



Schoolwide Positive Behavior Plan (SPBP)

Broward County Public Schools

SY 2026 – 2027



School Name:	Dr. Martin Luther King, Jr. Elementary School
School Number:	1611

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	Meredith McKinney	7. Security Specialist/ Campus Monitor	Tamarios Pierce
2. Point of Contact	Darryl Wilson	8. Social Worker	Mary Charles
3. BTU Representative	Tania Labriola	9. School Nurse	Delores Thompson
4. Parent/Community Representative	Kimberly Nelson	10. Attendance Manager	Tyqueena Palmer
5. Student Representative	Timothy Chang	11. Life Skills & Wellness Liaison	Darryl Wilson
6. School Counselor	Darryl Wilson	12. Resiliency Liaison	Darryl Wilson

*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	8/3/2026	9:30am		8/13/2026
2 nd Oct. 13 – Dec. 18	10/15/2026	2:30pm		10/15/2026
3 rd Jan. 5 – Mar. 18	1/6/2027	9:30am		1/6/2027
4 th Mar. 29 – May 28	3/4/2027	2:30pm		4/6/2027

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>)	4/24/2026
Hold a <i>faculty</i> vote on the new SPBP (<i>prior to April 30, 2026</i>)	4/28/2026
Provide training to faculty and staff (<i>prior to September 30, 2026</i>)	8/7/2026
Present the 2026-27 SPBP to family and community stakeholders (<i>prior to September 30, 2026</i>)	9/8/2026

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:	523	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals		96%	Are your 0 – 1 referral > 80%?	☒ Yes ☐ No
II. 2 - 5 referrals (at risk students)	20	4%	Are your 2 - 5 referrals <15%?	☒ Yes ☐ No
III. > 5 referrals (high-risk students)	3	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> - SPBP Team will continue to support teachers and school staff through refresher trainings and consistent inspections of implementation. - At-risk and high-risk students will participate in small group counseling sessions. School Counselor will address strategies for self-regulation techniques, behavior expectations, and conflict mediation either weekly or bi-monthly. - Students with more than 4 referrals will conference with administration, parents, and school counselor to develop an individual plan of action to improve behavior. The student will then be placed on a behavioral monitoring plan. - At-risk and high-risk students will continue to be addressed through the MTSS/RTI process (Tier 2 and/or Tier 3).	

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> - Administration will monitor referrals and provide teachers with additional behavior interventions when a sub-group referral number begins to spike. - Administration, support staff, and teachers will refer students that are displaying negative behaviors to the Support Team for mentoring and individualized behavior plans. - The SPBP leadership team will target specific groups and create an incentive plan to decrease misbehavior with the identified subgroups.

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	19
2. Disobedience/Insubordination	12
3. Fight/Minor Altercation	11
4. Mistreatment of Peers (3-5)	11
5. Mistreatment of Peers (K-2)	9
TOTAL	62

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 Respectful
2. Be Obedient
3. Be Responsible
4. Be Cooperative
5.

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	17
2. Cafeteria	12
3. Athletic Field	6

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
Be Respectful	Click here to select hallway rules OR Keep your hands and feet to yourself and be mindful of personal space.	Click here to select cafeteria rules OR Keep your hands and feet to yourself and be mindful of personal space.	Click here to select location rules OR Keep your hands and feet to yourself and be mindful of personal space.	
Be Obedient	Click here to select hallway rules OR Follow the directions given by adults.	Click here to select cafeteria rules OR Follow the directions given by adults.	Click here to select location rules OR Follow the directions given by adults.	
Be Responsible	Click here to select hallway rules OR Walk in a quiet straight line.	Click here to select cafeteria rules OR Walk in a quiet straight line.	Click here to select location rules OR Walk in a quiet straight line.	
Be Cooperative	Click here to select hallway rules OR Walk together in a straight line without talking or touching.	Click here to select cafeteria rules OR Walk together in a straight line without talking or touching.	Click here to select location rules OR Walk together in a straight line without talking or touching.	
Click here to type your Expectation	Click here to select hallway rules OR Click here to type hallway rules.	Click here to select cafeteria rules OR 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	8:30 AM	Classroom
After Winter Break	1/5/2027	8:30 AM	Classroom
After Spring Break	3/29/2027	8:30 AM	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	8/10/2026	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?
Resiliency Curriculum Click to enter "other"	September 2026 – May 2027	Darryl Wilson (School Counselor)	Resiliency lessons will be implemented monthly during student's Specials class.	District Liaison monitors use/ School Counselor monitors student's behaviors.
Choose Peace/Stop Violence Click to enter "other"	September 2026-May 2027	Darryl Wilson (School Counselor)	Weekly schoolwide initiatives, we will also celebrate through a week long commemoration of Peace Week.	District Liaison monitors use/ School Counselor monitors student's behaviors

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](#)

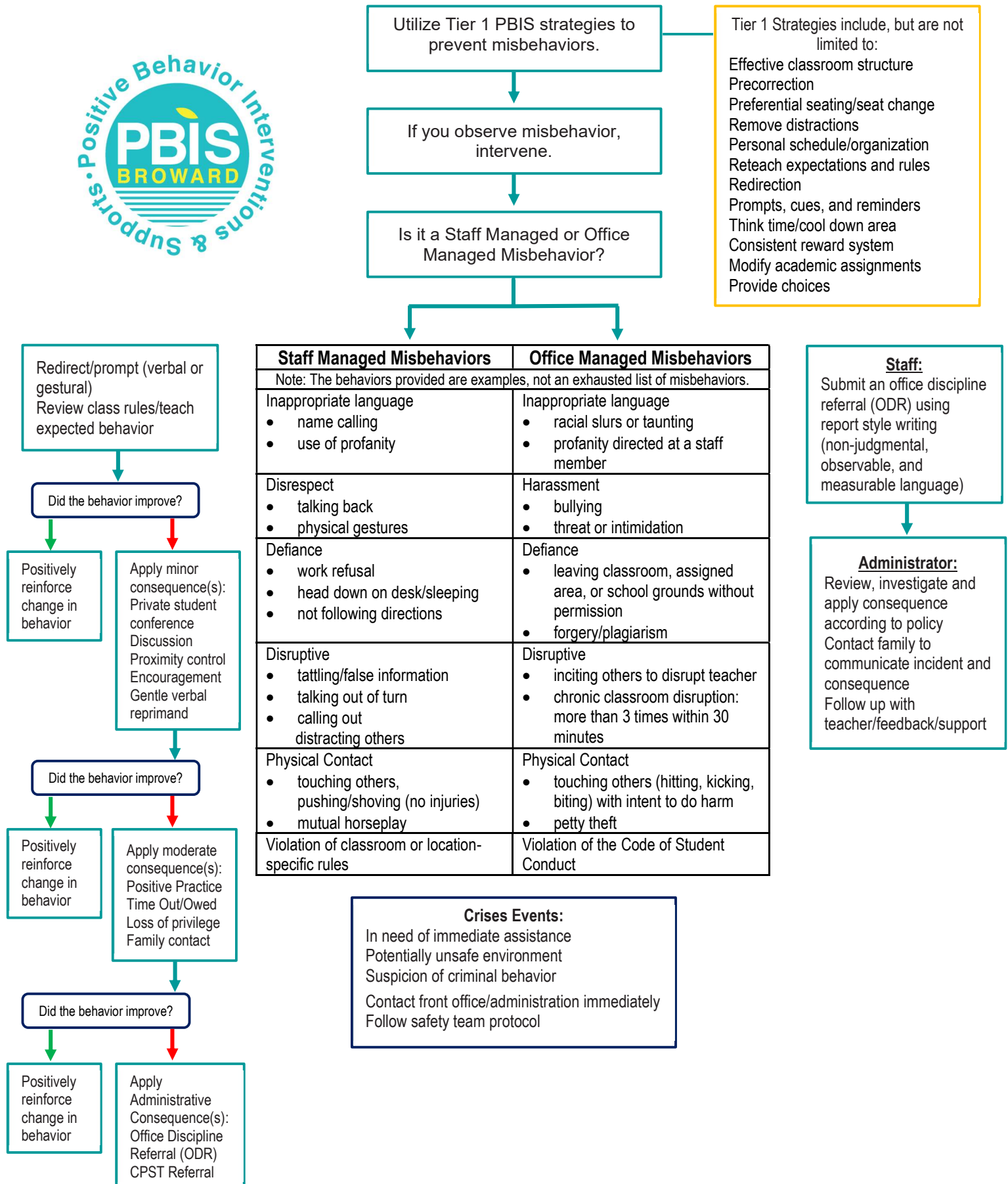
4 Step Problem Solving Process	Plan Details
1. Problem Identification: Review your behavior data to identify one school-wide problem. What problem did you identify? <i>(use numerical data)</i>	Data used: FOCUS SIS Problem Identification Statement: During the 2025-2026 school year, there were 19 referrals written for Unruly/Disruptive Behavior in the classroom, cafeteria, and hallways.
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 would benefit from a better reward system to reinforce positive behaviors, so students have a clear understanding of school-wide expectations. Teachers and Staff need to be trained in utilizing de-escalation strategies. SMART Goal Statement: By the end of the 2026-2027 school year, the amount of DMS referrals coded to Unruly/Disruptive Behavior will decrease by 10%.
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: There will be a school-wide implementation of the Cougar Cash system to reward students for adhering to the expectations outlined in this plan. Each quarter Cougar Cash will be distributed to all staff members. Cougar Cash can be rewarded to any student that is seen demonstrating appropriate expectations in the classroom, cafeteria, or hallway. Students may redeem their Cougar Cash at the Cougar Shack. The Cougar Shack will be open once a month during lunch and will contain snacks, school supplies, toys, books, and small trinkets.
4. Evaluation: A. Implementation fidelity	How will you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program/system? We will monitor the fidelity of our Cougar Cash intervention by keeping track of how many Cougar Cash the students collect. Teachers will be provided with a catalog that explains the prices of each item. They will also keep track of how many Cougar Cash each student has earned. Teachers will then submit the information to the assistant principal so that the PBIS team can analyze the data to determine if changes are necessary. As students visit the Cougar Shack, the cashier will also enter the names of students into a log to keep track of participation.
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"? Program data will be collected and monitored monthly. The PBIS team will cross reference their findings with DMS data at the end of each quarter. The PBIS team will also conduct a student survey at the end of each quarter to gain insight on how the students feel about the intervention. The success of the program will be justified if we see a decrease in referrals.

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? <i>(2-3 sentences)</i>
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	Kids of Character recognition will take place during student's respective lunch. Teachers will be provided monthly Character traits and are asked to submit names of students who exemplified the character trait for the 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.



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. Teachers will participate in a classroom management training to increase positive behavior interventions and supports in the classroom. 2. Administrators will utilize "Classroom Snapshots" during walkthroughs and provide teachers with actionable feedback. 3. The SPBP Team will have quarterly review sessions of behavior data and discuss and any classroom concerns.

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 "IZero Divide" in the next cell and pressing "Fn + F9" together.

Total number of discipline referrals from classrooms :	77
Total number of <i>other school-wide</i> discipline referrals (not including classrooms):	35
% of referrals in the classroom:	69%
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 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 8/7/2026, 1. Team will be assigned to zones and be responsible for ensuring that the proper signage is posted. 2. Administrators will inspect the zones to ensure each hallway has visible expectations posted before the first day of school.
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,
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 8/7/2026, 1. SPBP Team will present the Discipline Flow Chart during preplanning week and explain its components to staff members. 2. Administrators will conduct walkthroughs and review DMS data to monitor the use of the flow chart when students begin school.
A recognition system is implemented by 100% of staff for <i>all</i> students.	☐ Yes ☒ No	By 8/7/2026, 1. The SPBP Team will create the Cougar Cash along with a presentation that each teacher will share during the first week of school with students. 2. Administration and the SPBP Team will monitor the use of Cougar Cash by school staff.

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, the frequency of behavioral incidents in the classroom will decrease by 10% will indicate as measured by Office Discipline Referrals (ODRs) in Focus.	1. The SPBP Team will have a quarterly behavior assemblies to communicate behavior expectations to all students. 2. The SPBP Team will monitor and track misbehavior and provide incentives to identified students.

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