



Schoolwide Positive Behavior Plan (SPBP)
Broward County Public Schools

SY 2025 – 2026



School Name:	James S. Rickards Middle School
School Number:	2121

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	Kara Pluchino	7. Security Specialist/ Campus Monitor	Tashia Leath
2. Point of Contact	Fatima De Leon Casco	8. Social Worker	Grimadys B. Figueroa
3. BTU Representative	Yulanda Ellis	9. School Nurse	Mary Rose Seliu
4. Parent/Community Representative	Eddie J. Jenkins	10. Attendance Manager	Nina Hernandez
5. Student Representative	Ariadna Moncada La Roche	11. Life Skills & Wellness Liaison	Sasha Azouth
6. School Counselor	Marica Branford	12. Resiliency Liaison	Scarlett Alex

*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 st	9/2/2025	8:20 am		9/5/2025
2 nd	12/9/2025	8:20 am		12/12/2025
3 rd	2/24/2026	8:20 am		2/27/2026
4 th	4/7/2026	8:20 am		4/10/2026

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>)	4/25/2025
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>)	9/2/2025

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:	779	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals	178	88%	Are your 0 – 1 referral > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
II. 2 - 5 referrals (at risk students)	76	10%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
III. > 5 referrals (high-risk students)	17	2%	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 either (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"> 1. Work with the RTI and school counselors to identify students who need tiered behavior intervention support. 2. Collaborate and work with RTI team to analyze behavior patterns and adjust the SPBP as needed. 3. Continue to utilize PBIS system consistently as well as improving implementation of CHAMPS. 	

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"> 1. Conduct quarterly disaggregated discipline data reviews by subgroups (race, SWD, ELL). 2. Provide ongoing culturally responsive trainings/ PDs with a focus on PBIS. 3. Implement a proactive, culturally establishing family engagement program to build trust and co-create expectations. 4. Ensure MTSS/PBIS interventions (Tiers 2 & 3) are considering cultural, linguistic, and ability-based needs.

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	65
2. Disobedience/ Insubordination	52
3. Fight Minor/ Altercation/ Confrontation	33
4. Out of Assigned Area	33
5. Inappropriate Touch/ Lang/ Gesture	28
TOTAL	211

- 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.Respectful
2.Mindful
3.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, excluding Classroom :	
School Location(s)	# Incidents
1. School Grounds	75
2.Cafeteria	41
3.Hallway	37

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	School Grounds Rules	Classroom Rules
Respectful	Be respectful- Keep your hands and feet to yourself.	Be respectful to all adults and your peers.	Be respectful of your school environment and treat it with care.	
Mindful	Be mindful of your words, tones, and volume.	Be mindful of your words, tone, and actions.	Be mindful of the team that works hard to maintain a lean space for you.	
Safe	Be safe- Wear your ID, walk with a purpose, and be punctual.	Be safe by staying seated and raising hands for permission.	Be safe and report inappropriate behaviors and unknown individuals.	

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	8/8/2025	8:30 am – 9:30 am	Cafeteria
After Winter Break	1/9/2026	8:30 am – 9:00 am	Band room/media center
After Spring Break	3/27/2026	8:30 am – 9:00 am	Band room/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 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	8/11/2025	8/11/2025	8/11/2025
After Winter Break	1/12/2026	1/12/2026	1/12/2026
After Spring Break	3/30/2026	3/30/2026	3/30/2026

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?
Internet Safety: Think B4U Post	Semester 1-Quarter 1	District support will teach program/Initiative curriculum to Peer counselors and elective courses.	Peer counselors will lead and reinforce the program/Initiative schoolwide. They will present, reteach, and monitor the program/Initiative curriculum to their peers.	Peer counselors will conduct regular check-ins with their peers and receive feedback for any needed adjustments to the program/Initiative.
Choose Peace/Stop Violence	Semester 1-Quarter 2	District support will teach program/Initiative curriculum to Peer counselors and elective courses.	Peer counselors will lead and reinforce the program/Initiative schoolwide. They will present, reteach, and monitor the program/Initiative curriculum to their peers.	Peer counselors will conduct regular check-ins with their peers and receive feedback for any needed adjustments to the program/Initiative.


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: RMS: Respectful, Mindful, and Safe

4 Step Problem Solving Process	Plan Details
1. Problem Identification: Review your behavior data to identify one school-wide problem. What problem did you identify? <i>(use numerical data)</i>	Data used: FOCUS Behavioral Data Problem Identification Statement: <i>What problem did you identify?</i> <ul style="list-style-type: none"> • Disproportionality Data by Subgroup • Classroom ODR (Office Discipline Referral) Referral Data • Top Behavior Incident Data Locations
2. Problem Analysis: Why do you think this problem is occurring? What is your goal? <i>(create a SMART goal statement with numerical data)</i>	Hypothesis: <i>Why do you think this problem is occurring?</i> SMART Goal Statement: Well-managed classrooms are built on a foundation that includes teaching behavioral expectations; providing strong instruction; using proactive strategies to manage behaviors; building connections with students; and responding flexibly and appropriately when individual behavior problems occur. These actions must be consistent and applied with fidelity to be effective. With a well implemented PBIS program, we should be able to decrease behavior issues and incidents by 20% for the 2025-2026 school year.
3. Intervention Design: Describe how you will implement a positive reward program/system to decrease this problem.	Type of Program/System: <i>Point system</i> Description of Program/System: (<i>≥ 4 sentences</i>) How you will implement a positive reward program/system to decrease this problem? The PBIS (Positive Behavior Intervention System) system is being utilized by classroom teachers to reward students' positive behaviors and actions. Morning and afternoon announcements will support the system as the administration and support team will catch students doing the right thing and encourage the initiative. School staff will promote positive behaviors when witnessed, encouraging the positive will help eliminate some of the negative behaviors. Our top behavior is unruly/disruptive as of this school year 2024-2025. We will reward our students with Rocket bucks for showing expected character behaviors on school grounds. Students will use their Rocket bucks at the school Rocket store. They will be able to cash out at our bi-weekly Rocket store held during all lunches on Fridays. Students will have the opportunity to exchange their earn Rocket bucks will items from the school Rocket store.
4. Evaluation: A. Implementation fidelity	How will you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program/system? (<i>2-3 sentences</i>) We will monitor the PBIS- Positive Behavior Intervention System- by collecting Rocket bucks and counting them biweekly as well as at the end of the month. This will assist in gaining information about which educators and staff members are utilizing the system, and which might need training or support to effectively implement this program. The PBIS Excel data spread sheet will identify teachers who are heavy users as well as which grade level are receiving the rewards and redeeming them at the school Rocket store. As the PBIS leadership team, we will actively monitor behavior data to determine if we are seeing a decrease in the top behavior incidents from this school year.

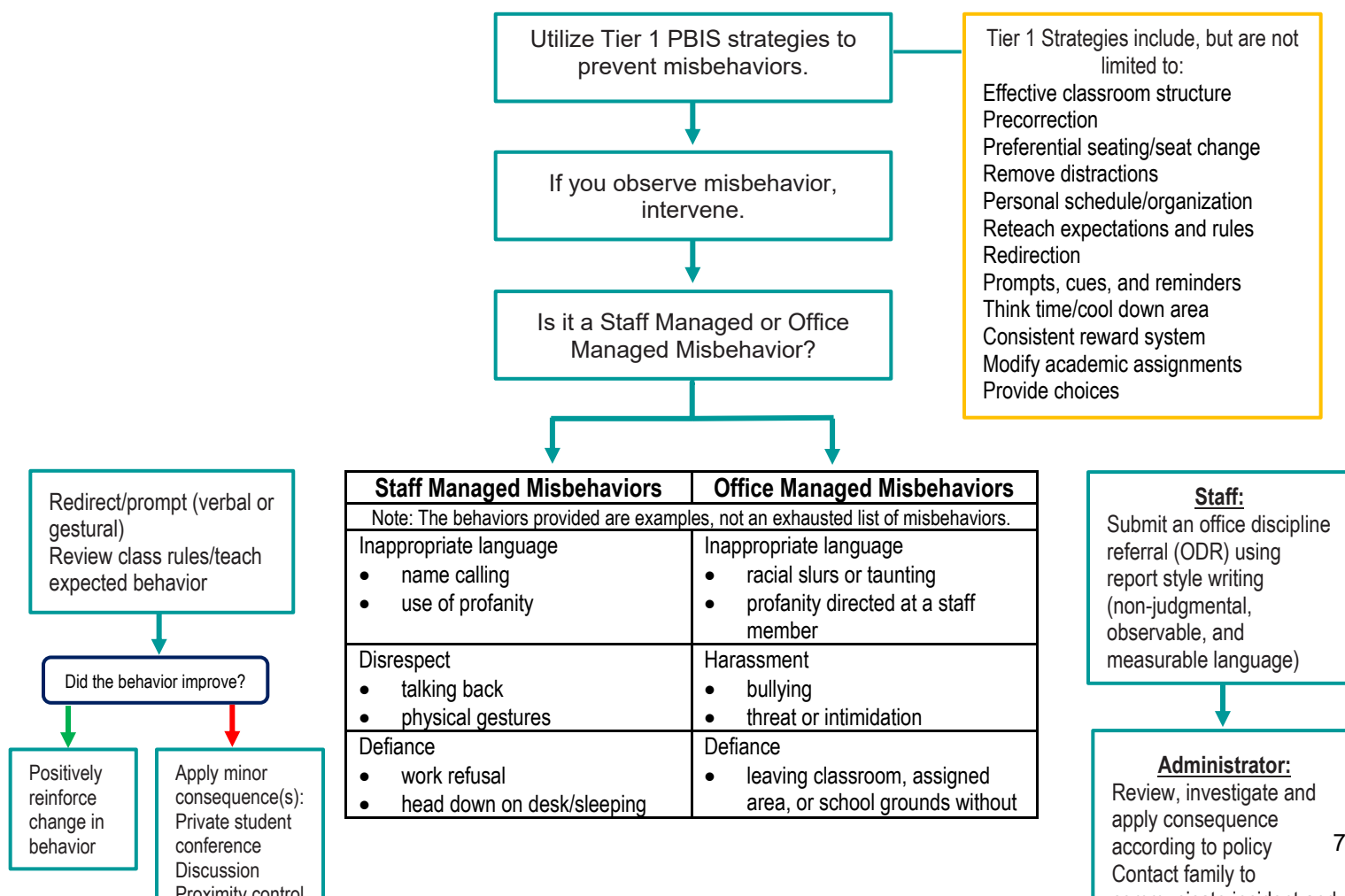
<p>B. Student outcome monitoring <i>(use numerical data)</i></p>	<p>How will you know if the reward program/system is positively impacting students? What measurable data will you use to determine “success”? (2-3 sentences)</p> <p>With our school’s new reward system going into it’s third year of implementation, we are foreseeing our behaviors and top incidents to decrease 20% in the 2025-2026 school year. Working with the teachers and having worked out any inconsistencies or issues that the plan currently has.</p>
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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)
<ol style="list-style-type: none"> 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>Celebration plan:</p> <ol style="list-style-type: none"> 1. Each month the grade level teachers will nominate 1 student that shows and expresses the character trait for the month. This will be done by grade level and we will have a student representative for each grade level each month. 2. The PBIS team will receive the submissions and will determine which students will receive the reward. 3. The 3 winning students will be displayed on the cafeteria bulletin board and will receive a certificate. Additionally, the 3 winning students will receive a PBIS store voucher, with a set amount and can be redeemed at the school’s Rocket store.

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"> not following directions 	<ul style="list-style-type: none"> 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

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 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.	1. Leadership and PBIS team will conduct CHAMPS classroom walkthroughs monthly, using CHAMPS aligned checklist to observe teaches classroom management and CHAMP implementation. 2. Facilitate PBIS monthly PD/Trainings with a focus on CHAMPS components. 3. Support teachers in using a 5:2 ratio of positive-to-corrective feedback, tracked via peer/mentor observations.

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 checked="" type="checkbox"/> Other: <i>Classroom Walkthroughs</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 from classrooms :	265
Total number of <i>other</i> school-wide discipline referrals (not including classrooms):	213
% of referrals in the classroom:	55.4%
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 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 checked="" type="checkbox"/> Identify your district PBIS Specialist (Contact amber.jennings@browardschools.com for more information if you are unsure) <input checked="" type="checkbox"/> Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP (indicated in yellow)
August 1 st Quarter Team Meeting	<input checked="" type="checkbox"/> Determine any needed team training, such as: 4 Step Problem Solving Process series, PBIS 10 Critical Elements, Data Collection, etc. <input checked="" type="checkbox"/> Review previous year's SPBP and feedback form; make necessary modifications <input checked="" type="checkbox"/> Review previous year's data (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) <input checked="" type="checkbox"/> Verify and implement teaching schedule for Expectations and Rules behavior lesson plans <input checked="" type="checkbox"/> Implement the Reward System for all students as indicated in the SPBP <input checked="" type="checkbox"/> Ensure the Discipline Flow Chart is distributed to all staff and is being used as written <input checked="" type="checkbox"/> Present implementation data, behavior data, team activities and SPBP progress to entire staff <input checked="" type="checkbox"/> Ensure all teachers are using an evidence-based classroom management plan, such as CHAMPS <input checked="" type="checkbox"/> Confirm next quarterly PBIS team meeting date and time
September	<input checked="" 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 2 nd Quarter Team Meeting	<input checked="" type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) <input checked="" 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 checked="" 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 rd Quarter Team Meeting	<input checked="" type="checkbox"/> Staff to re-teach Expectations and Rules after winter break <input checked="" type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) <input checked="" 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 checked="" 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 checked="" type="checkbox"/> Utilize the Stakeholder SPBP Forms Survey to solicit input for planning next year's SPBP (optional)
March 4 th Quarter Team Meeting	<input checked="" type="checkbox"/> Ensure progress towards completion and submission of next year's SPBP <input checked="" type="checkbox"/> Staff to re-teach Expectations and Rules after spring break <input checked="" type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) <input checked="" 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 th . Use this new SPBP in the next school year <input checked="" type="checkbox"/> Continue implementing your current SPBP through the end of the current school year

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 No , 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 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% of staff members are oriented to the Discipline Flow Chart. It is used consistently by 100% instructional staff, behavioral support, and administrators.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	By Click here to enter a date, 1. 2.
A recognition system is implemented by 100% staff for <i>all</i> students.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	By Click here to enter a date, 1. The PBIS team will analyze behavior data as well as behavior patterns. 2. The PBIS team will monitor use of our PBIS system by tracking the number of students using the Rocket bucks and the amount of teachers utilizing the rewards system. 3. Team will identify staff patterns to determine necessary CHAMPS/PBIS training for Tier I strategies.

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.
Behavior Incidents	By May 2026, the number of unruly/disruptive behavior referrals will decrease by 20%.	1. The administrative and leadership team will ensure the school-wide rewards system is implemented with fidelity by reviewing the PBIS excel spread sheet monthly and keeping the school store stocked with supplies/rewards and continuing to recognize positive behaviors. 2. The administrative team will ensure the behavior lessons are being implemented throughout the school year with fidelity to ensure we are limiting troubling

		behavior. This includes but is not limited PBIS and CHAMPS strategies, as well as character education.
Event Locations	By May 2026, the number of incidents in School grounds, Cafeteria, and Hallway will decrease by 10%.	<p>1. The administrative and leadership team will ensure the school-wide rewards system is implemented with fidelity by reviewing the PBIS excel spread sheet weekly.</p> <p>2. The school-wide team will ensure the behavior lessons are being implemented throughout the school year with fidelity to ensure we are limiting troubling behavior. This includes but is not limited PBIS and CHAMPS strategies, as well as character education. All staff must have buy in.</p>
Core Effectiveness	By May 2026, the Core Effectiveness (students with 0-1 referrals) will decrease by 15% as evidenced by ODRs in Focus.	<p>1. Using the Focus Discipline sections, the administrative and PBIS team will identify and monitor which classrooms have written an above average amount of ODRs monthly.</p> <p>2. The admin team will identify a PBIS team member(s) who will work with school-based staff members to administer peer-to-peer support based on level of need and quantity of referrals.</p>
Classroom Referrals	100% of classroom teachers who have an above average number of referrals within their classroom will receive classroom management support/coaching sessions including PBIS/CHAMPS during the 2025-2026 school year.	<p>1. Using the Focus discipline section the administrative and PBIS team will identify and monitor which classrooms have written the above average amount of ODRs monthly.</p> <p>2. The admin team will identify a PBIS team who will work with school-based staff members to administer peer-to-peer support based on level of need. In house professional developments.</p>

SPBP Submission

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