



Schoolwide Positive Behavior Plan (SPBP)

Broward County Public Schools

SY 2026 – 2027



School Name:	Park Springs Elementary
School Number:	3171

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	Denise Hanson	7. Security Specialist/ Campus Monitor	Christopher Austin
2. Point of Contact	Rocio Morell	8. Social Worker	Ana Tio
3. BTU Representative	Lori Hughes	9. School Nurse	Sandra Quelch
4. Parent/Community Representative	Amanda Del Valle	10. Attendance Manager	Jada Olivo
5. Student Representative	Brayden Lane	11. Life Skills & Wellness Liaison	Marcela Rasa
6. School Counselor	Nicole Tufo	12. Resiliency Liaison	Marcela Rasa

*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	10/7/2026	2:00 p.m.		11/17/2026
2 nd Oct. 13 – Dec. 18	12/9/2026	2:00 p.m.		1/12/2027
3 rd Jan. 5 – Mar. 18	3/3/2027	2:00 p.m.		4/6/2027
4 th Mar. 29 – May 28	4/14/2027	2:00 p.m.		5/11/2027

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>)	4/13/2026
Hold a <i>faculty</i> vote on the new SPBP (<i>prior to April 30, 2026</i>)	4/17/2026
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>)	9/1/2026

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:	732	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals	721	98%	Are your 0 – 1 referral > 80%?	☒ Yes ☐ No
II. 2 - 5 referrals (at risk students)	9	1%	Are your 2 - 5 referrals <15%?	☒ Yes ☐ No
III. > 5 referrals (high-risk students)	2	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> - Proactively implement consistent interventions as students matriculate into the next grade. - During pre-planning week, the school’s leadership team will review the School-wide Positive Behavior Plan (SPBP) and Student Discipline Behavior Flowchart. - Continue to implement Tier 1, Tier 2, and Tier 3 positive behavior reward systems. - Review behavior expectations before/during “peak” discipline referral times with students.	

3C. Disproportionality is often measured with the relative risk statistic calculation (Relative Risk Ratio = RRR), a measure that indicates the probability of a certain event (e.g., referrals) for one subgroup when compared to all other subgroups.

Relative Risk Ratio calculations are coming soon with the Focus Data System migration.

3D. Disproportionality Action Steps:

What activities/initiatives/programs will your school leadership team implement to prevent disproportionate discipline outcomes within sub group populations (race, SWD, ELL)? Disproportionality Action Steps: <i>(3-4 detailed steps)</i> - For First Grade, we will implement classroom guidance lessons for Life Skills and Wellness the first quarter to help students learn procedures and coping skills to decrease incidents. - The PBIS team will conduct a quarterly data disaggregation to look at all subgroups and disproportionality. - Guidance will provide lessons and co-facilitate morning meetings monthly with teachers that have a higher number of referrals than the teacher average.

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. Disobedience/Insubordination	12
2. Unruly/Disruptive Behavior	16
3. Disruption on Campus Minor	8
4. Out of Assigned Area	3
5.	
TOTAL	39

- 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. Participate Safely
2. Act Kindly
3. Work Responsibly
4. Show Respect

- 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	6
2. Hallway	2
3. Playground/Office/Athletics	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
Participate Safely	Go directly to your destination	Keep hands, feet and objects to yourself	Stay in designated area	Raise your hand and wait for help.
Act Kindly	Keep hands and feet to yourself	Raise your hand and wait for help	Speak and play with peers using kind words.	Help others in need.
Work Responsibly	Have your ID badge visible at all times	Clean your eating space and pick up trash around your area	Use playground equipment responsibly	Stay on task during independent and group tasks. Turn assignments in on time.
Show Respect	Use Level 1 voice in the hallways	Follow all directions given by the cafe monitors/adults	Line up when the whistle blows	Listen actively when the teacher or a peer is speaking.

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	8:00 AM	CLASSROOM
After Winter Break	1/5/2027	8:00 AM	CLASSROOM
After Spring Break	3/29/2027	8:00 AM	CLASSROOM

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	8/11/2026	8/12/2026
After Winter Break	1/5/2027	1/6/2027	1/7/2027
After Spring Break	3/29/2027	3/30/2027	3/31/2027

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?
Life Skills & Wellness	Taught daily during morning meeting 7:45 am-8:15 am	Classroom teacher	Each week the calendar of lessons will be posted in our staff newsletter (WAG) to teachers and staff. Guidance department offers additional resources via email monthly.	Guidance department and administration will conduct walkthroughs weekly during morning meetings to ensure fidelity of the program.
Resiliency Curriculum	Taught weekly during morning meeting 7:45 am-8:15 am	Classroom teacher	Teachers will teach Resiliency topics monthly based on district scope and sequence. Curriculum and resources are provided through Canvas Resiliency Education Course.	Guidance department and administration will receive monthly reports with usage percentages and lessons implemented.

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

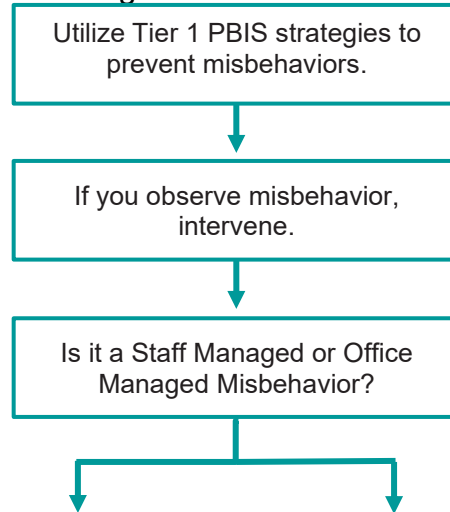
4 Step Problem Solving Process	Plan Details
1. Problem Identification: Review your behavior data to identify one school-wide problem. What problem did you identify? <i>(use numerical data)</i>	Data used: The cafeteria has the highest number of referrals and incidents outside of the classrooms with 6 referrals for the 2025-2026 school year. Problem Identification Statement: <i>What problem did you identify?</i> 13% of the total number of ODR's occurring in the 2025-2026 school year took place in the cafeteria.
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: <i>Why do you think this problem is occurring?</i> High referral rates in the cafeteria may be due to not enough staff supervising this area, rewards being of low value to students, and rules not being effectively consistent in the classroom and cafeteria. SMART Goal Statement: By June 2027, the frequency of behavioral incidents in the cafeteria will decrease from (6) to (4) as measured by ODRs in FOCUS.
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>≥ 4 sentences</i>) How you will implement a positive reward program/system to decrease this problem? Each class will have three cups displayed at the end of their cafeteria table (green, yellow, and red). Each class that has a green cup at the end of their lunch period will earn a cafeteria certificate. To earn the certificate, students must follow all the cafeteria PAWs expectations. When a class receives 10 certificates, the class can cash them in to receive a class prize. Prizes include (stuffy day, pajama day, popsicles, etc. Once the prize is received, students start back at 0 and must collect another 10 to receive another prize. (First quarter 10 certificates, for Qtr 2-4, intermediate students must collect 15)
4. Evaluation: A. Implementation fidelity	How will you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program/system? (<i>2-3 sentences</i>) A student will be assigned to receive the certificate from the cafeteria daily for consistency. Common language and expectations will be taught to all staff members. We will monitor how many classes cash in their certificates for rewards and ensure the staff has input on the rewards given.
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>2-3 sentences</i>) The number of cafeteria referrals will be reviewed monthly by the Assistant Principal and shared with staff quarterly at staff meetings. The SPBP team will meet on the dates listed in Part 1b to determine the success of the goal and adjust the plan if necessary. To determine success, we will look at two data points- the number of cafeteria referrals as well as how many classes cash in their certificates for prizes.

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
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	How will you recognize <i>Kids of Character</i> each month? (<i>2-3 sentences</i>) Kids of Character will be celebrated monthly and recognized school-wide via the morning announcements. Students will also receive a certificate signed by the administration.

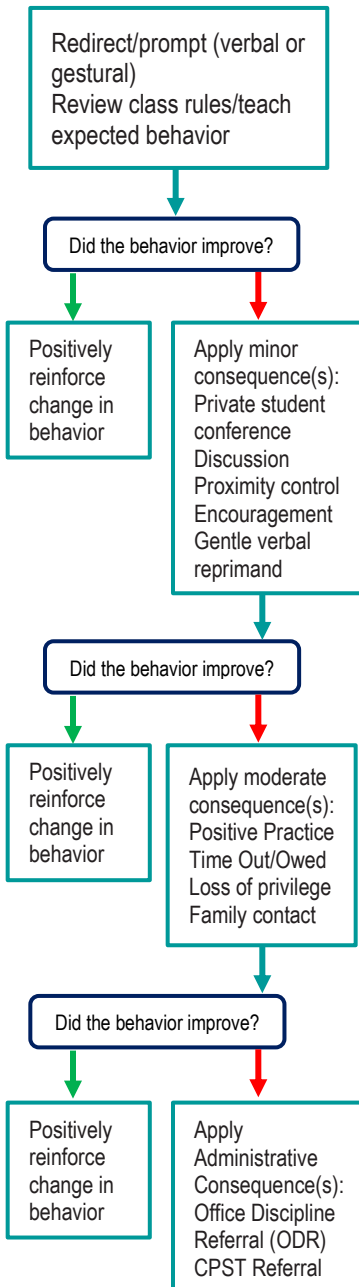
CRITICAL ELEMENT #7: Effective Discipline Procedures

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.

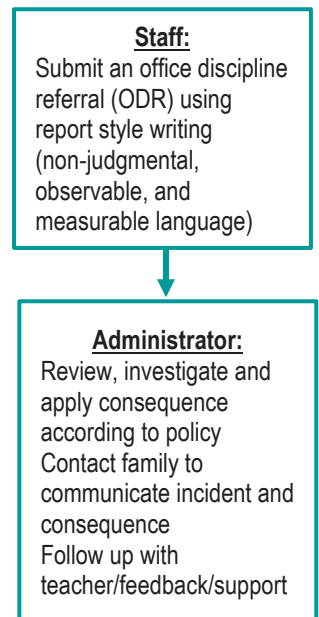


Tier 1 Strategies include, but are not limited to:

- Effective classroom structure
- Precorrection
- Preferential seating/seat change
- Remove distractions
- Personal schedule/organization
- Re-teach expectations and rules
- Redirection
- Prompts, cues, and reminders
- Think time/cool down area
- Consistent reward system
- Modify academic assignments
- Provide choices



Staff Managed Misbehaviors	Office Managed Misbehaviors
Note: The behaviors provided are examples, not an exhausted list of misbehaviors.	
Inappropriate language - name calling - use of profanity	Inappropriate language - racial slurs or taunting - profanity directed at a staff member
Disrespect - talking back - physical gestures	Harassment - bullying - threat or intimidation
Defiance - work refusal - head down on desk/sleeping - not following directions	Defiance - leaving classroom, assigned area, or school grounds without permission - forgery/plagiarism
Disruptive - tattling/false information - talking out of turn - calling out - distracting others	Disruptive - inciting others to disrupt teacher - chronic classroom disruption: more than 3 times within 30 minutes
Physical Contact - touching others, pushing/shoving (no injuries) - mutual horseplay	Physical Contact - touching others (hitting, kicking, biting) with intent to do harm - petty theft
Violation of classroom or location-specific rules	Violation of the Code of Student Conduct



Crises Events:

- In need of immediate assistance
- Potentially unsafe environment
- Suspicion of criminal behavior
- Contact front office/administration immediately
- Follow safety team protocol

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. All teachers are expected to implement Tier 1 Positive Behavior intervention for all students to strengthen their classroom management skills. 2. All teachers are expected to implement the PAWS school-wide Positive Behavior Intervention Plan by using PAW bucks as incentives. 3. The team will provide a PAWS expectation poster for each teacher to post in their classroom along with examples of rewards and consequences that can be used.

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 :	47
Total number of <i>other</i> school-wide discipline referrals (not including classrooms):	11
% of referrals in the classroom:	81%
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 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, Unruly/Disruptive behavior will indicate a decrease from 16 to 10 as measured by Office Discipline Referrals (ODRs) in Focus.	1. Students will complete a Suite 360 lesson on disobedience if students receive a discipline referral. 2. Review SPBP and expectations consistently after each extended school break.
SPBP Submission		
1. Upload completed SPBP (as PDF) into BCPS Central in the School Improvement Plan.  2. Complete PBIS Point of Contact form 		