



Schoolwide Positive Behavior Plan (SPBP)

Broward County Public Schools

SY 2026 – 2027



School Name:	Deerfield Park Elementary School
School Number:	0391

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	Jolie Stevens	7. Security Specialist/ Campus Monitor	Darrius Dunston
2. Point of Contact	Taylor Brown	8. Social Worker	Marisha Barnes
3. BTU Representative	Demetri Clark	9. School Nurse	N/A
4. Parent/Community Representative	Melissa Graham	10. Attendance Manager	Brender Brown
5. Student Representative	Caleb Graham	11. Life Skills & Wellness Liaison	Taylor Brown
6. School Counselor	Taylor Brown	12. Resiliency Liaison	Taylor Brown

*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	8/3/2026	8:00 am		8/5/2026
2 nd Oct. 13 – Dec. 18	11/2/2026	8:00 am		11/3/2026
3 rd Jan. 5 – Mar. 18	1/4/2027	8:00 am		1/5/2027
4 th Mar. 29 – May 28	4/5/2027	8:00 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>)	4/30/2026
Hold a <i>faculty</i> vote on the new SPBP (<i>prior to April 30, 2026</i>)	5/5/2026
Provide training to faculty and staff (<i>prior to September 30, 2026</i>)	8/5/2026
Present the 2026-27 SPBP to family and community stakeholders (<i>prior to September 30, 2026</i>)	5/6/2026

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:	420	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals	28	97%	Are your 0 – 1 referral > 80%?	☒ Yes ☐ No
II. 2 - 5 referrals (at risk students)	12	3%	Are your 2 - 5 referrals <15%?	☒ Yes ☐ No
III. > 5 referrals (high-risk students)	2	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> Monitor Leadership and Mentorship Engagement: Track student participation in programs such as Safety Patrols and 5000 Role Models to identify students who may benefit from additional support or leadership development opportunities. Leverage Extracurricular Involvement: Use student involvement in performing arts and other extracurricular activities as a data point to monitor social-emotional well-being, attendance patterns, and engagement levels. Collaborate for Early Intervention: Work closely with sponsors and activity leaders to flag changes in behavior, declining participation, or signs of disengagement as early indicators of students potentially at risk. Establish Regular Check-Ins and Reflection Opportunities: Implement routine check-ins with students involved in leadership and extracurricular programs to provide space for reflection, build relationships, and identify any emerging academic, behavioral, or emotional concerns early.	

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> - Continue schoolwide implementation of PBIS with an emphasis on culturally responsive strategies, ensuring expectations are taught, modeled, and reinforced equitably across all student groups. - Provide ongoing training and support for staff to implement restorative practices that prioritize relationship-building, conflict resolution, and student voice over exclusionary discipline.

3. Regularly review disaggregated discipline data and conduct equity-focused classroom observations to ensure fair treatment and identify patterns needing intervention.
4. Expand initiatives such as 5000 Role Models, SSLAM, Girls with Goals and performing arts involvement to increase connections, promote belonging, and provide consistent mentorship, especially for SWDs and ELLs

CRITICAL ELEMENT # 4: Schoolwide Expectations & Location-based Rules

- 4A.** Top five behavior incidents: **Use current 2025-2026 school year behavior data** as listed in Focus.
- (a) Review your referral data YTD in Focus – Discipline – Category Breakdown – *Highest Discipline Code*.
 - (b) Complete the chart by identifying the top five behavior incidents and the number of incidents for each type.
 - (c) Complete the yellow highlighted cells.
 - (d) Auto-calculate the total # of referrals by clicking on “0” and pressing “Fn + F9” together.

Top 5 Behavior Incidents Current Year 2025-2026	# Incidents
1. DISOBEDIENCE/INSUBORDINATION (KG-2nd)	25
2. DISRUPTIVE /UNRULY PLAY(KG-2nd)	7
3. UNRULY/DISRUPTIVEBEHAVIOR (KG-2nd)	6
4. DISRUPTIVE /UNRULY PLAY(3rd-5th)	4
5. MISTREATMENT OF PEERS(KG-2nd)	3
TOTAL	45

- 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 Kind to Self
2. Be Kind to Staff
3. Be Kind to Scholars
4. Be Kind to the School
5.

- 4C.** Top three school-wide locations: **Use current 2025-2026 school year behavior data** as listed in Focus.
- (a) Review your referral data YTD in Focus – Discipline – Category Breakdown – *Location*.
 - (b) Complete the chart by identifying the top three schoolwide locations, excluding classroom and the number of incidents for each location.

Top 3 Locations, excluding Classroom:	
School Location(s)	# Incidents
1. Hallway	62
2. Playground	5
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	Playground Rules	Classroom Rules
Be Kind to Self.	Go directly to your destination Click here to type hallway rules.	Clean up after yourself Click here to type cafeteria rules.	Keep hands and feet to yourself Click here to type location rules.	
Be Kind to staff.	Have your ID badge visible at all times Click here to type hallway rules.	Follow all directions given by the cafe monitors/adults Click here to type cafeteria rules.	Stay in designated area Click here to type location rules.	
Be Kind to Scholars.	Use Level 1 voice in the hallways Click here to type hallway rules.	Remain seated Click here to type cafeteria rules.	Line up when the whistle blows Click here to type location rules.	
Be kind to the School.	Walk on the right side of the hallway Click here to type hallway rules.	Raise your hand to get the attention of an attendant/adult 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	Remain in your line Click here to type hallway rules.	Keep all food items on your tray 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	8/11/2026	9:00 am	Classroom
After Winter Break	1/6/2027	9:00 am	Classroom
After Spring Break	3/29/2027	9:00 am	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	8/11/2026	8/11/2026	8/11/2026
After Winter Break	1/6/2026	1/6/2026	1/6/2026
After Spring Break	3/29/2026	3/29/2026	3/29/2026

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 Click to enter "other"	It will be taught monthly during designated sessions throughout the school year.	The resiliency curriculum will be facilitated and taught by the school guidance counselor.	Students will engage in monthly lessons led by the guidance counselor, with interactive components completed online in the classroom to reinforce learning.	Completion will be tracked through an interactive website, and classes that complete the lessons will be recognized and rewarded with prizes to encourage participation and engagement.
Character Education Click to enter "other"	It will be taught daily during classroom routines and activities that support character development and positive behavior.	The program will be implemented and taught by classroom teachers.	It will be facilitated by the guidance counselor and integrated into daily lessons and activities by teachers, with schoolwide support and reinforcement.	It will be monitored through daily staff observations, consistent reinforcement of expectations, and monthly recognition of one student per class who

				exemplifies positive behavior.
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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: [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: Behavior events listed in FOCUS Behavior Dashboard. Problem Identification Statement: The identified school-wide problem is inconsistent classroom behavior management, resulting in increased classroom disruptions and loss of instructional time. Classroom-managed behaviors are occurring frequently enough to impact teaching, learning, and student engagement across grade levels.
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: This problem may be occurring because classroom expectations, routines, and consequences are not being implemented consistently across all classrooms. Some scholars may not clearly understand the expected behaviors during transitions, independent work, small group instruction, and whole group instruction. In addition, positive reinforcement may not be used consistently to recognize scholars who are meeting expectations. As a result, students may be more likely to engage in off-task or disruptive behaviors. SMART Goal Statement: By the end of the next grading period, classroom-managed behavior incidents will decrease by 25%, from 62 incidents to 46 incidents or fewer, as measured by discipline referral data, classroom behavior documentation, and behavior tracking logs. Additionally, at least 90% of classrooms will consistently implement the school-wide positive reward system with fidelity.
3. Intervention Design: Describe how you will implement a positive reward program/system to decrease this problem.	Type of Program/System: School-wide Positive Behavior Reward System Description of Program/System: The school will implement a positive reward system to reinforce classroom expectations and increase appropriate student behavior. Teachers will explicitly teach and review classroom expectations, routines, and procedures with scholars, including expectations for transitions, small group instruction, independent work, and whole group learning. Scholars who demonstrate expected behaviors such as following directions, staying on task, using respectful language, and transitioning appropriately will earn incentives such as tickets, points, classroom rewards, shout-outs, or access to a school-wide reward activity. Staff will use specific positive praise so scholars understand exactly which behavior is being recognized. The reward system will be implemented consistently across classrooms to create a common language and shared expectations throughout the school.

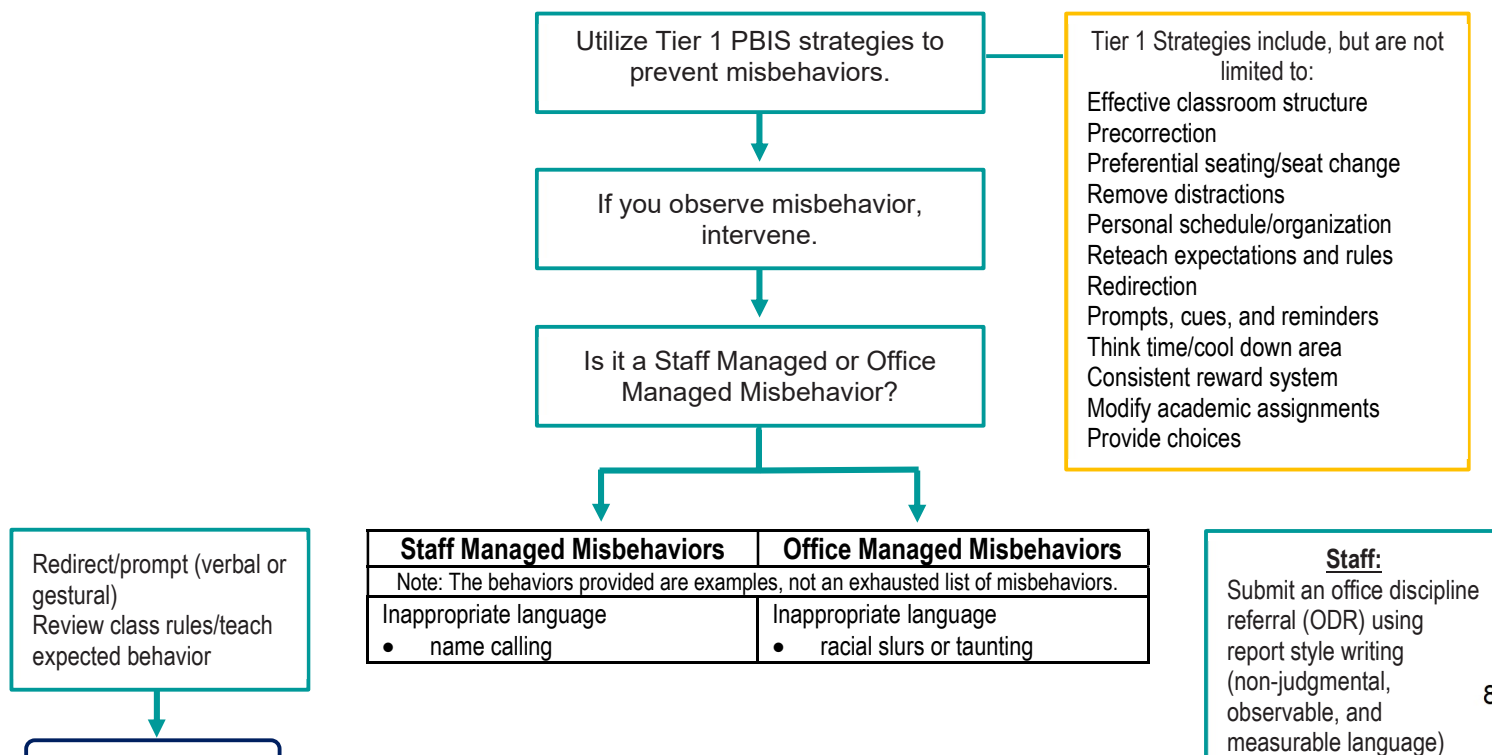
4. Evaluation: A. Implementation fidelity	How will you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program/system? Fidelity will be monitored through classroom walkthroughs, teacher check-ins, behavior data reviews, and evidence of reward system usage. Administration and support staff will look for consistent posting and teaching of expectations, use of positive praise, and regular distribution of rewards or incentives. Staff implementation will also be discussed during team meetings, PLCs, and leadership meetings to determine where additional support or coaching is needed.
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"? The reward system will be considered successful if classroom-managed behavior incidents decrease by at least 25%, from 62 incidents to 46 incidents or fewer, by the end of the next grading period. Behavior referral data, classroom tracking logs, and administrative documentation will be reviewed biweekly to monitor progress. Success will also be measured by increased instructional time, fewer classroom disruptions, and at least 90% of classrooms consistently using the reward system.

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	Kids of Character will be announced each month on the morning announcements and celebrated during a special recognition event, such as a pizza party, ice cream social, or movie celebration. Selected students will also receive certificates or small prizes to honor their positive behavior and character.

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.





• use of profanity	• profanity directed at a staff member
Disrespect • talking back • physical gestures	Harassment • bullying • threat or intimidation
Defiance • work refusal • head down on desk/sleeping • not following directions	Defiance • leaving classroom, assigned area, or school grounds without permission • forgery/plagiarism
Disruptive • tattling/false information • talking out of turn • calling out • distracting others	Disruptive • inciting others to disrupt teacher • chronic classroom disruption: more than 3 times within 30 minutes
Physical Contact • touching others, pushing/shoving (no injuries) • mutual horseplay	Physical Contact • 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. Administrators and coaches will complete at least two targeted walkthroughs per month to observe posted CHAMPS expectations, student adherence, and teacher reinforcement strategies. 2. Teachers identified through walkthroughs or referrals will receive one-on-one coaching and a follow-up observation within two weeks to monitor progress in implementing CHAMPS structures. 3. Conduct frequent checks to ensure all classrooms have current CHAMPS visuals displayed and are consistently referenced during transitions and instructional time

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> :

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 :	62
Total number of <i>other</i> school-wide discipline referrals (not including classrooms):	15
% of referrals in the classroom:	81%
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, 2026, referrals written for unruly play/ disobedience will indicate decrease by 50% as measured by Office Discipline Referrals (ODRs) in Focus.	1. Students who receive referrals will be required to complete an assignment as part of their consequence. A designated space will be provided for students to fulfill this requirement. 2. Additionally, if a student receives three referrals for the same offenses, they will be referred to the Collaborative Problem Solving Team for further support and intervention.

SPBP Submission

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