



Schoolwide Positive Behavior Plan (SPBP)

Broward County Public Schools

SY 2026 – 2027



School Name:	Morrow Elementary School
School Number:	2691

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	Dr. Laurel Crowle	7. Grade Level/Content Area Representative	Tamika Davis
2. Point of Contact	Cherell Lee	8. Social Worker	Faryal Nabiejohn
3. BTU Representative	Brenda Strickland	9. School Nurse	Santisha Calixte
4. Parent/Community Representative	Raven Ruggs	10. Attendance Manager	Beth Balzer
5. Student Representative	Chelcie Charles, 5 th Grade	11. Life Skills & Wellness Liaison	My D Nguyen
6. School Counselor	My D Nguyen	12. Resiliency Liaison	My D Nguyen

*Optional Team Member(s): Family Therapist, 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	2:15 PM		8/13/2026
2 nd Oct. 13 – Dec. 18	4/13/2026	2:15 PM		10/19/2026
3 rd Jan. 5 – Mar. 18	1/5/2027	2:15 PM		1/11/2027
4 th Mar. 29 – May 28	3/29/2027	2:15 PM		4/5/2027

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>)	4/27/2026
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>)	8/13/2026
Present the 2026-27 SPBP to family and community stakeholders (<i>prior to September 30, 2026</i>)	9/15/2026

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:	507	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals	16	100%	Are your 0 – 1 referral > 80%?	☒ Yes ☐ No
II. 2 - 5 referrals (at risk students)	1	0%	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: (3-4 detailed steps) - We have 6 – 10 committed members who represent ALL stakeholders in the school - All staff members know and participate in the school-wide reward system - All staff and students can state the location-based rules - Staff and students know the school-wide discipline process classroom managed vs. office managed.	

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) - Data Analysis and Monitoring: Conduct regular reviews of discipline data to identify trends and disparities among different subgroups (race, SWD, ELL). Train staff on data interpretation and use data to inform decision-making and interventions. - Culturally Responsive Practices: Provide professional development on culturally responsive teaching and behavior management strategies. Establish a mentorship program where students from underrepresented groups are paired with staff mentors who can provide guidance and support - Restorative Justice: Train staff and students in restorative justice techniques, like morning meetings. - Family and Community Engagement: Strengthen partnerships with families and community organizations to support students and families with additional needs on topics related to equity and discipline.

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. WEAPONS CLASS B (POSSESSION) (3rd-5th)	3
2. BATTERY (LOW LEVEL) (3rd-5th)	2
3. DISRUPTIVE /UNRULY PLAY (KG-2nd)	2
4. UNRULY/DISRUPTIVE BEHAVIOR (KG-2nd) & (3 rd – 5 th)	3
5. Simple Battery (3rd-5th)	2
TOTAL	12

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 Yourself
2. Be Kind to Others
3. Be Kind to Your Environment
4.
5.

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, <u>excluding Classroom</u> :	
School Location(s)	# Incidents
1. Athletic Field	3
2. Playground	2
3. Cafeteria	2

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	Specials: PE or Science Rules	Classroom Rules (examples)	
Be Kind to Yourself	Go directly to your destination	Stay in assigned area Walk in the cafeteria	Follow directions the first time given	Raise your hand and wait to be called on	
Be Kind to Others	Use Level 1 voice in the hallways	Use a level 1-2 voice	Keep your hands and feet to yourself	Keep your hands, feet, and objects to yourself	
Be Kind to Your Environment	Two feet, one square	Clean your eating space and pick up trash around your area	Keep your belongings secured in your assigned locker/area	Take care of classroom materials and technology	

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	9:00 AM	Media Center
After Winter Break	1/6/2027	9:00 AM	Media Center
After Spring Break	3/30/2027	9:00 AM	Media Center

5B. At least one Rules Lesson Plan for **each** common location is distributed to instructional staff during pre-planning. This is aligned to the **Schoolwide Expectation/Location-based Rules** chart in section 4D. Location-based rules should be taught and reinforced in the context of the location in the beginning of the year, after long breaks, and throughout the year as necessary.

Dates when the rules lesson plans for common locations are taught by instructional staff and noted in lesson plans:			
Common Location	Hallway Rules	Cafeteria Rules	Select location
Lesson Plan Dates			
Start of School Year	8/10/2026	8/10/2026	8/10/2026
After Winter Break	1/5/2027	1/5/2027	1/5/2027
After Spring Break	3/29/2027	3/29/2027	3/29/2027

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	Daily	The guidance counselor and teachers instruct their students using the curriculum Classroom Meetings, and online district-adopted tools	Our school Guidance Counselor promotes Character Traits each month. Each classroom teacher chooses a student who demonstrates that trait.	The Annual Student Survey will be administered and reviewed.
Life Skills & Wellness	Monthly	Classroom Teacher	Each classroom teacher will instruct using Lauren's Kids lessons during the Specials block on the 21st of each month.	Monthly

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: Be Kind to Each Other

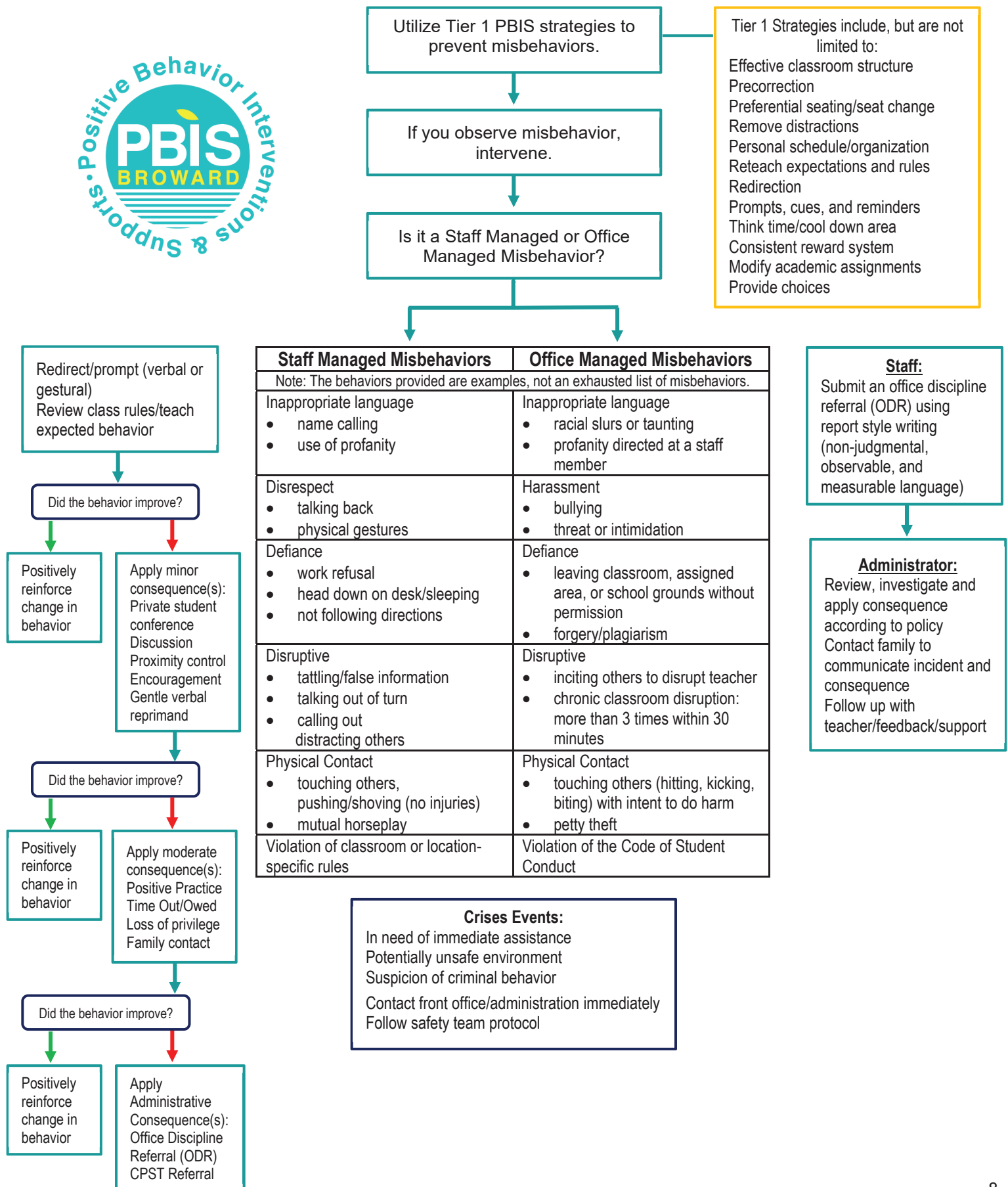
4 Step Problem Solving Process	Plan Details
1. Problem Identification: Review your behavior data to identify one school-wide problem. What problem did you identify? <i>(use numerical data)</i>	Data used: Self-assessment Survey & BIG 5 Behavior Data Problem Identification Statement: 67% of ODR categories were Acts Against Persons Incidents
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: A high percentage of Acts Against Persons incidents is likely due to inconsistent reinforcement of behavior expectations across settings, particularly during unstructured times (transitions, recess, cafeteria). Additionally, some students lack explicit instruction and practice in conflict resolution, emotional regulation, and appropriate peer interactions. Inconsistent adult responses to minor behaviors may also be contributing to escalation. SMART Goal Statement: By the end of Quarter 2, the percentage of Office Discipline Referrals (ODRs) related to Acts Against Persons will decrease from 67% to 45%, as measured by monthly behavior data reports. Additionally, 80% of students will demonstrate proficiency in schoolwide expectations for "Be Kind to Others" as measured by behavior walkthrough tools and classroom PBIS tracking systems.
3. Intervention Design: Describe how you will implement a positive reward program/system to decrease this problem.	Type of Program/System: Economic simulation system Description of Program/System: <i>Students earn Morrow Bucks for demonstrating specific positive behaviors aligned to Be Kind to Others, including respectful language, appropriate conflict resolution, and keeping their hands and feet to themselves. All staff consistently reinforce these behaviors using immediate, specific feedback paired with Morrow Bucks. Students redeem their Bucks at the Morrow Store and through additional incentives such as class rewards and recognition systems. Implementation is monitored to ensure consistent distribution and alignment to targeted behavior goals.</i>
4. Evaluation: A. Implementation fidelity	How will you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program/system? Implementation fidelity will be monitored through weekly walkthroughs using a PBIS look-for tool that tracks the consistent distribution of Morrow Bucks, use of specific behavior-based praise, and alignment to targeted behaviors such as "Be Kind to Others." The PBIS team will review monthly data on Morrow Buck distribution across grade levels and staff to ensure consistency and equity. Ongoing feedback and coaching will be provided to strengthen implementation and maintain consistency schoolwide.
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"? <i>Student outcomes will be monitored by tracking a reduction in Office Discipline Referrals (ODRs) related to Acts Against Persons, with a goal of decreasing from 67% to 45% by the end of Quarter 2. Additional data will include a 20% reduction in overall ODRs and an increase in the number of students earning Morrow Bucks for demonstrating "Be Kind to Others" behaviors. Monthly data reviews will be conducted to analyze trends and determine if the reward system is positively impacting student behavior.</i>

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? (2-3 sentences)
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	• Teachers will submit the names of students who consistently demonstrate the monthly Character Trait. • Selected students will be recognized through announcements, certificates, and schoolwide celebrations. • This recognition reinforces positive behavior and promotes a culture of strong character.

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 monthly classroom walkthroughs using a CHAMPS-aligned look-for tool to monitor posted expectations, student engagement, and consistency of routines across all classrooms. 2. Provide targeted professional development and coaching on CHAMPS components (Conversation, Help, Activity, Movement, Participation, Signal), including modeling and feedback cycles. 3. Require all teachers to post and explicitly teach CHAMPS expectations for each instructional setting (whole group, small group, independent work) and revisit after breaks. 4. Monitor and increase the use of positive reinforcement strategies (e.g., Morrow Bucks and specific praise) to ensure a 4:1 positive-to-corrective interaction ratio, with data reviewed during PLCs.

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 :	11
Total number of <i>other</i> school-wide discipline referrals (not including classrooms):	15
% of referrals in the classroom:	42%
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 September 15, 2026, 1. Conduct a schoolwide walkthrough to identify missing signage and assign staff to post expectations in all areas. 2. Create and distribute standardized, PBIS-aligned posters for all common areas.
100% of instructional staff has delivered expectations and rules lesson plans as written and when indicated.	☐ Yes ☐ No	By September 30, 2026, 1. Provide teachers with ready-to-use PBIS lesson plans and a clear delivery schedule. 2. Monitor implementation through walkthroughs and collect lesson completion confirmations.
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 September 15, 2026, 1. Conduct a staff training reviewing the Discipline Flow Chart with real-life scenarios. 2. Provide quick-reference guides and reinforce expectations during PLCs and staff meetings.
A recognition system is implemented by 100% of staff for <i>all</i> students.	☐ Yes ☐ No	By October 1, 2026, 1. Train staff on consistent use of the Morrow Bucks system, including specific praise and targeted behaviors. 2. Monitor distribution through walkthroughs and provide feedback to ensure equitable and consistent implementation.

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, Acts Against Persons will a decrease from 67% to 45% as measured by Office Discipline Referrals (ODRs) in FOCUS.	1. Implement a targeted Morrow Bucks reinforcement system aligned to “Be Kind to Others.” 2. Provide consistent staff training and monitor implementation through PBIS walkthroughs and monthly data reviews.
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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. 	