



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



**SY 2025 – 2026**

|                       |                           |
|-----------------------|---------------------------|
| <b>School Name:</b>   | Falcon Cove Middle School |
| <b>School Number:</b> | 3622                      |

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                   | Dr. Craig Saddler   | 7. Security Specialist/<br>Campus Monitor | Herbert Morris              |
| 2. Point of Contact                | Kalondra Singh      | 8. Social Worker                          | Franchesca White            |
| 3. BTU Representative              | Judith Malone       | 9. School Nurse                           | Vivian Enriquez             |
| 4. Parent/Community Representative | Dave Roca           | 10. Attendance Manager                    | Jennifer Torres             |
| 5. Student Representative          | Julius Farber       | 11. Life Skills & Wellness Liaison        | Kalondra Singh              |
| 6. School Counselor                | Christina Sanders   | 12. Resiliency Liaison                    | Richard Hunt and Ian Powers |

\*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> | 10/3/2025               | 8:30 am                 | ➡ | 9/26/2025   |
| 2 <sup>nd</sup> | 12/12/2025              | 8:30 am                 | ➡ | 12/5/2025   |
| 3 <sup>rd</sup> | 3/6/2026                | 8:30 am                 | ➡ | 2/27/2026   |
| 4 <sup>th</sup> | 5/29/2026               | 8:30 am                 | ➡ | 5/22/2026   |

**WW**

**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> )                                 | 4/24/2025 |
| Hold a <i>faculty</i> vote on the new SPBP ( <i>prior to April 30, 2025</i> )                        | 4/24/2025 |
| Provide training to faculty and staff ( <i>prior to September 30, 2025</i> )                         | 8/14/2025 |
| Present the 2025-26 SPBP to family and community stakeholders ( <i>prior to September 30, 2025</i> ) | 8/18/2025 |

## CRITICAL ELEMENT # 3: Data Collection and Analysis

### 3A. Core Effectiveness: Use current 2024-2025 school year 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:                          | 2178           | % of Total Population | Core Effectiveness             |   |
|--|----------------|-----------------------|--------------------------------|---|
| # Referrals:                               | # of Students: |                       |                                |   |
| I. 0 - 1 referrals                         | 167            | 100%                  | Are your 0 – 1 referral > 80%? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| II. 2 - 5 referrals<br>(at risk students)  | 5              | 0%                    | Are your 2 - 5 referrals <15%? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| III. > 5 referrals<br>(high-risk students) | 2              | 0%                    | 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 |
| Answer <b>either</b> (a) or (b):<br>(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.<br>(b) If you answered “No” to at least one of the items above (I, II, or III) then indicate the supports and interventions and action steps your school leadership team will implement <i>at the beginning</i> of the next school year to improve core strength: |   |
| Core Effectiveness Action Steps: <i>(3-4 detailed steps)</i>   |   |
| <ol style="list-style-type: none"> <li>Identify Tier 1 strategies that are successful for students</li> <li>Identify PBIS initiatives that are successful for students</li> <li>Continuously analyze staff, student, and stakeholder survey results</li> <li>Continuously implement the discipline matrix with fidelity</li> </ol>   |   |

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

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

### 3D. Disproportionality Action Steps:

|  |
|--|
| What activities/initiatives/programs will your school leadership team implement to prevent disproportionate discipline outcomes within sub group populations (race, SWD, ELL)?   |
| Disproportionality Action Steps: <i>(3-4 detailed steps)</i>   |
| <ol style="list-style-type: none"> <li>Conduct regular reviews of Big 5 data disaggregated by race, disability status, and English proficiency</li> <li>Utilize restorative practices as alternatives to discipline referrals and suspension</li> <li>Implement individualized behavior intervention plans for SWD and ELL students</li> <li>Oversee student support teams and tiered interventions</li> </ol> |

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

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

| Top 5 Behavior Incidents<br>Current Year 2024-2025 | # Incidents |
|--|-------------|
| 1. Unruly / Disruptive Behavior                    | 106         |
| 2. Disobedience / Insubordination                  | 48          |
| 3. Cellphone Violation                             | 35          |
| 4. Out of Assigned Area                            | 33          |
| 5. Disruptive / Unruly Play                        | 28          |
| TOTAL  | 250         |

- 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. Be respectful        |
| 2. Be cooperative       |
| 3. Be organized         |
| 4. Be kind              |
|                         |

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

| Top 3 Locations, <b>excluding Classroom</b> : |             |
|---|-------------|
| School Location(s)                            | # Incidents |
| 1. Classroom                                  | 139         |
| 2. Hallway                                    | 90          |
| 3. Cafeteria                                  | 84          |

**4D.** Expectations and Rules Chart for common areas of school campus:  
 This chart is posted in all classrooms and used to teach students during behavior lessons.

| <b>Schoolwide Expectations and Location-based Rules</b> |   |   |  | Completed by each teacher:                                 |
|---|---|---|--|--|
| <b>Schoolwide EXPECTATIONS</b>                          | <b>Hallway Rules</b>                                | <b>Cafeteria Rules</b>  | <b>Office Rules</b>  | <b>Classroom Rules</b>                                     |
| <b>Be kind</b>  | <b>Go directly to your destination</b>              | <b>Clean your eating space and pick up trash around your area</b> | <b>Use Level 1-2 voices</b>  | <b>Raise your hand to speak</b>                            |
| <b>Be cooperative</b>                                   | <b>Have your ID badge visible at all times</b>      | <b>Stay in assigned area</b>                                      | <b>Wear your ID badge</b>  | <b>Be prepared with all materials needed for class</b>     |
| <b>Be organized</b>                                     | <b>Keep hands and feet to yourself</b>              | <b>Keep all food items on your tray</b>                           | <b>Keep hands, feet and objects to yourself</b>                        | <b>Use appropriate language when speaking</b>              |
| <b>Be respectful</b>                                    | <b>Have a pass when you are not with your class</b> | <b>Follow all directions given by the cafe monitors/adults</b>    | <b>Obtain a yellow pass to return to class when leaving the office</b> | <b>Cellphone and personal electronic use is prohibited</b> |
|   |   |   |  |  |

## CRITICAL ELEMENT #5: Teaching Behavior

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

| Dates when the schoolwide expectations lesson plans are taught by instructional staff and noted in lesson plans: |           |         |                       |
|--|-----------|---------|-----------------------|
|  | Date(s)   | Time:   | Location(s):          |
| <b>Start of School Year</b>  | 8/11/2025 | 10:00am | Individual Classrooms |
| <b>After Winter Break</b>  | 1/13/2025 | 10:00am | Individual Classrooms |
| <b>After Spring Break</b>  | 3/23/2026 | 10:00am | Individual Classrooms |

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

| Dates when the rules lesson plans for common locations are taught by instructional staff and noted in lesson plans: |               |                 |                 |
|---|---------------|-----------------|-----------------|
| Common Location   | Hallway Rules | Cafeteria Rules | Select location |
| <b>Lesson Plan Dates</b>  |               |                 |                 |
| <b>Start of School Year</b>   | 8/11/2025     | 8/13/2025       | 8/15/2025       |
| <b>After Winter Break</b>   | 1/13/2026     | 1/15/2025       | 1/16/2025       |
| <b>After Spring Break</b>   | 3/24/2025     | 3/25/2025       | 3/26/2025       |

**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> | The Resiliency Curriculum will be taught throughout the year in all Study Skills classes for grades 6, 7, and 8 | 6, 7, 8 grade Study Skills instructors | The Resiliency Curriculum will be accessible through Canvas for all Study Skills instructors. Each month, instructors will ensure that students complete the correct lesson for each month. Lesson topics can range from Making Good Decisions to Dating Violence Prevention. | <b>1. Pre- and Post-Assessments:</b> Administer resiliency skill assessments at the beginning and end of the year to measure student growth in areas like self-awareness, self-management, and coping strategies.<br><br><b>2. Teacher Fidelity Checks:</b> Use a monthly checklist or walkthrough tool to ensure teachers are delivering the curriculum consistently and as designed. Collect lesson plans or |

|  |   |  |  |  |
|--|---|--|--|--|
|  |   |  |  | <p>samples of student work as evidence.</p> <p><b>3. Student Feedback Surveys:</b> Distribute student surveys quarterly to gauge their perceptions of the lessons, relevance, and impact on their emotional well-being and decision-making skills.</p> <p><b>4. Behavioral Data Review:</b> Track related indicators such as attendance, discipline referrals, and counselor referrals for social-emotional concerns. Compare trends before and after curriculum implementation.</p>   |
| <p><b>Choose Peace/Stop Violence</b></p> | <p>There will be a specific week that students will participate in Choose Peace / Stop Violence with different activities and resources being offered</p> | <p>The Peer Counseling instructor will facilitate the activities</p> | <p>There will be a designated week where students will</p> | <p><b>1. Pre- and Post-Event Surveys:</b> Have students complete brief surveys before and after the week to measure changes in awareness, attitudes toward violence prevention, and understanding of peaceful conflict resolution strategies.</p> <p><b>2. Participation Tracking:</b> Track student participation rates in each activity throughout the week (e.g., number of students attending events, wearing themed items, engaging in lessons or challenges).</p> <p><b>3. Behavioral Data Comparison:</b> Compare the number of behavior incidents (e.g., aggression, peer conflict) during the week and in the</p> |

|  |  |  |  |   |
|--|--|--|--|---|
|  |  |  |  | <p>weeks following, with the same timeframe from previous months or years.</p> <p><b>4. Staff and Student Feedback:</b> Collect qualitative feedback from both staff and students via short reflection forms or focus groups to assess engagement and gather suggestions for improvement.</p> |
|--|--|--|--|---|


**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: *Classroom*

| 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>(use numerical data)</i></p> | <p><b>Data used:</b> <i>Discipline referrals by location</i></p> <p><b>Problem Identification Statement:</b> The majority of referrals (40%) come from the classroom.</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> As students spend the majority of their time in the classroom, the most incidents are occurring here. There could also be a discrepancy in the use of the discipline matrix consistently across all teachers and staff.</p> <p><b>SMART Goal Statement:</b> By the end of the first semester, the behavior leadership team will reduce classroom-related behavior incidents by 20% by providing all teachers with targeted CHAMPS classroom management training and ensuring 100% of staff are consistently implementing the district's discipline matrix, as measured by referral data and monthly fidelity checks.</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> Token system</p> <p><b>Description of Program/System:</b> <i>The Falcon Feather initiative will continue. Falcon Feathers will be distributed to all teachers and staff so that they may reward those students adhering to the school-wide and location expectations.</i></p>  |

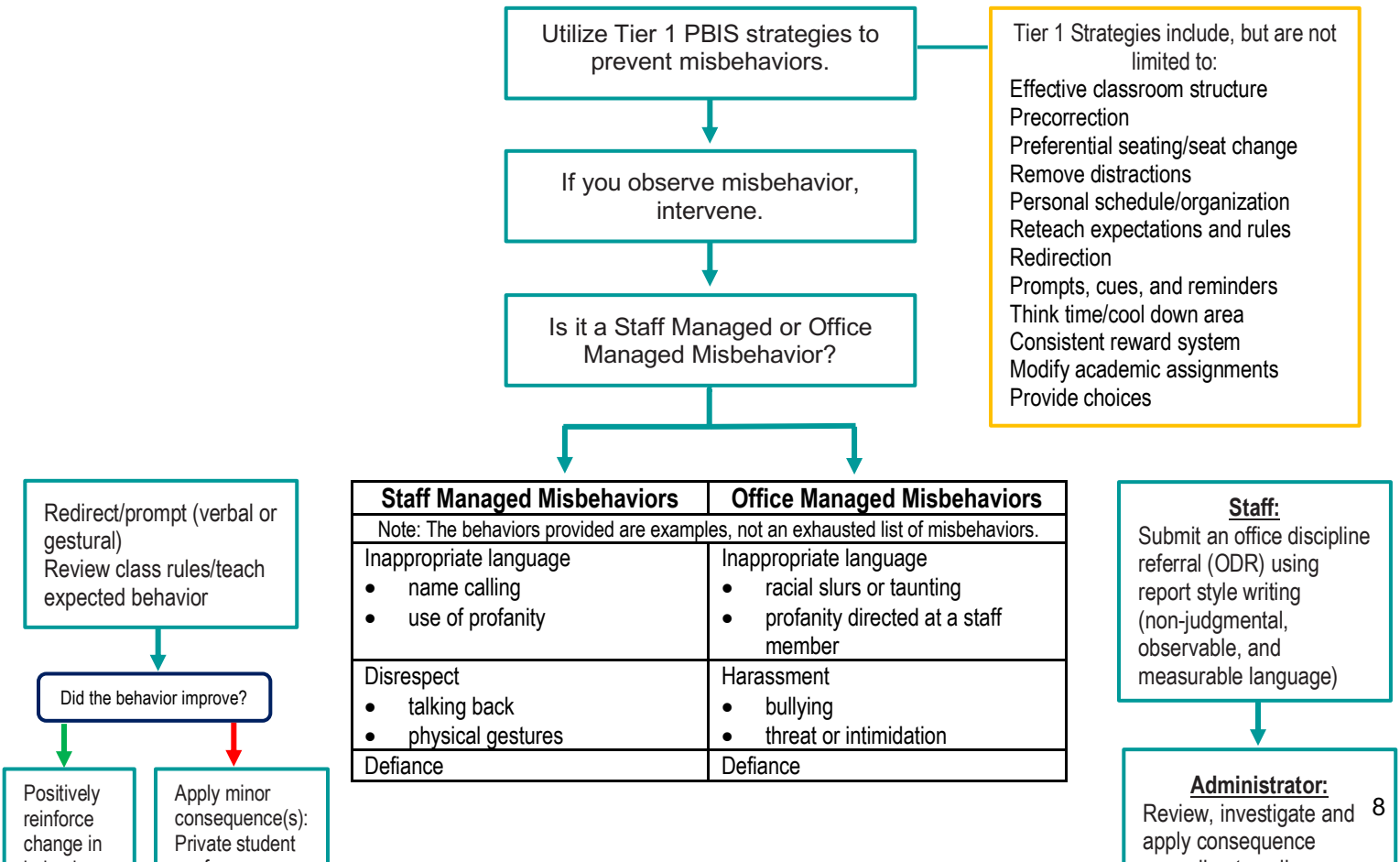
|   |  |
|---|--|
| <b>4. Evaluation:</b><br>A. Implementation fidelity         | <b>How will you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program/system?</b> Student and staff surveys will be distributed throughout the year to monitor the fidelity of the Falcon Feather initiative. |
| B. Student outcome monitoring ( <i>use numerical data</i> ) | <b>How will you know if the reward program/system is positively impacting students? What measurable data will you use to determine "success"?</b> <i>The data taken from the BIG 5 will measure the "success" of the initiative.</i>                             |

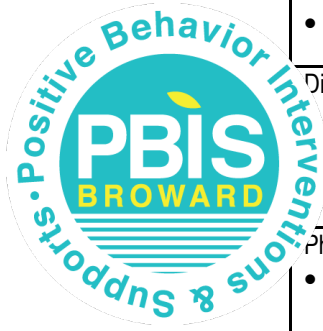
**6B.** *Character Education* is an educational and award program utilized to teach and recognize students who display positive character traits each month. Please refer to the BCPS website for lesson plans, videos and additional resources to support this recognition program at your school. 

| 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 | Each month, staff and teachers receive an email highlighting the designated character trait along with a nomination form. Staff members are encouraged to thoughtfully nominate students who consistently demonstrate the trait in their daily interactions and conduct. Nominated students are honored during a small recognition ceremony held in the cafeteria, where they are celebrated in front of their peers and staff. Each student receives a certificate acknowledging their positive behavior and a coupon for a free ice cream treat as a token of appreciation. |

### CRITICAL ELEMENT #7: Effective Discipline Procedures

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








|  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• work refusal</li> <li>• head down on desk/sleeping</li> <li>• not following directions</li> </ul>         | <ul style="list-style-type: none"> <li>• leaving classroom, assigned area, or school grounds without permission</li> <li>• forgery/plagiarism</li> </ul>                          |
| Disruptive<br>tattling/false information<br>talking out of turn<br>calling out<br>distracting others   | Disruptive<br><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> |
| Physical Contact<br><ul style="list-style-type: none"> <li>• touching others, pushing/shoving (no injuries)</li> <li>• mutual horseplay</li> </ul> | Physical Contact<br><ul style="list-style-type: none"> <li>• touching others (hitting, kicking, biting) with intent to do harm</li> <li>• petty theft</li> </ul>                  |
| Violation of classroom or location-specific rules  | Violation of the Code of Student Conduct  |

## 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 type="checkbox"/> Positive Behavior Interventions and Supports and the Classroom <a href="https://fi-pda.org/#/category/26">https://fi-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. Team members will model and co-teach CHAMPS routines in at least two classrooms per grade level</li> <li>2. Lead monthly CHAMPS PLCs where teachers review student behavior data and refine classroom routines.</li> <li>3. Checklist verification during walkthroughs; photos of posted visuals; teacher self-assessments.</li> <li>4. Conduct biweekly classroom walkthroughs using a CHAMPS-aligned observation checklist.</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 checked="" 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> :                                    | 148   |
| Total number of <i>other</i> <b>school-wide</b> discipline referrals (not including classrooms): | 321   |
| % of referrals in the classroom:   | 32%   |
| 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   | <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 type="checkbox"/> Print up your SPBP and Feedback form BCPS Central<br><input type="checkbox"/> Provide SPBP presentation to all staff during Pre-Planning<br><input type="checkbox"/> Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders<br><input type="checkbox"/> Market and post School-wide Expectations and Location-specific Rules<br><input 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)<br><input type="checkbox"/> Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP (indicated in yellow)  |
| August<br>1 <sup>st</sup> Quarter Team Meeting  | <input type="checkbox"/> Determine any needed team training, such as: 4 Step Problem Solving Process series, PBIS 10 Critical Elements, Data Collection, etc.<br><input type="checkbox"/> Review previous year's SPBP and feedback form; make necessary modifications<br><input type="checkbox"/> Review previous year's data (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page)<br><input type="checkbox"/> Verify and implement teaching schedule for Expectations and Rules behavior lesson plans<br><input type="checkbox"/> Implement the Reward System for all students as indicated in the SPBP<br><input type="checkbox"/> Ensure the Discipline Flow Chart is distributed to all staff and is being used as written<br><input type="checkbox"/> Present implementation data, behavior data, team activities and SPBP progress to entire staff<br><input type="checkbox"/> Ensure all teachers are using an evidence-based classroom management plan, such as CHAMPS<br><input type="checkbox"/> Confirm next quarterly PBIS team meeting date and time |
| September                                       | <input type="checkbox"/> Provide SPBP stakeholder presentation by September 30 <sup>th</sup><br><input type="checkbox"/> Ensure instructional staff know how to document Tier 1 Supplemental Strategies for behavior<br><input 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>   |
| October<br>2 <sup>nd</sup> Quarter Team Meeting | <input type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page)<br><input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff<br><input type="checkbox"/> Ensure Core Effectiveness Action Steps are being implemented as written<br><input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator<br><input type="checkbox"/> Confirm next quarterly PBIS team meeting date and time  |
| November  | <input type="checkbox"/> Review/revise lesson plans as indicated by previous quarter behavior data<br><input type="checkbox"/> Ensure that the Student Outcome Monitoring Action Steps are being implemented as written  |
| January<br>3 <sup>rd</sup> Quarter Team Meeting | <input type="checkbox"/> Staff to re-teach Expectations and Rules after winter break<br><input type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page)<br><input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff<br><input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator<br><input type="checkbox"/> Confirm next quarterly PBIS team meeting date and time  |
| February  | <input type="checkbox"/> Check on recently hired staff for PBIS understanding - provide "PBIS 101" Brainshark resource<br><input type="checkbox"/> Utilize the Stakeholder SPBP Forms Survey to solicit input for planning next year's SPBP (optional)   |
| March<br>4 <sup>th</sup> Quarter Team Meeting   | <input type="checkbox"/> Ensure progress towards completion and submission of next year's SPBP<br><input type="checkbox"/> Staff to re-teach Expectations and Rules after spring break<br><input type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page)<br><input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff<br><input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator   |
| April   | <input type="checkbox"/> Provide staff presentation and faculty vote on new SPBP for next year<br><input type="checkbox"/> Submit your SPBP in BCPS Central by April 30 <sup>th</sup> . Use this new SPBP in the next school year<br><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 <b>No</b> , enter 2 action steps your school will take to move towards this goal by the next PBIS meeting. |
| 100% of hallways, front office, cafeteria, and other public areas all have school-wide expectations and location-specific rules posted.                       | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No | By Click here to enter a date,<br>1.<br>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,<br>1.<br>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,<br>1.<br>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,<br>1.<br>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><b>Select an item</b><br/><i>Choose one ODR area of focus</i></p> | <p><b>By June 3, 2026</b>, classroom referrals for <b>defiance disruptive / unruly behavior</b> will indicate a <b>30% decrease</b> as measured by Office Discipline Referrals (ODRs) in Focus.</p> | <p>1. The team will analyze Office Discipline Referral (ODR) data from Focus on a monthly basis to track trends in defiance and disruption, and share findings during staff meetings to guide adjustments in classroom management strategies.</p> <p>2. The team will perform biweekly CHAMPS-aligned walkthroughs to observe classroom expectations, consistency in discipline practices, and provide timely feedback and support to staff.</p> |

**SPBP Submission**

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