



Schoolwide Positive Behavior Plan (SPBP)
Broward County Public Schools



SY 2025 – 2026

| | |
|-----------------------|------------------------------|
| School Name: | Cypress Run Education Center |
| School Number: | 2123 |

Please refer to the SPBP Canvas Resource page to access video tutorials, guidance, and resources for completing the 2025-2026 SPBP template. [i](#)

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 | Janet Jackson | 7. Security Specialist | Rhonda Williams |
| 2. Point of Contact | Khalil Murray | 8. Social Worker | Ruth Auguste |
| 3. BTU Representative | Roseta Mighty | 9. School Nurse | Kim Alvarez |
| 4. Parent/Community Representative | Mr. Stotlemeyer | 10. Attendance Manager | Sharmain Lindsay |
| 5. Student Representative | Jayden Stotlemeyer | 11. Life Skills & Wellness Liaison | Georgette Keldo-Harris |
| 6. School Counselor | Fanya Jabouin | 12. Resiliency Liaison | Monica Martinez |

*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 | 8/7/2025 | 8:30 am | ➡ | 8/8/2025 |
| 2 nd | 11/7/2025 | 8:30 am | ➡ | 11/18/2025 |
| 3 rd | 1/5/2026 | 8:30 am | ➡ | 1/6/2026 |
| 4 th | 4/2/2026 | 8:30 am | ➡ | 4/7/2026 |

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>) | 4/18/2025 |
| Hold a <i>faculty</i> vote on the new SPBP (<i>prior to April 30, 2025</i>) | 4/23/2025 |
| 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>) | 9/3/2025 |

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: | 137 | % of Total Population | Core Effectiveness | |
|--|----------------|-----------------------|--------------------------------|---|
| # Referrals: | # of Students: | | | |
| I. 0 - 1 referrals | | 22% | Are your 0 – 1 referral > 80%? | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| II. 2 - 5 referrals (at risk students) | 57 | 42% | Are your 2 - 5 referrals <15%? | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| III. > 5 referrals (high-risk students) | 50 | 36% | Are your >5 referrals <5%? | <input type="checkbox"/> Yes <input checked="" 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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| Answer either (a) or (b): | |
| (a) If your core is effective, then identify action steps your school leadership team should continue to take for early identification of at risk or high-risk students. | |
| (b) If you answered “No” to at least one of the items above (I, II, or III) then indicate the supports and interventions and action steps your school leadership team will implement <i>at the beginning</i> of the next school year to improve core strength: | |
| Core Effectiveness Action Steps: | |
| <ol style="list-style-type: none"> 1. At the beginning of the school year, the administrative team will train staff on the effective planning and delivery of PBIS. 2. Behavior Support Team will conduct monthly PBIS and CHAMPS professional development for all teachers and staff. 3. Support Staff will join weekly team meetings with teachers for discussion and collaboration on strategies and interventions for students. 4. Teachers will share best practices at monthly professional development meetings. | |

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: |
| <ol style="list-style-type: none"> 1. Review the School-wide Expectations and Rules Chart to all campus teachers and staff members quarterly and reminders on the afternoon announcements. 2. The Discipline Flow Chart will be distributed to all Instructional Teachers, the Behavioral Specialists, and Administration to monitor Staff Managed Behavior vs. Office Managed Misbehavior, decreases in student referrals. 3. Training will be provided during Pre-Planning Week and throughout the year. Data will be monitored monthly. 4. Special discipline assemblies will take place throughout each quarter with administration and 9th grade students. |

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. Defiance of Authority/HB01 Violation | 110 |
| 2. Profanity to Staff Member | 76 |
| 3. Fighting/Minor/Altercation/Confrontation | 66 |
| 4. Disobedience/Insubordination | 63 |
| 5. Level 3 Bus Violation | 54 |
| TOTAL | 369 |

- 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. Communicate effectively |
| 2. Help each other |
| 3. Interact respectfully |
| 4. Enter with a positive attitude |
| 5. Focus on success |

- 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. Hallway | 150 |
| 2. Bus | 94 |
| 3. Cafeteria | 73 |

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 | Bus Rules | Classroom Rules |
| Communicate effectively | Have your ID badge visible at all times | Use respectful language | Use Level 1-2 voices | |
| Help each other | Remain in your line | Sit in your assigned area | Sit in your assigned seat | |
| Interact respectfully | Keep hands and feet to yourself | Keep hands, feet and objects to yourself | Keep hands and feet to yourself | |
| Enter with a positive attitude | Use respectful language | Follow all directions given by the cafe monitors/adults | Listen to bus driver & attendant | |
| Focus on success | Go directly to your destination | Line up when teacher name is called | Remain seated while the bus is in transit | |

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 | 8/11/2025 | 9:30 am | 1 st Period Class |
| After Winter Break | 1/6/2026 | 9:30 am | 1 st Period Class |
| After Spring Break | 3/23/2026 | 9:30 am | 1 st Period Class |

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 | Bus |
| 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 | 3/23/2026 | 3/23/2026 | 3/23/2026 |

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? | How will it be monitored for effectiveness? |
| Character Education | During the 1 st period of each class. | 1 st Period teachers | Morning Meetings are conducted every morning at 9:30 in 1 st Period. The morning meetings are lesson plans using Rethink Ed. | Through observations and number of students nominated for the monthly Character Education Student of the Month. |
| Resiliency Curriculum | The 1 st Tuesday and Thursday of every month | 1 st Period teachers | Resiliency Education Curriculum will be provided by the district. 1 st Period teachers will implement the lessons on the scheduled days during 1 st period. | Through data reports indicating completion rates. |

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](#)

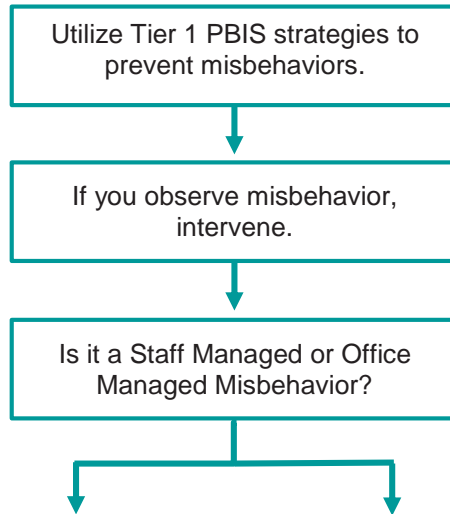
| 4 Step Problem Solving Process | Plan Details |
|---|--|
| 1. Problem Identification: Review your behavior data to identify one school-wide problem. What problem did you identify? | <p>Data used: Focus</p> <p>Problem Identification Statement: For school year 2024-2025, there have been 150 Hallway incidents.</p> |
| 2. Problem Analysis: Why do you think this problem is occurring? What is your goal? | <p>Hypothesis: Students lack effective communication skills which leads to them interacting inappropriately to their peers.</p> <p>SMART Goal Statement: By June 2026, the number of hallway incidents will decrease by 10%.</p> |
| 3. Intervention Design: Describe how you will implement a positive reward program/system to decrease this problem. | <p>Type of Program/System: Lottery</p> <p>Description of Program/System: Chief Shout-out tickets are completed by teachers, support staff and security for students who follow hallway rules and adhere to the CHIEF expectations. After staff completes a ticket for the student they place it in the Chief Shout-out located in the lounge. Tickets are drawn daily during the afternoon announcements. The winning students are announced and then allowed to come to the front office and choose an item from the Chief Snack Store. The tickets left in the box will remain to increase the chances of students being selected from the daily drawings.</p> |
| 4. Evaluation: A. Implementation fidelity | <p>How will you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program/system?</p> <p>This program will be monitored by a tracking excel sheet that documents who are selected as the daily Chief Shout-Outs as well as the staff members who nominates the students. The data will be shared with all stakeholders at the end of each quarter.</p> |
| B. Student outcome monitoring | <p>How will you know if the reward program/system is positively impacting students? What measurable data will you use to determine "success"?</p> <p>By June 2026, hallway incidents will decrease by 10%. Referral data will be used to determine success.</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. 

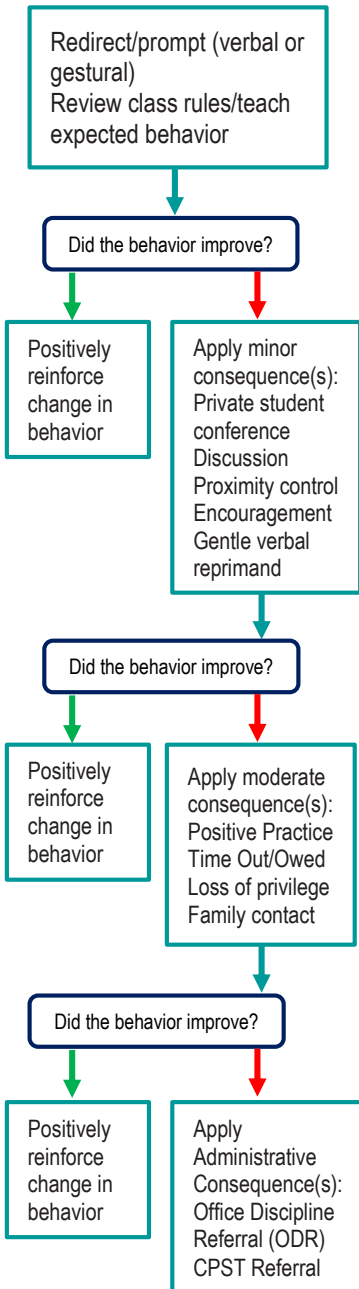
| Monthly Character Traits | Plan Details |
|--|--|
| <ol style="list-style-type: none"> 1. September: Cooperation 2. October: Responsibility 3. November: Citizenship 4. December: Kindness 5. January: Respect 6. February: Honesty 7. March: Self-Control 8. April: Tolerance | <p style="text-align: center;">How will you recognize <i>Kids of Character</i> each month?</p> <p>Each month teachers will nominate students who display the Character Trait of the month. Those students will be invited to participate in the Student of the Month Ice Cream Social.</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.



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



| Staff Managed Misbehaviors | Office Managed Misbehaviors |
|---|---|
| Note: The behaviors provided are examples, not an exhausted list of misbehaviors. | |
| Inappropriate language <ul style="list-style-type: none"> name calling use of profanity | Inappropriate language <ul style="list-style-type: none"> racial slurs or taunting profanity directed at a staff member |
| Disrespect <ul style="list-style-type: none"> talking back physical gestures | Harassment <ul style="list-style-type: none"> bullying threat or intimidation |
| Defiance <ul style="list-style-type: none"> work refusal head down on desk/sleeping not following directions | Defiance <ul style="list-style-type: none"> leaving classroom, assigned area, or school grounds without permission forgery/plagiarism |
| Disruptive <ul style="list-style-type: none"> tattling/false information talking out of turn calling out distracting others | Disruptive <ul style="list-style-type: none"> inciting others to disrupt teacher chronic classroom disruption: more than 3 times within 30 minutes |
| Physical Contact <ul style="list-style-type: none"> touching others, pushing/shoving (no injuries) mutual horseplay | Physical Contact <ul style="list-style-type: none"> touching others (hitting, kicking, biting) with intent to do harm petty theft |
| Violation of classroom or location-specific rules | Violation of the Code of Student Conduct |

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

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




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

CRITICAL ELEMENT # 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. |
| <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. By June 2026, 100% of teachers will participate in school PD focusing on CHAMPS. 2. By June 2026, all classroom teachers and staff will complete PBIS training provided by school PBIS team. |

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>specify</i>): Classroom Walkthroughs |

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 : | 220 |
| Total number of <i>other</i> school-wide discipline referrals (not including classrooms): | 376 |
| % of referrals in the classroom: | 37% |
| Do more than 40% of your referrals come from the classroom? | <input type="checkbox"/> Yes <input checked="" 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"> <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 | <ul style="list-style-type: none"> <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 <input type="checkbox"/> (Contact amber.jennings@browardschools.com for more information if you are unsure) <input type="checkbox"/> Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP (indicated in yellow) |
| August 1st Quarter Team Meeting | <ul style="list-style-type: none"> <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 | <ul style="list-style-type: none"> <input type="checkbox"/> Provide SPBP stakeholder presentation by September 30th <input type="checkbox"/> Ensure instructional staff know how to document Tier 1 Supplemental Strategies for behavior <input type="checkbox"/> Check for staff and teacher understanding of PBIS - provide "PBIS 101" training as a resource Brainshark available at: http://www.brainshark.com/browardschools/PBIS101 |
| October 2nd Quarter Team Meeting | <ul style="list-style-type: none"> <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 | <ul style="list-style-type: none"> <input type="checkbox"/> Review/revise lesson plans as indicated by previous quarter behavior data <input type="checkbox"/> Ensure that the Student Outcome Monitoring Action Steps are being implemented as written |
| January 3rd Quarter Team Meeting | <ul style="list-style-type: none"> <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 | <ul style="list-style-type: none"> <input type="checkbox"/> Check on recently hired staff for PBIS understanding - provide "PBIS 101" Brainshark resource <input type="checkbox"/> Utilize the Stakeholder SPBP Forms Survey to solicit input for planning next year's SPBP (optional) |
| March 4th Quarter Team Meeting | <ul style="list-style-type: none"> <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 | <ul style="list-style-type: none"> <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 30th. 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 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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No | By Click here to enter a date, 1. 2. |



10B. The SPBP is successful in positively impacting **students**: review behavior data and create 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 | List 2 action steps your team will take to ensure this goal is monitored and meets or exceeds the SMART goal. |
| Behavior Incidents | By June 3, 2026, Defiance of Authority incidents will decrease by 10% as measured by Office Discipline Referrals (ODRs) in Focus. | 1. Student Level Point System 2. Quarterly Referral Data Review |

| SPBP Submission |
|--|
| <ol style="list-style-type: none"> 1. Upload completed SPBP (as PDF) into BCPS Central in the School Improvement Plan.  2. Complete PBIS Point of Contact form.  |