



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



SY 2026 – 2027

<b>School Name:</b>	Eagle Ridge Elementary
<b>School Number:</b>	3441

Please refer to the SPBP Canvas Resource page to access video tutorials, guidance, and resources for completing the 2026-2027 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	Jennifer Glancy	7. Lighthouse Coordinator	Michele Knobel
2. Point of Contact	Melissa Figas	8. Social Worker	Brittany Ortiz
3. BTU Representative	Michael Azcarate	9. ESE Support Facilitator	Laura Welser
4. Parent/Community Representative	Barbara Quenzer	10. Teacher	Jaime Brickman
5. Student Representative	Kaylee Callagy	11. ESE Support Facilitator	Melissa Lerner
6. School Counselor/ Life Skills & Wellness Liaison	Victoria Chery	12. Resiliency Liaison	Katheryne de Lage

\*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> Aug. 10 – Oct. 9	9/30/2026	2:15pm		10/12/2026
2 <sup>nd</sup> Oct. 13 – Dec. 18	12/9/2026	2:15pm		1/4/2027
3 <sup>rd</sup> Jan. 5 – Mar. 18	3/10/2027	2:15pm		1/4/2027
4 <sup>th</sup> Mar. 29 – May 28	5/19/2027	2:15pm		3/19/2027

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

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

Action Steps:	Dates
Present the 2026-27 SPBP to staff ( <i>prior to April 30, 2026</i> )	4/21/2026
Hold a <i>faculty</i> vote on the new SPBP ( <i>prior to April 30, 2026</i> )	4/21/2026
Provide training to faculty and staff ( <i>prior to September 30, 2026</i> )	8/3/2026
Present the 2026-27 SPBP to family and community stakeholders ( <i>prior to September 30, 2026</i> )	9/14/2026

## CRITICAL ELEMENT # 3: Data Collection and Analysis

**3A. Core Effectiveness:** Use current 2025-2026 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:	677	% 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 (at risk students)	8	1%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No
III. > 5 referrals (high-risk students)	0	0%	Are your >5 referrals <5%?	<input checked="" type="checkbox"/> Yes <input checked="" 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>1. Students will earn Regal Eagles for demonstrating SOAR Behaviors.</li> <li>2. Regal Eagles will be pulled every Friday for the treasure box during morning announcements.</li> <li>3. Administration will recognize classes who turn in compliment charts on morning announcements. After 5 compliment charts, the class will earn additional playground time.</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 sub group populations (race, SWD, ELL)?
Disproportionality Action Steps: <i>(3-4 detailed steps)</i> <ol style="list-style-type: none"> <li>1. Information will be entered in Fall 2026 when database is available.</li> <li>2.</li> <li>3.</li> <li>4.</li> </ol>

## CRITICAL ELEMENT # 4: Schoolwide Expectations & Location-based Rules

- 4A.** Top five behavior incidents: **Use current 2025-2026 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 2025-2026	# Incidents
1. Unruly/Disruptive Behavior (3-5)	15
2. Battery Low Level (K-2)	10
3. Disruption of Campus Minor	7
4. Disobedience/Insubordination	6
5. Unruly/Disruptive Behavior (K-2)	5
TOTAL	43

- 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. Self Control
2. Ownership
3. Act Responsibly
4. Respect

- 4C.** Top three school-wide locations: **Use current 2025-2026 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.

Top 3 Locations, <b>excluding Classroom:</b>	
School Location(s)	# Incidents
1. Athletic field	10
2. Hallway	8
3. Cafeteria	6

**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>Athletic Field/Playground Rules</b>	<b>Classroom Rules</b>
<b>Self Control</b>	<b>Keep hands and feet to yourself</b>	<b>Remain seated</b>	<b>Keep hands and feet to yourself</b>	
<b>Ownership</b>	<b>Walk to your class</b>	<b>Clean your eating space and pick up trash around your area</b>	<b>Stay in designated area</b> Click here to type location rules.	
<b>Act Responsibly</b>	<b>Keep electronics in your backpack</b>	<b>Walk in the cafeteria</b>	<b>Include everyone in the game.</b>	
<b>Respectful</b>	<b>Follow adult directives</b>	<b>Follow all directions given by the cafe monitors/adults</b>	<b>Use Kind Words</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	8/10/2026	8:45-1:45	Classroom
After Winter Break	1/5/2027	8:45-1:45	Classroom
After Spring Break	3/29/2027	8:45-1:45	Classroom

**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
Lesson Plan Dates			
Start of School Year	8/10/2026	8/10/2026	8/10/2026
After Winter Break	1/5/2027	1/5/2027	1/5/2027
After Spring Break	3/29/2027	3/29/2027	3/29/2027

**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?
<b>Leader in Me</b>	During Social Studies block	Classroom Teacher	Teachers will teach 1-2 Leader in Me lessons weekly. Teachers will monitor the leadership trait throughout the month and select a student who exemplifies that trait as the Habit Hero	Students will be recognized monthly on the morning announcements. Teacher will document in their lesson plans
<b>Resiliency Curriculum</b>  Click to enter "other"	During Social Studies block	Classroom Teacher	Teachers will follow the district calendar for teaching the Resiliency curriculum. Teachers will verify lessons taught through district link.	The Resiliency Liasion will monitor completion of the lessons by running monthly reports.

## 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](#)

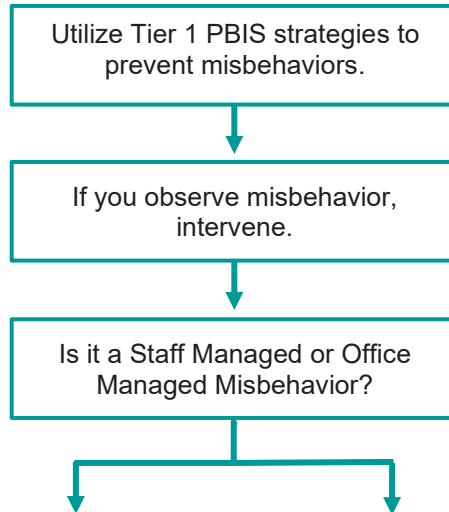
4 Step Problem Solving Process	Plan Details
<b>1. Problem Identification:</b> Review your behavior data to identify one school-wide problem. What problem did you identify? <i>(use numerical data)</i>	<b>Data used: ODR Referrals</b>  <b>Problem Identification Statement:</b> Students are excited to see their friends and other peers when they go into the cafeteria. Their teacher is not there, therefore they feel like it's okay to play with their friends. Behaviors we see are students getting up without permission, using inappropriate language, bothering other students, leaving trash on the table or getting into other's personal space.
<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>	<b>Hypothesis:</b> <i>Students are excited to see their friends and other peers who are not in their class.</i>  <b>SMART Goal Statement:</b> <i>By June 2027, we will reduce the number of ODRs in the cafeteria by 10%.</i>
<b>3. Intervention Design:</b> Describe how you will implement a positive reward program/system to decrease this problem.	<b>Type of Program/System:</b> Token system  <b>Description of Program/System:</b> Each class sits at a designated table during lunch. Cafeteria monitors and support staff will look to recognize classes that leave their table clean. Classes who stay on green day will get to color in a letter on their compliment chart. When their compliment chart is completed, the class will be recognized on the morning announcements. After 5 compliment charts turned in, the class will get a certificate and will earn additional playground time during structured PE.
<b>4. Evaluation:</b> A. Implementation fidelity	<b>How will you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program/system?</b>  The assistant principal will monitor the number of classes turning in a compliment chart. She will speak to those teachers who are not participating. We will know the reward program is being successful if 80% or more classes are turning in a compliment chart.
B. Student outcome monitoring <i>(use numerical data)</i>	<b>How will you know if the reward program/system is positively impacting students? What measurable data will you use to determine "success"?</b>

**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. 

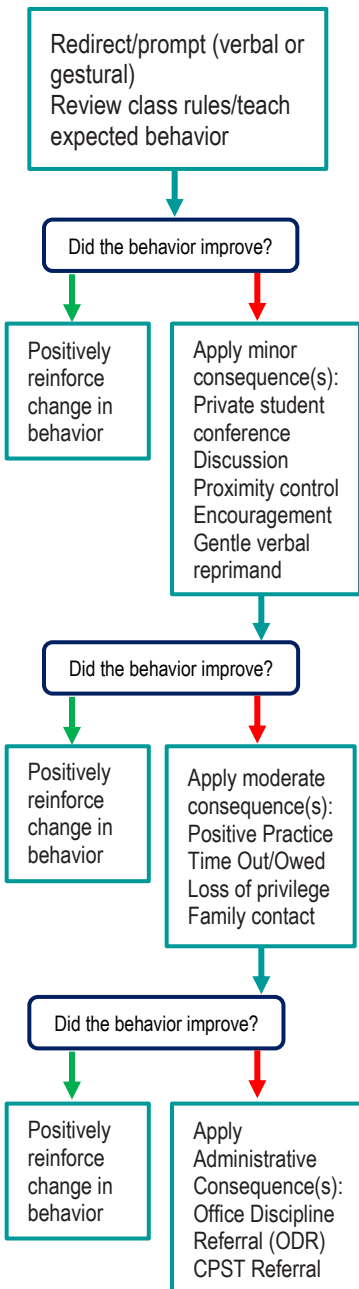
Monthly Character Traits	Plan Details
1. September: Be Proactive 2. October: Begin with the End in Mind 3. November: Put first things first 4. December: Think Win-Win 5. January: Listen First then Talk 6. February: Synergize 7. March: Sharpen the Saw 8. April: Find your Voice	<b>How will you recognize Kids of Character each month? (2-3 sentences)</b>  Students will be recognized on the morning announcements as a "Habit Hero" and receive a Habit Hero certificate. Parents will be invited to watch their child on TV in the media center. Students will take a picture with Cookie, the mascot and receive a goody bag from PTA.

# 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




**Crises 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://fi-pda.org/#/category/26">https://fi-pda.org/#/category/26</a> <input type="checkbox"/> Other: Click here to enter name of system	<ol style="list-style-type: none"> <li>1. Teachers are encouraged to utilize PBIS World to access Tier 1 lessons for their class.</li> <li>2. Teachers are encouraged to utilize PBIS World to access Tier 2 lessons for some of their students when needed.</li> <li>3. Teachers are encouraged to complete the online BEESS training to strengthen their classroom management skills.</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 checked="" type="checkbox"/> PBIS Classroom Assistance Tool (CAT) 
<input type="checkbox"/> Other ( <i>specify</i> ):

### 8C. Percentage of classroom referrals: **Use current 2025-2026 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> :	36
Total number of <i>other</i> <b>school-wide</b> discipline referrals (not including classrooms):	29
% of referrals in the classroom:	55%
Do more than 40% of your referrals come from the classroom?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

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

## Critical Elements # 9: SPBP Implementation Planning

RED Font = Action Steps for all schools in Broward County

GREY Font = Best Practices for all schools in Broward County

TEAL Font = Resources available at <https://browardschools.instructure.com/enroll/PWF673>

Implementation Action Plan	
Month	Action Steps
	<input checked="" type="checkbox"/> check off Action Step when completed
Current	<ul style="list-style-type: none"> <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</li> <li><input type="checkbox"/> (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 the Tier 1 Agenda and Quarterly Big 5 Data template)</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</li> <li><input type="checkbox"/> Video training modules available at: <a href="https://browardschools.instructure.com/courses/1193624/">https://browardschools.instructure.com/courses/1193624/</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)</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 in Section 3B</li> <li><input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your assigned 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 in Section 10B</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)</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 assigned 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 newly hired staff for PBIS understanding - provide "PBIS 101" video training module</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)</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 assigned 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 type="checkbox"/> Yes <input type="checkbox"/> No	By Click here to enter a date, 1. 2.
100% of instructional staff has delivered expectations and rules lesson plans as written and when indicated.	<input type="checkbox"/> Yes <input type="checkbox"/> No	By Click here to enter a date, 1. 2.
100% of staff members are oriented to the Discipline Flow Chart. It is used consistently by 100% instructional staff, behavioral support, and administrators.	<input type="checkbox"/> Yes <input type="checkbox"/> No	By Click here to enter a date, 1. 2.
A recognition system is implemented by 100% of staff for <i>all</i> students.	<input type="checkbox"/> Yes <input type="checkbox"/> No	By Click here to enter a date, 1. 2.



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

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

### SMART Criteria:

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

STUDENT Outcome Monitoring		
Student Outcome Data	Complete the SMART goal to determine “successful” student outcomes <i>(use numerical data)</i>	List 2 action steps your team will take to ensure this goal is monitored and meets or exceeds the SMART goal.
<b>Select an item</b>	By June 3, 2027, athletic will indicate 10% decrease as measured by Office Discipline Referrals (ODRs) in Focus.	1. Teachers will be visible and proactive during recess time. 2. ODRs will be reviewed at monthly Team Leader Meetings.

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>

