



Schoolwide Positive Behavior Plan (SPBP)
Broward County Public Schools



SY 2025 – 2026

School Name:	Lakeside Elementary School (South Region)
School Number:	3591

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	Zoe Leal	7. Security Specialist/ Campus Monitor	James Griffin
2. Point of Contact	Rose Chanan	8. Social Worker	Damaris John
3. BTU Representative	Rita Rodriguez	9. School Nurse	Galen Flores
4. Parent/Community Representative	Patricia Deonarine	10. Attendance Manager	Suzan David Kraft
5. Student Representative		11. Life Skills & Wellness Liaison	Amber Rivera
6. School Counselor	Amber Rivera	12. Resiliency Liaison	Amber Rivera

*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	10/15/2025	2:20 PM		10/27/2025
2 nd	1/14/2026	2:20 PM		1/26/2026
3 rd	3/18/2026	2:20 PM		3/30/2026
4 th	5/20/2026	2:20 PM		5/25/2026

CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment

2. Team communication/presentation of new SPBP to staff and stakeholders

Action Steps:	Dates
Present the 2025-26 SPBP to staff (<i>prior to April 30, 2025</i>)	4/28/2025
Hold a <i>faculty</i> vote on the new SPBP (<i>prior to April 30, 2025</i>)	4/28/2025
Provide training to faculty and staff (<i>prior to September 30, 2025</i>)	8/7/2025
Present the 2025-26 SPBP to family and community stakeholders (<i>prior to September 30, 2025</i>)	4/30/2025

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:	521	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals	20	99%	Are your 0 – 1 referral > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
II. 2 - 5 referrals (at risk students)	3	1%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
III. > 5 referrals (high-risk students)	1	0%	Are your >5 referrals <5%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

3B. Core Effectiveness Action Steps:

If you answered “Yes” to I, II, and III above, then your core is effective. Based upon table 8A, is your core effective?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<p>Answer either (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"> 1. School administration and staff will continue to be consistent with the schoolwide expectations, rules, and procedures regarding non-classroom-based locations (i.e. hallways, cafeteria, media center, playground, bus loop, office, etc.) to provide incentives/rewards, reflection/consequences, and progressive discipline 2. School administration will establish and review the school-based discipline procedure flow chart with all relevant staff members. 3. 4. 	

3C. Disproportionality is often measured with the relative risk statistic calculation (Relative Risk Ratio = RRR), a measure that indicates the probability of a certain event (e.g., referrals) for one subgroup when compared to all other subgroups.

Relative Risk Ratio calculations are coming soon with the Focus Data System migration.

3D. Disproportionality Action Steps:

What activities/initiatives/programs will your school leadership team implement to prevent disproportionate discipline outcomes within sub group populations (race, SWD, ELL)?	
<p>Disproportionality Action Steps: <i>(3-4 detailed steps)</i></p> <ol style="list-style-type: none"> 1. The school leadership team will continue being consistent with expectations, rules and procedures to provide incentives and rewards for students / classes making proper choices and reflections / consequences / progressive discipline for those that do not. 2. Teachers will consistently refer to the Established Discipline Procedures flow chart to take appropriate action for student concerns. 3. For students who have repeated referrals, admin/teacher consultation meeting to determine etiology of behavior/reasons for referrals, review of classroom management steps taken and best practices 4. For repeated referrals, students will be introduced to MTSS process for support. 5. Teachers and staff will consult homeroom teacher/ESE Specialist/Autism Coach for best practices for addressing potential behavior concerns for students with exceptionalities before disciplinary actions are taken. After the first (1) disciplinary action, each subsequent disciplinary concern for a particular student with exceptionalities should be discussed Autism Coach/ESE specialist to ascertain etiology of behavior. 	

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. Fight Minor/Altercation/Confrontation	13
2. Unruly Disruptive Behavior	11
3. Disobedience/Insubordination	6
4. Disruptive/Unruly Play	4
5. Mistreatment of Peers	2
TOTAL	36

- 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 others
2. Exercise good manners in all areas
3. Show responsibility
4. Treat others the way you want to be treated
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. School Grounds/Field	9
2. Other	3
3. Cafeteria	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	Hallway Rules	Cafeteria Rules	Playground/Field/Busloop Rules	Classroom Rules
Be respectful to yourself and others	Click here to select hallway rules OR Use level 0 voice in the hallway.	Follow all directions given by the cafe monitors/adults Click here to type cafeteria rules.	Click here to select location rules OR Listen to adults and cooperate with peers	
Exercise good manners in all areas	Walk in a straight line Click here to type hallway rules.	Use a level 1-2 voice Raise hand and stay seated	Click here to select location rules OR Follow directions the first time given	
Show responsibility	Have your ID badge visible at all times Click here to type hallway rules.	Clean your eating space and pick up trash around your area Click here to type cafeteria rules.	Click here to select location rules OR Use equipment responsibility	
Treat others the way you want to be treated	Keep hands and feet to yourself Click here to type hallway rules.	Keep hands, feet and objects to yourself Click here to type cafeteria rules.	Keep hands, feet and objects to yourself Click here to type location rules.	
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):
Start of School Year	8/13/2025	8:30 a.m.	Assembly
After Winter Break	1/6/2026	8:30 a.m.	Assembly/Classroom
After Spring Break	3/23/2026	8:30 a.m.	Assembly/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	Playground
Lesson Plan Dates			
Start of School Year	8/6/2025	8/6/2025	8/6/2025
After Winter Break	1/6/2026	1/6/2026	1/6/2026
After Spring Break	3/23/2026	3/23/2026	3/23/2026

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


Program/Initiative	Plan Details			
	When will it be taught?	Who will teach it?	How will it be implemented? <i>2-3 sentences</i>	How will it be monitored for effectiveness?
Resiliency Curriculum Click to enter "other"	By 3 rd week of the month	Classroom teacher	Teachers will follow the outlined lesson plans given by the LSW department and Lauren's Safer Smarter Kids curriculum. Students will engage in the lessons via workbook or interactive activity.	Forms link of completion rates
Character Education Click to enter "other"	First school day of the month	Classroom teacher	Counselor to introduce character education traits at the beginning of each month. Teachers will follow provided resources for instruction. Can be incorporated into Mindful Monday	

CRITICAL ELEMENT # 6: Recognition Programs

6A. The schoolwide recognition system focuses on reinforcing schoolwide expectations OR a specific location where referrals often occur. The recognition should be used to encourage, acknowledge, and reinforce students to exhibit positive behaviors.

Identified Schoolwide Expectation OR Specific Location: [Click here to enter Expectation OR Location](#)

4 Step Problem Solving Process	Plan Details
<p>1. Problem Identification: Review your behavior data to identify one school-wide problem. What problem did you identify? <i>(use numerical data)</i></p>	<p>Data used: Office Discipline Referrals</p> <p>Problem Identification Statement: <i>What problem did you identify? Improve cafeteria managed behavior by implementing Gator Cafe Points that lead to a reward.</i></p>
<p>2. Problem Analysis: Why do you think this problem is occurring? What is your goal? <i>(create a SMART goal statement with numerical data)</i></p>	<p>Hypothesis: <i>Why do you think this problem is occurring? Students are highly stimulated when arriving to lunch excited about having free socializing time. Staff needs to be on the same page about what is acceptable and unacceptable cafeteria behavior.</i></p> <p>SMART Goal Statement: The school will follow a 0-3 point reward system (Gator Cafe Points) to incentivize BEST behavior expectations. This will decrease the amount of behavior referrals by 5%, bringing 24-25 referral reports of (2) down to (0) by the end of 25-26 academic year.</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: (≥ 4 sentences) How you will implement a positive reward program/system to decrease this problem? Each class will have an opportunity to earn up to 3 points daily focusing on BEST expectations for the cafe. At the end of the month, points will be totaled by teachers and entered in an excel spreadsheet for data tracking purposes. The top achieving classes per grade level will earn an incentive for meeting expectations. Students will be informed how they earned their incentive.</p>
<p>4. Evaluation: A. Implementation fidelity</p>	<p>How will you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program/system? (2-3 sentences) At the start of the year, all staff members will be trained in implementing the café expectations and how to reward points, ranging from 0-3. The system will be refined in the following ways: a rubric will be created that cafeteria monitors will follow for awarding of points, points will not be taken away for individual student behaviors, points are given with fidelity. The café point system will be explained by staff/teachers to students and reinforced in the classrooms about expectations and rules.</p>
<p>B. Student outcome monitoring <i>(use numerical data)</i></p>	<p>How will you know if the reward program/system is positively impacting students? What measurable data will you use to determine "success"? (2-3 sentences) The school will follow a 0-3 point reward system (Gator Cafe Points) to incentivize BEST behavior expectations. This will decrease the amount of behavior referrals by 5%, bringing 24-25 referral reports of (2) down to (0) by the end of 25-26 academic year.</p>

6B. *Character Education* is an educational and award program utilized to teach and recognize students who display positive character traits each month. Please refer to the BCPS website for lesson plans, videos and additional resources to support this recognition program at your school. 

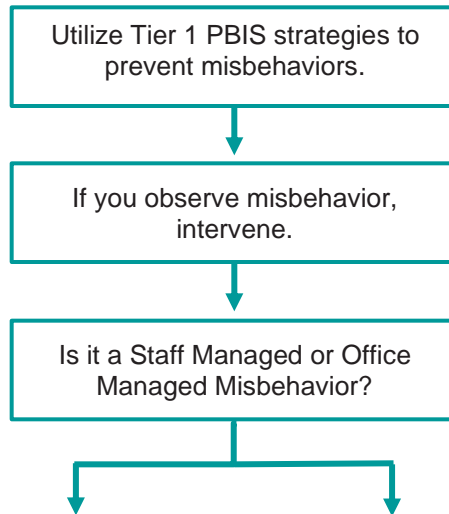
Monthly Character Traits	Plan Details
	How will you recognize <i>Kids of Character</i> each month? (2-3 sentences)

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

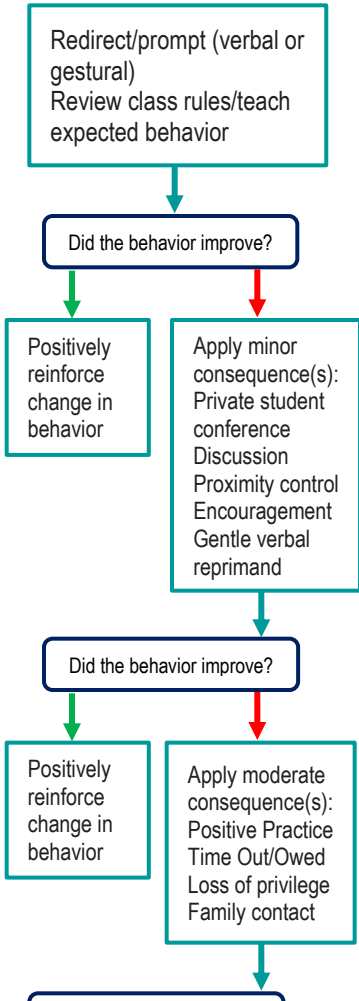
Teachers are given up to 10 days to select a student from their classroom to recognize for a given month's trait and submit their name via forms link. Counselor then uses the data from the forms submission to create student certificates and coordinate the monthly ceremony, picture and awards.

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

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 checked="" type="checkbox"/> Positive Behavior Interventions and Supports and the Classroom https://fi-pda.org/#/category/26 <input type="checkbox"/> Other: Click here to enter name of system.	<ol style="list-style-type: none"> 1. Staff will be reintroduced/trained into the implementation of CHAMPS. 2. Teachers will create CHAMPS expectations posted in the classroom for whole group, centers, small group, and transitions 3. Teachers will have a personalized reward/token system to reinforce expectations/rule following in which the students will earn incentives. 4.

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 :	22
Total number of <i>other</i> school-wide discipline referrals (not including classrooms):	37
% of referrals in the classroom:	37%
Do more than 40% of your referrals come from the classroom?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

If >40% of discipline referrals come from the classroom, it suggests Tier 1 classroom management implementation may need to be strengthened school wide.

Critical Elements # 9: SPBP Implementation Planning

RED Font = Action Steps for all schools in Broward County

GREY Font = Best Practices for all schools in Broward County

TEAL Font = Resources available at <https://browardschools.instructure.com/enroll/PWF673>

Implementation Action Plan	
Month	Action Steps
	<input checked="" type="checkbox"/> check off Action Step when completed
Current	<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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No	By 3/31/2026, 1. Teachers will have lesson plans recorded with review of expectations/rules at BOY, after winter break, after spring break. 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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No	By 8/6/2025, 1. Staff will receive a laminated discipline flow chart 2.
A recognition system is implemented by 100% staff for <i>all</i> students.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	By 8/6/2025, 1. Teachers will implement PBIS behavior system provided by administration 2. PBIS team will provide a monthly tracking for positive behaviors for teacher utilization.

10B. The SPBP is successful in positively impacting **students**: review behavior data and create a SMART goal. Evaluate implementation and create action steps to review in quarterly PBIS meeting.


*“If staff are implementing the SPBP consistently and effectively, is it positively impacting **students**? How will you know?”*

SMART Criteria:

S	Specific	Concrete, detailed, focused, and well defined. Results-focused and action-orientated.
M	Measurable	The measurement sources (data) are defined numerically in order to track progress towards the objective.
A	Attainable	Objectives are achievable in the near future to maintain motivation.
R	Realistic	Staff have the resources to achieve the objective- time, personnel, materials, etc.
T	Time-bound	Agreed-on time frames create the necessary urgency and prompt action.

STUDENT Outcome Monitoring		
Student Outcome Data	Complete the SMART goal to determine “successful” student outcomes <i>(use numerical data)</i>	List 2 action steps your team will take to ensure this goal is monitored and meets or exceeds the SMART goal.
Classroom Referrals <i>Choose one ODR area of focus</i>	By June 3, 2026, the percentage of classroom referrals will show a decrease of 5% as measured by Office Discipline Referrals (ODRs) in Focus.	1. Staff members will follow the disciplinary flow chart 2. Teachers will use CHAMPS with fidelity in the classroom.

SPBP Submission

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