



Schoolwide Positive Behavior Plan (SPBP)
Broward County Public Schools

SY 2026 – 2027



School Name:	Cooper City High School
School Number:	1931

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	Tara Daub	7. Security Specialist/ Campus Monitor	Joseph Failla
2. Point of Contact	Lisa Alonso	8. Social Worker	Priscilla Cardenas
3. BTU Representative	Warren Denise	9. School Nurse	Nurse Glorianna
4. Parent/Community Representative	Jessica Spigelman	10. Attendance Manager	Natasha Vergara
5. Student Representative	Grace Lerner	11. Life Skills & Wellness Liaison	Adrienne Cabrera
6. School Counselor	Luisa Rebellon	12. Resiliency Liaison	Lisa Alonso

*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	Click to enter a date.	8/13/26		8/18/2026
2 nd Oct. 13 – Dec. 18	Click to enter a date.	10/22/26		10/27/2026
3 rd Jan. 5 – Mar. 18	Click to enter a date.	01/21/27		1/26/2027
4 th Mar. 29 – May 28	Click to enter a date.	04/08/27		4/13/2027

CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment

2. Team communication/presentation of new SPBP to staff and stakeholders

Action Steps:	Date
Present the 2026-27 SPBP to staff (<i>prior to April 30, 2026</i>)	4/22/2026
Hold a <i>faculty</i> vote on the new SPBP (<i>prior to April 30, 2026</i>)	4/28/2026

Provide training to faculty and staff (<i>prior to September 30, 2026</i>)	8/18/2026
Present the 2026-27 SPBP to family and community stakeholders (<i>prior to September 30, 2026</i>)	9/22/2026

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:	2278	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals		94%	Are your 0 – 1 referral > 80%?	☒ Yes ☐ No
II. 2 - 5 referrals (at risk students)	119	5%	Are your 2 - 5 referrals <15%?	☒ Yes ☐ No
III. > 5 referrals (high-risk students)	18	1%	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> - Administrators and school counselors analyze FOCUS data for students who have a history of at-risk/high risk behaviors. - Administrators will conduct Success Assemblies at least twice per year, at the beginning of school and after winter break. - Administrators will use Multi-Tiered System of Supports (MTSS) and Response to Intervention (RTI) to support our students. - Identified students are targeted for additional support, both academically and through Social Emotional Learning. Student behavior plans are developed, implemented, and monitored quarterly and evaluated for effectiveness at the mid-term and end of the year		

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: *(3-4 detailed steps)*

1. At-risk students will be identified and referred to RTI.
2. Identified students will be paired with a peer counselor and/or Honor Society Student for academic help and relationship-building.
3. Behavior contracts will be put into place for identified, at-risk scholars.
4. Provide ongoing professional development for staff on equitable discipline practices and strategies to build positive relationships with diverse 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.

- (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 Tardiness Habitual	263
2. Class Cut/Skipping	109
3. Out of Assigned Area	91
4. Unruly/Disruptive Behavior	70
5. Tobacco Pos/Use/Sale Vap Device	59
TOTAL	592

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 Prompt
2. Be Responsible
3. Be Respectful
4. Be Cooperative
5. Display Self Control

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. School Grounds	242
2. Front office	192
3. Restroom	87

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
Be Prompt	Go directly to your destination Move with the flow of traffic Arrive to class before the bell rings	Enter cafeteria calm and quickly Go directly to the end of the line Be seated quickly	Use closest restroom to assigned area Use restroom quickly and return to class	
Be Responsible	Have your ID badge visible at all times Have a pass when not in class	Clean your eating space and pick up trash around your area Have lunch ID/money ready	Throw away trash in the receptacles Use supplies appropriately Report any issues to nearest school staff member	
Be Respectful	Respect other's space within the halls Use language appropriate for an academic setting Be polite to peers, teachers and staff	Volume of speech will remain level 1-2 Be courteous to cafeteria staff	Respect others privacy Follow posted restroom procedures Give others personal space	
Be Cooperative	Walk on the right side of the hallway Allow others to pass and keep traffic flowing Report conflict or issues to the nearest school staff member immediately	Follow all directions given by the cafe monitors/adults Be polite to those around you	Wait your turn patiently If you see something, say something	
Display Self Control	Keep hands and feet to yourself Manage behavior and emotions appropriately	Walk in the cafeteria Keep all food items on your tray	Keep hands, feet, and objects to yourself No horseplay, vandalism, or misuse of facilities Make safe and appropriate choices	

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	Success Assemblies (Varies by grade level)	Auditorium
After Winter Break	1/5/2027	Success Assemblies (Varies by grade level)	Auditorium
After Spring Break	3/30/2027	Success Assemblies (Varies by grade level)	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	8/11/2026	8/11/2026	8/11/2026
After Winter Break	1/5/2027	1/5/2027	1/5/2027
After Spring Break	3/30/2027	3/30/2027	3/30/2027

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?
Life Skills & Wellness	During Peer Counseling class	Ms.Gailboord or Peer Counseling Teacher	This program is implemented based on the master calendar provided by BCPS. An assembly will be scheduled so students grades 9-12 will all be able to participate	This will be monitored through the behavior data on Focus
Life Skills & Wellness	Immersed in school events and classroom instruction	Faculty and staff	This program initiative is implemented every day in the classroom setting and through the morning announcements. It is also reflected in the activities the school participates in Study Hall classes	This initiative is monitored through a student survey through the Rethink Ed application.
Resiliency Education	Monthly from September to April per district initiative	Faculty and staff		Student completion in Rethink Ed

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 Problem Identification Statement: Habitual tardiness, reflected in 263 office referrals affecting 11.5% of students, is reducing instructional time and increasing disciplinary actions, highlighting a need for interventions to improve punctuality.
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: Students may not see the value in arriving on time mostly during arrival/ first period transitions. SMART Goal Statement: By June 2027, the number of office referrals for habitual tardiness will decrease by 10%, from 263 to 237 or fewer referrals, and the percentage of students receiving tardy-related referrals will decrease from 11.5% to 10.5% or less.
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: The school will implement a positive reward system called “On-Time & On-Track” to reduce habitual tardiness and related office referrals. Students who arrive on time to school and class, particularly during first period, will receive immediate recognition in the form of tickets or points from teachers and staff. These tickets can be used to enter weekly raffles for incentives such as school supplies, snacks, or special privileges, as well as qualify students for monthly recognition events. In addition, the school will incorporate class-based competitions to encourage collective responsibility, rewarding classes with the highest on-time rates. Staff will consistently reinforce expectations by providing reminders, greeting students at the door, and acknowledging punctual behavior to build a positive schoolwide culture around timeliness.
4. Evaluation: A. Implementation fidelity	How will you monitor the fidelity (consistency and effectiveness) of the staff’s implementation of the reward program/system? This will be monitored by ensuring that staff consistently distribute recognition tickets for on-time behavior and reinforce expectations daily. The leadership team will conduct weekly checks to confirm that key components of the program, including ticket distribution and scheduled recognition activities, are being implemented as planned. The goal is to maintain at least 85% overall fidelity to ensure the intervention is carried out consistently and effectively.

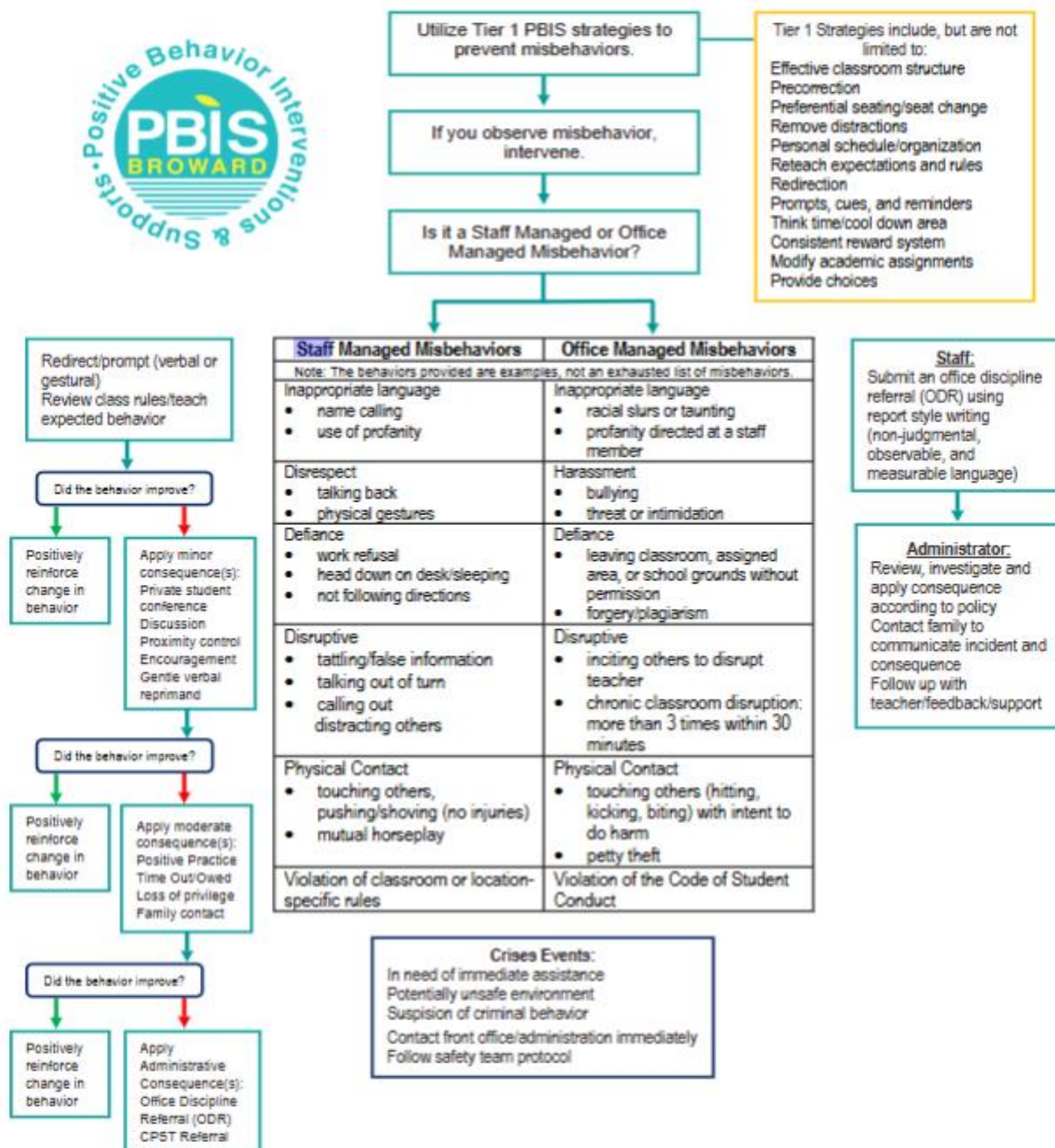
B. Student outcome monitoring <i>(use numerical data)</i>	How will you know if the reward program/system is positively impacting students? What measurable data will you use to determine “success”? Student outcomes will be monitored by tracking the number of tardy-related office referrals and the percentage of students receiving referrals on a weekly basis. Progress will be reviewed regularly by the leadership team to determine if referrals are decreasing by 10% to meet or exceed our goal of 237 or fewer incidents by June 2027. Data will also be used to make adjustments to the intervention as needed to ensure continued improvement.
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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? <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	Each month, teachers receive the character trait of the month along with a detailed description. They will then submit their nominations to the school counselor. The behavior specialist or administrative team will review discipline records in FOCUS to ensure eligibility. One student from each grade level will be selected based on their exemplary character and will be recognized during the CTV morning show, where they will also receive a certificate of achievement.

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.



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. Implement CHAMPS Expectations- Teachers will post and explicitly teach CHAMPS expectations for at least three core routines. Success will be measured by walkthrough data showing classrooms visibly displaying and reinforcing expectations. 2. Increase Positive Feedback (PBIS)- Teachers will maintain a 5:1 ratio of positive-to-corrective feedback during instruction. Progress will be monitored through observation data, with a goal of 80% of teachers meeting the ratio. 3. Teach PBIS Behavior Lessons- Grade-level teams will deliver one explicit PBIS-aligned behavior lesson each week. Implementation will be verified through lesson plans and walkthroughs, targeting 100% participation. 4. Use Data for Continuous Improvement- Teams will review behavior data biweekly and adjust one classroom strategy based on CHAMPS/PBIS practices. Success will be tracked through meeting documentation and a 10% reduction in behavior referrals.

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 :	185
Total number of <i>other school-wide</i> discipline referrals (not including classrooms):	604
% of referrals in the classroom:	23%
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 1st 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 2nd 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 3rd 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 4th 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:	If you answered No , enter 2 action steps your school will take to move towards this goal by the next PBIS meeting.

	Implemented with fidelity?	
100% of hallways, front office, cafeteria, and other public areas all have school-wide expectations and location-specific rules posted.	☒ Yes ☐ No	By Click here to enter a date, 1. 2.
100% of instructional staff has delivered expectations and rules lesson plans as written and when indicated.	☒ Yes ☐ No	By Click here to enter a date, 1. 2.
100% of staff members are oriented to the Discipline Flow Chart. It is used consistently by 100% instructional staff, behavioral support, and administrators.	☒ Yes ☐ No	By Click here to enter a date, 1. 2.
A recognition system is implemented by 100% of staff for <i>all</i> students.	☒ Yes ☐ No	By Click here to enter a date, 1. 2.

10B. The SPBP is successful in positively impacting **students**: review behavior data and create a SMART goal. Evaluate implementation and create action steps to review in quarterly PBIS meeting.

"If staff are implementing the SPBP consistently and effectively, is it positively impacting students? How will you know?"

SMART Criteria:

S	Specific	Concrete, detailed, focused, and well defined. Results-focused and action-orientated.
M	Measurable	The measurement sources (data) are defined numerically in order to track progress towards the objective.
A	Attainable	Objectives are achievable in the near future to maintain motivation.
R	Realistic	Staff have the resources to achieve the objective- time, personnel, materials, etc.
T	Time-bound	Agreed-on time frames create the necessary urgency and prompt action.

STUDENT Outcome Monitoring

Student Outcome Data	Complete the SMART goal to determine "successful" student outcomes <i>(use numerical data)</i>	List 2 action steps your team will take to ensure this goal is monitored and meets or exceeds the SMART goal.
Select an item <i>Choose one ODR area of focus</i>	By June 3, 2027, Habitual tardiness will decrease by 10% as measured by Office Discipline Referrals (ODRs) in Focus.	1. Implement a weekly tracking and review system in Focus to monitor tardy-related ODRs for all students, with data reviewed by the attendance team and classroom teachers. 2. Develop and reinforce positive attendance interventions, such as recognition for on-time attendance, parent communication for habitual tardiness, and targeted support plans for students exceeding the tardy threshold.

SPBP Submission

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