



Schoolwide Positive Behavior Plan (SPBP)
Broward County Public Schools

SY 2026 – 2027



School Name:	Silver Lakes Middle School
School Number:	2971

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	Ellis Jenoure	7. Security Specialist/ Campus Monitor	Reginald Smith
2. Point of Contact	Sasana Montaque	8. Social Worker	Vanessa Charles
3. BTU Representative	Tejkumari Budhai	9. School Nurse	Leonard Powell
4. Parent/Community Representative	Sherry Rodriguez	10. Attendance Manager	Ambresh'A Griffin
5. Student Representative	Xavier Rodriguez	11. Life Skills & Wellness Liaison	Abbie Bryan
6. School Counselor	Abbie Bryan	12. Resiliency Liaison	Abbie Bryan

*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 st Aug. 10 – Oct. 9	9/9/2026	8:35 AM		10/12/2026
2 nd Oct. 13 – Dec. 18	11/18/2026	8:35 AM		12/11/2026
3 rd Jan. 5 – Mar. 18	2/12/2027	8:35 AM		3/12/2027
4 th Mar. 29 – May 28	4/14/2027	8:35 AM		5/21/2026

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>)	4/24/2026
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>)	8/7/2026
Present the 2026-27 SPBP to family and community stakeholders (<i>prior to September 30, 2026</i>)	9/14/2026

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:	618	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals	537	87%	Are your 0 – 1 referral > 80%?	☒ Yes ☐ No
II. 2 - 5 referrals (at risk students)	69	11%	Are your 2 - 5 referrals <15%?	☒ Yes ☐ No
III. > 5 referrals (high-risk students)	12	2%	Are your >5 referrals <5%?	☒ Yes ☐ No

3B. Core Effectiveness Action Steps:

If you answered “Yes” to I, II, and III above, then your core is effective. Based upon table 8A, is your core effective?		☒ Yes ☐ No
Answer either (a) or (b): (a) If your core is effective, then identify action steps your school leadership team should continue to take for early identification of at risk or high-risk students. (b) If you answered “No” to at least one of the items above (I, II, or III) then indicate the supports and interventions and action steps your school leadership team will implement <i>at the beginning</i> of the next school year to improve core strength:		
Core Effectiveness Action Steps: <i>(3-4 detailed steps)</i>		
1. Implement Consistent Data Monitoring Systems Establish a routine schedule (weekly or biweekly) for reviewing key data sources such as discipline referrals, attendance, and academic performance. Ensure the PBIS/MTSS team uses a shared data dashboard to identify students showing early warning signs. Focus on patterns (e.g., repeat minor behaviors, attendance dips, specific locations/times) to proactively flag students before behaviors escalate into high-risk concerns.		
2. Strengthen Structured PBIS Team Data Protocols Use a standardized problem-solving protocol during PBIS meetings to guide decision-making. This includes clearly defining the problem, analyzing contributing factors, identifying students in need of support, and assigning targeted Tier 1 or Tier 2 interventions. Document all decisions and monitor progress regularly to ensure accountability and effectiveness of supports.		
3. Build Teacher Capacity for Early Identification Provide ongoing professional development and coaching for teachers on recognizing early indicators of risk, such as disengagement, frequent minor disruptions, or sudden changes in behavior or performance. Reinforce expectations for consistent documentation and timely referrals so concerns are addressed early and systematically across all classrooms.		
4. Maintain a Clear and Efficient Tier 2 Referral Process Ensure all staff understand the process for referring students to additional supports (e.g., Check-In/Check-Out, mentoring, social skills groups). Create a streamlined system with clear criteria, required data, and quick turnaround for intervention placement. Regularly review referral outcomes to ensure students are receiving timely and appropriate support without delays.		

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: (3-4 detailed steps)

1. Conduct Ongoing Disaggregated Data Reviews

- Establish a consistent process for reviewing discipline, attendance, and academic data disaggregated by subgroup (race, SWD, ELL) during PBIS/MTSS meetings. Identify patterns in referrals (e.g., type of behavior, location, referring staff, time of day) to uncover potential bias or systemic issues. Use this data to guide targeted supports and adjust practices before disparities widen.

2. Provide Equity-Focused Professional Development

- Implement ongoing training for staff on culturally responsive teaching, implicit bias, and equitable classroom management strategies. Focus on helping teachers recognize how perceptions and responses to behavior may differ across student groups and provide alternative strategies to reduce subjective discipline referrals (e.g., for defiance or disruption).

3. Strengthen Tier 1 PBIS Practices with Cultural Responsiveness

- Ensure schoolwide expectations, behavior lessons, and reinforcement systems are inclusive and reflective of all student populations. Incorporate student voice and cultural relevance into PBIS practices to increase engagement and reduce misunderstandings that may lead to disproportionate discipline outcomes.

4. Implement Targeted Early Interventions and Monitoring Systems

- Create a structured system for early identification and support of students within subgroups who show emerging risk patterns. Ensure timely access to Tier 2 interventions (e.g., Check-In/Check-Out, mentoring, social skills groups) and monitor progress closely. Regularly evaluate intervention effectiveness across subgroups to ensure equitable access and outcomes.

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.Fighting Minor	47
2.Disobedience	38
3.Defiance of Authority Habitual	35
4.Fighting Medium	13
5.Profanity to Staff	9

TOTAL	142
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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. Respectful – Showing consideration for self, others, and the school environment
2. Responsible – Taking ownership of actions, learning, and behavior
3. Safe – Making choices that protect the well-being of self and others
4. Engaged – Actively participating in learning and school activities
5. Kind – Demonstrating empathy, care, and positive interactions with others

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, excluding Classroom :	
School Location(s)	# Incidents
1. Gym	40
2. Hallway	32
3. Cafeteria	15

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	Gymnasium Rules	Classroom Rules
Respectful	Use appropriate voice level; keep hands to self; respect personal space	Use manners; clean up after yourself; respect staff and peers	Respect staff, students, and equipment; follow directions; demonstrate sportsmanship	Use respectful language; listen when others speak; respect materials and learning space
Responsible	Go directly to destination; carry a pass; be on time	Follow lunch procedures; manage your time; dispose of trash properly	Report only during assigned class time; do not skip class or enter without permission; have a pass when required	Be prepared; complete assignments; follow classroom procedures; remain in assigned area
Safe	Walk at all times; keep hands/feet to self; stay on the right side	Stay seated unless given permission; walk; keep food to yourself	Use equipment properly; maintain personal space; follow supervision and safety protocols	Use materials appropriately; follow safety procedures; maintain a safe learning environment
Engaged	Move with purpose; stay focused on destination	Follow routines; participate appropriately; stay in assigned area	Participate actively; stay on task; listen to instructions	Actively participate; stay on task; ask questions
Kind	Help others when appropriate; be polite; include others	Invite others to sit; use kind words; show patience	Encourage peers; include everyone; show positive attitude	Support classmates; work cooperatively; show empathy

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	First Block	All classrooms and common areas (hallways, cafeteria, gym)
After Winter Break	1/5/2027	First Block	Classroom
After Spring Break	3/29/2027	First Block	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	Gym
Lesson Plan Dates			
Start of School Year	8/10/2026	8/11/2026	8/11/2026
After Winter Break	1/5/2027	1/6/2027	1/6/2027
After Spring Break	3/29/2027	3/30/2027	3/30/2027

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?
Life Skills & Wellness	Weekly during advisory/homeroom and reinforced throughout the year during PBIS lessons and	Classroom teachers, PBIS team, school counselors, and behavior interventionists.	Life Skills & Wellness lessons will focus on practical skills such as decision-making, stress management, responsible behavior, and healthy relationships. Instruction will be delivered through direct teaching, modeling, guided practice, and real-life scenarios connected to school expectations through ReThink Ed. Teachers will embed these skills into daily routines and reinforce them consistently across settings.	Effectiveness will be monitored through discipline referral trends, attendance data, student surveys, and teacher observations. The PBIS team will review data monthly from ReThink Ed to determine if students are demonstrating improved self-regulation and responsible decision-making.

Resiliency Curriculum	Bi-weekly or weekly during advisory/homeroom, with additional targeted lessons for students receiving Tier 2 supports.	Classroom teachers, PBIS team, school counselors, and behavior interventionists.	The Resiliency Curriculum will teach students coping strategies, emotional regulation, perseverance, and problem-solving skills. Lessons will include role-playing, reflection activities, and restorative conversations to help students respond appropriately to challenges. Staff will reinforce skills consistently across all school environments to support behavior change.	Effectiveness will be tracked using behavior referral data, MTSS progress monitoring tools, student behavior goal tracking, and climate surveys. The PBIS team will analyze subgroup data to ensure equitable impact across student populations.
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CRITICAL ELEMENT # 6: Recognition Programs

6A. The schoolwide recognition system focuses on reinforcing schoolwide expectations OR a specific location where referrals often occur. The recognition should be used to encourage, acknowledge, and reinforce students to exhibit positive behaviors.

Identified Schoolwide Expectation OR Specific Location: [Click here to enter Expectation OR Location](#)

4 Step Problem Solving Process	Plan Details
1. Problem Identification: Review your behavior data to identify one school-wide problem. What problem did you identify? <i>(use numerical data)</i>	Data used: Office discipline referral data, hallway incident reports, and PBIS tracking data show an average of 35–40% of all minor behavior referrals occur during hallway transitions, with common issues including tardiness, horseplay, and failure to follow directions. Problem Identification Statement: Students are demonstrating increased unsafe and off-task behaviors during hallway transitions, resulting in a high percentage of minor referrals (approximately 35–40%) occurring in this setting.
2. Problem Analysis: Why do you think this problem is occurring? What is your goal? <i>(create a SMART goal statement with numerical data)</i>	Hypothesis: Hallway behaviors are increasing due to inconsistent expectations during transitions, lack of reinforcement for positive behavior, and limited structured recognition of students who demonstrate appropriate hallway conduct. In addition, some students may not fully understand or consistently apply expectations such as walking safely, using appropriate voice levels, and transitioning on time. SMART Goal Statement: By the end of the first semester, hallway-related discipline referrals will decrease by 10% through the implementation of a schoolwide positive reinforcement system and consistent teaching of hallway expectations.
3. Intervention Design: Describe how you will implement a positive reward program/system to decrease this problem.	Type of Program/System: <i>Token system</i> Description of Program/System: The school will implement a hallway-specific recognition system where staff actively acknowledge students demonstrating positive hallway behaviors aligned with PBIS expectations (Respectful, Responsible, Safe, Engaged, Kind). Staff will distribute “Caught Being Good” tickets to students who meet expectations during transitions. Tickets will be entered into weekly or monthly drawings for incentives such as small prizes, privileges, or schoolwide celebrations. This system will be consistently implemented across all staff to reinforce expectations, increase visibility of positive behavior, and shift focus from problem behavior to recognition of success.

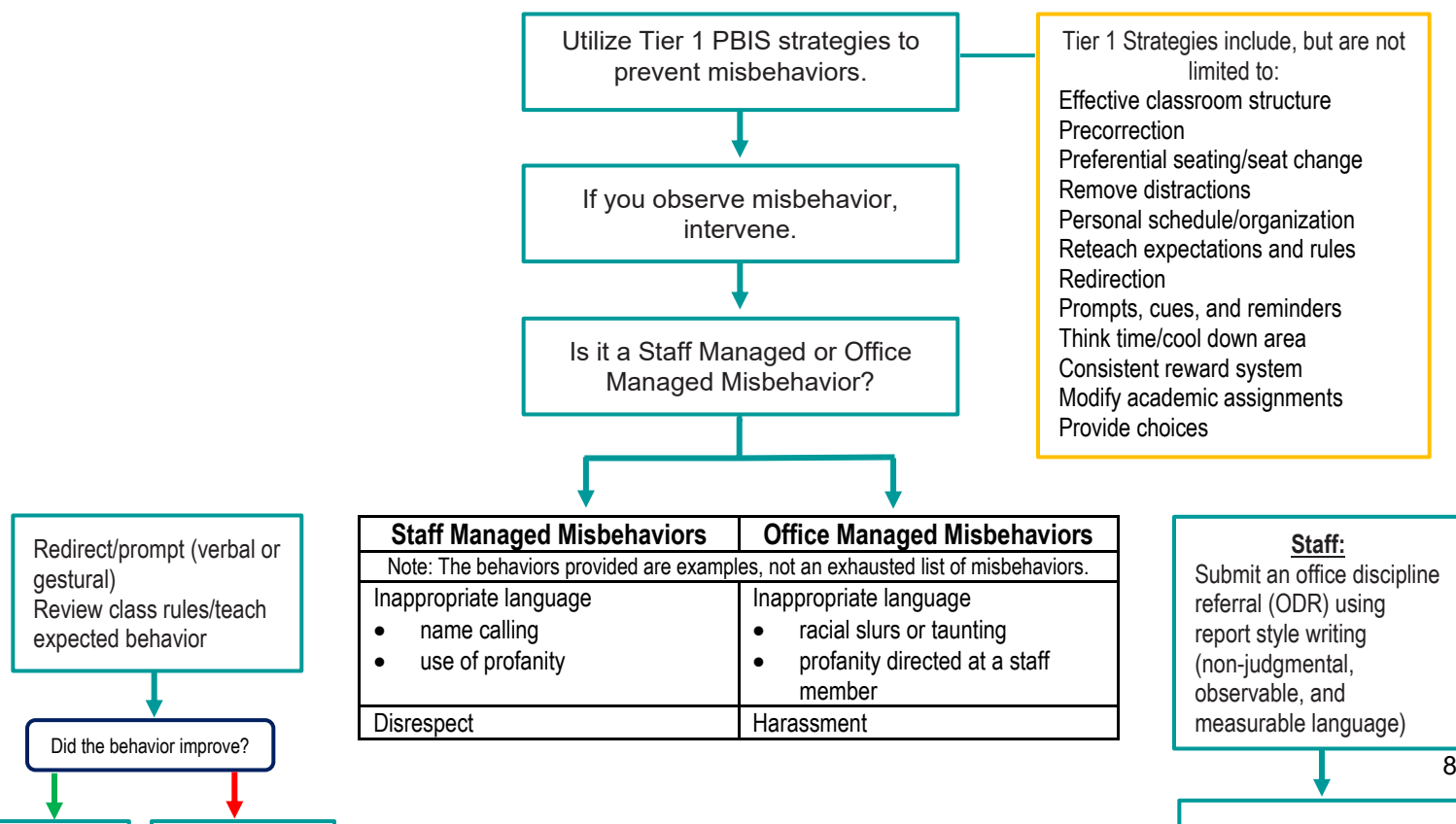
4. Evaluation: A. Implementation fidelity	How will you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program/system? Staff implementation will be monitored through PBIS walkthroughs, administrator observations, and ticket distribution tracking logs once redeemed. The PBIS team will review data to ensure all staff are consistently acknowledging positive hallway behaviors and distributing recognition tickets equitably. Monthly feedback will be provided to staff to maintain consistency and improve implementation quality.
B. Student outcome monitoring <i>(use numerical data)</i>	How will you know if the reward program/system is positively impacting students? What measurable data will you use to determine "success"? Success will be measured by a 10% reduction in hallway-related referrals and an increase in positive behavior referrals/tickets issued over time. Additional data sources will include PBIS behavior dashboards, student climate surveys, and reduction in tardy and transition-related incidents. The PBIS team will review data biweekly to assess progress toward the SMART goal.

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? <i>(2-3 sentences)</i>
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	Students who demonstrate the monthly character trait will be recognized through a "Kid of Character" nomination system submitted by teachers and staff. Selected students will be acknowledged during morning announcements, receive certificates, and be celebrated at a monthly recognition event or incentive activity. Families will also be notified to reinforce positive behavior at home and strengthen school-to-home connections.

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.





• talking back • physical gestures	• bullying • threat or intimidation
Defiance • work refusal • head down on desk/sleeping not following directions	Defiance • leaving classroom, assigned area, or school grounds without permission • forgery/plagiarism
Disruptive • tattling/false information • talking out of turn • calling out • distracting others	Disruptive • inciting others to disrupt teacher • chronic classroom disruption: more than 3 times within 30 minutes
Physical Contact • touching others, pushing/shoving (no injuries) • mutual horseplay	Physical Contact • touching others (hitting, kicking, biting) with intent to do harm • petty theft
Violation of classroom or location-specific rules	Violation of the Code of Student Conduct

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>
☒ CHAMPS ☒ Positive Behavior Interventions and Supports and the Classroom https://fl-pda.org/#/category/26 ☐ Other: Click here to enter name of system	1. Ensure every classroom has clearly posted CHAMPS expectations for key activities (e.g., independent work, group work, transitions). 2. Provide initial and ongoing CHAMPS PD sessions, with opportunities for teachers to see live 3. Identify teachers who need support with routines and behavior expectations and schedule one-on-one coaching focused on implementing CHAMPS strategies. 4. Integrate CHAMPS language into school-wide announcements, behavior redirection, and assemblies to build common expectations across classrooms.

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

☒ CHAMPS 7 Up Checklist 
☐ Classroom Snapshot (Classroom Management Assessment) 
☐ PBIS Classroom Assistance Tool (CAT) 
☐ Other <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 from classrooms :	237
Total number of <i>other</i> school-wide discipline referrals (not including classrooms):	134
% of referrals in the classroom:	64%
Do more than 40% of your referrals come from the classroom?	☒ Yes ☐ No

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

Critical Elements # 9: SPBP Implementation Planning

RED Font = Action Steps for all schools in Broward County

GREY Font = Best Practices for all schools in Broward County

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

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

CRITICAL ELEMENT # 10: Evaluation

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

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

STAFF Implementation Monitoring		
Staff Implementation Goal	Quarterly Team Review: Implemented with fidelity?	If you answered No , enter 2 action steps your school will take to move towards this goal by the next PBIS meeting.
100% of hallways, front office, cafeteria, and other public areas all have school-wide expectations and location-specific rules posted.	☒ Yes ☐ No	By Click here to enter a date, 1. 2.
100% of instructional staff has delivered expectations and rules lesson plans as written and when indicated.	☒ Yes ☐ No	By Click here to enter a date, 1. 2.
100% of staff members are oriented to the Discipline Flow Chart. It is used consistently by 100% instructional staff, behavioral support, and administrators.	☐ Yes ☒ No	By Click here to enter a date, 1. During a scheduled staff meeting or professional development day, all instructional staff, behavioral support staff, and administrators will participate in a mandatory training on the Discipline Flow Chart. 2. Staff who demonstrate proper use will be recognized, and additional coaching will be provided for anyone who needs clarification, ensuring continuous alignment across the campus
A recognition system is implemented by 100% of staff for <i>all</i> students.	☒ Yes ☐ No	By Click here to enter a date, 1. 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.
Select an item <i>Choose one ODR area of focus</i>	By June 3, 2026, the amount of classroom referral incidents will decrease 10% as measured by Office Discipline Referrals (ODRs) in Focus.	1. Administration and the Point of Contact will monitor ODR data monthly. 2. Teachers with excessive ODRs will participate in "In House" coaching to improve classroom discipline

SPBP Submission

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