



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



**SY 2025 – 2026**

|                       |                            |
|-----------------------|----------------------------|
| <b>School Name:</b>   | Crystal Lake Middle School |
| <b>School Number:</b> | 1871                       |

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                   | Shedric McGauley, Jr. | 7. Security Specialist/<br>Campus Monitor | Terrill Stampley      |
| 2. Point of Contact                | Shedric McGauley, Jr. | 8. Social Worker                          | Diana Avila-Jaramillo |
| 3. BTU Representative              | Grace Youngblood      | 9. School Nurse                           | N/A                   |
| 4. Parent/Community Representative | Alina Aiken           | 10. Attendance Manager                    | N/A                   |
| 5. Student Representative          | Sasha Aiken           | 11. Life Skills & Wellness Liaison        | N/A                   |
| 6. School Counselor                | Allison Yao           | 12. Resiliency Liaison                    | N/A                   |

\*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> | 8/7/2025                | 9:00AM                  | ➡ | 8/8/2025  |
| 2 <sup>nd</sup> | 10/10/2025              | 9:00AM                  | ➡ | 10/13/2025  |
| 3 <sup>rd</sup> | 12/19/2025              | 9:00AM                  | ➡ | 1/5/2026  |
| 4 <sup>th</sup> | 3/12/2026               | 9:00AM                  | ➡ | 3/13/2026   |

**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> )                                 | 4/25/2025 |
| Hold a <i>faculty</i> vote on the new SPBP ( <i>prior to April 30, 2025</i> )                        | 4/25/2025 |
| Provide training to faculty and staff ( <i>prior to September 30, 2025</i> )                         | 8/8/2025  |
| Present the 2025-26 SPBP to family and community stakeholders ( <i>prior to September 30, 2025</i> ) | 8/8/2025  |

## 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:                          | 893            | % of Total Population | Core Effectiveness             |   |
|--|----------------|-----------------------|--------------------------------|---|
| # Referrals:                               | # of Students: |                       |                                |   |
| I. 0 - 1 referrals                         | 105            | 12%                   | Are your 0 – 1 referral > 80%? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| II. 2 - 5 referrals<br>(at risk students)  | 76             | 9%                    | Are your 2 - 5 referrals <15%? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| III. > 5 referrals<br>(high-risk students) | 37             | 4%                    | Are your >5 referrals <5%?     | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

### 3B. Core Effectiveness Action Steps:

|   |   |
|---|---|
| If you answered “Yes” to I, II, and III above, then your core is effective.<br>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>(2-4 steps)</i></p> <ol style="list-style-type: none"> <li>1. At the beginning of the year, the assigned Assistant Principal will collect and analyze data from previous school year to identify at-risk and high-risk students based on discipline data found in BASIS.</li> <li>2. Students with a history of (2-5) and (5 or more) referrals will be documented as at-risk and high-risk students and will be closely monitored to provide tier 2 &amp; 3 interventions/supports.</li> <li>3. The PBIS leader will collect monthly data on student referrals and share with PBIS team, guidance, admin team, and the rest of the faculty to indicate tier 1, tier 2, and tier 3 student groups.</li> <li>4. The PBIS team will utilize the referral data for positive behavior incentives as part of the PBIS reward system.</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. Data Analysis &amp; Professional Development for staff- provide staff with ongoing support on meeting the needs of all students.</li> <li>2. Family Engagement- dinner nights and parent engagement meetings/SAC/SAF meetings.</li> <li>3. Collaborative Teaching- department meetings with cross curricular planning.</li> <li>4. Student Support Services- wrap around services connected to guidance and the social worker.</li> </ol> |

**CRITICAL ELEMENT # 4: Schoolwide Expectations & Location-based Rules**

- 4A.** Top five behavior incidents: Use current 2024-2025 school year behavior data as listed in Focus.
- (a) Review your referral data YTD in Focus – Discipline – Category Breakdown – *Highest Discipline Code*.
  - (b) Complete the chart by identifying the top five behavior incidents and the number of incidents for each type.
  - (c) Complete the yellow highlighted cells.
  - (d) Auto-calculate the total # of referrals by clicking on “0” and pressing “Fn + F9” together.

| Top 5 Behavior Incidents<br>Current Year 2024-2025 | # Incidents |
|--|-------------|
| 1.<br>DEFIANCE OF AUTH/HAB 01 VIOLATION            | 240         |
| 2.<br>FIGHT MINOR/ALTERCATION /CONFRONTATION       | 82          |
| 3.<br>UNRULY/DISRUPTIVE BEHAVIOR                   | 78          |
| 4.<br>PROFANITY TO STAFF MEMBER                    | 75          |
| 5.<br>CLASS CUT/SKIPPING                           | 50          |
| TOTAL  | 525         |

**4B.** School-wide  
3 – 5 positive  
(not behaviors)

expectations are  
characteristics  
that counteract

the top school-wide misbehaviors in section 3A. ALL people on campus are expected to model these expectations.

| Schoolwide Expectations   |
|---|
| RESPECT: Respect yourself and others  |
| DRESS CODE: Dress in required unified school uniform  |
| HALLWAYS: "Walk to the Right"   |
| TARDINESS: Be in class ON TIME. "On Time" is defined as in the class BEFORE the bell rings.   |
| ELECTRONICS: No cell phones or electronic devices from 9:00 a.m. – 4:00 p.m. (*also applies to after school activities – no cell phone usage) |

- 4C.** Top three school-wide locations: Use current 2024-2025 school year behavior data as listed in Focus.
- (a) Review your referral data YTD in Focus – Discipline – Category Breakdown – *Location*.
  - (b) Complete the chart by identifying the top three schoolwide locations, excluding classroom and the number of incidents for each location.

| <b>Top 3 Locations, <u>excluding Classroom</u>:</b> |                    |
|---|--------------------|
| <b>School Location(s)</b>                           | <b># Incidents</b> |
| 1. CLASSROOM  | <b>253</b>         |
| 2.HALLWAY   | <b>182</b>         |
| 3. SCHOOL GROUNDS                                   | <b>149</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>School-wide Expectations and Location Rules</b>  |   |  |  | Completed by each teacher: |
|---|---|--|--|----------------------------|
| <b>School-wide EXPECTATIONS</b>   | <b>Hallway Rules</b>  | <b>Cafeteria Rules</b>   | <b>School Grounds Rules</b>  | <b>Classroom Rules</b>     |
| RESPECT: Respect yourself and others  | <b>Follow adult directives</b><br>Click here to type hallway rules.                 | <b>Clean your eating space and pick up trash around your area</b><br>Click here to type cafeteria rules. | <b>Keep hands and feet to yourself</b><br>Click here to type location rules.                           |                            |
| DRESS CODE: Dress in required unified school uniform  | <b>Have your ID badge visible at all times</b><br>Click here to type hallway rules. | <b>Keep all food items on your tray</b><br>Click here to type cafeteria rules.                           | <b>Wear your ID badge</b><br>Click here to type location rules.  |                            |
| HALLWAYS: "Walk to the Right"   | <b>Walk on the right side of the hallway</b><br>Click here to type hallway rules.   | <b>Walk in the cafeteria</b><br>Click here to type cafeteria rules.                                      | <b>Keep hands, feet and objects to yourself</b><br>Click here to type location rules.                  |                            |
| TARDINESS: Be in class ON TIME. "On Time" is defined as in the class BEFORE the bell rings.   | <b>Follow adult directives</b><br><b>No running</b>                                 | <b>Follow all directions given by the cafe monitors/adults</b><br>Click here to type cafeteria rules.    | <b>Stay in designated area</b><br>Click here to type location rules.                                   |                            |
| ELECTRONICS: No cell phones or electronic devices from 9:00 a.m. – 4:00 p.m. (*also applies to after school activities – no cell phone usage) | <b>Keep electronics in your backpack</b><br>Click here to type hallway rules.       | <b>Keep electronics in your backpack</b><br>Click here to type cafeteria rules.                          | <b>Keep your belongings secured in your assigned locker/area</b><br>Click here to type location rules. |                            |

## CRITICAL ELEMENT #5: Teaching Behavior

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

| Dates when the schoolwide expectations lesson plans are taught by instructional staff and noted in lesson plans: |           |                |              |
|--|-----------|----------------|--------------|
|  | Date(s)   | Time:          | Location(s): |
| Start of School Year   | 8/11/2025 | 9:00AM-11:00AM | Classroom    |
| After Winter Break   | 1/6/2026  | 9:00AM-11:00AM | Classroom    |
| After Spring Break   | 3/23/2026 | 9:00AM-11:00AM | 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 | School Grounds |
| 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  | 3/23/2026     | 3/23/2026       | 3/23/2026      |

**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?<br><i>2-3 sentences</i>  | How will it be monitored for effectiveness?                                      |
| <b>Resiliency Curriculum</b><br>Click to enter "other"      | Bi-weekly               | Homeroom Teachers  | Teachers will monitor and implement resiliency education on our Cougar Wellness Days. This will ensure students are exposed to strategies and the program at large. This will ensure that CLMS meets or surpasses the 90% state mandated percentage. | Through the resiliency ReThink Ed curriculum.                                    |
| <b>Life Skills &amp; Wellness</b><br>Click to enter "other" | Bi-weekly               | Homeroom Teachers  | Life Skills and Wellness will be promoted in conjunction with ReThink Ed. This will be done by connecting the ReThink Ed topics to real-life scenarios and coping strategies.  | Through ongoing conversations and implementation with the ReThink Ed curriculum. |

## 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](#)

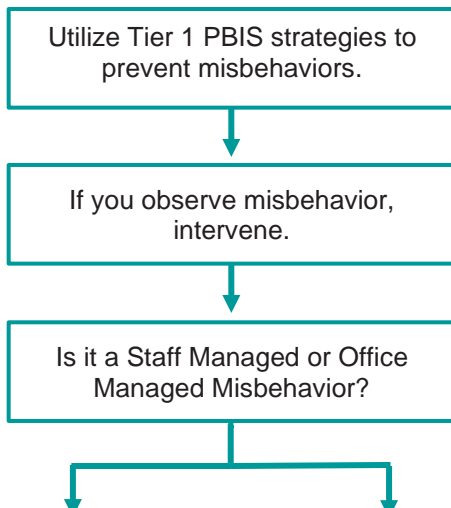
| 4 Step Problem Solving Process   | Plan Details   |
|--|--|
| <p><b>1. Problem Identification:</b> Review your behavior data to identify one school-wide problem. What problem did you identify?<br/><i>Defiance of Authority (240).</i></p> | <p><b>Data used:</b> Number of Discipline referrals for 2024-2025 for Defiance of Authority (240).</p> <p><b>Problem Identification Statement:</b> The number of ODRs for Defiance of Authority had the highest number of referrals in 2024-2025, which was 240.</p>   |
| <p><b>2. Problem Analysis:</b> Why do you think this problem is occurring? What is your goal?<br/><i>(create a SMART goal statement with numerical data)</i></p>               | <p><b>Hypothesis:</b> Due to a lack of classroom management and classroom consequences.</p> <p><b>SMART Goal Statement:</b> The number of ODR's involving Defiance of Authority is the largest percentage of offenses for 2024-2025 at 240 and will decrease by 5% for 2025-2026.</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> Point system</p> <p><b>Description of Program/System:</b></p> <ol style="list-style-type: none"> <li>1. Students will be supervised by administrators and staff during classes and throughout daily interactions.</li> <li>2. Students demonstrating positive behavior in the hallways will have the opportunity to earn monthly recognition based on recommendations from teachers, administrators, and staff.</li> <li>3. Students who consistently display positive behavior will be eligible to attend Reward Celebrations, field trips, and other events hosted by school administrators and partners.</li> </ol> |
| <p><b>4. Evaluation:</b><br/>A. Implementation fidelity</p>  | <p><b>How will you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program/system? (2-3 sentences)</b></p> <p>Staff will receive training on classroom management skills and be introduced to the positive reward celebrations for students during pre-planning week. Additionally, staff will be informed of the qualifications required for each celebration.</p>   |
| <p>B. Student outcome monitoring <i>(use numerical data)</i></p>   | <p><b>How will you know if the reward program/system is positively impacting students? What measurable data will you use to determine "success"? (2-3 sentences)</b></p> <ol style="list-style-type: none"> <li>1. The number of ODRs will be monitored by PBIS team every month and communicated to staff and admin.</li> <li>2. Revisions and modifications can be made throughout each month to ensure progress is being made and system is implemented with fidelity. Our system will be successful based on the reduction of Defiance of Authority referrals from the previous school year.</li> </ol>  |

**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. 

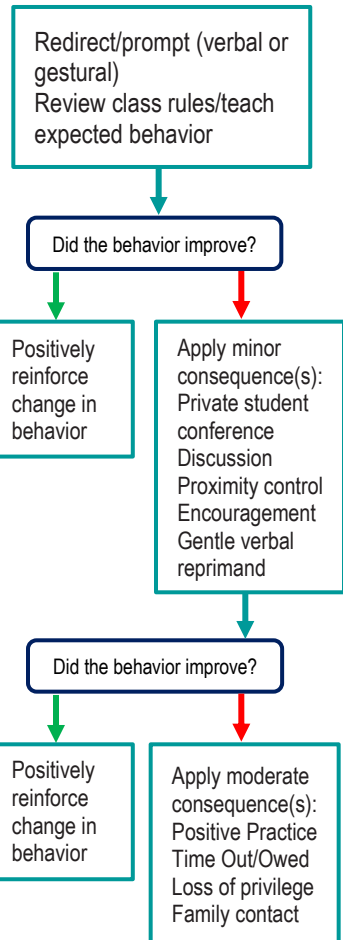
| Monthly Character Traits   | Plan Details<br>How will you recognize <i>Kids of Character</i> each month? (2-3 sentences)  |
|--|--|
| 1. September: Cooperation<br>2. October: Responsibility<br>3. November: Citizenship<br>4. December: Kindness<br>5. January: Respect<br>6. February: Honesty<br>7. March: Self-Control<br>8. April: Tolerance | Students will be awarded certificates and recognized during the morning announcements, highlighting their achievements to the entire school community. Additionally, they will receive a reward, such as a treat or incentive, to further celebrate their positive behavior and accomplishments. |

**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




**Crisis Events:**  
In need of immediate assistance  
Potentially unsafe environment

## 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<br><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><br><input type="checkbox"/> Other: Click here to enter name of system. | <ol style="list-style-type: none"> <li>1. With over 95% of Teachers already trained in CHAMPS with a valid certificate, staff will be provided with CHAMPS refresher PDs to review best practices and Tier 1 classroom management strategies</li> <li>2. Teachers will participate in Staff-managed vs Administration-managed misbehaviors PD. Teachers will also receive Referral Reference Guides to utilize when addressing specific behaviors and knowing when to assign referrals.</li> </ol> |

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

|   |
|---|
| <input checked="" type="checkbox"/> CHAMPs 7 Up Checklist                      |
| <input type="checkbox"/> Classroom Snapshot (Classroom Management Assessment)  |
| <input type="checkbox"/> PBIS Classroom Assistance Tool (CAT)                  |
| <input type="checkbox"/> Other <i>(specify):</i>  |

### 8C. Percentage of classroom referrals: **Use current 2024-2025 school year behavior data** as listed in Focus.

(a) Review your classroom data YTD in Focus – Discipline – Category Breakdown – *Location*.

(b) Complete the yellow highlighted cells.

(c) Auto-calculate the % of referrals in the classroom by clicking on “!Zero Divide” in the next cell and pressing “Fn + F9” together.

|  |   |
|--|---|
| Total number of discipline referrals <b>from classrooms</b> :                                    | 253   |
| Total number of <i>other</i> <b>school-wide</b> discipline referrals (not including classrooms): | 736   |
| % of referrals in the classroom:   | 34%   |
| 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 checked="" type="checkbox"/> Provide SPBP presentation to all staff during Pre-Planning</li> <li><input checked="" 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<br/>(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<br>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<br/>Brainshark available at: <a href="http://www.brainshark.com/browardschools/PBIS101">http://www.brainshark.com/browardschools/PBIS101</a></li> </ul>   |
| October<br>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 type="checkbox"/> Ensure that the Student Outcome Monitoring Action Steps are being implemented as written</li> </ul>  |
| January<br>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<br>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 6/4/2025, 100% of the top 3 incident locations: classroom, hallways, and school grounds will have at least 1 Big 5 poster, and 1 rule poster as measured through monthly observation by PBIS team.   |
| 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 6/4/2025, At the beginning, and conclusion of the school year, 100% of teachers will be provided school-wide rules and expectations lesson plans as measured as by Big 5 poster results and classroom entry samples by PBIS team.  |
| 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 6/4/2025, At the beginning, midpoint, and conclusion of the school year, 100% of staff will be provided the discipline flowchart, Big 5 Poster and referral reference guide and measured through monthly observation of discipline referrals via BASIS by the PBIS team. |
| A recognition system is implemented by 100% staff for <i>all</i> students.  | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | By 6/4/2025, The Behavior Specialist, PBIS team, and Admin will ensure rewards are provided and carried out effectively. Awards and rewards will be announced and shared amongst student population.  |

**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><br><i>Choose one ODR area of focus</i> | By June 3, 2026, Defiance of Authority will decrease by 5% as measured by Office Discipline Referrals (ODRs) in Focus. | <ol style="list-style-type: none"> <li>1. The number of ODRs for Defiance of Authority will be monitored by PBIS team every month and communicated to staff and admin monthly.</li> <li>2. Revisions and modifications can be made throughout each month by gaining feedback from staff, admin &amp; team to ensure progress is being made and system is implemented with fidelity.</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. 