

**School-wide Positive Behavior Plan (SPBP)**  
Broward County Public Schools



**SY 2025 - 2026**

<b>School Name:</b>	Coral Cove Elementary
<b>School Number:</b>	2011

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	Luis Figueroa	7. Security Specialist/Campus Monitors	Harolenna McKinnon
2. Point of Contact	Michele Arguelles	8. Social Worker	Marlene Jairan
3. BTU Representative	Maria Garcia	9. School Nurse	Always changing
4. Parent/Community Representative	Pamela Hernandez-Vazquez	10. Attendance Manager	Yendry Romero
5. Student Representative		11. Life Skills & Wellness Liaison	Kimberly Todman
6. School Counselor	Kimberly Todman	12. Resiliency Liaison	Kimberly Todman

**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 <sup>st</sup>	8/20/2025	2:20 PM		9/4/2025
2 <sup>nd</sup>	11/13/2025	2:20 PM		11/20/2025
3 <sup>rd</sup>	2/12/2026	2:20 PM		2/19/2026
4 <sup>th</sup>	5/7/2026	2:20 PM		5/14/2026

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

**2. PBIS 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> )	4/23/2025
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

**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:	442	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals	7	99%	Are your 0 – 1 referral > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
II. 2 - 5 referrals (at risk students)	2	0%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
III. > 5 referrals (high-risk students)	1	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
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: (3-4 detailed steps)	
<ol style="list-style-type: none"> <li>Maintain Consistent and Ongoing Data Review Cycles</li> <li>Leverage MTSS/RTI Teams for Root Cause Analysis</li> <li>Conduct Structured Student Support through hands-on and Targeted Positive Behavior assemblies</li> <li>Continue the use of Compass 360 curriculum and support from our school counselor</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: (3-4 detailed steps)
<ol style="list-style-type: none"> <li>Discipline Data Deep Dives through our PBIS Committee and Data Chats</li> <li>Develop Tiered Behavior Support Plans</li> <li>School-wide Guiding Principles</li> <li>School-wide continual use of CHAMPs</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. DISOBEDIENCE/INSUBORDINATION	5
2. DISRUPTIVE /UNRULY PLAY	3
3. -MISTREATMENT OF PEERS	3
4. -INAPPROPRIATE TOUCH/LANG/GESTURE	2
5.	
TOTAL	13

- 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 RESPONSIBLE
2. BE RESPECTFUL
3. BE KIND
4. BE SAFE
5. BE INCLUSIVE

- 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. MEDIA CENTER	2
2. OTHER	3
3. SCHOOL GROUNDS	1

**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.

School-wide	Hallway Rules	Cafeteria Rules	Classroom Rules	Recess/Structured PE
<b>BE RESPONSIBLE</b>	Hands by side, eyes looking forward, and 2nd tile from the wall.	Raise your hand and wait for help, keep your area clean	Staying on-task, complete required assignments on-time, appropriate use of technology, and See something/Say something.	Line up quickly and quietly when the signal is given. Use time wisely—stay in designated play areas. Follow adult direction the first time.
<b>BE RESPECTFUL</b>	Use voice level 1	Listen to adult's directions at all times.	Stop and THINK before you speak. Is it helpful or hurtful? and Listen to all adults' directions	Take turns and share equipment fairly. Use kind words and a calm voice with others respect Personal space keep hands and feet to yourself.
<b>BE KIND</b>	Walk directly to your destination	Use inside voices, speak to those close to you and use kind words.	Use kind words, offer to help classmates and teachers, be a leader, and be respectful	Invite others to join your game or group. Help someone if they are hurt or upset. Speak up in a kind way if you see someone being left out.
<b>BE SAFE</b>	Keep your hands and feet to yourself	Sit in your assigned area, use walking feet and keep hands/feet to self.	Keep your hands and feet to yourself, stay in assigned area, listen to adults' directions, and See something/Say something	Use equipment correctly (e.g., no climbing up slides, no standing on swings). Walk to and from the play area—no running in line. Keep rocks, mulch, and other objects on the ground. Report problems or injuries to an adult right away.
<b>BE INCLUSIVE</b>	Treat everyone with kindness.	Treat everyone with kindness.	Everyone has the right to be heard and to be included, be welcoming and kind to all classmates and teachers.	Play with different classmates, not just your close friend (s). Use friendly language that includes everyone. Celebrate differences and make sure everyone feels welcome.

## CRITICAL ELEMENT # 5: Teaching Behavior

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

Dates when the schoolwide expectations lesson plans are taught by instructional staff and noted in lesson plans:			
	Date(s)	Time:	Location(s):
<b>Start of School Year</b>	8/4/2025	10:00 AM	MEDIA CENTER
<b>After Winter Break</b>	1/14/2026	2:20 PM	MEDIA CENTER
<b>After Spring Break</b>	4/15/2026	2:20 PM	MEDIA CENTER

**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 Rules Lesson Plans for common locations are taught by instructional staff and noted in Lesson Plans.			
Common Location	Hallway Rules	Cafeteria Rules	School-Wide
Lesson Plan Dates			
<b>Start of School Year</b>	8/4/2025	8/4/2025	8/4/2025
<b>After Winter Break</b>	1/14/2026	1/14/2026	1/14/2026
<b>After Spring Break</b>	4/15/2026	4/15/2026	4/15/2026

**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>Character Education</b>  Click to enter "other"	08/28/2025	Kimberly Todman	The <b>Character Education</b> can be implemented through school-wide awareness, classroom lessons, student leadership, and family involvement to promote our school-wide 5 Guiding Principles.	Its effectiveness can be monitored by tracking behavior data, climate surveys, student participation, and observation trends to ensure positive, equitable outcomes for all students.

<p><b>Internet Safety: Think B4U Post</b></p> <p>Click to enter "other"</p>	<p>09/26/2025</p>	<p>District</p>	<p>The Internet Safety: Think B4U Post initiative will be implemented through a school-wide assembly</p>	<p>Its effectiveness can be monitored by tracking behavior data, climate surveys, student participation, and observation trends to ensure positive, equitable outcomes for all students.</p>
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**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: CLASSROOMS

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>  <i>Note: Identified problem should be based upon data, such as ODRs. (Office Discipline Referral)</i></p>	<p><b>Data used: Behavior Dashboard</b></p> <p><b>Problem Identification Statement:</b> Problem Statement:  A significant proportion, specifically 47%, of student behavior referrals are occurring in the classrooms.</p>
<p><b>2. Problem Analysis:</b> Why do you think this problem is occurring? What is your goal? <i>(use a SMART goal statement with numerical data)</i></p>	<p><b>Hypothesis:</b> <i>One main factor contributing may be due to inconsistent implementation of behavior expectations, lack of student engagement, or varying levels of classroom management strategies among staff, which contribute to increased disruptions during instructional time.</i></p> <p><b>SMART Goal Statement: SMART Goal:</b>  By the end of the academic 25/26 school year, the school will reduce the percentage of student behavior referrals occurring in classrooms from 47% to 30% by implementing consistent behavior expectations, targeted classroom management strategies, and providing ongoing professional development for staff.</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: Point system</b></p> <p><b>Description of Program/System:</b> Each classroom will be expected to develop a classroom-wide behavior plan that incorporates the CHAMPS method. The plan must include:</p> <ul style="list-style-type: none"> <li>• <i>How can students earn the points?</i></li> <li>• <i>What will students earn as a reward?</i></li> <li>• <i>Consequences for not adhering to school expectations</i></li> </ul>

<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?</b></p> <p><i>Through target walkthrough, data chats, CPST Meetings, and individual support.</i></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 <u>students</u>? What measurable data will you use to determine "success"?</b></p> <p>By June 2026, , the school will reduce the percentage of student behavior referrals occurring in classrooms from 47% to 30%</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. 

<p><b>Monthly Character Traits</b></p>	<p><b>Plan Details</b> How will you recognize <i>Kids of Character</i> each month? <i>(2-3 sentences)</i></p>
<ol style="list-style-type: none"> <li>1. September: Cooperation</li> <li>2. October: Responsibility</li> <li>3. November: Citizenship</li> <li>4. December: Kindness</li> <li>5. January: Respect</li> <li>6. February: Honesty</li> <li>7. March: Self-Control</li> <li>8. April: Tolerance</li> </ol>	<p>Students are recognized during our morning announcements, they receive a certificate of recognition, tangible rewards, and lunch with Principal.</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.



Utilize Tier 1 PBIS strategies to prevent misbehaviors.

- 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

If you observe misbehavior, intervene.

Is it a Staff Managed or Office Managed Misbehavior?

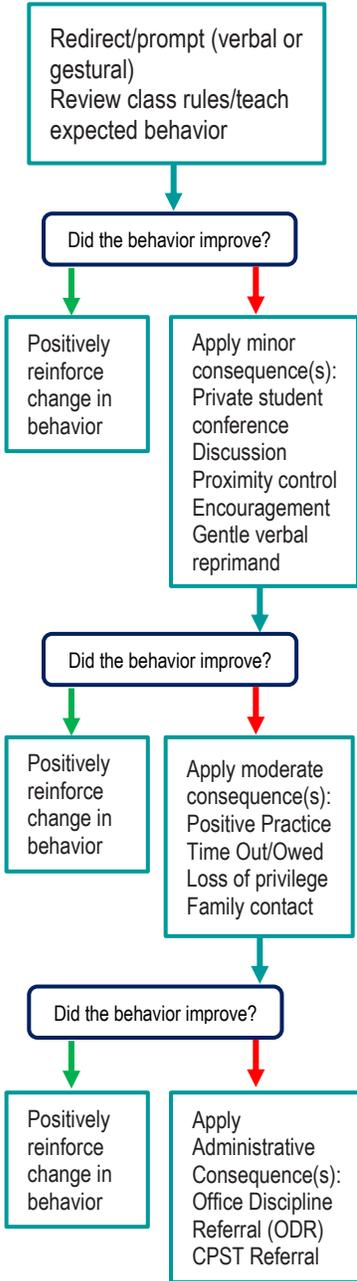


Staff Managed Misbehaviors	Office Managed Misbehaviors
Note: The behaviors provided are examples, not an exhausted list of misbehaviors.	
<b>Inappropriate language</b> <ul style="list-style-type: none"> <li>name calling</li> <li>use of profanity</li> </ul>	<b>Inappropriate language</b> <ul style="list-style-type: none"> <li>racial slurs or taunting</li> <li>profanity directed at a staff member</li> </ul>
<b>Disrespect</b> <ul style="list-style-type: none"> <li>talking back</li> <li>physical gestures</li> </ul>	<b>Harassment</b> <ul style="list-style-type: none"> <li>bullying</li> <li>threat or intimidation</li> </ul>
<b>Defiance</b> <ul style="list-style-type: none"> <li>work refusal</li> <li>head down on desk/sleeping</li> <li>not following directions</li> </ul>	<b>Defiance</b> <ul style="list-style-type: none"> <li>leaving classroom, assigned area, or school grounds without permission</li> <li>forgery/plagiarism</li> </ul>
<b>Disruptive</b> <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>	<b>Disruptive</b> <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>
<b>Physical Contact</b> <ul style="list-style-type: none"> <li>touching others, pushing/shoving (no injuries)</li> <li>mutual horseplay</li> </ul>	<b>Physical Contact</b> <ul style="list-style-type: none"> <li>touching others (hitting, kicking, biting) with intent to do harm</li> <li>petty theft</li> </ul>
<b>Violation of classroom or location-specific rules</b>	<b>Violation of the Code of Student Conduct</b>

**Staff:**  
Submit an office discipline referral (ODR) using report style writing (non-judgmental, observable, and measurable language)

**Administrator:**  
Review, investigate and apply consequence according to policy  
Contact family to communicate incident and consequence  
Follow up with teacher/feedback/support

**Crisis Events:**  
In need of immediate assistance  
Potentially unsafe environment  
Suspicion of criminal behavior  
Contact front office/administration immediately  
Follow safety team protocol



## CRITICAL ELEMENT # 8: Classroom Management Systems

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

Which evidence-based system(s) are you using?	Provide 2-3 measurable and observable 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 <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.	Ensure that all staff is trained in CHAMPS Give staff access to the PBIS Canvas course for additional resources Behavior Data chats as needed

### 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 checked="" type="checkbox"/> PBIS Classroom Assistance Tool (CAT) 
<input type="checkbox"/> Other ( <i>specify</i> ):

### 8C. Percentage of classroom referrals: Use 2024-2025 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 <b>from classrooms</b> :	10
Total number of <i>other</i> <b>school-wide</b> discipline referrals (not including classrooms):	7
% of referrals in the classroom:	47%
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>

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 checked="" type="checkbox"/> Print up your SPBP and Feedback form BCPS Central <input checked="" type="checkbox"/> Provide SPBP presentation to all staff during Pre-Planning <input checked="" type="checkbox"/> Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders <input checked="" 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 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 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 <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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No	By <a href="#">Click here to enter a date</a> , 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 <a href="#">Click here to enter a date</a> , 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 <a href="#">Click here to enter a date</a> , 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 <a href="#">Click here to enter a date</a> , 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?”*

**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.
<p><b>Select an item</b> <i>Choose one ODR area of focus</i></p>	<p>By June 3, 2026, the school will decrease the percentage of student behavior referrals occurring in classrooms from 47% to 30%] as measured by Office Discipline Referrals (ODRs) in Focus.</p>	<ol style="list-style-type: none"> <li><b>Provide targeted professional development on proactive classroom management strategies</b> (e.g., CHAMPS, positive reinforcement, de-escalation techniques) for all instructional staff by September 2025, followed by monthly coaching or support sessions.</li> <li><b>Continue to implement a schoolwide behavior expectations matrix with classroom-specific norms</b>, and conduct monthly walkthroughs to monitor fidelity and provide feedback.</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. 