



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



<b>School Name:</b>	Harbordale Elementary	<b>SY 2025 – 2026</b>
<b>School Number:</b>	0491	

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	Jennifer Kashdin	7. Security Specialist/ Campus Monitor	Yuli Olivera
2. Point of Contact	Lauren Gordon	8. Social Worker	Laura Holt
3. BTU Representative	Megan Hanley	9. School Nurse	Nurse Natoya
4. Parent/Community Representative	Stephanie Streicher	10. Attendance Manager	Patti Zimmerman
5. Student Representative	NA	11. Life Skills & Wellness Liaison	Vicky Bureau
6. School Counselor	Vicky Bureau	12. Resiliency Liaison	Vicky Bureau

\*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>	8/5/2025	10:00 a.m.		8/8/2025
2 <sup>nd</sup>	10/28/2025	2:15 p.m.		11/4/2025
3 <sup>rd</sup>	1/6/2024	2:15 p.m.		1/13/2026
4 <sup>th</sup>	4/2/2025	2:15 p.m.		4/7/2025

**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> )	4/22/2025
Hold a <i>faculty</i> vote on the new SPBP ( <i>prior to April 30, 2025</i> )	4/29/2025
Provide training to faculty and staff ( <i>prior to September 30, 2025</i> )	8/8/2025
Present the 2025-26 SPBP to family and community stakeholders ( <i>prior to September 30, 2025</i> )	8/25/2025

**CRITICAL ELEMENT # 3: Data Collection and Analysis**

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

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

TOTAL Population:	503	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals		2%	Are your 0 – 1 referral > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
II. 2 - 5 referrals (at risk students)	5	1%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
III. > 5 referrals (high-risk students)	1	.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
<p>Answer <b>either</b> (a) or (b):</p> <p>(a) If your core is effective, then identify action steps your school leadership team should continue to take for early identification of at risk or high-risk students.</p> <p>(b) If you answered “No” to at least one of the items above (I, II, or III) then indicate the supports and interventions and action steps your school leadership team will implement <i>at the beginning of the next school year to improve core strength:</i></p>	
<p>Core Effectiveness Action Steps: <i>(3-4 detailed steps)</i></p> <ol style="list-style-type: none"> <li><b>1. Regularly Review Behavior Data:</b> Conduct monthly reviews of discipline referrals, attendance, and academic data to spot emerging trends.</li> <li><b>2. Create Individual Behavior Plans for:</b> High-risk students, develop plans with specific goals, supports, and progress-monitoring tools.</li> <li><b>3. Engage Families:</b> Proactively communicate concerns and involve families in planning and intervention efforts.</li> </ol>	

**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)?
<p>Disproportionality Action Steps: <i>(3-4 detailed steps)</i></p> <ol style="list-style-type: none"> <li><b>1. Positive Identity Building:</b> Incorporate activities and curricula that reflect diverse backgrounds and highlight strengths of all student groups. Such as: Hispanic Heritage Month Celebration – month long activities in Spanish specials to recognize Hispanic culture, Black History Month – month long activities to celebrate and recognize famous African Americans in our country, Autism Awareness Month – week long school wide activities to promote acceptance of others’ differences, Little Elites Special Olympics Program-organized sports program to unite all students through skill development and friendly competition and World Down Syndrome Day – week long activities to foster an understanding of others.</li> <li><b>2. Mentoring Programs:</b> Pair students from underrepresented groups with trusted adults or peer mentors for regular check-ins.</li> </ol>

3. **Monthly Data Reviews:** Disaggregate discipline data by race, SWD, and ELL status. Identify trends, disproportionality, and referral sources.

**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.Insubordination/Disobedience	6
2.Inappropriate Touch/Language/Gesture	6
3.Battery (Low Level)	5
4.Unruly/Disruptive Behavior	4
5.Physical Attack	3
TOTAL	24

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 responsible for self and actions. <b>Responsibility.</b>
2. Be respectful to self and others. <b>Respect.</b>
3. Be kind to self and others. <b>Kindness.</b>
4. Always use your hands in an appropriate manner.
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.

<b>Top 3 Locations, <u>excluding Classroom</u>:</b>	
<b>School Location(s)</b>	<b># Incidents</b>
1. Playground	<b>5</b>
2. Hallway	<b>4</b>
3. Cafeteria	<b>4</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>Playground Rules</b>	<b>Classroom Rules</b>
<b>Be respectful</b>	Raise your hand if you need something.	Raise your hand if you need something.	Line up when the teacher gives the signal.	
<b>Be responsible.</b>	Walk on the right side of the hallway	Clean your eating space and pick up trash around your area	Use playground equipment appropriately.	
<b>Be kind.</b>	Keep an arm distance between you and the person in front of you.	Include other students at your table in quiet conversations.	Include all students in games and activities.	
<b>Use hands in an appropriate manner.</b>	Click here to select hallway rules OR Raise your hand if someone is bothering you.	Click here to select cafeteria rules OR Raise your hand if someone is bothering you.	Click here to select location rules OR Raise your hand if someone is bothering you.	
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):
<b>Start of School Year</b>	8/11/2025	8:30 a.m.	Classroom
<b>After Winter Break</b>	1/6/2026	8:30 a.m.	Classroom
<b>After Spring Break</b>	3/23/2025	8:30 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	Select location
<b>Lesson Plan Dates</b>			
<b>Start of School Year</b>	8/13/2025	8/13/2025	Cafeteria
<b>After Winter Break</b>	1/6/2025	1/6/2025	Classroom
<b>After Spring Break</b>	3/23/2025	3/23/2025	Classroom

**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>Character Education</b>	During open activities in classroom, Integrated into curriculum lessons, and during weekly guidance specials.	School Counselor and Classroom Teachers	Character education lessons will be implemented by embedding character education monthly traits into daily classroom discussions, literature connections, and cooperative learning activities. Teachers will model these traits, recognize positive behaviors, and provide real-life scenarios for students to reflect on and discuss. Integrating character-building moments into academic content fosters a supportive and inclusive classroom culture.	The implementation of character education lessons will be monitored through regular classroom observations, student reflection journals, and teacher feedback. Additionally, tracking student behavior data through referrals can provide insight into the program's effectiveness.
<b>Life Skills &amp; Wellness</b>	During open activities in classroom, Integrated into curriculum lessons, and during weekly guidance specials.	School Counselor and Classroom Teachers	Life Skills and Wellness curriculum will be integrated into classrooms through weekly lessons, classroom discussions, and cross-curricular activities that promote emotional regulation, healthy habits, and	The implementation of life skills and wellness lessons will be monitored through regular classroom observations, student reflection journals, and

			interpersonal skills. Teachers will incorporate lessons to help students apply these skills in meaningful ways. School counselors will enhance the delivery and reinforce key wellness concepts during weekly guidance specials.	teacher feedback. Additionally, tracking student behavior data through referrals can provide insight into the program's effectiveness.
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**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><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:</b> 6 behavioral referrals indicate insubordination/disobedience because students were demonstrating disrespectful behaviors towards staff members.</p> <p><b>Problem Identification Statement:</b> Students demonstrate disrespectful behaviors towards staff members.</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> Students do not consider their actions as acts of insubordination and/or disobedience.</p> <p><b>SMART Goal Statement:</b> By May 2026, the number of behavior referrals that are linked to insubordination/disobedience will decrease by at least 50%.</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> Token system</p> <p><b>Description of Program/System:</b> Students will have the opportunity to earn Dolphin Dollars as a recognition for demonstrating exemplary acts of respect and responsibility. These can be awarded by any faculty member at the moment a positive behavior is observed. Students may redeem their Dolphin Dollars for a tangible reward of their choice, such as candy, toys, pencils, stickers, or other prizes. Additionally, select students will be periodically recognized during morning announcements for exemplifying model behavior, reinforcing the importance of respect and responsibility within our school community.</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?</b> Staff feedback and input will be actively solicited during RTI-B meetings to support ongoing program development and effectiveness. Staff members will be recognized with shoutouts for their participation in Dolphin Dollar challenges, fostering a positive and collaborative school culture. Additionally, participating classes will receive Respectful Class certificates to proudly display in their classrooms as a celebration of their commitment to positive behavior.</p>

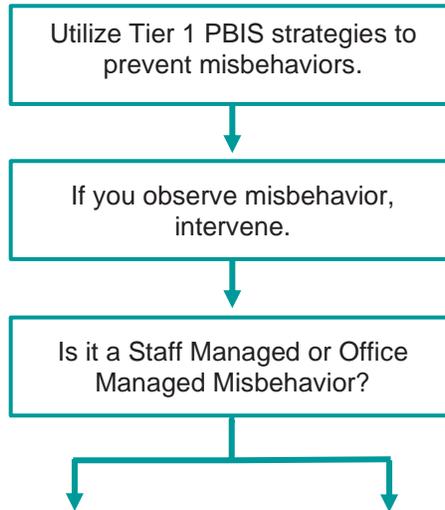
B. Student outcome monitoring <i>(use numerical data)</i>	<p><b>How will you know if the reward program/system is positively impacting students? What measurable data will you use to determine “success”?</b> The success of the Dolphin Dollar program will be measured by a documented decrease in behavior referrals specifically related to insubordination and disobedience. A consistent reduction in these referrals will indicate that the program is effectively promoting positive behavior and reinforcing respectful and responsible conduct among students.</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. 

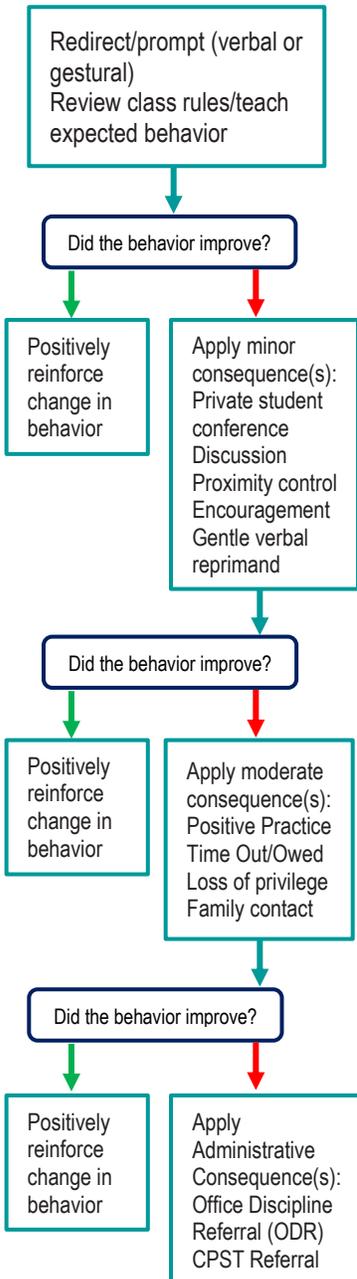
Monthly Character Traits	Plan Details How will you recognize <i>Kids of Character</i> each month? <i>(2-3 sentences)</i>
<ol style="list-style-type: none"> <li>1. September: Cooperation</li> <li>2. October: Responsibility</li> <li>3. November: Citizenship</li> <li>4. December: Kindness</li> <li>5. January: Respect</li> <li>6. February: Honesty</li> <li>7. March: Self-Control</li> <li>8. April: Tolerance</li> </ol>	<p>Each month, teachers will nominate a student from their class who exemplifies the designated character education trait. Selected students will be recognized on our WHBD morning announcements and awarded a Character Education certificate. Additionally, their names will be proudly displayed on our Character Education bulletin board to celebrate their positive contributions.</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 checked="" type="checkbox"/> CHAMPS <input checked="" type="checkbox"/> Positive Behavior Interventions and Supports and the Classroom <a href="https://fl-pda.org/#/category/26">https://fl-pda.org/#/category/26</a> <input type="checkbox"/> Other: Click here to enter name of system.	<ol style="list-style-type: none"> <li>1. All staff members will receive a copy of the School-wide Positive Behavior Plan (SPBP) and will be expected to review and implement the school-wide behavior lesson during pre-planning week. This ensures consistency in behavioral expectations and promotes a positive, unified school culture from the start of the school year.</li> <li>2. Teachers will participate in quarterly PD sessions focused on CHAMPS and PBIS strategies, with follow-up opportunities for peer collaboration and modeling of effective practices.</li> <li>3. Administration will conduct monthly classroom walkthroughs using a CHAMPS/PBIS checklist to ensure consistent implementation of expectations, routines, and reinforcement strategies. Feedback will be provided within 48.</li> </ol>

### 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 <b>from classrooms</b> :	19
Total number of <i>other</i> <b>school-wide</b> discipline referrals (not including classrooms):	17
% of referrals in the classroom:	52%
Do more than 40% of your referrals come from the classroom?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

***If >40% of discipline referrals come from the classroom, it suggests Tier 1 classroom management implementation may need to be strengthened school wide.***

## Critical Elements # 9: SPBP Implementation Planning

RED Font = Action Steps for all schools in Broward County

GREY Font = Best Practices for all schools in Broward County

TEAL Font = Resources available at <https://browardschools.instructure.com/enroll/PWF673>

Implementation Action Plan	
Month	Action Steps
	<input checked="" type="checkbox"/> check off Action Step when completed
Current	<input checked="" type="checkbox"/> Create an SPBP binder or portfolio to retain (for 2 years) hard copies of: your SPBPs, Action Plans, staff PBIS professional development attendance, stakeholder training attendance, quarterly meeting agendas, quarterly staff behavior presentations, voting attendance and outcome, Expectations lesson plans and Rules lesson plans
Pre-Planning	<input type="checkbox"/> Print up your SPBP and Feedback form BCPS Central <input type="checkbox"/> Provide SPBP presentation to all staff during Pre-Planning <input type="checkbox"/> Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders <input type="checkbox"/> Market and post School-wide Expectations and Location-specific Rules <input type="checkbox"/> Identify your district PBIS Specialist (Contact <a href="mailto:amber.jennings@browardschools.com">amber.jennings@browardschools.com</a> 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 <sup>st</sup> Quarter Team Meeting	<input type="checkbox"/> Determine any needed team training, such as: 4 Step Problem Solving Process series, PBIS 10 Critical Elements, Data Collection, etc. <input type="checkbox"/> Review previous year's SPBP and feedback form; make necessary modifications <input type="checkbox"/> Review previous year's data (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) <input type="checkbox"/> Verify and implement teaching schedule for Expectations and Rules behavior lesson plans <input type="checkbox"/> Implement the Reward System for all students as indicated in the SPBP <input type="checkbox"/> Ensure the Discipline Flow Chart is distributed to all staff and is being used as written <input type="checkbox"/> Present implementation data, behavior data, team activities and SPBP progress to entire staff <input type="checkbox"/> Ensure all teachers are using an evidence-based classroom management plan, such as CHAMPS <input type="checkbox"/> Confirm next quarterly PBIS team meeting date and time
September	<input type="checkbox"/> Provide SPBP stakeholder presentation by September 30 <sup>th</sup> <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: <a href="http://www.brainshark.com/browardschools/PBIS101">http://www.brainshark.com/browardschools/PBIS101</a>
October 2 <sup>nd</sup> Quarter Team Meeting	<input type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) <input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff <input type="checkbox"/> Ensure Core Effectiveness Action Steps are being implemented as written <input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator <input type="checkbox"/> Confirm next quarterly PBIS team meeting date and time
November	<input type="checkbox"/> Review/revise lesson plans as indicated by previous quarter behavior data <input type="checkbox"/> Ensure that the Student Outcome Monitoring Action Steps are being implemented as written
January 3 <sup>rd</sup> Quarter Team Meeting	<input type="checkbox"/> Staff to re-teach Expectations and Rules after winter break <input type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) <input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff <input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator <input type="checkbox"/> Confirm next quarterly PBIS team meeting date and time
February	<input type="checkbox"/> Check on recently hired staff for PBIS understanding - provide "PBIS 101" Brainshark resource <input type="checkbox"/> Utilize the Stakeholder SPBP Forms Survey to solicit input for planning next year's SPBP (optional)

<b>March</b> <b>4<sup>th</sup> Quarter</b> <b>Team</b> <b>Meeting</b>	<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
<b>April</b>	<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 <sup>th</sup> . 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 <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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No	By 8/29/2025, 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 8/29/2025, 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 8/29/2025, 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 8/29/2025, 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>	By June 3, 2026, <i>insubordination/disobedience</i> will indicate 20% <i>decrease</i> as measured by Office Discipline Referrals (ODRs) in Focus.	<ol style="list-style-type: none"><li>1. Review expectations and procedures with teachers.</li><li>2. Classroom observations will be conducted to observe behavior</li><li>3. PBIS team meetings quarterly.</li></ol>
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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. 