



Schoolwide Positive Behavior Plan (SPBP)
Broward County Public Schools



SY 2026 – 2027

School Name:	Palmview Elementary
School Number:	1131

Please refer to the SPBP Canvas Resource page to access video tutorials, guidance, and resources for completing the 2026-2027 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	Robert L. Gibson	7. Security Specialist/ Campus Monitor	Courtney Nobbles
2. Point of Contact	Heather Rabina	8. Social Worker	Joan Branford
3. BTU Representative	Mauryvit Frydenborg	9. School Nurse	Katherine Truax/ Front Office Staff
4. Parent/Community Representative	Janice Bradley	10. Attendance Manager	Nora Valera
5. Student Representative	Kalonie Bradley	11. Life Skills & Wellness Liaison	Shayla Standifer
6. School Counselor	Shayla Standifer	12. Resiliency Liaison	Shayla Standifer

*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 Aug. 10 – Oct. 9	8/25/2026	2:15 PM		8/26/2026
2 nd Oct. 13 – Dec. 18	10/20/2026	2:15 PM		10/21/2026
3 rd Jan. 5 – Mar. 18	1/5/2027	8:30 AM		1/6/2027
4 th Mar. 29 – May 28	3/16/2027	2:15 pm		3/17/2027

CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment

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

Action Steps:	Dates
Present the 2026-27 SPBP to staff (<i>prior to April 30, 2026</i>)	4/27/2026
Hold a <i>faculty</i> vote on the new SPBP (<i>prior to April 30, 2026</i>)	4/27/2026
Provide training to faculty and staff (<i>prior to September 30, 2026</i>)	8/24/2026
Present the 2026-27 SPBP to family and community stakeholders (<i>prior to September 30, 2026</i>)	9/28/2026

CRITICAL ELEMENT # 3: Data Collection and Analysis

3A. Core Effectiveness: Use current 2025-2026 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:	531	% of Total Population	Core Effectiveness	
4# Referrals:	# of Students:			
I. 0 - 1 referrals	20	99%	Are your 0 – 1 referral > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
II. 2 - 5 referrals (at risk students)	4	1%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
III. > 5 referrals (high-risk students)	3	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
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. Ensure that classroom teachers implement a consistent classroom management plan and that tier 1 core instruction remains differentiated and inclusive, addressing the needs of all learners. 2. Ensure that classroom teachers utilize Palmview Behavior Matrix consistently. 3. Encourage consistent communication between classroom teachers and the intervention team during monthly protected hour meetings. 4. Ensure that students are regularly acknowledged and rewarded for academic, behavioral and attendance achievements and growth. 	

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. Support teachers with utilizing Suite 360 and ReThink Ed lessons. 2. Implement tier 2 & 3 behavior management plans as needed. 3. Coaching teachers and staff to focus on building relationships and accountability, thereby creating a school culture where every student feels heard, respected, and valued. 	

4. Analyze patterns for behavior referrals and develop an action plan to address any disparities including teacher support/coaching.

CRITICAL ELEMENT # 4: Schoolwide Expectations & Location-based Rules

- 4A.** Top five behavior incidents: **Use current 2025-2026 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 2025-2026	# Incidents
1. Mistreatment of Peers (3 rd -5th)	11
2. Disobedience /Insubordination (KG-2nd)	8
3. Battery Low Level (KG-2nd)	7
4. Mistreatment of Peers (KG-2nd)	5
5. Profanity-Use of Insulting/Obscene Language	3
TOTAL	34



- 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 COOPERATIVE
2. BE RESPECTFUL
3. BE SAFE

- 4C.** Top three school-wide locations: **Use current 2025-2026 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. Cafeteria	10
2. Hallway	5
3. Restroom	4

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.

 <h1 style="text-align: center;">PALMVIEW ELEMENTARY SCHOOL</h1> <h2 style="text-align: center;">SCHOOLWIDE EXPECTATIONS</h2> 				
SCHOOLWIDE EXPECTATIONS	HALLWAY	CAFETERIA	RESTROOMS	CLASSROOM
BE COOPERATIVE	Walk on the right side of the hallway	Clean your eating space and pick up trash around your area Bring your ID badge.	Use supplies (toilet paper, soap, paper towels) responsibly. Clean up after yourself.	
BE RESPECTFUL	Use Level 1 voice in the hallways	Follow all directions given by the cafe monitors/adults Clean up your area before leaving.	Give others privacy.	
BE SAFE	Go directly to your destination	Walk in the cafeteria Keep hands, feet, and food to yourself.	Flush after use and wash your hands thoroughly. Report any problems to an adult right away.	

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	8/11/2026	8:30 AM	CLASSROOM
After Winter Break	1/6/2027	8:30 AM	CLASSROOM
After Spring Break	3/29/2027	8:30 AM	CLASSROOM

5B. At least one Rules Lesson Plan for **each** common location is distributed to instructional staff during pre-planning. This is aligned to the **Schoolwide Expectation/Location-based Rules** chart in section 4D. Location-based rules should be taught and reinforced in the context of the location in the beginning of the year, after long breaks, and throughout the year as necessary.

Dates when the rules lesson plans for common locations are taught by instructional staff and noted in lesson plans:			
Common Location	Hallway Rules	Cafeteria Rules	Restroom
Lesson Plan Dates			
Start of School Year	8/11/2026	8/11/2026	8/11/2026
After Winter Break	1/6/2027	1/6/2027	1/6/2027
After Spring Break	3/29/2027	3/29/2027	3/29/2027

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 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?
Resiliency Curriculum Click to enter "other"	Lessons will be taught during each grade level's specials class 1-2 days per month per yearly implementation plan.	Specials Teachers	Monthly resiliency lessons will focus on targeted, age-appropriate instruction in high-impact areas affecting student safety and well-being. Each lesson will integrate with Schoolwide Expectation #3: BE SAFE , reinforcing that safety includes emotional, physical, social, and digital well-being.	The SPBP team will monitor discipline data related to unsafe behaviors (online, physical, emotional, etc.). As a result of implementing resiliency lessons, referrals or reports related to these behaviors should show a significant decrease from the prior year.
Character Education Click to enter "other"	Lessons are taught during the social studies block each month.	Homeroom/ Social Studies Teachers	The monthly focus trait is taught during the social studies instructional block. Additionally, during the morning announcements, students share quotes and examples of the trait. A "Kid of Character" is selected and acknowledged each month.	Teachers will monitor student understanding of the monthly character trait through exit tickets, reflection journals, & class discussions. The SPBP team will also monitor behavior referrals/concerns tied to the character traits (e.g., self-control, disrespect, dishonesty).

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](#)

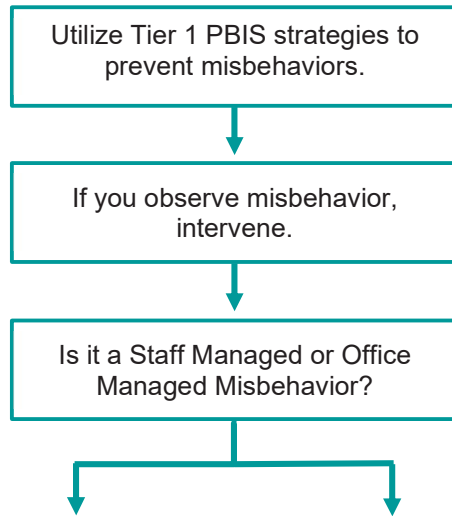
4 Step Problem Solving Process	Plan Details
<p>1. Problem Identification: Review your behavior data to identify one schoolwide problem. What problem did you identify? <i>(use numerical data)</i></p>	<p>Data used: 2025-2026 Office Discipline Referrals (Focus)</p> <p>Problem Identification Statement:</p> <p><i>60% of ODR's are due to incidents happening in the classroom.</i></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:</p> <p><i>Classroom incidents may be increasing due to inconsistent behavior expectations across each grade level and limited recognition of positive behavior.</i></p> <p><i>Students may not feel motivated to follow rules if expectations are unclear or if positive behavior goes unacknowledged.</i></p> <p>SMART Goal Statement:</p> <p>By June 2027, we will reduce the percentage of classroom related ODRs from 60% to 45% or less by consistently implementing a schoolwide positive reinforcement system that promotes safe and respectful classroom behavior.</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>Description of Program/System: Using a consistent schoolwide token system (Panda Dollars), classroom teachers and school staff will reward scholars who display positive behavior, demonstrate stellar character, attend school regularly and strive for academic growth/achievement. Students will receive Panda Dollars consistently each week. Panda Dollars will be redeemed for small incentives, classroom privileges, or participation in school-based events such as school dances and/or field trips. Teachers will be given a shared menu of rewards and a consistent process for distributing tickets to ensure equity. Staff will model and reinforce expectations daily and recognize students both publicly and privately. A schoolwide display located in the cafeteria will highlight students' positive choices.</p>
<p>4. Evaluation: A. Implementation fidelity</p>	<p>How will you monitor the fidelity (consistency and effectiveness) of the <u>staff's implementation of the reward program/system</u>? <i>Fidelity will be monitored through daily administration, weekly leadership team meetings, monthly student support/Protected Hour meetings and a brief monthly staff survey to gather feedback on usage. The SPBP team will review participation data, ticket distribution logs, and hold coaching sessions to support consistent implementation.</i></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 <u>students</u>? What measurable data will you use to determine "success"?</p> <p>We will monitor the number and percentage of classroom-related ODRs monthly using data from Focus. Success will be defined as a consistent monthly decrease in classroom ODRs, with the goal of reaching 45% or less by June 2027. We will also track how many students receive Panda Dollars and how often rewards are redeemed as an indicator of student engagement.</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. 

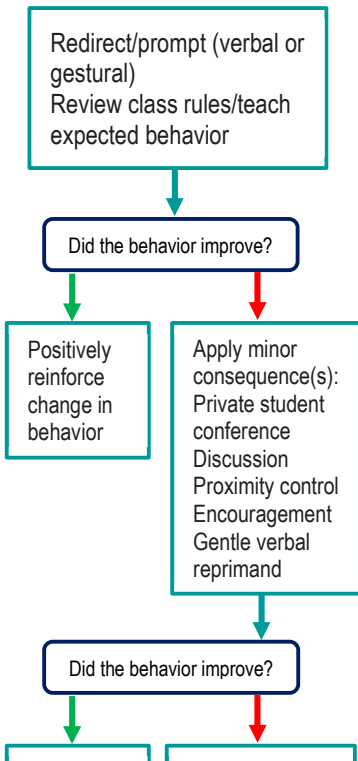
Monthly Character Traits	Plan Details
1. September: Cooperation 2. October: Responsibility 3. November: Citizenship 4. December: Kindness 5. January: Respect 6. February: Honesty 7. March: Self-Control 8. April: Tolerance	How will you recognize <i>Kids of Character</i> each month? (2-3 sentences) <ul style="list-style-type: none"> Selected students will be honored in a monthly celebration/awards assembly. Each recipient will receive the district's "Kid of Character" certificate, and their photo will be added to a "Kid of Character" bulletin board in the cafeteria.

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, 	Physical Contact <ul style="list-style-type: none"> touching others (hitting, kicking,

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

pushing/shoving (no injuries) • mutual horseplay	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 type="checkbox"/> CHAMPS <input checked="" 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"> The team will work with each teacher to ensure the implementation and monitoring of a consistent classroom management plan aligned with Tier 1 PBIS expectations. 100% of teachers will submit, teach, and reinforce their classroom management plans by the end of the first two weeks of school. Classroom walkthroughs and lesson plans will show visible behavioral expectations, clearly defined consequences, and evidence of differentiation in instruction for all learners. The team will work to ensure that all students know the schoolwide behavior expectations across settings (e.g., classroom, hallway, cafeteria). Expectations will be taught in class, during behavioral assemblies and lunch and reinforced throughout the day across all settings. The team will conduct monthly protected hour meetings with teachers and grade level teams to facilitate discussions about classroom behaviors, attendance, and provide support with PBIS implementation. The team will collaborate with teachers to consistently acknowledge and reward student growth in behavior, academics, and attendance through PBIS assemblies (monthly), weekly shout-outs, panda dollar distribution and certificates. Panda dollars will be redeemed for small incentives, classroom privileges, or participation in school-based events such as school dances and/or field trips.

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 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 2025-2026 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 :	36
Total number of <i>other</i> school-wide discipline referrals (not including classrooms):	24
% of referrals in the classroom:	60%
Do more than 40% of your referrals come from the classroom?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

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

Critical Elements # 9: SPBP Implementation Planning

RED Font = Action Steps for all schools in Broward County

GREY Font = Best Practices for all schools in Broward County

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

Implementation Action Plan	
Month	Action Steps
	<input checked="" type="checkbox"/> check off Action Step when completed
Current	<input checked="" type="checkbox"/> Create an SPBP binder or portfolio to retain (for 2 years) hard copies of: your SPBPs, Action Plans, staff PBIS professional development attendance, stakeholder training attendance, quarterly meeting agendas, quarterly staff behavior presentations, voting attendance and outcome, Expectations lesson plans and Rules lesson plans
Pre-Planning	<input type="checkbox"/> Print up your SPBP and Feedback form BCPS Central <input type="checkbox"/> Provide SPBP presentation to all staff during Pre-Planning <input type="checkbox"/> Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders <input type="checkbox"/> Market and post School-wide Expectations and Location-specific Rules <input type="checkbox"/> Identify your district PBIS Specialist (Contact 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	<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 the Tier 1 Agenda and Quarterly Big 5 Data template) <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 Video training modules available at: https://browardschools.instructure.com/courses/1193624/
October 2 nd Quarter Team Meeting	<input type="checkbox"/> Review previous quarter's data (Use Tier 1 Agenda and Quarter Big 5 Data template) <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 in Section 3B <input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your assigned 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 in Section 10B
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) <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 assigned PBIS Administrator <input type="checkbox"/> Confirm next quarterly PBIS team meeting date and time
February	<input type="checkbox"/> Check on newly hired staff for PBIS understanding - provide "PBIS 101" video training module <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) <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 assigned 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	
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	1. By 8/6/2026, all instructional staff will receive standardized expectations and rules lesson plan templates and participate in training on how and when to deliver the lessons as written observed by Mrs. Rabina (AP). 2. By October 1, 2026, administrators will begin conducting biweekly walkthroughs and lesson plan checks, providing feedback and coaching to ensure 100% of instructional staff are delivering expectations and rules lessons as written and when indicated observed by Mrs. Rabina (AP).
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% of 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.
Classroom Referrals <i>Choose one ODR area of focus</i>	By June 3, 2027, classroom ODRs will decrease from 60% to 45% or less as measured by Office Discipline Referrals (ODRs) in Focus.	1. By December 15, 2026, teachers will implement at least 3 positive behavior strategies (e.g., behavior-specific praise, pre-corrections, or reinforcement systems), as measured by monthly classroom walkthrough data, resulting in a 10% reduction in classroom ODRs from baseline.

		2. By March 30, 2027, 100% of classrooms will explicitly teach, post, and review behavior expectations at least once per week, as measured by lesson plans and observation checklists, leading to a reduction of classroom ODRs from 60% to at least 50%.
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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. 