



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



**SY 2025 – 2026**

<b>School Name:</b>	Coconut Creek K – 8 Academy of Excellence
<b>School Number:</b>	1421

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	Jocelyn Reid	7. Security Specialist/ Campus Monitor	Robert Gibson
2. Point of Contact	Stephanie Futscher	8. Social Worker	Lisa Schaubin
3. BTU Representative	LaDonna Weaver	9. School Nurse	Charlene Worges
4. Parent/Community Representative	Mahailia Smith	10. Attendance Manager	Gladys Aponte
5. Student Representative	Athena Lindholm-Morales	11. Life Skills & Wellness Liaison	Laura Taliaferro
6. School Counselor	Laura Taliaferro	12. Resiliency Liaison	Laura Taliaferro

\*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>	10/10/2025	8:30 a.m.	➡	10/13/2025
2 <sup>nd</sup>	12/19/2025	8:30 a.m.	➡	1/5/2026
3 <sup>rd</sup>	3/12/2026	8:30 a.m.	➡	3/13/2026
4 <sup>th</sup>	6/3/2026	8:30 a.m.	➡	6/4/2026

**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> )	4/22/2025
Hold a <i>faculty</i> vote on the new SPBP ( <i>prior to April 30, 2025</i> )	4/25/2025

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> )	9/3/2025

**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:	33	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals	19	64%	Are your 0 – 1 referral > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
II. 2 - 5 referrals (at risk students)	12	36%	Are your 2 - 5 referrals <15%?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
III. > 5 referrals (high-risk students)	2	6%	Are your >5 referrals <5%?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

**3B. Core Effectiveness Action Steps:**

If you answered “Yes” to I, II, and III above, then your core is effective. Based upon table 8A, is your core effective?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Answer <b>either</b> (a) or (b): (a) If your core is effective, then identify action steps your school leadership team should continue to take for early identification of at risk or high-risk students. (b) If you answered “No” to at least one of the items above (I, II, or III) then indicate the supports and interventions and action steps your school leadership team will implement <i>at the beginning</i> of the next school year to improve core strength:	
Core Effectiveness Action Steps: <i>(3-4 detailed steps)</i> <ol style="list-style-type: none"> <li>1. Train teachers and staff on Positive Behavior Expectations</li> <li>2. Grade Level Behavior Expectations Assemblies during the first week of school</li> <li>3. Communicate to parents the Positive Behavior Expectations during Open House</li> <li>4. Train teachers and staff on MTSS for Behavior and utilizing positive behavior plans</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. Educate teachers and staff on positive behavior strategies to foster a supportive and inclusive school environment.</li> <li>2. Apply restorative practices and proactive methods to manage behavioral issues and minimize disciplinary actions.</li> <li>3. Continuously assess the effectiveness of interventions and strategies for each subgroup to reduce disproportionality.</li> </ol>

## 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. Mistreatment of Peers	21
2. DISOBEDIENCE/INSUBORDINATION	18
3. FIGHT MINOR/ALTERCATION /CONFRONTATION	11
4. INAPPROPRIATE TOUCH/LANG/GESTURE	11
5. Battery (Low Level)	4
TOTAL	65

- 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 Responsible
3. Be Cooperative
4. Be Safe
5. Be Kind

- 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, <b>excluding Classroom:</b>	
School Location(s)	# Incidents
1. Hallway	11
2. Cafeteria	7
3. Playground	5

**4D.** Expectations and Rules Chart for common areas of school campus:  
 This chart is posted in all classrooms and used to teach students during behavior lessons.

<b>Schoolwide Expectations and Location-based Rules</b>				Completed by each teacher:
<b>Schoolwide EXPECTATIONS</b>	<b>Hallway Rules</b>	<b>Cafeteria Rules</b>	<b>PLAYGROUND Rules</b>	<b>Classroom Rules</b>
<b>Be Respectful</b>	Click here to select hallway rules OR <b>Use Level 1 voice in the hallways</b>	Click here to select cafeteria rules OR <b>Raise your hand and wait for help</b>	Click here to select location rules OR <b>Keep hands and feet to yourself</b>	
<b>Be Responsible</b>	Click here to select hallway rules OR <b>Have your ID badge visible at all times</b>	Click here to select cafeteria rules OR <b>Keep your area clean and be mindful of your voice level</b>	Click here to select location rules OR <b>Clean up once finished playing</b>	
<b>Be Cooperative</b>	Click here to select hallway rules OR <b>Remain in your line.</b>	Click here to select cafeteria rules OR <b>Work together to earn rewards</b>	Click here to select location rules OR <b>Line up when teacher signals</b>	
<b>Be Safe</b>	Click here to select hallway rules OR <b>Walk directly to your destination</b>	Click here to select cafeteria rules OR <b>Remain seated and sit with your feet under the table</b>	Click here to select location rules OR <b>Stay in designated area</b>	
<b>Be Kind</b>	Click here to select hallway rules OR <b>Keep your hands and feet to yourself.</b>	Click here to select cafeteria rules OR <b>Choose positive words and include tablemates in conversation</b>	Click here to select location rules OR <b>Choose positive words</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):
Start of School Year	8/11/2025	8:30 a.m.	Classrooms
After Winter Break	1/7/2026	8:30 a.m.	Classrooms
After Spring Break	3/23/2026	8:30 a.m.	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	Playground
<b>Lesson Plan Dates</b>			
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?
<b>Resiliency Curriculum</b>  Click to enter "other"	Each month, there is a targeted lesson for each grade level September through April	Classroom Teachers	The curriculum teaches personal safety and abuse prevention program created by Lauren's Kids, educators, and experts. It includes engaging videos, in-class activities, a facilitator's guide, trainings, and parent letters to help all children learn safety strategies effectively.	<b>Learning Gains:</b> The program tests children's knowledge of personal safety before and after the curriculum.  <b>Feedback and Evaluations:</b> Continuous feedback from educators, parents, and students helps improve the curriculum.  <b>Oversight and Support:</b> The curriculum is overseen by the Florida Department of

				Education and the University of Florida to meet educational standards.
<b>Life Skills &amp; Wellness</b>  <b>Click to enter "other"</b>	Life Skills and Wellness Lessons are taught weekly by classroom teachers and the school counselor also teachers lessons 2-3 times a year in the classrooms and as needed.	Classroom Teachers and School Counselor	The program is delivered on a flexible and scalable digital platform, making it easy to integrate and build a culture around Life Skills and Wellness and Mental Health	Students in grades 4 <sup>th</sup> and 5 <sup>th</sup> grade take a survey at the beginning of the year and end of the school year. Teachers also are able to use the program to help teach life skills in areas where their students may have weaknesses.


**CRITICAL ELEMENT # 6: Recognition Programs**

**6A.** The schoolwide recognition system focuses on reinforcing schoolwide expectations OR a specific location where referrals often occur. The recognition should be used to encourage, acknowledge, and reinforce students to exhibit positive behaviors.

Identified Schoolwide Expectation OR Specific Location: [Click here to enter Expectation OR Location](#)

4 Step Problem Solving Process	Plan Details
<b>1. Problem Identification:</b> Review your behavior data to identify one school-wide problem. What problem did you identify? <i>(use numerical data)</i>	<b>Data used: Discipline Data from Focus Dashboard</b>  <b>Problem Identification Statement:</b> What problem did you identify? Based on the discipline data from Focus, the highest behavior incident was mistreatment of peers with 21 referrals.
<b>2. Problem Analysis:</b> Why do you think this problem is occurring? What is your goal? <i>(create a SMART goal statement with numerical data)</i>	<b>Hypothesis:</b> <i>Why do you think this problem is occurring?</i> <b>The school-wide positive behavior plan placed a priority on cafeteria expectations whereas in previous years, the school-wide positive behavior focused on utilizing CHAMPS as the classroom positive behavior system. CHAMPS was not an expectation for teacher to utilize in their classroom this year and we also had new teachers to the school.</b>  <b>SMART Goal Statement: By June 2026, the number of referrals for mistreatment of peers will decrease by 10% from June 2025.</b>
<b>3. Intervention Design:</b> Describe how you will implement a positive reward program/system to decrease this problem.	<b>Type of Program/System: Point system</b>  <b>Description of Program/System: (≥ 4 sentences)</b> How you will implement a positive reward program/system to decrease this problem? A point system will be implemented to decrease the number of referrals for mistreatment of peers. Teachers will be expected to utilize ClassDojo to provide students and classes who exhibit the positive behavior expectations in the cafeteria, classroom, hallway, and playground areas. Staff members need additional training on utilizing a point system to reward student behaviors.

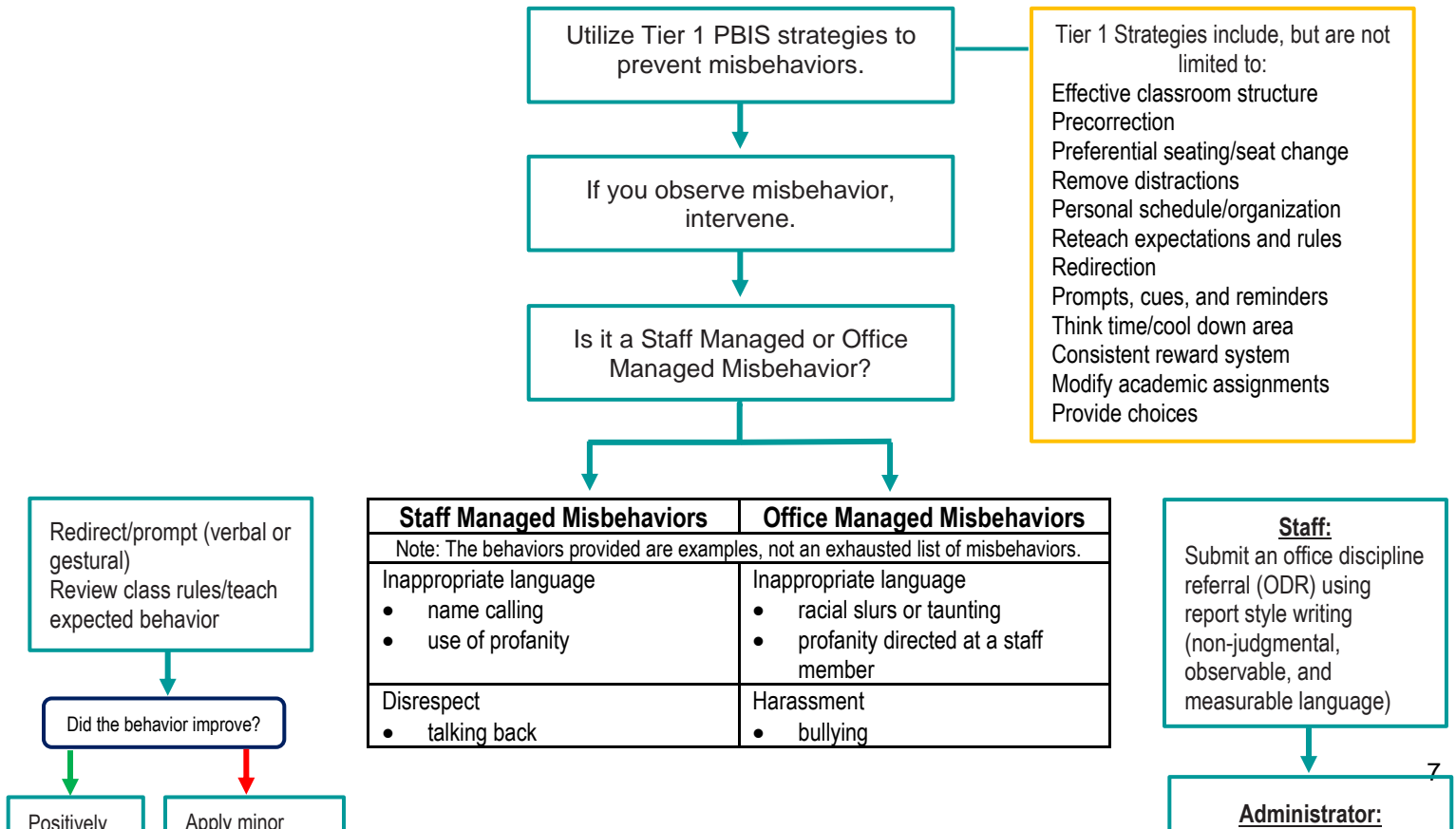
<b>4. Evaluation:</b> A. Implementation fidelity	<b>How will you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program/system?</b> (2-3 sentences) Administration and the school counselor will monitor the number of referrals teachers submit and the teacher's ClassDojo classes to ensure students are being awarded points. The data will be analyzed on a monthly basis to determine if staff members are implementing the point system with consistency and that points are not being taken away from students.
B. Student outcome monitoring (use numerical data)	<b>How will you know if the reward program/system is positively impacting students? What measurable data will you use to determine "success"?</b> (2-3 sentences) The number of office discipline referrals for mistreatment of peers should decrease. Students should be awarded for their points periodically throughout the year through various celebrations or rewards opportunities.

**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	Kids of Character will be recognized as students of the month, once a month. They will receive a certificate of recognition, a goody bag and their photo taken for our student of the month board.

## 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>• physical gestures</li> </ul>	<ul style="list-style-type: none"> <li>• threat or intimidation</li> </ul>
Defiance <ul style="list-style-type: none"> <li>• work refusal</li> <li>• head down on desk/sleeping</li> <li>• not following directions</li> </ul>	Defiance <ul style="list-style-type: none"> <li>• leaving classroom, assigned area, or school grounds without permission</li> <li>• forgery/plagiarism</li> </ul>
Disruptive <ul style="list-style-type: none"> <li>• tattling/false information</li> <li>• talking out of turn</li> <li>• calling out distracting others</li> </ul>	Disruptive <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>
Physical Contact <ul style="list-style-type: none"> <li>• touching others, pushing/shoving (no injuries)</li> <li>• mutual horseplay</li> </ul>	Physical Contact <ul style="list-style-type: none"> <li>• touching others (hitting, kicking, biting) with intent to do harm</li> <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.	<ol style="list-style-type: none"> <li>1.SPBP Team will provide teachers with data updates and training of Positive Behavior Interventions and Supports in the Classroom throughout the year.</li> <li>2.The team will communicate with teachers the expectations of utilizing CHAMPS or ClassDojo to reward students along with an incentive for earning points.</li> <li>3. Teachers will be trained on how to utilize ReThink Ed in their classroom.</li> <li>4. The team will support teachers through coaching cycles throughout the year based on referral data.</li> </ol>

### 8B. The administration reviews and analyzes the fidelity of staff implementation of Tier 1 classroom management systems **across teachers** using:

<input type="checkbox"/> CHAMPS 7 Up Checklist 
<input type="checkbox"/> Classroom Snapshot (Classroom Management Assessment) 
<input checked="" type="checkbox"/> PBIS Classroom Assistance Tool (CAT) 
<input checked="" type="checkbox"/> Other ( <i>specify</i> ): ClassDojo

### 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> :	51
Total number of <i>other</i> <b>school-wide</b> discipline referrals (not including classrooms):	31
% of referrals in the classroom:	62%
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>

<b>April</b>	<input type="checkbox"/> Provide staff presentation and faculty vote on new SPBP for next year <input type="checkbox"/> Submit your SPBP in BCPS Central by April 30 <sup>th</sup> . Use this new SPBP in the next school year <input type="checkbox"/> Continue implementing your <i>current</i> SPBP through the end of the current school year
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**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?”*

<b>STAFF Implementation Monitoring</b>		
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 Click here to enter a date, 1. The front office will have school-wide expectations and location-specific rules posted. 2. The media center will have school-wide expectations and location-specific rules posted.
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	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 checked="" 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 checked="" type="checkbox"/> No	By Click here to enter a date, 1. All teachers will be provided training on how to utilize ClassDojo to reward students with points for displaying positive behavior expectations. 2. All teachers will be required to have a reward system in place based on ClassDojo points.

**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.

<b>STUDENT Outcome Monitoring</b>		
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> <i>Choose one ODR area of focus</i>	By June 3, 2026, the number of referrals for mistreatment of peers will indicate a 10% decrease as measured by Office Discipline Referrals (ODRs) in Focus.	1. Teachers and staff will be trained to implement positive behavior intervention strategies. 2. School counselor and teachers will provide guidance lessons and character education lessons through Life Skills and Wellness lessons, ReThink Ed lessons, and Resiliency Curriculum.

## SPBP Submission

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