBIS data monitoring. Furthermore, individual positive behavior plans aligned with PBIS will be utilized as interventions.	

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**	**Shannon Arias 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**	**Shannon Arias 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	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 <u>team training</u>, 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 <u>Principal signs in</u> 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

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	100% of all classrooms will post positively stated school-wide rules.	Refer to **quarterly** presentation dates in 2B. This is the data the team will be sharing during presentations.	Irina Shearer, Shannon Arias, Polett Williams, Glennis Simmonds
Behavior lesson plans are being taught as written and when indicated	100% of teachers will teach positive behavior lessons during the first two weeks of school and reteach during each quarter as indicated by lesson plans.		Irina Shearer, Shannon Arias, Polett Williams, Glennis Simmonds
Discipline consequences and **flow chart** are being used by all staff as written	The amount of overall classroom referrals will decrease by 20%.		Irina Shearer, Shannon Arias, Polett Williams, Glennis Simmonds
A **reward system** is being implemented for *all* students	The amount of referrals per demographic subgroup will decrease by at least one.		Irina Shearer, Shannon Arias, Polett Williams, Glennis Simmonds

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	With consistent implementation of the SPBP, incidents of disruptive unruly behavior will decrease by 20%.	Refer to **quarterly** presentation dates in 2B. This is the data the team will be sharing during presentations.	Irina Shearer, Shannon Arias, Polett Williams, Glennis Simmonds
See critical element 4A • **Top 3 event locations** data	With consistent implementation of the SPBP, location of incidents will decrease by 20%.		Irina Shearer, Shannon Arias, Polett Williams, Glennis Simmonds
See critical element 8 • **Core effectiveness** data	Referrals per student will remain in the effective range as evidenced by BASIS data.		Irina Shearer, Shannon Arias, Polett Williams, Glennis Simmonds
See critical element 7A • **Grade Level/Classroom referrals** data	The amount of overall classroom referrals will decrease by 20%.		Irina Shearer, Shannon Arias, Polett Williams, Glennis Simmonds