



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



SY 2026 – 2027

<b>School Name:</b>	Pinewood Elementary School
<b>School Number:</b>	2811

Please refer to the SPBP Canvas Resource page to access video tutorials, guidance, and resources for completing the 2026-2027 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	Josianne Valme	7. Security Specialist/ Campus Monitor	Chakira Nesmith
2. Point of Contact	Christina Bloomfield	8. Social Worker	Fayette Zacca
3. BTU Representative	Yannique McKenzie	9. School Nurse	Nurse Mary
4. Parent/Community Representative	Jordan Morgan	10. Attendance Manager	Daniel Nieves
5. Student Representative	Takyla Brown	11. Life Skills & Wellness Liaison	Jennifer Seage
6. School Counselor	Jennifer Seage	12. Resiliency Liaison	Jennifer Seage

\*Optional Team Member(s): Family Therapist, Grade Level/Content Area Representatives, Clerical, Custodial, Food/Nutrition

**1B. Schedule of quarterly team meetings.**

Meeting Objectives:

1. Progress monitor the action steps indicated in Critical Element #9.
2. Collect & analyze student outcome data using the 4 Step Problem Solving Process.

Quarter	PBIS Data Meeting Dates	PBIS Data Meeting Times		Faculty and Staff Data Communication/Presentation Dates
1 <sup>st</sup> Aug. 10 – Oct. 9	8/8/2025	11:00am		8/18/2025
2 <sup>nd</sup> Oct. 13 – Dec. 18	10/13/2025	11:00am		10/27/2025
3 <sup>rd</sup> Jan. 5 – Mar. 18	1/5/2026	11:00am		1/12/2026
4 <sup>th</sup> Mar. 29 – May 28	4/6/2026	11:00am		4/13/2026

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

**2. Team communication/presentation of new SPBP to staff and stakeholders**

Action Steps:	Dates
Present the 2026-27 SPBP to staff ( <i>prior to April 30, 2026</i> )	4/13/2026
Hold a <i>faculty</i> vote on the new SPBP ( <i>prior to April 30, 2026</i> )	4/27/2026
Provide training to faculty and staff ( <i>prior to September 30, 2026</i> )	8/7/2026
Present the 2026-27 SPBP to family and community stakeholders ( <i>prior to September 30, 2026</i> )	9/2/2026

## CRITICAL ELEMENT # 3: Data Collection and Analysis

### 3A. Core Effectiveness: Use current 2025-2026 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:	540	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals	23	96%	Are your 0 – 1 referral > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
II. 2 - 5 referrals (at risk students)	15	3%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
III. > 5 referrals (high-risk students)	5	1%	Are your >5 referrals <5%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

### 3B. Core Effectiveness Action Steps:

If you answered “Yes” to I, II, and III above, then your core is effective. Based upon table 8A, is your core effective?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<p>Answer <b>either</b> (a) or (b):</p> <p>(a) If your core is effective, then identify action steps your school leadership team should continue to take for early identification of at risk or high-risk students.</p> <p>(b) If you answered “No” to at least one of the items above (I, II, or III) then indicate the supports and interventions and action steps your school leadership team will implement <i>at the beginning</i> of the next school year to improve core strength:</p>	
<p>Core Effectiveness Action Steps: <i>(3-4 detailed steps)</i></p> <ol style="list-style-type: none"> <li>1. Strengthen bi-weekly data monitoring with early warning flags. <ul style="list-style-type: none"> <li>• Flag students after 2 referrals OR repeated minor incidents (patterns by location, time, or teacher)</li> </ul> </li> <li>2. implement Tier 2 Rapid Response protocol. <ul style="list-style-type: none"> <li>• Assign a staff member (counselor, behavior interventionist, or admin) as a case manager</li> </ul> </li> <li>3. Increase Teacher-Capacity in real-time behavior intervention. <ul style="list-style-type: none"> <li>• Provide monthly micro-PD on proactive strategies (de-escalation, engagement, clear expectations)</li> </ul> </li> <li>4. Strengthen student support systems and relationship monitoring. <ul style="list-style-type: none"> <li>• Use student voice surveys or quick SEL check-ins to identify disengagement early</li> </ul> </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:

<p>What activities/initiatives/programs will your school leadership team implement to prevent disproportionate discipline outcomes within sub group populations (race, SWD, ELL)?</p>
<p>Disproportionality Action Steps: <i>(3-4 detailed steps)</i></p> <ol style="list-style-type: none"> <li>1. Monthly Equity Data Reviews with Disaggregation and Root Cause Analysis. <ul style="list-style-type: none"> <li>• Conduct monthly discipline equity reviews disaggregated by race, SWD, ELL, gender, and grade level</li> </ul> </li> <li>2. Culturally responsive classroom management and implicit bias training <ul style="list-style-type: none"> <li>• Professional Development on culturally responsive teacher practices</li> </ul> </li> <li>3. Tiered Behavior Supports with Differentiation for SWD and ELL <ul style="list-style-type: none"> <li>• For SWD’s Align behavior supports with IEPs/BIPs</li> </ul> </li> <li>4. Restorative Practices and Alternatives to Exclusionary Discipline</li> </ol>

- Expand use of Problem-Solving Conferences

## CRITICAL ELEMENT # 4: Schoolwide Expectations & Location-based Rules

- 4A.** Top five behavior incidents: **Use current 2025-2026 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 2025-2026	# Incidents
1. Out of Assigned Area (K-2)	26
2. Unruly/Disruptive Behavior (K-2)	14
3. Mistreatment of Peers (K-2)	11
4. Mistreatment of Peers (3-5)	8
5. Disobedience/Insubordination (K-2)	7
TOTAL	66

- 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. R - RESPONSIBILITY
2. O - OWNERSHIP
3. A – AWESOME ATTITUDE
4. R - RESPECT

- 4C.** Top three school-wide locations: **Use current 2025-2026 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. Athletic Field	9
2. Hallway	9
3. Media Center	9

**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.

<b>Schoolwide Expectations and Location-based Rules</b>				Completed by each teacher:
<b>Schoolwide EXPECTATIONS</b>	<b>Hallway Rules</b>	<b>Cafeteria Rules</b>	<b>Playground Rules</b>	<b>Classroom Rules</b>
<b>RESPONSIBILITY</b>	<b>Have your ID badge visible at all times</b>	<b>Clean your eating space and pick up trash around your area</b>	<b>Keep hands and feet to yourself</b>	<ul style="list-style-type: none"> <li>• Come to class prepared with materials and ready to learn</li> <li>• Follow directions the first time they are given</li> <li>• Complete and turn in assignments on time</li> <li>• Be in the right place at the right time</li> </ul>
<b>OWNERSHIP</b>	<b>Walk in a straight line Keep your hands and feet to yourself</b>	<b>Immediately inform an adult of any spills</b>	<b>Stay in designated area</b>	<ul style="list-style-type: none"> <li>• Take responsibility for your actions and choices</li> <li>• Fix mistakes and learn from them</li> <li>• Stay on task and do your personal best</li> <li>• Ask for help when you need it</li> </ul>
<b>AWESOME ATTITUDE</b>	<b>Use a finger wave to say hello</b>	<b>Use a level 1-2 voice Clean up after yourself Raise your hand and wait for help</b>	<b>Follow directions the first time given</b>	<ul style="list-style-type: none"> <li>• Be positive and encourage others</li> <li>• Try your best, even when work is challenging</li> <li>• Stay engaged and participate in learning</li> <li>• Use kind words and actions</li> </ul>
<b>RESPECT</b>	<b>Follow adult directives</b>	<b>Follow all directions given by the cafe monitors/adults</b>	<b>Stay in designated area Share equipment and include others</b>	<ul style="list-style-type: none"> <li>• Treat others the way you want to be treated</li> <li>• Listen when others are speaking</li> <li>• Keep hands, feet, and objects to yourself</li> <li>• Take care of classroom materials and school property</li> </ul>

## 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>	8/18/2025	9:00 (K-2) / 9:30 (3-5)	Cafeteria
<b>After Winter Break</b>	1/12/2026	9:00 (K-2) / 9:30 (3-5)	Cafeteria
<b>After Spring Break</b>	3/23/2026	9:00 (K-2) / 9:30 (3-5)	Cafeteria

**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	Playground
<b>Lesson Plan Dates</b>			
<b>Start of School Year</b>	8/18/2025	8/18/2025	8/18/2025
<b>After Winter Break</b>	1/12/2026	1/12/2026	1/12/2026
<b>After Spring Break</b>	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? <i>2-3 sentences</i>	How will it be monitored for effectiveness?
<b>Resiliency Curriculum</b>	Monthly	Jennifer Seage, School Counselor	The school counselor will deliver monthly classroom lessons focused on coping skills, emotional regulation, and problem-solving strategies aligned to students' developmental levels. Lessons will include interactive activities, role-playing, and real-life scenarios to help students apply strategies in everyday situations. Teachers will reinforce these skills through daily classroom practices and consistent language aligned to the ROAR expectations.	Effectiveness will be monitored through discipline data trends, specifically reductions in behavior referrals among targeted students. Student progress will also be reviewed through counselor logs, teacher feedback, and observations of student behavior during classroom walkthroughs. Biweekly data meetings will be used to assess impact and adjust supports as needed.
<b>Character Education</b>	Monthly	Jennifer Seage, School Counselor	The school counselor will facilitate monthly character education lessons focusing on core values such as respect, responsibility, and integrity, aligned to the schoolwide ROAR framework. Lessons will be reinforced through schoolwide initiatives, morning announcements, and classroom discussions that promote positive behavior and decision-making. Staff will consistently model and recognize students demonstrating strong character traits.	Effectiveness will be monitored through a decrease in behavior incidents and an increase in positive student recognition data (e.g., ROAR acknowledgments). Staff feedback, student reflections, and classroom observations will provide additional qualitative data on student growth. Ongoing review during leadership and PLC meetings will ensure consistent implementation and allow for adjustments.

## 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: Classroom and Athletic Field

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></p>	<p><b>Data used:</b> Discipline data indicates that the majority of referrals (100) occurred in the classroom setting, while a significantly smaller number (9) originated from the athletic field.</p> <p><b>Problem Identification Statement:</b> Discipline data indicates that the majority of referrals occur daily between 10:00 a.m. and 11:46 a.m. The primary behaviors identified during this time frame include disruptive conduct and noncompliance. Specifically, students are receiving referrals for failing to follow adult directives, indicating a need for targeted support in reinforcing expectations and improving student responsiveness to instructions.</p>
<p><b>2. Problem Analysis:</b> Why do you think this problem is occurring? What is your goal? <i>(create a SMART goal statement with numerical data)</i></p>	<p><b>Hypothesis:</b> The problem is occurring due to inconsistent reinforcement of behavior expectations during the mid-morning instructional block, as well as decreased student engagement and stamina during this time. Additionally, students may not be consistently responding to adult directives due to a lack of immediate feedback, clear reteaching of expectations, or positive reinforcement for compliance.</p> <p><b>SMART Goal Statement:</b> By May 2027, Pinewood Elementary will reduce classroom-based referrals occurring between 10:00 a.m. and 11:46 a.m. by 20%, decreasing from 100 referrals to 80 or fewer, as measured by discipline data. This will be achieved through the implementation of a consistent positive reinforcement system, explicit reteaching of expectations, and ongoing progress monitoring during biweekly data reviews.</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> The school will implement a structured PBIS-aligned reward system during the identified problem time (10:00–11:46 a.m.) to reinforce positive behaviors such as following directions, staying on task, and demonstrating ROAR expectations. Teachers will provide immediate, specific positive feedback and distribute incentives (e.g., ROAR tickets, praise, class rewards) when students demonstrate compliance and engagement. Expectations will be explicitly retaught prior to this time block, and consistent language will be used schoolwide to reinforce desired behaviors. Students will be able to use earned points at the End of Month Panther Positive Behavior Day for various rewards of choice.</p>
<p><b>4. Evaluation:</b> A. Implementation fidelity</p>	<p><b>How will you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program/system?</b> Implementation will be monitored through regular classroom walkthroughs using a PBIS fidelity checklist to ensure teachers are consistently reinforcing expectations and utilizing the reward system. Feedback will be provided during coaching cycles and PLCs, and leadership will review implementation trends during biweekly data meetings.</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 students? What measurable data will you use to determine "success"?</b> Effectiveness will be measured by a reduction in referrals during the targeted time block, with a goal of decreasing from 100 to 80 or fewer referrals. Additional data points will include an increase in positive behavior acknowledgments (e.g., ROAR tickets) and improved classroom observation data related to student engagement and compliance.</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. 

<b>Monthly Character Traits</b>	<b>Plan Details</b> How will you recognize <i>Kids of Character</i> each month? (2-3 sentences)
<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 recognized as <i>Kids of Character</i> are celebrated monthly through morning announcements and a special recognition assembly. These celebrations highlight their accomplishments and honor students who consistently demonstrate positive character traits throughout the school.</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?

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/Owed  
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 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 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 <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	<ol style="list-style-type: none"> <li>1. Explicit Teaching and Posting of CHAMPS Expectations</li> <li>2. Consistent use of Positive Reinforcement (PBIS)</li> <li>3. Active Supervision and Student Engagement Strategies</li> <li>4. Data-Driven Coaching and Targeted Support</li> </ol>

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

### 8C. Percentage of classroom referrals: **Use current 2025-2026 school year behavior data** as listed in Focus.

(a) Review your classroom data YTD in Focus – Discipline – Category Breakdown – Location.

(b) Complete the yellow highlighted cells.

(c) Auto-calculate the % of referrals in the classroom by clicking on “!Zero Divide” in the next cell and pressing “Fn + F9” together.

Total number of discipline referrals <b>from classrooms</b> :	100
Total number of <i>other</i> <b>school-wide</b> discipline referrals (not including classrooms):	36
% of referrals in the classroom:	74%
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 <a href="mailto:amber.jennings@browardschools.com">amber.jennings@browardschools.com</a> 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 <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 checked="" type="checkbox"/> Review previous year's data (Use the Tier 1 Agenda and Quarterly Big 5 Data template) <input 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 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 <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 Video training modules available at: <a href="https://browardschools.instructure.com/courses/1193624/">https://browardschools.instructure.com/courses/1193624/</a>
October 2 <sup>nd</sup> Quarter Team Meeting	<input checked="" type="checkbox"/> Review previous quarter's data (Use Tier 1 Agenda and Quarter Big 5 Data template) <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 in Section 3B <input checked="" type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your assigned PBIS Administrator <input type="checkbox"/> Confirm next quarterly PBIS team meeting date and time
November	<input checked="" 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 in Section 10B
January 3 <sup>rd</sup> 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) <input checked="" type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff <input checked="" type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your assigned PBIS Administrator <input checked="" type="checkbox"/> Confirm next quarterly PBIS team meeting date and time
February	<input type="checkbox"/> Check on newly hired staff for PBIS understanding - provide "PBIS 101" video training module <input checked="" 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 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) <input checked="" type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff <input checked="" type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your assigned PBIS Administrator
April	<input checked="" type="checkbox"/> Provide staff presentation and faculty vote on new SPBP for next year <input checked="" type="checkbox"/> Submit your SPBP in BCPS Central by April 30 <sup>th</sup> . Use this new SPBP in the next school year <input checked="" type="checkbox"/> Continue implementing your 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 <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 Click here to enter a date, 1. 2.
100% of instructional staff has delivered expectations and rules lesson plans as written and when indicated.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	By Click here to enter a date, 1. Ensure 100% of instructional staff deliver and accurately implement school-wide expectations 2. Check lesson plans quarterly for written expectations being addressed in the classroom quarterly.
100% of staff members are oriented to the Discipline Flow Chart. It is used consistently by 100% instructional staff, behavioral support, and administrators.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	By Click here to enter a date, 1. Introduce Discipline Flow Chart during pre-planning week. 2. Revisit Discipline Flow Chart quarterly during PBIS meetings, and when needed for Tier 1 calls.
A recognition system is implemented by 100% of 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.
<p><b>Select an item</b> <i>Choose one ODR area of focus</i></p>	<p>By June 3, 2027, fighting and disruptive behavior referrals will decrease by 20%, from 48 incidents to 38 or fewer as measured by Office Discipline Referrals (ODRs) in Focus.</p>	<p><b>1. Biweekly Data Review and Problem-Solving</b></p> <p>The PBIS/leadership team will review ODR data biweekly (by time, location, behavior type, and student subgroup) to identify trends—especially during the 10:00–11:46 AM peak—and implement targeted interventions (e.g., reteaching expectations, increased supervision, behavior supports).</p> <p><b>2. Monthly Classroom Support &amp; Fidelity Checks</b></p> <p>Administrators and coaches will conduct monthly walkthroughs using a PBIS Tier 1 fidelity checklist to ensure teachers are consistently implementing classroom expectations, active supervision, and behavior strategies. Feedback will be provided within 48 hours, and trends will be discussed during quarterly PBIS meetings.</p>

## SPBP Submission

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