

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



School Name:	New Renaissance Middle School
School Number:	3911

Please refer to the SPBP Canvas Resource page to access video tutorials, guidance, and resources for completing the 2024-2025 SPBP template. [i](#)

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. Principal	Earnest Toliver	7. Teacher	Catherine Burke
2. BTU Representative	Jamalia Ingram	8. Teacher	Ebony Spence
3. SPBP Point of Contact	Andreanna Williams	9. Teacher	Shania Batson
4. Parent/Community Representative	Maalichah Issac	10. Department Head	Aimee Sangster
5. Equity Liaison	Victoria Ealy	11.	
6. Administrator	Kienna Knowles-Bryant	12.	

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 st	8/8/2024	8:45 am		8/9/2024
2 nd	10/23/2024	8:45 am		10/25/2024
3 rd	1/15/2025	8:45 am		1/17/2025
4 th	3/12/2025	8:45 am		3/14/2024

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>)	Click here to enter a date.
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>)	8/8/2024
Present the 2024-25 SPBP to family and community stakeholders (<i>prior to September 30, 2024</i>)	9/5/2024

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 Previous Year 2022-2023	# Incidents	Top 5 Behavior Incidents Current Year 2023-2024	# Incidents
1. Disobedience/Insubordination	86	Disobedience/Insubordination	94
2. Fight- Minor/Altercation/Confrontation	59	Disruptive/Unruly Play	84
3. Disruptive/Unruly Play	43	Unruly Disruptive Behavior	41
4. Fight-Medium	43	Out of Assigned Area	38
5. Unruly/Disruptive Behavior	41	Inciting a Disturbance	37
TOTAL	272	TOTAL	294

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. Character: Do your best!
2. Acceptance & Respect: Do what is right!
3. Excellence: Treat others the way you want to be treated!
4. Model safety at all times!
5. Keep hands and feet to yourself!

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	8/26/2024	9:30 am	Grade Level Assembly MPR
After Winter Break	1/27/2025	9:30 am	Grade Level Assembly MPR
After Spring Break	4/7/2025	9:30 am	Classroom (Period 1)

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. Hallway	60
2. Cafeteria	41
3. Bus	40

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	Click here to enter location: Bus Rules	Classroom Rules
Character: Do your best!	Have a pass when you are not with your class Click here to type hallway rules.	Clean your eating space and pick up trash around your area Click here to type cafeteria rules.	Walk while in the bus loop Click here to type location rules.	
Acceptance & Respect: Do what is right!	Go directly to your destination Click here to type hallway rules.	Follow all directions given by the cafe monitors/adults Click here to type cafeteria rules.	Remain on the sidewalk until your driver stops and opens the door Click here to type location rules.	
Excellence: Treat others the way you want to be treated!	Keep earbuds in your backpack Click here to type hallway rules.	Remain seated Click here to type cafeteria rules.	Ride your designated bus Click here to type location rules.	
Model safety at all times!	Keep electronics in your backpack Click here to type hallway rules.	Raise your hand to get the attention of an attendant/adult Click here to type cafeteria rules.	Use Level 1-2 voices Click here to type location rules.	
Keep hands and feet to yourself!	Follow adult directives Click here to type hallway rules.	Use a level 1-2 voice Click here to type cafeteria rules.	Remain seated while the bus is in transit Click here to type location rules.	

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	Bus
Lesson Plan Dates			
Start of School Year	8/26/2024	8/26/2024	8/26/2024
After Winter Break	1/27/2025	1/27/2025	1/27/2025
After Spring Break	4/7/2025	4/7/2025	4/7/2025

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.

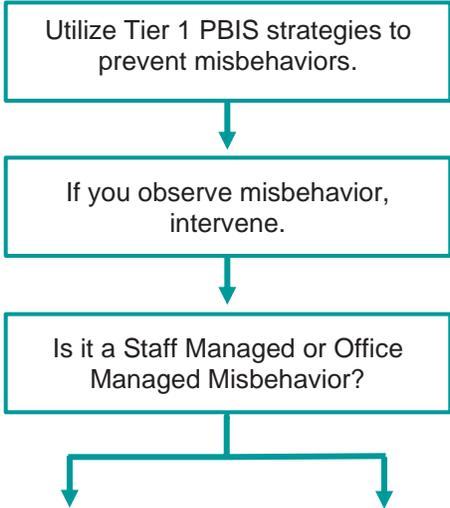
Identified Schoolwide Expectation OR Specific Location: [Click here to enter Expectation OR Location](#)

4 Step Problem Solving Process	Plan Details
<p>1. Problem Identification: Review your behavior data to identify one school-wide problem. What problem did you identify? <i>(use numerical data)</i> <i>Note: Identified problem should be based upon data, such as ODRs. (Office Discipline Referral)</i></p>	<p>Data used: Office Discipline Referrals</p> <p>Problem Identification Statement: Students are exhibiting negative behaviors on the school bus resulting in office referrals written by the bus drivers. The lack of attention-getting signs, increased distractions, and limited active supervision in the hallways leads to increased instances of disruption.</p>

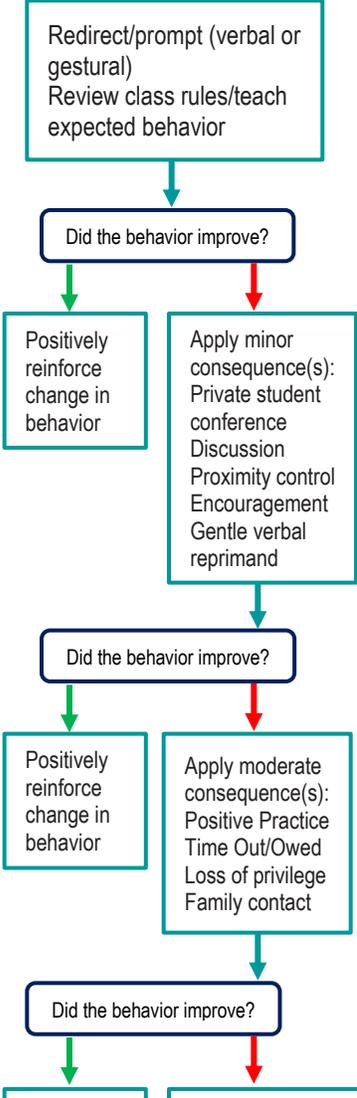
<p>2. Problem Analysis: Why do you think this problem is occurring? What is your goal? <i>(use a SMART goal statement with numerical data)</i></p>	<p>Hypothesis: <i>The problem is occurring due to a lack of adult presence on the bus.</i></p> <p>SMART Goal Statement: By June 2025, the number of Bus referrals will decrease by 25%.</p>
<p>3. Intervention Design: Describe how you will implement a positive reward program/system to decrease this problem.</p>	<p>Type of Program/System: Point system</p> <p>Description of Program/System: Staff will be trained in the use of the schoolwide acknowledgment point system which could be exchanged within our school store for spirit-related items, incentives, and events monthly.</p> <p>Staff supervise students during class transitions and specifically look for students following the hallway rules.</p> <p>When a student follows the rule, the teacher will provide praise and award students points which will allow students to attend school events such as pizza parties, game days, or movie events.</p> <p>Teachers will award points to the students who arrive to class before the bell, and they will be entered into a raffle for a larger scale prize. Teachers will be encouraged to administer the school-wide bell ringer for students to complete upon arrival to the classroom.</p>
<p>4. Evaluation: A. Implementation fidelity</p>	<p>How will you monitor the fidelity (consistency and effectiveness) of the <u>staff's</u> implementation of the reward program/system?</p> <p><i>Class Equity allows admin to monitor teacher and student use. The team will monitor use monthly and provide quarterly professional development.</i></p> <p>There will be a school-wide calendar that outlines what students will receive points for each day that aligns to the homeroom curriculum. PBIS and Cavalier Connect</p> <p>Leadership (administration team) will conference with teachers who are not giving out points or who are not turning in 5 top names.</p>
<p>B. Student outcome monitoring <i>(use numerical data)</i></p>	<p>How will you know if the reward program/system is positively impacting students? What measurable data will you use to determine “success”?</p> <p>The systems will be deemed effective if 80% of students have no referrals and if 60% of students are eligible to participate in SPBP reward incentives.</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.



- Tier 1 Strategies include, but are not limited to:
- Effective classroom structure
 - Precorrection
 - Preferential seating/seat change
 - Remove distractions
 - Personal schedule/organization
 - Reteach expectations and rules
 - Redirection
 - Prompts, cues, and reminders
 - Think time/cool down area
 - Consistent reward system
 - Modify academic assignments
 - Provide choices



Staff Managed Misbehaviors	Office Managed Misbehaviors
Note: The behaviors provided are examples, not an exhausted list of misbehaviors.	
Inappropriate language <ul style="list-style-type: none"> name calling use of profanity 	Inappropriate language <ul style="list-style-type: none"> racial slurs or taunting profanity directed at a staff member
Disrespect <ul style="list-style-type: none"> talking back physical gestures 	Harassment <ul style="list-style-type: none"> bullying threat or intimidation
Defiance <ul style="list-style-type: none"> work refusal head down on desk/sleeping not following directions 	Defiance <ul style="list-style-type: none"> leaving classroom, assigned area, or school grounds without permission forgery/plagiarism
Disruptive <ul style="list-style-type: none"> tattling/false information talking out of turn calling out distracting others 	Disruptive <ul style="list-style-type: none"> inciting others to disrupt teacher chronic classroom disruption: more than 3 times within 30 minutes
Physical Contact <ul style="list-style-type: none"> touching others, pushing/shoving (no injuries) mutual horseplay 	Physical Contact <ul style="list-style-type: none"> touching others (hitting, kicking, biting) with intent to do harm petty theft
Violation of classroom or location-specific rules	Violation of the Code of Student Conduct

Staff:
Submit an office discipline referral (ODR) using report style writing (non-judgmental, observable, and measurable language)

Administrator:
Review, investigate and apply consequence according to policy
Contact family to communicate incident and consequence
Follow up with teacher/feedback/support

Crisis Events:
In need of immediate assistance
Potentially unsafe environment
Suspicion of criminal behavior
Contact front office/administration immediately
Follow safety team protocol

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 <input type="checkbox"/> Positive Behavior Interventions and Supports and the Classroom https://fl-pda.org/#/category/26 <input type="checkbox"/> Other: Click here to enter name of system.	1. The team will collect evidence for evidence-based classroom management training for every teacher. 2. Teachers who opt to not complete the training, will participate in district-offered training. The percentage of teachers trained will be maintained. 3. Team will follow up and provide coaching support to teachers who take district training and those who don't using the 7 Up list.

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

<input checked="" type="checkbox"/> CHAMPS 7 Up Checklist 
<input type="checkbox"/> Classroom Snapshot (Classroom Management Assessment) 
<input type="checkbox"/> PBIS Classroom Assistance Tool (CAT) 
<input type="checkbox"/> Other (<i>specify</i>):

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 from classrooms :	349
Total number of <i>other</i> school-wide discipline referrals (not including classrooms):	144
% of referrals in the classroom:	70%
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:	1102	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals		12%	Are your 0 – 1 referral > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
II. 2 - 5 referrals (at risk students)	101	9%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
III. > 5 referrals (high-risk students)	13	1.17%	Are your >5 referrals <5%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

8B. Core Effectiveness Action Steps:

If you answered “Yes” to I, II, and III above, then your core is effective. Based upon table 8A, is your core effective?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Answer either (a) or (b):	
(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.	
(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:	
Core Effectiveness Action Steps: <i>(2-4 steps)</i>	
1. Data for incoming and returning students’ risk factors will be pulled in BASIS and communicated to counselors and teachers.	
2. Students identified as at risk based on behavioral indicators and attendance data will meet individually with support staff and their parents to create prevention and intervention plans.	
3. Administration will conduct Quarterly Grade Level Behavior assemblies to outline proper and improper behaviors. At the same time, support staff will monitor and meet with selected at-risk students monthly.	
4. Teachers will continue to teach expected behaviors through the Cavalier Connect Time Homeroom curriculum.	
5. Support Staff or another teacher designee will create leadership groups for at-risk students, such as Ladies of Dignity and 5,000 Role Models.	

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. Is disproportionality shown in any of your subgroups?	
Referrals by Grade Level	Seventh grade	1.18	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Referrals by Race vs Population	Black/African American	6.72	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

8D. Disproportionality Action Steps:

Answer either (a) or (b):
(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.
(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?

Disproportionality Action Steps: (3-4 steps)

1. Regularly collect and review discipline data disaggregated by race, gender, disability, and other demographics to identify patterns of disproportionality.
2. Implement an early warning system to identify students at risk of frequent disciplinary referrals.
3. Conduct training for all staff on cultural competency, implicit bias, and equitable classroom management practices.
4. Provide specific training on restorative practices and positive behavioral interventions and supports (PBIS).
5. Establish clear, consistent guidelines for disciplinary actions that are understood by all staff, students, and parents.
6. Implement restorative practices that focus on repairing harm and restoring relationships, rather than solely punishing misbehavior.
7. Enhance access to school counselors, social workers, and psychologists who can provide support to students facing behavioral or emotional challenges.
8. Refer students to mentor groups.

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

January 3rd Quarter Team Meeting	<input type="checkbox"/> Staff to re-teach Expectations and Rules after winter break <input type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) <input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff <input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator <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 <input type="checkbox"/> Utilize the Stakeholder SPBP Forms Survey to solicit input for planning next year's SPBP (optional)
March 4th Quarter Team Meeting	<input type="checkbox"/> Ensure progress towards completion and submission of next year's SPBP <input type="checkbox"/> Staff to re-teach Expectations and Rules after spring break <input type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) <input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff <input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator
April	<input type="checkbox"/> Provide staff presentation and faculty vote on new SPBP for next year <input type="checkbox"/> Submit your SPBP in BCPS Central by April 30 th . Use this new SPBP in the next school year <input type="checkbox"/> Continue implementing your current 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 No , 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 11/14/2024 , 1. Grade level assistant principals will observe all common areas on campus to see where posters are needed. 2. The PBIS team will work with interested staff to put up posters and decorate hallway boards.
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	By Click here to enter a date , 1. 2.
100% staff members are oriented to the Discipline Flow Chart. It is used consistently by 100% instructional staff, behavioral support, and administrators.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	By 9/23/2024 , 1. PBIS/SPBP team will train all staff on the use of the flow chart 2. The team will review all ODRs from the beginning of school to pinpoint if there was accurate adherence to the flow chart.
A reward system is implemented by 100% staff for all students.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	By 8/30/2024 , 1. PBIS/SPBP team will train staff on the use of the point system. 2. Team will reach out to business partners in order to locate incentives for teachers who are implementing with fidelity.

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.
Behavior Incidents (See critical element #3A)	By June 2025, fighting will indicate a 20% percent decrease (less than 30 incidents) as measured by ODRs in BASIS.	1. Create school-wide point reward system to focus on reinforcing behaviors that promote the development of positive relationships and emotion regulation. 2. Special instruction of self-regulation and positive relationship development during electives.
Top 3 event locations (See critical element #4A)	By June 2025, the frequency of behavioral incidents in one top 3 location, cafeteria will decrease by 15% as measured by ODRs in BASIS	Award points for positive behaviors in the cafeteria for students who exemplify positive behaviors. 2. Increased supervision in cafeteria to help reinforce appropriate behaviors.
Core effectiveness (See critical element #8A)	By June 2025, the Core Effectiveness (students with 0-1 referrals) will increase to 150 as evidenced by ODRs in BASIS.	1. Review discipline flow chart with staff to ensure understanding and use precorrections when formulating a referral. 2. Teachers will receive support and training regarding strategies and behavior interventions to use in the classroom to help mitigate the number of referrals a single child earns.
Classroom referrals (See critical element #7C)	By June 2025, classroom referrals will reduce by 20% as evidenced by ODRs in BASIS	1. Team will ensure all teachers are trained in evidence-based classroom management, CHAMPS, and monitor trained percentage. 2. Administration will conduct classroom management observations across teachers.

SPBP Submission

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