Schoolwide Positive Behavior Plan (SPBP)
Broward County Public Schools

==SY 2025 – 2026==

School Name:	Embassy Creek Elementary
School Number:	3191

Please refer to the SPBP Canvas Resource page to access video tutorials, guidance, and resources for completing the 2025-2026 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	John Fossas	7. Security Specialist/ Campus Monitor	Mario Ginory, Samuel Cromer
2. Point of Contact	Michelle Dolin	8. Social Worker	Marnie Chapman Lang
3. BTU Representative	Beth Castro	9. School Nurse	Angela Dominguez
4. Parent/Community Representative	Jodi Hoover	10. Attendance Manager	Joyce Harmell
5. Student Representative	Alexandra Valiente	11. Life Skills & Wellness Liaison	Lauren Steinman
6. School Counselor	Jacqueline Hudson, Arleen Torres, Lauren Steinman	12. Resiliency Liaison	Lauren Steinman

*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	10/13/2025	8:30	➡	10/14/2025
2nd	1/5/2026	8:30	➡	1/6/2026
3rd	3/23/2026	2:30	➡	3/24/2026
4th	5/26/2026	2:30	➡	5/27/2026

CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment

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

Action Steps:	Dates
Present the 2025-26 SPBP to staff *(prior to April 30, 2025)*	4/29/2025
Hold a *faculty* vote on the new SPBP *(prior to April 30, 2025)*	4/29/2025
Provide training to faculty and staff *(prior to September 30, 2025)*	8/7/2025
Present the 2025-26 SPBP to family and community stakeholders *(prior to September 30, 2025)*	9/18/2025

CRITICAL ELEMENT # 3: Data Collection and Analysis

3A. Core Effectiveness: ***Use current 2024-2025 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:	1155	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals		100%	Are your 0 – 1 referral > 80%?	☒Yes ☐No
II. 2 - 5 referrals (at risk students)	4	0%	Are your 2 - 5 referrals <15%?	☒Yes ☐No
III. > 5 referrals (high-risk students)	0	0%	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. Provide open positive communication with our school resource officer.

2. Provide mentors.

3. Provide open positive communication with school counselors and support staff members.

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. **Behavior Groups-** Establish peer mentoring groups where students from diverse backgrounds support each other.

2. **Behavior Contract-** Create behavior contracts that outline specific expectations, goals, and consequences for each student.

3. **Check-in System-** Establish a routine where students check in with designated staff members or mentors at the beginning or end of each day. This will help identify any immediate concerns and provides a sense of stability.

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

4A. Top five behavior incidents: ***Use current 2024-2025 school year behavior data*** as listed in Focus.
  (a) Review your referral data YTD in Focus – Discipline – Category Breakdown – *Highest Discipline Code*.
  (b) Complete the chart by identifying the top five behavior incidents and the number of incidents for each type.
  (c) Complete the yellow highlighted cells.
  (d) Auto-calculate the total # of referrals by clicking on "0" and pressing "Fn + F9" together.

Top 5 Behavior Incidents Current Year 2024-2025	# Incidents
1.Unruly Disruptive Behavior- series 2	2
2.Use of Prohibited Items	1
3.Disruptive/Unruly Play	1
4.Disruption on Campus	1
5.Disobedience/Insubordination	1
TOTAL	6

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 Accountable
2.Be Respectful
3.Be Kind
4.
5.

4C. Top three school-wide locations: ***Use current 2024-2025 school year behavior data*** as listed in Focus.
  (a) Review your referral data YTD in Focus – Discipline – Category Breakdown – *Location*.
  (b) Complete the chart by identifying the top three schoolwide locations, excluding classroom and the number of incidents for each location.

Top 3 Locations, <mark>excluding Classroom</mark>:	
School Location(s)	**# Incidents**
1. Athletic Field	1
2.	
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**
Be Accountable	**Remain quiet while walking in line. Keep your hands and feet to self at all times. Remain in assigned area. Always walk with a buddy when traveling through the halls without an adult.**	**Follow cafeteria directions and procedures. Keep all food items on your tray. Pick up any trash in your area. Make sure to get condiments and eating utensils before sitting down. Stay in your seat at all times.**	**Enter and exit the bus in an orderly manner. Remain seated during the bus ride to and from school. Keep hands, feet, and objects inside the bus at all times. Report to bus on time.**	
Be Respectful	**Keep your hands and feet to self. Walk on the right side of the hallway. Stay in a single file line. Walk slowly throughout the hallway**	**Keep your hands and feet to yourself. Respect and follow the directions of the cafeteria monitors. Respect others food and property at the table. Use table talk voices in the cafeteria. Walk slowly in and out of the cafeteria.**	**Use a quiet voice on the bus. Listen to and respect the bus driver. Obey bus rules. Keep hands, feet, and objects to yourself.**	
Be Kind	**Be polite to adults and peers while waiting and walking inline. Help others by opening doors and assisting when needed.**	**Use appropriate table manners when eating. Be courteous toothers. Help others when food/garbage spills. Treat others the way you want to be**	**Help others exit and enter the bus as needed. Be courteous to the adults and peers on the bus.**	

		treated. Use kind words in conversations with others.		
Click here to type your Expectation	Click here to select hallway rules OR Click here to type hallway rules.	Click here to select cafeteria rules OR Click here to type cafeteria rules.	Click here to select location rules OR Click here to type location rules.	
Click here to type your Expectation	Click here to select hallway rules OR Click here to type hallway rules.	Click here to select cafeteria rules OR Click here to type cafeteria rules.	Click here to select location rules OR Click here to type location rules.	

CRITICAL ELEMENT #5: Teaching Behavior

5A. At least one lesson plan for **each** schoolwide expectation above is distributed to instructional staff during pre-planning week and are maintained in the SPBP Binder.

Dates when the schoolwide expectations lesson plans are taught by instructional staff and noted in lesson plans:			
	Date(s)	**Time:**	**Location(s):**
Start of School Year	8/13/2025	8:30 am	Classroom
After Winter Break	1/6/2026	8:30 am	Classroom
After Spring Break	3/23/2026	8:30 am	Classroom

5B. At least one Rules Lesson Plan for **each** common location is distributed to instructional staff during pre-planning. This is aligned to the **Schoolwide Expectation/Location-based Rules** chart in section 4D. Location-based rules should be taught and reinforced in the context of the location in the beginning of the year, after long breaks, and throughout the year as necessary.

Dates when the rules lesson plans for common locations are taught by instructional staff and noted in lesson plans:			
Common Location	**Hallway Rules**	**Cafeteria Rules**	**Bus**
Lesson Plan Dates			
Start of School Year	8/14/2025	8/14/2025	8/14/2025
After Winter Break	1/7/2026	1/7/2026	1/7/2026
After Spring Break	3/24/2025	3/24/2025	3/24/2025

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?**
Internet Safety: Think B4U Post	The program will be taught during October and November.	District personnel will be responsible for teaching the program.	The program will be implemented through assemblies and reinforced with the Riding the Waves program.	The effectiveness of the program will be monitored through student and teacher check-in surveys. These surveys will gather feedback on the program's impact and identify areas for improvement.
Resiliency Curriculum	The Resiliency Curriculum will be taught from September to May.	The Media Specialist will be responsible for teaching the curriculum.	The curriculum will be implemented within Media specials time, incorporating lesson activities and ensuring completion.	The effectiveness of the Resiliency Curriculum will be monitored through the completion of lesson activities. This approach will help assess student engagement and

	understanding of the material.

CRITICAL ELEMENT # 6: Recognition Programs

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

Identified Schoolwide Expectation OR Specific Location: Click here to enter Expectation OR Location

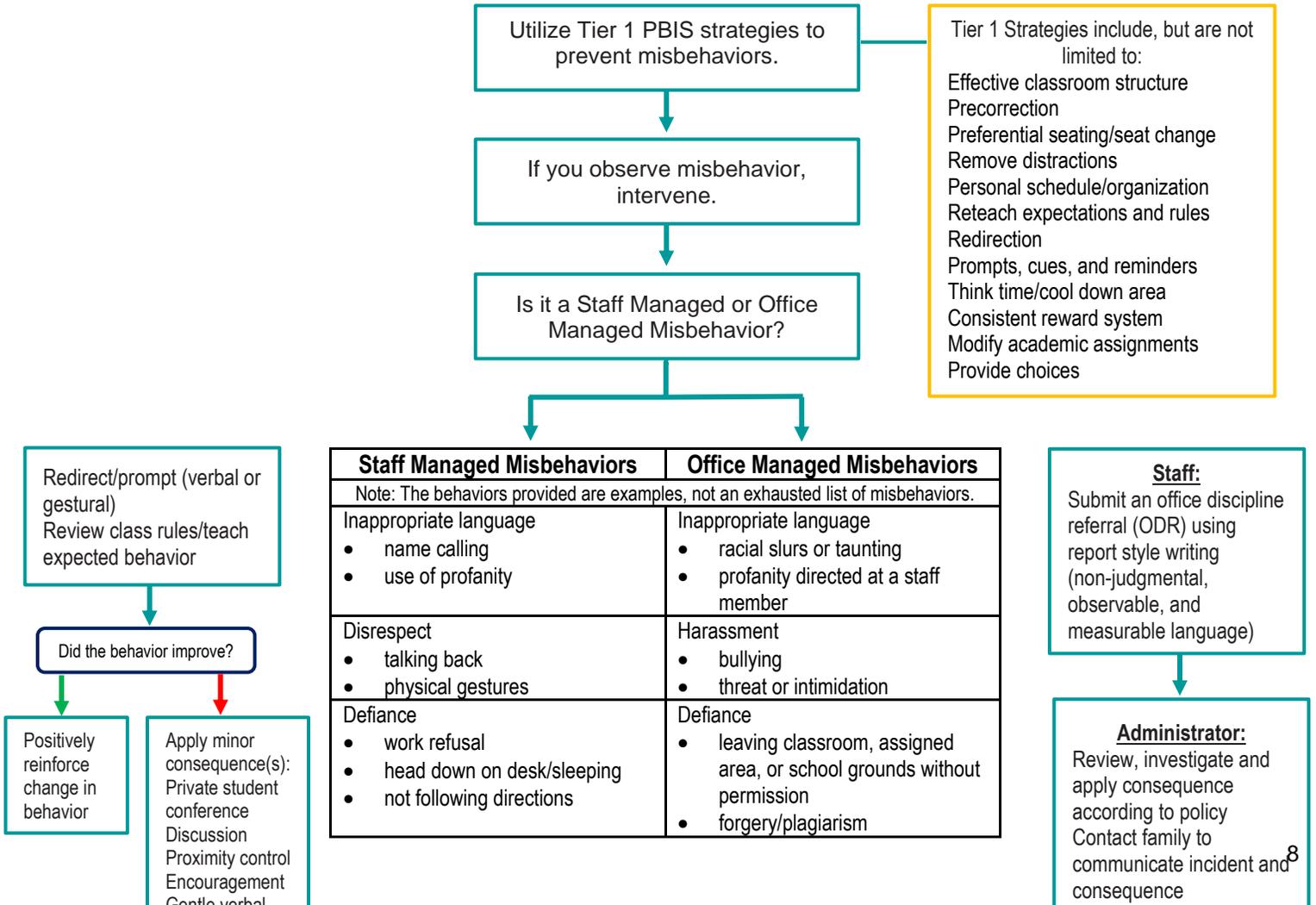| 4 Step Problem Solving Process	Plan Details
1. Problem Identification: Review your behavior data to identify one school-wide problem. What problem did you identify? *(use numerical data)*	**Data used: Behavior incident reports, referral records, and teacher observations.** **Problem Identification Statement: Review of behavior data indicates that unruly and disruptive behavior is a minor issue, with only 0.17% of students (2 out of 1155) receiving referrals for such behavior.**
2. Problem Analysis: Why do you think this problem is occurring? What is your goal? *(create a SMART goal statement with numerical data)*	**Hypothesis: The problem may be occurring due to isolated incidents where students lack structured activities or face challenges in managing emotions effectively.** **SMART Goal Statement: By the end of the school year, reduce the number of students receiving referrals for unruly and disruptive behavior from 2 to 1, maintaining the percentage at or below 0.09%.**
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: Introduce a school-wide positive reward system where students earn points for displaying positive behaviors such as cooperation, respect, and adherence to school rules. Points can be redeemed for various rewards, including extra recess time, school store items, or special privileges. Integrate social-emotional learning lessons into the daily curriculum to teach students about managing emotions and resolving conflicts. Conduct weekly classroom recognition sessions to celebrate students who have earned the most points, fostering a positive and supportive classroom environment. Teachers will track student behavior and award points Regular updates will be provided to students and parents to maintain engagement and motivation.**
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? The fidelity of the reward program will be monitored through regular teacher meetings and/or surveys. Teachers will provide feedback on the consistency and effectiveness of the program, ensuring it is being implemented as designed.**

	How will you know if the reward program/system is positively impacting **students**? What measurable data will you use to determine "success"? The impact of the reward program on students will be assessed by comparing behavior incident reports before and after implementation. Success will be determined by maintaining the low percentage of students involved in disruptive behavior, aiming to keep incidents at or below 0.09%.
B. Student outcome monitoring *(use numerical data)*	

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, the administration and counselors will recognize Kids of Character during the morning announcements. Selected students will receive a certificate and reward, which will be presented on the school's morning broadcast to the entire school. Parents can view the recording on the school website.**

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?

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

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

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

Disruptive	Disruptive
• tattling/false information • talking out of turn • calling out distracting others	• inciting others to disrupt teacher • chronic classroom disruption: more than 3 times within 30 minutes
Physical Contact	Physical Contact
touching others, pushing/shoving (no injuries) mutual horseplay	• 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

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. Organize monthly PD's focused on effective classroom management strategies. 2. Conduct regular classroom observations to monitor and support teachers' implementation of management techniques. 3. Pair less experienced teachers with veteran educators who excel in classroom management. 4. Supply teachers with resources such as behavior management toolkits, visual aids, and access to online training modules.

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):* Project Wisdom

8C. Percentage of classroom referrals: ***Use current 2024-2025 school year behavior data*** as listed in Focus.
(a) Review your classroom data YTD in Focus – Discipline – Category Breakdown – *Location*.
(b) Complete the yellow highlighted cells.
(c) Auto-calculate the % of referrals in the classroom by clicking on "!Zero Divide" in the next cell and pressing "Fn + F9" together.

Total number of discipline referrals **from classrooms**:	6
Total number of *other* **school-wide** discipline referrals (not including classrooms):	1
% of referrals in the classroom:	86%
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

Month	Action Steps ☒ check off Action Step when completed
Implementation Action Plan	
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 Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) ☐ 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 Brainshark available at: http://www.brainshark.com/browardschools/PBIS101
October **2nd Quarter Team Meeting**	☐ Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) ☐ Present implementation data, behavior data, team activities, and SPBP progress to entire staff ☐ Ensure Core Effectiveness Action Steps are being implemented as written ☐ Complete Quarterly Big 5 Data Template and submit to your 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
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 on PBIS Canvas page) ☐ Present implementation data, behavior data, team activities, and SPBP progress to entire staff ☐ Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator ☐ Confirm **next** quarterly PBIS team meeting date and time
February	☐ Check on recently hired staff for PBIS understanding - provide "PBIS 101" Brainshark resource ☐ 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 on PBIS Canvas page) ☐ Present implementation data, behavior data, team activities, and SPBP progress to entire staff ☐ Complete Quarterly Big 5 Data Template and submit to your 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 Click here to enter a date, 1. 2.
100% of instructional staff has delivered expectations and rules lesson plans as written and when indicated.	☐Yes ☒No	By 8/29/2025, 1. The team will evaluate behavior lesson plans to ensure they are engaging and contain relevant content. 2. The administration will distribute the lesson plans to all teachers.
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 8/11/2025, 1. The team will provide training to all staff on how to use the flow chart effectively. 2. The team will review ODRs each quarter to ensure they adhere to the flow chart guidelines.
A recognition system is implemented by 100% staff for *all* students.	☐Yes ☒No	By 8/15/2025, 1. The team will evaluate the reward system and provide training to new staff members. 2. The team will gather rewards by reaching out to community partners.

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.

Behavior Incidents	By June 3, 2026, unruly and disruptive will indicate a decreased number of incidents, with a reduction of at least one person as measured by Office Discipline Referrals (ODRs) in Focus.	1.Create a school-wide reward system to focus on reinforcing positive behaviors. 2.Increase teaching of respect and cooperation expectation to monthly lessons.

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