



Schoolwide Positive Behavior Plan (SPBP)
Broward County Public Schools

SY 2026 – 2027



School Name:	Whispering Pines School
School Number:	1752

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	Erica Alexander	7. Security Specialist/ Campus Monitor	Yvonne Jefferson
2. Point of Contact	Erica Alexander	8. Social Worker	Alexa Vazquez
3. BTU Representative	Kevin Campbell	9. School Nurse	Christine Cineas
4. Parent/Community Representative		10. Attendance Manager	Janet Graham
5. Student Representative	Ziyon Nixon	11. Life Skills & Wellness Liaison	Chandra Wilson-Lee
6. School Counselor	David Garcia	12. Resiliency Liaison	Chandra Wilson-Lee

*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	9/3/2026	10 AM		9/9/2026
2 nd	12/16/2026	10 AM		12/17/2026
3 rd	2/18/2027	10 AM		2/19/2027
4 th	5/19/2027	10 AM		5/20/2027

CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment

2. Team communication/presentation of new SPBP to staff and stakeholders

Action Steps:	Dates
Present the 2026-2027 SPBP to staff (<i>prior to April 30, 2026</i>)	4/29/2026
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>)	9/1/2026
Present the 2026-2027 SPBP to family and community stakeholders (<i>prior to September 30, 2026</i>)	9/7/2026

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:	150	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals	139	92%	Are your 0 – 1 referral > 80%?	☒ Yes ☐ No
II. 2 - 5 referrals (at risk students)	34	23%	Are your 2 - 5 referrals <15%?	☐ Yes ☒ No
III. > 5 referrals (high-risk students)	16	11%	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> - Identify which group of students displayed a high magnitude of at-risk behaviors. - All staff were trained and consistent with the school-wide behavior management system (T.E.A.M system) - During weekly child study meetings, administration and stakeholders will discuss what proactive strategies and interventions are to be implemented with fidelity	

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 and behavior specialists will have a data chat with those students to discuss their behavior. - Administration and leadership team will continuously discuss behavioral data in weekly. - Create an individualized behavior contract as it relates to problems. - Strategic placement of staff members based on data findings.

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 2024-2025	# Incidents
1.Disobedience / insubordination 6-8	29
2. Disobedience / insubordination 9-12	20
3.Disruption on campus 6-8	15
4.Inciding a disturbance 6-8	9
5.Unruly disruptive behavior	7
TOTAL	80

- 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.Compliance
2.Respect others and yourself
3.Be accountable
4.Foster a safe environment
5.Respond appropriately to classroom interventions

- 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. school grounds	10
2.in-school suspension room	5
3. Hallway	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	Click here to enter location: Rules	Classroom Rules
Appropriate Interactions with peers and adults	Follow adult directives Click here to type hallway rules.	Follow all directions given by the cafe monitors/adults Click here to type cafeteria rules.	Follow directions the first time given Click here to type location rules.	Use appropriate language
Respect yourself and others	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.	Remain in your assigned seat, facing forward with feet on the floor Click here to type location rules.	Treat others with respect
Foster a safe environment	Go directly to your destination Click here to type hallway rules.	Face one direction when seated Click here to type cafeteria rules.	Remain in your assigned seat, facing forward with feet on the floor Click here to type location rules.	Keep hands, feet, and objects to yourself
Be accountable	Keep electronics in your backpack Click here to type hallway rules.	Keep all food items on your tray Click here to type cafeteria rules.	Wear your ID badge Click here to type location rules.	Be responsible for your own behaviors and academic work
Respond appropriately to classroom interventions	Use Level 1 voice in the hallways Click here to type hallway rules.	Follow all directions given by the cafe monitors/adults Click here to type cafeteria rules.	Follow directions the first time given Click here to type location rules.	Failure to comply to classroom rules will result in a consequence

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	8/4/2026	10 AM	Cafeteria
After Winter Break	1/6/2027	10 AM	Cafeteria
After Spring Break	3/30/2027	10 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	8/13/2026	8/13/2026	8/13/2026
After Winter Break	1/7/2027	1/7/2027	1/7/2027
After Spring Break	3/31/2027	3/31/2027	3/31/2027

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"	weekly	Teachers, therapists	Teachers and therapists will do weekly sessions covering BCPS life skills & wellness content. Delivery of content will be based on data from fall and spring LSW assessments.	Completion percentage on surveys and ReThink Ed content
Bullying Prevention: Be the 1 Click to enter "other"	monthly	Teachers, therapists, administration, behavioral specialists	Staff will utilize Compass/Suite 360 curriculum with students during unique skills. School will observe bullying prevention week.	Completion percentage on Compass/Suite 360

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: Disobedience / insubordination 6-8 Problem Identification Statement: Students in grades 6-8 had 29 incidents of Disobedience / insubordination.
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: ESE students may display disobedient or insubordinate behaviors for a variety of reasons, often rooted in their specific disabilities, emotional challenges, or unmet needs. SMART Goal Statement: By June 2027, disobedient/disobedient behaviors will decrease by 10% as evidenced by observable behavioral date.
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 A token economy is a powerful positive reinforcement strategy often used with ESE/EBD students to encourage appropriate behavior and reduce problem/negative behaviors. 1. Identify Target Behaviors (IEP Goals) 2. Select Tokens 3. Choose Reinforcers 4. Set Exchange Rate 5. Teach the System 6. Consistently Reinforce 7. Fade the System Over Time Make it visual: use tracking sheets Keep it positive: focus on what students should do, not what they shouldn't Involve students: let them help choose rewards Be consistent: follow through with token delivery and reward availability.
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? Behavior specialists will review student tracking sheets to determine if students are meeting daily goals. Students will be discussed at weekly child study meetings to discuss strategies and interventions.
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"? Behavioral data will reflect a decrease in disobedient/insubordinate behaviors. Students will make gains both academically and behaviorally.

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. 

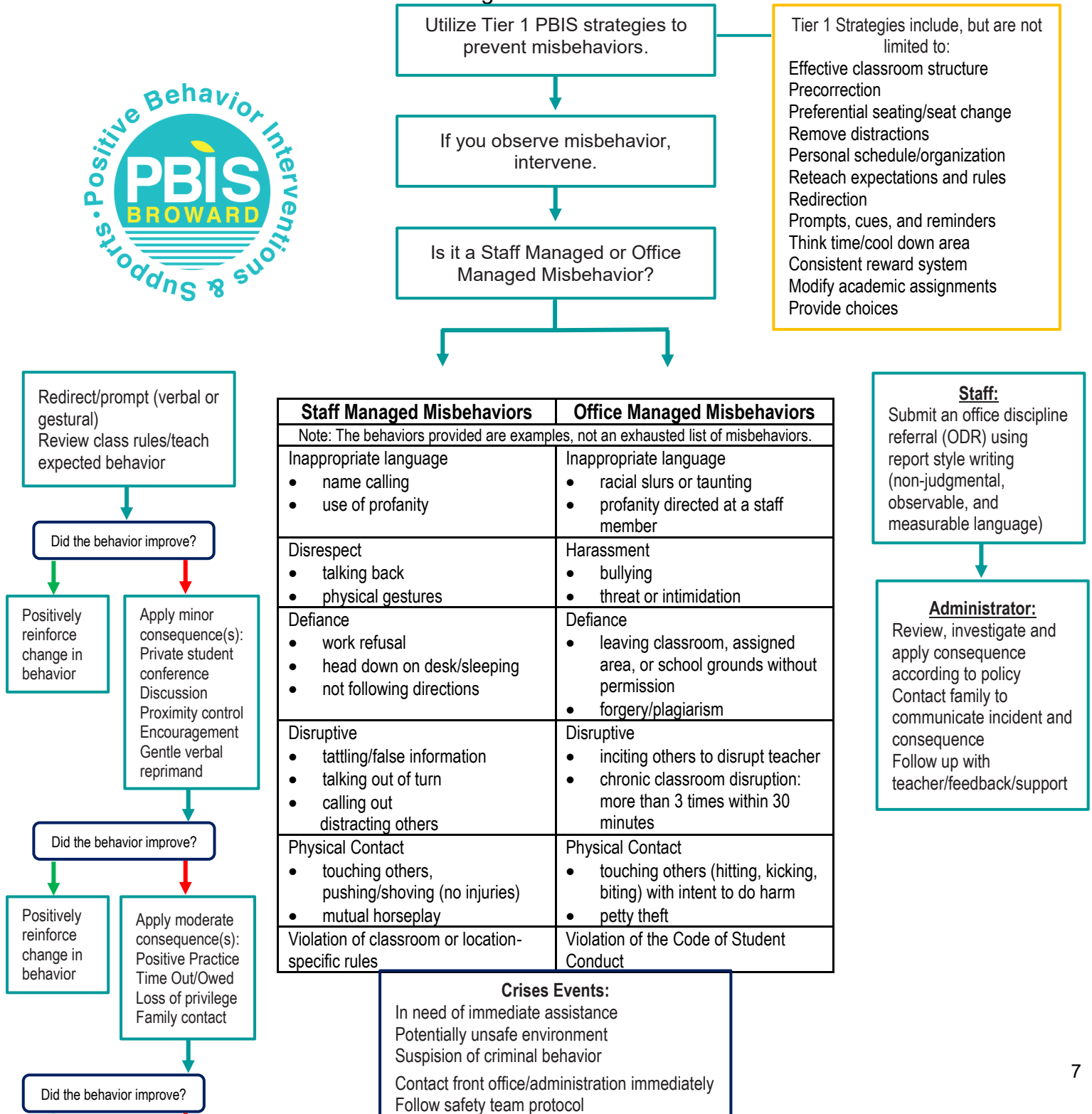
Monthly Character Traits	Plan Details
	How will you recognize <i>Kids of Character</i> each month? <i>(2-3 sentences)</i>

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

BCPS Equity, Diversity, and School Climate
<https://www.browardschools.com/Page/32844>

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. Provide targeted professional development 2. Develop and monitor behavior support plans 3. Implement coaching and modeling 4. Collect and analyze behavior data

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>): TEAM System

8C. Percentage of classroom referrals: **Use current 2026-2027 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 :	86
Total number of <i>other</i> school-wide discipline referrals (not including classrooms):	119
% of referrals in the classroom:	72%
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 Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) ☒ 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 Brainshark available at: http://www.brainshark.com/browardschools/PBIS101
October 2 nd Quarter Team Meeting	☒ Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) ☒ Present implementation data, behavior data, team activities, and SPBP progress to entire staff ☒ Ensure Core Effectiveness Action Steps are being implemented as written ☒ Complete Quarterly Big 5 Data Template and submit to your 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
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 on PBIS Canvas page) ☒ Present implementation data, behavior data, team activities, and SPBP progress to entire staff ☒ Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator ☒ Confirm next quarterly PBIS team meeting date and time
February	☒ Check on recently hired staff for PBIS understanding - provide "PBIS 101" Brainshark resource ☐ 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 on PBIS Canvas page) ☒ Present implementation data, behavior data, team activities, and SPBP progress to entire staff ☒ Complete Quarterly Big 5 Data Template and submit to your 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% 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.
Behavior Incidents <i>Choose one ODR area of focus</i>	By June 1, 2027 disobedience/insubordination will indicate decrease by 10% as measured by Office Discipline Referrals (ODRs) in Focus.	1. Practice routines regularly and use consistent consequences. 2. Use praise and reinforcement to encourage desired behaviors

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