



Schoolwide Positive Behavior Plan (SPBP)

Broward County Public Schools

SY 2025 – 2026



School Name:	Country Isles
School Number:	2981

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	Mindy Morgan	7. Security Specialist/ Campus Monitor	Alex Carr
2. Point of Contact	Kathleen White	8. Social Worker	Maryann Diest-Zemon
3. BTU Representative	Amy Edelman	9. School Nurse	Arisleyda Villareal-Bailly
4. Parent/Community Representative		10. Attendance Manager	Leslie Ballinger
5. Student Representative		11. Life Skills & Wellness Liaison	Kelly Grant/Jessica Johnon
6. School Counselor	Kelly Grant	12. Resiliency Liaison	Kelly Grant/Jessica Johnon
13. Grade Level Representatives			

*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	8/6/2025	TBA		8/8/2025
2 nd	10/14/2025	2:15		10/22/2025
3 rd	12/15/2025	2:15		1/7/2026
4 th	3/9/2026	2:15		3/25/2026

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>)	4/27/2025
Hold a <i>faculty</i> vote on the new SPBP (<i>prior to April 30, 2025</i>)	4/27/2025
Provide training to faculty and staff (<i>prior to September 30, 2025</i>)	8/8/2025

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:	770	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals	14	99%	Are your 0 – 1 referral > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
II. 2 - 5 referrals (at risk students)	9	1%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
III. > 5 referrals (high-risk students)	0	0%	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. As soon as students get a second referral, the student should be placed in RTI for behavior. A parent conference with administration and teacher and parent should occur. 2. If a student is ESE and gets a second referral, an interim IEP meeting should be scheduled to review support in place for behavior. 3. Any student who is at risk should have an individualized behavior plan and reward system in place.	

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. Guidance will conduct small groups for students who are having social difficulties and could be at risk for disproportionate discipline outcomes. 2. Save Promise and Kindness Club will continue to run and effort will be made to intentionally ensure the diversity of participation in these clubs- both in terms of race and including students with disabilities. 3. School will continue to implement Compass Lessons for classes and students who need Tier 2 and Tier 3 behavior support.

4. School will monitor teachers who call for behavior support or write referrals for the same student often. Meetings will take place between admin and teacher (and support facilitators and ESE specialist if student it is a SWD) to problem solve.

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. Battery- Low Level	11
2. Mistreatment of Peers	5
3. Unsubstantiated Bullying	5
4. Disruption on Campus- Minor	3
5. Unruly/Disruptive Behavior	3
TOTAL	36

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. Honest
2. Excellence Seekers
3. Respectful
4. Optimistic
5. Neighborly

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. Playground	10
2. Cafeteria	4
3. Hallway	3

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	Click here to enter location: Playground	Classroom Rules
Honest	Walk with hands by your side Click here to type hallway rules.	Clean your eating space and pick up trash around your area Click here to type cafeteria rules.	Click here to select location rules OR Speak to others in a kind way and tell the teacher if something unkind is going on.	
Excellence Seekers	Have your ID badge visible at all times Click here to type hallway rules.	Immediately inform an adult of any spills Click here to type cafeteria rules.	Click here to select location rules OR Respect the equipment and materials and leave it as you found it.	
Respectful	Follow adult directives Click here to type hallway rules.	Follow all directions given by the cafe monitors/adults Click here to type cafeteria rules.	Click here to select location rules OR Line up as soon as you are told to and stay in the recess area.	
Optimistic	Use a finger wave to say hello Click here to type hallway rules.	Raise your hand and wait for help Click here to type cafeteria rules.	Click here to select location rules OR Include everyone.	
Neighborly	Stop at all intersections Click here to type hallway rules.	Keep hands, feet and objects to yourself Click here to type cafeteria rules.	Click here to select location rules OR Keep your hands, feet, and objects to yourself.	

CRITICAL ELEMENT #5: Teaching Behavior

5A. At least one lesson plan for **each** schoolwide expectation above is distributed to instructional staff during pre-planning week and are maintained in the SPBP Binder.

Dates when the schoolwide expectations lesson plans are taught by instructional staff and noted in lesson plans:			
	Date(s)	Time:	Location(s):
Start of School Year	8/11/2025	8:15	Classroom, Cafeteria
After Winter Break	1/6/2026	8:15	Classroom, Cafeteria
After Spring Break	3/23/2026	8:15	Classroom, 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	Select location
Lesson Plan Dates			
Start of School Year	8/11/2025	8/11/2025	8/11/2025
After Winter Break	1/6/2026	1/6/2026	1/6/2026
After Spring Break	3/23/2026	3/23/2026	3/23/2026

5C. Prevention programs and other schoolwide student support initiatives can be used to proactively teach positive behavior and prosocial skills. Use this chart to plan for how you will use District supported programs and initiatives to promote positive behavior on campus.

Program/Initiative	Plan Details			
	When will it be taught?	Who will teach it?	How will it be implemented? <i>2-3 sentences</i>	How will it be monitored for effectiveness?
Bullying Prevention: Be the 1 Click to enter "other"	August or September 2025	District	As we did in 2024-2025, we will ask the district to come out to teach our grades 3-5 students Bullying Prevention- Be the One. We will put the posters around and also remind students of this during discipline assemblies.	The number of bullying complaints as well as the number of mistreatment of peers referrals will be discussed at quarterly meetings.
Resiliency Curriculum Click to enter "other"	Monthly	Classroom teachers and guidance	We will continue to implement resiliency education in collaboration with classroom teachers and guidance. For students at risk, guidance and administration will remind students of these lessons. Compass lessons will also be utilized for whole classroom concerns as well as individual students.	We will continue to monitor for compliance. At quarterly meetings, we will discuss the needs of individual students as well as the needs communicated by individual teachers and grade levels.


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: Neighborly

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>	<p>Data used: The top 3 referral incidents deal with peer relationships- battery, unsubstantiated bullying, and mistreatment of peers.</p> <p>Problem Identification Statement: Our students could use support with interacting with each other in a positive manner.</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>Hypothesis: We are still seeing some negative effects of peer relationships and social skills development post COVID. We need to continue to help give students the language when someone is making them uncomfortable (I-Statements). We need to continue to equip them with conflict resolution techniques. And we need to educate and remain firm in the fact that putting our hands on someone at school is never appropriate. We also need to train families to help equip their students for when things aren't going well in peer relationships so we are all speaking the same language.</p> <p>SMART Goal Statement: By June of 2025, we should see a decrease by 25% in the following three discipline codes: battery-low level, unsubstantiated bullying, and mistreatment of peers.</p>
3. Intervention Design: Describe how you will implement a positive reward program/system to decrease this problem.	<p>Type of Program/System: Token system</p> <p>Description of Program/System: We will continue to implement our school-wide discipline program where students can receive a token for being caught doing the right thing. These will now be called "Heron Bucks." These are given out to students if they are doing the right thing. Teachers will collect these in a bin in class and weekly at least one winner will be called to go to the school Heron Prize Cart. We will also implement a "FAST PASS" ticket that students can be given if they are caught positively solving a conflict with a peer. This pass will allow recipients to go right away to the prize cart that week.</p>
4. Evaluation: A. Implementation fidelity	<p>How will you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program/system?</p> <p>Staff will automatically be given "Heron Bucks" quarterly and reminded to give them out. "Fast Passes" will be monitored for teachers who are giving them out and reminders sent to staff not utilizing them.</p> <p>Teachers who have students whose behavior towards peers becomes an office managed behavior or referral will be observed and feedback given to ensure that the Tier 1 behavior program is being utilized with fidelity. Students at risk (2 office referrals or 2 or more in-class reflection sheets for something related to peer interaction) should be discussed at an RTI meeting. Teacher will report this by sending an email to administration and guidance.</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”? (2-3 sentences)</p> <p>We will monitor on a quarterly basis the amount of referrals that are involving peer relationships. The goal will be to have less than 2 incidents in Battery, Unsubstantiated/Substantiated Bullying, or Mistreatment of Peers per quarter. As needed, guidance and administration will speak to classes or individual students who are struggling with peer interactions and relationships.</p> <p>We will remind staff to give out “FAST PASSES” and continue to highlight positive strategies for peer interaction and the fact that we are “HERONS.” We are one school community working together.</p>
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6B. *Character Education* is an educational and award program utilized to teach and recognize students who display positive character traits each month. Please refer to the BCPS website for lesson plans, videos and additional resources to support this recognition program at your school. 

<p>Monthly Character Traits</p>	<p>Plan Details How will you recognize <i>Kids of Character</i> each month? (2-3 sentences)</p>
<ol style="list-style-type: none"> 1. September: Cooperation 2. October: Responsibility 3. November: Citizenship 4. December: Kindness 5. January: Respect 6. February: Honesty 7. March: Self-Control 8. April: Tolerance 	<p>We will ask teachers to recognize a student for each of these traits monthly. These traits and examples of how to show them will be shown on the morning announcements. Students will be recognized on the morning announcements and also with a certificate. These students will be given a “FAST Pass” to the Prize Cart. We will ask sponsors to also help with prizes to give these students such as sponsor restaurant’s free kids meal or other prizes.</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):
REFLECTION SHEET
Private student conference
Discussion
Proximity control
Encouragement

Did the behavior improve?

Positively reinforce change in behavior

Apply moderate consequence(s):
REFLECTION SHEET
Positive Practice
Time Out/Owed
Loss of privilege

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.	
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

Crises Events:

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

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

Special Note:




If a student has more than 2 reflection sheets for negative interactions with peers, teachers will report to guidance/administration for additional interventions and a possible RTI Tier 2 Referral.

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 type="checkbox"/> Positive Behavior Interventions and Supports and the Classroom https://fl-pda.org/#/category/26 <input type="checkbox"/> Other: Click here to enter name of system.	1. Staff refresher will be given at Pre-Planning in August. 2. Staff will be expected to have CHAMPS posted in their classroom with a way to manipulate it and visually show students the expected behaviors during different times of the day. 3. Teachers with at risk students, observations will be done to ensure the Tier 1 behavior program CHAMPS is being utilized and feedback given if it is not.

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

<input checked="" type="checkbox"/> CHAMPS 7 Up Checklist 
<input type="checkbox"/> Classroom Snapshot (Classroom Management Assessment) 
<input type="checkbox"/> PBIS Classroom Assistance Tool (CAT) 
<input type="checkbox"/> Other <i>(specify)</i> :

8C. Percentage of classroom referrals: Use current 2024-2025 school year behavior data as listed in Focus.

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

(b) Complete the yellow highlighted cells.

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

Total number of discipline referrals from classrooms :	17
Total number of <i>other</i> school-wide discipline referrals (not including classrooms):	36
% of referrals in the classroom:	47%
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 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 1 st 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 2 nd 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 3 rd 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 4 th 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

- ☐ Submit your SPBP in BCPS Central by April 30th. Use this new SPBP in the next school year
- ☐ 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 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 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 type="checkbox"/> Yes <input type="checkbox"/> No	By Click here to enter a date, 1. 2.
A recognition system is implemented by 100% staff for <i>all</i> students.	<input type="checkbox"/> Yes <input 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.
Select an item <i>Choose one ODR area of focus</i>	By June 3, 2026, click here to enter area of focus <i>[identify one area of focus]</i> will indicate click here to enter # <i>[increased or decreased number or percentage]</i> as measured by Office Discipline Referrals (ODRs) in Focus.	1. 2.

SPBP Submission

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