



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



**SY 2025 – 2026**

<b>School Name:</b>	Millennium 6-12 Collegiate Academy
<b>School Number:</b>	4772

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	Moira Sweeting-Miller	7. Security Specialist/ Campus Monitor	Valesheila Flanders
2. Point of Contact	Gidette Augustin	8. Social Worker	Arielle Esch
3. BTU Representative	Marvin Henderson	9. School Nurse	Tabitha Cameau
4. Parent/Community Representative	Jennifer Schorr	10. Attendance Manager	Claudine Lawrence
5. Student Representative	Nessa Schorr	11. Life Skills & Wellness Liaison	N/A
6. School Counselor	Sheree Ledgister	12. Resiliency Liaison	Arlene Callender
		13. Student Support Intervention Specialist	Amy Barrio

\*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>	9/15/2025			9/29/2025
2 <sup>nd</sup>	12/1/2025			12/8/2025
3 <sup>rd</sup>	3/2/2026			3/9/2026
4 <sup>th</sup>	5/4/2026			5/11/2026

**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> )	4/29/2025
Provide training to faculty and staff ( <i>prior to September 30, 2025</i> )	8/6/2025

**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:	1424	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals		60%	Are your 0 – 1 referral > 80%?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
II. 2 - 5 referrals (at risk students)	168	12%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
III. > 5 referrals (high-risk students)	399	28%	Are your >5 referrals <5%?	<input type="checkbox"/> Yes <input checked="" 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 type="checkbox"/> Yes <input checked="" 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: (3-4 detailed steps)	
1. Conduct grade level assemblies each quarter	
2. Conduct grade level parent meetings and provide them with handouts.	
3. Utilize Positive Behavior Intervention and Supports.	
4. Build strong relationships with students.	

**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. Conduct equity audits.
2. Embed cultural relevance into behavior expectations and reinforcements.
3. Provide professional development and cultural responsiveness.
4. Establish equity or diversity teams that include students and families.

## 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.Disruptive Unruly Play	170
2.Class Cut/Skipping	150
3.Disobedience/Insubordination	137
4.Unruly Disruptive Behavior	120
5.Fight Minor Altercation/Confrontation	73
TOTAL	650

- 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 Successful
2.Be Tolerant
3.Be Accountable
4.Be Respectable
5.

- 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. Hallway	<b>271</b>
2.Cafeteria	<b>74</b>
3.Restroom	<b>32</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>Click here to enter location: Rules</b>	<b>Classroom Rules</b>
<b>Be Successful</b>	Click here to select hallway rules OR <b>Walk at all times.</b>	Click here to select cafeteria rules OR <b>Keep your area clean.</b>	Click here to select location rules OR <b>Remain seated while the bus is in motion.</b>	
<b>Be Tolerant</b>	Click here to select hallway rules OR <b>Help a student that may be lost.</b>	Click here to select cafeteria rules OR <b>Sit in your assigned area.</b>	Click here to select location rules OR <b>Keep your hands and feet to yourself.</b>	
<b>Be Accountable</b>	Click here to select hallway rules OR <b>Wear ID badge and uniform at all times.</b>	Click here to select cafeteria rules OR <b>Refrain from using electronic devices.</b>	Click here to select location rules OR <b>Wait at your designated area for your bus to arrive.</b>	
<b>Be Respectful</b>	Click here to select hallway rules OR <b>Follow directives given by an adult.</b>	Click here to select cafeteria rules OR <b>Raise your hand to get the attention of an adult.</b>	Click here to select location rules OR <b>Follow the directions of the bus driver.</b>	
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>	9/16/2025	9:30 am	LA Classes
<b>After Winter Break</b>	1/13/2026	9:30 am	LA Classes
<b>After Spring Break</b>	3/30/2026	9:30 am	LA Classes

**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	Bus
Lesson Plan Dates			
<b>Start of School Year</b>	8/18/2025	8/20/2025	8/22/2025
<b>After Winter Break</b>	1/6/2026	1/7/2026	1/8/2026
<b>After Spring Break</b>	3/24/2026	3/25/2026	3/26/2026

**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>Character Education</b>  Click to enter "other"	First quarter and announcements will be made each quarter to remind students of the traits.	School Counselor	During class visits, the counselors will provide information regarding the character traits.	We will have teachers complete a survey to document the characters they are seeing in student behaviors.
<b>Resiliency Curriculum</b>  Click to enter "other"	First, Second, Third, and Fourth Quarters	Teachers	The lessons will be delivered in the core classrooms.	The Resiliency Coordinator will monitor implementation and assist instructional staff.

## 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: Office Discipline Referrals</b></p> <p><b>Problem Identification Statement:</b> <i>What problem did you identify?</i> During the year, there were 271 hallway incidents, 74 cafeteria incidents, and 32 restroom incidents.</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> Why do you think this problem is occurring? There have been inconsistencies, school-wide, for positive reward systems and follow-through. Through investigation, we found that many incidents began with issues that students had in the classroom. So, if teachers increase their reward systems and redirect those negative behaviors, then we hope to decrease the referrals we see overall.</p> <p><b>SMART Goal Statement:</b> Currently, less than 50% of teachers are utilizing rewards consistently. By May 30, 2026, the percentage of teachers utilizing the school-wide reward system consistently will increase to at least 60% and ODR referrals will decrease by 10%.</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> Select an item</p> <p><b>Description of Program/System:</b> (<i>≥ 4 sentences</i>) How you will implement a positive reward program/system to decrease this problem? Utilizing the PBIS program in FOCUS, students will be able to earn "Star Bucks" Points for a variety of positive behaviors in the targeted areas of being a S.T.A.R. (Success, Tolerance, Accountability and Respect). A list will be posted in classrooms, cafeteria, and gym areas of items/events that can be earned with the Star Bucks points. Students will earn points via the PSIS program. Earning a certain number of points will earn them a voucher to receive different items/experiences. Student input will be utilized throughout the year for additional ideas of the types of rewards/experience using Star Bucks Points. During our quarterly PSIS meetings, the team will analyze the impact of the Star Bucks Points system. The behaviors we are looking for would be things like having tolerance for difference of opinions, by not arguing or fighting over it, helping one another, cleaning their tables in the cafeteria, etc. (See 4D)</p>
<p><b>4. Evaluation:</b> A. Implementation fidelity</p>	<p><b>How will you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program/system?</b> (<i>2-3 sentences</i>) There will be an area set up in the gym where students can redeem their reward for the item/experience they choose, by turning in their Star Bucks vouchers. Time will be set aside every Monday morning before school begins, from 9:00 am-9:20 am. and in the cafeteria on Mondays/Fridays. We will monitor the fidelity of the program by looking at the number of points students are earning on the FOCUS system and the number of teachers who are consistently using the system to give rewards. Tracking of referrals will be done monthly, to determine if the number of referrals is less each month.</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> (<i>2-3 sentences</i>) The measurable data that will be used will be downloaded from the FOCUS behavior dashboard, specifically looking at the number of referrals submitted. We are looking for a 5% decrease in the total number of DMS referrals monthly. The</p>

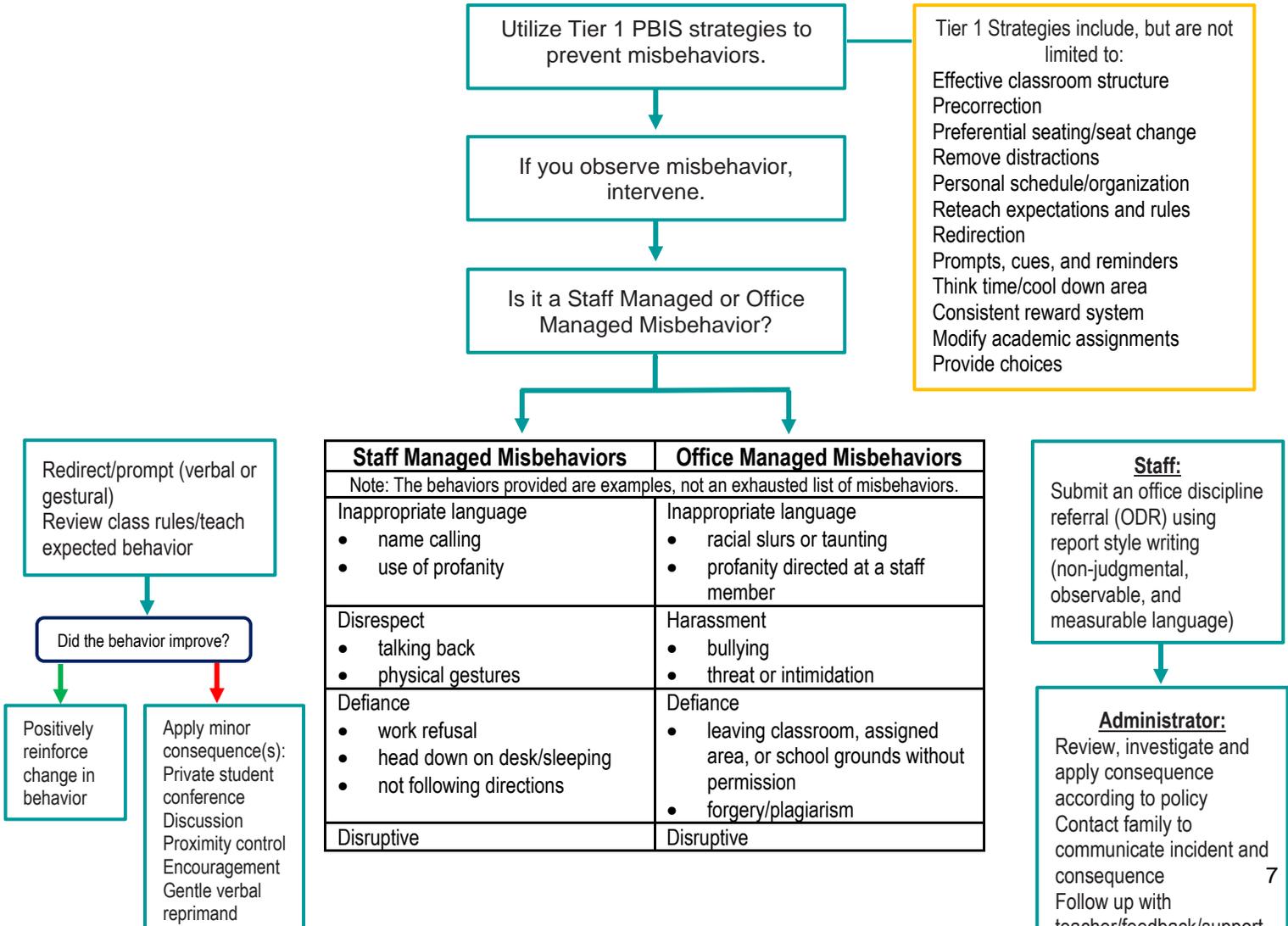
areas of focus will be in the classrooms and hallways and the Star Bucks points earned.

**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	Each month the teacher nominates a student that exhibits the character trait for that month. The student is then recognized and given a certificate at our grade level honor roll assembly.

**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.





<ul style="list-style-type: none"> <li>tattling/false information</li> <li>talking out of turn</li> <li>calling out distracting others</li> </ul>	<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 touching others, pushing/shoving (no injuries) mutual horseplay	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

## 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 <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. Share the resources where teachers can be CHAMPS and/or PSIS trained.</li> <li>2. Invite district PSIS personnel to facilitate training, as needed.</li> <li>3. Invite teacher leaders to facilitate training sharing best practices.</li> </ol>

### 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 checked="" 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> :	679
Total number of <i>other school-wide</i> discipline referrals (not including classrooms):	463
% of referrals in the classroom:	59%
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 (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.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	By 10/15/2025, 1. The PSIS team will verify and check that all classrooms have the school-wide expectations posted in their classrooms and around the hallways. 2. Team will split up the responsibility of putting up missing posters.
100% of instructional staff have delivered expectations and rules lesson plans as written and when indicated.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	By 5/1/2026, 1. Administration will verify that lessons have been delivered during the time indicated.
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 10/15/2025, 1. Administration will verify that the flow chart is followed. 2. Staff will be oriented to the flow chart during Teacher Planning Week.
A recognition system is implemented by 100% staff for <i>all</i> students.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	By 10/15/2025, 1. Staff will be trained in using the PSIS Rewards system in FOCUS. 2. Rewards associated with points in the FOCUS System will be school based, such as lunch bunch with their favorite teacher, free ice cream pass, and open gym Fridays. Rewards will be updated, as needed.

**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.

<p><b>Behavior Incidents</b> <i>Choose one ODR area of focus</i></p>	<p>By June 3, 2026, click here to enter area of focus Disruptive Unruly Play will indicate click here to enter # a 10 percent decrease as measured by Office Discipline Referrals (ODRs) in Focus.</p>	<p>1. By May 30,2025 all quarterly discipline reports will be compared to the prior year's discipline data to see if there was a difference in referral rates. 2. Each quarterly PSIS meeting will include making a comparison of discipline data from the previous year for the disobedience infraction.</p>
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<b>SPBP Submission</b>	
<ol style="list-style-type: none"> <li>1. Upload completed SPBP (as PDF) into BCPS Central in the School Improvement Plan. </li> <li>2. Complete PBIS Point of Contact form. </li> </ol>	