



Schoolwide Positive Behavior Plan (SPBP)
Broward County Public Schools



SY 2026 – 2027

School Name:	Miramar High School
School Number:	1751

Please refer to the SPBP Canvas Resource page to access video tutorials, guidance, and resources for completing the 2026-2027 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	Deborah Sicard	7. Security Specialist/ Campus Monitor	Tory Johnson
2. Point of Contact	Caprice Thomas	8. Social Worker	Beatriz Cruz
3. BTU Representative	Minda Richardson	9. School Nurse	Jennifer Ocilen
4. Parent/Community Representative		10. Attendance Manager	Ryan March
5. Student Representative		11. Life Skills & Wellness Liaison	Caprice Thomas
6. School Counselor	Caprice Thomas	12. Resiliency Liaison	Caprice Thomas

*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 Aug. 10 – Oct. 9	9/9/2026	9:30am		10/9/2026
2 nd Oct. 13 – Dec. 18	9/18/2026	9:30am		11/20/2026
3 rd Jan. 5 – Mar. 18	12/16/2026	9:30am		12/18/2026
4 th Mar. 29 – May 28	3/9/2027	9:30am		3/11/2027

CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment

2. Team communication/presentation of new SPBP to staff and stakeholders

Action Steps:	Dates
Present the 2026-27 SPBP to staff (<i>prior to April 30, 2026</i>)	4/28/2026
Hold a <i>faculty</i> vote on the new SPBP (<i>prior to April 30, 2026</i>)	4/2/2026
Provide training to faculty and staff (<i>prior to September 30, 2026</i>)	8/3/2026
Present the 2026-27 SPBP to family and community stakeholders (<i>prior to September 30, 2026</i>)	9/29/2026

CRITICAL ELEMENT # 3: Data Collection and Analysis

3A. Core Effectiveness: Use current 2025-2026 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:	1681	% of Total Population	Core Effectiveness	
# Referrals:	# 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)	203	12%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
III. > 5 referrals (high-risk students)	48	3%	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
<p>Answer either (a) or (b):</p> <p>(a) If your core is effective, then identify action steps your school leadership team should continue to take for early identification of at risk or high-risk students.</p> <p>(b) If you answered “No” to at least one of the items above (I, II, or III) then indicate the supports and interventions and action steps your school leadership team will implement <i>at the beginning</i> of the next school year to improve core strength:</p>	
<p>Core Effectiveness Action Steps: <i>(3-4 detailed steps)</i></p> <ol style="list-style-type: none"> 1. Continue quarterly reteaching of schoolwide expectations through student assemblies, hallway posters, and teacher-led classroom activities aligned to “Excellence is the Patriot Way.” 2. Utilize PLCs to review referral patterns monthly to identify emerging behavioral trends and respond with targeted Tier 1 support. 3. Use the “Patriot Bucks” reinforcement system to incentivize positive behaviors in identified hotspot areas (e.g., class transitions, hallways, cafeteria). 4. Maintain early identification protocols by reviewing behavior data biweekly for students with 2 or more referrals and flagging them for possible Tier 2 support or mentorship. 	

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

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

3D. Disproportionality Action Steps:

What activities/initiatives/programs will your school leadership team implement to prevent disproportionate discipline outcomes within sub group populations (race, SWD, ELL)?	
<p>Disproportionality Action Steps: <i>(3-4 detailed steps)</i></p> <ol style="list-style-type: none"> 1. Implement culturally responsive teaching (CRT) training for all instructional staff, with an emphasis on understanding implicit bias, equitable discipline practices, and student relationship building across racial and gender subgroups. 2. Target 9th-grade behavior supports by embedding restorative practices into advisory periods and homeroom discussions, addressing early transition challenges and peer conflict that disproportionately affect younger students. 	

3. Monitor discipline data monthly by subgroup (race, gender, grade level, ESE) in the SPBP/PBIS team meetings and use this data to drive decision-making for Tier 2 supports and professional development.
4. Establish mentorship connections between high-risk students and trusted staff members (including clerical, security, and support personnel), prioritizing representation across student identities to foster belonging and trust.
5. Embed student voice into discipline discussions by launching a student PBIS advisory council that reflects the diversity of the school and participates in reviewing and reflecting on behavior trends.

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

4A. Top five behavior incidents: **Use current 2025-2026 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 2025-2026	# Incidents
1. Disobedience/Insubordination	195
2. Class Cut/Skipping	140
3. Out of Assigned Area	131
4. Unruly/Disruptive Behavior	104
5. Defiance of Auth-Habitual	90
TOTAL	660

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. Demonstrate self-discipline in behavior and decision-making.
2. Show respect for yourself, peers, staff, and the learning environment.
3. Act with integrity, even when no one is watching.
4. Take pride in your actions, appearance, and school community.
5. Always show your Patriot DRIP (discipline, respect, integrity, and pride).

4C. Top three school-wide locations: **Use current 2025-2026 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, <u>excluding Classroom</u>:	
School Location(s)	# Incidents
1. School Wide	115
2. School Grounds	90
3. Hallway	56

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 Expectation	Hallway Rules	Cafeteria Rules	Restroom Rules
Demonstrate self-discipline in behavior and decision making.	Walk directly to your destination. Stay to the right.	Wait in line calmly. Follow directions the first time.	Enter and exit promptly. Use the restroom during breaks.
Show respect for yourself, peers, staff, and the environment.	Use appropriate language. Maintain personal space.	Use polite language. Respect others' space and food.	Respect others' privacy. Keep the area clean.
Act with integrity, even when no one is watching.	Keep hands and feet to yourself. Avoid horseplay.	Report inappropriate behavior. Clean up your area.	Report vandalism or unsafe behavior.
Take pride in your actions, appearance, and school community.	Wear your ID badge visibly. Pick up trash if seen.	Dispose of trash properly. Greet staff respectfully.	Flush and wash hands. Leave the restroom tidy.
Always show your Patriot DRIP (discipline, respect, integrity, pride).	Be a role model for others. Help peers when needed.	Use indoor voices. Encourage others to make good choices.	Use time wisely. Help maintain a positive space.

Schoolwide Expectations and Location-based Rules				Completed by each teacher:
Schoolwide EXPECTATIONS	Hallway Rules	Cafeteria Rules	Click here to enter location: Rules	Classroom Rules
Demonstrate self-discipline in behavior and decision making.	Have your ID badge visible at all times Click here to type hallway rules.	Follow all directions given by the cafe monitors/adults Click here to type cafeteria rules.	Walk while in the bus loop Click here to type location rules.	
Show respect for yourself, peers, staff, and the environment.	Keep earbuds in your backpack Click here to type hallway rules.	Walk in the cafeteria Click here to type cafeteria rules.	Board the bus one at a time Click here to type location rules.	
Act with integrity, even when no one is watching.	Click here to select hallway rules OR Must have color-coded passes to use bathroom in your building.	Immediately inform an adult of any spills Click here to type cafeteria rules.	Remain on the sidewalk until your driver stops and opens the door Click here to type location rules.	
Take pride in your actions, appearance, and school community.	Keep hands and feet to yourself Click here to type hallway rules.	Clean your eating space and pick up trash around your area Click here to type cafeteria rules.	Remain seated while the bus is in transit Click here to type location rules.	

<p>Always show your Patriot DRIP (discipline, respect, integrity, and pride).</p>	<p>Click here to select hallway rules OR Follow dress code policies outlined in the student code of conduct</p>	<p>Keep hands, feet and objects to yourself Click here to type cafeteria rules.</p>	<p>Wait at your designated area for your bus to arrive Click here to type location rules.</p>	
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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	8/10/2026	8:00 am	Auditorium & In Class
After Winter Break	1/5/2027	8:00 am	Auditorium & In Class
After Spring Break	3/29/2027	8:00 am	Auditorium & In Class

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

Dates when the rules lesson plans for common locations are taught by instructional staff and noted in lesson plans:			
Common Location	Hallway Rules	Cafeteria Rules	Select location
Lesson Plan Dates			
Start of School Year	Click here to enter a date.	Click here to enter a date.	Click here to enter a date.
After Winter Break	Click here to enter a date.	Click here to enter a date.	Click here to enter a date.
After Spring Break	Click here to enter a date.	Click here to enter a date.	Click here to enter a date.

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"	Gratitude/Mentorship, Responsibility, Citizenship, Kindness/Empathy, Respect/Self-Awareness, Honesty/Relationship Skills, Self-Control/Problem Solving, Tolerance/Responsible Decision Making, and Perseverance/Grit/Relationship Skills	Teachers	It will be implemented by delivering two modules per month, each lasting about 45 minutes. This means one class period will be used each month. The full rollout includes 12 modules in total.	It will be monitored through Canvas.
Select a program Click to enter "other"				

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](#)

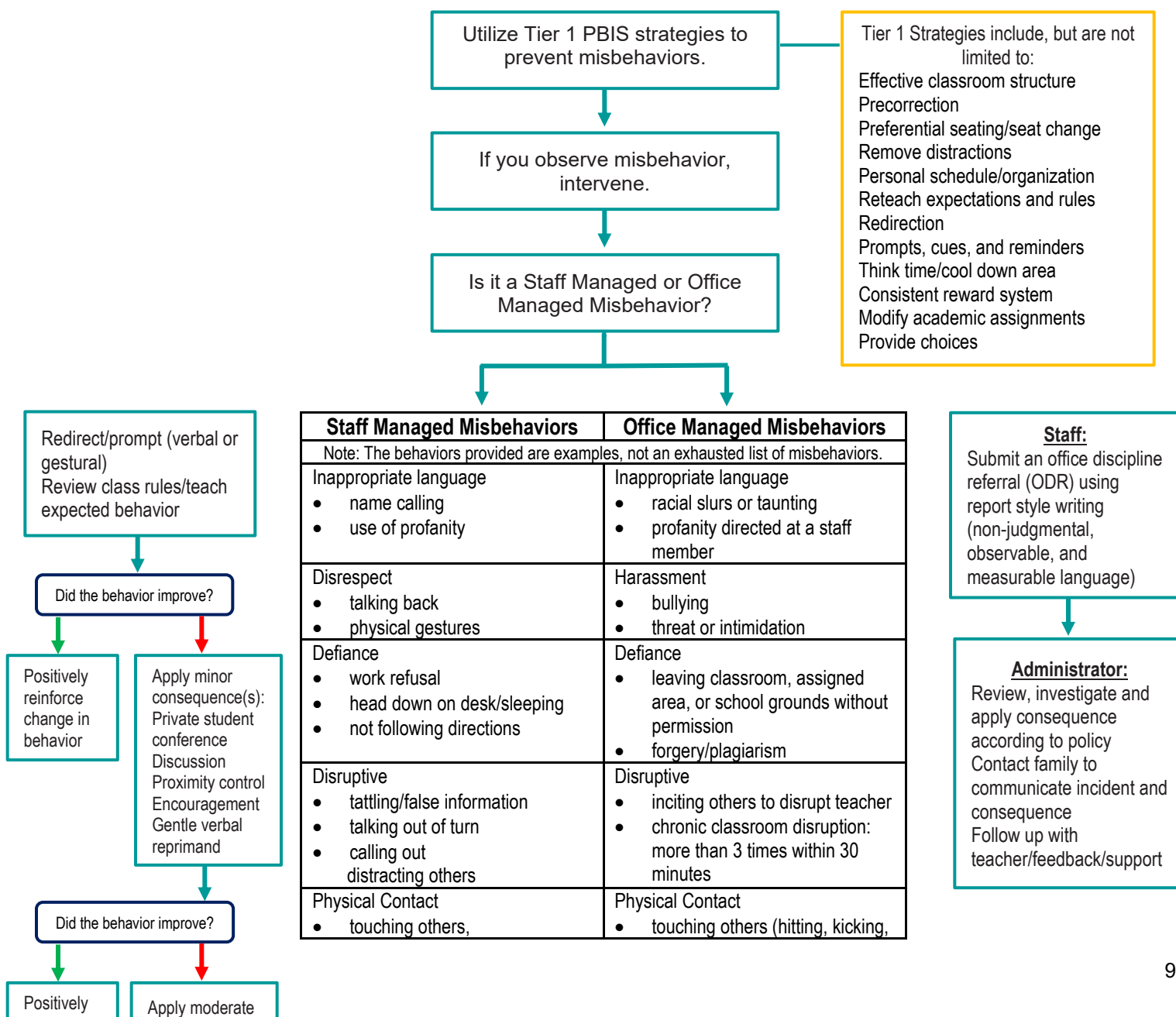
4 Step Problem Solving Process	Plan Details
<p>1. Problem Identification: Review your behavior data to identify one school-wide problem. What problem did you identify? <i>(use numerical data)</i></p>	<p>Data used:</p> <p>Problem Identification Statement: A school-wide problem identified through behavior data is frequent incidents of disobedience and insubordination. This concern is supported by the fact that 36 incidents related to this behavior have been recorded so far this school year, indicating a persistent and significant challenge that requires targeted intervention.</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: Frequent incidents of disobedience and insubordination may be occurring due to inconsistent enforcement of behavioral expectations across classrooms, leading to confusion and defiance among students.</p> <p>SMART Goal Statement: By the end of the school year, reduce incidents of disobedience and insubordination by 25% from the current total of 36 through targeted behavior interventions, consistent staff responses, and student support strategies.</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: As part of our intervention strategy, we implement a school-wide token system called Patriot Bucks to reinforce positive behavior by rewarding students who consistently meet behavioral expectations.</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? Fidelity of implementation will be monitored through regular walkthroughs, staff self-assessments, and behavior data reviews. Observational checklists and feedback forms will be used to ensure strategies are being applied consistently across classrooms. Monthly data analysis meetings will help identify gaps and guide adjustments to improve implementation quality.</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 reward program is positively impacting students, we will monitor changes in behavior incident data, specifically tracking reductions in disobedience and insubordination, which currently account for 36 documented incidents this school year. Success will be measured by a 25% decrease, aiming to reduce these incidents to 27 or fewer by the end of the school year, based on referral and office discipline report comparisons to baseline data. Additionally, student surveys and teacher feedback will be used to assess improvements in engagement and overall school climate, as outlined in the SPBP.</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
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	How will you recognize <i>Kids of Character</i> each month? (2-3 sentences) Each month, students who best exemplify the designated character trait will be nominated by teachers and recognized as "Kids of Character." These students will be featured in morning announcements and celebrated at the end of the month with a pizza party to honor their achievements and promote positive peer influence.

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.








pushing/shoving (no injuries) • mutual horseplay	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	<ol style="list-style-type: none"> 1. Implement Tier 1 PBIS strategies such as precorrection, preferential seating, and removal of distractions to proactively prevent misbehavior. 2. Use the CHAMPS framework to explicitly teach and display expectations for conversation, help, activity, movement, participation, and success during all classroom routines. 3. Create a tiered consequence system that will guide teachers in responding to behavior using a structured flow chart that includes minor, moderate, and administrative actions, documented through Office Discipline Referrals (ODRs). 4. Monitor student behavior for improvements following interventions and reinforce positive changes with praise, privileges, or recognition systems.

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

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

8C. Percentage of classroom referrals: **Use current 2025-2026 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 :	645
Total number of <i>other school-wide</i> discipline referrals (not including classrooms):	116
% of referrals in the classroom:	85%
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 the Tier 1 Agenda and Quarterly Big 5 Data template) <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 Video training modules available at: https://browardschools.instructure.com/courses/1193624/
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) <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 in Section 3B <input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your assigned 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 in Section 10B
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) <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 assigned 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 newly hired staff for PBIS understanding - provide "PBIS 101" video training module <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) <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 assigned 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 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 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 type="checkbox"/> No	By Click here to enter a date, 1. 2.
A recognition system is implemented by 100% of staff for <i>all</i> students.	<input 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, 2027, 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.	1. 2.

SPBP Submission
<ol style="list-style-type: none"> Upload completed SPBP (as PDF) into BCPS Central in the School Improvement Plan.  Complete PBIS Point of Contact form. 