



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



**SY 2025 – 2026**

<b>School Name:</b>	Discovery Elementary School
<b>School Number:</b>	3962

Please refer to the SPBP Canvas Resource page to access video tutorials, guidance, and resources for completing the 2025-2026 SPBP template. [i](#)

**CRITICAL ELEMENT # 1: Active Team with Administrative Participation**

**1A. Integrated MTSS School-Leadership Team Members**

Title	First and Last Name	Title	First and Last Name
1. Administrator	Dannyelle deVarona	7. Security Specialist/ Campus Monitor	Caleb Cooper
2. Point of Contact	Krystal Schechter	8. Social Worker	Keisha Watson
3. BTU Representative	Yvonne Taylor	9. School Nurse	Janice Bryant
4. Parent/Community Representative	Jesse Sage	10. Attendance Manager	Jacqueline Nicholson
5. Student Representative	Student Council President	11. Life Skills & Wellness Liaison	Valerie Harley-Gardner
6. School Counselor	Valerie Harley-Gardner	12. Resiliency Liaison	Tamar Bedward

\*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>	10/7/2025	2:20 pm	➡	10/9/2025
2 <sup>nd</sup>	12/16/2025	2:20 pm	➡	12/18/2026
3 <sup>rd</sup>	3/10/2026	2:20 pm	➡	3/11/2026
4 <sup>th</sup>	5/12/2026	2:20 pm	➡	5/14/2026

**CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment**

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

Action Steps:	Dates
Present the 2025-26 SPBP to staff ( <i>prior to April 30, 2025</i> )	4/21/2025
Hold a <i>faculty</i> vote on the new SPBP ( <i>prior to April 30, 2025</i> )	4/24/2025
Provide training to faculty and staff ( <i>prior to September 30, 2025</i> )	8/4/2025
Present the 2025-26 SPBP to family and community stakeholders ( <i>prior to September 30, 2025</i> )	9/3/2025

## 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:	794	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals		97%	Are your 0 – 1 referral > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
II. 2 - 5 referrals (at risk students)	15	2%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
III. > 5 referrals (high-risk students)	2	0%	Are your >5 referrals <5%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

### 3B. Core Effectiveness Action Steps:

If you answered “Yes” to I, II, and III above, then your core is effective. Based upon table 8A, is your core effective?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Answer <b>either</b> (a) or (b):	
(a) If your core is effective, then identify action steps your school leadership team should continue to take for early identification of at risk or high-risk students.	
(b) If you answered “No” to at least one of the items above (I, II, or III) then indicate the supports and interventions and action steps your school leadership team will implement <i>at the beginning</i> of the next school year to improve core strength:	
Core Effectiveness Action Steps: <i>(3-4 detailed steps)</i>	
<ol style="list-style-type: none"> <li>1. Assistant Principal will review data on new and continuing students that may be at risk or at high risk at the beginning of the school year</li> <li>2. The students identified as at risk or high risk will receive support and interventions.</li> <li>3. There will be monthly data reports collected on student referrals that will be reviewed by the PBIS team.</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: <i>(3-4 detailed steps)</i>
<ol style="list-style-type: none"> <li>1. We will implement a support plan and interventions to improve our subgroup disproportionality as indicated by data.</li> <li>2. We will monitor our referral data biweekly for each subgroup.</li> <li>3. The discipline flow chart will be utilized and monitored for its effectiveness</li> <li>4. Training and professional development will be provided to all teachers at the beginning of the year and refreshed as needed.</li> </ol>

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

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

Top 5 Behavior Incidents Current Year 2024-2025	# Incidents
1. Unruly Disruptive Behavior	39
2. Fight Minor Altercation	8
3. Bus Violation Level 3	8
4. Disobedience Insubordination	5
5. Mistreatment of Peers	3
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. Be Respectful
2. Be Responsible
3. Be Cooperative
4. Be Safe
5. N/A

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

Top 3 Locations, <b>excluding Classroom:</b>	
School Location(s)	# Incidents
1. Cafeteria	<b>19</b>
2. Bus	<b>13</b>
3. School wide	<b>3</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>Play Ground Rules</b>	<b>Classroom Rules</b>
<b>Be Respectful</b>	<b>Keep hands and feet to yourself</b> Click here to type hallway rules.	<b>Follow all directions given by the cafe monitors/adults</b> Click here to type cafeteria rules.	<b>Keep hands, feet and objects to yourself</b> Click here to type location rules.	
<b>Be Responsible</b>	<b>Go directly to your destination</b> Click here to type hallway rules.	<b>Keep all food items on your tray</b> Click here to type cafeteria rules.	<b>Follow directions the first time given</b> Click here to type location rules.	
<b>Be Cooperative</b>	<b>Remain in your line</b> Click here to type hallway rules.	<b>Remain seated</b> Click here to type cafeteria rules.	<b>Stay in designated area</b> Click here to type location rules.	
<b>Be Safe</b>	<b>Have your ID badge visible at all times</b> Click here to type hallway rules.	<b>Raise your hand to get the attention of an attendant/adult</b> Click here to type cafeteria rules.	<b>Line up when the whistle blows</b> 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	8/12/2025	8:00 – 9:00 am	Classroom
After Winter Break	1/6/2026	8:00 – 9:00 am	Classroom
After Spring Break	3/23/2026	8:00 – 9:00 am	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
<b>Lesson Plan Dates</b>			
Start of School Year	8/12/2025	8/13/2025	8/14/2025
After Winter Break	1/6/2026	1/7/2026	1/8/2026
After Spring Break	3/23/2026	3/24/2026	3/25/2026

**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?
<b>Resiliency Curriculum</b> Click to enter "other"	Monthly	Homeroom Teacher	Teachers will complete "Laurens Kids" lessons monthly. Students will participate and engage in the discussions for each resiliency lesson.	School counselors will monitor lesson completion monthly to ensure all students are actively participating. Classroom observations and behavior data will be reviewed regularly to identify trends and measure improvements in school climate.
<b>Character Education</b> Click to enter "other"	Daily	Ms. Gardner and Ms. Bedward	School counselors will deliver daily character education mini-lessons during the morning announcements, ensuring consistent exposure to core values across the school. In addition, counselors will provide supplemental mini-lessons in classrooms periodically throughout the year, based on student needs or emerging themes, to reinforce and deepen understanding of key character traits.	Counselors will gather feedback informal check-ins to assess student engagement and understanding. Classroom observations and behavior data—such as office referrals and positive behavior reports—will be reviewed regularly to identify trends and measure improvements in school climate.

## 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](#)

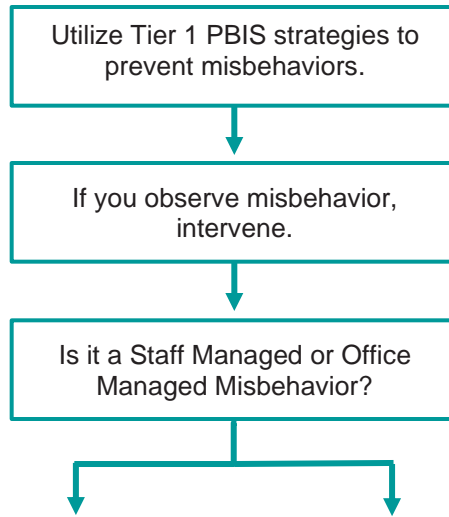
4 Step Problem Solving Process	Plan Details
<p><b>1. Problem Identification:</b> Review your behavior data to identify one school-wide problem. What problem did you identify? <i>(use numerical data)</i></p>	<p><b>Data used:</b> Number of office discipline referrals from the top behavior incidents</p> <p><b>Problem Identification Statement:</b> The number of office referrals for Unruly Disruptive Behavior was 39 referrals.</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> Students lack the necessary social skills to interact appropriately with one another in a non-structured environment.</p> <p><b>SMART Goal Statement:</b> By the end of the third quarter in 2026, office discipline referrals with Unruly Disruptive behavior will decrease from 39 to less than 19 (50% reduction).</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> <b>Token system</b></p> <p><b>Description of Program/System:</b> Throughout the school day, staff will promote positive behaviors that we want to see displayed, which counteract the negative behaviors that are being displayed on campus. Using our Discovery Dolphin Dollars rewards system students will receive dolphin dollars for their positive behaviors. Our top behavior incident is currently Unruly Disruptive Behavior. Students will receive dolphin dollars for being respectful and remaining on task; targeting behaviors where students demonstrate they are following directives the first time given. Students can spend their dolphin dollars at our school store or use their money for school-based events.</p>
<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> <i>(2-3 sentences)</i> We will monitor use of the dolphin dollars reward system to determine if it is being used consistently. We will also monitor behavior data to determine if we are seeing a decrease in the top behavior incident.</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?</b> <b>What measurable data will you use to determine "success"?</b> <i>(2-3 sentences)</i> The number of referrals for Unruly Disruptive Behavior will be collected every Friday by the Assistant Principal to ensure the system is positively impacting the office discipline referrals and no interim modifications need to be made. The total number of office discipline referrals for the third quarter will be collected on March 12, 2026, by the Assistant Principal and will be reviewed at the March 13, 2026, SPBP meeting. At this meeting, the team will determine if our goal was met.</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. 

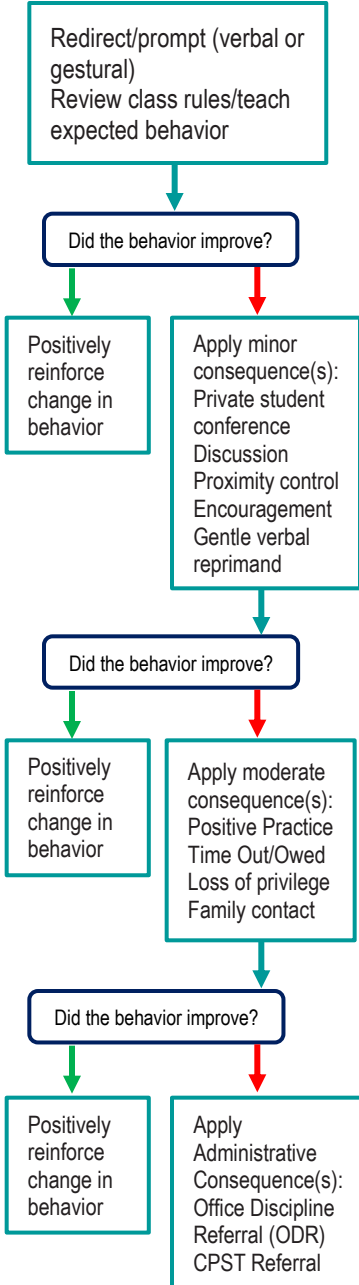
<b>Monthly Character Traits</b>	<b>Plan Details</b> How will you recognize <i>Kids of Character</i> each month? (2-3 sentences)
<ol style="list-style-type: none"><li>1. September: Cooperation</li><li>2. October: Responsibility</li><li>3. November: Citizenship</li><li>4. December: Kindness</li><li>5. January: Respect</li><li>6. February: Honesty</li><li>7. March: Self-Control</li><li>8. April: Tolerance</li></ol>	Teachers nominate one student each month that model the monthly character trait. Each month students will be recognized in the Dolphin flyer that all school stakeholders receive. Additionally, students will receive a certificate and be recognized in a picture posted outside their classrooms.

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

**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 checked="" 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 type="checkbox"/> Other: Click here to enter name of system.	<ol style="list-style-type: none"> <li>1. All teachers are encouraged to complete the online BEESS training to strengthen their classroom management skills.</li> <li>2. Coaching and support will be provided at the school level.</li> <li>3. Classroom management tips will be incorporated into faculty meetings.</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 checked="" 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 <b>from classrooms</b> :	<b>40</b>
Total number of <i>other</i> <b>school-wide</b> discipline referrals (not including classrooms):	<b>40</b>
% of referrals in the classroom:	50%
Do more than 40% of your referrals come from the classroom?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

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

## Critical Elements # 9: SPBP Implementation Planning

RED Font = Action Steps for all schools in Broward County

GREY Font = Best Practices for all schools in Broward County

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

Implementation Action Plan	
Month	Action Steps
	<input checked="" type="checkbox"/> check off Action Step when completed
Current	<input type="checkbox"/> Create an SPBP binder or portfolio to retain (for 2 years) hard copies of: your SPBPs, Action Plans, staff PBIS professional development attendance, stakeholder training attendance, quarterly meeting agendas, quarterly staff behavior presentations, voting attendance and outcome, Expectations lesson plans and Rules lesson plans
Pre-Planning	<input type="checkbox"/> Print up your SPBP and Feedback form BCPS Central <input type="checkbox"/> Provide SPBP presentation to all staff during Pre-Planning <input type="checkbox"/> Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders <input type="checkbox"/> Market and post School-wide Expectations and Location-specific Rules <input type="checkbox"/> Identify your district PBIS Specialist (Contact <a href="mailto:amber.jennings@browardschools.com">amber.jennings@browardschools.com</a> for more information if you are unsure) <input type="checkbox"/> Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP (indicated in yellow)
August 1 <sup>st</sup> Quarter Team Meeting	<input type="checkbox"/> Determine any needed team training, such as: 4 Step Problem Solving Process series, PBIS 10 Critical Elements, Data Collection, etc. <input type="checkbox"/> Review previous year's SPBP and feedback form; make necessary modifications <input type="checkbox"/> Review previous year's data (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) <input type="checkbox"/> Verify and implement teaching schedule for Expectations and Rules behavior lesson plans <input type="checkbox"/> Implement the Reward System for all students as indicated in the SPBP <input type="checkbox"/> Ensure the Discipline Flow Chart is distributed to all staff and is being used as written <input type="checkbox"/> Present implementation data, behavior data, team activities and SPBP progress to entire staff <input type="checkbox"/> Ensure all teachers are using an evidence-based classroom management plan, such as CHAMPS <input type="checkbox"/> Confirm next quarterly PBIS team meeting date and time
September	<input type="checkbox"/> Provide SPBP stakeholder presentation by September 30 <sup>th</sup> <input type="checkbox"/> Ensure instructional staff know how to document Tier 1 Supplemental Strategies for behavior <input type="checkbox"/> Check for staff and teacher understanding of PBIS - provide "PBIS 101" training as a resource Brainshark available at: <a href="http://www.brainshark.com/browardschools/PBIS101">http://www.brainshark.com/browardschools/PBIS101</a>
October 2 <sup>nd</sup> Quarter Team Meeting	<input type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) <input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff <input type="checkbox"/> Ensure Core Effectiveness Action Steps are being implemented as written <input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator <input type="checkbox"/> Confirm next quarterly PBIS team meeting date and time
November	<input type="checkbox"/> Review/revise lesson plans as indicated by previous quarter behavior data <input type="checkbox"/> Ensure that the Student Outcome Monitoring Action Steps are being implemented as written
January 3 <sup>rd</sup> Quarter Team Meeting	<input type="checkbox"/> Staff to re-teach Expectations and Rules after winter break <input type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) <input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff <input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator <input type="checkbox"/> Confirm next quarterly PBIS team meeting date and time
February	<input type="checkbox"/> Check on recently hired staff for PBIS understanding - provide "PBIS 101" Brainshark resource <input type="checkbox"/> Utilize the Stakeholder SPBP Forms Survey to solicit input for planning next year's SPBP (optional)
March 4 <sup>th</sup> Quarter Team Meeting	<input type="checkbox"/> Ensure progress towards completion and submission of next year's SPBP <input type="checkbox"/> Staff to re-teach Expectations and Rules after spring break <input type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) <input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff <input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator
April	<input type="checkbox"/> Provide staff presentation and faculty vote on new SPBP for next year <input type="checkbox"/> Submit your SPBP in BCPS Central by April 30 <sup>th</sup> . Use this new SPBP in the next school year <input type="checkbox"/> Continue implementing your current SPBP through the end of the current school year

## CRITICAL ELEMENT # 10: Evaluation

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

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

STAFF Implementation Monitoring		
Staff Implementation Goal	Quarterly Team Review: Implemented with fidelity?	If you answered <b>No</b> , enter 2 action steps your school will take to move towards this goal by the next PBIS meeting.
100% of hallways, front office, cafeteria, and other public areas all have school-wide expectations and location-specific rules posted.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	By Click here to enter a date, 1. 2.
100% of instructional staff has delivered expectations and rules lesson plans as written and when indicated.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	By Click here to enter a date, 1. 2.
100% of staff members are oriented to the Discipline Flow Chart. It is used consistently by 100% instructional staff, behavioral support, and administrators.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	By Click here to enter a date, 1. 2.
A recognition system is implemented by 100% staff for <i>all</i> students.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	By Click here to enter a date, 1. 2.



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

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

**SMART Criteria:**

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

STUDENT Outcome Monitoring		
Student Outcome Data	Complete the SMART goal to determine “successful” student outcomes <i>(use numerical data)</i>	List 2 action steps your team will take to ensure this goal is monitored and meets or exceeds the SMART goal.
<b>Classroom Referrals</b> <i>Choose one ODR area of focus</i>	By June 3, 2026, classroom referrals will indicate a 20% decrease as measured by Office Discipline Referrals (ODRs) in Focus.	1. Using the Behavior Dashboard the administrative team will identify and monitor all teachers that have written an above average number of ODRs monthly 2. The administrative team will designate specific school-based staff members to administer peer-to-peer support or coaching, based on the level of need.

SPBP Submission
<ol style="list-style-type: none"> <li>Upload completed SPBP (as PDF) into BCPS Central in the School Improvement Plan. </li> <li>Complete PBIS Point of Contact form. </li> </ol>