



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



**SY 2025 – 2026**

<b>School Name:</b>	Palm Cove Elementary School
<b>School Number:</b>	3311

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	Vonda L. Oliver	9. School Nurse	Stefani Goetz
2. Point of Contact	Sheldon Jordan	10. Attendance Manager	Shatavia Walton
3. BTU Representative	Andrea Norris	11. Life Skills & Wellness Liaison	Jasmine Duncan
4. Parent/Community Representative	Maria Correa	12. Resiliency Liaison	Jasmine Duncan
5. Student Representative	Valentina Drumond	13. Math Coach	Jennifer Valiente
6. School Counselor	Jasmine Duncan	14. Literacy Coach	Rose-Gaelle Labranche
7. Security Specialist/Campus Monitor	Shainia Santiago	15. Team Leader/Teacher	Adrianna Persaud
8. Social Worker	Melanie Birken	16. ESE Support Facilitator	Dominique Harmon

\*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>	10/7/2025	2:15 PM		10/14/2025
2 <sup>nd</sup>	12/9/2025	2:15 PM		12/16/2025
3 <sup>rd</sup>	3/3/2026	2:15 PM		3/10/2026
4 <sup>th</sup>	5/19/2026	2:15 PM		5/26/2026

## 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> )	4/24/2025
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> )	8/5/2025
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.

- 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:	399	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals		96%	Are your 0 – 1 referral > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
II. 2 - 5 referrals (at risk students)	9	2%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
III. > 5 referrals (high-risk students)	7	2%	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 <b>either</b> (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> )	
<ol style="list-style-type: none"> <li>Continue to implement our school-wide positive behavior incentives in the classrooms utilizing a token system for students who earn them for adhering to classroom, cafeteria, and schoolwide expectations.</li> <li>Continue to celebrate students for adhering to classroom, cafeteria, and schoolwide expectations through recognizing them on the morning announcements and the Token System prize cart.</li> <li>Continue to monitor the Behavior incidents in FOCUS weekly to identify those students who are getting 2 or more ODRs.</li> <li>Holding student conferences with those students who have 2 or more ODRs to determine barriers and to determine next steps to reshape their behavior. The goal is to have these students adhere to the schoolwide expectations.</li> </ol>	

**3C.** Disproportionality is often measured with the relative risk statistic calculation (Relative Risk Ratio = RRR), a measure that indicates the probability of a certain event (e.g., referrals) for one subgroup when compared to all other subgroups.

Relative Risk Ratio calculations are coming soon with the Focus Data System migration.

### 3D. Disproportionality Action Steps:

<p>What activities/initiatives/programs will your school leadership team implement to prevent disproportionate discipline outcomes within sub group populations (race, SWD, ELL)?</p> <p>Disproportionality Action Steps: <i>(3-4 detailed steps)</i></p> <ol style="list-style-type: none"> <li>1. Monitor the discipline data using FOCUS to determine disproportionality exists for a subgroup. (Monthly)</li> <li>2. Meet with students from the subgroup demonstrating disproportionality to identify the root causes of their disproportionate number of Office Discipline Referrals (ODRs) compared to other subgroups</li> <li>3. Provide mentors to those students who have been identified in the disproportionate subgroup. (Weekly Meetings)</li> <li>4. School Counselor will develop focus groups based on barriers faced by the students in these subgroups.</li> </ol>
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## 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. Disobedience/Insubordination	25
2. Unruly/Disruptive Behavior	11
3. Out of Assigned Area	11
4. Battery (Low Level)	10
5. Disruptive/Unruly Play	9
TOTAL	66

- 4B.** School-wide expectations are 3 – 5 positive characteristics (*not behaviors*) that counteract the top school-wide misbehaviors in section 3A. ALL people on campus are expected to model these expectations.

Schoolwide Expectations
1. Be Respectful
2. Be Responsible
3. Be Cooperative
4. Be a Problem Solver

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

<b>Top 3 Locations, <u>excluding Classroom</u>:</b>	
<b>School Location(s)</b>	<b># Incidents</b>
1. Hallway	<b>17</b>
2. Cafeteria	<b>10</b>
3. Athletic Field	<b>8</b>

**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>Bus Rules</b>	<b>Classroom Rules</b>
<b>Be Respectful</b>	<b>Keep hands and feet to yourself</b>	<b>Follow all directions given by the cafe monitors/adults</b>	<b>Keep hands and feet to yourself</b>	
<b>Be Responsible</b>	<b>Have your ID badge visible at all times</b>	<b>Stay in assigned area</b>	<b>Wait at your designated area for your bus to arrive</b>	
<b>Be Cooperative</b>	<b>Remain in your line</b>	<b>Clean your eating space and pick up trash around your area</b>	<b>Remain in your assigned seat, facing forward with feet on the floor</b>	
<b>Be a Problem Solver</b>	<b>Walk to your class</b>	<b>Raise your hand to get the attention of an attendant/adult</b>	<b>Follow directions the first time given</b>	

## 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	Throughout the Day	Classrooms
After Winter Break	1/7/2026	Throughout the Day	Classrooms
After Spring Break	3/25/2026	Throughout the Day	Classrooms

**5B.** At least one Rules Lesson Plan for **each** common location is distributed to instructional staff during pre-planning. This is aligned to the **Schoolwide Expectation/Location-based Rules** chart in section 4D. Location-based rules should be taught and reinforced in the context of the location in the beginning of the year, after long breaks, and throughout the year as necessary.

Dates when the rules lesson plans for common locations are taught by instructional staff and noted in lesson plans:			
Common Location	Hallway Rules	Cafeteria Rules	Bus
<b>Lesson Plan Dates</b>			
Start of School Year	8/11/2025	8/11/2025	8/11/2025
After Winter Break	1/7/2026	1/7/2026	1/7/2026
After Spring Break	3/25/2026	3/25/2026	3/25/2026

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


Program/Initiative	Plan Details			
	When will it be taught?	Who will teach it?	How will it be implemented? <i>2-3 sentences</i>	How will it be monitored for effectiveness?
Character Education	Monthly	Classroom Teachers & School Counselor	Teachers will receive monthly lessons on the different parts of character education with simple instructions on how to incorporate it into their classroom. The AP will follow-up with a Kid of Character each month and share information about the character traits on morning announcements.	Sign-In Sheet with Lessons Completed  Student Work Samples
Bullying Prevention: Be the 1	Monthly	Media Specialist	Be the 1 lessons will occur once a month during media. The media specialist will complete the lessons with scholars in grades 3-5 and have the scholars to complete a follow-up assignment.	Sign-In Sheet with Lessons Completed  Student Work Samples

## 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](#)

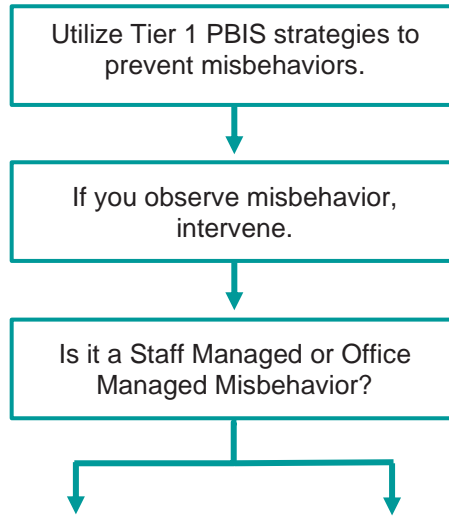
4 Step Problem Solving Process	Plan Details
<p><b>1. Problem Identification:</b> Review your behavior data to identify one school-wide problem. What problem did you identify? <i>(use numerical data)</i></p>	<p><b>Data used: Highest Discipline Data (FOCUS)</b></p> <p><b>Problem Identification Statement:</b> The number of Disobedience/Insubordination behaviors have increased this year and have now become the leading causes of ODRs.</p>
<p><b>2. Problem Analysis:</b> Why do you think this problem is occurring? What is your goal? <i>(create a SMART goal statement with numerical data)</i></p>	<p><b>Hypothesis:</b> Inconsistent use of the MVP Positive Behavior incentive which would reinforce positive behaviors throughout the school campus.</p> <p><b>SMART Goal Statement: By June 2026, the frequency of Disobedience/ Insubordination behaviors will indicate a decrease of 10% as measured by ODRs in FOCUS.</b></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: Token system</b></p> <p><b>Description of Program/System: (<math>\geq 4</math> sentences)</b> During Pre-Planning Week, the Assistant Principal (AP) will review the new token behavior system that will be implemented during the 2025–2026 school year. At the beginning-of-the-year Discipline Assembly, the AP will also review the token system with students. All staff members will receive token bucks to award students who are meeting classroom, location-specific, and schoolwide expectations. Students can use their token bucks to shop for select prizes. The Principal and AP will be responsible for replenishing the prize supply. Additionally, the Principal and AP will have special bucks to award students who go above and beyond. These students will be recognized and receive their special bucks during the morning announcements.</p>
<p><b>4. Evaluation:</b> A. Implementation fidelity</p>	<p><b>How will you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program/system?</b> We will use a frequency chart to track which teachers have students shopping on the cart and the number of bucks they have. If there is a trend of not using the token bucks with fidelity, administration will work with teachers to remove any barriers that may be hindering them from using the token buck system with fidelity.</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> Success will be determined by data obtained from the frequency chart to ensure that 100% of the teachers are utilizing the token bucks system in their classrooms. Additionally, we will measure the success of the token bucks through ODRs entered in FOCUS. If the program is working with fidelity, there should be a 10% decrease in Disobedience/Insubordination Behavior ODRs in FOCUS.</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. 

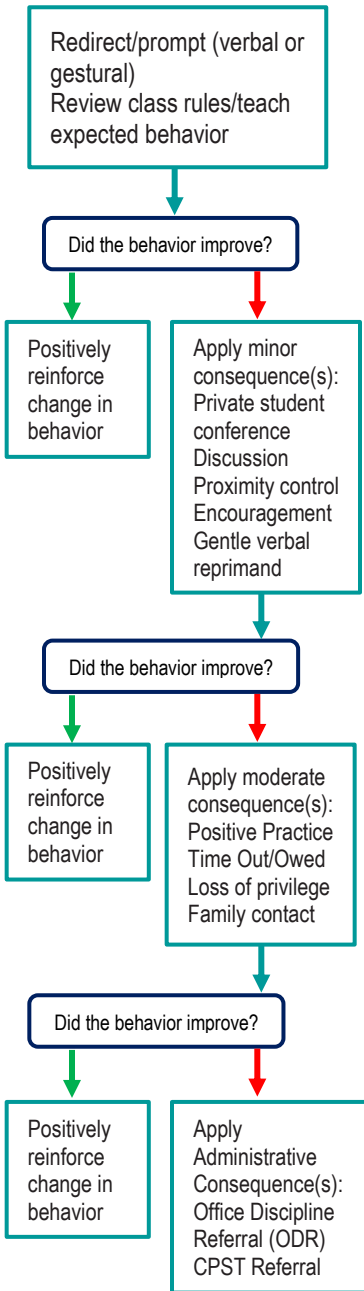
Monthly Character Traits	Plan Details How will you recognize <i>Kids of Character</i> each month? (2-3 sentences)
<ol style="list-style-type: none"> <li>1. September: Cooperation</li> <li>2. October: Responsibility</li> <li>3. November: Citizenship</li> <li>4. December: Kindness</li> <li>5. January: Respect</li> <li>6. February: Honesty</li> <li>7. March: Self-Control</li> <li>8. April: Tolerance</li> </ol>	<p>Teachers will submit the name of a student who demonstrates the character trait of the month. The administration will provide the selected student with a certificate and a prize for being that month's "Kid of Character." The student will also be recognized during the morning announcements.</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.



- 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 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 type="checkbox"/> CHAMPS <input checked="" type="checkbox"/> Positive Behavior Interventions and Supports and the Classroom <a href="https://fl-pda.org/#/category/26">https://fl-pda.org/#/category/26</a> <input type="checkbox"/> Other: Click here to enter name of system.	<ol style="list-style-type: none"> <li>1. The team collects evidence of evidenced-based classroom management training for every teacher.</li> <li>2. Teachers who do not have training will participate in district-offered training. The percentage of teachers trained will be maintained.</li> <li>3. Teachers will be provided with mentorship and support from support staff and team leaders.</li> </ol>

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

<input type="checkbox"/> CHAMPs 7 Up Checklist 
<input type="checkbox"/> Classroom Snapshot (Classroom Management Assessment) 
<input type="checkbox"/> PBIS Classroom Assistance Tool (CAT) 
<input checked="" type="checkbox"/> Other ( <i>specify</i> ): Administration will review behavior expectations during faculty meetings, weekly staff newsletter, and formal/informal walkthroughs and observations.

### 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> :	40
Total number of <i>other</i> <b>school-wide</b> discipline referrals (not including classrooms):	63
% of referrals in the classroom:	39%
Do more than 40% of your referrals come from the classroom?	<input type="checkbox"/> Yes <input checked="" 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"> <li><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</li> </ul>
Pre-Planning	<ul style="list-style-type: none"> <li><input type="checkbox"/> Print up your SPBP and Feedback form BCPS Central</li> <li><input type="checkbox"/> Provide SPBP presentation to all staff during Pre-Planning</li> <li><input type="checkbox"/> Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders</li> <li><input type="checkbox"/> Market and post School-wide Expectations and Location-specific Rules</li> <li><input type="checkbox"/> Identify your district PBIS Specialist (Contact <a href="mailto:amber.jennings@browardschools.com">amber.jennings@browardschools.com</a> for more information if you are unsure)</li> <li><input type="checkbox"/> Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP (indicated in yellow)</li> </ul>
August 1 <sup>st</sup> Quarter Team Meeting	<ul style="list-style-type: none"> <li><input type="checkbox"/> Determine any needed team training, such as: 4 Step Problem Solving Process series, PBIS 10 Critical Elements, Data Collection, etc.</li> <li><input type="checkbox"/> Review previous year's SPBP and feedback form; make necessary modifications</li> <li><input type="checkbox"/> Review previous year's data (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page)</li> <li><input type="checkbox"/> Verify and implement teaching schedule for Expectations and Rules behavior lesson plans</li> <li><input type="checkbox"/> Implement the Reward System for all students as indicated in the SPBP</li> <li><input type="checkbox"/> Ensure the Discipline Flow Chart is distributed to all staff and is being used as written</li> <li><input type="checkbox"/> Present implementation data, behavior data, team activities and SPBP progress to entire staff</li> <li><input type="checkbox"/> Ensure all teachers are using an evidence-based classroom management plan, such as CHAMPS</li> <li><input type="checkbox"/> Confirm next quarterly PBIS team meeting date and time</li> </ul>
September	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide SPBP stakeholder presentation by September 30<sup>th</sup></li> <li><input type="checkbox"/> Ensure instructional staff know how to document Tier 1 Supplemental Strategies for behavior</li> <li><input type="checkbox"/> Check for staff and teacher understanding of PBIS - provide "PBIS 101" training as a resource Brainshark available at: <a href="http://www.brainshark.com/browardschools/PBIS101">http://www.brainshark.com/browardschools/PBIS101</a></li> </ul>
October 2 <sup>nd</sup> Quarter Team Meeting	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page)</li> <li><input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff</li> <li><input type="checkbox"/> Ensure Core Effectiveness Action Steps are being implemented as written</li> <li><input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator</li> <li><input type="checkbox"/> Confirm next quarterly PBIS team meeting date and time</li> </ul>
November	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review/revise lesson plans as indicated by previous quarter behavior data</li> <li><input type="checkbox"/> Ensure that the Student Outcome Monitoring Action Steps are being implemented as written</li> </ul>
January 3 <sup>rd</sup> Quarter Team Meeting	<ul style="list-style-type: none"> <li><input type="checkbox"/> Staff to re-teach Expectations and Rules after winter break</li> <li><input type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page)</li> <li><input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff</li> <li><input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator</li> <li><input type="checkbox"/> Confirm next quarterly PBIS team meeting date and time</li> </ul>
February	<ul style="list-style-type: none"> <li><input type="checkbox"/> Check on recently hired staff for PBIS understanding - provide "PBIS 101" Brainshark resource</li> <li><input type="checkbox"/> Utilize the Stakeholder SPBP Forms Survey to solicit input for planning next year's SPBP (optional)</li> </ul>
March 4 <sup>th</sup> Quarter Team Meeting	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure progress towards completion and submission of next year's SPBP</li> <li><input type="checkbox"/> Staff to re-teach Expectations and Rules after spring break</li> <li><input type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page)</li> <li><input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff</li> <li><input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator</li> </ul>
April	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide staff presentation and faculty vote on new SPBP for next year</li> <li><input type="checkbox"/> Submit your SPBP in BCPS Central by April 30<sup>th</sup>. Use this new SPBP in the next school year</li> <li><input type="checkbox"/> Continue implementing your current SPBP through the end of the current school year</li> </ul>

## CRITICAL ELEMENT # 10: Evaluation

**10A. Staff** Implementation of the Schoolwide Positive Behavior Plan: review goals, evaluate implementation, and create 2 action steps to review in quarterly PBIS meetings.

*"Are staff implementing the SPBP with fidelity? If not, how will you address this area?"*

STAFF Implementation Monitoring		
Staff Implementation Goal	Quarterly Team Review: Implemented with fidelity?	If you answered <b>No</b> , enter 2 action steps your school will take to move towards this goal by the next PBIS meeting.
100% of hallways, front office, cafeteria, and other public areas all have school-wide expectations and location-specific rules posted.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	By Click here to enter a date, 1. 2.
100% of instructional staff has delivered expectations and rules lesson plans as written and when indicated.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	By Click here to enter a date, 1. 2.
100% of staff members are oriented to the Discipline Flow Chart. It is used consistently by 100% instructional staff, behavioral support, and administrators.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	By Click here to enter a date, 1. 2.
A recognition system is implemented by 100% staff for <i>all</i> students.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	By Click here to enter a date, 1. 2.



**10B.** The SPBP is successful in positively impacting **students**: review behavior data and create a SMART goal. Evaluate implementation and create action steps to review in quarterly PBIS meeting.

*"If staff are implementing the SPBP consistently and effectively, is it positively impacting students? How will you know?"*

**SMART Criteria:**

S	Specific	Concrete, detailed, focused, and well defined. Results-focused and action-orientated.
M	Measurable	The measurement sources (data) are defined numerically in order to track progress towards the objective.
A	Attainable	Objectives are achievable in the near future to maintain motivation.
R	Realistic	Staff have the resources to achieve the objective- time, personnel, materials, etc.
T	Time-bound	Agreed-on time frames create the necessary urgency and prompt action.

STUDENT Outcome Monitoring		
Student Outcome Data	Complete the SMART goal to determine "successful" student outcomes ( <i>use numerical data</i> )	List 2 action steps your team will take to ensure this goal is monitored and meets or exceeds the SMART goal.
<b>Classroom Referrals</b> <i>Choose one ODR area of focus</i>	By June 3, 2026, classroom referrals will indicate a <b>10% decrease</b> as measured by Office Discipline Referrals (ODRs) in Focus.	1. Teachers will be trained on the classroom managed vs. office managed behaviors to support them on writing referrals only when necessary. 2. Administration will make themselves visible throughout all classrooms and campus to ensure that we cut down on the misbehaviors.

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

