



## Schoolwide Positive Behavior Plan (SPBP)

Broward County Public Schools

SY 2026 – 2027



|                       |                          |
|-----------------------|--------------------------|
| <b>School Name:</b>   | Sheridan Park Elementary |
| <b>School Number:</b> | 1321                     |

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                                         | Jacqueline Carro    | 7. K - Representative                    | Jessica Campos      |
| 2. Point of Contact                                      | Matthew Halse       | 8. 1 <sup>st</sup> Grade Representative  | Marlenys Armelo     |
| 3. BTU Representative                                    | Tracy Nix           | 9. 2 <sup>nd</sup> Grade Representative  | Elizabeth Holste    |
| 4. Parent/Community Representative                       | Crina Browne        | 10. 3 <sup>rd</sup> Grade Representative | Vianey Delgado      |
| 5. Counselor/ Attendance/ Life Skills/Resiliency Liaison | Elisa Weisel        | 11. 4 <sup>th</sup> Grade Representative | Lindsey Rafi        |
| 6. Autism Coach                                          | Juliana Prescott    | 12. 5 <sup>th</sup> Grade Representative | Jessica Lawrence    |

\*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><br>Aug. 10 – Oct. 9  | 10/12/2026              | 2:30 pm                 |  | 10/13/2026                                              |
| 2 <sup>nd</sup><br>Oct. 13 – Dec. 18 | 1/4/2027                | 9:00 am                 |  | 1/5/2027                                                |
| 3 <sup>rd</sup><br>Jan. 5 – Mar. 18  | 3/29/2027               | 2:30 pm                 |  | 3/30/2027                                               |
| 4 <sup>th</sup><br>Mar. 29 – May 28  | 5/28/2026               | 2:30 pm                 |  | 6/1/2027                                                |

### CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment

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

| Action Steps:                                                                                        | Dates     |
|------------------------------------------------------------------------------------------------------|-----------|
| Present the 2026-27 SPBP to staff ( <i>prior to April 30, 2026</i> )                                 | 4/27/2026 |
| Hold a <i>faculty</i> vote on the new SPBP ( <i>prior to April 30, 2026</i> )                        | 4/27/2026 |
| Provide training to faculty and staff ( <i>prior to September 30, 2026</i> )                         | 9/15/2026 |
| Present the 2026-27 SPBP to family and community stakeholders ( <i>prior to September 30, 2026</i> ) | 9/16/2026 |

## CRITICAL ELEMENT # 3: Data Collection and Analysis

### 3A. Core Effectiveness: Use current 2025-2026 school year behavior data as listed in Focus.

- Review your referral data YTD in Focus – Discipline Reports – *Students with Referrals*.
- Complete the yellow highlighted cells.
- Auto-calculate the “% of Total Population” by clicking on each “!Zero Divide” in the cells and pressing “Fn + F9”.
- Determine if the core is effective in all three areas.

|                                            |                |                       |                                |                                                                     |
|--------------------------------------------|----------------|-----------------------|--------------------------------|---------------------------------------------------------------------|
| TOTAL Population:                          | 431            | % 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<br>(at risk students)  | 9              | 2%                    | Are your 2 - 5 referrals <15%? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| III. > 5 referrals<br>(high-risk students) | 0              | 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.<br>Based upon table 8A, is your core effective?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| <p>Answer <b>either</b> (a) or (b):</p> <p>(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.</p> <p>(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:</p> <p>Core Effectiveness Action Steps: <i>(3-4 detailed steps)</i></p> <ol style="list-style-type: none"> <li>Any student that receives a referral or is exhibiting concerning behaviors will be discussed at their grade level CPST meeting.</li> <li>Students that are exhibiting continuously concerning behaviors will be placed in Rtl and start receiving appropriate interventions.</li> <li>Students with concerning behaviors will be referred to the school Guidance Counselor.</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:

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>What activities/initiatives/programs will your school leadership team implement to prevent disproportionate discipline outcomes within sub group populations (race, SWD, ELL)?</p> <p>Disproportionality Action Steps: <i>(3-4 detailed steps)</i></p> <ol style="list-style-type: none"> <li>Safety Patrol – Students that help monitor behaviors throughout the campus</li> <li>Student Council – Student group that brings students together for the betterment of the school population</li> <li>Panther Pals – Students that “pal up” with younger or Special Program students for peer assistance/guidance</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<br>Current Year 2025-2026                           | # Incidents |
|------------------------------------------------------------------------------|-------------|
| 1. Unruly Disruptive Behavior (Kg-2)                                         | 15          |
| 2. Unruly Disruptive Behavior (3 <sup>rd</sup> -5 <sup>th</sup> )            | 9           |
| 3. Mistreatment of Peers                                                     | 4           |
| 4. Threat Low (3 <sup>rd</sup> -5 <sup>th</sup> )                            | 3           |
| 5. Fight Minor/Altercation/Confrontation (3 <sup>rd</sup> -5 <sup>th</sup> ) | 3           |
| TOTAL                                                                        | 34          |

**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. Positive Attitude    |
| 2. Act Responsibly      |
| 3. Show Respect         |
| 4. Show Integrity       |
| 5. Safety First         |

**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. Cafeteria                                  | 3           |
| 2. Playground                                 | 2           |
| 3. Field Trip                                 | 2           |

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

| Schoolwide Expectations and Location-based Rules |                                 |                                                            |                                             | Completed by each teacher: |
|--------------------------------------------------|---------------------------------|------------------------------------------------------------|---------------------------------------------|----------------------------|
| Schoolwide EXPECTATIONS                          | Hallway Rules                   | Cafeteria Rules                                            | Playground Rules                            | Classroom Rules            |
| Positive Attitude                                | Go directly to your destination | Follow all directions given by the cafe monitors/adults    | Treat others the way you want to be treated |                            |
| Act Responsibly                                  | Remain in your line             | Keep hands, feet and objects to yourself                   | Use equipment appropriately                 |                            |
| Show Respect                                     | Follow adult directives         | Raise your hand to get the attention of an attendant/adult | Follow directions the first time given      |                            |
| Show Integrity                                   | Go directly to your destination | Clean up after yourself                                    | Stay in designated area                     |                            |
| Safety First                                     | Keep hands and feet to yourself | Remain seated                                              | Keep hands and feet to yourself             |                            |

## 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                                                                                             | 8/10/2026 | 8:30 am | Classroom    |
| After Winter Break                                                                                               | 1/5/2027  | 8:30 am | Classroom    |
| After Spring Break                                                                                               | 3/29/2027 | 8:30 am | 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 | Select location |
| Lesson Plan Dates                                                                                                   |               |                 |                 |
| Start of School Year                                                                                                | 8/10/2026     | 8/10/2026       | 8/10/2026       |
| 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?<br><i>2-3 sentences</i>                                                                                                                                                                                                                        | How will it be monitored for effectiveness?                                                                                                                                          |
| Resiliency Curriculum | Monthly                                                                    | Classroom Teachers<br>Guidance Counselor         | Teachers are given specific lessons each month. They teach the lesson to their students. Students have to answer questions at the end of the lessons.                                                                                                                      | After lessons are submitted, students are expected to utilize what they've learned. These behaviors are monitored by the classroom teachers, Guidance Counselor, and Administration. |
| Other Panther Pals    | Coach meets with students at the beginning of the year, then as necessary. | Autism Coach<br>Classroom Teacher<br>ESE Teacher | General Education students are assigned specific ESE classes. Gen Ed students go into the ESE classrooms monthly to work on different activities as assigned by the ESE teacher. Activities are based on the needs of the students and can vary by classroom. These Gen Ed | Students are monitored during the monthly activities. The ESE Teacher as well as the Autism Coach monitor these activities. We also see the benefits throughout the                  |

|  |  |  |                                                                              |                                                                                     |
|--|--|--|------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|  |  |  | students are taught compassion, patience, and how to become better citizens. | culture of the school and the level of acceptance for our Special Program Students. |
|--|--|--|------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|

## 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](#)

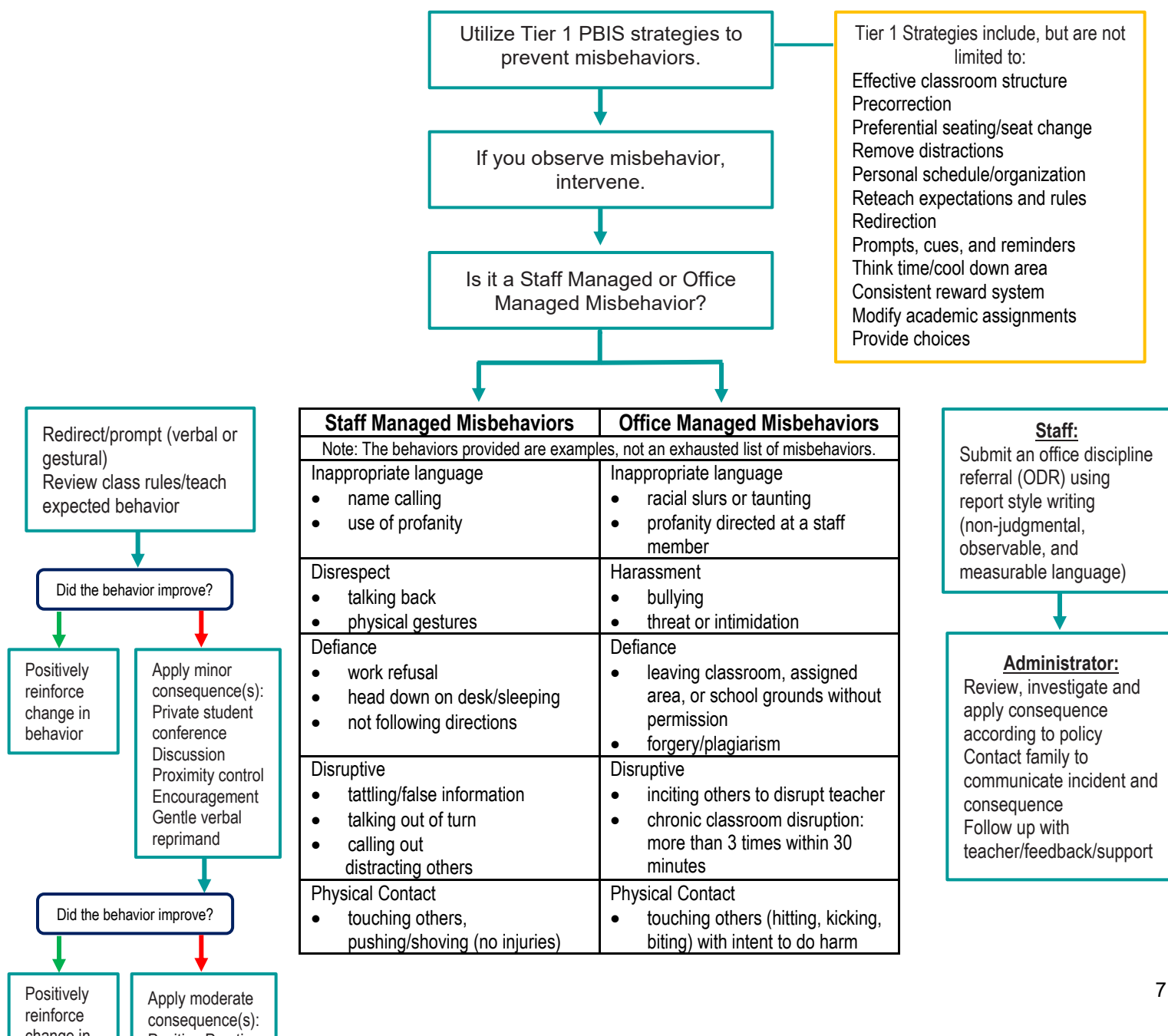
| 4 Step Problem Solving Process                                                                                                                                 | Plan Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <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> | <b>Data used:</b> 71% of our discipline referrals are for Unruly/Disruptive Behavior<br><br><b>Problem Identification Statement:</b> : Student behavior, based on the Office Discipline Referrals, indicates that Unruly/Disruptive Behavior in the classroom is the main problem at Sheridan Park Elementary.                                                                                                                                                                                                                                                                                                                                                                                      |
| <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>       | <b>Hypothesis:</b> This problem could be occurring do to a lack of instruction for our students of the rules and expectations we have at SPE.<br><br><b>SMART Goal Statement:</b> By June 2027, SPE will show a decrease of 10% in discipline referrals for Unruly/Disruptive Behavior.                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>3. Intervention Design:</b> Describe how you will implement a positive reward program/system to decrease this problem.                                      | <b>Type of Program/System:</b> Token system<br><br><b>Description of Program/System:</b> SPE will uses “red tickets” as a token system to promote positive behavior. All teachers and staff are given “red tickets”. They will be able to give these tickets to students who demonstrate positive behaviors throughout the day. The students write their names on the tickets and turn them into their teachers. Once a week we hold the “Red Ticket Tuesday” raffle where we draw 1 name from each class. Student’s names are announced on the intercom. Winners come to the front office hallway to choose a prize from our Prize cart, where they are also praised for their excellent behavior. |
| <b>4. Evaluation:</b><br>A. Implementation fidelity                                                                                                            | <b>How will you monitor the fidelity (consistency and effectiveness) of the staff’s implementation of the reward program/system?</b><br>Administration will monitor the fidelity of the staff’s implementation of the reward system by tracking which teachers turn in tickets for the Tuesday drawing. We will track teacher and student names each week to ensure fair and appropriate usage of the program.                                                                                                                                                                                                                                                                                      |
| B. Student outcome monitoring <i>(use numerical data)</i>                                                                                                      | <b>How will you know if the reward program/system is positively impacting students? What measurable data will you use to determine “success”?</b><br>To determine the program’s success, we will use Referral data from FOCUS. We will look at the types of referrals to ensure that we are showing a decrease in the number identified as “Unruly/Disruptive Behavior”. This will help us determine if the token system is continuing to work throughout the school year.                                                                                                                                                                                                                          |

**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<br>How will you recognize <i>Kids of Character</i> each month? (2-3 sentences)                                                                                                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 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 | Teachers receive descriptions of each monthly character trait, which is distributed and explained by the School Guidance Counselor. Each month the Classroom Teachers chooses 2 students that exemplify the specific character trait for that month. The students are awarded certificates and prizes. Winners names are also published in the monthly counselor's newsletter. |

## 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>• mutual horseplay</li></ul> | <ul style="list-style-type: none"><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<br><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><br><input type="checkbox"/> Other: Click here to enter name of system | 1. As needed, seek support from PBIS Department to provide teacher PD on Tier 1 classroom management strategies.<br>2. Administration will monitor the teacher's implementation of our "Red Ticket Tuesday" token system.<br>3. Administration will monitor classroom referral data each quarter using the Big 5 behavior data analysis sheet. |

### 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 checked="" type="checkbox"/> PBIS Classroom Assistance Tool (CAT)       |
| <input type="checkbox"/> Other ( <i>specify</i> ):                                                                                                              |

### 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 "IZero Divide" in the next cell and pressing "Fn + F9" together.

|                                                                                                  |                                                                     |
|--------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| Total number of discipline referrals <b>from classrooms</b> :                                    | 37                                                                  |
| Total number of <i>other</i> <b>school-wide</b> discipline referrals (not including classrooms): | 9                                                                   |
| % of referrals in the classroom:                                                                 | 80%                                                                 |
| 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<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 | By Click here to enter a date,<br>1.<br>2.                                                                                                                            |
| 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 8/10/2026,<br>1. Share behavior lessons with teachers to be implemented the 1 <sup>st</sup> week of school.<br>2. Meet with teachers as needed to provide support. |
| 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 8/10/2026,<br>1. Present the Discipline Flow Chart during pre-planning week.<br>2. Meet with teachers as needed to provide support.                                |
| A recognition system is implemented by 100% of staff for <i>all</i> students.                                                                                 | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | By Click here to enter a date,<br>1.<br>2.                                                                                                                            |

**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>Behavior Incidents</b>  | By June 3, 2027, Unruly/Disruptive Behavior will decrease by 10% as measured by Office Discipline Referrals (ODRs) in Focus. | 1. Utilize "Red Ticket Tuesday" Token System to promote positive behavior campus-wide.<br>2. Identify students with concerning behaviors early and address these behaviors through RtI. |

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