



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



SY 2026 – 2027

<b>School Name:</b>	Nova Blanche Forman Elementary
<b>School Number:</b>	1282

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	Russell Schwartz Candy Boyce	8. Social Worker	Faryal Nabiejohn
2. Point of Contact	Carolyn Daniel-Kalio Skylar Billingsley	9. School Nurse	N/A
3. BTU Representative	Latoya Dehart	10. Attendance Manager	Sade Smith
4. Parent/Community Representative	Officer John Black	11. Life Skills & Wellness Liaison	Aneysa James Victoria Olivarria
5. Student Representative	N/A	12. Resiliency Liaison	Victoria Olivarria
6. School Counselor	Aneysa James	13. ESE Representative	Brooke Rice
7. Security Specialist/ Campus Monitor	Bruce Franz		

\*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> Aug. 10 – Oct. 9	10/5/2026	8:30		10/7/2026
2 <sup>nd</sup> Oct. 13 – Dec. 18	12/14/2026	8:30		12/16/2026
3 <sup>rd</sup> Jan. 5 – Mar. 18	3/15/2027	8:30		3/17/2027
4 <sup>th</sup> Mar. 29 – May 28	4/26/2027	8:30		4/28/2027

**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, 2026</i> )	4/22/2026
Hold a <i>faculty</i> vote on the new SPBP ( <i>prior to April 30, 2026</i> )	4/22/2026
Provide training to faculty and staff ( <i>prior to September 30, 2026</i> )	8/5/2026

**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:	697	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals	[Redacted]	95%	Are your 0 – 1 referral > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
II. 2 - 5 referrals (at risk students)	28	4%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
III. > 5 referrals (high-risk students)	9	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 <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> ) <ol style="list-style-type: none"> <li>1. Refer students for behavior concerns to the Rtl team at the early warning signs</li> <li>2. Communicate schoolwide expectations during expectations/discipline assemblies 3xs per year</li> <li>3. Communicate with parents of students who are not meeting schoolwide expectations and receiving referrals</li> <li>4. Quarterly recognition celebration for students</li> </ol>	

**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"> <li>1. Support staff (administration, coaches, counselors, ESE specialist, social workers) will review the data for at risk students and develop individual positive behavior charts to promote desired behaviors in the classroom.</li> <li>2. Administration team will meet quarterly to review data and determine if any disproportionality exists and devise an action plan to remedy the situation.</li> <li>3. Class composition will be reviewed carefully to support the support team with ESE support staff</li> <li>4. Implement PBIS schoolwide and check for implementation with individual teachers for fidelity</li> </ol>

## 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.

- (a) Review your referral data YTD in Focus – Discipline – Category Breakdown – *Highest Discipline Code*.
- (b) Complete the chart by identifying the top five behavior incidents and the number of incidents for each type.
- (c) Complete the yellow highlighted cells.
- (d) 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.Unruly/Disruptive Behavior	49
2.Disobedience/Insubordination	37
3.Fight Medium	7
4.Defiance of Authority	6
5.Fight Minor/Altercation/Confrontation	5
TOTAL	104

**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
<b>T.I.T.A.N. UP</b>
<b>T – Take Responsibility</b> Own your actions, your work, and your choices.
<b>I – Include Everyone by Being Kind</b> Be welcoming, use kind words, and support others.
<b>T – Think &amp; Cooperate</b> Work together, follow directions, and make good decisions.
<b>A – Act Respectfully</b> Show respect to people, learning, and your environment.
<b>N – Never Give Up</b> Stay focused, keep trying, and maintain a positive mindset.

**Titan Statement:** Titan Up! We take responsibility, include everyone, think and cooperate, act respectfully, and never give up.

**4C.** Top three school-wide locations: Use current 2025-2026 school year behavior data as listed in Focus.

- (a) Review your referral data YTD in Focus – Discipline – Category Breakdown – *Location*.
- (b) 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>
Bus	<b>43</b>
1. Hallway	<b>22</b>
2. Cafeteria	<b>19</b>
3. Playground	<b>16</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	School Grounds Rules	Classroom Rules
<b>Take Responsibility</b>	<ul style="list-style-type: none"> <li>Go directly to your destination</li> </ul>	<ul style="list-style-type: none"> <li>Clean your eating space and pick up trash around your area</li> <li>Keep all food on your tray</li> </ul>	<ul style="list-style-type: none"> <li>Resolve disagreements with words</li> <li>Clean up after yourself</li> </ul>	
<b>Include Everyone</b>	<ul style="list-style-type: none"> <li>Keep hands and feet to yourself</li> <li>Keep electronics in your backpack</li> </ul>	<ul style="list-style-type: none"> <li>Raise your hand to get the attention of an attendant/adult</li> <li>Help others when you can</li> </ul>	<ul style="list-style-type: none"> <li>Play safely with others.</li> <li>Take turns and share</li> </ul>	
<b>Think and Cooperate</b>	<ul style="list-style-type: none"> <li>Follow adult directives</li> <li>Stay in assigned area</li> </ul>	<ul style="list-style-type: none"> <li>Follow all directions given by the cafe monitors/adults</li> <li>Remain seated</li> </ul>	<ul style="list-style-type: none"> <li>Keep hands and feet to yourself</li> <li>Use equipment appropriately</li> </ul>	
<b>Act Respectfully</b>	<ul style="list-style-type: none"> <li>Use Level 1 voice in the hallways</li> <li>Follow adult directives</li> </ul>	<ul style="list-style-type: none"> <li>Use a level 1-2 voice</li> <li>Follow directions the first time they are given</li> </ul>	<ul style="list-style-type: none"> <li>Resolve disagreements with words</li> <li>Celebrate each other's win</li> </ul>	
<b>Never Give Up</b>	<ul style="list-style-type: none"> <li>Remain in your line</li> </ul>	<ul style="list-style-type: none"> <li>Immediately inform an adult of any spills</li> <li>Sit with your class</li> </ul>	<ul style="list-style-type: none"> <li>Play safely with others</li> <li>Cheer for teammates</li> </ul>	

## 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>	8/10/2026	10:00 AM/2:15 PM	Cafeteria/Classroom
<b>Second Quarter</b>	10/14/2026	10:00 AM/2:15 PM	Cafeteria/Classroom
<b>Third Quarter</b>	1/6/2027	10:00 AM/2:15 PM	Cafeteria/Classroom
<b>Fourth Quarter</b>	03/30/2027	10:00 AM/2:15 PM	Cafeteria/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	Select location
<b>Lesson Plan Dates</b>			
<b>Start of School Year</b>	8/12/2026	8/12/2026	8/12/2026
<b>After Winter Break</b>	1/6/2027	1/6/2027	1/6/2027
<b>After Spring Break</b>	3/30/2027	3/30/2027	3/30/2027

**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 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	Classroom Teachers	Classroom teachers will focus on teaching one character trait every month and choose a model student who demonstrates that trait to be the "Tip Top Titan." Students will be recognized during morning announcements, Weekly Updates Newsletter and honor roll assemblies. Student photos will be displayed in the cafeteria	Guidance counselor will provide resources and guidance to the teachers in implementing character traits lessons and the effectiveness will be monitored through an Increase in desired behavior
<b>Resiliency Curriculum</b>	Throughout the School Year	Guidance Counselors	Guidance Counselors will schedule Monthly classroom resiliency lessons in each classroom at least two times during the year in all K-5 classrooms.	Guidance counselors will monitor the effectiveness of the program through student completion of Rethink Ed

				lessons in grades K5
<b>Life Skills &amp; Wellness</b>	Throughout the School Year	Guidance Counselors and Classroom Teachers	Lessons are selected based on grade level life skills that are important for certain age groups Rethink Ed lessons will be assigned to students and students will complete these lessons online. Teachers will make sure that they build in time in their schedules for students to complete these lessons.	The effectiveness will be monitored through Life Skills and wellness Student survey as well as Customer Survey for students.
<b>Bullying Prevention: Be the 1</b>	Throughout the School Year	Administration/ Guidance Counselors	Administration and guidance counselors will deliver monthly lessons using the Be the One, focusing on empathy, bystander action, and peer support. Lessons will be embedded into morning announcements, counselor classroom visits, and school assemblies. Students will be taught to recognize bullying behaviors and empowered to safely intervene or report incident	Effectiveness will be measured through a reduction in bullying-related referrals in Focus and pre/post student surveys administered by the guidance counselor each semester to assess student awareness and confidence in responding to bullying situations.
<b>Leadership Leader In Me (adapted)</b>	Monthly	Administration/ Support Staff	Administration and support staff will incorporate the 7 Habits of Happy Kids monthly during morning announcements, classroom lessons, and school-wide events. Each month will highlight one leadership habit aligned to the school's character trait focus. Students will set personal leadership goals and participate in Leadership Day activities to celebrate growth.	Effectiveness will be tracked through student self-reflection surveys, teacher observations of leadership behaviors in the classroom, and recognition of students who model the monthly habit during assemblies and the Weekly Updates Newsletter.

## 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.

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> FOCUS Behavior Dashboard</p> <p><b>Problem Identification Statement:</b> Q3 data shows 49 Unruly/Disruptive incidents and 37 Disobedience/Insubordination incidents for a combined total of 86 defiance type ODRs</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> Schoolwide expectations are not consistently implemented in all classrooms. Student behaviors/reactions are manifesting as defiance and insubordination.</p> <p><b>SMART Goal Statement:</b> By June 2027, defiance type ODRs will decrease from 86 to 60.</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>  <b>Titan Bucks:</b> The school will implement a schoolwide positive behavior reinforcement system called Titan Bucks, aligned to the T.I.T.A.N. expectations: Take Responsibility, Include Everyone (Be Kind), Think &amp; Cooperate, Act Respectfully, and Never Give Up. Students will be “caught being a TITAN” when they demonstrate these behaviors across settings (classroom, hallway, cafeteria, and school grounds), and will earn Titan Bucks from all staff members. Staff will provide immediate, behavior-specific feedback by naming the TITAN expectation when awarding Titan Bucks.” Students can redeem Titan Bucks for incentives such as the Titan Store, game room access, or experience-based rewards to promote motivation and engagement. Administrators will award higher-value Bucks for consistent or exemplary behavior to reinforce leadership and accountability.                      **Pending Focus Behavior Training, bucks will be tracked in FOCUS. Administration will recognize 2 students per grade level each week during announcements exhibiting positive behavior.</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></p> <p>Staff implementation will be monitored through regular walkthroughs and informal observations, focusing on the consistent use of TITAN language and distribution of Titan Bucks across settings. Leadership will track the frequency of Buck distribution by grade level and staff to ensure equitable and consistent implementation. Monthly check-ins and brief staff feedback surveys will be used to identify trends, address inconsistencies, and provide targeted support or reteaching as needed.</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”?</b></p> <p>Student outcomes will be measured using Office Discipline Referral (ODR) data, specifically tracking defiance-related incidents, with a goal of reducing ODRs from 86 to 60 by June 2027. Additional data points will include the number of Titan Bucks distributed, student participation in the reward system, and trends in behavior across key locations (hallway, cafeteria, and school grounds). Success will be determined by a measurable decrease in problem behaviors, increased positive behavior recognition, and improved consistency in student behavior across settings.</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	<b>Plan Details</b> 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>	<p>Guidance counselors will send out resources related to each character trait in weekly updates for teachers to access and use with students. Teachers will choose one student from their class each month as the model student for that character trait. These students will be invited to a Tip Top Titan ceremony at the end of the month and presented a certificate and reward. Students in grades 3-5 will also be recognized during honor roll assemblies for displaying monthly character traits.</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.



**Intervention 1**

- Redirect/prompt (verbal or gestural)
- Review class rules/teach expected behavior

Did the behavior improve?

Positively reinforce change in behavior

**Intervention 2**  
Apply minor consequence(s):

- Private student conference
- Discussion
- Proximity control
- Encouragement
- Gentle verbal reprimand
- Parent Contact

Did the behavior improve?

Positively reinforce change in behavior

**Intervention 3**  
Apply moderate consequence(s):

- Positive Practice
- Time Out/Owed
- Loss of privilege
- Family contact
- Guidance Intervention

Did the behavior improve?

Positively reinforce change in behavior

**Intervention 4**  
Apply Administrative Consequence(s):

- Office Discipline Referral (ODR)
- CPST Referral

Utilize Tier 1 PBIS strategies to prevent misbehaviors.

If you observe misbehavior, intervene.

Is it a Staff Managed or Office Managed Misbehavior?

- 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
<p>Note: The behaviors provided are examples, not an exhausted list of misbehaviors. Staff managed behaviors may be escalated if occurring within 30-minute period.</p>	
<p>Inappropriate language</p> <ul style="list-style-type: none"> <li>• name calling</li> <li>• use of profanity (2)</li> </ul>	<p>Inappropriate language</p> <ul style="list-style-type: none"> <li>• racial slurs or taunting</li> <li>• profanity directed at a staff member</li> </ul>
<p>Disrespect</p> <ul style="list-style-type: none"> <li>• talking back</li> <li>• physical gestures (2)</li> <li>• teasing peers (2)</li> </ul>	<p>Harassment</p> <ul style="list-style-type: none"> <li>• bullying</li> <li>• threat or intimidation</li> </ul>
<p>Defiance</p> <ul style="list-style-type: none"> <li>• not following directions</li> <li>• refusing to do work</li> <li>• insubordination</li> <li>• electronic devices out during school (2)</li> </ul>	<p>Defiance</p> <ul style="list-style-type: none"> <li>• leaving classroom, assigned area, or school grounds without permission</li> <li>• forgery/plagiarism</li> </ul>
<p>Disruptive</p> <ul style="list-style-type: none"> <li>• excessive talking</li> <li>• tattling/false information</li> <li>• talking out of turn</li> <li>• calling out/distracting others</li> </ul>	<p>Disruptive</p> <ul style="list-style-type: none"> <li>• inciting others to disrupt teacher</li> <li>• chronic classroom disruption: more than 3 times within 30 minutes</li> </ul>
<p>Physical Contact</p> <ul style="list-style-type: none"> <li>• touching others, pushing/shoving (no injuries)</li> <li>• Rough/unsafe play (2)</li> </ul>	<p>Physical Contact</p> <ul style="list-style-type: none"> <li>• touching others (hitting, kicking, biting) with intent to do harm</li> <li>• petty theft/stealing</li> <li>• Physical Aggression</li> </ul>
<p>Violation of classroom or location-specific rules</p>	<p>Violation of the Code of Student Conduct</p>

**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

**Crisis 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 checked="" 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	<ol style="list-style-type: none"> <li>Administration will monitor the implementation of the positive behavior plan in the classroom during formal observation and informal walkthroughs and provide feedback.</li> <li>Teachers will indicate the evidence of teaching school wide expectations lesson in their lesson plans during the assigned weeks and reflect on the outcomes.</li> <li>Staff will be given opportunities to share best practices around PBIS.</li> <li>All instructional staff will engage in in-depth study of the PBIS framework TIER 1 intervention strategies during the preplanning week and update their classroom management plans based on the PBIS framework.</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 ( <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 <b>from classrooms</b> :	95
Total number of <i>other school-wide</i> discipline referrals (not including classrooms):	57
% of referrals in the classroom:	63%
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 the Tier 1 Agenda and Quarterly Big 5 Data template)</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 Video training modules available at: <a href="https://browardschools.instructure.com/courses/1193624/">https://browardschools.instructure.com/courses/1193624/</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)</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 in Section 3B</li> <li><input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your assigned 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 in Section 10B</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)</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 assigned 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 newly hired staff for PBIS understanding - provide "PBIS 101" video training module</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)</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 assigned 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 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% of 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.
<b>Select an item</b> <i>Choose one ODR area of focus</i>	By June 3, 2027, click here to enter area of focus <i>[identify one area of focus]</i> will indicate click here to enter # <i>[increased or decreased number or percentage]</i> as measured by Office Discipline Referrals (ODRs) in Focus.	1. 2.

**SPBP Submission**

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