Schoolwide Positive Behavior Plan (SPBP)
Broward County Public Schools

SY 2026 – 2027

School Name:	North Andrews Gardens Elementary
School Number:	0521

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	Catrice Duhart	9. Security Specialist/ Campus Monitor	Ralph Baselice-ASSO
2. Point of Contact	Clarice Johnston/Jermaine Vassell	10. Social Worker	Grimadys Berrios Figueroa
3. BTU Representative	Kimberly McGill	11. Attendance Manager	Ana Samples
4. Parent/Community Representative	Eileen Geisler	12. Head Facilities	Omar Tunon
5. Student Representative	Nicolas Geisler	13. Second Grade	Nicole Malsom
6. School Counselor/ Life Skills & Wellness Liaison / Resiliency Liaison	Tiffany Potts	14. Third Grade	Mark Strain
7. Kindergarten	Jennifer Greenblatt	15. Fourth Grade	Kathy Morgan
8. First Grade	Charlotte Tobin	16. Fifth Grade	Sara Colton

*Optional Team Member(s): Family Therapist, Grade Level/Content Area Representatives, Clerical, Custodial, Food/Nutrition

1B. Schedule of quarterly team meetings.
Meeting Objectives:
1. Progress monitor the action steps indicated in Critical Element #9.
2. Collect & analyze student outcome data using the 4 Step Problem Solving Process.

Quarter	PBIS Data Meeting Dates	PBIS Data Meeting Times		Faculty and Staff Data Communication/Presentation Dates
1st Aug. 10 – Oct. 9	9/29/2026	7:45 am		10/6/2026
2nd Oct. 13 – Dec. 18	12/1/2026	7:45 am		12/8/2026
3rd Jan. 5 – Mar. 18	3/2/2027	7:45 am		3/9/2027
4th Mar. 29 – May 28	5/4/2027	7:45 am		5/11/2027

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 *(prior to April 30, 2026)*	4/16/2026
Hold a *faculty* vote on the new SPBP *(prior to April 30, 2026)*	4/21/2026
Provide training to faculty and staff *(prior to September 30, 2026)*	8/3/2026

Present the 2026-27 SPBP to family and community stakeholders *(prior to September 30, 2026)*	9/2/2026

CRITICAL ELEMENT # 3: Data Collection and Analysis

3A. Core Effectiveness: ***Use current 2025-2026 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:	678	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals		99%	Are your 0 – 1 referral > 80%?	☒Yes ☐No
II. 2 - 5 referrals (at risk students)	3	0%	Are your 2 - 5 referrals <15%?	☒Yes ☐No
III. > 5 referrals (high-risk students)	2	0%	Are your >5 referrals <5%?	☒Yes ☐No

3B. Core Effectiveness Action Steps:

If you answered "Yes" to I, II, and III above, then your core is effective. Based upon table 8A, is your core effective?	☒Yes ☐No

Answer **either** (a) or (b):
(a) If your core is effective, then identify action steps your school leadership team should continue to take for early identification of at risk or high-risk students.
(b) If you answered "No" to at least one of the items above (I, II, or III) then indicate the supports and interventions and action steps your school leadership team will implement *at the beginning* of the next school year to improve core strength:

Core Effectiveness Action Steps:

1. Behavior Interventions through classroom behavior plans and/or individual plans as needed.
2. Office Referrals for office managed behaviors discussed with faculty from the planning week at the start of the school year.
3. School Counselor Referral for ongoing groups and for individual students identified through the MTSS/RtI process.
4. Referral to School Social Worker for ongoing interventions that have lacked parental support and involvement.
5. Class placement of at-risk or high-risk students from the 25-26 school year will be discussed with CPST so appropriate placement in a class for the 26-27 school year is done.

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:

1. When the level of need for support is determined for a teacher with behavioral concerns, support will be provided based on the level of need by a member of the CPST.
2. The Support Staff will ensure that the school-wide rewards system is implemented with fidelity. Each week the grade level winners will be presented with the token reward and then grade level winners will be presented with a classroom edible award at the end of each quarter given to the class with the most "wins" weekly in that quarter.
3. Our school counselor will meet with students along with our Equity Liaison quarterly to hear their concerns and feedback about their perspective on how the learning and emotional environment is at our school.
4. Classroom teachers will deliver Suite 360 and SEL lessons every other week to build community in their classrooms and focus on school-wide sense of belonging.

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.

Top 5 Behavior Incidents Current Year 2025-2026	# Incidents
1. Unruly/Disruptive Behavior	7
2. Battery Low Level	6
3. Disobedience/Insubordination	3
4. Simple Battery	1
5. Harassment	1
TOTAL	18

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 Yourself and Others
2. Always be safe
3. Be Positive

4C. Top three school-wide locations: ***Use current 2025-2026 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. Café	**3**
2. Hallway	**3**
3. Athletic Field	**1**

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				Teacher:
Schoolwide EXPECTATIONS	**Hallway Rules**	**Cafeteria Rules**	Athletic Field **Rules**	**Classroom Rules**
Be Respectful to Yourself and Others	**Face forward** Walk quiet so others can continue to learn	**Follow all directions given by the cafe monitors/adults** Use table manners with inside voices while having positive conversations	**Follow directions the first time given** Follow the rules of organized games and activities	
Always be safe	**Go directly to your destination** When walking to a destination with a buddy, go directly to the correct destination	**Walk in the cafeteria** Stay in your assigned space and area and keep it clean	**Stay in designated area** Follow the rules of the playground and keep your hands and feet to yourself	
Be Positive	**Use a finger wave to say hello** Help your classmates and use kind words	**Use a level 1-2 voice** Help your classmates and use kind words	**Keep hands and feet to yourself** Be a good sport and play fair	

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	8/3/2026	Social Studies Block	Classroom
After Winter Break	1/5/2027	During Gr Level VPAT Classes	Auditorium
After Spring Break	3/29/2027	Social Studies Block	Classrooms

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**	**Athletic Field**
Lesson Plan Dates			
Start of School Year	8/10/2026	8/11/2026	8/12/2026
After Winter Break	1/5/2027	1/5/2027	1/5/2027
After Spring Break	3/29/2027	3/29/2027	3/29/2027

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?**	**How will it be monitored for effectiveness?**
Internet Safety: Think B4U Post **Click to enter "other"**	Fall Semester TBD October or November	Mr. Vassell (EPL) will coordinate with the district departments to implement the Think B4U Post student assemblies and parent nights	We will host multiple grade level student assemblies in the cafeteria of the school. We will target the students in grades 4 and 5. We can even include other grade levels if necessary. The district department will send representatives to facilitate the presentations and provide resources for our school community. We will also plan for a Parent Night and do the same but just exclusively for the adult families of our students.	Student clubs and organizations such as Safety Patrols, SAVE Promise Club, and 5,000 Role Models of Excellence Project will have student members serve as ambassadors to participate in these events and activities. The feedback from our key stakeholders will be used to monitor the effectiveness.

Bullying Prevention: Be the 1 **Click to enter "other"**	Spring Semester TBD January or February	Mr. Vassell (EPL) will coordinate with the district departments to implement the Be The 1 student assemblies.	We will host multiple grade level student assemblies in the cafeteria of the school. We will target the students in grades 4 and 5. We can even include other grade levels if necessary. The district department will send representatives to facilitate the presentations and provide resources for our school community	Student clubs and organizations such as Safety Patrols, SAVE Promise Club, and 5,000 Role Models of Excellence Project will have student members serve as ambassadors to participate in these events and activities. The feedback from our key stakeholders will be used to monitor the effectiveness.

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

1. Problem Identification: Review your behavior data to identify one school-wide problem. What problem did you identify? *(use numerical data)*	**Data used:** Referrals from the cafeteria make up approximately 43% of the ODR referrals, like the referrals from the hallways and athletic field. Café infractions tend to be more severe than the other areas. **Problem Identification Statement:** *What problem did you identify?* Students do not always follow the cafeteria rules and expectations.
2. Problem Analysis: Why do you think this problem is occurring? What is your goal? *(create a SMART goal statement with numerical data)*	**Hypothesis:** *Why do you think this problem is occurring?* Students require more frequent reminders of rules and expectations. We believe this is because there is less structure in the cafeteria than in the classroom. **SMART Goal Statement:** By the end of the first semester, the number of referrals from the cafeteria will decrease by 3%.
3. Intervention Design: Describe how you will implement a positive reward program/system to decrease this problem.	**Type of Program/System:** Token system **Description of Program/System:** *(≥ 4 sentences)* How you will implement a positive reward program/system to decrease this problem? We will have the "Golden Ticket Award." This award will be given to the classes on each grade level that exhibit the most days in a week with behavior that most follows the cafeteria expectations and rules. They will get to insert the Golden Ticket into their jars. At the end of each quarter, the award will be given to four different classes (e.g., 2 winning classes from K-2 and 2 winning classes from 3-5). At the end of each quarter, the class on each grade level with the most tickets will be awarded an incentive.
4. Evaluation: A. Implementation fidelity	**How will you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program/system?** *(2-3 sentences)* There will be a bulletin board in the cafeteria with a chart that cafeteria supervisors will chart the daily compliance of each class of the cafeteria rules and expectations. The school counselor that is a member of the PBIS team will report the "Golden Ticket" winners to admin and the winners will be announced at the end of the week. The "Golden Ticket" will be bought to the winning classes for the week.
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)* Students will follow the rules and expectations for cafeteria behavior. They will use table manners, having polite conversations, clean up their assigned area and stay in their assigned area. 90% of the students in a class must meet expectations for the rules in the cafeteria.

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

Monthly Character Traits	Plan Details How will you recognize *Kids of Character* each month?
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 nominate one student from their class each month that is exemplifying the character trait of that month. Ms. Potts (school counselor) present certificates to our Kid of Character's during lunchtime to acknowledge students in front of their peers on the outstanding choices they are making in and out of the classroom. Students are also presented with a token of appreciation for their hard work. The reward varies month to month.

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 you observe misbehavior, intervene.

Is it a Staff Managed or Office Managed Misbehavior?

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 • 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

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

Redirect/prompt (verbal or gestural)
Review class rules/teach expected behavior

Did the behavior improve?

- Positively reinforce change in behavior
- Apply minor consequence(s): Private student conference, Discussion, Proximity control, Encouragement, Gentle verbal reprimand

Did the behavior improve?

- Positively reinforce change in behavior
- Apply moderate consequence(s): Positive Practice, Time Out/Owed, Loss of privilege, Family contact

Did the behavior improve?

- Positively reinforce change in behavior
- Apply Administrative Consequence(s): Office Discipline Referral (ODR), CPST Referral

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. *(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. Teachers on the staff that are not trained in CHAMPS will take the training. 2. Collaborative Problem-Solving Team will collaborate with teachers to create behavior plans for individual students and monitor those plans for fidelity. 3. Teachers who have less successful behavior management will be assigned a peer mentor to assist them with classroom behavior management strategies that are obtained from PBIS world. 4. District provided training for Prevention and De-Escalation strategies will be utilized

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 2025-2026 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**:	25
Total number of *other* **school-wide** discipline referrals (not including classrooms):	35
% of referrals in the classroom:	42%
Do more than 40% of your referrals come from the classroom?	☒ Yes ☐ No

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

Critical Elements # 9: SPBP Implementation Planning

RED Font = Action Steps for all schools in Broward County
GREY Font = Best Practices for all schools in Broward County
TEAL Font = Resources available at https://browardschools.instructure.com/enroll/PWF673

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 **1st Quarter Team Meeting**	☐ Determine any needed team training, such as: 4 Step Problem Solving Process series, PBIS 10 Critical Elements, Data Collection, etc. ☐ Review previous year's SPBP and feedback form; make necessary modifications ☐ Review previous year's data (Use the Tier 1 Agenda and Quarterly Big 5 Data template) ☐ Verify and implement teaching schedule for Expectations and Rules behavior lesson plans ☐ Implement the Reward System for all students as indicated in the SPBP ☐ Ensure the Discipline Flow Chart is distributed to all staff and is being used as written ☐ Present implementation data, behavior data, team activities and SPBP progress to entire staff ☐ Ensure all teachers are using an evidence-based classroom management plan, such as CHAMPS ☐ Confirm **next** quarterly PBIS team meeting date and time
September	☐ Provide SPBP stakeholder presentation by September 30th ☐ Ensure instructional staff know how to document Tier 1 Supplemental Strategies for behavior ☐ Check for staff and teacher understanding of PBIS - provide "PBIS 101" training as a resource Video training modules available at: https://browardschools.instructure.com/courses/1193624/
October **2nd Quarter Team Meeting**	☐ Review previous quarter's data (Use Tier 1 Agenda and Quarter Big 5 Data template) ☐ Present implementation data, behavior data, team activities, and SPBP progress to entire staff ☐ Ensure Core Effectiveness Action Steps are being implemented as written in Section 3B ☐ Complete Quarterly Big 5 Data Template and submit to your assigned 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 in Section 10B
January **3rd Quarter Team Meeting**	☐ Staff to re-teach Expectations and Rules after winter break ☐ Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template) ☐ Present implementation data, behavior data, team activities, and SPBP progress to entire staff ☐ Complete Quarterly Big 5 Data Template and submit to your assigned PBIS Administrator ☐ Confirm **next** quarterly PBIS team meeting date and time
February	☐ Check on newly hired staff for PBIS understanding - provide "PBIS 101" video training module ☐ Utilize the Stakeholder SPBP Forms Survey to solicit input for planning next year's SPBP *(optional)*
March **4th Quarter Team Meeting**	☐ Ensure progress towards completion and submission of next year's SPBP ☐ Staff to re-teach Expectations and Rules after spring break ☐ Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template) ☐ Present implementation data, behavior data, team activities, and SPBP progress to entire staff ☐ Complete Quarterly Big 5 Data Template and submit to your assigned PBIS Administrator
April	☐ Provide staff presentation and faculty vote on new SPBP for next year ☐ Submit your SPBP in BCPS Central by April 30th. Use this new SPBP in the next school year ☐ Continue implementing your *current* SPBP through the end of the current school year

CRITICAL ELEMENT # 10: Evaluation

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

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

STAFF Implementation Monitoring		
Staff Implementation Goal	Quarterly Team Review: Implemented with fidelity?	If you answered **No**, enter 2 action steps your school will take to move towards this goal by the next PBIS meeting.
100% of hallways, front office, cafeteria, and other public areas all have school-wide expectations and location-specific rules posted.	☒Yes ☐No	By 8/24/2026, 1. Designated grade level PBIS members will verify posters are in all locations. 2. Teachers/staff will bring attention to the posters when walking students in the hallways.
100% of instructional staff has delivered expectations and rules lesson plans as written and when indicated.	☒Yes ☐No	By 8/24/2026, 1. Lesson plan books will note delivery of rules and expectation lessons. 2. Team leaders will verify that the teams have completed the lessons.
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 8/3/2026 1. Discipline flow chart will be reviewed at faculty meetings quarterly. 2. Team will analyze data and have teachers share their best practices as a result of following the discipline flow chart.
A recognition system is implemented by 100% of staff for *all* students.	☒Yes ☐No	By 8/4/2026 1. All cafeteria supervisors, ESPs, teachers, and students will be oriented to the Cafeteria Rules and expectations quarterly or as needed. 2. Rewards charts are tallied and referrals from the café are reviewed. Reward program will be tweaked if necessary.

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 *(use numerical data)*	List 2 action steps your team will take to ensure this goal is monitored and meets or exceeds the SMART goal.
Behavior Incidents	By May 28, 2027, school-wide student office discipline referrals will reduce by 5% each quarter as measured by Office Discipline Referrals (ODRs) in Focus.	1. Quarterly data from FOCUS will be shared. Teachers that have students with multiple misbehaviors will be given support from the PBIS and CPST teams. 2. Courageous conversations will be held with teacher whose class populations reflect a disproportionate number of referrals
Core Effectiveness	By December 18, 2027, the Core Effectiveness (students with 0-1 referrals) will increase by 5% as evidenced by ODRs in FOCUS.	1. Administration when conducting observations will include data collected with the 7up checklist to facilitate discussions with teachers regarding classroom management. 2. If necessary, review the discipline flow chart with teachers to ensure they understand and implement the precorrections before writing ODRs.
Classroom Referrals	By December 18, 2027 classroom referrals will decrease by 10% as evidenced by ODRs in BASIS.	1. Teams review CHAMPS strategies with each other at team meetings at least once a month. 2. Courageous conversations about behavior management strategies will be had with teachers by administration if necessary

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