



Schoolwide Positive Behavior Plan (SPBP)
Broward County Public Schools

SY 2025 – 2026

School Name:	Fox Trail Elementary School
School Number:	3531

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	Stephanie Reyes	8. Security Specialist/ Campus Monitor	Kenneth White
2. Point of Contact	Kim Baston	9. Social Worker	Zulay Mendoza
3. BTU Representative	Marcus Cruz-Rivera	10. School Nurse	Dora Sendall
4. Parent/Community Representative	Tomi Paoella	11. Attendance Manager	Jane Sedley
5. Student Representative	Riley Reyes	12. Life Skills & Wellness Liaison	Leslie Atelus
6. School Counselor	Leslie Atelus	13. Resiliency Liaison	Leslie Atelus
7. Content Area Representative	Carolyn Daniel-Kalio		

*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	8/5/2025	2:15	➡	8/7/2025
2 nd	10/14/2025	2:15	➡	10/21/2025
3 rd	1/12/2026	2:15	➡	1/13/2026
4 th	3/30/2026	2:15	➡	3/31/2026

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>)	4/21/2025
Hold a <i>faculty</i> vote on the new SPBP (<i>prior to April 30, 2025</i>)	4/24/2025

Provide training to faculty and staff (<i>prior to September 30, 2025</i>)	9/9/2025
Present the 2025-26 SPBP to family and community stakeholders (<i>prior to September 30, 2025</i>)	9/22/2025

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:	1115	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals	1109	100%	Are your 0 – 1 referral > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
II. 2 - 5 referrals (at risk students)	3	0%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
III. > 5 referrals (high-risk students)	3	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> 1. At-Risk and high-risk students have been identified. Students will be placed in classrooms to minimize behaviors (not together, strong structure). 2. At-risk and high-risk students will be paired with a guidance counselor, support teacher, or an administrator for positive relationship building and check-ins. 3. Rtl plans, and behavior plans implemented for students as needed.	

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> 1. Provide support/training of the flow chart and classroom managed behaviors. 2. Provide support/training of Tier 1 behavior management and CHAMPS. 3. Support specific teachers with higher incidence of referrals with strategies to help manage behaviors.

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. Bus Violations – All Levels	17
2. Unruly Disruptive Behavior	10
3. Disruptive/Unruly Play	5
4. Battery – Low level	5
5. Mistreatment of Peers	5
TOTAL	42

- 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 *Leader in Me Correlation
Be Responsible
1. *Think Be Proactive- you are in charge of you.
Be Respectful
2. *Think Seek first to understand, then be understood- listen before you talk/react.
Be Safe
3. *Think Sharpen the Saw – take care of yourself
Be Kind
4. *Think Win-Win – problem solve, think of others and *Think Synergize – work well with others, team player
Always Make Good Choices
5. *Think Begin with the End in Mind-Know what you want before you do it

- 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, <u>excluding Classroom</u>:	
School Location(s)	# Incidents
1. Bus	17
2. Cafeteria	8
3. Playground	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. [06]

Schoolwide Expectations and Location-based Rules				Completed by each teacher:
Schoolwide EXPECTATIONS *Leader in Me Correlation	Hallway Rules	Cafeteria Rules	Bus Rules	Classroom Rules
Be Responsible *Think Be Proactive- you are in charge of you.	Walk in the hallways (Fox Trot). Use the right side of the stairways and halls (Stay tight to the right).	Clean your eating space and pick up trash around your area	Follow directions the first time given	
Be Respectful *Think Seek first to understand, then be understood- listen before you talk/react.	Keep hands and feet to yourself	Follow all directions given by the cafe monitors/adults	Remain seated while the bus is in transit	
Be Safe *Think Sharpen the Saw – take care of yourself	Go directly to your destination	Raise your hand to get the attention of an attendant/adult	Keep hands, feet and objects to yourself	
Be Kind *Think Win-Win – problem solve, think of others and *Think Synergize – work well with others, team player	Use a finger wave to say hello	Keep hands, feet and objects to yourself	Enter and exit the bus in an orderly manner.	
Always Make Good Choices *Think Begin with the End in Mind-Know what you want before you do it	have your ID badge visible at all times	Use a level 1-2 voice	Use appropriate voice levels and be mindful of your language.	

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 is 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	8/13/2025	8:30 AM	Morning News and Classroom
After Winter Break	1/7/2026	8:30 AM	Morning News and Classroom
After Spring Break	3/25/2026	8:30 AM	Morning News and 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	8/12/2025	8/12/2025	8/12/2025
After Winter Break	1/6/2026	1/6/2026	1/6/2026
After Spring Break	3/24/2026	3/24/2026	3/24/2026

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?
Bullying Prevention: Be the 1	Monthly	Classroom Teachers and School Counselors	Curriculum and lessons will be shared with classroom teachers to implement in their classrooms. School counselors will push into classrooms for some lessons.	It will be monitored by the school counselors and then shared with Team Leaders, SPBP Committee and Admin
Resiliency Curriculum	Monthly	Classroom Teachers and School Counselors	Curriculum and lessons will be shared with classroom teachers to implement in their classrooms. School counselors will push into classrooms for some lessons.	It will be monitored by the school counselors and then shared with Team Leaders, SPBP Committee and Admin


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
<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: Referrals, daily points earned data from 2024-25 plan</p> <p>Problem Identification Statement: Referral data and daily points earned data indicate that the cafeteria continues to be an area of concern. Some classes continue to demonstrate behaviors that do not meet the expectations of cafeteria behavior.</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>The problem may be attributed to the teachers not being in the cafeteria with their students. This year we increased supervision in the cafeteria and implemented a cafeteria behavior plan. This has decreased behaviors, however, there is still room for improvement. The plan should be updated to modify incentives.</i></p> <p>SMART Goal Statement: By June 2026, the number of ODR's for Cafeteria behavior will decrease from 8 incidents to 4 incidents. The number of classes positively responding to the plan, as indicated by daily points earned data, will increase from a monthly average of 74% to a monthly average of 85%.</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: Point system</p> <p>Description of Program/System: Students are expected to demonstrate appropriate behavior in Fox Trail Elementary's cafeteria. In doing so, each class will earn points based on following cafeteria rules as posted, earning points from 0-3 each day. At the start of your class lunchtime, each table starts at 2 points and can lose or earn points based on cleanliness, behavior, noise level, respect, etc., throughout their lunchtime.</p> <p>Classes will receive a score on a daily basis as follows: 3 points: Role Model (Excellent behavior/all rules followed) 2 points: Good Choices (Good behavior/most rules followed) 1 point: Stop and Think (Average behavior/some rules followed) 0 point: Make Better Choices (Needs Improvement/little or no rules followed)</p> <p>CAFETERIA RULES/EXPECTATIONS</p> <ol style="list-style-type: none"> 1. Sit facing forward and keep your hands and feet to yourself. 2. Speak to your neighbor using an inside voice. 3. Raise your hand if you need something. 4. Clean up after yourself. 5. Walk at all times. 6. Eat only what is on your plate. No sharing of any food. 7. Make sure you have ALL you need BEFORE heading to the table. 8. You may not return to the cafeteria line once you have gone to sit. 9. Sit two to three on a bench. 10. Limited bathroom usage – emergencies only- use bathroom in classroom <p>Before leaving the cafe, wait until your teacher arrives at the table and then:</p> <ul style="list-style-type: none"> • Clean all garbage on top, around and under the table. • Exit your table quietly while taking your food to the Somat area. • Stand in a straight, quiet line as you exit the cafeteria.
<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)</p> <ol style="list-style-type: none"> 1. Teachers will check the chart to see the score for the day. 2. Cafeteria monitor will inform teacher of specific concerns if necessary. 3. Class representative (secretary) will then log this score on the chart in the cafeteria.

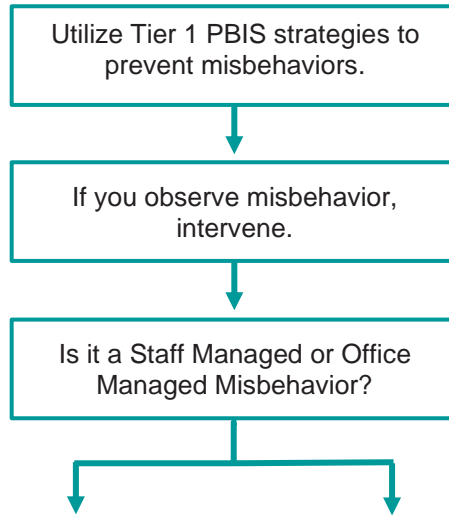
	<p>4. At the end of the month, classes with the most points will receive a reward and be recognized via Morning announcements.</p> <p>Classes will receive a score on a daily basis as follows:</p> <p>3 points: Role Model (Excellent behavior/all rules followed)</p> <p>2 points: Good Choices (Good behavior/most rules followed)</p> <p>1 point: Stop and Think (Average behavior/some rules followed)</p> <p>0 point: Make Better Choices (Needs Improvement/little or no rules followed)</p>
<p>B. Student outcome monitoring (use numerical data)</p>	<p>How will you know if the reward program/system is positively impacting students? What measurable data will you use to determine “success”?</p> <p>Scores will be monitored by admin on a weekly and monthly basis. The SPBP committee will also monitor the scores to determine the effectiveness of the program. The expectation is that cafeteria behaviors will decrease with the implementation of this points system and specific expectations.</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. 

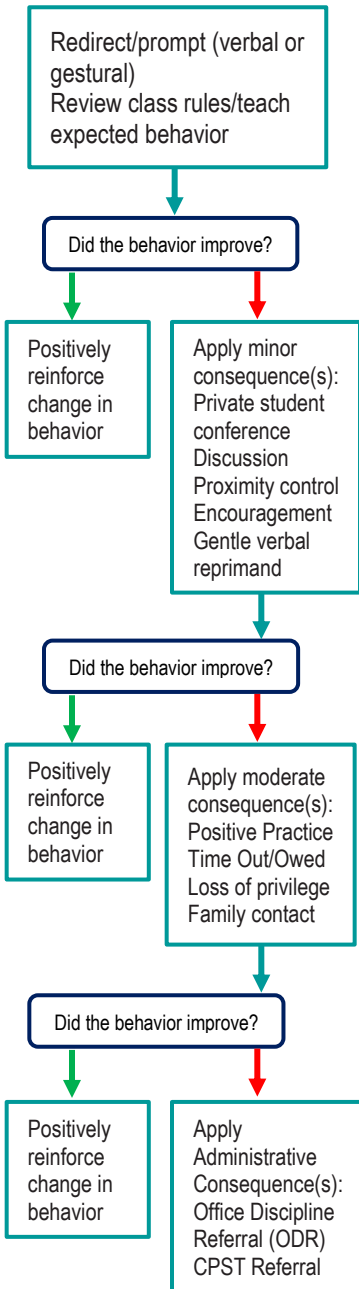
<p>Monthly Character Traits</p>	<p>Plan Details How will you recognize <i>Kids of Character</i> each month? (2-3 sentences)</p>
<ol style="list-style-type: none"> 1. September: Cooperation 2. October: Responsibility 3. November: Citizenship 4. December: Kindness 5. January: Respect 6. February: Honesty 7. March: Self-Control 8. April: Tolerance 	<p>Students will be recognized each month on the morning announcements. Students will receive a certificate and incentive rewards (i.e.–coupons for kids' meals from our partners). In addition, our monthly recipients will be invited to a doughnut celebration. Both the character traits and the Leader in Me habits will be recognized monthly.</p>

CRITICAL ELEMENT #7: Effective Discipline Procedures

You can choose to use the flow chart below or create your own. This flow chart is posted in all classrooms and used to teach students during behavior lessons.



- Tier 1 Strategies include, but are not limited to:
- Effective classroom structure
 - Precorrection
 - Preferential seating/seat change
 - Remove distractions
 - Personal schedule/organization
 - Reteach expectations and rules
 - Redirection
 - Prompts, cues, and reminders
 - Think time/cool down area
 - Consistent reward system
 - Modify academic assignments
 - Provide choices



Staff Managed Misbehaviors	Office Managed Misbehaviors
Note: The behaviors provided are examples, not an exhausted list of misbehaviors.	
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 checked="" type="checkbox"/> CHAMPS <input 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.	<p>1. By August 2025, 100% of educators will follow schoolwide classroom rules, bus rules and establish classroom-specific expectations as evidenced by visual posting of schoolwide rules and classroom expectations in every classroom. Team will ensure all staff has been provided schoolwide classroom rules, bus rules and support will be given to staff as needed to establish classroom expectations.</p> <p>2. By June 2026, 100% of educators will utilize the flow chart to determine which behaviors are staff-managed misbehaviors and which are office-managed misbehaviors as evident by the decrease of classroom referrals in FOCUS from 50% to 35%. The team will provide training and support to help teachers identify and manage classroom behaviors and to utilize CHAMPS.</p> <p>3. By June 2026, 100% of educators will have provided classroom instruction/review to their students regarding CHAMPS, schoolwide behavior expectations and location rules to reduce referrals classroom and schoolwide referrals by 10% as evidenced by ODRs in FOCUS. Team will provide lessons from the Resiliency curriculum and Be the 1 curriculum to support classroom instruction. In addition, the team will hold a schoolwide behavior assembly each semester to reinforce behavior expectations and location rules.</p>

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

<input checked="" type="checkbox"/> CHAMPS 7 Up Checklist 
<input type="checkbox"/> Classroom Snapshot (Classroom Management Assessment) 
<input type="checkbox"/> PBIS Classroom Assistance Tool (CAT) 
<input type="checkbox"/> Other (<i>specify</i>):

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 :	41
Total number of <i>other</i> school-wide discipline referrals (not including classrooms):	41
% of referrals in the classroom:	50%
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"> <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	<ul style="list-style-type: none"> <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 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	<ul style="list-style-type: none"> <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	<ul style="list-style-type: none"> <input type="checkbox"/> Provide SPBP stakeholder presentation by September 30th <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	<ul style="list-style-type: none"> <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	<ul style="list-style-type: none"> <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	<ul style="list-style-type: none"> <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	<ul style="list-style-type: none"> <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	<ul style="list-style-type: none"> <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	<ul style="list-style-type: none"> <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 30th. 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 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.
Select an item <i>Choose one ODR area of focus</i>	By June 3, 2026, Unruly Disruptive Behaviors will indicate a decrease of 10% as measured by Office Discipline Referrals (ODRs) in Focus.	1. Team will monitor Unruly Disruptive behavior referrals and ensure that they are office managed behaviors. 2. Educators will be provided support as needed to manage classroom behaviors so that the need for referrals can be minimized. This will also pinpoint individual students that may need additional support as evidenced by multiple referrals.

SPBP Submission

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