



Schoolwide Positive Behavior Plan (SPBP)
Broward County Public Schools



SY 2025 – 2026

School Name:	Sea Castle Elementary
School Number:	2871

Please refer to the SPBP Canvas Resource page to access video tutorials, guidance, and resources for completing the 2025-2026 SPBP template.

CRITICAL ELEMENT # 1: Active Team with Administrative Participation

1A. Integrated MTSS School-Leadership Team Members

Title	First and Last Name	Title	First and Last Name
1. Administrator (Principal)	Dr. Latonya L. Cooper	12. Autism (ASD), Special Programs Coach	Natalie Noriega
2. Assistant Principal	Gina Kerkerian	13. Campus Monitor/Safety	Ameenah Cave
3. BTU Representative	Jessica Walker	14. Campus Monitor/Safety	Taniesha Adams
4. SPBP Point of Contact	Gina Kerkerian/ Latosha West-Graves/Travis Jenkins	15. Team Leader / Department Representative	Ingrid Nelson-White
5. Parent/Community Representative	Antoinette Bailey/Charlene Latimore	16. Team Leader / Department Representative	Alexandria Dorival
6. Equity Liaison	Bianca Styles	17. Team Leader / Department Representative	Diana Liu
7. School Counselor/Coach	Latosha West-Graves/Gudelca Valdez	18. Team Leader / Department Representative	Nicole Torres
8. Mental Health/Safety Representative/Social Worker	Latosha West-Graves/ Gudelca Valdez/Wanny Woodford/Adriana Garcia	19. Team Leader / Department Representative	Dapheney Martinez
9. Teacher/Resource/Instructional	Khristina Lopez/Travis Jenkins	20. Team Leader / Department Representative	Charles Herbert
10. Curriculum / Instructional Representative/ BTA Vice-Chair	Maria Catalano	21. Team Leader / Department Representative	Natalie Noriega
11. ESE Specialist	Cherryl Stewart	22. Team Leader / Department Representative	Faith Bowen

*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	8/19/2025	2:30pm		9/1/2025
2 nd	10/16/2025	9:00am		10/27/2025

3 rd	1/15/2026	9:00am		1/26/2026
4 th	4/16/2026	9:00am		4/27/2026

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>)	4/28/2025
Hold a <i>faculty</i> vote on the new SPBP (<i>prior to April 30, 2025</i>)	4/29/2025
Provide training to faculty and staff (<i>prior to September 30, 2025</i>)	9/1/2025
Present the 2025-26 SPBP to family and community stakeholders (<i>prior to September 30, 2025</i>)	9/10/2025

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:		% of Total Population	Core Effectiveness	
# Referrals:	# of Students: 854			
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)	6	0.7%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
III. > 5 referrals (high-risk students)	3	0.3%	Are your >5 referrals <5%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

3B. Core Effectiveness Action Steps:

If you answered “Yes” to I, II, and III above, then your core is effective. Based upon table 8A, is your core effective?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Answer 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: (<i>3-4 detailed steps</i>)	
1. PBIS Training for teachers of High-Risk Scholars	
2. Classroom Management Strategies Professional Development	
3. RTI for Behavior Professional Development (Data collection and interventions)	
4. De-Escalation Strategies Professional Development	

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: <i>(3-4 detailed steps)</i>
1. Cultural Sensitivity Training
2.
3.
4.

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.
- (a) Review your referral data YTD in Focus – Discipline – Category Breakdown – *Highest Discipline Code*.
 - (b) Complete the chart by identifying the top five behavior incidents and the number of incidents for each type.
 - (c) Complete the yellow highlighted cells.
 - (d) Auto-calculate the total # of referrals by clicking on “0” and pressing “Fn + F9” together.

Top 5 Behavior Incidents Current Year 2024-2025	# Incidents
1. Unruly/Disruptive Behavior	17
2. Mistreatment of Peers	16
3. Battery (Low Level)	6
4. Fight Minor/Altercation/Confrontation	4
5. Insulting/Profane/Obscene Language	4
6. Disruptive/Unruly Play*	4*
TOTAL	47/51*

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
Expectation #1: Be respectful to yourself and others in action and words
Expectation #2: Exercise good manners in all areas
Expectation #3: Show responsible behavior in all areas of the school
Expectation #1: Treat others the way you want to be treated (words and actions)
“Determined Dolphins always do their B.E.S.T.”

4C. Top three school-wide locations: **Use current 2024-2025 school year behavior data** as listed in Focus.

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

(a) Complete the chart by identifying the top three schoolwide locations, excluding classroom and the number of incidents for each location.

Top 3 Locations, <u>excluding Classroom</u>:	
School Location(s)	# Incidents
1. Cafeteria	11
2. Hallway	7
3. Playground	4

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	Cafeteria Rules	Hallway Rules	Other school grounds (media center, music room, restrooms, playground, bus area) Other Grounds Rules	Classroom Rules
Expectation #1: Be respectful to yourself and others in action and words	Stay silent in a single line while walking in the cafeteria Wait for your turn to get lunch.	Stay silent in a single file line while walking in hallways. Keep hands and feet to yourself.	Always walk (no running) when in school grounds. Show respect and cooperation to the staff, and peers	School-Wide Dolphin Chart
Expectation #2: Exercise safety measures and good manners in all areas	Speak politely (no screaming or yelling). Raise your hand for assistance (stay in your seat)	Walk slowly (no running). Show self-control in all situations	Be safe. Demonstrate tolerance to each other and their boundaries and use nice words	School-Wide Dolphin Chart
Expectation #3: Show responsible behavior in all areas of the school	Keep your hands and feet to self at all times Only touch and eat your food (no sharing food). Pick up trash in your area.	Keep the campus clean by throwing garbage in the trash and notifying a staff of any unorderly behavior.	Follow school-wide rules. Practice citizenship and responsibility. Keep the campus clean, and notify any staff of inappropriate, or harmful behavior.	School-Wide Dolphin Chart
Take time to listen to peers. Do not shout, rather wait your turn to talk.	Be courteous to one another. Do not push or shove.	Treat staff and peers with kindness, compassion, and honesty in all situations and interactions.	Take time to actually listen to peers. Do not shout, rather wait your turn to talk.	School-Wide Dolphin Chart

Chart Adaptation from 2023-24 /2024-25

School-wide BEST EXPECTATIONS	Expectation #1: Be respectful to yourself and others in action and words	Expectation #2: Exercise safety measures and good manners in all areas	Expectation #3: Show responsible behavior in all areas of the school	Expectation #4: Treat others the way you want to be treated (words and actions)
School-Wide Before & After School	<ul style="list-style-type: none"> • Polite language at all times • Listen to all Adults 	<ul style="list-style-type: none"> • Stay in assigned area at all times 	<ul style="list-style-type: none"> • Follow Directions • Go directly to your destination 	<ul style="list-style-type: none"> • Be kind to Everyone • Smile at others, say hello
Classroom	<ul style="list-style-type: none"> • Raise your hand to speak • Use inside voices • Keep hands/feet/objects to yourself 	<ul style="list-style-type: none"> • Be seated when the bell rings • Follow instructions • Participate and listen to teacher 	<ul style="list-style-type: none"> • Have all materials needed out and ready • Listen for instructions 	<ul style="list-style-type: none"> • Be polite to your teacher and classmates
Hallways	<ul style="list-style-type: none"> • Keep the campus clean by throwing garbage in the trash • No talking, loud disturbances, or running in hallways; do not distract other classes 	<ul style="list-style-type: none"> • Walking, NO Running • Hands by your side or behind you • No talking or yelling • Stay silent in a single file line, stay to the right, • Keep hands and feet to yourself. 	<ul style="list-style-type: none"> • Tell staff of any disorderly behavior • Go directly to your class/destination 	<ul style="list-style-type: none"> • Be courteous to one another • Do not push or shove.
Cafeteria (Breakfast, Lunch, and Assemblies)	<ul style="list-style-type: none"> • Stay silent in a line while walking in the cafeteria • Wait for your turn to get lunch. • Pick up trash in your area 	<ul style="list-style-type: none"> • Speak politely (no screaming or yelling). • Raise your hand for assistance (stay in your seat) 	<ul style="list-style-type: none"> • Keep hands and feet to self at all times • Only touch and eat your food (no sharing food) 	<ul style="list-style-type: none"> • Take time to listen to peers. Do not shout, rather wait your turn to talk.
Special Areas (Media Center, Music Room, PE Court, Restrooms)	<ul style="list-style-type: none"> • Always walk (no running) when on school grounds. • Show respect and cooperation to the staff, and peers 	<ul style="list-style-type: none"> • Be safe. Demonstrate tolerance to each other and their boundaries and use nice words 	<ul style="list-style-type: none"> • Follow school-wide rules Practice resiliency. Keep the campus clean, and notify any staff of inappropriate, or harmful behavior. 	<ul style="list-style-type: none"> • Treat staff and peers with kindness, compassion, and honesty in all situations and interactions.
Playgrounds	<ul style="list-style-type: none"> • Be a good sport and share • Wait your turn • Listen to adults 	<ul style="list-style-type: none"> • Listen for instructions • Line up at the appropriate time 	<ul style="list-style-type: none"> • Take Care of Equipment • Report unsafe behavior(s) 	<ul style="list-style-type: none"> • Sportsman like conduct • Do not push, shove, or use unkind words
Bus Area	<ul style="list-style-type: none"> • Polite language at all times • Listen to all Adults 	<ul style="list-style-type: none"> • Stay in assigned area at all times 	<ul style="list-style-type: none"> • Follow Directions • Go directly to your destination 	<ul style="list-style-type: none"> • Be courteous to one another • Do not push or shove.

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	8/12/2024	8:35 AM	Classroom and Cafeteria (Assembly)
After Winter Break	1/7/2025	8:35 AM	Classroom and Cafeteria (Assembly)
After Spring Break	4/1/2025	8:35 AM	Classroom and Cafeteria (Assembly)

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-Wide
Lesson Plan Dates			
Start of School Year	8/12/2025	8/12/2025	8/12/2025
After Winter Break	1/7/2026	1/7/2026	1/7/2026
After Spring Break	3/24/2026	3/24/2026	3/24/2026

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 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?
Character Education	Monthly	Classroom Teacher	Part of the daily Warm-up and recognized each day of the corresponding month on the school morning announcements,	Reduction in behavior incidents, and scholars' recognition of the details of the trait being taught for the month.
Resiliency Curriculum	In correlation with the district calendar (i.e. Resiliency education and Lauren's kids).	School Counselor and Classroom Teacher	School Counselor in Specials classes.	Data provided by the district for compliance as well as administrator follow-up with school counselor and teachers.

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](#)

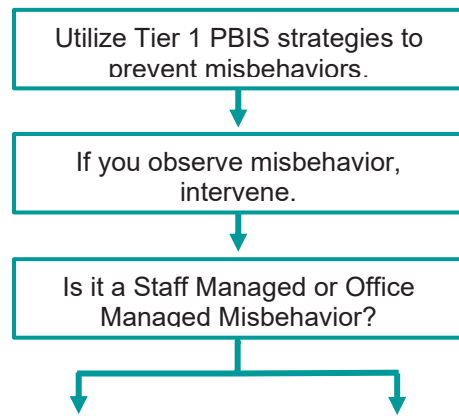
4 Step Problem Solving Process	Plan Details
<p>1. Problem Identification: Review your behavior data to identify one school-wide problem. What problem did you identify? <i>(use numerical data)</i></p>	<p>Data used: FOCUS Behavior Referral Data and Reports</p> <p>Problem Identification Statement: The focus for the 4-step Problem Solving process will be in the Classroom and Cafeteria of the school. Specifically targeting the scholars with greater than 5 referrals.</p> <p>Identification Statement: Classroom management concern for high needs scholars (Scholars in RTI for behavior that are in process for FBA)</p>
<p>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></p>	<p>Hypothesis: Students in RTI behavior awaiting an FBA, need behavioral support in classroom areas. Teachers may need more support with classroom management strategies for high needs scholars, particularly with implementing Positive Behavior strategies, and collecting data.</p> <p>SMART Goal Statement: By June 2026, there will be a 50% reduction in classroom incidents compared to the 2025 school year, as displayed in FOCUS.</p>
<p>3. Intervention Design: Describe how you will implement a positive reward program/system to decrease this problem.</p>	<p>Type of Program/System: Token system</p> <p>Description of Program/System: The school will have School-Wide Rules Posters Displayed in classrooms, hallways, café, and play areas of the school. Staff will remind the scholars of rules when they are not being followed. The scholars exhibiting desired behavior and following the rules, have an opportunity to earn “Dolphin dollars,” to “shop” at the dolphin store. Teachers will implement a seating chart for the cafeteria and monitor, specific to high behavior need scholars. Teachers will implement positive behavior strategies independent to and specific to high needs scholars, gather the data, and monitor through RTI (Behavior). Students have limited mobility in the cafeteria to reduce opportunity for behavior incidents.</p>
<p>4. Evaluation: A. Implementation fidelity</p>	<p>How will you monitor the fidelity (consistency and effectiveness) of the staff’s implementation of the reward program/system? All persons on the campus are provided with dolphin dollars to distribute to the scholars on campus. Class seating charts are posted in the back of the cafeteria on a clipboard. All staff are provided with and communicated school-wide rules and expectations to be followed, as well as the ways in which scholars can earn dolphin dollars. Café support (leadership team and ESP’s will be provided with a list of high needs scholars to monitor).</p>
<p>B. Student outcome monitoring <i>(use numerical data)</i></p>	<p>How will you know if the reward program/system is positively impacting students? What measurable data will you use to determine “success”? There should be no more than 25% of the total 2024-25 “Out of classroom rules,” referrals for the 2025-26 school year, by January 2025. This will determine if the token system and plan is effective. There will be a monthly review of FOCUS behavior reports.</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. 

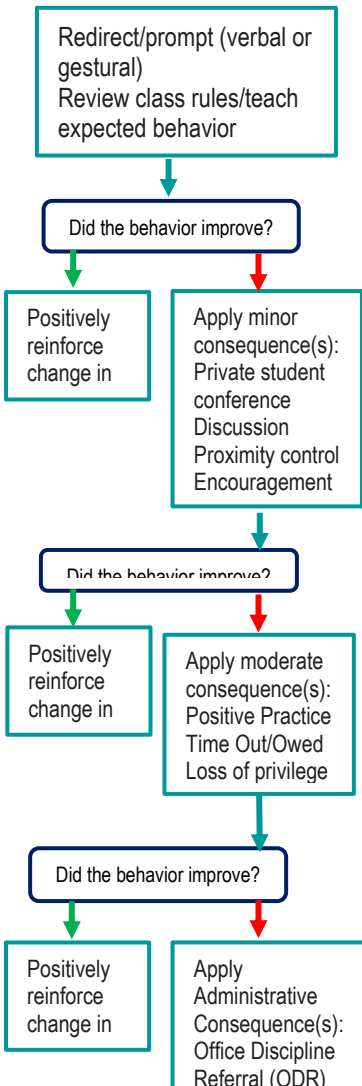
Monthly Character Traits	Plan Details How will you recognize <i>Kids of Character</i> each month? (2-3 sentences)
1. September: Cooperation 2. October: Responsibility 3. November: Citizenship 4. December: Kindness 5. January: Respect 6. February: Honesty 7. March: Self-Control 8. April: Tolerance	Scholars receive certificates and prizes presented to them monthly. Additionally, the school posts each scholar's picture on the wall in the cafeteria as a "Wall of Fame" for scholars exhibiting each monthly trait to be showcased and all scholars in the school to see.

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



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

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

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 type="checkbox"/> CHAMPS <input type="checkbox"/> Positive Behavior Interventions and Supports and the Classroom https://fl-pda.org/#/category/26 <input checked="" type="checkbox"/> Other: MTSS/RTI	Multi-Tiered System of Support to include interventions and resources provided by PBISWorld PBIS World A Complete Tier 1 Through Tier 3 Positive Behavior Interventions & Supports System Including: FBA, PBIP, BSP <hr/> 1. Suite 360 <hr/> 2. PBIS Classroom Assistance Tool (CAT) <hr/> 3. Incentive charts for individual students on behavior plans <hr/> 4. "If/then" reward and incentive plan

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: Classroom walkthrough tool Evaluative (Marzano) and Non-Evaluative (Microsoft Forms tool).

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 :	38
Total number of <i>other</i> school-wide discipline referrals (not including classrooms):	18
% of referrals in the classroom:	68% <small>(Specific to certain scholars in RTI for severe behavior, with FBA in process)</small>
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	<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 (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 8/11/2025 , 1. Classrooms and Public Areas have BEST Posters 2. BEST Posters displayed in hallways and buildings outside of the classroom.
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 8/15/2025, 1. All lesson plans will indicate School and classroom expectations 2. Behavior Assembly by Admin for all grade levels will address schoolwide expectations and general classroom expectations
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 8/4/2025 1. Welcome back staff meeting, chart provided and discussed 2. Discussion at weekly RTI meeting, printed for RTI room
A recognition system is implemented by 100% staff for <i>all</i> students.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	By 8/4/2025, 1. All staff are oriented to Dolphin Dollar system (token) 2. 100% of staff will utilize the Dolphin Dollar, School-Wide Positive Plan (Dolphin Dollars)

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 indicate a decrease, by 25%, as measured by Office Discipline Referrals (ODRs) in Focus. Additional: By April 2026, Unruly/Disruptive Behavior as well as Mistreatment of Peers, referrals will decrease by 25%, as measured by ODRs in BASIS.	1. Classroom Management Professional Development (including cultural sensitivity training) 2. RTI behavior interventions utilized (train the teachers on PBIS World), data collection, and FBA instrument.

SPBP Submission

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