



Schoolwide Positive Behavior Plan (SPBP)
Broward County Public Schools



SY 2025 – 2026

School Name:	North Andrews Gardens Elementary
School Number:	0521

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	Catrice Duhart	9.Security Specialist/ Campus Monitor	Tamieka Griffin
2. Point of Contact	Clarice Johnston and Jermaine Vassell	10.Social Worker	Grimadys B. Figueroa
3. BTU Representative And 4 th grade teacher	Kimberly McGill	11.Literacy Coach	Amy Torres
4. Parent/Community Representative	Marc Burke	12. Attendance Manager	Ana Samples
5. Student Representative	Nicolas Geisler	13.Life Skills & Wellness Liaison	Jeanine Petro
6. School Counselor	Tiffany Fields	14.Resiliency Liaison	Tiffany Fields
7. Kindergarten Teacher	Jennifer Greenblatt	15.First Grade Teacher	Charlotte Tobin
8.Second Grade Teacher	Mark Strain	16. Fifth Grade Teacher	Lori Poorman

*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	9/9/2025	7:45am		9/16/2025
2 nd	10/14/2025	7:45am		10/21/2025
3 rd	1/6/2026	7:45am		1/13/2026
4 th	4/7/2026	7:45am		4/14/2026

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>)	4/22/2025
Hold a <i>faculty</i> vote on the new SPBP (<i>prior to April 30, 2025</i>)	4/28/2025
Provide training to faculty and staff (<i>prior to September 30, 2025</i>)	8/11/2025
Present the 2025-26 SPBP to family and community stakeholders (<i>prior to September 30, 2025</i>)	9/3/2025

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:	738	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals	713	98%	Are your 0 – 1 referral > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
II. 2 - 5 referrals (at risk students)	11	1%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
III. > 5 referrals (high-risk students)	1	0%	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:	
<ol style="list-style-type: none"> 1. Behavior Interventions through classroom behavior plans and/or individual plans as needed. 2. Office Referrals for office managed behaviors discussed with faculty from the planning week at the start of the school year. 3. School Counselor Referral for ongoing groups and for individual students identified through the Rtl process. 4. Referral to School Social Worker for ongoing interventions that have lacked parental support and involvement. 5. Class placement of at-risk or high-risk students from the 24-25 school year will be discussed with CPST so appropriate placement in a class for the 25-26 school year is done. 	

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: *(3-4 detailed steps)*

1. When the level of need for support is determined for a teacher with behavioral concerns, support will be provided based on the level of need by a member of the CPST.
2. The Support Staff will ensure that the school-wide rewards system is implemented with fidelity. Each week the grade level winners will be presented with the token reward and then grade level winners will be presented with a classroom edible award at the end of each quarter given to the class with the most "wins" weekly in that quarter.
3. Our school counselor will meet with students along with our Equity Liaison quarterly to hear their concerns and feedback about their perspective on how the learning and emotional environment is at our school.
4. Classroom teachers will deliver Suite 360 and SEL lessons every other week to build community in their classrooms and focus on school-wide sense of belonging.

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	10
2. Disruptive/Unruly Play	9
3. Disobedience/Insubordination	9
4. Out of Assigned Area	8
5. Insulting/Profane/Obscene Language	5
TOTAL	41

- 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 to yourself and others.
2. Always be safe.
3.. Be positive.

- 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, excluding Classroom:	
School Location(s)	# Incidents
1. Cafeteria	4
2. Hallway	4
3. Athletic Field	3

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	Click here to enter location: Rules	Classroom Rules
Be Respectful to Yourself and Others	Face forward Walk quiet so others can continue to learn	Follow all directions given by the cafe monitors/adults Use table manners with inside voices while having positive conversations	Follow directions the first time given Follow the rules of organized games and activities	
Always be safe	Go directly to your destination When walking to a destination with a buddy, go directly to the correct destination	Walk in the cafeteria Stay in your assigned space and area and keep it clean	Stay in designated area Follow the rules of the playground and keep your hands and feet to yourself	
Be Positive	Use a finger wave to say hello Help your classmates and use kind words	Use a level 1-2 voice Help your classmates and use kind words	Keep hands and feet to yourself Be a good sport and play fair	

CRITICAL ELEMENT #5: Teaching Behavior

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

Dates when the schoolwide expectations lesson plans are taught by instructional staff and noted in lesson plans:			
	Date(s)	Time:	Location(s):
Start of School Year	8/11/2025	During Social Studies Block	Classrooms
After Winter Break	1/6/2026	During Gr Level VPAT class	Auditorium
After Spring Break	3/23/2026	During Social Studies Block	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	Select location
Lesson Plan Dates			
Start of School Year	8/4/2025	8/11/2025	8/18/2025
After Winter Break	1/6/2026	1/6/2026	1/6/2026
After Spring Break	3/23/2026	3/23/2026	3/23/2026

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?
<p>Internet Safety: Think B4U Post</p> <p>Click to enter "other"</p>	<p>Fall Semester (October/November 2025)</p>	<p>Mr. Vassell (EPL) will coordinate with the district departments to implement the Think B4U Post student assemblies and parent nights.</p>	<p>We will host multiple grade level student assemblies in the cafeteria of the school. We will target the students in grades 4 and 5. We can even include other grade levels if necessary. The district department will send representatives to facilitate the presentations and provide resources for our school community. We will also plan for a Parent Night and do the same but just exclusively for the adult families of our students.</p>	<p>Student clubs and organizations such as Safety Patrols, SAVE Promise Club, and 5,000 Role Models of Excellence Project will have student members serve as ambassadors to participate in these events and activities. The feedback from our key stakeholders will be used to monitor the effectiveness.</p>
<p>Bullying Prevention: Be the 1</p> <p>Click to enter "other"</p>	<p>Spring Semester (January/February 2026)</p>	<p>Mr. Vassell (EPL) will coordinate with the district departments to implement the Be The 1 student assemblies.</p>	<p>We will host multiple grade level student assemblies in the cafeteria of the school. We will target the students in grades 4 and 5. We can even include other grade levels if necessary. The district department will send representatives to facilitate the presentations and provide resources for our school community.</p>	<p>Student clubs and organizations such as Safety Patrols, SAVE Promise Club, and 5,000 Role Models of Excellence Project will have student members serve as ambassadors to participate in these events and activities. The feedback from our key stakeholders will be used to monitor the effectiveness.</p>

CRITICAL ELEMENT # 6: Recognition Programs

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

Identified Schoolwide Expectation OR Specific Location: [Click here to enter Expectation OR Location](#)

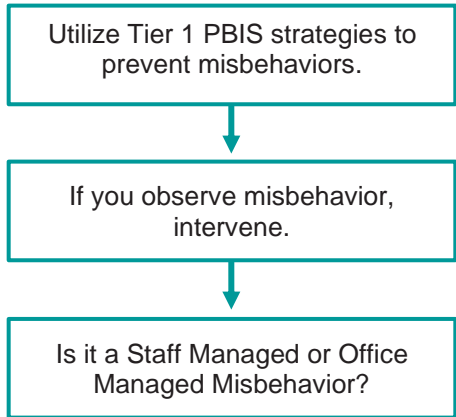
4 Step Problem Solving Process	Plan Details
<p>1. Problem Identification: Review your behavior data to identify one school-wide problem. What problem did you identify? <i>(use numerical data)</i></p>	<p>Data used: Referrals from the cafeteria make up approximately 36% of the ODR referrals, like the referrals from the hallways and athletic field. Café infractions tend to be more severe than the other areas.</p> <p>Problem Identification Statement: <i>What problem did you identify?</i> Students do not always follow the cafeteria rules and expectations.</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: <i>Why do you think this problem is occurring?</i> Students require more frequent reminders of rules and expectations. We believe this is because there is less structure in the cafeteria than in the classroom.</p> <p>SMART Goal Statement: By the end of the first semester, the number of referrals from the cafeteria will decrease by 3%.</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: Point system</p> <p>Description of Program/System: (≥ 4 sentences) How you will implement a positive reward program/system to decrease this problem?</p> <p>We will have the “Golden Spatula Award.” This award will be given to one class on each grade level that exhibit the most days in a week with behavior that most follows the cafeteria expectations and rules. They will get to house the Golden Spatula in their classroom. At the end of each week the award will be given to a different class or the same class if they earn it again. There will be a bulletin board in the cafeteria that will chart each classes progress. At the end of each quarter, the class on each grade level with the most weeks holding the “Golden Spatula” will be awarded a uniform free day. At the end of each semester, the class on each grade level with the most weeks holding the “Golden Spatula” will get a cookie party and the class on each grade level at the end of the year with the most weeks holding the “Golden Spatula” will win a pizza party.</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? (2-3 sentences)</p> <p>There will be a bulletin board in the cafeteria with a chart that cafeteria supervisors will chart the daily compliance of each class of the cafeteria rules and expectations. The school counselor that is a member of the PBIS team will report the “Golden Spatula” winners to admin and the winners will be announced at the end of the day. The “Golden Spatula” will be bought to the winning classes for the week.</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>Students will follow the rules and expectations for cafeteria behavior. They will use table manners, having polite conversations, clean up their assigned area and stay in their assigned area. 90% of the students in a class must meet expectations for the rules in the cafeteria.</p>

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

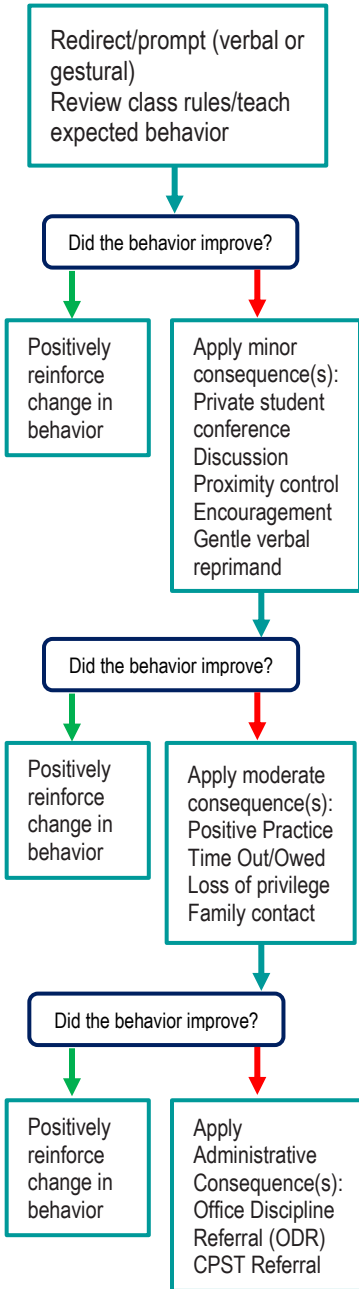
Monthly Character Traits	Plan Details How will you recognize <i>Kids of Character</i> each month? (2-3 sentences)
<ol style="list-style-type: none"> 1. September: Cooperation 2. October: Responsibility 3. November: Citizenship 4. December: Kindness 5. January: Respect 6. February: Honesty 7. March: Self-Control 8. April: Tolerance 	<p>Teachers nominate one student from their class each month that is exemplifying the character trait of that month. Ms. Fields and Ms. Petro (school counselors) present certificates to our Kid of Character's during lunchtime to acknowledge students in front of their peers on the outstanding choices they are making in and out of the classroom. Students are also presented with a token of appreciation for their hard work. The reward varies month to month.</p>

CRITICAL ELEMENT #7: Effective Discipline Procedures

You can choose to use the flow chart below or create your own. This flow chart is posted in all classrooms and used to teach students during behavior lessons.



- Tier 1 Strategies include, but are not limited to:
- Effective classroom structure
 - Precorrection
 - Preferential seating/seat change
 - Remove distractions
 - Personal schedule/organization
 - Reteach expectations and rules
 - Redirection
 - Prompts, cues, and reminders
 - Think time/cool down area
 - Consistent reward system
 - Modify academic assignments
 - Provide choices



Staff Managed Misbehaviors	Office Managed Misbehaviors
Note: The behaviors provided are examples, not an exhausted list of misbehaviors.	
Inappropriate language <ul style="list-style-type: none"> name calling use of profanity 	Inappropriate language <ul style="list-style-type: none"> racial slurs or taunting profanity directed at a staff member
Disrespect <ul style="list-style-type: none"> talking back physical gestures 	Harassment <ul style="list-style-type: none"> bullying threat or intimidation
Defiance <ul style="list-style-type: none"> work refusal head down on desk/sleeping not following directions 	Defiance <ul style="list-style-type: none"> leaving classroom, assigned area, or school grounds without permission forgery/plagiarism
Disruptive <ul style="list-style-type: none"> tattling/false information talking out of turn calling out distracting others 	Disruptive <ul style="list-style-type: none"> inciting others to disrupt teacher chronic classroom disruption: more than 3 times within 30 minutes
Physical Contact <ul style="list-style-type: none"> touching others, pushing/shoving (no injuries) mutual horseplay 	Physical Contact <ul style="list-style-type: none"> touching others (hitting, kicking, biting) with intent to do harm petty theft
Violation of classroom or location-specific rules	Violation of the Code of Student Conduct

Staff:
Submit an office discipline referral (ODR) using report style writing (non-judgmental, observable, and measurable language)

Administrator:
Review, investigate and apply consequence according to policy
Contact family to communicate incident and consequence
Follow up with teacher/feedback/support




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

CRITICAL ELEMENT # 8: Classroom Management Systems

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

Which evidence-based system(s) are you using?	Provide 3-4 measurable and observable action steps the team will take to help educators improve their classroom management system. <i>(3-4 detailed steps)</i>
<input checked="" type="checkbox"/> CHAMPS <input type="checkbox"/> Positive Behavior Interventions and Supports and the Classroom https://fl-pda.org/#/category/26 <input type="checkbox"/> Other: Click here to enter name of system.	<ol style="list-style-type: none"> 1. Teachers on the staff that are not trained in CHAMPS will take the training. 2. Collaborative Problem-Solving Team will collaborate with teachers to create behavior plans for individual students and monitor those plans for fidelity. 3. Teachers who have less successful behavior management will be assigned a peer mentor to assist them with classroom behavior management strategies that are obtained from PBIS world. 4. District provided training for Prevention and De-Escalation strategies will be utilized.

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

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

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

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

(b) Complete the yellow highlighted cells.

(c) Auto-calculate the % of referrals in the classroom by clicking on “!Zero Divide” in the next cell and pressing “Fn + F9” together.

Total number of discipline referrals from classrooms :	40
Total number of <i>other school-wide</i> discipline referrals (not including classrooms):	53
% of referrals in the classroom:	43%
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 4 th Quarter Team Meeting	<ul style="list-style-type: none"> <input type="checkbox"/> Ensure progress towards completion and submission of next year's SPBP <input type="checkbox"/> Staff to re-teach Expectations and Rules after spring break <input type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) <input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff <input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator
April	<ul style="list-style-type: none"> <input type="checkbox"/> Provide staff presentation and faculty vote on new SPBP for next year <input type="checkbox"/> Submit your SPBP in BCPS Central by April 30th. Use this new SPBP in the next school year <input type="checkbox"/> Continue implementing your current SPBP through the end of the current school year

CRITICAL ELEMENT # 10: Evaluation

10A. Staff Implementation of the Schoolwide Positive Behavior Plan: review goals, evaluate implementation, and create 2 action steps to review in quarterly PBIS meetings.

“Are staff implementing the SPBP with fidelity? If not, how will you address this area?”

STAFF Implementation Monitoring		
Staff Implementation Goal	Quarterly Team Review: Implemented with fidelity?	If you answered No , enter 2 action steps your school will take to move towards this goal by the next PBIS meeting.
100% of hallways, front office, cafeteria, and other public areas all have school-wide expectations and location-specific rules posted.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	By 8/29/2025, 1. Designated grade level PBIS members will verify posters are in all locations. 2. Teachers/staff will bring attention to the posters when walking students in the hallways.
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. Lesson plan books will note delivery of rules and expectation lessons. 2. Team leaders will verify that the teams have completed the lessons.
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 8/13/2025, 1. Discipline flow chart will be reviewed at faculty meetings quarterly. 2. Team will analyze data and have teachers share their best practices as a result of following the discipline flow chart.
A recognition system is implemented by 100% staff for <i>all</i> students.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	By 8/12/2025, 1. All cafeteria supervisors, ESPs, teachers, and students will be oriented to the Cafeteria Rules and expectations quarterly or as needed. 2. Rewards charts are tallied and referrals from the café are reviewed. Reward program will be tweaked if necessary.


10B. The SPBP is successful in positively impacting **students**: review behavior data and create a SMART goal. Evaluate implementation and create action steps to review in quarterly PBIS meeting.

“If staff are implementing the SPBP consistently and effectively, is it positively impacting students? How will you know?”

SMART Criteria:

S	Specific	Concrete, detailed, focused, and well defined. Results-focused and action-orientated.
M	Measurable	The measurement sources (data) are defined numerically in order to track progress towards the objective.
A	Attainable	Objectives are achievable in the near future to maintain motivation.
R	Realistic	Staff have the resources to achieve the objective- time, personnel, materials, etc.
T	Time-bound	Agreed-on time frames create the necessary urgency and prompt action.

STUDENT Outcome Monitoring		
Student Outcome Data	Complete the SMART goal to determine “successful” student outcomes <i>(use numerical data)</i>	List 2 action steps your team will take to ensure this goal is monitored and meets or exceeds the SMART goal.
Behavior Incidents	By June 3, 2026, school-wide student office discipline referrals will reduce by 5% each quarter as measured by Office Discipline Referrals (ODRs) in Focus.	<ol style="list-style-type: none"> 1. Quarterly data from the dashboard will be shared. Teachers that have students with multiple misbehaviors will be given support from the PBIS and CPST teams. 2. Courageous conversations will be held with teachers whose class populations reflect a disproportionate number of referrals.
Top 3 event locations (See critical element #4A)	By the end of each quarter during the 2025-2026 school year, the number of cafeteria referrals will decrease by 3% as measured by the BASIS Behavior Dashboard. as measured by ODRs in BASIS.	<ol style="list-style-type: none"> 1. Team will present the staff with quarterly data from ODRs in the cafeteria vs in all locations. 2. We will have behavior chats with individual teachers during our quarterly academic data chats.
Core effectiveness (See critical element #8A)	By December 19, 2025, the Core Effectiveness (students with 0-1 referrals) will increase by 5% as evidenced by ODRs in BASIS.	<ol style="list-style-type: none"> 1. Administration when conducting observations will include data collected with the 7up checklist to facilitate discussions with teachers regarding classroom management. 2. If necessary, review the discipline flow chart with teachers to ensure they understand and implement the precorrections before writing ODRs.
Classroom referrals (See critical element #7C)	By December 19, 2025 classroom referrals will decrease by 10% as evidenced by ODRs in BASIS.	<ol style="list-style-type: none"> 1. Teams review CHAMPS strategies with each other at team meetings at least once a month. 2. Courageous conversations about behavior management strategies will be had with teachers by administration if necessary.

SPBP Submission
<ol style="list-style-type: none"> 1. Upload completed SPBP (as PDF) into BCPS Central in the School Improvement Plan.  2. Complete PBIS Point of Contact form. 