



Schoolwide Positive Behavior Plan (SPBP)
Broward County Public Schools



SY 2025 – 2026

| | |
|-----------------------|----------------------|
| School Name: | Broadview Elementary |
| School Number: | 0811 |

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 | Dr. Joshua Kisten | 7. Security Specialist/ Campus Monitor | Richard Perpetuo |
| 2. Point of Contact | Pamela Mosser | 8. Social Worker | Priscilla Cardenas |
| 3. BTU Representative | Kathleen Burkholder | 9. School Nurse | Joan McKenzie |
| 4. Parent/Community Representative | Vashti Lana | 10. Attendance Manager | Daisy Velasquez |
| 5. Student Representative | Olivia Hereaux | 11. Life Skills & Wellness Liaison | Danielle McGowan |
| 6. School Counselor | Danielle McGowan | 12. Resiliency Liaison | Danielle McGowan |

*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 | 10/13/2025 | 8:30 – 9:00 | | 11/4/2025 |
| 2 nd | 1/8/2026 | 2:15 – 3:00 | | 2/3/2026 |
| 3 rd | 3/26/2026 | 2:15 – 3:00 | | 4/7/2026 |
| 4 th | 4/30/2026 | 2:15 – 3:00 | | 5/5/2026 |

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>) | 4/8/2025 |
| Hold a <i>faculty</i> vote on the new SPBP (<i>prior to April 30, 2025</i>) | 4/15/2025 |
| 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>) | 9/4/2025 |

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: | 681 | % of Total Population | Core Effectiveness | |
| # Referrals: | # of Students: | | | |
| I. 0 - 1 referrals | | 99% | 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) | 4 | 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 either (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</i> of the next school year to improve core strength:</p> <p>Core Effectiveness Action Steps: <i>(3-4 detailed steps)</i></p> <ol style="list-style-type: none"> 1. During pre-planning week, the assistant principal will review the FOCUS behavior to collect data on new students who registered for the 2025-2026 school year. 2. During pre-planning week, the school leadership team will review the school-wide positive behavior plan and the discipline flow chart with all teachers and staff. 3. Within the first quarter of the school year, all at risk students identified will meet with the school counselor or social worker for a minimum of three sessions and participate in activities focusing on positive behavior and social skills. 4. By the end of the second quarter all at risk students who are still struggling will be referred for Response to Intervention for behavior. | |

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"> 1. We will assign mentors to students in the various subgroups that are at risk. 2. The school leadership team will provide staff with resources which they can utilize to assist them with students who are struggling with discipline. Training will be provided by the Resiliency Liaison. 3. In addition, a mentorship program geared toward males fourth and fifth grade students will be available. 4. Administrator will closely monitor student referrals on a weekly basis for students in these subgroups. | |

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 | 15 |
| 2. Disobedience/Insubordination | 14 |
| 3. Mistreatment of Peers | 12 |
| 4. Disruptive/Unruly Play | 9 |
| 5. Battery (Low Level) | 2 |
| TOTAL | 52 |

- 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. Striving for Safety |
| 2. Own Your Actions |
| 3. Actively Engage |
| 4. Respect Others |

- 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. Athletic Field | 5 |
| 2. Cafeteria | 4 |
| 3. Hallway | 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 | Field/Playground Rules | Classroom Rules |
| S - Safety | Walk on the right side of the hallway Face Forward | Stay in assigned area | Stay in designated area | |
| O – Own Your Actions | Stop at all intersections Go directly to destination | Keep all food items on your tray Clean your eating space and pick up trash around your area | Clean up once finished playing | |
| A – Actively Engage | Follow adult directives | Follow all directions given by the cafe monitors/adults | Keep athletic materials on the field | |
| R - Respect | Keep hands and feet to yourself | Keep hands, feet and objects to yourself Raise your hand and wait for help | Keep hands, feet and objects to yourself | |

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 | 8:15 – 8:45 | Individual Classrooms |
| After Winter Break | 1/6/2026 | 8:15 – 8:45 | Individual Classrooms |
| After Spring Break | 3/23/2026 | 8:15 – 8:45 | Individual 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 | 8/11/2025 | 8/11/2025 | 8/11/2025 |
| 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? |
| Life Skills & Wellness | Weekly | Classroom Teacher | Teachers will use the RethinkEd Life Skills and Wellness program. Teachers will introduce the skill through a video then hold a discussion. The students will practice with a skill activity. | Students will complete a brain check. |
| Resiliency Curriculum | Monthly | Classroom Teacher/School Counselor/Media Specialist | Teachers will use Lauren's Kids & Character Trait curriculum monthly. The School Counselor and Media Specialist will use RethinkEd lessons on Substance Use & Misuse and Online Safety. | Students will complete an exit ticket and the number of classroom misbehavior incidents will decrease. |

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.

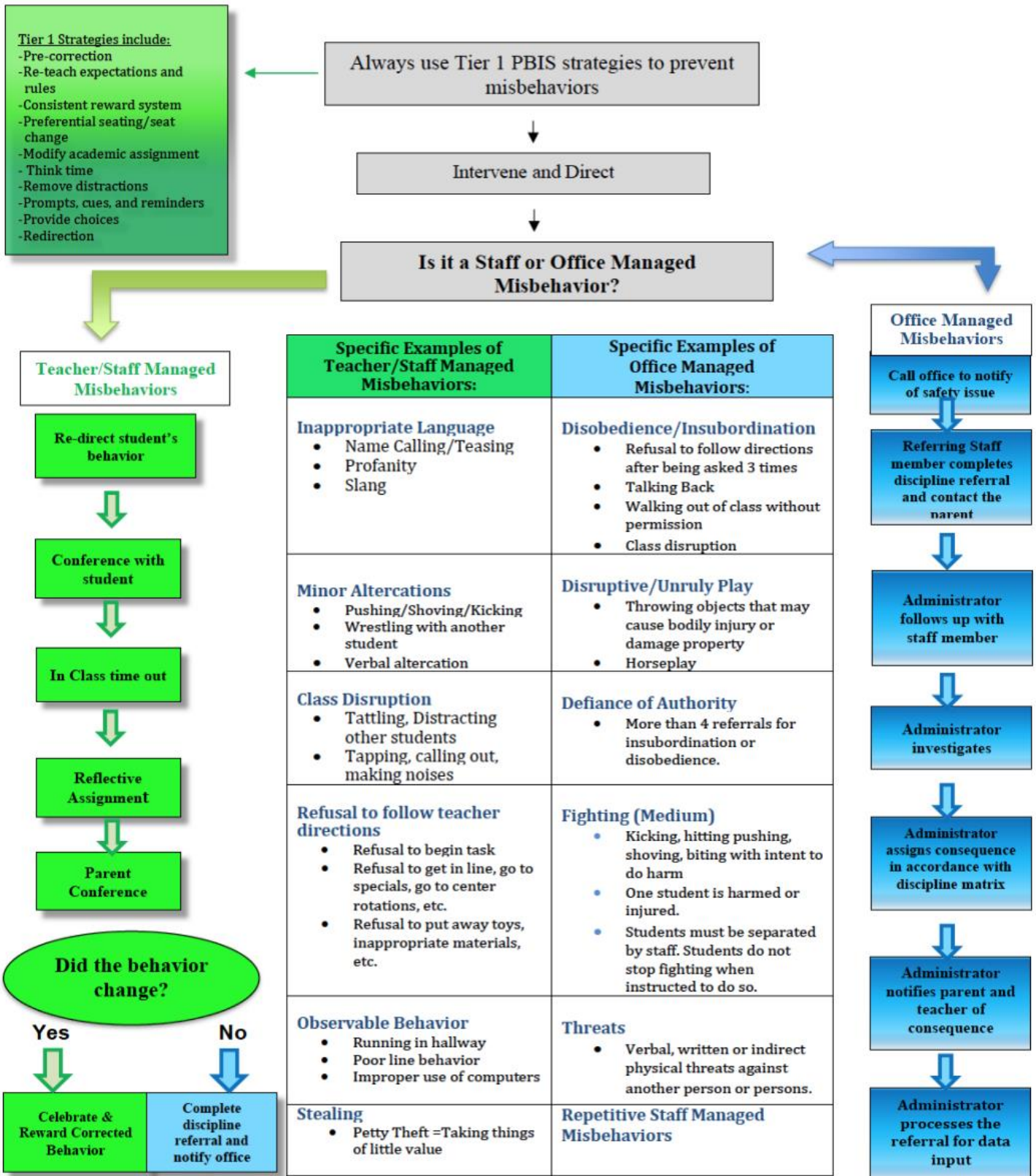
Identified Schoolwide Expectation OR Specific Location: [Click here to enter Expectation OR Location](#)

| 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: Four (4) Office Discipline Referrals from the cafeteria</p> <p>Problem Identification Statement: 8% of the ODR occurring in the 2024-2025 school year took place in the cafeteria.</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: The high referral rare in the cafeteria is due to a variety of reasons. This can be improved through the rules being reviewed. The rewards are of low value to students and the cafeteria monitors did not implement the plan with fidelity.</p> <p>SMART Goal Statement: By the end of the 2nd quarter the ODR from the cafeteria will decrease from 4 to 2 as measured by FOCUS.</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? Each class will have Clips (clothes pins) for each student and 1 red class clip. After 2 warnings if a student continues to struggle with following the cafeteria directions/rules their clip will be placed in the basket/bin. The teacher will enforce with an individual consequence (Move clip, loss of point). If the class is struggling with their behavior after 2 warnings the red class clip will be placed in the bin. The teacher will enforce the class consequence (loss of points or class incentive).</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) The clip system and common language will be taught to all staff members. The student SOAR clips will be placed in the bin by the cafeteria monitors daily and the teachers will follow through within the classroom daily.</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) The number of cafeteria referrals will be collected monthly by the assistant principal and shared with staff at the monthly staff meetings. The SPBP team will meet quarterly (10/13/25, 1/8/26, 3/26/26, 4/30/26) to determine the success of the goal and make adjustments.</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>Each classroom teacher will select a student who has exhibited the monthly character trait consistently throughout the month. These students will be recognized on the morning announcements, receive a certificate have their picture taken and displayed for the month and receive a reward at the end of each month.</p> |

Broadview Elementary Student Behavior Discipline Flow Chart






CRITICAL ELEMENT # 8: Classroom Management Systems

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

| | |
|---|--|
| Which evidence-based system(s) are you using? | Provide 3-4 measurable and observable action steps the team will take to help educators improve their classroom management system. <i>(3-4 detailed steps)</i> |
| <input type="checkbox"/> CHAMPS <input type="checkbox"/> Positive Behavior Interventions and Supports and the Classroom https://fl-pda.org/#/category/26 <input checked="" type="checkbox"/> Other: School-wide Positive Behavior Plan | <ol style="list-style-type: none"> By August 11, 2025, 100% of all teachers will have classroom rules aligned to the SOAR expectations posted in their individual classrooms. By August 15, 2025, 100% of all teachers will have taught and reviewed classroom rules aligned to the SOAR expectations. By August 15, 2025, 100% of all teachers will have taught and reviewed their classroom reward program. |

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

| |
|--|
| <input type="checkbox"/> CHAMPS 7 Up Checklist  |
| <input checked="" type="checkbox"/> Classroom Snapshot (Classroom Management Assessment)  |
| <input type="checkbox"/> PBIS Classroom Assistance Tool (CAT)  |
| <input checked="" type="checkbox"/> Other (<i>specify</i>): School-wide Positive Behavior Plan |

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): | 12 |
| % of referrals in the classroom: | 77% |
| 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 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 Click here to enter a date, 1. By August 8, 2025, the expectations and rules lesson plans will be reviewed for implementation for 100% of the instructional staff. 2. By August 15, 2025, the instructional staff will introduce and review the expectations and rules lesson plans to all students. |
| 100% of staff members are oriented to the Discipline Flow Chart. It is used consistently by 100% instructional staff, behavioral support, and administrators. | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | By Click here to enter a date, 1. By August 8, 2025, the Discipline Flow Chart will be reviewed to ensure understanding of teacher/staff managed misbehaviors and office managed misbehaviors with 100% of the instructional staff members. 2. By August 16, 2025, 100% of the teachers will post the Discipline Flow Chart in their teacher area within their classroom |
| A recognition system is implemented by 100% staff for <i>all</i> students. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | By Click here to enter a date, 1. 2. |

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


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

SMART Criteria:

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

| STUDENT Outcome Monitoring | | |
|---|--|--|
| Student Outcome Data | Complete the SMART goal to determine “successful” student outcomes <i>(use numerical data)</i> | List 2 action steps your team will take to ensure this goal is monitored and meets or exceeds the SMART goal. |
| Select an item <i>Choose one ODR area of focus</i> Behavior Incidents | By October 13, 2025, unruly/disruptive Behavior will decrease by 50% as measured by Office Discipline Referrals (ODRs) in Focus. | 1. Administration will have a school-wide assembly to review the expectations and rules with the student body. 2. Teachers will teach the expectations and rules lesson plans as well as lessons with treating others with respect. |

SPBP Submission

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