



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



**SY 2025 – 2026**

<b>School Name:</b>	Sheridan Park Elementary
<b>School Number:</b>	1321

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	Jacqueline Carro	7. Third Grade Teacher	Vianey Delgado
2. Point of Contact	Matthew Halse	8. Second Grade Teacher	Elizabeth Holste
3. BTU Representative	Tracy Nix	9. Fourth Grade	Lindsey Rafi
4. Kinder Teacher	Robin Estupinan	10. Autism Coach	Juliana Prescott
5. First Grade Teacher	Marlenys Armelo	11. 5 <sup>th</sup> grade	Jessica Lawrence
6. ESE Teacher	Andrea Richards		
7. School Counselor/ Attendance/Life Skills/Resiliency/ Manager	Elisa Weisel		

\*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>	9/25/2025	2:30		10/1/2025
2 <sup>nd</sup>	12/4/2025	2:30		12/10/2025
3 <sup>rd</sup>	2/26/2026	2:30		3/4/2026
4 <sup>th</sup>	5/21/2026	2:30		5/27/2026

**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> )	4/24/2025
Provide training to faculty and staff ( <i>prior to September 30, 2025</i> )	9/10/2025

**CRITICAL ELEMENT # 3: Data Collection and Analysis**

- 3A. Core Effectiveness:** Use current 2024-2025 school year behavior data as listed in Focus.
- (a) Review your referral data YTD in Focus – Discipline Reports – *Students with Referrals*.
  - (b) Complete the yellow highlighted cells.
  - (c) Auto-calculate the “% of Total Population” by clicking on each “!Zero Divide” in the cells and pressing “Fn + F9”.
  - (d) Determine if the core is effective in all three areas.

TOTAL Population:	481	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals	[Redacted]	98%	Are your 0 – 1 referral > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
II. 2 - 5 referrals (at risk students)	10	2%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
III. > 5 referrals (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. Based upon table 8A, is your core effective?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Answer <b>either</b> (a) or (b): (a) If your core is effective, then identify action steps your school leadership team should continue to take for early identification of at risk or high-risk students. (b) If you answered “No” to at least one of the items above (I, II, or III) then indicate the supports and interventions and action steps your school leadership team will implement <i>at the beginning</i> of the next school year to improve core strength:	
Core Effectiveness Action Steps: ( <i>3-4 detailed steps</i> ) <ol style="list-style-type: none"> <li>1. Any students receiving 1 referral or exhibiting concerning behavior will be added to the agenda for a CPST meeting and discussed with the Collaborative Problem Solving Team.</li> <li>2. Students will be entered into the Response to Intervention process as needed and interventions will be implemented by the classroom teacher.</li> <li>3. Students exhibiting referable behavior will have an adult who has a relationship with them check-in with them throughout the week.</li> <li>4.</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>1. Safety patrol</li> <li>2. Student Council</li> <li>3. Panther Pals</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.
- (a) Review your referral data YTD in Focus – Discipline – Category Breakdown – *Highest Discipline Code*.
  - (b) Complete the chart by identifying the top five behavior incidents and the number of incidents for each type.
  - (c) Complete the yellow highlighted cells.
  - (d) Auto-calculate the total # of referrals by clicking on “0” and pressing “Fn + F9” together.

Top 5 Behavior Incidents Current Year 2024-2025	# Incidents
1.Disobedience/Insubordination	15
2.Battery	6
3.Physical Attack	6
4.Mistreatment of peers	5
5.Fight Minor	3
TOTAL	35

- 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.Positive Attitude
2.Act Responsibility
3.Show Respect
4.Show Integrity
5.Safety First

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

Top 3 Locations, <span style="background-color: yellow;">excluding Classroom:</span>	
School Location(s)	# Incidents
1. Hallway	<b>6</b>
2. Cafeteria	<b>4</b>
3. Playground	<b>3</b>

**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>Playground Rules</b>	<b>Classroom Rules</b>
<b>Positive Attitude</b>	<b>Walk quietly in the hallways</b>	<b>Sit in your assigned area</b>	<b>Treat others the way you want to be treated.</b>	
<b>Act Responsibly</b>	<b>Have your ID badge visible at all times</b>	<b>Keep your area clean</b>	<b>Use equipment appropriately</b>	
<b>Show Respect</b>	<b>Walk directly to your destination</b>	<b>Follow direction given by the café monitor</b>	<b>Follow directions the first time given</b>	
<b>Show Integrity</b>	<b>Follow adult directives</b>	<b>Immediately inform an adult of any spills</b>	<b>Follow directions the first time given</b>	
<b>Safety First</b>	<b>Keep hands and feet to yourself</b>	<b>Raise your hand and wait for help</b>	<b>Keep hands, feet and objects to yourself</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 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	8/5/2025	8:30	Classroom, Café, Playground, Hallway
After Winter Break	1/7/2026	8:30	Classroom, Café, Playground, Hallway
After Spring Break	3/24/2026	8:30	Classroom, Café, Playground, Hallway

**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>			
Start of School Year	8/4/2025	8/4/2025	8/4/2025
After Winter Break	1/7/2026	1/7/2026	1/7/2026
After Spring Break	3/24/2026	3/24/2026	3/24/2026

**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?
Other Student Leadership opportunities	Daily	Elisa Weisel	Students are given specific duties which are monitored daily on a rotating basis. Students are expected to leaders in setting good examples for others. The Safety Patrol coordinator reviews and expectations weekly.	Students sign in daily to ensure timeliness. The Safety Patrol Coordinator checks in with staff to ensure patrols are following expectations. Students are counseled on behavior. Parents are called if corrections are needed to get them back on track.

## 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](#)

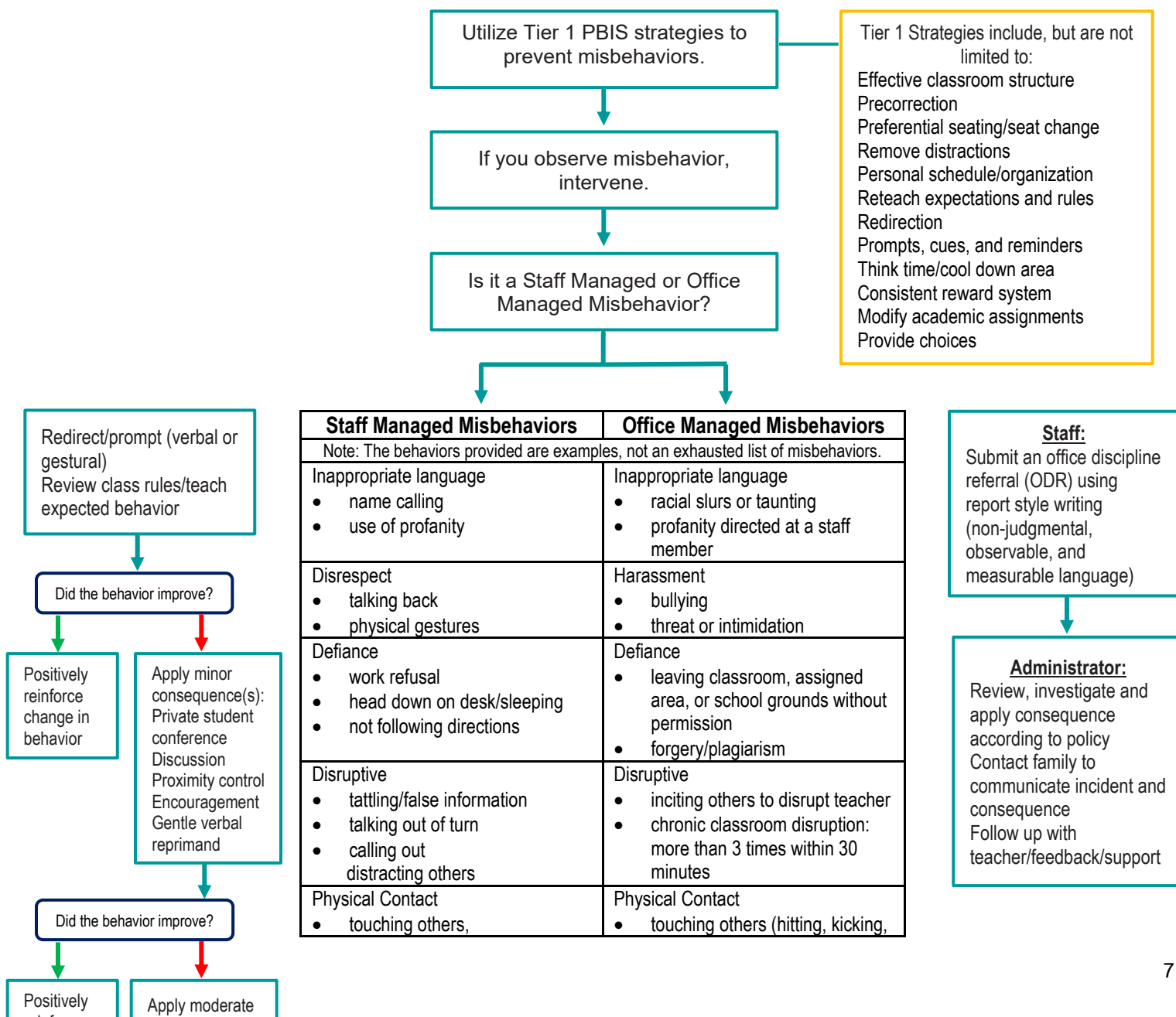
4 Step Problem Solving Process	Plan Details
<p><b>1. Problem Identification:</b> Review your behavior data to identify one school-wide problem. What problem did you identify? <i>(use numerical data)</i></p>	<p><b>Data used: 40% of our discipline referrals are for disobedience /Insubordination</b></p> <p><b>Problem Identification Statement: The main behavioral incident was disobedience/ insubordination which may be taking away from students academic time.</b></p>
<p><b>2. Problem Analysis:</b> Why do you think this problem is occurring? What is your goal? <i>(create a SMART goal statement with numerical data)</i></p>	<p><b>Hypothesis: I believe the problem may be the result of students not being taught what disrespect and insubordination are.</b></p> <p><b>SMART Goal Statement: By May 25, 2026, the percentage of disobedience/ Insubordination referrals will decrease from 45% to 35%</b></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: Token system</b></p> <p><b>Description of Program/System:</b> <i>We will utilize red tickets as a token system to promote positive behavior. Adult will all be given tickets to give out to students as they catch them making positive choices throughout the day that align to our PAWS expectations. When a student receives a red ticket, they will write their name and teacher on the ticket. Each teacher will collect their red tickets and turn them in every Tuesday for the "Red Ticket Tuesday" raffle. On Red Ticket Tuesdays, we will draw a name from each class and those students will be announced on the intercom. At that time, red ticket winners will come down to the office to choose a prize. Red tickets can be given in the classroom by the classroom teacher, as well as throughout the school in other locations by other adults</i></p>
<p><b>4. Evaluation:</b> A. Implementation fidelity</p>	<p><b>How will you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program/system? (2-3 sentences)</b> We will monitor fidelity of our red ticket token system by utilizing a shared Excel spreadsheet to track which students win the red ticket drawing each week. This will help us to monitor which students are turning in tickets, which students win, and which teachers are giving out red tickets each week.</p>
<p>B. Student outcome monitoring <i>(use numerical data)</i></p>	<p><b>How will you know if the reward program/system is positively impacting students? What measurable data will you use to determine "success"?</b> To determine success, we will use ODR data in Basis. We will use the percentage of referrals for incidents occurring in the classroom, as well as broken down by grade level. This will help us determine if our token system is still getting buy-in from students and teachers</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)
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	Teachers receive descriptions of each monthly trait, which the school counselor explains to each class. Two students per class are awarded certificates and prizes at the end of each month for displaying the character trait consistently. Winners names are published in the monthly counselor newsletter.

### 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 type="checkbox"/> CHAMPS <input checked="" 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> <input type="checkbox"/> Other: Click here to enter name of system.	<ol style="list-style-type: none"> <li>1. Seek support from PBIS department to provide teachers PD on Tier 1 classroom management strategies.</li> <li>2. Monitor teachers' implementation of red ticket token system based on weekly red ticket drawing data.</li> <li>3. Monitor teachers' classroom referral data each quarter using the Big 5 behavior data</li> </ol>

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

<input type="checkbox"/> CHAMPs 7 Up Checklist 
<input type="checkbox"/> Classroom Snapshot (Classroom Management Assessment) 
<input 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> :	35
Total number of <i>other</i> <b>school-wide</b> discipline referrals (not including classrooms):	51
% of referrals in the classroom:	41%
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"> <li><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</li> </ul>
Pre-Planning	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Print up your SPBP and Feedback form BCPS Central</li> <li><input checked="" type="checkbox"/> Provide SPBP presentation to all staff during Pre-Planning</li> <li><input checked="" type="checkbox"/> Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders</li> <li><input checked="" type="checkbox"/> Market and post School-wide Expectations and Location-specific Rules</li> <li><input checked="" type="checkbox"/> Identify your district PBIS Specialist (Contact <a href="mailto:amber.jennings@browardschools.com">amber.jennings@browardschools.com</a> for more information if you are unsure)</li> <li><input checked="" type="checkbox"/> Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP (indicated in yellow)</li> </ul>
August <b>1<sup>st</sup> Quarter Team Meeting</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Determine any needed team training, such as: 4 Step Problem Solving Process series, PBIS 10 Critical Elements, Data Collection, etc.</li> <li><input checked="" type="checkbox"/> Review previous year's SPBP and feedback form; make necessary modifications</li> <li><input checked="" type="checkbox"/> Review previous year's data (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page)</li> <li><input type="checkbox"/> Verify and implement teaching schedule for Expectations and Rules behavior lesson plans</li> <li><input checked="" type="checkbox"/> Implement the Reward System for all students as indicated in the SPBP</li> <li><input checked="" type="checkbox"/> Ensure the Discipline Flow Chart is distributed to all staff and is being used as written</li> <li><input checked="" type="checkbox"/> Present implementation data, behavior data, team activities and SPBP progress to entire staff</li> <li><input type="checkbox"/> Ensure all teachers are using an evidence-based classroom management plan, such as CHAMPS</li> <li><input type="checkbox"/> Confirm next quarterly PBIS team meeting date and time</li> </ul>
September	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Provide SPBP stakeholder presentation by September 30<sup>th</sup></li> <li><input type="checkbox"/> Ensure instructional staff know how to document Tier 1 Supplemental Strategies for behavior</li> <li><input type="checkbox"/> Check for staff and teacher understanding of PBIS - provide "PBIS 101" training as a resource Brainshark available at: <a href="http://www.brainshark.com/browardschools/PBIS101">http://www.brainshark.com/browardschools/PBIS101</a></li> </ul>
October <b>2<sup>nd</sup> Quarter Team Meeting</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page)</li> <li><input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff</li> <li><input type="checkbox"/> Ensure Core Effectiveness Action Steps are being implemented as written</li> <li><input checked="" type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator</li> <li><input type="checkbox"/> Confirm next quarterly PBIS team meeting date and time</li> </ul>
November	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review/revise lesson plans as indicated by previous quarter behavior data</li> <li><input type="checkbox"/> Ensure that the Student Outcome Monitoring Action Steps are being implemented as written</li> </ul>
January <b>3<sup>rd</sup> Quarter Team Meeting</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Staff to re-teach Expectations and Rules after winter break</li> <li><input checked="" type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page)</li> <li><input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff</li> <li><input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator</li> <li><input type="checkbox"/> Confirm next quarterly PBIS team meeting date and time</li> </ul>
February	<ul style="list-style-type: none"> <li><input type="checkbox"/> Check on recently hired staff for PBIS understanding - provide "PBIS 101" Brainshark resource</li> <li><input type="checkbox"/> Utilize the Stakeholder SPBP Forms Survey to solicit input for planning next year's SPBP (optional)</li> </ul>
March <b>4<sup>th</sup> Quarter Team Meeting</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure progress towards completion and submission of next year's SPBP</li> <li><input checked="" type="checkbox"/> Staff to re-teach Expectations and Rules after spring break</li> <li><input checked="" type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page)</li> <li><input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff</li> <li><input checked="" type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator</li> </ul>
April	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Provide staff presentation and faculty vote on new SPBP for next year</li> <li><input checked="" type="checkbox"/> Submit your SPBP in BCPS Central by April 30<sup>th</sup>. Use this new SPBP in the next school year</li> <li><input checked="" type="checkbox"/> Continue implementing your current SPBP through the end of the current school year</li> </ul>

## 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, 1. 2.
100% of instructional staff has delivered expectations and rules lesson plans as written and when indicated.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	By 8/29/2025, 1. Share lessons plans with teachers for teaching expectations 2. Consult with teachers do determine if more support is needed
100% of staff members are oriented to the Discipline Flow Chart. It is used consistently by 100% instructional staff, behavioral support, and administrators.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	By 8/22/2025, 1 Present Discipline Flow Chart at Faculty Mtg. on 4/24 2. Re-orient teachers to Flow Chart
A recognition system is implemented by 100% staff for <i>all</i> students.	<input checked="" type="checkbox"/> Yes <input checked="" 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.
<b>Select an item</b> <i>Choose one ODR area of focus</i>	By June 3, 2026, Unruly/disruptive Behavior will decrease by 10% as measured by Office Discipline Referrals (ODRs) in Focus.	1. Provide PD for teachers on Tier 1 Classroom management 2. Identify students with behavioral concerns and address through interventions in RTI.

### SPBP Submission

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