



Schoolwide Positive Behavior Plan (SPBP)
Broward County Public Schools



SY 2026 – 2027

School Name:	Wilton Manors Elementary
School Number:	0191

Please refer to the SPBP Canvas Resource page to access video tutorials, guidance, and resources for completing the 2026-2027 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	Tauri Eligon	7. Security Specialist/ Campus Monitor	Carlton Mapp & Michelle JeanBaptiste
2. Point of Contact	Heather Most	8. Social Worker	Paul Zenon
3. BTU Representative	Nickole Trawick	9. School Nurse	Eva Escalante
4. Parent/Community Representative	Roberta Swartzbaugh	10. Attendance Manager	Jakhia N. Whipple
5. Student Representative	Paola Galdamez Cubas	11. Life Skills & Wellness Liaison	Catherine Opdam
6. School Counselor	Catherine Opdam	12. Resiliency Liaison	Catherine Opdam

*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			Faculty and Staff Data Communication/Presentation Dates
1st	8/24/2026	9:00AM	9/1/2026
2nd	10/19/2026	9:00 AM	11/2/2026
3rd	1/11/2027	9:00 AM	1/25/2027
4th	3/15/2027	9:00 AM	3/31/2027

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	4/28/2026
Hold a faculty vote on the new SPBP	4/30/2026
Provide training to faculty and staff	8/3/2026
Present the 2026-27 SPBP to family and community stakeholders.	9/9/2026

CRITICAL ELEMENT # 3: Data Collection and Analysis

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

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

Total Population	542	% of Total Population	Core Effectiveness	
# Referrals	# of Students			
0 - 1 referrals	42	7%	Are your 0 – 1 referral > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2 - 5 referrals (at risk students)	13	2%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
> 5 referrals (high-risk students)	7	1%	Are your >5 referrals <5%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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>	
1. Leadership Team will ensure to identify “at risk” or “high risk” students from prior year discipline and RtI data.	
2. Leadership Team will conduct check-in meetings with any students deemed “at risk” or “high risk.”	
3. Leadership Team will ensure that staff is trained in and implement school-wide expectation and Tier I behavior interventions 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.
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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>
1. Leadership Team will guide staff in a deep dive into the Discipline Flow Chart
2. Leadership Team will work with staff to create classroom-based behavioral interventions
3. Leadership Team will utilize Compass 360 to provide proactive solutions.

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 (KG-2nd)	29
2. DISRUPTIVE /UNRULY PLAY (KG-2 nd)	13
3. DISOBEDIENCE/INSUBORDINATION(KG-2 nd)	13
4. DISRUPTIVE /UNRULY PLAY (3rd-5th)	12
5. MISTREATMENT OF PEERS (KG-2 nd)	9
TOTAL	76

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 Principled
2. Be Caring
3. Be Communicators
4.
5.

- 4C.** Top three school-wide locations: Use current 2025-2026 school year behavior data as listed in Focus.
- (a) Review your referral data YTD in Focus – Discipline – Category Breakdown – *Location*.
 - (b) 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. Hallway	
3. Playground	

7

10

11

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 Principled: Act with integrity and honesty	Have your ID badge visible at all times	Clean your eating space and pick up trash around your area	Stay in designated area	
Be Caring: Show empathy and compassion	Keep hands and feet to yourself	Keep hands, feet and objects to yourself	Keep hands and feet to yourself	
Be a Communicators: Express ourselves and listen to others	Follow adult directives	Use a level 1-2 voice	Follow directions the first time given	
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.	
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	Time	Location
Start of School Year	August 4rd	9:00AM	Classroom
After Winter Break	January 5th	9:00AM	Classroom
After Spring Break	March 29th	9:00AM	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.

Common Location	Hallway Rules	Cafeteria Rules	Playground
Start of School Year	8/5/2026	8/5/2026	8/5/2026
After Winter Break	1/6/2027	1/6/2027	1/6/2027
After Spring Break	3/30/2027	3/30/2027	3/30/2027

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?
International Baccalaureate (IB) Learner Profile Attributes	Designated times during daily instruction	Classroom Teachers	Positive character attributes that contribute optimal learning conditions. Attributes are taught through interdisciplinary lessons.	Classroom Walkthroughs of lessons. Reduced incidents of targeted behaviors.
Resiliency Curriculum	Specific lessons taught during designated lesson times.	Classroom Teachers School Counselors	Lesson will be taught to individual classes in their classrooms.	Classroom Walkthroughs of lessons. Reduced incidents of targeted behaviors.

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
<p>1. Problem Identification: Review your behavior data to identify one school-wide problem. What problem did you identify? <i>(use numerical data)</i></p>	<p>Data used: Pre-SPBP Data and Behavior Dashboard</p> <p>Problem Identification Statement: Students are interrupting the learning environment and being disruptive.</p>
<p>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></p>	<p>Hypothesis: Students have shorter attention spans than previous generation and require more assistance and redirection than available.</p> <p>SMART Goal Statement: By April of 2027 there will be a 10% decrease in disruptive behaviors in the classroom.</p>
<p>3. Intervention Design: Describe how you will implement a positive reward program/system to decrease this problem.</p>	<p>Type of Program/System: Select an item Token System</p> <p>Description of Program/System: Using attitudes from the IB Learner Profile & PYP Attributes, students will receive stickers when they are observed displaying the positive behaviors that demonstrate integrity, honesty, compassion, and respectfully communicating. Students will be acknowledged during their Morning Meeting in the classroom. Students will also be able to earn awards during Attribute Assemblies. Students that display PYP Attributes will, also, be acknowledged during the school-wide Morning Show.</p>
<p>4. Evaluation: A. Implementation fidelity</p>	<p>How will you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program/system? Teachers will keep a tracking chart of the stickers that students receive and the number of students receiving them. The charts will be monitored by support staff and recognition provided by grade-level.</p>
<p>B. Student outcome monitoring <i>(use numerical data)</i></p>	<p>How will you know if the reward program/system is positively impacting students? What measurable data will you use to determine "success"? Behavior data focused on decreasing the incidents of battery low-level will be monitored monthly. Also, the number of students who are receiving the referrals and the frequency of students receiving multiple referrals for that same incident code.</p>

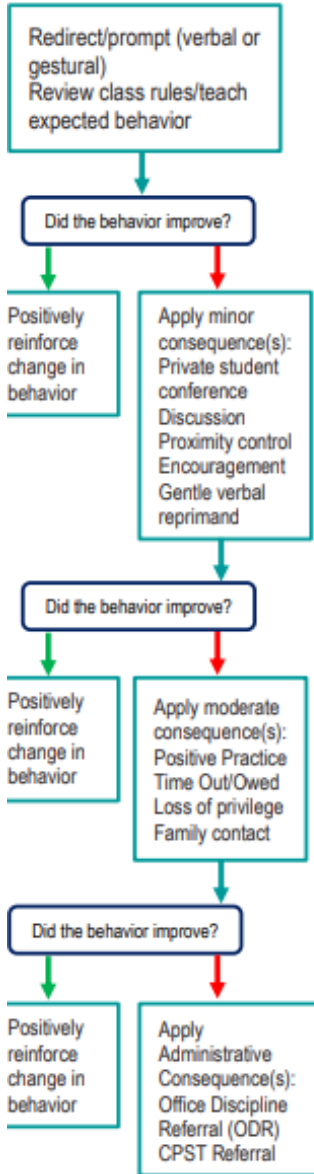
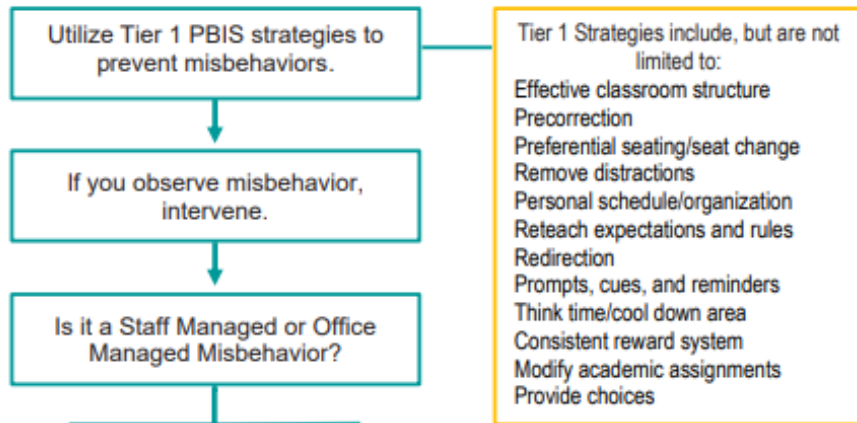
6B. *Character Education* is an educational and award program utilized to teach and recognize students who display positive character traits each month. Please refer to the BCPS website for lesson plans, videos and additional resources to support this recognition program at your school. 

Monthly Character Traits	Plan Details
	How will you recognize <i>Kids of Character</i> each month? <i>(2-3 sentences)</i>

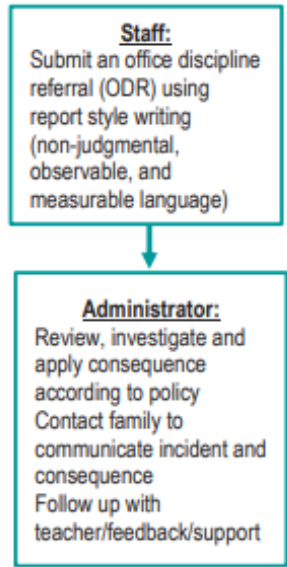
<ol style="list-style-type: none">1. September: Cooperation2. October: Responsibility3. November: Citizenship4. December: Kindness5. January: Respect6. February: Honesty7. March: Self-Control8. April: Tolerance	<p>Kids of Character and students who demonstrate specified IB Learner Attributes each month will be honored during awards ceremonies and on the Morning Show</p>
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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.



Staff Managed Misbehaviors	Office Managed Misbehaviors
<i>Note: The behaviors provided are examples, not an exhausted list of misbehaviors.</i>	
Inappropriate language <ul style="list-style-type: none"> name calling use of profanity 	Inappropriate language <ul style="list-style-type: none"> racial slurs or taunting profanity directed at a staff member
Disrespect <ul style="list-style-type: none"> talking back physical gestures 	Harassment <ul style="list-style-type: none"> bullying threat or intimidation
Defiance <ul style="list-style-type: none"> work refusal head down on desk/sleeping not following directions 	Defiance <ul style="list-style-type: none"> leaving classroom, assigned area, or school grounds without permission forgery/plagiarism
Disruptive <ul style="list-style-type: none"> tattling/false information talking out of turn calling out distracting others 	Disruptive <ul style="list-style-type: none"> inciting others to disrupt teacher chronic classroom disruption: more than 3 times within 30 minutes
Physical Contact <ul style="list-style-type: none"> touching others, pushing/shoving (no injuries) mutual horseplay 	Physical Contact <ul style="list-style-type: none"> touching others (hitting, kicking, biting) with intent to do harm petty theft
Violation of classroom or location-specific rules	Violation of the Code of Student Conduct






Crises Events:
In need of immediate assistance
Potentially unsafe environment
Suspension of criminal behavior
Contact front office/administration immediately
Follow safety team protocol

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>
<input checked="" type="checkbox"/> CHAMPS <input type="checkbox"/> Positive Behavior Interventions and Supports and the Classroom https://fl-pda.org/#/category/26 <input type="checkbox"/> Other: Click here to enter name of system	1. During weekly planning meetings discuss behaviors to make focus 2. Review behavior data bi-weekly during planning meetings 3. Provide school-wide expectation updates during faculty meetings

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

<input type="checkbox"/> CHAMPs 7 Up Checklist 
<input type="checkbox"/> Classroom Snapshot (Classroom Management Assessment) 
<input type="checkbox"/> PBIS Classroom Assistance Tool (CAT) 
<input type="checkbox"/> 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 :	81
Total number of other school-wide discipline referrals (not including classrooms):	41
% of referrals in the classroom:	66%
Do more than 40% of your referrals come from the classroom?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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
	<input checked="" type="checkbox"/> check off Action Step when completed
Current	<input type="checkbox"/> 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	<input type="checkbox"/> Print up your SPBP and Feedback form BCPS Central <input type="checkbox"/> Provide SPBP presentation to all staff during Pre-Planning <input type="checkbox"/> Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders <input type="checkbox"/> Market and post School-wide Expectations and Location-specific Rules <input type="checkbox"/> Identify your district PBIS Specialist (Contact amber.jennings@browardschools.com for more information if you are unsure) <input type="checkbox"/> Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP (indicated in yellow)
August 1 st Quarter Team Meeting	<input type="checkbox"/> Determine any needed team training, such as: 4 Step Problem Solving Process series, PBIS 10 Critical Elements, Data Collection, etc. <input type="checkbox"/> Review previous year's SPBP and feedback form; make necessary modifications <input type="checkbox"/> Review previous year's data (Use the Tier 1 Agenda and Quarterly Big 5 Data template) <input type="checkbox"/> Verify and implement teaching schedule for Expectations and Rules behavior lesson plans <input type="checkbox"/> Implement the Reward System for all students as indicated in the SPBP <input type="checkbox"/> Ensure the Discipline Flow Chart is distributed to all staff and is being used as written <input type="checkbox"/> Present implementation data, behavior data, team activities and SPBP progress to entire staff <input type="checkbox"/> Ensure all teachers are using an evidence-based classroom management plan, such as CHAMPS <input type="checkbox"/> Confirm next quarterly PBIS team meeting date and time
September	<input type="checkbox"/> Provide SPBP stakeholder presentation by September 30 th <input type="checkbox"/> Ensure instructional staff know how to document Tier 1 Supplemental Strategies for behavior <input type="checkbox"/> 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	<input type="checkbox"/> Review previous quarter's data (Use Tier 1 Agenda and Quarter Big 5 Data template) <input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff <input type="checkbox"/> Ensure Core Effectiveness Action Steps are being implemented as written in Section 3B <input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your assigned PBIS Administrator <input type="checkbox"/> Confirm next quarterly PBIS team meeting date and time
November	<input type="checkbox"/> Review/revise lesson plans as indicated by previous quarter behavior data <input type="checkbox"/> Ensure that the Student Outcome Monitoring Action Steps are being implemented as written in Section 10B
January 3 rd Quarter Team Meeting	<input type="checkbox"/> Staff to re-teach Expectations and Rules after winter break <input type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template) <input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff <input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your assigned PBIS Administrator <input type="checkbox"/> Confirm next quarterly PBIS team meeting date and time
February	<input type="checkbox"/> Check on newly hired staff for PBIS understanding - provide "PBIS 101" video training module <input type="checkbox"/> Utilize the Stakeholder SPBP Forms Survey to solicit input for planning next year's SPBP (optional)
March 4 th Quarter Team Meeting	<input type="checkbox"/> Ensure progress towards completion and submission of next year's SPBP <input type="checkbox"/> Staff to re-teach Expectations and Rules after spring break <input type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template) <input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff <input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your assigned PBIS Administrator
April	<input type="checkbox"/> Provide staff presentation and faculty vote on new SPBP for next year <input type="checkbox"/> Submit your SPBP in BCPS Central by April 30 th . Use this new SPBP in the next school year <input type="checkbox"/> 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.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	By Click here to enter a date 8/14/2026 1. School-wide expectations printed on laminated posters 2. Monthly observational checklist conducted by SPBP Team
100% of instructional staff has delivered expectations and rules lesson plans as written and when indicated.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	By Click here to enter a date, By 8/14/2026, 1. Classroom walkthroughs during lessons 2. Once teachers have delivered the lessons, they will email confirmations to designated SPBP
100% of staff members are oriented to the Discipline Flow Chart. It is used consistently by 100% instructional staff, behavioral support, and administrators.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	By Click here to enter a date, By 8/14/2026 1. Teachers will be oriented to and trained with usage of the Discipline flow chart 2. Refresher trainings will be provided for new staff hired later in the year
A recognition system is implemented by 100% of staff for <i>all</i> students.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	By Click here to enter a date, 8/14/2026 1. Students will be recognized for demonstrating attributes through stickers and on the Morning Show 2. We will implement the reward system and monitor it's effectiveness quarterly.

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 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.
Classroom Referrals	By June 3, 2026, classroom referrals will indicate a 10% decrease as measured by Office Discipline Referrals (ODRs) in Focus.	1. Leadership team will familiarize all staff with discipline flow to determine appropriate level of disciplinary response to an incident 2. Leadership team will work with staff to develop behavioral interventions that are preemptive to disciplinary referrals to reduce disciplinary incidents.

SPBP Submission

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