



Schoolwide Positive Behavior Plan (SPBP)
Broward County Public Schools



SY 2025 – 2026

| | |
|-----------------------|----------------------------|
| School Name: | Plantation Park Elementary |
| School Number: | 1251 |

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 | Suzan DeMeo | 8. Social Worker | Arielle Esch |
| 2. Point of Contact | Suzan DeMeo | 9. School Nurse | N/A |
| 3. BTU Representative | Kelli Hauser | 10. Attendance Manager | Suzan DeMeo |
| 4. Parent/Community Representative | Amanda Castilla | 11. Life Skills & Wellness Liaison | Beatriz Leon |
| 5. Student Representative | N/A | 12. Resiliency Liaison | Beatriz Leon |
| 6. School Counselor | Beatriz Leon | 13. Grade Level Chair | Dayana Soriano-Rios |
| 7. Security Specialist/ Campus Monitor | Brooke Willingham or Teyonna Wade | 14. ESP | Schnidyn Renaud |

*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 | 10/9/2025 | 2:30 PM | | 11/4/2025 |
| 2 nd | 12/18/2025 | 2:30 PM | | 1/6/2026 |
| 3 rd | 3/12/2026 | 12:30 PM | | 4/7/2026 |
| 4 th | 4/16/2026 | 2:30 PM | | 4/28/2026 |

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>) | 4/14/2025 |
| Hold a <i>faculty</i> vote on the new SPBP (<i>prior to April 30, 2025</i>) | 4/17/2025 |
| Provide training to faculty and staff (<i>prior to September 30, 2025</i>) | 8/4/2025 |
| Present the 2025-26 SPBP to family and community stakeholders (<i>prior to September 30, 2025</i>) | 9/22/2025 |

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: | 496 | % of Total Population | Core Effectiveness | |
| # Referrals: | # of Students: | | | |
| I. 0 - 1 referrals | | 97% | Are your 0 – 1 referral > 80%? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| II. 2 - 5 referrals (at risk students) | 13 | 3% | Are your 2 - 5 referrals <15%? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| III. > 5 referrals (high-risk students) | 0 | 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 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"> Administration will have expectation assemblies at the beginning of the year and as needed to reinforce the school rules and remind students of the expectations and our TRIBES Agreements. Teachers will review the school rules and expectations frequently to help students remember their roles and responsibilities. Students will be encouraged to advocate for themselves when they need a moment to step away and collect themselves. | |

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"> We will continue to enforce our schoolwide positive behavior plan. Teachers and staff will continue to reinforce our expectations throughout the school. PBIP’s of students in our EBD Special program will be reviewed and modified when needed. | |

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 | 6 |
| 2. Disobedience/Insubordination | 5 |
| 3. Fight (Minor) | 3 |
| 4. Fight – Medium | 3 |
| 5. Inappropriate Touch/Language/Gesture | 3 |
| TOTAL | 20 |

- 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 Kind |
| 4. Be Responsible |

- 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 | 8 |
| 2. Cafeteria | 6 |
| 3. Playground | 6 |

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 | Click here to enter location: Athletic Field | Classroom Rules |
| Be Cooperative | Walk on the right side of the hallway Click here to type hallway rules. | Use a level 1-2 voice Click here to type cafeteria rules. | Click here to select location rules OR Patiently wait for your turn | |
| Be Respectful | Click here to select hallway rules OR Level 0 voice in the hallway | Follow all directions given by the cafe monitors/adults Click here to type cafeteria rules. | Keep hands and feet to yourself and speak kindly to others | |
| Be Kind | Click here to select hallway rules OR Offer and return greetings (e.g., Good Morning) | Raise your hand and wait for help Click here to type cafeteria rules. | Click here to select location rules OR Include anyone who wants to play | |
| Be Responsible | Click here to select hallway rules OR Walk with your buddy directly to your destination | Clean your eating space and pick up trash around your area Click here to type cafeteria rules. | Clean up once finished playing Click here to type location rules. | |
| Click here to type your Expectation | Click here to select hallway rules OR Click here to type hallway rules. | Click here to select cafeteria rules OR Click here to type cafeteria rules. | Click here to select location rules OR Click here to type location rules. | |

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 | 8:30 AM | Classrooms |
| After Winter Break | 1/6/2026 | 8:30 AM | Classrooms |
| After Spring Break | 3/23/2026 | 8:30 AM | 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 | Athletic Field |
| 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? |
| Bullying Prevention: Be the 1 Click to enter "other" | Within the first 2 weeks of school | School Counselor and Assistant Principal | Once students have been trained on Be the 1, they will be encouraged to say something if they see something. They will be reminded to be the upstander when they see something happening that is wrong. Students will also be reminded to share information either through the anonymous reporting box, the FortifyFI App, or by speaking with a trusted adult. | Effectiveness will be monitored though the number of bullying referrals that are received each quarter. |

| | | | | |
|---|----------------|--|--|--|
| <p>Character Education</p> <p>Click to enter "other"</p> | <p>Monthly</p> | <p>School Counselor and Classroom Teachers</p> | <p>Lessons will be taught to the students that focus on the character traits that we are looking for in the students. These lessons will come through specific classroom instruction, lessons by the School Counselor, and through reminders by Administration on morning announcements.</p> | <p>The effectiveness will be monitored through the number of students receiving monthly certificates based on their implementation of the character trait.</p> |
|---|----------------|--|--|--|


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: Number of ODRs for Unruly/Disruptive Behavior (6)</p> <p>Problem Identification Statement: Students received the highest number of ODR's (6) in Unruly/Disruptive Behavior.</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: When students have unstructured time, it provides them with the opportunities to interact with their peers in an inappropriate way.</p> <p>SMART Goal Statement: By June 2026, the number of ODR's for Unruly/Disruptive Behavior will decrease by 34% as evidenced by the Data in 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: Token system</p> <p>Description of Program/System: Students will receive up to 3 points a day represented by a colored cone (Green, Yellow, Red). Points will be awarded based on meeting the schoolwide expectations of being cooperative, respectful, kind, and responsible. The points will be awarded while classes are in the cafeteria. Weekly, classes who are leading with points in each grade level will be recognized on our Friday morning announcements. Each month, the class in each grade level with the highest number of points will receive a reward (i.e., VIP lunch table, end of day celebration, snacks, etc.)</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) To determine the consistency and effectiveness of the reward system, point sheets will be collected weekly to determine which class in each grade level is leading. Classes who win in each grade level will receive their reward monthly.</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”? <i>(2-3 sentences)</i> The success of the program will be determined by the number of ODR’s for Unruly/Disruptive Behavior that are in FOCUS. This will be monitored quarterly and should decrease by 34% to 4 ODR’s for the 2025-2026 school year.</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. 

| <p>Monthly Character Traits</p> | <p>Plan Details How will you recognize <i>Kids of Character</i> each month? <i>(2-3 sentences)</i></p> |
|--|---|
| <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>Students will be selected by each classroom teacher every month for demonstrating the character trait being targeted. Those students will be recognized on morning announcements, and their parents will be invited to watch them being recognized. The students will also receive a certificate and a pencil. All students who receive recognition will be entered into a drawing to receive a gift card at the end of the school year.</p> |

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.

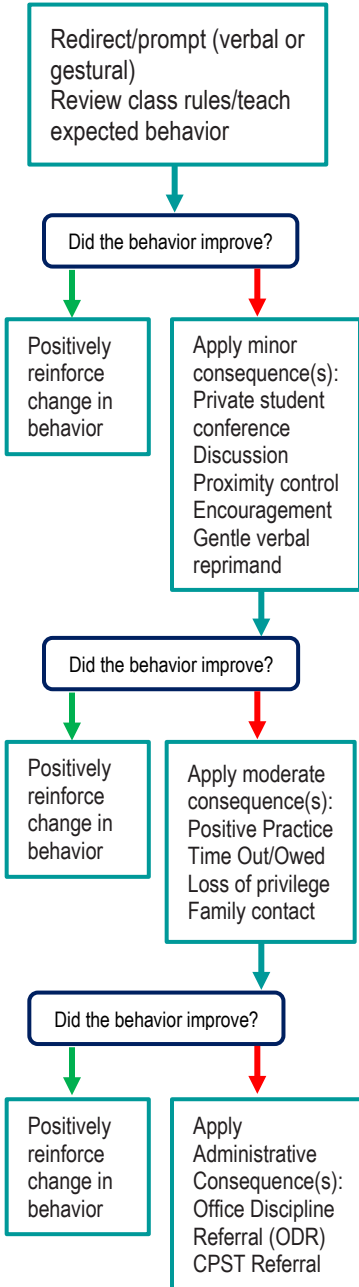


Utilize Tier 1 PBIS strategies to prevent misbehaviors.

- 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

If you observe misbehavior, intervene.

Is it a Staff Managed or Office Managed Misbehavior?



| 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, pushing/shoving (no injuries) mutual horseplay | Physical Contact <ul style="list-style-type: none"> touching others (hitting, kicking, biting) with intent to do harm petty theft |
| Violation of classroom or location-specific rules | Violation of the Code of Student Conduct |

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




Crises Events:
In need of immediate assistance
Potentially unsafe environment
Suspicion of criminal behavior
Contact front office/administration immediately
Follow safety team protocol

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://fi-pda.org/#/category/26 <input checked="" type="checkbox"/> Other: TRIBES Agreements | Our school utilizes the TRIBES Learning Community Program. 1. All teachers will be provided with a refresher course on the TRIBES Learning Community Program during pre-planning week. 2. Teachers will share best practices with one another during team meetings to discuss strategies and systems that are working in their classrooms. |

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 type="checkbox"/> PBIS Classroom Assistance Tool (CAT)  |
| <input checked="" type="checkbox"/> Other (<i>specify</i>): iObservation Classroom FTEM v. 2021 Conditions for Learning, Element 17: Establishing and Acknowledging Adherence to Rules and Procedures |

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 : | 19 |
| Total number of <i>other</i> school-wide discipline referrals (not including classrooms): | 28 |
| % of referrals in the classroom: | 40% |
| 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 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 Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) <input type="checkbox"/> Verify and implement teaching schedule for Expectations and Rules behavior lesson plans <input type="checkbox"/> Implement the Reward System for all students as indicated in the SPBP <input type="checkbox"/> Ensure the Discipline Flow Chart is distributed to all staff and is being used as written <input type="checkbox"/> Present implementation data, behavior data, team activities and SPBP progress to entire staff <input type="checkbox"/> Ensure all teachers are using an evidence-based classroom management plan, such as CHAMPS <input type="checkbox"/> Confirm next quarterly PBIS team meeting date and time |
| September | <input type="checkbox"/> Provide SPBP stakeholder presentation by September 30 th <input type="checkbox"/> Ensure instructional staff know how to document Tier 1 Supplemental Strategies for behavior <input type="checkbox"/> Check for staff and teacher understanding of PBIS - provide "PBIS 101" training as a resource Brainshark available at: http://www.brainshark.com/browardschools/PBIS101 |
| October 2 nd Quarter Team Meeting | <input type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) <input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff <input type="checkbox"/> Ensure Core Effectiveness Action Steps are being implemented as written <input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator <input type="checkbox"/> Confirm next quarterly PBIS team meeting date and time |
| November | <input type="checkbox"/> Review/revise lesson plans as indicated by previous quarter behavior data <input type="checkbox"/> Ensure that the Student Outcome Monitoring Action Steps are being implemented as written |
| January 3 rd Quarter Team Meeting | <input type="checkbox"/> Staff to re-teach Expectations and Rules after winter break <input type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) <input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff <input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator <input type="checkbox"/> Confirm next quarterly PBIS team meeting date and time |
| February | <input type="checkbox"/> Check on recently hired staff for PBIS understanding - provide "PBIS 101" Brainshark resource <input type="checkbox"/> Utilize the Stakeholder SPBP Forms Survey to solicit input for planning next year's SPBP (optional) |
| March 4 th Quarter Team Meeting | <input type="checkbox"/> Ensure progress towards completion and submission of next year's SPBP <input type="checkbox"/> Staff to re-teach Expectations and Rules after spring break <input type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) <input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff <input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator |
| April | <input type="checkbox"/> Provide staff presentation and faculty vote on new SPBP for next year <input type="checkbox"/> Submit your SPBP in BCPS Central by April 30 th . Use this new SPBP in the next school year <input type="checkbox"/> Continue implementing your current SPBP through the end of the current school year |

CRITICAL ELEMENT # 10: Evaluation

10A. Staff Implementation of the Schoolwide Positive Behavior Plan: review goals, evaluate implementation, and create 2 action steps to review in quarterly PBIS meetings.

“Are staff implementing the SPBP with fidelity? If not, how will you address this area?”

| STAFF Implementation Monitoring | | |
|---|--|--|
| Staff Implementation Goal | Quarterly Team Review: Implemented with fidelity? | If you answered No , enter 2 action steps your school will take to move towards this goal by the next PBIS meeting. |
| 100% of hallways, front office, cafeteria, and other public areas all have school-wide expectations and location-specific rules posted. | <input 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 type="checkbox"/> No | By Click here to enter a date, 1. 2. |
| 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 | By Click here to enter a date, 1. 2. |
| A recognition system is implemented by 100% staff for <i>all</i> students. | <input type="checkbox"/> Yes <input type="checkbox"/> No | By Click here to enter a date, 1. 2. |



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

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

SMART Criteria:

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

| STUDENT Outcome Monitoring | | |
|--|--|---|
| Student Outcome Data | Complete the SMART goal to determine “successful” student outcomes <i>(use numerical data)</i> | List 2 action steps your team will take to ensure this goal is monitored and meets or exceeds the SMART goal. |
| Select an item <i>Choose one ODR area of focus</i> | By June 3, 2026, Unruly/Disruptive Behavior will indicate a 34% decrease as measured by Office Discipline Referrals (ODRs) in Focus. | 1. Quarterly review of data to determine trends 2. Review of schoolwide expectations as needed based on quarterly data |

| SPBP Submission |
|--|
| <ol style="list-style-type: none"> 1. Upload completed SPBP (as PDF) into BCPS Central in the School Improvement Plan.  2. Complete PBIS Point of Contact form.  |