



Schoolwide Positive Behavior Plan (SPBP)

Broward County Public Schools

SY 2026 – 2027



School Name:	Beachside Montessori Village
School Number:	2041

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	Nancy Long	7. Security Specialist/ Campus Monitor	TBD
2. Point of Contact	Gigi Forsman	8. Social Worker	Paola Asensio
3. BTU Representative	Elizabeth Ryan	9. School Nurse	Myriam Imprevert
4. Parent/Community Representative	Lillian Carlson	10. Attendance Manager	Robyn Eberhardt
5. Student Representative	TBD	11. Life Skills & Wellness Liaison	Kim Rich
6. School Counselor	Courtney Wickers	12. Resiliency Liaison	Courtney Wickers

*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	9:45 am		8/5/2026
2 nd Oct. 13 – Dec. 18	11/6/2026	9:45 am		11/10/2026
3 rd Jan. 5 – Mar. 18	1/8/2027	9:45 am		1/12/2027
4 th Mar. 29 – May 28	4/5/2027	9:45 am		4/9/2027

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>)	8/5/2026
Present the 2026-27 SPBP to family and community stakeholders (<i>prior to September 30, 2026</i>)	5/27/2026

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:	699	% 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)	23	3%	Are your 2 - 5 referrals <15%?	☒ Yes ☐ No
III. > 5 referrals (high-risk students)	0	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> - Semi-annual student/staff discipline assemblies to review school-wide expectations, Code of Student Conduct, high percentage infractions with definitions, year-to-date comparison of progress, and examples of positive student behaviors. - Bi-monthly Collaborative Problem Solving (CPST) meetings which include student behavior concerns. - Weekly grade level team meetings which include student behavior discussions and classroom management best practices. - Continuous Guidance team and Leadership team monitoring of students with specific/repeated concerning behaviors to include plans for intervention.	

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> - Regularly review discipline data disaggregated by race, ethnicity, gender, ESE and ELL status. - Strengthen Tier 1 supports with clear expectations and positive behavior reinforcement. - Provide training on cultural misunderstandings.

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 – 8)	27
2. Disruptive / Unruly Play (K - 8)	13
3. Disobedience / Insubordination (K – 8)	18
4. Dress Code Violation (6 – 8)	11
5. Cell Phone Violation (6 - 8)	5
TOTAL	74

- 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. Respect for Yourself – treating oneself with care and kindness, respecting one’s values and setting boundaries
2. Respect for Others – show special attention or high regard for someone through actions like being a good listener, acknowledging other’s accomplishments, and expressing needs calmly and directly.
3. Respect for the Environment – all the habits put into practice with the aim of caring for the well-being of our school.
4. Cooperate at All Times – consistently acting or working together with others especially towards a common goal even in difficult situations. This involves a willingness to collaborate, share resources, and prioritize the collective good over individual interests.

- 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	7
2. Cafeteria	5
3. School-wide	3

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	School-Wide Rules	Classroom Rules
Respect for Yourself	Have your ID badge visible at all times Walk from one location to another responsibly and use an inside voice.	Walk in the cafeteria Raise your hand if you need anything and wait in your seat for assistance.	Wear your ID badge Exhibit self-control in all areas of the campus.	
Respect for Others	Keep hands and feet to yourself Walk in a single file line and stay to the right side.	Keep hands, feet and objects to yourself Touch only your belongings (lunch items) and be mindful of personal space.	Keep hands and feet and objects to yourself. Use an inside voice when traveling throughout the campus.	
Respect for the Environment	Work with others to maintain clean hallways and common areas. Keep hands and feet off the walls and bulletin boards.	Immediately inform an adult of any spills Clean up your eating space and pick-up trash around your area. Use earth friendly lunch items.	Place litter in garbage cans throughout the campus. Place recycle items in specified bins throughout the campus. Work with others to keep all areas of the campus clean.	
Cooperate at all Times	Remain in your line Move from one location to another in an orderly fashion, following teacher direction.	Sit with your class Remain seated at all times. Speak kindly to each other and use an inside voice.	Stay in designated area Move from one location to another in an orderly fashion, following teacher direction.	

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	8/11/2026	varies by classroom	Lower School (K-5) – classroom Upper School (6-8) – homeroom
After Winter Break	1/9/2027	varies by classroom	Lower School (K-5) – classroom Upper School (6-8) – homeroom
After Spring Break	4/8/2027	varies by classroom	Lower School (K-5) – classroom Upper School (6-8) – homeroom

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	School-Wide
Lesson Plan Dates			
Start of School Year	8/11/2026	8/11/2026	8/11/2026
After Winter Break	1/9/2027	1/9/2027	1/9/2027
After Spring Break	4/8/2027	4/8/2027	4/8/2027

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	Lower School (K-5) & Upper School (6-8) - monthly	Lower School & Upper School – school counselor & classroom teachers	The school counselor will work in collaboration with classroom teachers to deliver lessons monthly	Students and teachers provide feedback.
Life Skills & Wellness	Lower School (K-5) & Upper School (6-8) - monthly	School counselor	All teachers sign up with the guidance counselor for the monthly lessons. Counselor creates a sign-up genius and teachers can select the date and time for the lessons.	. Students and teachers provide feedback.

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: 27 Referrals Problem Identification Statement: Many of our referrals were written for disruptive and unruly behavior.
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: Most of our disruptive/unruly behavior behaviors come from our upper school students (grades 6-8). These grade level students tend to think they will not receive referrals for this type of behavior and they are impulsive. SMART Goal Statement: We will reduce the number of referrals for disruptive/unruly behavior by 50% by May 2027.
3. Intervention Design: Describe how you will implement a positive reward program/system to decrease this problem.	Type of Program/System: Montessori Philosophy Description of Program/System: The Montessori Philosophy does not include a tangible reward system. Students are expected to be intrinsically motivated in all aspects of their environment. Intrinsic motivation is defined as the motivation to engage in a behavior because of the inherent satisfaction of the activity rather than the desire for reward or specific outcome. Students will receive positive praise from their teacher or other staff members for using self-monitoring/regulation skills appropriately in all aspects of their day. Students receive consistent reminders of expectations – respect for self, respect for others, and respect for the environment.
4. Evaluation: A. Implementation fidelity	How will you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program/system? Weekly team meetings (K/1, 2/3, 4/5, Upper School and Specials) are used for specific grade level discussions to determine the effectiveness of the school-wide expectations and classroom expectations. Monthly team leader meetings are used to discuss the effectiveness of the school-wide expectations throughout all areas of the school. Weekly support staff meetings are used to discuss the current discipline issues and what can be done to support the teachers both in and out of the classroom. Through classroom walkthroughs and observations, teacher will exhibit use of the Montessori Philosophy when addressing disruptive/unruly behaviors 100% of the time.
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"? At the end of the first Semester (December 2026), we will meet to discuss referrals to date. We expect the number of referrals for disruptive/unruly behavior will decrease by 50% by the end of the 2026-2027 school year.

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. 

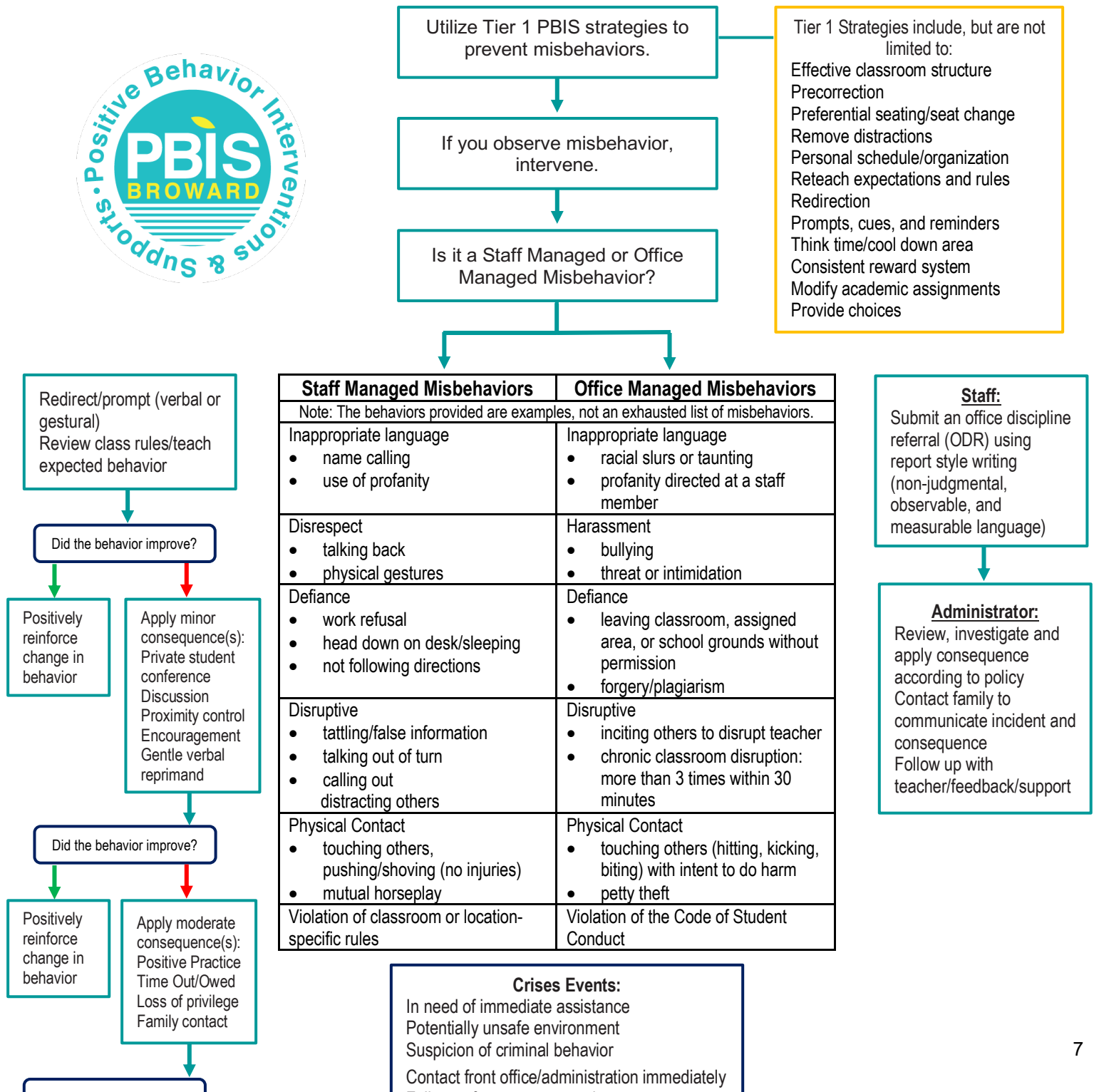
Monthly Character Traits	Plan Details
	How will you recognize <i>Kids of Character</i> each month? <i>(2-3 sentences)</i>

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

Although we do not recognize individual students with a certificate for each month's character trait, students are consistently praised for exhibiting the character traits aligned with Kids of Character. Our Peer Counseling elective (grades 7-8) in our Upper School will promote the elements of Kids of Character within our community/school as the role models.

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: The Montessori Philosophy	Based on previous year (2025-2026) data, 79% of the total referrals came from classrooms. This is a significant increase from the 2024-2025 school year where 61% of the total referrals came from classrooms. 1. Our magnet coordinator will provide professional development to teachers for community meetings and grace and courtesy within the classrooms. 2. Our school counselor(s) will continue to facilitate classroom lessons based on need by teacher. In addition, they will work with individuals and small groups of students who exhibit concerning behaviors. The counseling will align with PBIS. 3. Teacher (and administration) will continue to assign Suite 360 lesson when applicable. With these steps in place, there will be a decrease in classroom referrals by 50% by the end of the 2026-27 school year.

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>): iObservation

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 :	92
Total number of <i>other</i> school-wide discipline referrals (not including classrooms):	25
% of referrals in the classroom:	79%
Do more than 40% of your referrals come from the classroom?	☒ Yes ☐ No

If >40% of discipline referrals come from the classroom, it suggests Tier 1 classroom management implementation may need to be strengthened school wide.

Critical Elements # 9: SPBP Implementation Planning

RED Font = Action Steps for all schools in Broward County

GREY Font = Best Practices for all schools in Broward County

TEAL Font = Resources available at <https://browardschools.instructure.com/enroll/PWF673>

Implementation Action Plan	
Month	Action Steps
	<i>☑ check off Action Step when completed</i>
Current	☐ Create an SPBP binder or portfolio to retain (for 2 years) hard copies of: your SPBPs, Action Plans, staff PBIS professional development attendance, stakeholder training attendance, quarterly meeting agendas, quarterly staff behavior presentations, voting attendance and outcome, Expectations lesson plans and Rules lesson plans
Pre-Planning	☐ Print up your SPBP and Feedback form BCPS Central ☐ Provide SPBP presentation to all staff during Pre-Planning ☐ Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders ☐ Market and post School-wide Expectations and Location-specific Rules ☐ Identify your district PBIS Specialist (Contact amber.jennings@browardschools.com for more information if you are unsure) ☐ Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP (indicated in yellow)
August 1 st Quarter Team Meeting	☐ Determine any needed team training, such as: 4 Step Problem Solving Process series, PBIS 10 Critical Elements, Data Collection, etc. ☐ Review previous year's SPBP and feedback form; make necessary modifications ☐ Review previous year's data (Use the Tier 1 Agenda and Quarterly Big 5 Data template) ☐ Verify and implement teaching schedule for Expectations and Rules behavior lesson plans ☐ Implement the Reward System for all students as indicated in the SPBP ☐ Ensure the Discipline Flow Chart is distributed to all staff and is being used as written ☐ Present implementation data, behavior data, team activities and SPBP progress to entire staff ☐ Ensure all teachers are using an evidence-based classroom management plan, such as CHAMPS ☐ Confirm next quarterly PBIS team meeting date and time
September	☐ Provide SPBP stakeholder presentation by September 30 th ☐ Ensure instructional staff know how to document Tier 1 Supplemental Strategies for behavior ☐ Check for staff and teacher understanding of PBIS - provide "PBIS 101" training as a resource Video training modules available at: https://browardschools.instructure.com/courses/1193624/
October 2 nd Quarter Team Meeting	☐ Review previous quarter's data (Use Tier 1 Agenda and Quarter Big 5 Data template) ☐ Present implementation data, behavior data, team activities, and SPBP progress to entire staff ☐ Ensure Core Effectiveness Action Steps are being implemented as written in Section 3B ☐ Complete Quarterly Big 5 Data Template and submit to your assigned PBIS Administrator ☐ Confirm next quarterly PBIS team meeting date and time
November	☐ Review/revise lesson plans as indicated by previous quarter behavior data ☐ Ensure that the Student Outcome Monitoring Action Steps are being implemented as written in Section 10B
January 3 rd Quarter Team Meeting	☐ Staff to re-teach Expectations and Rules after winter break ☐ Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template) ☐ Present implementation data, behavior data, team activities, and SPBP progress to entire staff ☐ Complete Quarterly Big 5 Data Template and submit to your assigned PBIS Administrator ☐ Confirm next quarterly PBIS team meeting date and time
February	☐ Check on newly hired staff for PBIS understanding - provide "PBIS 101" video training module ☐ Utilize the Stakeholder SPBP Forms Survey to solicit input for planning next year's SPBP (optional)

March 4th 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 <i>current</i> SPBP through the end of the current school year

CRITICAL ELEMENT # 10: Evaluation

10A. Staff Implementation of the Schoolwide Positive Behavior Plan: review goals, evaluate implementation, and create 2 action steps to review in quarterly PBIS meetings.

"Are staff implementing the SPBP with fidelity? If not, how will you address this area?"

STAFF Implementation Monitoring		
Staff Implementation Goal	Quarterly Team Review: Implemented with fidelity?	If you answered No , enter 2 action steps your school will take to move towards this goal by the next PBIS meeting.
100% of hallways, front office, cafeteria, and other public areas all have school-wide expectations and location-specific rules posted.	☒ Yes ☐ No	By Click here to enter a date, 1. 2.
100% of instructional staff has delivered expectations and rules lesson plans as written and when indicated.	☒ Yes ☐ No	By Click here to enter a date, 1. 2.
100% of staff members are oriented to the Discipline Flow Chart. It is used consistently by 100% instructional staff, behavioral support, and administrators.	☒ Yes ☐ No	By Click here to enter a date, 1. 2.
A recognition system is implemented by 100% of staff for <i>all</i> students.	☐ Yes ☒ No	1. Beachside does not have a specific reward system. We follow the Montessori Philosophy of managing behaviors (intrinsic reward). All students begin school and go through a "normalization" process. 2. Students understand the expectations of the Montessori Philosophy in all aspects of the school environment (classroom, hallways, cafeteria, etc.).

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 referrals will indicate a 50% decrease as measured by Office Discipline Referrals (ODRs) in Focus.	1. Discussion of classroom management systems/best practices will take place regularly at faculty meetings and grade level team meetings. 2. Teachers needing assistance will be provided PBIS with support for classroom management.
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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. 	