



**Schoolwide Positive Behavior Plan (SPBP)**  
Broward County Public Schools



SY 2026 – 2027

<b>School Name:</b>	Bennett Elementary School
<b>School Number:</b>	0201

Please refer to the SPBP Canvas Resource page to access video tutorials, guidance, and resources for completing the 2026-2027 SPBP template. [i](#)

**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	Dr. Jessika Timmons	7. Security Specialist/ Campus Monitor	Laquanda Green
2. Point of Contact	Dr. Jessika Timmons	8. Social Worker	Lisa McGary
3. BTU Representative	Danielle Wesley	9. School Nurse	Tory Williams
4. Parent/Community Representative	Sarah Singh	10. Attendance Manager	Donna Banecker
5. Student Representative	Beatrice Mengueme-Anaba	11. Life Skills & Wellness Liaison	Amy Rubin
6. School Counselor	Amy Rubin	12. Resiliency Liaison	Amy Rubin

\*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 <sup>st</sup> Aug. 10 – Oct. 9	8/11/2026	9:00 a.m.	➡	8/18/2026
2 <sup>nd</sup> Oct. 13 – Dec. 18	10/14/2027	2:00 p.m.	➡	10/20/2026
3 <sup>rd</sup> Jan. 5 – Mar. 18	1/13/2027	2:00 p.m.	➡	1/19/2027
4 <sup>th</sup> Mar. 29 – May 28	3/31/2027	2:00 p.m.	➡	4/6/2027

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

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

Action Steps:	Dates
Present the 2026-27 SPBP to staff ( <i>prior to April 30, 2026</i> )	4/14/2026
Hold a <i>faculty</i> vote on the new SPBP ( <i>prior to April 30, 2026</i> )	4/14/2026
Provide training to faculty and staff ( <i>prior to September 30, 2026</i> )	8/4/2026
Present the 2026-27 SPBP to family and community stakeholders ( <i>prior to September 30, 2026</i> )	9/10/2026

## CRITICAL ELEMENT # 3: Data Collection and Analysis

**3A. Core Effectiveness:** Use current 2025-2026 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:	292	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals		97%	Are your 0 – 1 referral > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
II. 2 - 5 referrals (at risk students)	9	3%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
III. > 5 referrals (high-risk students)	2	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 <b>either</b> (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>	
<p><b>1. Tiered Behavioral Supports (MTSS/PBIS)</b></p> <p>Ensure a strong <b>Multi-Tiered System of Supports (MTSS)</b> or <b>PBIS framework</b> is in place:</p> <ul style="list-style-type: none"> <li>Tier 1: Clear expectations, consistent routines, and positive reinforcement schoolwide</li> <li>Tier 2: Small group interventions (check-in/check-out, mentoring)</li> <li>Tier 3: Individualized behavior plans and wraparound supports</li> </ul>	
<p><b>2. Establish a Structured Student Support Team Process</b></p> <p>Hold consistent <b>Student Support Team (SST)</b> or <b>Child Study Team meetings</b> to:</p> <ul style="list-style-type: none"> <li>Review flagged students</li> <li>Collaboratively problem-solve root causes of behavior</li> <li>Assign targeted interventions and monitor progress</li> </ul>	
<p><b>3. Implement Ongoing Data Monitoring &amp; Early Warning Systems</b></p> <p>Consistently review discipline, attendance, and academic data (weekly or biweekly) to spot patterns early. Use dashboards or data walls to flag:</p> <ul style="list-style-type: none"> <li>Repeat referrals</li> <li>Sudden behavior changes</li> <li>Chronic absenteeism</li> </ul>	

**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.

### 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: *(3-4 detailed steps)*

#### 1. Equity-Focused Data Reviews & Accountability Cycles

Create a routine (monthly or quarterly) where discipline data is disaggregated by race, gender, disability, and other subgroups.

- Identify patterns in referrals, consequences, and locations
- Conduct **root cause analysis** (not just surface trends)
- Set measurable goals and monitor progress

#### 2. Culturally Responsive Practices & Implicit Bias Training

Provide ongoing professional learning (not one-time sessions) focused on:

- Recognizing implicit bias in discipline decisions
- Building culturally responsive classroom management strategies
- Understanding student behavior through a trauma-informed lens

#### 3. Standardized Discipline Protocols & Decision-Making Tools

Develop clear, consistent guidelines for handling behavior:

- Define minor vs. major infractions
- Provide a **decision tree or matrix** for consequences
- Require documentation of interventions prior to referrals

#### 4. Targeted Mentoring & Relationship-Based Supports

Implement programs for students identified as at-risk:

- Check-In/Check-Out systems
- Staff or community-based mentoring programs
- Affinity groups or leadership development programs

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

- 4A.** Top five behavior incidents: **Use current 2025-2026 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 2025-2026	# Incidents
1. Battery (Low Level) 3-5	9
2. Battery (Low Level) K-2	6
3. Fighting (Medium) 3-5	6
4. Simple Battery (K-2)	4
5. Disruptive/Unruly Play	3
TOTAL	28

- 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 Safe
4. Be Inclusive
5. Be Positive

- 4C.** Top three school-wide locations: **Use current 2025-2026 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, <b>excluding Classroom:</b>	
School Location(s)	# Incidents
1. Cafeteria	<b>19</b>
2. Special	<b>8</b>
3. Hallway	<b>8</b>

**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.

<b>Schoolwide Expectations and Location-based Rules</b>				Completed by each teacher:
<b>Schoolwide EXPECTATIONS</b>	<b>Hallway Rules</b>	<b>Cafeteria Rules</b>	<b>Click here to enter location: Specials</b>	<b>Classroom Rules</b>
<b>Be Respectful</b>	<b>Follow adult directives</b> Click here to type hallway rules.	<b>Follow all directions given by the cafe monitors/adults</b> Click here to type cafeteria rules.	<b>Follow directions the first time given</b> Click here to type location rules.	
<b>Be Responsible</b>	<b>Walk on the right side of the hallway</b> Click here to type hallway rules.	<b>Clean your eating space and pick up trash around your area</b> Click here to type cafeteria rules.	<b>Remain in your assigned seat, facing forward with feet on the floor</b> Click here to type location rules.	
<b>Be Safe</b>	<b>Keep hands and feet to yourself</b> Click here to type hallway rules.	<b>Keep hands, feet and objects to yourself</b> Click here to type cafeteria rules.	<b>Keep hands, feet and objects to yourself</b> Click here to type location rules.	
<b>Be Inclusive</b>	<b>Use a finger wave to say hello</b> Click here to type hallway rules.	<b>Sit with your class</b> Click here to type cafeteria rules.	<b>Follow directions the first time given</b> Click here to type location rules.	
<b>Be Positive</b>	<b>Follow adult directives</b> Click here to type hallway rules.	<b>Follow all directions given by the cafe monitors/adults</b> Click here to type cafeteria rules.	<b>Follow directions the first time given</b> 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):
<b>Start of School Year</b>	8/12/2026	8:15 a.m.	Classroom
<b>After Winter Break</b>	1/5/2027	8:15 a.m.	Classroom
<b>After Spring Break</b>	3/29/2027	8:15 a.m.	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	School-Wide
Lesson Plan Dates			
<b>Start of School Year</b>	8/10/2026	8/11/2026	8/12/2026
<b>After Winter Break</b>	1/6/2027	1/9/2027	1/12/2027
<b>After Spring Break</b>	3/29/2027	3/30/2027	3/25/2027

**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?
<b>Resiliency Curriculum</b>  Click to enter "other"	Wednesdays "Wellness Wednesday"	Classroom Teacher	On Wellness Wednesdays, classroom teachers have a designated day to complete their lessons.	School Counselor and Assistant Principal will monitor that lessons are complete.
<b>Life Skills &amp; Wellness</b>  Click to enter "other"	Wednesdays "Wellness Wednesday"	Classroom Teacher	On Wellness Wednesdays, classroom teachers have a designated day to complete their lessons.	School Counselor and Assistant Principal will monitor that lessons are complete.


## 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: Cafeteria

4 Step Problem Solving Process	Plan Details
<p><b>1. Problem Identification:</b> Review your behavior data to identify one school-wide problem. What problem did you identify? <i>(use numerical data)</i></p>	<p><b>Data used: Referrals in Special Area</b></p> <p><b>Problem Identification Statement:</b> School discipline data shows that a significant percentage of office discipline referrals originate from special area classes, suggesting inconsistencies in classroom management practices, student engagement, and behavioral expectations compared to core academic settings.</p>
<p><b>2. Problem Analysis:</b> Why do you think this problem is occurring? What is your goal? <i>(create a SMART goal statement with numerical data)</i></p>	<p><b>Hypothesis:</b> The high number of discipline referrals in special area classes is often driven by the less structured and more exploratory nature of these environments. Classes such as PE, art, and music are designed to encourage creativity, movement, and hands-on engagement, which can sometimes be perceived by students as “free time” rather than structured learning time.</p> <p>In addition, behavioral expectations are not always explicitly taught, consistently reinforced, or revisited in these settings as they are in core academic classrooms. This can create a lax environment where students test boundaries or are unclear about appropriate behavior.</p> <p>Frequent transitions, larger or mixed groups of students, and varying supervision styles can further contribute to inconsistency in expectations and responses to behavior. Without regular reiteration of rules, routines, and accountability measures, students may struggle to self-regulate, resulting in an increase in off-task behavior and discipline referrals.</p> <p><b>SMART Goal Statement:</b> By December 2026, the number of office discipline referrals occurring during special area classes (PE, art, music) will decrease by <b>25%</b>, as a result of explicitly teaching and reteaching behavior expectations, implementing consistent classroom management strategies, and conducting monthly walkthroughs to ensure fidelity of implementation.</p>
<p><b>3. Intervention Design:</b> Describe how you will implement a positive reward program/system to decrease this problem.</p>	<p><b>Type of Program/System:</b> <i>Token system</i></p> <p><b>Description of Program/System:</b></p> <p>Students earn Bobcat Bucks school-wide from faculty and staff for demonstrating desired behaviors such as following expectations, showing respect, making positive choices, and going above and beyond in and out of the classroom.</p> <p>On a bi-weekly basis, students have the opportunity to visit the <b>Bobcat Store</b>, where they can use their earned Bucks to purchase incentives and rewards. This reinforces goal-setting, delayed gratification, and positive decision-making.</p> <p>In addition to tangible rewards, students are also recognized publicly through <b>school-wide announcements</b>, where they receive shout-outs for being “caught standing out in the crowd.”</p>

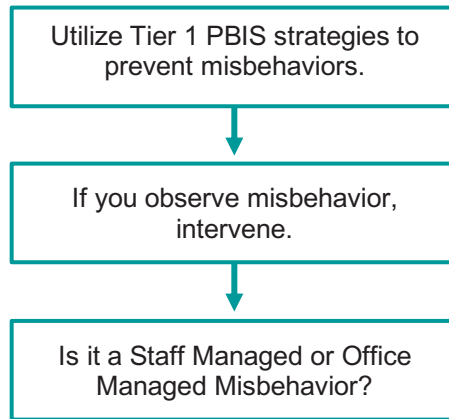
<p><b>4. Evaluation:</b> A. Implementation fidelity</p>	<p><b>How will you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program/system? (2-3 sentences)</b></p> <p>Fidelity of the Bennett Bobcat Bucks system will be monitored through regular administrative walkthroughs to ensure staff are consistently distributing rewards and reinforcing expectations. Discipline referral data and Bobcat Store participation will be reviewed bi-weekly to measure effectiveness and student engagement. Ongoing staff check-ins will provide support and ensure consistent implementation across all settings.</p>
<p>B. Student outcome monitoring (use numerical data)</p>	<p><b>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)</b></p> <p>We will determine the success of the Bennett Bobcat Bucks system by analyzing a decrease in office discipline referrals, particularly in special area classes. We will also track an increase in the number of Bobcat Bucks distributed and student participation in the Bobcat Store as indicators of positive engagement. Additionally, student and staff feedback will be used to assess whether the system is motivating and consistently reinforcing expected behaviors.</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. 

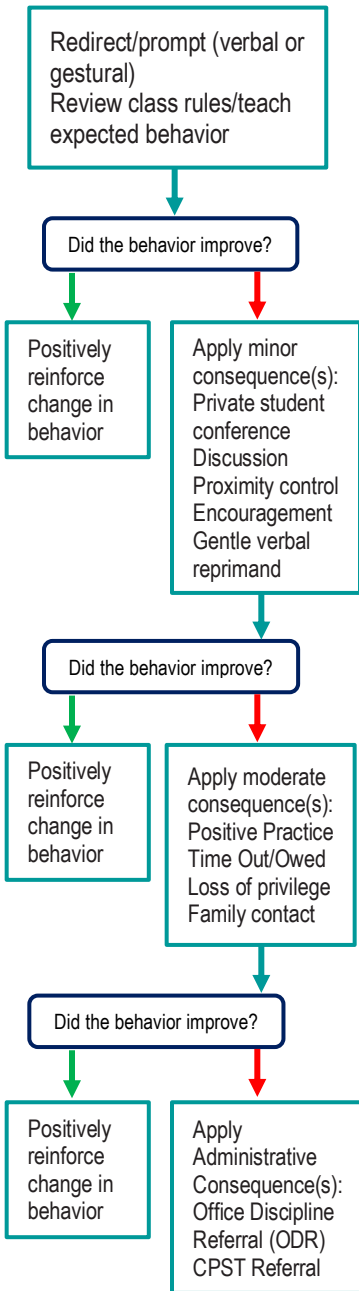
<p><b>Monthly Character Traits</b></p>	<p><b>Plan Details</b> How will you recognize <i>Kids of Character</i> each month? (2-3 sentences)</p>
<ol style="list-style-type: none"> <li>1. September: Cooperation</li> <li>2. October: Responsibility</li> <li>3. November: Citizenship</li> <li>4. December: Kindness</li> <li>5. January: Respect</li> <li>6. February: Honesty</li> <li>7. March: Self-Control</li> <li>8. April: Tolerance</li> </ol>	<p>Teachers submit <b>student names monthly</b> based on the identified character trait. We ensure representation across <b>each class and subgroup</b> (race, gender, ESE, ESOL, etc.). Each month, <b>administration and support staff selects a staff member</b> who exemplifies the character trait. We also host a <b>monthly awards assembly before school</b>.</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.	
<b>Inappropriate language</b> <ul style="list-style-type: none"> <li>name calling</li> <li>use of profanity</li> </ul>	<b>Inappropriate language</b> <ul style="list-style-type: none"> <li>racial slurs or taunting</li> <li>profanity directed at a staff member</li> </ul>
<b>Disrespect</b> <ul style="list-style-type: none"> <li>talking back</li> <li>physical gestures</li> </ul>	<b>Harassment</b> <ul style="list-style-type: none"> <li>bullying</li> <li>threat or intimidation</li> </ul>
<b>Defiance</b> <ul style="list-style-type: none"> <li>work refusal</li> <li>head down on desk/sleeping</li> <li>not following directions</li> </ul>	<b>Defiance</b> <ul style="list-style-type: none"> <li>leaving classroom, assigned area, or school grounds without permission</li> <li>forgery/plagiarism</li> </ul>
<b>Disruptive</b> <ul style="list-style-type: none"> <li>tattling/false information</li> <li>talking out of turn</li> <li>calling out distracting others</li> </ul>	<b>Disruptive</b> <ul style="list-style-type: none"> <li>inciting others to disrupt teacher</li> <li>chronic classroom disruption: more than 3 times within 30 minutes</li> </ul>
<b>Physical Contact</b> <ul style="list-style-type: none"> <li>touching others, pushing/shoving (no injuries)</li> <li>mutual horseplay</li> </ul>	<b>Physical Contact</b> <ul style="list-style-type: none"> <li>touching others (hitting, kicking, biting) with intent to do harm</li> <li>petty theft</li> </ul>
<b>Violation of classroom or location-specific rules</b>	<b>Violation of the Code of Student Conduct</b>

**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 type="checkbox"/> CHAMPS <input checked="" type="checkbox"/> Positive Behavior Interventions and Supports and the Classroom <a href="https://fi-pda.org/#/category/26">https://fi-pda.org/#/category/26</a> <input type="checkbox"/> Other: Click here to enter name of system	<p><b>1. Conduct Regular Classroom Walkthroughs with Specific Look-Fors</b></p> <ul style="list-style-type: none"> <li>Use a standardized tool aligned to key practices (clear expectations, active monitoring, student engagement, positive reinforcement)</li> <li>Complete <b>at least 2 walkthroughs per teacher per month</b></li> <li>Track and share trends (e.g., % of classrooms with posted expectations, % using positive narration)</li> </ul> <p><b>2. Provide Targeted Coaching &amp; Feedback Cycles</b></p> <ul style="list-style-type: none"> <li>Identify teachers needing support based on referral data and walkthroughs</li> <li>Implement <b>biweekly coaching cycles</b> (modeling, co-teaching, feedback sessions)</li> <li>Set 1–2 specific, observable goals per teacher</li> </ul> <p><b>3. Deliver Ongoing Professional Development with Accountability</b></p> <ul style="list-style-type: none"> <li>Provide monthly PD focused on classroom management strategies (routines, de-escalation, culturally responsive practices)</li> <li>Include <b>practice opportunities (role play, scenarios)</b></li> <li>Follow up with walkthrough “look-fors” tied directly to PD content</li> </ul> <p><b>4. Monitor and Review Discipline Data by Classroom</b></p> <ul style="list-style-type: none"> <li>Track referrals by teacher, time of day, location, and subgroup</li> <li>Hold <b>monthly data meetings</b> with grade levels or individual teachers</li> <li>Develop action plans for classrooms with high referral rates</li> </ul>

### 8B. The administration reviews and analyzes the fidelity of staff implementation of Tier 1 classroom management systems **across teachers** using:

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

### 8C. Percentage of classroom referrals: **Use current 2025-2026 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 <b>from classrooms</b> :	24
Total number of <i>other</i> <b>school-wide</b> discipline referrals (not including classrooms):	34
% of referrals in the classroom:	41%
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"> <li><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</li> </ul>
Pre-Planning	<ul style="list-style-type: none"> <li><input type="checkbox"/> Print up your SPBP and Feedback form BCPS Central</li> <li><input type="checkbox"/> Provide SPBP presentation to all staff during Pre-Planning</li> <li><input type="checkbox"/> Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders</li> <li><input type="checkbox"/> Market and post School-wide Expectations and Location-specific Rules</li> <li><input type="checkbox"/> Identify your district PBIS Specialist (Contact <a href="mailto:amber.jennings@browardschools.com">amber.jennings@browardschools.com</a> for more information if you are unsure)</li> <li><input type="checkbox"/> Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP (indicated in yellow)</li> </ul>
August 1 <sup>st</sup> Quarter Team Meeting	<ul style="list-style-type: none"> <li><input type="checkbox"/> Determine any needed team training, such as: 4 Step Problem Solving Process series, PBIS 10 Critical Elements, Data Collection, etc.</li> <li><input type="checkbox"/> Review previous year's SPBP and feedback form; make necessary modifications</li> <li><input type="checkbox"/> Review previous year's data (Use the Tier 1 Agenda and Quarterly Big 5 Data template)</li> <li><input type="checkbox"/> Verify and implement teaching schedule for Expectations and Rules behavior lesson plans</li> <li><input type="checkbox"/> Implement the Reward System for all students as indicated in the SPBP</li> <li><input type="checkbox"/> Ensure the Discipline Flow Chart is distributed to all staff and is being used as written</li> <li><input type="checkbox"/> Present implementation data, behavior data, team activities and SPBP progress to entire staff</li> <li><input type="checkbox"/> Ensure all teachers are using an evidence-based classroom management plan, such as CHAMPS</li> <li><input type="checkbox"/> Confirm next quarterly PBIS team meeting date and time</li> </ul>
September	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide SPBP stakeholder presentation by September 30<sup>th</sup></li> <li><input type="checkbox"/> Ensure instructional staff know how to document Tier 1 Supplemental Strategies for behavior</li> <li><input type="checkbox"/> Check for staff and teacher understanding of PBIS - provide "PBIS 101" training as a resource Video training modules available at: <a href="https://browardschools.instructure.com/courses/1193624/">https://browardschools.instructure.com/courses/1193624/</a></li> </ul>
October 2 <sup>nd</sup> Quarter Team Meeting	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review previous quarter's data (Use Tier 1 Agenda and Quarter Big 5 Data template)</li> <li><input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff</li> <li><input type="checkbox"/> Ensure Core Effectiveness Action Steps are being implemented as written in Section 3B</li> <li><input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your assigned PBIS Administrator</li> <li><input type="checkbox"/> Confirm next quarterly PBIS team meeting date and time</li> </ul>
November	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review/revise lesson plans as indicated by previous quarter behavior data</li> <li><input type="checkbox"/> Ensure that the Student Outcome Monitoring Action Steps are being implemented as written in Section 10B</li> </ul>
January 3 <sup>rd</sup> Quarter Team Meeting	<ul style="list-style-type: none"> <li><input type="checkbox"/> Staff to re-teach Expectations and Rules after winter break</li> <li><input type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template)</li> <li><input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff</li> <li><input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your assigned PBIS Administrator</li> <li><input type="checkbox"/> Confirm next quarterly PBIS team meeting date and time</li> </ul>
February	<ul style="list-style-type: none"> <li><input type="checkbox"/> Check on newly hired staff for PBIS understanding - provide "PBIS 101" video training module</li> <li><input type="checkbox"/> Utilize the Stakeholder SPBP Forms Survey to solicit input for planning next year's SPBP (optional)</li> </ul>
March 4 <sup>th</sup> Quarter Team Meeting	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure progress towards completion and submission of next year's SPBP</li> <li><input type="checkbox"/> Staff to re-teach Expectations and Rules after spring break</li> <li><input type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template)</li> <li><input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff</li> <li><input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your assigned PBIS Administrator</li> </ul>
April	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide staff presentation and faculty vote on new SPBP for next year</li> <li><input type="checkbox"/> Submit your SPBP in BCPS Central by April 30<sup>th</sup>. Use this new SPBP in the next school year</li> <li><input type="checkbox"/> Continue implementing your current SPBP through the end of the current school year</li> </ul>

## 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 <b>No</b> , enter 2 action steps your school will take to move towards this goal by the next PBIS meeting.
100% of hallways, front office, cafeteria, and other public areas all have school-wide expectations and location-specific rules posted.	<input type="checkbox"/> Yes <input 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 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 type="checkbox"/> Yes <input type="checkbox"/> No	By Click here to enter a date, 1. 2.
A recognition system is implemented by 100% of staff for <i>all</i> students.	<input 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.
<b>Classroom Referrals</b> <i>Choose one ODR area of focus</i>	By June 3, 2027, classroom referrals will decrease from 41% in 2026 to 30% as measured by Office Discipline Referrals (ODRs) in Focus.	<ol style="list-style-type: none"> <li><b>Explicitly teach and reteach classroom expectations school-wide</b>, with all teachers reviewing rules daily and after transitions, and posting clear behavior expectations in visible areas.</li> <li><b>Implement consistent positive reinforcement using the Bennett Bobcat Bucks system</b>, ensuring all staff distribute rewards regularly to acknowledge appropriate behavior and increase student engagement.</li> </ol>

SPBP Submission
<ol style="list-style-type: none"> <li>Upload completed SPBP (as PDF) into BCPS Central in the School Improvement Plan. </li> <li>Complete PBIS Point of Contact form. </li> </ol>

