



Schoolwide Positive Behavior Plan (SPBP)
Broward County Public Schools

SY 2026 – 2027



School Name:	Coral Cove Academy of the Arts
School Number:	2011

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	Luis Figueroa	7. Security Specialist/ Campus Monitor	Harolena Mckinnon
2. Point of Contact	Michele Arguelles	8. Social Worker	Marlene Jairam
3. BTU Representative	Maria Garcia	9. School Nurse	Always changing
4. Parent/Community Representative	Pamela Hernandez-Vazquez	10. Attendance Manager	Sharam Ocasio
5. Student Representative		11. Life Skills & Wellness Liaison	Darria Stafford-Williams
6. School Counselor	Darria Stafford-Williams	12. Resiliency Liaison	Darria Stafford-Williams

*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	2:20 PM		10/13/2026
2 nd Oct. 13 – Dec. 18	12/11/2026	2:20 PM		12/18/2026
3 rd Jan. 5 – Mar. 18	3/12/2027	2:20 PM		3/18/2027
4 th Mar. 29 – May 28	5/21/2027	2:20 PM		6/2/2027

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>)	4/6/2026
Hold a <i>faculty</i> vote on the new SPBP (<i>prior to April 30, 2026</i>)	4/24/2026
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>)	9/23/2026

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:	511	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals	25	99%	Are your 0 – 1 referral > 80%?	☒ Yes ☐ No
II. 2 - 5 referrals (at risk students)	4	1%	Are your 2 - 5 referrals <15%?	☒ Yes ☐ No
III. > 5 referrals (high-risk students)	3	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> - Maintain Consistent and Ongoing Data Review Cycles - Leverage MTSS/RTI Teams for Root Cause Analysis - Conduct Structured Student Support through hands-on and Targeted Positive Behavior assemblies - Continue the use of Compass 360 curriculum and support from our school counselor	

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> - Discipline Data Deep Dives through our PBIS Committee and Data Chats - Develop Tiered Behavior Support Plans - School-wide Guiding Principles - School-wide continual use of CHAMPs

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.BATTERY (LOW LEVEL) (KG-2nd)	19
2.MISTREATMENT OF PEERS (3rd-5th)	7
3.DISOBEDIENCE/INSUBORDINATION (KG-2nd)	6
4.DISRUPTIVE /UNRULY PLAY (6th-8th)	5
5.Simple Battery (KG-2nd)	5
TOTAL	42

- 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 RESPONSIBLE
2. BE RESPECTFUL
3. BE KIND
4. BE SAFE
5. BE INCLUSIVE

- 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. CLASSROOM	55
2.CAFETERIA	7
3.HALLWAY	5

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.

School-wide	Hallway Rules	Cafeteria Rules	Classroom Rules	Recess/Structured PE
BE RESPONSIBLE	Hands by side, eyes looking forward, and 2nd tile from the wall.	Raise your hand and wait for help, keep your area clean	Staying on-task, complete required assignments on-time, appropriate use of technology, and See something/Say something.	Line up quickly and quietly when the signal is given. Use time wisely—stay in designated play areas. Follow adult direction the first time.
BE RESPECTFUL	Use voice level 1	Listen to adult's directions at all times.	Stop and THINK before you speak. Is it helpful or hurtful? and Listen to all adults' directions	Take turns and share equipment fairly. Use kind words and a calm voice with others respect Personal space keep hands and feet to yourself.
BE KIND	Walk directly to your destination	Use inside voices, speak to those close to you and use kind words.	Use kind words, offer to help classmates and teachers, be a leader, and be respectful	Invite others to join your game or group. Help someone if they are hurt or upset. Speak up in a kind way if you see someone being left out.
BE SAFE	Keep your hands and feet to yourself	Sit in your assigned area, use walking feet and keep hands/feet to self.	Keep your hands and feet to yourself, stay in assigned area, listen to adults' directions, and See something/Say something	Use equipment correctly (e.g., no climbing up slides, no standing on swings). Walk to and from the play area—no running in line. Keep rocks, mulch, and other objects on the ground. Report problems or injuries to an adult right away.
BE INCLUSIVE	Treat everyone with kindness.	Treat everyone with kindness.	Everyone has the right to be heard and to be included, be welcoming and kind to all classmates and teachers.	Play with different classmates, not just your close friend (s). Use friendly language that includes everyone. Celebrate differences and make sure everyone feels welcome.

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	8/5/2026	2:20 PM	MEDIA CENTER
After Winter Break	1/6/2027	2:20 PM	MEDIA CENTER
After Spring Break	3/31/2027	2:20 PM	MEDIA CENTER

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	8/5/2026	8/5/2026	8/5/2026
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 Click to enter "other"	Monthly	School Counselor	The Character Education will be implemented through school-wide awareness, classroom lessons, student leadership, and family involvement to promote our school-wide 5 Guiding Principles.	Its effectiveness will be monitored by tracking behavior data, climate surveys, student participation, and observation trends to ensure positive, equitable outcomes for all students.
Resiliency Curriculum Click to enter "other"	Monthly	School Counselor	The Resiliency Curriculum will be implemented through school-wide awareness, classroom lessons, student leadership, and family involvement to promote our school-wide 5 Guiding Principles.	Its effectiveness will be monitored by tracking behavior data, climate surveys, student participation, and observation trends to ensure positive, equitable outcomes for all students.

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> <i>Note: Identified problem should be based upon data, such as ODRs. (Office Discipline Referral)</i>	Data used: Behavior Dashboard Problem Identification Statement: Problem Statement: A significant proportion, specifically 67%, of student behavior referrals are occurring in the classrooms.
2. Problem Analysis: Why do you think this problem is occurring? What is your goal? <i>(use a SMART goal statement with numerical data)</i>	Hypothesis: <i>One main factor contributing may be due to inconsistent implementation of behavior expectations, lack of student engagement, or varying levels of classroom management strategies among staff, which contribute to increased disruptions during instructional time.</i> SMART Goal Statement: SMART Goal: By the end of the academic 26/27 school year, the school will reduce the percentage of student behavior referrals occurring in classrooms from 67% to 58% by implementing consistent behavior expectations, targeted classroom management strategies, and providing ongoing professional development for staff.
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 classroom will be expected to develop a classroom-wide behavior plan that incorporates the CHAMPS method. The plan must include: • <i>How can students earn the points?</i> • <i>What will students earn as a reward?</i> • <i>Consequences for not adhering to school expectations</i>
4. Evaluation: A. Implementation fidelity	How will you monitor the fidelity (consistency and effectiveness) of the <u>staff's</u> implementation of the reward program/system? <i>Through target walkthrough, data chats, CPST Meetings, and individual support.</i>

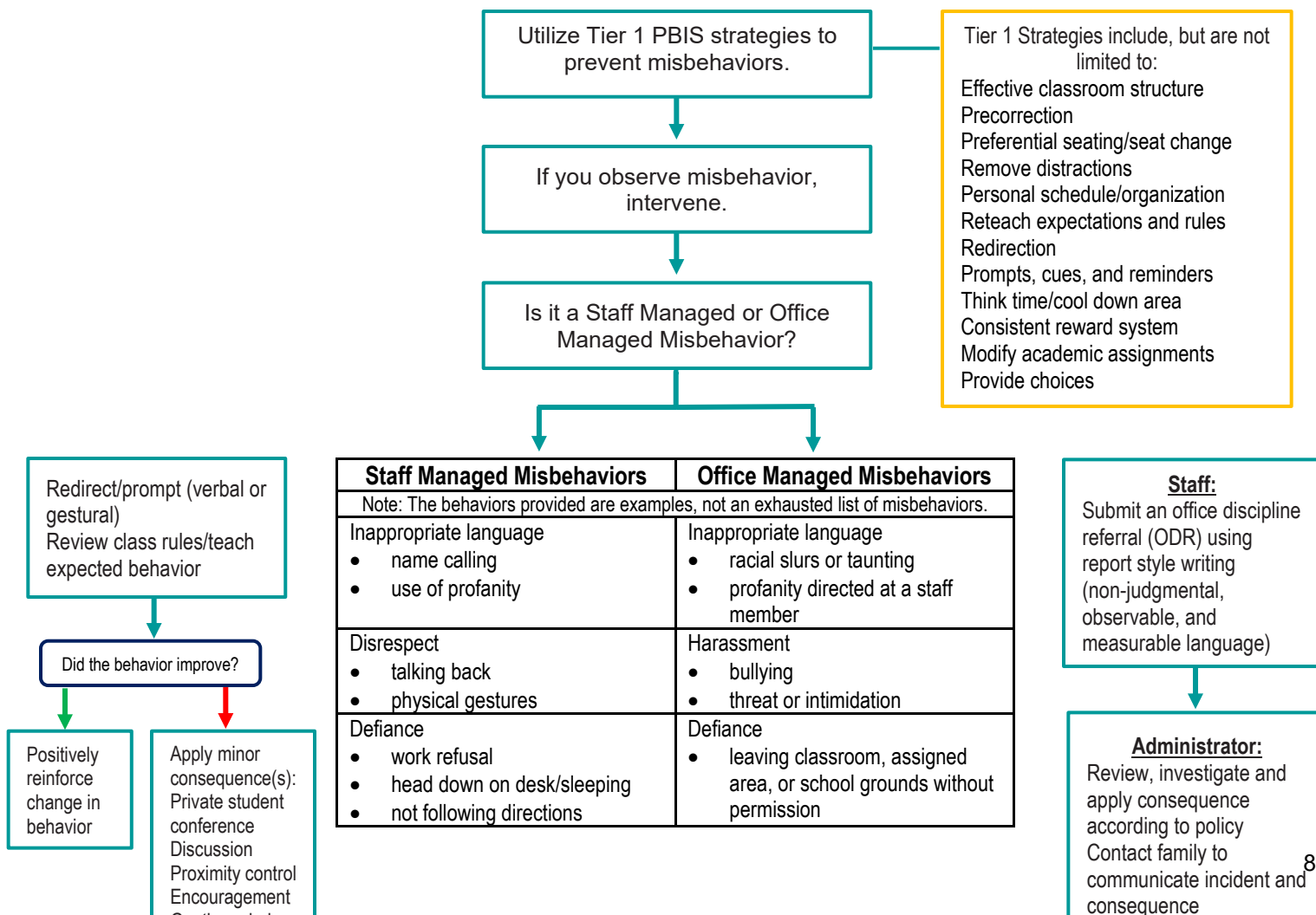
B. Student outcome monitoring (<i>use numerical data</i>)	How will you know if the reward program/system is positively impacting students? What measurable data will you use to determine “success”? By June 2027, the school will reduce the percentage of student behavior referrals occurring in classrooms from 67% to 58%
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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	Students are recognized during our morning announcements, they receive a certificate of recognition, tangible rewards, and lunch with Principal.

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.





	• forgery/plagiarism
Disruptive • tattling/false information • talking out of turn • calling out • distracting others	Disruptive • inciting others to disrupt teacher • chronic classroom disruption: more than 3 times within 30 minutes
Physical Contact • touching others, pushing/shoving (no injuries) • mutual horseplay	Physical Contact • touching others (hitting, kicking, biting) with intent to do harm • petty theft
Violation of classroom or location-specific rules	Violation of the Code of Student Conduct

CRITICAL ELEMENT # 8: Classroom Management Systems

8A. Evidence-based Tier 1 classroom management system:

Which evidence-based system(s) are you using?	Provide 3-4 measurable and observable action steps the team will take to help educators improve their classroom management system. <i>(3-4 detailed steps)</i>
☒ CHAMPS ☒ Positive Behavior Interventions and Supports and the Classroom https://fl-pda.org/#/category/26 ☐ Other: Click here to enter name of system	• Ensure that all staff is trained in CHAMPS • Give staff access to the PBIS Canvas course for additional resources • Behavior Data chats as needed

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 :	55
Total number of <i>other</i> school-wide discipline referrals (not including classrooms):	26
% of referrals in the classroom:	68%
Do more than 40% of your referrals come from the classroom?	☒ Yes ☐ No

If >40% of discipline referrals come from the classroom, it suggests Tier 1 classroom management implementation may need to be strengthened school wide.

Critical Elements # 9: SPBP Implementation Planning

RED Font = Action Steps for all schools in Broward County

GREY Font = Best Practices for all schools in Broward County

TEAL Font = Resources available at <https://browardschools.instructure.com/enroll/PWF673>

Implementation Action Plan	
Month	Action Steps
	☒ check off Action Step when completed
Current	☐ Create an SPBP binder or portfolio to retain (for 2 years) hard copies of: your SPBPs, Action Plans, staff PBIS professional development attendance, stakeholder training attendance, quarterly meeting agendas, quarterly staff behavior presentations, voting attendance and outcome, Expectations lesson plans and Rules lesson plans
Pre-Planning	☐ Print up your SPBP and Feedback form BCPS Central ☐ Provide SPBP presentation to all staff during Pre-Planning ☐ Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders ☐ Market and post School-wide Expectations and Location-specific Rules ☐ Identify your district PBIS Specialist (Contact amber.jennings@browardschools.com for more information if you are unsure) ☐ Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP (indicated in yellow)
August 1 st Quarter Team Meeting	☐ Determine any needed team training, such as: 4 Step Problem Solving Process series, PBIS 10 Critical Elements, Data Collection, etc. ☐ Review previous year's SPBP and feedback form; make necessary modifications ☐ Review previous year's data (Use the Tier 1 Agenda and Quarterly Big 5 Data template) ☐ Verify and implement teaching schedule for Expectations and Rules behavior lesson plans ☐ Implement the Reward System for all students as indicated in the SPBP ☐ Ensure the Discipline Flow Chart is distributed to all staff and is being used as written ☐ Present implementation data, behavior data, team activities and SPBP progress to entire staff ☐ Ensure all teachers are using an evidence-based classroom management plan, such as CHAMPS ☐ Confirm next quarterly PBIS team meeting date and time
September	☐ Provide SPBP stakeholder presentation by September 30 th ☐ Ensure instructional staff know how to document Tier 1 Supplemental Strategies for behavior ☐ Check for staff and teacher understanding of PBIS - provide "PBIS 101" training as a resource Video training modules available at: https://browardschools.instructure.com/courses/1193624/
October 2 nd Quarter Team Meeting	☐ Review previous quarter's data (Use Tier 1 Agenda and Quarter Big 5 Data template) ☐ Present implementation data, behavior data, team activities, and SPBP progress to entire staff ☐ Ensure Core Effectiveness Action Steps are being implemented as written in Section 3B ☐ Complete Quarterly Big 5 Data Template and submit to your assigned PBIS Administrator ☐ Confirm next quarterly PBIS team meeting date and time
November	☐ Review/revise lesson plans as indicated by previous quarter behavior data ☐ Ensure that the Student Outcome Monitoring Action Steps are being implemented as written in Section 10B
January 3 rd Quarter Team Meeting	☐ Staff to re-teach Expectations and Rules after winter break ☐ Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template) ☐ Present implementation data, behavior data, team activities, and SPBP progress to entire staff ☐ Complete Quarterly Big 5 Data Template and submit to your assigned PBIS Administrator ☐ Confirm next quarterly PBIS team meeting date and time
February	☐ Check on newly hired staff for PBIS understanding - provide "PBIS 101" video training module ☐ Utilize the Stakeholder SPBP Forms Survey to solicit input for planning next year's SPBP (optional)
March 4 th Quarter Team Meeting	☐ Ensure progress towards completion and submission of next year's SPBP ☐ Staff to re-teach Expectations and Rules after spring break ☐ Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template) ☐ Present implementation data, behavior data, team activities, and SPBP progress to entire staff ☐ Complete Quarterly Big 5 Data Template and submit to your assigned PBIS Administrator
April	☐ Provide staff presentation and faculty vote on new SPBP for next year ☐ Submit your SPBP in BCPS Central by April 30 th . Use this new SPBP in the next school year ☐ Continue implementing your current SPBP through the end of the current school year

CRITICAL ELEMENT # 10: Evaluation

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

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

STAFF Implementation Monitoring		
Staff Implementation Goal	Quarterly Team Review: Implemented with fidelity?	If you answered No , enter 2 action steps your school will take to move towards this goal by the next PBIS meeting.
100% of hallways, front office, cafeteria, and other public areas all have school-wide expectations and location-specific rules posted.	☒ Yes ☐ No	By Click here to enter a date, 1. 2.
100% of instructional staff has delivered expectations and rules lesson plans as written and when indicated.	☒ Yes ☐ No	By Click here to enter a date, 1. 2.
100% of staff members are oriented to the Discipline Flow Chart. It is used consistently by 100% instructional staff, behavioral support, and administrators.	☒ Yes ☐ No	By Click here to enter a date, 1. 2.
A recognition system is implemented by 100% of staff for <i>all</i> students.	☒ Yes ☐ No	By Click here to enter a date, 1. 2.

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

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

SMART Criteria:

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

STUDENT Outcome Monitoring		
Student Outcome Data	Complete the SMART goal to determine "successful" student outcomes <i>(use numerical data)</i>	List 2 action steps your team will take to ensure this goal is monitored and meets or exceeds the SMART goal.
Select an item <i>Choose one ODR area of focus</i>	By June 3, 2027, the school will decrease the percentage of student behavior referrals occurring in classrooms from 67% to 58% as measured by Office Discipline Referrals (ODRs) in Focus.	1. Provide targeted professional development on proactive classroom management strategies (e.g., CHAMPS, positive reinforcement, de-escalation techniques) for all instructional staff by September 2026, followed by monthly coaching or support sessions. 2. Continue to implement a schoolwide behavior expectations matrix with classroom-specific norms and conduct monthly walkthroughs to monitor fidelity and provide feedback.

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