

School-wide Positive Behavior Plan (SPBP)
 Broward County Public Schools
 SY 2024 - 2025



School Name:	Annabel C. Perry PreK-8
School Number:	1631

Please refer to the SPBP Canvas Resource page to access video tutorials, guidance, and resources for completing the 2024-2025 SPBP template.

CRITICAL ELEMENT # 1: Active Team with Administrative Participation

1A. PBIS (or Integrated MTSS School-Leadership Team) Members

Title	First and Last Name	Title	First and Last Name
1. Administrator	Sandra Laborde	7. Teacher	Terrace Williams
2. BTU Representative	Ashley Walker	8. Teacher	Jedalyn Landrito
3. SPBP Point of Contact	Sandra Laborde	9. Teacher	Daniel Sturm
4. Parent/Community Representative	Jennifer Robles	10. Teacher	Laura McCarthy
5. Equity Liaison	Saima Said	11. Guidance Counselor	Juliet-Ann Olagbemi
6. Teacher	Takesha McCray	12. Teacher	Jennifer Robles

1B. Schedule of quarterly PBIS data meetings.

Meeting Objectives:

1. Progress monitor the action steps indicated in Critical Element #9.
2. Collect & analyze fidelity of staff implementation data in #10A using the 4 Step Problem Solving Process.
3. Collect & analyze student outcome data in #10B 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	8/15/2024			8/16/2024
2 nd	12/6/2024			12/12/2024
3 rd	3/7/2025			3/13/2025
4 th	5/2/2025			5/8/2025

CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment

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

Action Steps:	Dates
Present the 2024-25 SPBP to staff (<i>prior to April 30, 2024</i>)	4/22/2024
Hold a <i>faculty</i> vote on the new SPBP (<i>prior to April 30, 2024</i>)	4/26/2024
Provide training to faculty and staff (<i>prior to September 30, 2024</i>)	8/12/2024
Present the 2024-25 SPBP to family and community stakeholders (<i>prior to September 30, 2024</i>)	9/11/2024

CRITICAL ELEMENT # 3: School-wide Expectations

3A. List the top five behavior incidents from the previous 2022-2023 and current 2023-2024 school years for Behavior Events as listed in BASIS.

(a) Review your referral data YTD (“Incidents”) in BASIS Behavior Dashboard.

(b) Complete the yellow highlighted cells first.

(c) Auto-calculate the total # of referrals by clicking on “0” and pressing “Fn + F9” together.

Top 5 Behavior Incidents Previous Year 2022-2023	# Incidents	Top 5 Behavior Incidents Current Year 2023-2024	# Incidents
1. Dress Code Violation	31	1. Battery Low Level	37
2. Disobedience/Insubordination	30	2. Disobedience/Insubordination	34
3. Battery Low Level	24	3. Unruly/Disruptive Behavior	33
4. Disruptive/Unruly Play	23	4. Fighting Medium	23
5. Fight-Minor/Altercation	19	5. Disruptive/Unruly Play	13
TOTAL	127	TOTAL	140

3B. 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.

School-wide Expectations
1. Control my Behavior
2. Act Responsibly
3. Respect Others
4. Engage in Learning
5.

3C. At least one lesson plan for **each** school-wide expectation above is distributed to instructional staff during pre-planning week and are maintained in the SPBP Binder.

Dates the school-wide expectations lesson plans are taught:			
	Date(s)	Time:	Location(s):
Start of School Year	8/5/2024	2:20 pm	Media Center
After Winter Break	1/6/2025	8:30 am	Media Center
After Spring Break	4/4/2025	2:20 pm	Media Center

CRITICAL ELEMENT #4: Location-based Rules

4A. List the top three school-wide locations from the current 2023-2024 school year for Behavior Events as listed in BASIS.

Top 3 Locations, <u>excluding Classroom</u> :	
School Location(s)	# Incidents
1. Cafeteria	31
2. Hallway	22
3. CLCL	14

4B. 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.

School-wide Expectations and Location Rules				Completed by each teacher:
School-wide EXPECTATIONS	Hallway Rules	Cafeteria Rules	Click here to enter location: Rules	Classroom Rules
Control my Behavior	Keep hands and feet to yourself Click here to type hallway rules.	Click here to select cafeteria rules OR Use good table manners	Follow directions the first time given Click here to type location rules.	Varies by classroom
Act Responsibly	Click here to select hallway rules OR Always do what is right	Clean your eating space and pick up trash around your area Click here to type cafeteria rules.	Wear your ID badge Click here to type location rules.	Varies by classroom
Respect Others	Click here to select hallway rules OR Use kind words and actions	Stay in assigned area Click here to type cafeteria rules.	Use kind words and actions	Varies by classroom
Engage in Learning	Click here to select hallway rules OR Get to class on time	Click here to select cafeteria rules OR Speak to those at your table using an inside voice	Click here to select location rules OR Respect school property	Varies by classroom
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.	

4C. At least one Rules Lesson Plan for **each** common location is distributed to instructional staff during pre-planning. This is aligned to the chart in section 4B.

Dates when Rules Lesson Plans for common locations are taught by instructional staff and noted in Lesson Plans.			
Common Location	Hallway Rules	Cafeteria Rules	Choose location
Lesson Plan Dates			
Start of School Year	8/12/2024	8/12/2024	8/12/2024
After Winter Break	1/6/2025	1/6/2025	1/6/2025
After Spring Break	4/1/2025	4/1/2025	4/1/2025

CRITICAL ELEMENT # 5: Reward and Recognition Programs

5. The school-wide reward system focuses on one school-wide expectation OR one specific location at a time. The reward should be used to encourage, acknowledge, and reinforce students to exhibit positive behaviors.

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.

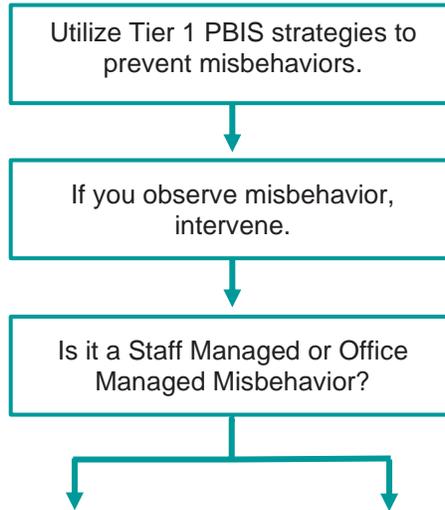
Identified Schoolwide Expectation OR Specific Location: [Click here to enter Expectation OR Location](#)

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> <i>Note: Identified problem should be based upon data, such as ODRs. (Office Discipline Referral)</i></p>	<p>Data used: Based on the Quarterly Big 5, there were 31 referrals in the Cafeteria.</p> <p>Problem Identification Statement: Based on the data there were 31 referrals from the cafeteria. A new cafeteria management system will be put into place.</p>

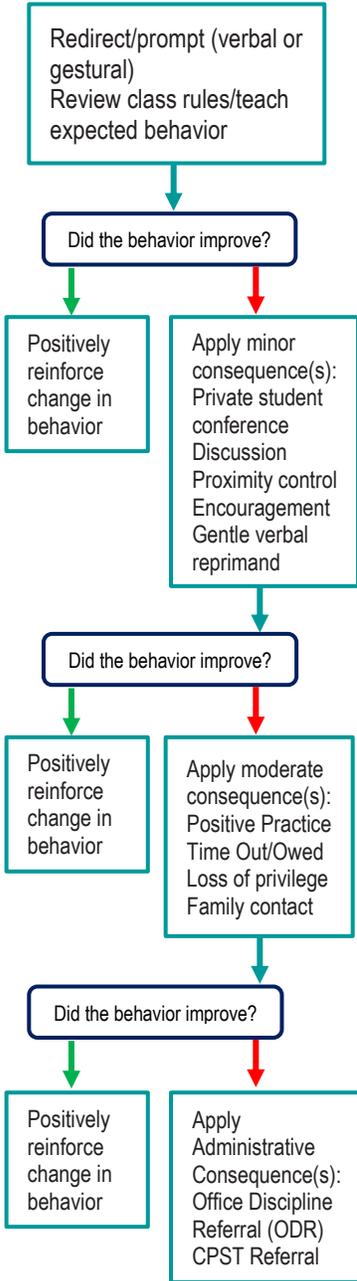
<p>2. Problem Analysis: Why do you think this problem is occurring? What is your goal? <i>(use a SMART goal statement with numerical data)</i></p>	<p>Hypothesis: Students in the cafeteria are displaying inappropriate behaviors as a result of a more unstructured setting.</p> <p>SMART Goal Statement: By June of 2025, the incidents in the cafeteria will decrease by 30%.</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: Point system</p> <p>Description of Program/System: We will implement a color code system in the cafeteria to assist with appropriate cafeteria behavior. Each classroom has a set of colored plastic cups. A green cup – a rule was broken. A yellow cup = a need for improvement, the class had difficulties following the rules. A red cup = many warnings and the class continued to break the cafeteria rules. Classes with the most green cups for the week by grade level will receive a reward. Classes will have the ability to correct behaviors if their cup color is changed.</p>
<p>4. Evaluation: A. Implementation fidelity</p>	<p>How will you monitor the fidelity (consistency and effectiveness) of the <u>staff's</u> implementation of the reward program/system? <i>(2-3 sentences)</i></p> <p>Teachers and staff will be trained on cafeteria rules and the cup system. Cafeteria monitors will keep track of the colors of the cups and make sure that it is logged on a chart in the cafeteria.</p>
<p>B. Student outcome monitoring <i>(use numerical data)</i></p>	<p>How will you know if the reward program/system is positively impacting <u>students</u>? What measurable data will you use to determine “success”? <i>(2-3 sentences)</i></p> <p>We will know if the reward program is working by a decrease of cafeteria referrals decreasing by 30%. The chart will be monitored daily/weekly to assure that the award system is being used with fidelity.</p>

CRITICAL ELEMENT #6: Effective Discipline Procedures

You can choose to use the flow chart below or create your own. This flow chart is posted in all classrooms and used to teach students during behavior lessons.



- Tier 1 Strategies include, but are not limited to:
- Effective classroom structure
 - Precorrection
 - Preferential seating/seat change
 - Remove distractions
 - Personal schedule/organization
 - Reteach expectations and rules
 - Redirection
 - Prompts, cues, and reminders
 - Think time/cool down area
 - Consistent reward system
 - Modify academic assignments
 - Provide choices



Staff Managed Misbehaviors	Office Managed Misbehaviors
Note: The behaviors provided are examples, not an exhausted list of misbehaviors.	
Inappropriate language <ul style="list-style-type: none"> name calling use of profanity 	Inappropriate language <ul style="list-style-type: none"> racial slurs or taunting profanity directed at a staff member
Disrespect <ul style="list-style-type: none"> talking back physical gestures 	Harassment <ul style="list-style-type: none"> bullying threat or intimidation
Defiance <ul style="list-style-type: none"> work refusal head down on desk/sleeping not following directions 	Defiance <ul style="list-style-type: none"> leaving classroom, assigned area, or school grounds without permission forgery/plagiarism
Disruptive <ul style="list-style-type: none"> tattling/false information talking out of turn calling out distracting others 	Disruptive <ul style="list-style-type: none"> inciting others to disrupt teacher chronic classroom disruption: more than 3 times within 30 minutes
Physical Contact <ul style="list-style-type: none"> touching others, 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

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 # 7: Classroom Management Systems

7A. Evidence-based Tier 1 classroom management system:

Which evidence-based system(s) are you using?	Provide 2-3 action steps the team will take to help educators improve their classroom management system.
<input checked="" type="checkbox"/> CHAMPS <input checked="" type="checkbox"/> Positive Behavior Interventions and Supports and the Classroom https://fl-pda.org/#/category/26 <input type="checkbox"/> Other: Click here to enter name of system.	All teachers have had training to strengthen their classroom management skills through CHAMPS. Coaching and support will be provided at the school level. Classroom management tips will be incorporated into faculty meetings.

7B. 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 type="checkbox"/> Classroom Snapshot (Classroom Management Assessment) 
<input type="checkbox"/> PBIS Classroom Assistance Tool (CAT) 
<input type="checkbox"/> Other (<i>specify</i>):

7C. Percentage of classroom referrals: **Use 2023-2024 school year behavior data** for Behavior Events as listed in BASIS.

(a) Review your classroom data YTD (“Events by Location”) in BASIS Behavior Dashboard.

(b) Complete the yellow highlighted cells first.

(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 :	166
Total number of <i>other</i> school-wide discipline referrals (not including classrooms):	98
% 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 ELEMENT # 8: Data Collection and Analysis

8A. Core Effectiveness: *Use 2023-2024 school year behavior data* for Behavior Referrals as listed in BASIS. Determine your School-wide Core Effectiveness YTD from the BASIS Behavior Dashboard in the “Referrals per Student” chart.

(a) Complete the yellow highlighted cells first.

(b) Auto-calculate the “% of Total Population” by clicking on each “!Zero Divide” in the cells and pressing “Fn + F9”.

(c) Determine if the core is effective in all three areas.

TOTAL Population:	648	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals	57	91%	Are your 0 – 1 referral > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
II. 2 - 5 referrals (at risk students)	44	7%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
III. > 5 referrals (high-risk students)	14	2%	Are your >5 referrals <5%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

8B. 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: (2-4 steps)	
1. Work with CPST team to identify student who may be in need to tiered behavior interventions.	
2. Continue to meet with your Tier 1 behavior team to analyze data and adjust SPBP accordingly.	
3. Continue to implement reward systems consistently.	
4.	

8C. 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. Please refer to and review the Quarterly Big 5 Data Template for Quarter 3, Section 5.

	Subgroup	Risk Ratio	If your risk ratio is greater than 1.0 for any subgroup, disproportionality is indicated for that subgroup. Is disproportionality shown in any of your subgroups?	
Referrals by Grade Level			<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Referrals by Race vs Population			<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

5. REFERRALS by Grade Level

Grade Level	# of Students enrolled	Total # in that grade level	# of Students in that grade level who received a referral	% of Population	Referral Composition/ Comparison	Risk	Risk Ratio	Student Composition
					% of referrals accounted for by students of a particular group	% of students in a group who have at least one referral	group's risk of receiving a referral compared to all other students	% of students who have referrals who are members of that grade level
Kindergarten	64	8	3	11%	4%	5%	0.30	3%
First	64	18	4	11%	8%	6%	0.41	5%
Second	64	41	8	11%	18%	13%	0.86	9%
Third	74	11	7	12%	5%	9%	0.63	8%
Fourth	68	16	8	11%	7%	12%	0.81	9%
Fifth	65	21	15	11%	9%	23%	1.74	17%
Sixth	65	19	10	11%	9%	15%	1.09	11%
Seventh	77	70	20	13%	32%	26%	1.84	23%
Eighth	68	18	12	11%	8%	18%	1.27	14%
Totals:	609	222	87	66%	52%			

REFERRALS by Race vs Population (Disproportionality)

Racial Group	Number of Students Enrolled at the School	Number of Individual Students in Group Who Received a Referral	Total Number of Referrals from Group	Risk	Risk Ratio	Percent of Student Body	Student Composition	Referral Composition/ Comparison
				(% of students in a group who have at least one referral)	(group's risk of receiving a referral compared to all other students)		(% of students who have referrals who are members of that racial group)	(% of referrals accounted for by students of a particular group)
Asian	6	0	0	0.0%	0.00	0.9%	0.0%	0.0%
Black/African American	506	78	242	15.4%	1.98	78.2%	87.6%	90.6%
Hispanic	85	6	17	7.1%	0.48	13.1%	6.7%	6.4%
Multi	15	1	1	6.7%	0.48	2.3%	1.1%	0.4%
Native	0	0	0	N/A	#NAME?	0.0%	#NAME?	#NAME?
White	35	4	7	11.4%	0.82	5.4%	4.5%	2.6%
Totals	647	89	267			100.0%		

8D. Disproportionality Action Steps:

Answer **either** (a) or (b):

(a) If you answered “**Yes**”, although your data indicates equity, what plan does your school leadership team implement for early identification of any disproportionality issues?

(b) If you answered “**No**”, indicate the support plan and interventions your school leadership team will implement at the beginning of next year to improve sub group disproportionality.

Disproportionality Action Steps: (3-4 steps)

1. Work with CPS team to identify student who may be in need to tiered behavior interventions.
2. Continue to meet with your Tier 1 behavior team to analyze data and adjust SPBP accordingly.
3. Continue to implement reward systems consistently.

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>

PBIS Team Implementation Action Plan	
Month	Action Steps
	<input checked="" type="checkbox"/> check off Action Step when completed

Current	<input checked="" type="checkbox"/> Create an SPBP binder or portfolio to retain (for 2 years) hard copies of: your SPBPs, Action Plans, staff PBIS professional development attendance, stakeholder training attendance, quarterly meeting agendas, quarterly staff behavior presentations, voting attendance and outcome, Expectations lesson plans and Rules lesson plans
Pre-Planning	<input type="checkbox"/> Print up your SPBP and Feedback form BCPS Central <input type="checkbox"/> Provide SPBP presentation to all staff during Pre-Planning <input type="checkbox"/> Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders <input type="checkbox"/> Market and post School-wide Expectations and Location-specific Rules <input type="checkbox"/> Identify your district PBIS Specialist (Contact amber.jennings@browardschools.com for more information if you are unsure) <input type="checkbox"/> Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP (indicated in yellow)
August 1st 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 2nd 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 3rd 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 4th 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 School-wide 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 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.
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100% of hallways, front office, cafeteria, and other public areas all have school-wide expectations and location-specific rules posted	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No	By Click here to enter a date , 1. 2.
100% 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 reward system is implemented by 100% staff for <i>all</i> students.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	By Click here to enter a date , 1. 2.

10B. The SPBP is successful in positively impacting **students**: review behavior data and create SMART goals. 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?"

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.
Behavior Incidents (See critical element #3A)	By June 2, 2025, Battery Low Level will decrease from 37 to 30 as measured by the ODRS in BASIS.	1. Classroom Management Professional Development 2. RTI behavior interventions utilized (train the teachers on PBIS World)
Top 3 event locations (See critical element #4A)	By June 2, 2025 , referrals in cafeteria, hallways, CLCL and other areas of the school will decrease by 25% as compared to the referrals in the previous school year, as measure by the Basis Behavior	1. . Ensure that teachers and staff in the cafeteria, hallway, CLCL, and other areas are implementing school-wide behavior management system with fidelity. 2.Review reward system with SPBP team, to ensure the plan is being implemented with fidelity.
Core effectiveness (See critical element #8A)	By June 2, 2025, the Core Effectiveness (students with 0-1 referrals) will increase 1% as evidenced by ODRs in BASIS.	1.Ensure that teachers are implementing classroom behavior management system with fidelity. 2.Review reward system with SPBP team, to ensure the plan is being implemented with fidelity.
Classroom referrals (See critical element #7C)	By June 2, 2025 classroom referrals will decrease by 15% as evidenced by ODRs in BASIS.	1.Ensure that teachers are implementing classroom behavior management system with fidelity. 2.Review reward system with SPBP team, to ensure the plan is being implemented with fidelity. .

SPBP Submission

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