



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



SY 2026 – 2027

<b>School Name:</b>	Cooper City Elementary
<b>School Number:</b>	1211

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	Victoria Kornhauser	7. Curriculum Coach	Kimberly Serota
2. Point of Contact	Victoria Kornhauser	8. Social Worker	Marni Lang
3. BTU Representative	Cathy Georgianna	9. Grade level chair	Belhem Chacon
4. Parent/Community Representative	Kristen Tighe	10. Specials Representative	Suzanne Bushing
5. Student Representative	Natalie Perez	11. Life Skills & Wellness Liaison	Linda Signorelli
6. School Counselor	Erika Gerity	12. Resiliency Liaison	Linda Signorelli

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

**1B. Schedule of quarterly team meetings.**

Meeting Objectives:

1. Progress monitor the action steps indicated in Critical Element #9.
2. Collect & analyze student outcome data using the 4 Step Problem Solving Process.

Quarter	PBIS Data Meeting Dates	PBIS Data Meeting Times		Faculty and Staff Data Communication/Presentation Dates
1 <sup>st</sup> Aug. 10 – Oct. 9	10/6/2026	2:15-3:00		8/11/2026
2 <sup>nd</sup> Oct. 13 – Dec. 18	12/15/2026	2:15-3:00		10/13/2026
3 <sup>rd</sup> Jan. 5 – Mar. 18	3/16/2027	2:15-3:00		1/5/2027
4 <sup>th</sup> Mar. 29 – May 28	4/30/2027	2:15-3:00		3/29/2027

**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> )	4/28/2026
Hold a <i>faculty</i> vote on the new SPBP ( <i>prior to April 30, 2026</i> )	4/28/2026
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> )	9/3/2026

## 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:	758	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals		98%	Are your 0 – 1 referral > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
II. 2 - 5 referrals (at risk students)	11	2%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
III. > 5 referrals (high-risk students)	2	0%	Are your >5 referrals <5%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

**3B. Core Effectiveness Action Steps:**

If you answered “Yes” to I, II, and III above, then your core is effective. Based upon table 8A, is your core effective?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Answer <b>either</b> (a) or (b): (a) If your core is effective, then identify action steps your school leadership team should continue to take for early identification of at risk or high-risk students. (b) If you answered “No” to at least one of the items above (I, II, or III) then indicate the supports and interventions and action steps your school leadership team will implement <i>at the beginning</i> of the next school year to improve core strength:	
Core Effectiveness Action Steps: <i>(3-4 detailed steps)</i>	
<ol style="list-style-type: none"> <li>1. Conduct regular review of referrals, attendance patterns, academic performance in weekly support meetings</li> <li>2. Hold monthly MTSS meetings with core team (admin, counselors, coaches, teachers, parents as needed)</li> <li>3. Partner with families to build relationships and communicate behavioral expectations</li> <li>4. Strengthen tier 1 behavior systems</li> </ol>	

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

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

**3D. Disproportionality Action Steps:**

What activities/initiatives/programs will your school leadership team implement to prevent disproportionate discipline outcomes within sub group populations (race, SWD, ELL)?
Disproportionality Action Steps: <i>(3-4 detailed steps)</i>
<ol style="list-style-type: none"> <li>1. Disaggregate and analyze behavior data by subgroups. Review in leadership and SPBP meetings</li> <li>2. Deliver trainings on culturally responsive approaches. Provide support as needed</li> <li>3. Ensure ESE students receive individualized and accessible behavior support.</li> <li>4. Implement clubs to ensure all subgroups participate in the school community (Save promise, Cub crew, Debate)</li> </ol>

## 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.

Top 5 Behavior Incidents Current Year 2025-2026	# Incidents
1. Mistreatment of Peers	12
2. Unruly disruptive behavior K-2	10
3. Battery low level K-2	9
4. Disruptive unruly play 3-5	5
5. Disruptive unruly behavior K-2	4
TOTAL	40

- 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. P-Positive Attitude
2. A- Act Responsibly
3. W- Work to your Highest Potential
4. S- Show Respect

- 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, <b>excluding Classroom:</b>	
School Location(s)	# Incidents
1. Playground	12
2. Cafeteria	10
3. Hallway	7

**4D.** Expectations and Rules Chart for common areas of school campus:  
 This chart is posted in all classrooms and used to teach students during behavior lessons.

<b>Schoolwide Expectations and Location-based Rules</b>				Completed by each teacher:
<b>Schoolwide EXPECTATIONS</b>	<b>Hallway Rules</b>	<b>Cafeteria Rules</b>	<b>Click here to enter location: Rules</b>	<b>Classroom Rules</b>
<b>P- Positive Attitude</b>	<b>Use Level 1 voice in the hallways</b>	<b>M- Mind your manners Say “please” and “thank you” Use kind words with classmates and staff</b>	<b>Take Turns and Wait Patiently</b>	
<b>A- Act Responsibly</b>	<b>Walk with hands by your side</b>	<b>E- Eat responsibly Eat your own food Keep your area clean while you eat</b>	<b>Respect Privacy</b>	
<b>W- Work to Your Highest Potential</b>	<b>Go directly to your destination</b>	<b>A- Always stay seated Stay in your seat unless you have permission Raise your hand if you need help</b>	<b>Use Time Wisely</b>	
<b>S- Show Respect</b>	<b>Follow adult directives</b>	<b>L – Listen and follow directions Follow the lunch staff’s instructions Play attention to any signals for cleanup or dismissal</b>	<b>Dispose of Trash Properly</b>	
		<b>S- Speak quietly Use an indoor voice Talk only to those near you</b>		

## 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	8/11/2026	8:30	Cafeteria
After Winter Break	1/5/2027	8:15	Classroom
After Spring Break	3/29/2027	8:15	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	Restroom
Lesson Plan Dates			
Start of School Year	8/11/2026	8/11/2026	8/11/2026
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? <i>2-3 sentences</i>	How will it be monitored for effectiveness?
<b>Choose Peace/Stop Violence</b>	September 2026	Classroom Teachers led by Linda Signorelli and Erika Gerity	Schools counselors will share videos and lesson plans on the morning announcements. Classroom and schoolwide activities will be shared electronically	Decrease in bullying incidents, students acting as upstander, increase in positive student relationships
<b>Resiliency Curriculum</b>	Throughout the school year	Teachers will provide instruction and taught in the classrooms	Schools counselors will disseminate information electronically and at a staff meeting. Students will receive lessons during their PE special time. Lessons will occur monthly through Rethink Ed	School counselor will monitor report received from the mental health department and share results

<b>Life Skills and Wellness</b>	Throughout the school year	Teachers will focus on a skill and award students exemplifying the skill	Teachers will focus on a skill every few weeks and honor students on the announcements	Each teacher will submit names for certificates to honor students
<b>Cub Crew</b>	Throughout the school year	Autism coach	Students will apply to be a mentor student (buddy) for our ASD cluster students. ASD coach will identify matches and provide instruction on social and behavioral supports. Cub Crew students work with ASD students weekly to support and improve social and behavior skills.	Feedback will be provided from classroom teachers and cub crew members. Decrease in referrals from ESE sub groups.


## 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: Classroom

4 Step Problem Solving Process	Plan Details
<b>1. Problem Identification:</b> Review your behavior data to identify one school-wide problem. What problem did you identify? <i>(use numerical data)</i>	<b>Data used: Referral Location</b>  <b>Problem Identification Statement: 49% of school wide referrals occurred in the classroom.</b>
<b>2. Problem Analysis:</b> Why do you think this problem is occurring? What is your goal? <i>(create a SMART goal statement with numerical data)</i>	<b>Hypothesis: The high number of classroom referrals (49%) may be due to inconsistent behavior expectations, repeat referrals for same students, varied classroom management practices, and a lack of proactive supports for students showing early signs of need.</b>  <b>SMART Goal Statement: By May 2027, the percentage of behavior referrals occurring in the classroom will reduce from 49% to 40% or lower by implementing consistent behavior expectations, providing targeted classroom management support, and improving Tier 1 behavior strategies</b>
<b>3. Intervention Design:</b> Describe how you will implement a positive reward program/system to decrease this problem.	<b>Type of Program/System: Economic simulation system</b>  <b>Description of Program/System: We will be continuing the Cub Buck program. Students can earn bucks throughout the quarter for positive behavior in all settings. All school staff is provided a set amount to give out for the quarter. At the end of each quarter students will be awarded an opportunity to shop at the school store.</b>

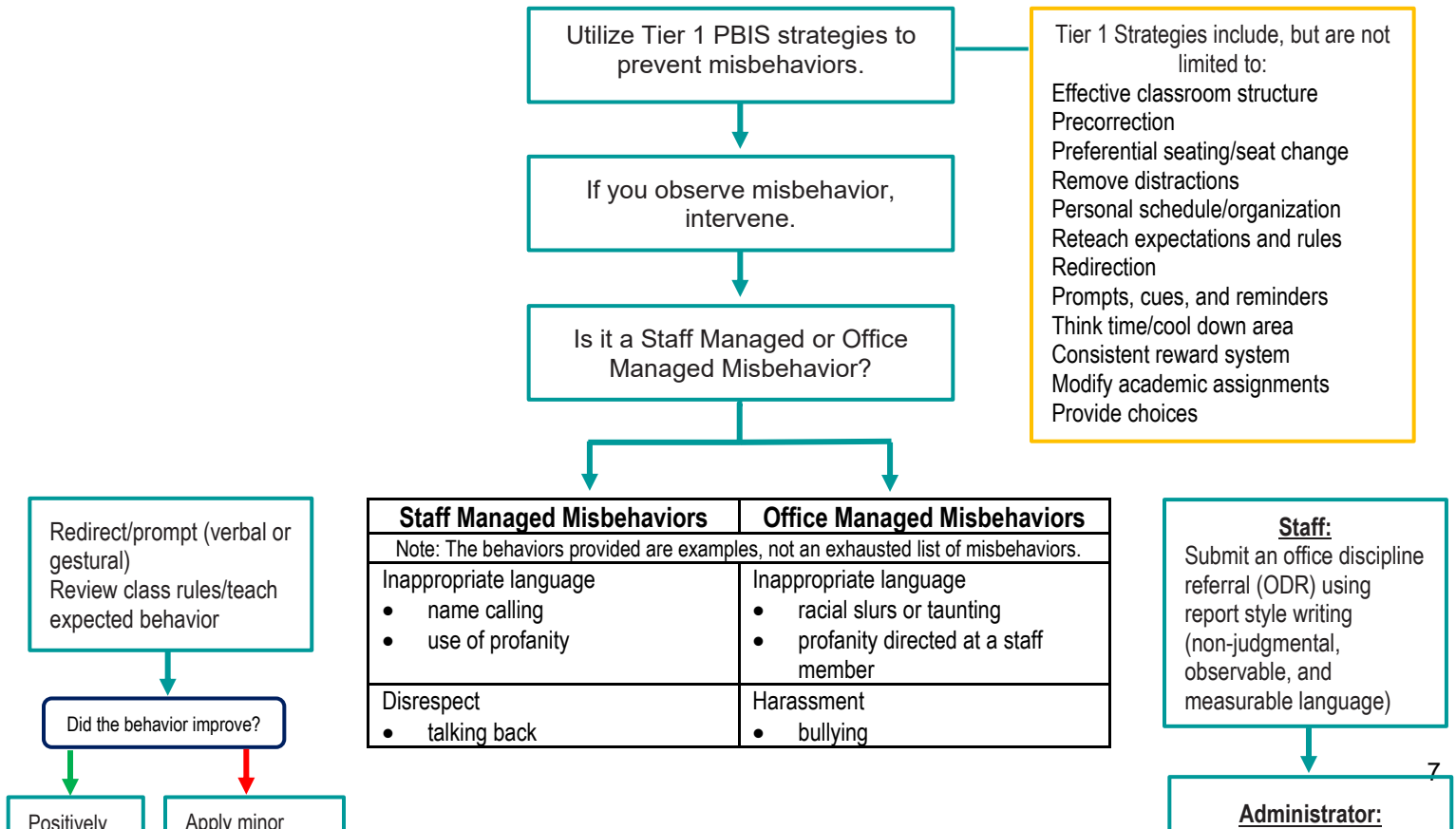
<b>4. Evaluation:</b> A. Implementation fidelity	<b>How will you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program/system?</b> (2-3 sentences)  As students come to redeem their bucks, we will be able to monitor if they are being used effectively and equitably. If one class has very few as a whole, the teacher will have a conversation about participation in the schoolwide program.
B. Student outcome monitoring (use numerical data)	<b>How will you know if the reward program/system is positively impacting students? What measurable data will you use to determine "success"?</b> (2-3 sentences)  We will utilize referral data to determine effectiveness of the program. Classroom referrals will remain below 40%. We will also survey students and staff for feedback.

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

Monthly Character Traits	Plan Details How will you recognize <i>Kids of Character</i> each month? (2-3 sentences)
1. September: Cooperation 2. October: Responsibility 3. November: Citizenship 4. December: Kindness 5. January: Respect 6. February: Honesty 7. March: Self-Control 8. April: Tolerance	Kids of character will be recognized by our school counselors and teachers each month. Students will be identified by classroom teachers for exhibiting monthly character traits. Students will be presented and honored each month on the morning announcements and award ceremonies.

## CRITICAL ELEMENT #7: Effective Discipline Procedures

You can choose to use the flow chart below or create your own. This flow chart is posted in all classrooms and used to teach students during behavior lessons.








<ul style="list-style-type: none"> <li>• physical gestures</li> </ul>	<ul style="list-style-type: none"> <li>• threat or intimidation</li> </ul>
Defiance <ul style="list-style-type: none"> <li>• work refusal</li> <li>• head down on desk/sleeping</li> <li>• not following directions</li> </ul>	Defiance <ul style="list-style-type: none"> <li>• leaving classroom, assigned area, or school grounds without permission</li> <li>• forgery/plagiarism</li> </ul>
Disruptive <ul style="list-style-type: none"> <li>• tattling/false information</li> <li>• talking out of turn</li> <li>• calling out</li> <li>• distracting others</li> </ul>	Disruptive <ul style="list-style-type: none"> <li>• inciting others to disrupt teacher</li> <li>• chronic classroom disruption: more than 3 times within 30 minutes</li> </ul>
Physical Contact <ul style="list-style-type: none"> <li>• touching others, pushing/shoving (no injuries)</li> <li>• mutual horseplay</li> </ul>	Physical Contact <ul style="list-style-type: none"> <li>• touching others (hitting, kicking, biting) with intent to do harm</li> <li>• petty theft</li> </ul>
Violation of classroom or location-specific rules	Violation of the Code of Student Conduct

## CRITICAL ELEMENT # 8: Classroom Management Systems

### 8A. Evidence-based Tier 1 classroom management system:

Which evidence-based system(s) are you using?	Provide 3-4 measurable and observable action steps the team will take to help educators improve their classroom management system. <i>(3-4 detailed steps)</i>
<input type="checkbox"/> CHAMPS <input checked="" type="checkbox"/> Positive Behavior Interventions and Supports and the Classroom <a href="https://fl-pda.org/#/category/26">https://fl-pda.org/#/category/26</a> <input type="checkbox"/> Other: Click here to enter name of system	<ol style="list-style-type: none"> <li>Admin and support staff will conduct routine classroom walkthroughs to observe implementation of behavior expectations, reinforcement systems, and overall classroom climate. Walkthrough checklists and notes shared will be part of the process</li> <li>Leadership team will develop universal procedures for school wide discipline plan that can be shared with staff</li> <li>Support staff will monitor and provide explicit feedback to new educators</li> </ol>

### 8B. The administration reviews and analyzes the fidelity of staff implementation of Tier 1 classroom management systems **across teachers** using:

<input type="checkbox"/> CHAMPS 7 Up Checklist 
<input type="checkbox"/> Classroom Snapshot (Classroom Management Assessment) 
<input type="checkbox"/> PBIS Classroom Assistance Tool (CAT) 
<input checked="" type="checkbox"/> Other ( <i>specify</i> ): Walk throughs

### 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> :	33
Total number of <i>other school-wide</i> discipline referrals (not including classrooms):	67
% of referrals in the classroom:	49%
Do more than 40% of your referrals come from the classroom?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

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

## Critical Elements # 9: SPBP Implementation Planning

RED Font = Action Steps for all schools in Broward County

GREY Font = Best Practices for all schools in Broward County

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

Implementation Action Plan	
Month	Action Steps
	<input checked="" type="checkbox"/> check off Action Step when completed
Current	<input type="checkbox"/> Create an SPBP binder or portfolio to retain (for 2 years) hard copies of: your SPBPs, Action Plans, staff PBIS professional development attendance, stakeholder training attendance, quarterly meeting agendas, quarterly staff behavior presentations, voting attendance and outcome, Expectations lesson plans and Rules lesson plans
Pre-Planning	<input type="checkbox"/> Print up your SPBP and Feedback form BCPS Central <input type="checkbox"/> Provide SPBP presentation to all staff during Pre-Planning <input type="checkbox"/> Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders <input type="checkbox"/> Market and post School-wide Expectations and Location-specific Rules <input type="checkbox"/> Identify your district PBIS Specialist (Contact <a href="mailto:amber.jennings@browardschools.com">amber.jennings@browardschools.com</a> for more information if you are unsure) <input type="checkbox"/> Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP (indicated in yellow)
August 1 <sup>st</sup> Quarter Team Meeting	<input type="checkbox"/> Determine any needed team training, such as: 4 Step Problem Solving Process series, PBIS 10 Critical Elements, Data Collection, etc. <input type="checkbox"/> Review previous year's SPBP and feedback form; make necessary modifications <input type="checkbox"/> Review previous year's data (Use the Tier 1 Agenda and Quarterly Big 5 Data template) <input type="checkbox"/> Verify and implement teaching schedule for Expectations and Rules behavior lesson plans <input type="checkbox"/> Implement the Reward System for all students as indicated in the SPBP <input type="checkbox"/> Ensure the Discipline Flow Chart is distributed to all staff and is being used as written <input type="checkbox"/> Present implementation data, behavior data, team activities and SPBP progress to entire staff <input type="checkbox"/> Ensure all teachers are using an evidence-based classroom management plan, such as CHAMPS <input type="checkbox"/> Confirm next quarterly PBIS team meeting date and time
September	<input type="checkbox"/> Provide SPBP stakeholder presentation by September 30 <sup>th</sup> <input type="checkbox"/> Ensure instructional staff know how to document Tier 1 Supplemental Strategies for behavior <input type="checkbox"/> Check for staff and teacher understanding of PBIS - provide "PBIS 101" training as a resource Video training modules available at: <a href="https://browardschools.instructure.com/courses/1193624/">https://browardschools.instructure.com/courses/1193624/</a>
October 2 <sup>nd</sup> Quarter Team Meeting	<input type="checkbox"/> Review previous quarter's data (Use Tier 1 Agenda and Quarter Big 5 Data template) <input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff <input type="checkbox"/> Ensure Core Effectiveness Action Steps are being implemented as written in Section 3B <input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your assigned PBIS Administrator <input type="checkbox"/> Confirm next quarterly PBIS team meeting date and time
November	<input type="checkbox"/> Review/revise lesson plans as indicated by previous quarter behavior data <input type="checkbox"/> Ensure that the Student Outcome Monitoring Action Steps are being implemented as written in Section 10B
January 3 <sup>rd</sup> Quarter Team Meeting	<input type="checkbox"/> Staff to re-teach Expectations and Rules after winter break <input type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template) <input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff <input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your assigned PBIS Administrator <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 <input type="checkbox"/> Utilize the Stakeholder SPBP Forms Survey to solicit input for planning next year's SPBP (optional)
March 4 <sup>th</sup> Quarter Team Meeting	<input type="checkbox"/> Ensure progress towards completion and submission of next year's SPBP <input type="checkbox"/> Staff to re-teach Expectations and Rules after spring break <input type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template) <input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff <input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your assigned PBIS Administrator

<b>April</b>	<input type="checkbox"/> Provide staff presentation and faculty vote on new SPBP for next year <input type="checkbox"/> Submit your SPBP in BCPS Central by April 30 <sup>th</sup> . Use this new SPBP in the next school year <input type="checkbox"/> Continue implementing your <i>current</i> SPBP through the end of the current school year
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**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?”*

<b>STAFF Implementation Monitoring</b>		
Staff Implementation Goal	Quarterly Team Review: Implemented with fidelity?	If you answered <b>No</b> , enter 2 action steps your school will take to move towards this goal by the next PBIS meeting.
100% of hallways, front office, cafeteria, and other public areas all have school-wide expectations and location-specific rules posted.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	By 8/7/2026, 1. Preplanning week develop all materials 2. Deliver to teachers during staff meeting
100% of instructional staff has delivered expectations and rules lesson plans as written and when indicated.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	By 8/4/2026, 1. Deliver plan and lessons during staff meeting 2. Provide dates of expectation
100% of staff members are oriented to the Discipline Flow Chart. It is used consistently by 100% instructional staff, behavioral support, and administrators.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	By 8/4/2026, 1. Deliver to staff during pre planning 2. Revisit as needed
A recognition system is implemented by 100% of staff for <i>all</i> students.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	By 8/10/2026, 1. Deliver to staff during pre planning 2. Revisit as needed

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


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

**SMART Criteria:**

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

<b>STUDENT Outcome Monitoring</b>		
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> <i>Choose one ODR area of focus</i>	By June 1, 2027, Classroom referrals will indicate 15 or less referrals as measured by Office Discipline Referrals (ODRs) in Focus.	1. School wide incentive program 2. School counselors will provide lessons and meet with groups and individual students

**SPBP Submission**

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