



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

SY 2026 – 2027



|                       |                                |
|-----------------------|--------------------------------|
| <b>School Name:</b>   | Quiet Waters Elementary School |
| <b>School Number:</b> | 3121                           |

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                   | Geoff Henning, Monica Stokes, and Yahira Tamayo         | 7. Security Specialist/<br>Campus Monitor | Robert Goforth, Armed Guardian, Brandie Curry and Lizzette Estella, Campus Monitors |
| 2. Point of Contact                | Yahira Tamayo                                           | 8. Social Worker                          | Karina Porter                                                                       |
| 3. BTU Representative              | Marianne McCullough, Jeanine Werner, and Lauren Disbury | 9. School Nurse                           | Anjie Bernkrant                                                                     |
| 4. Parent/Community Representative | Tina Lynn Gaeta                                         | 10. Attendance Manager                    | Katherine Lecomte                                                                   |
| 5. Teacher Representative          | Cynthia Kostrzecha                                      | 11. Life Skills & Wellness Liaison        | Wanda Kollar                                                                        |
| 6. School Counselor                | Susan Donahue and Wanda Kollar                          | 12. Resiliency Liaison                    | Wanda Kollar                                                                        |

\*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              | 2:15 PM                 |  | 10/13/2026                                              |
| 2 <sup>nd</sup><br>Oct. 13 – Dec. 18 | 1/5/2027                | 2:15 PM                 |  | 1/7/2027                                                |
| 3 <sup>rd</sup><br>Jan. 5 – Mar. 18  | 3/18/2027               | 2:15 PM                 |  | 3/29/2027                                               |
| 4 <sup>th</sup><br>Mar. 29 – May 28  | 5/4/2027                | 2:15 PM                 |  | 5/11/2027                                               |

## 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> )          | 4/29/2026 |
| Hold a <i>faculty</i> vote on the new SPBP ( <i>prior to April 30, 2026</i> ) | 4/29/2026 |
| Provide training to faculty and staff ( <i>prior to September 30, 2026</i> )  | 8/5/2026  |

**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:                          | 940            | % of Total Population | Core Effectiveness             |                                                                     |
| # Referrals:                               | # of Students: |                       |                                |                                                                     |
| I. 0 - 1 referrals                         | 927            | 98%                   | Are your 0 – 1 referral > 80%? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| II. 2 - 5 referrals<br>(at risk students)  | 13             | 1%                    | 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 |
| Answer <b>either</b> (a) or (b):<br>(a) If your core is effective, then identify action steps your school leadership team should continue to take for early identification of at risk or high-risk students.<br>(b) If you answered “No” to at least one of the items above (I, II, or III) then indicate the supports and interventions and action steps your school leadership team will implement <i>at the beginning</i> of the next school year to improve core strength: |                                                                     |
| Core Effectiveness Action Steps: <i>(3-4 detailed steps)</i><br>1. Continue to be present around the school<br>2. Hold Discipline Assemblies to share the school-wide expectations and include reminders after longer breaks<br>3. Provide training to staff on the usage of Compass Curriculum<br>4. Offer school-wide incentives for positive behavior                                                                                                                       |                                                                     |

**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><br>1. Provide Discipline Referral Data to staff<br>2. Recommend Champs Training<br>3. Review the MTSS process for behavior<br>4. Involve the Guidance Counselors and School Social Workers for Support. |

## 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. Battery (low level)                             | 16          |
| 2. Unruly/Disruptive Behavior                      | 15          |
| 3. Disruptive/Unruly Play                          | 6           |
| 4. Disobedience/Insubordination                    | 5           |
| 5. Fight Minor/Altercation/Confrontation           | 5           |
| TOTAL                                              | 47          |

- 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. Be Respectful        |
| 2. Be Responsible       |
| 3. Be Ready to Learn    |

- 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                                 | 9           |
| 2. Playground                                | 8           |
| 3. Other                                     | 7           |

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

| Schoolwide Expectations and Location-based Rules |                                                                                                                                         |                                                                                                                                          |                                                                                                                                                                | Completed by each teacher: |
|--------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------|
| Schoolwide EXPECTATIONS                          | Hallway Rules                                                                                                                           | Cafeteria Rules                                                                                                                          | Playground/Field Rules                                                                                                                                         | Classroom Rules            |
| <b>Be Respectful</b>                             | Click here to select hallway rules OR<br><b>Follow adult directives A Manatee is ready to listen and follow directions from adults.</b> | Click here to select cafeteria rules OR<br><b>Follow all directions given by the cafe monitors/adults, and use a level 1 or 2 voice.</b> | Click here to select location rules OR<br><b>Follow adult directions, observe personal space, invite others to play, use kind words, and encourage others.</b> |                            |
| <b>Be Responsible</b>                            | Click here to select hallway rules OR<br><b>Walk with hands by your side and remain quiet in the hallway.</b>                           | Click here to select cafeteria rules OR<br><b>Stay in assigned area, and keep your area clean.</b>                                       | Click here to select location rules OR<br><b>Use equipment appropriately, practice calming strategies when upset or frustrated.</b>                            |                            |
| <b>Be Ready to Learn</b>                         | Click here to select hallway rules OR<br><b>Go directly to your destination.</b>                                                        | Click here to select cafeteria rules OR<br><b>Raise your hand for assistance or to get the attention of an adult.</b>                    | Click here to select location rules OR<br><b>Follow game rules, stay in assigned area, share equipment, and clean up.</b>                                      |                            |

## CRITICAL ELEMENT #5: Teaching Behavior

**5A.** At least one lesson plan for **each** schoolwide expectation above is distributed to instructional staff during pre-planning week and are maintained in the SPBP Binder.

| Dates when the schoolwide expectations lesson plans are taught by instructional staff and noted in lesson plans: |           |         |                                                            |
|------------------------------------------------------------------------------------------------------------------|-----------|---------|------------------------------------------------------------|
|                                                                                                                  | Date(s)   | Time:   | Location(s):                                               |
| Start of School Year                                                                                             | 8/11/2026 | 8:30 AM | School Wide<br>(classrooms/playground/cafeateria/hallways) |
| After Winter Break                                                                                               | 1/5/2027  | 8:30 AM | School Wide<br>(classrooms/playground/cafeateria/hallways) |
| After Spring Break                                                                                               | 3/29/2027 | 8:30 AM | School Wide<br>(classrooms/playground/cafeateria/hallways) |

**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 | Playground |
| Lesson Plan Dates                                                                                                   |               |                 |            |
| Start of School Year                                                                                                | 8/11/2026     | 8/11/2026       | 8/11/2026  |
| After Winter Break                                                                                                  | 1/5/2027      | 1/5/2027        | 1/5/2027   |
| After Spring Break                                                                                                  | 3/29/2027     | 3/29/2027       | 3/29/2027  |

**5C.** Prevention programs and other schoolwide student support initiatives can be used to proactively teach positive behavior and prosocial skills. Use this chart to plan for how you will use District supported programs and initiatives to promote positive behavior on campus.

| Program/Initiative    | Plan Details                    |                    |                                                                                                                                                         |                                                                    |
|-----------------------|---------------------------------|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
|                       | When will it be taught?         | Who will teach it? | How will it be implemented?<br><i>2-3 sentences</i>                                                                                                     | How will it be monitored for effectiveness?                        |
| Character Education   | September 2026 – April 2027     | Classroom Teachers | Lessons are provided through morning announcements, Canvas lessons, or through classroom discussions                                                    | School Counselor rewards our Character Education with certificates |
| Resiliency Curriculum | Fall: October 2026 – April 2027 | Classroom Teachers | Our school counselor works with teachers to ensure completion.<br>Online safety – November<br>Substance – October<br>Safer, Smarter Kids – Sept. - Apr. | School Counselor monitors student completion.                      |

|                                          |            |                    |                                                                                                                                                 |                                   |
|------------------------------------------|------------|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|
| <b>Bullying Prevention:<br/>Be the 1</b> | Aug.-Sept. | Classroom Teachers | Teachers utilize school board lessons at the start of the school year. This content is reviewed by administration during discipline assemblies. | Included in teacher lesson plans. |
|------------------------------------------|------------|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|

## 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: Office Discipline Referrals as reported in Focus</b><br><br><b>Problem Identification Statement:</b> <i>What problem did you identify?</i><br>Our documented ODR data indicates our highest incident with 16 referrals written by April 2026 was Battery (Low Level)                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <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> <i>Why do you think this problem is occurring?</i><br>Battery- low level is our highest recorded incident and seems to be happening during unstructured and transitional times during the day. Students need to be held accountable for understanding and implementing school expectations through continued teaching, modeling and support. Lunch, recess, independent work times and transitional times required more structure and active monitoring with continuous review and practice of expectations.<br><br><b>SMART Goal Statement:</b><br>By April 2027, incidents of battery (low level) will decrease from 16 incidents to 10 as evidenced by ODRs documented in Focus. |
| <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> <i>Token system</i><br><br><b>Description of Program/System:</b> ( <i>≥ 4 sentences</i> ) How you will implement a positive reward program/system to decrease this problem?<br>Students receive Manatee Bucks for positive behavior seen by anyone on campus. It's similar to Caught Being Good. Also, teachers will be told to reinforce handling of situations caused by classmates that should be referred to them. Anyone allowing an adult to intervene will receive a Manatee Buck.                                                                                                                                                                               |
| <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> ( <i>2-3 sentences</i> )<br>Weekly, teachers collect Manatee Bucks students receive and enter them into a grade level bucket. Random students' names are called over the P.A. system/morning announcements to collect a prize in the Treasure Box provided by Administration.                                                                                                                                                                                                                                                                                     |

**B. Student outcome monitoring (use numerical data)**

**How will you know if the reward program/system is positively impacting students? What measurable data will you use to determine “success”? (2-3 sentences)**

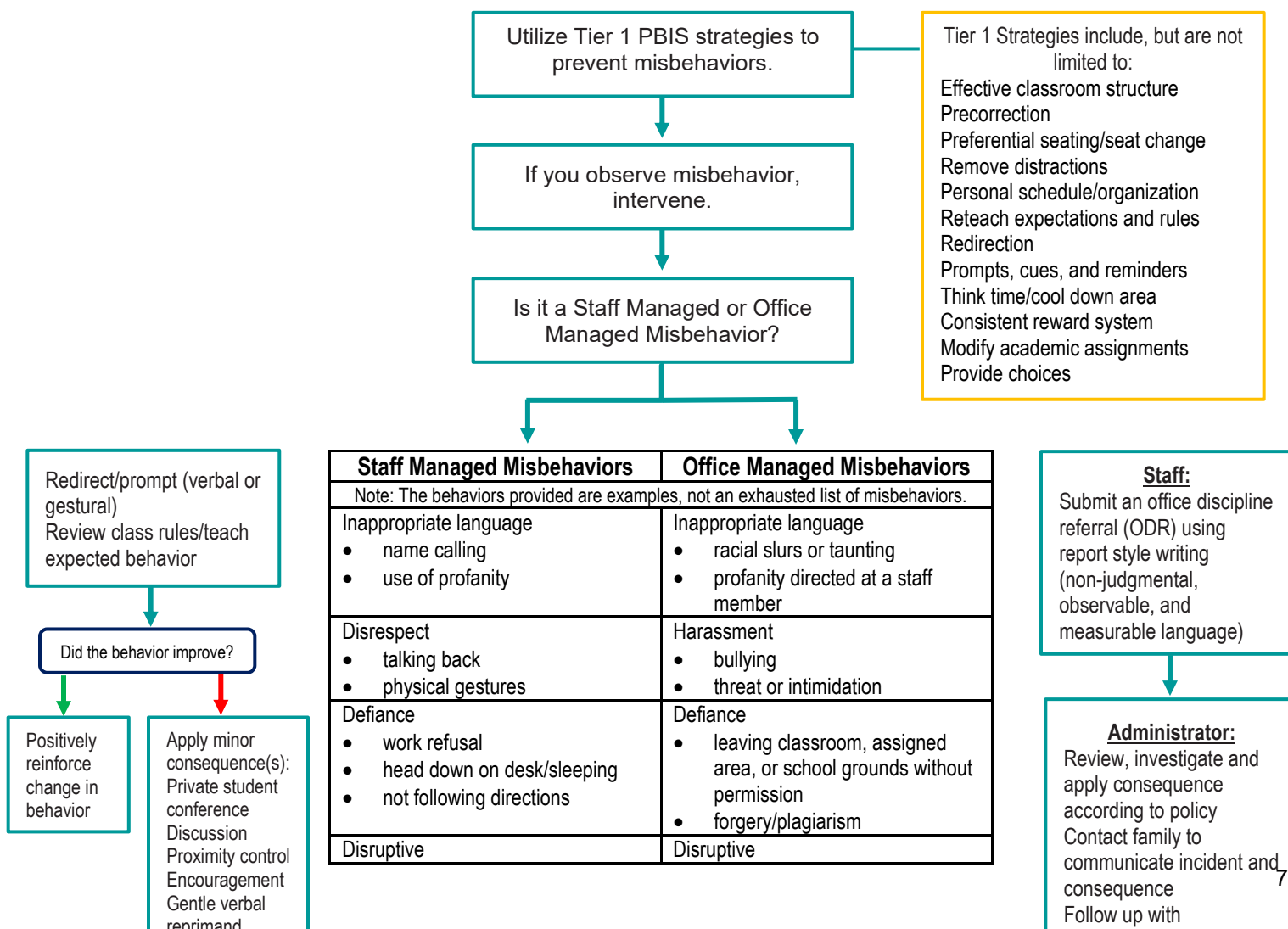
ODR data will be pulled quarterly and shared with teachers and staff. Reflection and problem-solving sessions will be held as needed to address reoccurring incidents and practices in place by our School Positive Behavior Team.

**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)                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1. September: Cooperation</li> <li>2. October: Responsibility</li> <li>3. November: Citizenship</li> <li>4. December: Kindness</li> <li>5. January: Respect</li> <li>6. February: Honesty</li> <li>7. March: Self-Control</li> <li>8. April: Tolerance</li> </ol> | Based on the monthly trait, the teacher selects a student that displays that trait the most and that student receives a certificate of recognition from the School Counselors. The students' names are announced on the Morning Show, and they also receive little “lucky ducks.” |

## 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>tattling/false information</li> <li>talking out of turn</li> <li>calling out<br/>distracting others</li> </ul> | <ul style="list-style-type: none"> <li>inciting others to disrupt teacher</li> <li>chronic classroom disruption:<br/>more than 3 times within 30<br/>minutes</li> </ul> |
| Physical Contact<br>touching others,<br>pushing/shoving (no injuries)<br>mutual horseplay                                                             | Physical Contact <ul style="list-style-type: none"> <li>touching others (hitting, kicking,<br/>biting) with intent to do harm</li> <li>petty theft</li> </ul>           |
| Violation of classroom or location-<br>specific rules                                                                                                 | Violation of the Code of Student<br>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 checked="" 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. Recommend CHAMPS training and log all that completed the training.<br>2. Provide staff with a copy of the PBIS Flow Chart<br>3. Discuss the flow chart in the beginning of the year during Staff Meeting.<br>4. Use sign-in sheet to log participants that were a part of the discussion. |

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

|                                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> CHAMPS 7 Up Checklist                                 |
| <input type="checkbox"/> Classroom Snapshot (Classroom Management Assessment)  |
| <input type="checkbox"/> PBIS Classroom Assistance Tool (CAT)                  |
| <input checked="" type="checkbox"/> Other ( <i>specify</i> ): Classroom Walkthroughs and ODR data                                                               |

### 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> :                                    | 32                                                                  |
| Total number of <i>other</i> <b>school-wide</b> discipline referrals (not including classrooms): | 43                                                                  |
| % 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                                         | <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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No | By Click here to enter a date,<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 Click here to enter a date,<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 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>Select an item</b><br><i>Choose one ODR area of focus</i> | By June 3, 2027, classroom referrals will indicate decrease from 32 to 27 as measured by Office Discipline Referrals (ODRs) in Focus. | 1. ODR data will be pulled quarterly, and classroom walkthroughs will be administered weekly to collect data on behavior.<br>2. Classroom management support will be provided at varying levels as needed by teachers. |

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