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**Schoolwide Positive Behavior Plan (SPBP)**

Broward County Public Schools

SY 2025 – 2026

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| **School Name:** | Sawgrass Springs Middle School |
| **School Number:** | 3431 |

[](https://browardschools.instructure.com/courses/1193624/pages/critical-elements-overview)Please refer to the SPBP Canvas Resource page to access video tutorials, guidance, and resources for completing the 2025-2026 SPBP template.

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

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

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| **Title** | **First and Last Name** | **Title** | **First and Last Name** |
| 1. Administrator | Eric Reeves | 7. Security Specialist/ Campus Monitor | James Colon |
| 2. Point of Contact | Shawn Sealy | 8. Social Worker | Keisha Watson |
| 3. BTU Representative | Emily Riedmayer | 9. School Nurse | Jesika Van Welie |
| 4. Parent/Community Representative | Eric Waters | 10. Attendance Manager | Ada Lopez |
| 5. Student Representative | Sarah Pena | 11. Life Skills & Wellness Liaison | Kimberly Smith |
| 6. School Counselor | Debra Clark | 12. Resiliency Liaison | Deanna Waters |

\*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.

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| **Quarter** | **PBIS Data Meeting Dates** | **PBIS Data Meeting Times** |  | **Faculty and Staff Data Communication/Presentation Dates** |
| 1st | 8/6/2025 | 3:50pm – 4:50pm |  | 8/9/2025 |
| *2nd* | 11/19/2025 | 3:50pm – 4:50pm |  | 11/21/2025 |
| 3rd | 2/11/2026 | 3:50pm – 4:50pm |  | 2/13/2026 |
| 4th | 5/13/2026 | 3:50pm – 4:50pm |  | 5/15/2026 |

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

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

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| **Action Steps:** | **Dates** |
| Present the 2025-26 SPBP to staff *(prior to April 30, 2025)* | 4/24/2025 |
| Hold a *faculty* vote on the new SPBP *(prior to April 30, 2025)* | 4/29/2025 |
| Provide training to faculty and staff *(prior to September 30, 2025)* | 8/9/2025 |
| Present the 2025-26 SPBP to family and community stakeholders *(prior to September 30, 2025)* | 9/4/2025 |

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| **CRITICAL ELEMENT # 3: Data Collection and Analysis** |

**3A.** Core Effectiveness: ***Use current 2024-2025 school year behavior data*** as listed in Focus.

1. Review your referral data YTD in Focus – Discipline Reports – *Students with Referrals*.
2. Complete the yellow highlighted cells.
3. Auto-calculate the “% of Total Population” by clicking on each “!Zero Divide” in the cells and pressing “Fn + F9”.
4. Determine if the core is effective in all three areas.

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| TOTAL Population: |  | % of Total Population | Core Effectiveness | |
| # Referrals: | # of Students: |
| 1. 0 - 1 referrals | 88 | 9% | Are your 0 – 1 referral > 80%? | Yes No |
| II. 2 - 5 referrals  (at risk students) | 41 | 4% | Are your 2 - 5 referrals <15%? | Yes No |
| III. > 5 referrals  (high-risk students) | 10 | 1% | Are your >5 referrals <5%? | Yes No |

**3B.** Core Effectiveness Action Steps:

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| If you answered “Yes” to I, II, and III above, then your core is effective.  Based upon table 8A, is your core effective? | Yes 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 *at the* *beginning* of the next school year to improve core strength: | |
| Core Effectiveness Action Steps: *(3-4 detailed steps)*  1. Meet monthly to evaluate the frequency of all infractions  2. Utilize incentive programs to evaluate behavior/outcomes as a deterrent to negative actions.  3. Monthly awards to students  4. | |

**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.

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

**3D.** Disproportionality Action Steps:

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| 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: *(3-4 detailed steps)*  1. Evaluate the frequency of infractions by sub-groups.  2. Targeted activities/surveys for sub-groups to mitigate infractions.  3. Monthly awards to students within sub-groups  4. |

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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.

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

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| **Top 5 Behavior Incidents**  **Current Year 2024-2025** | **# Incidents** |
| 1. Unruly/Disruptive Behavior | 52 |
| 2. Disobedience/Insubordination | 24 |
| 3. Disruptive/Unruly Play | 20 |
| 4. Battery(low level) | 19 |
| 5. Class Cut/Skipping | 18 |
| TOTAL | 133 |

**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.

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| **Schoolwide Expectations** |
| 1. **A**ccountability |
| 2. **C**ultivating Character |
| 3. **T**eamwork – makes the school, work |
| 4. |
| 5. |

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

1. Review your referral data YTD in Focus – Discipline – Category Breakdown – *Location*.
2. Complete the chart by identifying the top three schoolwide locations, excluding classroom and the number of incidents for each location.

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| **Top 3 Locations, excluding Classroom:** | |
| **School Location(s)** | **# Incidents** |
| 1. School Grounds | **51** |
| 2. Cafeteria | **34** |
| 3. Hallway | **30** |
| 4. Restrooms | **15** |

**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.

|  |  |  |  |  |
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| **Schoolwide Expectations and Location-based Rules** | | | | Completed by each teacher: |
| **Schoolwide**  **EXPECTATIONS** | **Hallway Rules** | **Cafeteria Rules** | **Restrooms** | **Classroom Rules** |
| **Accountability** | **1. Have your ID badge visible at all times**  **2. Keep hands and feet to yourself** | **1. Keep all food items on your tray**  **2. Stay seated in assigned area** | **1. Provide personal space**  **2. No inappropriate language or vandalism** |  |
| **Cultivating Character** | **1. Follow adult directives**  **2. Walk directly to class.**  **3. Speak respectfully to everyone** | **1. Raise your hand to get the attention of an attendant/adult**  **2. Be respectful to everyone at your table** | **1. Follow directions the first time given**  **2. Report any bullying or disruptive behavior** |  |
| **Teamwork - makes school, work!** | **1. Walk on the right side of the hallway**  **2. Go directly to your destination** | **1. Follow all directions given by the cafe monitors/adults**  **2. Clean your eating space and pick up trash around your area** | **1. Clear this area directly after use.**  **2. Return to class immediately once finished.** |  |
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| **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.

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| 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** | 8/4/2025 | 9:30am -10:30am | Media center |
| **After Winter Break** | 1/8/2026 | 9:30am – 10:30am | Media center |
| **After Spring Break** | 3/13/2026 | 9:30am -10:30am | Media center |

**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.

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| 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** | **Restroom** |
| **Lesson Plan Dates** | | | |
| **Start of School Year** | 8/6/2025 | 8/6/2025 | 8/6/2025 |
| **After Winter Break** | 1/8/2026 | 1/8/2026 | 1/8/2026 |
| **After Spring Break** | 3/13/2026 | 3/13/2026 | 3/13/2026 |

**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.

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| **Program/Initiative** | **Plan Details** | | | |
| **When will it be taught?** | **Who will teach it?** | **How will it be implemented?**  *2-3 sentences* | **How will it be monitored for effectiveness?** |
| **Resiliency Curriculum**  **Click to enter “other”** | **Monthly (1st Week)** | Mr. Sealy will facilitate the teaching. | Faculty and staff would be notified by administration. Teachers will be trained via departmental PLCs. | Through the Resiliency curriculum |
| **Character Education**  **Click to enter “other”** | **Monthly (3rd Week)** | Through the Resiliency curriculum | Faculty and staff would be notified by administration. Teachers will be trained via departmental PLCs. | Ensure student respond to survey questions |

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| **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

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| **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?   *(use numerical data)* | **Data used: Big 5 Data - Quarter 3**  **Problem Identification Statement: Out of the top five major behavioral infractions, Disruptive (unruly behavior accounted for 37% of the offenses.** |
| **2**. **Problem Analysis:** Why do you think this problem is occurring?  What is your goal?  *(create a SMART goal statement with numerical data)* | **Hypothesis: Students deem consequences issued for repeated offences as a non-deterrent.**  **SMART Goal Statement: By the end of the second quarter, 95% of the students (across grade levels) would** |
| **3. Intervention Design:**  Describehow you will implement a positive reward program/system to decrease this problem. | **Type of Program/System: Economic simulation system**  **Description of Program/System: I will use a ‘gator bucks’ system to reward positive behavior. Teachers who observe students inside/outside the classroom can issue students with a gator buck which students can redeem for items of their choice.** |
| **4. Evaluation:**  A. Implementation fidelity | **How will you monitor the fidelity (consistency and effectiveness) of the staff’s implementation of the reward program/system?** *(2-3 sentences)*  **Teachers can document on a sheet which identifies the name and the tickets issued to each student identified.** |
| B. Student outcome monitoring *(use numerical data)* | **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)*  **The three common infractions identified as concerns will be reduced based on the quarterly Big 5 data records.** |

[](https://www.browardschools.com/Page/33684)**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.

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| **Monthly Character Traits** | **Plan Details**  How will you recognize *Kids of Character* each month?*(2-3 sentences)* |
| 1. September: Cooperation 2. October: Responsibility 3. November: Citizenship 4. December: Kindness 5. January: Respect 6. February: Honesty 7. March: Self-Control 8. April: Tolerance | 1. **Outstanding students will be chosen by teachers per class.** 2. **Students will be acknowledged on a weekly basis and rewarded with incentives.** |

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| **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.

Positively reinforce change in behavior

Did the behavior improve?

Positively reinforce change in behavior

Apply Administrative Consequence(s): Office Discipline Referral (ODR)

CPST Referral

Positively reinforce change in behavior

Apply minor consequence(s):

Private student conference

Discussion

Proximity control

Encouragement Gentle verbal reprimand

Did the behavior improve?

Apply moderate consequence(s):

Positive Practice

Time Out/Owed

Loss of privilege

Family contact

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?

**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

**Crises Events:**

In need of immediate assistance

Potentially unsafe environment

Suspision of criminal behavior

Contact front office/administration immediately

Follow safety team protocol

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| **Staff Managed Misbehaviors** | **Office Managed Misbehaviors** |
| Note: The behaviors provided are examples, not an exhausted list of misbehaviors. | |
| Inappropriate language   * name calling * use of profanity | Inappropriate language   * racial slurs or taunting * profanity directed at a staff member |
| Disrespect   * talking back * physical gestures | Harassment   * bullying * threat or intimidation |
| Defiance   * work refusal * head down on desk/sleeping * not following directions | Defiance   * leaving classroom, assigned area, or school grounds without permission * forgery/plagiarism |
| Disruptive   * tattling/false information * talking out of turn * calling out   distracting others | Disruptive   * inciting others to disrupt teacher * chronic classroom disruption: more than 3 times within 30 minutes |
| Physical Contact   * touching others, pushing/shoving (no injuries) * mutual horseplay | Physical Contact   * 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 |

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| **CRITICAL ELEMENT # 8: Classroom Management Systems** |

**8A.** Evidence-based Tier 1 classroom management system:

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| 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. *(3-4 detailed steps)* |
| CHAMPS  Positive Behavior Interventions and Supports and the Classroom  [https://fl-pda.org/#/category/26](https://fl-pda.org/" \l "/category/26)  Other: Click here to enter name of system. | 1. **During the week of orientation, teachers will receive training on CHAMPS classroom management system**  2. **Each grade level admin will do ad hoc classroom walkthroughs during the first four weeks of quarter one, to verify that CHAMPS is being implemented with fidelity in classrooms.**  3. **By the completion of first quarter, 100% of the teachers will implement/integrate CHAMPS classroom management system**  4. |

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

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| CHAMPs 7 Up Checklist [Icon  Description automatically generated](https://browardschools.instructure.com/courses/1193624/files/198522839?wrap=1) |
| Classroom Snapshot (Classroom Management Assessment) [Icon  Description automatically generated](https://browardschools.instructure.com/courses/1193624/files/folder/Documents?preview=199648840) |
| PBIS Classroom Assistance Tool (CAT) |
| Other *(specify):* |

**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.

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| Total number of discipline referrals **from classrooms**: | 166 |
| Total number of *other* **school-wide** discipline referrals (not including classrooms): | 147 |
| % of referrals in the classroom: | 53% |
| Do more than 40% of your referrals come from the classroom? | Yes  No |

***If >40% of discipline referrals come from the classroom, it suggests Tier 1 classroom management implementation may need to be strengthened school wide.***

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| **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>

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| **Implementation Action Plan** | |
| **Month** | **Action Steps**  *check off Action Step when completed* |
| **Current** | 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** | Print up your SPBP and Feedback form BCPS Central  Provide SPBP presentation to all staff during Pre-Planning  Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders  Market and post School-wide Expectations and Location-specific Rules  Identify your district PBIS Specialist  (Contact [amber.jennings@browardschools.com](mailto:amber.jennings@browardschools.com) for more information if you are unsure)  Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP (indicated in yellow) |
| **August**  **1st Quarter Team Meeting** | Determine any needed team training, such as: 4 Step Problem Solving Process series, PBIS 10  Critical Elements, Data Collection, etc.  Review previous year’s SPBP and feedback form; make necessary modifications  Review previous year’s data (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page)  Verify and implement teaching schedule for Expectations and Rules behavior lesson plans  Implement the Reward System for all students as indicated in the SPBP  Ensure the Discipline Flow Chart is distributed to all staff and is being used as written  Present implementation data, behavior data, team activities and SPBP progress to entire staff  Ensure all teachers are using an evidence-based classroom management plan, such as CHAMPS  Confirm **next** quarterlyPBIS team meeting date and time |
| **September** | Provide SPBP stakeholder presentation by September 30th  Ensure instructional staff know how to document Tier 1 Supplemental Strategies for behavior  Check for staff and teacher understanding of PBIS - provide “PBIS 101” training as a resource  Brainshark available at: <http://www.brainshark.com/browardschools/PBIS101> |
| **October**  **2nd Quarter Team Meeting** | Review previous quarter’s data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page)  Present implementation data, behavior data, team activities, and SPBP progress to entire staff  Ensure Core Effectiveness Action Steps are being implemented as written  Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator  Confirm **next** quarterlyPBIS team meeting date and time |
| **November** | Review/revise lesson plans as indicated by previous quarter behavior data  Ensure that the Student Outcome Monitoring Action Steps are being implemented as written |
| **January**  **3rd Quarter Team Meeting** | Staff to re-teach Expectations and Rules after winter break  Review previous quarter’s data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page)  Present implementation data, behavior data, team activities, and SPBP progress to entire staff  Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator  Confirm **next** quarterlyPBIS team meeting date and time |
| **February** | Check on recently hired staff for PBIS understanding - provide “PBIS 101” Brainshark resource  Utilize the Stakeholder SPBP Forms Survey to solicit input for planning next year’s SPBP *(optional)* |
| **March**  **4th Quarter Team Meeting** | Ensure progress towards completion and submission of next year’s SPBP  Staff to re-teach Expectations and Rules after spring break  Review previous quarter’s data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page)  Present implementation data, behavior data, team activities, and SPBP progress to entire staff  Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator |
| **April** | 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 |

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| **CRITICAL ELEMENT # 10: Evaluation** |

**10A. Staff** Implementationof 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?”*

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| **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. | Yes 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. | Yes 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. | Yes No | By Click here to enter a date,  1.  2. |
| A recognition system is implemented by 100% staff for *all* students. | Yes 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:**

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| 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. |

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| **STUDENT Outcome Monitoring** | | |
| Student Outcome Data | Complete the SMART goal to determine “successful” student outcomes *(use numerical data)* | List 2 action steps your team will take to ensure this goal is monitored and meets or exceeds the SMART goal. |
| **Select an item**  *Choose one ODR area of focus* | **By 06/30/2026 the number of disruptive and unruly behavior incidents will show a 20% decrease from 79 to 63** **as measured by ODRs in BASIS.**  in Focus. | 1. **Increase supervision in the hallways, strategically placing teachers and security personnel to move student traffic through transition between classes**  2. **Utilize Broward County Public School Code of Conduct Book & Discipline Matrix to minimize infractions.** |

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