



Schoolwide Positive Behavior Plan (SPBP)
Broward County Public Schools

SY 2026 – 2027



School Name:	Charles R. Drew Elementary School
School Number:	3221

Please refer to the SPBP Canvas Resource page to access video tutorials, guidance, and resources for completing the 2025-2026 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	Rosheika Rolle	7. Security Specialist/ Campus Monitor	Deputy Frank Britez
2. Point of Contact	Yolanda Butler	8. Social Worker	Joan Branford
3. BTU Representative	Shantell Goldsby	9. School Nurse	Deshanna Henley
4. Parent/Community Representative		10. Attendance Manager	Marcia Jackson
5. Student Representative	Isaiah Jean-Pierre	11. Life Skills & Wellness Liaison	Nicolette Sands
6. School Counselor	Nicolette Sands	12. Resiliency Liaison	Nicolette Sands

*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	10/1/2026			10/15/2026
2 nd	12/3/2026			12/10/2026
3 rd	3/4/2027			3/11/2027
4 th	5/6/2027			5/13/2027

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>)	8/4/2026
Present the 2026-27 SPBP to family and community stakeholders (<i>prior to September 30, 2026</i>)	9/10/2026

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:	399	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals		96%	Are your 0 – 1 referral > 80%?	☒ Yes ☐ No
II. 2 - 5 referrals (at risk students)	10	3%	Are your 2 - 5 referrals <15%?	☒ Yes ☐ No
III. > 5 referrals (high-risk students)	4	1%	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> - School-wide proactive discipline plan will be implemented from the first day of school. - All teachers will spend the first two weeks teaching rules and procedures and create their classroom positive behavior plan to be submitted to admin. - Implement the consistent use of student agendas as a real-time behavior tracking tool across all classrooms to quickly document Tier 1 behaviors, communicate with parents, and allow leadership to monitor trends schoolwide. Teachers will discuss behavior data during weekly PLC Meetings. - Hold bi-monthly Student Behavior Data Chat Meetings with Teacher, ESE Specialist, and Leadership Team to determine next steps for students with multiple minor incidents.	

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> - Leadership team will regularly analyze discipline data by sub group populations during leadership and data meetings. - Provide ongoing professional learning and support for staff on culturally responsive practices, implicit bias, and inclusive classroom management. - During team meetings and PLC meetings, best practices will be shared to foster continued growth and development in this area. - Ensure all classrooms consistently implement schoolwide expectations, agenda tracking, and reflection protocols before referrals.

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	21
2. Unruly/ Disruptive Behavior	15
3. Fighting Medium	11
4. Fighting Minor	8
5. Simple Battery	8
TOTAL	0

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. Care for yourself and others.
2. Use good judgement.
3. Be ready to learn.
4. Stay safe.
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, excluding Classroom :	
School Location(s)	# Incidents
1. Athletic Field	5
2. Cafeteria	17
3. Hallway	13

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/ Breezeway Rules	Cafeteria Rules	School Ground Rules	Classroom Rules
Care for yourself and others.	Always use walking feet.	Follow all directions given by the cafe monitors/adults	Keep hands, feet, and objects to yourself.	
Use good judgement.	Walk with your hands by your side behind the person in front of you.	Use a level 1 voice	Respect boundaries.	
Be ready to learn.	Travel quietly between the red and yellow lines.	Raise your hand and wait for help	Avoid rough play.	
Stay safe.	Always travel with a buddy and your pass.	Stay in assigned area	Stay in assigned or designated areas.	
	Go directly to your destination.	Clean your eating space and pick up trash around your area	Listen and follow all directions given.	

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	8/13/2026	8:30am – 9:30am	Cafeteria
After Winter Break	1/6/2027	8:30am – 9:30am	Cafeteria
After Spring Break	3/30/2027	8:30am – 9:30am	Cafeteria

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	8/11/2026	8/12/2026
After Winter Break	1/5/2027	1/6/2027	1/7/2027
After Spring Break	3/30/2027	3/31/2027	4/1/2027

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	Bi-Monthly	Classroom Teacher and School Counselor	Focus on one character trait per month taught during specials and in class.	Student of the month will be recognized in each class. Referral data will be monitored for effectiveness.
Resiliency Curriculum	Bi-Monthly	Resiliency Ed. Liaison and Specials Teachers	Teachers and Resiliency Liaison will focus on the curriculum provided by Resiliency Ed.	A survey will be conducted at the end of each quarter.

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: Data from FOCUS identifying referrals by grade level Problem Identification Statement: 29% of students in 3 rd grade received referrals this school year.
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>The high percentage of referrals from 3rd grade is occurring because of the inconsistent implementation of Tier 1 behavior supports and delayed responses to recurring minor behaviors which lead to the escalation of student behaviors and discipline referrals.</i> SMART Goal Statement: By the end of the 2026–2027 school year, the school will reduce the percentage of office discipline referrals from 3rd grade from 29% to 20% , as measured by discipline data reports, through consistent implementation of Tier 1 behavior supports.
3. Intervention Design: Describe how you will implement a positive reward program/system to decrease this problem.	Type of Program/System: Token system Description of Program/System: (<i>≥ 4 sentences</i>) How you will implement a positive reward program/system to decrease this problem? 1. Schoolwide Positive Behavior Reinforcement The Drew Buck system will be used schoolwide to consistently recognize and reinforce expected student behaviors, with a focus on reducing referrals through increased positive acknowledgment. 2. Frequent and Specific Behavior Recognition Teachers will award Drew Bucks daily for clear, observable positive behaviors, strengthening Tier 1 expectations and increasing student engagement in appropriate behavior. 3. Structured Redemption Opportunities Students will have two monthly opportunities to redeem Drew Bucks: one through the Drew Buck Store and one during Drew's Incentive Days , promoting consistent motivation and sustained positive behavior. 4. Implementation Monitoring and Equity Checks Leadership will monitor Drew Buck distribution and participation data to ensure consistent and equitable implementation across grade levels, with targeted support provided where needed.
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>) Leadership will monitor fidelity through walkthroughs focused on Drew Buck implementation and positive reinforcement practices. Drew Buck distribution data will be reviewed monthly to identify patterns across grade levels and student groups, with a focus on 3rd grade. Bi-weekly data meetings will be used to address trends, provide feedback, and support consistent and equitable implementation.

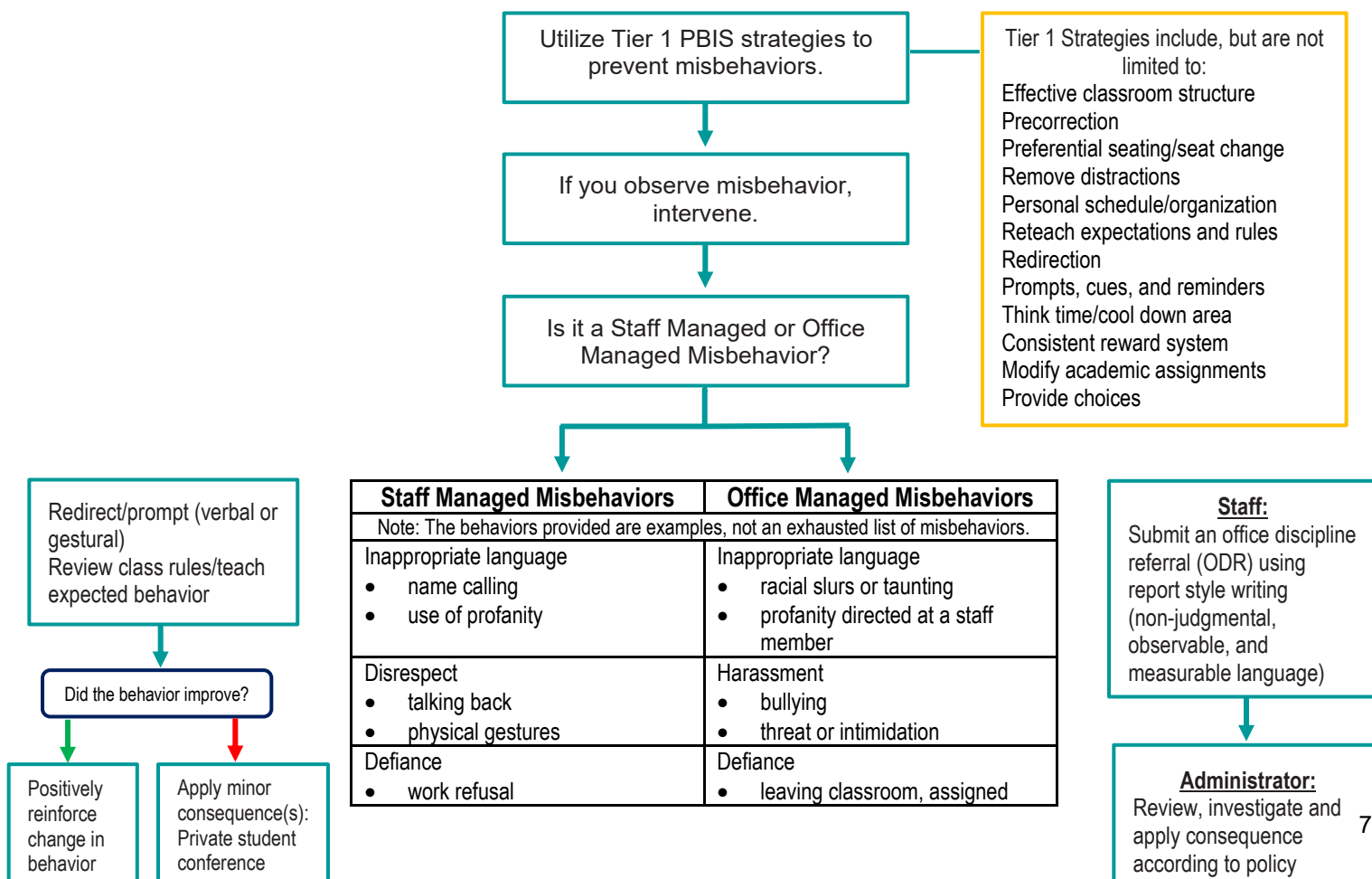
B. Student outcome monitoring <i>(use numerical data)</i>	How will you know if the reward program/system is positively impacting students? What measurable data will you use to determine “success”? (2-3 sentences) Success will be determined by a reduction in office discipline referrals, particularly within 3rd grade, and a decrease in overall monthly referral spikes. Additional indicators will include increased and more consistent Drew Buck distribution across classrooms and improved student engagement as evidenced through fewer repeated minor behavior incidents documented in referrals. Progress will be monitored through monthly discipline reports and bi-weekly data reviews.
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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	Kids of Character will be recognized monthly through a schoolwide celebration that highlights students demonstrating the monthly character traits. Selected students will be acknowledged during morning announcements and receive certificates and Drew Bucks as part of their recognition. Families will also be notified to reinforce the positive recognition at home and strengthen school-to-home partnerships.

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.





• head down on desk/sleeping • not following directions	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

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. Enroll in CHAMPS or CHAMPS Refresher 2. Ensure use of agendas to communicate daily report of school-wide expectations regarding their child with parents. 3. School-wide incentive program to earn Drew Bucks each day. 4. All teachers will develop and implement a classroom management plan aligned to the schoolwide expectations, including Tier 1 procedures, Drew Bucks, and reflection protocols.

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 :	70
Total number of other school-wide discipline referrals (not including classrooms):	54
% of referrals in the classroom:	56%
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 Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) ☐ 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 Brainshark available at: http://www.brainshark.com/browardschools/PBIS101
October 2 nd Quarter Team Meeting	☐ Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) ☐ Present implementation data, behavior data, team activities, and SPBP progress to entire staff ☐ Ensure Core Effectiveness Action Steps are being implemented as written ☐ Complete Quarterly Big 5 Data Template and submit to your 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
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 on PBIS Canvas page) ☐ Present implementation data, behavior data, team activities, and SPBP progress to entire staff ☐ Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator ☐ Confirm next quarterly PBIS team meeting date and time
February	☐ Check on recently hired staff for PBIS understanding - provide "PBIS 101" Brainshark resource ☐ 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 on PBIS Canvas page) ☐ Present implementation data, behavior data, team activities, and SPBP progress to entire staff ☐ Complete Quarterly Big 5 Data Template and submit to your 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% staff for <i>all</i> students.	☐ Yes ☐ No	By Click here to enter a date, 1. 2.

10B. The SPBP is successful in positively impacting **students**: review behavior data and create a SMART goal. Evaluate implementation and create action steps to review in quarterly PBIS meeting.

*“If staff are implementing the SPBP consistently and effectively, is it positively impacting **students**? How will you know?”*

SMART Criteria:

S	Specific	Concrete, detailed, focused, and well defined. Results-focused and action-orientated.
M	Measurable	The measurement sources (data) are defined numerically in order to track progress towards the objective.
A	Attainable	Objectives are achievable in the near future to maintain motivation.
R	Realistic	Staff have the resources to achieve the objective- time, personnel, materials, etc.
T	Time-bound	Agreed-on time frames create the necessary urgency and prompt action.

STUDENT Outcome Monitoring		
Student Outcome Data	Complete the SMART goal to determine “successful” student outcomes <i>(use numerical data)</i>	List 2 action steps your team will take to ensure this goal is monitored and meets or exceeds the SMART goal.
Select an item <i>Choose one ODR area of focus</i>	By June 3, 2027, classroom referrals will indicate a 30% decrease as measured by Office Discipline Referrals (ODRs) in Focus.	1. ODR Data Monitoring and Analysis Leadership will review Focus ODR data bi-weekly to track progress toward a 30% reduction goal, disaggregating data by grade level, location, and student group to identify and address trends early. 2. Monthly Data Meetings and Action Steps Leadership and grade-level teams will analyze ODR trends, develop targeted actions, and follow up to ensure strategies are implemented with fidelity and adjusted as needed to meet the goal.

SPBP Submission

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