



Schoolwide Positive Behavior Plan (SPBP)
Broward County Public Schools

SY 2026 – 2027



School Name:	WILLIAM DANDY MIDDLE SCHOOL
School Number:	1071

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	U'ta Tomlinson	7. Security Specialist/ Campus Monitor	Ludis Keon/ Dominique Harmon/Kenneth Bell
2. Point of Contact	U'ta Tomlinson	8. Social Worker	Lenny Mujica
3. BTU Representative	Catrice Lee-Smith	9. School Nurse	Tiana Graham
4. Parent/Community Representative	OPEN	10. Attendance Manager	Wendy Williams- Manlove
5. Student Representative	(8) Crisona Gregory, (8) OPEN, (7) OPEN, (7) OPEN	11. Life Skills & Wellness Liaison	TBD
6. School Counselor	Marci Bennett-Barnes	12. Resiliency Liaison	TBD

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

1B. Schedule of quarterly team meetings.

Meeting Objectives:

- Progress monitor the action steps indicated in Critical Element #9.
- 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	8/7/2026	8: 45 AM		8/14/2026
2 nd Oct. 13 – Dec. 18	10/7/2026	8:45 AM		10/9/2026
3 rd Jan. 5 – Mar. 18	1/6/2027	8:45 AM		1/8/2027
4 th Mar. 29 – May 28	4/7/2027	8:45 AM		4/9/2027

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>)	4/21/2026
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>)	8/14/2026
Present the 2026-27 SPBP to family and community stakeholders (<i>prior to September 30, 2026</i>)	8/25/2026

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:	651	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals	249	94%	Are your 0 – 1 referral > 80%?	☒ Yes ☐ No
II. 2 - 5 referrals (at risk students)	24	4%	Are your 2 - 5 referrals <15%?	☒ Yes ☐ No
III. > 5 referrals (high-risk students)	13	2%	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: <i>(3-4 detailed steps)</i> - Students will be referred every semester for MTSS/RTI services for five or more referrals, and teachers will discuss behavior in the classroom and strategies to address them during the quarterly PBIS staff training. - Students identified as “at-risk” based on the number of referrals issued will meet with their school support or trusted adult to review the school's expectations and engage in Curriculum Compass lessons or mediations to address challenges. - Students requiring additional support will be invited to attend anger management and conflict resolution groups for additional support and referred to services with our Mental Health Wellness Center or referred to one-on-one counseling services on site. - Students requiring additional interventions will be observed by the district for BIC review or determined if a manifestation meeting is required to assess additional lines of support for the student.	

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> Promote and advertise staff and students' recognition for Character Education, Attendance Initiatives (NBA/NFL) upcoming dates.

2. Facilitate quarterly assemblies with lessons on the school wide expectations, learning chats to address positive ways to resolve conflicts, posting of school wide expectations campus wide, and recognition of students increasing tolerance of others, "Wildcats on the Move".
3. Remodify PBIS cards to teach lessons to students for school-wide expectations and share examples of what meeting expectations look like in the learning environment with a focus on the 2026-2027 school year theme.
4. Review attendance records, top behavior data, classroom referrals, and habitual tardy records to highlight students improving their attendance and behavior through Wildcats to Watch for meeting expectation or Wildcats on the Move for improvement.

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. FIGHT MINOR/ALTERCATION /CONFRONTATION (6th-8 th)	122
2. DISOBEDIENCE/INSUBORDINATION (6th-8 th)	47
3. UNRULY/DISRUPTIVE BEHAVIOR (6th-8 th)	39
4. FIGHTING (MEDIUM) (6th-8 th)	22
5. PROFANITY TO STAFF MEMBER (6th-8 th)	21
TOTAL	251

- 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 RESPONSIBLE
2. BE RESPECTFUL
3. BE TOLERANT
4. BE RESILIENT

- 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	79
2. RESTROOM	47
3. CAFETERIA	38

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	Transition/Dismissal Rules	Classroom Rules
BE RESPONSIBLE	Have your ID badge visible at all times	Clean your eating space and pick up trash around your area	Keep hands, feet and objects to yourself	See C.H.A.M.P.S Strategies
BE RESPECTFUL	Follow adult directives	Clean up after yourself	Stay in designated area	See C.H.A.M.P.S Strategies
BE TOLERANT	Keep hands and feet to yourself	Follow all directions given by the cafe monitors/adults	Respect different cultures, traditions, and beliefs	See C.H.A.M.P.S Strategies
BE RESILIENT	Keep a Positive Mindset	Ask for Help	Manage emotions in a positive way	See C.H.A.M.P.S Strategies

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	8/7/2026	9:00 AM – 10:00 AM	Media Center
After Winter Break	1/7/2027	8:35 AM - 9:20 AM	Media Center
After Spring Break	3/31/2027	8:35 AM - 9:20 AM	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	School-Wide
Lesson Plan Dates			
Start of School Year	8/7/2026	8/7/2026	8/7/2026
After Winter Break	1/7/2027	1/7/2027	1/7/2027
After Spring Break	3/31/2027	3/31/2027	3/31/2027

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? <i>2-3 sentences</i>	How will it be monitored for effectiveness?
Character Education	Monthly to inform of the character traits and monthly campaigns to identify the impact it will have on shaping education.	PBIS Committee Members, Peer Counseling, School Counselors	Teachers will highlight students who embody the characteristic traits of the monthly focus. Staff will be selected by their peers, and the administration and support team will determine the staff to represent the character trait for the month. Each participant will take a picture and be issued a token of recognition for their hard work. Those honored will be published online and through social media.	PBIS Checklist, Discipline Referrals (ODR, CRF), Students able to demonstrate the school wide expectations.

Resiliency Curriculum	PBIS Committee Members, SGA, Peer Counseling, Mentorship Groups on Campus, and remaining Students in Grades 6-8.	PBIS Committee Members, SGA, Peer Counseling, Mentorship Groups on Campus, and remaining Students in Grades 6-8.	Groups will work together with several representatives from several student groups to research and create lunch and morning activities to gather information regarding ways to promote peace on campus and learn through game engagement positive ways to introduce conflict resolution.	PBIS Checklist, Discipline Referrals (ODR, CRF), Data analysis trends for infractions related to conflict or confrontation (verbal and physical), and managing emotionsl
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CRITICAL ELEMENT # 6: Recognition Programs

6A. The schoolwide recognition system focuses on reinforcing schoolwide expectations OR a specific location where referrals often occur. The recognition should be used to encourage, acknowledge, and reinforce students to exhibit positive behaviors.

Identified Schoolwide Expectation OR Specific Location: **BE RESPECTFUL**

4 Step Problem Solving Process	Plan Details
1. Problem Identification: Review your behavior data to identify one school-wide problem. What problem did you identify? <i>(FIGHT MINOR/ALTERCATION/CONFRONTATION (6TH-8TH) -122 INCIDENTS)</i>	Data used: Problem Identification Statement: : The number of students receiving referrals for fight minor, altercations, or confrontations is disproportionately high and represents a significant portion of the school's Top Five Behavior Incidents. This trend suggests a recurring challenge in students' ability to manage conflict, managing emotions, and using appropriately, impacting the overall school climate and safety.
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: If students in grades 6-8 are not explicitly taught and consistently supported in using positive conflict resolution skills and self-regulation strategies, especially in unstructured settings (e.g., hallways, cafeteria, and dismissal), then they are more likely to engage in minor fights, altercations, or confrontations when faced with peer conflict or emotional triggers. SMART Goal Statement: By April 2027, the number of behavior incidents coded as fight minor/altercation/confrontation will decrease the number of referrals by 15%, from 122 to 104, as measured by the ODR behavior incidents record in focus.
3. Intervention Design: Describe how you will implement a positive reward program/system to decrease this problem.	Type of Program/System: Economic simulation system Description of Program/System: 1. Analyze ODR data in Focus for incident time, location, grade level, and frequency of referrals to award points for no referrals for Q1, and no new referrals for Q2-Q4. 2. Facilitate training for Tier 1 & 2 support that are currently in place and meet to address concerns to identify if additional strategies are needed to encourage students to meet expectations. 3. Survey students to identify their level of comfort with conflict resolution to create quarterly learning chats and morning and lunch games. Provide opportunities for <i>Wildcats to Watch</i> and <i>Wildcats on the Move</i> to celebrate progress made through the PBIS Team.

	4. Reflect on discipline data through PBIS meetings and address concerns to create on-the-spot problem-solving for students and daily reminders.
4. Evaluation: A. Implementation fidelity	How will you monitor the fidelity (consistency and effectiveness) of the <u>staff's</u> implementation of the reward program/system? 1. The PBIS committee will meet quarterly to discuss behavioral trends and measure the effectiveness of systems currently in place, in addition to observational data. 2. The committee and outside groups will plan the scheduled morning and lunch activities for students to engage in for reinforcement of strategies. 3. PBIS stores will be held quarterly to address the current concerns on campus and during instructional hours to provide incentives and address concerns for the learning environment for both staff and students. Staff will receive points from the administrative team and identified admin designee staff members.
B. Student outcome monitoring By April 2027, the number of behavior incidents coded as fight minor/altercation/confrontation will decrease the number of referrals by 15%, from 122 to 104, as measured by the ODR behavior incidents record in focus.	How will you know if the reward program/system is positively impacting <u>students</u>? What measurable data will you use to determine "success"? 1. Measure the impact of the reward system by tracking a decrease in office discipline referrals (ODRs) for behaviors such as fights minor, altercations, and confrontations, as recorded in FOCUS. 2. Student participation rates in the reward system and positive behavior acknowledgments (e.g., PBIS cards/points, "Wildcats to Watch" slips) will be monitored monthly to assess increased engagement in expected behaviors. 3. Success will also be supported by student and staff survey data indicating improved school climate and perceptions of behavior.

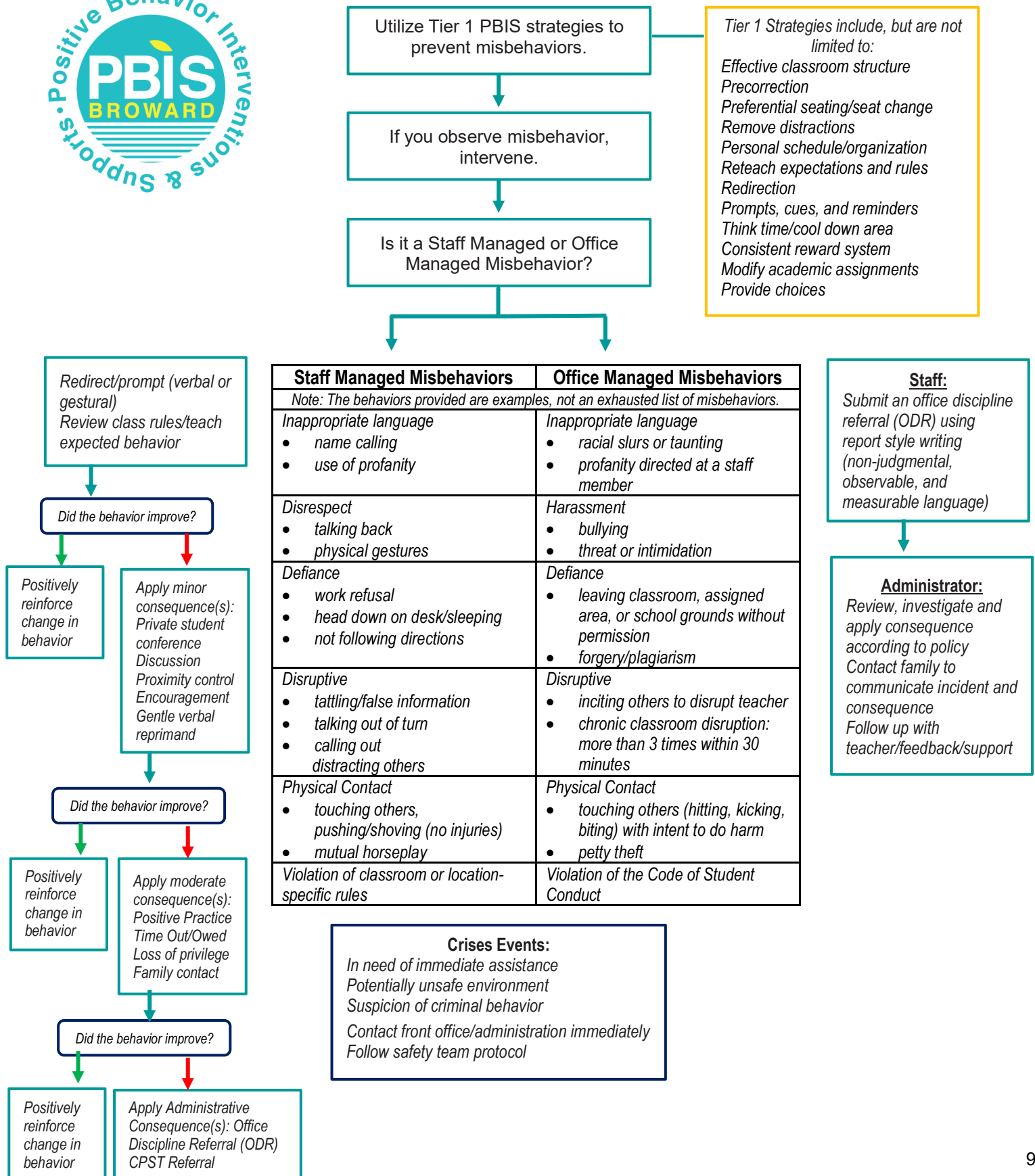
6B. Character Education is an educational and award program utilized to teach and recognize students who display positive character traits each month. Please refer to the BCPS website for lesson plans, videos and additional resources to support this recognition program at your school. 

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	Teachers will highlight students who embody the characteristic traits of the monthly focus through nominations issued to the school counselors. Staff will be selected by their peers for the administration and support team to determine the staff who best represents the character trait for the month. Staff will be selected by their peers, and the administration and support team will determine the staff to represent the character trait for the month. Each participant will take a picture and receive a token of recognition for their hard work and commitment to character traits.

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 #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: Wildcats to Watch and Wildcats on the Move	1. All teachers are encouraged to participate in PBIS intervention skills and the Wildcats to Watch, Wildcats on the Move, and through the Character Traits initiative to decrease negative behaviors with positive reinforcement. 2. Coaching and support will be provided through Tier 1 & 2 strategies and mentoring for groups and for school-wide classroom CHAMPS classroom management lessons. 3. Classroom management and de-escalation tips will be incorporated into faculty meetings and PD days.

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 <i>(specify)</i> :

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 :	233
Total number of <i>other</i> school-wide discipline referrals (not including classrooms):	244
% of referrals in the classroom:	49%
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 3 rd 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 4 th 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 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 8/7/2026, 1. Order materials for print to post for high traffic areas where the behavior was visible. 2. Post flyers as a committee around campus before the first day of school.
100% of instructional staff has delivered expectations and rules lesson plans as written and when indicated.	☐ Yes ☐ No	By 8/14/2026, 1. Teach school-wide expectations to staff on 8/6/2025. 2. Have staff submit artifacts of school-wide expectations being addressed in class following the professional development lesson.
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 11/6/2026, 1. Facilitate a professional development and conflict resolution session for teachers. 2. Issue and discuss the Discipline Flow Chart to have staff create their C.H.A.M.P.S classroom expectations.
A recognition system is implemented by 100% of staff for <i>all</i> students.	☐ Yes ☐ No	By Click here to enter a date, 1. Established continued partnerships with ongoing businesses to collect incentives for the recognition program. 2. Facilitate discussion with the PBIS committee to address dates for the recognition program and items on display for purchase.

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 May 21, 2027, the number of behavior incidents coded as fight minor/altercation/confrontation will decrease the number of referrals by 15%, from 122 to 104, as measured by the ODR behavior incidents record in focus. as measured by Office Discipline Referrals (ODRs) in Focus.	1. Implement a school-wide conflict resolution plan and analyze ODR data in Focus for incident time, location, grade level, and frequency of referrals. 2. Facilitate training for Tier 1 & 2 support that are currently in place and meet to address concerns to identify if additional strategies are needed.

SPBP Submission

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