



## Schoolwide Positive Behavior Plan (SPBP)

Broward County Public Schools

SY 2025 – 2026



<b>School Name:</b>	Silver Palms Elementary
<b>School Number:</b>	3491

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	Shannon Schreidell	7. Security Specialist/ Campus Monitor	Asiel Javier-Alvarez
2. Point of Contact	Shannon Schreidell	8. Social Worker	Melanie Birken
3. BTU Representative	Dina Linero	9. School Nurse	Carla Real
4. Parent/Community Representative	Crystal Clark	10. Attendance Manager	Moraima Padron
5. Student Representative	Megan Perez	11. Life Skills & Wellness Liaison	Alesia Tinner
6. School Counselor	Alesia Tinner	12. Resiliency Liaison	Maritza Suarez

\*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>	8/4/2025	11:00 AM	➡	8/12/2025
2 <sup>nd</sup>	11/3/2025	2:20 PM	➡	11/4/2025
3 <sup>rd</sup>	1/7/2026	2:20 PM	➡	1/13/2026
4 <sup>th</sup>	4/7/2026	2:20 PM	➡	4/14/2026

### 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> )	4/25/2025
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> )	8/4/2025
Present the 2025-26 SPBP to family and community stakeholders ( <i>prior to September 30, 2025</i> )	9/24/2025

## 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:	468	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals		100%	Are your 0 – 1 referral > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
II. 2 - 5 referrals (at risk students)	1	.01%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
III. > 5 referrals (high-risk students)	0	0%	Are your >5 referrals <5%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

### 3B. Core Effectiveness Action Steps:

If you answered “Yes” to I, II, and III above, then your core is effective. Based upon table 8A, is your core effective?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<p>Answer <b>either</b> (a) or (b):</p> <p>(a) If your core is effective, then identify action steps your school leadership team should continue to take for early identification of at risk or high-risk students.</p> <p>(b) If you answered “No” to at least one of the items above (I, II, or III) then indicate the supports and interventions and action steps your school leadership team will implement <i>at the beginning</i> of the next school year to improve core strength:</p> <p>Core Effectiveness Action Steps: <i>(3-4 detailed steps)</i></p> <ol style="list-style-type: none"> <li>Continue to work with the CPS team to identify students who may be in need of tiered behavior interventions.</li> <li>All staff members continue identifying kind, respectful, and responsible behavior and reward behavior</li> <li>Continue to use Compass/Suite360 for students to engage in behavior lessons.</li> <li>Continue to use Zones of Regulation as needed.</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)?
<p>Disproportionality Action Steps: <i>(3-4 detailed steps)</i></p> <ol style="list-style-type: none"> <li>The Leadership Team will review referrals data quarterly on FOCUS to identify disproportionality issues.</li> <li>Since 4<sup>th</sup> grade has the most referrals, positive behavior items will be delivered to each class instead of as a whole.</li> <li>Continue to use Zones of Regulation as needed.</li> <li>Continue celebrating positive behavior on the morning announcements on Mondays and over the PA system on Fridays.</li> </ol>

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

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

Top 5 Behavior Incidents Current Year 2024-2025	# Incidents
1. Possession/Use of Prohibited Item	1
2. Unruly/Disruptive Behavior	1
3. Not Applicable	
4. Not Applicable	
5. Not Applicable	
TOTAL	2

- 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. Respect Yourself and Others
2. Demonstrate Self-Control
3. Be Kind, Tolerant and Considerate of Others

- 4C.** Top three school-wide locations: **Use current 2024-2025 school year behavior data** as listed in Focus.
- Review your referral data YTD in Focus – Discipline – Category Breakdown – *Location*.
  - Complete the chart by identifying the top three schoolwide locations, excluding classroom and the number of incidents for each location.

Top 3 Locations, <b>excluding Classroom:</b>	
School Location(s)	# Incidents
1. Cafeteria	0
2. Hallway	2
3. Playground	0

**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
Respect yourself and others	Walk in a straight line Always wear your ID badge	Follow all directions given by the cafe monitors/adults One person in the restroom at a time	Clean up once finished playing Take turns using equipment.	
Demonstrate Self-control	Use Level 1 voice in the hallways Keep hands and feet to yourself	Remain seated Only eat your own food	Keep hands, feet and objects to yourself Click here to type location rules.	
Be Kind, Tolerant, and Considerate of Others	Have your ID badge visible at all times Use Kind words	Raise your hand and wait for help Throw away all your trash	Include others Speak Kindly	

## 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 AM	Homeroom Classroom
After Winter Break	1/6/2026	8:30 AM	Homeroom Classroom
After Spring Break	3/23/2026	8:30 AM	Homeroom 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	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 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	In accordance with District's Scope & Sequence	Classroom Teacher	The Resiliency curriculum will be implemented through structured, teacher-led lessons embedded into the school schedule, focusing on building students' social-emotional skills, coping strategies, and personal strengths. Lessons will be delivered consistently across grade levels, ensuring that all students have opportunities to engage, reflect, and apply resiliency practices in their daily lives.	The School Counselor will work collaboratively with the Resiliency Department and provide percentages of student participation to teachers monthly. Teachers will ensure that 90% or more of their students complete the lessons.

<b>Choose Peace/Stop Violence</b>	The lessons will be integrated regularly ( <b>once per month and aligned with key awareness weeks</b> ) to reinforce positive behaviors and support a safe, respectful school climate.	School Counselor and the Equity Liaison	At Silver Palms Elementary, the <b>Choose Peace/Stop Violence</b> initiative will be implemented collaboratively by the school counselor and equity liaison through monthly classroom lessons, school-wide campaigns, and targeted activities that promote nonviolence, inclusion, and positive conflict resolution. These efforts will align with our core values of Kindness, Respect, and Responsibility.	The effectiveness of the <b>Choose Peace/Stop Violence</b> implementation will be monitored through student behavior data (referrals, behavior intervention plans), pre- and post-lesson reflections, and staff feedback. Additionally, observing increased student participation in peace-promoting activities and a positive shift in school climate will serve as key indicators of success.
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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: Cafeteria

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? (use numerical data)	<b>Data used:</b> We only had two Office Discipline Referrals that were not in the classroom. The location was the hallway.  <b>Problem Identification Statement:</b> The problem the team identified is the many behavior incidents that occur in the cafeteria and are handled on the spot. As a result, these do not result in office discipline referrals.
<b>2. Problem Analysis:</b> Why do you think this problem is occurring? What is your goal? (create a SMART goal statement with numerical data)	<b>Hypothesis:</b> Student behaviors in the cafeteria are a problem because they disrupt a safe, orderly environment needed for students to eat, socialize appropriately, and recharge for learning. Frequent disruptions can escalate into larger conflicts, impact student safety, create stress for staff, and negatively affect the overall school climate if not addressed consistently and effectively.  <b>SMART Goal Statement:</b> By April 2 <sup>nd</sup> , 2026, the number of behavioral incidents in the cafeteria will decrease by 10% as measured by classroom slips given to teachers daily and class checklists that keep track of class points and café monitor's anecdotal notes.
<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> By August 21 <sup>st</sup> , 2025 all students, teachers, and staff members will attend the school-wide Kindness Assembly. It will outline the importance of practicing respect, kindness, responsibility, tolerance, and self-control. Students are taught how to identify bullying and strategies to be an upstander. The consequences of bullying and the Student Code of Conduct are also outlined. Silver Palms' Kindness ticket token system will be

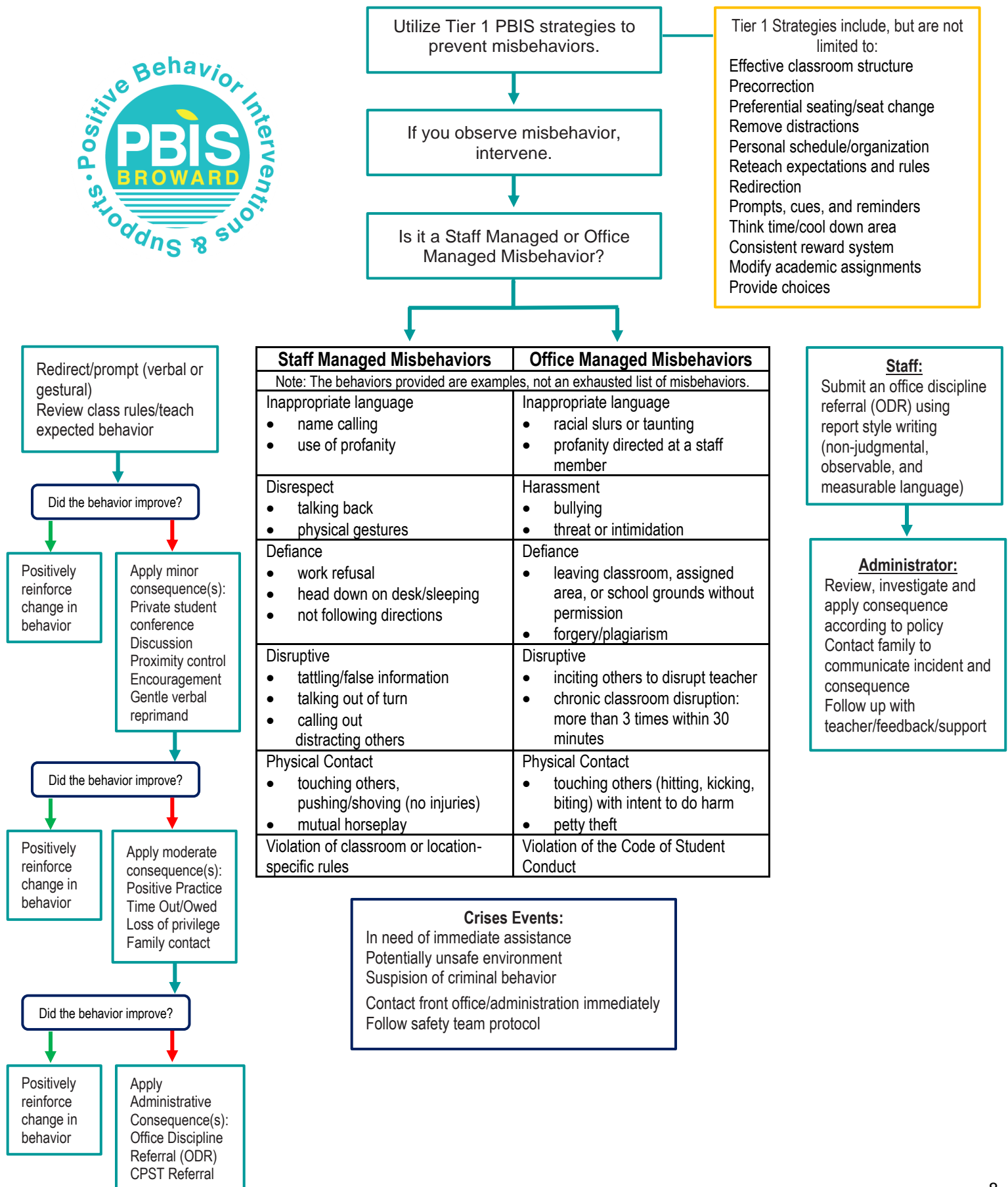
	reviewed. By August 25 <sup>th</sup> , 2025 the Kindness token system will go into effect. Daily all staff members who observe kind and/or respectful behavior handout tickets to children. Students write their name and teacher's name on the back. Mondays and Fridays students names are drawn from grade level boxes and rewarded with Kindness goodie bags.
<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? (2-3 sentences)</b> Class lists are used to document the number of students recognized weekly. These are reviewed with weekly data from last year to compare. Teachers and staff also provide daily, weekly and monthly feedback through daily class slips, weekly rewards, and monthly meetings. Modifications are made as needed. Data on FOCUS is monitored to determine the fidelity of the staff's implementation of the reward system as well.
B. Student outcome monitoring (use numerical data)	<b>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)</b> To determine if the reward program is positively impacting students' behavior, discipline data will be monitored and share with the SPBP team, teachers, staff, and parents. Next, the data collected will be compared to previous behavior data to determine to effectiveness of the program. Based on current data the program will be reinforced or adjusted as needed.

**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>	We celebrate students each month who exemplify the specific character trait of the month. Honorees are recognized during our Kid of Character Ceremonies, where parents are invited to attend, a personalized write-up from their teacher is read, and students receive a certificate, a Kindness baggie, and a light breakfast. Their photos are proudly displayed in the main hallway to honor their achievement and inspire others.

## 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.






## 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.	1. Present the 2025-2026 SPBP to 95% or more of the staff on April 25, 2025, and facilitate the discussion about how it supports SIP goals. 2. Have staff vote on the new SPBP and finalize any consensus-driven changes to the plan by April 29 <sup>th</sup> . 3. The Leadership Team will analyze behavior data quarterly and support students with positive behavior interventions and teachers with classroom management strategies. 3. Provide training to 95% or more of the faculty and staff on their roles and responsibilities for implementing the new SPBP and share guidance for accessing coaching supports on August 4 <sup>th</sup> , 2025. 4. Present 2025-2026 SPBP to families and communities and facilitate discussion on how families and community partners can help the school reach its SPBP goals on September 24 <sup>th</sup> , 2025.

### 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> ): Marzano's classroom walkthroughs.

### 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 "IZero Divide" in the next cell and pressing "Fn + F9" together.

Total number of discipline referrals <b>from classrooms</b> :	<b>0</b>
Total number of <i>other</i> <b>school-wide</b> discipline referrals (not including classrooms):	<b>2</b>
% of referrals in the classroom:	0%
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	<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
Pre-Planning	<input type="checkbox"/> Print up your SPBP and Feedback form BCPS Central <input type="checkbox"/> Provide SPBP presentation to all staff during Pre-Planning <input type="checkbox"/> Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders <input type="checkbox"/> Market and post School-wide Expectations and Location-specific Rules <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) <input type="checkbox"/> Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP (indicated in yellow)
August 1 <sup>st</sup> Quarter Team Meeting	<input type="checkbox"/> Determine any needed team training, such as: 4 Step Problem Solving Process series, PBIS 10 Critical Elements, Data Collection, etc. <input type="checkbox"/> Review previous year's SPBP and feedback form; make necessary modifications <input type="checkbox"/> Review previous year's data (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) <input type="checkbox"/> Verify and implement teaching schedule for Expectations and Rules behavior lesson plans <input type="checkbox"/> Implement the Reward System for all students as indicated in the SPBP <input type="checkbox"/> Ensure the Discipline Flow Chart is distributed to all staff and is being used as written <input 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 type="checkbox"/> Provide SPBP stakeholder presentation by September 30 <sup>th</sup> <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: <a href="http://www.brainshark.com/browardschools/PBIS101">http://www.brainshark.com/browardschools/PBIS101</a>
October 2 <sup>nd</sup> Quarter Team Meeting	<input type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) <input 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 type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator <input type="checkbox"/> Confirm next quarterly PBIS team meeting date and time
November	<input type="checkbox"/> Review/revise lesson plans as indicated by previous quarter behavior data <input type="checkbox"/> Ensure that the Student Outcome Monitoring Action Steps are being implemented as written
January 3 <sup>rd</sup> Quarter Team Meeting	<input type="checkbox"/> Staff to re-teach Expectations and Rules after winter break <input type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) <input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff <input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator <input type="checkbox"/> Confirm next quarterly PBIS team meeting date and time
February	<input type="checkbox"/> Check on recently hired staff for PBIS understanding - provide "PBIS 101" Brainshark resource <input type="checkbox"/> Utilize the Stakeholder SPBP Forms Survey to solicit input for planning next year's SPBP (optional)
March 4 <sup>th</sup> Quarter Team Meeting	<input type="checkbox"/> Ensure progress towards completion and submission of next year's SPBP <input type="checkbox"/> Staff to re-teach Expectations and Rules after spring break <input type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) <input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff <input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator
April	<input type="checkbox"/> Provide staff presentation and faculty vote on new SPBP for next year <input type="checkbox"/> Submit your SPBP in BCPS Central by April 30 <sup>th</sup> . Use this new SPBP in the next school year <input type="checkbox"/> Continue implementing your current SPBP through the end of the current school year

## CRITICAL ELEMENT # 10: Evaluation

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

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

STAFF Implementation Monitoring		
Staff Implementation Goal	Quarterly Team Review: Implemented with fidelity?	If you answered <b>No</b> , enter 2 action steps your school will take to move towards this goal by the next PBIS meeting.
100% of hallways, front office, cafeteria, and other public areas all have school-wide expectations and location-specific rules posted.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	By 8/4/2025, 1. Assistant Principal will ensure that the schoolwide expectations are posted in all public areas. 2. 100% of classrooms will have the schoolwide expectations posted.
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 8/25/2025, 1. Team Leaders will ensure that 100% of their teachers have delivered schoolwide expectations lessons. 2. Team Leaders will ensure that 100% of their teachers have delivered lessons for location specific rules.
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 8/4/2025, 1. Assistant Principal will orient 100% of instructional staff, behavioral support and administrators to the Discipline Flow Chart. 2. Leadership Team will monitor the use of the discipline flow chart while reviewing discipline data quarterly.
A recognition system is implemented by 100% staff for <i>all</i> students.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	By 8/25/2025, 1. Assistant Principal will orient 100% of staff and students to how the reward system works. 2. Leadership Team will monitor the use of the positive reward system when monitoring the cafeteria on a weekly basis.

**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> <i>Choose one ODR area of focus</i>	By April 2, 2026, café behavior incidents will have decreased by 10% as measured by Office Discipline Referrals (ODRs) in Focus.	1. The Leadership Team will review the referrals data quarterly from FOCUS. 2. Cafeteria rules and expectations will be addressed, daily in the café, weekly in the classroom, and quarterly in the student assemblies.

## SPBP Submission

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