



Schoolwide Positive Behavior Plan (SPBP)
Broward County Public Schools



SY 2025 – 2026

School Name:	New Renaissance Middle School
School Number:	3911

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	Kienna Knowles	7. Security Specialist/ Campus Monitor	Carl Charles
2. Point of Contact	Andreanna Williams	8. Social Worker	Regina Durand
3. BTU Representative	Ermina Pierre	9. Department Head	Aimee Sangster
4. Parent/Community Representative	Kevin Sawyer	10. Teacher	Shania Batson
5. Student Representative	Alana Paul	11. Teacher	January Rodriguez
6. School Counselor	Bianca Jones	12. ESE Specialist	Tamika Lee

*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	8/5/2025	10:00 AM		8/6/2025
2 nd	10/15/2025	10:00 AM		10/22/2025
3 rd	1/14/2026	10:00 AM		1/21/2026
4 th	3/11/2026	10:00 AM		3/18/2026

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>)	4/23/2025
Hold a <i>faculty</i> vote on the new SPBP (<i>prior to April 30, 2025</i>)	4/29/2025
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>)	9/4/2025

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:	969	% of Total Population	Core Effectiveness	
# Referrals:	197			
	# of Students:			
I. 0 - 1 referrals		!Zero Divide	Are your 0 – 1 referral > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
II. 2 - 5 referrals (at risk students)	68	!Zero Divide	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
III. > 5 referrals (high-risk students)	8	!Zero Divide	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: (2-4 steps)	
1. Data for incoming and returning students’ risk factors will be pulled in BASIS and communicated to counselors and teachers. 2. Students identified as at risk based on behavioral indicators and attendance data will meet individually with support staff and their parents to create prevention and intervention plans.	
3. Administration will conduct Quarterly Grade Level Behavior assemblies to outline proper and improper behaviors. At the same time, support staff will monitor and meet with selected at-risk students monthly.	
4. Teachers will continue to teach expected behaviors through the Cavalier Connect Time Homeroom curriculum.	
5. Support Staff or another teacher designee will create leadership groups for at-risk students, such as MTL, Hope Sunshine and 5,000 Role Models.	

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: (3-4 detailed steps)

1. **Data Monitoring and Equity Audits**

- **Discipline Data Review Teams:** Regularly analyze discipline data by race, disability status, and language proficiency to identify patterns and disparities.
- **Equity Walks & Audits:** Conduct classroom and common-area observations with an equity lens to assess instructional and behavioral practices

2. **Professional Development and Staff Training**

- **Culturally Responsive Classroom Management:** Train all staff on bias-free discipline, microaggressions, and strategies for engaging diverse learners.

3. **Restorative Practices and Relationship Building**

- **Restorative Groups:** Implement regular peer-to-peer counseling groups to resolve conflict and build community.
- **Mentoring Programs:** Connect at-risk students with staff mentors or peer mentors for guidance and accountability.

4. **Inclusive Support Systems**

- **MTSS (Multi-Tiered System of Supports):** Use Tier 1 behavioral support for all students, with targeted interventions at Tiers 2 and 3

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.Minor Fight/Altercation	68
2. Disobedience/Insubordination	67
3. Disruptive/Unruly Play	44
4. Insulting/Profane Language	27
5. Mistreatment of Peers	21
TOTAL	0

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.	Character. Do your best!
2.	Acceptance & Respect. Do what is right!
3.	Excellence. Treat others the way you want to be treated!
4.	Always model safety!
5.	Keep hands and feet to yourself!

4C. Top three locations: **Use 2025 school data** as listed in

- (a) Review YTD in Discipline Breakdown – *Location*.

- (b) Complete the chart by identifying the top three schoolwide locations, excluding classroom and the number of incidents for each location.

school-wide **current 2024-year behavior** Focus. your referral data Focus – – Category

Top 3 Locations, excluding Classroom:	
School Location(s)	# Incidents
1. Hallway	83
2. Restroom	30
3. Cafeteria	26

83

30

26

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	Restroom Rules	Classroom Rules
Click here to type your Expectation	Go directly to your destination Click here to type hallway rules.	Clean your eating space and pick up trash around your area Click here to type cafeteria rules.	Click here to select location rules OR Go, Flush, Wash, and Leave – Take care of your business quickly and return to class.	
Click here to type your Expectation	Keep hands and feet to yourself Click here to type hallway rules.	Follow all directions given by the cafe monitors/adults Click here to type cafeteria rules.	Click here to select location rules OR One at a Time – Only one person per stall; no hanging out or playing in the restroom.	
Click here to type your Expectation	Follow adult directives Click here to type hallway rules.	Raise your hand to get the attention of an attendant/adult Click here to type cafeteria rules.	Click here to select location rules OR Keep It Clean – Respect school property and leave the restroom the way you found it.	
Click here to type your Expectation	Walk on the right side of the hallway Click here to type hallway rules.	Remain seated Click here to type cafeteria rules.	Click here to select location rules OR Be Respectful – Give others privacy and use appropriate language at all times.	
Click here to type your Expectation	Have a pass when you are not with your class Click here to type hallway rules.	Use a level 1-2 voice Click here to type cafeteria rules.	Click here to select location rules OR Use Passes Properly – Always have a hall	

			pass and return promptly.	
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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	Click here to enter a date.	9:00 AM	Media Center/Canvas
After Winter Break	Click here to enter a date.	9:00 AM	Media Center/Canvas
After Spring Break	Click here to enter a date.	9:00 AM	Media Center/Canvas

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	Restroom
Lesson Plan Dates			
Start of School Year	8/20/2025	8/20/2025	8/20/2025
After Winter Break	1/28/2026	1/28/2026	1/28/2026
After Spring Break	4/8/2026	4/8/2026	4/8/2026

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 Click to enter "other"	Monthly	Teachers School Counselors	Using the Rethink ED curriculum and pacing guide assigned by the district	Completion data Discipline Data BTA/SRA data
Internet Safety: Think B4U Post Click to enter "other"	Each Semester	District Teachers Peer Counseling	Follow the district assigned curriculum and follow up with activities in social science classes	Completion data Discipline Data


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> <i>Note: Identified problem should be based upon data, such as ODRs. (Office Discipline Referral)</i></p>	<p>Data used: Office Discipline Referrals</p> <p>Problem Identification Statement: Students are exhibiting negative behaviors on the school bus resulting in office referrals written by the bus drivers. The lack of attention-getting signs, increased distractions, and limited active supervision in the hallways leads to increased instances of disruption.</p>
<p>2. Problem Analysis: Why do you think this problem is occurring? What is your goal? <i>(use a SMART goal statement with numerical data)</i></p>	<p>Hypothesis: <i>The problem is occurring due to a lack of adult presence on the bus.</i></p> <p>SMART Goal Statement: By June 2025, the number of Bus referrals will decrease by 25%.</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: Point system</p> <p>Description of Program/System: Staff will be trained in the use of the schoolwide acknowledgment point system which could be exchanged within our school store for spirit-related items, incentives, and events monthly.</p> <p>Staff supervise students during class transitions and specifically look for students following the hallway rules.</p> <p>When a student follows the rule, the teacher will provide praise and award students points which will allow students to attend school events such as pizza parties, game days, or movie events.</p> <p>Teachers will award points to the students who arrive to class before the bell, and they will be entered into a raffle for a larger scale prize. Teachers will be encouraged to administer the school-wide bell ringer for students to complete upon arrival to the classroom.</p>

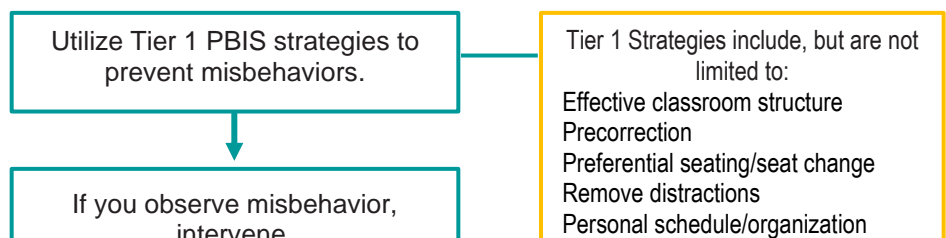
<p>4. Evaluation: A. Implementation fidelity</p>	<p>How will you monitor the fidelity (consistency and effectiveness) of the <u>staff's</u> implementation of the reward program/system?</p> <p><i>Class Equity allows admin to monitor teacher and student use. The team will monitor use monthly and provide quarterly professional development.</i></p> <p>There will be a school-wide calendar that outlines what students will receive points for each day that aligns to the homeroom curriculum. PBIS and Cavalier Connect</p> <p>Leadership (administration team) will conference with teachers who are not giving out points or who are not turning in 5 top names.</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 <u>students</u>? What measurable data will you use to determine "success"?</p> <p>The systems will be deemed effective if 80% of students have no referrals and if 60% of students are eligible to participate in SPBP reward incentives.</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? (2-3 sentences)
<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>Each month, the school will recognize students who exemplify strong character by highlighting them during morning announcements, SAC meetings and presenting them with a "Kid of Character" certificate. These students will also be featured on the school's Character Wall and invited to a special monthly celebration with school leadership.</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.








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

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://fl-pda.org/#/category/26 <input type="checkbox"/> Other: Click here to enter name of system.	<p>Conduct Monthly Classroom Walkthroughs: Leadership will observe classroom management strategies using a standardized rubric, providing specific feedback within 48 hours.</p> <ul style="list-style-type: none"> • Facilitate Quarterly Professional Learning Sessions: Host targeted PD on classroom routines, behavior strategies, and relationship-building, with attendance tracked and strategies modeled. • Implement Peer Coaching Cycles: Pair teachers for classroom observations and reflection on management practices, with at least one cycle completed per quarter. • Monitor Behavior Referral Data: Review referral trends bi-weekly to identify teachers needing support and measure the effectiveness of interventions over time.

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

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

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

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

(b) Complete the yellow highlighted cells.

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

Total number of discipline referrals from classrooms :	235
Total number of <i>other</i> school-wide discipline referrals (not including classrooms):	197
% of referrals in the classroom:	!Zero Divide
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 (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.
Select an item <i>Choose one ODR area of focus</i>	By June 3, 2026, click here to enter area of focus <i>[identify one area of focus]</i> will indicate click here to enter # <i>[increased or decreased number or percentage]</i> as measured by Office Discipline Referrals (ODRs) in Focus.	Award points for positive behaviors in the cafeteria for students who exemplify positive behaviors. 2. Increased supervision in cafeteria to help reinforce appropriate behaviors.

SPBP Submission

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