



Schoolwide Positive Behavior Plan (SPBP)

Broward County Public Schools

SY 2026 – 2027



School Name:	Silver Trail Middle School
School Number:	3331

Please refer to the SPBP Canvas Resource page to access video tutorials, guidance, and resources for completing the 2026-2027 SPBP template.

CRITICAL ELEMENT # 1: Active Team with Administrative Participation

1A. Integrated MTSS School-Leadership Team Members

Title	First and Last Name	Title	First and Last Name
1. Administrator	Richard Campuzano	7. Security Specialist/ Campus Monitor	Olivia Davis
2. Point of Contact	Pawel Gielar	8. Social Worker	Rose Bourget
3. BTU Representative	Danielle Marrero	9. School Nurse	Rebecca Kutska
4. Parent/Community Representative	Adriana Musarra	10. Attendance Manager	Shannon Dillehay
5. Student Representative		11. Life Skills & Wellness Liaison	Leger Jean-Pierre
6. School Counselor	Susana Ginory	12. Resiliency Liaison	Pawel Gielar

*Optional Team Member(s): Family Therapist, Grade Level/Content Area Representatives, Clerical, Custodial, Food/Nutrition

1B. Schedule of quarterly team meetings.

Meeting Objectives:

1. Progress monitor the action steps indicated in Critical Element #9.
2. Collect & analyze student outcome data using the 4 Step Problem Solving Process.

Quarter	PBIS Data Meeting Dates	PBIS Data Meeting Times		Faculty and Staff Data Communication/Presentation Dates
1 st Aug. 10 – Oct. 9	4/7/2026	4:00 pm		8/4/2026
2 nd Oct. 13 – Dec. 18	4/14/2026	8:25 am		11/3/2026
3 rd Jan. 5 – Mar. 18	4/27/2026	4:00 pm		1/4/2027
4 th Mar. 29 – May 28	4/28/2026	8:25 am		4/6/2027

CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment

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

Action Steps:	Dates
Present the 2026-27 SPBP to staff (<i>prior to April 30, 2026</i>)	4/14/2026
Hold a <i>faculty</i> vote on the new SPBP (<i>prior to April 30, 2026</i>)	4/28/2026
Provide training to faculty and staff (<i>prior to September 30, 2026</i>)	8/4/2026
Present the 2026-27 SPBP to family and community stakeholders (<i>prior to September 30, 2026</i>)	4/27/2026

CRITICAL ELEMENT # 3: Data Collection and Analysis

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

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

TOTAL Population:	1133	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals		96.2	Are your 0 – 1 referral > 80%?	☒ Yes ☐ No
II. 2 - 5 referrals (at risk students)	35	3.1	Are your 2 - 5 referrals <15%?	☒ Yes ☐ No
III. > 5 referrals (high-risk students)	8	0.7	Are your >5 referrals <5%?	☒ Yes ☐ No

3B. Core Effectiveness Action Steps:

If you answered “Yes” to I, II, and III above, then your core is effective. Based upon table 8A, is your core effective?	☒ Yes ☐ No
Answer either (a) or (b): (a) If your core is effective, then identify action steps your school leadership team should continue to take for early identification of at risk or high-risk students. (b) If you answered “No” to at least one of the items above (I, II, or III) then indicate the supports and interventions and action steps your school leadership team will implement <i>at the beginning</i> of the next school year to improve core strength:	
Core Effectiveness Action Steps: <i>(3-4 detailed steps)</i> - Behavior information on current and incoming students, including risk factors, will be pulled from FOCUS. - RTI Team will meet monthly to discuss inappropriate behavior displayed by students by grade level. The committee will determine the level of need. - Teachers will share concerns and submit requests via the district Behavior Referral Process. - We will utilize school-based and district resources to assist the child with better behavior in the classroom.	

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: <i>(3-4 detailed steps)</i> - Mentoring Tomorrows Leaders 5000 Role Models - Peer Counseling - Work closely with Equity Liaison to identify root causes with our subgroup and provide actionable 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.

- 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 2025-2026	# Incidents
1.Disruptive/Unruly Play	39
2.Disruptive/Unruly Behavior	36
3.Insubordination	24
4.Out of assigned area	22
5.Tardiness Habitual	16
TOTAL	137

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
Be Respectful
Be Responsible
Be Safe
Be Inclusive
Be Kind

4C. Top three school-wide locations: **Use current 2025-2026 school year behavior data** as listed in Focus.

- Review your referral data YTD in Focus – Discipline – Category Breakdown – *Location*.
- Complete the chart by identifying the top three schoolwide locations, excluding classroom and the number of incidents for each location.

Top 3 Locations, excluding Classroom:	
School Location(s)	# Incidents
1. Hallway	26
2.Cafeteria	20
3.Gymnasium	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	Bus Rules	Classroom Rules
Be Respectful	Keep hands and feet to yourself Click here to type hallway rules.	Keep hands, feet and objects to yourself Follow directions given by staff.	Click here to select location rules OR Listen to directions given by the driver.	
Be Responsible	Have your ID badge visible at all times Click here to type hallway rules.	Clean your eating space and pick up trash around your area Click here to type cafeteria rules.	Remain seated while the bus is in transit Do not leave garbage on the bus.	
Be Safe	Walk on the right side of the hallway No running or horseplaying.	Follow all directions given by the cafe monitors/adults Walk at all times in the cafeteria.	Remain on the sidewalk until your driver stops and opens the door Click here to type location rules.	
Be Kind	Click here to select hallway rules OR Help someone who seems lost or hurt.	Click here to select cafeteria rules OR Place all trash in the garbage cans and somat.	Click here to select location rules OR Allow someone to sit next to you.	
Be Inclusive	Click here to select hallway rules OR Be Polite and Courteous to others.	Click here to select cafeteria rules OR Be Polite and Courteous to others.	Click here to select location rules OR Be Polite and Courteous to 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	8/11/2026	9:15 – 3:50 pm	Throughout Social Studies classes
After Winter Break	1/7/2027	9:15 – 3:50 pm	Throughout Social Studies classes
After Spring Break	3/31/2027	9:15 – 3:50 pm	Throughout Social Studies classes

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	8/10/2026	8/10/2026	8/10/2026
After Winter Break	1/7/2027	1/7/2027	1/7/2027
After Spring Break	4/8/2027	4/8/2027	4/8/2027

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?
Other 5000 Role Models Mentoring Tomorrow's Leaders	Club taking place at the school. Concepts and philosophy will be taught all year.	Club Sponsor Denetra Brown	Club meets weekly on Tuesdays at 8:40 am.	Sponsor meets with district personnel and works with administration regarding students needing extra behavior support.
Character Education Click to enter "other"	During quarter 1 2026-2027	Social Studies Department	Lessons will be created and conducted by Social Studies Teachers in each grade level.	At the end of each quarter SPBT will evaluate referral data for areas of concern and effectiveness.

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

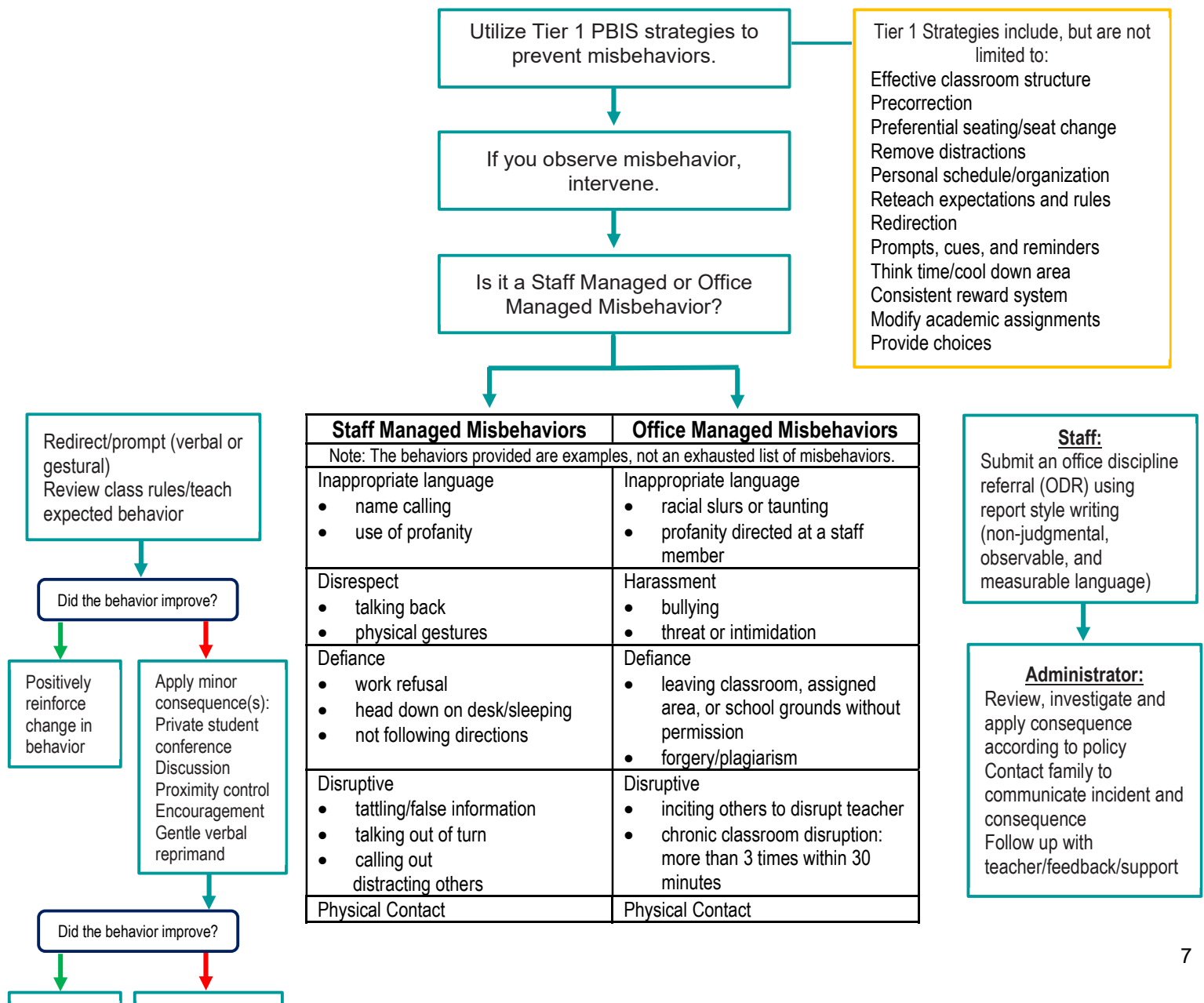
4 Step Problem Solving Process	Plan Details
1. Problem Identification: Review your behavior data to identify one school-wide problem. What problem did you identify? <i>(use numerical data)</i>	Data used: Discipline Data 2025-2026. Problem Identification Statement: We had 81 unruly/disruptive incidents in the classroom.
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: We experienced challenges with particular classrooms due to poor classroom management. SMART Goal Statement: Monthly referral data will be shared during RTI meetings to identify Teachers in need of assistance. Any Teacher in need of support will be visited by administration to determine support needs. By the end of the 4 th quarter referrals regarding unruly/disruptive will drop by 5%.
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: Teachers and Staff have been given “Mustang Reward” tickets. Reward posters will be posted throughout the school. They give them to students that display our core expectations of being Respectful, Responsible, Safe, Inclusive, and Kind. Drawings take place at the end of each month by grade level. 3 students are selected per grade level as well one staff member or teacher.
4. Evaluation: A. Implementation fidelity	How will you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program/system? (2-3 sentences) Teacher support and participation will be monitored based on the amount of tickets submitted with their name on the ticket. Also during the monthly drawing we also pull a Teachers name based on the tickets pulled.
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”? Success of the rewards program will be determined by the amount of referrals issued and student interest and motivation for the Mustang Rewards. Amount of tickets collected and documented monthly.

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	Students will be recognized during Principal's Honor Roll assemblies throughout the school year.

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.





• touching others, pushing/shoving (no injuries) • mutual horseplay	• 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>
☒ CHAMPS ☒ Positive Behavior Interventions and Supports and the Classroom https://fl-pda.org/#/category/26 ☐ Other: Click here to enter name of system	1. Administration will survey teachers and support staff to see if they have completed CHAMPS professional development training. 2. Beginning Teacher Liaison will support Teacher. 3. Department Chairperson will also lend support regarding best instruction and behavioral practices. 4. Share results with the PBIS Team at our school.

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 (<i>specify</i>): Discipline data in FOCUS and Stride Pride

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 :	125
Total number of <i>other</i> school-wide discipline referrals (not including classrooms):	58
% of referrals in the classroom:	46.4%
Do more than 40% of your referrals come from the classroom?	☒ Yes ☐ No

If >40% of discipline referrals come from the classroom, it suggests Tier 1 classroom management implementation may need to be strengthened school wide.

Critical Elements # 9: SPBP Implementation Planning

RED Font = Action Steps for all schools in Broward County

GREY Font = Best Practices for all schools in Broward County

TEAL Font = Resources available at <https://browardschools.instructure.com/enroll/PWF673>

Implementation Action Plan	
Month	Action Steps
	☒ check off Action Step when completed
Current	☐ Create an SPBP binder or portfolio to retain (for 2 years) hard copies of: your SPBPs, Action Plans, staff PBIS professional development attendance, stakeholder training attendance, quarterly meeting agendas, quarterly staff behavior presentations, voting attendance and outcome, Expectations lesson plans and Rules lesson plans
Pre-Planning	☐ Print up your SPBP and Feedback form BCPS Central ☐ Provide SPBP presentation to all staff during Pre-Planning ☐ Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders ☐ Market and post School-wide Expectations and Location-specific Rules ☐ Identify your district PBIS Specialist (Contact amber.jennings@browardschools.com for more information if you are unsure) ☐ Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP (indicated in yellow)
August 1 st Quarter Team Meeting	☐ Determine any needed team training, such as: 4 Step Problem Solving Process series, PBIS 10 Critical Elements, Data Collection, etc. ☐ Review previous year's SPBP and feedback form; make necessary modifications ☐ Review previous year's data (Use the Tier 1 Agenda and Quarterly Big 5 Data template) ☐ Verify and implement teaching schedule for Expectations and Rules behavior lesson plans ☐ Implement the Reward System for all students as indicated in the SPBP ☐ Ensure the Discipline Flow Chart is distributed to all staff and is being used as written ☐ Present implementation data, behavior data, team activities and SPBP progress to entire staff ☐ Ensure all teachers are using an evidence-based classroom management plan, such as CHAMPS ☐ Confirm next quarterly PBIS team meeting date and time
September	☐ Provide SPBP stakeholder presentation by September 30 th ☐ Ensure instructional staff know how to document Tier 1 Supplemental Strategies for behavior ☐ Check for staff and teacher understanding of PBIS - provide "PBIS 101" training as a resource Video training modules available at: https://browardschools.instructure.com/courses/1193624/
October 2 nd Quarter Team Meeting	☐ Review previous quarter's data (Use Tier 1 Agenda and Quarter Big 5 Data template) ☐ Present implementation data, behavior data, team activities, and SPBP progress to entire staff ☐ Ensure Core Effectiveness Action Steps are being implemented as written in Section 3B ☐ Complete Quarterly Big 5 Data Template and submit to your assigned PBIS Administrator ☐ Confirm next quarterly PBIS team meeting date and time
November	☐ Review/revise lesson plans as indicated by previous quarter behavior data ☐ Ensure that the Student Outcome Monitoring Action Steps are being implemented as written in Section 10B
January 3 rd Quarter Team Meeting	☐ Staff to re-teach Expectations and Rules after winter break ☐ Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template) ☐ Present implementation data, behavior data, team activities, and SPBP progress to entire staff ☐ Complete Quarterly Big 5 Data Template and submit to your assigned PBIS Administrator ☐ Confirm next quarterly PBIS team meeting date and time
February	☐ Check on newly hired staff for PBIS understanding - provide "PBIS 101" video training module ☐ Utilize the Stakeholder SPBP Forms Survey to solicit input for planning next year's SPBP (optional)
March 4 th Quarter Team Meeting	☐ Ensure progress towards completion and submission of next year's SPBP ☐ Staff to re-teach Expectations and Rules after spring break ☐ Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template) ☐ Present implementation data, behavior data, team activities, and SPBP progress to entire staff ☐ Complete Quarterly Big 5 Data Template and submit to your assigned PBIS Administrator
April	☐ Provide staff presentation and faculty vote on new SPBP for next year ☐ Submit your SPBP in BCPS Central by April 30 th . Use this new SPBP in the next school year ☐ Continue implementing your current SPBP through the end of the current school year

CRITICAL ELEMENT # 10: Evaluation

10A. Staff Implementation of the Schoolwide Positive Behavior Plan: review goals, evaluate implementation, and create 2 action steps to review in quarterly PBIS meetings.

"Are staff implementing the SPBP with fidelity? If not, how will you address this area?"

STAFF Implementation Monitoring		
Staff Implementation Goal	Quarterly Team Review: Implemented with fidelity?	If you answered No , enter 2 action steps your school will take to move towards this goal by the next PBIS meeting.
100% of hallways, front office, cafeteria, and other public areas all have school-wide expectations and location-specific rules posted.	☒ Yes ☐ No	By 8/10/2026 , 1.SPBT will post schoolwide expectations and rules. 2.Administration will conduct walkthroughs to ensure fidelity of plan.
100% of instructional staff has delivered expectations and rules lesson plans as written and when indicated.	☐ Yes ☒ No	By 8/10/2026 , 1. We will disseminate lessons to all 1 st period Teachers to conduct with students. 2.Administration will conduct walkthroughs by departments to ensure fidelity of plan.
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 8/3/2026 , 1. 1.Flowchart will be shared with Teachers during Pre-Planning week. 2.Administration will review referral data to determine the effectiveness of the staff.
A recognition system is implemented by 100% of staff for <i>all</i> students.	☐ Yes ☒ No	By 8/14/2026 , 1.Students would have been oriented regarding the Mustang Rewards program. 2.Teachers will begin to issue Reward tickets to students.

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.

Select an item <i>Choose one ODR area of focus</i>	By May 28, 2027, click here to enter area of focus <i>[identify one area of focus]</i> will indicate click here to enter # <i>[increased or decreased number or percentage]</i> as measured by Office Discipline Referrals (ODRs) in Focus.	1. Ensure that Teachers are trained in evidence based classroom management. 2. Provide additional staff supervision and support in high need areas.
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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. 