



Schoolwide Positive Behavior Plan (SPBP)
Broward County Public Schools



SY 2025 – 2026

School Name:	Tradewinds Elementary School
School Number:	3481

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	Priscille Elie	7. Security Specialist/ Campus Monitor	Marie Desrosiers
2. Point of Contact	Natalie Brantley	8. Grade Level/Content Area Representatives	Wendy Friedman
3. BTU Representative	Shari Ham	9. Equity Liaison	Veronica Romero
4. Parent/Community Representative	Kristy Good	10. Attendance Manager	Theresa Amodeo
5. Curriculum / Instructional Representative	Sara Crowther	11. Life Skills & Wellness Liaison	Panagiotis Grammatikopoulos
6. School Counselor	Latasha Kendrick	12.	

*Optional Team Member(s): Family Therapist, Grade Level/Content Area Representatives, Clerical, Custodial, Food/Nutrition

1B. Schedule of quarterly team meetings.

Meeting Objectives:

1. Progress monitor the action steps indicated in Critical Element #9.
2. Collect & analyze student outcome data using the 4 Step Problem Solving Process.

Quarter	PBIS Data Meeting Dates	PBIS Data Meeting Times		Faculty and Staff Data Communication/Presentation Dates
1 st	9/15/2025	2:15-3:00	➡	9/22/2025
2 nd	11/10/2025	2:15-3:00	➡	11/17/2025
3 rd	2/2/2026	2:15-3:00	➡	2/9/2026
4 th	4/20/2026	2:15-3:00	➡	4/27/2026

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>)	4/28/2025
Hold a <i>faculty</i> vote on the new SPBP (<i>prior to April 30, 2025</i>)	4/28/2025
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>)	8/28/2025

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:	931	% 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)	10	1%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
III. > 5 referrals (high-risk students)	1	0%	Are your >5 referrals <5%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

3B. Core Effectiveness Action Steps:

If you answered “Yes” to I, II, and III above, then your core is effective. Based upon table 8A, is your core effective?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Answer either (a) or (b): (a) If your core is effective, then identify action steps your school leadership team should continue to take for early identification of at risk or high-risk students. (b) If you answered “No” to at least one of the items above (I, II, or III) then indicate the supports and interventions and action steps your school leadership team will implement <i>at the beginning</i> of the next school year to improve core strength:	
Core Effectiveness Action Steps: <i>(3-4 detailed steps)</i>	
<ol style="list-style-type: none"> 1. Continue to monitor students closely with behavior interventions with the RTI team. 2. Continue to model and address school-wide expectations on the morning announcements. 3. Continue to reinforce positive behaviors with school-wide incentive program (Eagle Bucks). 4. Continue to collaborate with school counselor and support staff team. 	

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"> 1. MTSS Framework for behaviors in all types of learners by including effective academic and behavior instructions. 2. Training staff in reducing the effects of implicit bias (pragmatic improvement action plan-build supports for sustainability). 3. School leadership continuously monitors and reviews student engagement and school discipline data. 4. Implementation of evidence-based interventions across grade levels.

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

- 4A.** Top five behavior incidents: **Use current 2024-2025 school year behavior data** as listed in Focus.
- Review your referral data YTD in Focus – Discipline – Category Breakdown – *Highest Discipline Code*.
 - Complete the chart by identifying the top five behavior incidents and the number of incidents for each type.
 - Complete the yellow highlighted cells.
 - Auto-calculate the total # of referrals by clicking on “0” and pressing “Fn + F9” together.

Top 5 Behavior Incidents Current Year 2024-2025	# Incidents
1. Unruly/Disruptive Behavior	17
2. Disruptive/Unruly Play	13
3. Insulting/Profane/Obscene Language	8
4. Fight Minor/Altercation/Confrontation	5
5. Profanity to Staff Member	2
TOTAL	45

- 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. Safety - Do what you can to keep yourself and other safe by seeing something and saying something
2. Ownership - Own your actions and try your best. Be aware of your accountability in the classroom, otherwise logical consequences will be put in place
3. Attitude - Always have a positive/growth mindset
4. Respect - Always respect yourself, property, and others
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, excluding Classroom:	
School Location(s)	# Incidents
1. Hallway	7
2. Cafeteria	3
3. Playground	3

4D. Expectations and Rules Chart for common areas of school campus:
 This chart is posted in all classrooms and used to teach students during behavior lessons.

Schoolwide Expectations and Location-based Rules				Completed by each teacher:
Schoolwide EXPECTATIONS	Hallway Rules	Cafeteria Rules	Playground Rules	Classroom Rules
<p>Safety - Do what you can to keep yourself and other safe by seeing something and saying something</p>	<p>Click here to select hallway rules OR</p> <p>Quietly sit outside the classroom door in the morning and at dismissal •Stay in your assigned area in the morning before the bell •Walk in the hallway at all times •Pay attention at hallway intersections</p>	<p>Click here to select cafeteria rules OR</p> <p>•Stay in your assigned seat •Raise your hand for assistance •Eat only your own food</p>	<p>Click here to select location rules OR</p> <p>Demonstrate self-control. Keep your hands, feet, and objects to yourself.</p>	
<p>Ownership - Own your actions and try your best. Be aware of your accountability in the classroom, otherwise logical consequences will be put in place</p>	<p>Click here to select hallway rules OR</p> <p>2nd Tile Tradewinds Style (2nd tile, hands behind back, straight line, no talking) •Read a book in the morning while waiting in the hallway</p>	<p>Click here to select cafeteria rules OR</p> <p>•Use quiet voices, clean up after yourself</p>	<p>Click here to select location rules OR</p> <p>Keep your hands and feet to yourself. Apologize if you accidentally hurt someone.</p>	
<p>Attitude - Always have a positive/growth mindset</p>	<p>Click here to select hallway rules OR</p> <p>“Just Say Hello” Be friendly toward others</p>	<p>Click here to select cafeteria rules OR</p> <p>Be kind and helpful to others</p>	<p>Click here to select location rules OR</p> <p>Play cooperatively. Help those who need assistance. Encourage positivity. Cheer for others to do their best.</p>	

<p>Respect - Always respect yourself, property, and others</p>	<p>Click here to select hallway rules OR</p> <p>Go directly to your destination</p> <p>Hold doors for others. Keep your voice down - others are learning.</p>	<p>Click here to select cafeteria rules OR</p> <p>Use your manners. Clean up after yourself. Listen to adults.</p>	<p>Click here to select location rules OR</p> <p>Play respectfully and safely with others. Be a good sport. Include others.</p>	
<p>Click here to type your Expectation</p>	<p>Click here to select hallway rules OR</p> <p>Click here to type hallway rules.</p>	<p>Click here to select cafeteria rules OR</p> <p>Click here to type cafeteria rules.</p>	<p>Click here to select location rules OR</p> <p>Click here to type location rules.</p>	

CRITICAL ELEMENT #5: Teaching Behavior

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

Dates when the schoolwide expectations lesson plans are taught by instructional staff and noted in lesson plans:			
	Date(s)	Time:	Location(s):
Start of School Year	8/11/2025	8:30-1:30	Classrooms
After Winter Break	1/6/2026	8:30-1:30	Classrooms
After Spring Break	3/23/2026	8:30-1:30	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	Select location
Lesson Plan Dates			
Start of School Year	8/11/2025	8/11/2025	8/11/2025
After Winter Break	1/6/2026	1/6/2026	1/6/2026
After Spring Break	3/23/2026	3/23/2026	3/23/2026

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


Program/Initiative	Plan Details			
	When will it be taught?	Who will teach it?	How will it be implemented? <i>2-3 sentences</i>	How will it be monitored for effectiveness?
Resiliency Curriculum Click to enter "other"	It will be taught during the specials rotation to individual classes.	School Counselor	Grade-specific Safer, Smarter Kids! lessons will be taught in the specials rotation.	Students will complete the activities in their work booklets.
Life Skills & Wellness Click to enter "other"	It will be taught during the specials rotation to individual classes.	School Counselor	Grade-specific LSW competencies through ReThink Ed will be taught in the specials rotation.	A survey for students will be disseminated for students in Spring 2026.

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](#)

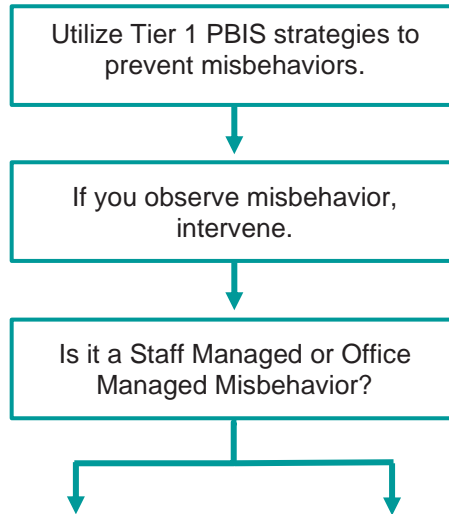
4 Step Problem Solving Process	Plan Details
<p>1. Problem Identification: Review your behavior data to identify one school-wide problem. What problem did you identify? <i>(use numerical data)</i></p>	<p>Data used: <i>According to the Behavior Dashboard in Focus, there are 17 Unruly/Disruptive Behavior incidences reported (highest level of incidences).</i></p> <p>Problem Identification Statement: <i>According to the Behavior Dashboard in Focus, utilizing events by location and top incidences, our team is able to identify Unruly/Disruptive Behavior as a school-wide problem.</i></p>
<p>2. Problem Analysis: Why do you think this problem is occurring? What is your goal? <i>(create a SMART goal statement with numerical data)</i></p>	<p>Hypothesis: <i>This problem is occurring due to the consistency in structured behavior management systems across school settings.</i></p> <p>SMART Goal Statement: <i>By June 2026, the number of Unruly/Disruptive Behavior incidences will decrease to 10, as measured by the office of discipline referrals in the Focus Behavior Dashboard.</i></p>
<p>3. Intervention Design: Describe how you will implement a positive reward program/system to decrease this problem.</p>	<p>Type of Program/System: <i>Economic simulation system</i></p> <p>Description of Program/System: <i>Students receive Eagle Bucks at school for demonstrating appropriate behavior. Students can receive Eagle Bucks in a variety of settings and from any school employee. Eagle bucks are saved throughout the quarter. At the end of the quarter, students visit the school store to buy items with their Eagle Bucks. A variety of prizes are available for purchase and prize costs range from 1-20, ensuring every student is capable and eligible to receive a prize. Eagle Bucks change colors each quarter. Teachers are expected to pass out all quarterly Eagle Bucks to students. When classes visit the school store, each student in the class should be eligible to shop for something</i></p>
<p>4. Evaluation: A. Implementation fidelity</p>	<p>How will you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program/system? (2-3 sentences) <i>Less referrals will be written for Unruly/Disruptive Behavior. The number of student discipline referrals will decrease. The number of students earning Eagle Bucks will increase to purchase items in the Eagle Landing store.</i></p>
<p>B. Student outcome monitoring <i>(use numerical data)</i></p>	<p>How will you know if the reward program/system is positively impacting students? What measurable data will you use to determine "success"? (2-3 sentences) <i>Discipline referrals for Unruly/Disruptive Behavior will decrease. The number of Focus Behavior Dashboard referrals will decrease to 10 in the 2024-2025 school year.</i></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. 

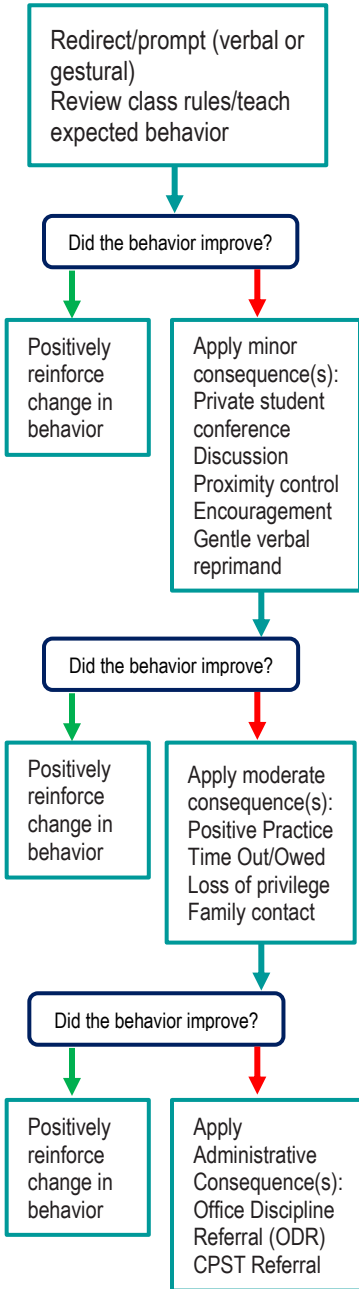
Monthly Character Traits	Plan Details How will you recognize <i>Kids of Character</i> each month? (2-3 sentences)
<ol style="list-style-type: none">1. September: Cooperation2. October: Responsibility3. November: Citizenship4. December: Kindness5. January: Respect6. February: Honesty7. March: Self-Control8. April: Tolerance	Kids of Character students will be recognized monthly. The teachers will choose one student that exemplifies the character trait of the month. They will receive an award certificate and recognition on WTNN, the in-house news station.

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.	
Inappropriate language <ul style="list-style-type: none"> name calling use of profanity 	Inappropriate language <ul style="list-style-type: none"> racial slurs or taunting profanity directed at a staff member
Disrespect <ul style="list-style-type: none"> talking back physical gestures 	Harassment <ul style="list-style-type: none"> bullying threat or intimidation
Defiance <ul style="list-style-type: none"> work refusal head down on desk/sleeping not following directions 	Defiance <ul style="list-style-type: none"> leaving classroom, assigned area, or school grounds without permission forgery/plagiarism
Disruptive <ul style="list-style-type: none"> tattling/false information talking out of turn calling out distracting others 	Disruptive <ul style="list-style-type: none"> inciting others to disrupt teacher chronic classroom disruption: more than 3 times within 30 minutes
Physical Contact <ul style="list-style-type: none"> touching others, pushing/shoving (no injuries) mutual horseplay 	Physical Contact <ul style="list-style-type: none"> touching others (hitting, kicking, biting) with intent to do harm petty theft
Violation of classroom or location-specific rules	Violation of the Code of Student Conduct

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 https://fl-pda.org/#/category/26 <input type="checkbox"/> Other: Click here to enter name of system.	<ol style="list-style-type: none"> 1. Teachers will engage in daily meetings with their classes to build community, foster character-building skills, and review school and class expectations. 2. Teachers will teach positive behavior skills by establishing clear expectations, using positive reinforcement, and modeling. 3. The MTSS team will help develop Tier 2/Tier 3 behavior plans as necessary.

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>): Classroom walkthroughs and participation in daily meetings.

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

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

(b) Complete the yellow highlighted cells.

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

Total number of discipline referrals from classrooms :	30
Total number of <i>other</i> school-wide discipline referrals (not including classrooms):	21
% of referrals in the classroom:	59%
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 checked="" type="checkbox"/> Print up your SPBP and Feedback form BCPS Central <input checked="" type="checkbox"/> Provide SPBP presentation to all staff during Pre-Planning <input checked="" type="checkbox"/> Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders <input checked="" type="checkbox"/> Market and post School-wide Expectations and Location-specific Rules <input type="checkbox"/> Identify your district PBIS Specialist (Contact amber.jennings@browardschools.com for more information if you are unsure) <input type="checkbox"/> Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP (indicated in yellow)
August 1 st Quarter Team Meeting	<input type="checkbox"/> Determine any needed team training, such as: 4 Step Problem Solving Process series, PBIS 10 Critical Elements, Data Collection, etc. <input checked="" type="checkbox"/> Review previous year's SPBP and feedback form; make necessary modifications <input checked="" type="checkbox"/> Review previous year's data (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) <input checked="" type="checkbox"/> Verify and implement teaching schedule for Expectations and Rules behavior lesson plans <input checked="" type="checkbox"/> Implement the Reward System for all students as indicated in the SPBP <input checked="" type="checkbox"/> Ensure the Discipline Flow Chart is distributed to all staff and is being used as written <input checked="" type="checkbox"/> Present implementation data, behavior data, team activities and SPBP progress to entire staff <input type="checkbox"/> Ensure all teachers are using an evidence-based classroom management plan, such as CHAMPS <input type="checkbox"/> Confirm next quarterly PBIS team meeting date and time
September	<input checked="" type="checkbox"/> Provide SPBP stakeholder presentation by September 30 th <input type="checkbox"/> Ensure instructional staff know how to document Tier 1 Supplemental Strategies for behavior <input type="checkbox"/> Check for staff and teacher understanding of PBIS - provide "PBIS 101" training as a resource Brainshark available at: http://www.brainshark.com/browardschools/PBIS101
October 2 nd Quarter Team Meeting	<input checked="" type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) <input checked="" type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff <input type="checkbox"/> Ensure Core Effectiveness Action Steps are being implemented as written <input checked="" type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator <input checked="" type="checkbox"/> Confirm next quarterly PBIS team meeting date and time
November	<input type="checkbox"/> Review/revise lesson plans as indicated by previous quarter behavior data <input type="checkbox"/> Ensure that the Student Outcome Monitoring Action Steps are being implemented as written
January 3 rd Quarter Team Meeting	<input checked="" type="checkbox"/> Staff to re-teach Expectations and Rules after winter break <input checked="" type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) <input checked="" type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff <input checked="" type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator <input checked="" type="checkbox"/> Confirm next quarterly PBIS team meeting date and time
February	<input type="checkbox"/> Check on recently hired staff for PBIS understanding - provide "PBIS 101" Brainshark resource <input type="checkbox"/> Utilize the Stakeholder SPBP Forms Survey to solicit input for planning next year's SPBP (optional)
March 4 th Quarter Team Meeting	<input type="checkbox"/> Ensure progress towards completion and submission of next year's SPBP <input checked="" type="checkbox"/> Staff to re-teach Expectations and Rules after spring break <input checked="" type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) <input checked="" type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff <input checked="" type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator
April	<input checked="" type="checkbox"/> Provide staff presentation and faculty vote on new SPBP for next year <input checked="" type="checkbox"/> Submit your SPBP in BCPS Central by April 30 th . Use this new SPBP in the next school year <input checked="" 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 No , enter 2 action steps your school will take to move towards this goal by the next PBIS meeting.
100% of hallways, front office, cafeteria, and other public areas all have school-wide expectations and location-specific rules posted.	<input 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.
Classroom Referrals	By June 3, 2026, our school will reduce the number of classroom referrals from 30 to 15 as measured by Office Discipline Referrals (ODRs) in Focus.	1. Teachers will engage in daily meetings with their classes to build community, foster character-building skills, and review school and class expectations. 2. Teachers will teach positive behavior skills by establishing clear expectations, using positive reinforcement, and modeling.

SPBP Submission

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