



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



**SY 2025 – 2026**

|                       |                                |
|-----------------------|--------------------------------|
| <b>School Name:</b>   | Indian Trace Elementary School |
| <b>School Number:</b> | 3181                           |

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

**CRITICAL ELEMENT # 1: Active Team with Administrative Participation**

**1A. Integrated MTSS School-Leadership Team Members**

| Title                              | First and Last Name | Title                                     | First and Last Name   |
|------------------------------------|---------------------|---|-----------------------|
| 1. Administrator                   | Amy Winder          | 7. Security Specialist/<br>Campus Monitor | Deputy Julie Bermudez |
| 2. Point of Contact                | Angela Cohen        | 8. Social Worker                          | Maryann Diest-Zemon   |
| 3. BTU Representative              | Regina Clark        | 9. School Nurse                           | School Nurse on Duty  |
| 4. Parent/Community Representative | Marni Clinton       | 10. Attendance Manager                    | Claudia Cortes        |
| 5. Student Representative          |                     | 11. Life Skills & Wellness Liaison        | Sabrina Ministeri     |
| 6. School Counselor                | Autumn Chokshi      | 12. Resiliency Liaison                    | Autumn Chokshi        |

\*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> | 9/24/2025               | 2:15PM                  | ➡ | 9/28/2025   |
| 2 <sup>nd</sup> | 12/3/2025               | 2:15PM                  | ➡ | 12/7/2025   |
| 3 <sup>rd</sup> | 2/18/2026               | 2:15PM                  | ➡ | 2/22/2026   |
| 4 <sup>th</sup> | 5/27/2026               | 2:15PM                  | ➡ | 5/31/2026   |

**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> )                                 | 4/15/2025 |
| Hold a <i>faculty</i> vote on the new SPBP ( <i>prior to April 30, 2025</i> )                        | 4/22/2025 |
| Provide training to faculty and staff ( <i>prior to September 30, 2025</i> )                         | 8/4/2025  |
| Present the 2025-26 SPBP to family and community stakeholders ( <i>prior to September 30, 2025</i> ) | 8/27/2025 |

## 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:                          | 680            | % of Total Population | Core Effectiveness             |   |
| # Referrals:                               | # of Students: |                       |                                |   |
| I. 0 - 1 referrals                         |                | 99%                   | Are your 0 – 1 referral > 80%? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| II. 2 - 5 referrals<br>(at risk students)  | 2              | 1%                    | Are your 2 - 5 referrals <15%? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| III. > 5 referrals<br>(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.<br>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:</p> <ol style="list-style-type: none"> <li>1. During each quarterly review of data, review students who have more than 1 referral.</li> <li>2. Consult with support staff for any students who have more than 1 referral. Consider if student may need Tier 2 behavior support/ MTSS.</li> <li>3. Review teachers that are consistently referring students and create a support plan to assist with student behaviors.</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:**

|   |  |
|---|--|
| What activities/initiatives/programs will your school leadership team implement to prevent disproportionate discipline outcomes within subgroup populations (race, SWD, ELL)?   |  |
| <p>Disproportionality Action Steps:</p> <ol style="list-style-type: none"> <li>1. The team will meet quarterly to discuss the subgroups that are highest for referrals.</li> <li>2. Meet quarterly with the school equity liaison for strategies to decrease referrals within subgroup populations.</li> <li>3. Closely monitor the subgroup and the behaviors/ locations. Consider if student may need Tier 2 behavior support/ MTSS.</li> </ol> |  |

## 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<br>Current Year 2024-2025 | # Incidents |
|--|-------------|
| 1. Disruptive/Unruly Play                          | 4           |
| 2. Technology Inappropriate Use                    | 3           |
| 3. Unruly/Disruptive Behavior                      | 2           |
| 4. Mistreatment of Peers                           | 2           |
| 5. Unsubstantiated Bullying                        | 2           |
| TOTAL  | 13          |

- 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. Be Respectful         |
| 2. Be Responsible        |
| 3. Maintain Self Control |
| 4.                       |
| 5.                       |

- 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, <b>excluding Classroom:</b> |             |
|--|-------------|
| School Location(s)                           | # Incidents |
| 1. Playground                                | 6           |
| 2. Cafeteria                                 | 2           |
| 3. Hallway                                   | 1           |

**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>Respectful</b>                                       | Walk to your class                      | Follow all directions given by the cafe monitors/adults    | Show good sportsmanship.                 |                            |
| <b>Responsible</b>                                      | Have your ID badge visible at all times | Clean your eating space and pick up trash around your area | Follow directions the first time given   |                            |
| <b>Maintain Self Control</b>                            | Keep hands and feet to yourself         | Raise your hand to get the attention of an attendant/adult | Keep 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):            |
| <b>Start of School Year</b>  | 8/22/2025 | Various Times<br>8:10 – 10:00AM | Cafeteria- Grade Levels |
| <b>After Winter Break</b>  | 1/16/2026 | Various Times<br>8:10 – 10:00AM | Cafeteria- Grade Levels |
| <b>After Spring Break</b>  | 3/27/2026 | Various Times<br>8:10 – 10:00AM | Cafeteria- Grade Levels |

**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>   | 8/22/2025     | 8/22/2025       | 8/22/2025  |
| <b>After Winter Break</b>   | 1/16/2026     | 1/16/2026       | 1/16/2026  |
| <b>After Spring Break</b>   | 3/27/2026     | 3/27/2026       | 3/27/2026  |

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

| Program/Initiative                | Plan Details            |                                       |  |  |
|-----------------------------------|-------------------------|---------------------------------------|--|--|
|                                   | When will it be taught? | Who will teach it?                    | How will it be implemented?  | How will it be monitored for effectiveness?  |
| <b>Resiliency Curriculum</b>      | Monthly                 | Classroom Teachers & School Counselor | Classroom teachers will provide resiliency curriculum within their classroom monthly as identified by the district calendar. School Counselor will supplement curriculum with news segments and within the student support groups.                         | School Counselor will review class completion, and administration will follow up with teachers as needed. Effectiveness will be monitored by observation and within student support groups.                                  |
| <b>Life Skills &amp; Wellness</b> | Monthly                 | Classroom Teachers & School Counselor | Grade 4 & 5 students participate in LSW Survey. LSW Liaison to promote monthly character trait recognition, coordinate student support groups, individual student supports, and the Tracer Buddy Mentor program. Daily mindful moment on ITE morning news. | LSW Liaison to provide ongoing support, RTI, and agency referrals for students with Behavioral Threat assessments or Suicide Risk Assessments. Social worker referrals and school counselor support for attendance concerns. |


## 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: Playground

| 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?<br/><i>(use numerical data)</i></p> | <p><b>Data used:</b> The location (excluding classrooms) that has the highest amount of behavior incidents so far for the 2024-2025 school year is the playground. 6 referrals have taken place on the playground, while 2 referrals have occurred in the cafeteria and 1 referral in the hallway.</p> <p><b>Problem Identification Statement:</b> This is an area of concern due to the number of referrals during recess. Data shows that the behavior during recess is a continued area for growth. Playground referrals have increased from the 2023-2024 school year from 4 all last year to 6 so far (as of April 2025).</p>  |
| <p><b>2. Problem Analysis:</b> Why do you think this problem is occurring? What is your goal?<br/><i>(create a SMART goal statement with numerical data)</i></p>       | <p><b>Hypothesis:</b> The number of discipline referrals for the playground has increased from the 2023-2024 school year from 4 all last year to 6 so far (as of April 2025). Teachers should remind students of the schoolwide behavior expectations and continue to actively monitor and supervise students while at recess. Administration will remind all staff members of the playground &amp; field safety pamphlet throughout the year to enforce best practices. Behavior reinforcement needs to occur with more frequency.</p> <p><b>SMART Goal Statement:</b> By May of 2026, the number of referrals that occur during recess will decrease from 6 or more referrals to 4 or less referrals for the 2025-2026 school year.</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:</b> Point system</p> <p><b>Description of Program/System:</b><br/>The goal is to reach 15 Points.<br/>Points will be given by the supervisor of the cafeteria and spot checks of recess throughout the week.<br/>Each class will work towards 3 – 5 points per week.<br/>When a class achieves 20 points, they will be rewarded with a popsicle party.<br/>This program will continue to positively impact behaviors schoolwide/ around each location.</p>  |
| <p><b>4. Evaluation:</b><br/>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></p> <p>The point system will continue to be monitored by administration and the support team. The playground and cafeteria supervisor will reward the class with a “dot” daily for positive behavior and/or a green cup.<br/>The classes that reach their goal will be recognized during lunch.<br/>The SPBP team will analyze the data for the month. The goal is for 80% of the classes to achieve the goal of 3 – 5 points per week.</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><br/>The number of referrals from the playground and cafeteria will be reviewed monthly to ensure the program is positively impacting the reduction of referrals.<br/>The total number of referrals for semester 1 (quarter 1 and 2) will be collected and reviewed by the SPBP team to analyze incidents. The team will review the data at the end of the month to discuss, revise the student behavior and the plan, as</p>   |

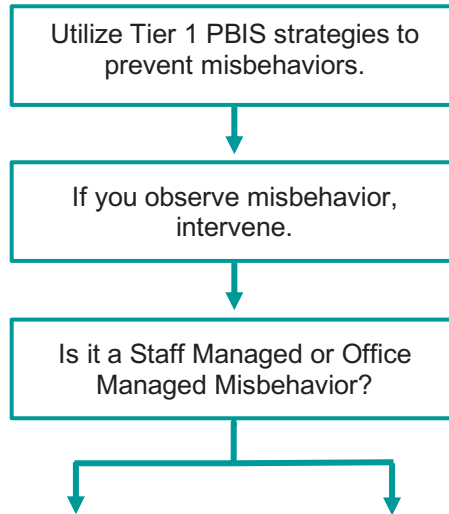
needed. If successful, the program will continue. Since our overall goal for the year is less than 4 discipline referrals for the 2025 - 2026 year during recess, our goal will be 1 or less referrals per quarter. This same goal applies to lunch referrals.

**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. 

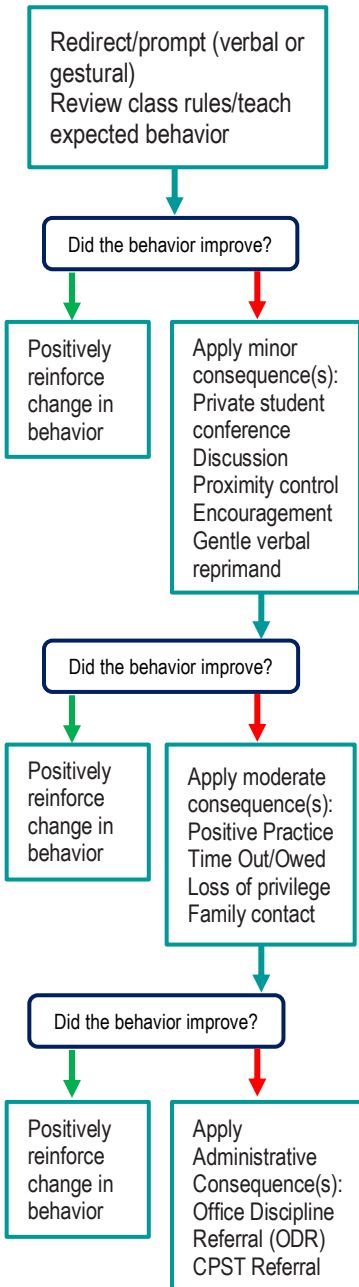
| Monthly Character Traits   | <b>Plan Details</b><br>How will you recognize <i>Kids of Character</i> each month?   |
|--|--|
| 1. September: Cooperation<br>2. October: Responsibility<br>3. November: Citizenship<br>4. December: Kindness<br>5. January: Respect<br>6. February: Honesty<br>7. March: Self-Control<br>8. April: Tolerance | Kids of Character students are recognized monthly on the ITE morning News. Students are presented with a certificate and reward keychain to proudly display on their backpack. Students come on the news based on grade level to ensure each student has their moment of recognition. Classroom teachers also recognize Kids of Character within their classroom each month. |

# CRITICAL ELEMENT #7: Effective Discipline Procedures

You can choose to use the flow chart below or create your own. This flow chart is posted in all classrooms and used to teach students during behavior lessons.



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



| Staff Managed Misbehaviors   | Office Managed Misbehaviors   |
|--|---|
| Note: The behaviors provided are examples, not an exhausted list of misbehaviors.  |   |
| <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<br><input type="checkbox"/> Positive Behavior Interventions and Supports and the Classroom <a href="https://fi-pda.org/#/category/26">https://fi-pda.org/#/category/26</a><br><input type="checkbox"/> Other: Click here to enter name of system. | Step 1: Provide classroom teachers with a refresher in CHAMPSs at the beginning of the school 2025-2026 school year.<br>Step 2: Consult with PBIS Specialist for teachers that need new strategies and continue to have difficulty with CHAMPS implementation or for new teachers.<br>Step 3: Conduct classroom walkthroughs using the CHAMPS 7 Up checklist to determine which modules teachers would need to fully implement to ensure all aspects of CHAMPS are taking place. |

### 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 <b>from classrooms</b> :                                    | 8   |
| Total number of <i>other</i> <b>school-wide</b> discipline referrals (not including classrooms): | 9   |
| % 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 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 type="checkbox"/> Print up your SPBP and Feedback form BCPS Central<br><input type="checkbox"/> Provide SPBP presentation to all staff during Pre-Planning<br><input type="checkbox"/> Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders<br><input type="checkbox"/> Market and post School-wide Expectations and Location-specific Rules<br><input type="checkbox"/> Identify your district PBIS Specialist<br>(Contact <a href="mailto:amber.jennings@browardschools.com">amber.jennings@browardschools.com</a> for more information if you are unsure)<br><input type="checkbox"/> Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP (indicated in yellow)  |
| August<br>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.<br><input type="checkbox"/> Review previous year's SPBP and feedback form; make necessary modifications<br><input type="checkbox"/> Review previous year's data (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page)<br><input type="checkbox"/> Verify and implement teaching schedule for Expectations and Rules behavior lesson plans<br><input type="checkbox"/> Implement the Reward System for all students as indicated in the SPBP<br><input type="checkbox"/> Ensure the Discipline Flow Chart is distributed to all staff and is being used as written<br><input type="checkbox"/> Present implementation data, behavior data, team activities and SPBP progress to entire staff<br><input type="checkbox"/> Ensure all teachers are using an evidence-based classroom management plan, such as CHAMPS<br><input type="checkbox"/> Confirm next quarterly PBIS team meeting date and time |
| September                                       | <input type="checkbox"/> Provide SPBP stakeholder presentation by September 30 <sup>th</sup><br><input type="checkbox"/> Ensure instructional staff know how to document Tier 1 Supplemental Strategies for behavior<br><input type="checkbox"/> Check for staff and teacher understanding of PBIS - provide "PBIS 101" training as a resource<br>Brainshark available at: <a href="http://www.brainshark.com/browardschools/PBIS101">http://www.brainshark.com/browardschools/PBIS101</a>   |
| October<br>2 <sup>nd</sup> 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)<br><input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff<br><input type="checkbox"/> Ensure Core Effectiveness Action Steps are being implemented as written<br><input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator<br><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<br><input type="checkbox"/> Ensure that the Student Outcome Monitoring Action Steps are being implemented as written  |
| January<br>3 <sup>rd</sup> Quarter Team Meeting | <input type="checkbox"/> Staff to re-teach Expectations and Rules after winter break<br><input type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page)<br><input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff<br><input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator<br><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<br><input type="checkbox"/> Utilize the Stakeholder SPBP Forms Survey to solicit input for planning next year's SPBP (optional)   |
| March<br>4 <sup>th</sup> Quarter Team Meeting   | <input type="checkbox"/> Ensure progress towards completion and submission of next year's SPBP<br><input type="checkbox"/> Staff to re-teach Expectations and Rules after spring break<br><input type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page)<br><input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff<br><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<br><input type="checkbox"/> Submit your SPBP in BCPS Central by April 30 <sup>th</sup> . Use this new SPBP in the next school year<br><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 <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,<br>1.<br>2.   |
| 100% of instructional staff has delivered expectations and rules lesson plans as written and when indicated.  | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | By Click here to enter a date,<br>1.<br>2.   |
| 100% of staff members are oriented to the Discipline Flow Chart. It is used consistently by 100% instructional staff, behavioral support, and administrators. | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | By Click here to enter a date,<br>1.<br>2.   |
| A recognition system is implemented by 100% staff for <i>all</i> students.  | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | By Click here to enter a date,<br>1.<br>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.   |
| <b>Overall ODRs</b>        | By June 3, 2026, overall office Discipline Referrals (ODRs) will decrease from 17 to 14 as measured by Office Discipline Referrals (ODRs) in Focus. | 1. At the beginning of the quarter, provide reminders to students of what positive behavior looks like during the grade level Positive Behavior Assemblies.<br>2. Continue the Star Reward System and celebration to encourage positive behaviors during recess, lunch and around campus. |

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