



Schoolwide Positive Behavior Plan (SPBP)

Broward County Public Schools

SY 2025 – 2026



School Name:	Atlantic West Elementary
School Number:	2511

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	Shereen Reynolds	7. Security Specialist/ Campus Monitor	Oneil Watts
2. Point of Contact	Yahira Tamayo	8. Social Worker (attendance)	Zatoria Ward
3. BTU Representative	Caryn Campbell	9. School Nurse	Mayli Benitez
4. Parent/Community Representative	Ivette Ramon	10. Teacher	Jessica Kahng
5. Equity Liaison	Ann Ritter Holz	11. Teacher	Julie Miller
6. School Counselor (LSW/Resiliency Liaison)	Adrienne Hills	12. Teacher	Alejandra Gonzalez

*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	Click to enter a date.	10/16/25	➡	10/21/2025
2 nd	Click to enter a date.	01/08/26	➡	1/13/2026
3 rd	Click to enter a date.	03/26/26	➡	3/31/2026
4 th	Click to enter a date.	05/14/26	➡	5/19/2026

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>)	4/22/2025
Hold a <i>faculty</i> vote on the new SPBP (<i>prior to April 30, 2025</i>)	4/22/2025
Provide training to faculty and staff (<i>prior to September 30, 2025</i>)	8/4/2025
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.

- 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:	606	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals		!Zero Divide	Are your 0 – 1 referral > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
II. 2 - 5 referrals (at risk students)	4	!Zero Divide	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
III. > 5 referrals (high-risk students)	0	!Zero Divide	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"> Continue School-Wide program with fidelity Hold staff accountable for actively participating in the token program Communicate student situations with parents and keep families involved in the SPBP to increase accountability and support. Provide and/or seek additional support for teachers and students/families as needed. 	

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"> Continue School-Wide program with fidelity Hold staff accountable for actively participating in the token program and providing culturally responsive training/support as needed. Communicate student situations with parents and keep families involved in the SPBP to increase accountability and support. Provide and/or seek additional support for teachers and students/families specifically with culturally responsive approaches as needed.

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	9
2.Battery (low level)	8
3.Unruly/Disruptive Behavior	6
4.Disruptive/Unruly Play	3
5.Drug Use/Possession of Unauthorized Substance	2
TOTAL	28

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.Show Self-Control
2.Own you're actions and be On task
3.Act safely & show Acceptance
4.Respect Others

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	5
2.Cafeteria	2
3.Hallway	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	Playground & Field Rules	Classroom Rules
Show Self-Control	Click here to select hallway rules OR Keep your hands, feet, & objects to yourself. Observe personal space.	Click here to select cafeteria rules OR Remain in your assigned spot, raise your hand for assistance & walk.	Click here to select location rules OR Use equipment appropriately, practice calming strategies when upset or frustrated.	
Own your actions & be On Task	Click here to select hallway rules OR Walk on the right-hand side of the hall. Stay in your class line.	Click here to select cafeteria rules OR Eat only your food, clean your area. Ask for assistance if needed.	Click here to select location rules OR Follow game rules, share equipment and clean up.	
Act Safely and show Acceptance	Click here to select hallway rules OR Walk throughout campus and greet others with a smile!	Click here to select cafeteria rules OR Use inside voices, listen to monitors. Welcome others.	Click here to select location rules OR Follow adult directions, stay in assigned areas, and observe personal space.	
Respect Others	Click here to select hallway rules OR Remain quiet or use low voices to respect the learning environment.	Click here to select cafeteria rules OR Use kind language and good table manners.	Click here to select location rules OR Invite others to play, use kind words, and encourage others.	

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	8/13/2025	Throughout the week	In classrooms and grade level assembly
After Winter Break	1/6/2026	Throughout the week	In classrooms and grade level assembly
After Spring Break	3/23/2026	Throughout the week	In classrooms

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	School Grounds
Lesson Plan Dates			
Start of School Year	8/12/2025	8/13/2025	8/14/2025
After Winter Break	1/6/2026	1/7/2026	1/8/2026
After Spring Break	3/23/2026	3/24/2026	3/25/2026

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?
Bullying Prevention: Be the 1 Click to enter "other"	During the first quarter of school	School Counselor	School Counselor led grade level assemblies with students. Students engaged in discussions and learning with their peers.	ODR and bullying allegations will be monitored, reviewed, and discussed by the behavior team.
Choose Peace/Stop Violence Click to enter "other"	Quarter 1: September	School Counselor	School counselor organized and led "Start with Hello Week". Our Save Promise Club will come together throughout the school year to engage and continue to spread education of peace amongst peers.	ODR will be monitored by the SPBP team.

Resiliency Curriculum	Fall (Oct.-Dec.)	School Counselor	Our school counselor works with K-5 level students within their Specials rotations in Fall. Students covered substance use and misuse through Rethink Ed Lessons. A calendar is shared and is also aligned with our monthly character education. Teachers will utilize resources during LSW time at the start of our school day.	School Counselor monitored student completion of online lessons.
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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: 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? <i>(use numerical data)</i>	Data used: ODR as reported on FOCUS Problem Identification Statement: <i>What problem did you identify?</i> Our documented ODRs shows that our highest incident with 9 referrals written by March 2025 was Disobedience/Insubordination.
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> Disobedience/Insubordination is our highest recorded incident and seems to be happening during unstructured and transitional times during the day. Students need to be held accountable for understanding and implementing school expectations through continued teaching, modeling and support. Lunch, recess, independent work times and transitional times required more structure and active monitoring with continuous review and practice of expectations. SMART Goal Statement: By March 2026 Top Behavior Incident type of Disobedience/Insubordination will decrease from 9 incidents to 6 as evidence of ODR documented on FOCUS.
3. Intervention Design: Describe how you will implement a positive reward program/system to decrease this problem.	Type of Program/System: <i>Token system</i> Description of Program/System: (<i>≥ 4 sentences</i>) How you will implement a positive reward program/system to decrease this problem? Eagle Bucks (school tickets) will be given throughout campus by staff for students following school-wide expectations. Students will keep/collect their awarded tickets for SOARing on campus to purchase prizes/treats in our Eagle Shop. Our Eagle Shop will open twice a month at the start of the school year, after winter break and during the fourth quarter. During the remaining months the shop will open on the first Friday of every month and run through lunchtime for students to shop using their earned Eagle Bucks.

4. Evaluation: A. Implementation fidelity	How will you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program/system? (2-3 sentences) During student shopping at the Eagle Shop, tickets are collected by student council representatives who run the shop. Students will report who they earned their tickets from to a student council representative. This will help us monitor fidelity of staff's implementation. Staff members will be recognized in the weekly staff newsletter and/or the morning announcements for active and consistent participation. Raffles or gift cards will be awarded to staff staying active in rewarding students with Eagle Bucks for SOARing through out campus.
B. Student outcome monitoring (use numerical data)	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) ODF data will be pulled quarterly and shared with teachers and staff. Reflection and problem solving sessions will be held as needed to address reoccurring incidents and practices in place by our School Positive Behavior Team.

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	Our guidance counselor provides classroom teachers a monthly planning resource with an overview of the month's character traits. The planning resource includes the meaning of the trait, it's definition and what it could look like. Classroom teachers are also provided with class discussion prompts to support the continued learning of the character trait. Teachers are also asked to submit a student of the month that exemplifies the trait. These students are recognized on a bulletin board at the school monthly and announced on the morning announcements.

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.

Positive Behavior Interventions & Supports



Utilize Tier 1 Behavior Management
Teach & Re-Teach School-Wide Rules &
Expectation to prevent misbehaviors.

If you observe misbehavior,
intervene.

Is it a Teacher Managed or Office
Managed Misbehavior?

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 classroom reward system
Modify academic assignments
Provide choices

Redirect/prompt (verbal or
gestural)
Review class rules/teach
expected behavior

Did the behavior improve?

Positively
reinforce
change in
behavior

Apply minor
consequence(s):
Private student
conference
Discussion
Proximity control
Encouragement
Gentle verbal
reprimand

Did the behavior improve?

Positively
reinforce
change in
behavior

Apply moderate
consequence(s):
Positive Practice
Time Out/Class
Loss of privilege
Family contact

Did the behavior improve?

Positively
reinforce
change in
behavior

Apply
Administrative
Consequence(s):
Office Discipline
Referral (ODR)
CPST Referral

Staff Managed Misbehaviors	Office Managed Misbehaviors
Note: The behaviors provided are examples, not an exhaustive 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
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:
Referring teacher/staff
completes office
discipline referral (ODR)
using report style writing
(non-judgmental,
observable, and
measurable language)
and contact parent.

Administrator:
Review, investigate and
apply consequence
according to policy
Follow up with
teacher/feedback/support
Follow up with family
regarding consequence.

**Show Self-Control
Own your Actions
Act Safely
Respect Others**

Crises Events:
In need of immediate assistance
Potentially unsafe environment
Student is in immediate danger of harming
him/herself or another student.
Contact front office/administration immediately






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. (3-4 detailed steps)
<input checked="" type="checkbox"/> CHAMPS <input 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.	Support will be provided to teachers in need of classroom management. Using TIER new teacher support meetings, support from instructional coaches, and possible support from district PBIS representatives.

8B. The administration reviews and analyzes the fidelity of staff implementation of Tier 1 classroom management systems **across teachers** using:

<input type="checkbox"/> CHAMPs 7 Up Checklist 
<input type="checkbox"/> Classroom Snapshot (Classroom Management Assessment) 
<input type="checkbox"/> PBIS Classroom Assistance Tool (CAT) 
<input checked="" type="checkbox"/> Other (<i>specify</i>): Walk throughs and ODR data

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 :	22
Total number of <i>other</i> school-wide discipline referrals (not including classrooms):	44
% of referrals in the classroom:	!Zero Divide
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 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	<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 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 2nd 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 3rd 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 4th 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 th . 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 <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.
Classroom Referrals <i>Choose one ODR area of focus</i>	By June 3, 2026, classroom referrals will decrease to 15 as measured by Office Discipline Referrals (ODRs) in Focus.	1. ODR data will be pulled quarterly and classroom walkthroughs will be administered weekly to collect data on behavior. 2. Classroom management support will be provided at varying levels as needed by teachers.

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