



Schoolwide Positive Behavior Plan (SPBP)
Broward County Public Schools



SY 2026 – 2027

School Name:	Deerfield Beach High School
School Number:	1711

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	Chelsie Deese	7. Security Specialist/ Campus Monitor	Christopher Hall
2. Point of Contact	Kelan Williams	8. Social Worker	Mark Gouldbourne
3. BTU Representative	Shelly Soffer	9. School Nurse	Susan Steinburg
4. Parent/Community Representative	Joel Smith	10. Attendance Manager	Nicole Mitchell
5. Student Representative	Jahair Walls	11. Life Skills & Wellness Liaison	Joshua Smith
6. School Counselor	Samantha Sweeting	12. Resiliency Liaison	Samantha Sweeting

*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	9/30/2026	2:40pm		9/3/2026
2 nd Oct. 13 – Dec. 18	10/28/2026	2:40pm		11/5/2026
3 rd Jan. 5 – Mar. 18	1/27/2027	2:40pm		2/4/2027
4 th Mar. 29 – May 28	3/31/2027	2:40pm		4/1/2027

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>)	4/27/2026
Hold a <i>faculty</i> vote on the new SPBP (<i>prior to April 30, 2026</i>)	4/27/2026
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>)	9/28/2026

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:	1871	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals		!Zero Divide	Are your 0 – 1 referral > 80%?	☐ Yes ☐ No
II. 2 - 5 referrals (at risk students)	228	12%	Are your 2 - 5 referrals <15%?	☒ Yes ☐ No
III. > 5 referrals (high-risk students)	31	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: <i>(3-4 detailed steps)</i> - Continue to provide support and resources in our monthly Block Buddies Staff Development for Behavior Management. - Collaborate with CPS/MTSS team to identify and support students who need Tier 2 and 3 interventions. - Monthly Tier 1 behavior team meetings to analyze data and adjust Positive Behavior Plan accordingly.	

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> - Conduct quarterly behavior and counseling assemblies to ensure students know the resources available and review the Student Code of Conduct. - Behavior team will provide support to new teachers by pairing them with experienced teachers who demonstrate positive behavior management within their classroom. - Utilize various clubs and athletic teams to mentor student groups who have disproportionate disciplined outcomes.
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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. Class Cut/Skipping	366
2. Tardiness Habitual	174
3. Disobedience/Insubordination	145
4. Defiance of Authority/Habitual	78
5. Unruly/Disruptive Behavior	53
TOTAL	816

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. P= Punctuality
2. R= Respect
3. I = Involvement
4. D = Determination
5. E = Excellence

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. In School Suspension Room	326
2. Hallway	218
3. Student Area	106

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
P = Punctuality	Go directly to your destination	Stay in assigned area	Stay in designated area	
R = Respect	Follow adult directives	Follow all directions given by the cafe monitors/adults	Think before you act	
I = Involvement	Report inappropriate behavior to a trusted adult	Raise your hand to get the attention of an attendant/adult	Keep hands, feet and objects to yourself	
D = Determined	Go directly to your destination	Walk in the cafeteria Line up one behind another in the lunch line	Keep area clean and tidy	
E = Excellence	Follow adult directives	Clean your eating space and pick up trash around your area	Keep 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	8/12/2026	9:00am	Media Center/Auditorium
After Winter Break	1/6/2027	9:00am	Media Center/ Auditorium
After Spring Break	3/31/2027	9:00am	Media Center/ 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	8/12/2026
After Winter Break	1/6/2027	1/6/2027	1/6/2027
After Spring Break	3/31/2027	3/31/2027	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?
Character Education	September 2026-April 2027	PBIS Team	Teachers will nominate students that exhibit the character trait of the month. These students will be recognized and honored for their nomination. Teachers will also have the character traits displayed in their classrooms throughout the school year and refer to them periodically.	Administration and the school teacher leaders will monitor FOCUS behavior data
Resiliency Curriculum	September 2026-April 2027	Classroom Teachers	Once a month, teachers will conduct 2 Resiliency trainings using the guidance of the District materials. Students will engage in the monthly Resiliency topics and complete the computer modules.	Data from the completed student modules

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: <i>Attendance and Discipline Referrals (366 Class Cut/Skipping incidents occurring in the hallway.)</i> Problem Identification Statement: <i>Students are not reporting to their scheduled class and are outside their instructional areas at various times during the school day.</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>Student and teachers struggle to build a relationship with the students causing the students to not want to attend. Additionally, students often report they are bored and are not engaged to want to attend class.</i> SMART Goal Statement: <i>By Spring 2027, 80% of our instructional staff will implement, atleast one, student engagement strategy (student collaboration, student check-ins, academic games/technology, etc.) documented through lessons plans or observation logs, resulting in a 10% decrease in skipping class as measured by FOCUS behavior data.</i>
3. Intervention Design: Describe how you will implement a positive reward program/system to decrease this problem.	Type of Program/System: <i>Token system</i> Description of Program/System: <i>BUCKS buck is a token rewards system implemented to reward students for exhibiting appropriate classroom and school behavior. Teachers and staff will give BUCKS buck to students they deemed to demonstrate the qualities we are looking for in an exemplary student. The buck can be used to purchase an item from the concession stand after school.</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? <i>Teachers and staff can be observed using the BUCKS buck in their daily routine as seen by classroom walkthroughs.</i>
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"? <i>The top 5 behaviors can be compared quarterly and compared to previous year to measure program effectiveness.</i>

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. 

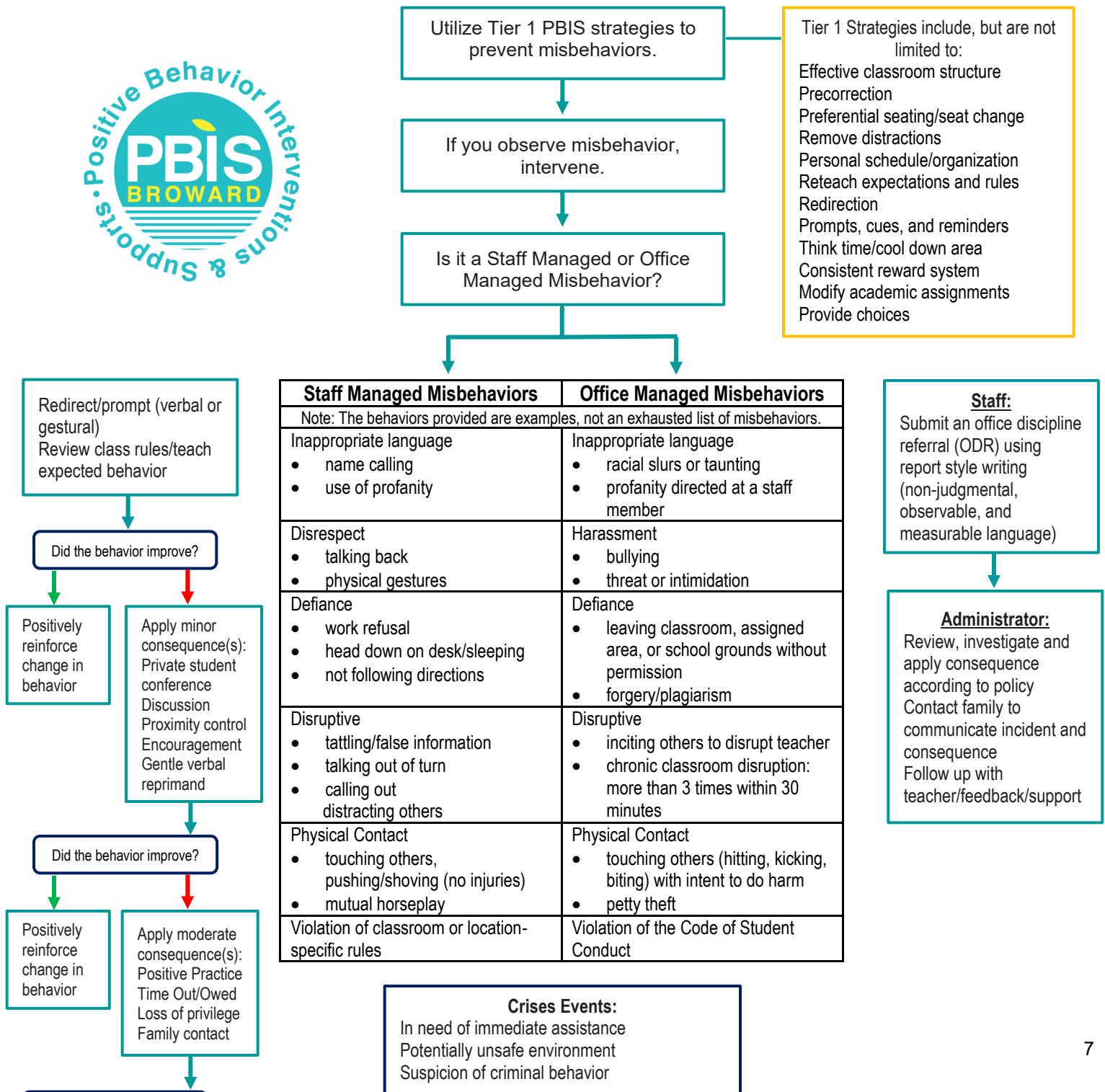
Monthly Character Traits	Plan Details
	How will you recognize <i>Kids of Character</i> each month? <i>(2-3 sentences)</i>

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

Monthly, teachers will nominate students who exhibit the character trait for the month. Nominated students will be recognized by attending a Kids of Character celebration. During the celebration, the students receive a certificate, the reason they have been nominated, and a reward (EX: pizza, ice cream, etc.) Students are also recognized on our school social media outlets.

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. (3-4 detailed steps)
☐ CHAMPS ☒ Positive Behavior Interventions and Supports and the Classroom https://fl-pda.org/#/category/26 ☐ Other: Click here to enter name of system	1. Provide targeted Professional Development based on the needs of the staff. 2. Conduct monthly peer review walkthroughs 3. Review discipline data, quarterly, and utilize a behavior reflection protocol to address the concerns 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 (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 :	332
Total number of <i>other</i> school-wide discipline referrals (not including classrooms):	596
% of referrals in the classroom:	36%
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 30th. Use this new SPBP in the next school year
- ☐ Continue implementing your *current* SPBP through the end of the current school year

CRITICAL ELEMENT # 10: Evaluation

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

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

STAFF Implementation Monitoring		
Staff Implementation Goal	Quarterly Team Review: Implemented with fidelity?	If you answered No , enter 2 action steps your school will take to move towards this goal by the next PBIS meeting.
100% of hallways, front office, cafeteria, and other public areas all have school-wide expectations and location-specific rules posted.	☐ Yes ☒ No	By 8/10/2026, 1. Administration and PBIS team will ensure all signage is visible throughout the school. 2. A follow-up walk through will take place prior to our school's open house to reinforce our school wide behavior.
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 8/10/2026, 1. The Discipline Flow Chart will be shared with staff during pre-planning week 2. Professional development will be offered to explain the Discipline Flow Chart and answer any questions/concerns
A recognition system is implemented by 100% of staff for <i>all</i> students.	☐ Yes ☒ No	By 8/10/2026, 1. Staff will be introduced to the BUCKS buck token system and provide examples of how to implement this recognition system within their classroom 2. Staff will be informed of all character traits and posted on our school website to reinforce throughout the school year

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, Skipping, Habitual Tardiness and Unruly/Disruptive Behavior will indicate decrease by 6% as measured by Office Discipline Referrals (ODRs) in Focus.	1. Promote Kids of Character, BUCKS buck, and Buck of the Month to consistently celebrate the students monthly. 2. Ensure MTSS Team aids teachers with PBIS strategies with an increased focus on TIER 2 strategies.
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SPBP Submission	
1. Upload completed SPBP (as PDF) into BCPS Central in the School Improvement Plan.  2. Complete PBIS Point of Contact form. 	