



SY 2026 – 2027

School Name:	Discovery Elementary School
School Number:	3962

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	Dr. Ingrid Osgood	10. Specials	Delvion Savage
2. Administrator/Point of contact	Dannyelle deVarona	11. Student Representative	Zahnia Anglin
3. BTU Representative	Robyn Sloop	12. Parent Representative	Krystal Schechter
4. Kindergarten	Arminee Kazandjian	13. Security Specialist/ Campus Monitor	Chiquita Daniels
5. First Grade	Leah Gordon	14. Social Worker	Diane Betancourt
6. Second Grade	Maleka Barclay	15. School Nurse	Danielle Pearson
7. Third Grade	Jennifer Boutin	16. Attendance Manager	Sofia Viveros
8. Fourth Grade	Jennifer Levin	17. Life Skills & Wellness Liaison /School Counselor	Valerie Harley- Gardner
9. Fifth Grade	April Stewart	18. Resiliency Liaison/ School Counselor	Kimberly Todman

*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	9/29/2026	2:20 PM		10/5/2026
2 nd Oct. 13 – Dec. 18	11/17/2026	2:20 PM		12/7/2026
3 rd Jan. 5 – Mar. 18	2/23/2027	2:20 PM		3/1/2027
4 th Mar. 29 – May 28	4/26/2027	2:20 PM		5/3/2027

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>)	4/15/2026
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>)	8/3/2026
Present the 2026-27 SPBP to family and community stakeholders (<i>prior to September 30, 2026</i>)	5/6/2026

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:	725	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals		97%	Are your 0 – 1 referral > 80%?	☒ Yes ☐ No
II. 2 - 5 referrals (at risk students)	17	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> - At the beginning of the school year, the Assistant Principal and PBIS team will review behavior, attendance, and academic data for both new and returning students to proactively identify students who may be at risk or high risk. - Identified students will be provided with targeted supports and interventions aligned to their level of need (Tier 2 and Tier 3), including behavior plans, check-in/check-out, and small group support, with progress monitored regularly. - The PBIS team will review quarterly discipline and referral data to monitor trends, evaluate the effectiveness of interventions, and make timely adjustments to supports. - Ongoing communication and collaboration with teachers and support staff will ensure early identification continues throughout the year and that interventions are implemented with fidelity.	

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

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

3D. Disproportionality Action Steps:

What activities/initiatives/programs will your school leadership team implement to prevent disproportionate discipline outcomes within sub group populations (race, SWD, ELL)?

Disproportionality Action Steps: *(3-4 detailed steps)*

1. The school leadership team will analyze discipline and referral data by subgroup (race, SWD, ELL) to identify patterns of disproportionality and develop targeted support plans and interventions aligned to student needs.
2. Referral and discipline data will be reviewed biweekly /monthly by subgroup to monitor trends, ensure equitable practices, and make timely adjustments to interventions and supports.
3. The schoolwide discipline flowchart will be implemented with fidelity, with ongoing monitoring to ensure consistent application of expectations and consequences across all classrooms and student groups.
4. All staff will participate in professional development by completing the mandated PBIS training in the beginning of the year.

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.

- (a) Review your referral data YTD in Focus – Discipline – Category Breakdown – *Highest Discipline Code*.
- (b) Complete the chart by identifying the top five behavior incidents and the number of incidents for each type.
- (c) Complete the yellow highlighted cells.
- (d) 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	36
2. Fight/ Minor Altercation	19
3. Battery/Low Level	14
4. Mistreatment of Peers Inappropriate Touch/Lang/Gesture	6
5. Inappropriate Touch/Lang/Gesture	5
TOTAL	80

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.	Be Respectful
2.	Be Responsible
3.	Be Cooperative
4.	Be Safe
5.	N/A

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. Hallway	22
2. Cafeteria	10
3. Playground	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
Be Respectful	Keep hands and feet to yourself	Follow all directions given by the cafe monitors/adults	Keep hands and feet to yourself	
Be Responsible	Go directly to your destination	Raise your hand to get the attention of an attendant/adult	Line up when the whistle blows	
Be Cooperative	Remain in your line	Remain seated	Stay in designated area	
Be Safe	Have your ID badge visible at all times	Keep all food items on your tray	Follow directions the first time 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	8/10/2026	08:00-08:30 am	Classroom
After Winter Break	1/5/2027	08:00-08:30 am	Classroom
After Spring Break	3/29/2027	08:00-08:30 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?
Resiliency Curriculum Rethink Ed Lessons	Monthly	Homeroom Teacher	Teachers will implement the "Laurens Kids" resiliency lessons on a monthly basis. Students will actively participate in structured discussions and activities designed to build resilience, self-awareness, and positive decision-making skills.	School counselors will monitor lesson completion monthly to ensure consistent implementation across classrooms. In addition, classroom observations and behavior data will be reviewed regularly to

				identify trends and measure the impact on student behavior and overall school climate.
Character Education	Daily	School Counselors	School counselors will deliver daily character education mini-lessons through morning announcements to ensure consistent exposure to core values across the school. Additionally, counselors will provide targeted classroom-based mini-lessons throughout the year based on student needs and emerging behavioral trends to reinforce key character traits.	Counselors will gather feedback through informal check-ins to assess student engagement and understanding. Classroom observations and behavior data including office referrals and positive behavior indicators will be reviewed regularly to monitor trends and evaluate improvements in school climate.

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: Be Safe

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: Number of office discipline referrals from the top behavior incidents. Problem Identification Statement: Unruly Disruptive Behavior is the highest reported behavior incident, with 36 office discipline referrals.

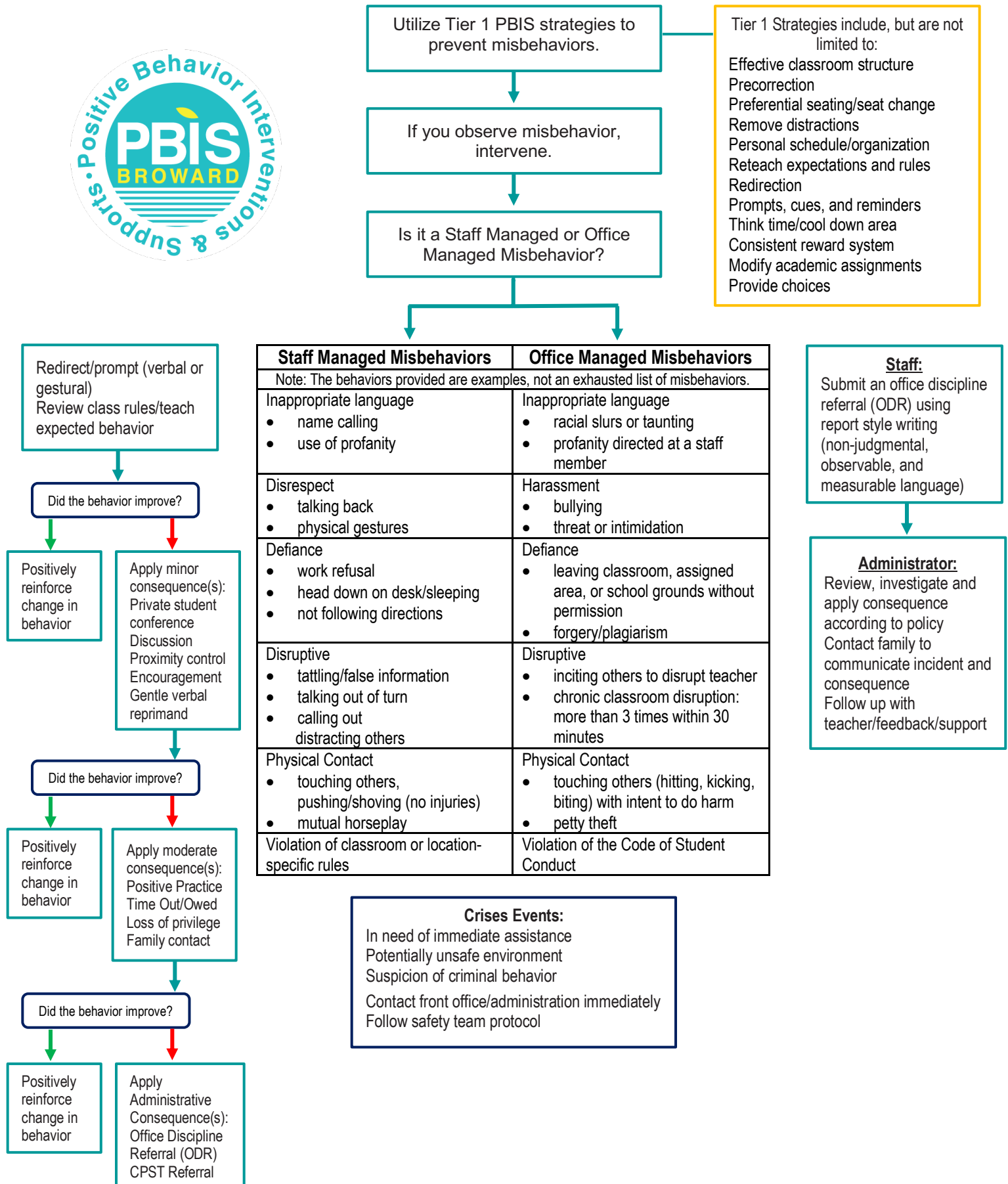
2. Problem Analysis: Why do you think this problem is occurring? What is your goal? (create a SMART goal statement with numerical data)	Hypothesis: Students demonstrate a lack of social-emotional and self-regulation skills, particularly in unstructured settings, leading to increased instances of Unruly Disruptive Behavior. SMART Goal Statement: By the end of the third quarter of the 2026–2027 school year, office discipline referrals for Unruly Disruptive Behavior will decrease from 36 to fewer than 18, representing a 50% reduction.
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? Throughout the school day, staff will intentionally promote and reinforce positive behaviors aligned to schoolwide expectations in order to decrease instances of negative behavior on campus. Using our Discovery Dolphin Dollars reward system, students will earn Dolphin Dollars for demonstrating positive behaviors. Given that our top behavior incident is Unruly Disruptive Behavior, staff will specifically reinforce behaviors such as following directions the first time they are given and remaining on task. Students will receive Dolphin Dollars for demonstrating behaviors aligned to schoolwide expectations (Be Respectful, Responsible, Cooperative, and Safe). Students may redeem their Dolphin Dollars at the school store or for participation in school-based events on Fridays. This system will be implemented schoolwide with consistency to ensure all students have equitable access to positive reinforcement.
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? (2-3 sentences) The administration will monitor the implementation of the Dolphin Dollars reward system by tracking the teachers that are bringing their students on Fridays to ensure consistent use and identify any gaps in implementation. In addition, behavior data including the number of office discipline referrals for Unruly Disruptive Behavior will be reviewed biweekly/monthly to monitor trends and determine if there is a decrease in the identified top behavior incident.
B. Student outcome monitoring (use numerical data)	How will you know if the reward program/system is positively impacting <u>students</u>? What measurable data will you use to determine "success"? (2-3 sentences) The number of office discipline referrals for Unruly Disruptive Behavior will be collected and reviewed biweekly/monthly by the Assistant Principal to monitor trends and determine if the reward system is positively impacting student behavior. Success will be measured by a reduction in referrals from 36 to fewer than 18 by the end of the third quarter of the 2026–2027 school year. Final third quarter data will be collected on February 22, 2027, and reviewed by the PBIS team at the February 23, 2027, SPBP meeting to determine if the goal was met and whether any adjustments to supports are needed.

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	Teachers will nominate one student each month who consistently demonstrates the targeted character trait. Selected students will be recognized schoolwide through the Tales from the Pod shared with all stakeholders. In addition, students will receive a certificate and be featured in a recognition display outside their classroom to celebrate and reinforce positive character behaviors.

CRITICAL ELEMENT #7: Effective Discipline Procedures

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



CRITICAL ELEMENT # 8: Classroom Management Systems

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

Which evidence-based system(s) are you using?	Provide 3-4 measurable and observable action steps the team will take to help educators improve their classroom management system. (3-4 detailed steps)
☒ CHAMPS ☐ Positive Behavior Interventions and Supports and the Classroom https://fl-pda.org/#/category/26 ☐ Other: Click here to enter name of system	1. New teachers or teachers in need of a refresher will complete CHAMPS classroom management training modules, including the district-provided online Brainshark series, as well as all teachers will complete the Positive Behavioral Support training through LAB by the end of the first quarter, as evidenced by completion records. 2. Administration and instructional coaches will conduct monthly classroom walkthroughs for all teachers, providing documented feedback aligned to CHAMPS expectations. 3. CHAMPS-aligned classroom management strategies will be incorporated into monthly faculty meetings. 4. Administration will use a walkthrough tool to monitor CHAMPS implementation, with a goal of at least 80% of classrooms demonstrating key look-fors (e.g., posted expectations, established routines, active student engagement) by the end of the second quarter.

8B. The administration reviews and analyzes the fidelity of staff implementation of Tier 1 classroom management systems **across teachers** using:

☐ CHAMPS 7 Up Checklist 
☐ Classroom Snapshot (Classroom Management Assessment) 
☐ PBIS Classroom Assistance Tool (CAT) 
☒ Other (specify): Walkthrough evaluation tool

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 :	61
Total number of <i>other</i> school-wide discipline referrals (not including classrooms):	102
% of referrals in the classroom:	37%
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	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 9/29/2026, 1. All instructional staff, behavioral support staff, and administrators will participate in a Discipline Flow Chart refresher training during a faculty meeting by [insert date]. Sign-in sheets and training materials will be used to document 100% staff participation 2. Administration will conduct biweekly walkthroughs and discipline data reviews to monitor consistent implementation of the Discipline Flow Chart. Feedback will be provided to staff as needed, and referral data will be analyzed to ensure alignment with the established procedures.
A recognition system is implemented by 100% of staff for <i>all</i> students.	☐ Yes ☒ No	By 9/29/2026, 1. All staff will be provided with clear expectations and guidelines for implementing the schoolwide recognition system (Dolphin Dollars) during a faculty meeting by 8/3/2026. Teacher check-in logs will be monitored to ensure that 100% of staff are actively recognizing students. 2. Administration will review the teacher log data and office discipline referrals on a monthly basis to monitor the effectiveness of the recognition system. Adjustments to implementation and supports will be made as needed to ensure all students are being recognized consistently.

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.
Behavior Incidents <i>Choose one ODR area of focus</i>	By June 1, 2027, office discipline referrals for Unruly Disruptive Behavior will decrease from 36 to fewer than 18, representing a 50% reduction, as measured by Office Discipline Referrals (ODRs) in Focus.	1. Using the Behavior Data in FOCUS, the administrative team will review Office Discipline Referral (ODR) data biweekly/monthly to monitor trends in Unruly Disruptive Behavior and identify students, classrooms, or grade levels requiring additional support. 2. The support staff team will provide targeted coaching and support within one week of each data review, with progress monitored through follow-up walkthroughs and a goal of reducing referrals by at least 10% each month in identified areas.

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