



Schoolwide Positive Behavior Plan (SPBP)
Broward County Public Schools



SY 2025 – 2026

School Name:	Pine Ridge Education Center
School Number:	0653

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	Ameerah Pompilus	7. Security Specialist/ Campus Monitor	Kevin Williams/Nicole Francis
2. Point of Contact	Randolph Black	8. Social Worker	Jenny Espejo
3. BTU Representative	Meaghan Muilman	9. School Nurse	Grace Spence
4. Parent/Community Representative	Adriane Sears	10. Attendance Manager	Linda Hughes
5. Student Representative	Brenda Rudolph-Brown/Antwon Bartley(student)	11. Life Skills & Wellness Liaison	Michelle McIntyre
6. School Counselor	Jacavia Cunningham	12. Resiliency Liaison	Stephanie Mogul

*Optional Team Member(s): Family Therapist, Grade Level/Content Area Representatives, Clerical, Custodial, Food/Nutrition

1B. Schedule of quarterly team meetings.

Meeting Objectives:

1. Progress monitor the action steps indicated in Critical Element #9.
2. Collect & analyze student outcome data using the 4 Step Problem Solving Process.

Quarter	PBIS Data Meeting Dates	PBIS Data Meeting Times		Faculty and Staff Data Communication/Presentation Dates
1 st	8/4/2025	8:30 am		8/8/2025
2 nd	1/5/2026	8:30 am		1/9/2026
3 rd	3/23/2026	8:30 am		3/27/2026
4 th	5/27/2026	8:30 am		6/2/2026

CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment

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

Action Steps:	Dates
Present the 2025-26 SPBP to staff (<i>prior to April 30, 2025</i>)	4/28/2025
Hold a <i>faculty</i> vote on the new SPBP (<i>prior to April 30, 2025</i>)	4/29/2025
Provide training to faculty and staff (<i>prior to September 30, 2025</i>)	8/7/2025
Present the 2025-26 SPBP to family and community stakeholders (<i>prior to September 30, 2025</i>)	9/18/2025

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:	58	% of Total Population	Core Effectiveness	
# Referrals: 30	# of Students:			
I. 0 - 1 referrals	54	93%	Are your 0 – 1 referral > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
II. 2 - 5 referrals (at risk students)	2	3%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
III. > 5 referrals (high-risk students)	2	3%	Are your >5 referrals <5%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

3B. Core Effectiveness Action Steps:

If you answered “Yes” to I, II, and III above, then your core is effective. Based upon table 8A, is your core effective?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Answer either (a) or (b):	
(a) If your core is effective, then identify action steps your school leadership team should continue to take for early identification of at risk or high-risk students.	
(b) If you answered “No” to at least one of the items above (I, II, or III) then indicate the supports and interventions and action steps your school leadership team will implement <i>at the beginning</i> of the next school year to improve core strength:	
Core Effectiveness Action Steps: <i>(3-4 detailed steps)</i>	
<ol style="list-style-type: none"> 1. Train staff on risk factors 2. Engage in regular problem-solving meetings. 3. Communicate with families early 4. Document and monitor interventions 	

3C. Disproportionality is often measured with the relative risk statistic calculation (Relative Risk Ratio = RRR), a measure that indicates the probability of a certain event (e.g., referrals) for one subgroup when compared to all other subgroups.

Relative Risk Ratio calculations are coming soon with the Focus Data System migration.

3D. Disproportionality Action Steps:

What activities/initiatives/programs will your school leadership team implement to prevent disproportionate discipline outcomes within sub group populations (race, SWD, ELL)?	
Disproportionality Action Steps: <i>(3-4 detailed steps)</i>	
<ol style="list-style-type: none"> 1. Culturally Responsive & Bias Awareness Training 2. Positive Behavior Interventions & Support 3. Behavior Intervention Team 4. Data Tracking & Equity Audits 	

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
Disruptive/Unruly Behavior	14
Fighting	10
Profanity	7
Battery	4
Inappropriate Touch	2
TOTAL	37

- 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 Kind
4.Show Self-Control
5.

- 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.Bus	18
2.PE/Playground	8
3.Hallway	5

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	Stairway Rules	Classroom Rules
Be Respectful	Go directly to your destination KNOCK ON DOOR FOR ENTRY INTO THE CLASSROOM	Clean your eating space and pick up trash around your area USE KIND WORDS	Keep hands, feet and objects to yourself! USE VOICE LEVEL 1	
Be Responsible	Follow adult directives Walk in a straight line	Clean up after yourself Ask permission to get out of your seat	Stay in designated areas. Walk to the right and use handrail	
Be Kind	Use Level 1 voice in the hallways Walk quietly in Hallways	Stay in assigned area Speak quietly	Keep hands and feet to yourself!	
Show Self Control	Walk with hands by your side Remain on center line	Raise your hand to get the attention of an attendant/adult Keep your hands and feet to yourself	Follow directions the first time given. Do not Horseplay in the Stairwell	

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	8/4/2025	8:30 am	Cafeteria
After Winter Break	1/5/2026	8:30 am	Cafeteria
After Spring Break	3/23/2026	8:30 am	Cafeteria

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	Playground
Lesson Plan Dates			
Start of School Year	8/4/2025	8/4/2025	8/4/2025
After Winter Break	1/5/2026	1/5/2026	1/5/2026
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?
Life Skills & Wellness Click to enter "other"	August 2025-May 2026	Ms. McIntyre	It will be Implemented by: 1. Include Mindfulness and self-regulation exercises in the classrooms 2. Use SEL programs like Compass 360 3. Host wellness workshops on stress, nutrition, and emotional health	It will be Monitored for effectiveness by tracking student referrals and attendance for trends. Also Monitoring Sel benchmark assessments as well as using student self-assessments and reflection journals!
Character Education Click to enter "other"	August 2025-May 2026	Ms. Mogul	It will be implemented by: 1. Choosing core values to focus on such as (respect, honesty, responsibility). 2. Teach one value each month through lessons, stories and discussions.	It will be monitored for effectiveness by reviewing participation in character-based activities or presentations. Track behavior incidents

			3. Integrate values into school rules, routines, and expectations.	to see if positive traits reduce referrals. Lastly use student and teacher surveys to gauge understanding and impact.
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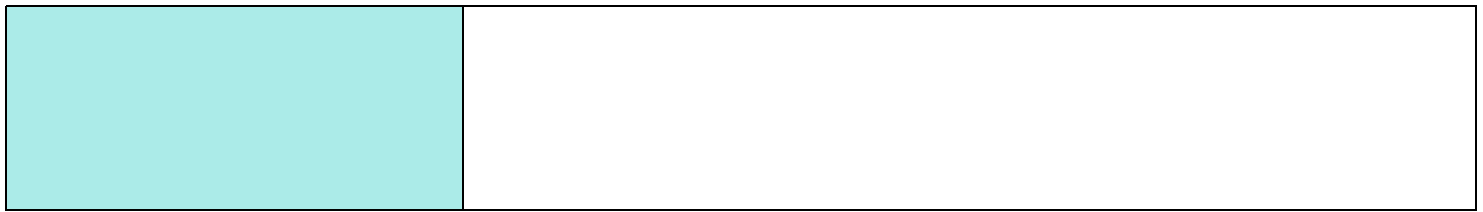
CRITICAL ELEMENT # 6: Recognition Programs


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>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>Problem Identification Summary: During the 2024–2025 school year, there have been 37 total behavior referrals, with 19 (50%) originating from bus-related incidents. Of all referrals, over 50% are categorized as "unruly behavior," making it the most common issue reported.</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: This indicates a significant concern with student conduct during transportation times, highlighting the need for targeted behavior support and supervision on school buses.</p> <p>SMART Goal Statement: By May 2026, Pine Ridge Education Center will reduce bus referrals for unruly behavior by 30%, decreasing from 19 to no more than 13 referrals, through the implementation of bus behavior expectations, staff training, and student reinforcement strategies.</p>
<p>3. Intervention Design: Describe how you will implement a positive reward program/system to decrease this problem.</p>	<p>Type of Program/System: Token system</p> <p>Steps for Implementation:</p> <ol style="list-style-type: none"> 1. Set Clear Expectations: <ul style="list-style-type: none"> ○ Collaborate with bus drivers and staff to create 3–5 simple, consistent bus rules (e.g., Stay seated, Use kind words, Keep hands to yourself). ○ Review these rules with students during morning announcements, class meetings, and bus line-up. 2. Create a Positive Behavior Tracking System: <ul style="list-style-type: none"> ○ Bus drivers will be given weekly "Bus Behavior Tickets" to hand out to students who consistently follow expectations. ○ Each ticket earns students a chance to be entered into a weekly or monthly drawing. 3. Recognize and Reward Positive Behavior: <ul style="list-style-type: none"> ○ Weekly: Announce a “Bus Rider of the Week” from each route during announcements. ○ Monthly: Host a small reward (e.g., treat bag, certificate, lunch with a staff member) for students who earn multiple tickets. ○ Consider a quarterly "Bus Bash" for all students with 0 referrals and consistent good behavior.

	<p>4. Involve Bus Drivers in Recognition:</p> <ul style="list-style-type: none"> ○ Provide training on the reward system. ○ Give bus drivers small tokens (e.g., stickers, shout-out cards) they can give on the spot. ○ Create a “Bus Driver Shout-Out” board in the school for them to display student praises.
<p>4. Evaluation: A. Implementation fidelity</p>	<p>How will you monitor the fidelity (consistency and effectiveness) of the <u>staff's</u> implementation of the reward program/system?</p> <p>1. Communicate with Families:</p> <ul style="list-style-type: none"> ○ Send home letters introducing the program and expectations. ○ Celebrate students who earn rewards through ClassDojo, newsletters, or school social media. <p>2. Monitor Progress:</p> <ul style="list-style-type: none"> ○ Track bus referrals monthly to look for decreases. ○ Collect feedback from drivers and students to adjust rewards and improve engagement.
<p>B. Student outcome monitoring <i>(use numerical data)</i></p>	<p>How will you know if the reward program/system is positively impacting <u>students</u>? What measurable data will you use to determine “success”?</p> <p>Student Outcome Monitoring with Numerical Data</p> <p>1. Track Bus Referrals (Discipline Incidents)</p> <ul style="list-style-type: none"> ○ Data to Collect: <ul style="list-style-type: none"> ○ Number of bus referrals per week/month/ per route. ○ Type of behavior leading to referrals (e.g., defiance, physical aggression, not staying seated). ○ Goal: <ul style="list-style-type: none"> ○ Reduce total referrals by 10% within a quarter (e.g., 30% decrease in referrals after 2 months of implementation) <p>2. Positive Tickets Issued</p> <ul style="list-style-type: none"> ○ Data to Collect: <ul style="list-style-type: none"> ○ Number of "Ride Right Tickets" given out per week per bus. ○ Track which students receive them (to ensure equity and coverage). ○ Goal: <ul style="list-style-type: none"> ○ Increase the number of students receiving at least 1 ticket per month by 5%. <p>3. Optional: Student & Driver Feedback Scores (Qualitative + Quantitative)</p> <ul style="list-style-type: none"> ○ Use a short survey with Likert-scale questions to track: <ul style="list-style-type: none"> ○ Student feelings of safety and fairness. ○ Driver perception of improvement in student behavior. ○ “I feel that behavior on my bus has improved in the past month.” (1 = Strongly Disagree, 5 = Strongly Agree)

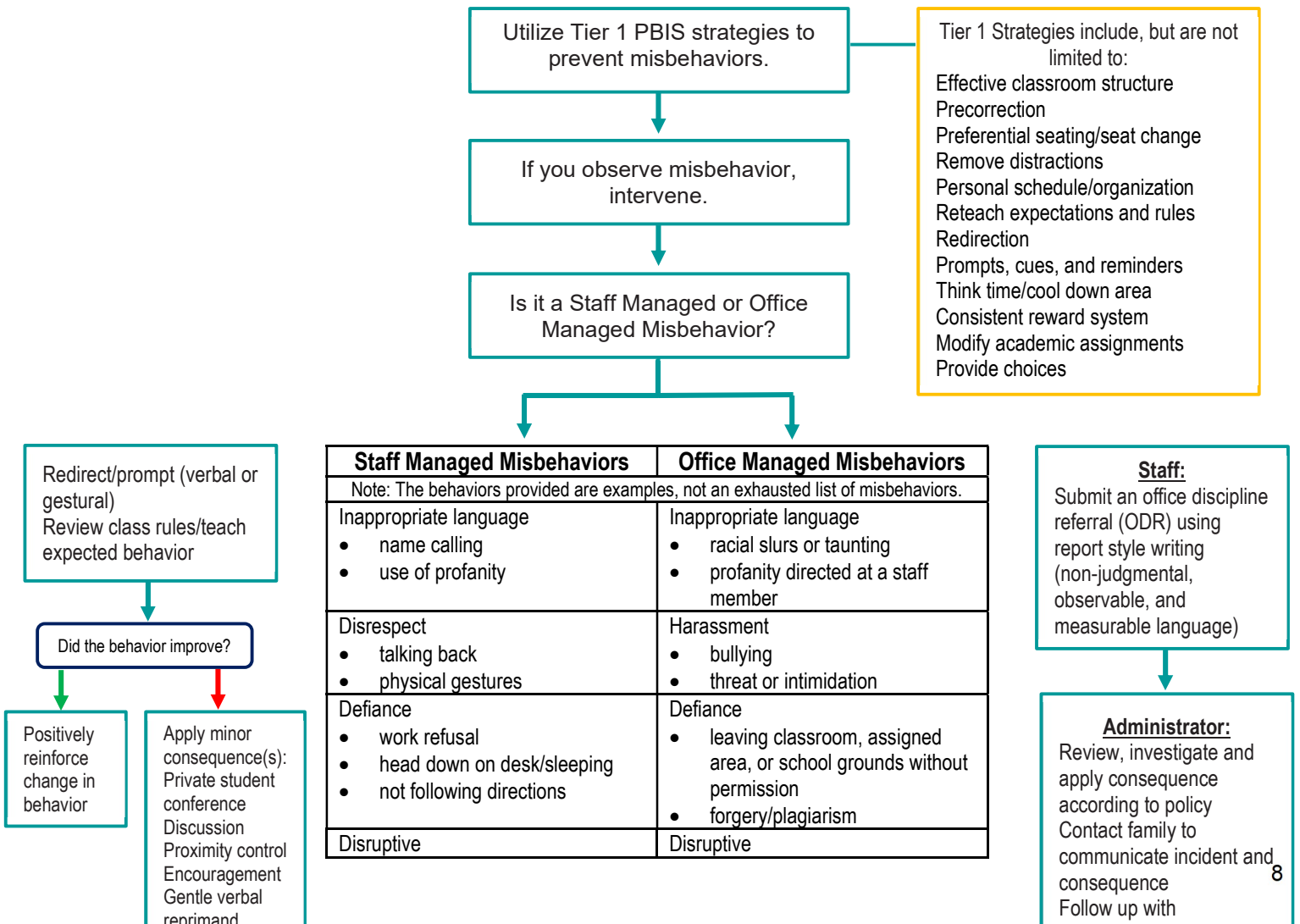


6B. Character Education is an educational and award program utilized to teach and recognize students who display positive character traits each month. Please refer to the BCPS website for lesson plans, videos and additional resources to support this recognition program at your school. 

Monthly Character Traits	Plan Details How will you recognize <i>Kids of Character</i> each month? (2-3 sentences)
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	You can recognize kids with strong character traits monthly by highlighting students who consistently demonstrate core values such as respect, responsibility, kindness, and integrity, especially during bus rides. A short announcement, certificate, or spotlight in the newsletter or on a “Character Wall” can honor these students and reinforce the importance of good character in all settings, including the bus. Let their actions speak loud, and their recognition be proud!

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.








<ul style="list-style-type: none"> tattling/false information talking out of turn calling out distracting others 	<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

CRITICAL ELEMENT # 8: Classroom Management Systems

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

Which evidence-based system(s) are you using?	Provide 3-4 measurable and observable action steps the team will take to help educators improve their classroom management system. <i>(3-4 detailed steps)</i>
<input checked="" type="checkbox"/> CHAMPS <input checked="" type="checkbox"/> Positive Behavior Interventions and Supports and the Classroom https://fi-pda.org/#/category/26 <input checked="" type="checkbox"/> Other: Compass 360*	<ol style="list-style-type: none"> 1. Support consistent Schoolwide Behavior 2. Facilitate monthly classroom management PD or PLC's 3. Conduct Targeted Walk Throughs focused on Behavior Management Strategies 4. Implement a Coaching and feedback Cycle

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

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

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

(b) Complete the yellow highlighted cells.

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

Total number of discipline referrals from classrooms :	15
Total number of <i>other</i> school-wide discipline referrals (not including classrooms):	24
% of referrals in the classroom:	38%
Do more than 40% of your referrals come from the classroom?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

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

Critical Elements # 9: SPBP Implementation Planning

RED Font = Action Steps for all schools in Broward County

GREY Font = Best Practices for all schools in Broward County

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

Implementation Action Plan	
Month	Action Steps
	<input checked="" type="checkbox"/> check off Action Step when completed
Current	<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 checked="" type="checkbox"/> Print up your SPBP and Feedback form BCPS Central <input checked="" type="checkbox"/> Provide SPBP presentation to all staff during Pre-Planning <input checked="" type="checkbox"/> Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders <input checked="" type="checkbox"/> Market and post School-wide Expectations and Location-specific Rules <input checked="" type="checkbox"/> Identify your district PBIS Specialist (Contact amber.jennings@browardschools.com for more information if you are unsure) <input checked="" 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	<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 th <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	<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 rd 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)
March 4 th Quarter Team Meeting	<input type="checkbox"/> Ensure progress towards completion and submission of next year's SPBP <input type="checkbox"/> Staff to re-teach Expectations and Rules after spring break <input type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) <input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff <input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator
April	<input type="checkbox"/> Provide staff presentation and faculty vote on new SPBP for next year <input type="checkbox"/> Submit your SPBP in BCPS Central by April 30 th . Use this new SPBP in the next school year <input type="checkbox"/> Continue implementing your 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 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 checked="" type="checkbox"/> No	By 8/29/2025, 1.Classroom Expectations and Rules Audit 2.Teacher Self Reflection& Strategy Share
100% of staff members are oriented to the Discipline Flow Chart. It is used consistently by 100% instructional staff, behavioral support, and administrators.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	By Click here to enter a date, 1. 2.
A recognition system is implemented by 100% staff for <i>all</i> students.	<input 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.
Behavior Incidents	By June 4, 2026, Disruptive/Unruly Behavior will indicate 30% decrease as measured by Office Discipline Referrals (ODRs) in Focus.	<p>Action Step 1. Regular Data Reviews and Analysis</p> <p>1. Monthly Data Review Meetings: Set up a recurring monthly meeting with the PBIS team to review Office Discipline Referral (ODR) data in Focus, identifying trends, areas of improvement, and student groups needing additional support.</p> <p>2. If ODRs are not decreasing as expected, implement targeted interventions (e.g., additional SEL lessons, more frequent reinforcement of PBIS strategies) in the areas showing higher behavior incidents.</p> <p>Success Measurement Track ODR data monthly and ensure a consistent 2–3% decrease per month to stay on track for the 30% decrease by June 2026.</p> <p>Action Step 2: Teacher and Staff Engagement and Feedback.</p> <p>1. Quarterly Staff Check-ins: Hold quarterly meetings with teachers and staff to gather feedback on the effectiveness</p>

		<p>of classroom management strategies, SEL programs, and PBIS initiatives. Use this feedback to adjust approaches.</p> <p>2. Behavior Recognition System: Create a recognition system for staff who demonstrate successful classroom management and PBIS practices, ensuring their strategies are shared and celebrated across the school.</p> <p>Success Measurement: By June 2026, ensure that 90% of teachers report consistent use of PBIS and SEL strategies, with a corresponding reduction in ODRs.</p>
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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. 