



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

**SY 2025 – 2026**



<b>School Name:</b>	Park Ridge Elementary School
<b>School Number:</b>	1951

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	Samantha Whitehead	7. Security Specialist/ Campus Monitor	Michelle Moise
2. Point of Contact	Tiffany Monroe	8. Social Worker	Lucerne Reyes
3. BTU Representative	Dion Watts	9. School Nurse	Mariella Joseph
4. Parent/Community Representative	Lunise Campbell	10. Attendance Manager	Jen Nordelus
5. Student Representative	Savanna Monroe	11. Life Skills & Wellness Liaison	Nyanpu Kerkulah
6. School Counselor	Nyanpu Kerkulah	12. Resiliency Liaison	Nyanpu Kerkulah

\*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	8:30		8/6/2025
2 <sup>nd</sup>	10/13/2025	8:30		10/13/2025
3 <sup>rd</sup>	1/5/2026	8:30		1/5/2026
4 <sup>th</sup>	4/6/2026	8:30		4/6/2026

### 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> )	4/21/2025
Hold a <i>faculty</i> vote on the new SPBP ( <i>prior to April 30, 2025</i> )	4/21/2025
Provide training to faculty and staff ( <i>prior to September 30, 2025</i> )	4/21/2025
Present the 2025-26 SPBP to family and community stakeholders ( <i>prior to September 30, 2025</i> )	4/24/2025

## CRITICAL ELEMENT # 3: Data Collection and Analysis

### 3A. Core Effectiveness: Use current 2024-2025 school year behavior data as listed in Focus.

- Review your referral data YTD in Focus – Discipline Reports – *Students with Referrals*.
- Complete the yellow highlighted cells.
- Auto-calculate the “% of Total Population” by clicking on each “!Zero Divide” in the cells and pressing “Fn + F9”.
- Determine if the core is effective in all three areas.

TOTAL Population:	544	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals		97%	Are your 0 – 1 referral > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
II. 2 - 5 referrals (at risk students)	12	2%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
III. > 5 referrals (high-risk students)	5	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
<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>The leadership team will be proactive when scheduling students at risk and/or high-risk with highly effective behavior management educators.</li> <li>Review Office Discipline Referrals during the 24-25 SY to determine areas of deficit with teachers in need of support with core behavior systems.</li> <li>The school’s Behavior Technician will support risk and/or high-risk students by implementing small group support to mitigate undesired responses to the behavior plan during the 24-25 SY.</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 subgroup populations (race, SWD, ELL)?
<p>Disproportionality Action Steps: <i>(3-4 detailed steps)</i></p> <ol style="list-style-type: none"> <li>Ensure all classrooms to include ASD classes implement our core positive behavior system “Dynamic Dolphins” for equitable access and accountability.</li> <li>Review subgroup data during staff meetings to bring attention to subgroups with disproportionate discipline infractions.</li> <li>Staffs members whose data reflects disproportionate discipline infractions will be supported by behavior tech/admin team to strengthen their core behavior practices for equitable implementation of SPBP.</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. Unruly Disruptive Behavior	23
2. Battery Low Level	11
3. Fight/Minor Altercation Confrontation	5
4. Inappropriate Touch/Gesture	3
5. Disobedience/Insubordination	3
TOTAL	45

**4B.** School-wide expectations are 3 – 5 positive characteristics (*not behaviors*) that counteract the top school-wide misbehaviors in section 3A. ALL people on campus are expected to model these expectations.

Schoolwide Expectations
1. Be Cooperative
2. Be Respectful
3. Be Responsible
4. Be Safe

**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	10
2. Cafeteria	5
3. Media Center	2

**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	Media Center Rules	Classroom Rules
<b>Be Cooperative</b>	<b>Have your ID badge visible at all times</b> Click here to type hallway rules.	<b>Use a level 1-2 voice</b> Click here to type cafeteria rules.	<b>Follow directions the first time given</b> Click here to type location rules.	
<b>Be Respectful</b>	<b>Keep hands and feet to yourself</b> Click here to type hallway rules.	<b>Clean up after 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>Follow the arrows - move in one direction</b> Click here to type hallway rules.	<b>Sit with your class</b> Click here to type cafeteria rules.	<b>Wear your ID badge</b> Click here to type location rules.	
<b>Be Safe</b>	<b>Go directly to your destination</b> Click here to type hallway rules.	<b>Walk in the cafeteria</b> Click here to type cafeteria rules.	<b>Keep hands and feet to yourself</b> Click here to type location rules.	
Click here to type your Expectation	Click here to select hallway rules OR Click here to type hallway rules.	Click here to select cafeteria rules OR Click here to type cafeteria rules.	Click here to select location rules OR Click here to type location rules.	

## CRITICAL ELEMENT #5: Teaching Behavior

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

Dates when the schoolwide expectations lesson plans are taught by instructional staff and noted in lesson plans:			
	Date(s)	Time:	Location(s):
Start of School Year	8/12/2025	8:30 am	classroom
After Winter Break	1/6/2026	8:30 am	classroom
After Spring Break	3/24/2026	8:30 am	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	Cafeteria
Lesson Plan Dates			
Start of School Year	8/11/2025	8/11/2025	8/11/2025
After Winter Break	1/6/2026	1/6/2026	1/6/2026
After Spring Break	4/7/2026	4/7/2026	4/7/2026

**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 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>Bullying Prevention: Be the 1</b>  Click to enter "other"	Quarterly	School Counselor will lead this initiative	Broward County Schools Policy 5900 outlines annual training modules for students that will be utilized.	The effectiveness of this initiative will be monitored via BASIS bullying referral data.
<b>Character Education</b>  Click to enter "other"	Monthly	School Counselor will lead this initiative	Use each month's classroom lesson plans and the Reality Lane (K-5). to integrate the trait into your students' daily lives and bring the trait to life in a way that is relevant.	The effectiveness of this initiative will be monitored each quarter by recognizing students exhibiting desired character traits.


## 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>	<p><b>Data used: Office Discipline Referrals</b></p> <p><b>Problem Identification Statement:</b> <i>During the 2024-25 school year, most referrals for students exhibiting undesired behaviors were categorized as “Unruly/Disruptive Behaviors (41% of referrals). This referral type was also the most common undesired behavior during the 2023-24 school year.</i></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><b>Hypothesis:</b> <i>Students struggle with appropriately communicating with their peers. Students may also have difficulty self-regulating their emotions and expressing themselves in an effective manner to maintain on-task behaviors and demonstrate school wide behaviors/expectations. Additionally, positive peer-to-peer interactions are challenging within our older grade levels.</i></p> <p><b>SMART Goal Statement:</b> <i>Park Ridge Elementary will decrease the number of students unruly/disruptive behaviors referrals by 10% at the conclusion of the 2025-26 SY as measured by Office Discipline Referral Data.</i></p>
<b>3. Intervention Design:</b> Describe how you will implement a positive reward program/system to decrease this problem.	<p><b>Type of Program/System:</b> Point system</p> <p><b>Description of Program/System:</b> <i>In effort to decrease the occurrences of undesired behavior, we will implement a school wide Positive Behavior Reward System entitled “Dynamic Dolphins” Through use of Class Dojo, all classroom teachers will create a class account and share it with administration and special area teachers. Students will have opportunities throughout the instructional day to earn a maximum of 17 points daily. Max points per class will allow for an equitable distribution of points and limit point inflation.</i></p> <p><i>The point value menu below details how scholars can accrue points:</i></p> <ul style="list-style-type: none"> <li><i>-following classroom rules (5 points daily)</i></li> <li><i>-Completing assigned homework/work (4 points daily)</i></li> <li><i>-Teacher discretionary points (3 points daily)</i></li> <li><i>-Special area teachers (5 points)</i></li> </ul> <p><i>Each month, students will have the opportunity to redeem their accrued points for specified rewards i.e. classroom specific awards, glow party (quarterly), class lunch bunch, lunch with admin, leader for the day, or shop in the “Dolphin Cove” Desired behaviors will be reinforced within all areas of the campus to maintain consistency.</i></p>

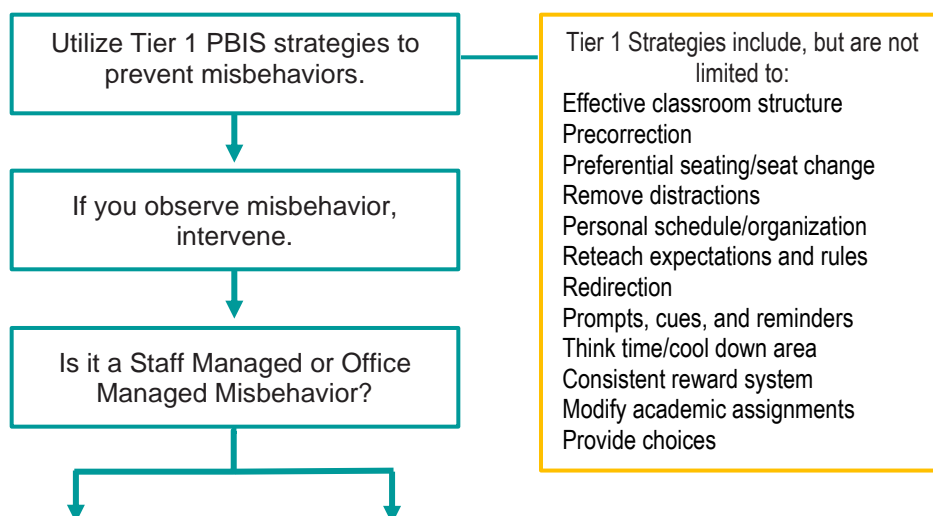
<b>4. Evaluation:</b> A. Implementation fidelity	<p><b>How will you monitor the fidelity (consistency and effectiveness) of the <u>staff's</u> implementation of the reward program/system?</b></p> <p><b>4. Evaluation:</b>  A. Implementation fidelity</p> <p><b>How will you monitor the fidelity (consistency and effectiveness) of the <u>staff's</u> implementation of the reward program/system? (2-3 sentences)</b></p> <p>To measure the effectiveness of the schoolwide reward system implemented, referrals will be monitored. Overall, referrals will decrease by a minimum of 10%. Additionally, 90% of scholars attending Park Ridge for the 2025-26 school year will accrue and redeem points for the desired rewards. This will be tracked using the data gleaned from class dojo.</p>
B. Student outcome monitoring <i>(use numerical data)</i>	<p><b>How will you know if the reward program/system is positively impacting <u>students</u>? What measurable data will you use to determine “success”?</b> <i>Success will be measured as 90% of each classroom with scholars earning and redeeming points for desired rewards. When asked, scholars will be able to express the school-wide reward system and how it positively impacts the learning environment. All classroom teachers will create a Class Dojo account and use it with fidelity in alignment with the indicated rules of engagement.</i></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	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	<p>Each month students are selected by their homeroom teacher for demonstrating characteristics aligned to each months character trait. These scholars are recognized monthly during the WPRW morning show and acknowledged and recognized each quarter during the awards assembly. Recipients receive certificates and “Brag Tags” for their accomplishments.</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.



Redirect/prompt (verbal or gestural)

**Staff:**  
Submit an office discipline



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"> <li>• name calling</li> <li>• use of profanity</li> </ul>	Inappropriate language <ul style="list-style-type: none"> <li>• racial slurs or taunting</li> <li>• profanity directed at a staff member</li> </ul>
Disrespect <ul style="list-style-type: none"> <li>• talking back</li> <li>• physical gestures</li> </ul>	Harassment <ul style="list-style-type: none"> <li>• bullying</li> <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</li> <li>• 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 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.	<p>In effort to improve Tier 1 classroom management, the school will employ a school wide positive reward system to mitigate the occurrences of undesired behaviors.</p> <ol style="list-style-type: none"> <li>1. Staff and students alike will be trained and supported during the implementation process.</li> <li>2. A CHAMPS refresher will be provided for returning educators</li> <li>3. New PRE staff will engage in district-based professional development for effective implementation of the classroom intervention and supports system. They will be further supported by their TIER liaison</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 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> :	71
Total number of <i>other</i> <b>school-wide</b> discipline referrals (not including classrooms):	18
% of referrals in the classroom:	80%
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	<input type="checkbox"/> Create an SPBP binder or portfolio to retain (for 2 years) hard copies of: your SPBPs, Action Plans, staff PBIS professional development attendance, stakeholder training attendance, quarterly meeting agendas, quarterly staff behavior presentations, voting attendance and outcome, Expectations lesson plans and Rules lesson plans
Pre-Planning	<input type="checkbox"/> Print up your SPBP and Feedback form BCPS Central <input type="checkbox"/> Provide SPBP presentation to all staff during Pre-Planning <input type="checkbox"/> Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders <input type="checkbox"/> Market and post School-wide Expectations and Location-specific Rules <input type="checkbox"/> Identify your district PBIS Specialist (Contact <a href="mailto:amber.jennings@browardschools.com">amber.jennings@browardschools.com</a> for more information if you are unsure) <input type="checkbox"/> Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP (indicated in yellow)
August 1 <sup>st</sup> 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 <sup>th</sup> <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: <a href="http://www.brainshark.com/browardschools/PBIS101">http://www.brainshark.com/browardschools/PBIS101</a>
October 2 <sup>nd</sup> Quarter Team Meeting	<input type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) <input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff <input type="checkbox"/> Ensure Core Effectiveness Action Steps are being implemented as written <input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator <input type="checkbox"/> Confirm next quarterly PBIS team meeting date and time
November	<input type="checkbox"/> Review/revise lesson plans as indicated by previous quarter behavior data <input type="checkbox"/> Ensure that the Student Outcome Monitoring Action Steps are being implemented as written
January 3 <sup>rd</sup> Quarter Team Meeting	<input type="checkbox"/> Staff to re-teach Expectations and Rules after winter break <input type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) <input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff <input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator <input type="checkbox"/> Confirm next quarterly PBIS team meeting date and time
February	<input type="checkbox"/> Check on recently hired staff for PBIS understanding - provide "PBIS 101" Brainshark resource <input type="checkbox"/> Utilize the Stakeholder SPBP Forms Survey to solicit input for planning next year's SPBP (optional)
March 4 <sup>th</sup> 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 checked="" type="checkbox"/> Provide staff presentation and faculty vote on new SPBP for next year <input checked="" type="checkbox"/> Submit your SPBP in BCPS Central by April 30 <sup>th</sup> . Use this new SPBP in the next school year <input checked="" 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?”*

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% 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, 2026, Unruly/Disruptive ODR’s [ <i>identify one area of focus</i> ] will indicate decrease by 10% [ <i>increased or decreased number or percentage</i> ] as measured by Office Discipline Referrals (ODRs) in Focus.	1. Ensure staff is familiar with and understands the difference between teacher managed behavior infractions and ODR’s. 2. Review ODR data during staff meetings, specifically analyzing the occurrences of behaviors coded as unruly/disruptive to see trends and support the teachers/students to effectively reduce this infraction.

## SPBP Submission

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