



Schoolwide Positive Behavior Plan (SPBP)
Broward County Public Schools



SY 2025 – 2026

School Name:	Lyons Creek Middle School
School Number:	3101

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	Richard Newell	7. Social Studies Representative	Wayne Daley
2. BTU Representative	Robert Kozell	8. Social Worker	Shonta Howard
3. Point of Contact	Richard Newell	9. ESE Representative	Shaena Lockhart
4. Parent/Community Representative	Courtney Johnson	10. Elective Representative	Jamie Caliendo
5. Literacy Coach	Peggy Penn	11. Life Skills & Wellness Liaison & Resiliency Liaison	Ambreen Farrukh
6. School Counselor	Rebecca Korda	12. Math Representative	Scott Zielske

*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 st	8/29/2025	8:30 am		9/5/2025
2 nd	11/7/2025	8:30 am		11/14/2025
3 rd	1/16/2026	8:30 am		1/30/2026
4 th	4/3/2026	8:30 am		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>)	4/30/2025
Hold a <i>faculty</i> vote on the new SPBP (<i>prior to April 30, 2025</i>)	4/30/2025
Provide training to faculty and staff (<i>prior to September 30, 2025</i>)	8/29/2025
Present the 2025-26 SPBP to family and community stakeholders (<i>prior to September 30, 2025</i>)	9/24/2025

CRITICAL ELEMENT # 3: Data Collection and Analysis

3A. Core Effectiveness: Use current Quarters 1-3 behavior data as listed in Focus. Review your referral data YTD in Focus – Discipline Reports – *Students with Referrals*.

- Complete the yellow highlighted cells.
- Auto-calculate the “% of Total Population” by clicking on each “!Zero Divide” in the cells and pressing “Fn + F9”.
- Determine if the core is effective in all three areas.

TOTAL Population:	1455	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals	1237	85%	Are your 0 – 1 referral > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
II. 2 - 5 referrals (at risk students)	155	11%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
III. > 5 referrals (high-risk students)	63	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. Based upon table 8A, is your core effective?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Answer either (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"> Continue to educate staff on CHAMPS, Best Practice behavioral interventions, how to write referrals and on the implementation of the Schoolwide Positive Behavior Plan. Refine the PRIDE Store and redefine the expectations for earning PRIDE tickets. Implement incentive events (Cafeteria table of the month, Kids of Character, Special awards during Pride Assemblies) Plan & implement structured hallway sweeps. 	

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"> Quarterly data review to disaggregate suspension, referral and expulsion data by the Big 5 Early Intervention through School Counseling Department such as Check-In/Check-Out Programs that target daily support for students showing early signs of disengagement of behavioral challenges. Promote & implement restorative justice practices that is used to address harm, understand causes, and develop collaborative solutions rather than relying solely on suspensions. Implement a mentoring program for the 2025-26 SY. Identify students who are overrepresented in disciplinary data, pair them up with trained adult mentors and then focused on a goal setting, reflection and emotional support.

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

4A. Top five behavior incidents: Use current 2024-2025 school year Quarters 1-3 behavior data as listed in Focus.

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

Top 5 Behavior Incidents Current Year 2024-2025	# Incidents
1. Disobedience/Insubordination	203
2. Unruly/Disruptive Behavior	197
3. Disruptive/Unruly Play	193
4. Class Cut/Skipping	170
5. Out of Assigned Area	147
TOTAL	910

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
<p>P – We are Prepared</p> <ul style="list-style-type: none"> We arrive to school and classes on time and ready to learn We bring the materials we need We stay organized and focused throughout the day
<p>R – We are Respectful</p> <ul style="list-style-type: none"> We treat everyone with kindness and dignity We listen and communicate thoughtfully We care for our school and shared spaces
<p>I – We show Integrity</p> <ul style="list-style-type: none"> We do what's right, even when it's hard We are honest with ourselves and others We own our actions and learn from them
<p>D – We make good Decisions</p> <ul style="list-style-type: none"> We think before we act We choose words and actions that help, not hurt We stay safe and help others do the same
<p>E – We strive for Excellence</p> <ul style="list-style-type: none"> We give our best effort in all we do We take pride in our learning and growth We aim high and never stop improving

4C. Top three school-wide locations: Use current 2024-2025 school year Quarters 1-3 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, <u>excluding Classroom</u>:	
School Location(s)	# Incidents
1. Hallway	148
2. Cafeteria	83
3. School Grounds	50

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.

Schoolwide Expectations and Location-based Rules				Completed by each teacher:
Schoolwide EXPECTATIONS	Hallway Rules	Cafeteria Rules	Arrival & Dismissal Rules	Classroom Rules
P - We are PREPARED	Have your ID badge visible at all times Walk in a straight line	Walk in the cafeteria Raise your hand and wait for help	Walk while in the bus loop Place litter in garbage cans located near the bus area	- Approach all situations/incidents as a learning opportunity with a growth mindset. - It's okay that we have different opinions. Share your thoughts and perspective, this is a safe space.
R - We are RESPECTFUL	Use Level 1 voice in the hallways Remain in your line	Clean your eating space and pick up trash around your area Keep hands, feet and objects to yourself	Stay in designated area Keep hands, feet and objects to yourself	- Listen to learn not to pass judgement. - Raise your hand to be acknowledged - Respective all perspective. We can learn from everyone.
I – We show INTEGRITY	Walk on the right side of the hallway Walk in a straight line	Immediately inform an adult of any spills Keep all food items on your tray	Place litter in garbage cans located around campus. Wear your ID badge	- Be accountable for your actions & inactions - Foster academic honesty (No cheating)
D – We make Good DECISIONS	Keep hands and feet to yourself Follow adult directives	Keep hands, feet and objects to yourself Follow all directions given by the cafe monitors/adults	Follow directions the first time given Wait at your designated area during arrival & dismissal	- Focus on the task at hand. - Make the right choices.
E – We strive for EXCELLENCE	Have a pass when you are not with your class Keep electronics in your backpack	Remain seated Face one direction when seated	Dress for success by following Unified Dress Code Wear your ID badge around your neck at all times	- Be on-time, prepared and ready to learn. - Complete all assignments in a timely manner - Make a commitment to strive towards excellence.

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	08/13/2025	Periods 1-6	Classroom
After Winter Break	01/05/2026	Periods 1-6	Classroom
After Spring Break	04/06/2025	Periods 1-6	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
Lesson Plan Dates			
Start of School Year	08/13/2025	08/13/2025	08/13/2025
After Winter Break	01/06/2026	01/06/2026	01/06/2026
After Spring Break	04/07/2026	04/07/2026	04/07/2026

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?
Character Education	Each character trait is assigned to a department.	Teachers	Department heads together with their teacher select a plan that implements the select character trait. They have group assignments or individual lessons.	The department head together with the Department Assistant Principal monitors for implementation
Resiliency Curriculum	Assigned to various Departments per month	Teachers	Various departments will be assigned a topic throughout the course of the year.	Resiliency Dashboard and monthly district follow up from instructional facilitators.


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>1. Problem Identification: Review your behavior data to identify one school-wide problem. What problem did you identify? <i>(use numerical data) - 214</i></p>	<p>Data used: FOCUS Data</p> <p>Problem Identification Statement: A significant school-wide issue is that a high number of students are skipping classes, students out of assigned areas and arriving late to class, which negatively impacts their academic achievement, disrupts instructional time, and contributes to a decline in overall school climate.</p>
<p>2. Problem Analysis: Why do you think this problem is occurring? What is your goal? <i>(create a SMART goal statement with numerical data)</i></p>	<p>Hypothesis: <i>Why do you think this problem is occurring?</i></p> <ol style="list-style-type: none"> 1. Insufficient Supervision - Gaps in hallway and transition supervision can create opportunities for students to leave classrooms or avoid attending classes all together 2. Lack of Engagement - Students may not find classroom instruction sufficiently engaging or relevant to their interests and needs, leading them to disengage and avoid attending class. 3. Peer Influence - Students at this age are highly influenced by peers. Disobedient behavior is modeled and reinforced socially. 4. Inconsistent Discipline - If school rules are not enforced consistently, students may perceive that they can challenge authority without consequences. 5. Insufficient Transitional Time: Currently, we have three minutes for students to transition from classes. For the upcoming school year, we will move to 4 minutes. <p>SMART Goal Statement: By the end of 3rd Quarter (March 12, 2026) we will reduce the percentage of behavior incidents related to Class Cut/Skipping from 12% to 7%, and Out of Assigned Area from 10% to 5%.</p> <p>This will be achieved through the implementation of structured hallway sweeps, increased supervision during transition times, quarterly positive attendance incentives, and quarterly data reviews to monitor progress and adjust strategies as needed.</p>
<p>3. Intervention Design: Describe how you will implement a positive reward program/system to decrease this problem.</p>	<p>Type of Program/System: Token system</p> <p>Description of Program/System: Students earn PRIDE Tickets for demonstrating positive behaviors.</p> <p>Offer tiered incentives based on the number of tickets earned. For example, Since students are highly motivated by the GOLDEN TICKET for the Pride</p>

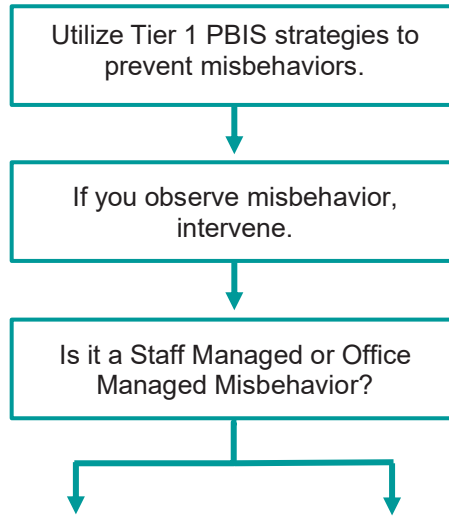
	Store, perhaps we can use the blue tickets as a way for students to trade in their blue tickets to earn a golden ticket. Example: 30 blue tickets equal 1 Golden Ticket. Students could turn in their blue tickets before school in the cafeteria, at lunchtime, or at the end of the school day. Teachers could give out blue tickets as they stand at their doors and students enter the class. Tickets could be given out for getting to class on time, being in dress code, or wearing their ID badge etc.
4. Evaluation: A. Implementation fidelity	How will you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program/system? (2-3 sentences) To monitor fidelity, administrators will conduct regular walkthroughs and brief check-ins to ensure staff are consistently recognizing and rewarding positive behavior as outlined in the program. A short monthly staff survey will collect feedback on implementation challenges and successes, while referral data will be analyzed to track trends and guide necessary adjustments. Additionally, random reviews of reward distribution logs will help ensure fairness and consistency across classrooms.
B. Student outcome monitoring <i>(use numerical data)</i>	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) Success will be measured by a reduction in Class Cutting, and Out of Assigned Area referrals, with a target of at least 5% decrease by the end of the 3 rd quarter. Additional indicators of positive impact will include increased student participation in the reward system, improved attendance, and positive trends in student and teacher feedback.

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. 

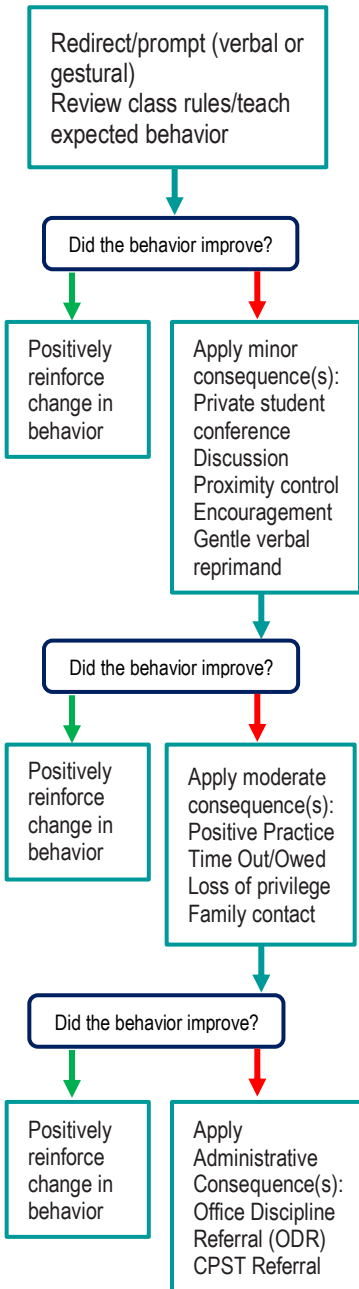
Monthly Character Traits	Plan Details How will you recognize <i>Kids of Character</i> each month? (2-3 sentences)
1. September: Cooperation	September: Cooperation: TBA Department
2. October: Responsibility	October: Responsibility: TBA Department
3. November: Citizenship	November: Citizenship: TBA Department
4. December: Kindness	December: Kindness: TBA Department
5. January: Respect	January: Respect: TBA Department
6. February: Honesty	February: Honesty: TBA Department
7. March: Self-Control	March: Self-Control: TBA Department
8. April: Tolerance	April: Tolerance: TBA Department

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

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
Suspicion of criminal behavior
Contact front office/administration immediately
Follow safety team protocol

CRITICAL ELEMENT # 8: Classroom Management Systems

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

Which evidence-based system(s) are you using?	Provide 3-4 measurable and observable action steps the team will take to help educators improve their classroom management system. <i>(3-4 detailed steps)</i>
<input checked="" type="checkbox"/> CHAMPS <input checked="" type="checkbox"/> Positive Behavior Interventions and Supports and the Classroom https://fi-pda.org/#/category/26 <input type="checkbox"/> Other: Click here to enter name of system.	<ol style="list-style-type: none"> 1. Review behavior referral data with grade-level teams quarterly to identify patterns, set goals, and adjust strategies. 2. Provide targeted coaching and modeling for teachers who request support or are identified through referral trends. 3. Supply each classroom with a toolkit of ready-to-use resources (e.g. Classroom expectations posters, PRIDE Lesson plans, laminated critical element #7: Effective Discipline Procedures Flowchart).

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

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

8C. Percentage of classroom referrals: **Use current Quarters 1-3 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 from classrooms :	987
Total number of <i>other school-wide</i> discipline referrals (not including classrooms):	436
% of referrals in the classroom:	69%
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"> <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
Pre-Planning	<ul style="list-style-type: none"> <input type="checkbox"/> Print up your SPBP and Feedback form BCPS Central <input type="checkbox"/> Provide SPBP presentation to all staff during Pre-Planning <input type="checkbox"/> Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders <input type="checkbox"/> Market and post School-wide Expectations and Location-specific Rules <input type="checkbox"/> Identify your district PBIS Specialist <input type="checkbox"/> (Contact amber.jennings@browardschools.com for more information if you are unsure) <input type="checkbox"/> Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP (indicated in yellow)
August 1 st Quarter Team Meeting	<ul style="list-style-type: none"> <input type="checkbox"/> Determine any needed team training, such as: 4 Step Problem Solving Process series, PBIS 10 Critical Elements, Data Collection, etc. <input type="checkbox"/> Review previous year's SPBP and feedback form; make necessary modifications <input type="checkbox"/> Review previous year's data (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) <input type="checkbox"/> Verify and implement teaching schedule for Expectations and Rules behavior lesson plans <input type="checkbox"/> Implement the Reward System for all students as indicated in the SPBP <input type="checkbox"/> Ensure the Discipline Flow Chart is distributed to all staff and is being used as written <input type="checkbox"/> Present implementation data, behavior data, team activities and SPBP progress to entire staff <input type="checkbox"/> Ensure all teachers are using an evidence-based classroom management plan, such as CHAMPS <input type="checkbox"/> Confirm next quarterly PBIS team meeting date and time
September	<ul style="list-style-type: none"> <input type="checkbox"/> Provide SPBP stakeholder presentation by September 30th <input type="checkbox"/> Ensure instructional staff know how to document Tier 1 Supplemental Strategies for behavior <input type="checkbox"/> Check for staff and teacher understanding of PBIS - provide "PBIS 101" training as a resource Brainshark available at: http://www.brainshark.com/browardschools/PBIS101
October 2 nd Quarter Team Meeting	<ul style="list-style-type: none"> <input type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) <input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff <input type="checkbox"/> Ensure Core Effectiveness Action Steps are being implemented as written <input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator <input type="checkbox"/> Confirm next quarterly PBIS team meeting date and time
November	<ul style="list-style-type: none"> <input type="checkbox"/> Review/revise lesson plans as indicated by previous quarter behavior data <input type="checkbox"/> Ensure that the Student Outcome Monitoring Action Steps are being implemented as written
January 3 rd Quarter Team Meeting	<ul style="list-style-type: none"> <input type="checkbox"/> Staff to re-teach Expectations and Rules after winter break <input type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) <input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff <input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator <input type="checkbox"/> Confirm next quarterly PBIS team meeting date and time
February	<ul style="list-style-type: none"> <input type="checkbox"/> Check on recently hired staff for PBIS understanding - provide "PBIS 101" Brainshark resource <input type="checkbox"/> Utilize the Stakeholder SPBP Forms Survey to solicit input for planning next year's SPBP (optional)
March 4 th Quarter Team Meeting	<ul style="list-style-type: none"> <input type="checkbox"/> Ensure progress towards completion and submission of next year's SPBP <input type="checkbox"/> Staff to re-teach Expectations and Rules after spring break <input type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) <input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff <input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator
April	<ul style="list-style-type: none"> <input type="checkbox"/> Provide staff presentation and faculty vote on new SPBP for next year <input type="checkbox"/> Submit your SPBP in BCPS Central by April 30th. Use this new SPBP in the next school year <input type="checkbox"/> Continue implementing your current SPBP through the end of the current school year

CRITICAL ELEMENT # 10: Evaluation

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

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

STAFF Implementation Monitoring		
Staff Implementation Goal	Quarterly Team Review: Implemented with fidelity?	If you answered No , 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.
<p>Select an item <i>Choose one ODR area of focus</i></p>	<p>By the end of 3rd Quarter (March 12, 2026) we will reduce the percentage of behavior incidents related to Class Cut/Skipping from 12% to 7%, and Out of Assigned Area from 10% to 5% as measured by Office Discipline Referrals (ODRs) in FOCUS.</p>	<ol style="list-style-type: none"> 1. Review and analyze quarterly Office Discipline Referral (ODR) data in FOCUS to track progress and identify trends. 2. Conduct monthly PBIS committee meetings to discuss implementation fidelity of behavior interventions and adjust support as needed. 3. Provide regular reminders about expectations on morning and afternoon announcements and during lunches.

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