Schoolwide Positive Behavior Plan (SPBP)
Broward County Public Schools

SY 2026 – 2027

School Name:	Pompano Beach Elementary
School Number:	0751

Please refer to the SPBP Canvas Resource page to access video tutorials, guidance, and resources for completing the 2026-2027 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	Shezette Small	7. Security Specialist/ Campus Monitor	Terah McIntosh
2. Point of Contact	Linda Allen	8. Social Worker	Glenda Grant
3. BTU Representative	Rhonda Leon	9. School Nurse	Candance Spencer
4. Parent/Community Representative	Nicole Mitchell	10. Attendance Manager	Irais Ramirez
5. Student Representative	Luis Colon	11. Life Skills & Wellness Liaison	Colleen Roach
6. School Counselor	Colleen Roach	12. Resiliency Liaison	Colleen Roach

*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
1st Aug. 10 – Oct. 9	10/13/2026	2:10 PM	→	10/20/2026
2nd Oct. 13 – Dec. 18	1/4/2027	2:10 PM	→	1/12/2027
3rd Jan. 5 – Mar. 18	3/19/2027	2:10 PM	→	3/30/2027
4th Mar. 29 – May 28	5/18/2027	2:10 PM	→	5/25/2027

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 *(prior to April 30, 2026)*	4/28/2026
Hold a *faculty* vote on the new SPBP *(prior to April 30, 2026)*	4/28/2026
Provide training to faculty and staff *(prior to September 30, 2026)*	9/8/2026
Present the 2026-27 SPBP to family and community stakeholders *(prior to September 30, 2026)*	9/24/2026

CRITICAL ELEMENT # 3: Data Collection and Analysis

3A. Core Effectiveness: ***Use current 2025-2026 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:	451	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals		98%	Are your 0 – 1 referral > 80%?	☒Yes ☐No
II. 2 - 5 referrals (at risk students)	7	1%	Are your 2 - 5 referrals <15%?	☒Yes ☐No
III. > 5 referrals (high-risk students)	2	1%	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 *at the beginning* of the next school year to improve core strength:

Core Effectiveness Action Steps: *(3-4 detailed steps)*

1. The behavior monitoring systems that we implemented will continue to enable us to decrease our unruly behavior referrals. We will continue to monitor and implement the practices and strategies from both systems. We will use the point system to provide positive incentives to students and reward students who are "Caught Being Good"
2. Establish clear, school-wide behavior expectations and consistently reinforce them with positive recognition and incentives. Train all staff to apply the system consistently and use data to monitor progress and adjust strategies.
3. Integrate Resiliency curriculum into daily lessons to teach emotional regulation, empathy, and conflict resolution. Schedule regular class meetings or morning circles to build a strong classroom community and proactively address social issues.
4. To decrease the number of hallway incidents, we will continue to reinforce the positive behavior using our Ron Clark Point Systems.

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)*

1. Create a diverse team of staff, parents, and community members to regularly review discipline practices, policies, and outcomes and we will make the necessary adjustments when needed.
2. Positive reward systems will be used in classrooms.
3. Individualized behavior plans will be used by teachers and monitored by school counselor.
4. Train/Review staff on PBIS and begin school-wide implementation of clear, consistent behavioral expectations with positive reinforcement and we will make adjustments 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 (3rd- 5th)	28
2. Unruly Disruptive Behavior (KG-2nd)	3
3. Profanity- Use of Insulting/Obscene Language (3rd-5th)	3
4. Disobedience/Insubordination	3
5. Level 3 Bus Violation	1
TOTAL	39

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 kind to one another.
2. Show Respect for Staff, Students and Others.
3. Be a positive leader.
4. Take Ownership for your Actions.
5. Be Responsible for your School Success.

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. Bus	**4**
2. Cafeteria	**3**

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**
1. Be kind to one another.	**Keep hands and feet to yourself**	**Keep all food items on your tray**	**Follow directions the first time given. Show respect for your teachers and your classmates**	**Make sure to have all your supplies ready for the day.**
2. Show Respect for Staff, Students and Others.	**Use Level 1 voice in the hallways**	**Raise your hand and wait for help**	**Line up when the whistle blows**	**Raise your hand and wait your turn to speak.**
3. Be a positive leader.	**Walk in a straight line**	**Follow all directions given by the cafe monitors/adults**	**Follow directions the first time given.**	**Have a positive attitude. Always give your best effort.**
4. Take Ownership for your Actions.	**Have a pass when you are not with your class**	**Clean up after yourself**	**Support teammates by saying "good shot", "good try", or "next time you will do better."**	**Make sure to have all your supplies ready for the day.**
5. Be Responsible for your School Success	**Go directly to your destination.**	**Walk in the Cafeteria**	**Follow directions the first time given.**	**Be kind and respectful to everyone.**

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	8/10/2026	8:30 AM	Media Center
After Winter Break	1/26/2027	2:15 PM	Media Center
After Spring Break	3/30/2027	2:15 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	8/10/2026
After Winter Break	1/28/2027	1/28/2027	1/28/2027
After Spring Break	4/1/2027	4/1/2027	4/1/2027

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?** *2-3 sentences*	**How will it be monitored for effectiveness?**
Life Skills & Wellness **Click to enter "other"**	Weekly	Classroom Teacher/School Counselor	We will use lessons from Life Skills & Wellness App aligned to behaviors.	Students will be assessed through quizzes after lessons.
Resiliency Curriculum **Click to enter "other"**	Monthly	Classroom Teacher/School Counselor	We will use lessons from Lauren's Kid and Inner explorer aligned to behaviors.	Students will be assessed through quizzes after lessons.

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: Cafeteria

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? *(use numerical data)*	**Data used: Office Discipline Referral incidents for Unruly/Disruptive Behavior (31 documented in 2025-2026).** **Problem Identification Statement:** *What problem did you identify* During the **2025–2026 school year, 31 Office Discipline Referral incidents were documented for Unruly/Disruptive Behavior**, identifying this behavior as an area of concern. The school will focus on providing students with clear behavioral expectations, reinforcing positive behaviors, and implementing targeted supports for students demonstrating repeated disruptive behaviors.
2. Problem Analysis: Why do you think this problem is occurring? What is your goal? *(create a SMART goal statement with numerical data)*	**Hypothesis:** *Why do you think this problem is occurring?* The problem may occur due to inconsistent understanding and implementation of schoolwide behavioral expectations, as well as students needing additional support with self-regulation, conflict resolution, and appropriate classroom behaviors. **SMART Goal Statement:** By May 2027, our Unruly/Disruptive Behavior referrals will decrease by 5%.
3. Intervention Design: Describe how you will implement a positive reward program/system to decrease this problem.	**Type of Program/System:** Point system **Description of Program/System** Staff will participate in pre-planning training focused on supporting students with improving behavior and appropriately responding to student misconduct both inside and outside of the classroom. Staff will also receive a refresher on effectively implementing the Ron Clark House System and schoolwide point system to recognize and reinforce positive student behaviors. Additionally, de-escalation training will be reviewed with staff members who require additional support or a refresher.
4. Evaluation: A. Implementation fidelity	**How will you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program/system?** The Ron Clark House System and point system will be reviewed monthly to monitor consistency and effectiveness across the school. Administration will also conduct regular walkthroughs to observe the implementation of behavioral expectations, positive reinforcement, and use of the point system.
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"?** Leadership will review outcome data during **weekly or biweekly team meetings** to identify trends, evaluate the effectiveness of interventions, adjust strategies as needed, and celebrate improvements in student behavior. Our goal is to reduce disruptive behavior from **five days per week to two days per week**. Leadership will review referral data regularly and adjust strategies as needed.

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 *Kids of Character* 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, classes will watch a video aligned with the Character Trait of the Month. Afterwards, each teacher will select two students who have exemplified that trait to receive a certificate and a reward. These students will also be featured on a "Kids of Character" bulletin board for the whole school to celebrate and admire.

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.

Utilize Tier 1 PBIS strategies to prevent misbehaviors.

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

If you observe misbehavior, intervene.

Is it a Staff Managed or Office Managed Misbehavior?

Staff Managed Misbehaviors	Office Managed Misbehaviors
Note: The behaviors provided are examples, not an exhausted list of misbehaviors.	
Inappropriate language • name calling • use of profanity	Inappropriate language • racial slurs or taunting • profanity directed at a staff member
Disrespect • talking back • physical gestures	Harassment • bullying • threat or intimidation
Defiance • work refusal • head down on desk/sleeping • not following directions	Defiance • leaving classroom, assigned area, or school grounds without permission • forgery/plagiarism
Disruptive • tattling/false information • talking out of turn • calling out distracting others	Disruptive • inciting others to disrupt teacher • chronic classroom disruption: more than 3 times within 30 minutes
Physical Contact • touching others, pushing/shoving (no injuries) • mutual horseplay	Physical Contact • 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

Redirect/prompt (verbal or gestural)
Review class rules/teach expected behavior

Did the behavior improve?

Positively reinforce change in behavior

Apply minor consequence(s):
Private student conference
Discussion
Proximity control
Encouragement
Gentle verbal reprimand

Did the behavior improve?

Positively reinforce change in behavior

Apply moderate consequence(s):
Positive Practice
Time Out/Owed
Loss of privilege
Family contact

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. *(3-4 detailed steps)*
☐ CHAMPS ☒ Positive Behavior Interventions and Supports and the Classroom https://fl-pda.org/#/category/26 ☐ Other: Click here to enter name of system	1. Implement a Clear Behavior Expectations Sysyrm Action: Develop and post 3-5 classroom rules aligned with school-wide expectations. Measurement: Conduct weekly self-checks and/or student surveys to assess student understanding and adherence (80% of students can articulate the rules by week 3) 2. Incorporate Regular Behavior Reflection Opportunitie Action: Include brief daily or weekly student reflection activities (journals, check-ins, or class meetings). Measurement: Review reflections and tally behavior-related themes; target a 75% student participation rate and a reduction in repeated negative behaviors. 3. Use a Consistent Positive Reinforcement Strategy Action: Introduce a point-based reward system or token economy to reinforce desired behaviors. Measurement: Track daily participation and behavior trends; aim for a 10% weekly increase in positive behavior incidents over a 9-week period.

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):* Ron Clark Point System: We will review our Ron Clark Housing Point system monthly and make necessary adjustments.

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**:	27
Total number of *other* **school-wide** discipline referrals (not including classrooms):	12
% 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 **1st 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 30th ☐ 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 **2nd 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 30th. Use this new SPBP in the next school year ☐ 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.	☐Yes ☒No	By 8/4/2026, 1.A SPBP member will be assigned to monitor posted rules throughout campus. 2. SPBP Team will complete a quarterly campus walkthrough to ensure all rules and expectations are posted.
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. 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. 2.
A recognition system is implemented by 100% of staff for *all* students.	☐Yes ☒No	By Click here to enter a date, 1. Teachers will be trained on the SPBP rewards system and how to implement the system in their classrooms. 2. SPBP team will analyze behavior data quarterly and consistently monitor (monthly) use of the incentive credit system by tracking the number of students that redeemed incentives or rewards

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 *(use numerical data)*	List 2 action steps your team will take to ensure this goal is monitored and meets or exceeds the SMART goal.
Select an item *Choose one ODR area of focus*	By June 3, 2027, unruly/disruptive behavior will indicate decrease by 5% as measured by Office Discipline Referrals (ODRs) in Focus.	1. **Review ODR data monthly** to monitor unruly/disruptive behavior trends and identify students or areas requiring additional support. 2. Conduct **administrative walkthroughs and monthly reviews of the Ron Clark House/point system** to monitor consistent implementation and provide staff support or adjustments as needed.

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