



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



SY 2026 – 2027

|                       |                               |
|-----------------------|-------------------------------|
| <b>School Name:</b>   | Pines Lakes Elementary School |
| <b>School Number:</b> | 2861                          |

Please refer to the SPBP Canvas Resource page to access video tutorials, guidance, and resources for completing the 2026-2027 SPBP template. [i](#)

**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                   | Tracy Jackson       | 7. Security Specialist/<br>Campus Monitor | Kivin Gabriel       |
| 2. Point of Contact                | Amrita Balroop      | 8. Social Worker                          | Damaris John        |
| 3. BTU Representative              | Melanie Muroff      | 9. School Nurse                           | Michell Faulkner    |
| 4. Parent/Community Representative | Julia Camacho       | 10. Attendance Manager                    | Carol Grand         |
| 5. Student Representative          |                     | 11. Life Skills & Wellness Liaison        | Carlene Wolfe       |
| 6. School Counselor                | Carlene Wolfe       | 12. Resiliency Liaison                    | Carlene Wolfe       |

\*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  | 8/10/2026               | 8:00am                  | ➡ | 8/10/2026   |
| 2 <sup>nd</sup><br>Oct. 13 – Dec. 18 | 10/13/2026              | 8:00am                  | ➡ | 10/13/2026  |
| 3 <sup>rd</sup><br>Jan. 5 – Mar. 18  | 1/5/2027                | 8:00am                  | ➡ | 1/6/2027  |
| 4 <sup>th</sup><br>Mar. 29 – May 28  | 3/29/2027               | 8:00am                  | ➡ | 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> )                                 | 4/6/2026  |
| Hold a <i>faculty</i> vote on the new SPBP ( <i>prior to April 30, 2026</i> )                        | 4/10/2026 |
| Provide training to faculty and staff ( <i>prior to September 30, 2026</i> )                         | 8/3/2026  |
| Present the 2026-27 SPBP to family and community stakeholders ( <i>prior to September 30, 2026</i> ) | 8/26/2026 |

## 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:                          | 393            | % of Total Population | Core Effectiveness             |   |
|--|----------------|-----------------------|--------------------------------|---|
| # Referrals:                               | # of Students: |                       |                                |   |
| I. 0 - 1 referrals                         | 16             | 99%                   | Are your 0 – 1 referral > 80%? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| II. 2 - 5 referrals<br>(at risk students)  | 1              | 0%                    | Are your 2 - 5 referrals <15%? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| III. > 5 referrals<br>(high-risk students) | 1              | 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 |
| 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>   |   |
| <ol style="list-style-type: none"> <li>1. Parent engagement and training on positive behavior plan.</li> <li>2. Social Emotional Learning (SEL) groups for targeting students via our guidance counselor.</li> <li>3. The Leadership Team will use MTSS data to identify targeted students in need of intervention on a monthly basis.</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. School-wide positive behavior intervention training for staff</li> <li>2. Parent nights to include a focus on student discipline</li> <li>3. Implement district’s monthly Character Education Curriculum monthly</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.
- (a) Review your referral data YTD in Focus – Discipline – Category Breakdown – *Highest Discipline Code*.
  - (b) Complete the chart by identifying the top five behavior incidents and the number of incidents for each type.
  - (c) Complete the yellow highlighted cells.
  - (d) Auto-calculate the total # of referrals by clicking on “0” and pressing “Fn + F9” together.

| Top 5 Behavior Incidents<br>Current Year 2025-2026 | # Incidents |
|--|-------------|
| 1. Battery Low K-2                                 | 22          |
| 2. Disobedience/Insubordination K-2                | 7           |
| 3. Disobedience/Insubordination 3-5                | 4           |
| 4. Low Level Battery 3-5                           | 4           |
| 5. Unruly/Disruptive Behavior 3-5                  | 4           |
| TOTAL  | 41          |

- 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. Take Care of Self            |
| 2. Take Care of Others          |
| 3. Take Care of the Environment |

- 4C.** Top three school-wide locations: **Use current 2025-2026 school year behavior data** as listed in Focus.
- (a) Review your referral data YTD in Focus – Discipline – Category Breakdown – *Location*.
  - (b) Complete the chart by identifying the top three schoolwide locations, excluding classroom and the number of incidents for each location.

| Top 3 Locations, <span style="background-color: yellow;">excluding Classroom:</span> |             |
|--|-------------|
| School Location(s)   | # Incidents |
| 1. Hallway   | 8           |
| 2. Athletic Field  | 4           |
| 3. Playground  | 4           |

**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>Take Care of Self</b>                                | Walk on the right side of the hallway on the tiles designated by your teacher. | Only eat your food.    | Be responsible for your own learning.      | Completed by each Teacher  |
| <b>Take Care of Others</b>                              | Use a Level 0 Voice  | Use kind words.        | Contribute to helping classmates learn.    | Completed by each Teacher  |
| <b>Take Care of the Environment</b>                     | Use courteous behavior and allow others to pass.                               | Keep your area clean.  | Keep your classroom tidy at all times.     | Completed by each Teacher  |

## 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 | 8:00am | Multipurpose Center & Classroom |
| After Winter Break   | 1/5/2027  | 8:00am | Multipurpose Center & Classroom |
| After Spring Break   | 3/29/2027 | 8:00am | Multipurpose Center & 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?                                   |
| <b>Character Education</b><br>Click to enter "other"   | Mindfulness Time        | Classroom Teachers | Teachers will use district resources and curriculum to teach. Students will engage in suggested learning activities from the district curriculum.                | Classroom teachers and administration will monitor and track discipline data. |
| <b>Resiliency Curriculum</b><br>Click to enter "other" | Mindfulness Time        | Classroom Teachers | Teachers will use district provided resources to plan for resiliency lessons. Teachers will use the online program provided by the district as their curriculum. | Classroom teachers and administration will monitor and track discipline data. |

## 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](#)

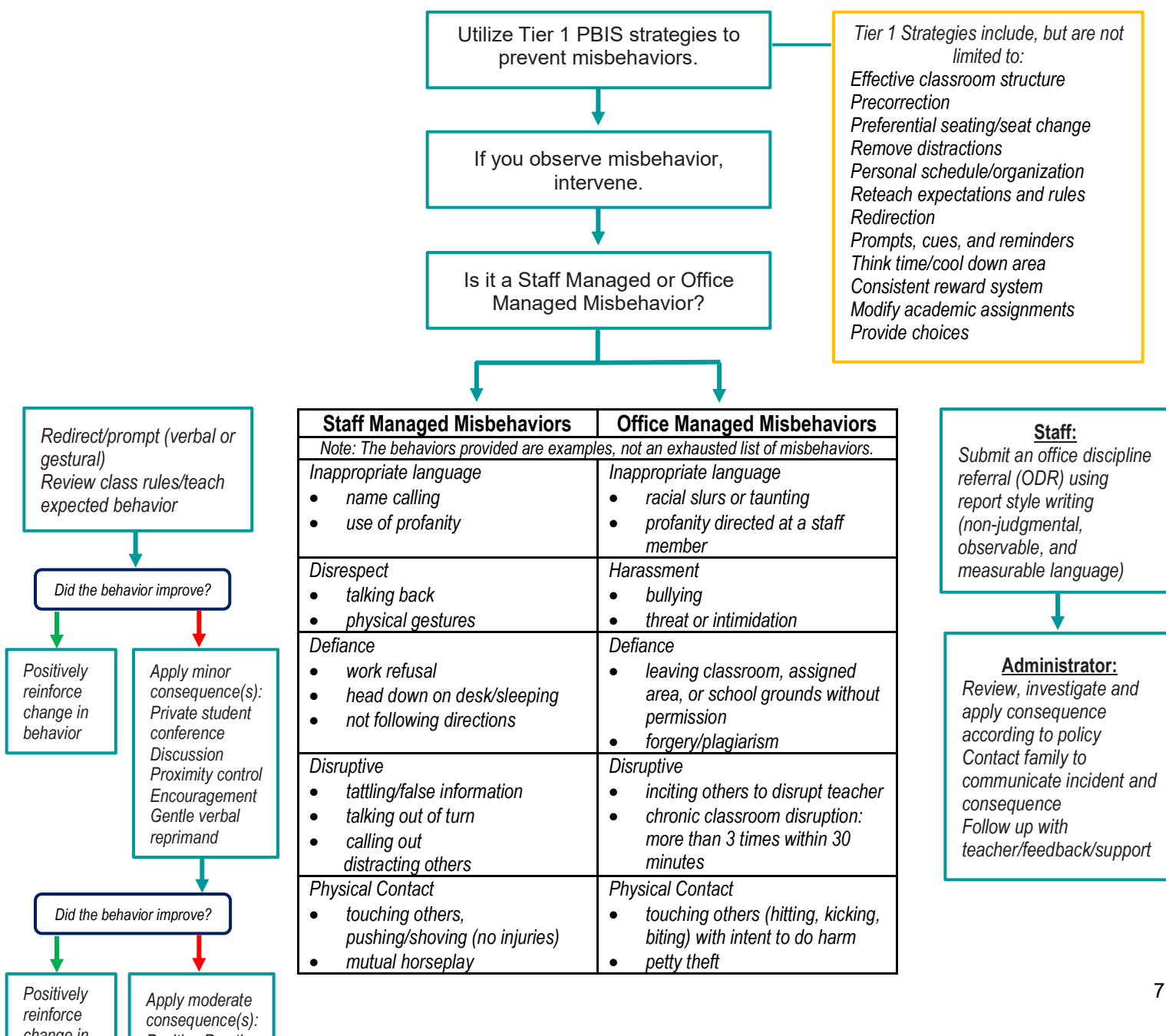
| 4 Step Problem Solving Process   | Plan Details   |
|--|--|
| <p><b>1. Problem Identification:</b> Review your behavior data to identify one school-wide problem. What problem did you identify?<br/><i>(use numerical data)</i></p> | <p><b>Data used:</b></p> <p><b>Problem Identification Statement: During the 2025-2026 school year our student discipline data reflected:</b><br/>           22 Low Level Battery K-2<br/>           7 Disobedience/Insubordination K-2<br/>           4 Disobedience/Insubordination 3-5<br/>           4 Low Level Battery 3-5<br/>           4 Unruly/Disruptive Behavior 3-5</p> <p><i>This data also revealed that most of our discipline incidents take place in the classroom.</i></p>   |
| <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> Our data indicated that if more that 40% of the referrals come from the classroom then our school should consider implementing a Tier 1 school-wide classroom management professional development. Currently only 4/38 instructional staff members have completed the district wide Introduction to Champs.</p> <p><b>SMART Goal: By June 2027, Pines Lakes Elementary School will decrease the percentage of referrals that take place in the classroom by 10%.</b></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: Token system</b></p> <p><b>Description of Program/System:</b> Students at Pines Lakes Elementary work to earn PAW Bucks Classroom teachers utilize funding provided by administration to order high interest items for each grade level. The grade level then determines the age appropriate time block for students to visit the store to redeem PAW bucks . For example, we know students in Kindergarten will need to shop more frequently than older students. Administration asks each store to be opened a minimum of twice per month. PAW Bucks can be distributed by any staff member when they see a student going above and beyond. Grade level specific rewards can be tangible, as utilization of student incentive treasure box. Teachers may also use classroom specific rewards such as lunch bunch, sit next to a friend, bring a stuffed animal, etc. as warranted.</p> |
| <p><b>4. Evaluation:</b><br/>A. Implementation fidelity</p>  | <p><b>How will you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program/system?</b><br/>           Each staff member will be provided with PAW Bucks. When establishing the PAW Bucks store at each grade level, teachers will inform administration of shopping days to permit monitoring of the consistency and effectiveness of the program. Administration will monitor the shop by conducting walkthroughs and asking students about how they spent their PAW Bucks. Teachers will also complete a monthly log to sign off on for having opened the PAW store for their class.</p>  |
| <p>B. Student outcome monitoring <i>(use numerical data)</i></p>   | <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>Monthly review of discipline data via FOCUS reports will be reviewed and discussed at our PBIS meetings and monthly Team Leaders Meetings to monitor student outcomes throughout the school year. Success will be measured by 10% decrease in classroom referrals as compared to previous year's monthly data. A standing agenda item will be maintained to review trends and adjust supports as needed.</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   | 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 | Kids of character will be selected monthly and celebrated during our quarterly award ceremony. Parents of the students will be invited as we recognize and award these students at the ceremony. |

### 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.



|  |   |
|--|---|
| <i>Violation of classroom or location-specific rules</i> | <i>Violation of the Code of Student Conduct</i> |
|--|---|






## 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<br><a href="https://fi-pda.org/#/category/26">https://fi-pda.org/#/category/26</a><br><input type="checkbox"/> Other: Click here to enter name of system | Teachers will be sent the link to register for the course, Positive Behavior Interventions and Supports in the Classroom.<br>After completion teachers will submit their certificate.<br>Teachers will also be asked to share best practices with colleagues to help educators improve their classroom management system. |

### 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 “!Zero Divide” in the next cell and pressing “Fn + F9” together.

|  |   |
|--|---|
| Total number of discipline referrals <b>from classrooms</b> :                                    | 41  |
| Total number of <i>other</i> <b>school-wide</b> discipline referrals (not including classrooms): | 31  |
| % of referrals in the classroom:   | 57%   |
| 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   | <ul style="list-style-type: none"> <li><input checked="" 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</li> </ul>  |
| Pre-Planning                                    | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Print up your SPBP and Feedback form BCPS Central</li> <li><input checked="" type="checkbox"/> Provide SPBP presentation to all staff during Pre-Planning</li> <li><input checked="" type="checkbox"/> Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders</li> <li><input checked="" type="checkbox"/> Market and post School-wide Expectations and Location-specific Rules</li> <li><input checked="" 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)</li> <li><input checked="" type="checkbox"/> Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP (indicated in yellow)</li> </ul>  |
| August<br>1 <sup>st</sup> Quarter Team Meeting  | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Determine any needed team training, such as: 4 Step Problem Solving Process series, PBIS 10 Critical Elements, Data Collection, etc.</li> <li><input checked="" type="checkbox"/> Review previous year's SPBP and feedback form; make necessary modifications</li> <li><input checked="" type="checkbox"/> Review previous year's data (Use the Tier 1 Agenda and Quarterly Big 5 Data template)</li> <li><input checked="" type="checkbox"/> Verify and implement teaching schedule for Expectations and Rules behavior lesson plans</li> <li><input checked="" type="checkbox"/> Implement the Reward System for all students as indicated in the SPBP</li> <li><input checked="" type="checkbox"/> Ensure the Discipline Flow Chart is distributed to all staff and is being used as written</li> <li><input checked="" type="checkbox"/> Present implementation data, behavior data, team activities and SPBP progress to entire staff</li> <li><input checked="" type="checkbox"/> Ensure all teachers are using an evidence-based classroom management plan, such as CHAMPS</li> <li><input checked="" type="checkbox"/> Confirm next quarterly PBIS team meeting date and time</li> </ul> |
| September                                       | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Provide SPBP stakeholder presentation by September 30<sup>th</sup></li> <li><input checked="" type="checkbox"/> Ensure instructional staff know how to document Tier 1 Supplemental Strategies for behavior</li> <li><input checked="" 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></li> </ul>   |
| October<br>2 <sup>nd</sup> Quarter Team Meeting | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Review previous quarter's data (Use Tier 1 Agenda and Quarter Big 5 Data template)</li> <li><input checked="" type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff</li> <li><input checked="" type="checkbox"/> Ensure Core Effectiveness Action Steps are being implemented as written in Section 3B</li> <li><input checked="" type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your assigned PBIS Administrator</li> <li><input checked="" type="checkbox"/> Confirm next quarterly PBIS team meeting date and time</li> </ul>  |
| November  | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Review/revise lesson plans as indicated by previous quarter behavior data</li> <li><input checked="" type="checkbox"/> Ensure that the Student Outcome Monitoring Action Steps are being implemented as written in Section 10B</li> </ul>  |
| January<br>3 <sup>rd</sup> Quarter Team Meeting | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Staff to re-teach Expectations and Rules after winter break</li> <li><input checked="" type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template)</li> <li><input checked="" type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff</li> <li><input checked="" type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your assigned PBIS Administrator</li> <li><input checked="" type="checkbox"/> Confirm next quarterly PBIS team meeting date and time</li> </ul>   |
| February  | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Check on newly hired staff for PBIS understanding - provide "PBIS 101" video training module</li> <li><input checked="" type="checkbox"/> Utilize the Stakeholder SPBP Forms Survey to solicit input for planning next year's SPBP (optional)</li> </ul>   |
| March<br>4 <sup>th</sup> Quarter Team Meeting   | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Ensure progress towards completion and submission of next year's SPBP</li> <li><input checked="" type="checkbox"/> Staff to re-teach Expectations and Rules after spring break</li> <li><input checked="" type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template)</li> <li><input checked="" type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff</li> <li><input checked="" type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your assigned PBIS Administrator</li> </ul>  |
| April   | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Provide staff presentation and faculty vote on new SPBP for next year</li> <li><input checked="" type="checkbox"/> Submit your SPBP in BCPS Central by April 30<sup>th</sup>. Use this new SPBP in the next school year</li> <li><input checked="" type="checkbox"/> Continue implementing your current SPBP through the end of the current school year</li> </ul>   |

## 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 8/11/2026,<br>1.<br>2.  |
| 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 | By 8/11/2026,<br>1.<br>2.  |
| 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 | By 8/11/2026,<br>1.<br>2.  |
| A recognition system is implemented by 100% of staff for <i>all</i> students.   | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | By 8/28/2026,<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><br><i>Choose one ODR area of focus</i> | By June 3, 2027, the incidents of Battery Low Level K-2 will indicate a decrease of 10% as measured by Office Discipline Referrals (ODRs) in Focus. | 1. PBIS Team will review data to identify and review plan for improvements on a quarterly basis.<br>2. Team will share quarterly data with all staff to ensure fidelity of the SPBP Plan. |

| SPBP Submission  |
|--|
| <ol style="list-style-type: none"> <li>1. Upload completed SPBP (as PDF) into BCPS Central in the School Improvement Plan. </li> <li>2. Complete PBIS Point of Contact form. </li> </ol> |