



Schoolwide Positive Behavior Plan (SPBP)

Broward County Public Schools

SY 2025 – 2026



School Name:	STIRLING ELEMENTARY SCHOOL
School Number:	0691

Please refer to the SPBP Canvas Resource page to access video tutorials, guidance, and resources for completing the 2025-2026 SPBP template. [i](#)

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	Silvio L. Pruneda	7. Security Specialist/ Campus Monitor	Edwin Cruz
2. Point of Contact	Tanya Argibay	8. Social Worker	Rene Watson
3. BTU Representative	Suzanne Frazier	9. School Nurse	Harold Gelin
4. Parent/Community Representative	Lester Wilks	10. Attendance Manager	Claudia Lopez
5. Student Representative	Maribel Garcia	11. Life Skills & Wellness Liaison	Blanca Torres
6. School Counselor	Blanca Torres	12. Resiliency Liaison	Blanca Torres

*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	8/8/2025	8:30 AM	➡	8/13/2025
2 nd	10/29/2025	2:15 PM	➡	11/5/2025
3 rd	2/25/2026	2:15 PM	➡	3/4/2026
4 th	3/25/2026	2:15 PM	➡	4/1/2026

CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment

2. Team communication/presentation of new SPBP to staff and stakeholders

Action Steps:	Dates
Present the 2025-26 SPBP to staff (<i>prior to April 30, 2025</i>)	4/2/2025
Hold a <i>faculty</i> vote on the new SPBP (<i>prior to April 30, 2025</i>)	4/9/2025
Provide training to faculty and staff (<i>prior to September 30, 2025</i>)	8/13/2025
Present the 2025-26 SPBP to family and community stakeholders (<i>prior to September 30, 2025</i>)	9/24/2025

CRITICAL ELEMENT # 3: Data Collection and Analysis

3A. Core Effectiveness: Use current 2024-2025 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:	528	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals	9	2%	Are your 0 – 1 referral > 80%?	☐ Yes ☒ No
II. 2 - 5 referrals (at risk students)	2	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: - Discuss and monitor at risk/high risk students during CPST meetings and BTA Review Meetings. (Monthly) - Contact Families to connect them to related services through our assigned Social Worker/School Counselor. - Provide specific skill-based lessons with identified students. Continue to monitor and support as needed. - Assign staff members as peer buddies to at-risk students for weekly check-ins and academic meetings. (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: - Based on Quarterly data chats and PBIS data, identified students will be discussed and monitored during CPST meetings. - Social Worker and School Counselor will maintain effective communication with families to review related services. - Maintain effective collaboration between identified students, teachers and support staff to create and monitor individualized action plans.

CRITICAL ELEMENT # 4: Schoolwide Expectations & Location-based Rules

4A. Top five behavior incidents: **Use current 2024-2025 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 2024-2025	# Incidents
1. Classrooms	9
2. Hallway Transition	4
3. Cafeteria	1
TOTAL	14

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. Take Care of Yourself
2. Take Care of Others
3. Take Care of Your Environment

4C. Top three school-wide locations: **Use current 2024-2025 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	4
2. Cafeteria	1

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: Playground Rules	Classroom Rules
Take Care of Yourself	1. Follow your teacher's instructions 2. Walk quietly while passing classrooms. 3. Keep quiet hands, feet,& objects to yourself. 4. Stay on sidewalks, off the grass & keep space between others & walls.	1. Enter Responsibly 2. Eat Your Own Food 3. Talk Quietly with Your Friends 4. Stay in Your Seat 5. Clean Up Your Area 6. Exit Responsibly	1. Keep your hands, feet, & objects to yourself. 2. Participate by sharing & taking turns. 3. Keep off fences & trees.	Present and review the first week of school August 11-15
Take Care of Others	1. Follow your teacher's instructions 2. Walk quietly while passing classrooms. 3. Keep hands, feet,& objects to yourself. 4. Stay on sidewalks, off the grass & keep space between others & walls.	1. Enter Responsibly 2. Eat Your Own Food 3. Talk Quietly with Your Friends 4. Stay in Your Seat 5. Clean Up Your Area 6. Exit Responsibly	1. Keep your hands, feet,& objects to yourself. 2. Participate by sharing & taking turns. 3. Keep off fences & trees.	Present and review the first week of school August 11-15
Take Care of Your Environment	1. Follow teachers' instruction 2. Walk quietly while passing classrooms. 3. Keep quiet hands, feet, & objects to yourself. 4. Stay on sidewalks, off the grass & keep space between others & walls.	1. Enter Responsibly 2. Eat Your Own Food 3. Talk Quietly with Your Friends 4. Stay in Your Seat 5. Clean Up Your Area 6. Exit Responsibly	1. Keep your hands, feet,& objects to yourself. 2. Participate by sharing & taking turns. 3. Keep off fences & trees.	Present and review the first week of school August 11-15

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	8/11/2025	10:00 am	Classroom
After Winter Break	1/6/2026	10:00 am	Classroom
After Spring Break	4/7/2026	10:00 am	Classroom

5B. At least one Rules Lesson Plan for **each** common location is distributed to instructional staff during pre-planning. This is aligned to the **Schoolwide Expectation/Location-based Rules** chart in section 4D. Location-based rules should be taught and reinforced in the context of the location in the beginning of the year, after long breaks, and throughout the year as necessary.

Dates when the rules lesson plans for common locations are taught by instructional staff and noted in lesson plans:			
Common Location	Hallway Rules	Cafeteria Rules	Select location
Lesson Plan Dates			
Start of School Year	8/11/2025	8/11/2025	8/11/2025
After Winter Break	1/6/2026	1/6/2026	1/6/2026
After Spring Break	3/23/2026	3/23/2026	3/23/2026

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	Start of School Year After Winter Break After Spring Break	Guidance Counselor Classroom Teachers	School Counselor Sessions Whole Class Presentations & Review Sessions MTSS Meetings	Review of ODR data from Focus Promote Character Traits Behavior Engage in conversations with students

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

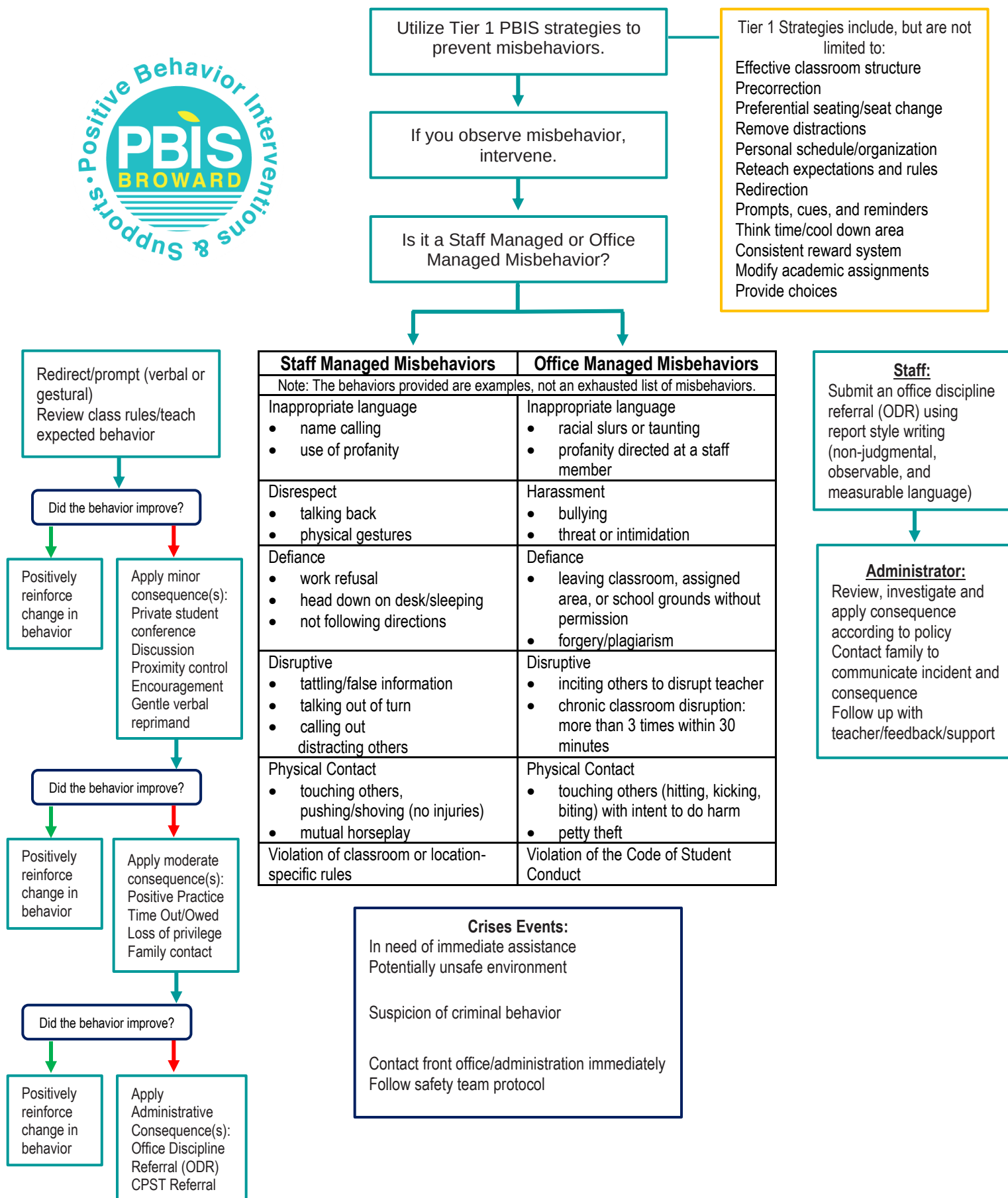
4 Step Problem Solving Process	Plan Details
1. Problem Identification: Review your behavior data to identify one school-wide problem. What problem did you identify? <i>(use numerical data)</i>	Data used: 64% of Referrals occurred in the classroom. Problem Identification Statement: <i>Based on the data, we need to evaluate and assess classroom discipline rules and address expected behavior.</i>
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>Students need constant and immediate reminder of rules, when infractions take place. Discuss expected behavior and identify situations where the expected behavior is not met.</i> SMART Goal Statement: <i>By May 2026, the number of classroom referrals will be reduced by 50%, based on Referrals Report from Focus.</i>
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>Students must be reminded of rules on a consistent basis. Present rules on the Morning Announcements, once a month. Reward students with tickets for Game Room time, when expected behavior is exhibited. Motivation by staff members, administration and support staff is on-going throughout the year.</i>
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>Discussion with Grade Levels, Specials and individual teachers about behavior must be consistent. Review of rules with students must be on-going. Rewarding expected behavior must be consistent.</i>
B. Student outcome monitoring <i>(use numerical data)</i>	How will you know if the reward program/system is positively impacting students? What measurable data will you use to determine "success"? <i>By May 2026, the number of classroom referrals will be reduced by 50%, based on Referrals Report from Focus.</i>

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 Kids of Character each month?
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	<i>K-2 students will be recognized during morning announcements on the month of the respective Character Trait.</i> <i>3-5 students will be recognized during their Honor Roll Assembly every quarter.</i>

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. Using FOCUS data, administration will monitor behavior referrals monthly. Determine patterns of behavior infractions and/or repeated by teachers. 2. Review Classroom Management strategies at MTSS, Staff Meetings, Grade Level Meetings and Support Staff. 3. Assign school-based staff to specific grade levels and administer coaching strategies based on grad level needs. 4. Promote Student Rewards for not only academic, but also for demonstrating expected behavior while at school, via token system.

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): <i>STE Classroom Observations</i>

8C. Percentage of classroom referrals: **Use current 2024-2025 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 :	9
Total number of <i>other</i> school-wide discipline referrals (not including classrooms):	5
% of referrals in the classroom:	64%
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 8/15/2025,
100% of instructional staff has delivered expectations and rules lesson plans as written and when indicated.	☒ Yes ☐ No	By 8/15/2025,
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 8/15/2025,
A recognition system is implemented by Support Staff for <i>all</i> students.	☒ Yes ☐ No	By 9/5/2025,

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 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>	<i>By June 3, 2026, Classroom Referrals will indicate a 50% decrease as measured by Office Discipline Referrals (ODRs) in Focus.</i>	1. Review of classroom rules and expectations frequently and intentionally: Inspect what to Expect! 2. Communicate the same language of expected behavior in all common student areas: classrooms, specials, cafeteria, hallways, dismissal, assemblies, etc.

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