



Schoolwide Positive Behavior Plan (SPBP)
Broward County Public Schools



SY 2025 – 2026

School Name:	Gulfstream Academy of Hallandale Beach K-8
School Number:	0131

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	Lynne Bonny	7. Security Manager	Chris Roberts
2. Point of Contact	Elmo Siggia	8. Social Worker	Ada Gonzalez
3. BTU Representative	Anthony Tabacco	9. Prevention / Equity Liaison	Janice Stringer
4. Parent/Community Representative	Meagan Beddow-Peters	10. Science Coach	Lara Ruddy
5. Student Representative	Giovanni Rodriguez	11. Teacher, Department Chair	Anne Poulos
6. School Counselor	Joanne Jones-Russ	12. Life Skills & Wellness Liaison/ Resiliency Liaison	Joanne Jones-Russ

*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	9/23/2025	2:15 PM		9/25/2025
2 nd	12/2/2025	2:15 PM		12/4/2025
3 rd	2/17/2026	2:15 PM		2/19/2026
4 th	4/14/2026	2:15 PM		4/16/2026

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>)	4/17/2025
Hold a <i>faculty</i> vote on the new SPBP (<i>prior to April 30, 2025</i>)	4/17/2025
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.

- Review your referral data YTD in Focus – Discipline Reports – *Students with Referrals*.
- Complete the yellow highlighted cells.
- Auto-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:	1261	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals		95%	Are your 0 – 1 referral > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
II. 2 - 5 referrals (at risk students)	48	4%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
III. > 5 referrals (high-risk students)	8	1%	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. Work collaboratively with CPST / RTI team to identify students in need of tiered behavior interventions. 2. Coordinate monthly meetings with Tier 1 SPBP PBIS Team to analyze monthly and cumulative referral data and adjust SPBP accordingly. 3. Implement schoolwide positive reward systems with fidelity and consistency and monitor effectiveness/equity.	

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: <i>(3-4 detailed steps)</i> 1. Collaborate with mentorship programs and community partners to strengthen community relationships and a sense of belonging with a focus on disproportionately impacted grade levels and subgroups. 2. Conduct student equity advisory meetings through appropriate student clubs (including Student Government and Black Student Union) where students can provide feedback and share concerns/ideas. 3. Weekly Guidance and Support Staff Check-Ins with students identified as disproportionately impacted.

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. Unruly Disruptive Behavior	56
2. Fight Minor/Altercation/Confrontation	26
3. Fighting (Medium)	16
4. Unruly Play	11
5. Disobedience / Insubordination	10
TOTAL	119

- 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. C – Cooperative (Be Cooperative)
2. O – Organized (Be Organized)
3. L – Leader (Be a Leader)
4. T – Trustworthy (Be Trustworthy)
5. S – Safety (Be Safe)

- 4C.** Top three school-wide locations: **Use current 2024-2025 school year behavior data** as listed in Focus.
- Review your referral data YTD in Focus – Discipline – Category Breakdown – *Location*.
 - 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	52
2. Cafeteria	27
3. Bus	13

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 Cooperative	Have a pass when you are not with your class Go directly to your destination.	Face one direction when seated Raise your hand to get the attention of an attendant/adult	Remain in your assigned seat, facing forward with feet on the floor Place litter in garbage cans located by the bus area.	
Be Organized	Walk on the right side of the hallway Remain in line when escorted by teacher.	Clean up after yourself Keep all food items on your tray.	Board the bus one at a time Wait at the designated area for your bus to arrive.	
Be a Leader	Keep hands and feet to yourself Model appropriate behavior.	Clean your eating space and pick up trash around your area Immediately inform an adult of any spills.	Board the bus one at a time Keep your hands and feet to yourself.	
Be Trustworthy	Go directly to your destination Transition from one location to the next in an orderly and timely manner.	Keep electronics in your backpack Follow all directions given by the café monitors/adults	Ride your designated bus Follow directions the first time they are given.	
Be Safe	Follow adult directives Walk respectfully and safely.	Keep hands, feet and objects to yourself Stay in your seat until it is time to be dismissed.	Remain seated while the bus is in transit Wear your ID badge.	

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	8/14/2025	8:15 AM	Classrooms
After Winter Break	1/7/2026	8:15 AM	Classrooms
After Spring Break	3/25/2026	8:15 AM	Classrooms

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	8/19/2025	8/26/2025	9/2/2025
After Winter Break	1/13/2026	1/20/2026	1/27/2026
After Spring Break	3/24/2026	3/31/2026	4/7/2026

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?
Life Skills & Wellness Click to enter "other"	Life skills are taught on a monthly basis.	Teachers	Life skills are taught by teachers who receive a monthly calendar. With daily use, students receive mindfulness practice that boosts student wellbeing.	It is monitored through ODR data, specifically incidents where students could have initiated emotional regulation.
Resiliency Curriculum Click to enter "other"	Resiliency curriculum is taught monthly through the electives and specials teachers.	Electives and Specials Teachers	Resiliency curriculum is taught through Re-Think Ed lessons. Students complete their individual student assignments related to the lesson of the day. Students also complete a quiz on the Re-Think platform.	The Resiliency Liaison tracks student completion of assignments to ensure effectiveness.


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: Office Discipline Referrals</p> <p>Problem Identification Statement: Based on data, Gulfstream academy had 52 referrals for unruly disruptive behavior in the 2024-2025 school year.</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: If we design and implement a consistent reward program, then student referrals will decrease by 5%.</p> <p>SMART Goal Statement: The number of student with unruly/disruptive behavior will decrease by 5% by June 3rd 2026 as measured by ODR database.</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>Description of Program/System: (<i>≥ 4 sentences</i>) :</p> <p>Using the COLTS token incentive system, we will assign COLTS tickets for students who are displaying behaviors we are encouraging (Cooperation, Organization, Leadership, Trustworthiness, and Safety) which will decrease the number of top behavior incidents (unruly disruptive behavior).</p> <p>School staff will promote the positive behaviors that we want to see displayed via Colts tickets distributed by classroom teachers and support staff, and students will be recognized during announcements.</p> <p>COLTS tickets acknowledge individual students who are exhibiting COLTS PRIDE behaviors by giving them specific positive feedback along with a White COLT Ticket.</p> <p>Entire classes that are exhibiting COLTS PRIDE behaviors will be acknowledged by giving them specific positive feedback along with a Golden COLT Ticket. Students will write their name on the White COLT tickets, or Teacher's name on the Golden Colt Tickets. Students/teachers will deposit the tickets in mailboxes inside the cafeteria according to grade level. Golden tickets will be pulled weekly and a monthly celebration will take place.</p> <p>All teachers, administrators and other personnel can give out COLT Tickets, including custodial, cafeteria, office staff and support staff. Students can also accumulate COLT tickets and exchange through campus specific school store.</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? (<i>2-3 sentences</i>)</p> <p>Monitoring the fidelity (consistency and effectiveness) of the staff's implementation of the reward program by retaining COLTs tickets to monitor distribution to students. Additionally, we will monitor through student and staff surveys. Finally, administration will track participation and feedback from student stakeholders to monitor consistency of implementation.</p>

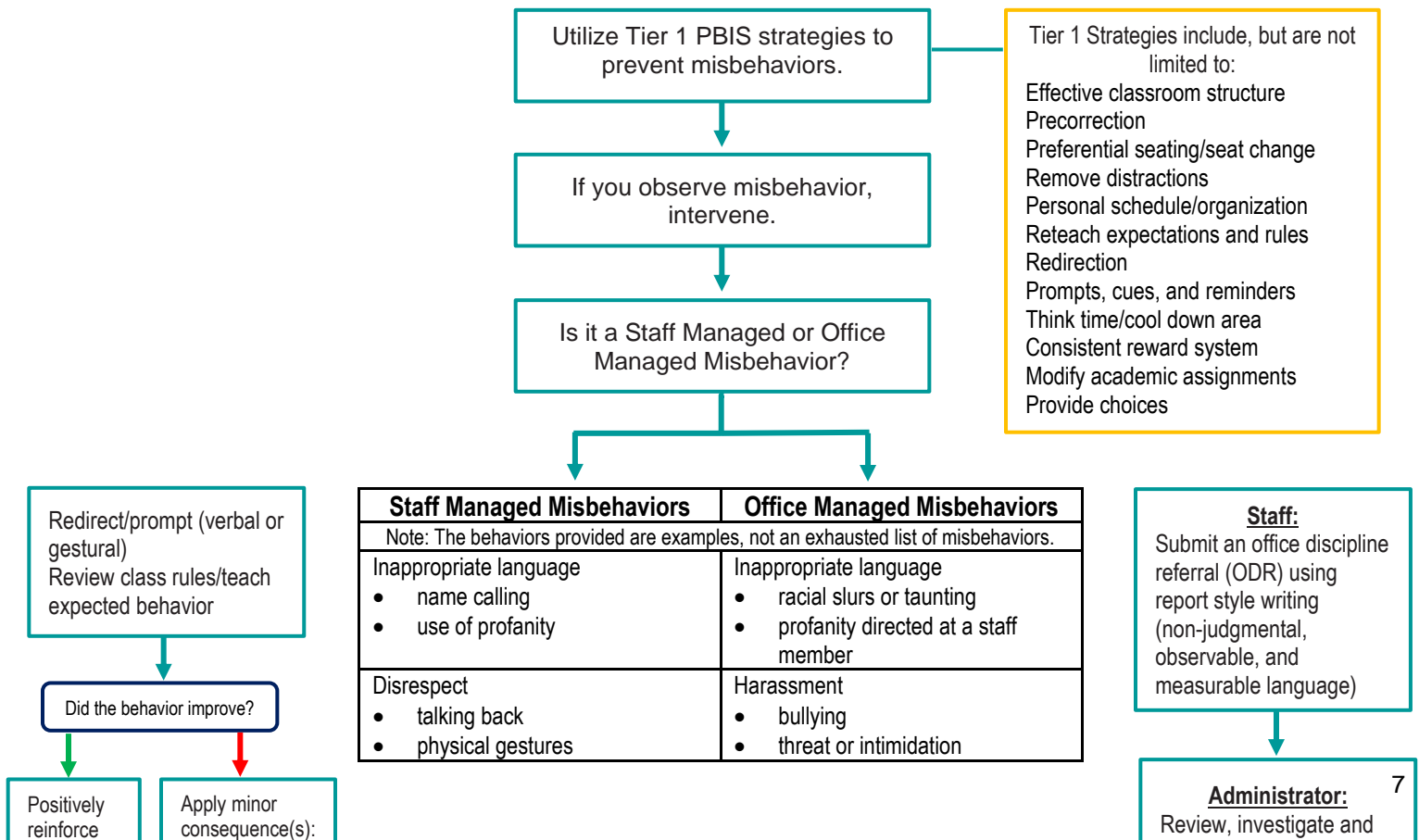
<p>B. Student outcome monitoring <i>(use numerical data)</i></p>	<p>How will you know if the reward program/system is positively impacting students? What measurable data will you use to determine “success”? (2-3 sentences)</p> <p>Gulfstream Academy of Hallandale Beach K-8 will know if the reward program is positively impacting students by monitoring the number of students who are receiving referrals (ODR) through the BCPS behavioral dashboard.</p> <p>This measurable data will facilitate in determining successful achievement of our goal to reduce the number of referrals (ODR) by at least 5% by June 2026.</p> <p>Students receiving 3 or more referrals will be placed on a behavior plan as an additional intervention for additional support</p>
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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? (2-3 sentences)
<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>At Gulfstream Academy of Hallandale Beach K-8 we celebrate Kids of Character education by recognizing students on a monthly basis. Students are nominated by teachers for demonstrating the appropriate character trait of the month and parents receive an invitation to attend an award ceremony. At the award ceremony we celebrate their success and provide both reward incentives and a certificate of achievement.</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.








<p>Defiance</p> <ul style="list-style-type: none"> • work refusal • head down on desk/sleeping • not following directions 	<p>Defiance</p> <ul style="list-style-type: none"> • leaving classroom, assigned area, or school grounds without permission • forgery/plagiarism
<p>Disruptive</p> <ul style="list-style-type: none"> • tattling/false information • talking out of turn • calling out distracting others 	<p>Disruptive</p> <ul style="list-style-type: none"> • inciting others to disrupt teacher • chronic classroom disruption: more than 3 times within 30 minutes
<p>Physical Contact</p> <ul style="list-style-type: none"> • touching others, pushing/shoving (no injuries) • mutual horseplay 	<p>Physical Contact</p> <ul style="list-style-type: none"> • touching others (hitting, kicking, biting) with intent to do harm • petty theft
<p>Violation of classroom or location-specific rules</p>	<p>Violation of the Code of Student Conduct</p>

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.	<ol style="list-style-type: none"> 1. All teachers at Gulfstream Academy of Hallandale Beach K-8 will be encouraged to attend classroom management and PBIS trainings provided by BCPS. 2. CHAMPS trainings will be scheduled for our instructional staff members. 3. Teachers who need additional support will receive coaching in classroom management by the Teacher Behavior Support (TBS) team from the department of Equity, Diversity, and School Climate. 4. PBIS and SPBP support tips will be incorporated into faculty meetings and staff members will receive additional coaching and support at the school level as needed.

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 checked="" type="checkbox"/> Other (<i>specify</i>): Classroom Walkthroughs, PBIS Benchmarks of Quality (BoQ)

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 :	159
Total number of <i>other</i> school-wide discipline referrals (not including classrooms):	119
% of referrals in the classroom:	57%
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	<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 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 <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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No	By Click here to enter a date, 1. 2.
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% of 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	By Click here to enter a date, 1. 2.
A recognition system is implemented by 100% staff for <i>all</i> students.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	By Click here to enter a date, 1. 2.

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 <i>Choose one ODR area of focus</i></p>	<p>By June 3, 2026, Unruly Disruptive will decrease by 5% as as measured by Office Discipline Referrals (ODRs) in Focus.</p>	<ol style="list-style-type: none"> 1. The team will review monthly discipline and attendance data to reward students who demonstrate good behavior/character with opportunities with extra-curriculars, events, and awards. 2. The team will ensure that the school-wide rewards system (COLTS tickets) is implemented with fidelity by monitoring equity and distribution of positive incentive token system.
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SPBP Submission

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