



Schoolwide Positive Behavior Plan (SPBP)
Broward County Public Schools

SY 2026 – 2027



School Name:	Royal Palm Elementary School
School Number:	1851

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	Marie Rumble, Principal	7. Security Specialist/ Campus Monitor	Charnissa Cok
2. Point of Contact	Shayla Dekle, Asst. Principal	8. Social Worker	Kennesha Mair-Jones
3. BTU Representative	Syterrial Bynes	9. School Nurse	Edna Soomans
4. Parent/Community Representative	Georgette Steele	10. Attendance Manager	Joann Armstrong
5. Student Representative	Kimarie Josephs	11. Life Skills & Wellness Liaison	Brenda Vidal
6. School Counselor	Brenda Vidal	12. Resiliency Liaison	Brenda Vidal

*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	10/5/2026	2:15 p.m.		10/8/2026
2 nd Oct. 13 – Dec. 18	12/15/2026	2:15 p.m.		12/17/2026
3 rd Jan. 5 – Mar. 18	1/12/2027	2:15 p.m.		1/14/2027
4 th Mar. 29 – May 28	5/25/2027	2:15 p.m.		5/27/2027

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>)	4/26/2026
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>)	9/14/2026
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:	682	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals		97%	Are your 0 – 1 referral > 80%?	☒ Yes ☐ No
II. 2 - 5 referrals (at risk students)	15	2%	Are your 2 - 5 referrals <15%?	☒ Yes ☐ No
III. > 5 referrals (high-risk students)	3	0%	Are your >5 referrals <5%?	☒ Yes ☐ No

3B. Core Effectiveness Action Steps:

If you answered “Yes” to I, II, and III above, then your core is effective. Based upon table 8A, is your core effective?	☒ Yes ☐ No
Answer either (a) or (b): (a) If your core is effective, then identify action steps your school leadership team should continue to take for early identification of at risk or high-risk students. (b) If you answered “No” to at least one of the items above (I, II, or III) then indicate the supports and interventions and action steps your school leadership team will implement <i>at the beginning</i> of the next school year to improve core strength: Core Effectiveness Action Steps: <i>(3-4 detailed steps)</i> - Scholars with 5 referrals in a quarter (9 weeks) will conference with administration, parents, and the school counselor to outline action plan. - At risk and high-risk scholars will be provided with small group sessions with the school counselor utilizing Compass lessons. - At risk and high-risk students will be addressed through the Response to Intervention (RtI) process, Tier 2 and/or Tier 3 supports identified, as well as a parent communication plan created.	

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> - Weekly School Counselor guidance groups for Black/African American students with 2 or more discipline behavior referrals. - Implementation of Morning Meeting in all classrooms with disproportionate ratio of students. - Use of Compass to facilitate Life Skills and Wellness dialogue/discussion. - Increased use of school-wide incentives for demonstration of school-wide expectations.

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	25
2. FIGHT -MINOR/ALTERCATION/CONF	15
3. DEFIANCE OF AUTH/HAB	14
4. INAPPROPRIATE TOUCH/LANG/GEST	5
5. THREAT/LOW	5
TOTAL	64

- 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 Kind
2. Be Responsible
3. Be Respectful
4. Be Cooperative
5. Be in Control

- 4C.** Top three school-wide locations: **Use current 2025-2026 school year behavior data** as listed in Focus.
- Review your referral data YTD in Focus – Discipline – Category Breakdown – *Location*.
 - Complete the chart by identifying the top three schoolwide locations, excluding classroom and the number of incidents for each location.

Top 3 Locations, excluding Classroom :	
School Location(s)	# Incidents
1. Cafeteria	8
2. Hallway	4
3. Playground	1

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
Be Kind	Click here to select hallway rules OR Use manners and kind words. (Please, Thank You, I am Sorry)	Click here to select cafeteria rules OR Use kind words when speaking.	Click here to select location rules OR Play nicely with others.	
Be Responsible	Click here to select hallway rules OR Walk on the black line.	Clean up after yourself Click here to type cafeteria rules.	Click here to select location rules OR Please equipment in the proper place after use.	
Be Respectful	Click here to select hallway rules OR Walk quietly.	Raise your hand and wait for help Speak using a level 2 voice.	Keep hands and feet to yourself Click here to type location rules.	
Be Cooperative	Click here to select hallway rules OR Obey all adults and follow all directions.	Click here to select cafeteria rules OR Obey adults and follow all directions the first time given.	Click here to select location rules OR Share the equipment.	
Be in Control	Follow adult directives Click here to type hallway rules.	Keep all food items on your tray Click here to type cafeteria rules.	Click here to select location rules OR Keep hands and feet 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	8/4/2026	8:45 am	Cafeteria
After Winter Break	1/5/2027	8:45 am	Cafeteria
After Spring Break	4/30/2027	8:45 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	Playground
Lesson Plan Dates			
Start of School Year	8/5/2026	8/6/2026	8/7/2026
After Winter Break	1/6/2027	1/7/2027	1/8/2027
After Spring Break	3/31/2027	4/1/2027	4/2/2027

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?
Choose Peace/Stop Violence Click to enter "other"	Monthly	School Counselor	Implementation will occur through a structured communication cycle that includes daily morning announcements to reinforce expectations and messaging schoolwide. Teachers will integrate the focus into morning meetings to build consistency, model behaviors, and engage students in discussion. Additionally, a designated Spirit Awareness Week will provide targeted activities and events to deepen understanding, promote participation, and reinforce the initiative across the school community.	Discipline referral data, bully box, school counselor student support plan

Resiliency Curriculum Click to enter "other"	Monthly	School Counselor	Implementation will be carried out through daily morning announcements to introduce and reinforce key messages schoolwide. Teachers will embed the focus into morning meetings to promote discussion, modeling, and student engagement. The school counselor will provide targeted small group instruction to support students who need additional skill-building and reinforcement.	Completion of Resiliency Ed. Surveys/Lessons
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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>	Based on a review of discipline data in FOCUS, <i>Disruptive and Unruly Behavior</i> has been identified as the primary school-wide concern. This behavior category accounts for the highest number of Office Discipline Referrals (ODRs), with 12 documented incidents in grades K–2 and an additional 13 incidents in grades 3–5, totaling 25 incidents, which is the highest compared to all other behavior categories. This data indicates a consistent pattern across grade levels, confirming that disruptive behavior is the most prevalent issue requiring targeted intervention.
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: <i>Lack of utilizing CHAMPS classroom management with fidelity.</i> SMART Goal Statement: By June 2027, there will be a 30% increase of students participating in the school-wide Panda Store, utilizing Panda Bucks earned from demonstrating school-wide expectations.
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: Description of Program/System: The Panda Principles embody all we want our scholars to demonstrate. They are intertwined into the fabric of our school and are referred to often: Be Kind, Be Responsible, Be Respectful, Be Cooperative, Be in Control. These principles are posted in every classroom, hallway, cafeteria, and office. Panda Bucks are awarded for scholars who display the Panda Principles, engage in extreme acts of kindness, and attend family nights. Panda Bucks of \$1, \$5, and \$10 are used to reinforce both positive and negative behaviors through the school day. Scholars can use Panda Bucks to shop at the school store and to enter the Monthly Club Panda dance. Teachers will lead Morning Meetings each morning for the first 15 minutes focusing on learning characteristics of positive behaviors through Life Skills and Wellness and Compass.

	Fun Friday is a school-wide initiative where teachers can reward their students for displaying positive behaviors that exemplify the Panda Principals. Teachers will reward their scholars with incentives such as Lunch Bunch, Treasure Box, etc. The use of Class Dojo to reward points to students who demonstrate positive behaviors and the Panda Principals. Panda Shout Out on the Morning Announcements. The implementation of Greeting Students at the Door. Buddy to Buddy Mentorship program to partner students with role models who exhibit positive behaviors and uphold the Panda Principles.
4. Evaluation: A. Implementation fidelity	How will you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program/system? The PBIS team will meet monthly to review implementation of plan, fidelity, solicit feedback and review weekly referral reports. Quarterly, staff will also complete a PBIS survey regarding practices. The PBIS team will conduct regular walkthroughs (monthly or more frequently based on ODR data) to monitor the fidelity of implementation and identify additional staff support.
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"? By June 2027, there will be a 30% increase of students participating in the school-wide Panda Store, utilizing Panda Bucks earned from demonstrating school-wide expectations.

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	Each month, a new character trait is introduced and highlighted during the morning announcements. Students are given clear examples and non-examples to help them understand and demonstrate the trait in their daily behavior. Throughout the month, teachers observe and nominate students who best embody the character trait. Selected students are then recognized in the <i>Panda Publication</i> as well as during the morning announcements.

CRITICAL ELEMENT #7: Effective Discipline Procedures

You can choose to use the flow chart below or create your own. This flow chart is posted in all classrooms and used to teach students during behavior lessons.





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

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: Click here to enter name of system	1. As trend data is collected through PBIS walkthroughs using the CHAMPS 7-UP Checklist, support needs and refresher PD will be identified and provided. 2. Instructional Leaders will receive a bi-weekly referral report noting the number and types of referrals received. The data collected and shared will determine additional PBIS PD and support. 3. 100% of staff will be trained on CHAMPS Implementation and quarterly refreshers conducted based on areas of need and focus identified through ODRs.

8B. The administration reviews and analyzes the fidelity of staff implementation of Tier 1 classroom management systems **across teachers** using:

☒ CHAMPS 7 Up Checklist 
☐ Classroom Snapshot (Classroom Management Assessment) 
☐ PBIS Classroom Assistance Tool (CAT) 
☐ Other <i>(specify)</i> :

8C. Percentage of classroom referrals: **Use current 2025-2026 school year behavior data** as listed in Focus.

(a) Review your classroom data YTD in Focus – Discipline – Category Breakdown – *Location*.

(b) Complete the yellow highlighted cells.

(c) Auto-calculate the % of referrals in the classroom by clicking on “!Zero Divide” in the next cell and pressing “Fn + F9” together.

Total number of discipline referrals from classrooms :	52
Total number of <i>other</i> school-wide discipline referrals (not including classrooms):	25
% of referrals in the classroom:	68%
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 8/10/2026, 1. 2.
100% of instructional staff has delivered expectations and rules lesson plans as written and when indicated.	☒ Yes ☐ No	By 8/14/2026, 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 8/7/2026, 1. 2.
A recognition system is implemented by 100% staff for <i>all</i> students.	☒ Yes ☐ No	By 8/14/2026, 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 3, 2027, Disruptive and unruly behavior will indicate a 20% decrease as measured by Office Discipline Referrals (ODRs) in Focus.	1. All Instructional Leaders will be trained in CHAMPS by September 11, 2026. 2. All Instructional Leaders will be trained on the Royal Palm School- wide Discipline Plan and Class DOJO by August 6, 2026.
SPBP Submission		
1. Upload completed SPBP (as PDF) into BCPS Central in the School Improvement Plan.  2. Complete PBIS Point of Contact form. 		

