



Schoolwide Positive Behavior Plan (SPBP)
Broward County Public Schools



SY 2025 – 2026

School Name:	McNicol Middle Magnet and STEM School
School Number:	0481

Please refer to the SPBP Canvas Resource page to access video tutorials, guidance, and resources for completing the 2025-2026 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
Administrator	Marlin Robinson	Security Specialist/ Campus Monitor	Mr. S. Williams
Point of Contact	Kenneth Bankston, Ed.S.	Social Worker	Melissa Belizaire
BTU Representative	Charles Montalto	School Nurse	Ms. Valerie Thomas
Parent/Community Representative	Ms. Allen	Attendance Manager	Ms. Jeanette Pantelone
Student Representative	Fallon Owens	Life Skills & Wellness Liaison/ Resiliency Liaison	Ms. Ealisha Pierre
School Counselor	Ms. Chandra Lee	Language Arts Department Chair	Jasmine Gonzalez
Math Coach/ Point of Contact	Jessica Patterson	Magnet Coordinator	Charlene Franklin
Math Department Chair	Garfield Jugar	Social Studies Department Chair	Delecia Francis
Teacher Representative	Michael Gerena	Teacher Representative	Mariah Bauer

*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	7/30/2025	8:00 AM		8/4/2025
2 nd	10/14/2025	8:00 AM		10/27/2025
3 rd	1/6/2026	8:00 AM		1/26/2026
4 th	3/24/2026	8:00 AM		3/30/2026

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>)	4/28/2025
Hold a <i>faculty</i> vote on the new SPBP (<i>prior to April 30, 2025</i>)	4/28/2025
Provide training to faculty and staff (<i>prior to September 30, 2025</i>)	7/28/2025
Present the 2025-26 SPBP to family and community stakeholders (<i>prior to September 30, 2025</i>)	9/17/2025

CRITICAL ELEMENT # 3: Data Collection and Analysis

3A. Core Effectiveness: Use current 2024-2025 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:	591	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals	483	82%	Are your 0 – 1 referral > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
II. 2 - 5 referrals (at risk students)	80	14%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
III. > 5 referrals (high-risk students)	27	4%	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. Based upon table 8A, is your core effective?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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>)	
<ol style="list-style-type: none"> At the beginning of the school year, the Leadership and PBIS team will disaggregate behavior data to identify our high-risk student cohort by grade level as indicated in BASIS. At the beginning of each quarter, our PBIS Team will conduct quarterly discipline assemblies by grade level. As the year progresses, students who have received 3 referrals or greater will be strategically scheduled with a Behavior Support Specialist as a part of a TIER 2 intervention. Students in all Tiers will have access to counseling support. The school counseling team will facilitate these meetings, which will meet routinely to address behaviors resulting in serious infractions. Administration will work with the instructional team to offer Professional Learning Opportunities in areas including, but not limited to, Intro to PBIS, classroom management systems (Champs), Strategies and Best practices in PBIS, and 	

the integration of PBIS into the core curriculum.

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. Regularly scheduled PLCs will be held throughout the year, focusing on cultural awareness and sensitivity within the school environment
2. Student focus groups representing the makeup of the student body (i.e., race, ethnicity, academic subgroup) will be established to ensure the school-wide voice is taken into account.
3. Quarterly monitoring of behavioral data, specifically tracking the relative ratio of referrals among our accountability groups, will be conducted to analyze the Big 5 trends as the year progresses.
4. Quarterly events will be held to acknowledge diversity and celebrate cultural events (Haitian Flag Day, Hispanic Heritage Month, Black History Month, etc.).

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 Current Year 2024-2025	# Incidents
DISTRUPTIVE/ UNRULY PLAY	78
INCITING A DISTURBANCE	63
FIGHT MINOR/ ALTERCATION/ CONFRONTATION	61
UNRULY/DISRUPTIVE BEHAVIOR	56
INSUBORDINATION/DISOBEDIENCE	44
TOTAL	302

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 Responsible
2. Be Respectful
3. Be Safe
4. Be a Learner
5. Be Kind

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, excluding Classroom:	
School Location(s)	# Incidents
Hallways	130
Gym	57
Restroom	21

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	Gym Rules	Bathroom Rules	Classroom Rules
Be Responsible	Proceed directly to your assigned class on time	Adhere to Level 3 announcements for dismissal procedures	Report on all situations that do not seem normal.	Teacher Created
Be Respectful	Use appropriate language when addressing adults and peers.	Clean your entire area, including the bleachers before leaving the P.E. area	Adhere to the privacy rules of the Restroom	Teacher Created
Be Safe	Proceed through the hallway in orderly fashion your hands and objects to yourself.	Remain seated at your assigned areas. Movement will be at the direction of the teacher.	Students will use the bathroom in a timely manner and proceed to class	Teacher Created
Be a learner	Transition quickly to your assigned classes.	Adhere to Level 3 (total silence, eyes on speaker, and technology put away) during dismissal procedures.	Enter/Exit bathrooms in an orderly fashion.	Teacher Created
Be Kind	Be mindful of personal space when transitioning between classes.	Pick up items that need to be put away, even if they are not yours.	Be mindful of HBO and always use appropriate language.	Teacher Created

CRITICAL ELEMENT #5: Teaching Behavior

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

Dates when the schoolwide expectations lesson plans are taught by instructional staff and noted in lesson plans:			
	Date(s)	Time:	Location(s):
Start of School Year	8/11/2025	1 st Period	Classroom
After Winter Break	1/6/2026	1 st Period	Classroom
After Spring Break	3/23/2026	1 st Period	Classroom

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

Dates when the rules lesson plans for common locations are taught by instructional staff and noted in lesson plans:			
Common Location	Hallway Rules	Cafeteria Rules	Gym
Lesson Plan Dates			
Start of School Year	8/11/2025	8/12/2025	8/13/2025
After Winter Break	1/6/2026	1/7/2026	1/9/2026
After Spring Break	3/23/2026	3/24/2026	3/25/2026

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 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?
Bullying Prevention	Quarterly	Classroom Teacher with facilitation from the Guidance Team	Classroom presentations will be conducted quarterly. The Guidance Department will facilitate implementation through Social Studies classes.	
Resiliency/Suite 360	Quarterly	Classroom Teacher with facilitation from the Guidance Team	The classroom lesson will be conducted quarterly. The Guidance Department will support implementation through Social Studies classes.	


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>1. Problem Identification: Review your behavior data to identify one school-wide problem. What problem did you identify? <i>(use numerical data)</i></p>	<p>Data used: The number of Office Discipline Referrals (ODRs) in the outside classroom.</p> <p>Problem Identification Statement: <i>What problem did you identify?</i> By the fourth quarter of the 2023-2024 school year, classroom ODRs represented 79% of all submitted referrals. By the fourth quarter of the 2024-2025 school year, the percentage of classroom referrals submitted had decreased to 51%. Although the data indicated a 28% decrease, ODRs still exceeded the 40% core effectiveness benchmark. Consequently, the goal is to reduce ODRs by 5 percentage points over the next school year.</p>
<p>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></p>	<p>Hypothesis: Constant disruptions in classroom instruction due to behavioral issues make impactful teaching and learning a challenge.</p> <p>SMART Goal Statement: By the 4th quarter of the 2025-2026 SY, ODRs in the classroom will decrease from 51% to 46% of the total referrals submitted, resulting in a five-percentage-point decrease.</p> <p>Staff will proactively promote the school's rules and expectations as a common language. Staff will be deliberate in teaching and modelling their rules and expectations consistently throughout the school year.</p>
<p>3. Intervention Design: Describe how you will implement a positive reward program/system to decrease this problem.</p>	<p>Type of Program/System: Point system</p> <p>Description of Program/System: (<i>≥ 5 sentences</i>)</p> <ul style="list-style-type: none"> • School-Wide Positive Behavior Competition by grade level. <ul style="list-style-type: none"> • Classroom referrals: The grade level with the lowest number of referrals will receive an additional end-of-quarter incentive. (i.e., Dress Down Day, Popcorn & a Movie, Music in the Gym, Outdoor Lunch) • Promoted by Teachers, Staff, and Administration during Morning announcements, grade-level lunches, and dismissal announcements. • At the end of each interval, shout-outs and incentives will be given to the winning grade level and class during morning announcements, Lunch, and Dismissal. • The 1st-period class or subject area with the lowest amount of classroom referrals will receive an incentive. • Teachers will implement a positive reward system in their classrooms.

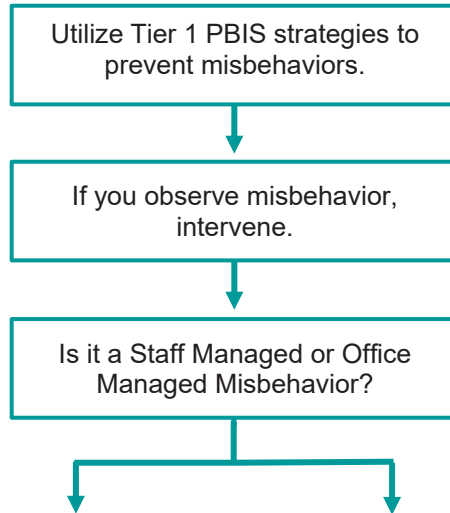
<p>4. Evaluation: A. Implementation fidelity</p>	<p>How will you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program/system? (2-3 sentences)</p> <p>The Behavioral Team will monitor referrals bi-weekly to analyze data and determine program status by grade level. Data will also be used to issue incentives to celebrate successes, generate buy-in, and maintain schoolwide interest in the initiative throughout the school year. Staff will be supported through special recognition and acknowledgment from the administration. The Behavior Team will ensure that the reward program is positively impacting students.</p>
<p>B. Student outcome monitoring (use numerical data)</p>	<p>How will you know if the reward program/system is positively impacting students? What measurable data will you use to determine "success"? (2-3 sentences)</p> <p>Referral Data will be collected from BASIS bi-weekly to be analyzed by the SPBP team and monitored to monitor the program's effectiveness. Progress monitoring meetings will be held bi-weekly to drive the process and ensure movement toward attaining the program's success. Teacher feedback from classroom interventions will also be utilized to identify and incorporate best practices into our overall program. An ODR decrease in class incidents by at least 2 percent in each quarter, culminating in a yearly decrease of 8 percent, will reflect that the program has positively impacted students in this area.</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. 

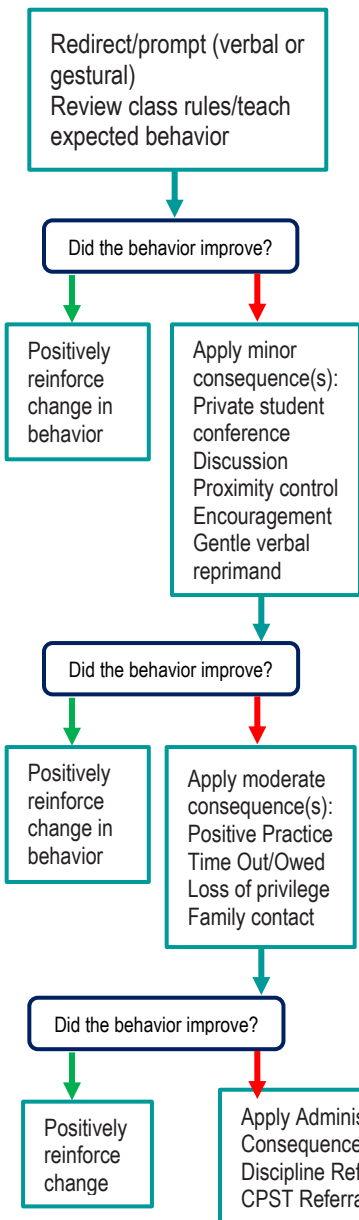
<p>Monthly Character Traits</p>	<p>Plan Details How will you recognize <i>Kids of Character</i> each month? (2-3 sentences)</p>
<ol style="list-style-type: none"> 1. September: Cooperation 2. October: Responsibility 3. November: Citizenship 4. December: Kindness 5. January: Respect 6. February: Honesty 7. March: Self-Control 8. April: Tolerance 	<ul style="list-style-type: none"> • Character Education components will be incorporated with our Student of the Month initiative. • Students of the Month will be nominated by each Teacher/staff member for implementing the specific trait of the month in class or around the school. • Selected students will be showcased on a bulletin board within the hallway and recognized on the morning announcement/dismissal announcements. • Students will be invited to a Kids of Character meet and greet to be held on the 4th Friday of each month.

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.



- Tier 1 Strategies include, but are not limited to:
- Effective classroom structure
 - Precorrection
 - Preferential seating/seat change
 - Remove distractions
 - Personal schedule/organization
 - Reteach expectations and rules
 - Redirection
 - Prompts, cues, and reminders
 - Think time/cool down area
 - Consistent reward system
 - Modify academic assignments
 - Provide choices



Staff Managed Misbehaviors	Office Managed Misbehaviors
Note: The behaviors provided are examples, not an exhaustive list of misbehaviors.	
Inappropriate language <ul style="list-style-type: none"> name-calling use of profanity 	Inappropriate language <ul style="list-style-type: none"> racial slurs or taunting profanity directed at a staff member
Disrespect <ul style="list-style-type: none"> talking back physical gestures 	Harassment <ul style="list-style-type: none"> bullying threat or intimidation
Defiance <ul style="list-style-type: none"> work refusal head down on desk/sleeping not following directions 	Defiance <ul style="list-style-type: none"> leaving classroom, assigned area, or school grounds without permission forgery/plagiarism
Disruptive <ul style="list-style-type: none"> tattling/false information talking out of turn calling out distracting others 	Disruptive <ul style="list-style-type: none"> inciting others to disrupt the teacher chronic classroom disruption: more than 3 times within 30 minutes
Physical Contact <ul style="list-style-type: none"> touching others, pushing/shoving (no injuries) mutual horseplay 	Physical Contact <ul style="list-style-type: none"> touching others (hitting, kicking, biting) with the intent to do harm petty theft
Violation of classroom or location-specific rules	Violation of the Code of Student Conduct

Staff:
Submit an office discipline referral (ODR) using report style writing (non-judgmental, observable, and measurable language)

Administrator:
Review, investigate and apply consequence according to policy
Contact family to communicate incident and consequence
Follow up with teacher/feedback/support

Crisis Events:
In need of immediate assistance
Potentially unsafe environment
Suspicion of criminal behavior
Contact the front office/administration immediately
Follow safety team protocol

CRITICAL ELEMENT # 8: Classroom Management Systems

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

Which evidence-based system(s) are you using?	Provide 3-4 measurable and observable action steps the team will take to help educators improve their classroom management system. <i>(3-4 detailed steps)</i>
<input checked="" type="checkbox"/> CHAMPS <input checked="" type="checkbox"/> Positive Behavior Interventions and Supports and the Classroom https://fi-pda.org/#/category/26 <input checked="" type="checkbox"/> Other: Click here to enter name of system. The Leader In Me Program	<ol style="list-style-type: none"> 1. Survey Staff on Classroom Management Needs 2. Analyze data on Classroom incidents throughout the school year. 3. Collaborate with District PBIS Specialist to provide support for training. 4. Implement Champs Training as part of school PLC schedule during Summer. 5. Incorporate Leader in Me Program as an integral part of core curriculum.

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

<input checked="" type="checkbox"/> CHAMPS 7 Up Checklist
<input type="checkbox"/> Classroom Snapshot (Classroom Management Assessment)
<input type="checkbox"/> PBIS Classroom Assistance Tool (CAT)
<input checked="" type="checkbox"/> Other (<i>specify</i>): The Leader In Me Tool Kit

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 from classrooms :	298
Total number of <i>other school-wide</i> discipline referrals (not including classrooms):	281
% of referrals in the classroom:	51%
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, and 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 from BCPS Central <input type="checkbox"/> Provide SPBP presentations to all staff during Pre-Planning <input type="checkbox"/> Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders <input type="checkbox"/> Market and post School-wide Expectations and Location-specific Rules <input type="checkbox"/> Identify your district PBIS Specialist (Contact amber.jennings@browardschools.com for more information if you are unsure) <input type="checkbox"/> Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP (indicated in yellow)
August 1 st 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. <input type="checkbox"/> Review previous year's SPBP and feedback form; make necessary modifications <input type="checkbox"/> Review previous year's data (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) <input type="checkbox"/> Verify and implement teaching schedule for Expectations and Rules behavior lesson plans <input type="checkbox"/> Implement the Reward System for all students as indicated in the SPBP <input type="checkbox"/> Ensure the Discipline Flow Chart is distributed to all staff and is being used as written <input type="checkbox"/> Present implementation data, behavior data, team activities and SPBP progress to entire staff <input type="checkbox"/> Ensure all teachers are using an evidence-based classroom management plan, such as CHAMPS <input type="checkbox"/> Confirm next quarterly PBIS team meeting date and time
September	<input type="checkbox"/> Provide SPBP stakeholder presentation by September 30 th <input type="checkbox"/> Ensure instructional staff know how to document Tier 1 Supplemental Strategies for behavior <input type="checkbox"/> Check for staff and teacher understanding of PBIS - provide "PBIS 101" training as a resource Brainshark available at: http://www.brainshark.com/browardschools/PBIS101
October 2 nd Quarter Team Meeting	<input type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) <input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff <input type="checkbox"/> Ensure Core Effectiveness Action Steps are being implemented as written <input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator <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 <input type="checkbox"/> Ensure that the Student Outcome Monitoring Action Steps are being implemented as written
January 3 rd Quarter Team Meeting	<input type="checkbox"/> Staff to re-teach Expectations and Rules after winter break <input type="checkbox"/> Review the previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) <input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to the entire staff <input type="checkbox"/> Complete the Quarterly Big 5 Data Template and submit to your PBIS Administrator <input type="checkbox"/> Confirm next quarterly PBIS team meeting date and time
February	<input type="checkbox"/> Check on recently hired staff for PBIS understanding - provide "PBIS 101" Brainshark resource <input type="checkbox"/> Utilize the Stakeholder SPBP Forms Survey to solicit input for planning next year's SPBP (optional)
March 4 th Quarter Team Meeting	<input type="checkbox"/> Ensure progress towards completion and submission of next year's SPBP <input type="checkbox"/> Staff to re-teach Expectations and Rules after spring break <input type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) <input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff <input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator
April	<input type="checkbox"/> Provide staff presentation and faculty vote on new SPBP for next year <input type="checkbox"/> Submit your SPBP in BCPS Central by April 30 th . Use this new SPBP in the next school year <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 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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Implemented with fidelity as of August 12, 2024
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	Implemented with fidelity as of August 12, 2024
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	Implemented with fidelity as of August 12, 2024
A recognition system is implemented by 100% staff for <i>all</i> students.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Implemented with fidelity as of September 12, 2024

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.
<p>Select an item <i>Choose one ODR area of focus</i></p>	By June 3, 2026, school-wide referral events occurring in the classroom will decrease by 5% as measured by Office Discipline Referrals (ODRs) in Focus.	<ol style="list-style-type: none"> 1. Review Discipline Data at regular scheduled PBIS meetings. 2. Identify and intervene with the PBIS Team to discuss discipline data and the incentive plan..

SPBP Submission

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