



Schoolwide Positive Behavior Plan (SPBP)
Broward County Public Schools

SY 2026 – 2027



School Name:	Pembroke Lakes Elementary School
School Number:	2661

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	Marsha Wagner	7. Security Specialist/ Campus Monitor	Blake Cole
2. Point of Contact	Kristine Knapp	8. Social Worker	Chardae Riles
3. BTU Representative	Lily Suarez	9. School Nurse	Daphne Young
4. Parent/Community Representative	Tania Fernandez	10. Attendance Manager	Joanne Rouza
5. Student Representative	Asia Hatcher & Faith Meza	11. Life Skills & Wellness Liaison	Rose Fultz
6. School Counselor	Rose Fultz	12. Resiliency Liaison	Rose Fultz
Fabiola Bennett (4 th Grade)	Renee Dasho (Kinder)	Allison Koplo (5 th Grade)	Lauren Rivera (SLP)
Heather Ruiz (3 rd Grade)	John Serdenes (Specials)	Christina Severin (2 nd Grade)	Marsha Stephens (1 st Grade)

*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	9/8/2025			8/8/2025
	10/6/2025			9/30/2025
2 nd Oct. 13 – Dec. 18	11/3/2025			10/28/2025
3 rd Jan. 5 – Mar. 18	1/12/2026			2/24/2026
	2/9/2026			4/28/2026
	3/9/2026			
4 th Mar. 29 – May 28	4/13/2026			
	5/11/2026			

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>)	4/15/2026
Hold a <i>faculty</i> vote on the new SPBP (<i>prior to April 30, 2026</i>)	4/22/2026
Provide training to faculty and staff (<i>prior to September 30, 2026</i>)	8/7/2026
Present the 2026-27 SPBP to family and community stakeholders (<i>prior to September 30, 2026</i>)	9/29/2026

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:	597 (as of 4/9)	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals	575	96%	Are your 0 – 1 referral > 80%?	☒ Yes ☐ No
II. 2 - 5 referrals (at risk students)	9	1.5%	Are your 2 - 5 referrals <15%?	☒ Yes ☐ No
III. > 5 referrals (high-risk students)	3	.5%	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> 1. Continue our PBIS system implementing Pelican Bucks to students exhibiting good behavior. 2. Identification of At-Risk or High-Risk students through quarterly data chats and Response to Intervention (RtI). 3. Classroom teacher guidance referrals. 4. We analyze discipline data, SPBP feedback, and Big 5 data during monthly PBIS meetings to provide proactive behavior interventions and support for students and present the data quarterly at SAC meetings.	

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: (3-4 detailed steps)

1. Review of the PLE Discipline Flow Chart with all staff to ensure consistency with consequences given for specific behaviors.
2. Host Dealing with Challenging Behaviors training again during teacher planning week. We will also continue to implement restorative practices and promote relationship building and accountability.
3. Based on data obtained during this process we will identify at-risk and high-risk students who were included in the initial Rtl referrals at the beginning of the year, and we will ensure these students are scheduled for beginning of the year progress monitoring meetings to gather data or continue interventions established during previous years.
4. Continue to implement Best Buddies, SAVE Promise, and Safety Patrols across the campus to promote leadership, inclusion, and kindness throughout our campus.

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.

- (a) Review your referral data YTD in Focus – Discipline – Category Breakdown – *Highest Discipline Code*.
- (b) Complete the chart by identifying the top five behavior incidents and the number of incidents for each type.
- (c) Complete the yellow highlighted cells.
- (d) 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. Battery (Low Level)	12
2. Disruptive/Unruly Play	8
3. Inappropriate Touch/Lang/Gesture	8
4. Profanity – Use of Insulting/Obscene Language	7
5. Unruly/Disruptive Behavior	6
TOTAL	41

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 Cooperative
3. Be Respectful
4. Be Responsible
5. Be Safe

4C. Top three school-wide locations: Use current 2025-2026 school year behavior data as listed in Focus.

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

- (b) 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. Playground	10
2.Cafeteria	9
3.Hallway	5

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
Be Kind	Keep hands and feet to yourself	Keep all food items on your tray	Use appropriate language with your teacher and others	Each classroom will have rules created by teacher based on Pembroke Lakes expectations.
Be Cooperative	Take turns when waiting to use the water fountain or restroom	Follow all directions given by the café monitors/adults	Follow directions the first time given	Each classroom will have rules created by teacher based on Pembroke Lakes expectations.
Be Respectful	Follow adult directives	Raise your hand and wait for help	Keep hands and feet to yourself	Each classroom will have rules created by teacher based on Pembroke Lakes expectations.
Be Responsible	Walk on the right side of the hallway directly to your destination	Clean up after yourself	Follow rules and guidelines of the area you are in	Each classroom will have rules created by teacher based on Pembroke Lakes expectations.
Be Safe	Walk with your hands behind your back	Stay seated with your feet under the table	Walk quietly to your destination and tell an adult if there is an issue	Each classroom will have rules created by teacher based on Pembroke Lakes expectations.

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	8/18/2025	8:15 am	Cafeteria
After Winter Break	1/6/2026	8:15 am	Individual Classrooms
After Spring Break	3/23/2026	8:15 am	Individual Classrooms

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	8/18/2025	8/18/2025	8/18/2025
After Winter Break	1/6/2026	1/6/2026	1/6/2026
After Spring Break	3/23/2026	3/23/2026	3/23/2026

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	Push in lessons to the classrooms throughout the year.	Ms. Fultz, School Counselor	The counselor will pair up with a special and push in. She will do so once a week to roll out the life skills & wellness curriculum.	The district sends us a weekly snapshot of our completion percentage. We will monitor our percentage to ensure we are on track.
Resiliency Curriculum	Push in lessons to the classrooms throughout the year.	Ms. Fultz, School Counselor	The counselor will pair up with a special and push in. She will do so once a week to roll out the resiliency curriculum.	The district sends us a weekly snapshot of our completion percentage. We will monitor our percentage to ensure we are on track.

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: Playground

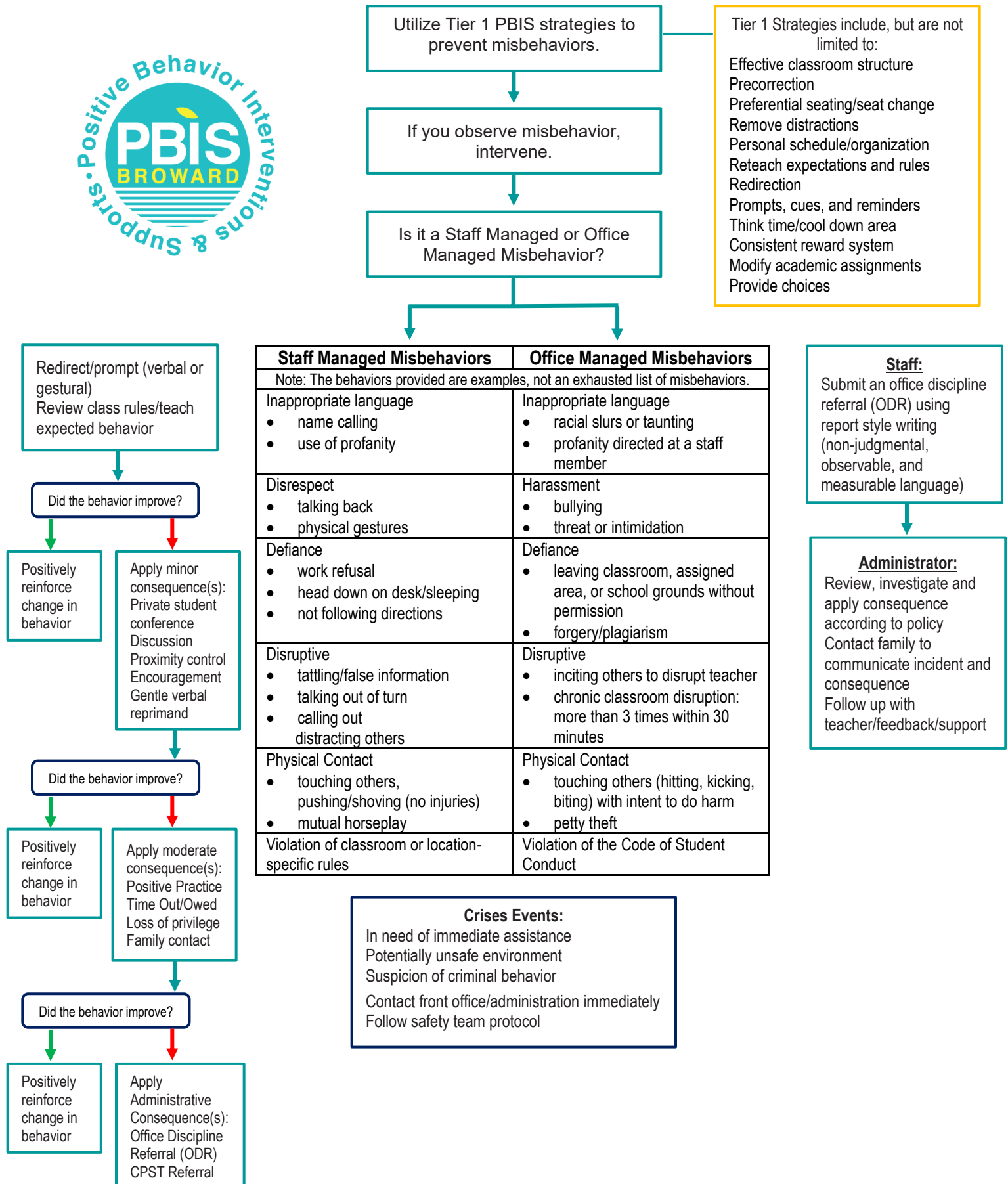
4 Step Problem Solving Process	Plan Details
1. Problem Identification: Review your behavior data to identify one school-wide problem. What problem did you identify? <i>(use numerical data)</i>	Data used: Discipline Data – 12 Low Level Battery referrals Problem Identification Statement: Students are using physical force against one another, resulting in no injury/harm, on our school playground.
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: Elementary age children are still exploring boundaries and social rules and their impulse control is still growing. SMART Goal Statement: By June of 2027, we will reduce the number of referrals (12) related to low level battery, by at least 10% and increase the expectation, “Be Safe”, in the playground to reduce the behavior.
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: We will continue our Pelican Buck reward system and hone in on our school-wide expectations of being kind, respectful, and safe. Staff will review and refer to posted expectations and rules relevant to decreasing undesired behavior and promoting expected behavior. We will utilize Compass Curriculum lessons, such as “Aggression: What to Do When You Want to Explode.” Students not engaging in such actions will continue to receive Pelican Bucks and positive phone calls home.
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 teacher’s will keep a count of their students’ pelican bucks and submit the information to the Assistant Principal quarterly. We will hold quarterly celebrations to recognize students accumulating pelican bucks, and also recognize teachers implementing the program with fidelity.
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”? The number of discipline/infraction forms quarterly will show a decrease by 2% in student behavioral incidents based on the FOCUS behavior breakdown. Our school will see an increase by 5% of the students receiving and participating in our quarterly incentive programs: By the 1 st quarter, 75% of our students will attend the PBIS celebration. By the 2 nd quarter, 80% of our students will attend the PBIS celebration. By the 3 rd quarter, 85% of our students will attend the PBIS celebration. By the 4 th quarter, 90% of our students will attend the PBIS celebration.

6B. *Character Education* is an educational and award program utilized to teach and recognize students who display positive character traits each month. Please refer to the BCPS website for lesson plans, videos and additional resources to support this recognition program at your school. 

Monthly Character Traits	Plan Details How will you recognize <i>Kids of Character</i> each month? <i>(2-3 sentences)</i>
1. September: Cooperation 2. October: Responsibility 3. November: Citizenship 4. December: Kindness 5. January: Respect 6. February: Honesty 7. March: Self-Control 8. April: Tolerance	Kids of Character will be recognized each month by being featured on PLE TV. They will also be recognized by the Pembroke Pines Police Department. The students will also receive an award at the quarterly awards ceremony.

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. We will recommend that teachers with the most referrals attend the PBIS classroom or CHAMPS program course throughout the 26-27 school year. 2. We will continue to fully implement our PBIS plan with modifications based on our district walkthrough feedback and behavior data analysis. 3. We will utilize Compass Curriculum lessons/activities with classes to teach expected behaviors and with referred students to decrease occurrences of undesired incidents. 4. We will review our tiered approach to our positive behavior system at pre-planning and as needed throughout the year with our teachers.

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>): Marzano's Domain 1 Evaluation: Questions and Non-evaluative walkthroughs to provide actionable feedback.

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

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

(b) Complete the yellow highlighted cells.

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

Total number of discipline referrals from classrooms :	29
Total number of <i>other</i> school-wide discipline referrals (not including classrooms):	32
% of referrals in the classroom:	48%
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 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	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.
Select an item <i>Choose one ODR area of focus</i>	By June 3, 2027, classroom referrals will indicate a 3% decrease as measured by Office Discipline Referrals (ODRs) in Focus.	1. Review office discipline referral data to determine effectiveness of behavioral expectation lesson plans. 2. Utilize FOCUS behavior data to determine frequency and location of behaviors.

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