



Schoolwide Positive Behavior Plan (SPBP)

Broward County Public Schools

SY 2026 – 2027



School Name:	Watkins Elementary
School Number:	0511

Please refer to the SPBP Canvas Resource page to access video tutorials, guidance, and resources for completing the 2026-2027 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	Ricardo Ricketts	7. Security Specialist/ Campus Monitor	Brenda Powell
2. Point of Contact	Ricardo Ricketts	8. Social Worker	Amy Finnk
3. BTU Representative	Yenory Gayle	9. School Nurse	Morgan Schneider
4. Parent/Community Representative	Andrea Richardson	10. Attendance Manager	Marget Pounce
5. Student Representative	NA	11. Life Skills & Wellness Liaison	Pauline Honore
6. School Counselor	Pauline Honore	12. Resiliency Liaison	Pauline Honore

*Optional Team Member(s): Family Therapist, Grade Level/Content Area Representatives, Clerical, Custodial, Food/Nutrition

1B. Schedule of quarterly team meetings.

Meeting Objectives:

1. Progress monitor the action steps indicated in Critical Element #9.
2. Collect & analyze student outcome data using the 4 Step Problem Solving Process.

Quarter	PBIS Data Meeting Dates	PBIS Data Meeting Times		Faculty and Staff Data Communication/Presentation Dates
1 st Aug. 10 – Oct. 9	8/3/2026	9:00 AM	➡	8/3/2027
2 nd Oct. 13 – Dec. 18	10/13/2026	2:30 PM	➡	10/16/2026
3 rd Jan. 5 – Mar. 18	1/5/2027	2:30 PM	➡	1/8/2027
4 th Mar. 29 – May 28	3/29/2027	2:30 PM	➡	4/2/2027

CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment

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

Action Steps:	Dates
Present the 2026-27 SPBP to staff (<i>prior to April 30, 2026</i>)	4/23/2026
Hold a <i>faculty</i> vote on the new SPBP (<i>prior to April 30, 2026</i>)	4/23/2026
Provide training to faculty and staff (<i>prior to September 30, 2026</i>)	8/3/2026
Present the 2026-27 SPBP to family and community stakeholders (<i>prior to September 30, 2026</i>)	9/14/2026

CRITICAL ELEMENT # 3: Data Collection and Analysis

3A. Core Effectiveness: Use current 2025-2026 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:	343	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals		89%	Are your 0 – 1 referral > 80%?	☒ Yes ☐ No
II. 2 - 5 referrals (at risk students)	30	9%	Are your 2 - 5 referrals <15%?	☒ Yes ☐ No
III. > 5 referrals (high-risk students)	9	3%	Are your >5 referrals <5%?	☒ Yes ☐ 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?	☒ Yes ☐ 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: (3-4 detailed steps) - During monthly PBIS/MTSS data reviews we will generate and review Focus reports to flag students with 2–5 referrals and >5 referrals, and update an intervention roster. - We will use an early warning indicator checklist like attendance concerns, repeated minor behaviors, academic risk, teacher referrals to generate names for grade-level teams to submit to the PBIS/MTSS point of contact for review and problem-solving. - We will implement a tiered response assign Tier 2 supports for at-risk students and , initiate Tier 3 problem-solving for high-risk students; document interventions and progress-monitor biweekly. - Partner with families early: contact parent/guardian when a student meets risk thresholds, develop a brief support plan, and review progress with families.	

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: (3-4 detailed steps) We will review discipline data monthly (ODRs, referrals by location/infraction, and consequences) disaggregated by race, SWD, and ELL; identify any disproportional patterns and document 1–2 responsive action items with an assigned owner and due date.

2. Provide staff calibration and PD on behavior supports for SWD/EL, including clear definitions and examples of staff-managed vs. office-managed behaviors.
3. Implement a consistent, preventative response protocol before office referral/exclusionary consequences when safety allows: reteach expectation, use a brief restorative conversation, document Tier 1 supports and accommodations for SWD/ELL, and refer to MTSS for Tier 2 supports when patterns emerge.
4. Strengthen decision supports for SWD/ELL: an administrator will review discipline decisions for students with IEP/504 and ELL plans to ensure supports and accommodations were implemented; involve ESE/ELL staff in problem-solving meetings; communicate with families early and offer translated communication when needed.

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

4A. Top five behavior incidents: **Use current 2025-2026 school year behavior data** as listed in Focus.

- (a) Review your referral data YTD in Focus – Discipline – Category Breakdown – *Highest Discipline Code*.
- (b) Complete the chart by identifying the top five behavior incidents and the number of incidents for each type.
- (c) Complete the yellow highlighted cells.
- (d) Auto-calculate the total # of referrals by clicking on “0” and pressing “Fn + F9” together.

Top 5 Behavior Incidents Current Year 2025-2026	# Incidents
1.UNRULY/DISRUPTIVE BEHAVIOR (KG-2nd) & (3rd-5th)	64
2. BATTERY (LOW LEVEL) (KG-2nd) & (3rd-5th)	23
3. Profanity – Use of Insulting/Obscene Language (3rd-5th)	6
4.FIGHT MINOR/ALTERCATION /CONFRONTATION (3rd-5th)	5
5..DEFIANCE OF AUTH - HABITUAL (3rd-5th)	4
TOTAL	102

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.Respect for yourself and others, show kindness
2.Own your choices
3.A positive attitude
4..Responsibility

- 4C.** Top three school-wide locations: **Use current 2025-2026 school year behavior data** as listed in Focus.
- (a) Review your referral data YTD in Focus – Discipline – Category Breakdown – *Location*.
 - (b) Complete the chart by identifying the top three schoolwide locations, excluding classroom and the number of incidents for each location.

Top 3 Locations, excluding Classroom:	
School Location(s)	# Incidents
1. Hallway	18
2. Cafeteria	14
3. Parking lot	5

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
Respect for yourself and others, show kindness	Follow the arrows - move in one direction	Follow all directions given by the cafe monitors/adults	Stay in designated area	Respect everyone in your class community
Own your choices	Keep hands and feet to yourself	Clean up after yourself	Line up when the whistle blows	Make wise choices and accept Consequences
A positive attitude	Follow adult directives	Use a level 1-2 voice	Keep hands and feet to yourself	Demonstrate good citizenship
Responsibility	Walk in a straight line	Stay in assigned area	Follow directions the first time given	Work cooperatively

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	8/3/2026	9:00 AM	Media Center
After Winter Break	1/4/2027	2:30 PM	Media Center
After Spring Break	3/29/2027	2:30 PM	Media Center

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	8/10/2026	8/10/2026	Classroom
After Winter Break	1/4/2027	1/4/2027	Classroom
After Spring Break	3/29/2027	3/29/2027	Classroom

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?
Bullying Prevention: Be the 1	August/September (kickoff during the first 2 weeks of school) and re-taught in January after Winter Break; booster lessons as needed based on data trends.	School Counselor (lead), Social Worker, and grade-level teachers (reinforcement in classrooms)	Students will receive direct instruction on what bullying is (vs. conflict), how to report, and how to be an upstander using schoolwide expectations and common-area examples. Lessons will be delivered during guidance/class meetings with follow-up practice through role-play scenarios and hallway/cafeeteria reminders.	Monthly review of bullying/harassment ODRs and incident reports (Focus) by location, time, and grade level; compare to baseline. Team will also track the number of reports made and resolved within timelines and gather brief student feedback after lessons (exit tickets) to confirm understanding.

Resiliency Curriculum Click to enter "other"	Weekly/biweekly lessons embedded in guidance/class meetings (September–May) and reinforced after long breaks (January and April) with a short booster lesson.	Resiliency Liaison (lead) with support from the School Counselor and classroom teachers (carryover activities).	Lessons will explicitly teach prosocial skills (emotion regulation, problem-solving, empathy, coping strategies, and conflict resolution) using short mini-lessons and modeled practice. Students will practice skills through scenarios connected to schoolwide expectations; teachers will reinforce the skill-of-the-week with quick prompts and common language across settings.	PBIS team will review behavior trends quarterly (ODRs for disrespect/defiance/physical contact, classroom incident logs, and counselor referrals) and compare to previous quarters. Implementation will be monitored through brief teacher check-ins (completion tracker) and periodic walkthrough notes to confirm lessons/booster activities are occurring as planned.
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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: [Click here to enter Expectation OR Location](#)

4 Step Problem Solving Process	Plan Details
1. Problem Identification: Review your behavior data to identify one school-wide problem. What problem did you identify? <i>(use numerical data)</i>	Data used: 2025-2026 Top 5 Behavior Incidents (Total ODRs = 102; Unruly/Disruptive Behavior = 64) and Top 3 Location are (Hallway = 18 incidents; Cafeteria = 14 incidents). Problem Identification Statement: Watkins Elementary has 102 ODR incidents; Unruly/Disruptive Behavior accounts for 64 incidents, with the highest incident locations outside the classroom being the hallway (18) and cafeteria (14).
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>	Hypothesis: Unruly/disruptive behaviors are occurring most often during transitions and unstructured time in the hallway and cafeteria, when expectations are not consistently pre-corrected, actively supervised, and reinforced in the moment by all staff. SMART Goal Statement: By May 2027, Watkins Elementary will reduce hallway + cafeteria ODR incidents from 32 (Hallway 18 + Cafeteria 14) to 24 or fewer (25% reduction), as measured by Focus ODR location reports.

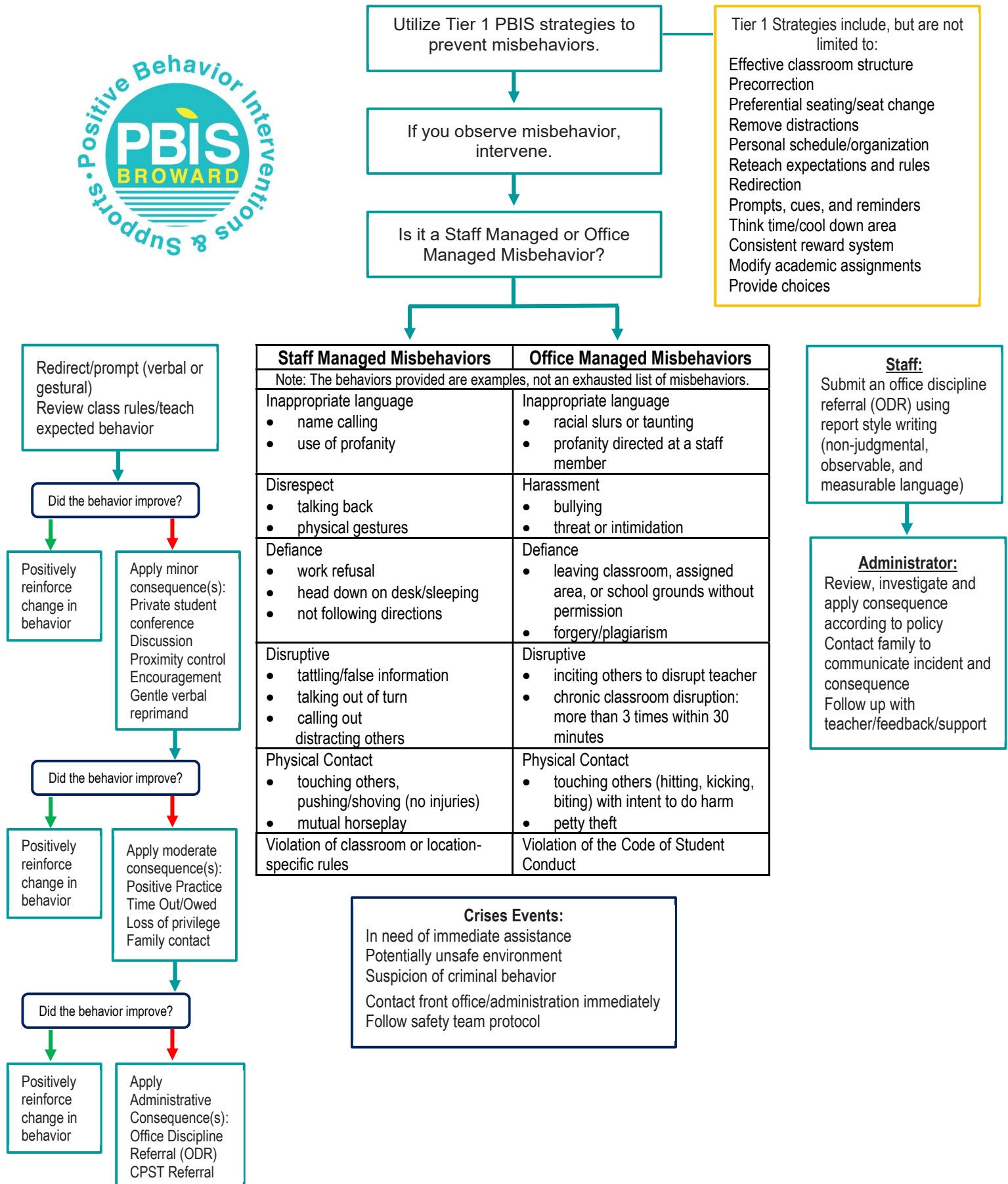
3. Intervention Design: Describe how you will implement a positive reward program/system to decrease this problem.	Type of Program/System: Token system Description of Program/System Staff will use “PAW Tickets” to acknowledge students/classes who demonstrate expected transition behaviors in the hallway and cafeteria (walking in line, hands/feet to self, level 1–2 voice, following adult directions the first time). Adults will pre-correct expectations before each transition and deliver high rates of specific praise + tickets during the first 10 minutes of each transition block. Classes can earn a daily/weekly “Golden Line” or “Golden Tray” recognition when they meet expectations (e.g., 0 or 1 reminders and no ODRs during the transition). Tickets will be entered into a weekly drawing for small privileges (front of line pass, extra recess minutes, lunch with a favorite adult, classroom reward). The PBIS team will add short booster lessons and visuals for hallway/cafeteria expectations when data shows a spike. Panther paws Admin assistant, food, fun prizes, 45 min outside, kick ball, football time will be used as an added incentive. Also, monthly rewards will be given to students who meet the requirement for class referrals.
4. Evaluation: A. Implementation fidelity	How will you monitor the fidelity (consistency and effectiveness) of the staff’s implementation of the reward program/system? (2-3 sentences) Administration/PBIS team will conduct brief hallway/cafeteria walkthroughs 2x per month using a checklist/ look fors (pre-correction posted/stated, active supervision, tickets given, specific praise). Ticket distribution will be tracked weekly by grade to ensure all staff are participating, and reinforcement is being delivered consistently.
B. Student outcome monitoring (use numerical data)	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) The PBIS team will review Focus ODR data monthly for (1) Hallway incidents and (2) Cafeteria incidents and compare to the baseline of 32 combined incidents (18 hallway + 14 cafeteria). Success will be demonstrated by meeting the SMART goal and a downward trend in Unruly/Disruptive Behavior ODRs during the same period

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 students who demonstrate the BCPS character trait (e.g., Cooperation, Responsibility, Citizenship) using a grade-level nomination form with 1–2 evidence examples. Students will be recognized on morning announcements and during a monthly “Kids of Character” celebration where they receive a certificate, small token (sticker/bracelet). The PBIS/Leadership team will track nominees to ensure equitable representation across classrooms and follow up with teachers as needed.

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.



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>
☒ CHAMPS ☒ Positive Behavior Interventions and Supports and the Classroom https://fl-pda.org/#/category/26 ☐ Other: Click here to enter name of system	1. During pre-planning and the first 10 school days, all teachers will explicitly teach and post CHAMPS expectations for core routines (arrival, transitions, small group/independent work, whole group, dismissal) and reteach after long breaks; lesson completion will be tracked by administration/grade-level chairs. 2. Teachers will implement active supervision and pre-correction (scan, move, interact; CHAMPS prompts before tasks/transitions) and increase opportunities to respond (e.g., choral response, whiteboards, turn-and-talk) to reduce off-task and disruptive behavior; walkthroughs will look for these observable practices. 3. Each classroom will use a consistent reinforcement routine aligned to the schoolwide system and use behavior-specific praise; grade-level teams will review acknowledgement use monthly to ensure consistent implementation across classrooms. 4. Administration/coach will conduct CHAMPS fidelity walkthroughs using the CHAMPS 7-Up Checklist or Classroom Snapshot, provide written feedback, and offer targeted coaching/modeling for teachers who need support; progress will be monitored through follow-up observations and classroom referral trends.

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

☒ CHAMPS 7 Up Checklist 
☒ Classroom Snapshot (Classroom Management Assessment) 
☐ PBIS Classroom Assistance Tool (CAT) 
☐ Other (specify):

8C. Percentage of classroom referrals: **Use current 2025-2026 school year behavior data** as listed in Focus.

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

(b) Complete the yellow highlighted cells.

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

Total number of discipline referrals from classrooms :	92
Total number of <i>other school-wide</i> discipline referrals (not including classrooms):	41
% of referrals in the classroom:	69%
Do more than 40% of your referrals come from the classroom?	☒ Yes ☐ 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
	☒ check off Action Step when completed
Current	☒ 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	☐ Print up your SPBP and Feedback form BCPS Central ☐ Provide SPBP presentation to all staff during Pre-Planning ☐ Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders ☐ Market and post School-wide Expectations and Location-specific Rules ☐ Identify your district PBIS Specialist (Contact amber.jennings@browardschools.com for more information if you are unsure) ☐ Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP (indicated in yellow)
August 1 st Quarter Team Meeting	☐ Determine any needed team training, such as: 4 Step Problem Solving Process series, PBIS 10 Critical Elements, Data Collection, etc. ☐ Review previous year's SPBP and feedback form; make necessary modifications ☒ Review previous year's data (Use the Tier 1 Agenda and Quarterly Big 5 Data template) ☐ Verify and implement teaching schedule for Expectations and Rules behavior lesson plans ☒ Implement the Reward System for all students as indicated in the SPBP ☐ Ensure the Discipline Flow Chart is distributed to all staff and is being used as written ☒ Present implementation data, behavior data, team activities and SPBP progress to entire staff ☐ Ensure all teachers are using an evidence-based classroom management plan, such as CHAMPS ☐ Confirm next quarterly PBIS team meeting date and time
September	☒ Provide SPBP stakeholder presentation by September 30 th ☐ Ensure instructional staff know how to document Tier 1 Supplemental Strategies for behavior ☐ Check for staff and teacher understanding of PBIS - provide "PBIS 101" training as a resource Video training modules available at: https://browardschools.instructure.com/courses/1193624/
October 2 nd Quarter Team Meeting	☐ Review previous quarter's data (Use Tier 1 Agenda and Quarter Big 5 Data template) ☒ Present implementation data, behavior data, team activities, and SPBP progress to entire staff ☐ Ensure Core Effectiveness Action Steps are being implemented as written in Section 3B ☒ Complete Quarterly Big 5 Data Template and submit to your assigned PBIS Administrator ☐ Confirm next quarterly PBIS team meeting date and time
November	☐ Review/revise lesson plans as indicated by previous quarter behavior data ☐ Ensure that the Student Outcome Monitoring Action Steps are being implemented as written in Section 10B

January 3rd Quarter Team Meeting	☐ Staff to re-teach Expectations and Rules after winter break ☐ Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template) ☐ Present implementation data, behavior data, team activities, and SPBP progress to entire staff ☐ Complete Quarterly Big 5 Data Template and submit to your assigned PBIS Administrator ☐ Confirm next quarterly PBIS team meeting date and time
February	☐ Check on newly hired staff for PBIS understanding - provide "PBIS 101" video training module ☐ Utilize the Stakeholder SPBP Forms Survey to solicit input for planning next year's SPBP (optional)
March 4th Quarter Team Meeting	☐ Ensure progress towards completion and submission of next year's SPBP ☐ Staff to re-teach Expectations and Rules after spring break ☐ Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template) ☐ Present implementation data, behavior data, team activities, and SPBP progress to entire staff ☐ Complete Quarterly Big 5 Data Template and submit to your assigned PBIS Administrator
April	☐ Provide staff presentation and faculty vote on new SPBP for next year ☐ Submit your SPBP in BCPS Central by April 30 th . Use this new SPBP in the next school year ☐ Continue implementing your <i>current</i> 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.	☐ Yes ☐ No	By Click here to enter a date, 1. 8/4/2026 2.
100% of instructional staff has delivered expectations and rules lesson plans as written and when indicated.	☐ Yes ☐ No	By Click here to enter a date, 1. 8/10/2026 2.
100% of staff members are oriented to the Discipline Flow Chart. It is used consistently by 100% instructional staff, behavioral support, and administrators.	☐ Yes ☐ No	By Click here to enter a date, 1. 8/3/2026 2.
A recognition system is implemented by 100% of staff for <i>all</i> students.	☐ Yes ☐ No	By Click here to enter a date, 1. 8/10/2026 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.
Classroom Referrals <i>Choose one ODR area of focus</i>	By June 3, 2027, Unruly/Disruptive Behavior ODR incidents will decrease from 64 to 48 or fewer (25% reduction), as measured by Office Discipline Referrals (ODRs) in Focus.	1. The PBIS/MTSS team will pull a monthly Focus ODR report for Unruly/Disruptive Behavior (schoolwide and by grade level/location) and review progress toward the goal at each quarterly PBIS meeting; a brief data update (trend + next steps) will be shared with staff. 2. When monthly data shows an increase (or no improvement) in Unruly/Disruptive ODRs, the team will implement a 2-week response cycle: reteach the relevant expectation lessons (with emphasis on hallway/cafeteria transitions), increase active supervision/pre-corrections, and track acknowledgement use (tickets/points) weekly; impact will be reviewed the following month using the same Focus report.

SPBP Submission

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