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:	College Academy at Broward College
School Number:	3851
SPBP Contact Name:	Lynde Voet
Direct Phone Number:	954-201-2481

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?
Deborah Davey	Principal	Administration
Lynde Voet	SPBP Point of Contact	ESE, 504, & North Campus Dean
Jan Casteneda	Parent/Community Representation	SAC
Doreen Williams	BTU Representative	CA@BC Central Faculty
Rudy Wang	Teacher	CA@BC Central Faculty
Michael O'Neill	Teacher	CA@BC Central & North Faculty
Juan Du	Teacher	CA@BC North Faculty

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	10:00	Lynde Voet, Dean of Students	1. Create and disseminate updated Expectations and Rules lesson plans (#3 and #4)
12/10/2018	10:00	Lynde Voet, Dean of Students	2. Review progress of Implementation Action Plan (#9)
2/19/2019	10:00	Lynde Voet, Dean of Students	3. Collect & analyze implementation data (#10A)
4/23/2019	10:00	Lynde Voet, Dean of Students	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	4/3/2018	# of participants = 14	Lynde Voet
Held a *faculty* vote on the new SPBP (for SY 2018/19)	4/4/2018	% approved = 93% The results of the vote: 13 in favor, 1 did not vote	Lynde Voet
Presented the *new* SPBP (for SY 2018/19) to stakeholders (parents and community)	4/10/2018	# of participants = 12	Lynde Voet

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: 8/16/2018	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.	Lynde Voet
Present the 2018/19 SPBP to stakeholders (parents and community)	Prior to Oct 1st, 2018 9/11/2018		
Present behavior data to staff *Quarterly: minimum of 4 each year*	1. 10/1/2018	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	Lynde Voet
	2. 1/7/2019		
	3. 3/4/2019	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.	
	4. 5/13/2019		

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. N/A	6. N/A
2. N/A	7. N/A
3. N/A	8. N/A
4. N/A	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. Students will respect the teaching / learning environment
2. Students will utilize on campus free time for academic purposes
3. Students will submit the number of community service hours required for Florida Bright Futures scholarships
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 28 & 29, 2018	2:00 – 2:55
January	January 8 & 9, 2019	2:00 – 2:55
4th Quarter	April 16 & 17, 2019	2:00 – 2:55

Who will be responsible for teaching the lesson plans?	CA101 instructors
Where will the lesson plan instruction occur?	CA101 classroom
Who is responsible for retaining, organizing and distributing all lesson plans?	Lynde Voet

CRITICAL ELEMENT #4: Location-based Rules

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. Teaching / learning environment	0
2. General campus	0
3. Library	0

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				
School-wide EXPECTATIONS	*Copy and paste expectations from 3C.*	**IDENTIFIED LOCATIONS** *Copy and paste locations from 4A.*		
		Teaching/Learning Environment	General Campus	Library
		Rules	**Rules**	**Rules**
	Students will respect the teaching/learning environment	Maintain good attendance	Move about the campus quietly	Respect the library rules
	Students will utilize on campus free time for academic purposes	Seek academic assistance from teachers	Use campus areas for academic purposes	Utilize the Academic Success Center
	Students will submit the number of community service hours required for Florida Bright Futures scholarships	Research volunteer opportunities	Volunteer for CA@BC or BC	Use library resources to research volunteer opportunities
	N/A			
	N/A			

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</u> for **each** <u>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	August 28 & 29, 2018	2:00 – 2:55
January	January 8 & 9, 2019	2:00 – 2:55
4th Quarter	April 16 & 17, 2019	2:00 – 2:55

Who will be responsible for teaching the lesson plans?	CA101 instructors
Where will the lesson plan instruction occur?	CA101 classroom
Who is responsible for retaining, organizing and distributing all lesson plans?	Lynde Voet

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: <u>Students will use on campus free time for academic purposes.</u>

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:** staff observation and student input **Problem Identification:** Students use on campus free time for leisure activities.
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 want to socialize with their peers **Goal Statement:** Students will use on campus free time for academic purposes
3. Intervention Design: Describe how you will implement a positive reward program to decrease this problem.	**Type of System:** Point system **Description of System:** College GPAs are monitored. Students with college GPAs of 3.25 or higher will receive recognition and a certificate at an end of the year awards ceremony. There are 3 awards: 4.0 President's List, 3.5 – 3.99 Dean's List, 3.25 – 3.49 Honor Roll. Awards will be given for each of the 3 academic terms.
4. Evaluation: A. Implementation fidelity	**A.** How do you monitor the fidelity (consistency and effectiveness) of the **<u>staff's</u>** implementation of the reward program? Guidance collects the college GPAs at the end of each academic term. Students are also able to monitor their college GPA through their MyBC account. Awards ceremonies (1 for seniors and 1 for juniors) are held toward the end of each school year, CA@BC faculty attend the ceremonies and assist with the distribution of awards. Student GPA determines if the student receives honor cords to wear during graduation.
B. Student outcome monitoring	**B.** How will you know if the reward program is positively impacting **<u>students</u>**? What measurable data will you use to determine "success"? Looking at the college GPA of our students. The percent of students with college GPAs below 3.25 should be very low; near 0%)

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. Poor Attendance	Absent or tardy to class
2. Looking at cell phone in class	Taking out and looking at cell phone during class time
3. Not being prepared for class	Not bringing the necessary materials or assignments to class
4. Inappropriate responses	Student responds with inappropriate comment to lesson or class discussion
5. Not using free time for academic purposes	Student uses free time to socialize
6. Does not pursue volunteer opportunities	Students has less then 100 documented hours of community service

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
Student / teacher conference	
Required office hours/detention	
Contact parent/guardian	
Conference with school counselor	
Conference with parent	

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).
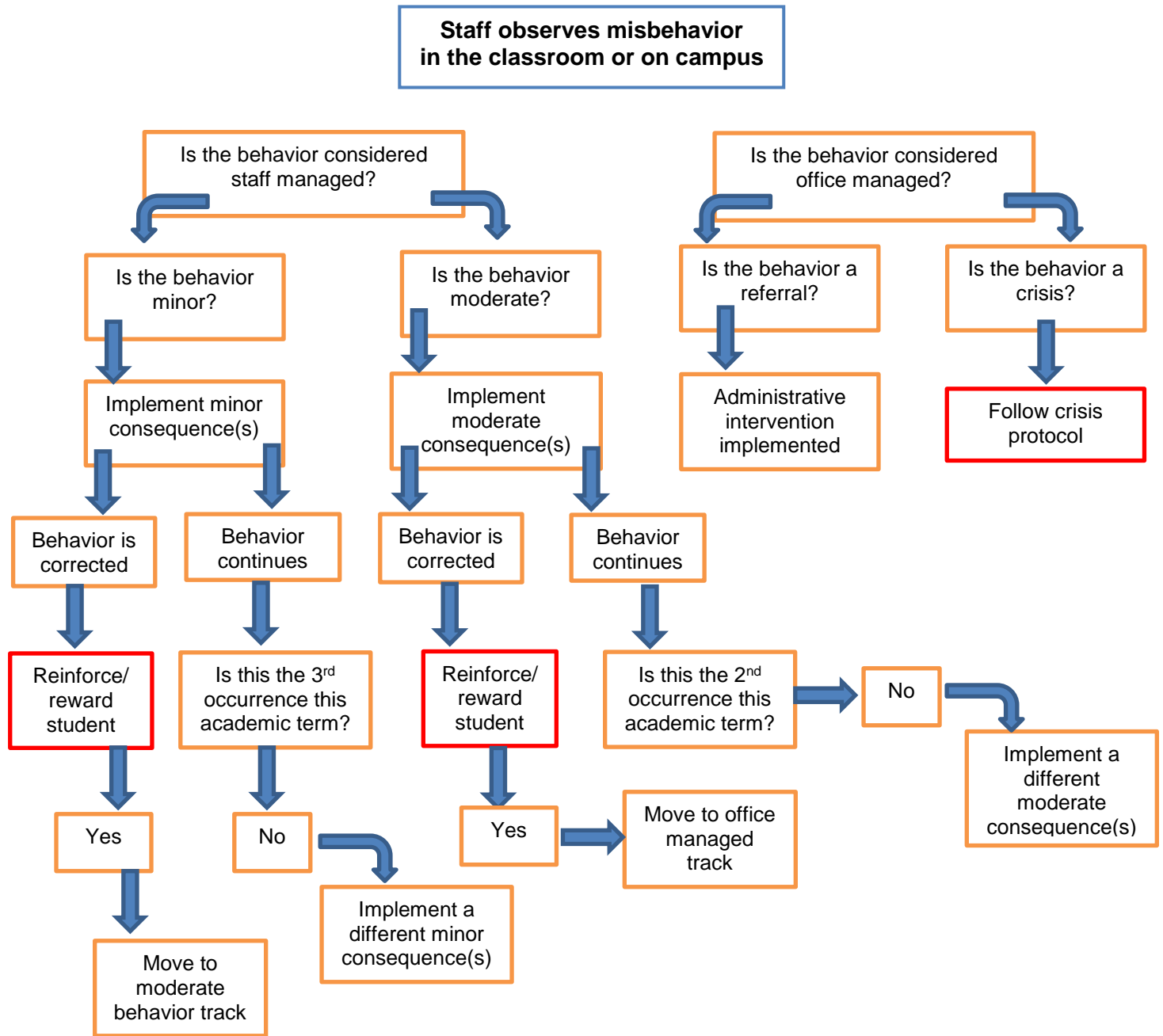
Office Discipline Referrals (ODRs)	
Behavior	"Looks Like" - *provide a description with example(s)*
1. Disobedience/Insubordination	Violating the honor code – participating in dis-honest academic practices
2. Disruptive/Unruly Play	Inappropriate behavior in the library – violating library rules
3. Defiance of authority	Skipping class – missing class without permission
4. Bullying	Participating in bullying behaviors
5. Disrespecting CA or BC staff	Disrespectful behavior directed towards CA or BC staff
6. Repetitive staff managed misbehaviors	More than [1] misbehaviors in [1] [term] 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.

**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)

Implement
moderate
consequence(s)

Administrative
intervention
implemented

Follow crisis
protocol

Behavior is
corrected

Behavior
continues

Behavior is
corrected

Behavior
continues

Reinforce/
reward
student

Is this the 3rd
occurrence this
academic term?

Reinforce/
reward
student

Is this the 2nd
occurrence this
academic term?

No

Yes

No

Yes

Move to office
managed
track

Implement a
different
moderate
consequence(s)

Move to
moderate
behavior track

Implement a
different 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: Design question 5 is not within our control as we are on a college campus and use college classrooms. During classroom visits administration observes teachers implementing Domain 1, specifically design questions 6 – 9. Administration will address any classroom management concerns with specific teachers.

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**:	1
Total number of **school-wide** discipline referrals:	1
% of referrals in the classroom:	.25%
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		100%	Are your 0 – 1 referrals > 80%?	☒Yes	☐No
2 - 5 referrals (at risk students)	0	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: An exemplary behavior record is a requirement of our school. Students that exhibit at-risk or high-risk behaviors are exited from the school and returned to their home high school.	

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	22.92%	0%	0	☐Yes	☒No
Hispanic/Latin	31.98%	0.25%	0	☐Yes	☒No
White	57.68%	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: An exemplary behavior record is a requirement of our school. Students that exhibit at-risk or high-risk behaviors are exited from the school and returned to their home high school.	

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

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**	**Lynde Voet, SPBP Point of contact**
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**	**Lynde Voet, SPBP Point of contact**
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

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	School-wide expectations and location specific rules will be posted in the CA@BC lobby.	Refer to **quarterly** presentation dates in 2B. This is the data the team will be sharing during presentations.	Deborah Davey
Behavior lesson plans are being taught as written and when indicated	CA101 teachers will utilize behavior lesson plans as written and on dates indicated.		Deborah Davey
Discipline consequences and **flow chart** are being used by all staff as written	Teachers will follow the discipline consequences menu and flow chart for all students.		Deborah Davey
A **reward system** is being implemented for *all* students	The college GPA of all students with be monitored for participation in the reward program.		Deborah Davey

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	95% of students will have 1 or less behavioral incidents within the school year	Refer to **quarterly** presentation dates in 2B. This is the data the team will be sharing during presentations.	Deborah Davey
See critical element 4A • **Top 3 event locations** data	95% of students conduct themselves appropriately in all school/campus locations within the school year		Deborah Davey
See critical element 8 • **Core effectiveness** data	CA@BC will maintain a behavior core effectiveness rating for the 2018 – 19 school year		Deborah Davey
See critical element 7A • **Grade Level/Classroom referrals** data	CA@BC instructors will continue to utilize effective classroom management techniques as evidenced by less than 2 referrals per term		Deborah Davey