



Schoolwide Positive Behavior Plan (SPBP)

Broward County Public Schools

SY 2026 – 2027



School Name:	Park Trails Elementary
School Number:	3781

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	Drew Gerlach	7. Security Specialist/ Campus Monitor	Rich Wolff
2. Point of Contact	Peter Policastro	8. Social Worker	Justine Lyons
3. BTU Representative	Annemarie Luca	9. School Nurse	Marie Forbes
4. Parent/Community Representative	Sara Krin	10. Attendance Manager	Symone Budd-Kelly
5. Student Representative	Andrew Schiff	11. Life Skills & Wellness Liaison	Roni Graham
6. School Counselor	Sara Krin and Roni Graham	12. Resiliency Liaison	Sara Krin
13. ESE Representative	Kourtnee Smith, Taylor Polanco	14. Grade Level Representative	Shari Kaye-Tromer, Megan Campbell, Andria Ammons, Kristin Meas, Wendy Curren
15. STEAM Representative	Glendaly Berthiaume		

*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	8/17/2026	2:30 pm – 3 pm		8/25/2026
2 nd Oct. 13 – Dec. 18	10/19/2026	2:30 pm - 3 pm		10/27/2026
3 rd Jan. 5 – Mar. 18	1/11/2027	2:30 pm – 3 pm		1/19/2027
4 th Mar. 29 – May 28	3/29/2027	2:30 pm – 3 pm		4/6/2027

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>)	4/14/2026
Hold a <i>faculty</i> vote on the new SPBP (<i>prior to April 30, 2026</i>)	4/14/2026

Provide training to faculty and staff (<i>prior to September 30, 2026</i>)	8/5/2026
Present the 2026-27 SPBP to family and community stakeholders (<i>prior to September 30, 2026</i>)	9/8/2026

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:	1057	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals	20	2%	Are your 0 – 1 referral > 80%?	☐ Yes ☒ No
II. 2 - 5 referrals (at risk students)	12	1%	Are your 2 - 5 referrals <15%?	☒ Yes ☐ No
III. > 5 referrals (high-risk students)	0	0%	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>) - Key action steps include maintaining a strong MTSS (Multi-Tiered System of Supports) framework, where all students are regularly screened using academic, behavior, and social-emotional data. The leadership team should ensure that universal screeners (such as FAST, i-Ready, or behavior checklists) are administered on a consistent schedule and reviewed as a team. - It is also important to continue holding data-based problem-solving meetings (such as MTSS or RTI meetings) where teachers, counselors, and administrators collaborate to identify students showing early warning signs like declining grades, attendance concerns, or behavior changes. Using multiple data sources—including classroom performance, discipline referrals, attendance, and teacher observations—helps create a full picture of each student. - Additionally, the team should continue providing professional development for staff so they can recognize early signs of academic or emotional risk and know how to refer students for support. Clear referral processes should remain in place so concerns are addressed quickly. - Finally, maintaining strong family communication and partnerships is essential. Keeping families informed and involved allows schools to gather more insight and provide early support before concerns become more serious. By consistently using data, collaboration, and proactive communication, the leadership team can sustain effective early identification practices.	

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. **Build a Schoolwide Culture with the 7 Habits**

Embed the 7 Habits into daily routines, behavior expectations, and instruction to teach self-regulation, empathy, and responsible decision-making for all students.

2. **Promote Inclusive Leadership & Student Voice**

Ensure all student groups (race, SWD, ELL) are represented in leadership roles (e.g., Lighthouse Team, classroom jobs) to increase belonging and engagement.

3. **Use Data to Monitor Equity in Discipline**

Regularly review discipline data by subgroup, identify patterns, and adjust supports to ensure fair and consistent practices across all students.

4. **Implement Restorative & SEL Practices**

Focus on teaching behavior through social-emotional learning, restorative conversations, and reflection aligned to the 7 Habits instead of relying on punishment.

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. Disruptive/Unruly Play (3-5)	13
2. Unruly/Disruptive Behavior (3-5)	8

3. Unruly/Disruptive Behavior (K-2)	5
4. Battery (Low Level) (3-5)	4
5. Battery (Low Level) (K-2)	3
TOTAL	33

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. PAWS
2. Practice Respect
3. Accept Responsibility
4. Work Together
5. Safety First

4C. Top three school-wide locations: **Use current 2025-2026 school year behavior data** as listed in Focus.

- Review your referral data YTD in Focus – Discipline – Category Breakdown – *Location*.
- Complete the chart by identifying the top three schoolwide locations, excluding classroom and the number of incidents for each location.

Top 3 Locations, excluding Classroom :	
School Location(s)	# Incidents
1. Classroom	20
2. Cafeteria	13
3. Athletic Field	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	Click here to enter location: Rules	Classroom Rules
PAWS	" Second Tile, Panther Style"	Walk in the cafeteria	Stay in designated area	
Practice Respect	Walk in a straight line	Remain seated	Stay in designated area	
Accept Responsibility	Walk on the right side of the hallway.	Face one direction when seated	Stay in designated area	
Work Together	Keeps hands and feet to yourself.	Face one direction when seated	Stay in designated area	
Safety First	Use Level 1 voice in the hallways.	Clean your eating space and pick up trash around your area	Follow directions the first time given	

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	8/14/2026	8:30 am	Classroom
After Winter Break	1/8/2027	8:30 am	Classroom
After Spring Break	4/2/2027	8:30 am	Classroom

5B. At least one Rules Lesson Plan for **each** common location is distributed to instructional staff during pre-planning. This is aligned to the **Schoolwide Expectation/Location-based Rules** chart in section 4D. Location-based rules should be taught and reinforced in the context of the location in the beginning of the year, after long breaks, and throughout the year as necessary.

Dates when the rules lesson plans for common locations are taught by instructional staff and noted in lesson plans:			
Common Location	Hallway Rules	Cafeteria Rules	Select location
Lesson Plan Dates			
Start of School Year	8/14/2026	8/14/2026	8/14/2026
After Winter Break	1/8/2027	1/8/2027	1/8/2027
After Spring Break	4/2/2027	4/2/2027	4/2/2027

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?
Leader In Me	In the morning	Classroom Teachers	The Leader in Me is implemented by embedding leadership habits into daily classroom routines, lessons, and interactions. Teachers teach the 7 Habits in kid-friendly ways while students set goals, take on leadership roles, and track their progress. This helps students build responsibility, confidence, and positive social skills.	The effectiveness of the Leader in Me will be monitored through a combination of student data, behavior trends, and classroom observations. Schools track academic growth, attendance, and discipline data, along with student goal-setting and leadership notebooks to measure progress. Teachers and administrators also conduct regular

				observations and use feedback from students, staff, and families to determine how well leadership habits are being implemented and impacting school culture.
Resiliency Curriculum	One a month from September to April	Mrs. Krin (School Counselor)	Mrs. Krin will go into each classroom once a month to teach Lauren's Kids curriculum.	Reviews of lessons prior to next lesson.

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: Classroom Referrals Problem Identification Statement: Park Trails Elementary has identified a need to decrease classroom behavior referrals, as student challenges with self-regulation, following expectations, and engagement are impacting instructional time and the learning environment. To address this, the school will implement <i>The Leader in Me</i> program to explicitly teach leadership habits and social-emotional skills, fostering accountability and positive decision-making to reduce referrals.
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: This is likely occurring because many students have not yet developed strong self-regulation, leadership, and problem-solving skills, leading to difficulty following expectations and managing behavior independently. Additionally, inconsistent use of common language and expectations across classrooms may limit students' ability to apply positive behaviors consistently throughout the school day. SMART Goal Statement: By the end of the 2026–2027 school year, Park Trails Elementary will reduce classroom behavior referrals by at least 20% from baseline data, as measured by discipline referral records. This will be achieved through consistent implementation of <i>The Leader in Me</i> program, with explicit instruction of the 7 Habits and schoolwide use of common language and expectations to improve students' self-regulation, leadership, and decision-making skills.

3. Intervention Design: Describe how you will implement a positive reward program/system to decrease this problem.	Type of Program/System: Point system Description of Program/System: Park Trails Elementary will implement a schoolwide positive reward system aligned with <i>The Leader in Me</i> program to reinforce leadership behaviors and reduce classroom referrals. Students will earn points for demonstrating the 7 Habits, such as being proactive, respectful, and responsible, with points tracked daily by teachers using a consistent schoolwide system. Points can be accumulated and exchanged for individual and class rewards, such as “Leader of the Week,” special privileges, or Panther Pride incentives, encouraging ongoing positive behavior. Teachers and staff will use common language and provide immediate, specific feedback when awarding points, while behavior and reward data will be reviewed regularly to ensure consistency, monitor progress, and celebrate student 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? Fidelity of implementation will be monitored through regular classroom walkthroughs, review of point system data, and behavior referral trends to ensure staff are consistently using the reward system and common language aligned with <i>The Leader in Me</i> program. Administration and the MTSS team will also provide ongoing feedback, coaching, and support to staff, while using data to identify areas for improvement and ensure the program is implemented effectively across all classrooms.
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”? The impact of the reward program will be measured by a decrease in classroom behavior referrals and office discipline referrals compared to baseline data. Additional data will include an increase in points earned for positive behaviors, improved classroom behavior ratings, and teacher reports of student engagement and self-regulation. Success will be determined by meeting the targeted reduction in referrals (e.g., 20%) and consistent positive trends in both behavior and reward data over time.

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

Monthly Character Traits	Plan Details How will you recognize <i>Kids of Character</i> each month? (2-3 sentences)
1. September: Be Proactive 2. October: Begin with the End in Mind 3. November: Put First Things First 4. December: Think Win-Win 5. January: Seek First to Understand, Then to Be Understood 6. February: Synergize 7. March: Sharpen the Saw 8. April: Recap all traits	Park Trails Elementary will recognize Kids of Character each month by selecting students from each class who consistently demonstrate the Leader of the Month trait aligned with <i>The Leader in Me</i> program. Selected students will be announced on morning announcements, recognized with certificates, and celebrated with a special incentive such as a photo display, small reward, or participation in a recognition event. This consistent acknowledgment will reinforce positive behaviors, motivate students to model leadership habits, and promote a positive school culture.

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.

Utilize Tier 1 PBIS strategies to prevent misbehaviors.

Tier 1 Strategies include, but are not limited to:
Effective discipline strategies



Staff Managed Misbehaviors	Office Managed Misbehaviors
Note: The behaviors provided are examples, not an exhausted list of misbehaviors.	
Inappropriate language • name calling • use of profanity	Inappropriate language • racial slurs or taunting • profanity directed at a staff member
Disrespect • talking back • physical gestures	Harassment • 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: Leader In Me	1. Provide structured professional development on <i>The Leader in Me</i>: <i>Me:</i> All teachers will participate in quarterly training sessions focused on implementing the 7 Habits, teaching explicit behavior expectations, and integrating leadership language into daily instruction. Attendance and completion will be monitored, and teachers will demonstrate application through lesson plans or classroom activities aligned to the habits. 2. Implement a consistent classroom point/reward system: Every classroom will use a schoolwide point system tied to the 7 Habits, with teachers tracking and submitting weekly data on points awarded and student participation. Administration will review data to ensure consistency and provide feedback where implementation is inconsistent. 3. Conduct regular classroom walkthroughs with feedback: Administration and the MTSS team will complete monthly walkthroughs using a checklist to observe use of Leader in Me language, student engagement, and behavior systems. Teachers will receive specific, actionable feedback and follow-up support based on observation data. 4. Facilitate collaborative data review and planning: Grade-level teams will meet monthly to review behavior referral data, point system trends, and student progress. Teams will identify patterns, set short-term goals, and adjust classroom management strategies to improve consistency and effectiveness 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: Leader In Me

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 :	39
Total number of <i>other</i> school-wide discipline referrals (not including classrooms):	33
% of referrals in the classroom:	54%
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
	☒ check off Action Step when completed
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 1st 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 2nd 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 3rd 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 4th 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 8/31/2026, 1. SPBP committee will ensure that each of the designated areas have school-wide expectations posted.
100% of instructional staff has delivered expectations and rules lesson plans as written and when indicated.	☒ Yes ☐ No	By 8/31/2026, 1. School wide behavior assembly 2. Implementation with the Leader in Me program
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 8/31/2026, 1. Communicated during pre-planning staff meeting and monitored throughout the school year.
A recognition system is implemented by 100% of staff for <i>all</i> students.	☒ Yes ☐ No	By 8/31/2026, 1. Implementation with the Leader in Me program.

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, 2027, classroom behavior referrals will indicate a 25% decrease as measured by Office Discipline Referrals (ODRs) in Focus.	1. Monthly Data Review: The MTSS/Leadership team will review Office Discipline Referral (ODR) data in Focus each month to track trends, identify problem areas (grade levels, locations, or behaviors), and adjust supports as needed. 2. Implementation Check & Feedback: Administration and support staff will conduct regular classroom walkthroughs to monitor the consistent use of behavior strategies (e.g., expectations, positive reinforcement, point systems) and provide timely feedback and support to teachers to ensure fidelity.

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