



Schoolwide Positive Behavior Plan (SPBP)
Broward County Public Schools



SY 2025 – 2026

| | |
|-----------------------|----------------------------|
| School Name: | Indian Ridge Middle School |
| School Number: | 3471 |

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 | Cheryl Reep | 7. Security Specialist/ Campus Monitor | Ronald Jacklin |
| 2. Point of Contact | Hailey Finer | 8. Social Worker | Audrey Pellingier |
| 3. BTU Representative | Wade Brosz | 9. School Nurse | Susan Smith |
| 4. Parent/Community Representative | Wade Brosz | 10. Attendance Manager | Candice Arthur |
| 5. Student Representative | Daniella Valenzuela Rivera | 11. Life Skills & Wellness Liaison | Regina Lendinara |
| 6. School Counselor | Christine Donovan | 12. Resiliency Liaison | Melanie Cohen |

*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 | 10/15/2025 | 2:15pm | | 10/17/2025 |
| 2 nd | 12/10/2025 | 2:15pm | | 12/12/2025 |
| 3 rd | 3/11/2026 | 2:15pm | | 3/13/2026 |
| 4 th | 5/20/2026 | 2:15pm | | 5/22/2026 |

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>) | 4/17/2025 |
| 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>) | 8/6/2025 |
| Present the 2025-26 SPBP to family and community stakeholders (<i>prior to September 30, 2025</i>) | 9/2/2025 |

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: | 1823 | % of Total Population | Core Effectiveness | |
|--|----------------|-----------------------|--------------------------------|---|
| # Referrals: | # of Students: | | | |
| I. 0 - 1 referrals | 152 | 8.3% | Are your 0 – 1 referral > 80%? | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| II. 2 - 5 referrals (at risk students) | 129 | 7.0% | Are your 2 - 5 referrals <15%? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| III. > 5 referrals (high-risk students) | 46 | 2.5% | 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> | |
| 1. Staff will continue to remind students of the school-wide expectations using the ROAR acronym for respect, ownership, attitude, and responsibility. | |
| 2. The MTSS team will continue to utilize the RTI process to identify and support students with behavioral needs. | |
| 3. We will continue to assign adult teacher mentors to students struggling with behavior. | |
| 4. We will continue to use incentives to encourage positive behavior, such as grade level field trips and extra-curricular activities that good behavior is a requirement to attend. | |

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> | |
| 1. Every month we review the data with the School Advisory Council to make sure we are aware and are able to address discipline issues. | |
| 2. We use RTI/MTSS data. | |
| 3. We communicate with parents early on the disciplinary process. | |

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 Current Year 2024-2025 | # Incidents |
|--|-------------|
| 1. Disobedience/Insubordination | 176 |
| 2. Unruly /Disruptive Behavior | 128 |
| 3. Disruptive/Unruly Play | 106 |
| 4. Fight/Minor Altercation | 45 |
| 5. Mistreatment of Peers | 43 |
| TOTAL | 498 |

- 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. Respect |
| 2. Ownership |
| 3. Attitude |
| 4. Responsibility |

- 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.

| Top 3 Locations, excluding Classroom: | |
|--|-------------|
| School Location(s) | # Incidents |
| 1. Hallway | 64 |
| 2. Cafeteria | 57 |
| 3. Restroom | 43 |

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 | Common Area Rules | Classroom Rules |
| Respect | Keep hands and feet to yourself Keep hallways clean | Keep hands, feet and objects to yourself Treat others kindly | Be courteous to others Treat others kindly | Respect your hand before speaking Be kind and helpful |
| Ownership | Follow the arrows - move in one direction Arrive on time | Follow all directions given by the cafe monitors/adults Clean up all trash | Clean up once finished playing Honor personal space | Do your best work Participate during class time |
| Attitude | Help others when needed Use kind words | Welcome others Be helpful | Be alert and responsive Be positive | Believe in yourself Be positive |
| Responsibility | Go directly to your destination See something say something | Stay in assigned area Return to class on time | Wear your ID badge Listen for directions Adhere to unified dress code policy | Follow classroom procedures Always be on time and prepared |

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 | 8/18/2025 | 9:30am | Media Center |
| After Winter Break | 1/12/2026 | 9:30am | Media Center |
| After Spring Break | 4/13/2026 | 9:30am | Media Center |

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 | 8/18/2025 | 8/25/2025 | 9/2/2025 |
| After Winter Break | 1/12/2026 | 1/20/2026 | 1/26/2026 |
| After Spring Break | 4/13/2026 | 4/20/2026 | 4/27/2026 |

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? |
| Resiliency Curriculum | Every month a new topic is taught | Teachers | Each month students do a lesson on a different topic. The lesson plans are done in class, and we rotate subject area teachers to teach these lessons. | The counselor who oversees this receives reports on how many students have completed the activity. |
| Choose Peace/Stop Violence | During peace week: 9/20-9/27 | Through peer counseling for the entire school | Each day of Peace Week we designate a different color clothing to wear. This raises awareness for Peace week and promotes it within the school. | This is monitored through peer counseling and the amount of students who participate during the school week. |

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](#)

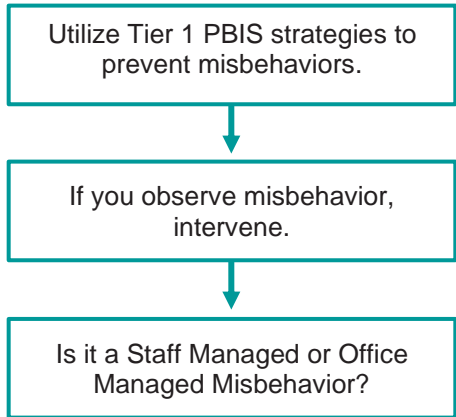
| 4 Step Problem Solving Process | Plan Details |
|--|--|
| <p>1. Problem Identification: Review your behavior data to identify one school-wide problem. What problem did you identify? <i>(use numerical data)</i></p> | <p>Data used:</p> <p>Problem Identification Statement: Disobedience is the top behavioral incident that occurred in the 2024-2025 school year.</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: We believe that the problem is occurring due to the impact that social media has on our students.</p> <p>SMART Goal Statement: By June of 2026, the number of referrals for disobedience/insubordination will decrease by 5% as evidenced by referrals in FOCUS.</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: Teachers distribute ROAR tickets to students who they see demonstrating positive behaviors. The students drop their tickets into a grade-level box in each office. Every month, 15 names are pulled per grade level, and those students win a gift card. They can also use their tickets at the ROAR store which has prizes and is open twice a month before school. Teachers who give out the most ROAR tickets are rewarded with a gift card. This incentivizes teachers to give out more tickets.</p> |
| <p>4. Evaluation: A. Implementation fidelity</p> | <p>How will you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program/system? We monitor the fidelity of consistency and effectiveness through student and staff annual surveys, observations and student feedback.</p> |
| <p>B. Student outcome monitoring <i>(use numerical data)</i></p> | <p>How will you know if the reward program/system is positively impacting students? What measurable data will you use to determine "success"? To determine if the program is positively impacting students, we will monitor the number of referrals quarterly. We will also utilize RTI/MTSS data to determine if the reward program is positively impacting Tier 2 & 3 students.</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. 

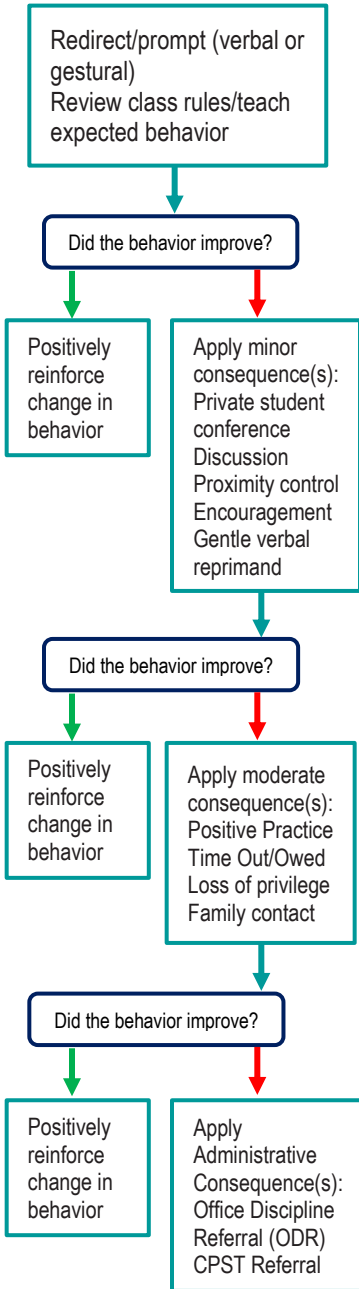
| Monthly Character Traits | Plan Details How will you recognize <i>Kids of Character</i> each month? <i>(2-3 sentences)</i> |
|--|---|
| <ol style="list-style-type: none"> 1. September: Cooperation 2. October: Responsibility 3. November: Citizenship 4. December: Kindness 5. January: Respect 6. February: Honesty 7. March: Self-Control 8. April: Tolerance | <p>Every month teachers nominate one student for the character trait of the month. The students who are nominated get a certificate and our TV production teacher records the students and plays it on the morning announcements.</p> |

CRITICAL ELEMENT #7: Effective Discipline Procedures

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



- 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




Crises 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 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. Frequent classroom walkthroughs with feedback and measurable data in iObservation. 2. Meet with teachers individually who need support with classroom management strategies. 3. Allow new or struggling teachers to observe teachers who can model excellent classroom management. 4. Provide training opportunities at the school or district level for teachers who need assistance. |

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 (<i>specify</i>): Classroom Observations |

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 from classrooms : | 507 |
| Total number of <i>other</i> school-wide discipline referrals (not including classrooms): | 873 |
| % of referrals in the classroom: | 58% |
| 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 | <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 |
| Pre-Planning | <input checked="" type="checkbox"/> Print up your SPBP and Feedback form BCPS Central <input checked="" type="checkbox"/> Provide SPBP presentation to all staff during Pre-Planning <input checked="" type="checkbox"/> Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders <input checked="" type="checkbox"/> Market and post School-wide Expectations and Location-specific Rules <input checked="" type="checkbox"/> Identify your district PBIS Specialist (Contact amber.jennings@browardschools.com for more information if you are unsure) <input checked="" 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 | <input checked="" type="checkbox"/> Determine any needed team training, such as: 4 Step Problem Solving Process series, PBIS 10 Critical Elements, Data Collection, etc. <input checked="" type="checkbox"/> Review previous year's SPBP and feedback form; make necessary modifications <input checked="" type="checkbox"/> Review previous year's data (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) <input checked="" type="checkbox"/> Verify and implement teaching schedule for Expectations and Rules behavior lesson plans <input checked="" type="checkbox"/> Implement the Reward System for all students as indicated in the SPBP <input checked="" type="checkbox"/> Ensure the Discipline Flow Chart is distributed to all staff and is being used as written <input checked="" type="checkbox"/> Present implementation data, behavior data, team activities and SPBP progress to entire staff <input checked="" type="checkbox"/> Ensure all teachers are using an evidence-based classroom management plan, such as CHAMPS <input checked="" type="checkbox"/> Confirm next quarterly PBIS team meeting date and time |
| September | <input checked="" type="checkbox"/> Provide SPBP stakeholder presentation by September 30 th <input checked="" type="checkbox"/> Ensure instructional staff know how to document Tier 1 Supplemental Strategies for behavior <input checked="" 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 | <input checked="" type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) <input checked="" type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff <input checked="" type="checkbox"/> Ensure Core Effectiveness Action Steps are being implemented as written <input checked="" type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator <input checked="" type="checkbox"/> Confirm next quarterly PBIS team meeting date and time |
| November | <input checked="" type="checkbox"/> Review/revise lesson plans as indicated by previous quarter behavior data <input checked="" type="checkbox"/> Ensure that the Student Outcome Monitoring Action Steps are being implemented as written |
| January 3 rd Quarter Team Meeting | <input checked="" type="checkbox"/> Staff to re-teach Expectations and Rules after winter break <input checked="" type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) <input checked="" type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff <input checked="" type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator <input checked="" type="checkbox"/> Confirm next quarterly PBIS team meeting date and time |
| February | <input checked="" type="checkbox"/> Check on recently hired staff for PBIS understanding - provide "PBIS 101" Brainshark resource <input checked="" type="checkbox"/> Utilize the Stakeholder SPBP Forms Survey to solicit input for planning next year's SPBP (optional) |
| March 4 th Quarter Team Meeting | <input checked="" type="checkbox"/> Ensure progress towards completion and submission of next year's SPBP <input checked="" type="checkbox"/> Staff to re-teach Expectations and Rules after spring break <input checked="" type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) <input checked="" 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 | <input checked="" type="checkbox"/> Provide staff presentation and faculty vote on new SPBP for next year <input checked="" type="checkbox"/> Submit your SPBP in BCPS Central by April 30 th . Use this new SPBP in the next 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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No | By Click here to enter a date, 1. PBIS Team will train staff on the use of the flow chart. 2. PBIS team will review and determine if staff members are following the flow chart. |
| 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. |
| Behavior Incidents | By June 3, 2026, disobedience/insubordination will decrease by 5% as evidenced by ODRs in FOCUS. | 1. Staff will be trained on classroom management strategies during pre-planning week the 2025-2026 school year. 2. Administrators will progress monitor through frequent classroom walkthroughs and teacher observations. |

| | | |
|----------------------------|--|--|
| Event Locations | By June 3, 2026, the frequency of behavioral incidents in classrooms by 5% as evidenced by ODRs in FOCUS. | <ol style="list-style-type: none"> 1. Schoolwide expectations and location specific rules are posted across campus. 2. Daily morning announcements highlight the ROAR system and positive behaviors. |
| Core Effectiveness | By June 3, 2026, Core Effectiveness (students with 0-1 referrals) will increase by 3% as evidenced by ODRs in FOCUS. | <ol style="list-style-type: none"> 1. The discipline flow chart will be used by all staff as written. 2. ROAR tickets are provided to students and staff as an incentive for positive behavior. |
| Classroom Referrals | By June 3, 2026, classroom referrals will decrease by 5% as evidenced by ODRs in FOCUS. | <ol style="list-style-type: none"> 1. A reward system is being implemented for all students. 2. Expectations and lesson plans outlining school rules are being taught as written and when indicated. |

SPBP Submission

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