



Schoolwide Positive Behavior Plan (SPBP)
Broward County Public Schools

SY 2026 – 2027



School Name:	Coconut Creek High School
School Number:	1681

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	Nicole Nearor	7. Security Specialist/ Campus Monitor	Jeff Dabel
2. Point of Contact	Miderland Delance	8. Social Worker	Roger Edouard
3. BTU Representative	Ruth Martinez	9. School Nurse	TBA
4. Parent/Community Representative	Wade Edmond	10. Attendance Manager	Sharon Deparra
5. Student Representative	Lauren Thomas	11. Life Skills & Wellness Liaison	Erica Rucker
6. School Counselor	Antonia Williams	12. Resiliency Liaison	Magarith Lubin
13. Grade Level/Content Area Representative	Claudia Lora	Grade Level/Content Area Representative	Maria Casanova

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

1B. Schedule of quarterly team meetings.

Meeting Objectives:

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

Quarter	PBIS Data Meeting Dates	PBIS Data Meeting Times		Faculty and Staff Data Communication/Presentation Dates
1 st	8/6/2026	10:00 AM		8/6/2026
2 nd	10/14/2026	1:45 PM		10/14/2026
3 rd	1/6/2027	10:00 AM		1/6/2027
4 th	3/16/2027	1:45 PM		3/16/2027

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>)	4/13/2026
Hold a <i>faculty</i> vote on the new SPBP (<i>prior to April 30, 2026</i>)	4/29/2026
Provide training to faculty and staff (<i>prior to September 30, 2026</i>)	8/6/2026

CRITICAL ELEMENT # 3: Data Collection and Analysis**3A. Core Effectiveness: Use current 2025-2026 school year behavior data as listed in Focus.**

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

TOTAL Population:	1790	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals	306	83%	Are your 0 – 1 referral > 80%?	☒ Yes ☐ No
II. 2 - 5 referrals (at risk students)	114	7%	Are your 2 - 5 referrals <15%?	☒ Yes ☐ No
III. > 5 referrals (high-risk students)	23	2%	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: (3-4 detailed steps)	
1. The leadership will identify students in need of support based on discipline and attendance data by semester 1 and refer them to MTSS and the social worker for additional support.	
2. The leadership team will implement regular progress monitoring for identified students by reviewing attendance, behavior, and intervention data every grading period to assess effectiveness of supports and make necessary adjustments in collaboration with MTSS team members, counselors, and the social worker.	
3. The leadership will engage families of identified students by establishing consistent communication (phone calls, conferences, and written updates) to ensure parents are informed of concerns, interventions in place, and strategies to support improved attendance and behavior at home and school.	
4.	

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)?
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Disproportionality Action Steps: (3-4 detailed steps)

1. The leadership team will collaborate with the equity liaison and PBIS team to analyze the discipline data to prevent disproportionate discipline outcome for all subgroups.
2. A peer-to-peer program will be implemented to provide support and interventions for students for ELL and SWD scholars.
- 3.
- 4.

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 and Insubordination	214
2.Class Cutting/ Skipping	113
3.Unruly Disruptive Behavior	44
4. Cell Phone Violation	32
5.Fighting(Medium)	30
TOTAL	433

- 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. <u>Believe</u> In Yourself
2. <u>Build</u> Good Habits
3. <u>Bloom</u> Into Your Full Potential

- 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. Classroom	321
2. Hallway	150
3.School Grounds	27

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	Restroom Rules	Classroom Rules
Believe in yourself	Have your ID badge visible at all times	Follow all directions given by the cafe monitors/adults	Honor other's personal space	Follow directions
Build good habits	Keep hands and feet to yourself	Keep your area clean	Leave the restroom better than how you found it	Use appropriate language
Bloom into your full potential	Have a pass when you are not with your class	Keep all food items on your tray	Flush toilet	Respect other's right to learn
	Walk directly to your destination	Sit in your assigned area	Keep body and objects to self	Be Prepared
	Use Level 1 voice in the hallways	Sit with your feet under the table	Return straight to class	Keep your hands and feet to yourself

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	8/19/2026	8:30 AM	Auditorium
After Winter Break	1/14/2027	12:30 PM	Auditorium
After Spring Break	3/31/2027	8:30 AM	Auditorium

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	8/12/2026	Classroom
After Winter Break	1/7/2027	1/7/2027	Classroom
After Spring Break	3/30/2027	3/30/2027	Classroom

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?
Choose Peace/Stop Violence	September 2026 to April 2027	Ms. Lora	Content will be delivered during quarterly expectations assembly to all scholars in collaboration with the leadership team.	Effectiveness will be measured by monitoring discipline data
Resiliency Curriculum	September 2026 to April 2027	Classroom teachers and support from HIP and Student Support Specialist	Content will be delivered to scholars once a month by classroom teachers and support from HIP scholars and Student Support Specialist.	Effectiveness will be measured by monitoring discipline data and student achievement learning outcome

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: Problem Identification Statement: Fighting, disobedience and insubordination are our main concerns that need to improve in the upcoming year.
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 June 1, 2027, referrals in the area of fighting will decrease by 5% as measured by the number of referrals written by faculty and staff. By the end of May of 2027, referrals in the area of disobedience and insubordination will decrease by 5% as measured by the number of referrals written by faculty and staff.
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</i>) How you will implement a positive reward program/system to decrease this problem? The PBIS(Positive Behavioral Interventions) and Supports team will work together with various clubs and organizations, including MTL, RISE, HIP, LIA, and school social workers, to enhance students' peer relationships and leadership through a peer-to-peer mentoring program. We will pull quarterly reports to monitor students' progress. The PBIS team will display school-wide expectations throughout the school to promote positive behavior. In addition, we will implement a school-wide incentive program called the Cougar Store. Scholars can earn points for demonstrating positive behavior in the classroom and hallways. Points can be earned for the following behaviors: - Showing respect for themselves and others - Taking pride in and showing ownership of the school - Being accountable for their actions - Arriving punctually to all classes Students can redeem their points at the Cougar Store for a variety of prizes, including school gear, food, drinks, gift cards, and a chance to enter a raffle for additional rewards.
4. Evaluation: A. Implementation fidelity	How will you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program/system? (<i>2-3 sentences</i>) The Supervising staff will award points to all scholars who demonstrate appropriate behavior. Scholars can redeem their points for prizes at the ROAR Store. All teachers will receive rosters and record points for students based on weekly behavior being observed. Teachers will then submit rosters to the PBIS team to enter in the database. At the end of each month, data will be reviewed to ensure staff's implementation of the PBIS system

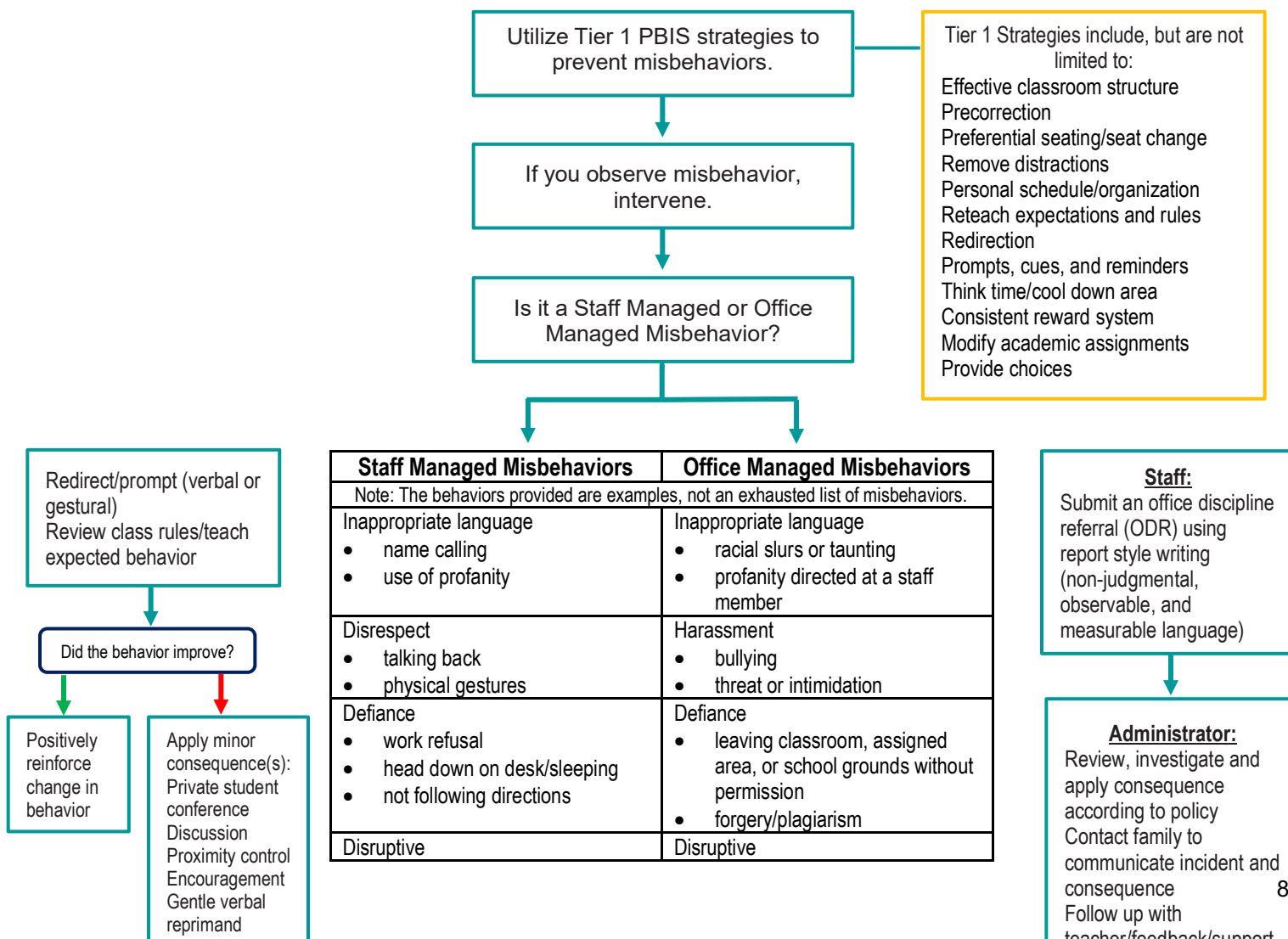
B. Student outcome monitoring (<i>use numerical data</i>)	How will you know if the reward program/system is positively impacting students? What measurable data will you use to determine “success”? (2-3 sentences) Success of the program will be monitored using the quarterly discipline data from FOCUS.
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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	The PBIS team will work together with the leadership team to implement the "Kids of Character" program each month. Teachers will nominate students, and one scholar from each grade level will be recognized. Each recognized scholar will receive a certificate, have their accomplishment mentioned in the morning announcements, and be featured in a spotlight profile on Creek TV.

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.





- tattling/false information - talking out of turn - calling out distracting others	- 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. Classroom management and conditions for staff training during pre-planning. 2. Conditions for learning professional development 3. CHAMPS for new educator through the TIER program 4.

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 2024-2025 school year behavior data** as listed in Focus.

(a) Review your classroom data YTD in Focus – Discipline – Category Breakdown – *Location*.

(b) Complete the yellow highlighted cells.

(c) Auto-calculate the % of referrals in the classroom by clicking on “!Zero Divide” in the next cell and pressing “Fn + F9” together.

Total number of discipline referrals from classrooms :	334
Total number of <i>other</i> school-wide discipline referrals (not including classrooms):	709
% of referrals in the classroom:	32%
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 Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) ☐ 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 Brainshark available at: http://www.brainshark.com/browardschools/PBIS101
October 2 nd Quarter Team Meeting	☐ Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) ☐ Present implementation data, behavior data, team activities, and SPBP progress to entire staff ☐ Ensure Core Effectiveness Action Steps are being implemented as written ☐ Complete Quarterly Big 5 Data Template and submit to your 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
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 on PBIS Canvas page) ☐ Present implementation data, behavior data, team activities, and SPBP progress to entire staff ☐ Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator ☐ Confirm next quarterly PBIS team meeting date and time
February	☐ Check on recently hired staff for PBIS understanding - provide "PBIS 101" Brainshark resource ☐ 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 on PBIS Canvas page) ☐ Present implementation data, behavior data, team activities, and SPBP progress to entire staff ☐ Complete Quarterly Big 5 Data Template and submit to your 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% 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.
Behavior Incidents <i>Choose one ODR area of focus</i>	By June 3, 2026 referrals in the area of fighting will decrease by 5% as measured by the number of referrals written by faculty and staff. By the end of May of 2026, referrals in the area of disobedience and insubordination will decrease by 5% as measured by the number of referrals written by faculty and staff.	1. Monitoring of discipline data through PBIS 2. Implementation of school-wide incentive program- Cougar Store

SPBP Submission

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