



Schoolwide Positive Behavior Plan (SPBP)
Broward County Public Schools



SY 2025 – 2026

School Name:	Lauderhill Paul Turner
School Number:	1381

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	Michelle Engram-McKnight	7. Security Specialist/ Campus Monitor	Raymond Carvil, Jr.
2. Point of Contact	Marie Rho	8. Social Worker	Shierla Pierre
3. BTU Representative	Lamika Garland	9. School Nurse	Tagean Murray
4. Parent/Community Representative	Lethea Ingram	10. Attendance Manager	Portia Porter
5. Student Representative	NA	11. Life Skills & Wellness Liaison	Carline Eustache
6. School Counselor	Carline Eustache	12. Resiliency Liaison	Carline Eustache

*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	8/6/2025	2:00-2:45 PM		8/20/2025
2 nd	11/5/2025	2:00-2:45 PM		11/12/2025
3 rd	1/7/2026	2:00-2:45 PM		1/14/2026
4 th	3/11/2026	2:00-2:45 PM		3/25/2026

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>)	4/8/2025
Hold a <i>faculty</i> vote on the new SPBP (<i>prior to April 30, 2025</i>)	4/8/2025
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>)	9/24/2025

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:	652	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals	31	98%	Are your 0 – 1 referral > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
II. 2 - 5 referrals (at risk students)	14	2%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
III. > 5 referrals (high-risk students)	0	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 either (a) or (b):	
(a) If your core is effective, then identify action steps your school leadership team should continue to take for early identification of at risk or high-risk students. (b) If you answered “No” to at least one of the items above (I, II, or III) then indicate the supports and interventions and action steps your school leadership team will implement <i>at the beginning</i> of the next school year to improve core strength:	
Core Effectiveness Action Steps: <i>(3-4 detailed steps)</i>	
<ol style="list-style-type: none"> 1. Provide training for all teachers and staff who interact with students regarding schoolwide expectations along with monitoring classroom implementation. 2. Students will participate in school-wide expectation assemblies per quarter. 3. Utilize FOCUS to monitor behavior data quarterly and analyze early warning indicators to specially identify factors such as attendance concerns and struggling learners. 4. Provide interventions for students who are high-risk with behavior plans. 	

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 subgroup populations (race, SWD, ELL)?	
Disproportionality Action Steps: <i>(3-4 detailed steps)</i>	
<ol style="list-style-type: none"> 1. Provide professional development for all teachers during preplanning week and revisit expectations each semester. 2. Throughout the school year, collaborate with other district departments such as ESE, ESOL, etc. to provide professional development in the areas of implicit bias, cultural responsiveness; in an effort to support our growing population of ELL students. 3. Implement and monitor use of the Discipline Flow Chart by teachers and promote identifying high risk students and refer them RtI/MTSS, esp. early in the school year. 	

4. Foster partnership with all stakeholders such as our parents to promote an increase understanding of cultural norms and differences.

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. DEFIANCE OF AUTH/HAB 01 VIOLATION	13
2. UNRULY/DISRUPTIVE BEHAVIOR	6
3. DISOBEDIENCE/INSUBORDINATION	5
4. MISTREATMENT OF PEERS	5
5. WEAPONS CLASS B (POSSESSION)	4
TOTAL	33

- 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 Responsible
3. Be Accountable
4. Be Kind

- 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, <u>excluding Classroom</u>:	
School Location(s)	# Incidents
1. Cafeteria	8
2. Front Office	5
3. Hallway	4

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	Front Office Rules	Classroom Rules
Be Respectful	Keep hands and feet to yourself	Clean your eating space and pick up trash around your area	Follow directions the first time given	
Be Accountable	Go directly to your destination	Follow all directions given by the cafe monitors/adults	Demonstrate tolerance to each other and respect each other's boundaries	
Be Responsible	Remain in your line	Raise your hand to get the attention of an attendant/adult	Keep the school clean by consuming all food inside the cafeteria and disposing of your trash in the trashcan	
Be Kind	Use words like, "excuse me" and "I'm sorry" if you accidentally bump into someone	Clean your eating space and pick up trash around your area	Use appropriate voice level (0-3) and use words like "excuse me" and "I'm sorry" if you accidentally bump into someone.	

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	8/12/2025	8:15 AM	Classroom & Cafeteria
After Winter Break	1/6/2026	8:15 AM	Classroom & Cafeteria
After Spring Break	3/24/2026	8:15 AM	Classroom & Cafeteria

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

Dates when the rules lesson plans for common locations are taught by instructional staff and noted in lesson plans:			
Common Location	Hallway Rules	Cafeteria Rules	School-Wide
Lesson Plan Dates			
Start of School Year	8/12/2025	8/12/2025	8/12/2025
After Winter Break	1/6/2026	1/6/2026	1/6/2026
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?
Resiliency Curriculum	Resilience curriculum will be covered on a monthly basis in class and also during media.	Classroom teachers, with the support of the school guidance counselor along with the media specialist.	The school guidance counselor communicates with the classroom teachers. She will provide guidance regarding which lessons are the current focus and due dates are provided for implementation; biweekly and monthly.	The school counselor monitors ReThink Ed lesson completion continuously and also receives updates through the district monthly.
Character Education	Monthly lessons provided via Life Skills and Wellness ReThink Ed scope and sequence.	Classroom Teachers and School Counselor	Monthly, the guidance counselor communicates with all teachers, schoolwide with a request to nominate one student via email regarding the character of the month. The teachers are provided with a due date for submission via email or FORMS.	A celebration is held monthly in the cafeteria for each recipient. The students also receive a certificate. The guidance counselor works closely with the assistant principal to ensure the character of the month is a monthly focus. The character focus is

				reiterated to students who show risk of misbehavior.
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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: Be Respectful

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: FOCUS Discipline Data</p> <p>Problem Identification Statement: Based on the top incidents from FOCUS Discipline Data, DEFIANCE OF AUTH/HAB 01 VIOLATION is a school-wide behavior problem to address. This accounts for 19 out of 33 referrals which account for 61% of the incident that occurred for the school year 2024-2025.</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: Defiance of authority is an occurring concern due to lack of consistency of classroom expectation and holding students accountable for their actions continuously; along with teachers not always informing parents of what is transpiring in the classroom.</p> <p>SMART Goal Statement: By June 2026 the number of referrals for defiance of authority will decrease by 30%.</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>Via the classroom teachers, the AM and PM announcements, as well as during lunch time, the school staff will promote the positive behaviors that we want to see displayed, which counteract the negative behaviors that are being displayed on campus. The school staff will reward students with BEEP Bucks based on following school-wide/classroom rules and expectations. This can be done at any point throughout the day and multiple times per day. BEEP Bucks cannot be taken away, only rewarded. Students will then be allowed to utilize their bucks to purchase items, participate in the incentives room every two weeks.</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? (2-3 sentences) We will monitor the number of students receiving BEEP Bucks and which classes those students are in to determine if teachers are assigning BEEP Bucks consistently. We will review the expectations if the BEEP Bucks are not used with fidelity.</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"? (2-3 sentences) We will monitor behavior data to determine if we are seeing a decrease in the top behavior incident. Based on the data, the number of students invited to the school-wide incentive game room or the number of students who can utilize the BEEP Bucks will indicate effectiveness of the system. The measurable outcome is to</p>

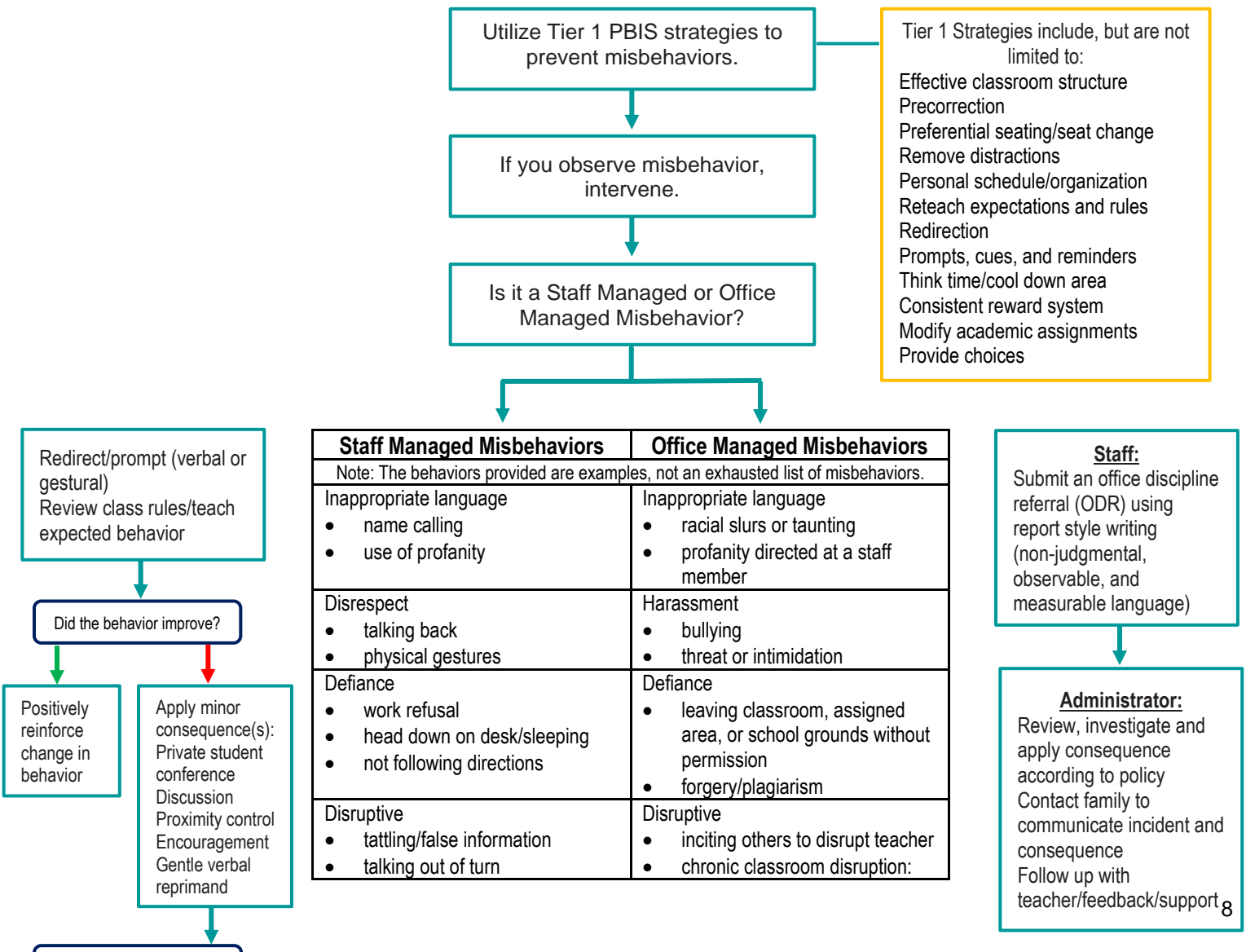
analyze the monthly data for the most common infractions with a goal of 30% decrease overall. In addition to monitoring for a decreased number of referrals monthly.

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>Kids of Character is managed by the guidance counselor. On a monthly basis, teachers are informed to nominate a student from their class or homeroom who depicts the character of focus. The students receive their certificate during class and are celebrated during their grade level lunch period. Every day, students are reminded of the current character trait during the morning announcements.</p>

CRITICAL ELEMENT #7: Effective Discipline Procedures

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








<ul style="list-style-type: none"> calling out distracting others 	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>The Assistant Principal and School Counselor will monitor the behavioral referral data. The Assistant Principal and School Counselor will assist teachers who demonstrate a need by providing resources on developing a positive learning environment in their classroom. They will then meet with the teacher and develop expectations for implementation. Next, each will be monitored for implementation. If necessary, modeling of those expectations will occur, as well as ongoing monitoring of implementation. Newer teachers who require support with classroom management are also referred to the district PBIS representative from the district who supports LPT.</p>

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 checked="" type="checkbox"/> Other (<i>specify</i>): Marzano's FTEM Domains 1 and 3

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 :	19
Total number of <i>other</i> school-wide discipline referrals (not including classrooms):	14
% of referrals in the classroom:	58%
Do more than 40% of your referrals come from the classroom?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

If >40% of discipline referrals come from the classroom, it suggests Tier 1 classroom management implementation may need to be strengthened school wide.

Critical Elements # 9: SPBP Implementation Planning

RED Font = Action Steps for all schools in Broward County

GREY Font = Best Practices for all schools in Broward County

TEAL Font = Resources available at <https://browardschools.instructure.com/enroll/PWF673>

Implementation Action Plan	
Month	Action Steps
	<input checked="" type="checkbox"/> check off Action Step when completed
Current	<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	<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 30 th . Use this new SPBP in the next school year <input type="checkbox"/> Continue implementing your <i>current</i> SPBP through the end of the current school year
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CRITICAL ELEMENT # 10: Evaluation

10A. Staff Implementation of the Schoolwide Positive Behavior Plan: review goals, evaluate implementation, and create 2 action steps to review in quarterly PBIS meetings.

“Are staff implementing the SPBP with fidelity? If not, how will you address this area?”

STAFF Implementation Monitoring		
Staff Implementation Goal	Quarterly Team Review: Implemented with fidelity?	If you answered No , enter 2 action steps your school will take to move towards this goal by the next PBIS meeting.
100% of hallways, front office, cafeteria, and other public areas all have school-wide expectations and location-specific rules posted.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	By Click here to enter a date, 1. 2.
100% of instructional staff has delivered expectations and rules lesson plans as written and when indicated.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	By Click here to enter a date, 1. 2.
100% of staff members are oriented to the Discipline Flow Chart. It is used consistently by 100% instructional staff, behavioral support, and administrators.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	By 8/29/2025, 1. Leadership team will review Discipline Flow Chart with faculty and staff during preplanning week. 2. During classroom visits, grade level meetings and when a concern is brought forth regarding student behavior, the leadership team will reiterate/communicate Tier 1 strategies implement by staff when addressing student misbehavior.
A recognition system is implemented by 100% staff for <i>all</i> students.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	By 9/24/2025, 1. Leadership team will review and provide examples of reward systems the staff can implement with the students for positive behaviors during preplanning week. 2. As part of the various grade level team meeting minutes turned in to administration, each team will be required to update the reward system they are currently using, how it’s being monitored and notify administration of support required. This will be an ongoing process during the school year.

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>Select an item <i>Choose one ODR area of focus</i></p>	<p>By June 3, 2026, Defiance of authority will indicate a decrease of 30% as measured by Office Discipline Referrals (ODRs) in Focus.</p>	<p>1. Administration will review behavior referrals to identify any red flags in grades and/or classrooms.</p> <p>2. Provide support to those teachers, grade levels, and/or students who are demonstrating a need, utilizing Character Ed., Resilience, Rethink Ed. Lauren’s Kids Lessons.</p>

SPBP Submission

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