



Schoolwide Positive Behavior Plan (SPBP)
Broward County Public Schools

SY 2026 – 2027



School Name:	Hawkes Bluff Elementary
School Number:	3131

Please refer to the SPBP Canvas Resource page to access video tutorials, guidance, and resources for completing the 2026-2027 SPBP template. [i](#)

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	Melinda Cunningham	10. Security Specialist/ Campus Monitor	Aleshia Marshall
2. Point of Contact	Lisa George/ Dianelly Mouradian	11.. Social Worker	Collie Blake/ Ashley Grave De Peralta
3. BTU Representative	Ivette Rogers	12. School Nurse	Valentina Mejia
4. Parent/Community Representative	Bridgette Tuttle/ Leah Castello	13. Attendance Manager	Nimsi Cruz
5. ESE Specialist	Dianelly Mouradian	14. 3 rd Grade Team Leader	Robin Plana
6. School Counselor/ Life Skills & Wellness Liaison	Desiree Tanke	15 4 th Grade Team Leader	Allison Unger-Fink
7. K Team	Erin Sullivan	16. 5 th Grade Team Leader	Mallory Marcus
8. 1 st Grade Team Leader	Maria de la Nuez	17. Literacy Coach	Lisa Smolich
9. 2 nd Grade Team Leader	Donna Trucchio		

*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	10/5/2026	9:00AM	➡	10/9/2026
2 nd Oct. 13 – Dec. 18	1/4/2027	9:00AM	➡	1/11/2027
3 rd Jan. 5 – Mar. 18	4/5/2027	9:00AM	➡	4/9/2027
4 th Mar. 29 – May 28	5/3/2027	9:00AM	➡	5/7/2027

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>)	4/7/2026

Hold a <i>faculty</i> vote on the new SPBP (prior to April 30, 2026)	4/7/2026
Provide training to faculty and staff (prior to September 30, 2026)	8/3/2026
Present the 2026-27 SPBP to family and community stakeholders (prior to September 30, 2026)	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:		% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals	558	99.1%	Are your 0 – 1 referral > 80%?	☒ Yes ☐ No
II. 2 - 5 referrals (at risk students)	4	.7%	Are your 2 - 5 referrals <15%?	☒ Yes ☐ No
III. > 5 referrals (high-risk students)	1	.2%	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) 1. Work with the Collaborative Problem-Solving Team (CPST) to discuss and identify students in need of tiered interventions. 2. Review data to determine effectiveness of the TIER 1 strategies and adjust the SPBP as needed. 3. Implement consistent rewards/compliments on a schoolwide basis	

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. Monitor and ensure that schoolwide expectations and consequences are implemented with equity. 2. Review discipline data as per subgroup to identify percentages-based on subgroup enrollment. 3. Provide professional development and coaching to utilize appropriate strategies that are indicative of the student(s) disability.
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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	10
2.Disobedience /Insubordination	8
3.Insulting Profane/Obscene Language	1
4.Unruly/Disruptive Play	1
5.Battery	1
TOTAL	21

- 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 Others
2.Model Self-Control
3.Be a Good Citizen
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. Playground /Athletic Field	2
2. Hallway	1
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	Playground Rules	Classroom Rules
Respect Others	Click here to select hallway rules OR Respect personal space while walking in line	Clean up after yourself Click here to type cafeteria rules.	Keep hands and feet to yourself Click here to type location rules.	
Model Self-Control	Click here to select hallway rules OR Walk quietly on CHAMPS Level 0	Click here to select cafeteria rules OR Enter/Exit quietly (CHAMPS conversation Level 1-2 in a single line)	Click here to select location rules OR Take turns	
Be a Good Citizen	Go directly to your destination Click here to type hallway rules.	Click here to select cafeteria rules OR Speak at an appropriate voice Level 2	Click here to select location rules OR Keep sand/dirt in designated areas	

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	8/10/2026	Grade Level Assemblies and Throughout the Day	Cafeteria/ Classroom
After Winter Break	1/5/2027	Morning Announcements and Throughout the Day	Classrooms
After Spring Break	3/29/2027	Morning Announcements and Throughout the Day	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	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 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 Click to enter "other"	Monthly in the classroom	Classroom Teacher with reminders on Morning Announcements	Character Education lessons will be introduced on the Morning Announcements. Select students (one) 1 from each classroom will be recognized on the Morning Announcements monthly.	Teachers, School Counselor, and Assistant Principal will monitor referrals as related to the monthly trait.
Select a program Click to enter "other"	Monthly in the classroom	Classroom Teacher and School Counselor	Teachers and School Counselor will implement the lessons with the student through Canvas.	The Classroom Teacher will complete the survey. Participation updates will be sent to the school.

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: Classroom Referral Data – The classroom reflects the highest number of referrals for the 2025-2026 school year. Problem Identification Statement: The highest number of referrals were identified in the classroom.
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: The high number of classroom referrals is likely related to a combination of factors, including inconsistent implementation of classroom management practices, insufficient reinforcement of behavioral expectations, and student difficulties with academic demands. These factors may increase the likelihood of disruptive, noncompliant, or off-task behaviors, resulting in a higher number of disciplinary referrals. By strengthening Tier 1 classroom management practices and increasing positive behavioral supports, classroom referrals are expected to decrease. By addressing these factors, schools can potentially reduce the number of behavior referrals in the classroom. Implementing Tier 1 classroom management strategies such as clear behavioral expectations, positive reinforcement, and creating a calm down area can help mitigate these issues. SMART Goal Statement: By April 2027, the referrals in the classroom will decrease by 20% from 19 to 16 from baseline data.
3. Intervention Design: Describe how you will implement a positive reward program/system to decrease this problem.	Type of Program/System: Point system Teachers will implement a classroom-based point system to reinforce schoolwide behavioral expectations. Classes and/or individual students can earn points, tokens, or tickets for demonstrating expected behaviors such as: • Following directions the first time • Remaining on task • Participating appropriately • Showing respect to peers and staff • Being prepared and engaged in learning

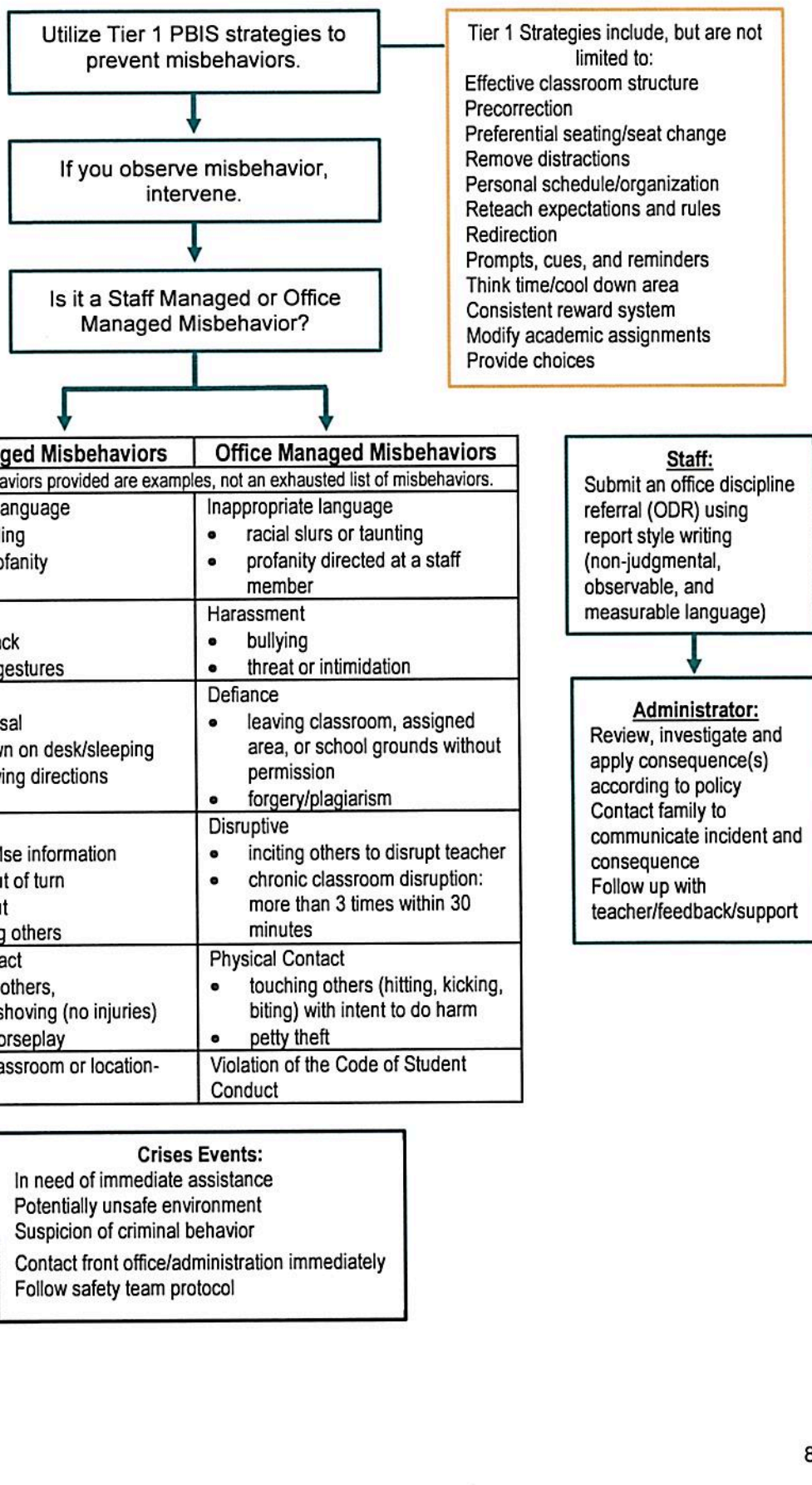
4. Evaluation: A. Implementation fidelity	How will you monitor the fidelity (consistency and effectiveness) of the <u>staff's</u> implementation of the reward program/system? Points will be tracked daily, and students or classes that meet established goals will earn incentives such as: • Extra recess • Preferred activity time • Classroom jobs • Lunch with the teacher • Homework passes (if allowable) • Positive phone calls home • School recognition certificates • Class celebrations Each classroom can earn Hawk Points throughout the day for demonstrating schoolwide expectations. Once a class earns 100 points, the class receives a reward such as extra recess, a dance party, a game day, or a popsicle party.
B. Student outcome monitoring <i>(use numerical data)</i>	How will you know if the reward program/system is positively impacting <u>students</u>? What measurable data will you use to determine "success"? The reward system will be considered effective if classroom referrals decrease by at least 20% from baseline data and at least 80% of classrooms consistently implement the reward system with fidelity.

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	Character Traits are recognized each month in the morning announcements. A student from each class is recognized and spotlighted on the morning news show and rewarded with a donut, a pencil and a free kids' meal. Parents are invited to attend. Grade level pictures of the students are taken and posted on campus.

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. (3-4 detailed steps)
☒ CHAMPS ☐ Positive Behavior Interventions and Supports and the Classroom https://fi-pda.org/#/category/26 ☐ Other: Click here to enter name of system	1. Ensure these expectations are visible and accessible to all students. Regularly review and reinforce these expectations with students to ensure understanding and compliance. 2. Track the frequency and types of positive reinforcements given to ensure all students are being acknowledged for their good behavior. 3. Offer ongoing professional development opportunities focused on CHAMPS strategies and classroom management techniques.

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 (specify):

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 :	19
Total number of <i>other</i> school-wide discipline referrals (not including classrooms):	3
% of referrals in the classroom:	90%
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 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 <i>current</i> SPBP through the end of the current school year
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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 answer 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 AUGUST 31, 2026 2.
100% of instructional staff has delivered expectations and rules lesson plans as written and when indicated.	☒ Yes ☐ No	By 8/31/2026, 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. August 31, 2026 2.
A recognition system is implemented by 100% of staff for <i>all</i> students.	☒ Yes ☐ No	By 8/10/2026, 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 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 in order 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 May 28, 2027, Unruly Disruptive behavior will indicate a decrease of at least three (3) as measured by Office Discipline Referrals (ODRs) in Focus.	1. Provide Tier I & CPST Support when needed 2. Provide monthly updates on referrals

SPBP Submission

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