



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



**SY 2025 – 2026**

<b>School Name:</b>	North Fork Elementary
<b>School Number:</b>	1191

Please refer to the SPBP Canvas Resource page to access video tutorials, guidance, and resources for completing the 2025-2026 SPBP template. [i](#)

**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	Theodore Campo	7. Security Specialist/ Campus Monitor	Da'Quawn Wright
2. Point of Contact	Priscilla Moore	8. Social Worker	Robnitia Weekley
3. BTU Representative	Alisha Jackson	9. School Nurse	Nurse Remel
4. Parent/Community Representative	Shawnteel Steele	10. Attendance Manager	Kimberly Robinson
5. Student Representative	Marco Lobos	11. Life Skills & Wellness Liaison	Cynthia Holmes
6. School Counselor	Kierra Chestnut	12. Resiliency Liaison	Kierra Chestnut

\*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>	8/21/2025	2:20pm	➡	8/25/2025
2 <sup>nd</sup>	11/13/2025	2:20pm	➡	11/17/2025
3 <sup>rd</sup>	2/5/2026	2:20pm	➡	2/9/2026
4 <sup>th</sup>	4/16/2026	2:20pm	➡	4/20/2026

**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> )	4/3/2025
Hold a <i>faculty</i> vote on the new SPBP ( <i>prior to April 30, 2025</i> )	4/3/2025
Provide training to faculty and staff ( <i>prior to September 30, 2025</i> )	9/16/2025
Present the 2025-26 SPBP to family and community stakeholders ( <i>prior to September 30, 2025</i> )	9/9/2025

## CRITICAL ELEMENT # 3: Data Collection and Analysis

### 3A. Core Effectiveness: Use current 2024-2025 school year behavior data as listed in Focus.

- Review your referral data YTD in Focus – Discipline Reports – *Students with Referrals*.
- Complete the yellow highlighted cells.
- Auto-calculate the “% of Total Population” by clicking on each “!Zero Divide” in the cells and pressing “Fn + F9”.
- Determine if the core is effective in all three areas.

TOTAL Population:	437	% 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)	1	0%	Are your >5 referrals <5%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

### 3B. Core Effectiveness Action Steps:

If you answered “Yes” to I, II, and III above, then your core is effective. Based upon table 8A, is your core effective?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Answer <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:	
Core Effectiveness Action Steps: <i>(3-4 detailed steps)</i>	
1. Students with more than 5 referrals will conference with administration, parents, and school counselor to develop an individual plan of action to improve behavior. The student will then be placed on a behavior monitoring plan.	
2. At-risk and high-risk students will continue to participate in small group counseling sessions. Guidance counselor will address strategies for self-regulation techniques, behavior expectations, and conflict mediation either weekly or bi-monthly.	
3. At-risk and high-risk students will continue to be addressed through the RTI process (Ties 2 and/or Tier 3).	
4. At-risk and high-risk students will be referred by the guidance counselor to outside agencies for additional supports	

**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>
1. The majority of the school population is African American but teachers will be trained in de-escalation and positive behavior strategies.
2. Administration will monitor grade level referrals and provide teachers with additional behavior interventions when a grade level begins to spike.

3. Administration, support staff, and teachers will refer students that are displaying negative behaviors to the guidance team for mentoring and individualized behavior plans.

## 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. Disobedience/ Insubordination	17
2. Low Level Battery	4
3. Inappropriate Touch/ Language/ Gesture	2
4. Disruptive/ Unruly Play	2
5. Defiance of Authority/ Habitual	2
TOTAL	27

- 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 Obedient
3. Be Responsible
4. Be Cooperative

- 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.

<b>Top 3 Locations, <u>excluding Classroom</u>:</b>	
<b>School Location(s)</b>	<b># Incidents</b>
1. Hallway	<b>4</b>
2. Bus	<b>1</b>
3. Cafeteria	<b>1</b>

**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	Bus Rules	Classroom Rules
Be Respectful	Click here to select hallway rules OR <b>Keep your hands and feet to yourself and be mindful of personal space</b>	Click here to select cafeteria rules OR <b>Keep your hands and feet to yourself and be mindful of personal space</b>	Click here to select location rules OR <b>Keep your hands and feet to yourself and be mindful of personal space</b>	
Be Obedient	Click here to select hallway rules OR <b>Follow the directions given by adults</b>	Click here to select cafeteria rules OR <b>Follow all cafeteria rules and procedures</b>	Click here to select location rules OR <b>Follow all directions the first time they are given</b>	
Be Responsible	Click here to select hallway rules OR <b>Walk in a straight line without talking even when adults are not looking</b>	Click here to select cafeteria rules OR <b>Manage your area by monitoring your own garbage</b>	Click here to select location rules OR <b>Manage yourself in your assigned seat</b>	
Be Cooperative	Click here to select hallway rules OR <b>Walk together in a straight line without talking or touching</b>	Click here to select cafeteria rules OR <b>Work together to keep your table clean and maintain an acceptable voice level</b>	Click here to select location rules OR <b>Work together in a respectful and collaborative manner</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>	8/11/2025	8:30am	Classroom
<b>After Winter Break</b>	1/7/2026	1:20pm	Classroom
<b>After Spring Break</b>	3/25/2026	8:30am	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	Bus
Lesson Plan Dates			
<b>Start of School Year</b>	8/12/2025	8/25/2025	8/29/2025
<b>After Winter Break</b>	1/6/2026	1/20/2026	1/16/2026
<b>After Spring Break</b>	3/23/2026	3/30/2026	4/3/2026

**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>Resiliency Curriculum</b> Click to enter "other"	Monthly	School Counselor and Social Worker	The lessons will be provided to students once per month as a whole school on designated "Resiliency Days"	PBIS team will analyze student completion rates as well as referrals after each "Resiliency Day"
<b>Life Skills &amp; Wellness</b> Click to enter "other"	Weekly	School Counselor and Social Worker	The lessons will be provided to students during their specials area once per week.	PBIS team will analyze student referrals on a weekly basis

## 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](#)

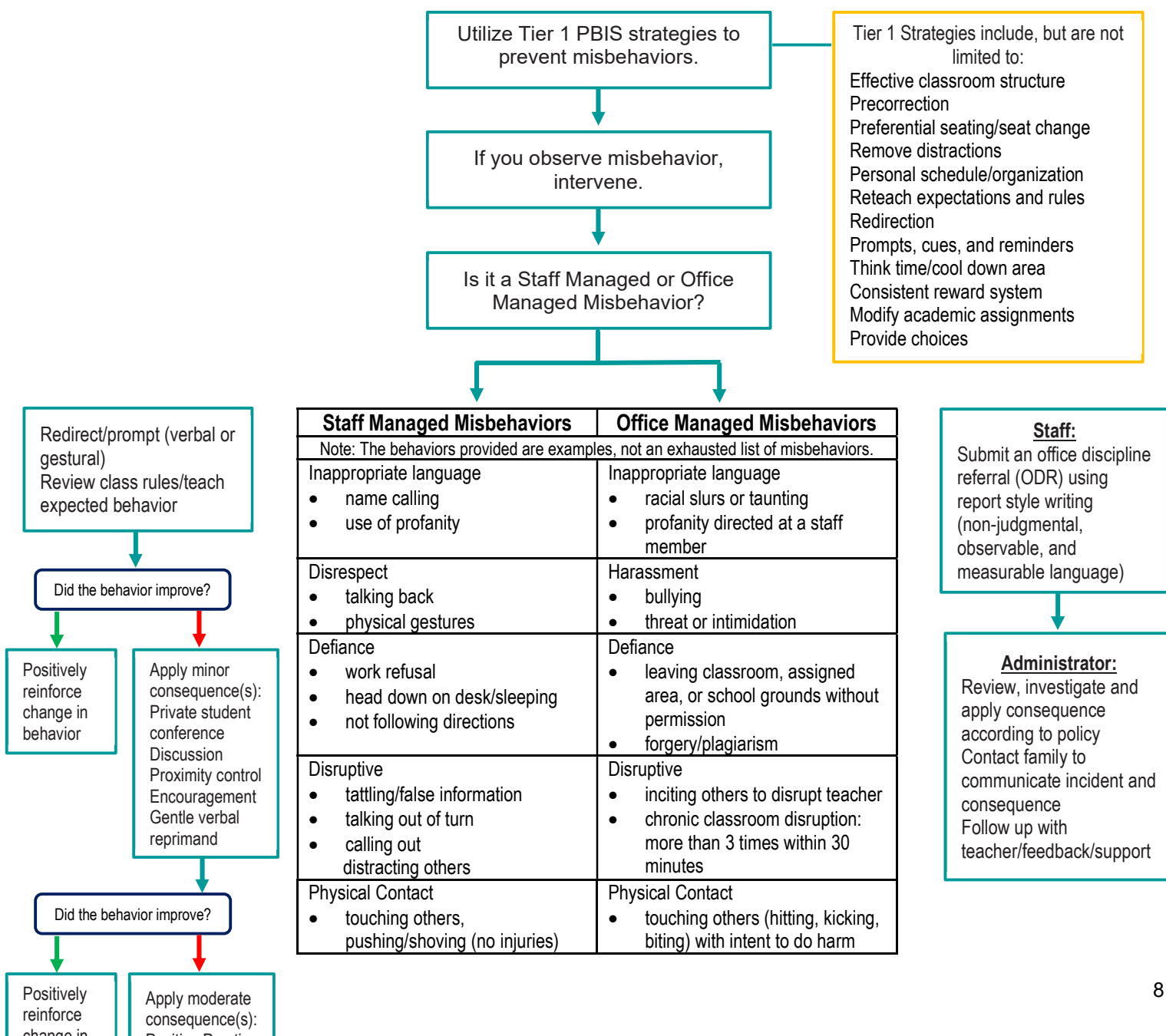
4 Step Problem Solving Process	Plan Details
<p><b>1. Problem Identification:</b> Review your behavior data to identify one school-wide problem. What problem did you identify? <i>(use numerical data)</i></p>	<p><b>Data used:</b> BASIS: Behavior Dashboard/ DMS</p> <p><b>Problem Identification Statement:</b> During the 2024-2025 school year, there were 17 referrals written for “Disobedience/ Insubordination” in the classroom, cafeteria, and hallways.</p>
<p><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></p>	<p><b>Hypothesis:</b> Students need a consistent reward system to reinforce positive behaviors so students have a clear understanding of school-wide expectations.</p> <p>Teachers and Staff need to be trained in utilizing de-escalation strategies</p> <p><b>SMART Goal Statement:</b> By the end of the 2025-2026 school year, the amount of DMS referrals coded to Disobedience/ Insubordination will decrease by 5%.</p>
<p><b>3. Intervention Design:</b> Describe how you will implement a positive reward program/system to decrease this problem.</p>	<p><b>Type of Program/System:</b> Token system</p> <p><b>Description of Program/System:</b> There will be a school-wide implementation of the Manatee Buck system to reward students for adhering to the expectations outlined in this plan. Each quarter Manatee Bucks will be distributed to all staff members. Manatee Bucks can be rewarded to any student that is seen demonstrating appropriate expectations in the classroom, cafeteria, or hallway. Students may redeem their Manatee Bucks at the Manatee Shack. The Manatee Shack will be open every other Friday afternoon and will contain snacks, school supplies, toys, books, and small trinkets.</p>
<p><b>4. Evaluation:</b> A. Implementation fidelity</p>	<p><b>How will you monitor the fidelity (consistency and effectiveness) of the staff’s implementation of the reward program/system? (2-3 sentences)</b> We will monitor the fidelity of our Manatee Buck intervention by keeping track of how many Manatee Bucks the students collect. Teachers will be provided with a catalog that explains the prices of each item. They will also keep track of how many Manatee Bucks each student has earned. Teachers will then submit the information to the assistant principal so that the PBIS team can analyze the data to determine if changes are necessary. As students visit the Manatee Shack, the cashier will also enter the names of students into a log to keep track of participation.</p>
<p>B. Student outcome monitoring <i>(use numerical data)</i></p>	<p><b>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)</b> Program data will be collected and monitored bi-weekly. The PBIS team will cross reference their findings with DMS data at the end of each quarter. The PBIS team will also conduct a student survey at the end of each quarter to gain insight on how the students feel about the intervention. The success of the program will be justified if we see a decrease in referrals.</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)
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	Teachers will submit Kids of Character each month to the Guidance Team. Students will be recognized over the intercom and given certificates and prizes. A photo will be taken and posted in the monthly newsletter.

### 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"><li>• mutual horseplay</li></ul>	<ul style="list-style-type: none"><li>• petty theft</li></ul>
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 <a href="https://fl-pda.org/#/category/26">https://fl-pda.org/#/category/26</a> <input type="checkbox"/> Other: Click here to enter name of system.	<p>Teachers will participate in a classroom management training to increase positive behavior interventions and supports in the classroom.</p> <p>Teachers will role play in planning sessions to practice positive behavior interventions based on different characteristics the children display.</p> <p>Administrators will utilize “Classroom Snapshots” during walkthroughs and provide teachers with actionable feedback.</p>

### 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 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 <b>from classrooms</b> :	25
Total number of <i>other</i> <b>school-wide</b> discipline referrals (not including classrooms):	12
% of referrals in the classroom:	68%
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"> <li><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</li> </ul>
Pre-Planning	<ul style="list-style-type: none"> <li><input type="checkbox"/> Print up your SPBP and Feedback form BCPS Central</li> <li><input type="checkbox"/> Provide SPBP presentation to all staff during Pre-Planning</li> <li><input type="checkbox"/> Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders</li> <li><input type="checkbox"/> Market and post School-wide Expectations and Location-specific Rules</li> <li><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)</li> <li><input type="checkbox"/> Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP (indicated in yellow)</li> </ul>
August 1 <sup>st</sup> Quarter Team Meeting	<ul style="list-style-type: none"> <li><input type="checkbox"/> Determine any needed team training, such as: 4 Step Problem Solving Process series, PBIS 10 Critical Elements, Data Collection, etc.</li> <li><input type="checkbox"/> Review previous year's SPBP and feedback form; make necessary modifications</li> <li><input type="checkbox"/> Review previous year's data (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page)</li> <li><input type="checkbox"/> Verify and implement teaching schedule for Expectations and Rules behavior lesson plans</li> <li><input type="checkbox"/> Implement the Reward System for all students as indicated in the SPBP</li> <li><input type="checkbox"/> Ensure the Discipline Flow Chart is distributed to all staff and is being used as written</li> <li><input type="checkbox"/> Present implementation data, behavior data, team activities and SPBP progress to entire staff</li> <li><input type="checkbox"/> Ensure all teachers are using an evidence-based classroom management plan, such as CHAMPS</li> <li><input type="checkbox"/> Confirm next quarterly PBIS team meeting date and time</li> </ul>
September	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide SPBP stakeholder presentation by September 30<sup>th</sup></li> <li><input type="checkbox"/> Ensure instructional staff know how to document Tier 1 Supplemental Strategies for behavior</li> <li><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></li> </ul>
October 2 <sup>nd</sup> Quarter Team Meeting	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page)</li> <li><input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff</li> <li><input type="checkbox"/> Ensure Core Effectiveness Action Steps are being implemented as written</li> <li><input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator</li> <li><input type="checkbox"/> Confirm next quarterly PBIS team meeting date and time</li> </ul>
November	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review/revise lesson plans as indicated by previous quarter behavior data</li> <li><input type="checkbox"/> Ensure that the Student Outcome Monitoring Action Steps are being implemented as written</li> </ul>
January 3 <sup>rd</sup> Quarter Team Meeting	<ul style="list-style-type: none"> <li><input type="checkbox"/> Staff to re-teach Expectations and Rules after winter break</li> <li><input type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page)</li> <li><input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff</li> <li><input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator</li> <li><input type="checkbox"/> Confirm next quarterly PBIS team meeting date and time</li> </ul>
February	<ul style="list-style-type: none"> <li><input type="checkbox"/> Check on recently hired staff for PBIS understanding - provide "PBIS 101" Brainshark resource</li> <li><input type="checkbox"/> Utilize the Stakeholder SPBP Forms Survey to solicit input for planning next year's SPBP (optional)</li> </ul>
March 4 <sup>th</sup> Quarter Team Meeting	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure progress towards completion and submission of next year's SPBP</li> <li><input type="checkbox"/> Staff to re-teach Expectations and Rules after spring break</li> <li><input type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page)</li> <li><input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff</li> <li><input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator</li> </ul>
April	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide staff presentation and faculty vote on new SPBP for next year</li> <li><input type="checkbox"/> Submit your SPBP in BCPS Central by April 30<sup>th</sup>. Use this new SPBP in the next school year</li> <li><input type="checkbox"/> Continue implementing your current SPBP through the end of the current school year</li> </ul>

## 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 checked="" type="checkbox"/> No	By 8/15/2025, 1. Team will be assigned to zones and be responsible for ensuring that the proper signage is posted.  2. Administrators will inspect the zones to ensure each hallway has visible expectations posted before the first day of school.
100% of instructional staff has delivered expectations and rules lesson plans as written and when indicated.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	N/A
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 8/15/2025,  Team will present the Discipline Flow Chart during preplanning week and explain its components to staff members.  2. Administrators will conduct walkthroughs to monitor the use of the flow chart when the students begin school.
A recognition system is implemented by 100% staff for <i>all</i> students.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	N/A

**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>Behavior Incidents</b>	By June 3, 2026, referrals written for Disobedience/ Insubordination will indicate a decrease of 15% as measured by ODRs in BASIS.	<ol style="list-style-type: none"><li>1. Implement a token system that focuses on reinforcing positive behavior.</li><li>2. Train teachers to build authentic relationships to deescalate situations.</li></ol>
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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. 