



Schoolwide Positive Behavior Plan (SPBP)
Broward County Public Schools

SY 2025 – 2026



School Name:	Stephen Foster Elementary
School Number:	0921

Please refer to the SPBP Canvas Resource page to access video tutorials, guidance, and resources for completing the 2025-2026 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	Ricardo Grimaldo	7. Security Specialist/ Campus Monitor	Chris Zamora
2. Point of Contact	Gillian McMullen/Laura Kubat	8. Social Worker	Isora Orue
3. BTU Representative	Shayawante Lambert	9. School Nurse	Victoria Orozco
4. Parent/Community Representative	Stefanie Faria	10. Attendance Manager	Isora Orue
5. Student Representative	Natalie Falls Rodriguez	11. Life Skills & Wellness Liaison	Laura Kubat
6. School Counselor	Laura Kubat	12. Resiliency Liaison	Laura Kubat

*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	10/27/2025	2:15 pm		10/29/2025
2 nd	1/12/2026	2:15 pm		1/15/2025
3 rd	3/23/2026	2:15 pm		3/16/2026
4 th	5/18/2026	2:15 pm		5/21/2026

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>)	4/28/2025
Hold a <i>faculty</i> vote on the new SPBP (<i>prior to April 30, 2025</i>)	4/28/2025
Provide training to faculty and staff (<i>prior to September 30, 2025</i>)	8/6/2025
Present the 2025-26 SPBP to family and community stakeholders (<i>prior to September 30, 2025</i>)	8/11/2025

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:	585	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals	23	4%	Are your 0 – 1 referral > 80%?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
II. 2 - 5 referrals (at risk students)	12	2%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
III. > 5 referrals (high-risk students)	4	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
<p>Answer either (a) or (b):</p> <p>(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.</p> <p>(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:</p> <p>Core Effectiveness Action Steps: <i>(3-4 detailed steps)</i></p> <ol style="list-style-type: none"> Begin the school year with a positive behavior implementation plan to present to entire students in the first week of school. Include the positive behavior reward system that students will earn when exhibiting positive behaviors Explain the various extracurricular opportunities provided to students who do not receive behavioral infractions Explain consequences for behavioral referrals. 	

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:

<p>What activities/initiatives/programs will your school leadership team implement to prevent disproportionate discipline outcomes within sub group populations (race, SWD, ELL)?</p> <p>Disproportionality Action Steps: <i>(3-4 detailed steps)</i></p> <ol style="list-style-type: none"> Same expectations given to all students with common language and school-wide behavior plan Classroom management expectations that use common language Meet routinely to discuss all students in Class Reviews and Collaborative Problem-Solving Teams

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. Disobedience/Insubordination	19
2. Disruptive/Unruly Play	13
3. Unruly/Disruptive Behavior	7
4. Insulting/Profane/Obscene Language	55
5. Mistreatment of Peers	5
TOTAL	99

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. Self-Control
2. Tolerance
3. Educated Decisions
4. Accountability
5. Maintain a Positive Attitude

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	15
2. Cafeteria	9
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	Schoolwide Rules	Classroom Rules
Self-Control	Walk in a straight line along the painted line, facing forward	Keep hands, feet and objects to yourself	Keep hands and feet to yourself	
Tolerance	Use kind words and actions to others	Be respectful to others. Use kind words and actions with others	Use kind words and actions with others	
Educated Decisions	Keep hands and feet to yourself	Clean up after yourself	Make safe choices	
Accountability	Stay in your assigned area.	Stay in assigned area.	Return equipment to the proper location	
Maintain a Positive Attitude	Greeting staff and peers with a welcoming manner.	Using polite words and manners towards staff and peers.	Share equipment with others.	

CRITICAL ELEMENT #5: Teaching Behavior

5A. At least one lesson plan for **each** schoolwide expectation above is distributed to instructional staff during pre-planning week and are maintained in the SPBP Binder.

Dates when the schoolwide expectations lesson plans are taught by instructional staff and noted in lesson plans:			
	Date(s)	Time:	Location(s):
Start of School Year	8/13/2025	2:15 pm	Media Center
After Winter Break	1/7/2026	2:15 pm	Media Center
After Spring Break	3/25/2026	2:15 pm	Media Center

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	8/13/2025	8/13/2025	8/13/2025
After Winter Break	1/7/2026	1/7/2026	1/7/2026
After Spring Break	3/25/2026	3/25/2026	3/25/2026

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?
Resiliency Curriculum	During Counseling mandated time frames	School Counselor	Students will receive instruction from school counselor weekly. The tasks will be implemented during that specific timeframe.	Through the use of walkthroughs to identify components of this action plan to support implementation. Student, staff, and parent survey will be conducted and analyzed which should lead to a direct correlation to a decrease in referrals.
Character Education	During Counseling mandated time frames	School Counselor	Students will receive instruction from school counselor weekly. The tasks will be implemented during that specific timeframe.	Through the use of walkthroughs to identify components of this action plan to support implementation. Student, staff, and

				parent survey will be conducted and analyzed which should lead to a direct correlation to a decrease in referrals.
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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: Cafeteria

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?	Data used: Amount of referrals in specific location Problem Identification Statement: The school-wide reward system focuses on students following expectations of behavior in the hallway to encourage, acknowledge, and reinforce students to exhibit positive behaviors.
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>Why do you think this problem is occurring?</i> SMART Goal Statement: Data indicates increased incidents of behaviors in the cafeteria, which results from lack of knowledge and/or implementation of cafeteria expectations and reward systems. Data indicates an increased number of behavioral incidents occurring in the classrooms, which results from an inconsistent Tier 1 classroom management system. Data indicates an increase number of behavioral incidents categorized as disobedience/insubordination.
3. Intervention Design: Describe how you will implement a positive reward program/system to decrease this problem.	Type of Program/System: Point system Description of Program/System: (<i>≥ 4 sentences</i>) How you will implement a positive reward program/system to decrease this problem? We will implement a schoolwide reward points system through Class Dojo and Brag tags to display accomplishments.
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>2-3 sentences</i>) By further utilizing our schoolwide communication system, Class Dojo, administrators and staff will implement a positive behavior rewards system through classroom Dojo points. Classroom Dojo profiles will be generated to track points awarded to each classroom. Points will be accumulated by classes of students displaying model expectations and behaviors in targeted areas of the school. Classrooms with the most points in each grade level will be rewarded on a quarterly basis with a rewarding experience or activity. Dojo points and targeted behaviors will be supported through monthly character education. Students will vote on monthly award recipients in their classrooms. Students will receive and collect Brag Tags to

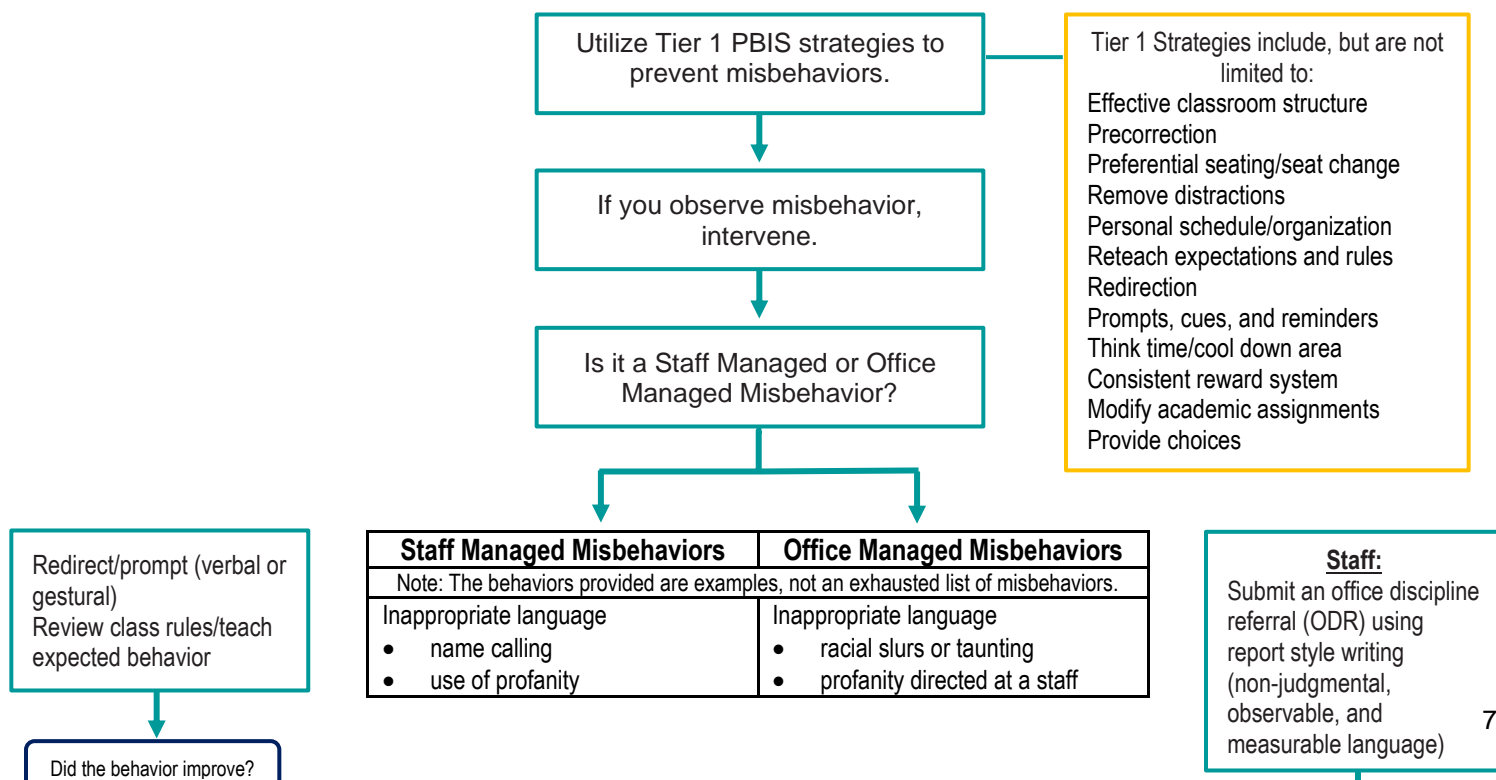
	recognize all of their accomplishments. Monthly ceremonies will be held to recognize students among peers, teachers, staff, and parents.
B. Student outcome monitoring <i>(use numerical data)</i>	<p>How will you know if the reward program/system is positively impacting students? What measurable data will you use to determine “success”? (2-3 sentences)</p> <p>The schoolwide reward points system will be monitored through the frequency of utilization of the Class Dojo school account to track classroom points. This will also be monitored through the use of the walkthroughs to identify components of this action plan to support implementation. Finally, students, staff, and parent school survey data will be conducted, and analyzed. Overall, with a successful implementation system, there should be a direct correlation to the decrease of behavioral incidents and referrals.</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? (2-3 sentences)
<ol style="list-style-type: none"> 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 	Each month teachers and staff vote on students who displayed the exemplar character trait of the month with a sentence or paragraph explaining why they nominated these students. The students are then recognized at a monthly Steamer Trait Assembly in which parents come to watch their children receive an award and brag tag as they are celebrated.

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.








	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

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 type="checkbox"/> CHAMPS <input checked="" 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. Staff will complete Suite 360 online training. 2. All staff received Positive Behavior district county training at the beginning of the year. 3. PBIS training sign in sheets for evidence of participation/completion. 4. Opportunities for collaborative planning between staff.

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 checked="" type="checkbox"/> Other <i>(specify)</i> : BRIDGES, FTEM Model, Walkthroughs

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 :	49
Total number of <i>other</i> school-wide discipline referrals (not including classrooms):	38
% of referrals in the classroom:	56%
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 checked="" 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 checked="" type="checkbox"/> Review previous year's data (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) <input type="checkbox"/> Verify and implement teaching schedule for Expectations and Rules behavior lesson plans <input checked="" type="checkbox"/> Implement the Reward System for all students as indicated in the SPBP <input checked="" 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 checked="" type="checkbox"/> Provide SPBP stakeholder presentation by September 30 th <input checked="" 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 Brainshark available at: http://www.brainshark.com/browardschools/PBIS101
October 2 nd Quarter Team Meeting	<input type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) <input checked="" 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 <input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your 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
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 on PBIS Canvas page) <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 PBIS Administrator <input type="checkbox"/> Confirm next quarterly PBIS team meeting date and time
February	<input type="checkbox"/> Check on recently hired staff for PBIS understanding - provide "PBIS 101" Brainshark resource <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 checked="" type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) <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 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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No	By 8/18/2025, 1. 2.
100% of instructional staff has delivered expectations and rules lesson plans as written and when indicated.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	By 8/18/2025, 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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	By 8/18/2025, 1. 2.
A recognition system is implemented by 100% staff for <i>all</i> students.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	By 8/18/2025, 1. 2.

10B. The SPBP is successful in positively impacting **students**: review behavior data and create a SMART goal. Evaluate implementation and create action steps to review in quarterly PBIS meeting.


"If staff are implementing the SPBP consistently and effectively, is it positively impacting students? How will you know?"

SMART Criteria:

S	Specific	Concrete, detailed, focused, and well defined. Results-focused and action-orientated.
M	Measurable	The measurement sources (data) are defined numerically in order to track progress towards the objective.
A	Attainable	Objectives are achievable in the near future to maintain motivation.
R	Realistic	Staff have the resources to achieve the objective- time, personnel, materials, etc.
T	Time-bound	Agreed-on time frames create the necessary urgency and prompt action.

STUDENT Outcome Monitoring		
Student Outcome Data	Complete the SMART goal to determine "successful" student outcomes <i>(use numerical data)</i>	List 2 action steps your team will take to ensure this goal is monitored and meets or exceeds the SMART goal.
Behavior Incidents <i>Choose one ODR area of focus</i>	By June 3, 2026, ODRs in cafeteria will decrease by 5% as compared to the previous 2025 school year.	1. Faculty and staff will participate in professional development provided by the PBIS team during the pre-planning week in August 2025 to determine common language and expectations for cafeteria. 2. Administration will ensure the implementation of a schoolwide expectations and reward systems on a quarterly basis by monitoring through DMS and the cafeteria reward system.

SPBP Submission

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