



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



**SY 2025 – 2026**

<b>School Name:</b>	Lauderhill 6-12
<b>School Number:</b>	1391

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	Leslie Farr	7. Security Specialist/ Campus Monitor	Osagboro Sameem
2. Point of Contact	Sabrina Tobias	8. Social Worker	Sonia Caines
3. BTU Representative	Felisha Alvarez	9. School Nurse	George Hallaman
4. Parent/Community Representative	Dee St. Louis	10. Attendance Manager	Ashley Ray
5. Student Representative	Zaria Guerrier	11. Life Skills & Wellness Liaison	Peggy Flood
6. School Counselor	Yvette Ellis	12. Resiliency Liaison	Yvette Ellis

\*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>	8/5/2025	3pm		8/7/2025
2 <sup>nd</sup>	10/13/2025	3pm		10/16/2025
3 <sup>rd</sup>	1/12/2026	3pm		1/16/2026
4 <sup>th</sup>	4/7/2026	3pm		4/9/2026

**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> )	8/8/2025
Present the 2025-26 SPBP to family and community stakeholders ( <i>prior to September 30, 2025</i> )	9/26/2025

## 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*. f
- (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:	722	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals	100	81%	Are your 0 – 1 referral > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
II. 2 - 5 referrals (at risk students)	120	17%	Are your 2 - 5 referrals <15%?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
III. > 5 referrals (high-risk students)	15	2%	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. Periodic review of early warning indicators in FOCUS quarterly.</li> <li>2. Review FOCUS behavior referral data during CPST meetings.</li> <li>3. Actively seek input and feedback from teachers about students exhibiting academic or behavioral challenges.</li> <li>4. Develop screening process to identify students at risk based on factors such as attendance, academic performance, social emotional indicators and teacher observations.</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. Identify professional development opportunities for staff training such as Culturally Responsive Teaching, Implicit Bias, etc.</li> <li>2. Utilize data to identify trends, over-referrals, or potential staff referral biases, and establish an equity leadership subcommittee to analyze the findings and implement responsive actions.</li> <li>3. Foster additional partnerships with families, community organizations and stakeholders.</li> <li>4. School-wide discipline data, disaggregated. by subgroup, will be presented to the faculty and staff quarterly during the 2025-26 SY.</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	88
2.Minor Fight	87
3.Class Cut/Skipping	86
4.Disruptive/Unruly Play	78
5.Dress Code Violation	61
TOTAL	400

- 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.Prepared
2.Respectful
3.Involved
4.Discipline
5.Excellence

- 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>264</b>
2.Cafeteria	<b>155</b>
3.School Grounds	<b>70</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>School Grounds Rules</b>	<b>Classroom Rules</b>
<b>Be Respectful</b>	Walk and talk quietly on the right side Keep hands and feet to self	Use a quiet voice Say “please” and “thank you”	Take turns and share equipment during activities Encourage each other to do better	
<b>Be Responsible</b>	Go directly to your classroom Follow adult directions	Clean up your eating area Follow lunch procedures	Return equipment Line up when called	
<b>Be Safe</b>	Keep hands, feet, and objects to yourself Walk, don’t run	Stay seated while eating Raise your hand in the cafeteria if you want to leave your seat	Stay within boundaries Report unsafe behavior	
<b>Be Kind</b>	Use kind language Help others if needed	Include others in conversation Wait patiently in line	Encourage others Apologize if someone is hurt	
<b>Be Ready to Learn</b>	Have materials ready Stay focused in line	Listen to cafeteria staff Transition quickly	Follow adult instructions promptly	

## 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	8/7/2025	3pm	Hallway
After Winter Break	1/16/2026	3pm	Cafeteria
After Spring Break	4/9/2026	3pm	School grounds

**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	8/8/2025	8/22/2025	9/5/2025
After Winter Break	1/17/2026	1/30/2026	2/13/2026
After Spring Break	4/10/2026	4/24/2026	5/1/2026

**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?
<p>Select a program</p> <p><b>PBIS Tier 1 Strategies</b></p>	During the first two weeks of school and revisited monthly in homeroom or advisory periods.	Classroom teachers and support staff with guidance from PBIS team.	School-wide behavior expectations will be explicitly taught, modeled, and reinforced using posters, lessons, and positive incentives.	Discipline referral data will be reviewed monthly by the leadership and PBIS team. Student surveys and staff feedback will help assess clarity and consistency in expectations.
<p>Select a program</p> <p><b>SEL</b></p>	Weekly during SEL block or morning meetings throughout the school year.	First block teachers with coaching from school counselors	Lessons will be integrated into weekly schedules and include direct instruction, discussions, and role-plays focused on empathy, problem-	Counselors and admin will conduct classroom walkthroughs and SEL fidelity checks; pre- and


			solving, and emotion regulation.	post-assessments and behavior incident logs will be analyzed quarterly.
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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: Hallway, Cafeteria & Gym

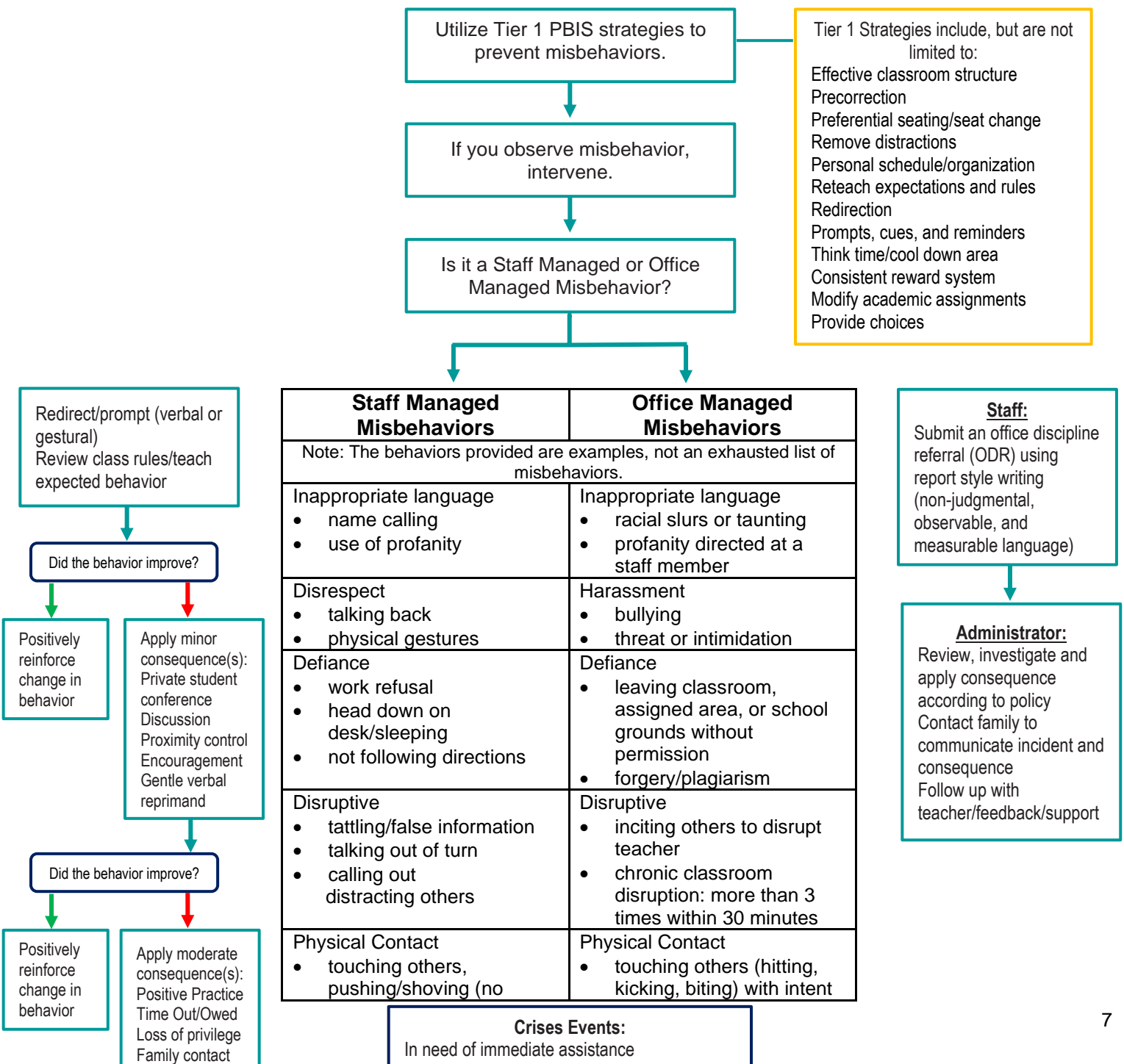
4 Step Problem Solving Process	Plan Details
<p><b>1. Problem Identification:</b> Review your behavior data to identify one school-wide problem. What problem did you identify? <i>(use numerical data)</i></p>	<p><b>Data: Basis/Focus Data</b></p> <p><b>Problem Identification Statement:</b> Discipline data from August 2024-April 2025 has indicated that there were 264 referrals for the hallway. This is an increase from last year’s reported hallway referrals of 189.</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:</b> Students lack consistent reminders and reinforcement for appropriate hallway behavior, and staff expectations vary by grade level or hallway location.</p> <p><b>SMART Goal Statement:</b> By December 19,2025, we will reduce hallway-related discipline referrals from 50% to 30% of all ODRs by implementing a positive recognition system and reinforcing expectations during transitions.</p>
<p><b>3. Intervention Design:</b> Describe how you will implement a positive reward program/system to decrease this problem.</p>	<p><b>Type of Program/System:</b> Token system</p> <p><b>Description of Program/System:</b> We will implement the “Hallway Hero” ticket system to encourage positive hallway behavior. Staff will carry recognition tickets and distribute them to students who walk, use inside voices, and transition on time. Weekly drawings and class incentives will be used to reinforce behaviors. Posters with expectations will be placed near hallway entrances and reviewed during morning announcements. Staff will receive training on the program during a faculty meeting and will be encouraged to issue at least 5 recognitions weekly</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?</b> The PBIS team will collect weekly ticket counts from each hallway to monitor staff participation. Walkthroughs will be conducted during transition periods to observe student behavior and ensure staff are actively reinforcing expectations.</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> We will compare the percentage of hallway-related referrals each month using SWIS data. Success will be determined if referrals drop below 30% by December 19,2025, and are sustained at or below that level through the second semester.</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	Each month, teachers will nominate one student per class who exemplifies the designated character trait. Nominated students will be recognized during a schoolwide announcement and featured on the "Kids of Character" bulletin board. They will also receive a certificate, a small token (e.g., pencil, wristband), and an invitation to a special "Character Lunch" with the principal or counselor.

**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.








injuries) • mutual horseplay	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 type="checkbox"/> Positive Behavior Interventions and Supports and the Classroom <a href="https://fl-pda.org/#/category/26">https://fl-pda.org/#/category/26</a> <input type="checkbox"/> Other: Click here to enter name of system.	<ol style="list-style-type: none"> <li><b>Model and Post CHAMPS Expectations:</b> Teachers will post CHAMPS expectations for routines by Week 2. Admin will verify during walkthroughs.</li> <li><b>Professional Learning and Coaching:</b> Refresher training during pre-planning and monthly coaching to address transitions, signals, and behavior expectations.</li> <li><b>Implementation Checks and Peer Observation:</b> Staff will complete peer observations using a CHAMPS checklist twice per quarter.</li> <li><b>Behavior Data and Feedback Loops:</b> Grade-level teams will review classroom behavior data biweekly to adjust strategies and celebrate progress.</li> </ol>

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

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

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

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

(b) Complete the yellow highlighted cells.

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

Total number of discipline referrals <b>from classrooms</b> :	291
Total number of <i>other</i> <b>school-wide</b> discipline referrals (not including classrooms):	704
% of referrals in the classroom:	29%
Do more than 40% of your referrals come from the classroom?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

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

## Critical Elements # 9: SPBP Implementation Planning

RED Font = Action Steps for all schools in Broward County

GREY Font = Best Practices for all schools in Broward County

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

Implementation Action Plan	
Month	Action Steps
	<input checked="" type="checkbox"/> check off Action Step when completed
Current	<input checked="" type="checkbox"/> Create an SPBP binder or portfolio to retain (for 2 years) hard copies of: your SPBPs, Action Plans, staff PBIS professional development attendance, stakeholder training attendance, quarterly meeting agendas, quarterly staff behavior presentations, voting attendance and outcome, Expectations lesson plans and Rules lesson plans
Pre-Planning	<input checked="" type="checkbox"/> Print up your SPBP and Feedback form BCPS Central <input checked="" 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 <a href="mailto:amber.jennings@browardschools.com">amber.jennings@browardschools.com</a> 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 <sup>st</sup> Quarter Team Meeting	<input type="checkbox"/> Determine any needed team training, such as: 4 Step Problem Solving Process series, PBIS 10 Critical Elements, Data Collection, etc. <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	<input type="checkbox"/> Provide SPBP stakeholder presentation by September 30 <sup>th</sup> <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: <a href="http://www.brainshark.com/browardschools/PBIS101">http://www.brainshark.com/browardschools/PBIS101</a>
October 2 <sup>nd</sup> Quarter Team Meeting	<input type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) <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	<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 <sup>rd</sup> Quarter Team Meeting	<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	<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 <sup>th</sup> Quarter Team Meeting	<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 <sup>th</sup> . 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 <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 type="checkbox"/> Yes <input checked="" type="checkbox"/> No	By September 15 1. PBIS team members will conduct a schoolwide walkthrough using a checklist to identify missing signage. 2. Reprint and post missing signs by location and assign staff leads to monitor upkeep.
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 September 22 1. Send out a schoolwide reminder and tracking form for teachers to complete upon delivery of behavior lessons. 2. PBIS team will conduct random checks of lesson implementation through student interviews and brief walkthroughs.
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 September 29 1. Provide a refresher session during a staff meeting on how to use the Discipline Flow Chart and ensure it is posted in every classroom. 2. Create a “What Would You Do?” mini-scenario activity for PLCs to reinforce consistent use of the flowchart.
A recognition system is implemented by 100% staff for <i>all</i> students.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	By October 6 1. Distribute a clear “how-to” guide with examples of using the recognition system across grade levels. 2. Assign team members to spotlight positive examples of implementation during weekly announcements or newsletters to build staff momentum.



**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	Use “Caught Doing the Right Thing” tickets school-wide
M	Measurable	Reduce hallway behavior referrals by 25% by Dec. 15 through supervision, signage, and positive reinforcement.
A	Attainable	Re-teach expectations with homeroom
R	Realistic	Post outside expectations school-wide
T	Time-bound	100 fewer referrals by December 2025

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.
Event Locations <i>Hallway</i>	By June 3, 2026, hallway behavior will indicate a 30% decrease as measured by Office Discipline Referrals (ODRs) in Focus.	<p><b>1. Implement a Hallway Supervision Schedule:</b> Assign staff to actively monitor key hallway areas during class transitions using a rotating schedule to increase visibility, presence, and consistency in expectations.</p> <p><b>2. Launch a Positive Behavior Recognition System:</b> Introduce weekly “Hallway Hero” shout-outs or small incentives for students consistently demonstrating respectful and responsible behavior during transitions.</p>

SPBP Submission
<ol style="list-style-type: none"> <li>1. Upload completed SPBP (as PDF) into BCPS Central in the School Improvement Plan. </li> <li>2. Complete PBIS Point of Contact form. </li> </ol>