



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

SY 2026 – 2027



|                       |                          |
|-----------------------|--------------------------|
| <b>School Name:</b>   | Heron Heights Elementary |
| <b>School Number:</b> | 3961                     |

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                      | Jenn McGreevy       | 7. Security Specialist/<br>Campus Monitor | Lindsay Pilotte     |
| 2. Point of Contact                   | Craig Saban         | 8. Social Worker                          | Justin Lyons        |
| 3. BTU Representative                 | Heidi Martin        | 9. School Nurse                           | Luna Gabriel        |
| 4. Parent/Community<br>Representative | Caitlin Sheets      | 10. Attendance Manager                    | Elizabeth Aiello    |
| 5. Student Representative             | Preslee McGreevy    | 11. Life Skills & Wellness<br>Liaison     | Cortney Valme       |
| 6. School Counselor                   | Alexis Acin         | 12. Resiliency Liaison                    | Alexis Acin         |

\*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<br>Meeting<br>Dates | PBIS Data<br>Meeting<br>Times |  | Faculty and Staff Data<br>Communication/Presentation Dates |
|--------------------------------------|-------------------------------|-------------------------------|--|------------------------------------------------------------|
| 1 <sup>st</sup><br>Aug. 10 – Oct. 9  | 8/12/2026                     | 8:30am                        |  | 8/13/2026                                                  |
| 2 <sup>nd</sup><br>Oct. 13 – Dec. 18 | 10/12/2026                    | 8:30am                        |  | 10/13/2026                                                 |
| 3 <sup>rd</sup><br>Jan. 5 – Mar. 18  | 1/12/2027                     | 2:15pm                        |  | 1/13/2027                                                  |
| 4 <sup>th</sup><br>Mar. 29 – May 28  | 3/30/2027                     | 2:15pm                        |  | 3/31/2027                                                  |

## 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> )                                 | 4/21/2026 |
| Hold a <i>faculty</i> vote on the new SPBP ( <i>prior to April 30, 2026</i> )                        | 4/22/2026 |
| Provide training to faculty and staff ( <i>prior to September 30, 2026</i> )                         | 8/4/2026  |
| 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:                          | 1069           | % of Total Population | Core Effectiveness             |                                                                     |
| # Referrals:                               | # of Students: |                       |                                |                                                                     |
| I. 0 - 1 referrals                         |                | 100%                  | Are your 0 – 1 referral > 80%? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| II. 2 - 5 referrals<br>(at risk students)  | 2              | 0%                    | Are your 2 - 5 referrals <15%? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| III. > 5 referrals<br>(high-risk students) | 1              | 0%                    | Are your >5 referrals <5%?     | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

**3B. Core Effectiveness Action Steps:**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| If you answered “Yes” to I, II, and III above, then your core is effective.<br>Based upon table 8A, is your core effective?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| <p>Answer <b>either</b> (a) or (b):</p> <p>(a) If your core is effective, then identify action steps your school leadership team should continue to take for early identification of at risk or high-risk students.</p> <p>(b) If you answered “No” to at least one of the items above (I, II, or III) then indicate the supports and interventions and action steps your school leadership team will implement <i>at the beginning</i> of the next school year to improve core strength:</p> <p>Core Effectiveness Action Steps: <i>(3-4 detailed steps)</i></p> <ol style="list-style-type: none"> <li>Distribute “Caught Being a Leader” tickets to kids who demonstrate leadership skills/7 habits of highly effective people to earn school experiences with various staff members.</li> <li>Individual Positive Behavior Plans as needed (Individual rewards).</li> <li>“Caught Being a Leader” recognition assemblies.</li> </ol> |                                                                     |

**3C. Disproportionality** is often measured with the relative risk statistic calculation (Relative Risk Ratio = RRR), a measure that indicates the probability of a certain event (e.g., referrals) for one subgroup when compared to all other subgroups.

Relative Risk Ratio calculations are coming soon with the Focus Data System migration.

**3D. Disproportionality Action Steps:**

|                                                                                                                                                                                                                                                                                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| What activities/initiatives/programs will your school leadership team implement to prevent disproportionate discipline outcomes within sub group populations (race, SWD, ELL)?                                                                                                                                                                                                                                   |
| <p>Disproportionality Action Steps: <i>(3-4 detailed steps)</i></p> <ol style="list-style-type: none"> <li>Implementing Life Skills &amp; Wellness curriculum, regular data sharing at monthly Team Leader Meetings</li> <li>“The Leader in Me” program will be continued; students will become the leaders of schoolwide initiatives and mentor other identified students to become leaders as well.</li> </ol> |

## CRITICAL ELEMENT # 4: Schoolwide Expectations & Location-based Rules

- 4A.** Top five behavior incidents: **Use current 2025-2026 school year behavior data** as listed in Focus.
- Review your referral data YTD in Focus – Discipline – Category Breakdown – *Highest Discipline Code*.
  - Complete the chart by identifying the top five behavior incidents and the number of incidents for each type.
  - Complete the yellow highlighted cells.
  - Auto-calculate the total # of referrals by clicking on “0” and pressing “Fn + F9” together.

| Top 5 Behavior Incidents<br>Current Year 2025-2026 | # Incidents |
|----------------------------------------------------|-------------|
| 1. <b>DISOBEDIENCE/INSUBORDINATION</b>             | 5           |
| 2. <b>MISTREATMENT OF PEERS</b>                    | 4           |
| 3. <b>UNRULY/DISRUPTIVE BEHAVIOR</b>               | 3           |
| 4. <b>Simple Battery on School Employee</b>        | 3           |
| 5. <b>DISRUPTIVE /UNRULY PLAY</b>                  | 2           |
| TOTAL                                              | 17          |

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

- 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 |
| Cafeteria                                     | 5           |
| Playground                                    | 3           |
| Bus                                           | 4           |

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

| Schoolwide Expectations and Location-based Rules |                                         |                                                            |                                           | Completed by each teacher: |
|--------------------------------------------------|-----------------------------------------|------------------------------------------------------------|-------------------------------------------|----------------------------|
| Schoolwide EXPECTATIONS                          | Hallway Rules                           | Cafeteria Rules                                            | Bus Rules                                 | Classroom Rules            |
| Be Ready                                         | Face forward                            | Follow all directions given by the cafe monitors/adults    | Remain seated while the bus is in transit |                            |
| Be Responsible                                   | Have your ID badge visible at all times | Clean your eating space and pick up trash around your area | Keep hands, feet and objects to yourself  |                            |
| Be Respectful                                    | Use Level 1 voice in the hallways       | Use a level 1-2 voice                                      | Board the bus one at a time               |                            |

## 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                                                                                             | 8/19/2026 | 8:30am | Classroom    |
| After Winter Break                                                                                               | 1/7/2027  | 8:30am | Classroom    |
| After Spring Break                                                                                               | 3/31/2027 | 8:30am | 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 | Bus       |
| <b>Lesson Plan Dates</b><br><b>They will be held during school wide assemblies from Admin. and then reviewed in class by teachers.</b> |               |                 |           |
| Start of School Year                                                                                                                   | 8/21/2026     | 8/21/2026       | 8/21/2026 |
| After Winter Break                                                                                                                     | 1/12/2027     | 1/12/2027       | 1/12/2027 |
| After Spring Break                                                                                                                     | 4/1/2027      | 4/1/2027        | 4/1/2027  |

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

| Program/Initiative                                                                      | Plan Details                                                                |                                                                                                      |                                                                                                                                                                                                                                                                       |                                                                                               |
|-----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|
|                                                                                         | When will it be taught?                                                     | Who will teach it?                                                                                   | How will it be implemented?<br><i>2-3 sentences</i>                                                                                                                                                                                                                   | How will it be monitored for effectiveness?                                                   |
| Resiliency Curriculum                                                                   | Monthly                                                                     | Teachers                                                                                             | Teachers will incorporate the Lauren's Kids' monthly lessons into their curriculums.                                                                                                                                                                                  | Lessons are monitored by the district (Opal Ferron). She sends us updates on a regular basis. |
| Other<br>The Leader in Me<br><a href="http://WWW.leaderinme.org">WWW.leaderinme.org</a> | Lessons are continuously integrated into the daily curriculum and language. | Teachers will teach it, but the entire staff will model it throughout the day. Schoolwide initiative | The school learns and practices one of the 7 habits monthly. Staff recognize students demonstrating a habit and gives them a raffle ticket to enter a drawing. Student leadership teams are formed and utilized to perform tours/tasks/initiatives around the school. | Administration and the leadership team will monitor the effectiveness of the program.         |

## CRITICAL ELEMENT # 6: Recognition Programs

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

Identified Schoolwide Expectation OR Specific Location: Click here to enter Expectation OR Location

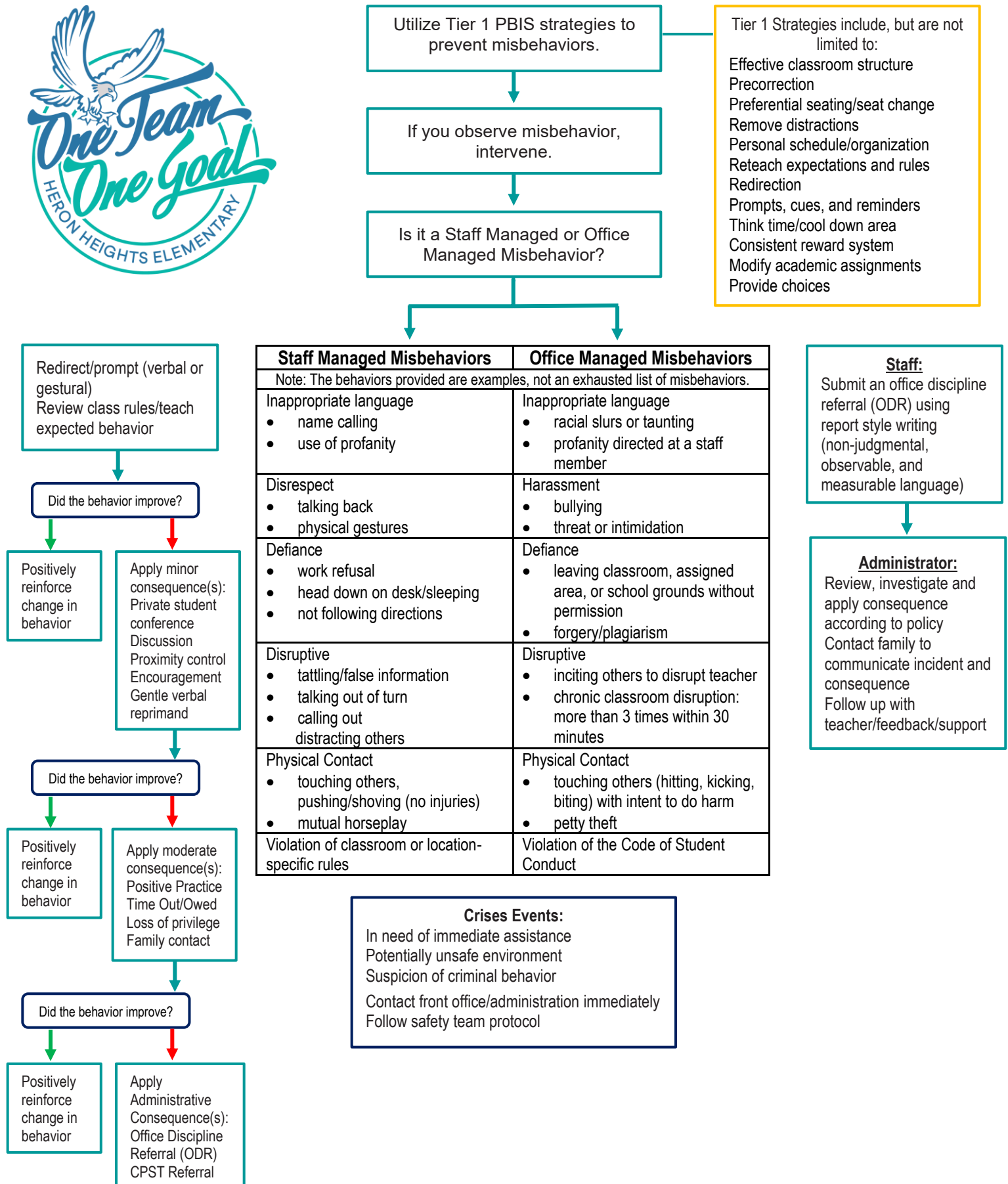
| 4 Step Problem Solving Process                                                                                                                                 | Plan Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1. Problem Identification:</b> Review your behavior data to identify one school-wide problem. What problem did you identify?<br><i>(use numerical data)</i> | <b>Data used:</b> Number of incidents in the Discipline Dashboard in Focus<br><br><b>Problem Identification Statement:</b> The problem we identified as our priority is the amount of ODR's for "Disobedience/Insubordination" that occurred this year. Out of our 24 total referrals, 5 of them were coded as Disobedience/Insubordination. This equates to 21% of our referrals for the school year.                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <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> Students are not respecting and following directions given by staff.<br><br><b>SMART Goal Statement:</b> Our goal is by the end of June 2027, the total amount of ODR's that are coded "Disobedience/Insubordination" will drop to 15% of the total referrals or below.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <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> Lottery<br><br><b>Description of Program/System:</b><br>The school will continue to be a Leader in Me School and use a system called "Caught Being a Leader". Teachers/Staff will receive a prescribed number of Leadership tickets each month to distribute to students at their discretion who are demonstrating one or all our school-wide expectations and/or 7 habits of highly effective people. Students enter their earned leadership tickets into a weekly drawing where they have a chance to earn school-wide experiences with a staff member. Experiences include lunch with Admin, game time with a teacher, sit at a luxury lunch table, etc....Once students see what is available for them to earn, this will incentivize more positive behaviors throughout the school. |
| <b>4. Evaluation:</b><br>A. Implementation fidelity                                                                                                            | <b>How will you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program/system?</b><br><br>We will monitor consistency and effectiveness in multiple ways:<br>1. ODR's for Disobedience/Insubordination should decrease.<br>Administration will monitor the number of experiences being earned and the effectiveness of them.                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| B. Student outcome monitoring <i>(use numerical data)</i>                                                                                                      | <b>How will you know if the reward program/system is positively impacting students? What measurable data will you use to determine "success"?</b> <i>(2-3 sentences)</i><br><br>The measurable data we will use will come from Focus. We should see a decrease in the number of ODR's for Disobedience/Insubordination from 21% to 15% or below as compared to the prior year. We will also monitor the number of Caught Being a Leader Tickets being collected to see if that increases because of positive student behavior.                                                                                                                                                                                                                                                                                          |

**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 Leadership Habits                                                                                                                                                                                                                            | <b>Plan Details</b><br>How will you recognize <i>Kids of Character</i> each month? <i>(2-3 sentences)</i>                                                                                                                                                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"><li>1. Be Proactive</li><li>2. Begin with the end in mind</li><li>3. Put first things first</li><li>4. Think win-win</li><li>5. First seek to understand</li><li>6. Synergize</li><li>7. Sharpen the saw</li></ol> | Students are recognized by their leadership habits they display based on the book 7 Habits of Highly Effective People. A student will be selected monthly by the teacher/class who best represents the habit of the month. They will be invited to a special leadership breakfast and given a certificate. Their pictures will be displayed in the cafeteria for all to see. |

## 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.



## CRITICAL ELEMENT # 8: Classroom Management Systems

### 8A. Evidence-based Tier 1 classroom management system:

|                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Which evidence-based system(s) are you using?                                                                                                                                                                                                                                               | Provide 3-4 measurable and observable action steps the team will take to help educators improve their classroom management system. <i>(3-4 detailed steps)</i>                                                                                                     |
| <input type="checkbox"/> CHAMPS<br><input checked="" type="checkbox"/> Positive Behavior Interventions and Supports and the Classroom <a href="https://fl-pda.org/#/category/26">https://fl-pda.org/#/category/26</a><br><input type="checkbox"/> Other: Click here to enter name of system | All teachers are encouraged to complete the online BEESS Training to strengthen their classroom management.<br>Coaching and support will be provided at the school level.<br>Classroom management tips/ideas will be incorporated into faculty meetings and PLC's. |

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

### 8C. Percentage of classroom referrals: **Use current 2025-2026 school year behavior data** as listed in Focus.

(a) Review your classroom data YTD in Focus – Discipline – Category Breakdown – *Location*.

(b) Complete the yellow highlighted cells.

(c) Auto-calculate the % of referrals in the classroom by clicking on “Zero Divide” in the next cell and pressing “Fn + F9” together.

|                                                                                                  |                                                                     |
|--------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| Total number of discipline referrals <b>from classrooms</b> :                                    | 12                                                                  |
| Total number of <i>other</i> <b>school-wide</b> discipline referrals (not including classrooms): | 12                                                                  |
| % of referrals in the classroom:                                                                 | 50%                                                                 |
| 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 checked="" type="checkbox"/> Create an SPBP binder or portfolio to retain (for 2 years) hard copies of: your SPBPs, Action Plans, staff PBIS professional development attendance, stakeholder training attendance, quarterly meeting agendas, quarterly staff behavior presentations, voting attendance and outcome, Expectations lesson plans and Rules lesson plans                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 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,<br>Disobedience/Insubordination referrals <i>will decrease by 10%</i> as measured by ODRs in FOCUS. | 1. Continue to reward positive behavior.<br>2. Monitor Focus quarterly when completing the quarterly big 5 and tailor the behavior assemblies to the topics that need to be addressed. |

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