



Schoolwide Positive Behavior Plan (SPBP)
Broward County Public Schools



SY 2025 – 2026

School Name:	Sunset Lakes Elementary
School Number:	3661

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	Alicia Aguilar	7. Security Specialist/ Campus Monitor	Guy Manfra/Joseph DiBono
2. Point of Contact	Kaitlyn Docekal	8. Social Worker	Gloria Osorio
3. BTU Representative	Jennifer Alberti	9. School Nurse	Soomerled Hernandez
4. Parent/Community Representative	Carine Williams	10. Attendance Manager	Angela Zigler
5. Student Representative	Lauren Soto	11. Life Skills & Wellness Liaison	Lourdes Rojas
6. School Counselor	Alex Lugo	12. Resiliency Liaison	Lourdes Rojas

*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	8/6/2024	8:30am		8/13/2024
2 nd	11/12/2024	9:00am		11/19/2024
3 rd	2/11/2025	8:30am		2/18/2025
4 th	5/13/2025	9:00am		5/20/2025

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>)	4/15/2025
Hold a <i>faculty</i> vote on the new SPBP (<i>prior to April 30, 2025</i>)	4/22/2025
Provide training to faculty and staff (<i>prior to September 30, 2025</i>)	8/5/2025
Present the 2025-26 SPBP to family and community stakeholders (<i>prior to September 30, 2025</i>)	8/12/2025

CRITICAL ELEMENT # 3: Data Collection and Analysis

3A. Core Effectiveness: Use current 2024-2025 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:	591	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals		99%	Are your 0 – 1 referral > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
II. 2 - 5 referrals (at risk students)	4	1%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
III. > 5 referrals (high-risk students)	1	0%	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"> 1. Regularly track student attendance and participation in classroom activities to identify patterns of disengagement or absenteeism. 2. Use the lessons given by the counselor to teach children how to manage their emotions, set goals, and build relationships. 3. Hold regular parent-teacher conferences, send home progress reports, and check in with families when a student is showing signs of academic or emotional distress. 4. Create a safe and welcoming classroom environment that fosters trust and communication. 	

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)?	
<p>Disproportionality Action Steps: <i>(3-4 detailed steps)</i></p> <ol style="list-style-type: none"> 1. Train staff on culturally responsive teaching and discipline practices. 2. Implement a school-wide PBIS system that focuses on promoting positive behavior. 3. Provide ongoing bias and equity training for all staff. 4. Provide a culturally relevant and responsive curriculum that supports diverse learners, especially ESE students. 	

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.

- (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 2024-2025	# Incidents
1. Disobedience / Insubordination	11
2. Level 1 Bus Violation	5
3. Mistreatment Of Peers	4
4. Fight Minor	3
5.	
TOTAL	23

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 To Others
2. Be Responsible
3. Be Kind To Yourself and To Others
4.
5.

4C. Top three school-wide locations: **Use current 2024-2025 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. Bus	13
2. Classroom	8
3. Playground	2

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	Recess Rules	Classroom Rules
BE RESPECTFUL TO OTHERS	Use quiet voices Listen to instructions and directions Look straight ahead	Raise hand for assistance Ask permission to leave area Or your assigned table Eat your own food	Wait your turn Listen to adults Follow rules Play fairly	
BE RESPONSIBLE	Say please and thank you Use a quiet voice Keep traffic flowing Walk on the right side of the hallway	Say please and thank you Wait patiently in line Use a quiet voice Remove trash from table and floor areas	Line up on time Wait your turn Say please and thank you Inform adult of unsafe behaviors	
BE KIND TO YOURSELF AND TO OTHERS	Keep hands and feet to yourself Walk in a single file line	Line up quietly when your teacher arrives Remain in a straight line	Say please and thank you Stay in designated area Wait your turn Use good sportsmanship	
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 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	8/6/2024	8:30am	Media Center
After Winter Break	2/11/2025	2:15pm	Media Center
After Spring Break	4/1/2025	2:15pm	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	8/6/2024	8/6/2024	8/6/2024
After Winter Break	2/11/2025	2/11/2025	2/11/2025
After Spring Break	4/1/2025	4/1/2025	4/1/2025

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?
Mental Health Awareness: Help is Here Click to enter "other"	Lessons will be taught weekly during designated SEL time or during homeroom periods throughout the school year.	Counselor and teachers	Structured lessons and interactive activities designed to teach emotional regulation, problem-solving, and empathy.	Effectiveness will be monitored by tracking student behavior and using teacher observations and student reflections to assess growth in social-emotional skills.
Character Education Click to enter "other"	Monthly character education themes will be introduced at the start of each month, with continuous reinforcement throughout the school year.	Teachers will integrate character lessons into the curriculum, while counselors will lead school-wide initiatives.	Monthly assemblies, classroom discussions, and recognition programs will reinforce positive character traits, such as responsibility, fairness, and respect.	Effectiveness will be monitored through student behavior tracking, participation in recognition programs, and surveys on school climate and student perceptions of


				character development.
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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: Classroom

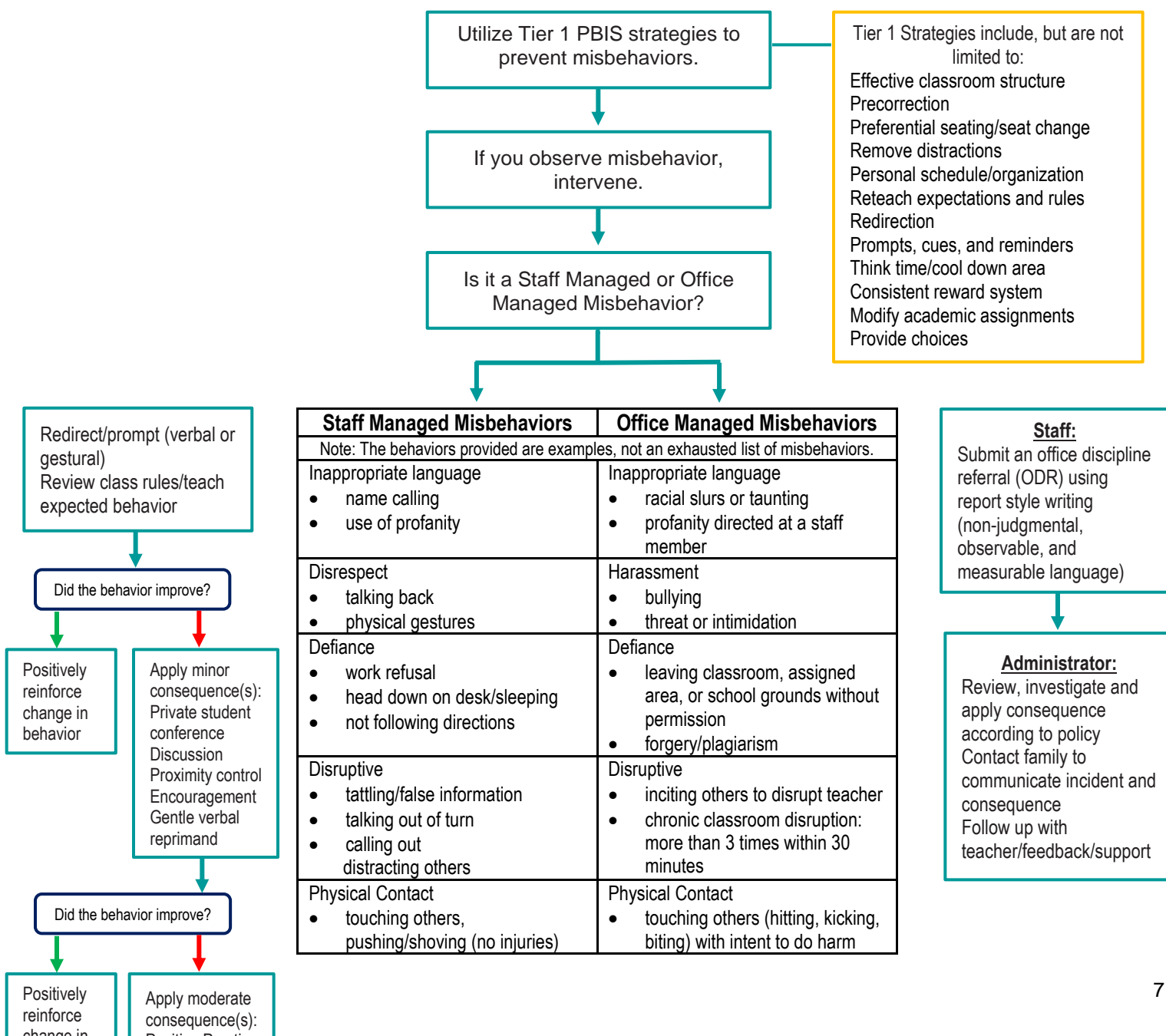
4 Step Problem Solving Process	Plan Details
1. Problem Identification: Review your behavior data to identify one school-wide problem. What problem did you identify? <i>(use numerical data)</i>	Data used: FOCUS (Behavioral/Discipline Dashboard) Problem Identification Statement: BEHAVIORAL INCIDENTS OCCURRED IN THE CLASSROOM. THIS LOCATION WAS THE 2ND HIGHEST REPORTED INCIDENTS
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: The problem is occurring due to the students not being reminded of the rules and expectations. SMART Goal Statement: By May 2025, students will be reminded of rules, procedures, and expectations. A rewards and incentives system will be added. Doing so will result in fewer incidents occurring in the classroom.
3. Intervention Design: Describe how you will implement a positive reward program/system to decrease this problem.	Type of Program/System: TOKEN ECONOMY SYSTEM Description of Program/System: A token economy system will be implemented using EAGLE coins. Eagle coins will be rewarded to students that follow rules, and procedures during class time. School wide token system will require teacher/staff input.
4. Evaluation: A. Implementation fidelity	How will you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program/system? EAGLE coins will communicate to staff that students are following rules and expectations. Incentives will be monitored monthly by administration, teachers, and guidance counselor. Additional discussions and to analyze data (results) will be held with grade level representatives at quarterly discipline committee meetings.
B. Student outcome monitoring <i>(use numerical data)</i>	A. How will you know if the reward program/system is positively impacting students? What measurable data will you use to determine "success"? Reviewing and analyzing quarterly behavior data; fewer reported incidents and referrals being documented. Students are diligently working effectively to participate and earn EAGLE coins.

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	Monthly assemblies, classroom discussions, and recognition programs will reinforce positive character traits, such as responsibility, fairness, and respect.

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.








<ul style="list-style-type: none">• mutual horseplay	<ul style="list-style-type: none">• 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.	<ol style="list-style-type: none"> 1. Collaboratively define and display clear, school-wide behavior expectations that are age-appropriate for each classroom. 2. Establish a system for teachers to consistently and proactively acknowledge positive behaviors (reward tokens, certificates) for students who demonstrate the school's expectations. 3. Implement tiered interventions based on the PBIS framework, such as mentoring, check-in/check-out systems, or individualized behavior plans. 4. Offer monthly professional development sessions on best practices for classroom management, focusing on PBIS strategies such as the use of active supervision, redirection, and maintaining a positive classroom environment

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 checked="" type="checkbox"/> Classroom Snapshot (Classroom Management Assessment) 
<input checked="" type="checkbox"/> PBIS Classroom Assistance Tool (CAT) 
<input type="checkbox"/> Other (<i>specify</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 :	8
Total number of <i>other school-wide</i> discipline referrals (not including classrooms):	15
% of referrals in the classroom:	35%
Do more than 40% of your referrals come from the classroom?	<input type="checkbox"/> Yes <input checked="" 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	<ul style="list-style-type: none"> <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	<ul style="list-style-type: none"> <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	<ul style="list-style-type: none"> <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 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 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	<ul style="list-style-type: none"> <input type="checkbox"/> Provide SPBP stakeholder presentation by September 30th <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 Brainshark available at: http://www.brainshark.com/browardschools/PBIS101
October 2 nd Quarter Team Meeting	<ul style="list-style-type: none"> <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"/> 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	<ul style="list-style-type: none"> <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	<ul style="list-style-type: none"> <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	<ul style="list-style-type: none"> <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	<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 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 <i>current</i> 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 9/1/2025, 1. Schoolwide rules and expectations will be reprinted and reposted on classroom bulletin boards and throughout the school in high frequency areas such as hallways, cafeteria, media center, art, and music rooms. 2. 100 percent of teachers will post the rules and expectations as observed in classroom walkthroughs and visits. Assistant Principal will be responsible for placing rules in intricate locations.
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 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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	By Click here to enter a date, 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 Click here to enter a date, 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.

<p>Classroom Referrals Choose one ODR area of focus</p>	<p>By June 3, 2026, Classroom Referrals [<i>identify one area of focus</i>] will indicate 25% decrease [<i>increased or decreased number or percentage</i>] as measured by Office Discipline Referrals (ODRs) in Focus.</p>	<ol style="list-style-type: none"> 100 percent of teachers will implement a classroom reward system. Attention to be placed on implementing positive, proactive support practices that will be reinforced.
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SPBP Submission

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