



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



SY 2026 – 2027

<b>School Name:</b>	Sea Castle Elementary
<b>School Number:</b>	2871

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 (Principal)	Dr. Latonya L. Cooper	12. Autism (ASD), Special Programs Coach	Natalie Noriega
2. Assistant Principal	Gina Kerkerian	13. Campus Monitor/Safety	Ameenah Cave
3. BTU Representative	Cinethia Lee	14. Campus Monitor/Safety	Taniesha Adams
4. SPBP Point of Contact	Gina Kerkerian	15. Team Leader / Department Representative	Ingrid Nelson-White
5. Parent/Community Representative	Antoinette Bailey/Charlene Latimore/Shantae Brown	16. Team Leader / Department Representative	Alexandria Dorival
6. Equity Liaison	Bianca Styles	17. Team Leader / Department Representative	Noel Markowitz
7. School Counselor/Coach	Gudelca Valdez	18. Team Leader / Department Representative	Nicole Torres
8. Mental Health/Safety Representative/Social Worker	Gudelca Valdez/Kaitlyn Weaver-Gilmore/Adriana Garcia	19. Team Leader / Department Representative	Daphney Martinez
9. Teacher/Resource/Instructional	Khristina Lopez/Travis Jenkins	20. Team Leader / Department Representative	Charles Herbert
10. Curriculum / Instructional Representative/ BTA Vice-Chair	Maria Catalano	21. Team Leader / Department Representative	Natalie Noriega
11. ESE Specialist	Cherryl Stewart	22. Team Leader / Department Representative	Faith Bowen

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

**1B. Schedule of quarterly team meetings.**

Meeting Objectives:

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

Quarter	PBIS Data Meeting Dates	PBIS Data Meeting Times		Faculty and Staff Data Communication/Presentation Dates
1 <sup>st</sup> Aug. 10 – Oct. 9	8/17/2026	2:30pm		9/14/2026
2 <sup>nd</sup> Oct. 13 – Dec. 18	10/29/2026	2:30pm		11/3/2026

3 <sup>rd</sup> Jan. 5 – Mar. 18	1/21/2027	2:30pm		1/25/2027
4 <sup>th</sup> Mar. 29 – May 28	4/8/2027	2:30pm		4/19/2026

**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> )	4/6/2026
Hold a <i>faculty</i> vote on the new SPBP ( <i>prior to April 30, 2026</i> )	4/1/2026
Provide training to faculty and staff ( <i>prior to September 30, 2026</i> )	9/14/2026
Present the 2026-27 SPBP to family and community stakeholders ( <i>prior to September 30, 2026</i> )	9/16/2026

**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:	932	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals	54	97%	Are your 0 – 1 referral > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
II. 2 - 5 referrals (at risk students)	21	2%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
III. > 5 referrals (high-risk students)	3	0%	Are your >5 referrals <5%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

**3B. Core Effectiveness Action Steps:**

If you answered “Yes” to I, II, and III above, then your core is effective. Based upon table 8A, is your core effective?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Answer <b>either</b> (a) or (b): (a) If your core is effective, then identify action steps your school leadership team should continue to take for early identification of at risk or high-risk students. (b) If you answered “No” to at least one of the items above (I, II, or III) then indicate the supports and interventions and action steps your school leadership team will implement <i>at the beginning</i> of the next school year to improve core strength:	
Core Effectiveness Action Steps (based on (a) above): <i>(3-4 detailed steps)</i>	
<ol style="list-style-type: none"> <li>PBIS Training for teachers of High-Risk Scholars including and specific to Special Programs (ASD)</li> <li>Classroom Management Strategies Professional Development; specifically how to carry expectations into areas such as the hallway and cafeteria</li> <li>RTI for Behavior Professional Development (Data collection and interventions); use of PBIS</li> <li>De-Escalation Strategies Professional Development</li> </ol>	

**3C. Disproportionality** is often measured with the relative risk statistic calculation (Relative Risk Ratio = RRR), a measure that indicates the probability of a certain event (e.g., referrals) for one subgroup when compared to all other subgroups.

Relative Risk Ratio calculations are coming soon with the Focus Data System migration.

### 3D. Disproportionality Action Steps:

What activities/initiatives/programs will your school leadership team implement to prevent disproportionate discipline outcomes within sub group populations (race, SWD, ELL)?

Disproportionality Action Steps: (3-4 detailed steps)

- 1. Ongoing Data Monitoring:** The school PBIS/MTSS leadership team will review discipline data in Focus quarterly and if needed monthly (discipline report, disaggregated by race, SWD, and ELL status, to monitor for potential disproportionality and identify trends). Data will be used during leadership and grade-level team meetings to support early intervention and equitable decision-making.
- 2. Equitable Discipline and Culturally Responsive Practices:** Staff will participate in ongoing professional development focused on PBIS implementation fidelity, culturally responsive classroom management, and implicit bias awareness to ensure consistent behavioral expectations and equitable responses for all scholars.
- 3. Tiered Behavioral Supports through MTSS:** Students identified through discipline data as at-risk will be provided Tier 2 behavioral interventions such as Check-In/Check-Out with the school counselor, mentoring, and social skills instruction in small groups with the counselor and through resiliency education. Progress monitoring will occur regularly to ensure interventions are effective and to prevent escalation to higher levels of discipline.
- 4. Restorative and Preventative Practices:** The school will continue to implement PBIS strategies, restorative practices, and explicit teaching and reinforcement of schoolwide expectations to promote positive behavior, strengthen student relationships, and reduce the likelihood of disproportionate discipline outcomes among subgroups.

### 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.
- Review your referral data YTD in Focus – Discipline – Category Breakdown – *Highest Discipline Code*.
  - Complete the chart by identifying the top five behavior incidents and the number of incidents for each type.
  - Complete the yellow highlighted cells.
  - 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	24
2. Disobedience/Insubordination	11
3. Mistreatment of Peers	10
4. Profanity – Use of Insulting/Obscene Language AND Inappropriate Touch/Lang./Gesture	5
5. Fight/Minor Altercation	4
TOTAL (78 Total school referrals)	54

- 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.

<b>Schoolwide Expectations</b>
1. <b>B</b> e respectful to yourself and others in action and words
2. <b>E</b> xercise good manners in all areas
3. <b>S</b> how responsible behavior in all areas of the school
4. <b>T</b> reat others the way you want to be treated (words and actions)
5. "Determined Dolphins always do their B.E.S.T."

**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.

<b>Top 3 Locations, <u>excluding Classroom</u>:</b>	
<b>School Location(s)</b>	<b># Incidents</b>
1. Cafeteria	<b>10</b>
2. Hallway	<b>11</b>
3. Playground/Other	<b>2</b>

**4D.** Expectations and Rules Chart for common areas of school campus:  
 This chart is posted in all classrooms and used to teach students during behavior lessons.

<b>Schoolwide Expectations and Location-based Rules</b>				Completed by each teacher:
<b>Schoolwide EXPECTATIONS</b>	<b>Hallway Rules</b>	<b>Cafeteria Rules</b>	<b>Click here to enter location: Rules</b>	<b>Classroom Rules</b>
Expectation #1: Be respectful to yourself and others in action and words	Stay silent in a single line while walking in the cafeteria Wait for your turn to get lunch.	Stay silent in a single file line while walking in hallways. Keep hands and feet to yourself.	Always walk (no running) when in school grounds. Show respect and cooperation to the staff, and peers	<b>School-Wide Dolphin Chart</b>
Expectation #2: Exercise safety measures and good manners in all areas	Speak politely (no screaming or yelling). Raise your hand for assistance (stay in your seat)	Walk slowly (no running). Show self-control in all situations	Be safe. Demonstrate tolerance to each other and their boundaries and use nice words	<b>School-Wide Dolphin Chart</b>
Expectation #3: Show responsible behavior in all areas of the school	Keep your hands and feet to self at all times Only touch and eat your food (no sharing food). Pick up trash in your area.	Keep the campus clean by throwing garbage in the trash and notifying a staff of any unorderly behavior.	Follow school-wide rules. Practice citizenship and responsibility. Keep the campus clean, and notify any staff of inappropriate, or harmful behavior.	<b>School-Wide Dolphin Chart</b>
Take time to listen to peers. Do not shout, rather wait your turn to talk.	Be courteous to one another. Do not push or shove.	Treat staff and peers with kindness, compassion, and honesty in all situations and interactions.	Take time to actually listen to peers. Do not shout, rather wait your turn to talk.	<b>School-Wide Dolphin Chart</b>
Expectation #1: Be respectful to yourself and others in action and words	Stay silent in a single line while walking in the cafeteria Wait for your turn to get lunch.	Stay silent in a single file line while walking in hallways. Keep hands and feet to yourself.	Always walk (no running) when in school grounds. Show respect and cooperation to the staff, and peers	<b>School-Wide Dolphin Chart</b>

## Dolphin Chart and Expectations

<b>School-wide BEST EXPECTATIONS</b>	Expectation #1:	Expectation #2:	Expectation #3:	Expectation #4:
	Be respectful to yourself and others in action and words	Exercise safety measures and good manners in all areas	Show responsible behavior in all areas of the school	Treat others the way you want to be treated (words and actions)
<b>School-Wide Before &amp; After School</b>	<ul style="list-style-type: none"> <li>• Polite language at all times</li> <li>• Listen to all Adults</li> </ul>	<ul style="list-style-type: none"> <li>• Stay in assigned area at all times</li> </ul>	<ul style="list-style-type: none"> <li>• Follow Directions</li> <li>• Go directly to your destination</li> </ul>	<ul style="list-style-type: none"> <li>• Be kind to Everyone</li> <li>• Smile at others, say hello</li> </ul>
<b>Classroom</b>	<ul style="list-style-type: none"> <li>• Raise your hand to speak</li> <li>• Use inside voices</li> <li>• Keep hands/feet/objects to yourself</li> </ul>	<ul style="list-style-type: none"> <li>• Be seated when the bell rings</li> <li>• Follow instructions</li> <li>• Participate and listen to teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Have all materials needed out and ready</li> <li>• Listen for instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Be polite to your teacher and classmates</li> </ul>
<b>Hallways</b>	<ul style="list-style-type: none"> <li>• Keep the campus clean by throwing garbage in the trash</li> <li>• No talking, loud disturbances, or running in hallways; do not distract other classes</li> </ul>	<ul style="list-style-type: none"> <li>• Walking, NO Running</li> <li>• Hands by your side or behind you</li> <li>• No talking or yelling</li> <li>• Stay silent in a single file line, stay to the right,</li> <li>• Keep hands and feet to yourself.</li> </ul>	<ul style="list-style-type: none"> <li>• Tell staff of any disorderly behavior</li> <li>• Go directly to your class/destination</li> </ul>	<ul style="list-style-type: none"> <li>• Be courteous to one another</li> <li>• Do not push or shove.</li> </ul>
<b>Cafeteria (Breakfast, Lunch, and Assemblies)</b>	<ul style="list-style-type: none"> <li>• Stay silent in a line while walking in the cafeteria</li> <li>• Wait for your turn to get lunch.</li> <li>• Pick up trash in your area</li> </ul>	<ul style="list-style-type: none"> <li>• Speak politely (no screaming or yelling).</li> <li>• Raise your hand for assistance (stay in your seat)</li> </ul>	<ul style="list-style-type: none"> <li>• Keep hands and feet to self at all times</li> <li>• Only touch and eat your food (no sharing food)</li> </ul>	<ul style="list-style-type: none"> <li>• Take time to listen to peers. Do not shout, rather wait your turn to talk.</li> </ul>
<b>Special Areas (Media Center, Music Room, PE Court, Restrooms)</b>	<ul style="list-style-type: none"> <li>• Always walk (no running) when on school grounds.</li> <li>• Show respect and cooperation to the staff, and peers</li> </ul>	<ul style="list-style-type: none"> <li>• Be safe. Demonstrate tolerance to each other and their boundaries and use nice words</li> </ul>	<ul style="list-style-type: none"> <li>• Follow school-wide rules Practice resiliency. Keep the campus clean, and notify any staff of inappropriate, or harmful behavior.</li> </ul>	<ul style="list-style-type: none"> <li>• Treat staff and peers with kindness, compassion, and honesty in all situations and interactions.</li> </ul>
<b>Playgrounds</b>	<ul style="list-style-type: none"> <li>• Be a good sport and share</li> <li>• Wait your turn</li> <li>• Listen to adults</li> </ul>	<ul style="list-style-type: none"> <li>• Listen for instructions</li> <li>• Line up at the appropriate time</li> </ul>	<ul style="list-style-type: none"> <li>• Take Care of Equipment</li> <li>• Report unsafe behavior(s)</li> </ul>	<ul style="list-style-type: none"> <li>• Sportsman like conduct</li> <li>• Do not push, shove, or use unkind words</li> </ul>
<b>Bus Area</b>	<ul style="list-style-type: none"> <li>• Polite language at all times</li> <li>• Listen to all Adults</li> </ul>	<ul style="list-style-type: none"> <li>• Stay in assigned area at all times</li> </ul>	<ul style="list-style-type: none"> <li>• Follow Directions</li> <li>• Go directly to your destination</li> </ul>	<ul style="list-style-type: none"> <li>• Be courteous to one another</li> <li>• Do not push or shove.</li> </ul>

## 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):
<b>Start of School Year</b>	8/12/2026	8:35 AM	Classroom and Cafeteria (Assembly)
<b>After Winter Break</b>	1/6/2027	8:35 AM	Classroom and Cafeteria (Assembly)
<b>After Spring Break</b>	3/31/2027	8:35 AM	Classroom and Cafeteria (Assembly)

**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			
<b>Start of School Year</b>	8/12/2026	8/12/2026	8/12/2026
<b>After Winter Break</b>	1/6/2027	1/6/2027	1/6/2027
<b>After Spring Break</b>	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?
<b>Character Education</b>	Monthly	Classroom Teacher	Part of the daily Warm-up and recognized each day of the corresponding month on the school morning announcements,	Reduction in behavior incidents, and scholars' recognition of the details of the trait being taught for the month.
<b>Resiliency Curriculum</b>	In correlation with the district calendar (i.e. Resiliency education and Lauren's kids).	School Counselor and Classroom Teacher	School Counselor in Specials classes.	Data provided by the district for compliance as well as administrator follow-up with school counselor and teachers.


## 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><b>1. Problem Identification:</b> Review your behavior data to identify one school-wide problem. What problem did you identify? <i>(use numerical data)</i></p>	<p><b>Data used: FOCUS Behavior Referral Data and Discipline Reports</b></p> <p><b>Problem Identification Statement:</b> Based on a review of FOCUS behavior referral data, the school has identified the hallways and cafeteria as the primary locations where behavior incidents occur. The focus for the 4-step Problem Solving process will be in the Hallways and Cafeteria of the school. Specifically targeting the scholars with greater than 5 referrals.</p> <p><b>Identification Statement:</b> Classroom management concern for high needs scholars (Scholars in RTI for behavior that are in process for FBA)</p>
<p><b>2. Problem Analysis:</b> Why do you think this problem is occurring? What is your goal? <i>(create a SMART goal statement with numerical data)</i></p>	<p><b>Hypothesis:</b> If teachers implement consistent PBIS strategies, structured supervision practices, and targeted behavior supports for scholars receiving RTI for Behavior, then behavior incidents in the hallways and cafeteria will decrease.</p> <p><b>SMART Goal Statement:</b> By June 2027, the school will achieve a 50% reduction in hallway and cafeteria behavior incidents among students, compared to the 2025–2026 school year, as measured by FOCUS discipline referral data.</p>
<p><b>3. Intervention Design:</b> Describe how you will implement a positive reward program/system to decrease this problem.</p>	<p><b>Type of Program/System:</b> <b>Token system</b> (Schoolwide PBIS Token Economy System (Dolphin Dollars))</p> <p><b>Description of Program/System:</b> Sea Castle Elementary will implement a schoolwide PBIS reinforcement system to promote positive behavior and reinforce schoolwide expectations. Expectations will be clearly posted and consistently reinforced in classrooms, hallways, the cafeteria, and other common areas throughout the campus. Staff will provide explicit reminders and reteach expectations as needed to support scholars in demonstrating appropriate behavior. Scholars who demonstrate expected behaviors will have opportunities to earn “Dolphin Dollars,” which can be redeemed at the Dolphin Store for incentives. In addition, structured cafeteria seating, monitored transitions in hallways, and targeted PBIS and RTI behavioral supports for high-needs scholars will be implemented to promote a safe, structured, and positive school environment.</p>
<p><b>4. Evaluation:</b> A. Implementation fidelity</p>	<p><b>How will you monitor the fidelity (consistency and effectiveness) of the staff’s implementation of the reward program/system?</b> The PBIS leadership team will monitor the fidelity of implementation by ensuring all staff members are provided with Dolphin Dollars and are actively reinforcing expected behaviors. The team will also maintain posted cafeteria seating charts to support consistent supervision and structured student movement. Additionally, schoolwide expectations and reinforcement procedures will be communicated during faculty meetings and PBIS updates, and relevant staff will be provided with a list of scholars receiving Tier 2 or Tier 3 behavioral supports to ensure consistent monitoring and reinforcement.</p>
<p>B. Student outcome monitoring <i>(use numerical data)</i></p>	<p><b>How will you know if the reward program/system is positively impacting students? What measurable data will you use to determine “success”?</b></p> <p><b>Success Indicator:</b> By <b>June 2027</b>, the school will demonstrate a <b>50% reduction in hallway and</b></p>

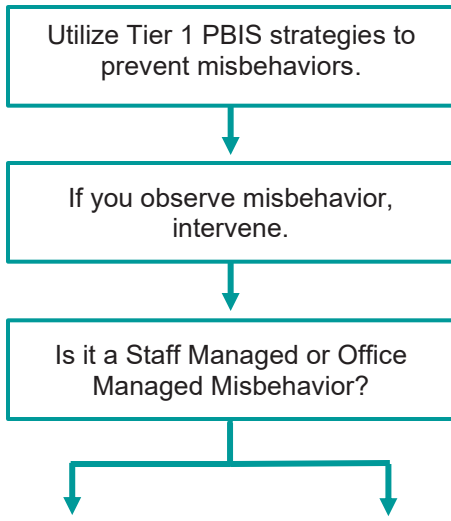
	<p><b>cafeteria behavior incidents</b>, decreasing from a combined <b>21 incidents to 10 or fewer incidents</b>, as documented in <b>FOCUS discipline referral data</b>.</p> <p>The effectiveness of the PBIS reinforcement system will be measured through monthly reviews of FOCUS discipline referral reports by the PBIS/MTSS leadership team. Current data indicates <b>11 incidents in the hallway and 10 incidents in the cafeteria</b>, making these the primary non-classroom locations for behavior concerns. The leadership team will monitor referral trends in these areas throughout the 2026–2027 school year and compare the data to the 2025–2026 baseline to determine the impact of PBIS strategies and targeted behavioral supports.</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. 

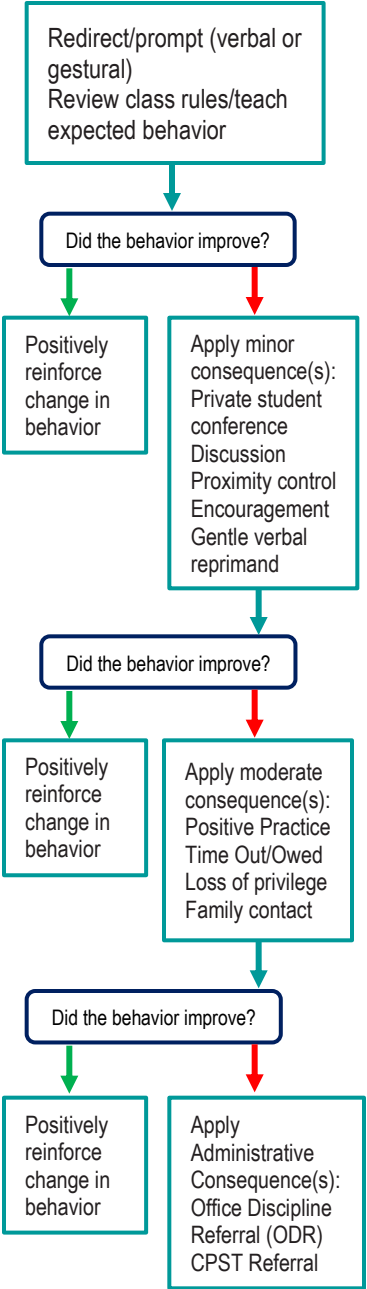
Monthly Character Traits	Plan Details How will you recognize <i>Kids of Character</i> each month? (2-3 sentences)
<ol style="list-style-type: none"> <li>1. September: Cooperation</li> <li>2. October: Responsibility</li> <li>3. November: Citizenship</li> <li>4. December: Kindness</li> <li>5. January: Respect</li> <li>6. February: Honesty</li> <li>7. March: Self-Control</li> <li>8. April: Tolerance</li> </ol>	<p>Each month, teachers will identify scholars who consistently demonstrate the designated character trait (e.g., cooperation, responsibility, citizenship, etc.). Selected <b>Kids of Character</b> will be recognized with a certificate and small incentive during the monthly recognition, and their photos will be displayed on the <b>“Wall of Fame” in the cafeteria</b> to celebrate their positive behavior. This recognition allows scholars across the school to see and celebrate peers who model strong character traits and reinforces the importance of demonstrating these values throughout the school community.</p>

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

**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  
Follow safety team protocol

## 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 type="checkbox"/> Positive Behavior Interventions and Supports and the Classroom <a href="https://fl-pda.org/#/category/26">https://fl-pda.org/#/category/26</a> <input checked="" type="checkbox"/> Other: MTSS/RTI	Multi-Tiered System of Support to include interventions and resources provided by PBISWorld <a href="#">PBIS World   A Complete Tier 1 Through Tier 3 Positive Behavior Interventions &amp; Supports System</a> Including: FBA, PBIP, BSP
	1. Suite 360
	2. PBIS Classroom Assistance Tool (CAT)
	3. Incentive charts for individual students on behavior plans
	4. "If/then" reward and incentive plan
	Multi-Tiered System of Support to include interventions and resources provided by PBISWorld <a href="#">PBIS World   A Complete Tier 1 Through Tier 3 Positive Behavior Interventions &amp; Supports System</a> Including: FBA, PBIP, BSP

### 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 type="checkbox"/> PBIS Classroom Assistance Tool (CAT) 
<input checked="" type="checkbox"/> Other ( <i>specify</i> ): Classroom walkthrough tool Evaluative (Marzano) and Non-Evaluative (Microsoft Forms tool).

### 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 <b>from classrooms</b> :	48
Total number of <i>other school-wide</i> discipline referrals (not including classrooms):	27
% of referrals in the classroom:	64%
Do more than 40% of your referrals come from the classroom? (4% reduction form 2024-25 Data)	<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"> <li><input 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</li> </ul>
Pre-Planning	<ul style="list-style-type: none"> <li><input type="checkbox"/> Print up your SPBP and Feedback form BCPS Central</li> <li><input type="checkbox"/> Provide SPBP presentation to all staff during Pre-Planning</li> <li><input type="checkbox"/> Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders</li> <li><input type="checkbox"/> Market and post School-wide Expectations and Location-specific Rules</li> <li><input type="checkbox"/> Identify your district PBIS Specialist (Contact <a href="mailto:amber.jennings@browardschools.com">amber.jennings@browardschools.com</a> for more information if you are unsure)</li> <li><input type="checkbox"/> Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP (indicated in yellow)</li> </ul>
August 1 <sup>st</sup> Quarter Team Meeting	<ul style="list-style-type: none"> <li><input type="checkbox"/> Determine any needed team training, such as: 4 Step Problem Solving Process series, PBIS 10 Critical Elements, Data Collection, etc.</li> <li><input type="checkbox"/> Review previous year's SPBP and feedback form; make necessary modifications</li> <li><input type="checkbox"/> Review previous year's data (Use the Tier 1 Agenda and Quarterly Big 5 Data template)</li> <li><input type="checkbox"/> Verify and implement teaching schedule for Expectations and Rules behavior lesson plans</li> <li><input type="checkbox"/> Implement the Reward System for all students as indicated in the SPBP</li> <li><input type="checkbox"/> Ensure the Discipline Flow Chart is distributed to all staff and is being used as written</li> <li><input type="checkbox"/> Present implementation data, behavior data, team activities and SPBP progress to entire staff</li> <li><input type="checkbox"/> Ensure all teachers are using an evidence-based classroom management plan, such as CHAMPS</li> <li><input type="checkbox"/> Confirm next quarterly PBIS team meeting date and time</li> </ul>
September	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide SPBP stakeholder presentation by September 30<sup>th</sup></li> <li><input type="checkbox"/> Ensure instructional staff know how to document Tier 1 Supplemental Strategies for behavior</li> <li><input type="checkbox"/> Check for staff and teacher understanding of PBIS - provide "PBIS 101" training as a resource Video training modules available at: <a href="https://browardschools.instructure.com/courses/1193624/">https://browardschools.instructure.com/courses/1193624/</a></li> </ul>
October 2 <sup>nd</sup> Quarter Team Meeting	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review previous quarter's data (Use Tier 1 Agenda and Quarter Big 5 Data template)</li> <li><input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff</li> <li><input type="checkbox"/> Ensure Core Effectiveness Action Steps are being implemented as written in Section 3B</li> <li><input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your assigned PBIS Administrator</li> <li><input type="checkbox"/> Confirm next quarterly PBIS team meeting date and time</li> </ul>
November	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review/revise lesson plans as indicated by previous quarter behavior data</li> <li><input type="checkbox"/> Ensure that the Student Outcome Monitoring Action Steps are being implemented as written in Section 10B</li> </ul>
January 3 <sup>rd</sup> Quarter Team Meeting	<ul style="list-style-type: none"> <li><input type="checkbox"/> Staff to re-teach Expectations and Rules after winter break</li> <li><input type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template)</li> <li><input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff</li> <li><input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your assigned PBIS Administrator</li> <li><input type="checkbox"/> Confirm next quarterly PBIS team meeting date and time</li> </ul>
February	<ul style="list-style-type: none"> <li><input type="checkbox"/> Check on newly hired staff for PBIS understanding - provide "PBIS 101" video training module</li> <li><input type="checkbox"/> Utilize the Stakeholder SPBP Forms Survey to solicit input for planning next year's SPBP (optional)</li> </ul>
March 4 <sup>th</sup> Quarter Team Meeting	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ensure progress towards completion and submission of next year's SPBP</li> <li><input type="checkbox"/> Staff to re-teach Expectations and Rules after spring break</li> <li><input type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template)</li> <li><input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff</li> <li><input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your assigned PBIS Administrator</li> </ul>
April	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide staff presentation and faculty vote on new SPBP for next year</li> <li><input type="checkbox"/> Submit your SPBP in BCPS Central by April 30<sup>th</sup>. Use this new SPBP in the next school year</li> <li><input type="checkbox"/> Continue implementing your current SPBP through the end of the current school year</li> </ul>

## CRITICAL ELEMENT # 10: Evaluation

**10A. Staff** Implementation of the Schoolwide Positive Behavior Plan: review goals, evaluate implementation, and create 2 action steps to review in quarterly PBIS meetings.

*“Are staff implementing the SPBP with fidelity? If not, how will you address this area?”*

STAFF Implementation Monitoring		
Staff Implementation Goal	Quarterly Team Review: Implemented with fidelity?	If you answered <b>No</b> , enter 2 action steps your school will take to move towards this goal by the next PBIS meeting.
100% of hallways, front office, cafeteria, and other public areas all have school-wide expectations and location-specific rules posted.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	By 8/10/2026, 1. Classrooms and Public Areas have BEST Posters 2. BEST Posters displayed in hallways and buildings outside of the classroom.
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 8/12/2026, 1. All lesson plans will indicate School and classroom expectations 2. Behavior Assembly by Admin for all grade levels will address schoolwide expectations and general classroom expectations
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 8/17/2026, 1. Welcome back staff meeting, chart provided and discussed 2. Discussion at weekly RTI meeting, printed for RTI room
A recognition system is implemented by 100% of staff for <i>all</i> students.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	By 8/17/2026, 1. All staff are oriented to Dolphin Dollar system (token) 2. 100% of staff will utilize the Dolphin Dollar, School-Wide Positive Plan (Dolphin Dollars)

**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.
<b>Select an item</b> <i>Choose one ODR area of focus</i>	By June 3, 2027, Classroom referrals will indicate a decrease, by 25%, as measured by Office Discipline Referrals (ODRs) in Focus.	1. Classroom Management Professional Development (including cultural sensitivity training) 2. RTI behavior interventions utilized (train the teachers on PBIS World), data collection, and FBA instruments.

**SPBP Submission**

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