



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



**SY 2025 – 2026**

<b>School Name:</b>	C. Robert Markham Elementary School
<b>School Number:</b>	1671

Please refer to the SPBP Canvas Resource page to access video tutorials, guidance, and resources for completing the 2025-2026 SPBP template.

**CRITICAL ELEMENT # 1: Active Team with Administrative Participation**

**1A. Integrated MTSS School-Leadership Team Members**

Title	First and Last Name	Title	First and Last Name
1. Administrator	Ronnie Frazier	7. Security Specialist/ Campus Monitor	Courtney Jones
2. Point of Contact	Yoask Montoya	8. ESE Facilitator	Sherronne Starks
3. BTU Representative	Jeanna Hatcher	9. School Nurse	Magdaliencie Phillippe
4. Parent/Community Representative	Gizele De Jesus	10. Attendance Manager	Charnayja Coach
5. Equity Liaison	Vivian Lewis	11. Life Skills & Wellness Liaison	Natasha Maxon
6. ESE Specialist	Stacy Borjas	12. Resiliency Liaison	Natasha Maxon

\*Optional Team Member(s): Family Therapist, Grade Level/Content Area Representatives, Clerical, Custodial, Food/Nutrition

**1B. Schedule of quarterly team meetings.**

Meeting Objectives:

1. Progress monitor the action steps indicated in Critical Element #9.
2. Collect & analyze student outcome data using the 4 Step Problem Solving Process.

Quarter	PBIS Data Meeting Dates	PBIS Data Meeting Times		Faculty and Staff Data Communication/Presentation Dates
1 <sup>st</sup>	8/6/2025	1:00 p.m		8/8/2025
2 <sup>nd</sup>	10/14/2025	2:15 p.m		10/15/2025
3 <sup>rd</sup>	1/7/2026	2:15 p.m		1/8/2026
4 <sup>th</sup>	5/27/2026	2:15 p.m		5/28/2026

**CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment**

**2. Team communication/presentation of new SPBP to staff and stakeholders**

Action Steps:	Dates
Present the 2025-26 SPBP to staff ( <i>prior to April 30, 2025</i> )	4/8/2025
Hold a <i>faculty</i> vote on the new SPBP ( <i>prior to April 30, 2025</i> )	4/24/2025
Provide training to faculty and staff ( <i>prior to September 30, 2025</i> )	8/8/2025
Present the 2025-26 SPBP to family and community stakeholders ( <i>prior to September 30, 2025</i> )	9/10/2025

## 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:	579	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals		99%	Are your 0 – 1 referral > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
II. 2 - 5 referrals (at risk students)	4	1%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
III. > 5 referrals (high-risk students)	2	0%	Are your >5 referrals <5%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

### 3B. Core Effectiveness Action Steps:

If you answered “Yes” to I, II, and III above, then your core is effective. Based upon table 8A, is your core effective?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<p>Answer <b>either</b> (a) or (b):</p> <p>(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.</p> <p>(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:</p> <p>Core Effectiveness Action Steps: <i>(3-4 detailed steps)</i></p> <ol style="list-style-type: none"> <li>1. Analyze the data for “at risk and high risk” students within the first 10 days of school.</li> <li>2. Assign each “at risk or high risk” student a staff mentor to provide check-ins and continuous follow-ups.</li> <li>3. The mentor will develop individualized “Success Plans” with each student and share with teacher</li> <li>4. Mentor will meet with students and teachers twice monthly to monitor progress and provide updates.</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)?	
<p>Disproportionality Action Steps: <i>(3-4 detailed steps)</i></p> <ol style="list-style-type: none"> <li>1. The administrative team will designate specific school-based staff member to administer peer-to-peer support or coaching to teachers in need of classroom management support.</li> <li>2. The administrative/PBIS Team will ensure that the school-wide rewards system is implemented with fidelity by ensuring teachers are tracking students’ points and incentive are awarded consistently.</li> <li>3. Meeting with student council members monthly to discuss their perspectives on discipline matters and develop strategies to support students.</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. Fight Minor/ Altercation/ Confrontation	16
2. Disobedience/ Insubordination	11
3. Defiance of Authority/ Habitual Violation	5
4. Battery Low Level	5
5. Unruly/ Disruptive Behavior	2
TOTAL	39

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

- 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, <span style="background-color: yellow;">excluding Classroom:</span>	
School Location(s)	# Incidents
1. Hallway	<b>10</b>
2. Cafeteria	<b>4</b>
3. Playground	<b>2</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.

<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>	<b>Remain in your line</b> Click here to type hallway rules.	Click here to select cafeteria rules OR <b>Follow all directions given by the café monitors</b>	<b>Follow directions the first time given</b> Click here to type location rules.	
<b>Be Safe</b>	<b>Keep hands and feet to yourself</b> Click here to type hallway rules.	<b>Keep hands, feet and objects to yourself</b> Click here to type cafeteria rules.	<b>Stay in designated area</b> Click here to type location rules.	
<b>Be Responsible</b>	<b>Walk in a straight line</b> Click here to type hallway rules.	<b>Clean your eating space and pick up trash around your area</b> Click here to type cafeteria rules.	<b>Keep hands and feet to yourself</b> Click here to type location rules.	
<b>Be Cooperative</b>	Click here to select hallway rules OR <b>Follow adults directives</b>	Click here to select cafeteria rules OR <b>Face one direction when seated.</b>	<b>Follow directions first time given.</b> Click here to type location rules.	
<b>Be Prepared</b>	<b>have your ID badge visible at all times</b> Click here to type hallway rules.	<b>Keep electronics in your backpack</b> Click here to type cafeteria rules.	<b>Use level 1-2 Voices</b> Click here to type location rules.	

## CRITICAL ELEMENT #5: Teaching Behavior

**5A.** At least one lesson plan for **each** schoolwide expectation above is distributed to instructional staff during pre-planning week and are maintained in the SPBP Binder.

Dates when the schoolwide expectations lesson plans are taught by instructional staff and noted in lesson plans:			
	Date(s)	Time:	Location(s):
Start of School Year	8/12/2025	1:30 p.m	Homeroom Classroom
After Winter Break	1/6/2026	1:30 p.m	Homeroom Classroom
After Spring Break	3/23/2026	1:30 p.m	Homeroom 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
Lesson Plan Dates			
Start of School Year	8/13/2025	8/14/2025	8/25/2025
After Winter Break	1/7/2026	1/8/2026	1/9/2026
After Spring Break	3/24/2026	3/25/2026	3/26/2026

**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"	The 1 <sup>st</sup> Monday of each month.	Classroom Teachers	Teachers will implement the lessons by teaching whole group. Students will have opportunities to turn and talk and then share with peers.	Administration and school counselor will monitor during classroom walkthroughs.
<b>Bullying Prevention: Be the 1</b>  Click to enter "other"	The 2 <sup>nd</sup> Monday of each month.	Classroom Teachers	Teachers will implement the lessons by teaching whole group. Students will have opportunities to turn and talk and then share with peers.	Administration and school counselor will monitor during classroom walkthroughs.

## CRITICAL ELEMENT # 6: Recognition Programs

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

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

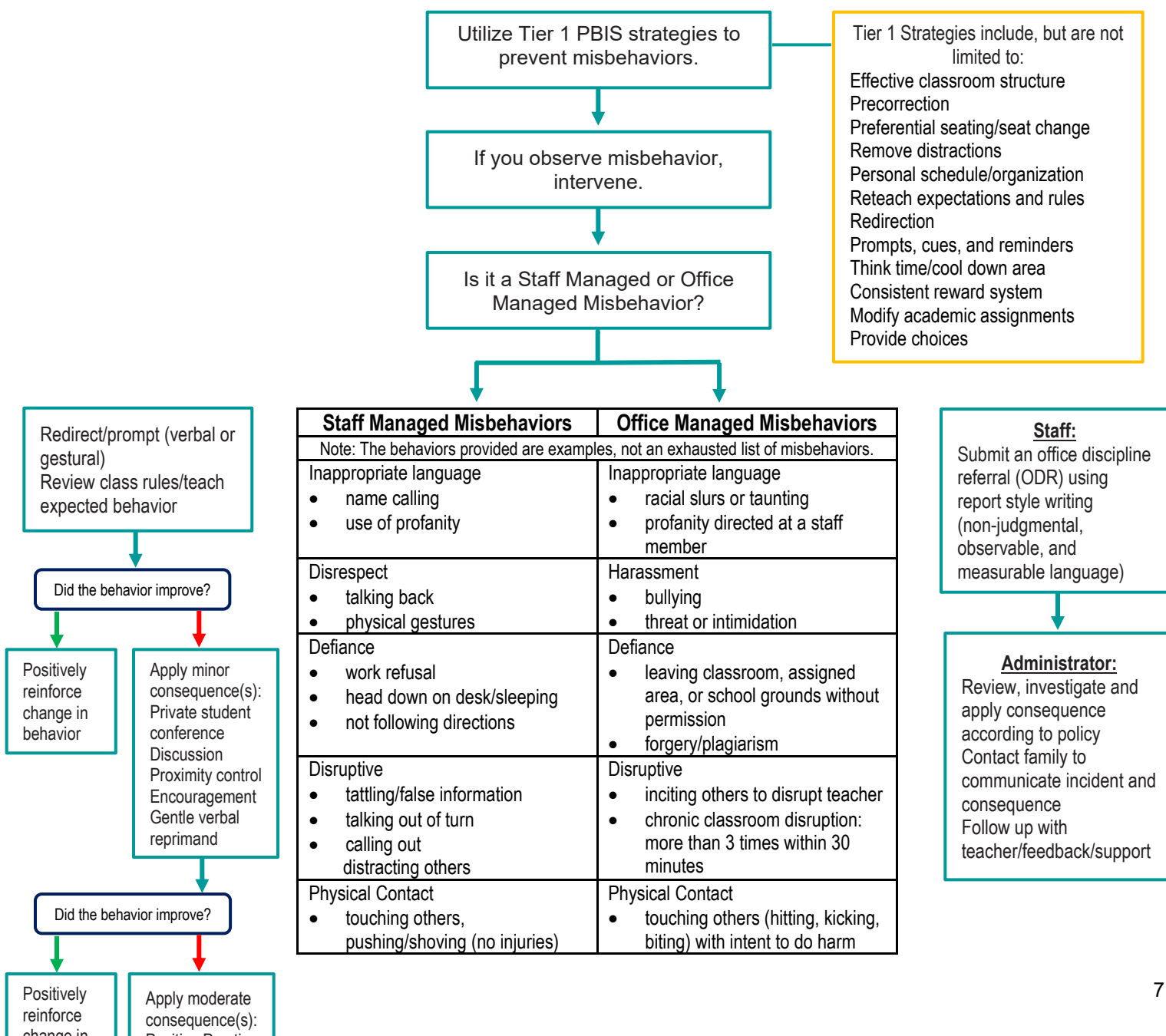
4 Step Problem Solving Process	Plan Details
<p><b>1. Problem Identification:</b> Review your behavior data to identify one school-wide problem. What problem did you identify? <i>(use numerical data)</i></p>	<p><b>Data used: Office Discipline Referrals (ODR)</b></p> <p><b>Problem Identification Statement:</b> During the 24-25 school year, there were 16 Fight Minor/ Altercation/Confrontation.</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> Classroom teachers and leadership team are not implementing the SPBP with fidelity, which leads to inconsistency with school-wide expectations.</p> <p><b>SMART Goal Statement:</b> By May 2026, the number of referrals for Fight Minor/Altercations/Confrontations will be reduce by at least 25%, as measured by FOCUS discipline reports.</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> Point system</p> <p><b>Description of Program/System:</b> Each teacher will develop classroom rules with their class on the first day of school. Students input will allow for buy-in from the students.</p> <ul style="list-style-type: none"> <li>• Students will be awarded points daily for compliance with the established rules. Points tabulation will be posted so students can track themselves.</li> <li>• Students who gain more than 15 points for the week will participate in “Fun Friday”- the last 20 minutes of each Friday.</li> <li>• Students who participate in “Fun Fridays” will be able to participate in a preferred fun activity such as computer games, board games etc.</li> <li>• The first Wednesday in each month, twenty five (one per class) students will be selected randomly from the Fun Friday group of students and have a social with both administrators.</li> </ul>
<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> A.P. and Team Leader for each grade level will ensure that each classroom has posted rules and expectations in each room by August 15, 2025. Support Staff will be assigned a grade level to monitor as they complete their regular daily walkthroughs. They will also conference with random students to ensure that points are being awarded. Teachers will turn in their names for the monthly drawings to the A.P. This will be used to ensure all teachers are using the point system.</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> <ul style="list-style-type: none"> <li>• A.P will monitor ODRs for the first quarter to determine if there is a decrease in classroom referrals for the same period last year.</li> <li>• Any teacher having more than 7 referrals for the quarter will meet with the A.P to evaluate their classroom management system and make improvements where necessary.</li> <li>• School Counselor will utilize lessons from Suite 360 to provide intervention for classrooms that have &gt; 7 ODRs for the quarter.</li> </ul>

**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
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	How will you recognize <i>Kids of Character</i> each month? (2-3 sentences)  Kids of Character will be recognized during lunch in front of their peers. They will receive a certificate from the School Counselor. In addition, Kids of Character are recognized during each quarter's awards assembly.

### CRITICAL ELEMENT #7: Effective Discipline Procedures

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








<ul style="list-style-type: none"><li>• mutual horseplay</li></ul>	<ul style="list-style-type: none"><li>• petty theft</li></ul>
Violation of classroom or location-specific rules	Violation of the Code of Student Conduct

## CRITICAL ELEMENT # 8: Classroom Management Systems

### 8A. Evidence-based Tier 1 classroom management system:

Which evidence-based system(s) are you using?	Provide 3-4 measurable and observable action steps the team will take to help educators improve their classroom management system. <i>(3-4 detailed steps)</i>
<input checked="" type="checkbox"/> CHAMPS <input 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. The team collects evidence for evidence-based classroom management training for every teacher.</li> <li>2. Teachers who do not have training, will participate in district-offered training. The percentage of teachers trained will be maintained.</li> <li>3. Team will follow up and coach teachers who take district training.</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 type="checkbox"/> PBIS Classroom Assistance Tool (CAT) 
<input type="checkbox"/> Other <i>(specify)</i> :

### 8C. Percentage of classroom referrals: **Use current 2024-2025 school year behavior data** as listed in Focus.

(a) Review your classroom data YTD in Focus – Discipline – Category Breakdown – Location.

(b) Complete the yellow highlighted cells.

(c) Auto-calculate the % of referrals in the classroom by clicking on “!Zero Divide” in the next cell and pressing “Fn + F9” together.

Total number of discipline referrals <b>from classrooms</b> :	33
Total number of <i>other</i> <b>school-wide</b> discipline referrals (not including classrooms):	19
% 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 Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page)</li> <li><input type="checkbox"/> Verify and implement teaching schedule for Expectations and Rules behavior lesson plans</li> <li><input type="checkbox"/> Implement the Reward System for all students as indicated in the SPBP</li> <li><input type="checkbox"/> Ensure the Discipline Flow Chart is distributed to all staff and is being used as written</li> <li><input type="checkbox"/> Present implementation data, behavior data, team activities and SPBP progress to entire staff</li> <li><input type="checkbox"/> Ensure all teachers are using an evidence-based classroom management plan, such as CHAMPS</li> <li><input type="checkbox"/> Confirm next quarterly PBIS team meeting date and time</li> </ul>
September	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide SPBP stakeholder presentation by September 30<sup>th</sup></li> <li><input type="checkbox"/> Ensure instructional staff know how to document Tier 1 Supplemental Strategies for behavior</li> <li><input type="checkbox"/> Check for staff and teacher understanding of PBIS - provide "PBIS 101" training as a resource Brainshark available at: <a href="http://www.brainshark.com/browardschools/PBIS101">http://www.brainshark.com/browardschools/PBIS101</a></li> </ul>
October 2 <sup>nd</sup> Quarter Team Meeting	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page)</li> <li><input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff</li> <li><input type="checkbox"/> Ensure Core Effectiveness Action Steps are being implemented as written</li> <li><input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator</li> <li><input type="checkbox"/> Confirm next quarterly PBIS team meeting date and time</li> </ul>
November	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review/revise lesson plans as indicated by previous quarter behavior data</li> <li><input type="checkbox"/> Ensure that the Student Outcome Monitoring Action Steps are being implemented as written</li> </ul>
January 3 <sup>rd</sup> Quarter Team Meeting	<ul style="list-style-type: none"> <li><input type="checkbox"/> Staff to re-teach Expectations and Rules after winter break</li> <li><input type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page)</li> <li><input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff</li> <li><input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator</li> <li><input type="checkbox"/> Confirm next quarterly PBIS team meeting date and time</li> </ul>
February	<ul style="list-style-type: none"> <li><input type="checkbox"/> Check on recently hired staff for PBIS understanding - provide "PBIS 101" Brainshark resource</li> <li><input type="checkbox"/> Utilize the Stakeholder SPBP Forms Survey to solicit input for planning next year's SPBP (optional)</li> </ul>
March 4 <sup>th</sup> Quarter Team Meeting	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure progress towards completion and submission of next year's SPBP</li> <li><input type="checkbox"/> Staff to re-teach Expectations and Rules after spring break</li> <li><input type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page)</li> <li><input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff</li> <li><input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator</li> </ul>
April	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide staff presentation and faculty vote on new SPBP for next year</li> <li><input type="checkbox"/> Submit your SPBP in BCPS Central by April 30<sup>th</sup>. Use this new SPBP in the next school year</li> <li><input type="checkbox"/> Continue implementing your current SPBP through the end of the current school year</li> </ul>

## CRITICAL ELEMENT # 10: Evaluation

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

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

STAFF Implementation Monitoring		
Staff Implementation Goal	Quarterly Team Review: Implemented with fidelity?	If you answered <b>No</b> , enter 2 action steps your school will take to move towards this goal by the next PBIS meeting.
100% of hallways, front office, cafeteria, and other public areas all have school-wide expectations and location-specific rules posted.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	By 8/8/2025, 1. All public areas will have school-wide expectations posted and CWTs will be conducted to confirm. 2. The PBIS Team will create posters to be utilized school-wide.
100% of instructional staff has delivered expectations and rules lesson plans as written and when indicated.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	By 8/15/2025, 1. The PBIS Team and team leaders will review lesson plans for content and level of engagement. 2. The assistant principal and school counselor will ensure all lesson plans are delivered to teachers along with a schedule of implementation.
100% of staff members are oriented to the Discipline Flow Chart. It is used consistently by 100% instructional staff, behavioral support, and administrators.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	By 8/15/2025, 1. The PBIS Team will train all new instructional staff on the Discipline Flow Chart. 2. The assistant principal will monitor all ODRs quarterly to monitor consistent implementation.
A recognition system is implemented by 100% staff for <i>all</i> students.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	By 10/13/2025, 1. The PBIS Team will create a quarterly tracking system to ensure all instructional staff are implementing the point system effectively and equitably to all students. 2. The PBIS Team will ensure the rewards are awarded consistently.

**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>Overall ODRs</b>	By June 3, 2026, the overall ODR’S will indicate 10% decrease measured by Office Discipline Referrals (ODRs) in Focus.	<ol style="list-style-type: none"> <li>1. The administrative/PBIS Team will ensure that the school-wide rewards system is implemented with fidelity by ensuring teachers are tracking students’ points and incentive are awarded consistently.</li> <li>2. A PBIS Team member will mentor and create a plan of action for students with multiple referrals (frequent flyers) in an effort to change their behavior.</li> </ol>

**SPBP Submission**

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