



Schoolwide Positive Behavior Plan (SPBP)

Broward County Public Schools

SY 2026 – 2027



School Name:	Silver Palms Elementary
School Number:	3491

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	Shannon Schreidell	7. Security Specialist/ Campus Monitor	Asiel Javier-Alvarez
2. Point of Contact	Shannon Schreidell	8. Social Worker	Melanie Birken
3. BTU Representative	Dina Linero	9. School Nurse	Carla Real
4. Parent/Community Representative	Lizette Lemieux	10. Attendance Manager	Vanessa Hernandez
5. Student Representative	Mia Clark	11. Life Skills & Wellness Liaison	Alesia Tinner
6. School Counselor	Alesia Tinner	12. Resiliency Liaison	Maritza Suarez

*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	8/10/2026	2:20 pm		9/8/2026
2 nd Oct. 13 – Dec. 18	11/3/2026	2:20 pm		11/10/2026
3 rd Jan. 5 – Mar. 18	1/5/2027	2:20 pm		1/12/2027
4 th Mar. 29 – May 28	4/6/2027	2:20 pm		4/13/2027

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>)	4/21/2026
Hold a <i>faculty</i> vote on the new SPBP (<i>prior to April 30, 2026</i>)	4/28/2026
Provide training to faculty and staff (<i>prior to September 30, 2026</i>)	9/8/2026
Present the 2026-27 SPBP to family and community stakeholders (<i>prior to September 30, 2026</i>)	9/23/2026

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:	474	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals	2	100%	Are your 0 – 1 referral > 80%?	☒ Yes ☐ No
II. 2 - 5 referrals (at risk students)	0	0%	Are your 2 - 5 referrals <15%?	☒ Yes ☐ No
III. > 5 referrals (high-risk students)	0	0%	Are your >5 referrals <5%?	☒ Yes ☐ No

3B. Core Effectiveness Action Steps:

If you answered “Yes” to I, II, and III above, then your core is effective. Based upon table 8A, is your core effective?	☒ Yes ☐ No
Answer either (a) or (b): (a) If your core is effective, then identify action steps your school leadership team should continue to take for early identification of at risk or high-risk students. (b) If you answered “No” to at least one of the items above (I, II, or III) then indicate the supports and interventions and action steps your school leadership team will implement <i>at the beginning</i> of the next school year to improve core strength: Core Effectiveness Action Steps: <i>(3-4 detailed steps)</i> - Continue working with the CPS team to identify students who may need tiered behavior interventions. - All staff members continue to identify kid, respectful, and responsible behavior and reward the behaviors. - Continue to use Compass/Suite360 for students to engage in behavior lessons. - Continue to use Zones of Regulation as needed.	

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> - The leadership team will review behavior data quarterly on FOCUS to identify disproportionality issues. - Since 3rd grade has the most referrals, positive behavior items will be delivered to each class instead as a whole. - Continue to use Zones of Regulation as needed. - Continue to celebrate positive behavior on the morning announcements, in Kid of Character monthly ceremonies, and announce students recognized for kindness on morning announcements on Monday and over the PA on Fridays.

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	1
2. Disruptive/Unruly Play	1
3.	
4.	
5.	
TOTAL	2

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 yourself and others
2. Demonstrate self-control
3. Be kind, tolerant, and considerate of others

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	2
2. Hallway	0
3. Playground	0

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
Respect yourself and others	Walk in a straight line Always wear your ID badge	Follow all directions given by the cafe monitors/adults One person in the restroom at a time	Clean up once finished playing Take turns using equipment	
Demonstrate self-control	Use Level 1 voice in the hallways Keep hands and feet to yourself	Remain seated Eat ONLY your own food	Keep hands and feet to yourself Use positive, sportsman like language	
Be kind, tolerant and considerate of others	Have your ID badge visible at all times Use kind words	Raise your hand and wait for help Throw away all your trash	Keep hands, feet and objects to yourself Speak kindly	

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	8:30 AM	Homeroom Classroom
After Winter Break	1/5/2027	8:30 AM	Homeroom Classroom
After Spring Break	3/29/2027	8:30 AM	Homeroom 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	8/11/2026	8/12/2026	8/13/2026
After Winter Break	1/6/2027	1/7/2027	1/8/2027
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?
Resiliency Curriculum	In accordance with District's Scope & Sequence	Classroom Teacher	The resiliency curriculum will be implemented through structured, teacher-led lessons embedded into the school schedule, focusing on building students' social-emotional skills, coping strategies, and personal strengths. Lessons will be delivered consistently across grade levels, ensuring that all students have opportunities to engage, reflect, and apply resiliency practices in their daily lives.	The school counselor will work collaboratively with the Resiliency Department and provide percentages of student participation to teachers monthly. Teachers will ensure that 91% or greater of their students complete the lessons.

Choose Peace/Stop Violence	The lessons will be integrated regularly (once per month and aligned with key awareness weeks) to reinforce positive behaviors and support a safe, respectful school climate.	School Counselor and the Equity Liaison	At Silver Palms Elementary, the Choose Peace/Stop Violence initiative will be implemented collaboratively by the school counselor and equity liaison through monthly classroom lessons, schoolwide campaigns, and targeted activities that promote nonviolence, inclusion, and positive conflict resolution. These efforts will align with our core values of kindness, respect and responsibility.	The effectiveness of the Choose Peace/Stop Violence implementation will be monitored through student behavior data (referrals, behavior intervention plans), pre- and post-lesson reflections, and staff feedback. Additionally, observing increased student participation in peace-promoting activities and a positive shift in school climate will serve as key indicators of success.
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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: We had two discipline referrals that were in the cafeteria. Problem Identification Statement: The problem the team identified is that 100% of the behavior incidents occurred 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: This problem is occurring because expectations are not reinforced by all staff members and students are not reminded of the expectations daily and/or weekly. SMART Goal Statement: The number of unruly/disruptive behavior incidents will decrease by one by April 30 th , 2027, as measured by the 2026-2027 school-wide discipline data.

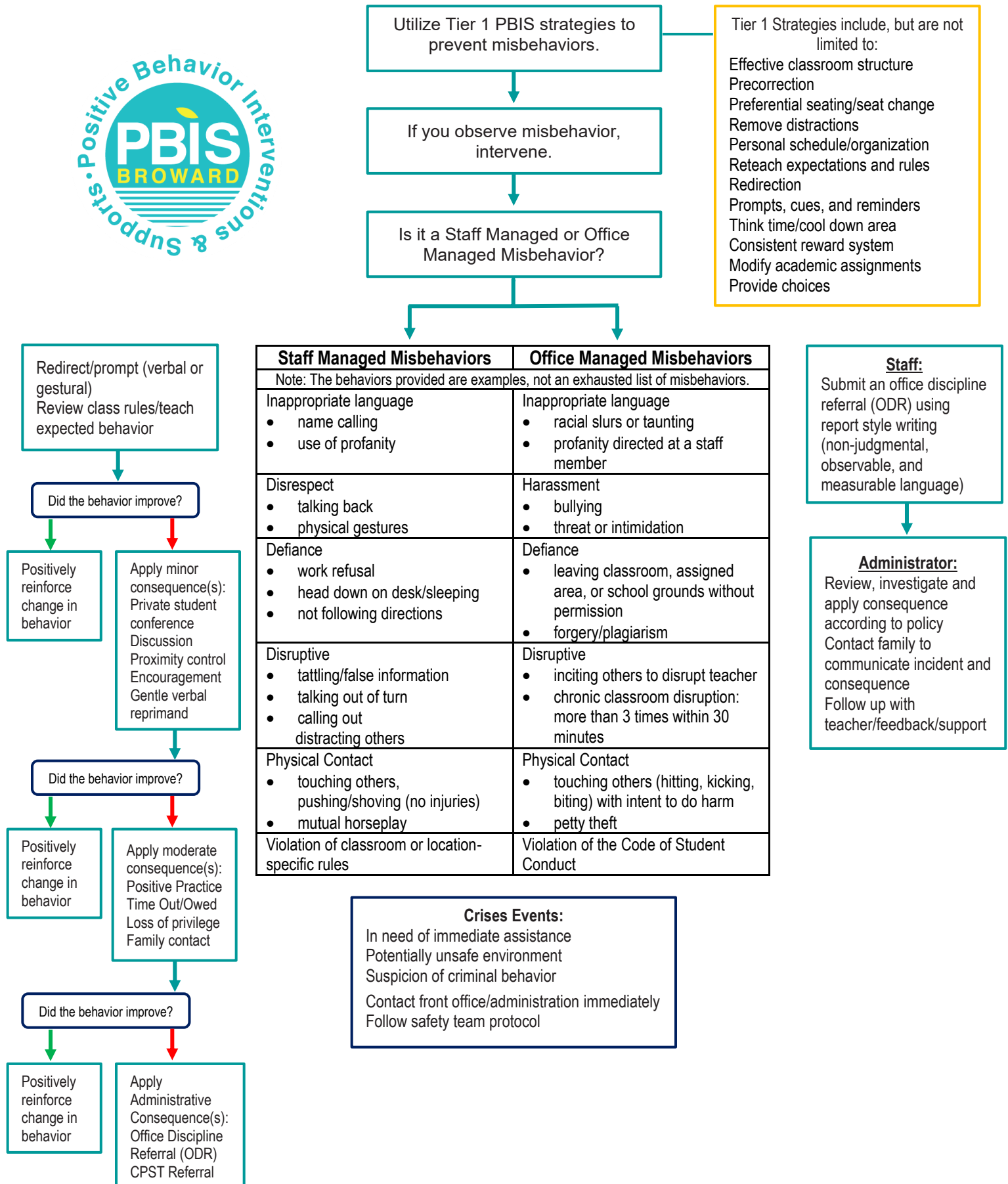
3. Intervention Design: Describe how you will implement a positive reward program/system to decrease this problem.	Type of Program/System: Token system Description of Program/System: (≥ 4 sentences) How you will implement a positive reward program/system to decrease this problem? During the second week of school, all students, teachers, and staff participate in our schoolwide Kindness Assembly. This important event sets the tone for the year by reinforcing the values of respect, kindness, tolerance, and self-control. Students learn how to recognize bullying behaviors, understand the importance of being an upstander, and review the expectations outlined in the Student Code of Conduct. The assembly also introduces Silver Palms Elementary's <i>Kindness is our Culture</i> initiative, including how students can earn Kindness Tickets. Following the assembly, teachers and staff are provided with golden Kindness Tickets to distribute when they observe students demonstrating kind and respectful behavior, with a special emphasis on positive conduct in the cafeteria and throughout the campus. When a student receives a ticket, they complete the back by writing their name, their teacher's name, and the name of the staff member who awarded it. Teachers then collect the tickets and place them in the designated Kindness Box for their grade level, from PreK and VPK through fifth grade. Each Monday and Friday, one ticket from every grade level is drawn, and the selected students are recognized on the morning announcements (Monday) and on the PA (Friday) for their acts of kindness and respect. These students receive a Kindness goody bag filled with themed items and are personally congratulated shortly after announcements by a member of the administration or support staff.
4. Evaluation: A. Implementation fidelity	How will you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program/system? (2-3 sentences) The effectiveness of this initiative will be monitored through class tallies of student recognition and a staff roster tracking the distribution of Kindness Tickets to ensure consistency across grade levels. Teachers and staff will provide ongoing daily, weekly, and monthly feedback to administration, with additional monthly input shared with team leaders and reviewed during Team Leader meetings to assess success and identify needed adjustments. Behavior Dashboard data will also be analyzed regularly to monitor fidelity of implementation and guide continuous improvement of the initiative.
B. Student outcome monitoring (use numerical data)	How will you know if the reward program/system is positively impacting students? What measurable data will you use to determine "success"? (2-3 sentences) To determine the impact of the reward program on student behavior, discipline data will be regularly monitored and shared with the SPBP team, staff, students, and families. This data will be compared to previous trends to evaluate the program's effectiveness. Based on these findings, the program will either be reinforced as designed or adjusted to better meet students' behavioral needs.

6B. Character Education is an educational and award program utilized to teach and recognize students who display positive character traits each month. Please refer to the BCPS website for lesson plans, videos and additional resources to support this recognition program at your school. 

Monthly Character Traits	Plan Details How will you recognize <i>Kids of Character</i> each month? (2-3 sentences)
1. September: Cooperation 2. October: Responsibility 3. November: Citizenship 4. December: Kindness 5. January: Respect 6. February: Honesty 7. March: Self-Control 8. April: Tolerance	We recognize students who demonstrate outstanding character through our Kid of Character ceremonies, held eight times throughout the year in alignment with the district's monthly character traits. Teachers select one student from their class who best exemplifies the featured trait to represent their classroom. These students are celebrated during the ceremony, receive a kindness goody bag, have their photo taken, and are honored with a display in the main hallway for the month.

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: Click here to enter name of system	1. Present the 2026-27 SPBP to 95% or more of staff on April 14, 2026, and facilitate the discussion about how it supports SIP goals. 2. Have <i>faculty</i> vote on the new SPBP and finalize any consensus-driven changes to the plan on April 29th. (Must be done by 4/30/26) 3. Provide training to 95% or more of the faculty and staff on their roles and responsibilities for implementing the new SPBP and share guidance for accessing coaching supports on August 3rd 2026. 4. Present the 2026-27 SPBP to family and community and facilitate discussion on how families and community partners can help the school to reach its SPBP goals on April 29th 2026 and in September 2026 during the first SAC meeting of the 2026-2027 school year.

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>): Marzano's classroom walkthroughs.

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 :	0
Total number of <i>other</i> school-wide discipline referrals (not including classrooms):	2
% of referrals in the classroom:	0%
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 schoolwide expectations and location-specific rules posted.	☒ Yes ☐ No	By 8/3/2026, 1. Assistant principal will ensure that schoolwide expectations are posted in all public areas. 2. 100% of classrooms will have schoolwide expectations posted.
100% of instructional staff has delivered expectations and rules lesson plans as written and when indicated.	☒ Yes ☐ No	By 8/28/2026, 1. Team leaders will ensure that 100% of teachers, on their grade level, deliver schoolwide expectations. 2. Team leaders will ensure that 100% of teachers, on their grade level, deliver lessons for location specific rules.
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 8/3/2026, 1. Assistant principal will orient 100% of instructional staff, behavioral support and administrative team to the Discipline Flow Chart. 2. Leadership Team will monitor use of the discipline flow chart while reviewing discipline data quarterly.
A recognition system is implemented by 100% of staff for <i>all</i> students.	☒ Yes ☐ No	By 8/28/2026, 1. Assistant principal will orient 100% of staff and students to how the reward system works. 2. Leadership Team will evaluate the effectiveness of the token economy/reward system when monitoring cafeteria on a weekly basis.

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, cafe behavior incidents will have decreased by 1 as measured by Office Discipline Referrals (ODRs) in Focus.	1. The leadership team will review the referrals data quarterly from FOCUS. 2. Cafeteria rules and expectations will be addressed, daily in the café, weekly in the classroom, and quarterly in the student assemblies.

SPBP Submission

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