



Schoolwide Positive Behavior Plan (SPBP)

Broward County Public Schools

SY 2026 – 2027



School Name:	Fox Trail Elementary
School Number:	3531

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	Stephanie Reyes	7. Security Specialist/ Campus Monitor	Kenneth White
2. Point of Contact	Kim Baston	8. Social Worker	Zullay Mendoza
3. BTU Representative	Marcus Cruz	9. School Nurse	Bella Creve Coeur
4. Parent/Community Representative	Janay Hague	10. Attendance Manager	Jane Sedley
5. Student Representative	Riley Reyes	11. Life Skills & Wellness Liaison	Lindsay Weinstock
6. School Counselor	Leslie Atelus	12. Resiliency Liaison	Leslie Atelus

*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	8/19/2026	2:15		8/24/2026
2 nd Oct. 13 – Dec. 18	10/21/2026	2:15		10/26/2026
3 rd Jan. 5 – Mar. 18	1/13/2027	2:15		1/18/2027
4 th Mar. 29 – May 28	4/7/2027	2:15		4/12/2027

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>)	4/20/2027
Hold a <i>faculty</i> vote on the new SPBP (<i>prior to April 30, 2026</i>)	4/26/2027
Provide training to faculty and staff (<i>prior to September 30, 2026</i>)	9/8/2026
Present the 2026-27 SPBP to family and community stakeholders (<i>prior to September 30, 2026</i>)	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.

- 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:	1022	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals	1010	99%	Are your 0 – 1 referral > 80%?	☒ Yes ☐ No
II. 2 - 5 referrals (at risk students)	11	1%	Are your 2 - 5 referrals <15%?	☒ Yes ☐ No
III. > 5 referrals (high-risk students)	1	0%	Are your >5 referrals <5%?	☒ Yes ☐ No

3B. Core Effectiveness Action Steps:

If you answered “Yes” to I, II, and III above, then your core is effective. Based upon table 8A, is your core effective?	☒ Yes ☐ No
Answer either (a) or (b): (a) If your core is effective, then identify action steps your school leadership team should continue to take for early identification of at risk or high-risk students. (b) If you answered “No” to at least one of the items above (I, II, or III) then indicate the supports and interventions and action steps your school leadership team will implement <i>at the beginning</i> of the next school year to improve core strength:	
Core Effectiveness Action Steps: <i>(3-4 detailed steps)</i> - At-Risk and high-risk students have been identified. Students will be placed in classrooms to minimize behaviors (not together, strong structure). - At-risk and high-risk students will be paired with a guidance counselor, support teacher, or an administrator for positive relationship building and check-ins. - MTSS/ Rtl plans, and behavior plans implemented for students as needed.	

3C. Disproportionality is often measured with the relative risk statistic calculation (Relative Risk Ratio = RRR), a measure that indicates the probability of a certain event (e.g., referrals) for one subgroup when compared to all other subgroups.

Relative Risk Ratio calculations are coming soon with the Focus Data System migration.

3D. Disproportionality Action Steps:

What activities/initiatives/programs will your school leadership team implement to prevent disproportionate discipline outcomes within sub group populations (race, SWD, ELL)?
Disproportionality Action Steps: <i>(3-4 detailed steps)</i> - Provide support/training of the flow chart and classroom managed behaviors. - Provide support/training of Tier 1 behavior management and CHAMPS. - Support specific teachers with higher incidence of referrals with strategies to help manage behaviors.

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.Unruly Disruptive Behavior	30
2.Disruptive/Unruly Play	21
3.Disobedience/Insubordination	16
4. Bus – All Levels	12
5. Larceny/Theft Minor	2
TOTAL	81

- 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 Responsible 1. *Think Be Proactive- you are in charge of you.
Be Respectful 2. *Think Seek first to understand, then be understood- listen before you talk/react.
Be Safe 3. *Think Sharpen the Saw – take care of yourself
Be Kind 4. *Think Win-Win – problem solve, think of others and *Think Synergize – work well with others, team player
Always Make Good Choices 5. *Think Begin with the End in Mind-Know what you want before you do it

- 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. Bus	11
2. Cafeteria	10
3. Playground	4

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			
Schoolwide EXPECTATIONS	Hallway Rules	Cafeteria Rules	Bus Rules
Be Responsible *Think Be Proactive- you are in charge of you.	Walk in the hallways (Fox Trot). Use the right side of the stairways and halls (Stay tight to the right).	Clean your eating space and pick up trash around your area	Follow directions the first time given
Be Respectful *Think Seek first to understand, then be understood- listen before you talk/react.	Keep hands and feet to yourself	Follow all directions given by the cafe monitors/adults	Remain seated while the bus is in transit
Be Safe *Think Sharpen the Saw – take care of yourself	Go directly to your destination	Raise your hand to get the attention of an attendant/adult	Keep hands and feet and objects to yourself
Be Kind *Think Win-Win – problem solve, think of others and *Think Synergize – work well with others, team player	Use a finger wave to say hello	Keep hands, feet and objects to yourself	Enter and exit the bus in an orderly manner.
Always Make Good Choices *Think Begin with the End in Mind- Know what you want before you do it	have your ID badge visible at all times	Use a level 1-2 voice	Use appropriate voice levels and be mindful of your language.

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	8/12/2026	8:30 AM	Morning News and Classroom
After Winter Break	1/5/2027	8:30 AM	Morning News and Classroom
After Spring Break	3/29/2027	8:30 AM	Morning News and Classroom

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

Dates when the rules lesson plans for common locations are taught by instructional staff and noted in lesson plans:			
Common Location	Hallway Rules	Cafeteria Rules	Select location
Lesson Plan Dates			
Start of School Year	8/12/2026	8/13/2026	8/14/2026
After Winter Break	1/12/2027	1/13/2027	1/14/2027
After Spring Break	3/29/2027	3/30/2027	3/31/2027

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?
Bullying Prevention: Be the 1	Monthly	Classroom Teachers and School Counselors	Curriculum and lessons will be shared with classroom teachers to implement in their classrooms. School counselors will push into classrooms for some lessons.	It will be monitored by the school counselors and then shared with Team Leaders, SPBP Committee and Admin
Resiliency Curriculum	Monthly	Classroom Teachers and School Counselors	Curriculum and lessons will be shared with classroom teachers to implement in their classrooms. School counselors will push into classrooms for some lessons.	It will be monitored by the school counselors and then shared with Team Leaders, SPBP Committee and Admin

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

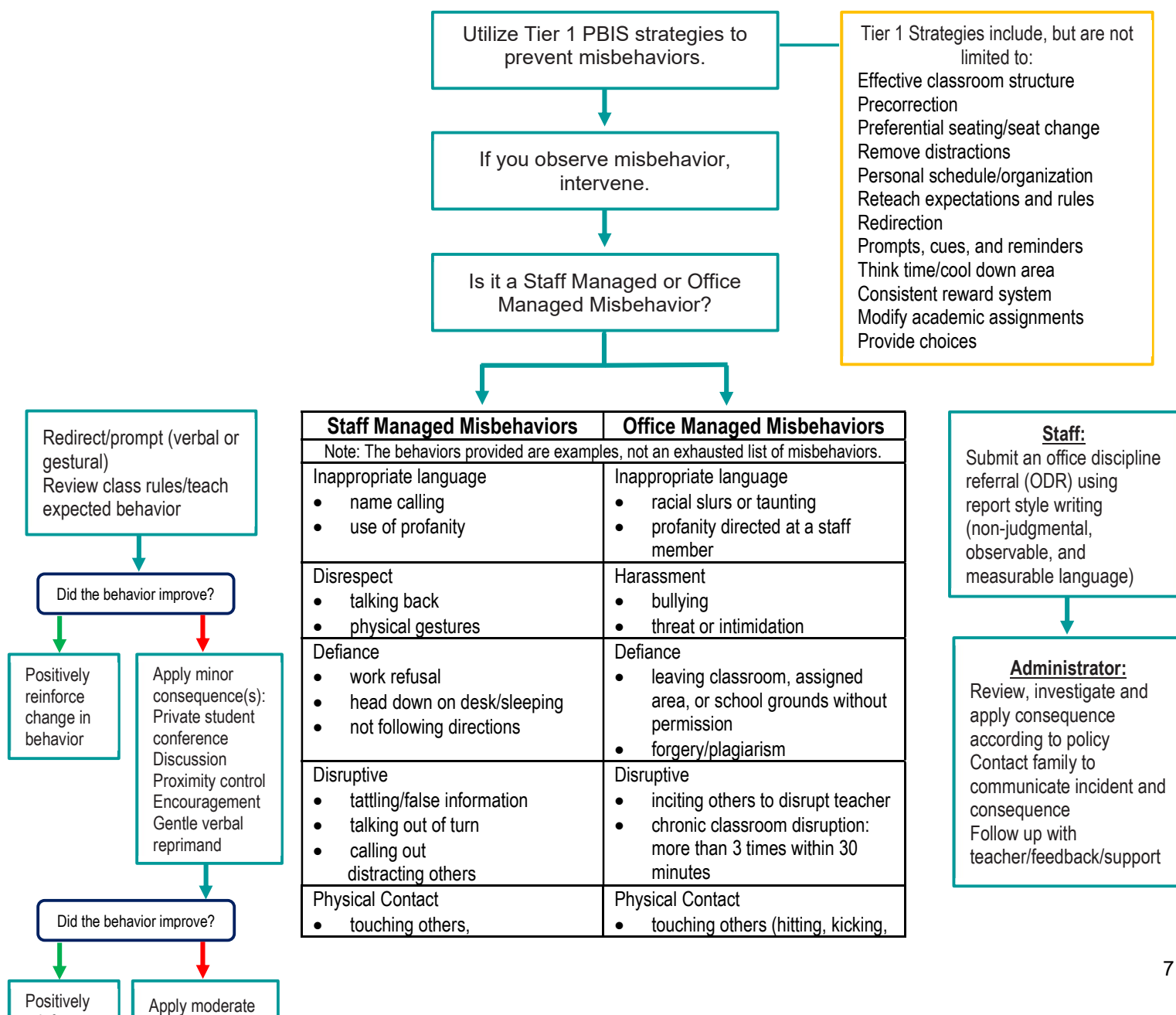
4 Step Problem Solving Process	Plan Details
1. Problem Identification: Review your behavior data to identify one school-wide problem. What problem did you identify? <i>(use numerical data)</i>	Data used: Referral Data/ Input from classroom teachers Problem Identification Statement: <i>What problem did you identify? The data indicates that students are having difficulty following the rules and expectations. There were 87 referrals this year and 51 of them were from classrooms which equals 59%. Last year there were 82 referrals and 41 were from the classroom which equals 50%. This is an increase in classroom referrals. These referrals indicate a focus is needed for our schoolwide expectations.</i>
2. Problem Analysis: Why do you think this problem is occurring? What is your goal? <i>(create a SMART goal statement with numerical data)</i>	Hypothesis: <i>Why do you think this problem is occurring? Classroom referrals may be increasing due to the partial implementation of CHAMPs by some staff members. We have new staff. Consistency among all staff is needed.</i> SMART Goal Statement: By June 2027, the number of ODRs from the classroom will decrease by 20%, from 51 referrals to 41 referrals.
3. Intervention Design: Describe how you will implement a positive reward program/system to decrease this problem.	Type of Program/System: Token system Description of Program/System: <i>(≥ 4 sentences) An incentive program will be implemented to recognize students for their positive behavior. A schoolwide token program will be implemented to recognize students that are doing the right thing. Students can earn tokens for positive behaviors. These tokens can be collected and exchanged for various prizes from the Copper's Den Incentive Closet. The PTSA has agreed to support this initiative. In addition, we will be implementing an extra program for our 4th and 5th grade students. They will earn a bonus incentive activity (ie. dance party, sno-cones, mini field day, etc) by consistently meeting the expectations. Not meeting the expectations will not allow students to earn this award. This program was piloted for part of the current school year and was successful in reducing negative behaviors.</i>
4. Evaluation: A. Implementation fidelity	How will you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program/system? (2-3 sentences) Evaluation of implementation fidelity will be monitored through usage. For the Copper's Closet token program, teachers/staff will be given a number of tokens and we can monitor if they are being used by seeing if students are redeeming them. We will survey staff to determine if the students are engaged and responding to the incentive. In addition, the incentive cards will be monitored by looking at the number of students that earn the incentive activity.
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"? (2-3 sentences) Evaluation of the program will be evident by reduction of behaviors. For the Copper's Closet token program, we can track the number of tokens earned/spent each month to ensure the initiative is being used. We will survey teachers to determine if the students are engaged and responding to the incentive. In addition, the incentive cards can be monitored easily by seeing the number of students that earn the incentive activity. There should be a direct correlation between the use of the incentives and the impact on ODRs. The program will be evaluated quarterly to determine the impact on behavior referrals. As a result of the usage, we should see a decrease of 20% in classroom referrals each quarter.

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 each month on the morning announcements. Students will receive a certificate and incentive rewards (i.e.—coupons for kids' meals from our partners). In addition, our monthly recipients will be invited to a doughnut celebration. Both the character traits and the Leader in Me habits will be recognized monthly.

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.





pushing/shoving (no injuries) • mutual horseplay	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. By August 2026, 100% of educators will follow schoolwide classroom rules, bus rules and establish classroom-specific expectations as evidenced by visual posting of schoolwide rules and classroom expectations in every classroom. Team will ensure all staff has been provided schoolwide classroom rules, bus rules and support will be given to staff as needed to establish classroom expectations. 2. By June 2027, 100% of educators will utilize the flow chart to determine which behaviors are staff-managed misbehaviors and which are office-managed misbehaviors as evident by the decrease of classroom referrals in FOCUS from 59% to 40%. The team will provide training and support to help teachers identify and manage classroom behaviors and to utilize CHAMPS. 3. By June 2026, 100% of educators will have provided classroom instruction/review to their students regarding CHAMPS, schoolwide behavior expectations and location rules to reduce referrals classroom and schoolwide referrals by 10% as evidenced by ODRs in FOCUS. Team will provide lessons from the Resiliency curriculum and Be the 1 curriculum to support classroom instruction. In addition, the team will hold a schoolwide behavior assembly each semester to reinforce behavior expectations and location rules.

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

☒ CHAMPS 7 Up Checklist 
☐ Classroom Snapshot (Classroom Management Assessment) 
☐ PBIS Classroom Assistance Tool (CAT) 
☐ Other (specify):

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 :	53
Total number of <i>other</i> school-wide discipline referrals (not including classrooms):	36
% of referrals in the classroom:	60%
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 Click here to enter a date, 1. 2.
100% of instructional staff has delivered expectations and rules lesson plans as written and when indicated.	☐ Yes ☐ 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.	☐ Yes ☐ No	By Click here to enter a date, 1. 2.
A recognition system is implemented by 100% of staff for <i>all</i> students.	☐ Yes ☐ 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.
Select an item <i>Choose one ODR area of focus</i>	By June 3, 2027, Classroom referrals issued for Disruptive/Unruly behavior will decrease by 20% (6 referrals decrease) as measured by Office Discipline Referrals (ODRs) in Focus.	1. Team will monitor Disruptive/Unruly behavior referrals and ensure that they are office managed behaviors. 2. Educators will be provided support as needed to manage classroom behaviors so that the need for referrals can be minimized. This will also pinpoint individual students that may need additional support as evidenced by multiple referrals.

SPBP Submission

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