



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



**SY 2026 – 2027**

<b>School Name:</b>	Boyd H. Anderson HS
<b>School Number:</b>	1741

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	<b>David Pereira</b>	7. Security Specialist/ Campus Monitor	Darly Ford
2. Point of Contact	Thiago Veronez	8. Social Worker	<b>Nadette Noel</b>
3. BTU Representative	Beverly Mullings	9. School Nurse	
4. Parent/Community Representative		10. Attendance Manager	<b>Shahidazza R. Alcindor</b>
5. Student Representative		11. Life Skills & Wellness Liaison	Latoya Edward
6. School Counselor	Angella Andrade	12. Resiliency Liaison	Shatonga Reid

\*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>	8/13/2026	10:30AM	➡	8/27/2026
2 <sup>nd</sup>	10/15/2026	10:30AM	➡	10/29/2026
3 <sup>rd</sup>	1/7/2027	10:30AM	➡	1/21/2027
4 <sup>th</sup>	4/8/2027	10:30AM	➡	4/22/2027

**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> )	4/15/2026
Hold a <i>faculty</i> vote on the new SPBP ( <i>prior to April 30, 2026</i> )	4/15/2026
Provide training to faculty and staff ( <i>prior to September 30, 2026</i> )	8/6/2026
Present the 2026-27 SPBP to family and community stakeholders ( <i>prior to September 30, 2026</i> )	8/27/2026

## 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:	1972	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals		<b>!Zero Divide</b>	Are your 0 – 1 referral > 80%?	<input type="checkbox"/> Yes <input type="checkbox"/> No
II. 2 - 5 referrals (at risk students)	240	12%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
III. > 5 referrals (high-risk students)	61	3%	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. Continue Implementing a Structured Early Warning System</li> <li>2. Ongoing Data Analysis Through Collaborative Data Cycles</li> <li>3. Targeted Tiered Interventions and Progress Monitoring</li> <li>4.</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. Provide Professional Development on Culturally Responsive and Restorative Practices</li> <li>2. Strengthen Tier I Behavioral Supports and Positive School Culture Initiatives</li> <li>3. Enhance Early Intervention and Collaborative Student Support Systems (Cobra Care)</li> <li>4.</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. <b>DISOBEDIENCE/INSUBORDINATION (9th-12th)</b>	495
2. CLASS CUT/SKIPPING (9th-12th)	281
3. FIGHTING (MEDIUM) (9th-12th)	116
4. PROFANITY TO STAFF MEMBER(9th-12 <sup>th</sup> )	54
5. INCITING A DISTURBANCE(9th-12th)	49
TOTAL	995

**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>Respect:</b> encourages positive interactions, appropriate responses to adult direction, and constructive conflict resolution, helping reduce incidents related to insubordination and fighting.
2. <b>Responsibility:</b> promotes accountability for personal choices and actions. Students are expected to take ownership of their behavior, follow school expectations, and demonstrate integrity in all areas of campus life. Reinforcing responsibility supports improved decision-making and reduces behaviors that disrupt the learning environment.
3. <b>Readiness:</b> focuses on being present, prepared, and engaged in learning. Students are expected to arrive to class on time, participate actively, and remain committed to their academic responsibilities. This expectation directly supports improved class attendance and reduces instances of class cutting or skipping.

**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, <span style="background-color: yellow;">excluding Classroom:</span>	
School Location(s)	# Incidents
1. Classroom	801
2. Hallway	339
3. School Grounds	220

**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>Classroom</b>	<b>School Grounds</b>	<b>Classroom Rules</b>
<b>Respect Others</b>	<ul style="list-style-type: none"> <li>• Use respectful language and tone</li> <li>• Keep hands and feet to yourself</li> <li>• Allow others to pass and move safely</li> </ul>	<ul style="list-style-type: none"> <li>• Listen when others are speaking</li> <li>• Follow adult directions the first time</li> <li>• Treat classmates and materials respectfully</li> </ul>	<ul style="list-style-type: none"> <li>• Speak respectfully to peers and staff</li> <li>• Respect personal space</li> <li>• Treat campus spaces and property with care</li> </ul>	
<b>Be Responsible</b>	<ul style="list-style-type: none"> <li>• Walk directly to your destination</li> <li>• Keep hallways clear and moving</li> <li>• Carry a pass during class time</li> </ul>	<ul style="list-style-type: none"> <li>• Come prepared with materials</li> <li>• Complete assignments and participate</li> <li>• Take ownership of your learning and behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Remain in approved areas</li> <li>• Follow arrival and dismissal procedures</li> <li>• Keep the campus clean by disposing of trash properly</li> </ul> <p>Wear your ID Badge at all times</p>	
<b>Be Ready to Learn</b>	<ul style="list-style-type: none"> <li>• Arrive to class on time</li> <li>• Transition quickly between classes</li> <li>• Be in assigned areas during class time</li> </ul>	<ul style="list-style-type: none"> <li>• Be seated and ready when class begins</li> <li>• Stay engaged in learning activities</li> <li>• Use time productively</li> </ul>	<ul style="list-style-type: none"> <li>• Transition promptly when the bell rings</li> <li>• Return to class on time from outdoor areas</li> <li>• Follow staff directions during transitions</li> </ul>	
<b>Keep Our School Safe</b>	<ul style="list-style-type: none"> <li>• Walk at all times</li> <li>• Report unsafe behavior to staff</li> <li>• Keep hands and objects to yourself</li> </ul>	<ul style="list-style-type: none"> <li>• Use materials appropriately</li> <li>• Follow safety instructions</li> <li>• Maintain a safe learning environment</li> </ul>	<ul style="list-style-type: none"> <li>• Walk and move safely across campus</li> <li>• Avoid unsafe or aggressive behavior</li> <li>• Report concerns to a staff member</li> </ul>	

## 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>	8/11/2026	8:30AM	Classroom
<b>After Winter Break</b>	1/12/2027	8:30AM	Classroom
<b>After Spring Break</b>	3/30/2027	8:30AM	Classroom

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

Dates when the rules lesson plans for common locations are taught by instructional staff and noted in lesson plans:			
Common Location	Hallway Rules	Cafeteria Rules	Select location
<b>Lesson Plan Dates</b>			
<b>Start of School Year</b>	8/11/2026	8/11/2026	8/11/2026
<b>After Winter Break</b>	1/12/2027	1/12/2027	1/12/2027
<b>After Spring Break</b>	3/30/2027	3/30/2027	3/30/2027

**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>Character Education</b>	Schoolwide expectations and character education lessons will be taught at the beginning of the school year and reinforced throughout the year during study hall periods and schoolwide reteaching opportunities. Expectations will also be revisited following extended breaks or when discipline data indicates the need for additional instruction.	All instructional staff will support implementation, including classroom teachers, administrators, counselors, and support personnel. The leadership team will provide guidance and professional development to ensure consistent modeling and reinforcement of expectations across campus.	The school will implement a PBIS-aligned Tier I framework that teaches and reinforces the schoolwide expectations of <b>Respect, Responsibility, Readiness, and Safety</b> across all campus locations. Teachers will utilize the expectations matrix to explicitly teach behavioral expectations in classrooms, hallways, and school grounds while reinforcing positive behaviors through modeling, recognition systems, and consistent language across the campus.	Effectiveness will be monitored through ongoing review of discipline referral data, attendance patterns, and school climate indicators. The leadership team will analyze data during PBIS and MTSS meetings to identify trends, determine the need for reteaching, and ensure equitable behavioral outcomes across student subgroups.
<b>Resiliency Curriculum</b>	The Broward County Public Schools Resiliency Curriculum will be taught throughout the school year to ensure students in grades 6–12 receive the required minimum of five hours of instruction annually. Lessons will be delivered during study hall periods,	Classroom teachers will facilitate the lessons using the district-provided Canvas course, with support from school counselors, administrators, and resiliency liaison. The leadership team will ensure teachers have access to the curriculum	The BCPS Resiliency Curriculum will be implemented through the district Canvas platform and utilizes the RethinkEd program to guide student learning activities. Instruction focuses on building students' social-emotional competencies, including empathy, goal-setting, responsible decision-making, relationship skills, stress management, and awareness of mental health, substance misuse	Implementation and effectiveness will be monitored through completion of Canvas modules, teacher implementation feedback, and analysis of discipline, attendance, and student support referral data. The leadership team will review these indicators during MTSS and leadership

	designated class time, or scheduled schoolwide instructional opportunities.	and guidance for implementation.	prevention, child trafficking prevention, and online safety.	meetings to determine if additional student supports or reteaching opportunities are needed.
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**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: Respect • Responsibility • Readiness • Safety

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> Review of school discipline data from the 25-26 school year and current monitoring periods indicates that the most frequent discipline incidents include <b>Disobedience/Insubordination, Class Cutting/Skipping, and Fighting</b> across grades 9–12.</p> <p><b>Problem Identification Statement:</b> Schoolwide discipline data indicates a high number of referrals related to <b>insubordination, class skipping, and student conflicts</b>, suggesting a need to increase reinforcement of positive behaviors aligned with schoolwide expectations.</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> Students may not consistently demonstrate expected behaviors when positive behaviors are not explicitly reinforced or recognized across campus. Increasing consistent positive reinforcement from staff may improve student engagement, attendance in class, and respectful interactions.</p> <p><b>SMART Goal Statement:</b> By the end of the school year, the school will <b>reduce discipline referrals related to insubordination, class cutting/skipping, and fighting by at least 15%</b>, as measured by discipline referral data, through the implementation of a schoolwide PBIS recognition system.</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> Economic simulation system</p> <p><b>Description of Program/System:</b> The school will implement a PBIS-aligned positive recognition system that reinforces the schoolwide expectations of <b>Respect, Responsibility, Readiness, and Safety</b>. Staff members will acknowledge students demonstrating these expectations by awarding <b>Cobra Capital</b> through FOCUS Positive Behavior Rewards, <b>Cobra Cash</b>, or other school-based incentives that can be used for raffles, celebrations, or recognition opportunities. Recognition will occur consistently across classrooms, hallways, and school grounds to reinforce positive behaviors throughout the campus environment. The PBIS leadership team will promote the system through announcements, classroom reinforcement, and schoolwide celebrations to strengthen a positive school culture.</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> The PBIS leadership team will monitor implementation through walkthrough observations, staff feedback, and periodic PBIS team meetings to ensure the recognition system is used consistently across classrooms and common areas. Data on participation in the recognition system will be reviewed to determine if staff are actively reinforcing schoolwide expectations.</p>

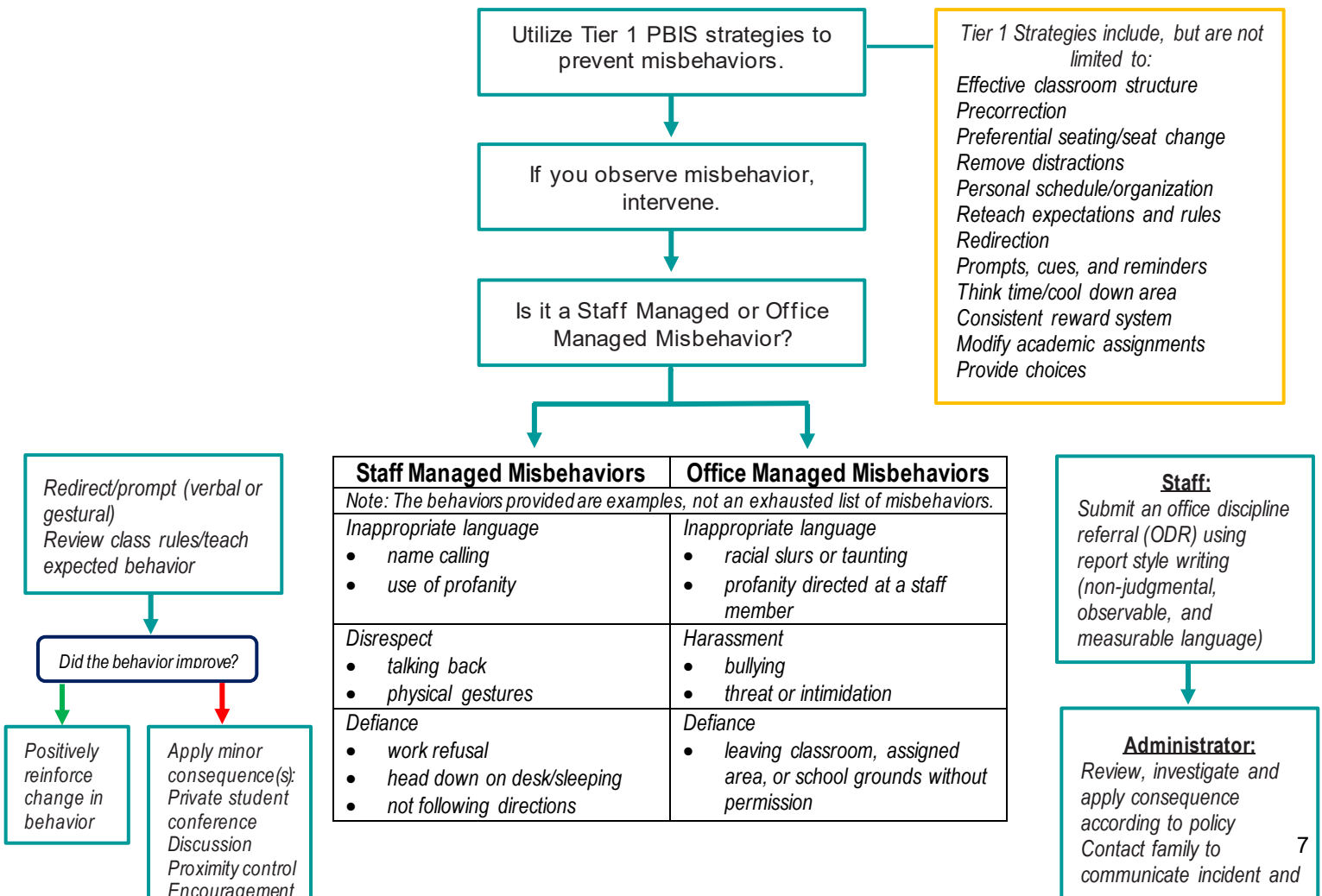
B. Student outcome monitoring <i>(use numerical data)</i>	<p><b>How will you know if the reward program/system is positively impacting students? What measurable data will you use to determine “success”?</b> (2-3 sentences)</p> <p>Success will be measured through <b>analysis of discipline referral trends, attendance data, and stakeholder surveys</b>. The leadership team will review data regularly to determine whether the recognition program is contributing to reductions in discipline incidents and improvements in positive student behavior.</p>
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**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>1. September: Cooperation</li> <li>2. October: Responsibility</li> <li>3. November: Citizenship</li> <li>4. December: Kindness</li> <li>5. January: Respect</li> <li>6. February: Honesty</li> <li>7. March: Self-Control</li> <li>8. April: Tolerance</li> </ol>	<p>Teachers and staff will nominate students who consistently demonstrate the monthly character trait (e.g., cooperation, responsibility, citizenship, kindness, respect, honesty, self-control, and tolerance) in the classroom and throughout the school campus. Selected students will be invited, along with their families, to be recognized during the school’s monthly <b>School Advisory Council (SAC) meeting</b>, where they will receive a <b>Kids of Character certificate</b> and be celebrated for modeling positive character traits. In addition, students may be acknowledged through school announcements and other schoolwide recognition opportunities to reinforce the importance of positive character and encourage all students to demonstrate these traits.</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.








	<ul style="list-style-type: none"> <li>• <i>forgery/plagiarism</i></li> </ul>
<i>Disruptive</i> <ul style="list-style-type: none"> <li>• <i>tattling/false information</i></li> <li>• <i>talking out of turn</i></li> <li>• <i>calling out</i></li> <li>• <i>distracting others</i></li> </ul>	<i>Disruptive</i> <ul style="list-style-type: none"> <li>• <i>inciting others to disrupt teacher</i></li> <li>• <i>chronic classroom disruption: more than 3 times within 30 minutes</i></li> </ul>
<i>Physical Contact</i> <ul style="list-style-type: none"> <li>• <i>touching others, pushing/shoving (no injuries)</i></li> <li>• <i>mutual horseplay</i></li> </ul>	<i>Physical Contact</i> <ul style="list-style-type: none"> <li>• <i>touching others (hitting, kicking, biting) with intent to do harm</i></li> <li>• <i>petty theft</i></li> </ul>
<i>Violation of classroom or location-specific rules</i>	<i>Violation of the Code of Student Conduct</i>

## 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 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><b>1. Provide Professional Development on CHAMPS Expectations</b> The leadership team will provide professional learning opportunities that support teachers in implementing the CHAMPS framework to clearly communicate expectations for conversation level, help procedures, activity structure, movement, and participation. Teachers will develop and post CHAMPS expectations to establish consistent classroom routines.</li> <li><b>2. Implement Classroom Expectations and Procedures Across All Classrooms</b> Teachers will establish and teach clear classroom procedures aligned with CHAMPS at the beginning of each semester and reteach expectations as needed throughout the school year. Expectations will be visibly posted and consistently reinforced to support a structured and predictable learning environment.</li> <li><b>3. Conduct Classroom Walkthroughs with Feedback</b> Administrators and instructional leaders will conduct regular classroom walkthroughs to monitor the implementation of CHAMPS strategies and provide teachers with actionable feedback and support to strengthen classroom management practices.</li> <li><b>4. Use Data to Monitor Implementation and Provide Targeted Support</b> The leadership team will review discipline referral data and classroom observation trends to identify areas where additional coaching or support may be needed. Targeted professional learning and coaching will be provided to ensure consistent implementation of Tier 1 classroom management 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 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> :	801
Total number of <i>other</i> <b>school-wide</b> discipline referrals (not including classrooms):	832
% of referrals in the classroom:	49%
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	<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 <b>1<sup>st</sup> Quarter Team Meeting</b>	<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 Brainshark available at: <a href="http://www.brainshark.com/browardschools/PBIS101">http://www.brainshark.com/browardschools/PBIS101</a></li> </ul>
October <b>2<sup>nd</sup> Quarter Team Meeting</b>	<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 <b>3<sup>rd</sup> Quarter Team Meeting</b>	<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 <b>4<sup>th</sup> Quarter Team Meeting</b>	<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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No	By 9/10/2025, 1. Conduct a campus walk-through with the PBIS team to identify locations where expectations signage is missing or not visible. 2. Print and post standardized PBIS expectation posters in all common areas and review maintenance procedures to ensure signage remains visible and intact.
100% of instructional staff has delivered expectations and rules lesson plans as written and when indicated.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	By 11/12/2025, 1. Provide a refresher during a faculty or PLC meeting on the PBIS expectations lesson plans and establish a timeline for teachers who have not yet delivered them. 2. Monitor implementation through informal walkthroughs and collect teacher confirmation or artifacts showing the lesson was delivered.
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 1/20/2026, 1. Review the Discipline Flow Chart during a faculty meeting and provide a quick reference guide to ensure all staff understand the process for classroom-managed vs. office-managed behaviors. 2. Monitor discipline referrals for alignment with the flow chart and provide coaching or clarification to staff when inconsistencies occur.
A recognition system is implemented by 100% staff for <i>all</i> students.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	By 4/15/2026, 1. Reintroduce the schoolwide recognition system (e.g., PBIS rewards, Cobra Cash/Cobra Capital, or similar incentives) during staff communication and provide staff with recognition tickets or digital tracking options. 2. Monitor and celebrate staff participation by sharing recognition data during PBIS meetings and highlighting classrooms actively recognizing positive student behavior.

**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 align="center"><b>Classroom Referrals</b></p> <p><i>Choose one ODR area of focus</i></p>	<p>By <b>June 3, 2027</b>, the school will <b>decrease Office Discipline Referrals (ODRs) for classroom disruption and defiance by 15%</b> compared to the same period in the previous quarter, as measured by ODR data in <b>FOCUS</b>.</p>	<ol style="list-style-type: none"> <li>1. The PBIS team will <b>review ODR data monthly in PBIS meetings</b> to identify trends by location, time of day, and student subgroup and provide targeted supports where needed.</li> <li>2. Administrators and PBIS team members will <b>conduct walkthroughs and provide staff reminders on PBIS expectations, recognition systems, and classroom management strategies</b> to ensure consistent implementation across classrooms.</li> </ol>

**SPBP Submission**

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