



Schoolwide Positive Behavior Plan (SPBP)
Broward County Public Schools

SY 2026 – 2027



School Name:	Cross Creek School
School Number:	3222

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	Colleen Stearn	7. Security Specialist/ Campus Monitor	Robert Caldwell
2. Point of Contact	Kristopher Butler	8. Social Worker	Melissa Telsey
3. BTU Representative	Kristopher Butler	9. School Nurse	Sherry Babrove
4. Parent/Community Representative	Deputy Clevonne Davis	10. Attendance Manager	Cynthia Dunlap
5. Student Representative	Sebastian Head	11. Life Skills & Wellness Liaison	Katerina Konstantopoulos
6. School Counselor	Tankia Moore	12. Resiliency Liaison	Tankia Moore

*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	9/3/2026	1:00 PM		9/4/2026
2 nd Oct. 13 – Dec. 18	12/3/2026	1:00 PM		12/4/2026
3 rd Jan. 5 – Mar. 18	3/4/2027	1:00 PM		3/5/2027
4 th Mar. 29 – May 28	4/1/2027	1:00 PM		4/2/2027

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>)	4/22/2026
Hold a <i>faculty</i> vote on the new SPBP (<i>prior to April 30, 2026</i>)	4/22/2026
Provide training to faculty and staff (<i>prior to September 30, 2026</i>)	9/4/2026
Present the 2026-27 SPBP to family and community stakeholders (<i>prior to September 30, 2026</i>)	8/27/2026

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:	72	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals		92%	Are your 0 – 1 referral > 80%?	☒ Yes ☐ No
II. 2 - 5 referrals (at risk students)	6	8%	Are your 2 - 5 referrals <15%?	☒ Yes ☐ No
III. > 5 referrals (high-risk students)	0	0%	Are your >5 referrals <5%?	☒ Yes ☐ No

3B. Core Effectiveness Action Steps:

If you answered “Yes” to I, II, and III above, then your core is effective. Based upon table 8A, is your core effective?	☒ Yes ☐ No
Answer either (a) or (b): (a) If your core is effective, then identify action steps your school leadership team should continue to take for early identification of at risk or high-risk students. (b) If you answered “No” to at least one of the items above (I, II, or III) then indicate the supports and interventions and action steps your school leadership team will implement <i>at the beginning</i> of the next school year to improve core strength:	
Core Effectiveness Action Steps: (3-4 detailed steps) 1. Positive Reinforcement and Token Economy System Behavior Specialists will review, update, and implement a school-wide reward system focused on positive reinforcement for demonstrating desired behaviors and remaining in assigned areas. The system will incorporate a token economy that allows students to earn points or dollars, which they can redeem at the school store or point store, in addition students can earn an opportunity to participate in a school-wide activity and intramural sports program. Staff will receive training on this system during pre-planning week. 2. Updated Behavior Management System The school-wide behavior management system will be updated to reflect best practices and align with the new reward system. Behavior Specialists will provide training on the updated system to all staff during pre-planning week. 3. Proximity Control and Student Redirection Safety staff will implement proximity control strategies for students who leave their assigned areas. Staff will provide continuous prompts and guidance to redirect students back to their designated locations. 4. Area-Specific Reward Program A targeted reward program will be established to incentivize students to remain in their assigned areas, aligning with the strategies outlined in Critical Element #5	

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. **Data Monitoring and Intervention**

Behavior and referral data will be routinely reviewed to identify patterns and support early intervention. The leadership team will use this information to inform decision-making, guide student supports, and adjust practices as needed.

2. **Inclusive Behavior Supports**

Behavior intervention plans will be individualized to meet the diverse needs of all students, ensuring appropriate accommodations, strategies, and supports are implemented with fidelity.

3. **Student Voice and Advocacy**

Student focus groups and leadership opportunities will be established to elevate student perspectives, strengthen school climate, and inform improvements in discipline practices.

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. Simple Battery on School Employee	6
2. Profanity to Staff Member	4
3. Simple Battery	3
4. Tobacco Possession/Use/Sale Vape DEVICE	3
5. Fighting Medium	3
TOTAL	19

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.Signal/Ask for a Break
2. Own Your Actions
3. Act Responsibly
4. Respect Ourselves and Others
5.

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. Hallway	8
2. Bus	1
3. Cafeteria	1

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	School-wide Campus Rules	Classroom Rules
Signal/Ask for a Break	Have your ID badge visible at all times Stay with your class/with the assigned staff member	Stay in assigned area Signal/ask an adult to go on a stress walk or call for staff an on call	Stay in designated area Signal/ask an adult to go on a stress walk or call for staff an on call	
Own Your Actions	Walk on the right side of the hallway 2. Use sidewalks—do not walk on the grass. 3. If you have an assigned escort, always walk with them.	Clean your eating space and pick up trash around your area Wait patiently for your turn. Know and enter your lunch number correctly.	Follow directions the first time given Keep hands, feet, and objects to yourself. Respond respectfully to adult instructions.	
Act Responsibly	Keep hands and feet to yourself Speak kindly to others. Always show respectful and appropriate behavior	Clean your eating space and pick up trash around your area Practice good table manners. Keep hands, feet, and objects to yourself.	Keep hands, feet, and to yourself Use anger management strategies you've learned. Demonstrate respectful and appropriate behavior.	
Respect Yourself and Others	Keep hands and feet to yourself Demonstrate self-control in your actions. Communicate appropriately with others.	Follow all directions given by the cafe monitors/adults 2. Hands, feet and objects to self. 3. Use appropriate communication	Wear your ID badge 2. Ignore/report inappropriate peer behavior 3. Hands, feet and objects to self	

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	8/10/2026	11:06 AM	3rd period classrooms
After Winter Break	1/4/2027	11:06 AM	3rd period classrooms
After Spring Break	3/29/2027	11:06 AM	3rd period classrooms

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	8/12/2026	8/13/2026
After Winter Break	1/5/2027	1/6/2027	1/7/2027
After Spring Break	3/30/2027	3/31/2027	4/1/2027

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?
Bullying Prevention: Be the 1 Click to enter "other"	October 2027	Behavior Specialist	The Behavior Specialist will conduct a school-wide assembly focused on bullying prevention in recognition of Bullying Prevention Month. Informational flyers promoting bullying awareness and prevention strategies will be displayed throughout the campus.	Behavior Specialists will maintain attendance records and document key observations during behavior assemblies. They will also monitor, collect, and analyze data related to bullying incidents to identify trends and inform intervention strategies.

Mental Health Awareness: Help is Here Click to enter "other"	May 2027	Therapists/Family Counselors	Therapists and Family Counselors will facilitate therapeutic group sessions to assist students in identifying trusted resources and individuals they can access for support when needed. Additionally, during individual therapy sessions, they will reinforce students' awareness and understanding of available supports within their school and community.	Therapists and Family Counselors will maintain attendance records and document notes during both group and individual therapy sessions. The Behavior Specialist will follow up with Therapists and Family Counselors to gather feedback and will also conduct student surveys to assess effectiveness and identify areas for improvement.
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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? (use numerical data)	Data used: According to FOCUS referral data, one of the most frequently recorded incident was profanity to staff. Problem Identification Statement: <i>What problem did you identify?</i> Students may use profanity toward staff when experiencing agitation or emotional distress. During periods of crisis, some students may express further anger and frustration through aggressive behaviors directed at staff members.
2. Problem Analysis: Why do you think this problem is occurring? What is your goal? (create a SMART goal statement with numerical data)	Hypothesis: <i>Why do you think this problem is occurring?</i> Low levels of academic motivation and achievement, impaired impulse control often associated with medical or mental health conditions, limited coping skills, and established patterns of maladaptive behavior are key contributing factors. Students frequently demonstrate escalated behaviors during periods of emotional distress or crisis, with a common pattern including the use of profanity directed at staff when they are agitated or overwhelmed. SMART Goal Statement: By April 30, 2027, incidents of profanity to staff, as documented in FOCUS, will decrease from 4 to 3, reflecting a 5% reduction.

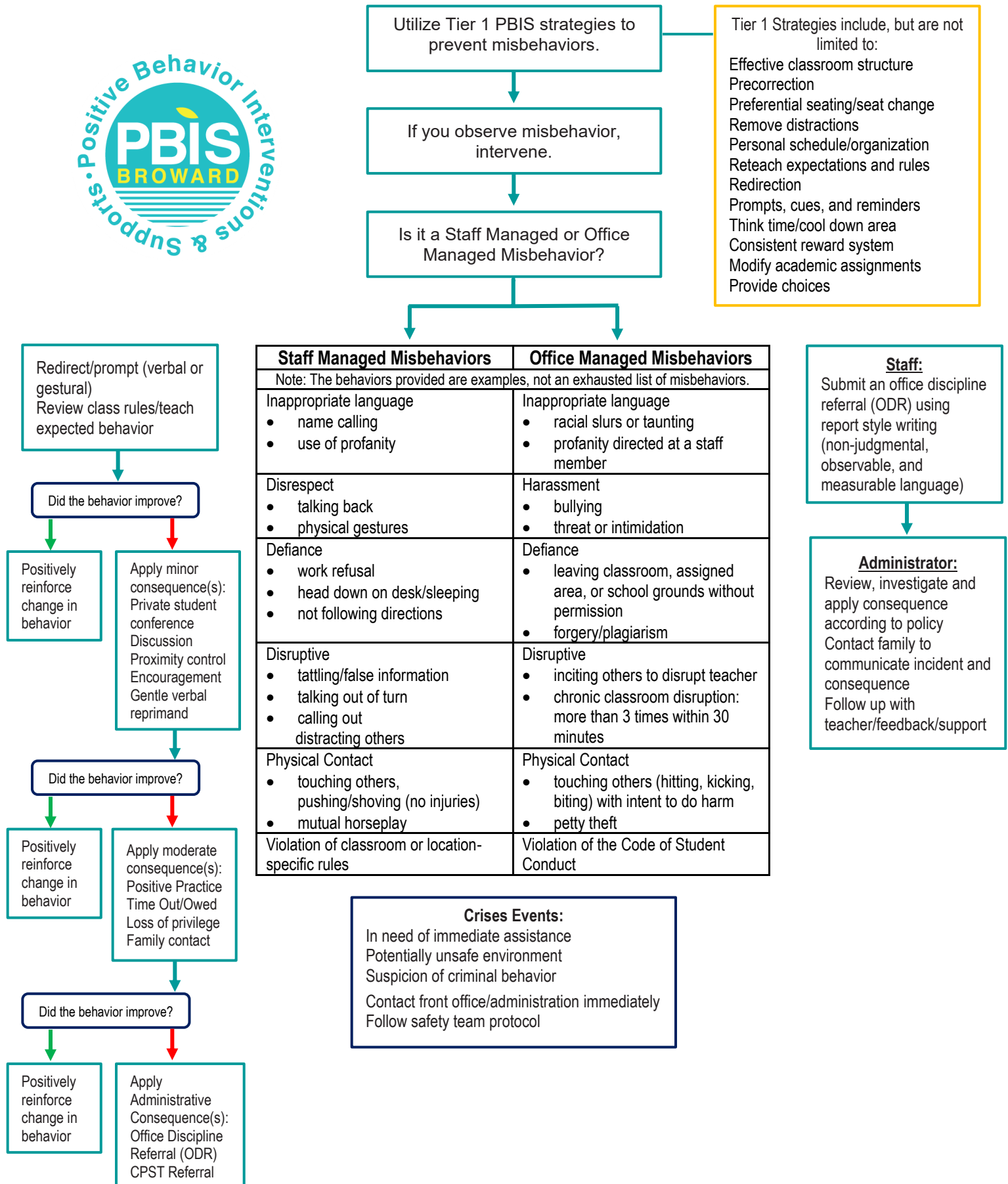
3. Intervention Design: Describe how you will implement a positive reward program/system to decrease this problem.	Type of Program/System: Token system Description of Program/System: (<i>≥ 4 sentences</i>) How you will implement a positive reward program/system to decrease this problem? To decrease the use of profanity, staff will implement a positive reinforcement system utilizing Eagle Shout-Out Tickets. At the conclusion of each class period, teachers will issue a ticket to any student who maintains appropriate language and refrains from using profanity throughout the entire period. These tickets will be entered into a weekly raffle drawing. Each Wednesday during lunch, a drawing will be conducted to select winners as follows: * 2 elementary students * 3 middle school students * 3 high school students Selected students will receive incentives such as tangible prizes, lunch with an administrator, or vouchers for the school store. This initiative is designed to promote, reinforce, and recognize respectful communication across all instructional settings.
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>) Behavior Specialists and Safety Team members will carry out random spot checks at the end of each class period to ensure staff are properly completing Eagle Shout Out Tickets. In addition, Behavior Specialists will provide weekly reminders to classroom staff to promote consistent implementation. Data on incidents involving profanity directed at staff will be reviewed during weekly grade-level meetings to track trends and assess progress. For students who display ongoing patterns of negative behavior, individualized behavior plans or student contracts will be created to offer targeted support and establish clear expectations.
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>2-3 sentences</i>) Incidents of profanity directed at staff, as documented in FOCUS, will be tracked and compared on a monthly basis across the 2025–2026 and 2026–2027 school years. This data will be reviewed and discussed during monthly grade-level team meetings to evaluate progress and guide ongoing behavior interventions.

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	The Character Education Program will recognize students who demonstrate the character traits highlighted each month. Staff will nominate and vote for students who best exemplify the trait of the month, and selected students will receive a Recognition Award. During monthly grade-level meetings, staff will collaborate to determine the honorees. Photos of recognized students will be displayed in a designated area to celebrate their achievements and publicly acknowledge their efforts.

CRITICAL ELEMENT #7: Effective Discipline Procedures

You can choose to use the flow chart below or create your own. This flow chart is posted in all classrooms and used to teach students during behavior lessons.



CRITICAL ELEMENT # 8: Classroom Management Systems

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

Which evidence-based system(s) are you using?	Provide 3-4 measurable and observable action steps the team will take to help educators improve their classroom management system. <i>(3-4 detailed steps)</i>
☐ CHAMPS ☐ Positive Behavior Interventions and Supports and the Classroom https://fl-pda.org/#/category/26 ☒ Other: Click here to enter name of system	1. Review and update the Cross Creek School Behavior Management System. Revisions or updates will be discussed during grade-level behavior meetings and incorporated into the revised Behavior Manual. 2. Provide staff training on the Behavior Management System. All staff will receive training during pre-planning in August, with ongoing support provided throughout the year during grade-level behavior meetings to ensure consistent implementation. 3. Train newly hired staff. New hires will receive individualized training upon onboarding. At present, 100% of teachers have been trained on the system.

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>): Individual Student Daily Tracking Sheets, Anecdotal, Incident Reports, and Behavior Referrals

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 :	17
Total number of <i>other</i> school-wide discipline referrals (not including classrooms):	13
% of referrals in the classroom:	57%
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 (<i>optional</i>)
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 <i>current</i> 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, Profanity to Staff will indicate 5% decrease as measured by Office Discipline Referrals (ODRs) in Focus.	1. The Behavior Team will review data on incidents involving profanity directed at staff, discuss strategies to reduce occurrences, and develop individualized behavior plans or contracts as needed. 2. Behavior team will implement a motivational reward system to decrease behavior
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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. 	