



Schoolwide Positive Behavior Plan (SPBP)
Broward County Public Schools

SY 2026 – 2027



School Name:	Riverglades Elementary
School Number:	2891

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	Bartow C. Duhart	7. Security Specialist/ Campus Monitor	Diamond Anderson
2. Point of Contact	Stephanie Rodriguez	8. Social Worker	Justine Lyons
3. BTU Representative	Traci McAllister	9. School Nurse	Mideline Petion
4. Parent/Community Representative	Jen Solf	10. Attendance Manager	Jen Sianato
5. Student Representative	Ava Lome/Arianna Hernandez	11. Life Skills & Wellness Liaison	Tania Garza
6. School Counselor	Seromany Jawahir	12. Resiliency Liaison	Seromany Jawahir

*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	8/20/2026	2:15 pm		8/27/2026
2 nd Oct. 13 – Dec. 18	12/3/2026	2:15 pm		12/10/2026
3 rd Jan. 5 – Mar. 18	2/11/2027	2:15 pm		2/18/2027
4 th Mar. 29 – May 28	4/15/2027	2:15 pm		4/22/2027

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>)	4/23/2026
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>)	8/3/2026
Present the 2026-27 SPBP to family and community stakeholders (<i>prior to September 30, 2026</i>)	8/31/2026

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:	987	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals		99%	Are your 0 – 1 referral > 80%?	☒ Yes ☐ No
II. 2 - 5 referrals (at risk students)	5	1%	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> - Ensure all staff consistently document disciplinary violations to help identify patterns early. Provide training so teachers can distinguish between classroom- and office-level infractions and know how to complete a discipline referral. - Include behavior data as a recurring report in leadership meetings, using real-time data. - Establish clear criteria for escalating student support based on each student’s tier of need and follow established protocols. - When a student shows multiple behavior flags, initiate proactive communication with families and collaborate with support staff.	

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 subgroup populations (race, SWD, ELL)?
Disproportionality Action Steps: <i>(3-4 detailed steps)</i> - Adapt PBIS expectations and teaching strategies to reflect diverse cultural norms and language backgrounds. - Provide regular staff training on recognizing and addressing disability-related behavior triggers, as well as appropriate supports for English Language Learners (ELLs). - Establish Behavior Intervention Teams with diverse expertise to review data and guide decision-making. - Implement restorative circles or reflection activities before resorting to exclusionary 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. Battery low level	7
2. Mistreatment of Peers	7
3. Disruptive/ Unruly Play	4
4. Unruly/ Disruptive Behavior	3
5. Disobedience/ Insubordination	3
TOTAL	24

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 proactive.
2. Begin with the end in mind.
3. Put first things first.
4. Think win-win.
5. Seek first to understand, then to be understood.
6. Synergize.

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

- Review your referral data YTD in Focus – Discipline – Category Breakdown – *Location*.
- Complete the chart by identifying the top three schoolwide locations, excluding classroom and the number of incidents for each location.

Top 3 Locations, excluding Classroom:	
School Location(s)	# Incidents
1. Cafeteria	9
2. Hallway	7
3. Playground	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. [OBJ]

Schoolwide Expectations and Location-based Rules				Completed by each teacher:
Schoolwide EXPECTATIONS	Hallway Rules	Cafeteria Rules	Playground Rules	Classroom Rules
Be Proactive	Remain in your line	Remain seated	Keep hands, feet and objects to yourself	
Begin with the End in Mind	Go directly to your destination	Keep all food items on your tray	Clean up once finished playing	
Put First Things First	Follow adult directives	Follow all directions given by the cafe monitors/adults	Follow directions the first time given	
Think Win Win	Keep hands and feet to yourself	Clean your eating space and pick up trash around your area	Keep hands and feet to yourself	
Seek First to Understand Then to be Understood	Use Level 1 voice in the hallways	Raise your hand to get the attention of an attendant/adult	Provide personal space when playing	

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 is 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	8/10/2026	8:15 am	Classrooms
After Winter Break	1/5/2027	8:15 am	Classrooms
After Spring Break	3/29/2027	8:15 am	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	Playground
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 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?
Leader In Me	Weekly lessons	Classroom teachers	The Lighthouse Team—a group of motivated staff, teachers, and administrators—is responsible for training staff on the implementation of this schoolwide student character and accountability program. The program includes lessons based on the 7 Habits of Highly Effective People, which will be taught and reinforced throughout the school.	The Lighthouse Team and school leadership will be trained in effective implementation of monitoring strategies and will apply them throughout the year. The number of office discipline referrals will be tracked to measure effectiveness.

Bullying Prevention: Be the 1	Quarterly lessons	Classroom teachers and School Counselor	Classroom teachers are required to provide instruction on recognizing and preventing bullying. In addition, a grade-level bullying prevention schedule is implemented when students return from breaks. The School Counselor also delivers classroom lessons to reinforce these concepts.	Effectiveness will be monitored by tracking bullying complaint data.
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CRITICAL ELEMENT # 6: Recognition Programs

6A. The schoolwide recognition system focuses on reinforcing schoolwide expectations of OR at 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: Office Discipline Referrals Problem Identification Statement: Office Discipline Referrals for low-level batteries have decreased from 9 incidents at this time last year to 7 incidents at the time of this report. While there has been a reduction, this category remains in the highest area of disciplinary infractions.
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: Why do you think this problem is occurring? Incentivizing positive behavior through a PBIS token system has proven effective; however, it must be paired with character development and self-motivation lessons to create meaningful, lasting change. SMART Goal Statement: By May 2027, the number of students receiving office discipline referrals for low-level battery will decrease by at least 15%, as evidenced by data collected from Focus.
3. Intervention Design: Describe how you will implement a positive reward program/system to decrease this problem.	Type of Program/System: <i>Point system</i> Description of Program/System A PBIS Token Economy will recognize students meeting behavior expectations throughout the entire school—not just in the classroom. This system will foster accountability and ensure fidelity of the schoolwide behavior management framework. Students will earn “Gator Points” for meeting expectations across campus, and any staff member can award points, making recognition consistent and accessible. In addition, students will develop self-regulation skills as they work toward meeting recognition goals. The reward system will include a school store and special events scheduled throughout the school year. These incentives will motivate students to follow school rules and expectations. Through the MTSS

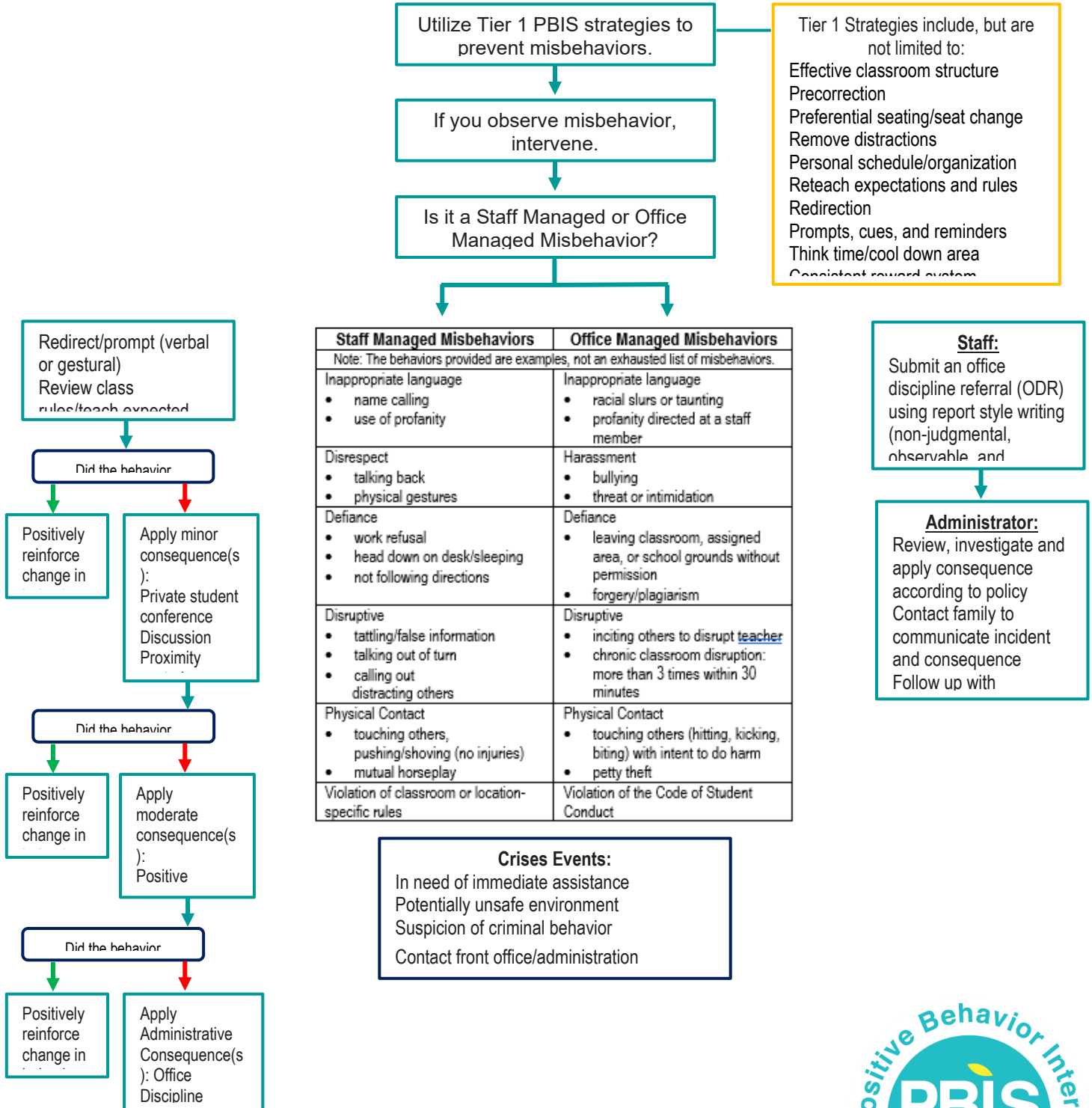
	process, the system will be individualized for students with behavior plans by setting specific goals and increasing the frequency of reinforcement. This initiative will be paired with the Leader in Me program. Based on Stephen Covey's <i>7 Habits of Highly Effective People</i>, this whole-school model supports students in building leadership and life skills. At our school, it will be integrated into daily routines and instruction to promote personal responsibility, goal setting, collaboration, and problem-solving. Students will be encouraged to see themselves as leaders, take on meaningful roles, and track their own academic and behavioral progress. The program will also strengthen school culture by aligning staff, students, and families around a shared language of leadership and growth. As part of this work, we will create Habit 1 posters that reinforce "Safe Hands" and self-control expectations.
4. Evaluation: A. Implementation fidelity	How will you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program/system? (2-3 sentences) Administrators will conduct classroom walkthroughs to monitor the implementation of the PBIS classroom management system, including the use of behavior expectation charts and the awarding of points to students. Administrators will also monitor instructions for the Seven Habits.
B. Student outcome monitoring (use numerical data)	How will you know if the reward program/system is positively impacting students? What measurable data will you use to determine "success"? The Leadership Team will participate in monthly meetings to review Behavior Dashboard data and PBIS system implementation data. By April 23, 2027, Battery low level referrals will indicate a decrease by 15% as measured by Office Discipline Referrals (ODRs) in Focus.

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	We will hold a monthly award ceremony to recognize students who demonstrate the Habit of the Month. Awards will be presented in the cafeteria prior to the start of lunch, and parents will be invited to attend. The Leader in Me habits will be used in place of traditional character traits.

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 behavioral 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 regular classroom walkthroughs with targeted feedback. 2. Facilitate classroom management PD's and peer observation cycles. 3. Implement and monitor behavior support plans. 4. Use student behavior data to guide coaching.

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 :	7
Total number of other school-wide discipline referrals (not including classrooms):	28
% of referrals in the classroom:	20%
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 9/5/2026 1. Laminated posters will be placed in these locations by the PBIS team 2. The PBIS team will schedule to check these locations once per month throughout the school year
100% of instructional staff has delivered expectations and rules lesson plans as written and when indicated.	☐ Yes ☐ No	By 9/5/2026 1. Administrators will check lesson plans 2. Administrators will conduct walkthroughs
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 9/30/2026 1. The PBIS team will conduct a training on the Discipline Flow Chart during a staff meeting 2. The PBIS team will provide the staff with a copy of the Discipline Flow Chart
A recognition system is implemented by 100% of staff for <i>all</i> students.	☐ Yes ☐ No	By 10/1/2026 1. The PBIS team will meet with the PTA to discuss how the reward store will be organized 2. The PBIS team will reward teachers for giving students points during Quarter 1

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 meetings.

"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 to track progress towards the objective.
A	Attainable	Objectives will be 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, Battery low level referrals will indicate a decrease by 15% as measured by Office Discipline Referrals (ODRs) in Focus.	1. Implement a "Restorative Reflection" Routine with Tier 1 PBIS Supports What to do: After any battery incident, have students complete a restorative reflection form and participate in a guided conversation with staff using PBIS Tier 1 expectations (e.g., respect, responsibility, safety).

		• Why it works: This reinforces clear behavioral expectations and accountability while supporting emotional regulation. • Leader in Me alignment: Encourages Habit 1: Be Proactive and Habit 4: Think Win-Win by helping students take ownership of their actions and restore relationships. 2. Launch a Student-Led Behavior Ambassador Program • What to do: Train a small group of students to model positive behavior and mentor peers, especially in high-conflict zones (e.g., hallways, lunchroom). • Why it works: Peer influence can significantly reduce behavior issues when paired with PBIS recognition systems (points, praise, or privileges). • Leader in Me alignment: Empowers students with Habit 2: Begin with the End in Mind and Habit 6: Synergize, promoting a proactive, inclusive school culture.
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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. 