



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



**SY 2025 – 2026**

<b>School Name:</b>	Deerfield Beach Middle School
<b>School Number:</b>	0911

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	Michele Matias	7. Security Specialist/ Campus Monitor	Hilbert S. Smith
2. Point of Contact	Raphine Rachels	8. Social Worker	Randi Blatt
3. BTU Representative	Vierge Dieujuste	9. School Nurse	Elena Yakovleva
4. Parent/Community Representative	Raihana Ali	10. Attendance Manager	Alexandra Nin
5. Student Representative	Adam Khan	11. Life Skills & Wellness Liaison	Shana L. Purvis Stoker
6. School Counselor	Drianna Philpart	12. Resiliency Liaison	Christopher Shea

\*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>	10/8/2025	3:00 PM	➡	10/15/2025
2 <sup>nd</sup>	12/10/2025	3:00 PM	➡	12/17/2025
3 <sup>rd</sup>	3/11/2026	3:00 PM	➡	3/25/2026
4 <sup>th</sup>	5/13/2026	3:00 PM	➡	5/20/2026

**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> )	4/17/2025
Hold a <i>faculty</i> vote on the new SPBP ( <i>prior to April 30, 2025</i> )	4/18/2025
Provide training to faculty and staff ( <i>prior to September 30, 2025</i> )	8/6/2025
Present the 2025-26 SPBP to family and community stakeholders ( <i>prior to September 30, 2025</i> )	9/3/2025

## 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:	1124	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals	987	<b>!Zero Divide</b>	Are your 0 – 1 referral > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
II. 2 - 5 referrals (at risk students)	110	<b>!Zero Divide</b>	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
III. > 5 referrals (high-risk students)	27	<b>!Zero Divide</b>	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
<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>1. Bring forth students with 2 or more discipline referrals in the 2024 SY to the September 2026 SY CPST meeting.</li> <li>2. Inquire behavior information for incoming 6<sup>th</sup> grade students.</li> <li>3. Provide professional development/best practice opportunities for teachers.</li> <li>4. Engage PBIS monthly as it relates to student behaviors and interventions.</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>1. Implement a behavior reflection piece focused on the IB Learner Attributes.</li> <li>2. Utilize Compass Curriculum</li> <li>3. Administration ensures teachers/staff are aware and utilize the Discipline Flow Chart.</li> <li>4. Data Monitoring and disproportionality reviews.</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 Current Year 2024-2025	# Incidents
1. Defiance of Authority	176
2. Disoience/insubordination	152
3. Fighting minor	76
4. Fighting Medium	36
5. Disruptive/Unruly	33
TOTAL	473

- 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. <b>Be Responsible (Principled)</b>
2. <b>Be a kind communicator</b>
3. <b>Be caring</b>
4. <b>Actively participate in Life Skills and Wellness Activities</b>
5.

- 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	153
2. Cafeteria	71
3. Gymnasium	52

**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>Schoolwide EXPECTATIONS</b>	<b>Hallway Rules</b>	<b>Cafeteria Rules</b>	<b>Click here to enter location: Rules</b>	<b>Classroom Rules</b>
<b>Be Responsible (Principled)</b>	<b>Go directly to your destination</b> Click here to type hallway rules.	<b>Stay in assigned area</b> Click here to type cafeteria rules.	Click here to select location rules OR <b>Students will use appropriate language (no profanity)</b>	<b>Arrive to class and be seated before the tardy bell.</b>
<b>Be a kind communicator</b>	Click here to select hallway rules OR <b>Use voice level 1</b>	<b>Follow all directions given by the cafe monitors/adults</b> Click here to type cafeteria rules.	<b>Keep hands, feet and objects to yourself</b> Click here to type location rules.	<b>Follow directions immediately. Raise their hand and wait to be recognized.</b>
<b>Be caring</b>	<b>Keep hands and feet to yourself</b> Click here to type hallway rules.	<b>Clean your eating space and pick up trash around your area</b> Click here to type cafeteria rules.	Click here to select location rules OR <b>Students will honor the feelings of others while treating each other with courtesy.</b>	<b>Keep hands, feet, objects, and inappropriate comments to themselves.</b>
<b>Actively participate in Life Skills and Wellness Activities</b>	<b>Keep electronics in your backpack</b> Click here to type hallway rules.	<b>Raise your hand and wait for help</b> Click here to type cafeteria rules.	Click here to select location rules OR <b>Students will practice/utilize breathing skills to monitor self-awareness.</b>	<b>Stay in assigned seat/area.</b>
Click here to type your Expectation	Click here to select hallway rules OR Click here to type hallway rules.	Click here to select cafeteria rules OR Click here to type cafeteria rules.	Click here to select location rules OR 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):
<b>Start of School Year</b>	8/13/2025	Throughout the day	Classrooms/cafeteria
<b>After Winter Break</b>	1/7/2026	Throughout the day	Classrooms/cafeteria
<b>After Spring Break</b>	3/25/2026	Throughout the day	Classrooms/cafeteria

**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	School Grounds
Lesson Plan Dates			
<b>Start of School Year</b>	8/6/2025	8/6/2025	8/6/2025
<b>After Winter Break</b>	1/6/2026	1/6/2026	1/6/2026
<b>After Spring Break</b>	3/24/2026	3/24/2026	3/24/2026

**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?
<b>Life Skills &amp; Wellness</b>  Click to enter "other"	Each month throughout the 2025 – 2026 SY	Elective Teachers	Teachers will implement Life Skills and Wellness activities. The focus will be on Self-Awareness & Self-Management, Relationship Skills, Responsible Decision Making, and Resiliency.	Behavior data checking in Focus. Adherence to equity plan. Teacher/staff feedback.
<b>Internet Safety: Think B4U Post</b>  Click to enter "other"	Quarterly	Administration Presentation from District Liaison	During student Expectation Assemblies.	Behavior data checking in Focus. Teacher/parent feedback.

## 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](#)

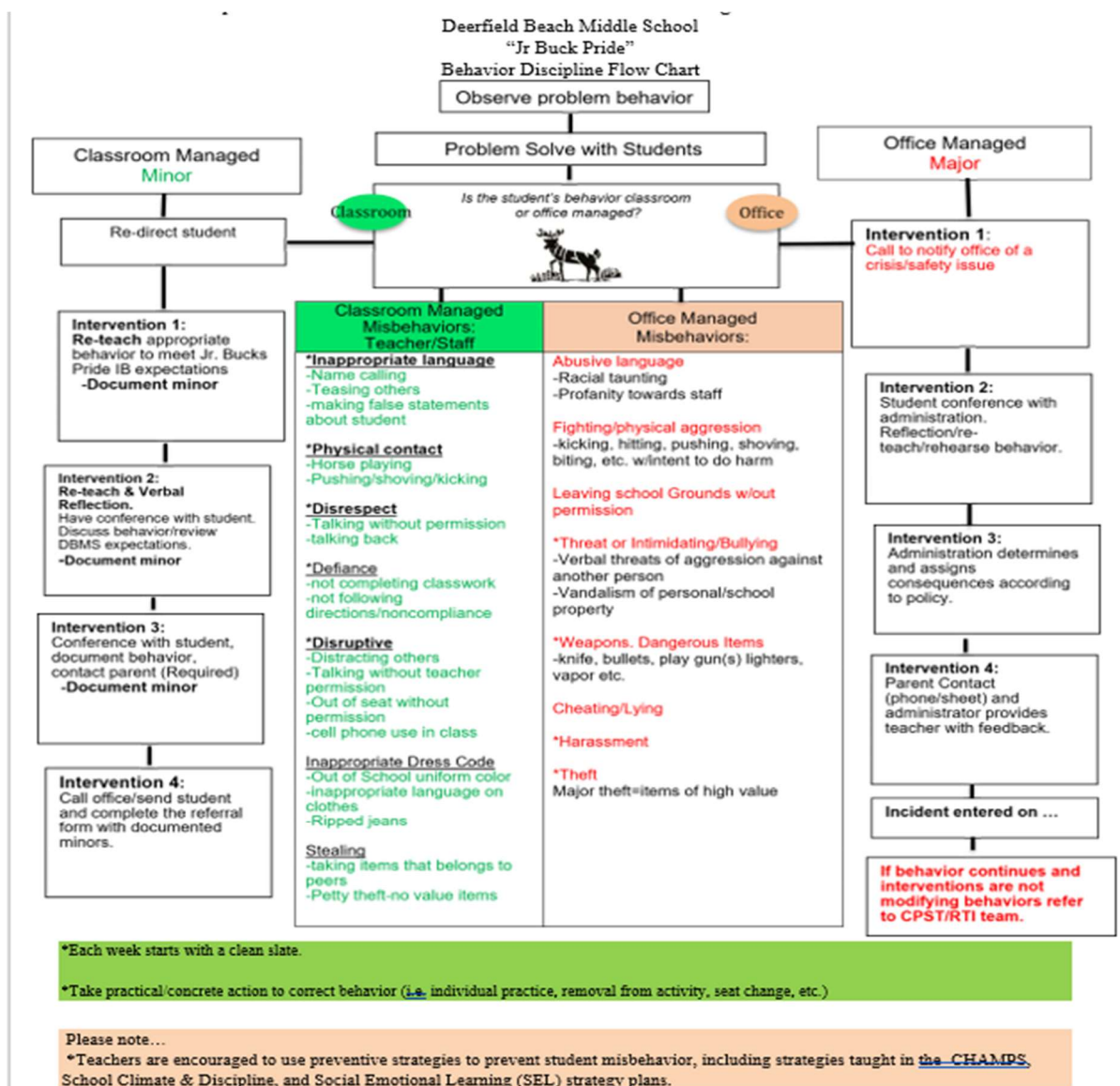
4 Step Problem Solving Process	Plan Details
<p><b>1. Problem Identification:</b> Review your behavior data to identify one school-wide problem. What problem did you identify? <i>(use numerical data)</i></p>	<p><b>Data used: Focus</b></p> <p><b>Problem Identification Statement: The problem that was identified is infraction code Defiance of Authority. During the 2024-2025 school year there were 176 incidents for Defiance of Authority.</b></p>
<p><b>2. Problem Analysis:</b> Why do you think this problem is occurring? What is your goal? <i>(create a SMART goal statement with numerical data)</i></p>	<p><b>Hypothesis: Students are not following the rules/expectations that have been put into place.</b></p> <p><b>SMART Goal Statement: The problem is occurring on campus because students are not principled on campus and following the directives that have been taught to them concerning expectations focused on kindness. The goal is that by the end of the 2026 School Year the amount of Defiance of Authority infraction codes for this behavior will be decreased by 50% from the 2025 School Year to the 2026 School Year.</b></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: Token system</b></p> <p><b>Description of Program/System:</b> <i>Students will have the opportunity to receive positive IB Learner Attribute tickets from stakeholders on campus when they demonstrate one of the International Baccalaureate (IB) Learning Attribute traits on campus. Students will turn in their positive IB Learning Attribute ticket(s) weekly during grade level lunches for a prize. The positive IB Learner Attribute ticket initiative is supported by our school PTSA. The PTSA donates the prizes along with the distribution of the prizes weekly during grade level lunches. Students will also receive a special shoutout by the principal, or a parent link message will be sent home weekly regarding students who have received a IB Learner Attribute ticket.</i></p>
<p><b>4. Evaluation:</b> 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? (2-3 sentences)</b></p> <p>Our PTSA will provide us with a weekly report regarding how many tickets were included in each grade level. Each teacher will initial and write down the positive IB Learner Profile Attribute that the student exhibited as well as the student's name on the ticket to track the students and teachers who are implementing the ticket system with fidelity. This will also allow for a call/note home to acknowledge that the student met expectations and was awarded a ticket for the week.</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"? (2-3 sentences)</b></p> <p>The tickets will be counted per grade level to evaluate if there is an increase in students receiving positive IB Learner Profile Attributes throughout the course of the school year. Staff usage of the positive IB Learner Profile Attribute tickets will also be evaluated per month to ensure all staff members are utilizing the positive incentive award and there is equity amongst the students receiving them. FOCUS will also be utilized to evaluate the number of infractions that are occurring over the course of a month per grade level.</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 How will you recognize <i>Kids of Character</i> each month? (2-3 sentences)
<ol style="list-style-type: none"> <li>September: Cooperation</li> <li>October: Responsibility</li> <li>November: Citizenship</li> <li>December: Kindness</li> <li>January: Respect</li> <li>February: Honesty</li> <li>March: Self-Control</li> <li>April: Tolerance</li> </ol>	<p>Each week student presents the IB Learner attribute tickets to PTSA to receive an incentive for displaying IB Learner attributes such as Caring, Open-Minded, Communicators, Knowledgeable, Principled, Inquires, Thinkers, Balanced, Reflective, Risk-Takers. Quarterly at Honor Roll ceremony students will be awarded IB Learning Attributes Certificate of Honor. Monthly a specific IB Learner Attribute will be focused on, and students will be recognized for portraying that attribute.</p>

## 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 checked="" type="checkbox"/> CHAMPS <input checked="" type="checkbox"/> Positive Behavior Interventions and Supports and the Classroom <a href="https://fi-pda.org/#/category/26">https://fi-pda.org/#/category/26</a> <input type="checkbox"/> Other: Click here to enter name of system.	<ol style="list-style-type: none"> <li>1. Professional Development</li> <li>2. Create a schedule for teachers to observe master teachers.</li> <li>3. Share best CHAMPS practices.</li> <li>4. Incorporate student voice level charts.</li> <li>5. CHAMP strategies are utilized outside the classroom, i.e. cafeteria and hallways.</li> </ol>

### 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 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> :	245
Total number of <i>other</i> <b>school-wide</b> discipline referrals (not including classrooms):	485
% of referrals in the classroom:	33%
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	<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 <input type="checkbox"/> Provide SPBP presentation 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 <a href="mailto:amber.jennings@browardschools.com">amber.jennings@browardschools.com</a> 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 <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. <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 <sup>th</sup> <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: <a href="http://www.brainshark.com/browardschools/PBIS101">http://www.brainshark.com/browardschools/PBIS101</a>
October 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 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 <sup>rd</sup> Quarter Team Meeting	<input type="checkbox"/> Staff to re-teach Expectations and Rules after winter 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 <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 <sup>th</sup> 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 <sup>th</sup> . 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 <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, 1. 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, 1. 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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No	By Click here to enter a date, 1. All instructional support are oriented with the Discipline Flow Chart, but additional support members will be orientated with the discipline flow chart quarterly. 2. Staff members will review Discipline Flow Chart to ensure fidelity.
A recognition system is implemented by 100% staff for <i>all</i> students.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	By Click here to enter a date, 1. The positive IB Learner Attribute tickets will continue to be monitored to ensure all staff members are participating in the reward system. 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> <i>Choose one ODR area of focus</i>	By June 3, 2026, Defiance of Authority <i>[identify one area of focus]</i> will indicate 15% <i>[decrease]</i> as measured by Office Discipline Referrals (ODRs) in Focus.	1. The PBIS will monitor FOCUS behavior data quarterly. 2. IB Learner Attributes will continue to be emphasized throughout the school.

## SPBP Submission

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