



Schoolwide Positive Behavior Plan (SPBP)
Broward County Public Schools



SY 2025 – 2026

School Name:	Pompano Beach Middle
School Number:	0021

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	Tiana Poitier	7. Security Specialist/ Campus Monitor	Carolyn Hickson
2. Point of Contact	Joniece Frazier	8. Social Worker	Wisline Edouard
3. BTU Representative	Michael Miller	9. School Nurse	Nurse Joy
4. Parent/Community Representative	Jahnette Irwin-Thompson	10. Attendance Manager	
5. Student Representative	Rayah Shajari	11. Life Skills & Wellness Liaison	
6. School Counselor	Amanda Eccles	12. Resiliency Liaison	

*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	8/7/2025	8:30		8/8/2025
2 nd	11/17/2025	9:30		11/21/2025
3 rd	1/12/2026	9:30		1/16/2026
4 th	4/13/2026	9:30		4/17/2026

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>)	4/30/2025
Provide training to faculty and staff (<i>prior to September 30, 2025</i>)	9/12/2025
Present the 2025-26 SPBP to family and community stakeholders (<i>prior to September 30, 2025</i>)	8/27/2025

CRITICAL ELEMENT # 3: Data Collection and Analysis

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

Review your referral data YTD in Focus – Discipline Reports – *Students with Referrals*.

Complete the yellow highlighted cells.

Calculate the “% of Total Population” by clicking on each “!Zero Divide” in the cells and pressing “Fn + F9”.

Determine if the core is effective in all three areas.

TOTAL Population:	1076	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals	160	89%	Are your 0 – 1 referral > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
II. 2 - 5 referrals (at risk students)	99	9%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
III. > 5 referrals (high-risk students)	17	2%	Are your >5 referrals <5%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

3B. 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>(3-4 detailed steps)</i>	
1. Implement Universal Screening: Utilize standardized screening instruments to assess all students periodically. This helps identify those who may need additional support early on.	
2. Data-driven decision-making: Collect and analyze data from multiple sources, such as teacher referrals, existing school data, and universal screening scores. This ensures accurate identification of students with internalizing or externalizing risk factors.	
3. Collaborative Problem-Solving: Our RTI team includes administrators, teachers, counselors, and other stakeholders to review data and develop intervention plans for identified students regularly.	
4. Preventive Supports: Implementation of PBIS preventive measures and tiered interventions to address the needs of at-risk students before issues escalate. This can include social skills training, academic support, and behavioral interventions.	

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:

What activities/initiatives/programs will your school leadership team implement to prevent disproportionate discipline outcomes within sub group populations (race, SWD, ELL)?
Disproportionality Action Steps:
1. Training and Professional Development: Provide ongoing training for teachers and staff on culturally responsive teaching and implicit bias. This will help staff understand and address their biases and implement inclusive practices in the classroom.

2. **Restorative Circles:** Implement restorative circles (e.g. Compass360) where students involved in conflicts can discuss the impact of their actions and work towards repairing harm. This approach focuses on accountability and community building rather than punishment
3. **Data-Driven Interventions:** Regularly analyze discipline data disaggregated by race, disability status, and ELL status to identify patterns and disparities. Use this data to inform targeted interventions and monitor progress.
4. **Early Warning Systems:** Develop and implement early warning systems to identify students at risk of disciplinary actions. Provide targeted support and interventions to address underlying issues before they escalate.

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.
- (a) Review your referral data YTD in Focus – Discipline – Category Breakdown – *Highest Discipline Code*.
 - (b) Complete the chart by identifying the top five behavior incidents and the number of incidents for each type.
 - (c) Complete the yellow highlighted cells.
 - (d) 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. Defiance Authority/ Habitual 01 Violation	137
2 Unruly/ Disruptive Behavior	103
3. Disobedience/ Insubordination	73
4. Fight Minor/ Altercation/ Confrontation	45
5. Fighting (Medium)	38
TOTAL	186

- 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 responsible
3. Be Disciplined
4. Be Honest
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. Cafeteria	54
2. Hallways	81
3. Bathrooms	35

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	Restroom Rules	Classroom Rules
Be Respectful	Keep hands and feet to yourself	Clean your eating space and pick up trash around your area	Use the bathroom facilities for their intended purposes and refrain from any misuse or vandalism.	
Be Responsible	ID badges must be worn at all times throughout the school day	Remain seated	All restroom visits must be accompanied with a pass.	
Be Discipline	Listen to instructions from teachers and walk during transition to class.	Raise your hand to get the attention of an attendant/adult	Be mindful of the time spent in the bathroom and return to class promptly to minimize disruptions to learning.	
Be Honest	Treat others fairly and justly.	Accountability: Take responsibility for your actions and admit mistakes without making excuses.	Reliability: keeping your promises, commitment to follow school rules.	
Click here to type your Expectation	Click here to select hallway rules OR Click here to type hallway rules.	Click here to select cafeteria rules OR Click here to type cafeteria rules.	Click here to select location rules OR Click here to type location rules.	

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	8/7/2025	8:30	Designated Classroom
After Winter Break	1/16/2026	8:30	Designated Classroom
After Spring Break	3/12/2026	8:30	Designated 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	Restroom
Lesson Plan Dates			
Start of School Year	8/5/2025	8/6/2025	8/7/2025
After Winter Break	1/13/2026	1/14/2026	1/15/2026
After Spring Break	3/24/2026	3/25/2026	3/26/2026

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>

<p>Select a program</p> <p>Compass 360</p>	<p>Throughout the School Year: These lessons will be taught consistently throughout the year, not just at the beginning. Regular reinforcement helps maintain positive behaviors</p> <p>During Transition Periods: Implement lessons during key transition times, such as the start of the school year, before and after breaks, and when students move to new grade levels.</p>	<p>Classroom Teachers: Teachers play a crucial role in delivering these lessons as they interact with students daily and can model positive behaviors.</p> <p>School Counselors: Counselors can provide specialized instruction and support, particularly for students needing additional behavior management help.</p>	<p>The implementation of this program aims to address a wide range of needs, including conflict resolution, overcoming obstacles, and contributing to the community through Positive reinforcement to encourage and reward good behavior. This can include praise, tokens, or privileges</p>
<p>Character Education</p>	<p>Throughout the School Year: These lessons will be taught consistently throughout the year, not just at the beginning. Regular reinforcement helps maintain positive character traits.</p>	<p>Classroom Teachers: Teachers play a crucial role in delivering these lessons as they interact with students daily and can model positive behaviors.</p> <p>School Counselors: Counselors can provide specialized instruction and support, particularly for students needing additional behavior management help.</p>	<p>The implementation of this program engages students in collaborative activities that promote teamwork, empathy, and respect. Group projects and peer mentoring can be effective kids of character</p>


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: [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></p>	<p>Data used: BASIS ODRs</p> <p>Problem Identification Statement: During the 2024-2025 school year, PBMS had 137 ODRs in Defiance of Authority.</p>

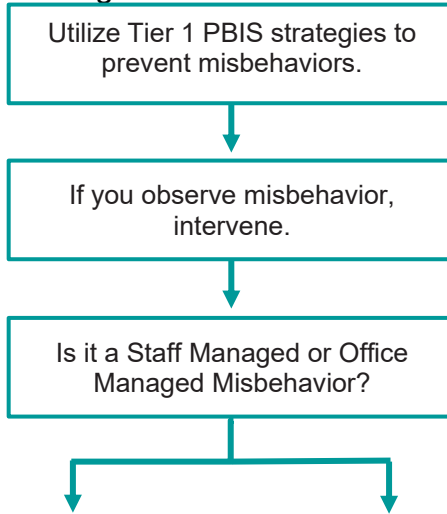
<p>2. Problem Analysis: Why do you think this problem is occurring? What is your goal? <i>(create a SMART goal statement with numerical data)</i></p>	<p>Hypothesis: Defiance of authority is occurring because the expectation of school rules must be consistently communicated by all staff.</p> <p>1. SMART Goal Statement: By the end of the 2025-2026 school year, Defiance of Authority incidents will decrease by 15% compared to the previous school year, as measured by disciplinary referrals and incident reports.</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>1. SMART Goal Statement: Pompano Middle School's Bengal Bucks Token Reward System is an innovative program designed to promote positive behavior and academic achievement among students. The system operates on the principle of incentivizing desirable actions and attitudes through the distribution of Bengal Bucks, a special currency unique to the school</p>
<p>4. Evaluation: A. Implementation fidelity</p>	<p>How will you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program/system?</p> <p>***The monitoring of fidelity will start with a clear understanding of Guidelines and Procedures. These guidelines will outline how rewards are earned, redeemed, and tracked, and expectations for 100% buy-in Administration, Teachers, and Students roles in the process.</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>*****Collect data on the distribution and redemption of Bengal Bucks and any related outcomes such as changes with a 15% decrease in defiant behavior. This data will be regularly monitored, to identify any inconsistencies or areas for improvement, to assess the program's overall effectiveness.</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. 

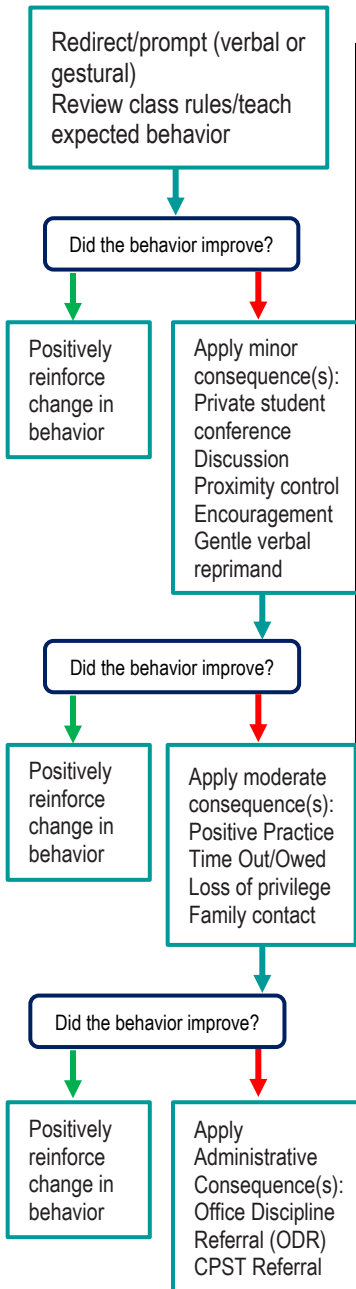
Monthly Character Traits	Plan Details How will you recognize <i>Kids of Character</i> each month? <i>(2-3 sentences)</i>
<ol style="list-style-type: none"> 1. September: Cooperation 2. October: Responsibility 3. November: Citizenship 4. December: Kindness 5. January: Respect 6. February: Honesty 7. March: Self-Control 8. April: Tolerance 	<p>We will recognize students through various activities such as Monthly Character Awards, Peer Nominations, Family Involvement, and Special Privileges.</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.



- 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




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

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 checked="" type="checkbox"/> Positive Behavior Interventions and Supports and the Classroom https://fi-pda.org/#/category/26 <input type="checkbox"/> Other: Click here to enter name of system.	1.(A) Teaching School-wide expectations. 2. (B) Acknowledging appropriate and positive behavior. 2. (C) Self-correcting errors and requesting assistance when needed. PBMS will provide the assistance of teacher leaders, to monitor and support teachers with classroom management.

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 checked="" 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 :	378
Total number of <i>other</i> school-wide discipline referrals (not including classrooms):	223
% of referrals in the classroom:	63%
Do more than 40% of your referrals come from the classroom?	<input type="checkbox"/> Yes <input checked="" 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	<ul style="list-style-type: none"> <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	<ul style="list-style-type: none"> <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	<ul style="list-style-type: none"> <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	<ul style="list-style-type: none"> <input type="checkbox"/> Provide SPBP stakeholder presentation by September 30th <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	<ul style="list-style-type: none"> <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	<ul style="list-style-type: none"> <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 3 rd Quarter Team Meeting	<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
February	<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 (optional)
March 4 th Quarter Team Meeting	<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
April	<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 current 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	By 10/17/2025, 1. The Admin and SPBP Team will monitor all areas to ensure specific rules are posted. 2. Admin will incorporate school-wide rules in the announcements and daily media production show.
100% of the the instructional staff has delivered expectations and rules lesson plans as written and when indicated.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	By 10/17/2025, 1. School-wide Behavior Behavior Plan will be included in PLC and PD On Monday & Tuesday to support lesson plans. 2. Delivery of expectations Quarterly Behavior Assymbles
100% of staff members are oriented to the Discipline Flow Chart. It is used consistently by 100% of instructional staff, behavioral support, and administrators.	<input type="checkbox"/> Yes <input type="checkbox"/> No	By 10/17/2025, 1. The discipline floor chart will shaped and revised as needed during grade-level meetings with Teams, 2. Discipline Plan floor chart be monitored for ODRs alignment with flow chart.
A recognition system is implemented by 100% staff for <i>all</i> students.	<input type="checkbox"/> Yes <input type="checkbox"/> No	By 10/17/2025, 1. Staff will provide weekly or quarterly incentives for the GIVE 5 campaign incentive program. 2. The incentive program is included in the weekly parent call-out link.

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.
Behavior Incidents <i>Choose one ODR area of focus</i>	By June 3, 2026, Defiance of Authority will indicate a 15% decrease as measured by Office Discipline Referrals (ODRs) in Focus.	1. The PSBP Team will monitor ODRs in Focus on defiance of authority to determine student success outcomes. 2. The PSBP Team will sponsor a mid-year parent support night.

SPBP Submission

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