

**School-wide Positive Behavior Plan (SPBP)**  
Broward County Public Schools  
SY 2024 - 2025



|                       |                                 |
|-----------------------|---------------------------------|
| <b>School Name:</b>   | James S. Rickards Middle School |
| <b>School Number:</b> | 2121                            |

Please refer to the SPBP Canvas Resource page to access video tutorials, guidance, and resources for completing the 2024-2025 SPBP template.

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

**1A. PBIS (or Integrated MTSS School-Leadership Team) Members**

| Title                                       | First and Last Name | Title                                      | First and Last Name |
|---|---------------------|--|---------------------|
| 1. Administrator                            | Rosheika Rolle      | 7. Coach or Counselor                      | Mark Gay            |
| 2. BTU Representative                       | Yulanda Ellis       | 8. Mental Health/ Safety Representative    | Marjorie Alexis     |
| 3. SPBP Point of Contact                    | Fatima De Leon      | 9. Teacher                                 | Joanna Joassaint    |
| 4. Parent/Community Representative          | Nina Hernandez      | 10. Team Leader/ Department Representative | Alexis Williams     |
| 5. Equity Liaison                           | Sasha Azouth        | 11. Literacy Coach                         | Patricia Porter     |
| 6. Curriculum/ Instructional Representative | Kara Pluchino       | 12. Magnet coordinator                     | Jordan Davis        |

**1B. Schedule of quarterly PBIS data meetings.**

Meeting Objectives:

1. Progress monitor the action steps indicated in Critical Element #9.
2. Collect & analyze fidelity of staff implementation data in #10A using the 4 Step Problem Solving Process.
3. Collect & analyze student outcome data in #10B using the 4 Step Problem Solving Process.

| Quarter         | PBIS Data Meeting Dates | PBIS Data Meeting Times |  | Faculty and Staff Data Communication/Presentation Dates |
|-----------------|-------------------------|-------------------------|--|---|
| 1 <sup>st</sup> | 10/18/2023              | 8:20 am                 |  | 10/19/2023  |
| 2 <sup>nd</sup> | 1/19/2024               | 8:20 am                 |  | 120/2024  |
| 3 <sup>rd</sup> | 3/1/2024                | 8:20 am                 |  | 3/5/2024  |
| 4 <sup>th</sup> | 4/15/2024               | 8:20 am                 |  | 4/19/2024   |

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

**2. PBIS team communication/presentation of new SPBP to staff and stakeholders**

| Action Steps:  | Dates     |
|--|-----------|
| Present the 2024-25 SPBP to staff ( <i>prior to April 30, 2024</i> )                                 | 4/29/2024 |
| Hold a <i>faculty</i> vote on the new SPBP ( <i>prior to April 30, 2024</i> )                        | 4/29/2024 |
| Provide training to faculty and staff ( <i>prior to September 30, 2024</i> )                         | 8/7/2024  |
| Present the 2024-25 SPBP to family and community stakeholders ( <i>prior to September 30, 2024</i> ) | 9/3/2024  |

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

**3A.** List the top five behavior incidents from the previous 2022-2023 and current 2023-2024 school years for Behavior Events as listed in BASIS.

(a) Review your referral data YTD ("Incidents") in BASIS Behavior Dashboard.

(b) Complete the yellow highlighted cells first.

(c) Auto-calculate the total # of referrals by clicking on "0" and pressing "Fn + F9" together.

| Top 5 Behavior Incidents<br>Previous Year 2022-2023 | #<br>Incidents | Top 5 Behavior Incidents<br>Current Year 2023-2024 | #<br>Incidents |
|---|----------------|--|----------------|
| 1.Unruly/disruptive behavior                        | 104            | 1.Unruly/disruptive behavior                       | 148            |
| 2.Disobedient/Insubordination                       | 96             | 2.Disobedient/Insubordination                      | 53             |
| 3.Fightling medium                                  | 44             | 3.Fight Minor                                      | 48             |
| 4.Profanity to staff member                         | 35             | 4.Profanity to staff member                        | 31             |
| 5.Fight Minor                                       | 30             | 5.Fighting medium                                  | 27             |
| TOTAL   | 309            | TOTAL  | 307            |

**3B.** School-wide expectations are 3 – 5 positive characteristics (*not behaviors*) that counteract the top school-wide misbehaviors in section 3A. ALL people on campus are expected to model these expectations.

| School-wide Expectations |
|--------------------------|
| 1.Respectful             |
| 2.Mindful                |
| 3.Safe                   |
|                          |
|                          |

**3C.** At least one lesson plan for **each** school-wide expectation above is distributed to instructional staff during pre-planning week and are maintained in the SPBP Binder.

| Dates the school-wide expectations lesson plans are taught: |          |                 |              |
|---|----------|-----------------|--------------|
|   | Date(s)  | Time:           | Location(s): |
| Start of School Year  | 8/7/2024 | 8:15 am-9:15 am | Band room    |
| After Winter Break  | 1/6/2025 | 8:15 am-9:15 am | Band room    |
| After Spring Break  | 4/1/2025 | 8:15 am-9:15 am | Band room    |

### CRITICAL ELEMENT #4: Location-based Rules

**4A.** List the top three school-wide locations from the current 2023-2024 school year for Behavior Events as listed in BASIS.

| Top 3 Locations, <u>excluding Classroom</u> : |             |
|---|-------------|
| School Location(s)                            | # Incidents |
| 1. School grounds                             | 53          |
| 2. Cafeteria                                  | 35          |
| 3. Restroom                                   | 32          |

**4B.** Expectations and Rules Chart for common areas of school campus:

This chart is posted in all classrooms and used to teach students during behavior lessons.

| School-wide Expectations and Location Rules |   |  |  | Completed by each teacher: |
|---|---|--|--|----------------------------|
| School-wide EXPECTATIONS                    | Hallway Rules   | Cafeteria Rules  | School Ground Rules  | Classroom Rules            |
| Respectful                                  | Keep your hands and feet to yourself.   | Keep all food items on your tray   | Enter the school ground calmly, and quietly.   |                            |
| Mindful                                     | Keep the hallways clean, picking up trash when necessary, and walking in a respectful manner. | Keep hands, feet and objects to yourself   | Stay in designated area.<br>Remain in designated area until administrator addresses class.   |                            |
| Safe  | Always have your ID badge.<br>Get to class on time.<br>Use Transition time wisely.            | Follow all directions given by the cafe monitors/adults<br>Clean your eating space and pick up trash around your area. | Follow directions the first time given.<br>Respond respectfully to monitors, Refrain from intruding on the personal space of other students. |                            |

**4C.** At least one Rules Lesson Plan for **each** common location is distributed to instructional staff during pre-planning. This is aligned to the chart in section 4B.

| Dates when Rules Lesson Plans for common locations are taught by instructional staff and noted in Lesson Plans. |               |                 |                 |
|---|---------------|-----------------|-----------------|
| Common Location   | Hallway Rules | Cafeteria Rules | Choose location |
| Lesson Plan Dates   |               |                 |                 |
| Start of School Year  | 8/7/2024      | 8/7/2024        | 8/7/2024        |
| After Winter Break  | 1/6/2025      | 1/6/2025        | 1/6/2025        |
| After Spring Break  | 4/1/2025      | 4/1/2025        | 4/1/2025        |

## CRITICAL ELEMENT # 5: Reward and Recognition Programs

**5.** The school-wide reward system focuses on one school-wide expectation OR one specific location at a time. The reward should be used to encourage, acknowledge, and reinforce students to exhibit positive behaviors.

### SMART Criteria:

|   |            |  |
|---|------------|--|
| S | Specific   | Concrete, detailed, focused, and well defined. Results-focused and action-orientated.                    |
| M | Measurable | The measurement sources (data) are defined numerically in order to track progress towards the objective. |
| A | Attainable | Objectives are achievable in the near future to maintain motivation.                                     |
| R | Realistic  | Staff have the resources to achieve the objective- time, personnel, materials, etc.                      |
| T | Time-bound | Agreed-on time frames create the necessary urgency and prompt action.                                    |

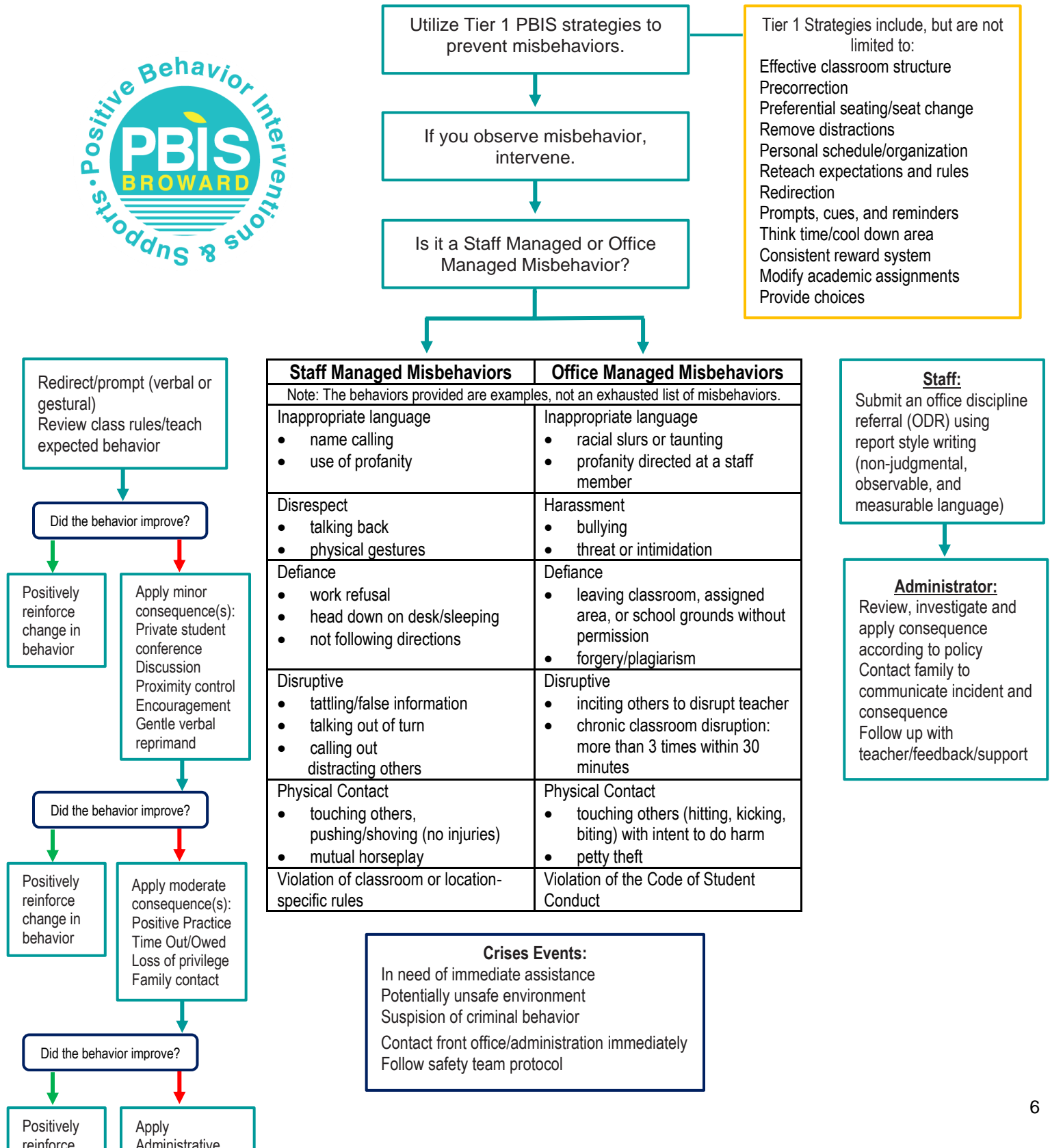
Identified Schoolwide Expectation OR Specific Location: [Click here to enter Expectation OR Location](#)

| 4 Step Problem Solving Process   | Plan Details  |
|--|---|
| <b>1. Problem Identification:</b> Review your behavior data to identify one school-wide problem. What problem did you identify? <i>(use numerical data)</i><br><i>Note: Identified problem should be based upon data, such as ODRs. (Office Discipline Referral)</i> | <b>Data used:</b><br><br><b>Problem Identification Statement:</b> <i>What problem did you identify?</i> <ul style="list-style-type: none"> <li>• <b>Disproportionality Data</b></li> <li>• <b>Classroom ODR Referral Data</b></li> <li>• <b>Top Behavior Incident Data</b></li> </ul> |

|   |  |
|---|--|
| <p><b>2. Problem Analysis:</b> Why do you think this problem is occurring?<br/>What is your goal? <i>(use a SMART goal statement with numerical data)</i></p> | <p><b>Hypothesis:</b> <i>Why do you think this problem is occurring?</i></p> <p><b>SMART Goal Statement:</b></p> <p>Well-managed classrooms are built on a foundation that includes teaching behavioral expectations; providing strong instruction; using proactive strategies to manage behaviors; building connections with students; and responding flexibly and appropriately when individual behavior problems occur. With a well implemented PBIS program, we should be able to decrease behavior issues and incidents by 20% for the 2024 – 2025 school year.</p>   |
| <p><b>3. Intervention Design:</b> Describe how you will implement a positive reward program/system to decrease this problem.</p>                              | <p><b>Type of Program/System:</b> <b>Economic simulation system</b></p> <p><b>Description of Program/System:</b> <i>The PBIS (positive behavior intervention system) system is being utilized by classroom teachers to reward positive behaviors and actions. Morning and afternoon announcements will support the system as the administration and support team will catch students doing the right thing and encourage the initiative. School staff will promote positive behaviors when witnessed, encouraging the positive will help eliminate some of the negative behaviors. Our top behavior is unruly/disruptive as of this school year 2023-24. We will reward our students with our Rocket bucks for showing expected character behaviors on school grounds. Students will use their Rocket bucks at the school store. They will cash out on our online Padlet school store using a QR code to add whatever items they want using their Rocket bucks. Students will place their order on a google doc and items will be delivered to their sixth period class within a week from the order date.</i></p> |
| <p><b>4. Evaluation:</b><br/>A. Implementation fidelity</p>   | <p><b>How will you monitor the fidelity (consistency and effectiveness) of the <u>staff's</u> implementation of the reward program/system?</b> <i>(2-3 sentences)</i></p> <p>We will monitor the PBIS -Positive Behavior Intervention System- platform to gain information about which educators are utilizing the system and which might need training or support to effectively implement this program. The PBIS Excel data spread sheet will identify teachers who are heavy users as well as students who are attaining points, As a leadership team we will also monitor behavior data to determine if we are seeing a decrease in the top behavior incidents from this school year.</p>  |
| <p>B. Student outcome monitoring <i>(use numerical data)</i></p>  | <p><b>How will you know if the reward program/system is positively impacting <u>students</u>? What measurable data will you use to determine “success”?</b> <i>(2-3 sentences)</i></p> <p>With our school's reward system going into its second year of implementation, we are foreseeing our behaviors and top incidents to decrease 20% in the 2024- 2025 school year. Working with the teachers and having worked out any inconsistencies or issues that the plan currently has.</p>  |

## CRITICAL ELEMENT #6: Effective Discipline Procedures

You can choose to use the flow chart below or create your own. This flow chart is posted in all classrooms and used to teach students during behavior lessons.






## CRITICAL ELEMENT # 7: Classroom Management Systems

### 7A. Evidence-based Tier 1 classroom management system:

|   |  |
|---|--|
| Which evidence-based system(s) are you using?   | Provide 2-3 measurable and observable action steps the team will take to help educators improve their classroom management system.   |
| <input checked="" type="checkbox"/> CHAMPS<br><input checked="" type="checkbox"/> Positive Behavior Interventions and Supports and the Classroom <a href="https://fl-pda.org/#/category/26">https://fl-pda.org/#/category/26</a><br><input type="checkbox"/> Other: Click here to enter name of system. | All teachers are encouraged to complete a schoolwide or district wide training regarding PBIS to strengthen their classroom management skills. New teachers will receive CHAMPS training and be given school wide support from coaches and support staff. CHAMPS is a management system that we want to expose and teach to all educators. Classroom management skills will be embedded in faculty meetings. |

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

|  |
|--|
| <input type="checkbox"/> CHAMPS 7 Up Checklist    |
| <input checked="" type="checkbox"/> Classroom Snapshot (Classroom Management Assessment)  |
| <input checked="" type="checkbox"/> PBIS Classroom Assistance Tool (CAT)                  |
| <input checked="" type="checkbox"/> Other ( <i>specify</i> ): Administration will use walkthroughs and observations to provide teachers with concise immediate feedback.   |

### 7C. Percentage of classroom referrals: Use 2023-2024 school year behavior data for Behavior Events as listed in BASIS.

(a) Review your classroom data YTD ("Events by Location") in BASIS 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 <b>from classrooms</b> :                                    | 327   |
| Total number of <i>other</i> <b>school-wide</b> discipline referrals (not including classrooms): | 190   |
| % of referrals in the classroom:   | 63.2%   |
| Do more than 40% of your referrals come from the classroom?                                      | <input checked="" type="checkbox"/> Yes <input 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.**



## CRITICAL ELEMENT # 8: Data Collection and Analysis

**8A. Core Effectiveness:** Use 2023-2024 school year behavior data for Behavior Referrals as listed in BASIS. 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:                          | 769            | % of Total Population | Core Effectiveness             |   |
| # Referrals:                               | # of Students: |                       |                                |   |
| I. 0 - 1 referrals                         | 116            | 15%                   | Are your 0 – 1 referral > 80%? | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| II. 2 - 5 referrals<br>(at risk students)  | 114            | 14.8%                 | Are your 2 - 5 referrals <15%? | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| III. > 5 referrals<br>(high-risk students) | 46             | 5.9%                  | Are your >5 referrals <5%?     | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |

### 8B. Core Effectiveness Action Steps:

|   |   |
|---|---|
| If you answered “Yes” to I, II, and III above, then your core is effective.<br>Based upon table 8A, is your core effective?   | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| <p>Answer <b>either</b> (a) or (b):</p> <p>(a) If your core is effective, then identify action steps your school leadership team should continue to take for early identification of at risk or high-risk students.</p> <p>(b) If you answered “No” to at least one of the items above (I, II, or III) then indicate the supports and interventions and action steps your school leadership team will implement <i>at the beginning</i> of the next school year to improve core strength:</p> |   |
| <p>Core Effectiveness Action Steps: (2-4 steps)</p> <ol style="list-style-type: none"> <li>1. Work with the RTI and guidance counselors to identify students who need tiered behavior intervention support.</li> <li>2. Continue to meet with RTI team to analyze behavior patterns and adjust the SPBP as needed.</li> <li>3. Continue to utilize PBIS system consistently as well as improving implementation of CHAMPS.</li> </ol>   |   |

**8C. Disproportionality** is often measured with the relative risk statistic calculation (Relative Risk Ratio = RRR), a measure that indicates the probability of a certain event (e.g., referrals) for one subgroup when compared to all other subgroups. Please refer to and review the Quarterly Big 5 Data Template for Quarter 3, Section 5.

|                                 | Subgroup   | Risk Ratio  | If your risk ratio is greater than 1.0 for any subgroup, disproportionality is indicated for that subgroup.<br>Is disproportionality shown in any of your subgroups? |
|---------------------------------|--|---|--|
| Referrals by Grade Level        | 6 <sup>th</sup> grade: 191<br>7 <sup>th</sup> grade: 501<br>8 <sup>th</sup> grade: 90            | 6 <sup>th</sup> grade: 0.85<br>7 <sup>th</sup> grade: 1.83<br>8 <sup>th</sup> grade: 58                     | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  |
| Referrals by Race vs Population | Asian: 5<br>Black/African American: 310<br>Hispanic: 322<br>Multi: 40<br>Native: 0<br>White: 104 | Asian: 0.30<br>Black/African American: 1.46<br>Hispanic: 0.71<br>Multi: 1.12<br>Native: 0.00<br>White: 1.15 | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No  |

### 8D. Disproportionality Action Steps:

|   |
|---|
| <p>Answer <b>either</b> (a) or (b):</p> <p>(a) If you answered “Yes”, indicate the support plan and interventions your school leadership team will implement at the beginning of next year to improve sub group disproportionality.</p> <p>(b) If you answered “No”, although your data indicates equity, what plan does your school leadership team implement for early identification of any disproportionality issues?</p> |
|---|



### Disproportionality Action Steps: (3-4 steps)

1. Work with RTI and guidance counselors to identify students who need tiered behavior intervention support.
2. Continue to meet with RTI team to analyze behavior patterns and adjust the SPBP as needed.
3. Continue to utilize PBIS system consistently as well as improving implementation of CHAMPS.
- 4.

## 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://browardschools.instructure.com/enroll/PWF673>

| PBIS Team Implementation Action Plan            |  |
|---|--|
| Month   | Action Steps   |
|   | <input checked="" type="checkbox"/> check off Action Step when completed   |
| Current   | <input checked="" type="checkbox"/> Create an 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                                    | <input checked="" type="checkbox"/> Print up your SPBP and Feedback form BCPS Central<br><input checked="" type="checkbox"/> Provide SPBP presentation to all staff during Pre-Planning<br><input checked="" type="checkbox"/> Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders<br><input type="checkbox"/> Market and post School-wide Expectations and Location-specific Rules<br><input type="checkbox"/> Identify your district PBIS Specialist<br>(Contact <a href="mailto:amber.jennings@browardschools.com">amber.jennings@browardschools.com</a> for more information if you are unsure)<br><input type="checkbox"/> Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP (indicated in yellow)   |
| August<br>1 <sup>st</sup> Quarter Team Meeting  | <input type="checkbox"/> Determine any needed team training, such as: 4 Step Problem Solving Process series, PBIS 10 Critical Elements, Data Collection, etc.<br><input checked="" type="checkbox"/> Review previous year's SPBP and feedback form; make necessary modifications<br><input checked="" type="checkbox"/> Review previous year's data (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page)<br><input checked="" type="checkbox"/> Verify and implement teaching schedule for Expectations and Rules behavior lesson plans<br><input checked="" type="checkbox"/> Implement the Reward System for all students as indicated in the SPBP<br><input checked="" type="checkbox"/> Ensure the Discipline Flow Chart is distributed to all staff and is being used as written<br><input checked="" type="checkbox"/> Present implementation data, behavior data, team activities and SPBP progress to entire staff<br><input type="checkbox"/> Ensure all teachers are using an evidence-based classroom management plan, such as CHAMPS<br><input type="checkbox"/> Confirm next quarterly PBIS team meeting date and time |
| September                                       | <input checked="" type="checkbox"/> Provide SPBP stakeholder presentation by September 30 <sup>th</sup><br><input type="checkbox"/> Ensure instructional staff know how to document Tier 1 Supplemental Strategies for behavior<br><input type="checkbox"/> Check for staff and teacher understanding of PBIS - provide "PBIS 101" training as a resource<br>Brainshark available at: <a href="http://www.brainshark.com/browardschools/PBIS101">http://www.brainshark.com/browardschools/PBIS101</a>  |
| October<br>2 <sup>nd</sup> Quarter Team Meeting | <input checked="" type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page)<br><input checked="" type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff<br><input type="checkbox"/> Ensure Core Effectiveness Action Steps are being implemented as written<br><input checked="" type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator<br><input type="checkbox"/> Confirm next quarterly PBIS team meeting date and time   |
| November  | <input type="checkbox"/> Review/revise lesson plans as indicated by previous quarter behavior data<br><input type="checkbox"/> Ensure that the Student Outcome Monitoring Action Steps are being implemented as written  |
| January<br>3 <sup>rd</sup> Quarter Team Meeting | <input checked="" type="checkbox"/> Staff to re-teach Expectations and Rules after winter break<br><input checked="" type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page)<br><input checked="" type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff<br><input checked="" type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator<br><input type="checkbox"/> Confirm next quarterly PBIS team meeting date and time  |
| February  | <input type="checkbox"/> Check on recently hired staff for PBIS understanding - provide "PBIS 101" Brainshark resource<br><input type="checkbox"/> Utilize the Stakeholder SPBP Forms Survey to solicit input for planning next year's SPBP (optional)   |

|  |   |
|--|---|
| <b>March</b><br><b>4<sup>th</sup> Quarter Team Meeting</b> | <input type="checkbox"/> Ensure progress towards completion and submission of next year's SPBP<br><input checked="" type="checkbox"/> Staff to re-teach Expectations and Rules after spring break<br><input checked="" type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page)<br><input checked="" type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff<br><input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator |
| <b>April</b>   | <input type="checkbox"/> Provide staff presentation and faculty vote on new SPBP for next year<br><input type="checkbox"/> Submit your SPBP in BCPS Central by April 30 <sup>th</sup> . Use this new SPBP in the next school year<br><input type="checkbox"/> Continue implementing your <i>current</i> SPBP through the end of the current school year   |

## CRITICAL ELEMENT # 10: Evaluation

**10A. Staff** Implementation of the School-wide Positive Behavior Plan: review goals, evaluate implementation, and create 2 action steps to review in quarterly PBIS meetings.

*"Are staff implementing the SPBP with fidelity? If not, how will you address this area?"*

| Staff Implementation Goal  | Quarterly Team Review: Implemented with fidelity?                   | If you answered <b>No</b> , enter 2 action steps your school will take to move towards this goal by the next PBIS meeting.   |
|--|---|--|
| 100% of hallways, front office, cafeteria, and other public areas all have school-wide expectations and location-specific rules posted                     | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | By <a href="#">Click here to enter a date</a> ,<br>1. Leadership team will complete a quarterly campus walkthrough to ensure all rules and expectation area posted.<br>2. Staff members will stay vigilant.  |
| 100% of instructional staff has delivered expectations and rules lesson plans as written and when indicated.   | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |  |
| 100% staff members are oriented to the Discipline Flow Chart. It is used consistently by 100% instructional staff, behavioral support, and administrators. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |  |
| A reward system is implemented by 100% staff for <i>all</i> students.  | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | By <a href="#">Click here to enter a date</a> ,<br>1. Leadership team will analyze behavior data as well as behavior patterns.<br>2. The team will monitor use of our PBIS system by tracking the number of students attaining points and the amount of teachers utilizing the rewards platform. |


**10B.** The SPBP is successful in positively impacting **students**: review behavior data and create SMART goals. Evaluate implementation and create action steps to review in quarterly PBIS meeting.

*"If staff are implementing the SPBP consistently and effectively, is it positively impacting students? How will you know?"*

| STUDENT Outcome Monitoring                              |  |  |
|---|--|--|
| Student Outcome Data                                    | Complete the SMART goal to determine "successful" student outcomes ( <i>use numerical data</i> ) | List 2 action steps your team will take to ensure this goal is monitored and meets or exceeds the SMART goal.  |
| <b>Behavior Incidents</b><br>(See critical element #3A) | By May 2025, the number of unruly/disruptive behavior referrals will decrease by 20%.            | 1. The administrative and leadership team will ensure the school-wide rewards system is implemented with fidelity by reviewing the PBIS excel spread sheet weekly and keeping the school store stocked with supplies/rewards.<br>2. The administrative team will ensure the behavior lessons are being implemented throughout the school year with fidelity to ensure we are limiting troubling behavior. This includes but is not limited PBIS and CHAMPS strategies, as well as character education. |

|  |  |  |
|--|--|--|
| <b>Top 3 event locations</b><br>(See critical element #4A) | By May 2025, the number of incidents in School grounds, Cafeteria, and Restrooms will decrease by 20%.   | 1. The administrative and leadership team will ensure the school-wide rewards system is implemented with fidelity by reviewing the PBIS excel spread sheet weekly and keeping the school store stocked with supplies/rewards.<br>2. The administrative team will ensure the behavior lessons are being implemented throughout the school year with fidelity to ensure we are limiting troubling behavior. This includes but is not limited PBIS and CHAMPS strategies, as well as character education. |
| <b>Core effectiveness</b><br>(See critical element #8A)    | By May 205, the Core Effectiveness (students with 0-1 referrals) will decrease by 20% as evidenced by ODRs in BASIS.   | 1. Using the BASIS behavior dashboard the administrative and leadership team will identify and monitor which classrooms have written an above average amount of ODRs on a monthly basis.<br>2. The admin team will identify a PBIS team who will work with school-based staff members to administer peer-to-peer support based on level of need.   |
| <b>Classroom referrals</b><br>(See critical element #7C)   | One hundred percent of classroom teachers who have an above average number of referrals within their classroom will receive classroom management support/coaching sessions including PBIS/CHAMPS during the 2024-2025 school year. | 1. Using the BASIS behavior dashboard the administrative and leadership team will identify and monitor which classrooms have written an above average amount of ODRs on a monthly basis.<br>2. The admin team will identify a PBIS team who will work with school-based staff members to administer peer-to-peer support based on level of need.   |

### SPBP Submission

1. Upload completed SPBP (as PDF) into BCPS Central in the School Improvement Plan. 
2. Complete PBIS Point of Contact form. 