



Schoolwide Positive Behavior Plan (SPBP)

Broward County Public Schools

SY 2026 – 2027



School Name:	McArthur High
School Number:	0241

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	Jasmah Joseph	7. Security Specialist/ Campus Monitor	Charlie Bush
2. Point of Contact	Jasmah Joseph	8. Social Worker	Sarah Lazarre
3. BTU Representative	Mary Woods	9. School Nurse	Y.Torres
4. Parent/Community Representative	Dana Humes	10. Attendance Manager	Selina Breland
5. Student Representative		11. Life Skills & Wellness Liaison	Marlene Ragoobair
6. School Counselor	David Beckford	12. Resiliency Liaison	Elliot Zeller

*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 st Aug. 10 – Oct. 9	Click to enter a date.	Wednesday October 8th at 2:50 PM in room 414.		Click to enter a date.
2 nd Oct. 13 – Dec. 18	Click to enter a date.	Thursday, October 23rd at 2:50 PM in room 414.		Click to enter a date.
3 rd Jan. 5 – Mar. 18	Click to enter a date.	Thursday, January 8th at 2:50 PM in the teachers' planning room.		Click to enter a date.
4 th Mar. 29 – May 28	Click to enter a date.	Wednesday, April 1st at		Click to enter a date.

		2:50 PM in the teachers' planning room.		
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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>)	Click here to enter a date.
Hold a <i>faculty</i> vote on the new SPBP (<i>prior to April 30, 2026</i>)	Click here to enter a date.
Provide training to faculty and staff (<i>prior to September 30, 2026</i>)	Click here to enter a date.
Present the 2026-27 SPBP to family and community stakeholders (<i>prior to September 30, 2026</i>)	5/6/2026

CRITICAL ELEMENT # 3: Data Collection and Analysis

3A. Core Effectiveness: Use current 2025-2026 school year behavior data as listed in Focus.

- Review your referral data YTD in Focus – Discipline Reports – *Students with Referrals*.
- Complete the yellow highlighted cells.
- Auto-calculate the “% of Total Population” by clicking on each “!Zero Divide” in the cells and pressing “Fn + F9”.
- Determine if the core is effective in all three areas.

TOTAL Population:	1769	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals	294	18	Are your 0 – 1 referral > 80%?	☒ Yes ☐ No
II. 2 - 5 referrals (at risk students)	113	6	Are your 2 - 5 referrals <15%?	☒ Yes ☐ No
III. > 5 referrals (high-risk students)	18	1	Are your >5 referrals <5%?	☒ Yes ☐ No

3B. Core Effectiveness Action Steps:

If you answered “Yes” to I, II, and III above, then your core is effective. Based upon table 8A, is your core effective?	☒ Yes ☐ No
Answer either (a) or (b): (a) If your core is effective, then identify action steps your school leadership team should continue to take for early identification of at risk or high-risk students. (b) If you answered “No” to at least one of the items above (I, II, or III) then indicate the supports and interventions and action steps your school leadership team will implement <i>at the beginning</i> of the next school year to improve core strength:	
Core Effectiveness Action Steps: (3-4 detailed steps) 1.5,000 Role Models and Mentoring Tomorrow's Leaders program on campus for early identification and support. 2. Continue to involve community members in the discipline process 3. MTSS Meetings 4. Women of Tomorrow	

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.

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 det

1. Grade level assemblies
2. 5,000 Role Models and MTL
3. RTI/MTSS Meetings
4. Professional development opportunities for teachers.

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

4A. Top five behavior incidents: Use current 2025-2026 school year behavior data as listed in Focus.

- (a) Review your referral data YTD in Focus – Discipline – Category Breakdown – *Highest Discipline Code*.
- (b) Complete the chart by identifying the top five behavior incidents and the number of incidents for each type.
- (c) Complete the yellow highlighted cells.
- (d) Auto-calculate the total # of referrals by clicking on “0” and pressing “Fn + F9” together.

Top 5 Behavior Incidents Current Year 2025-2026	# Incidents
1. Defiance of authority	86
2. Class Cut	57
3. Medium Fight	40
4. Disobedience	34
5. Vaping Tobacco	24
TOTAL	241

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 punctual
2. Be Accountable
3. Be Cooperative
4. Be Engaged
5.

4C. Top three school-wide locations: Use current 2025-2026 school year behavior data as listed in Focus.

- (a) Review your referral data YTD in Focus – Discipline – Category Breakdown – *Location*.

- (b) Complete the chart by identifying the top three schoolwide locations, excluding classroom and the number of incidents for each location.

Top 3 Locations, excluding Classroom :	
School Location(s)	# Incidents
1. Restrooms	80
2. Classrooms	70
3.Hallways	91

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	Bus Rules	Classroom Rules
Click here to type your Expectation	Walk to your class Click here to type hallway rules.	Walk in the cafeteria Click here to type cafeteria rules.	Walk while in the bus loop Click here to type location rules.	
Click here to type your Expectation	Go directly to your destination Click here to type hallway rules.	Keep electronics in your backpack Click here to type cafeteria rules.	Board the bus one at a time Click here to type location rules.	
Click here to type your Expectation	Keep hands and feet to yourself Click here to type hallway rules.	Remain seated Click here to type cafeteria rules.	Place litter in garbage cans located near the bus area Click here to type location rules.	
Click here to type your Expectation	Have your ID badge visible at all times Click here to type hallway rules.	Clean up after yourself Click here to type cafeteria rules.	Remain seated while the bus is in transit Click here to type location rules.	
Click here to type your Expectation	Keep electronics in your backpack Click here to type hallway rules.	Keep hands, feet and objects to yourself Click here to type cafeteria rules.	Remain on the sidewalk until your driver stops and opens the door 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	8/17/2026	Period 1-8	Classroom
After Winter Break	1/11/2027	Period 1-8	Classroom
After Spring Break	3/31/2027	Period 1-8	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	Select location
Lesson Plan Dates			
Start of School Year	8/17/2026	8/17/2026	classroom
After Winter Break	1/11/2027	1/11/2027	classroom
After Spring Break	3/31/2027	3/31/2027	classroom

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?
Select a program Click to enter "other"	During Class	Teachers	We will continue to build off our established system, and continue to use Mustang Rewards to encourage positive behavior	PBIS Administrator
Select a program Click to enter "other"				

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](#)

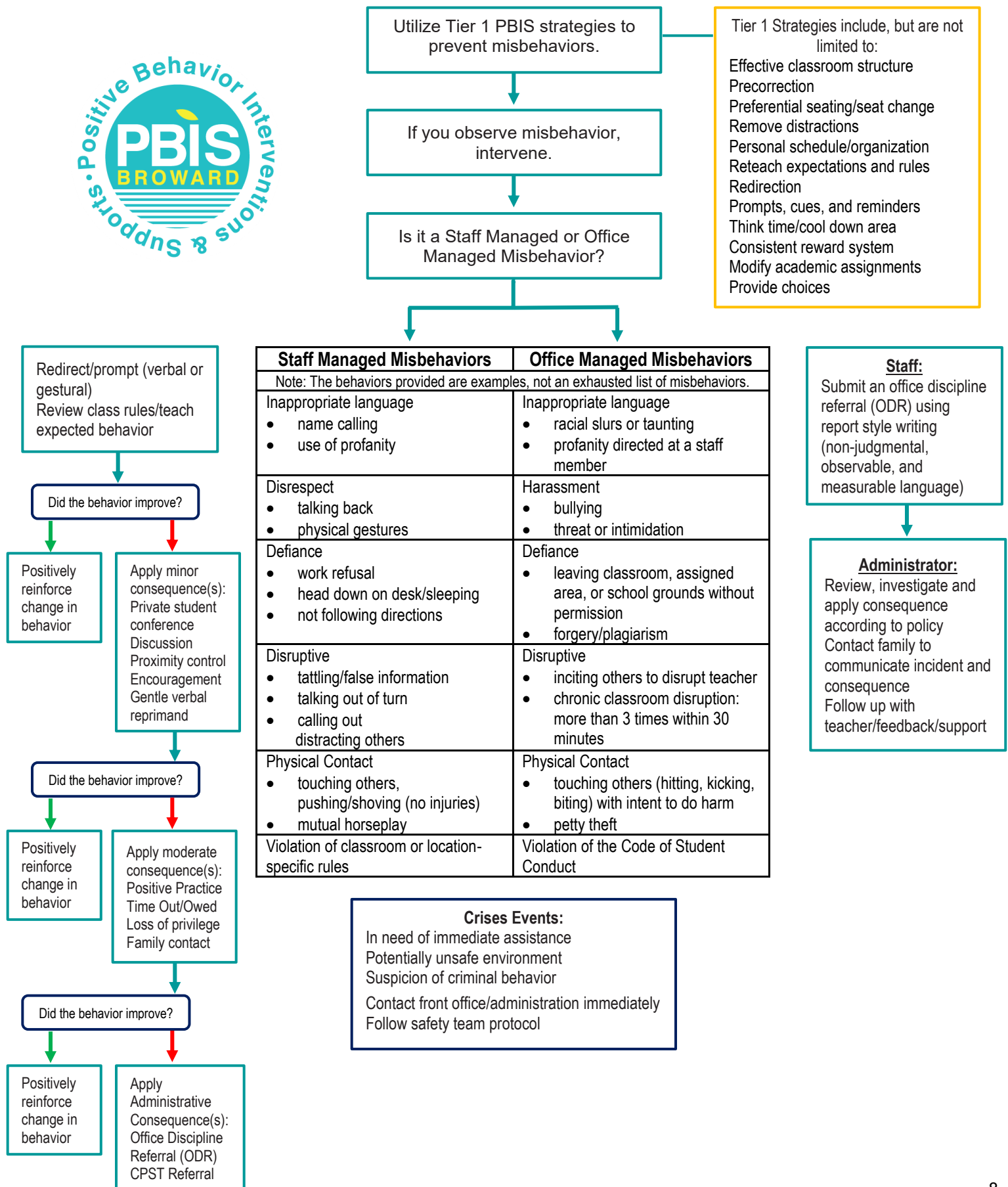
4 Step Problem Solving Process	Plan Details
1. Problem Identification: Review your behavior data to identify one school-wide problem. What problem did you identify? <i>(use numerical data)</i>	Data used: Attendance in Focus Problem Identification Statement: Problem Identification Statement: Over 35% of the students are absent from one or more periods a week, with many students missing personalization periods consistently
2. Problem Analysis: Why do you think this problem is occurring? What is your goal? <i>(create a SMART goal statement with numerical data)</i>	Hypothesis: <i>Why Students do not see the value in the personalization period program, so they are skipping on a regular basis. Lack of engagement in core classes</i> SMART Goal Statement: We will utilize Go to Class Now to identify habitual students and incentivize students who exemplify attendance
3. Intervention Design: Describe how you will implement a positive reward program/system to decrease this problem.	Type of Program/System: Select an item Description of Program/System: Starting in August of 2026 we will create a Teacher of the Month and Mustang Reward Raffle system for the teachers that effectively use the system each month.
4. Evaluation: A. Implementation fidelity	How will you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program/system? Review attendance data on focus, decreased tardy referrals, observations of key areas on campus
B. Student outcome monitoring <i>(use numerical data)</i>	How will you know if the reward program/system is positively impacting students? What measurable data will you use to determine "success"? Decreased referral and absences. Students will choose to do the right thing during the course of the year, students will discuss the prize opportunities. On time and on task behaviors will increase.

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
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	How will you recognize Kids of Character each month? (2-3 sentences) Students will be selected through a process and honored each month for the trait.

CRITICAL ELEMENT #7: Effective Discipline Procedures

You can choose to use the flow chart below or create your own. This flow chart is posted in all classrooms and used to teach students during behavior lessons.



CRITICAL ELEMENT # 8: Classroom Management Systems

8A. Evidence-based Tier 1 classroom management system:

Which evidence-based system(s) are you using?	Provide 3-4 measurable and observable action steps the team will take to help educators improve their classroom management system. <i>(3-4 detailed steps)</i>
☐ CHAMPS ☒ Positive Behavior Interventions and Supports and the Classroom https://fl-pda.org/#/category/26 ☐ Other: Click here to enter name of system	1. 1.PBIS system professional development 2. Resiliency training 3. Classroom Mustang Bites PD on Classroom management techniques 4.Quartelty Behavior Assemblies

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

☐ CHAMPS 7 Up Checklist 
☐ Classroom Snapshot (Classroom Management Assessment) 
☒ PBIS Classroom Assistance Tool (CAT) 
☐ Other <i>(specify)</i> :

8C. Percentage of classroom referrals: **Use current 2025-2026 school year behavior data** as listed in Focus.

(a) Review your classroom data YTD in Focus – Discipline – Category Breakdown – *Location*.

(b) Complete the yellow highlighted cells.

(c) Auto-calculate the % of referrals in the classroom by clicking on “!Zero Divide” in the next cell and pressing “Fn + F9” together.

Total number of discipline referrals from classrooms :	90
Total number of <i>other</i> school-wide discipline referrals (not including classrooms):	151
% of referrals in the classroom:	
Do more than 40% of your referrals come from the classroom?	☒ Yes ☐ No

If >40% of discipline referrals come from the classroom, it suggests Tier 1 classroom management implementation may need to be strengthened school wide.

Critical Elements # 9: SPBP Implementation Planning

RED Font = Action Steps for all schools in Broward County

GREY Font = Best Practices for all schools in Broward County

TEAL Font = Resources available at <https://browardschools.instructure.com/enroll/PWF673>

Implementation Action Plan	
Month	Action Steps
	☒ check off Action Step when completed
Current	☐ XCreate 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 ☐ XProvide SPBP presentation to all staff during Pre-Planning ☐ Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders ☐ XMarket and post School-wide Expectations and Location-specific Rules ☐ Identify your district PBIS Specialist (Contact amber.jennings@browardschools.com for more information if you are unsure) ☐ Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP (indicated in yellow)
August 1 st Quarter Team Meeting	☐ Determine any needed team training, such as: 4 Step Problem Solving Process series, PBIS 10 Critical Elements, Data Collection, etc. ☐ Review previous year's SPBP and feedback form; make necessary modifications ☐ XReview previous year's data (Use the Tier 1 Agenda and Quarterly Big 5 Data template) ☐ Verify and implement teaching schedule for Expectations and Rules behavior lesson plans ☐ XImplement 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 ☐ XPresent 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	☐ XProvide SPBP stakeholder presentation by September 30 th ☐ XEnsure instructional staff know how to document Tier 1 Supplemental Strategies for behavior ☐ Check for staff and teacher understanding of PBIS - provide "PBIS 101" training as a resource Video training modules available at: https://browardschools.instructure.com/courses/1193624/
October 2 nd Quarter Team Meeting	☐ XReview previous quarter's data (Use Tier 1 Agenda and Quarter Big 5 Data template) ☐ XPresent implementation data, behavior data, team activities, and SPBP progress to entire staff ☐ Ensure Core Effectiveness Action Steps are being implemented as written in Section 3B ☐ XComplete Quarterly Big 5 Data Template and submit to your assigned PBIS Administrator ☐ XConfirm next quarterly PBIS team meeting date and time
November	☐ Review/revise lesson plans as indicated by previous quarter behavior data ☐ XEnsure that the Student Outcome Monitoring Action Steps are being implemented as written in Section 10B
January 3 rd Quarter Team Meeting	☐ XStaff to re-teach Expectations and Rules after winter break ☐ XReview previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template) ☐ XPresent implementation data, behavior data, team activities, and SPBP progress to entire staff ☐ XComplete Quarterly Big 5 Data Template and submit to your assigned PBIS Administrator ☐ Confirm next quarterly PBIS team meeting date and time
February	☐ Check on newly hired staff for PBIS understanding - provide "PBIS 101" video training module ☐ XUtilize the Stakeholder SPBP Forms Survey to solicit input for planning next year's SPBP (optional)
March 4 th Quarter Team Meeting	☐ Ensure progress towards completion and submission of next year's SPBP ☐ XStaff to re-teach Expectations and Rules after spring break ☐ XReview previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template) ☐ XPresent implementation data, behavior data, team activities, and SPBP progress to entire staff ☐ XComplete Quarterly Big 5 Data Template and submit to your assigned PBIS Administrator
April	☐ XProvide staff presentation and faculty vote on new SPBP for next year ☐ XSubmit your SPBP in BCPS Central by April 30 th . Use this new SPBP in the next school year ☐ XContinue 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 Continuous, 1. 2.
100% of instructional staff has delivered expectations and rules lesson plans as written and when indicated.	☒ Yes ☐ No	By 8/12/2026, 1. During planning week administration will conduct a training on the discipline flow chart. 2.
100% of staff members are oriented to the Discipline Flow Chart. It is used consistently by 100% instructional staff, behavioral support, and administrators.	☒ Yes ☐ No	By 8/12/2026, 1. During planning week administration will conduct a training on the discipline flow chart. 2.
A recognition system is implemented by 100% of staff for <i>all</i> 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 <i>(use numerical data)</i>	List 2 action steps your team will take to ensure this goal is monitored and meets or exceeds the SMART goal.
Select an item <i>Choose one ODR area of focus</i>	By June 3, 2026, disobedience/insubordination will indicate 5% decrease as measured by Office Discipline Referrals (ODRs) in Focus.	1. Point system staff use will increase during the school year to encourage more positive behavior 2. Reward opportunities will increase and be more effective for students.

SPBP Submission

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