



Schoolwide Positive Behavior Plan (SPBP)

Broward County Public Schools

SY 2026 – 2027



School Name:	Tedder Elementary School
School Number:	0571

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	Denise Lawrence	7. Security Specialist/ Campus Monitor	Yanique Miller
2. Point of Contact	Raylene Thomas	8. Social Worker	Maria Zapata
3. BTU Representative	Katherine Ohare	9. Teacher	LaQuasha Powell
4. Parent/Community Representative	LaChandra Collins	10. MTSS Coordinator	Arlene Johnson-Thomas
5. Student Representative	N/A	11. Behavior Tech	Nikita Calvin
6. School Counselor	Valire Bignall		

*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.			Click to enter a date.
2 nd Oct. 13 – Dec. 18	Click to enter a date.			Click to enter a date.
3 rd Jan. 5 – Mar. 18	Click to enter a date.			Click to enter a date.
4 th Mar. 29 – May 28	Click to enter a date.			Click to enter a date.

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>)	4/27/2026
Hold a <i>faculty</i> vote on the new SPBP (<i>prior to April 30, 2026</i>)	4/27/2026
Provide training to faculty and staff (<i>prior to September 30, 2026</i>)	8/3/2026
Present the 2026-27 SPBP to family and community stakeholders (<i>prior to September 30, 2026</i>)	9/23/2026

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:	580	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals		99%	Are your 0 – 1 referral > 80%?	☒ Yes ☐ No
II. 2 - 5 referrals (at risk students)	8	1%	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 <i>at the beginning</i> of the next school year to improve core strength: Core Effectiveness Action Steps: <i>(3-4 detailed steps)</i> 1. FOCUS Behavior data is reviewed on a frequent basis to identify students receiving multiple referrals. 2. MTSS Team meets to put support plans into place for students who receive multiple discipline referrals, and the school-based Leadership Team supports the student’s classroom teacher to ensure the implementation of PBIS is with Fidelity. 3. Progress monitoring data is used to modify behavior plans as needed. 4. Student incentives are provided to students to celebrate their success.	

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

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

3D. Disproportionality Action Steps:

What activities/initiatives/programs will your school leadership team implement to prevent disproportionate discipline outcomes within sub group populations (race, SWD, ELL)?
Disproportionality Action Steps: <i>(3-4 detailed steps)</i> 1. Implement a mentoring group for intermediate students to assist with decreasing behaviors. 2. Revised the intermediate master schedule to ensure students can receive a break prior to the end of the day. 3. Implement weekly behavior incentives. 4. Review behavior data in monthly behavior meetings and bi-weekly MTSS meetings.

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 (3rd-5th)	11
2. DISRUPTIVE /UNRULY PLAY (3rd-5th)	8
3. UNRULY/DISRUPTIVE BEHAVIOR (KG-2nd)	5
4. FIGHT MINOR/ALTERCATION /CONFRONTATION (3rd-5th)	4
5. DISOBEDIENCE/INSUBORDINATION (3rd-5th)	3
TOTAL	31

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. Treat Everyone with Respect
2. Be Responsible
3. Be a Team Player
4. Try Your Best
5. Keep Your Hands and Feet to Yourself

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

- Review your referral data YTD in Focus – Discipline – Category Breakdown – *Location*.
- 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	16
2. Hallway	2
3. Media	2

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
Treat Each Other with Respect.	Keep hands and feet to yourself Click here to type hallway rules.	Clean your eating space and pick up trash around your area Click here to type cafeteria rules.	Follow directions the first time given Click here to type location rules.	
Believe In Yourself.	Walk in a straight line Click here to type hallway rules.	Clean up after yourself Click here to type cafeteria rules.	Wear your ID badge Click here to type location rules.	
Be Responsible.	Have your ID badge visible at all times Click here to type hallway rules.	Use a level 1-2 voice Click here to type cafeteria rules.	Stay in designated area Click here to type location rules.	
Be A Team Player.	Follow adult directives Click here to type hallway rules.	Stay in assigned area Click here to type cafeteria rules.	Keep hands, feet and objects to yourself Click here to type location rules.	
Always Try Your Best.	Remain in your line Click here to type hallway rules.	Raise your hand to get the attention of an attendant/adult 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	8/10/2026	9:00 AM	Cafeteria
After Winter Break	1/5/2027	9:00 AM	Cafeteria
After Spring Break	3/29/2027	9:00 AM	Cafeteria

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	8/10/2026	8/10/2026	8/10/2026
After Winter Break	1/6/2027	1/6/2027	1/6/2027
After Spring Break	3/29/2027	3/29/2027	3/29/2027

5C. Prevention programs and other schoolwide student support initiatives can be used to proactively teach positive behavior and prosocial skills. Use this chart to plan for how you will use District supported programs and initiatives to promote positive behavior on campus.

Program/Initiative	Plan Details			
	When will it be taught?	Who will teach it?	How will it be implemented? <i>2-3 sentences</i>	How will it be monitored for effectiveness?
Character Education Click to enter "other"	Monthly	School Counselor Classroom Teacher	Character Education will be implemented during classroom instruction and morning announcements,	Monthly Data Trackers
Life Skills & Wellness Click to enter "other"	Bi-Weekly	School Counselor Classroom Teacher	Life Skills & Wellness will be implemented during classroom instruction.	Monthly Data Trackers

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: Referral Data on FOCUS Problem Identification Statement: Unruly/ Disruptive Behavior has the highest number of discipline referrals (11).
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: Students' lack social skills and need to be taught appropriate social skills. SMART Goal Statement: By the end of the quarter 2 referrals received for Fight/Minor Altercation will decrease by 50%.
3. Intervention Design: Describe how you will implement a positive reward program/system to decrease this problem.	Type of Program/System: Token system Description of Program/System: (≥ 4 sentences) 1. Classes will earn (Green) tickets or following school-wide expectation for transitioning throughout the school using appropriate voice level and in an orderly line. 2. Classes can earn tickets during transitions to specials and lunch, and for awesome cafeteria behavior. Classes that earn at least 10 tickets at the end of the month will receive a class treat from administration. 3. Students can earn (Yellow) tickets for demonstrating school-wide expectations and demonstrating excellent student behavior. (Rewarded Weekly)
4. Evaluation: A. Implementation fidelity	How will you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program/system? (2-3 sentences) 1. The school ticket system will be taught to teachers, support staff, office staff, and ESPs by the Assistant Principal. 2. Administration will count tickets per class to confirm who the winning class will be from K-2 and 3-5. 3. Students will be rewarded weekly and classes will be rewarded monthly.
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"? (2-3 sentences) 1. The number of referrals will be monitored monthly by the assistant principal and discipline the committee. Decisions will be made by the team to determine if modifications to the plan are needed. 2. The total number of referrals in the hallway will be collected by the assistant principal at the end of the month.

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

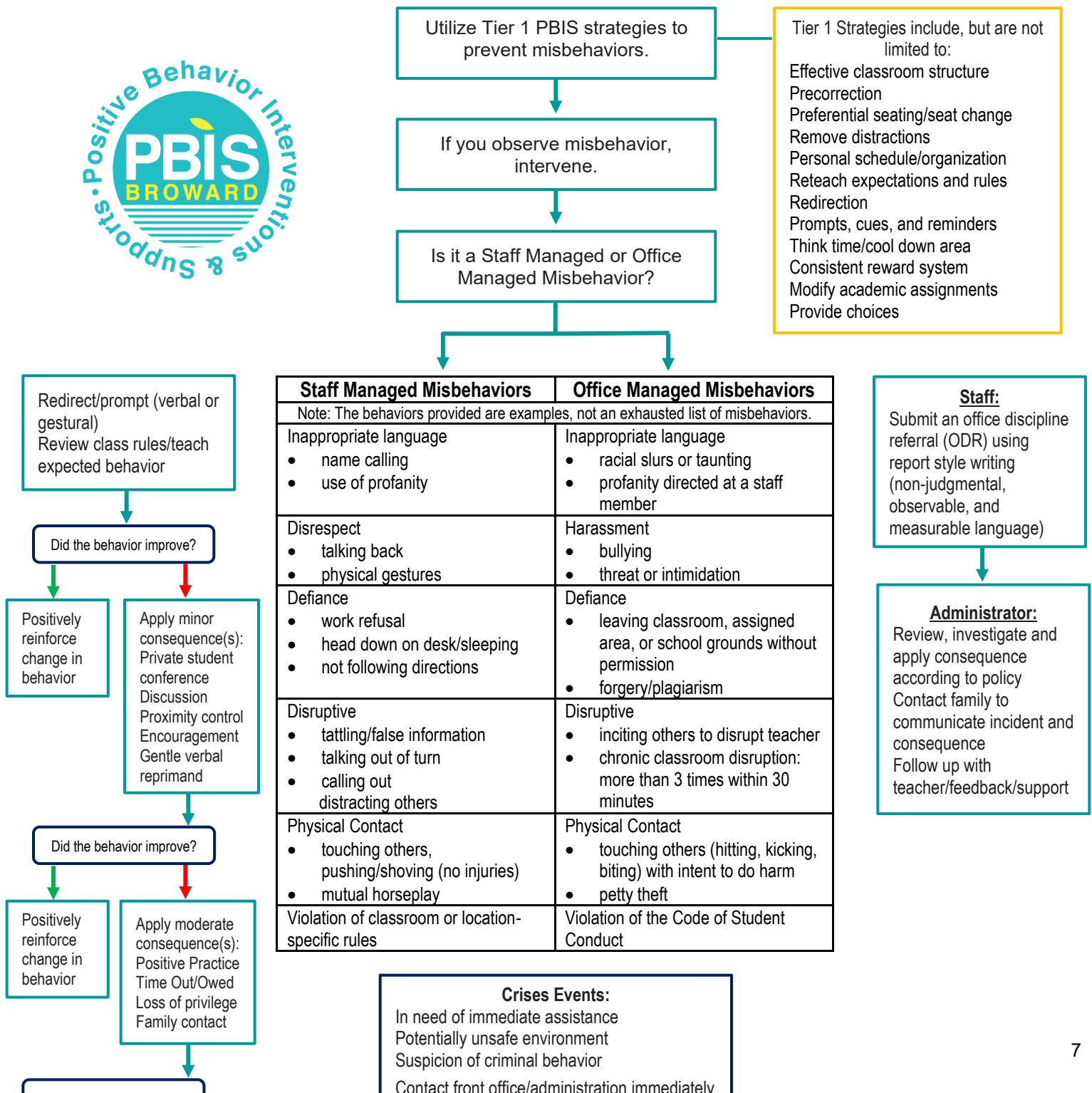
Monthly Character Traits	Plan Details
	How will you recognize <i>Kids of Character</i> each month? (2-3 sentences)

1. September: Cooperation
2. October: Responsibility
3. November: Citizenship
4. December: Kindness
5. January: Respect
6. February: Honesty
7. March: Self-Control
8. April: Tolerance

Tedder Elementary's Kids of Character will be recognized each month on our Kid of Character Hall of Fame Board and announced on the morning announcements and afternoon announcements.

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. The discipline committee will review CHAMPS expectations for specific locations with teachers during quarter 1 and 2. 2. District trainers will train teachers on classroom management. 3. The discipline committee will coach teachers that need support in classroom management.

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 :	15
Total number of other school-wide discipline referrals (not including classrooms):	25
% of referrals in the classroom:	38%
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.

- ☐ Conduct a thorough walkthrough of all hallways, front office, cafeteria, and other public areas to identify locations where expectations and rules are missing or need updating.
- ☐ Design and post clear, visually engaging signs that display both school-wide expectations and location-specific rules in every identified area. Ensure signage is accessible and visible to all students and staff.

Critical Elements # 9: SPBP Implementation Planning

RED Font = Action Steps for all schools in Broward County

GREY Font = Best Practices for all schools in Broward County

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

Implementation Action Plan	
Month	Action Steps
	☒ check off Action Step when completed
Current	☐ Create an SPBP binder or portfolio to retain (for 2 years) hard copies of: your SPBPs, Action Plans, staff PBIS professional development attendance, stakeholder training attendance, quarterly meeting agendas, quarterly staff behavior presentations, voting attendance and outcome, Expectations lesson plans and Rules lesson plans
Pre-Planning	☐ Print up your SPBP and Feedback form BCPS Central ☐ Provide SPBP presentation to all staff during Pre-Planning ☐ Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders ☐ Market and post School-wide Expectations and Location-specific Rules ☐ Identify your district PBIS Specialist (Contact amber.jennings@browardschools.com for more information if you are unsure) ☐ Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP (indicated in yellow)
August 1 st Quarter Team Meeting	☐ Determine any needed team training, such as: 4 Step Problem Solving Process series, PBIS 10 Critical Elements, Data Collection, etc. ☐ Review previous year's SPBP and feedback form; make necessary modifications ☐ Review previous year's data (Use the Tier 1 Agenda and Quarterly Big 5 Data template) ☐ Verify and implement teaching schedule for Expectations and Rules behavior lesson plans ☐ Implement the Reward System for all students as indicated in the SPBP ☐ Ensure the Discipline Flow Chart is distributed to all staff and is being used as written ☐ Present implementation data, behavior data, team activities and SPBP progress to entire staff ☐ Ensure all teachers are using an evidence-based classroom management plan, such as CHAMPS ☐ Confirm next quarterly PBIS team meeting date and time
September	☐ Provide SPBP stakeholder presentation by September 30 th ☐ Ensure instructional staff know how to document Tier 1 Supplemental Strategies for behavior ☐ Check for staff and teacher understanding of PBIS - provide "PBIS 101" training as a resource Video training modules available at: https://browardschools.instructure.com/courses/1193624/
October 2 nd Quarter Team Meeting	☐ Review previous quarter's data (Use Tier 1 Agenda and Quarter Big 5 Data template) ☐ Present implementation data, behavior data, team activities, and SPBP progress to entire staff ☐ Ensure Core Effectiveness Action Steps are being implemented as written in Section 3B ☐ Complete Quarterly Big 5 Data Template and submit to your assigned PBIS Administrator ☐ Confirm next quarterly PBIS team meeting date and time
November	☐ Review/revise lesson plans as indicated by previous quarter behavior data ☐ Ensure that the Student Outcome Monitoring Action Steps are being implemented as written in Section 10B
January 3 rd Quarter Team Meeting	☐ Staff to re-teach Expectations and Rules after winter break ☐ Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template) ☐ Present implementation data, behavior data, team activities, and SPBP progress to entire staff ☐ Complete Quarterly Big 5 Data Template and submit to your assigned PBIS Administrator ☐ Confirm next quarterly PBIS team meeting date and time
February	☐ Check on newly hired staff for PBIS understanding - provide "PBIS 101" video training module ☐ Utilize the Stakeholder SPBP Forms Survey to solicit input for planning next year's SPBP (optional)
March 4 th Quarter Team Meeting	☐ Ensure progress towards completion and submission of next year's SPBP ☐ Staff to re-teach Expectations and Rules after spring break ☐ Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template) ☐ Present implementation data, behavior data, team activities, and SPBP progress to entire staff ☐ Complete Quarterly Big 5 Data Template and submit to your assigned PBIS Administrator
April	☐ Provide staff presentation and faculty vote on new SPBP for next year ☐ Submit your SPBP in BCPS Central by April 30 th . Use this new SPBP in the next school year ☐ Continue implementing your current SPBP through the end of the current school year

CRITICAL ELEMENT # 10: Evaluation

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

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

STAFF Implementation Monitoring		
Staff Implementation Goal	Quarterly Team Review: Implemented with fidelity?	If you answered No , enter 2 action steps your school will take to move towards this goal by the next PBIS meeting.
100% of hallways, front office, cafeteria, and other public areas all have school-wide expectations and location-specific rules posted.	☐ Yes ☒ No	By 8/5/2026, 1. Conduct a thorough walkthrough of all hallways, front office, cafeteria, and other public areas to identify locations where expectations and rules are missing or need updating. 2. Design and post clear, visually engaging signs that display both school-wide expectations and location-specific rules in every identified area. Ensure signage is accessible and visible to all students and staff.
100% of instructional staff has delivered expectations and rules lesson plans as written and when indicated.	☒ Yes ☐ No	By Click here to enter a date, 1. 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 Click here to enter a date, 1. 2.
A recognition system is implemented by 100% of staff for <i>all</i> students.	☐ Yes ☐ No	By 8/5/2026, 1. Conduct training sessions for all instructional and support staff to ensure they understand the purpose, procedures, and expectations of the recognition system. 2. Provide written guidelines and examples to reinforce consistency.

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.

Classroom Referrals <i>Choose one ODR area of focus</i>	By June 3, 2027, Classroom Referrals will decrease by 50% as measured by Office Discipline Referrals (ODRs) in Focus.	1. Review ODR data weekly to monitor trends in the identified area of focus and share updates with staff during team meetings. 2. Implement targeted interventions for students or classrooms with higher referral rates, such as additional classroom management training or positive behavior supports, and track the impact monthly.
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SPBP Submission	
1. Upload completed SPBP (as PDF) into BCPS Central in the School Improvement Plan.  2. Complete PBIS Point of Contact form. 	