



Schoolwide Positive Behavior Plan (SPBP)

Broward County Public Schools

SY 2025 – 2026



School Name:	Deerfield Beach Elementary
School Number:	0011

Please refer to the SPBP Canvas Resource page to access video tutorials, guidance, and resources for completing the 2025-2026 SPBP template.

CRITICAL ELEMENT # 1: Active Team with Administrative Participation

1A. Integrated MTSS School-Leadership Team Members

Title	First and Last Name	Title	First and Last Name
1. Administrator	Andrew Gerlach	8. Social Worker	Bernie Shapiro
2. Point of Contact	Aaron LaPlante	9. School Nurse	Laketha Habersham
3. BTU Representative	Deborah Boles	10. Attendance Manager	Alex Morris
4. Parent/Community Representative	Alice Rothschild	11. Life Skills & Wellness Liaison	Emily Eversman
5. Student Representative	Athena Coletti	12. Resiliency Liaison	Emily Eversman
6. School Counselor	Emily Eversman	13. Custodial	Broderick Jones
7. Security Specialist/ Campus Monitor	Sylisia Brown	14. Paraprofessional	Adriana Lopez




*Optional Team Member(s): Family Therapist, Grade Level/Content Area Representatives, Clerical, Custodial, Food/Nutrition

1B. Schedule of quarterly team meetings.

Meeting Objectives:

1. Progress monitor the action steps indicated in Critical Element #9.
2. Collect & analyze student outcome data 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	10/2/2025	2:30 PM		10/7/2025

2 nd	12/11/2025	2:30 PM		12/16/2025
3 rd	3/5/2026	2:30 PM		3/10/2026
4 th	5/21/2026	2:30 PM		5/26/2026

CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment

2. Team communication/presentation of new SPBP to staff and stakeholders

Action Steps:	Dates
Present the 2025-26 SPBP to staff (<i>prior to April 30, 2025</i>)	4/28/2025
Hold a <i>faculty</i> vote on the new SPBP (<i>prior to April 30, 2025</i>)	4/29/2025
Provide training to faculty and staff (<i>prior to September 30, 2025</i>)	8/6/2025
Present the 2025-26 SPBP to family and community stakeholders (<i>prior to September 30, 2025</i>)	9/23/2025

CRITICAL ELEMENT # 3: Data Collection and Analysis

3A. Core Effectiveness: Use current 2024-2025 school year behavior data as listed in Focus.

- (a) Review your referral data YTD in Focus – Discipline Reports – *Students with Referrals*.
- (b) Complete the yellow highlighted cells.
- (c) Auto-calculate the “% of Total Population” by clicking on each “!Zero Divide” in the cells and pressing “Fn + F9”.
- (d) Determine if the core is effective in all three areas.

TOTAL Population:	600	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals	589	99%	Are your 0 – 1 referral > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
II. 2 - 5 referrals (at risk students)	8	1%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
III. > 5 referrals (high-risk students)	2	0.03%	Are your >5 referrals <5%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

3B. Core Effectiveness Action Steps:

<p>If you answered “Yes” to I, II, and III above, then your core is effective.</p> <p>Based upon table 8A, is your core effective?</p>	<p><input checked="" type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>Answer either (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: <i>(3-4 detailed steps)</i></p> <ol style="list-style-type: none"> 1. Parrot Bucks will be provided for all expectations met by students 2. Quarterly awards will be presented to primary students in addition to the intermediate awards. 3. Proud Parrot coins will be provided to all classes in the cafeteria who receive a green cup. This is a continuation from the previous SPBP which showed success in the cafeteria, we will continue to implement this for the 2025-2026 school year. 4. School Store shopping will be implemented every 6-8 weeks for students to shop using their Parrot Bucks. 	

3C. 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.

Relative Risk Ratio calculations are coming soon with the Focus Data System migration.

3D. Disproportionality Action Steps:

<p>What activities/initiatives/programs will your school leadership team implement to prevent disproportionate discipline outcomes within sub group populations (race, SWD, ELL)?</p>
<p>Disproportionality Action Steps: <i>(3-4 detailed steps)</i></p> <ol style="list-style-type: none"> 1. During our monthly SPBP meetings, we will be reviewing the quarterly data and monitor the students that received discipline office referrals and School Counselor and Administration will meet with these students to discuss behaviors and have a check in with the students. 2. After each of the P-Squared events and Café MVP lunches, administration will be looking at students that attended. We will identify students that we would like to work with to work towards earning these events. 3. Administration will discuss behaviors during the RTI process and discuss any students that are showing increased behaviors and intervene to help reduce the risk of students earning a discipline office referral.

4. School Counselor and Administration will ensure monthly overview of RTI data and assist teachers with interventions to identify 5th grade students are not receiving discipline office referrals.

CRITICAL ELEMENT # 4: Schoolwide Expectations & Location-based Rules

4A. Top five behavior incidents: **Use current 2024-2025 school year behavior data** as listed in Focus.

- Review your referral data YTD in Focus – Discipline – Category Breakdown – *Highest Discipline Code*.
- Complete the chart by identifying the top five behavior incidents and the number of incidents for each type.
- Complete the yellow highlighted cells.
- Auto-calculate the total # of referrals by clicking on “0” and pressing “Fn + F9” together.

Top 5 Behavior Incidents Current Year 2024-2025	# Incidents
1. Inappropriate Touch/Lang/Gesture	14
2. Unruly/Disruptive Behavior	9
3. Disobedience/Insubordination	7
4. Disruption on Campus (Minor)	4
5. Mistreatment of Peers	3
TOTAL	37

4B. 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.

Schoolwide Expectations
1. Be Respectful
2. Be Cooperative
3. Be Problem Solvers
4.
5.

4C. Top three school-wide locations: **Use current 2024-2025 school year behavior data** as listed in Focus.

- (a) Review your referral data YTD in Focus – Discipline – Category Breakdown – *Location*.
- (b) Complete the chart by identifying the top three schoolwide locations, excluding classroom and the number of incidents for each location.

Top 3 Locations, <u>excluding Classroom</u>:	
School Location(s)	# Incidents
1. Hallway	11
2. Cafeteria	10
3. Bus	7

4D. 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.

Schoolwide Expectations and Location-based Rules				Completed by each teacher:
Schoolwide EXPECTATIONS	Hallway Rules	Cafeteria Rules	Bus Rules	Classroom Rules
Be Respectful	Keep hands and feet to yourself	Keep all food items on your tray	Remain in your assigned seat, facing forward with feet on the floor	
Be Cooperative	Walk in a straight line	Clean your eating space and pick up trash around your area	Remain seated while the bus is in transit	
Be a Problem Solver	Remain in your line	Follow all directions given by the cafe monitors/adults	Remain seated while the bus is in transit	

CRITICAL ELEMENT #5: Teaching Behavior

5A. At least one lesson plan for **each** schoolwide expectation above is distributed to instructional staff during pre-planning week and are maintained in the SPBP Binder.

Dates when the schoolwide expectations lesson plans are taught by instructional staff and noted in lesson plans:			
	Date(s)	Time:	Location(s):
Start of School Year	8/11/2025	8:05 AM	Classroom
After Winter Break	1/6/2026	8:05 AM	Classroom
After Spring Break	3/23/2026	8:05 AM	Classroom

5B. At least one Rules Lesson Plan for **each** common location is distributed to instructional staff during pre-planning. This is aligned to the **Schoolwide Expectation/Location-based Rules** chart in section 4D. Location-based rules should be taught and reinforced in the context of the location in the beginning of the year, after long breaks, and throughout the year as necessary.

Dates when the 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	8/11/2025	8/12/2025	8/13/2025
After Winter Break	1/6/2026	1/7/2026	1/8/2026
After Spring Break	3/23/2026	3/24/2026	3/25/2026

5C. Prevention programs and other schoolwide student support initiatives can be used to proactively teach positive behavior and prosocial skills. Use this chart to plan for how you will use District supported programs and initiatives to promote positive behavior on campus.

Program/Initiative	Plan Details			
	When will it be taught?	Who will teach it?	How will it be implemented? <i>2-3 sentences</i>	How will it be monitored for effectiveness?

Resiliency Curriculum	September through April ongoing	K-5 Classroom Teachers	Teachers will present required monthly lesson on the first Friday of every month. Lessons include Lauren's Kids curriculum and ReThink Ed curriculum.	Upon completion, teachers will fill out BCPS completion form.
Character Education	Monthly	School Counselor	Monthly character traits will be introduced and taught via the morning announcements. The traits will be further discussed during monthly guidance lessons with the school counselor.	Students will practice instilling the monthly trait. Teachers will pick one student per month in their class that has displayed the trait, and they will be awarded Kid of Character for that month.

CRITICAL ELEMENT # 6: Recognition Programs


6A. The schoolwide recognition system focuses on reinforcing schoolwide expectations OR a specific location where referrals often occur. The recognition should be used to encourage, acknowledge, and reinforce students to exhibit positive behaviors.

Identified Schoolwide Expectation OR Specific Location: Be Respectful

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></p>	<p>Data used: Referrals for inappropriate language/touch/gestures make up 20% of our school referrals.</p> <p>Problem Identification Statement: We have seen an increase in the number of students making inappropriate statements and inappropriate touch to other students. This increase has come to make 20% of our referrals. The inappropriate language is happening through the school in classrooms, café, hallway, and playground.</p>

<p>2. Problem Analysis: Why do you think this problem is occurring?</p> <p>What is your goal?</p> <p><i>(create a SMART goal statement with numerical data)</i></p>	<p>Hypothesis: Students need more reminders of words that they should use when they are frustrated or upset.</p> <p>SMART Goal Statement: By June 3, 2026 the number of referrals for inappropriate language/tough/gestures will decrease by 5% as indicated in the number of discipline office referrals.</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: Token system</p> <p>DBES will have 3 main systems that we will be implementing for the 2024-2025 school year. The first program that we will be implementing is Parrot Coins in the café. Each day, students can earn café coins based on their behaviors in the café. Each table will have 4 cups on their table (blue, green, yellow, red). If a table is following the cafe rules, a cup will not be moved. If a table is not following the cafe rules, a cup will be removed. The blue is a warning, green is their final warning. If we remove the green, the class does not receive their cafe coin for the day. When students receive their coin, it will be displayed on the board. 10 coins ear ice pops, and then from there certain amounts of coins will earn pizza. We will continue with the Golden Spatula to the cafeteria. Each week, the staff in the cafeteria will be selecting a class from K-2 and 3-5 that showed positive behaviors and followed the cafeteria expectations. The classes selected will receive the Golden Spatula and a certificate. Classes will hang their certificates and at the end of the year the class from K-2 and 3-5 with the most certificates will receive a pizza party.</p> <p>The last system is our new Parrot Pride Store. As students are caught following school rules, they will earn Parrot Bucks. Students can then use their Parrot Bucks to buy things from the Parrot Pride School Store. They can either choose to spend their bucks or keep them to buy something that takes more tickets. The store is on a cart and will visit classrooms monthly and will allow students to buy from the store.</p>
<p>4. Evaluation:</p> <p>A. Implementation fidelity</p>	<p>How will you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program/system? (2-3 sentences)</p> <p>The data from Focus will be monitored and principal and assistant principals will have individual conversations with students to encourage behavior and have pep talks with them. We will also be monitoring the Focus data to analyze behaviors and what referrals are being placed for. We will then use this data to inform our morning announcements and monthly behavior classroom meetings. A new</p>

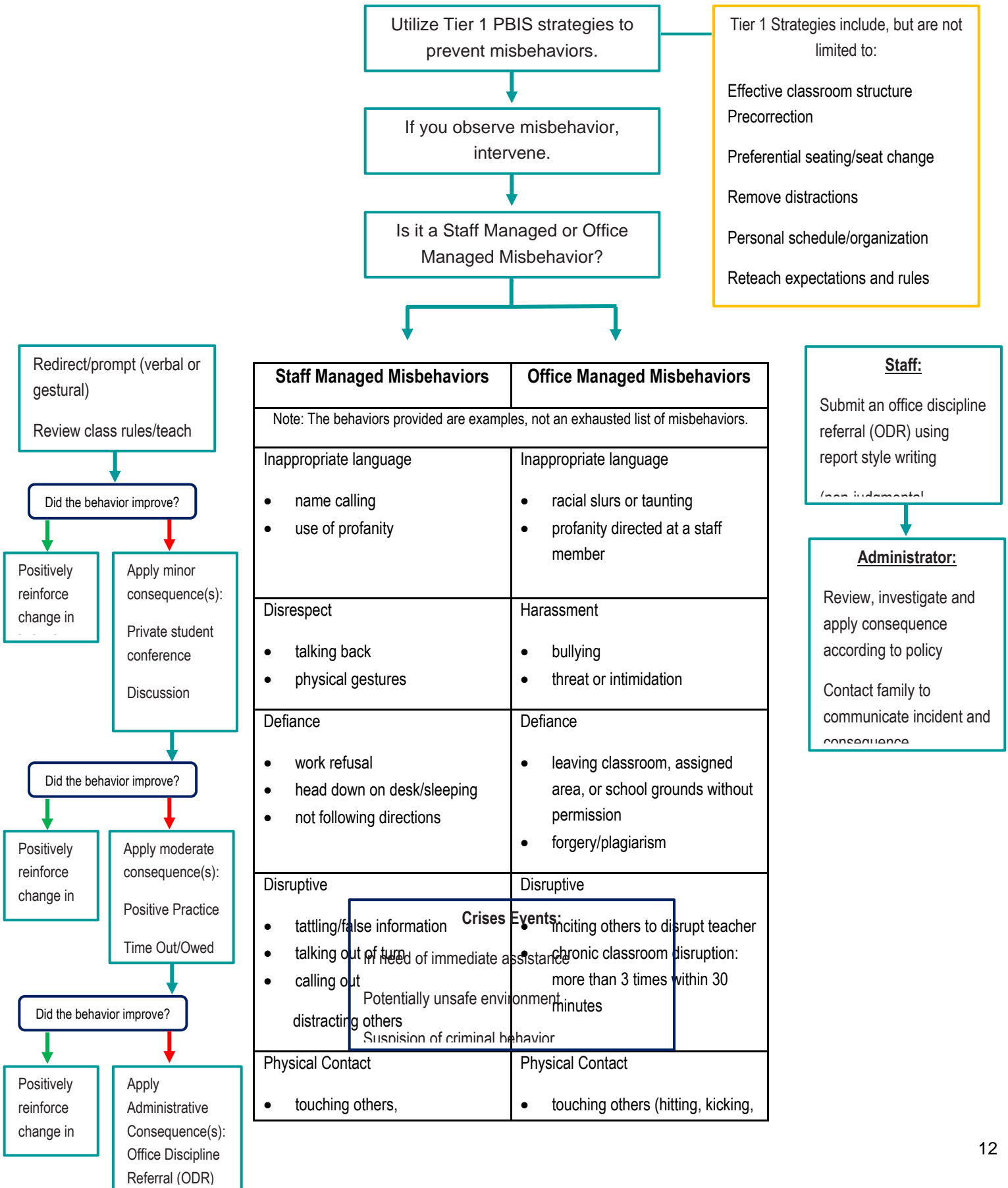
	stationary store was implemented and we will monitor students that come with lesser amount of bucks and will have conversations privately with the student and encourage them.
B. Student outcome monitoring <i>(use numerical data)</i>	<p>How will you know if the reward program/system is positively impacting students? What measurable data will you use to determine “success”? <i>(2-3 sentences)</i></p> <p>Mr. LaPlante will be monitoring Parrot Bucks through the store to see how many Bucks are being used throughout the school to help promote the program through the school year. The names of the classes that receive the Golden Spatula will be recorded so we can see which classes are struggling and check in with them in the cafeteria and revisit the rules.</p>

6B. Character Education is an educational and award program utilized to teach and recognize students who display positive character traits each month. Please refer to the BCPS website for lesson plans, videos and additional resources to support this recognition program at your school. 

Monthly Character Traits	Plan Details How will you recognize <i>Kids of Character</i> each month? <i>(2-3 sentences)</i>
<ol style="list-style-type: none"> 1. September: Cooperation 2. October: Responsibility 3. November: Citizenship 4. December: Kindness 5. January: Respect 6. February: Honesty 7. March: Self-Control 8. April: Tolerance 	<p>Ms. Eversman, our school counselor includes information daily in our Morning announcements and does classroom visits and discusses each of the character traits. Each month, Ms. Eversman records the students receiving their awards and this gets played in the morning announcements for all students in the school to see.</p>

CRITICAL ELEMENT #7: 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.








pushing/shoving (no injuries) <ul style="list-style-type: none">• mutual horseplay	biting) with intent to do harm <ul style="list-style-type: none">• petty theft
Violation of classroom or location-specific rules	Violation of the Code of Student Conduct

CRITICAL ELEMENT # 8: Classroom Management Systems

8A. Evidence-based Tier 1 classroom management system:

Which evidence-based system(s) are you using?	Provide 3-4 measurable and observable action steps the team will take to help educators improve their classroom management system. <i>(3-4 detailed steps)</i>
<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.	<ol style="list-style-type: none"> 1. We will have a CHAMPS refresher during pre-planning week for all staff. 2. We are going to include behavior data into our classroom data chats. 3. We have provided all new teachers with a teacher buddy and through this process, the teacher is also going to cover classroom management ideas. 4. Each month, during our faculty meeting we will designate some time to classroom management and discuss behaviors we are seeing.

8B. 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> :

8C. Percentage of classroom referrals: **Use current 2024-2025 school year behavior data** as listed in Focus.

(a) Review your classroom data YTD in Focus – Discipline – Category Breakdown – *Location*.

(b) Complete the yellow highlighted cells.

(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 :	30
Total number of <i>other</i> school-wide discipline referrals (not including classrooms):	38
% of referrals in the classroom:	44%
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 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>

Implementation Action Plan	
Month	Action Steps
	<input checked="" type="checkbox"/> check off Action Step when completed
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

<p>January</p> <p>3rd Quarter Team Meeting</p>	<ul style="list-style-type: none"> <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
<p>February</p>	<ul style="list-style-type: none"> <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 (<i>optional</i>)
<p>March</p> <p>4th Quarter Team Meeting</p>	<ul style="list-style-type: none"> <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
<p>April</p>	<ul style="list-style-type: none"> <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 30th. Use this new SPBP in the next school year <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 Schoolwide 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 Monitoring		
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	<p>By 8/8/2025 ,</p> <ol style="list-style-type: none"> 1. Assistant principal will observe all locations in school to ensure posters are present along with another member of the team. 2. Two members of the team will hang and replace any missing or torn posters.
100% of instructional staff has delivered expectations and rules lesson plans as written and when indicated.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<p>By 8/8/2025 ,</p>

		<p>1. Team leaders will review the lesson plans to ensure grade appropriate materials and content is within the lessons.</p> <p>2. Admin will disseminate the lesson plans to staff and will create a Microsoft Form showing completion of lessons by teachers.</p>
<p>100% of staff members are oriented to the Discipline Flow Chart. It is used consistently by 100% instructional staff, behavioral support, and administrators.</p>	<p><input type="checkbox"/>Yes <input checked="" type="checkbox"/>No</p>	<p>By 8/8/2025 ,</p> <p>1. All staff will be introduced and will review the Discipline Flow Chart when we review the SPBP as a whole staff during pre-planning week.</p> <p>2. During the Pre-Planning week, we will have a training session dedicated to the SPBP and the Discipline Flow Chart.</p>
<p>A recognition system is implemented by 100% staff for <i>all</i> students.</p>	<p><input type="checkbox"/>Yes <input checked="" type="checkbox"/>No</p>	<p>By 8/11/2025 ,</p> <p>1. The school's master calendar for the 2025-2026 school year will include all dates for the Store Shopping Days.</p> <p>2. Parrot Bucks for the reward system will be distributed to teachers during pre-planning week</p>

10B. The SPBP is successful in positively impacting **students**: review behavior data and create a SMART goal. 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?"*


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.

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.
<p>Select an item</p> <p><i>Choose one ODR area of focus</i></p>	<p>By June 3, 2026, Inappropriate language/touch/gesture will indicate 5% decrease as measured by ODRs in Focus.</p>	<ol style="list-style-type: none"> 1. Principal and Assistant Principal will be making monthly classroom behavior visits focusing on keeping hands to your own body and not hitting or touching others. 2. Each teacher will connect lesson plans taught for SEL to outcomes of the SPBP. Teachers will make a connection between negative behaviors and battery. Teachers will proactively teach strategies and behaviors to use when negative feelings occur.

SPBP Submission

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