Schoolwide Positive Behavior Plan (SPBP)
Broward County Public Schools
SY 2025 – 2026

School Name:	Silver Shores STEAM Academy K-8
School Number:	3581

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	Dr. Jonathan Leff	7. Security Specialist/ Campus Monitor	Lashante Fisher
2. Point of Contact	Lisa Monroe	8. Social Worker	Godfrey Clarke
3. BTU Representative	Elaine Heyman	9. School Nurse	Yomary Olmeda
4. Parent/Community Representative	Sean Vaillant	10. Attendance Manager	Denise Degroff
5. Student Representative	Bianca McCray	11. Life Skills & Wellness Liaison	
6. School Counselor	Christine Coschignano	12. Resiliency Liaison	

*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
1st	10/7/2025	2:30pm	→	10/13/2025
2nd	1/5/2026	2:30pm	→	1/13/2026
3rd	3/12/2026	2:30pm	→	3/24/2026
4th	5/14/2026	2:30pm	→	5/19/2026

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 *(prior to April 30, 2025)*	4/21/2025
Hold a *faculty* vote on the new SPBP *(prior to April 30, 2025)*	4/25/2025
Provide training to faculty and staff *(prior to September 30, 2025)*	8/8/2025
Present the 2025-26 SPBP to family and community stakeholders *(prior to September 30, 2025)*	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.
  (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:	335	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals		99%	Are your 0 – 1 referral > 80%?	☒Yes ☐No
II. 2 - 5 referrals (at risk students)	3	1%	Are your 2 - 5 referrals <15%?	☒Yes ☐No
III. > 5 referrals (high-risk students)	0	0%	Are your >5 referrals <5%?	☒Yes ☐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?	☒Yes ☐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 *at the beginning* of the next school year to improve core strength:

Core Effectiveness Action Steps: *(3-4 detailed steps)*

1. At the beginning of the year, the Assistant Principal will collect data on new and articulating students to develop a list of potential students needing proactive positive behavior support.
2. The Positive Behavior Team will retrieve referral data from 2024-2025 and monitor students who received 2-5 referrals (at risk). There are currently 3 students on the "at-risk" list. The School Counselor will also meet with them to assist with behavioral needs/support. A Positive Behavior Plan will be created to ensure successful behavior.
3. Positive Behavior Team will retrieve referral data from 2024-2025 and monitor and assign "staff mentors" to students who received 2-5 referrals (at-risk). (There are no high-risk students (>5 referrals) for 2024-2025.). There are currently 3 students on the "at-risk" list. The School Counselor will also meet with them to assist with behavioral needs/support. A Positive Behavior Plan will be created to ensure successful behavior. Administration will support teachers/classes with students and increase administrative visibility with the most written referrals in 2024-2025.

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. The Positive Behavior Team will retrieve referral data from 2024-2025 and monitor students who received 2-5 referrals (at risk). There are currently 3 students on the "at-risk" list. The School Counselor will also meet with them to assist with behavioral needs/support. A Positive Behavior Plan will be created to ensure successful behavior.
2. Positive Behavior Team will retrieve referral data from 2024-2025 and monitor and assign "staff mentors" to students who received 2-5 referrals (at-risk). There are currently 3 students on the "at-risk" list; no students received >5 referrals in 2024-2025. The School Counselor will also meet with them to assist with behavioral needs/support. A Positive Behavior Plan will be created to ensure successful behavior.
3. Administration will provide support to teachers/classes with students and increased administrative visibility with the most written referrals in 2024-2025.

4. Dr. Leff (School Principal) and G. Clarke (School Social Worker) will continue to meet bi-weekly with students who need additional strategies to make better choices. Silver Shores will also implement the 5000 Role Models Mentoring Program.

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. Insulting/Profane/Obscene Language	5
2. Unruly/Disruptive Behavior	4
3. Disobedience/Insubordination	3
4. Petty Theft	2
5. N/A	
TOTAL	14

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. Be respectful to students, faculty, and property.
2. Behave in a safe cooperative manner.
3. Be responsible for your actions.
4.
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.

Top 3 Locations, excluding Classroom:	
School Location(s)	**# Incidents**
1. Playground	8
2. Hallway	2
3. Other (Specials classes)	2

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**	**Cafeteria Rules**	**Playground Rules**	**Hallway Rules**	**Classroom Rules**
Be respectful to students, faculty, and property.	>Wait for your turn to get lunch. >>Use a level 1-2 voice when in the cafeteria. >>Clean your eating space and pick up trash around your area.	>>Keep hands, feet, and objects to yourself. >>Take turns and share playground equipment with others. >>Use positive comments when playing (great sportsmanship).	>>Use Level 0-1 voice when walking in the hallway. >>Greet and positively speak with others. >>Walk nicely with my buddy to the requested location.	
Behave in a safe cooperative manner.	>>Raise your hand for assistance (Remain seated until acknowledged). >>Walk in the cafeteria. >>Keep hands, feet, and objects to yourself.	>>Stay in your designated area. >>Play appropriately with others. >>Line up quickly when directed by the teacher.	>>Show self-control in all situations. >>Always wear your ID badge visibly. >>Walk to and from your class quietly and quickly.	
Be responsible for your actions.	>>Raise your hand for assistance (Remain seated until acknowledged). >>Walk in the cafeteria. >>Keep hands, feet, and objects to yourself.	>>Follow directions the first time given. >>Use all equipment in a functional manner (intended use).	>>Go directly to your destination. >>Keep the campus clean by throwing garbage in the trash. >>Notify staff of any unorderly behavior.	

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	8:30am	Classroom
After Winter Break	1/6/2026	8:30am	Classroom
After Spring Break	3/23/2026	8:30am	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	Classroom
After Winter Break	1/6/2026	1/6/2026	Classroom
After Spring Break	3/23/2026	3/23/2026	Classroom

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?** *2-3 sentences*	**How will it be monitored for effectiveness?**
Character Education **Click to enter "other"**	September 29, 2025	Classroom teacher	• Teachers will utilize BCPS Character Education Resources to instruct each character monthly. (https://www.browardschools.com/Page/33684) • Teachers will log their lessons in their lesson plans.	Administration will keep copies of random lesson plans to ensure implementation.
Resiliency Curriculum **Click to enter "other"**	October 27, 2025	Classroom teacher	• To ensure this and to comply with the State Board of Education Rule Memo, BCPS/SSSA K-8 must annually provide a minimum of five hours of data-driven instruction in grade 6 related to civic, character and life skills education through resiliency education. The instruction will advance each year through developmentally appropriate instruction and skill building (https://www.browardschools.com/ResiliencyEducation) • Teachers will log their lessons in their lesson plans.	Administration will keep copies of random lesson plans to ensure implementation.

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: **(STUDENTS WILL RESPECT OTHER STUDENTS, ADULTS, AND PROPERTY.)**

| 4 Step Problem Solving Process	Plan Details
1. Problem Identification: Review your behavior data to identify one school-wide problem. What problem did you identify? *(use numerical data)*	**Data used: Discipline Data found in FOCUS** **Problem Identification Statement:** *The number of Office Discipline Referrals listing Insulting/Profane/Obscene Language Behavior as the highest occurring misbehavior. In 2024-2025, there were 5 incidents referred to administration. Many of these misbehaviors occur on the playground. Teachers will remind students of what being respectful looks like and will remind their students to respect all peers and adults.*
2. **Problem Analysis:** Why do you think this problem is occurring? What is your goal? *(create a SMART goal statement with numerical data)*	**Hypothesis:** *Students are not respectful to each other on the playground. Students need strategies to show positive sportsmanship during recess/PE and when interacting with their peers.* **SMART Goal Statement:** *By April 2026, the number of students receiving ODRs with Insulting/Profane/Obscene Language Behavior will decrease by 20% (from 5 incidents to 4 incidents or less).*
3. Intervention Design: Describe how you will implement a positive reward program/system to decrease this problem.	**Type of Program/System: Token system** **Description of Program/System:** *Students who display respectful behavior and interact respectfully with their peers will be given points every week by their teachers. Classroom teachers will keep track of those students who earned points for respectful behavior in all areas of the school. A monthly goal is set for each grade level that is appropriate for the age of the student. At the end of each month, teachers will submit a list of students to the Assistant Principal via email of the students who reached their goal. The students who reach their goal will receive an invitation to attend the Monthly Behavior Celebration on the first Friday of each month. The Principal and the Assistant Principal will host the monthly celebrations (Grades KG-2 and Grades 3-5). Silver Shores PTO will donate monthly incentives.*
4. Evaluation: A. Implementation fidelity	**How will you monitor the fidelity (consistency and effectiveness) of the <u>staff's</u> implementation of the reward program/system?** *Classroom teachers will keep track of those students who earn points for respectful behavior in all areas of the school. A monthly goal is set for each grade level that is appropriate for the age of the student. Administration will monitor the goal sheets monthly to ensure that the system is implemented consistently and with fidelity.*
B. Student outcome monitoring *(use numerical data)*	**How will you know if the reward program/system is positively impacting <u>students</u>? What measurable data will you use to determine "success"?** *The number of students who reach their goal monthly will increase month by month. In addition, the number of incidents with Insulting/Profane/Obscene Language Behavior referrals will decrease by 20% (from 5 incidents to 4 incidents).*

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.
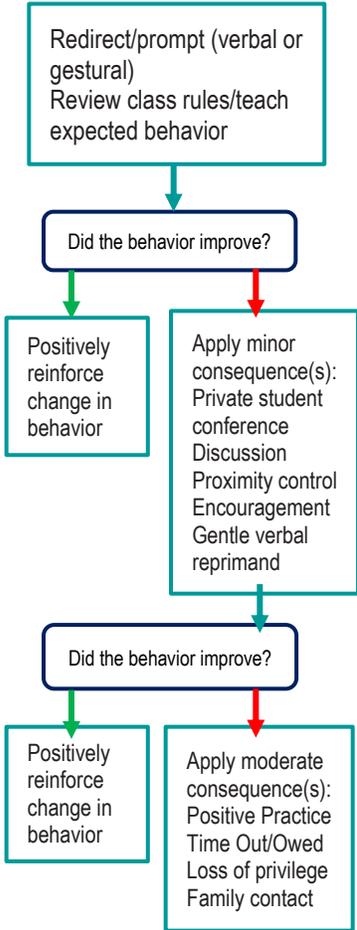
Monthly Character Traits	Plan Details How will you recognize *Kids of Character* each month? *(2-3 sentences)*
1. September: Cooperation 2. October: Responsibility 3. November: Citizenship 4. December: Kindness 5. January: Respect 6. February: Honesty 7. March: Self-Control 8. April: Tolerance	Classroom teachers will select one student who exemplifies the character being recognized for that month. Students will be awarded certificates during the morning announcements. All students who receive the monthly Character Education award will be listed on the bulletin board outside the media center for all to see.

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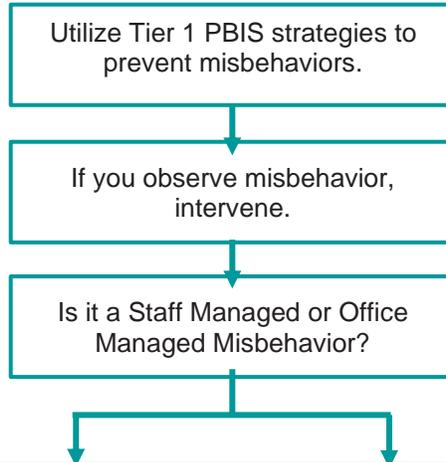
Tier 1 Strategies include, but are not limited to:
Effective classroom structure
Precorrection
Preferential seating/seat change
Remove distractions
Personal schedule/organization
Reteach expectations and rules
Redirection
Prompts, cues, and reminders
Think time/cool down area
Consistent reward system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

Staff Managed Misbehaviors	Office Managed Misbehaviors
Note: The behaviors provided are examples, not an exhausted list of misbehaviors.	
Inappropriate language • name calling • use of profanity	Inappropriate language • racial slurs or taunting • profanity directed at a staff member
Disrespect • talking back • physical gestures	Harassment • bullying • threat or intimidation
Defiance • work refusal • head down on desk/sleeping • not following directions	Defiance • leaving classroom, assigned area, or school grounds without permission • forgery/plagiarism
Disruptive • tattling/false information • talking out of turn • calling out distracting others	Disruptive • inciting others to disrupt teacher • chronic classroom disruption: more than 3 times within 30 minutes
Physical Contact • touching others, pushing/shoving (no injuries) • mutual horseplay	Physical Contact • touching others (hitting, kicking, biting) with the 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 the front office/administration immediately
Follow safety team protocol

7

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. *(3-4 detailed steps)*
☒ CHAMPS ☐ Positive Behavior Interventions and Supports and the Classroom https://fl-pda.org/#/category/26 ☐ Other: Click here to enter name of system.	1. By September 2025, the administration will review "The Effective Discipline Procedures" flowchart with teachers. 80% of classroom teachers are expected to attend. 2. By November 2025, the administration will offer one behavior support training (i.e. CHAMPS Refresher) using assistance from the PBIS department. 80% of classroom teachers are expected to attend. 3. By April 2026, the Positive Behavior Team will walk through each classroom once per semester. Feedback is provided to teachers through the use of the CHAMPs Classroom Check Up (CCU). 4. By April 2026, 80% of teachers will complete CHAMPS training.

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

☒ CHAMPs 7 Up Checklist 🛈
☐ Classroom Snapshot (Classroom Management Assessment) 🛈
☐ PBIS Classroom Assistance Tool (CAT) 🛈
☐ Other *(specify):*

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**:	10
Total number of *other* **school-wide** discipline referrals (not including classrooms):	24
% of referrals in the classroom:	42%
Do more than 40% of your referrals come from the classroom?	☒ Yes ☐ 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

Month	Implementation Action Plan
	Action Steps ☒ *check off Action Step when completed*
Current	☒ 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	☒ Print up your SPBP and Feedback form BCPS Central ☐ Provide SPBP presentation to all staff during Pre-Planning ☐ Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders ☐ Market and post School-wide Expectations and Location-specific Rules ☐ Identify your district PBIS Specialist (Contact amber.jennings@browardschools.com for more information if you are unsure) ☐ Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP (indicated in yellow)
August **1st Quarter Team Meeting**	☐ Determine any needed team training, such as: 4 Step Problem Solving Process series, PBIS 10 Critical Elements, Data Collection, etc. ☐ Review previous year's SPBP and feedback form; make necessary modifications ☐ Review previous year's data (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) ☐ Verify and implement teaching schedule for Expectations and Rules behavior lesson plans ☐ Implement the Reward System for all students as indicated in the SPBP ☐ Ensure the Discipline Flow Chart is distributed to all staff and is being used as written ☐ Present implementation data, behavior data, team activities and SPBP progress to entire staff ☐ Ensure all teachers are using an evidence-based classroom management plan, such as CHAMPS ☐ Confirm **next** quarterly PBIS team meeting date and time
September	☐ Provide SPBP stakeholder presentation by September 30th ☐ Ensure instructional staff know how to document Tier 1 Supplemental Strategies for behavior ☐ 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 **2nd Quarter Team Meeting**	☐ Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) ☐ Present implementation data, behavior data, team activities, and SPBP progress to entire staff ☐ Ensure Core Effectiveness Action Steps are being implemented as written ☐ Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator ☐ Confirm **next** quarterly PBIS team meeting date and time
November	☐ Review/revise lesson plans as indicated by previous quarter behavior data ☐ Ensure that the Student Outcome Monitoring Action Steps are being implemented as written
January **3rd Quarter Team Meeting**	☐ Staff to re-teach Expectations and Rules after winter break ☐ Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) ☐ Present implementation data, behavior data, team activities, and SPBP progress to entire staff ☐ Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator ☐ Confirm **next** quarterly PBIS team meeting date and time
February	☐ Check on recently hired staff for PBIS understanding - provide "PBIS 101" Brainshark resource ☐ Utilize the Stakeholder SPBP Forms Survey to solicit input for planning next year's SPBP *(optional)*
March **4th Quarter Team Meeting**	☐ Ensure progress towards completion and submission of next year's SPBP ☐ Staff to re-teach Expectations and Rules after spring break ☐ Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) ☐ Present implementation data, behavior data, team activities, and SPBP progress to entire staff ☐ Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator
April	☐ Provide staff presentation and faculty vote on new SPBP for next year ☐ Submit your SPBP in BCPS Central by April 30th. Use this new SPBP in the next school year ☐ 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.	☒Yes ☐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.	☒Yes ☐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.	☒Yes ☐No	By Click here to enter a date, 1. 2.
A recognition system is implemented by 100% staff for *all* students.	☒Yes ☐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.	List 2 action steps your team will take to ensure this goal is monitored and meets or exceeds the SMART goal.
Behavior Incidents	By June 3, 2026, student referrals of **Insulting/Profane/Obscene** *Language* will decrease 20% (from 5 incidents to 4 incidents) as measured by Office Discipline Referrals (ODRs) in Focus.	1. Ensure that teachers are implementing classroom behavior management system with fidelity. 2. Review positive behavior plan lists with the SPBP team, to ensure the plan is being implemented with fidelity

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