



Schoolwide Positive Behavior Plan (SPBP)
Broward County Public Schools



SY 2026 – 2027

School Name:	Peters Elementary
School Number:	0931

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	Dr. Eric Miller	7. Security Specialist/ Campus Monitor	Jean Herve Marcelin
2. Point of Contact	Carol King Roberts	8. Social Worker	TBA
3. BTU Representative	Annette Young	9. School Nurse	TBA
4. Parent/Community Representative	Lisa Richards	10. Attendance Manager	Andrea Harris
5. Student Representative	TBA	11. Life Skills & Wellness Liaison	LaShawn Smith Settles
6. School Counselor	LaShawn Smith Settles	12. Resiliency Liaison	LaShawn Smith Settles

*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	8/18/2026	9:00 am		8/25/2026
2 nd Oct. 13 – Dec. 18	10/20/2026	9:00 am		10/27/2026
3 rd Jan. 5 – Mar. 18	1/19/2027	9:00 am		1/26/2027
4 th Mar. 29 – May 28	3/16/2027	9:00 am		3/30/2027

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 (<i>prior to April 30, 2026</i>)	4/23/2026
Hold a <i>faculty</i> vote on the new SPBP (<i>prior to April 30, 2026</i>)	4/29/2026
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>)	9/22/2026

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:	539	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals		!Zero Divide	Are your 0 – 1 referral > 80%?	☒ Yes ☐ No
II. 2 - 5 referrals (at risk students)	11	2%	Are your 2 - 5 referrals <15%?	☒ Yes ☐ No
III. > 5 referrals (high-risk students)	1	Less than 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: <i>(3-4 detailed steps)</i> - Ensure all teachers are trained to use Suite 360 and the school-wide expectations. - Ensure teachers use Suite 360 and implement school-wide expectations with fidelity. - Ensure students are taught and reminded of the school-wide expectations. - 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: <i>(3-4 detailed steps)</i> - Ensure discipline infractions and praise are distributed equitably. - Ensure teachers use the Discipline Flow Chart with fidelity (Critical Element #6) - Ensure students with behavior concerns are referred to the Response to Intervention team.

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	13
2. Disobedience/insubordination	10
3. Battery Low Level	5
4. Fight/Minor altercation	4
5. Profanity	3
TOTAL	35

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. P – Positive Attitude
2. A – Act Responsibly and Respectfully
3. W – Wise Choices
4. S – Safety First

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. Hallway	11
2. Playground	8
3. Cafeteria	4

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 Rules	Classroom Rules
Positive Attitude	Walk silently	Keep hands, feet and objects to yourself	Respect yourself and others	
Act Responsibly and Respectfully	Always wear school ID	Clean your eating space and pick up trash around your area	Keep hands and feet to yourself	
Wise Choices	Go directly to your destination	Keep all food items on your tray	Line up when the whistle blows	
Safety First	Follow adult directives	Follow all directions given by the cafe monitors/adults	Stay in designated area	

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	8:30 am	Classroom, Cafeteria, Playground
After Winter Break	1/5/2027	8:30 am	Classroom, Cafeteria, Playground
After Spring Break	3/29/2027	8:30 am	Classroom, Cafeteria, Playground

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	8/10/2026	8/10/2026	8/10/2026
After Winter Break	1/5/2027	1/5/2027	1/5/2027
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?
Life Skills & Wellness Click to enter "other"	Throughout the 2026-27 school year. (monthly)	Classroom Teachers	Teachers will provide students with personal and interpersonal life skill lessons. These lessons will help students navigate and succeed in their daily lives. Lessons will be provided during the social studies block.	These lessons will increase the likelihood of a positive classroom environment and decrease classroom referrals.
Resiliency Curriculum Click to enter "other"	Throughout the 2026-27 school year.	Classroom Teachers	Teachers will implement classroom resiliency lessons. These lessons will allow students to stay connected, remain motivated, and build confidence. Lessons will be provided during the social studies block.	These lessons will improve student well-being while reducing the number of referrals to the school counselor.

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: 20% of behavior infractions were located in the cafeteria. Problem Identification Statement: Students are not following cafeteria rules and procedures. According to the incident data on FOCUS, 100% of the infractions in the cafeteria are a result of students not following cafeteria rules and procedures.
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: This problem is occurring because students are learning how to self-regulate, follow rules, and demonstrate good character. SMART Goal Statement: 95% of students in grades K-5 will follow the rules in the cafeteria.
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: Teachers assign their students a seat at each of their tables. Each table has 3 Solo cups (1 green, 1 yellow, and 1 red). The classes will receive a point for each green they earn from the cafeteria monitors for following the rules and procedures of the cafeteria. Support staff members and instructional leaders will provide classes with a card that can be hole punched 10 times. Students will receive rewards based on the number of hole punches earned. (10 Greens=Ice Pops, 20=Fruit Roll Ups, 30=Chips, 50 Greens=Movie/Pizza).
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? To monitor the fidelity of the staff's implementation of the cafeteria plan, administration will monitor the distribution of the points from the staff to the students. We will model the process and meet with the behavior team weekly to discuss progress.
B. Student outcome monitoring <i>(use numerical data)</i>	How will you know if the reward program/system is positively impacting <u>students</u>? What measurable data will you use to determine "success"? Administration and the School Counselor will monitor the fidelity of the SPBP. The frequency of behavioral incidents in the cafeteria will decrease by 50% as measured by ODRs in FOCUS. Also, the increased number of points issued will illustrate a success of the reward program.

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	Each month Kids of Character (Star student) posters will be displayed in the cafeteria. These students will be given special rewards and certificates for demonstrating the character trait for each month.

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

Did the behavior improve?

Positively reinforce change in behavior

Apply Administrative Consequence(s):
Office Discipline Referral (ODR)
CPST Referral

Staff Managed Misbehaviors

Note: The behaviors provided are examples, not an exhausted list of misbehaviors.

Inappropriate language

- name calling
- use of profanity

Disrespect

- talking back
- physical gestures

Defiance

- work refusal
- head down on desk/sleeping
- not following directions

Disruptive

- tattling/false information
- talking out of turn
- calling out
- distracting others

Physical Contact

- touching others, pushing/shoving (no injuries)
- mutual horseplay

Violation of classroom or location-specific rules

Office Managed Misbehaviors

Inappropriate language

- racial slurs or taunting
- profanity directed at a staff member

Harassment

- bullying
- threat or intimidation

Defiance

- leaving classroom, assigned area, or school grounds without permission
- forgery/plagiarism

Disruptive

- inciting others to disrupt teacher
- chronic classroom disruption: more than 3 times within 30 minutes

Physical Contact

- touching others (hitting, kicking, biting) with intent to do harm
- petty theft

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
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. <i>(3-4 detailed steps)</i>
☒ CHAMPS ☐ Positive Behavior Interventions and Supports and the Classroom https://fi-pda.org/#/category/26 ☒ Other: PAWS	1. The team will train classroom teachers and support staff to use the P.A.W.S. behavior management system. 2.) Ensure that the Effective Discipline Procedures Flow Chart is posted in all classrooms and used to teach students during behavior lessons. 3. Review discipline data quarterly and meet with individual teachers to provide additional support.

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>): PAWS

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 :	36
Total number of <i>other</i> school-wide discipline referrals (not including classrooms):	28
% of referrals in the classroom:	56%
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 <i>☑ check off Action Step when completed</i>
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 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 <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, 2027 , disruptive unruly behavior will decrease by 25% as measured by Office Discipline Referrals (ODRs) in Focus.	1. By October 2026, 80% of teachers will use Tier 1 PBIS strategies to prevent misbehaviors. 2. By June 2027, classroom teachers, support staff, and administration will ensure that 95% of the students have one or less referrals for unruly/disruptive behavior.

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