



Schoolwide Positive Behavior Plan (SPBP)
Broward County Public Schools

SY 2026 – 2027



School Name:	Charles W. Flanagan High School
School Number:	3391

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	Donald G. Nicolas	7. Security Specialist/ Campus Monitor	Saul Reyes
2. Point of Contact	Donald G. Nicolas	8. Social Worker	Emma Rockensies
3. BTU Representative	Tracy Chandler	9. School Nurse	Rebecca Conforti
4. Parent/Community Representative	Elizabeth Tello	10. Attendance Manager	Jasmine Pitts
5. Student Representative	London Warner	11. Life Skills & Wellness Liaison	Tattiana Tomlin
6. School Counselor	Mishele DiFede	12. Resiliency Liaison	Lauren Jack

*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	9/29/2026	7:15 am		10/6/2026
2 nd Oct. 13 – Dec. 18	12/1/2026	7:15 am		12/8/2026
3 rd Jan. 5 – Mar. 18	1/12/2027	7:15 am		2/2/2027
4 th Mar. 29 – May 28	5/11/2027	7:15 am		5/18/2027

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>)	4/21/2026
Hold a <i>faculty</i> vote on the new SPBP (<i>prior to April 30, 2026</i>)	4/21/2026
Provide training to faculty and staff (<i>prior to September 30, 2026</i>)	8/6/2026
Present the 2026-27 SPBP to family and community stakeholders (<i>prior to September 30, 2026</i>)	8/25/2026

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:	2055	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals		88%	Are your 0 – 1 referral > 80%?	☒ Yes ☐ No
II. 2 - 5 referrals (at risk students)	199	10%	Are your 2 - 5 referrals <15%?	☒ Yes ☐ No
III. > 5 referrals (high-risk students)	46	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 quarterly PBIS/MTSS data reviews with a sharper focus on early-warning indicators (attendance) - Collaborate with grade-level counselors to create early intervention lists for students of concern - Stronger alignment to refer students to mentoring and student support services before excessive referrals are issued	

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> - Continue routine analysis of subgroup discipline data to identify disproportionality trends early - Use prevention-based instruction to strengthen belonging and social-emotional competencies (Suite 360) - Increase access and participation in inclusive clubs, organizations, and leadership opportunities

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	253
2. Out of Assigned Area	229
3. Unserved Detention	182
4. Tardiness-Habitual	150
5. Disobedience/Insubordination	137
TOTAL	951

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 Safe and Exhibit Self-Control
2. Be On Time and Ready to Learn
3. Be Accountable for Your Success
4. Be Respectful to Yourself and Others

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. Hallway	473
2. School Grounds	84
3. Restroom	71

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	Click here to enter location: Rules	Classroom Rules
Be Safe and Exhibit Self-Control	Have your ID badge visible at all times • Keep hands, feet, and objects to yourself • Refrain from being loud and disruptive behavior when transitioning to class • Be aware of your surroundings • Keep traffic moving • Stay in assigned areas • Always have a hall pass when visiting another location	Have your ID badge visible at all times • Wait your turn in line • - Keep all food items on your tray • Keep floors and tables free of objects and trash	Have your ID badge visible at all times • Always have a hall pass when visiting the restroom • Report misuse of restroom facilities • Wash your hands	
Be On Time and Ready to Learn	Maintain dress code Transition to class within the allotted time • Do not enter the hallways within the first or last 15 minutes of class	• Maintain dress code • - Enter and exit food line quickly • Be prepared to leave on time	• Use restroom during class transition time • Limit time in restroom to 5 minutes • Use the closest restroom	
Be Accountable for Your Success	• Transition quickly Be on time to class • Respectful and responsible use	Remain in designated area • Respectful and responsible use of cellphones	Clean up behind yourself • Ensure respectful use of restroom	

			• Do not engage in inappropriate behavior	
Be Respectful to Yourself and Others	Follow adult directives • Greet others • Assist others if needed • Allow physical distance between yourself and others when walking • Use low voice levels • Use respectful language	Follow all directions given by the cafe monitors/adults • Use respectful language • Assist others if needed • Show respect, appreciation, and gratitude for cafeteria staff • Say “please” and “thank you”	Use respectful language • Clean up behind yourself • Show respect, appreciation, and gratitude for custodial staff	

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	Study Hall Periods	Classroom
After Winter Break	1/6/2027	Study Hall Periods	Classroom
After Spring Break	4/1/2027	Study Hall Periods	Classroom

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	8/13/2026	8/13/2026	8/13/2026
After Winter Break	1/13/2027	1/13/2027	1/13/2027
After Spring Break	4/7/2027	4/7/2027	4/7/2027

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?
Internet Safety: Think B4U Post	1st Semester of '25-26 SY	District Personnel (Initial Presentation) and Identified Teachers/Staff	District personnel will come and present to students (as was done this school year). Continued follow up through 1st semester and 2nd semester discipline assemblies	Monitor behavioral data for effectiveness
Dating Violence Curriculum	1st Semester of '25-26 SY	PBIS/Admin (Initial Assembly) and Identified Teachers/Staff	PBIS Contact/Admin will present to students (as was done this school year). Continued follow up through 1st semester and 2nd semester discipline assemblies	Monitor behavioral data for effectiveness

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: Big 5 Discipline Data Problem Identification Statement: The problem is during the school year to date (25-26), the highest number of Office Discipline Referrals were associated with Class Cutting/Skipping (253) with the hallway identified as the primary location of concern (473 incidents). These behaviors most often occurred during class transitions and unstructured times which contributes to lost instructional time and repeated referrals.
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: These behaviors may be occurring due to inconsistent student accountability, low visibility and communication during transitions, and reactive reinforcement for appropriate hallway behavior, and a lack of incentives tied to punctuality. SMART Goal Statement: By June 2027, the school will reduce Office Discipline Referrals for Class Cutting/Skipping by at least 20% as measured by Focus discipline data, with particular emphasis on reducing hallway-related incidents.
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: We will continue with our Falcon Bucks Rewards Program focused on reinforcing positive hallway behavior, timely class attendance, and remaining in assigned areas. Students who consistently demonstrate expected behaviors during transition including arriving to class on time, carrying appropriate passes, and remaining in designated areas will be recognized through existing PBIS structures and You've Been Talon'd, which is an individual student nominated by a teacher for displaying positive behavior characteristics. This would be in addition to grade-level incentives and quarterly recognition events. Teachers, campus monitors, and administrators will acknowledge students observed modeling positive behaviors in hallways and common areas and reward them accordingly.
4. Evaluation: A. Implementation fidelity	How will you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program/system? The PBIS team will monitor fidelity through our quarterly PBIS meetings reviewing implementation of the recognition system to determine alignment and support, administration will observe reports to determine any structural administrative changes needed (campus monitor assignments, camera accessibility), and feedback will shared with staff to examine effectiveness of the reward program.

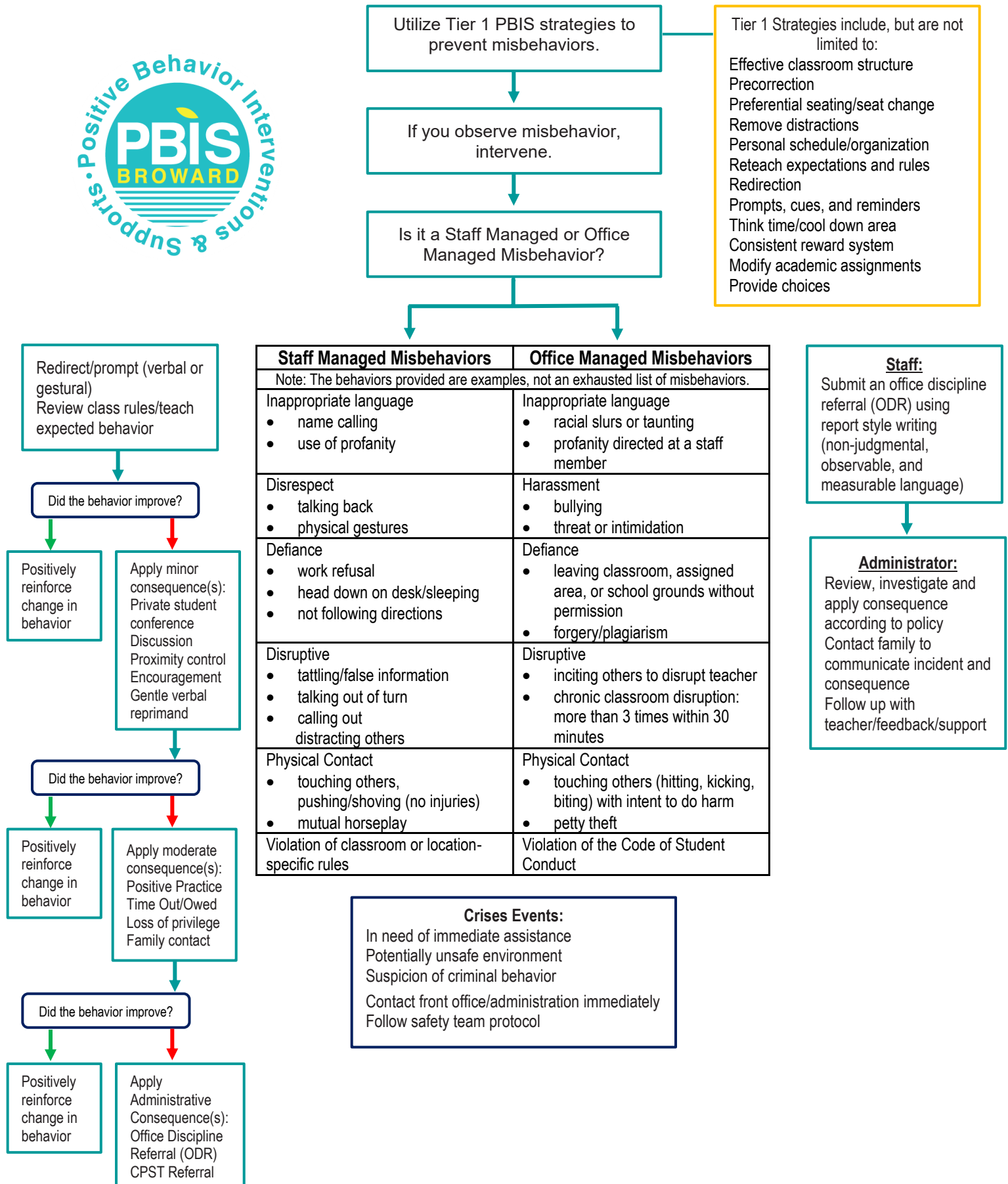
B. Student outcome monitoring <i>(use numerical data)</i>	How will you know if the reward program/system is positively impacting students? What measurable data will you use to determine “success”? (2-3 sentences) We will measure effectiveness through the quarterly comparison of Focus discipline data related to class cutting. We will specifically monitor the number of students receiving repeated referrals for the targeted behaviors. Additionally, we will review trends to determine whether recognized students demonstrate sustained improvement in these areas. Success will be indicated by a 20% reduction in referrals tied to the targeted behaviors (class cut/skipping).
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6B. *Character Education* is an educational and award program utilized to teach and recognize students who display positive character traits each month. Please refer to the BCPS website for lesson plans, videos and additional resources to support this recognition program at your school. 

Monthly Character Traits	Plan Details How will you recognize <i>Kids of Character</i> each month? (2-3 sentences)
1. September: Cooperation 2. October: Responsibility 3. November: Citizenship 4. December: Kindness 5. January: Respect 6. February: Honesty 7. March: Self-Control 8. April: Tolerance	Kids of Character will be recognized through current mentoring programs. We will implement these recognitions through the “Fatout’s Family” and “You’ve been Talon’d” programs

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. Ensure PBIS training for all staff members that focus on that focuses on the effective use of PBIS interventions and strategies 2. District delivered classroom management staff support 3. Provide staff with Broward County's PBIS Canvas course to assist with further staff support, classroom interventions and strategies

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 :	765
Total number of <i>other</i> school-wide discipline referrals (not including classrooms):	747
% of referrals in the classroom:	51%
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. By August 2026, the team will meet to create S.O.A.R. Expectations for each area. 2. By August 2026, it will posted in the noted areas.
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>Class Cutting/Skipping</i>	By June 2027, Charles W. Flanagan High School will reduce Office Discipline Referrals related to Class Cutting/Skipping behaviors by at least 20%, as measured by Focus discipline data, compared to the 2025–2026 baseline totals of 253 Class Cutting/Skipping incidents with particular emphasis on reducing hallway-related referrals, which accounted for 473 incidents during the 2025–2026 school year.	1. Quarterly PBIS Data Reviews and Progress Monitoring 2. Targeted Interventions for Identified Students

SPBP Submission

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