



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



**SY 2025 – 2026**

|                       |                               |
|-----------------------|-------------------------------|
| <b>School Name:</b>   | Lanier James Education Center |
| <b>School Number:</b> | 0405                          |

Please refer to the SPBP Canvas Resource page to access video tutorials, guidance, and resources for completing the 2025-2026 SPBP template. [i](#)

**CRITICAL ELEMENT # 1: Active Team with Administrative Participation**

**1A. Integrated MTSS School-Leadership Team Members**

| Title                              | First and Last Name | Title                                     | First and Last Name |
|------------------------------------|---------------------|---|---------------------|
| 1. Administrator                   | Darion Gray         | 7. Security Specialist/<br>Campus Monitor | Christopher Jenkins |
| 2. Point of Contact                | Stacey Campbell     | 8. Social Worker                          | Laura Castro        |
| 3. BTU Representative              | Kimberly Anderson   | 9. School Nurse                           | Surena Levy         |
| 4. Parent/Community Representative | Luisa Castano       | 10. Attendance Manager                    | Danielle Sears      |
| 5. Student Representative          | Juan Felipe Munoz   | 11. Life Skills & Wellness Liaison        | Choudlyne Poitevien |
| 6. School Counselor                | Rita Reyes          | 12. Resiliency Liaison                    | Jamesha Cochran     |

\*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> | 8/20/2025               | 8:35AM                  | ➡ | 8/20/2025   |
| 2 <sup>nd</sup> | 10/15/2025              | 8:35AM                  | ➡ | 10/15/2025  |
| 3 <sup>rd</sup> | 12/10/2025              | 8:35AM                  | ➡ | 12/10/2025  |
| 4 <sup>th</sup> | 3/11/2026               | 8:35AM                  | ➡ | 3/11/2026   |

**CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment**

**2. Team communication/presentation of new SPBP to staff and stakeholders**

| Action Steps:  | Dates     |
|--|-----------|
| Present the 2025-26 SPBP to staff ( <i>prior to April 30, 2025</i> )                                 | 4/29/2025 |
| Hold a <i>faculty</i> vote on the new SPBP ( <i>prior to April 30, 2025</i> )                        | 4/29/2025 |
| Provide training to faculty and staff ( <i>prior to September 30, 2025</i> )                         | 9/29/2025 |
| Present the 2025-26 SPBP to family and community stakeholders ( <i>prior to September 30, 2025</i> ) | 9/29/2025 |

## CRITICAL ELEMENT # 3: Data Collection and Analysis

### 3A. Core Effectiveness: Use current 2024-2025 school year behavior data as listed in Focus.

- (a) Review your referral data YTD in Focus – Discipline Reports – *Students with Referrals*.
- (b) Complete the yellow highlighted cells.
- (c) Auto-calculate the “% of Total Population” by clicking on each “!Zero Divide” in the cells and pressing “Fn + F9”.
- (d) Determine if the core is effective in all three areas.

| TOTAL Population:                          | 160            | % of Total Population | Core Effectiveness             |   |
|--|----------------|-----------------------|--------------------------------|---|
| # Referrals:                               | # of Students: |                       |                                |   |
| I. 0 - 1 referrals                         |                | 49%                   | Are your 0 – 1 referral > 80%? | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| II. 2 - 5 referrals<br>(at risk students)  | 47             | 29%                   | Are your 2 - 5 referrals <15%? | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| III. > 5 referrals<br>(high-risk students) | 35             | 22%                   | Are your >5 referrals <5%?     | <input type="checkbox"/> Yes <input checked="" 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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| Answer <b>either</b> (a) or (b):<br>(a) If your core is effective, then identify action steps your school leadership team should continue to take for early identification of at risk or high-risk students.<br>(b) If you answered “No” to at least one of the items above (I, II, or III) then indicate the supports and interventions and action steps your school leadership team will implement <i>at the beginning</i> of the next school year to improve core strength:   |   |
| Core Effectiveness Action Steps: <i>(3-4 detailed steps)</i>   |   |
| <ol style="list-style-type: none"> <li>1. Continue to implement our school-wide positive behavior incentives in the classrooms utilizing a token point system for students who earn them for adhering to classroom, cafeteria, and schoolwide expectations.</li> <li>2. Continue to celebrate students for adhering to classroom, cafeteria, and schoolwide expectations through recognizing them on the morning announcements and the point-token system incentives, prizes, ceremonies, and activities</li> <li>3. Continue to monitor the Behavior incidents in FOCUS weekly to identify those students who are getting referrals in Leadership and Behavior Meetings.</li> <li>4. Holding student conferences with those students who have more ODRs to determine barriers and to determine next steps to reshape their behavior. The goal is to have these students adhere to the schoolwide expectations.</li> </ol> |   |

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

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

### 3D. Disproportionality Action Steps:

|   |
|---|
| What activities/initiatives/programs will your school leadership team implement to prevent disproportionate discipline outcomes within sub group populations (race, SWD, ELL)?  |
| Disproportionality Action Steps: <i>(3-4 detailed steps)</i>  |
| <ol style="list-style-type: none"> <li>1. Monitor the discipline data using FOCUS to determine disproportionality exists for a subgroup (Bi-Weekly).</li> <li>2. Meet with students from the subgroup demonstrating disproportionality to identify the root causes of their disproportionate number of Office Discipline Referrals (ODRs) compared to other subgroups.</li> <li>3. Mentors and School counselors will continue to meet with those students who have been identified in the disproportionate subgroup. (Weekly Meetings).</li> </ol> |

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

- 4A.** Top five behavior incidents: **Use current 2024-2025 school year behavior data** as listed in Focus.
- (a) Review your referral data YTD in Focus – Discipline – Category Breakdown – *Highest Discipline Code*.
  - (b) Complete the chart by identifying the top five behavior incidents and the number of incidents for each type.
  - (c) Complete the yellow highlighted cells.
  - (d) Auto-calculate the total # of referrals by clicking on “0” and pressing “Fn + F9” together.

| Top 5 Behavior Incidents<br>Current Year 2024-2025 | # Incidents |
|--|-------------|
| 1. Fighting (Minor)                                | 92          |
| 2. Disobedience/Insubordination                    | 17          |
| 3. Out of Assigned Area                            | 20          |
| 4. Unruly/Disruptive Behavior                      | 15          |
| 5. Drug Possession/Use                             | 17          |
| TOTAL  | 161         |

- 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 (ARMOR)       |
|---------------------------------------|
| 1. We are Accountable and Responsible |
| 2. We are Respectful                  |
| 3. We are Motivated                   |
| 4. We are Organized and Consistent    |
| 5. We are Ready and Safe              |

- 4C.** Top three school-wide locations: **Use current 2024-2025 school year behavior data** as listed in Focus.
- (a) Review your referral data YTD in Focus – Discipline – Category Breakdown – *Location*.
  - (b) Complete the chart by identifying the top three schoolwide locations, excluding classroom and the number of incidents for each location.

| Top 3 Locations, <b>excluding Classroom:</b> |             |
|--|-------------|
| School Location(s)                           | # Incidents |
| 1. Hallway                                   | <b>57</b>   |
| 2. Cafeteria                                 | <b>23</b>   |
| 3. Athletic Field                            | <b>17</b>   |

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

| <b>Schoolwide Expectations and Location-based Rules</b> |  |   |   | Completed by each teacher: |
|---|--|---|---|----------------------------|
| <b>(ARMOR) Schoolwide EXPECTATIONS</b>                  | <b>Hallway Rules</b>   | <b>Cafeteria Rules</b>  | <b>Athletic Field Rules</b>   | <b>Classroom Rules</b>     |
| We are Accountable and Responsible                      | <b>Have a pass when you are not with your class</b><br>Click here to type hallway rules. | <b>Keep all food items on your tray</b><br>Click here to type cafeteria rules.                        | <b>Follow directions the first time given</b><br>Click here to type location rules. |                            |
| We are Respectful                                       | <b>Follow adult directives</b><br>Click here to type hallway rules.                      | <b>Follow all directions given by the cafe monitors/adults</b><br>Click here to type cafeteria rules. | <b>Keep hands and feet to yourself</b><br>Click here to type location rules.        |                            |
| We are Motivated  | <b>Go directly to your destination</b><br>Click here to type hallway rules.              | <b>Sit with your class</b><br>Click here to type cafeteria rules.                                     | <b>Clean up once finished playing</b><br>Click here to type location rules.         |                            |
| We are Organized and Consistent                         | <b>Have your ID badge visible at all times</b><br>Click here to type hallway rules.      | <b>Clean up after yourself</b><br>Click here to type cafeteria rules.                                 | <b>Keep athletic materials on the field</b><br>Click here to type location rules.   |                            |
| We are Ready & Safe                                     | <b>Use Level 1 voice in the hallways</b><br>Click here to type hallway rules.            | <b>Remain seated</b><br><b>Use a level 1-2 voice</b>  | <b>Stay in designated area</b><br>Click here to type location rules.                |                            |

## 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   | 8/20/2025 | 8:35AM | Media Center |
| After Winter Break   | 1/7/2026  | 8:35AM | Media Center |
| After Spring Break   | 4/22/2026 | 8:35AM | Media Center |

**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 |
| <b>Lesson Plan Dates</b>  |               |                 |                 |
| Start of School Year  | 8/20/2025     | 8/20/2025       | 8/20/2025       |
| After Winter Break  | 1/7/2026      | 1/7/2026        | 1/7/2026        |
| After Spring Break  | 4/1/2026      | 4/1/2026        | 4/1/2026        |

**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 how you will use District supported programs and initiatives to promote positive behavior on campus.


| Program/Initiative   | Plan Details            |                                       |   |   |
|--|-------------------------|---------------------------------------|---|---|
|  | When will it be taught? | Who will teach it?                    | How will it be implemented?<br><i>2-3 sentences</i>                                     | How will it be monitored for effectiveness?                     |
| <b>Bullying Prevention: Be the 1</b><br><br>Click to enter "other" | Monthly                 | Classroom Teachers & School Counselor | Teachers will receive monthly resources on bullying prevention to teach their students. | Students Work Samples   |
| <b>Resiliency Curriculum</b><br><br>Click to enter "other"         | Monthly                 | School Counselor and ESE Support      | Students will be pulled out to discuss and complete ReThink Lessons.                    | Sign-in Sheet and completion data pulled from ReThink platform. |

## CRITICAL ELEMENT # 6: Recognition Programs

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

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

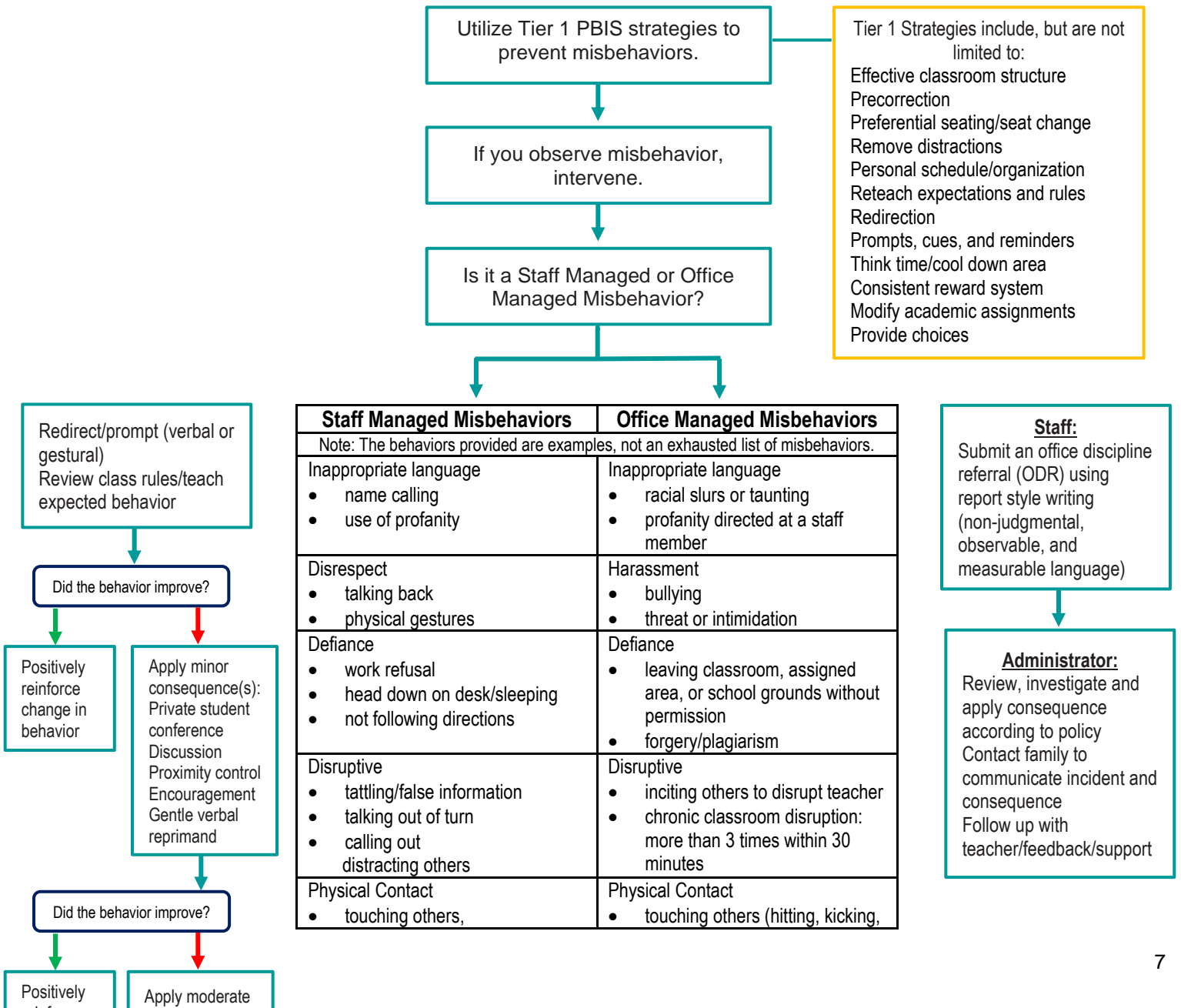
| 4 Step Problem Solving Process   | Plan Details   |
|--|--|
| <p><b>1. Problem Identification:</b> Review your behavior data to identify one school-wide problem. What problem did you identify?<br/><i>(use numerical data)</i></p> | <p><b>Data used:</b> Office discipline referral data</p> <p><b>Problem Identification Statement:</b> 57 referrals for fighting (minor) occurred in the hallway.</p>  |
| <p><b>2. Problem Analysis:</b> Why do you think this problem is occurring? What is your goal?<br/><i>(create a SMART goal statement with numerical data)</i></p>       | <p><b>Hypothesis:</b> <i>When students have poor social skills/interactions, they will result in fighting.</i></p> <p><b>SMART Goal Statement:</b> By April 2026, students will demonstrate positive conflict resolution skills in 75% of conflict situation, as observed by teachers/staff members and referral data.</p>   |
| <p><b>3. Intervention Design:</b> Describe how you will implement a positive reward program/system to decrease this problem.</p>                                       | <p><b>Type of Program/System:</b> Point system</p> <p><b>Description of Program/System:</b> Student will be taught skills to self-monitor and become more aware of his/her behaviors and required academic activities during the day to increase self-determination. Students will participate in feedback regarding earning points hourly.</p> <ul style="list-style-type: none"> <li>• Verbalizing feelings – teach students to use “I feel” statements to express emotions and needs verbally instead of physically.</li> <li>• Seeking adult assistance – encourage students to seek help from a teacher or counselor when feeling overwhelmed or angry.</li> <li>• Using calming strategies - introduce and practice deep breathing, counting to ten, or walking away to cool down before responding to a situation.</li> </ul> |
| <p><b>4. Evaluation:</b><br/>A. Implementation fidelity</p>  | <p><b>How will you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program/system?</b> Students will earn points for the following goals: Arrived on time, completed work, level goal, and personal goal. Calculated points are based on level advancements:<br/>Level B – 0 to 540<br/>Level R – 541 to 1260<br/>Level A – 1261 to 2331<br/>Level V – 2332 to 3789<br/>Level E – 3790 or more</p>  |
| <p>B. Student outcome monitoring <i>(use numerical data)</i></p>   | <p><b>How will you know if the reward program/system is positively impacting students? What measurable data will you use to determine “success”?</b> There are incentives for each level and criteria for Fun Friday is tied to points. <i>Level up events occur on a quarterly basis. Also, every student is assigned a mentor to review their overall behavior and academics on a weekly basis.</i></p>  |

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

| Monthly Character Traits   | Plan Details   |
|--|--|
| 1. September: Cooperation<br>2. October: Responsibility<br>3. November: Citizenship<br>4. December: Kindness<br>5. January: Respect<br>6. February: Honesty<br>7. March: Self-Control<br>8. April: Tolerance | How will you recognize <i>Kids of Character</i> each month? (2-3 sentences)<br><br>Teachers will identify students who demonstrate the positive character trait of the month through a forms survey. Students will be awarded a certificate by administration on a monthly basis and parents will be notified. |

**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.








|   |   |
|---|---|
| pushing/shoving (no injuries)<br>• mutual horseplay | biting) with intent to do harm<br>• 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>   |
| <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. | <ol style="list-style-type: none"> <li>1. Model/assist with establishing clear expectations and rules</li> <li>2. Model/assist with building positive relationships</li> <li>3. Model/assist with developing and implementing effective routines</li> <li>4. Model/assist with using positive reinforcement</li> <li>5. Behavior data chats</li> </ol> |

### 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 2024-2025 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> :                                    | 122   |
| Total number of <i>other</i> <b>school-wide</b> discipline referrals (not including classrooms): | 242   |
| % of referrals in the classroom:   | 34%   |
| Do more than 40% of your referrals come from the classroom?                                      | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |

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

## Critical Elements # 9: SPBP Implementation Planning

RED Font = Action Steps for all schools in Broward County

GREY Font = Best Practices for all schools in Broward County

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

| Implementation Action Plan                      |  |
|---|--|
| Month   | Action Steps   |
|   | <input checked="" type="checkbox"/> check off Action Step when completed   |
| Current   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Create an SPBP binder or portfolio to retain (for 2 years) hard copies of: your SPBPs, Action Plans, staff PBIS professional development attendance, stakeholder training attendance, quarterly meeting agendas, quarterly staff behavior presentations, voting attendance and outcome, Expectations lesson plans and Rules lesson plans</li> </ul>  |
| Pre-Planning                                    | <ul style="list-style-type: none"> <li><input type="checkbox"/> Print up your SPBP and Feedback form BCPS Central</li> <li><input type="checkbox"/> Provide SPBP presentation to all staff during Pre-Planning</li> <li><input type="checkbox"/> Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders</li> <li><input type="checkbox"/> Market and post School-wide Expectations and Location-specific Rules</li> <li><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)</li> <li><input type="checkbox"/> Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP (indicated in yellow)</li> </ul>   |
| August<br>1 <sup>st</sup> Quarter Team Meeting  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Determine any needed team training, such as: 4 Step Problem Solving Process series, PBIS 10 Critical Elements, Data Collection, etc.</li> <li><input type="checkbox"/> Review previous year's SPBP and feedback form; make necessary modifications</li> <li><input type="checkbox"/> Review previous year's data (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page)</li> <li><input type="checkbox"/> Verify and implement teaching schedule for Expectations and Rules behavior lesson plans</li> <li><input type="checkbox"/> Implement the Reward System for all students as indicated in the SPBP</li> <li><input type="checkbox"/> Ensure the Discipline Flow Chart is distributed to all staff and is being used as written</li> <li><input type="checkbox"/> Present implementation data, behavior data, team activities and SPBP progress to entire staff</li> <li><input type="checkbox"/> Ensure all teachers are using an evidence-based classroom management plan, such as CHAMPS</li> <li><input type="checkbox"/> Confirm next quarterly PBIS team meeting date and time</li> </ul> |
| September                                       | <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide SPBP stakeholder presentation by September 30<sup>th</sup></li> <li><input type="checkbox"/> Ensure instructional staff know how to document Tier 1 Supplemental Strategies for behavior</li> <li><input type="checkbox"/> Check for staff and teacher understanding of PBIS - provide "PBIS 101" training as a resource<br/>Brainshark available at: <a href="http://www.brainshark.com/browardschools/PBIS101">http://www.brainshark.com/browardschools/PBIS101</a></li> </ul>   |
| October<br>2 <sup>nd</sup> Quarter Team Meeting | <ul style="list-style-type: none"> <li><input type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page)</li> <li><input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff</li> <li><input type="checkbox"/> Ensure Core Effectiveness Action Steps are being implemented as written</li> <li><input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator</li> <li><input type="checkbox"/> Confirm next quarterly PBIS team meeting date and time</li> </ul>  |
| November  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Review/revise lesson plans as indicated by previous quarter behavior data</li> <li><input type="checkbox"/> Ensure that the Student Outcome Monitoring Action Steps are being implemented as written</li> </ul>  |
| January<br>3 <sup>rd</sup> Quarter Team Meeting | <ul style="list-style-type: none"> <li><input type="checkbox"/> Staff to re-teach Expectations and Rules after winter break</li> <li><input type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page)</li> <li><input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff</li> <li><input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator</li> <li><input type="checkbox"/> Confirm next quarterly PBIS team meeting date and time</li> </ul>  |
| February  | <ul style="list-style-type: none"> <li><input type="checkbox"/> Check on recently hired staff for PBIS understanding - provide "PBIS 101" Brainshark resource</li> <li><input type="checkbox"/> Utilize the Stakeholder SPBP Forms Survey to solicit input for planning next year's SPBP (optional)</li> </ul>   |
| March<br>4 <sup>th</sup> Quarter Team Meeting   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure progress towards completion and submission of next year's SPBP</li> <li><input type="checkbox"/> Staff to re-teach Expectations and Rules after spring break</li> <li><input type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page)</li> <li><input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff</li> <li><input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator</li> </ul>   |
| April   | <ul style="list-style-type: none"> <li><input type="checkbox"/> Provide staff presentation and faculty vote on new SPBP for next year</li> <li><input type="checkbox"/> Submit your SPBP in BCPS Central by April 30<sup>th</sup>. Use this new SPBP in the next school year</li> <li><input type="checkbox"/> Continue implementing your current SPBP through the end of the current school year</li> </ul>   |

## CRITICAL ELEMENT # 10: Evaluation

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

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

| STAFF Implementation Monitoring   |   |  |
|---|---|--|
| Staff Implementation Goal   | Quarterly Team Review: Implemented with fidelity?                   | If you answered <b>No</b> , enter 2 action steps your school will take to move towards this goal by the next PBIS meeting. |
| 100% of hallways, front office, cafeteria, and other public areas all have school-wide expectations and location-specific rules posted.                       | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | By 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% 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, 2026, fighting (minor) <i>[identify one area of focus]</i> will indicate 20% decrease <i>[increased or decreased number or percentage]</i> as measured by Office Discipline Referrals (ODRs) in Focus. | 1. Resiliency training<br>2. Level up events  |

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

