



Schoolwide Positive Behavior Plan (SPBP)
Broward County Public Schools

SY 2026 – 2027



School Name:	Eagle Point Elementary
School Number:	3461

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	Christine de Zayas	7. Security Specialist/ Campus Monitor	Elba Pagan
2. Point of Contact	Kimberly Greer	8. Social Worker	Ashley Grave dePeralta
3. BTU Representative	Kate Catania	9. School Nurse	Giovanna Medina
4. Parent/Community Representative	Sophia Lomonaco	10. Attendance Manager	Mayte Lopez
5. Student Representative	Sonal Meda Adarsh	11. Life Skills & Wellness Liaison	Beatriz Segovia
6. School Counselor	Beatriz Segovia	12. Resiliency Liaison	Corey Levit

*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	8/12/2026	2:15 pm		8/19/2026
2 nd Oct. 13 – Dec. 18	11/4/2026	2:15 pm		11/18/2026
3 rd Jan. 5 – Mar. 18	2/3/2027	2:15 pm		2/10/2027
4 th Mar. 29 – May 28	5/12/2027	2:15 pm		5/19/2027

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>)	4/27/2026
Provide training to faculty and staff (<i>prior to September 30, 2026</i>)	8/18/2026
Present the 2026-27 SPBP to family and community stakeholders (<i>prior to September 30, 2026</i>)	9/15/2026

CRITICAL ELEMENT # 3: Data Collection and Analysis

3A. Core Effectiveness: Use current 2025-2026 school year behavior data as listed in Focus.

- Review your referral data YTD in Focus – Discipline Reports – *Students with Referrals*.
- Complete the yellow highlighted cells.
- Auto-calculate the “% of Total Population” by clicking on each “!Zero Divide” in the cells and pressing “Fn + F9”.
- Determine if the core is effective in all three areas.

TOTAL Population:	1108	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals	63	97%	Are your 0 – 1 referral > 80%?	☒ Yes ☐ No
II. 2 - 5 referrals (at risk students)	26	2%	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> - Administration will continue to monitor referrals to be determined when students receive more than one. - Administration will continue to utilize our Guidance Counselors when initial referrals are issued to help students move forward in the right direction. - Administration will continue to get families involved when students receive a referral to work as a team to help students progress in a positive manner.	

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> - Administration will work with our 4th grade teachers to ensure appropriate Tier 1 discipline instruction is being facilitated. - Administration will work with our Guidance Counselors to provide support for the 4th Grade Team. - Administration will work with the teaching staff to be sure we include equity and diversity training.

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	58
2.Mistreatment of Peers	24
3. Disobedience/Insubordination	7
4. Disruptive/Unruly Play	6
5. Level 1 Bus Violation	5
TOTAL	100

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. Students will demonstrate Responsibility. Leader in Me Habit: Be Proactive
2. Students will practice and demonstrate concern for safety in all settings. Leader in Me Habit: Think Win Win
3. Students will show respect to themselves and others. Leader in Me Habit: Seek first to understand and then be understood.
4. Students will value and demonstrate the ability to work together. Leader in Me: 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	27
2. Bus	19
3. Hallway	10

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	Click here to enter location: Rules	Classroom Rules
Students will demonstrate responsibility. Leader in Me Habit-Be Proactive	Follow adult directives Keep up with the line.	Face one direction when seated Keep hands and feet to yourself and stay at your assigned table. Clean up after yourself.	Stay in designated area No running. Use all playground equipment appropriately. Do not sit or stand on the top of the monkey bars.	
Students will practice and demonstrate concern for safety in all settings. Leader in Me Habit-Think Win Win	Go directly to your destination Walk in an appropriate line.	Walk in the cafeteria Listen to the adults in charge. Wait for your teacher to dismiss your table.	Clean up once finished playing Give everyone a fair turn to play. Share playground equipment.	
Students will show respect to themselves and others. Leader in Me Habit-Seek First to Understand then to be Understood	Use Level 1 voice in the hallways Maintain personal space while walking in line. DO NOT write on the walls.	Use a level 1-2 voice Ask permission before leaving your seat. Raise your hand if you need something.	Follow directions the first time given Listen to and respect others' opinions and make a team choice that is best for the group.	
Students will value and demonstrate the ability to work together-Leader in Me Habit-Synergize	Keep hands and feet to yourself Stay with a partner at all times.	Stay in assigned area Have socially appropriate conversations with your peers.	Keep hands and feet to yourself Work together to play safely and appropriately.	
Click here to type your Expectation	Click here to select hallway rules OR Click here to type hallway rules.	Click here to select cafeteria rules OR Click here to type cafeteria rules.	Click here to select location rules OR Click here to type location rules.	

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	9:00 a.m.	Classroom
After Winter Break	1/7/2027	9:00 a.m.	Classroom
After Spring Break	4/1/2027	9:00 a.m.	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 at 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	8/13/2026	8/13/2026	8/13/2026
After Winter Break	1/7/2027	1/7/2027	1/7/2027
After Spring Break	4/1/2027	4/1/2027	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 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?
Resiliency Curriculum Click to enter "other"	Monthly	Classroom Teacher	Whole group instruction	Administration will follow up with teachers in grade level meetings.
Life Skills & Wellness Click to enter "other"	Monthly	Classroom Teacher	Whole group instruction	Administration will follow up with teachers in grade level meetings.

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: Expectation

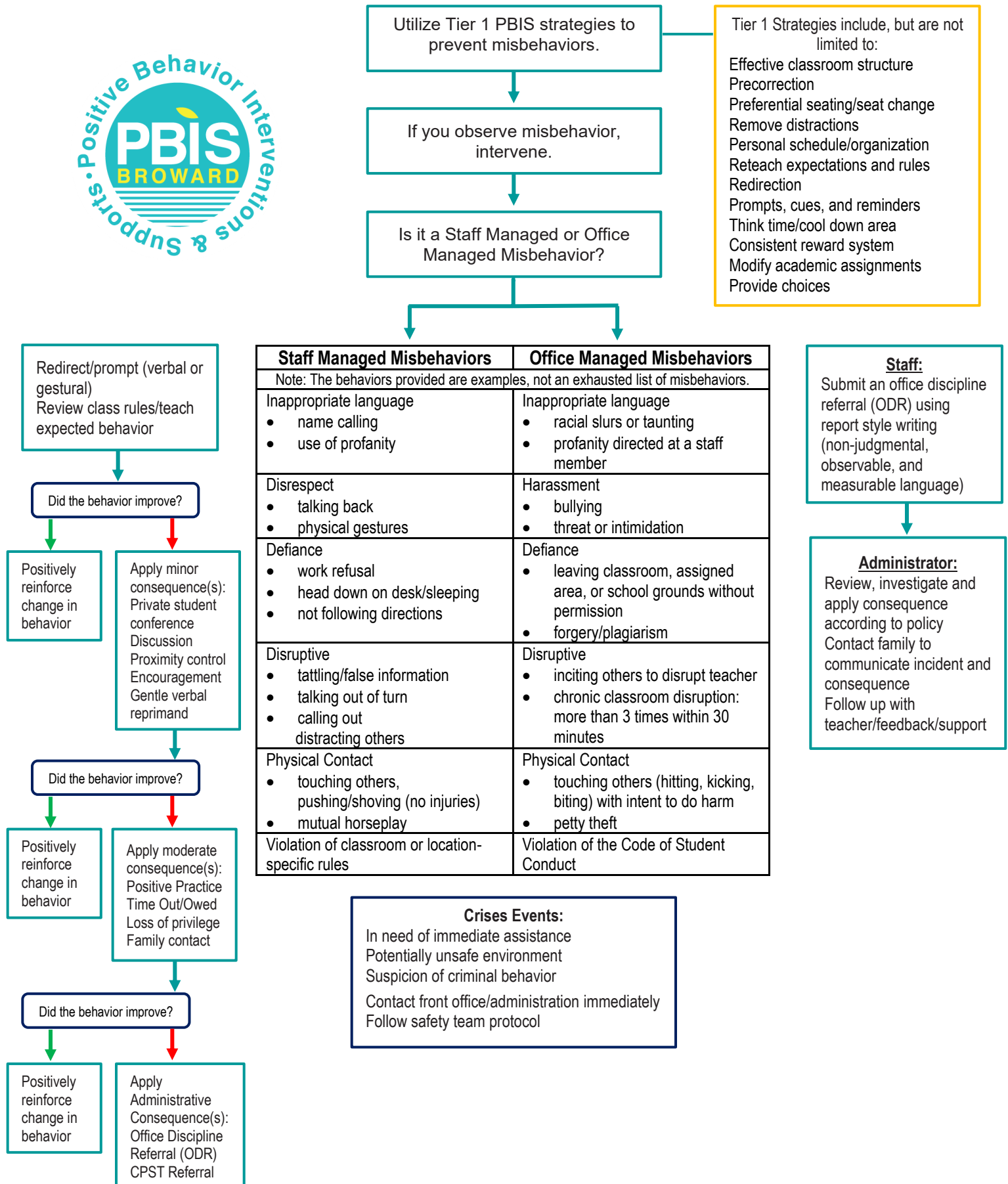
4 Step Problem Solving Process	Plan Details
1. Problem Identification: Review your behavior data to identify one school-wide problem. What problem did you identify? <i>(use numerical data)</i>	Data used: Office Discipline Referrals Problem Identification Statement: Unruly/disruptive behavior has been identified as a problem based on 58 disruptions noted in the system.
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 problem is occurring due to inconsistent reinforcement of behavioral expectations. SMART Goal Statement: By June 2027, student referrals noted as unruly/disruptive behavior will decrease by 10% as per consistent reinforcement of behavioral expectations.
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: We use the “Got Caught Leading” Incentive program. When students are caught doing the right thing, or go above and beyond expected behavior, they receive a ticket. White from classroom teachers, Blue from Specials teachers and Gold from Administration. Tickets are placed into grade level bins, and a weekly drawing is done every Friday on the Morning News. Student names are picked and they are allowed to come to the office to pick up a prize from the cart.
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? The effectiveness of the program based on the number of “Got Caught Leading” tickets given and the number of discipline referrals given throughout the school year.
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 number of tickets given will increase by 10% as the number of disciplinary referrals will decrease by the same percentage. Students will want to work toward receiving positive rewards based on appropriate behavior.

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	Students are recognized on the morning announcements for monthly character traits. Students also receive a certificate with acknowledgments from the district/principal.

CRITICAL ELEMENT #7: Effective Discipline Procedures

You can choose to use the flow chart below or create your own. This flow chart is posted in all classrooms and used to teach students during behavior lessons.



CRITICAL ELEMENT # 8: Classroom Management Systems

8A. Evidence-based Tier 1 classroom management system:

Which evidence-based system(s) are you using?	Provide 3-4 measurable and observable action steps the team will take to help educators improve their classroom management system. <i>(3-4 detailed steps)</i>
☐ CHAMPS ☐ Positive Behavior Interventions and Supports and the Classroom https://fl-pda.org/#/category/26 ☒ Other: Got Caught Leading	The staff will have refresher training at the beginning of the school year on how the token system will work and when it is appropriate to give a student a ticket. Administration will be able to tell if the staff are using the system with fidelity based on the number of tickets turned in by the students. Administration will also be able to evaluate its effectiveness by the number of referrals given.

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 :	60
Total number of <i>other</i> school-wide discipline referrals (not including classrooms):	91
% of referrals in the classroom:	40%
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	1. 2.
100% of instructional staff have delivered expectations and rules lesson plans as written and when indicated.	☒ Yes ☐ No	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	1. 2.
A recognition system is implemented by 100% of staff for <i>all</i> students.	☒ Yes ☐ No	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 behaviors referrals will decrease by 10% as measured by Office Discipline Referrals (ODRs) in Focus.	The team will ensure the goal is monitored and meets or exceeds the SMART goal by: 1. Administration will work closely with Guidance and the classroom teachers to ensure students are practicing the 8 habits and understand the consequences when expected behaviors are not being met. This will be observed through classroom observations. 2. Monitoring the number of student discipline referrals with a goal to decrease disruptive behaviors/referrals by reinforcing Leader in Me Habits. Administration will address expectations during the beginning of the school year and in January 2027.

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

