



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



**SY 2025 – 2026**

<b>School Name:</b>	Whispering Pines
<b>School Number:</b>	1752

Please refer to the SPBP Canvas Resource page to access video tutorials, guidance, and resources for completing the 2025-2026 SPBP template.

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

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

Title	First and Last Name	Title	First and Last Name
1. Administrator	Jerelle Robinson-Owens	7. Security Specialist/ Campus Monitor	Lidarius Rhodes
2. Point of Contact	Erica Alexander	8. Social Worker	Alexa Vazquez
3. BTU Representative	Kevin Campbell	9. School Nurse	Christine Cineas
4. Parent/Community Representative	Jan Chinnors	10. Attendance Manager	Janet Graham
5. Student Representative	Moises Clemente	11. Life Skills & Wellness Liaison	Erica Alexander
6. School Counselor	David Garcia	12. Resiliency Liaison	Mitchell Screen
		13. SAC Chairperson	Karina Hoogesteyn

\*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>	8/5/2025	10:00am		8/7/2025
2 <sup>nd</sup>	10/17/2025	10:00am		10/24/2025
3 <sup>rd</sup>	1/5/2026	10:00am		1/16/2026
4 <sup>th</sup>	4/6/2026	10:00am		4/17/2026

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

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

Action Steps:	Dates
Present the 2025-26 SPBP to staff ( <i>prior to April 30, 2025</i> )	4/28/2025
Hold a <i>faculty</i> vote on the new SPBP ( <i>prior to April 30, 2025</i> )	4/28/2025
Provide training to faculty and staff ( <i>prior to September 30, 2025</i> )	8/7/2025

### 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:	157	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals	137	87%	Are your 0 – 1 referral > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
II. 2 - 5 referrals (at risk students)	14	9%	Are your 2 - 5 referrals <15%?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
III. > 5 referrals (high-risk students)	6	4%	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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Answer <b>either</b> (a) or (b):	
(a) If your core is effective, then identify action steps your school leadership team should continue to take for early identification of at risk or high-risk students.	
(b) If you answered “No” to at least one of the items above (I, II, or III) then indicate the supports and interventions and action steps your school leadership team will implement <i>at the beginning</i> of the next school year to improve core strength:	
Core Effectiveness Action Steps: ( <i>3-4 detailed steps</i> )	
<ol style="list-style-type: none"> <li>1. Identify which group of students displayed a high magnitude of at-risk behaviors.</li> <li>2. All staff was trained and consistent with the school-wide behavior management system (T.E.A.M system)</li> <li>3. During weekly child study meetings, administration and stakeholders will discuss what proactive strategies and interventions are to be implemented with fidelity.</li> </ol>	

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

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

**3D. Disproportionality Action Steps:**

What activities/initiatives/programs will your school leadership team implement to prevent disproportionate discipline outcomes within sub group populations (race, SWD, ELL)?
Disproportionality Action Steps: ( <i>3-4 detailed steps</i> )
<ol style="list-style-type: none"> <li>1. Administration and behavior specialists will have a data chat with those students to discuss their behavior.</li> <li>2. Administration and leadership team will continuously discuss behavioral data in weekly.</li> <li>3. Create an individualized behavior contract as it relates to problems.</li> <li>4. Strategic placement of staff members based on data findings.</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.
- Review your referral data YTD in Focus – Discipline – Category Breakdown – *Highest Discipline Code*.
  - Complete the chart by identifying the top five behavior incidents and the number of incidents for each type.
  - Complete the yellow highlighted cells.
  - 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. Disobedience/Insubordination	27
2. Defiance of authority/Habit. 01 violations	20
3. Unruly/Disruptive behavior	15
4. Physical Attack	10
5. Fight minor/altercation/confrontation	8
TOTAL	80

- 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. Compliance
2. Respect yourself and others
3. Be accountable
4. Foster a safe environment
5. Respond appropriately to classroom interventions

- 4C.** Top three school-wide locations: **Use current 2024-2025 school year behavior data** as listed in Focus.
- Review your referral data YTD in Focus – Discipline – Category Breakdown – *Location*.
  - 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. Hallways	24
2. Classroom	18
3. School grounds	18

**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>Appropriate interactions with peers and adults</b>	<b>Follow adult directives</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>Follow directions the first time given</b> Click here to type location rules.	<b>Use appropriate language when addressing staff and students</b>
<b>Respect yourself and others</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.	<b>Remain in your assigned seat, facing forward with feet on the floor</b> Click here to type location rules.	<b>Treat others the way you want to be treated</b>
<b>Foster a safe environment</b>	<b>Go directly to your destination</b> Click here to type hallway rules.	<b>Face one direction when seated</b> Click here to type cafeteria rules.	<b>Wear your ID badge</b> Click here to type location rules.	<b>Keep hands, feet, and objects to yourself</b>
<b>Be accountable</b>	<b>Keep electronics in your backpack</b> Click here to type hallway rules.	<b>Keep all food items on your tray</b> Click here to type cafeteria rules.	<b>Stay in designated area</b> Click here to type location rules.	<b>Be responsible for your own behaviors and academic assignment.</b>
<b>Respond appropriately to classroom interventions</b>	<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>Follow directions the first time given</b> Click here to type location rules.	<b>Failure to comply to classroom rules will result in a consequence.</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	8/4/2025	10:00am	Cafeteria
After Winter Break	1/5/2026	8:30am	Cafeteria
After Spring Break	4/6/2026	8:30am	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	Select location
Lesson Plan Dates			
Start of School Year	8/11/2025	8/11/2025	8/11/2025
After Winter Break	1/6/2026	1/6/2026	1/6/2026
After Spring Break	4/7/2026	4/7/2026	4/7/2026

**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"	Weekly	Teachers, therapists	Teachers and therapists will do weekly sessions covering BCPS life skills & wellness content. Delivery of content will be based on data from fall and spring LSW assessments.	Completion percentage on surveys and ReThink Ed content
<b>Bullying Prevention: Be the 1</b>  Click to enter "other"	Monthly	Teachers, therapists, administration, behavioral specialists	Staff will utilize Compass/Suite 360 curriculum with students during unique skills. School will observe bullying prevention week.	Completion percentage on Compass/Suite 360.

## 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></p> <p><b>Problem Identification Statement: Students had 27 incidents of disobedience/insubordination.</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: ESE students may display disobedient or insubordinate behaviors for a variety of reasons, often rooted in their specific disabilities, emotional challenges, or unmet needs.</b></p> <p><b>SMART Goal Statement: By June 2026, disobedient/disobedient behaviors will decrease by 10% as evidenced by observable behavioral date.</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: A token economy is a powerful positive reinforcement strategy often used with ESE/EBD students to encourage appropriate behavior and reduce problem/negative behaviors.</b></p> <ol style="list-style-type: none"> <li>1. Identify Target Behaviors (IEP Goals)</li> <li>2. Select Tokens</li> <li>3. Choose Reinforcers</li> <li>4. Set Exchange Rate</li> <li>5. Teach the System</li> <li>6. Consistently Reinforce</li> <li>7. Fade the System Over Time</li> </ol> <p><b>Make it visual: use tracking sheets</b>  <b>Keep it positive: focus on what students should do, not what they shouldn't</b>  <b>Involve students: let them help choose rewards</b>  <b>Be consistent: follow through with token delivery and reward availability.</b></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>  <b>Behavior specialists will review student tracking sheets to determine if students are meeting daily goals. Students will be discussed at weekly child study meetings to discuss strategies and interventions.</b></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>  <b>Behavioral data will reflect a decrease in disobedient/insubordinate behaviors. Students will make gains both academically and behaviorally.</b></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. 

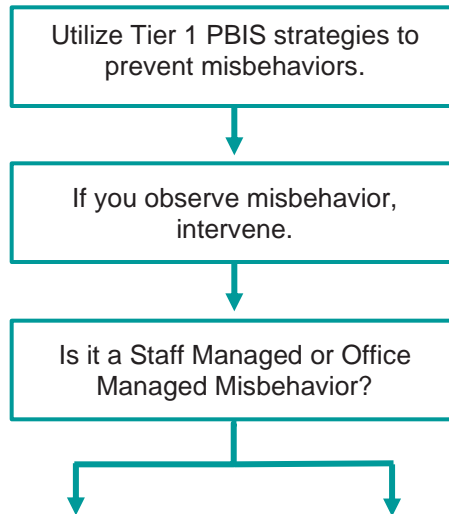
Monthly Character Traits	Plan Details
	How will you recognize <i>Kids of Character</i> each month? <i>(2-3 sentences)</i>

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

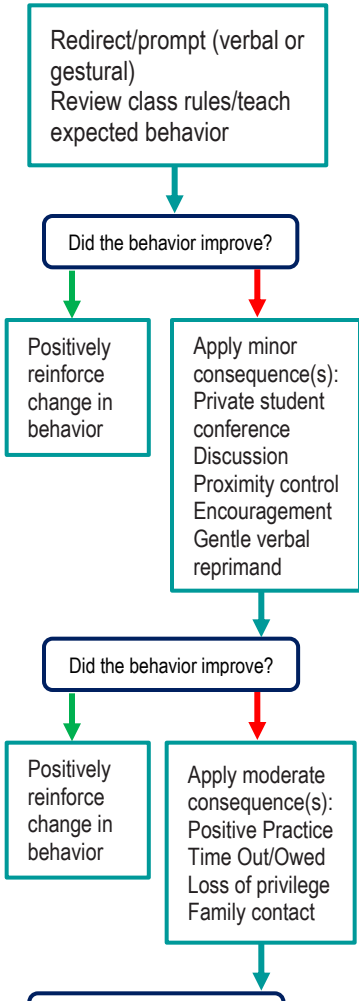
BCPS Equity, Diversity, and School Climate  
<https://www.browardschools.com/Page/32844>

## CRITICAL ELEMENT #7: Effective Discipline Procedures

You can choose to use the flow chart below or create your own. This flow chart is posted in all classrooms and used to teach students during behavior lessons.



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



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

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

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




**Crises Events:**  
 In need of immediate assistance  
 Potentially unsafe environment  
 Suspicion of criminal behavior  
 Contact front office/administration immediately

## CRITICAL ELEMENT # 8: Classroom Management Systems

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

Which evidence-based system(s) are you using?	Provide 3-4 measurable and observable action steps the team will take to help educators improve their classroom management system. <i>(3-4 detailed steps)</i>
<input type="checkbox"/> CHAMPS <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 checked="" type="checkbox"/> Other: School-wide behavioral management T.E.A.M. System	<ol style="list-style-type: none"> <li>1. Provide targeted professional development</li> <li>2. Develop and monitor behavior support plans</li> <li>3. Implement coaching and modeling</li> <li>4. Collect and analyze behavior data</li> </ol>

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

<input type="checkbox"/> CHAMPS 7 Up Checklist 
<input type="checkbox"/> Classroom Snapshot (Classroom Management Assessment) 
<input type="checkbox"/> PBIS Classroom Assistance Tool (CAT) 
<input checked="" type="checkbox"/> Other T.E.A.M. System

### 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> :	18
Total number of <i>other</i> <b>school-wide</b> discipline referrals (not including classrooms):	119
% of referrals in the classroom:	15%
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 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</li> </ul>
Pre-Planning	<ul style="list-style-type: none"> <li><input checked="" 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 checked="" type="checkbox"/> Market and post School-wide Expectations and Location-specific Rules</li> <li><input checked="" 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 checked="" 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 checked="" 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 checked="" type="checkbox"/> Review previous year's SPBP and feedback form; make necessary modifications</li> <li><input checked="" type="checkbox"/> Review previous year's data (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page)</li> <li><input checked="" type="checkbox"/> Verify and implement teaching schedule for Expectations and Rules behavior lesson plans</li> <li><input checked="" type="checkbox"/> Implement the Reward System for all students as indicated in the SPBP</li> <li><input checked="" type="checkbox"/> Ensure the Discipline Flow Chart is distributed to all staff and is being used as written</li> <li><input checked="" type="checkbox"/> Present implementation data, behavior data, team activities and SPBP progress to entire staff</li> <li><input checked="" type="checkbox"/> Ensure all teachers are using an evidence-based classroom management plan, such as CHAMPS</li> <li><input checked="" type="checkbox"/> Confirm next quarterly PBIS team meeting date and time</li> </ul>
September	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Provide SPBP stakeholder presentation by September 30<sup>th</sup></li> <li><input checked="" type="checkbox"/> Ensure instructional staff know how to document Tier 1 Supplemental Strategies for behavior</li> <li><input checked="" 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 2 <sup>nd</sup> Quarter Team Meeting	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page)</li> <li><input checked="" type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff</li> <li><input checked="" type="checkbox"/> Ensure Core Effectiveness Action Steps are being implemented as written</li> <li><input checked="" type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator</li> <li><input checked="" type="checkbox"/> Confirm next quarterly PBIS team meeting date and time</li> </ul>
November	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Review/revise lesson plans as indicated by previous quarter behavior data</li> <li><input checked="" type="checkbox"/> Ensure that the Student Outcome Monitoring Action Steps are being implemented as written</li> </ul>
January 3 <sup>rd</sup> Quarter Team Meeting	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Staff to re-teach Expectations and Rules after winter break</li> <li><input checked="" type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page)</li> <li><input checked="" type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff</li> <li><input checked="" type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator</li> <li><input checked="" type="checkbox"/> Confirm next quarterly PBIS team meeting date and time</li> </ul>
February	<ul style="list-style-type: none"> <li><input checked="" 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 4 <sup>th</sup> Quarter Team Meeting	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Ensure progress towards completion and submission of next year's SPBP</li> <li><input checked="" type="checkbox"/> Staff to re-teach Expectations and Rules after spring break</li> <li><input checked="" type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page)</li> <li><input checked="" type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff</li> <li><input checked="" 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 checked="" type="checkbox"/> Provide staff presentation and faculty vote on new SPBP for next year</li> <li><input checked="" 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 checked="" type="checkbox"/> Continue implementing your current SPBP through the end of the current school year</li> </ul>

## CRITICAL ELEMENT # 10: Evaluation

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

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

STAFF Implementation Monitoring		
Staff Implementation Goal	Quarterly Team Review: Implemented with fidelity?	If you answered <b>No</b> , enter 2 action steps your school will take to move towards this goal by the next PBIS meeting.
100% of hallways, front office, cafeteria, and other public areas all have school-wide expectations and location-specific rules posted.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	By Click here to enter a date, 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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No	By Click here to enter a date, 1. 2.
A recognition system is implemented by 100% staff for <i>all</i> students.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	By Click here to enter a date, 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, 2026, disobedience/insubordination [ <i>identify one area of focus</i> ] will indicate decrease by 10% [ <i>increased or decreased number or percentage</i> ] as measured by Office Discipline Referrals (ODRs) in Focus.	1. Practice routines regularly and use consistent consequences. 2. Use praise and reinforcement to encourage desired behaviors.

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>