



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

SY 2026 – 2027



|                       |                        |
|-----------------------|------------------------|
| <b>School Name:</b>   | Bright Horizons School |
| <b>School Number:</b> | 0871                   |

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                      | Ann Kowalski                                  | 7. Security Specialist/<br>Campus Monitor | Esther Simon        |
| 2. Point of Contact                   | Fabiola Munoz<br>Mario Michel<br>Cason Clarke | 8. Social Worker                          | N/A                 |
| 3. BTU Representative                 | Cason Clarke                                  | 9. School Nurse                           | Lisa Parker         |
| 4. Parent/Community<br>Representative | Miguel Portal                                 | 10. Attendance Manager                    | Kadeen Tracey       |
| 5. Teacher Representative             | Fabion Gopie                                  | 11. Life Skills & Wellness<br>Liaison     | Angela Sarango      |
| 6. Autism Coach                       | Angela Sarango<br>Stephanie Vitale            | 12. Resiliency Liaison                    | Angela Sarango      |

\*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<br>Meeting<br>Dates | PBIS Data<br>Meeting<br>Times |  | Faculty and Staff Data<br>Communication/Presentation Dates |
|--------------------------------------|-------------------------------|-------------------------------|--|------------------------------------------------------------|
| 1 <sup>st</sup><br>Aug. 10 – Oct. 9  | 9/14/2026                     |                               |  | 9/18/2026                                                  |
| 2 <sup>nd</sup><br>Oct. 13 – Dec. 18 | 11/9/2026                     |                               |  | 11/13/2026                                                 |
| 3 <sup>rd</sup><br>Jan. 5 – Mar. 18  | 2/15/2027                     |                               |  | 2/19/2027                                                  |
| 4 <sup>th</sup><br>Mar. 29 – May 28  | 4/12/2027                     |                               |  | 4/16/2027                                                  |

## 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> )                                 | 4/27/2026 |
| 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> )                         | 8/5/2026  |
| Present the 2026-27 SPBP to family and community stakeholders ( <i>prior to September 30, 2026</i> ) | 9/1/2026  |

## 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.

### WE ARE TAKING DATA RELEVANT TO OUR SCHOOL WHICH IS NOT REPORTED TO THE BASIS SYSYSTEM

| Total Population | 150        | BC | Outcome       |      |
|------------------|------------|----|---------------|------|
| # of Codes       | # Students |    | De Escalation | BARR |
| 0-1 Codes        | 10         | 2  | 8             | 2    |
| 2-4 Codes        | 14         | 7  | 26            | 3    |
| 5 or more Codes  | 7          | 15 | 34            | 11   |

**3B. Core Effectiveness Action Steps: N/A**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|----------------------------------------------------------|
| If you answered “Yes” to I, II, and III above, then your core is effective.<br>Based upon table 8A, is your core effective?                                                                                                                                                                                                                                                                                                                                                    |  | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Answer <b>either</b> (a) or (b):<br>(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.<br>(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><br>1.<br>2.<br>3.<br>4.                                                                                                                                                                                                                                                                                                                                                                                           |  |                                                          |

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

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

**3D. Disproportionality Action Steps:**

|                                                                                                                                                                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| What activities/initiatives/programs will your school leadership team implement to prevent disproportionate discipline outcomes within sub group populations (race, SWD, ELL)?<br>Disproportionality Action Steps: <i>(3-4 detailed steps)</i><br>1.<br>2.<br>3.<br>4. |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## 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.
- 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.

**The behavioral incidents for our school are not on BASIS.  
Data was collected monthly by behavior technicians in the classroom.**

| Top 5 Behavior Incidents<br>Current Year 2025-2026 | # Incidents |
|----------------------------------------------------|-------------|
| 1. Physical Aggression                             | 30          |
| 2. Self-Injurious Behavior                         | 20          |
| 3. Tantrum                                         | 30          |
| 4. Elopement                                       | 6           |
| TOTAL                                              | 86          |

- 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. Use your voice to communicate |
| 2. Be respectful                 |
| 3. Be Safe                       |

- 4C.** Top three school-wide locations: **Use current 2025-2026 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:                                       |             |
|--------------------------------------------------------|-------------|
| School Locations                                       | # Incidents |
| 1. Hallway                                             | 10          |
| 2. Cafeteria                                           | 27          |
| 3. Classroom                                           | 40          |
| MOST OF THE BEHAVIOR INCIDENTS OCCUR IN THE CLASSROOMS |             |

**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.

| AT OUR SCHOOL ALL THE CLASSROOMS HAVE THE SAME RULES                                                                 |                                                                                                                                                                      |                                                                                                                                                                                             |                                                                                                                                                                                         |
|----------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EXPECTATIONS                                                                                                         | Hallway Rules                                                                                                                                                        | Cafeteria Rules                                                                                                                                                                             | Classroom Rules                                                                                                                                                                         |
| <b>Use your voice:</b> <ul style="list-style-type: none"><li>• Communication device</li><li>• Visual icons</li></ul> | <ol style="list-style-type: none"><li>1. Use inside voice</li><li>2. Greet others</li><li>3. Raise your hand for help</li><li>4. Use your voice to request</li></ol> | <ol style="list-style-type: none"><li>1. Use inside voice</li><li>2. Greet others</li><li>3. Raise your hand for help</li><li>4. Use your voice to request</li></ol>                        | <ol style="list-style-type: none"><li>1. Stay in your seat.</li><li>2. Listen to your teachers</li><li>3. Be quiet during lessons</li><li>4. Keep hands and feet to yourself.</li></ol> |
| <b>Be respectful to other</b>                                                                                        | <ol style="list-style-type: none"><li>1. Keep hands and feet to yourself.</li><li>2. Respect personal space.</li><li>3. Use inside voice.</li></ol>                  | <ol style="list-style-type: none"><li>1. Keep hands and feet to yourself.</li><li>2. Clean up your area after you eat.</li><li>3. Only eat your food.</li><li>4. Use inside voice</li></ol> | <ol style="list-style-type: none"><li>1. Stay in your seat.</li><li>2. Listen to your teachers</li><li>3. Be quiet during lessons</li><li>4. Keep hands and feet to yourself</li></ol>  |
| <b>Be Safe</b>                                                                                                       | <ol style="list-style-type: none"><li>1. Walk directly to your destination.</li><li>2. Stay with your class.</li><li>3. Keep hands and feet to yourself.</li></ol>   | <ol style="list-style-type: none"><li>1. Sit in your assigned area until you finish eating</li><li>2. Raise your hand if you need help</li></ol>                                            | <ol style="list-style-type: none"><li>1. Stay in your seat.</li><li>2. Listen to your teachers</li><li>3. Be quiet during lessons</li><li>4. Keep hands and feet to yourself.</li></ol> |

## 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                                                                                             | 8/12/2026 | 9:00am | Classroom    |
| After Winter Break                                                                                               | 1/6/2027  | 9:00am | Classroom    |
| After Spring Break                                                                                               | 3/31/2027 | 9:00am | 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 | School-Wide |
| Lesson Plan Dates                                                                                                   |               |                 |             |
| Start of School Year                                                                                                | 8/13/2026     | 8/13/2026       | 8/13/2026   |
| After Winter Break                                                                                                  | 1/7/2027      | 1/7/2027        | 1/7/2027    |
| After Spring Break                                                                                                  | 4/1/2027      | 4/1/2027        | 4/1/2027    |

**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?<br><i>2-3 sentences</i>                       | How will it be monitored for effectiveness?                                     |
| Resiliency Curriculum | Each lesson will be taught during the first week of every month. | Classroom Teachers | A Canvas course is implemented in each classroom in a whole group setting | The teacher completes a curriculum guide that is monitored by the Autism Coach. |

## 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?<br/><i>(use numerical data)</i></p> | <p><b>Data used: Frequency/Interval</b><br/>When a behavior incident occurs that cannot be managed within the classroom, staff initiate a 'Code BA' (Behavior Assistance). If the incident involves imminent danger to the student, other students, or staff, a 'Code BC' (Behavior Crisis) is called. In response to either code, the behavior team immediately responds to the location of the incident. We will no longer collect data for BA (Behavior Assistance) Because the majority of the BA codes are resolved before behavior escalates. There are two possible outcomes following a Code BC:</p> <div><div>1. The behavior is successfully de-escalated.</div><div>2. The behavior continues to escalate, requiring the use of a BARR (<b>B</b>rief <b>A</b>ssisted <b>R</b>equired <b>R</b>elaxation) restraint. All BARR restraints are reported to the county and to the Florida Department of Education.</div></div> <table><tr><th>2023-2024</th><th>2024-2025</th><th>2025-2026</th></tr><tr><td>1. BC: 37</td><td>1. BC: 15</td><td>1. BC: 15</td></tr><tr><td>2. DE: 27</td><td>2. DE: 10</td><td>2. DE: 34</td></tr><tr><td>3. BARR: 10</td><td>3. BARR: 5</td><td>3. BARR: 11</td></tr></table> <p><b>Problem Identification Statement:</b> During this school year, we have welcomed new students from other schools due to the severity of their behavior. These students have required additional involvement and support in order to adjust.</p> | 2023-2024   | 2024-2025 | 2025-2026 | 1. BC: 37 | 1. BC: 15 | 1. BC: 15 | 2. DE: 27 | 2. DE: 10 | 2. DE: 34 | 3. BARR: 10 | 3. BARR: 5 | 3. BARR: 11 |
| 2023-2024                                                                                                                                                              | 2024-2025                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 2025-2026   |           |           |           |           |           |           |           |           |             |            |             |
| 1. BC: 37                                                                                                                                                              | 1. BC: 15                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 1. BC: 15   |           |           |           |           |           |           |           |           |             |            |             |
| 2. DE: 27                                                                                                                                                              | 2. DE: 10                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 2. DE: 34   |           |           |           |           |           |           |           |           |             |            |             |
| 3. BARR: 10                                                                                                                                                            | 3. BARR: 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 3. BARR: 11 |           |           |           |           |           |           |           |           |             |            |             |
| <p><b>2. Problem Analysis:</b> Why do you think this problem is occurring? What is your goal?<br/><i>(create a SMART goal statement with numerical data)</i></p>       | <p><b>Hypothesis:</b> Students placed at our school have often severe behaviors hence the Bright Horizons School placement.</p> <p><b>SMART Goal Statement:</b><br/>By the end of the 2026-2027 school year, 95% of the incoming students will successfully follow our school wide behavior plan.</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> Token system</p> <p><b>Description of Program/System:</b></p> <p>Based on their daily behavior, students earn play money which they can use to shop at Bright Horizons' in-house Dollar Store. The Dollar Store is available in two formats: a physical store and a mobile cart version. Every Friday, students bring their play money to purchase reinforcers such as snacks, toys, jewelry, and drinks.</p> <p><b>NOTE:</b><br/>Most of our students cannot wait an entire week to receive a reinforcer. To help reduce problem behaviors, teachers implement token economies in which students earn tokens that can be exchanged for reinforcers. The frequency at which tokens are earned is determined by each teacher, based on the individual needs of their students.</p> <p>The mobile cart version is specifically designed for students who have difficulty with transitions, allowing them to participate without leaving the classroom. Both the store and the cart are stocked with a variety of items and feature a visual menu with pictures of all available options. Students make their selections by pointing to the pictures or using communication devices programmed with the item choices.</p>                                                                                                                                                                                                                   |             |           |           |           |           |           |           |           |           |             |            |             |

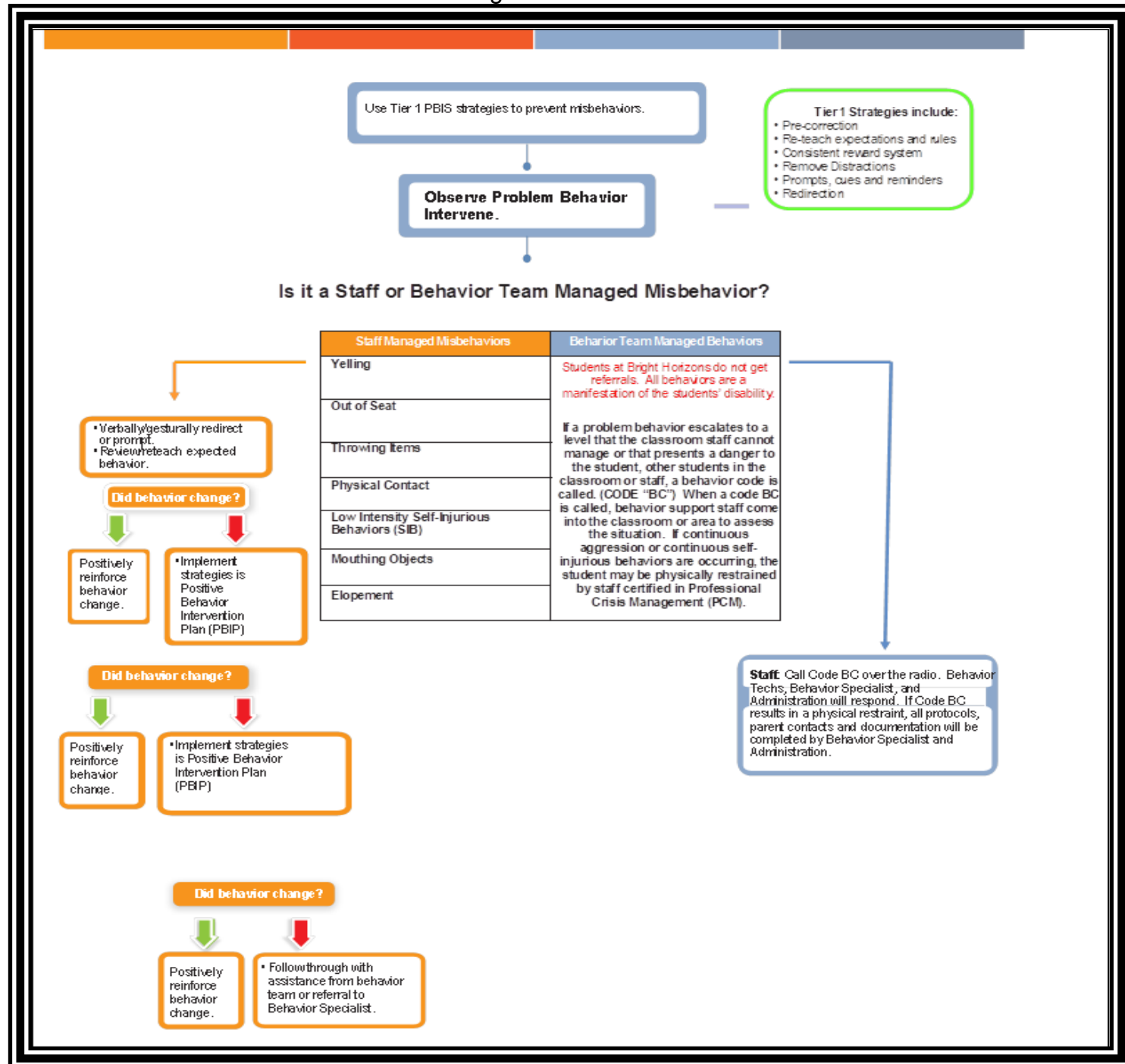
|                                                           |                                                                                                                                                                                                                                                                                                                                                            |
|-----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                           | <p>Each week, a student and a staff member are designated to assist in managing the cart and store operations, promoting responsibility and engagement.</p> <p>Each teacher will maintain a data sheet to track student participation in the school-wide reward system and to identify which students did not participate, along with the reasons why.</p> |
| <b>4. Evaluation:</b><br>A. Implementation fidelity       | <p><b>How will you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program/system?)</b></p> <p>The classroom teachers will maintain a monthly calendar to record reward system data.</p>                                                                                                                  |
| B. Student outcome monitoring <i>(use numerical data)</i> | <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></p> <p>We will monitor and measure the monthly calendar and record data in order to determine "<b>Success</b>"</p>                                                                                    |

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

| Monthly Character Traits                                                                                                                                                                                     | <b>Plan Details</b><br>How will you recognize <i>Kids of Character</i> each month? <i>(2-3 sentences)</i>                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. September: Cooperation<br>2. October: Responsibility<br>3. November: Citizenship<br>4. December: Kindness<br>5. January: Respect<br>6. February: Honesty<br>7. March: Self-Control<br>8. April: Tolerance | <p>Kids of Character will be recognized each month. Students will receive a certificate, and their photo will be displayed in a common area for recognition.</p> |

## 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.





## CRITICAL ELEMENT # 8: Classroom Management Systems

### STUDENTS AT BRIGHT HORIZONS ARE ALL TIER 3

**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 type="checkbox"/> CHAMPS<br><input type="checkbox"/> Positive Behavior Interventions and Supports and the Classroom<br><a href="https://fl-pda.org/#/category/26">https://fl-pda.org/#/category/26</a><br><input checked="" type="checkbox"/> Other: Click here to enter name of system<br><b>Token System</b> | 1.<br>2.<br>3.<br>4.                                                                                                                                           |

**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  <b>N/A</b>                                |
| <input type="checkbox"/> Classroom Snapshot (Classroom Management Assessment)  <b>N/A</b> |
| <input type="checkbox"/> PBIS Classroom Assistance Tool (CAT)  <b>N/A</b>                 |
| <input checked="" type="checkbox"/> Other <i>(specify)</i> : <b>Applied Behavior Analysis    Individualized Student Data    Individual BIP</b>                             |

**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 <b>from classrooms</b> :                                    | <b>N/A</b> |
| Total number of <i>other</i> <b>school-wide</b> discipline referrals (not including classrooms): | <b>N/A</b> |
| % of referrals in the classroom:                                                                 | <b>N/A</b> |
| Do more than 40% of your referrals come from the classroom?                                      | <b>N/A</b> |

**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<br><input type="checkbox"/> Provide SPBP presentation to all staff during Pre-Planning<br><input type="checkbox"/> Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders<br><input type="checkbox"/> Market and post School-wide Expectations and Location-specific Rules<br><input type="checkbox"/> Identify your district PBIS Specialist<br>(Contact <a href="mailto:amber.jennings@browardschools.com">amber.jennings@browardschools.com</a> for more information if you are unsure)<br><input type="checkbox"/> Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP (indicated in yellow)                                                                                                                                                                                                                                                                                                                          |
| August<br>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.<br><input type="checkbox"/> Review previous year's SPBP and feedback form; make necessary modifications<br><input type="checkbox"/> Review previous year's data (Use the Tier 1 Agenda and Quarterly Big 5 Data template)<br><input type="checkbox"/> Verify and implement teaching schedule for Expectations and Rules behavior lesson plans<br><input type="checkbox"/> Implement the Reward System for all students as indicated in the SPBP<br><input type="checkbox"/> Ensure the Discipline Flow Chart is distributed to all staff and is being used as written<br><input type="checkbox"/> Present implementation data, behavior data, team activities and SPBP progress to entire staff<br><input type="checkbox"/> Ensure all teachers are using an evidence-based classroom management plan, such as CHAMPS<br><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><br><input type="checkbox"/> Ensure instructional staff know how to document Tier 1 Supplemental Strategies for behavior<br><input type="checkbox"/> Check for staff and teacher understanding of PBIS - provide "PBIS 101" training as a resource<br>Video training modules available at: <a href="https://browardschools.instructure.com/courses/1193624/">https://browardschools.instructure.com/courses/1193624/</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| October<br>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)<br><input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff<br><input type="checkbox"/> Ensure Core Effectiveness Action Steps are being implemented as written in Section 3B<br><input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your assigned PBIS Administrator<br><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<br><input type="checkbox"/> Ensure that the Student Outcome Monitoring Action Steps are being implemented as written in Section 10B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| January<br>3 <sup>rd</sup> Quarter Team Meeting | <input type="checkbox"/> Staff to re-teach Expectations and Rules after winter break<br><input type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template)<br><input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff<br><input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your assigned PBIS Administrator<br><input type="checkbox"/> Confirm next quarterly PBIS team meeting date and time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| February                                        | <input type="checkbox"/> Check on newly hired staff for PBIS understanding - provide "PBIS 101" video training module<br><input type="checkbox"/> Utilize the Stakeholder SPBP Forms Survey to solicit input for planning next year's SPBP (optional)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| March<br>4 <sup>th</sup> Quarter Team Meeting   | <input type="checkbox"/> Ensure progress towards completion and submission of next year's SPBP<br><input type="checkbox"/> Staff to re-teach Expectations and Rules after spring break<br><input type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template)<br><input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff<br><input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your assigned PBIS Administrator                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| April                                           | <input type="checkbox"/> Provide staff presentation and faculty vote on new SPBP for next year<br><input type="checkbox"/> Submit your SPBP in BCPS Central by April 30 <sup>th</sup> . Use this new SPBP in the next school year<br><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 |                                                                                                                            |
| 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 |                                                                                                                            |
| 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 |                                                                                                                            |
| A recognition system is implemented by 100% of staff for <i>all</i> students.                                                                                 | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |                                                                                                                            |

**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>Select an item</b><br><i>Choose one ODR area of focus</i> | By June 3, 2027, click here to enter area of focus <i>[identify one area of focus]</i> will indicate click here to enter # <i>[increased or decreased number or percentage]</i> as measured by Office Discipline Referrals (ODRs) in Focus. | <b>1. N/A - Bright Horizons does not utilize Office Discipline referrals.</b><br><b>2. N/A - Bright Horizons does not utilize Office Discipline referrals.</b> |

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