Schoolwide Positive Behavior Plan (SPBP)
Broward County Public Schools

SY 2026 – 2027

School Name:	Meadowbrook Elementary School
School Number:	0761

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	Armelle Johnson	7. Security Specialist/ Campus Monitor	Constance R. Thomas
2. Point of Contact	Armelle Johnson	8. Social Worker	Monica Maria
3. BTU Representative	Lilliam Guilbee-Cruz	9. School Nurse	Lorna Hamilton
4. Parent/Community Representative	Kassandra Gutierrez	10. Attendance Manager	Milagro Acosta/Nancy Andrade
5. Student Representative	N/A	11. Life Skills & Wellness Liaison	Sarah Sternglanz
6. School Counselor	Sarah Sternglanz	12. Resiliency Liaison	Sarah Sternglanz

*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 Aug. 10 – Oct. 9	8/5/2026	2:15 – 3:00	→	10/12/2026
2nd Oct. 13 – Dec. 18	11/4/2026	2:15 – 3:00	→	1/4/2027
3rd Jan. 5 – Mar. 18	1/4/2027	2:15 – 3:00	→	3/19/2027
4th Mar. 29 – May 28	3/19/2027	2:15 – 3:00	→	5/28/2027

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 *(prior to April 30, 2026)*	4/14/2026
Hold a *faculty* vote on the new SPBP *(prior to April 30, 2026)*	4/21/2026
Provide training to faculty and staff *(prior to September 30, 2026)*	8/3/2026
Present the 2026-27 SPBP to family and community stakeholders *(prior to September 30, 2026)*	9/24/2026

CRITICAL ELEMENT # 3: Data Collection and Analysis

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

TOTAL Population:	623	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals	612	98%	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)	3	.5%	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. Data from incoming and returning students' rick factor (s) will be pulled from FOCUS.
2. Ensure all teachers are trained to use Suite 360 and school-wide expectations and implement expectations with fidelity.
3. Ensure students are taught and reminded of the school-wide expectations.
4. Ensure high-risk students are placed on a behavior monitoring plan.

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. Provide professional development for all teachers at the beginning of the school year and refresh as needed.
2. Ensure teachers use the Discipline Flow Chart with fidelity (Critical Element #6)
3. Ensure students with behavior concerns are referred to the Response to Intervention (MTSS/RtI)
4. Ensure discipline infractions and praise are distributed equitably.

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.

Top 5 Behavior Incidents Current Year 2025-2026	# Incidents
1.Unruly/Disruptive Behavior	16
2. Battery (Low Level)	12
3. Profanity to Staff Member	9
4. Mistreatment of Peers	3
5.Simple Batty on School Employee	3
TOTAL	43

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. Self-control in all Situations
2. Organized for Learning
3. Accountable Behavior
4. Respect for Everyone

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

Top 3 Locations, excluding Classroom:	
School Location(s)	**# Incidents**
1. Cafeteria	**9**
2. Hallway	**7**
3. Athletic Field	**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**	**Click here to enter location: Rules**	**Classroom Rules**
Self-Control	Walk quietly in class line. Walking with partner. Respect personal space. Keep hands and feet to yourself	Wait patiently Keep your area clean Sit with your feet under the table	Follow all campus rules at all times Keep your hands and feet to yourself	
Organized for Learning	Follow adult directions Have your ID badge at all times	Use good manners and kind words Be a good friend Have your ID badge at all times	Follow adult directions Have your ID badge at all times	
Accountable Behavior	Follow adult directions Respect personal Space Walk directly to your destination	Sit in your assigned area Use your level 2 voice.	Follow adult directions Keep school grounds clean Keep belongings in backpack (including cell phones)	
Respect for Everyone	Be respectful to yourself and others	Follow adult directions Be respectful to yourself and others	Follow adult directions Keep hands, feet, and other objects 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	8/11/2026	8:30 AM	Classroom/Cafeteria
After Winter Break	1/5/2027	8:30 AM	Classroom/Cafeteria
After Spring Break	3/22/2027	8:30 AM	Classroom/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	8/11/2026	8/11/2026	8/11/2026
After Winter Break	1/5/2027	1/5/2027	1/5/2027
After Spring Break	3/22/2027	3/22/2027	3/22/2027

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?** *2-3 sentences*	**How will it be monitored for effectiveness?**
Character Education	Monthly lessons provided via Life Skills and Wellness ReThink Ed scope and sequence.	Classroom Teachers and School Counselor	Teachers nominate one student per month to receive the award via a Forms document sent on the first of each month. School Counselor holds a Popsicle Party at the end of each month to celebrate recipients.	Increased student motivation to receive recognition for great character, measured by reduced behavioral referrals.
Resiliency Curriculum	Substance Misuse lessons in October. Internet Safety in November. Safer Smarter Kids: Monthly during wellness Wednesday	Classroom Teachers, during ELA block. School Counselor to assist as needed.	Teachers will be provided emailed reminders that include the monthly schedule.	School counselor will monitor ReThink Ed lesson completion for Substance Abuse and Internet Safety. School Counselor will receive monthly status reports for Safer. Smarter Kids completion.

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:** FOCUS Discipline Data-Unruly/Disruptive Behavior **Problem Identification Statement:** *What problem did you identify?* *Students are demonstrating unruly/disruptive(16) behavior in a variety of settings when not under the direct supervision of an adult.*
2. Problem Analysis: Why do you think this problem is occurring? What is your goal? *(create a SMART goal statement with numerical data)*	**Hypothesis:** *Why do you think this problem is occurring?* This problem is occurring because students are learning how to self-regulate, follow rules, and demonstrate good character. **SMART Goal Statement:** By the end of the third quarter in 2027, office discipline referrals with Unruly/Disruptive Behavior will decrease from 16 to 8 (50% reduction).
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)* How you will implement a positive reward program/system to decrease this problem? *SOAR Tickets Incentive Program: Students must follow our "SOAR" behavior expectations which are: self-control, organized for learning, acceptable behavior, and respect for everyone. Students must be accountable for demonstrating the "SOAR" expectations throughout the entire school environment 100% of the time.*
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)* *Students will be rewarded an individual "White SOAR Ticket" from any adult in the school if they are exhibiting SOAR behavior traits. Also, if an entire class is exhibiting great SOAR behavior, they will receive a "Blue SOAR Ticket". There will be a weekly drawing for grades K through 5th for the White SOAR Tickets for individual winners. Afterwards, two classes will be selected from K to 5th grade for the Blue Soar Tickets including one primary and one intermediate class. All winners will receive a prize/treat.*
B. Student outcome monitoring *(use numerical data)*	**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)* *The number of referrals for Unruly Disruptive Behavior will be collected every Friday by the Assistant Principal to ensure the system is positively impacting the office discipline referrals and no partial modifications need to be made. The total number of office discipline referrals for the third quarter will be collected by the Assistant Principal and will be reviewed at the March SPBP meeting. At this meeting the team will determine if our goal was met.*

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	School Counselor will have a Popsicle Party at the end of each month to celebrate recipients. Students receive a certificate to recognize their accomplishment.

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.

If you observe misbehavior, intervene.

Is it a Staff Managed or Office Managed Misbehavior?

Tier 1 Strategies include, but are not limited to:
- Effective classroom structure
- Precorrection
- Preferential seating/seat change
- Remove distractions
- Personal schedule/organization
- Reteach expectations and rules
- Redirection
- Prompts, cues, and reminders
- Think time/cool down area
- Consistent reward system
- Modify academic assignments
- Provide choices

Staff Managed Misbehaviors	Office Managed Misbehaviors
Note: The behaviors provided are examples, not an exhausted list of misbehaviors.	
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

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

Did the behavior improve?

- Positively reinforce change in behavior
- Apply Administrative Consequence(s):
  Office Discipline Referral (ODR)
  CPST Referral

Crises Events:
In need of immediate assistance
Potentially unsafe environment
Suspicion of criminal behavior

Contact front office/administration immediately
Follow safety team protocol

CRITICAL ELEMENT # 8: Classroom Management Systems

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

Which evidence-based system(s) are you using?	Provide 3-4 measurable and observable action steps the team will take to help educators improve their classroom management system. *(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. The team will provide professional development for classroom teachers and support staff to use the CHAMPS. 2. Ensure that the Effective Discipline Procedures Flow Chart is posted in all classrooms and used to teach students during behavior lessons. 3. Classroom management tips will be incorporated into faculty meetings and weekly staff memo.

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 2025-2026 school year behavior data*** as listed in Focus.
(

Total number of discipline referrals **from classrooms**:	36
Total number of *other* **school-wide** discipline referrals (not including classrooms):	32
% of referrals in the classroom:	53%
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	☐ 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 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 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 Video training modules available at: https://browardschools.instructure.com/courses/1193624/
October **2nd 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 **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) ☐ 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 **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) ☐ 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 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 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 *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 GOAL:

S	Specific	Meadowbrook Elementary will implement and consistently reinforce a schoolwide Positive Behavior Plan that includes clearly taught behavior expectations, a common referral process, positive recognition for appropriate behavior, and targeted interventions for students demonstrating repeated behavioral concerns.
M	Measurable	By monitoring Office Discipline Referrals (ODRs) data in FOCUS, the school will reduce total referrals by at least 25%, with a specific focus on decreasing referrals for Unruly/Disruptive Behavior by 50%, as compared to baseline data from the first quarter of the school year.
A	Attainable	This goal will be achieved through staff training on behavior expectations and referral procedures, scheduled PBIS data reviews during leadership/staff meetings, consistent classroom implementation, and the use of existing supports such as counseling services, behavior contracts, and Tier 2/Tier 3 interventions.
R	Realistic	The plan leverages current resources, including administrative support, school counselors, teachers, paraprofessionals, PBIS incentives, and available data systems (FOCUS). Staff will be supported with ongoing communication and behavior matrices to ensure successful implementation.
T	Time-bound	By **June 2027**, Meadowbrook Elementary will demonstrate improved student behavior as evidenced by a **25% reduction in ODRs**, increased positive behavior recognition, and improved school climate data as measured through administrative walkthroughs and the BCPS Customer and Climate Survey.

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.
Overall ODRs	By June 3, 2027, Unruly/Disruptive Behavior Office Discipline Referrals (ODRs) will indicate a 50% *decrease* as measured by Office Discipline Referrals (ODRs) in Focus.	1. Teachers will use Tier 1 PBIS strategies to prevent misbehaviors and effectively use strategies provided on the SPBP Discipline Flow Chart for **staff managed misbehavior.** 2. Support Staff will ensure that behavior lessons are implemented 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.