



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



**SY 2025 – 2026**

<b>School Name:</b>	<b>WILLIAM DANDY MIDDLE SCHOOL</b>
<b>School Number:</b>	<b>1071</b>

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	U'ta H. Tomlinson	7. Security Specialist/ Campus Monitor	Tricia Brooks/ Taj Bethune
2. Point of Contact	U'ta H. Tomlinson	8. Social Workers	Lenny Mujica
3. BTU Representative	Catrice Lee-Smith	9. ESE Specialists	Lashonne McIntyre-Oliver, Dr. Sharon Wright-Porter
4. Parent/Community Representative	OPEN	10. Curriculum/ Academic Instructional Representative	Lundie Desravines, Kalisha Thomas,
5. Student Representative Per Grade Level	(6) OPEN (7) Brittney Civil (8) Michael Noel	11. Life Skills & Wellness Liaison	OPEN
6. School Counselor	Le' Ambriel Thomas, Kamecia Butler	12. Resiliency Liaison	OPEN
7. Teacher Representative	Marchin Bradford, Adrienne Guerra, Otis Rollie	13. Equity Liaison	Jamie Fitzpatrick

\*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	8:35 AM - 9:20 AM		8/6/2025
2 <sup>nd</sup>	10/7/2025	8:35 AM - 9:20 AM		10/10/2025
3 <sup>rd</sup>	1/6/2026	8:35 AM - 9:20 AM		1/9/2026
4 <sup>th</sup>	3/24/2026	8:35 AM - 9:20 AM		3/27/2026

### 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> )	4/24/2025
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> )	8/5/2025

**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:	620	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals	205	79%	Are your 0 – 1 referral > 80%?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
II. 2 - 5 referrals (at risk students)	107	17%	Are your 2 - 5 referrals <15%?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
III. > 5 referrals (high-risk students)	21	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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Answer <b>either</b> (a) or (b): (a) If your core is effective, then identify action steps your school leadership team should continue to take for early identification of at risk or high-risk students. (b) If you answered “No” to at least one of the items above (I, II, or III) then indicate the supports and interventions and action steps your school leadership team will implement <i>at the beginning</i> of the next school year to improve core strength:	
<b>Core Effectiveness Action Steps: (3-4 detailed steps)</b> 1. Students will be referred every semester for MTSS/RTI services, and teachers will discuss behavior in the classroom. 2. Students identified as “at-risk” based on the number of referrals issued will meet with their school support or trusted adult to review the school's expectations and engage in Curriculum Compass lessons to address challenges. 3. Students requiring additional support will be invited to attend anger management and conflict resolution groups for additional support and referred to services with our Mental Health Wellness Center. 4. Students requiring additional support will be observed by the district for BIC or determined if a manifestation meeting is required to assess additional lines of support for the student.	

**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)?
<b>Disproportionality Action Steps: (3-4 detailed steps)</b> 1. Promote and advertise staff and students' recognition for Character Education 2. Facilitate quarterly assemblies/ learning chats to address positive ways to resolve conflicts and increase tolerance of others. 3. Remodify PBIS cards to teach lessons to students of school-wide expectations and examples of what they look like in the learning environment in support of the 2025-2026 school year theme. 4. Review attendance records, top behavior data, classroom referrals, and habitual tardy records to highlight students improving their attendance and behavior through Wildcats to Watch.

## 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.

First Top 5 Behavior Incidents Current Year 2024-2025 # Incidents	# Incidents
1. Fight minor/altercation/confrontation	103
2. Disobedience/Insubordination	90
3.class cut/class skipping	62
4. Disruptive unruly behavior	45
5. Profanity to staff	36
TOTAL	336

- 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
Be Respectful
Be Responsible
Be Tolerant
Be Resilient

- 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, <u>excluding Classroom</u> :	
School Location(s)	# Incidents
1. Hallways	122
2. School Grounds	75
3.Restrooms	36

**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>Transition/Dismissal Rules</b>	<b>Classroom Rules</b>
<b>Be Respectful</b>	<b>Follow the arrows - move in one direction</b>	<b>Clean your eating space and pick up trash around your area</b>	<b>Keep hands and feet to yourself</b>	<b>See C.H.A.M.P.S Strategies</b>
<b>Be Responsible</b>	<b>Have a pass when you are not with your class</b>	<b>Clean up after yourself</b>	<b>Stay in designated area</b>	<b>See C.H.A.M.P.S Strategies</b>
<b>Be Tolerant</b>	<b>Follow adult directives</b>	<b>Follow all directions given by the cafe monitors/adults</b>	<b>Respecting personal space and opinions</b>	<b>See C.H.A.M.P.S Strategies</b>
<b>Be Resilient</b>	<b>Respecting space and keeping self-control</b>	<b>Handling peer conflict calmly</b>	<b>Managing emotions</b>	<b>See C.H.A.M.P.S Strategies</b>

## 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>	8/6/2025	9:00 AM – 10:00 AM	Media Center
<b>After Winter Break</b>	1/9/2026	8:35 AM- 9:20 AM	Media Center
<b>After Spring Break</b>	3/27/2026	8:35 AM- 9:20 AM	Media Center

**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			
<b>Start of School Year</b>	8/6/2025	8/6/2025	8/6/2025
<b>After Winter Break</b>	1/9/2026	1/9/2026	1/9/2026
<b>After Spring Break</b>	3/27/2026	3/27/2026	3/27/2026

**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?
<b>Character Education</b>	Monthly to inform of the character traits and monthly campaigns to identify the impact it will have on shaping education.	PBIS Committee Members, Peer Counseling	Teachers will highlight students who embody the characteristic traits of the monthly focus. Staff will be selected by their peers, and the administration and support team will determine the staff to represent the character trait for the month. Each participant will take a picture and be issued a token of recognition for their hard work. Those honored will be published online and through social media.	PBIS Checklist, Discipline Referrals (ODR, CRF), Students able to demonstrate the school wide expectations.

Choose Peace/Stop Violence		PBIS Committee Members, SGA, Peer Counseling, Mentorship Groups on Campus	Groups will work together with several representatives from several student groups to research and create lunch and morning activities to gather information regarding ways to promote peace on campus and learn through game engagement positive ways to introduce conflict resolution.	PBIS Checklist, Discipline Referrals (ODR, CRF), Data analysis trends for infractions related to conflict or confrontation (verbal and physical).
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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
<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>	<b>Data used: ODR referral data in Focus and reasons for referrals</b>  <b>Problem Identification Statement:</b> The number of students receiving referrals for <i>fight minor, altercations, or confrontations</i> is disproportionately high and represents a significant portion of the school's <i>Top Five Behavior Incidents</i> . This trend suggests a recurring challenge in students' ability to manage conflict appropriately, impacting the overall school climate and safety.
<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>	<b>Hypothesis:</b> If students in grades 6-8 are not explicitly taught and consistently supported in using positive conflict resolution skills and self-regulation strategies, especially in unstructured settings (e.g., hallways, cafeteria, and dismissal), then they are more likely to engage in minor fights, altercations, or confrontations when faced with peer conflict or emotional triggers.  <b>SMART Goal Statement:</b> By April 2026, Fight minor/altercation/confrontation will decrease its number of referrals by 10% compared to the baseline data from 2024-2025, as measured by ODR in Focus.
<b>3. Intervention Design:</b> Describe how you will implement a positive reward program/system to decrease this problem.	<b>Type of Program/System:</b> Select an item  <b>Description of Program/System:</b> ( <i>≥ 4 sentences</i> ) How you will implement a positive reward program/system to decrease this problem?  <ol style="list-style-type: none"> <li>1. Analyze ODR data in Focus for incident time, location, grade level, and frequency of referrals.</li> <li>2. Facilitate training for Tier 1 &amp; 2 support that are currently in place and meet to address concerns to identify if additional strategies are needed.</li> <li>3. Survey students to identify their level of comfort with conflict resolution to create quarterly learning chats and morning and lunch games. Provide opportunities for Wildcats to Watch to celebrate progress made.</li> <li>4. Reflect on discipline data through PBIS meetings and address concerns to create on-the-spot problem-solving for students and daily reminders.</li> </ol>

<b>4. Evaluation:</b> A. Implementation fidelity	<p><b>How will you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program/system?</b> (2-3 sentences)</p> <ol style="list-style-type: none"> <li>1. The PBIS committee will meet quarterly to discuss behavioral trends and measure the effectiveness of systems currently in place, in addition to observational data.</li> <li>2. The committee and outside groups will plan the scheduled morning and lunch activities for students to engage in for reinforcement of strategies.</li> <li>3. PBIS stores will be held quarterly to address the current concerns on campus and during instructional hours to provide incentives and address concerns for the learning environment.</li> </ol>
B. Student outcome monitoring (use numerical data)	<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> (2-3 sentences)</p> <ol style="list-style-type: none"> <li>1. Measure the impact of the reward system by tracking a decrease in <i>office discipline referrals (ODRs)</i> for behaviors such as <i>fights minor, altercations, and confrontations</i>, as recorded in FOCUS.</li> <li>2. Student participation rates in the reward system and positive behavior acknowledgments (e.g., PBIS cards/points, "Wildcats to Watch" slips) will be monitored monthly to assess increased engagement in expected behaviors.</li> <li>3. Success will also be supported by student and staff survey data indicating improved school climate and perceptions of behavior.</li> </ol>

**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"> <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>	Teachers will highlight students who embody the characteristic traits of the monthly focus. Staff will be selected by their peers, and the administration and support team will determine the staff to represent the character trait for the month. Staff will be selected by their peers, and the administration and support team will determine the staff to represent the character trait for the month. Each participant will take a picture and be issued a token of recognition for their hard work.

## 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.

**See the last page of SPBP**






## 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. (3-4 detailed steps)
<input checked="" type="checkbox"/> CHAMPS <input checked="" type="checkbox"/> Positive Behavior Interventions and Supports and the Classroom <a href="https://fi-pda.org/#/category/26">https://fi-pda.org/#/category/26</a> <input checked="" type="checkbox"/> Other: Wildcats to Watch!	<ol style="list-style-type: none"> <li>1. All teachers are encouraged to participate in PBIS intervention skills and the Wildcats to Watch and Kids of Character” initiative to decrease negative behaviors.</li> <li>2. Coaching and support will be provided through Tier 1 &amp; 2 strategies and mentoring for groups and for school-wide classroom CHAMPS classroom management lessons.</li> <li>3. Classroom management and de-escalation tips will be incorporated into faculty meetings and PD days.</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 checked="" type="checkbox"/> Classroom Snapshot (Classroom Management Assessment) 
<input checked="" type="checkbox"/> PBIS Classroom Assistance Tool (CAT) 
<input type="checkbox"/> Other (specify):

### 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> :	200
Total number of <i>other</i> <b>school-wide</b> discipline referrals (not including classrooms):	336
% of referrals in the classroom:	37%
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 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)
March 4 <sup>th</sup> 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 <sup>th</sup> . 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 <b>No</b> , enter 2 action steps your school will take to move towards this goal by the next PBIS meeting.
100% of hallways, front office, cafeteria, and other public areas all have school-wide expectations and location-specific rules posted.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<b>By 8/7/2025,</b> 1. Order materials to post for high traffic and areas where the behavior is visible. 2. Post flyers as a committee around campus before the first day of school.
100% of instructional staff has delivered expectations and rules lesson plans as written and when indicated.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<b>By 8/15/2025,</b> 1. Teach school-wide expectations to staff on 8/6/2025. 2. Have staff submit artifacts of school-wide expectations being addressed in class following the professional development lesson.
100% of staff members are oriented to the Discipline Flow Chart. It is used consistently by 100% instructional staff, behavioral support, and administrators.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<b>By 8/6/2025,</b> 1. Facilitate a professional development and conflict resolution session for teachers. 2. Issue and discuss the Discipline Flow Chart to have staff create their C.H.A.M.P.S classroom expectations.
A recognition system is implemented by 100% staff for <i>all</i> students.	<input type="checkbox"/> Yes <input type="checkbox"/> No	<b>By 10/3/2025,</b> 1. Established continued partnerships with ongoing businesses to collect incentives for the recognition program. 2. Facilitate discussion with the PBIS committee to address dates for the recognition program and items on display for purchase.

**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>Select an item</b> <i>Choose one ODR area of focus</i>	By June 3, 2026, Fight minor/altercation/confrontation will indicate a 10% <i>decrease</i> as measured by Office Discipline Referrals (ODRs) in Focus.	1. Implement a school-wide conflict resolution plan and analyze ODR data in Focus for incident time, location, grade level, and frequency of referrals. 2. Facilitate training for Tier 1 & 2 support that are currently in place and meet to

		address concerns to identify if additional strategies are needed.
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SPBP Submission		
<ol style="list-style-type: none"> <li>1. Upload completed SPBP (as PDF) into BCPS Central in the School Improvement Plan. </li> <li>2. Complete PBIS Point of Contact form. </li> </ol>		

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.

