



Schoolwide Positive Behavior Plan (SPBP)
Broward County Public Schools

SY 2026 – 2027



School Name:	Hallandale Magnet High School
School Number:	0403

Please refer to the SPBP Canvas Resource page to access video tutorials, guidance, and resources for completing the 2026-2027 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	Mr. William Gillespie	7. Security Specialist/ Campus Monitor	Mr. Daryl Avant
2. Point of Contact	Mrs. Cinderella Ashley-Hill	8. Social Worker	Mr. Robert Smith
3. BTU Member	Ms. Kaila Gillings	9. School Nurse	Mr. Anthony Johns
4. Parent/Community Representative	Mrs. Megan Beddow-Peters	10. Attendance Manager	Ms. Chandra Lee
5. Equity Liaison	N/A	11. Life Skills & Wellness Liaison*	TBA
6. School Counselor	Ms. Rebecca Saintubert	12. Teacher	Mr. Brandon Forbes

*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	9/3/2026	TBD		9/3/2026
2 nd	11/2/2026	TBD		11/5/2026
3 rd	2/1/2027	TBD		2/4/2027
4 th	3/29/2027	TBD		4/1/2027

CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment

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

Action Steps:	Dates
Present the 2026-27 SPBP to staff (<i>prior to April 30, 2026</i>)	4/21/2026
Hold a <i>faculty</i> vote on the new SPBP (<i>prior to April 30, 2026</i>)	4/29/2026
Provide training to faculty and staff (<i>prior to September 30, 2026</i>)	8/3/2026
Present the 2025-26 SPBP to family and community stakeholders (<i>prior to September 30, 2026</i>)	8/31/2026

CRITICAL ELEMENT # 3: Data Collection and Analysis

3A. Core Effectiveness: Use current 2025-2026 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:	893	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals	91	94%	Are your 0 – 1 referral > 80%?	☒ Yes ☐ No
II. 2 - 5 referrals (at risk students)	50	6%	Are your 2 - 5 referrals <15%?	☒ Yes ☐ No
III. > 5 referrals (high-risk students)	4	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 <i>at the beginning</i> of the next school year to improve core strength:	
Core Effectiveness Action Steps: (3-4 detailed steps) - The leadership team will continue to implement schoolwide re-teaching behavioral expectations using the CHAMPS framework during the first two weeks of school and after each extended break. - Teachers and staff will receive targeted professional development on behavior management strategies, trauma-informed practices, and restorative approaches during monthly PLCs. - The administrative team will review Behavior data from Focus monthly to identify referral trends, and follow-up support will be provided to high-needs classrooms or teachers. - The MTSS Behavior Team will proactively monitor students with one referral and initiate Tier 1 interventions and check-ins to prevent escalation to higher risk levels.	

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 subgroup populations (race, SWD, ELL)?
Disproportionality Action Steps: (3-4 detailed steps) To prevent disproportionate discipline outcomes among subgroups such as students by race, Students with Disabilities (SWD), and English Language Learners (ELL), Hallandale Magnet High School will implement the following initiatives: Culturally Responsive Training: All staff will participate in professional development on implicit bias, cultural competence, and equity-centered classroom management practices to build awareness and reduce bias in disciplinary decision-making. Behavior Data Monitoring by Subgroup: The administrative team will disaggregate behavior data by race, ESE status, and ELL status monthly to identify trends and address disparities in referral and suspension rates.

3. **Restorative Practices Integration:** The school will expand the use of restorative circles and peer mediation, especially for students in subgroups disproportionately affected by discipline, to repair harm and foster accountability without exclusion.
4. **Targeted Mentorship and Support Programs:** The school will implement peer mentorship and adult advocate programs focused on at-risk subgroup students, including SWD and ELL, to provide social-emotional support and improve engagement.

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

4A. Top five behavior incidents: **Use current 2025-2026 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.

4B. School-wide
3 – 5 positive
(*not behaviors*)
the top school-
misbehaviors in
people on
expected to
expectations.

Top 5 Behavior Incidents Current Year 2025-2026		# Incidents
1. Disobedience/Insubordination		54
2. Unruly/Disrupted Behavior		30
3. Defiance of Authority/Habitual		27
4. Tardiness Habitual		24
5. Drug Pos. of Unauthorized substance		16
TOTAL		151
Schoolwide Expectations		
1. P – Demonstrate PRIDE in positive behavior.		
2. O – OWN your behavior.		
3. W–Utilize WILLPOWER to do the right thing.		
4. E – EMBRACE responsibility.		
5. R –Demonstrate RESPECT towards self and others.		

expectations are
characteristics
that counteract
wide
section 3A. ALL
campus are
model these

4C. Top three
locations: **Use
2026 school
data** as listed in

- (a) Review
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.

school-wide
**current 2025-
year behavior**
Focus.
your referral data

Top 3 Locations, <u>excluding Classroom:</u>	
School Location(s)	# Incidents
1. Admin Office	17
2. Restroom	9
3. Cafeteria/Hallway	7

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	School Grounds Rules	Classroom Rules
1. P – Demonstrate Pride in positive behavior.	Have your ID badge visible at all times Keep Hallways clean.	Clean your eating space and pick up trash around your area.	Place trash in proper garbage receptacles.	Clean your learning space. Throw away any trash before the dismissal bell.
2. O – Own your behavior.	Always wear a valid School ID around your neck.	Keep electronics in your backpack. Always wear a valid ID around your neck.	Always wear a valid School ID around your neck.	Always wear a valid School ID around your neck.
3. W – Utilize willpower to do the right thing.	Focus on YOURSELF.	Stay on school grounds during school hours.	Stay on school grounds during school hours.	Be in your seat by the tardy bell and follow the 15-15 rule.
4. E – Embrace responsibility.	Speak in a moderate tone/volume without profane language.	Speak in a moderate tone/volume without profane language.	Speak in a moderate tone/volume without profane language.	Speak in a moderate tone/volume without profane language.
5. R – Demonstrate respect towards self and others.	Walk on the right and keep the hallway traffic flowing.	Promptly report to the auditorium, patio, or gym when you finish eating.	At dismissal, leave school grounds or arrive to extracurricular activities by	Respect the teacher, classroom, and each other.

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	8/24 – 8/28/2026	DURING STUDY HALL	AUDITORIUM
After Winter Break	1/6/2027	DURING STUDY HALL	AUDITORIUM
After Spring Break	4/7/2027	DURING STUDY HALL	AUDITORIUM

5B. At least one Rule 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 at the beginning of the year, after long breaks, and throughout the year as necessary.

Dates when the rules lesson plans for common locations are taught by instructional staff and noted in lesson plans:			
Common Location	Hallway Rules	Cafeteria Rules	School-Wide
Lesson Plan Dates			
Start of School Year	8/24 – 8/28/2026	8/24 – 8/28/2026	8/24 – 8/28/2026
After Winter Break	1/6/2027	1/6/2027	1/6/2027
After Spring Break	4/7/2026	4/7/2026	4/7/2026

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 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	The Resiliency Curriculum will be delivered schoolwide monthly across all subject areas, with designated lessons throughout the academic year.	Trained classroom teachers, supported by school counselors and SEL specialists, will facilitate the curriculum.	Educators will utilize structured lessons focusing on skills such as perseverance, empathy, gratitude, and responsibility. The curriculum will be embedded into daily routines and reinforced through school-wide lessons and activities.	Student surveys, behavioral incident reports, and teacher observations will assess effectiveness. Regular reviews will be conducted to adjust strategies and ensure the curriculum meets student needs.
Character Education	Character Education lessons will be delivered schoolwide during Study Hall with designated lessons	Trained classroom teachers, supported by school counselors and SEL specialists,	Educators will utilize structured lessons focusing on core values such as respect, responsibility, fairness, and citizenship. The curriculum will be embedded into daily routines and reinforced	Student surveys, behavioral incident reports, and teacher observations will assess effectiveness. Regular reviews will be conducted to

	throughout the academic year.	will facilitate the curriculum.	through school-wide lessons and activities.	adjust strategies and ensure the curriculum meets student needs.
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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.

At Hallandale Magnet High School, the schoolwide recognition system is designed to consistently reinforce our campus-wide behavioral expectations while addressing areas where behavioral referrals commonly occur, such as hallways and the cafeteria. Students are encouraged to demonstrate respectful, responsible, and safe behaviors through intentional recognition and positive reinforcement throughout the school day.

Students earn points for exhibiting positive behaviors through the school's digital SEATApp platform to support this. Faculty and staff can award points in real time to acknowledge actions such as following directions, helping peers, showing leadership, or upholding school norms in high-traffic areas. Accumulated points can be redeemed at the school's **POWER Store**, where students can choose from various incentives, including snacks, treats, and school-branded paraphernalia. This recognition system motivates students and fosters a culture of accountability and pride in positive behavior.

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

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? <i>(use numerical data)</i>	Data used: Focus Behavior Data – 2025–2026 School Year Problem Identification Statement: Disobedience/Insubordination is the most frequent behavior incident, with 54 documented cases . This indicates a need for schoolwide support in improving student compliance with adult directives and classroom expectations.
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>	Hypothesis: Students may be unclear on behavioral expectations or lack consistent reinforcement of positive behaviors. Additionally, inconsistent classroom management practices may contribute to increased insubordination referrals. SMART Goal Statement: By May 2027 , Hallandale Magnet High School will reduce incidents of Disobedience/Insubordination by 25% , decreasing from 54 incidents to 40 or fewer , by implementing a schoolwide positive behavior reward system.
3. Intervention Design: Describe how you will implement a positive reward program/system to decrease this problem.	Type of Program/System: Point system Positive Behavior Reward System using SEATApp and POWER Store Description of Program/System: To address disobedience and reinforce positive behavior, HMHS will continue fully implementing our schoolwide digital reward system through SEATApp, where students earn points for demonstrating respectful and compliant behavior. New teachers and staff members will be trained, and existing members will be retrained consistently awarding points for on-task behavior, respectful communication, and following directions. Points can be redeemed at the POWER Store for snacks, treats, and school merchandise. Additionally, monthly incentives and surprise rewards (e.g., "Charger Shout-Outs") will be introduced to keep students motivated and engaged in meeting behavior expectations. This system will be promoted schoolwide through morning announcements, posters, and classroom visits.

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? (2-3 sentences) Implementation of Fidelity: The administrative team will conduct monthly classroom walkthroughs to observe staff usage of the SEATApp system and ensure consistent point distribution. Teachers will also complete a brief monthly feedback form to reflect on implementation and suggest improvements. Positive incentives may be awarded.
B. Student outcome monitoring (use numerical data)	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) Student Outcome Monitoring: Referral data for Disobedience/Insubordination will be reviewed monthly using Focus. A reduction in the number of incidents from 54 to 40 or fewer by May 2027 will indicate that the reward system is positively impacting student behavior. Additional data, such as SEATApp point trends and student survey feedback will also be analyzed to monitor program success.

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	Hallandale Magnet High School will recognize students who exemplify the designated character trait through teacher and staff nominations each month. Honorees will be acknowledged via morning announcements, social media spotlights, and featured in school newsletters. Students will also earn SEATApp points redeemable at the POWER Store and may receive additional rewards such as certificates, raffle entries, or invitations to participate in special events.

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.



If necessary, implement interventions

Tier 1 Strategies include, but are not limited to:
Effective classroom structure
Precorrection
Preferential seating/seat change
Remove distractions

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 intent to do harm • petty theft
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. (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. The admin team will facilitate CHAMPS Training Modules during PLC to train staff to set clear behavioral expectations and maintain consistent routines. 2. Teachers must develop and submit classroom management plans that align with CHAMPS and PBIS strategies, including defined expectations for student behavior in various classroom scenarios. 3. Administrators and instructional coaches will conduct regular classroom walkthroughs using a PBIS-aligned observation tool to monitor implementation fidelity and provide targeted feedback. 4. Staff will participate in quarterly reflection meetings to review student behavioral data, share implementation successes and challenges, and refine classroom strategies based on evidence-based practices.

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 :	150
Total number of <i>other</i> school-wide discipline referrals (not including classrooms):	32
% of referrals in the classroom:	82%
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>

Implementation Action Plan	
Month	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 1 st 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 30 th ☐ 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 2 nd 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 3 rd 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 4 th 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 30 th . 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 8/28/2026, 100% of hallways, front office, cafeteria, and other public places will have school-wide expectations and location-specific rules posted.
100% of instructional staff have delivered expectations and rules lesson plans as written and when indicated.	☒ Yes ☐ No	By 8/28/2026, 100% of instructional staff will deliver expectations and rules lesson plans.
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 8/28/2026, 100% of staff will be oriented to the Discipline Flow Chart.
A recognition system is implemented by 100% of staff for <i>all</i> students.	☒ Yes ☐ No	By 8/28/2026, 100% of a school-wide reward system (The Seat App, POWER Point system), will be implemented for all students.

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 2, 2027, classroom referrals will indicate decrease by 5% as measured by Office Discipline Referrals (ODRs) in Focus.	1. The leadership team will review monthly ODR data from Focus, disaggregated by teacher, time, location, and behavior type, to identify trends and provide targeted support where referral rates remain high. 2. Teachers will complete a brief monthly self-reflection and behavior tracking form to monitor classroom management practices and identify areas for improvement, which will be reviewed during PLCs for collaborative problem-solving.

SPBP Submission

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