Schoolwide Positive Behavior Plan (SPBP)
Broward County Public Schools
SY 2025 – 2026

School Name:	The Quest Center
School Number:	1021

Please refer to the SPBP Canvas Resource page to access video tutorials, guidance, and resources for completing the 2025-2026 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	Celeste J. Humphrey	7. Security Specialist/ Campus Monitor	Barry Jackson/Shamis Maura
2. Point of Contact	Deanna Nieves	8. Social Worker	Terry McGarry
3. BTU Representative	Soraya Dupigny	9. School Nurse	Erma Burnett
4. Parent/Community Representative	Michelle Ware	10. Attendance Manager	Michelle Ware
5. Student Representative	Richard Rosenberg	11. Life Skills & Wellness Liaison	Patricia Kujack
6. School Counselor	Walter Howard	12. Resiliency Liaison	Ivy Pratt

*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
1st	8/28/2025	3:30 pm	⟶	9/9/2025
2nd	11/18/2025	3:30 pm	⟶	11/28/2025
3rd	1/20/2026	3:30 pm	⟶	1/30/2026
4th	4/21/2026	3:30 pm	⟶	4/23/2026

CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment

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

Action Steps:	Dates
Present the 2025-26 SPBP to staff *(prior to April 30, 2025)*	4/24/2025
Hold a *faculty* vote on the new SPBP *(prior to April 30, 2025)*	4/24/2025
Provide training to faculty and staff *(prior to September 30, 2025)*	4/24/2025
Present the 2025-26 SPBP to family and community stakeholders *(prior to September 30, 2025)*	9/12/2025

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CRITICAL ELEMENT # 3: Data Collection and Analysis

3A. Core Effectiveness: ___*Use current 2024-2025 school year behavior data*___ as listed in Focus.
- (a) Review your referral data YTD in Focus – Discipline Reports – *Students with Referrals*.
- (b) Complete the yellow highlighted cells.
- (c) Auto-calculate the "% of Total Population" by clicking on each "!Zero Divide" in the cells and pressing "Fn + F9".
- (d) Determine if the core is effective in all three areas.

TOTAL Population:	110	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals	0	**!Zero Divide**	Are your 0 – 1 referral > 80%?	☒Yes ☐No
II. 2 - 5 referrals (at risk students)	0	**!Zero Divide**	Are your 2 - 5 referrals <15%?	☒Yes ☐No
III. > 5 referrals (high-risk students)	0	**!Zero Divide**	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 *at the beginning* of the next school year to improve core strength:

Core Effectiveness Action Steps: *(3-4 detailed steps)*

1.Students are identified Tier 1, 2, or 3 based on previous year behavior data.

2.Teachers of Tier 2 and 3 students participate in Positive Behavior Intervention (PBIP) reviews.

3.Upon PBIP review, teachers of Tier 3 students participate in monthly Behavior Chats to review data and proactive strategies with the Leadership Team.

4.Instructional Support staff follow-up to ensure recommendations and proactive strategies are implemented.

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.Team follows student PBIP's and discusses data during behavior and progression chats

2.

3.

4.

CRITICAL ELEMENT # 4: Schoolwide Expectations & Location-based Rules

4A. Top five behavior incidents: ***Use current 2024-2025 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 2024-2025	# Incidents
1.Physical Aggression	N/A-incidents not on BASIS
2.Self-Injurious Behavior (SIB)	N/A-incidents not on BASIS
3.Property/Classroom Destruction Disruption	N/A-incidents not on BASIS
4.Tantrums	N/A-incidents not on BASIS
5.Non-Compliance	N/A-incidents not on BASIS
TOTAL	0

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.(S) Stay safe
2.(P) Pay attention
3.(A) Act respectfully
4.(C) Communicate
5.(E) Engage with your surroundings

4C. Top three school-wide locations: ***Use current 2024-2025 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. Hallways	N/A-incidents not on BASIS
2.Cafeteria	N/A-incidents not on BASIS
3.Community	N/A-incidents not on BASIS

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
Stay Safe	Click here to select hallway rules OR **Stay with your teacher**	Click here to select cafeteria rules OR **Stay in your seat**	Click here to select location rules OR **Stay with your teacher**	
Pay Attention	Click here to select hallway rules OR **Follow directions**	Click here to select cafeteria rules OR **Follow directions**	Click here to select location rules OR **Follow directions**	
Act Respectfully	Click here to select hallway rules OR **Keep hands and feet to yourself**	Click here to select cafeteria rules OR **Clean up after yourself**	Click here to select location rules OR **Keep hands and feet to yourself**	
Communicate	Click here to select hallway rules OR **Greet others**	Click here to select cafeteria rules OR **Raise your hand and wait for help. Ask for help/break**	Click here to select location rules OR **Greet others**	
Engage	Click here to select hallway rules OR **Look in front of you**	Click here to select cafeteria rules OR **Eat your own food**	Click here to select location rules OR **Complete assigned tasks**	

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	8/18/2025	9:30-3:30	Classroom
After Winter Break	1/6/2026	9:30-3:30	Classroom
After Spring Break	4/7/2026	9:30-3:30	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	8/18/2025	8/20/2025	8/22/2025
After Winter Break	1/6/2026	1/6/2026	1/6/2026
After Spring Break	4/7/2026	4/7/2026	4/7/2026

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?** *2-3 sentences*	**How will it be monitored for effectiveness?**
Resiliency Curriculum **Click to enter "other"**	It will be taught once a month.	The classroom teachers will teach it.	It will be implemented with intense modifications.	It will be monitored for effectiveness based on student participation and student ability.
Bullying Prevention: Be the 1 **Click to enter "other"**				

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.

<u>Identified Schoolwide Expectation OR Specific Location</u>: Click here to enter Expectation OR Location
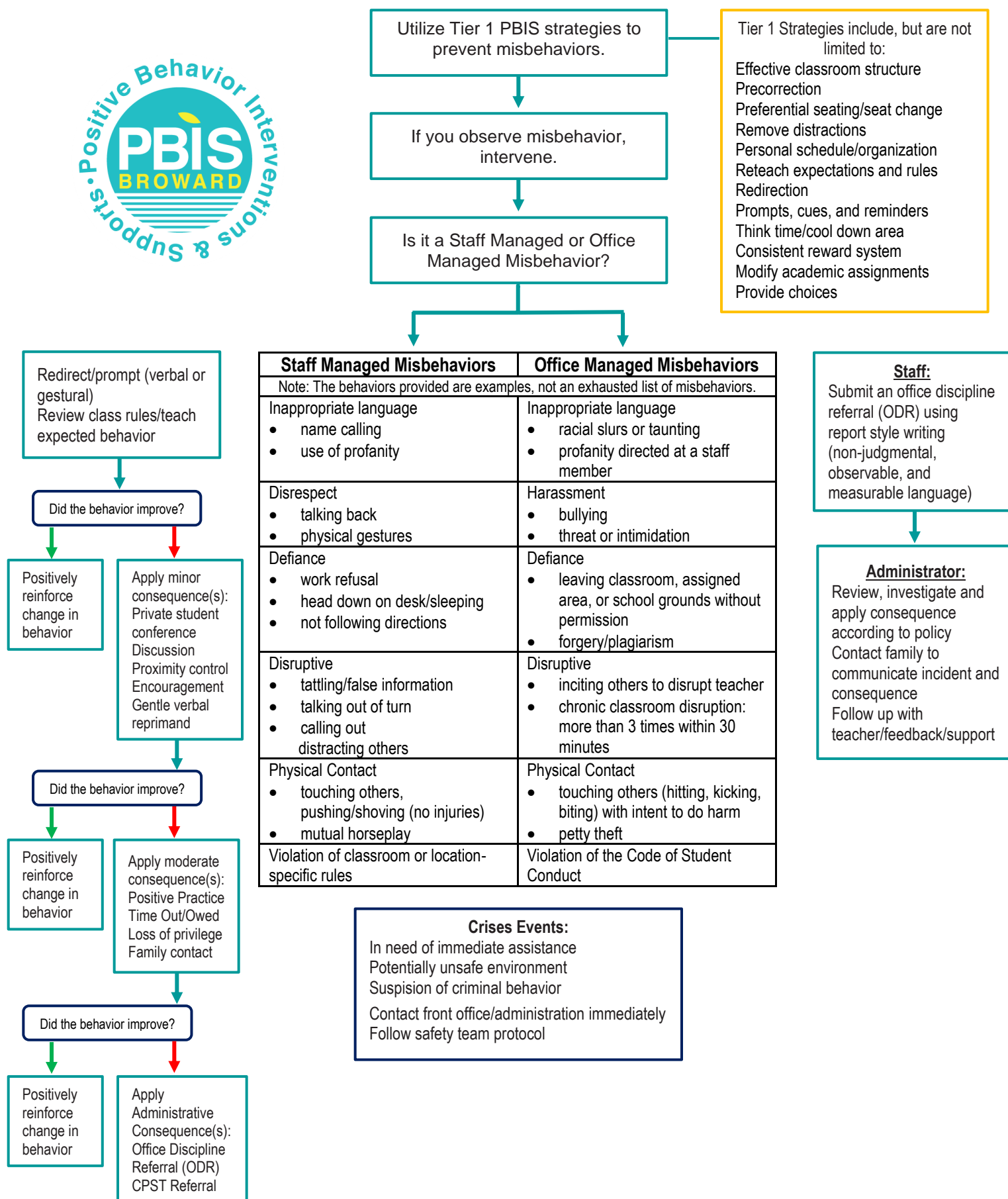
4 Step Problem Solving Process	Plan Details
1. Problem Identification: Review your behavior data to identify one school-wide problem. What problem did you identify? *(use numerical data)*	**Data used:** **Problem Identification Statement:** *What problem did you identify? 10% of our students are out of class 25% of the day.*
2. Problem Analysis: Why do you think this problem is occurring? What is your goal? *(create a SMART goal statement with numerical data)*	**Hypothesis:** *Why do you think this problem is occurring? Health concerns, lack of motivation, and behavior concerns* **SMART Goal Statement: By June 2026, there will be an increase of 15% of the time that students will spend in the classroom.**
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:** *(≥ 4 sentences)* How you will implement a positive reward program/system to decrease this problem? When students are present 80% of the time, they will be recognized and will receive a pencil, pin, and sticker at the monthly student award ceremony.
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?** *(2-3 sentences) On the 1st of the month, behavior technicians will submit in-class data to the Behavior Specialist. A meeting will be held to discuss findings.*
B. Student outcome monitoring *(use numerical data)*	**How will you know if the reward program/system is positively impacting <u>students</u>? What measurable data will you use to determine "success"?** *(2-3 sentences)* *Each quarter we will monitor the data and celebrate the improvements. Students will be recognized during assembly.*

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 *Kids of Character* 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	Each month a school-wide assembly is held in the cafeteria and each class and special teachers nominate a student for the trait of the month.

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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.

Utilize Tier 1 PBIS strategies to prevent misbehaviors.

Tier 1 Strategies include, but are not limited to:
Effective classroom structure
Precorrection
Preferential seating/seat change
Remove distractions
Personal schedule/organization
Reteach expectations and rules
Redirection
Prompts, cues, and reminders
Think time/cool down area
Consistent reward system
Modify academic assignments
Provide choices

If you observe misbehavior, intervene.

Is it a Staff Managed or Office Managed Misbehavior?

Redirect/prompt (verbal or gestural)
Review class rules/teach expected behavior

Did the behavior improve?

Positively reinforce change in behavior

Apply minor consequence(s):
Private student conference
Discussion
Proximity control
Encouragement
Gentle verbal reprimand

Did the behavior improve?

Positively reinforce change in behavior

Apply moderate consequence(s):
Positive Practice
Time Out/Owed
Loss of privilege
Family contact

Did the behavior improve?

Positively reinforce change in behavior

Apply Administrative Consequence(s):
Office Discipline Referral (ODR)
CPST Referral

Staff Managed Misbehaviors	Office Managed Misbehaviors
Note: The behaviors provided are examples, not an exhausted list of misbehaviors.	
Inappropriate language • name calling • use of profanity	Inappropriate language • racial slurs or taunting • profanity directed at a staff member
Disrespect • talking back • physical gestures	Harassment • bullying • threat or intimidation
Defiance • work refusal • head down on desk/sleeping • not following directions	Defiance • leaving classroom, assigned area, or school grounds without permission • 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

Staff:
Submit an office discipline referral (ODR) using report style writing (non-judgmental, observable, and measurable language)

Administrator:
Review, investigate and apply consequence according to policy
Contact family to communicate incident and consequence
Follow up with teacher/feedback/support

Crises Events:
In need of immediate assistance
Potentially unsafe environment
Suspision of criminal behavior
Contact front office/administration immediately
Follow safety team protocol

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CRITICAL ELEMENT # 8: Classroom Management Systems

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

Which evidence-based system(s) are you using?	Provide 3-4 measurable and observable action steps the team will take to help educators improve their classroom management system. *(3-4 detailed steps)*
☐ CHAMPS ☒ Positive Behavior Interventions and Supports and the Classroom https://fl-pda.org/#/category/26 ☐ Other: Click here to enter name of system.	1. Staff development 2. In-class modeling 3. PBIS county training 4.

8B. The administration reviews and analyzes the fidelity of staff implementation of Tier 1 classroom management systems *across teachers* using:

☐ CHAMPs 7 Up Checklist 🛈
☐ Classroom Snapshot (Classroom Management Assessment) 🛈
☒ PBIS Classroom Assistance Tool (CAT) 🛈
☐ Other *(specify):*

8C. Percentage of classroom referrals: ***Use current 2024-2025 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**:	N/A
Total number of *other* **school-wide** discipline referrals (not including classrooms):	N/A
% of referrals in the classroom:	**!Zero Divide**
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 Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) ☐ 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 30th ☐ 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 Brainshark available at: http://www.brainshark.com/browardschools/PBIS101
October **2nd Quarter Team Meeting**	☐ Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) ☐ Present implementation data, behavior data, team activities, and SPBP progress to entire staff ☐ Ensure Core Effectiveness Action Steps are being implemented as written ☐ Complete Quarterly Big 5 Data Template and submit to your 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
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 on PBIS Canvas page) ☐ Present implementation data, behavior data, team activities, and SPBP progress to entire staff ☐ Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator ☐ Confirm **next** quarterly PBIS team meeting date and time
February	☐ Check on recently hired staff for PBIS understanding - provide "PBIS 101" Brainshark resource ☐ 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 on PBIS Canvas page) ☐ Present implementation data, behavior data, team activities, and SPBP progress to entire staff ☐ Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator
April	☐ Provide staff presentation and faculty vote on new SPBP for next year ☐ Submit your SPBP in BCPS Central by April 30th. Use this new SPBP in the next school year ☐ Continue implementing your *current* SPBP through the end of the current school year

CRITICAL ELEMENT # 10: Evaluation

10A. Staff Implementation of the Schoolwide Positive Behavior Plan: review goals, evaluate implementation, and create 2 action steps to review in quarterly PBIS meetings.
*"Are **staff** implementing the SPBP with fidelity? If not, how will you address this area?"*

STAFF Implementation Monitoring		
Staff Implementation Goal	Quarterly Team Review: Implemented with fidelity?	If you answered **No**, enter 2 action steps your school will take to move towards this goal by the next PBIS meeting.
100% of hallways, front office, cafeteria, and other public areas all have school-wide expectations and location-specific rules posted.	☒Yes ☐No	By 8/8/2025, 1. 2.
100% of instructional staff has delivered expectations and rules lesson plans as written and when indicated.	☒Yes ☐No	By 8/15/2025, 1. 2.
100% of staff members are oriented to the Discipline Flow Chart. It is used consistently by 100% instructional staff, behavioral support, and administrators.	☒Yes ☐No	By 8/6/2025, 1. 2.
A recognition system is implemented by 100% staff for *all* students.	☒Yes ☐No	By 8/22/2025, 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 *(use numerical data)*	List 2 action steps your team will take to ensure this goal is monitored and meets or exceeds the SMART goal.
Behavior Incidents *Choose one ODR area of focus*	By June 2026, there will be an increase of 15% of time that students will spend in the classroom as measured by behavior code calls.	1. Reiterate classroom behavior expectations. 2. Encourage positive behaviors with a reward system.

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