



Schoolwide Positive Behavior Plan (SPBP)

Broward County Public Schools

SY 2026 – 2027



School Name:	Castle Hill Elementary
School Number:	1461

Please refer to the SPBP Canvas Resource page to access video tutorials, guidance, and resources for completing the 2026-2027 SPBP template. [i](#)

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	Nicholas Brown	7. Security Specialist/ Campus Monitor	Zerry Miller
2. Point of Contact	Dorothea Robertson	8. Social Worker	Janice Mathura
3. BTU Representative	Catina Rush	9. School Nurse	N/A
4. Parent/Community Representative	Claudia Bax	10. Attendance Manager	Tantanika Smith
5. Student Representative	Prinsly Morency	11. Life Skills & Wellness Liaison	Dorothea Robertson
6. School Counselor	Dorothea Robertson	12. Resiliency Liaison	Dorothea Robertson

*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	8/5/2026	1:00pm	➡	8/7/2026
2 nd Oct. 13 – Dec. 18	10/13/2026	2:15pm	➡	10/19/2026
3 rd Jan. 5 – Mar. 18	1/5/2027	2:15pm	➡	1/11/2027
4 th Mar. 29 – May 28	3/30/2027	2:15pm	➡	4/5/2027

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>)	4/20/2026
Hold a <i>faculty</i> vote on the new SPBP (<i>prior to April 30, 2026</i>)	4/21/2026
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>)	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:	496	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals		98%	Are your 0 – 1 referral > 80%?	☒ Yes ☐ No
II. 2 - 5 referrals (at risk students)	9	2%	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> - Analyze the data for “at risk and high risk” students within the first 10 days of school. - Assign each “at risk or high risk” student a staff mentor to provide check-ins and continuous follow-ups. - The mentor will develop individualized “Success Plans” with each student and share with teacher - Mentor will meet with students and teachers twice monthly to monitor progress and provide updates.	

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> - The administrative team will designate specific school-based staff member to administer peer-to-peer support or coaching to teachers in need of classroom management support. - The administrative/PBIS Team will ensure that the school-wide rewards system is implemented with fidelity by ensuring teachers are tracking students’ points and incentive are awarded consistently. - Meeting with safety patrol members monthly to discuss their perspectives on discipline matters and develop strategies to support students.

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. Disobedience/Insubordination	40
2. Battery (Low Level)	18
3. Unruly Disruptive Behavior	13
4. Out of Assigned Area	3
5. Defiance of Authority	3
TOTAL	77

- 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
2. Be Safe
3. Be Cooperative
4. Be Responsible
5. Be Prepared

- 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	9
2. Cafeteria	6
3. Playground	3

4D. Expectations and Rules Chart for common areas of school campus:
This chart is posted in all classrooms and used to teach students during behavior lessons.

Schoolwide Expectations and Location-based Rules				Completed by each teacher:
Schoolwide EXPECTATIONS	Hallway Rules	Cafeteria Rules	Click here to enter location: Rules	Classroom Rules
Be Respectful	Remain in your line	Follow all directions given by the cafe monitors/adults	Follow directions the first time given	
Be Safe	Keep hands and feet to yourself	Keep hands, feet and objects to yourself	Stay in designated area	
Be Responsible	Walk in a straight line	Clean your eating space and pick up trash around your area	Use Level 1-2 voices	
Be Cooperative	Follow adult directives	Face one direction when seated	Keep hands and feet to yourself	
Be Prepared	have your ID badge visible at all times	Have your ID Badge/Lunch Card visible at all times	Wait at your designated area for your bus to arrive	

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	8:30am	Homeroom Classroom
After Winter Break	1/5/2027	8:30am	Homeroom Classroom
After Spring Break	3/30/2027	8:30am	Homeroom 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	1/6/2027	1/7/2027	1/8/2027
After Spring Break	3/31/2027	4/1/2027	4/2/2027

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?
Resiliency Curriculum Click to enter "other"	The 3 rd Friday of each month	Classroom Teachers	Teachers will implement the lessons by teaching the whole group. Students will have opportunities to turn and talk and then share with peers.	Administration and school counselor will monitor during classroom walkthroughs.
Select a program Click to enter "other"	August – September	District Staff and School Counselor	District Staff will implement the content in an assembly format with intermediate students. School Counselor will provide ongoing support during special area classes.	Administration and school counselor will monitor during classroom walkthroughs.

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: Office Discipline Referrals (ODR) Problem Identification Statement: <i>During the 25-26 school year, there were 40 (ODRs) in the classroom for Disobedience/Insubordination</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?</i> SMART Goal Statement: By May 2027, the number of referrals for Disobedience/Insubordination will reduce by at least 15% as measured by FOCUS discipline referrals.
3. Intervention Design: Describe how you will implement a positive reward program/system to decrease this problem.	Type of Program/System: Point system Description of Program/System: Each teacher will develop classroom rules with their class on the first day of school. Students input will allow for buy-in from the students. • Students will be awarded points daily for compliance with the established rules. Points tabulation will be posted so students can track themselves. • Students who gain more than 15 points for the week will participate in "Fun Friday"- the last 20 minutes of each Friday. • Students who participate in "Fun Fridays" will be able to participate in a preferred fun activity such as computer games, board games etc. • The first Wednesday in each month, twenty five (one per class) students will be selected randomly from the Fun Friday group of students and have a social with both administrators
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) A.P. and Team Leader for each grade level will ensure that each classroom has posted rules and expectations in each room by August 14, 2026. Support Staff will be assigned a grade level to monitor as they complete their regular daily walkthroughs. They will also conference with random students to ensure that points are being awarded. Teachers will turn in their names for the monthly drawings to the A.P. This will be used to ensure all teachers are using the point system.
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"? A.P will monitor ODRs for the first quarter to determine if there is a decrease in classroom referrals for the same period last year. • Any teacher having more than 7 referrals for the quarter will meet with the A.P to evaluate their classroom management system and make improvements where necessary. • School Counselor will utilize lessons from Suite 360 to provide intervention for classrooms that have > 7 ODRs for the 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. 

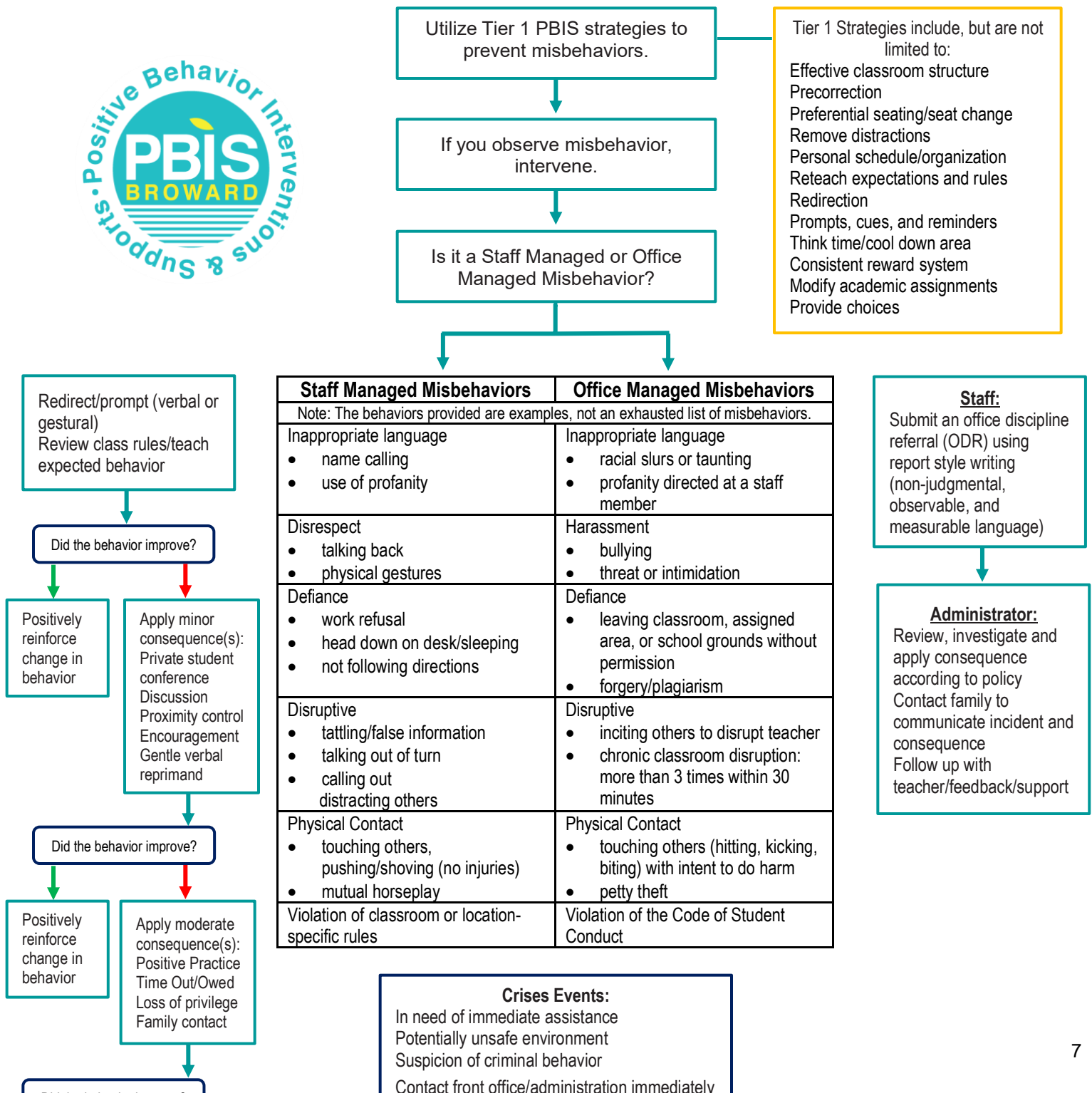
Monthly Character Traits	Plan Details
	How will you recognize <i>Kids of Character</i> each month? (2-3 sentences)

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

Kids of Character will be recognized during lunch in front of their peers. They will receive a certificate from the School Counselor. In addition, Kids of Character are recognized during each quarter's awards assembly

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.



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. The team collects evidence for evidence-based classroom management training for every teacher. 2. Teachers who do not have training, will participate in district-offered training. The percentage of teachers trained will be maintained 3. Team will follow up and coach teachers who take district training.

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 :	83
Total number of <i>other</i> school-wide discipline referrals (not including classrooms):	21
% of referrals in the classroom:	80%
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 8/14/2026, 1. The PBIS Team and team leaders will review lesson plans for content and level of engagement. 2. The assistant principal and school counselor will ensure all lesson plans are
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 8/14/2026, 1. The PBIS Team will train all new instructional staff on the Discipline Flow Chart. 2. The assistant principal will monitor all ODRs monthly to monitor consistent implementation
A recognition system is implemented by 100% of staff for <i>all</i> students.	☐ Yes ☒ No	By Click here to enter a date, 1. The PBIS Team will create a quarterly tracking system to ensure all instructional staff are implementing the point system effectively and equitably to all students. 2. The PBIS Team will ensure the rewards are awarded consistently

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.
Classroom Referrals <i>Choose one ODR area of focus</i>	By June 3, 2027, classroom referrals will indicate a 10% decrease as measured by Office Discipline Referrals (ODRs) in Focus.	1. The staff will participate in a CHAMPS refresher training and administration will monitor the implementation while conducting classroom walkthroughs 2. A PBIS Team member will mentor and create a plan of action for students with multiple referrals (frequent flyers) in an effort to change their behavior.

SPBP Submission

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