



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



<b>School Name:</b>	Northeast High School SY 2026 – 2027
<b>School Number:</b>	1241

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	Anthony Valachovic	7. Security Specialist/ Campus Monitor	Ronald Langston
2. Point of Contact	Stephanie Rivera	8. Social Worker	Raven Veitch
3. BTU Representative	Andrea Backs-Mele	9. School Nurse	Nonito Palencia
4. Parent/Community Representative	Fitz Budhoo	10. Attendance Manager	Bernice Laramore
5. Student Representative	Bryan Hodges	11. Life Skills & Wellness Liaison	Stephanie Rivera
6. School Counselor	Jose L. Martinez	12. Resiliency Liaison	Karly Garrison

\*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> Aug. 10 – Oct. 9	8/27/2026	1:00pm		9/3/2026
2 <sup>nd</sup> Oct. 13 – Dec. 18	10/29/2026	1:00pm		11/5/2026
3 <sup>rd</sup> Jan. 5 – Mar. 18	12/10/2026	1:00pm		1/7/2027
4 <sup>th</sup> Mar. 29 – May 28	3/25/2027	1:00pm		4/1/2027

**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> )	4/24/2026
Hold a <i>faculty</i> vote on the new SPBP ( <i>prior to April 30, 2026</i> )	4/27/2026
Provide training to faculty and staff ( <i>prior to September 30, 2026</i> )	9/3/2026
Present the 2026-27 SPBP to family and community stakeholders ( <i>prior to September 30, 2026</i> )	9/21/2026

**CRITICAL ELEMENT # 3: Data Collection and Analysis**

**3A. Core Effectiveness: Use current 2025-2026 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:	1641	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals	188	11%	Are your 0 – 1 referral > 80%?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
II. 2 - 5 referrals (at risk students)	223	14%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
III. > 5 referrals (high-risk students)	113	7%	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. Based upon table 8A, is your core effective?	<input type="checkbox"/> Yes <input checked="" 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><b>Strengthen TIER 1 classroom management and engagement strategies.</b> (Provide ongoing professional development for teachers focused on proactive classroom management, clear expectations, and student engagement)</li> <li><b>Implement an early identification and monitoring system for at-risk students.</b> (Use referral and behavior data, for example, FOCUS, to identify students with 205 referrals.)</li> <li><b>Provide targeted TIER 2 and TIER 3 interventions for high-risk students.</b> (Develop structured interventions such as mentoring programs and behavior contrast for students with &gt;5 referrals.)</li> <li><b>Increase consistency in schoolwide</b> (Re-teach schoolwide expectations to all students and ensure consistent enforcement across staff.)</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><b>Conduct ongoing disaggregated data analysis by subgroup.</b> (Use MTSS team meetings to analyze trends and develop targeted action plans)</li> <li><b>Provide professional development on culturally responsive practices and implicit bias.</b> (Provide trainings for teachers and staff on culturally responsive teaching, implicit bias.)</li> <li><b>Implement restorative practices</b> (Ensure students from identified subgroups have access to supportive interventions)</li> <li><b>Strengthen Tier 2 and Tier 3 support for identified subgroups</b> (Provide targeted interventions for subgroups, collaborate with ESE and ESOL teams to ensure interventions are culturally responsive.)</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.
- (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 2025-2026	# Incidents
1. Out of Assigned Area	159
2. Disobedience/insubordination	47
3. Drug Use/pos of unauth sub	46
4. Tobacco pos/use/sale vape device	32
5. Class Cut/skipping	24
TOTAL	308

- 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 Accountable
2. Be Respectful
3. Be Consistent
4. Be Successful
5. Be Mature

- 4C.** Top three school-wide locations: ***Use current 2025-2026 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. School Grounds	<b>103</b>
2. Restroom	<b>97</b>
3. Hallways	<b>87</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>Schoolwide EXPECTATIONS</b>	<b>Hallway Rules</b>	<b>Cafeteria Rules</b>	<b>Click here to enter location: Rules</b>	<b>Classroom Rules</b>
Click here to type your Expectation	<b>Have your ID badge visible at all times</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.	<b>Board the bus one at a time</b> Click here to type location rules.	<b>Maintain classroom resources and supplies</b>
Click here to type your Expectation	<b>Keep hands and feet to yourself</b> Click here to type hallway rules.	<b>Stay in assigned area</b> Click here to type cafeteria rules.	<b>Wait at your designated area for your bus to arrive</b> Click here to type location rules.	<b>Arrive on time to class prepared to work</b>
Click here to type your Expectation	<b>Walk to your class</b> Click here to type hallway rules.	<b>Walk in the cafeteria</b> Click here to type cafeteria rules.	<b>Wear your ID badge</b> Click here to type location rules.	<b>Submit assignments/tasks by the deadlines and come to class prepared with school supplies</b>
Click here to type your Expectation	<b>Use Level 1 voice in the hallways</b> Click here to type hallway rules.	<b>Follow all directions given by the cafe monitors/adults</b> Click here to type cafeteria rules.	<b>Provide personal space when changing into PE uniforms</b> Click here to type location rules.	<b>Treat others with the same respect you desire</b>
Click here to type your Expectation	<b>Have a pass when you are not with your class</b> Click here to type hallway rules.	<b>Keep all food items on your tray</b> Click here to type cafeteria rules.	<b>Park in spaces marked for students</b> Click here to type location rules.	<b>Be proactive rather than reactive with your academic needs</b>

## 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	8/25/2026	2 <sup>nd</sup> Period	Classrooms
After Winter Break	1/12/2027	6 <sup>th</sup> Period	Classrooms
After Spring Break	4/14/2027	2 <sup>nd</sup> Period	Classrooms

**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	8/21/2026	8/25/2026	8/28/2026
After Winter Break	1/12/2027	1/25/2027	1/29/2027
After Spring Break	4/5/2027	4/7/2027	4/13/2027

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


Program/Initiative	Plan Details			
	When will it be taught?	Who will teach it?	How will it be implemented? <i>2-3 sentences</i>	How will it be monitored for effectiveness?
<b>Resiliency Curriculum</b>  Click to enter "other"	On a monthly basis throughout the school year, at pre-determined class periods	Ms. Garrison-Resiliency Liaison and Teachers	Ms. Garrison will provide teachers with training at the beginning of the school year. Teachers will teach the Resiliency lessons to students through Canvas and ReThink Ed for the lesson's quiz.	Teachers will have students sign a roster indicating they have completed the month's lessons to ensure compliance with the State-mandated 90% completion rate for each lesson.
<b>Life Skills &amp; Wellness</b>  Click to enter "other"	Throughout the school year	Teachers, staff, school counselors, BRACE advisor, and social worker	Flyers will be posted strategically throughout the school, displaying important information, and staff members and students can seek help. Teachers will speak with students about where they can receive support/help.	Staff members who provide support to students will submit a log to ensure the social worker follows up with the students.

## 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:</b> 2025-2026 Focus referral data indicate 308 total incidents, with “Out of Assigned Area” accounting for 159 (52%), making it the most frequent behavior incident schoolwide.</p> <p><b>Problem Identification Statement:</b> A significant number of students are out of assigned areas during instructional time, often leaving class with a pass and remaining in the hallways, resulting in lost instructional time and increased behavioral concerns.</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:</b> This issue is likely occurring due to inconsistent classroom pass procedures and a lack of clear limits on student movement during instructional time.</p> <p><b>SMART Goal Statement:</b> By May 2027, “Out of Assigned Area” referrals will decrease by at least 3%, as measured by monthly Focus 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> <i>Point system</i></p> <p><b>Description of Program/System:</b> A schoolwide point-based PBIS system will be implemented to reinforce appropriate classroom behavior and accountability during instructional time. Students will earn points for remaining in class, using passes appropriately, and returning within designated time limits. Points can be redeemed for incentives such as recognition, rewards, and extra credit. This system will be implemented alongside current pass procedures and increased hallway monitoring to ensure consistency and accountability across all classrooms.</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?</b> Fidelity will be monitored through classroom walkthroughs to ensure consistent use of pass procedures and hallway supervision. Feedback will be provided during PLCs and faculty meetings to address inconsistencies and strengthen implementation.</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> Student outcomes will be measured through monthly Focus referral data, specifically tracking reductions in “Out of Assigned Area” incidents. Data will be disaggregated by time of day, grade level, and location (ex. Hallways during class time) to identify patterns. Additional indicators of success will include time-on-task in classrooms and decreased hallway congregation during instructional periods.</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. 

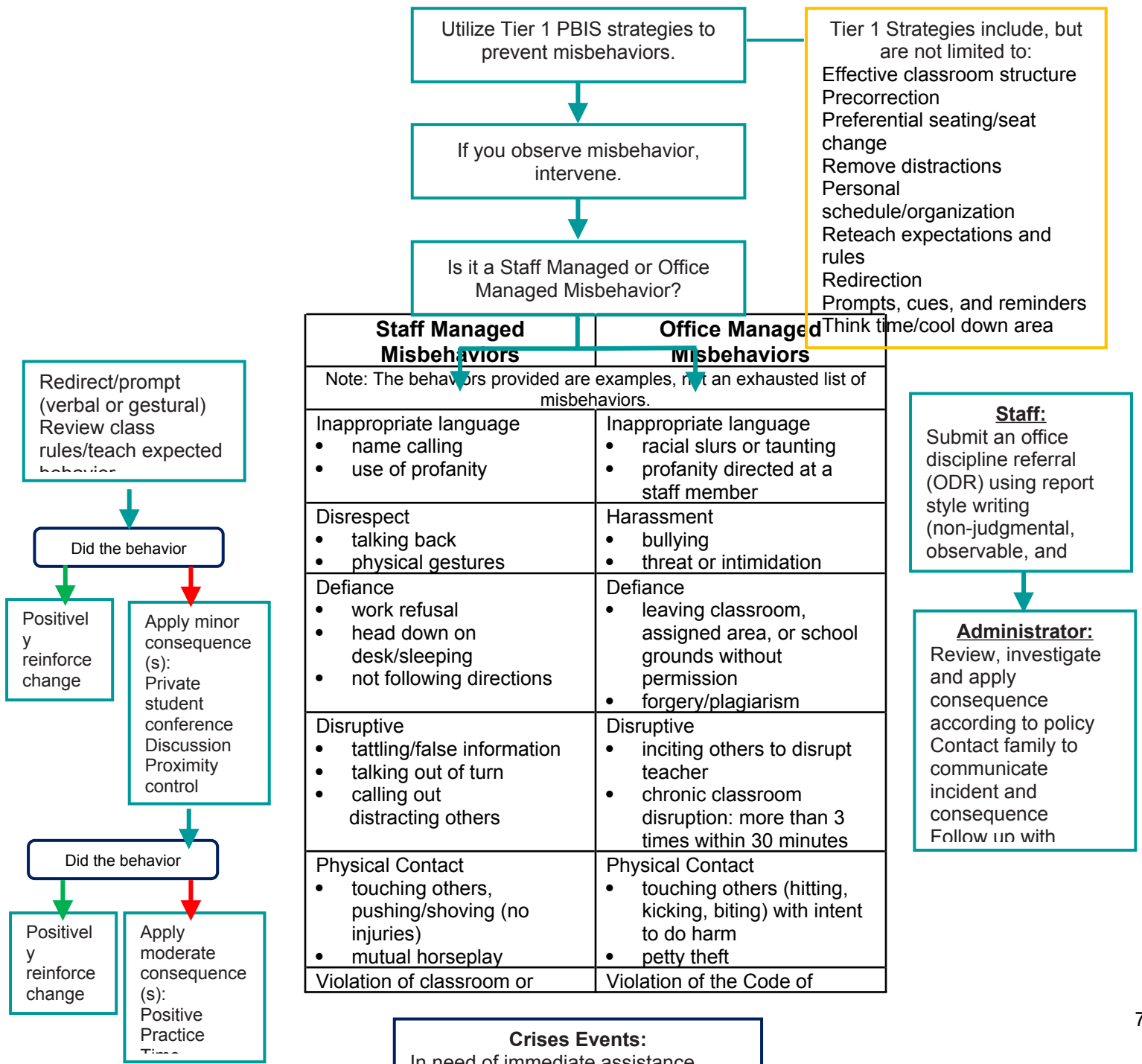
Monthly Character Traits	Plan Details
	How will you recognize <i>Kids of Character</i> each month? <i>(2-3 sentences)</i>

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

Students who consistently demonstrate the monthly character traits will be recognized with a certificate to celebrate their achievements. In addition, each student will receive a special "shout out" during the morning announcements, highlighting their positive contributions to our school community.

## 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://fl-pda.org/#/category/26">https://fl-pda.org/#/category/26</a> <input type="checkbox"/> Other: Click here to enter name of system	<ol style="list-style-type: none"> <li>Teachers will explicitly teach and post CHAMPS expectations for classroom procedures, including transitions and pass usage, and review them periodically or when the need arises.</li> <li>Teachers will implement a consistent classroom pass system (one student out at a time with a time limit of 7-10 minutes) and monitor student movement using a visible tracking method (ex. Sign-out/sign-in log, or QR code log)</li> <li>Teachers will use a PBIS point system to reinforce positive behaviors, awarding points to students who remain on task, follow expectations, and use passes appropriately.</li> <li>Teachers will actively monitor students by circulating the classroom and addressing off-task behavior immediately using consistent redirection strategies.</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 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> :	162
Total number of <i>other school-wide</i> discipline referrals (not including classrooms):	341
% of referrals in the classroom:	32%
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 (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 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 the Tier 1 Agenda and Quarterly Big 5 Data template)</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 Video training modules available at: <a href="https://browardschools.instructure.com/courses/1193624/">https://browardschools.instructure.com/courses/1193624/</a></li> </ul>
October 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)</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 in Section 3B</li> <li><input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your assigned 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 in Section 10B</li> </ul>
January 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)</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 assigned 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 newly hired staff for PBIS understanding - provide "PBIS 101" video training module</li> <li><input type="checkbox"/> Utilize the Stakeholder SPBP Forms Survey to solicit input for planning next year's SPBP (optional)</li> </ul>
March 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)</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 assigned 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 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 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 type="checkbox"/> No	By Click here to enter a date, 1. 2.
A recognition system is implemented by 100% of staff for <i>all</i> students.	<input type="checkbox"/> Yes <input type="checkbox"/> No	By Click here to enter a date, 1. 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, 2027, click here to enter area of focus [ <i>identify one area of focus</i> ] will indicate click here to enter # [ <i>increased or decreased number or percentage</i> ] as measured by Office Discipline Referrals (ODRs) in Focus.	1. 2.

SPBP Submission
<ol style="list-style-type: none"> <li>1. Upload completed SPBP (as PDF) into BCPS Central in the School Improvement Plan. </li> <li>2. Complete PBIS Point of Contact form. </li> </ol>