Schoolwide Positive Behavior Plan (SPBP)
Broward County Public Schools
==SY 2025 – 2026==

School Name:	**CHALLEGER ELEMENTARY**
School Number:	**3771**

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	Tara Zdanowicz	9. Behavior Tech	Antwan Carter
2. Point of Contact	Claudine Dunbar-Creary	10. Social Worker	Lisa Schauben
3. BTU Representative	Raquel Lopez	11. School Nurse	Patsy Bacchus-Allan
4. Parent/Community Representative	Deputy Amy Huston	12. Attendance Manager	Linda Guillen
5. Student Representative	Aria Havidic	13. Life Skills & Wellness Liaison	Charena Hollis
6. School Counselor	Charena Hollis	14. Resiliency Liaison	Tia Holness
7. Grade Level Representative	Staci Silverman	15. Equity Liaison	Erica Haynes
8. ESE Representative	Julie Daly		

*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	Click to enter a date.	8:00	➡	10/17/2025
2nd	Click to enter a date.	8:00	➡	1/9/2026
3rd	Click to enter a date.	8:00	➡	3/27/2026
4th	Click to enter a date.	8:00	➡	6/1/2026

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)*	4/22/2025
Hold a *faculty* vote on the new SPBP *(prior to April 30, 2025)*	4/23/2025

Provide training to faculty and staff *(prior to September 30, 2025)*	8/19/2025
Present the 2025-26 SPBP to family and community stakeholders *(prior to September 30, 2025)*	8/29/2025

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:	834	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals	16	98%	Are your 0 – 1 referral > 80%?	☒Yes ☐No
II. 2 - 5 referrals (at risk students)	15	2%	Are your 2 - 5 referrals <15%?	☒Yes ☐No
III. > 5 referrals (high-risk students)	2	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. Leadership team monitors Behavior Dashboard to identify any students with 2 or more referrals.

2. Students with 2 or more referrals are entered into RtI for behavior.

3. CPS Team meets to create Tier 2 behavior intervention for student at risk.

4. CPS Team monitors intervention and behavior data to determine if students should be faded back to Tier 1, continue at Tier 2, or move up to Tier 3 (FBA and PBIP).

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. Leadership Team will meet quarterly with a diverse group of students from the SAVE Promise Club led by Equity Liaison to provide these students with an opportunity to share their perspectives, provide feedback, and share ideas and concerns.

2. We will deliver Suite 360 lessons monthly focused on strengthening relationships and deepening a sense of belonging by homeroom.

3. We will gather feedback from the SPBP Team while analyzing disproportionality data during our quarterly behavior meetings.

4. Leadership team will review behavior data to determine which groups need additional focus in order to prevent disproportionate data.

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	34
2.MISTREATMENT OF PEERS	10
3.DISRUPTIVE /UNRULY PLAY	6
4.DISOBEDIENCE/INSUBORDINATION & FIGHT MINOR/ALTERCATION /CONFRONTATION	3
5.BATTERY (LOW LEVEL) & OUT OF ASSIGNED AREA	2
TOTAL	55

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 Safe
2.Be Responsible
3.Be Respectful

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, ==excluding Classroom==:	
School Location(s)	**# Incidents**
1. Cafeteria	**8**
2.Hallway & Playground	**6**
3. School Grounds	**5**

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

Schoolwide Expectations and Location-based Rules				Completed by each teacher:
Schoolwide EXPECTATIONS	Hallway Rules	Cafeteria Rules	Playground	Classroom Rules
Be Safe	Go directly to your destination	Remain seated	Use playground equipment fairly and safely	
Be Responsible	Use Level 1 voice in the hallways	Clean your eating space and pick up trash around your area	Line up quickly and quietly when called by teacher	
Be Respectful	Follow adult directives	Follow all directions given by the cafe monitors/adults	Keep hands and feet to yourself	

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	8/11/2025	9:00am	Homeroom
After Winter Break	1/6/2026	9:00am	Homeroom
After Spring Break	3/23/2026	9:00am	Homeroom

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**	**Playground**
Lesson Plan Dates			
Start of School Year	8/12/2025	8/13/2025	8/14/2025
After Winter Break	1/7/2026	1/8/2026	1/9/2026
After Spring Break	3/24/2026	3/25/2026	3/25/2026

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?**
Character Education **Click to enter "other"**	Monthly in the classrooms and on the morning news	Classroom Teacher	Implemented through engaging classroom activities and discussions that focus on the character education traits. Additionally, students will participate in community service projects to apply these values in real-world settings.	Student behavior will be monitored and students who exhibit qualities from the various character education traits will be recognized monthly.
Resiliency Curriculum **Click to enter "other"**	Monthly	Specials Teacher	Students will participate in lessons topics from the resiliency education curriculum. Students will also engage in role-playing scenarios to practice resilience in various challenging situations.	Progress will be tracked by observing improvements in students' ability to handle stress and overcome challenges in both academic and personal settings.

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: Office Discipline Referral data from Behavior Dashboard** **Problem Identification Statement:** There were 34 Office Discipline Referrals from classrooms for the 2024 - 2025 school year.
2. Problem Analysis: Why do you think this problem is occurring? What is your goal? *(create a SMART goal statement with numerical data)*	**Hypothesis:** We need to increase parental involvement regarding behavior, improve our incentive system, and ensure appropriate consequences are applied to misbehavior. **SMART Goal Statement:** By June 2026, we will reduce the number of ODRs in classrooms by 30% to 23 ODRs, as evidenced by the FOCUS Behavior Dashboard
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:** Classroom Teacher (K-5) will implement a Daily Behavior Sheet (DBS) that is sent home and signed by parents daily or weekly (depending on homeroom). There will be a point system associated with the DBS, in which students earn points for positive behavior. Students who earn the required number of points in a 2-week period will be rewarded by attending the Game Cart Room, which includes a Nintendo Switch, board games, and other fun activities. Students who have not earned enough points to attend the Game Cart Room will be responsible for completing Suite 360 Behavior Lessons targeting the behaviors they are struggling with. Via the morning announcements, our 3-school school-wide expectations and the positive behaviors we want to see displayed will be promoted.
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 Leadership Team will monitor the implementation of Daily Behavior Sheets (DBS) school-wide (K-5) on a quarterly basis by doing "DBS checks", to ensure the DBS is being completed and acknowledged by parents. The Leadership Team will also monitor fidelity by tracking the students from each class who are not earning the biweekly reward, in order to ensure that appropriate interventions are being provided to remediate the behavior concern.
B. Student outcome monitoring *(use numerical data)*	**How will you know if the reward program/system is positively impacting <u>students</u>? What measurable data will you use to determine "success"?** We will monitor the Behavior Dashboard and if Classroom ODRs are at least 6 less each quarter than the prior school year, we will know progress is being made. This will lead to us reaching our goal by the end of the school year.

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. ℹ️

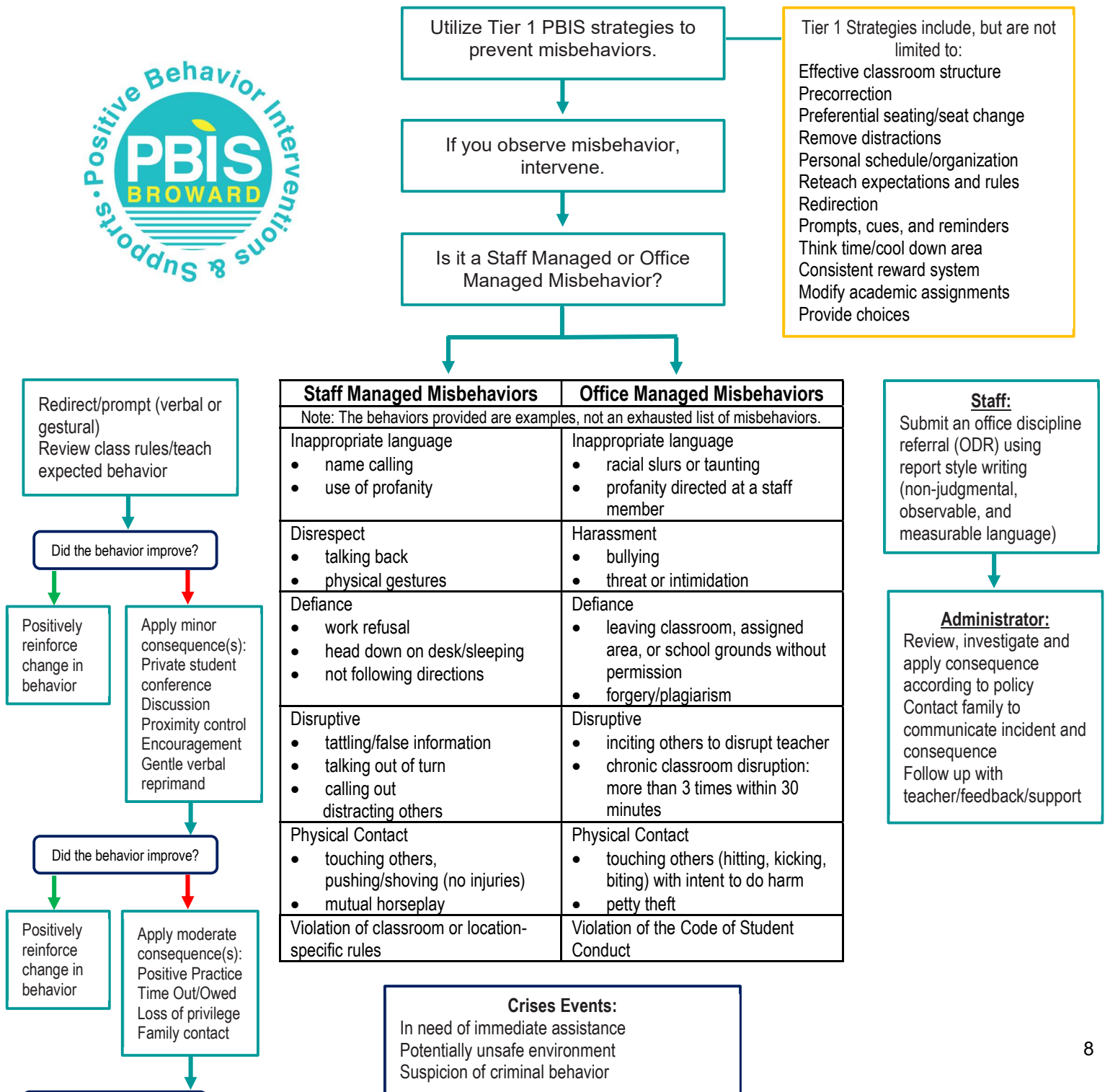| Monthly Character Traits	Plan Details How will you recognize *Kids of Character* each month? *(2-3 sentences)*

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 classroom teacher will pick one student who exhibits the character trait for each month. The student will receive a character spirit stick. They will take a group picture which is posted in our main hallway.

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 reprimand

Did the behavior improve?

Positively reinforce change in behavior

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

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

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

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. Team identifies teachers in need of CHAMPS training and those who were previously trained in CHAMPS that need a refresher training. 2. Team ensures that teachers who need it are provided with CHAMPS training. 3. Team follows-up with teachers by using the CHAMPS 7 Up Checklist 4. Instructional coaches provide additional support for each grade level.

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

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

8C. Percentage of classroom referrals: ***Use current 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**:	37
Total number of *other* **school-wide** discipline referrals (not including classrooms):	30
% of referrals in the classroom:	55%
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
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 8/8/2025, 1.Leadership team will make posters for public areas of the school. 2.Leadership team will walk the campus to ensure all expectations and location specific rules are posted.
100% of instructional staff has delivered expectations and rules lesson plans as written and when indicated.	☐Yes ☒No	By 8/15/2025, 1. Teachers will be asked to complete a Forms Survey verifying that expectations and rules lessons have been taught. 2. Leadership Team will conduct classroom walkthroughs to monitor the teaching of expectations and rules.
100% of staff members are oriented to the Discipline Flow Chart. It is used consistently by 100% instructional staff, behavioral support, and administrators.	☒Yes ☐No	By Click here to enter a date, 1. 2.
A recognition system is implemented by 100% staff for *all* students.	☒Yes ☐No	By Click here to enter a date, 1. 2.

10B. The SPBP is successful in positively impacting **students**: review behavior data and create a SMART goal. Evaluate implementation and create action steps to review in quarterly PBIS meeting.
*"If staff are implementing the SPBP consistently and effectively, is it positively impacting **students**? How will you know?"*
SMART Criteria:

S	Specific	Concrete, detailed, focused, and well defined. Results-focused and action-orientated.
M	Measurable	The measurement sources (data) are defined numerically in order to track progress towards the objective.
A	Attainable	Objectives are achievable in the near future to maintain motivation.
R	Realistic	Staff have the resources to achieve the objective- time, personnel, materials, etc.
T	Time-bound	Agreed-on time frames create the necessary urgency and prompt action.

STUDENT Outcome Monitoring		
Student Outcome Data	Complete the SMART goal to determine "successful" student outcomes *(use numerical data)*	List 2 action steps your team will take to ensure this goal is monitored and meets or exceeds the SMART goal.

Select an item *Unruly/Disruptive Behavior*	By June 3, 2026, the number of Unruly/Disruptive Behavior referrals will indicate decrease by 15% as measured by Office Discipline Referrals (ODRs) in Focus.	1. The Leadership Team will monitor the implementation of Daily Behavior Sheets (DBS) school-wide (K-5) on a quarterly basis by doing "DBS checks", to ensure the DBS is being completed and acknowledged by parents. 2. The Leadership Team will ensure that the school-wide Game Cart reward system is implemented with fidelity by all teachers (K-5), throughout the school year.

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