



Schoolwide Positive Behavior Plan (SPBP)
Broward County Public Schools



SY 2025 – 2026

School Name:	Seminole Middle
School Number:	1891

Please refer to the SPBP Canvas Resource page to access video tutorials, guidance, and resources for completing the 2025-2026 SPBP template. [i](#)

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	Tameka Smith	7. Security Specialist/ Campus Monitor	Akil Thompson
2. Point of Contact	Sarah	8. Social Worker	Sarah Lockett
3. BTU Representative	Sarah Rappaport	9. School Nurse	
4. Parent/Community Representative	Armando Cubas	10. Attendance Manager	Angie Marlowe
5. Student Representative	Angelina Balanovisky	11. Life Skills & Wellness Liaison	Amanda Smith
6. School Counselor	Stephanie Castillo	12. Resiliency Liaison	Amando

*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	8/13/2025	7:20am	➡	9/10/2025
2 nd	11/12/2025	7:20am	➡	12/10/2025
3 rd	2/26/2025	7:20am	➡	3/11/2026
4 th	4/17/2025	7:20am	➡	4/22/2026

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>)	4/25/2025
Hold a <i>faculty</i> vote on the new SPBP (<i>prior to April 30, 2025</i>)	4/25/2025
Provide training to faculty and staff (<i>prior to September 30, 2025</i>)	8/20/2025
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.

- Review your referral data YTD in Focus – Discipline Reports – *Students with Referrals*.
- Complete the yellow highlighted cells.
- Auto-calculate the “% of Total Population” by clicking on each “!Zero Divide” in the cells and pressing “Fn + F9”.
- Determine if the core is effective in all three areas.

TOTAL Population:		% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals	319	31%	Are your 0 – 1 referral > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
II. 2 - 5 referrals (at risk students)	63	16%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
III. > 5 referrals (high-risk students)	55	19%	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"> CPST Team will continue monitoring referrals from the previous year and add students to RTI with TIER II interventions put in place. Students with greater than five referrals will have a TIER II intervention put in place. Overage students will be provided with additional intervention and support as needed. 	

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"> Maintain an equitable school reward system for students to be acknowledged for their positive behaviors Facilitate needs assessment to identify barriers staff are experiencing to implement the SPBP Communicate/disseminate information to partners around how their participation has helped support success of the SPBP

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. Unruly/Disruptive Behavior	292
2. Disobedience/Insubordination	150
3. Cell Phone Violation	92
4. Out of Assigned area	58
5. Level 2: Bus Violation	49
TOTAL	641

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. Wear School id everyday
2. Arrive on time to every class
3. Follow directions from all staff
4. Respect self and others
5. Be responsible

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, excluding Classroom:	
School Location(s)	# Incidents
1. Cafeteria	119
2. School Grounds	99
3. Bus	82

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	Click here to enter location: Rules	Classroom Rules
Wear school ID everyday	Have your ID badge visible at all times Click here to type hallway rules.	Stay in assigned area Click here to type cafeteria rules.	Use Level 1-2 voices Click here to type location rules.	
Arrive on time to every class	Walk on the right side of the hallway Click here to type hallway rules.	Remain seated Click here to type cafeteria rules.	Follow directions the first time given Click here to type location rules.	
Follow directions from all staff	Have a pass when you are not with your class Click here to type hallway rules.	Raise your hand and wait for help Click here to type cafeteria rules.	Stay in designated area Click here to type location rules.	
Respect Self and others	Click here to select hallway rules OR Keep hands and feet to yourself	Follow all directions given by the cafe monitors/adults Click here to type cafeteria rules.	Keep your belongings secured in your assigned locker/area Click here to type location rules.	
Be responsible	Keep electronics in your backpack Click here to type hallway rules.	Clean up after yourself Click here to type cafeteria rules.	Stay in designated area Click here to type location rules.	

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	8/20/2025	9:45 am	Classroom
After Winter Break	1/21/2026	8:15 am	Classroom
After Spring Break	4/22/2026	9:45 am	Classroom

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	8/20/2025	8/20/2025	8/20/2025
After Winter Break	1/21/2026	1/21/2026	1/21/2026
After Spring Break	4/22/2026	4/22/2026	4/22/2026

5C. Prevention programs and other schoolwide student support initiatives can be used to proactively teach positive behavior and prosocial skills. Use this chart to plan for how you will use District supported programs and initiatives to promote positive behavior on campus.


Program/Initiative	Plan Details			
	When will it be taught?	Who will teach it?	How will it be implemented? <i>2-3 sentences</i>	How will it be monitored for effectiveness?
Resiliency Curriculum Click to enter "other"	Throughout the school year	Classroom teacher	Core subject area teachers will be assigned a section by quarter to present several lessons to students. Each quarter the students will be presented with lessons taught by the teacher and completed independently.	The administration will monitor through the database the percentage of lessons completed each quarter by the teacher.
Bullying Prevention: Be the 1 Click to enter "other"	Throughout the school year	School Counselor	School counselors will schedule dates and times with teachers to go in and teach lessons to students.	The administration will monitor through the database the percentage of lessons completed each quarter by the teacher.

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: Focus Referral Data</p> <p>Problem Identification Statement: <i>29% of student referrals are due to unruly disruptive behaviors. Students are constantly disruptive in the classroom and continue to exhibit disruptive behaviors.</i></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: <i>Students are not intrinsically motivated; therefore, they are not interested in the teacher's lessons focused on student success.</i></p> <p>SMART Goal Statement: By May 2026, students will decrease classroom behavior by 60% utilizing implementation of a reward system (Panther Bucks) and constant monitoring of student engagement.</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: Lottery</p> <p>Description of Program/System: A school wide incentive to recognize all students is Panther Buck. Students from all grade levels can participate. Students will earn Panther bucks from teachers and administration based on positive behaviors. Students will earn bucks over a period of time and will use those bucks to purchase child-friendly items, such as candy, chips and tangibles.</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) <i>Teachers and administration will monitor student participation based on the return of bucks and determine its effectiveness. Teachers will discuss student improvements via team meetings,</i></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"? <i>An increase of 10% of students monthly will continue to receive bucks daily based on increased behaviors. Rewards are based on student interest. The goal is for 100% student participation to receive Panther Bucks at least once during the school year.</i></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. 

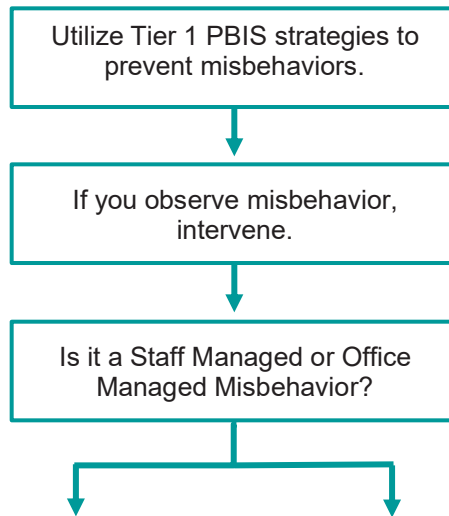
Monthly Character Traits	Plan Details
	How will you recognize <i>Kids of Character</i> each month? (2-3 sentences)

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

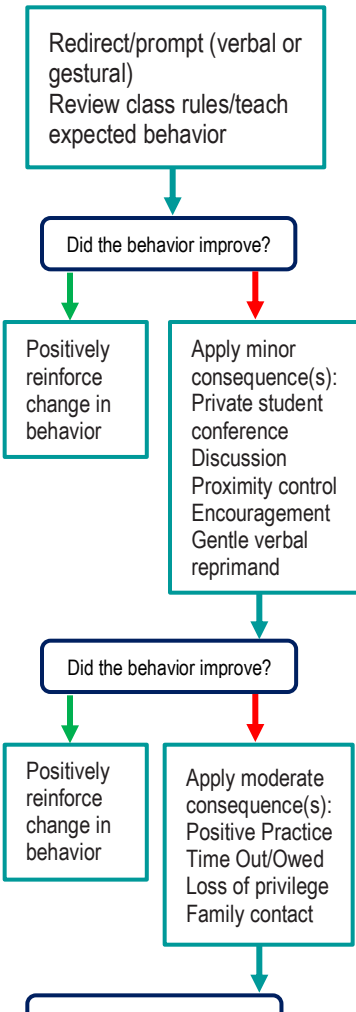
Each team will complete a write-up on a student. Guidance will review the names presented to ensure that there are no duplicates. Students will be recognized during our quarterly Honor Roll assemblies.

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.



- Tier 1 Strategies include, but are not limited to:
- Effective classroom structure
 - Precorrection
 - Preferential seating/seat change
 - Remove distractions
 - Personal schedule/organization
 - Reteach expectations and rules
 - Redirection
 - Prompts, cues, and reminders
 - Think time/cool down area
 - Consistent reward system
 - Modify academic assignments
 - Provide choices



Staff Managed Misbehaviors	Office Managed Misbehaviors
Note: The behaviors provided are examples, not an exhausted list of misbehaviors.	
Inappropriate language <ul style="list-style-type: none"> • name calling • use of profanity 	Inappropriate language <ul style="list-style-type: none"> • racial slurs or taunting • profanity directed at a staff member
Disrespect <ul style="list-style-type: none"> • talking back • physical gestures 	Harassment <ul style="list-style-type: none"> • bullying • threat or intimidation
Defiance <ul style="list-style-type: none"> • work refusal • head down on desk/sleeping • not following directions 	Defiance <ul style="list-style-type: none"> • leaving classroom, assigned area, or school grounds without permission • forgery/plagiarism
Disruptive <ul style="list-style-type: none"> • tattling/false information • talking out of turn • calling out distracting others 	Disruptive <ul style="list-style-type: none"> • inciting others to disrupt teacher • chronic classroom disruption: more than 3 times within 30 minutes
Physical Contact <ul style="list-style-type: none"> • touching others, pushing/shoving (no injuries) • mutual horseplay 	Physical Contact <ul style="list-style-type: none"> • touching others (hitting, kicking, biting) with intent to do harm • petty theft
Violation of classroom or location-specific rules	Violation of the Code of Student Conduct

Staff:
Submit an office discipline referral (ODR) using report style writing (non-judgmental, observable, and measurable language)

Administrator:
Review, investigate and apply consequence according to policy
Contact family to communicate incident and consequence
Follow up with teacher/feedback/support




Crises Events:
In need of immediate assistance
Potentially unsafe environment
Suspicion of criminal behavior
Contact front office/administration immediately

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 https://fi-pda.org/#/category/26 <input type="checkbox"/> Other: Click here to enter name of system.	1. implement Best Practices for classroom behavioral systems to improve classroom disruptions by 10% 2. increase rewards and incentives by 20% based on good behavior 3. discuss classroom behaviors with students and implement a reward system to reflect a 30% student improvement by quarter.

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 (specify):

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 :	585
Total number of <i>other school-wide</i> discipline referrals (not including classrooms):	438
% of referrals in the classroom:	57.2
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 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	<ul style="list-style-type: none"> <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 checked="" type="checkbox"/> Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders <input checked="" type="checkbox"/> Market and post School-wide Expectations and Location-specific Rules <input checked="" type="checkbox"/> Identify your district PBIS Specialist (Contact amber.jennings@browardschools.com for more information if you are unsure) <input checked="" 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 checked="" type="checkbox"/> Determine any needed team training, such as: 4 Step Problem Solving Process series, PBIS 10 Critical Elements, Data Collection, etc. <input checked="" type="checkbox"/> Review previous year's SPBP and feedback form; make necessary modifications <input checked="" type="checkbox"/> Review previous year's data (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) <input checked="" type="checkbox"/> Verify and implement teaching schedule for Expectations and Rules behavior lesson plans <input checked="" type="checkbox"/> Implement the Reward System for all students as indicated in the SPBP <input checked="" type="checkbox"/> Ensure the Discipline Flow Chart is distributed to all staff and is being used as written <input checked="" type="checkbox"/> Present implementation data, behavior data, team activities and SPBP progress to entire staff <input checked="" type="checkbox"/> Ensure all teachers are using an evidence-based classroom management plan, such as CHAMPS <input checked="" type="checkbox"/> Confirm next quarterly PBIS team meeting date and time
September	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Provide SPBP stakeholder presentation by September 30th <input checked="" type="checkbox"/> Ensure instructional staff know how to document Tier 1 Supplemental Strategies for behavior <input checked="" 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 checked="" type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) <input checked="" type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff <input checked="" type="checkbox"/> Ensure Core Effectiveness Action Steps are being implemented as written <input checked="" type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator <input checked="" type="checkbox"/> Confirm next quarterly PBIS team meeting date and time
November	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Review/revise lesson plans as indicated by previous quarter behavior data <input checked="" 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 checked="" type="checkbox"/> Staff to re-teach Expectations and Rules after winter break <input checked="" type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) <input checked="" type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff <input checked="" type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator <input checked="" type="checkbox"/> Confirm next quarterly PBIS team meeting date and time
February	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Check on recently hired staff for PBIS understanding - provide "PBIS 101" Brainshark resource <input checked="" 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 checked="" type="checkbox"/> Ensure progress towards completion and submission of next year's SPBP <input checked="" type="checkbox"/> Staff to re-teach Expectations and Rules after spring break <input checked="" type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) <input checked="" type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff <input checked="" type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator
April	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Provide staff presentation and faculty vote on new SPBP for next year <input checked="" type="checkbox"/> Submit your SPBP in BCPS Central by April 30th. Use this new SPBP in the next school year <input checked="" 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 checked="" type="checkbox"/> No	By 8/18/2025, 1. Conduct discipline assemblies 2. Place new posters for the current school year
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 8/29/2025, 1. 2.
100% of staff members are oriented to the Discipline Flow Chart. It is used consistently by 100% instructional staff, behavioral support, and administrators.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	By 8/15/2025, 1. 2.
A recognition system is implemented by 100% staff for <i>all</i> students.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	By 10/20/2025, 1. 2.


10B. The SPBP is successful in positively impacting **students**: review behavior data and create a SMART goal. Evaluate implementation and create action steps to review in quarterly PBIS meeting.

“If staff are implementing the SPBP consistently and effectively, is it positively impacting students? How will you know?”

SMART Criteria:

S	Specific	Concrete, detailed, focused, and well defined. Results-focused and action-orientated.
M	Measurable	The measurement sources (data) are defined numerically in order to track progress towards the objective.
A	Attainable	Objectives are achievable in the near future to maintain motivation.
R	Realistic	Staff have the resources to achieve the objective- time, personnel, materials, etc.
T	Time-bound	Agreed-on time frames create the necessary urgency and prompt action.

STUDENT Outcome Monitoring		
Student Outcome Data	Complete the SMART goal to determine “successful” student outcomes <i>(use numerical data)</i>	List 2 action steps your team will take to ensure this goal is monitored and meets or exceeds the SMART goal.
Select an item <i>Choose one ODR area of focus</i>	By June 3, 2026, unruly/ disruptive behavior will indicate a 20 percent decrease from 50% to 100% as measured by Office Discipline Referrals (ODRs) in Focus.	1. Implement and monitor the school wide discipline plan 2. Implement rewards and incentives for good behavior

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. 