



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



**SY 2025 – 2026**

<b>School Name:</b>	Panther Run Elementary
<b>School Number:</b>	3571

Please refer to the SPBP Canvas Resource page to access video tutorials, guidance, and resources for completing the 2025-2026 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	Moraima del Sol	7. Security Specialist/ Campus Monitor	Laura Perez
2. Point of Contact	Shannon Michael Chacona	8. Social Worker	Ashley Grave De Peralta
3. BTU Representative	Bobbette Tanase	9. School Nurse	Oluwayemisi Oluwatimilehin
4. Parent/Community Representative	Beth Van Smith	10. Attendance Manager	Patricia Kinne
5. Clerical/Secretary	Darlene Valerio	11. Life Skills & Wellness Liaison	Deanna Allick
6. School Counselor	Deanna Allick	12. Resiliency Liaison	Michelle Mejido

\*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>	10/13/25	8:30 am		10/14/25
2 <sup>nd</sup>	1/5/26	8:30 am		1/6/26
3 <sup>rd</sup>	3/23/26	8:30 am		3/24/26
4 <sup>th</sup>	5/22/26	8:30 am		5/26/26

## 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> )	4/24/25
Hold a <i>faculty</i> vote on the new SPBP ( <i>prior to April 30, 2025</i> )	4/28/25
Provide training to faculty and staff ( <i>prior to September 30, 2025</i> )	8/8/25
Present the 2025-26 SPBP to family and community stakeholders ( <i>prior to September 30, 2025</i> )	9/24/25

## 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:	345	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals	16	4.6	Are your 0 – 1 referral > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
II. 2 - 5 referrals (at risk students)	7	2.0	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
III. > 5 referrals (high-risk students)	4	1.2	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>Work with Comprehensive Problem Solving Team to identify students who may be in need of tiered interventions.</li> <li>Continue to meet with the Tier 1 Behavior Team to analyze data and adjust SPBP accordingly.</li> <li>Review Discipline Big 5 data quarterly to identify students who need Tier 2 or 3 interventions.</li> <li>Consistently implement school-wide reward system.</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: (3-4 detailed steps)

1. Regularly review discipline data disaggregated by subgroup to identify any trends or disparities.
2. Continue to ensure school-wide expectations and consequences are fair, clear, and equitably applied.
3. Ongoing staff professional development & coaching to equip staff with the tools to avoid subjective or biased discipline.
4. Pair students from at-risk subgroups with adult mentors or peer advocates.

## 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.

- (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 2024-2025	# Incidents
1. Battery / Low Level	23
2. Unruly Disruptive Behavior	18
3. Disruptive / Unruly Play	14
4. Mistreatment of Peers	4
5. Disobedience / Insubordination	4
TOTAL	63

**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. In our school we are Respectful of others, the environment and ourselves.
2. In our school we have Self-control at all times.
3. In our school we are Responsible for our actions.
4. In our School we wear our school uniform and ID at all times.
5.

- 4C.** Top three school-wide locations: **Use current 2024-2025 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.

<b>Top 3 Locations, <u>excluding Classroom</u>:</b>	
<b>School Location(s)</b>	<b># Incidents</b>
1. Hallway	<b>12</b>
2. School Grounds/Playground	<b>9</b>
3. Cafeteria	<b>7</b>

**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>School Grounds</b>	<b>Classroom Rules</b>
Be Responsible for your actions.	Stay to the right and walk in a single file line facing forward in the hallway as measured by teacher observation.	Clean up after yourself in the cafeteria as measured by staff observation and documented on the Panther Points Chart daily using a 5-point	Maintain a safe environment for themselves and others while on school grounds as measured by teacher/staff observation.	
Be Respectful of others & yourself	Walk quietly in the hallway so others are not disturbed as measured by teacher observation.	Use a 6-inch voice inside the cafeteria as measured by staff observation and documented on the Panther Point Chart daily using a 5-point	Use polite language, listen actively, and treat everyone with kindness and understanding while on school grounds as	
Have Self-Control	Keep hands, feet and objects yourself in the hallway as measured by teacher observation.	Have a calm body and use a 6-inch voice in the cafeteria as measured by staff observation and documented on the Panther Points Chart daily using a 5-point	Manage emotions, actions and impulses appropriately by using respectful language and resolving conflicts peacefully while on school grounds as	
Dress appropriately at school everyday by wearing the school uniform & ID	Wear appropriate unified dress with student ID visible in the hallway as measured by teacher	Wear appropriate unified dress with student ID visible in the cafeteria as measured by teacher/staff	Wear appropriate unified dress with student ID visible while on school grounds as measured by teacher/staff	
Click here to type your Expectation	Click here to select hallway rules OR Click here to type hallway rules.	Click here to select cafeteria rules OR Click here to type cafeteria rules.	Click here to select location rules OR Click here to type location rules.	

## 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):
<b>Start of School Year</b>	8/11/25	8:30 am	Classroom/Location
<b>After Winter Break</b>	1/6/26	8:30 am	Classroom/Location
<b>After Spring Break</b>	3/23/26	8:30 am	Classroom/Location

**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	School Grounds/Playground
<b>Lesson Plan Dates</b>			
<b>Start of School Year</b>	8/11/25	8/11/25	8/11/25
<b>After Winter Break</b>	1/6/26	1/6/26	1/6/26
<b>After Spring Break</b>	3/23/26	3/23/26	3/23/26

**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?
Character Education	Monthly	Classroom Teachers & School Counselor	Character Education lessons and traits are introduced and showcased monthly on the morning announcements. The teachers and school counselor reinforce the character trait through lessons and read alouds.	Teachers, School Counselor, and administration will monitor office discipline referrals through for the opposite of the character traits taught.
Resiliency	Monthly	Classroom Teachers & School Counselor	It will be pushed out to the teachers through the District Canvas Platform. The teachers and school counselor will teach the assigned lessons.	After each lesson is taught, the teacher or school counselor will fill out a participation survey. A pre and post survey will be administered to monitor effectiveness.


## 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><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></p>	<p><b>Data used:</b> The cafeteria had a high number of ODR in the 24-25 school year.</p> <p><b>Problem Identification Statement:</b> In the 24-25 school year, the cafeteria had a high number of ODR outside of the classroom. There were 8 ODR from the cafeteria.</p>
<p><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></p>	<p><b>Hypothesis:</b> Lunch time in the cafeteria is less structured than other times throughout the school day. It is a time when students get to interact with their peers while eating lunch without an adult always being in ear shot. This is a time they try to apply skills they have learned to solve problems themselves while interacting with their peers.</p> <p><b>SMART Goal Statement:</b> By June 2026, the ODR from the cafeteria will decrease from 8 total to 5 as measure in BASIS/FOCUS.</p>
<p><b>3. Intervention Design:</b> Describe how you will implement a positive reward program/system to decrease this problem.</p>	<p><b>Type of Program/System:</b> Panther Points Cafeteria Reward System.</p> <p><b>Description of Program/System:</b> Each class will have the opportunity to earn 5 points per day while in the cafeteria eating lunch for the following rules:</p> <ol style="list-style-type: none"> <li>1. Enter quietly</li> <li>2. Use a 6-inch voice</li> <li>3. Stay seated with a calm body</li> <li>4. Clean up after yourself</li> <li>5. Exit quietly</li> </ol>
<p><b>4. Evaluation:</b> A. Implementation fidelity</p>	<p><b>How will you monitor the fidelity (consistency and effectiveness) of the <u>staff's</u> implementation of the reward program/system?</b></p> <p>The points earned by each class are documented on a chart daily by the assistants that monitor the cafeteria. Each class will have the opportunity to earn 5 points per day for following the rules. Each classroom teacher reviews points earned each day with the class and discusses areas of concern. Students are encouraged to focus on the areas of concern to receive a higher score the following day.</p>

<p>B. Student outcome monitoring <i>(use numerical data)</i></p>	<p><b>How will you know if the reward program/system is positively impacting students? What measurable data will you use to determine “success”?</b></p> <p>The administrative team will monitor the Panther Points Reward data on a monthly basis to determine if classes are striving to increase their monthly total points earned per class. The percent earned each month by each class will be compared to the percentage earned last month to determine if the program is positively impacting students. Between the months of November and December 2024, 37% of the classes increased the percentage of total points earned or stayed the same and 63% of the classes decreased the percentage of total points earned.</p> <p><b>By September 30, 2025, the percentage of classes on each grade level will increase the percentage of total points earned from May 2025 by 3%.</b></p>
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**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? <i>(2-3 sentences)</i>
<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>	<p>The School Counselor sends out the characteristics of each trait of the month to the teachers. Each classroom teacher sends one student’s name to the school counselor that possesses the qualities of the trait of the month. The identified students are recognized in the Media Center with a certificate, pencil and a treat. From this entire group, one student who extraordinarily exemplifies the trait of the month is nominated to be recognized by the Pembroke Pines Police Student of the Month program.</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.



Utilize Tier 1 PBIS strategies to prevent misbehaviors.

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

If you observe misbehavior, intervene.

Is it a Staff Managed or Office Managed Misbehavior?

Redirect/prompt (verbal or gestural)  
Review class rules/teach expected behavior

Did the behavior improve?

Positively reinforce change in behavior

Apply minor consequence(s):  
Private student conference  
Discussion  
Proximity control  
Encouragement  
Gentle verbal reprimand

Did the behavior improve?

Positively reinforce change in behavior

Apply moderate consequence(s):  
Positive Practice  
Time Out/Owed  
Loss of privilege  
Family contact

Did the behavior improve?

Positively reinforce change in behavior

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

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

**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 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 checked="" type="checkbox"/> Other: Class DoJo	<ol style="list-style-type: none"> <li>1. Weekly/Monthly DoJo Data review with teachers and administration</li> <li>2. Align class DoJo points with SPBP</li> <li>3. Monthly class DoJo points challenge</li> <li>4. Increase weekly parent participation by sending positive updates</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 type="checkbox"/> PBIS Classroom Assistance Tool (CAT)
<input checked="" type="checkbox"/> Other ( <i>specify</i> ): Class DoJo

**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 <b>from classrooms</b> :	<b>37</b>
Total number of <i>other</i> <b>school-wide</b> discipline referrals (not including classrooms):	<b>32</b>
% of referrals in the classroom:	54%
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 Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page)</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 Brainshark available at: <a href="http://www.brainshark.com/browardschools/PBIS101">http://www.brainshark.com/browardschools/PBIS101</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 on PBIS Canvas page)</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</li> <li><input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your 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</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 on PBIS Canvas page)</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 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 recently hired staff for PBIS understanding - provide "PBIS 101" Brainshark resource</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 on PBIS Canvas page)</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 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.	X Yes <input type="checkbox"/> No	By August August 4, 2025, 1. Create location-specific rules charts 2. Hang location-specific rules charts around school
100% of instructional staff has delivered expectations and rules lesson plans as written and when indicated.	X Yes <input type="checkbox"/> No	By August 15, 2025, 1. Provide professional development & clear guidelines before August 11, 2025 to train all instructional staff on how to deliver expectations and rules lesson plans with fidelity, including providing written guides, model lessons, and timelines for delivery. 2. Administration and PBIS Team will conduct walkthroughs and collect documentation during the first month of school to ensure lessons are delivered as planned and provide immediate support where needed.
100% of staff members are oriented to the Discipline Flow Chart. It is used consistently by 100% instructional staff, behavioral support, and administrators.	X Yes <input type="checkbox"/> No	By August 8, 2025, 1. Provide training session for all instructional staff and behavioral support during planning week in August 2025 on the Discipline Flowchart to ensure clarity and consistency. 2. Establish a system of monthly check-ins, including classroom observations and referral audits starting in September 2025, to ensure staff are following the flowchart. Provide coaching as needed.
A recognition system is implemented by 100% staff for <i>all</i> students.	X Yes <input type="checkbox"/> No	By September 1, 2025, 1. Provide training session by September 2025 on recognition system for all faculty and staff with clear instructions and expectations. 2. Monitor and reinforce implementation monthly starting in September 2025 by conducting monthly checks, recognition data reviews, and student feedback to ensure all staff are participating in the system.

**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>Classroom Referrals</i>	By June 3, 2026, classroom referrals will indicate a decrease by 3% (9 referrals) compared to all other referrals as measured by Office Discipline Referrals (ODRs) by location in Focus.	<ol style="list-style-type: none"> <li>1. Identify classrooms with the highest referral rates and provide targeted behavior support plans and professional development for teachers by September 2025 to address specific behavioral triggers and promote positive classroom management.</li> <li>2. Begin monthly analysis of office discipline referrals by location in October 2025 to monitor trends, identify areas needing additional support, and adjust interventions as needed to ensure progress toward the 3% decrease in classroom referrals.</li> </ol>

### SPBP Submission

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