



Schoolwide Positive Behavior Plan (SPBP)
Broward County Public Schools

SY 2026 – 2027



School Name:	Banyan Elementary School
School Number:	2001

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	Shalonda Jennings	7. Security Specialist/ Campus Monitor	Shamika Thompson
2. Point of Contact	Lisa Campolo	8. Social Worker	Dr. Elizabeth Edwards
3. BTU Representative	Tamika Dixon	9. School Nurse	Destiny Louidor-Brazel
4. Parent/Community Representative	Ashley Lewis	10. Attendance Manager	Lesbia Bruder
5. Student Representative	Christopher Joseph	11. Life Skills & Wellness Liaison	Tresa Chance
6. School Counselor	Tresa Chance	12. Resiliency Liaison	Tresa Chance

*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	8/4/2026	7:20am		8/5/2026
2 nd Oct. 13 – Dec. 18	10/6/2026	7:20am		10/13/2026
3 rd Jan. 5 – Mar. 18	1/4/2027	7:20am		1/11/2027
4 th Mar. 29 – May 28	4/5/2027	7:20am		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>)	4/14/2026
Hold a <i>faculty</i> vote on the new SPBP (<i>prior to April 30, 2026</i>)	4/14/2026
Provide training to faculty and staff (<i>prior to September 30, 2026</i>)	8/5/2026
Present the 2026-27 SPBP to family and community stakeholders (<i>prior to September 30, 2026</i>)	8/26/2026

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:	356	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals		95%	Are your 0 – 1 referral > 80%?	☒ Yes ☐ No
II. 2 - 5 referrals (at risk students)	20	5%	Are your 2 - 5 referrals <15%?	☐ Yes ☒ No
III. > 5 referrals (high-risk students)	4	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> - Periodic review of early warning indicators in FOCUS during RtI meetings. - Professional Learning- Ongoing PD on PBIS, classroom management, culturally responsive practices. - Solicit teacher input or feedback regarding students who exhibit a pattern of misbehavior. - Monitor Behavior Referral reports in Focus monthly and discuss.	

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 IEPs and BIPs for SWDs include proactive strategies, accommodations, and clear intervention pathways. - Use restorative practices proactively to build relationships and community. - Culturally responsive classroom management. - De-escalation strategies

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 (K-2 nd)	24
2. Unruly/Disruptive Behavior (3 rd -5 th)	23
3. Disobedience/ Insubordination (3 rd -5 th)	12
4. Disobedience/ Insubordination (K-2 nd)	11
5. Disruption on campus minor (K-2 nd)	9
TOTAL	79

- 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 to others
2. Responsible
3. Accountable for self
4. Value differences
5. Excellent effort

- 4C.** Top three school-wide locations: **Use current 2025-2026 school year behavior data** as listed in Focus.
- Review your referral data YTD /n 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. Field	16
2. Hallway	14
3. Playground	12

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 to others	Keep hands and feet to yourself	Follow all directions given by the cafe monitors/adults	Good sportsmanship	
Responsible	Second tile Bulldog style	Clean up your area	Follow game rules. Line up promptly when called. Stay in designated area.	
Accountable for self	Walking quietly	Stay in assigned area	Follow directions the first time given	
Value differences	Make eye contact and be kind.	Sitting with and including students. Maintain personal space.	Be inclusive. Inviting everyone to join.	
Excellent effort	Doing your personal best.	Following the rules.	Listen to the teacher, follow directions the first time.	

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	8/12/2026	8:15am	Classroom
After Winter Break	1/6/2027	8:15am	Classroom
After Spring Break	3/31/2027	8:15am	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	Playground
Lesson Plan Dates			
Start of School Year	8/12/2026	8/12/2026	8/12/2026
After Winter Break	1/6/2027	1/6/2027	1/6/2027
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?
Character Education	Monthly	Ms. Chance, School Counselor	Taught through direct instruction, modeling, and practice during morning meetings, and transitions; visuals posted in key areas	Monthly "Student of Character" Classroom shout-outs
Life Skills & Wellness	During the first week of school and reviewed monthly.	Ms. Chance, School Counselor	Taught through direct instruction, modeling, and practice during morning meetings, and transitions; visuals posted in key areas	Monitored through referral data trends, walk-throughs, student feedback, and teacher reports. Adjustments made based on monthly data review by the PBIS team

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: Discipline referral data from Focus. Problem Identification Statement: Discipline referral data from August–April indicates that 24 referrals were for disruptive/unruly behavior, making it the most frequent incident type
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: Disruptive/unruly behavior referrals are occurring at a high rate because teachers are not consistently implementing a schoolwide positive behavior plan with clearly defined expectations, explicit instruction, and reinforcement systems. SMART Goal Statement: By June 2027, the number of discipline referrals for disruptive/unruly behavior will decrease by 50%, as measured by referral data in Focus.
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 The Banyan Bucks program will be implemented as a schoolwide positive behavior reinforcement system designed to increase appropriate student behaviors and decrease disruptive/unruly incidents. All staff members will consistently award “Banyan Bucks” to students who demonstrate expected behaviors aligned to the school’s character traits (e.g., respect, responsibility, and self-control), using a common language and clearly defined expectations. Students will be able to redeem their Banyan Bucks for incentives such as small prizes, privileges, or participation in special events, creating both immediate and long-term motivation. Teachers will explicitly teach behavior expectations and model how students can earn Banyan Bucks, ensuring that reinforcement is proactive rather than reactive
4. Evaluation: A. Implementation fidelity	How will you monitor the fidelity (consistency and effectiveness) of the staff’s implementation of the reward program/system? Fidelity will be monitored by tracking how frequently Banyan Bucks are distributed across classrooms and reviewing discipline referral data to identify patterns or inconsistencies. Informal walkthroughs and brief conversations with staff and students will be used to ensure expectations are being reinforced and the system is being used consistently. Adjustments and support will be provided as needed based on trends in the data.
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”? Success will be measured by a decrease in disruptive/unruly behavior referrals compared to baseline data from August–April. Additional data will include an increase in the number of Banyan Bucks distributed and improved student behavior trends across classrooms. Student feedback and overall reductions in classroom disruptions will also indicate that the program is having a positive impact.

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. 

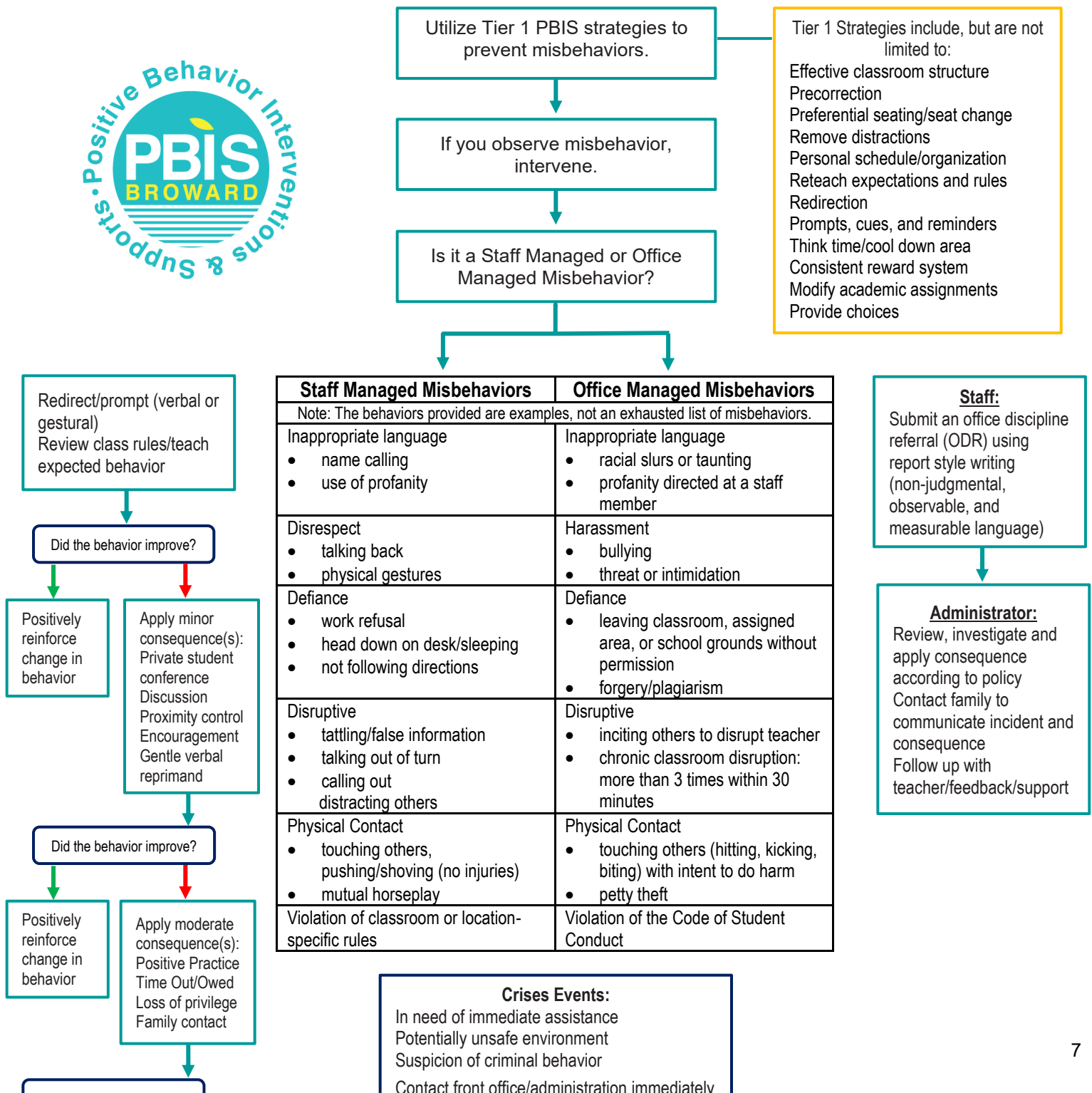
Monthly Character Traits	Plan Details
	How will you recognize <i>Kids of Character</i> each month? <i>(2-3 sentences)</i>

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, we will recognize Kids of Character during morning announcements, highlighting students who exemplify the trait of the month. Selected students will receive a certificate and be featured on the "Wall of Character" to celebrate their positive impact on our school community.

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. Conduct Targeted Professional Development: Organize monthly professional development sessions focused on evidence-based classroom management strategies, such as establishing routines, positive behavior reinforcement, and de-escalation techniques. 2. Implement Peer Observation and Feedback Cycles: Facilitate structured peer observations where teachers observe colleagues demonstrating effective management practices, followed by feedback sessions to discuss takeaways and areas for implementation. 3. Utilize a Classroom Management Self-Assessment Tool: Provide teachers with a rubric or checklist to self-assess their current management systems and identify specific areas for improvement. Follow up with to set goals and track progress. 4. Monitor and Analyze Behavior Data: Regularly review classroom behavior data with teachers to identify patterns, celebrate successes, and collaboratively adjust strategies to reduce disruptions and increase student engagement.

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 :	72
Total number of <i>other</i> school-wide discipline referrals (not including classrooms):	62
% of referrals in the classroom:	54%
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 8/3/2026 1. Conduct a school-wide walkthrough to identify missing signage and create an inventory of needs by location. 2. Assign staff members to ensure signage is posted in designated areas and reinforce vis
100% of instructional staff has delivered expectations and rules lesson plans as written and when indicated.	☐ Yes ☐ No	By 9/7/2026, 1. Provide staff with a refresher training on lesson plan delivery expectations during a scheduled professional development session. 2. Set a deadline for lesson completion and collect signed checklists from teachers confirming delivery
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 8/5/2026, 1. 2.
A recognition system is implemented by 100% of staff for <i>all</i> students.	☐ Yes ☐ No	By 8/10/2026, 1. Monitor participation by tracking the distribution of "Banyan Bucks" tickets across all staff and recognize high-usage staff members. 2. Provide additional support or modeling for staff with low participation to ensure equitable implementation of the system.

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, classroom disruptive/unruly behavior will indicate a 50% decrease as measured by Office Discipline Referrals (ODRs) in Focus.	1. The PBIS team will review monthly discipline data in Focus, specifically tracking classroom-based referrals, and share trends with staff to inform instruction, reinforce expectations, and target supports where needed. 2. Administrators and PBIS team members will conduct brief, informal classroom walkthroughs to monitor student behavior, ensure consistent implementation of

		Banyan Bucks, and provide immediate feedback and recognition to staff and student.
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SPBP Submission		
1. Upload completed SPBP (as PDF) into BCPS Central in the School Improvement Plan.  2. Complete PBIS Point of Contact form. 		