



Schoolwide Positive Behavior Plan (SPBP)

Broward County Public Schools

SY 2025 – 2026



School Name:	Nova Middle School
School Number:	1311

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	Melissa Johnkins	7. Security Specialist/ Campus Monitor	Kelly Freeman
2. Point of Contact	Javier Gonzalez	8. Social Worker	Marie Ann Dubin
3. BTU Representative	Monique Scott	9. School Nurse	Lenard Powell
4. Parent/Community Representative	Michelliah McCraney	10. Attendance Manager	Taryn Young
5. Student Representative	Katelynn Murray	11. Life Skills & Wellness Liaison	Juanda Smith
6. School Counselor	Brenda Erie	12. Resiliency Liaison	Brenda Erie

*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	8/6/2025	9:00AM		8/8/2025
2 nd	10/13/2025	9:00AM		10/17/2025
3 rd	1/5/2026	9:00AM		1/9/2026
4 th	4/20/2026	9:00AM		4/24/2026

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 (<i>prior to April 30, 2025</i>)	4/21/2025
Hold a <i>faculty</i> vote on the new SPBP (<i>prior to April 30, 2025</i>)	4/25/2025
Provide training to faculty and staff (<i>prior to September 30, 2025</i>)	8/8/2025
Present the 2025-26 SPBP to family and community stakeholders (<i>prior to September 30, 2025</i>)	9/2/2025

CRITICAL ELEMENT # 3: Data Collection and Analysis

3A. Core Effectiveness: Use current 2024-2025 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:	1257	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals	1040	82.7%	Are your 0 – 1 referral >80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
II. 2 - 5 referrals (at risk students)	173	13.8%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
III. > 5 referrals (high-risk students)	44	3.5%	Are your >5 referrals <5%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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?		<input type="checkbox"/> Yes <input type="checkbox"/> 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> 1. We will continue to implement our school-wide procedures and expectations. 2. We will continue to provide CHAMPS Training for new teachers and refresher training for experienced teachers. 3. We will continue to train staff on Tier 1 interventions and the process for Rtl referrals.		

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> 1. Of the 162 current unruly/disruptive behavior referrals, 124 were ESE students. The first step is ESE classroom strategies training for all general ed teachers. 2. Monthly, workshops provided by an ESE support facilitator on strategies to assist with behavior management for ESE students. 3. ESE support facilitators set up behavior goals with incentives for students on case load.

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.
- 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 2024-2025	# Incidents
1. Cellphone Violation	241
2. Unruly/Disruptive Behavior	162
3. Out of Assigned Area	104
4. Mistreatment of Peers	79
5. Disobedience/Insubordination	78
TOTAL	664

- 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 Respectful
2. Be Responsible
3. Be Prepared
4. Be Positive
5. Be Cooperative

- 4C.** Top three school-wide locations: **Use current 2024-2025 school year behavior data** as listed in Focus.
- Review your referral data YTD in Focus – Discipline – Category Breakdown – *Location*.
 - Complete the chart by identifying the top three schoolwide locations, excluding classroom and the number of incidents for each location.

Top 3 Locations, excluding Classroom:	
School Location(s)	# Incidents
1. School Grounds	180
2. Hallway	115
3. Cafeteria	87

4D. Expectations and Rules Chart for common areas of school campus:
This chart is posted in all classrooms and used to teach students during behavior lessons.

Schoolwide Expectations and Location-based Rules				Completed by each teacher:
Schoolwide EXPECTATIONS	Hallway Rules	Cafeteria Rules	Bus Rules	Classroom Rules
Be Respectful	Walk on the right side of the hallway Use appropriate language	Follow all directions given by the cafe monitors/adults Do not touch other people's food	Follow directions the first time given Respect peers	
Be Responsible	Have your ID badge visible at all times Arrive to class on-time	Clean your eating space and pick up trash around your area Throw all of your trash in the garbage	Wait at your designated area for your bus to arrive Gather all items before exiting the bus	
Be Prepared	Go directly to your destination Keep bookbag with you at all times	Sit with your class Have ID ready to scan	Go directly to designated area after	
Be Positive	Use a finger wave to say hello Exchange polite conversation	Use a level 1-2 voice Give compliments	Keep hands, feet and objects to yourself Use positive and appropriate language	
Be Cooperative	Follow adult directives Interact with students	Walk in the cafeteria	Remain on the sidewalk until your driver stops and opens the door	

CRITICAL ELEMENT #5: Teaching Behavior

5A. At least one lesson plan for **each** schoolwide expectation above is distributed to instructional staff during pre-planning week and are maintained in the SPBP Binder.

Dates when the schoolwide expectations lesson plans are taught by instructional staff and noted in lesson plans:			
	Date(s)	Time:	Location(s):
Start of School Year	8/11/2025	During Class/Second Week of School from Administration (By Grade Level)	Classrooms/Auditorium for Grade Level Discipline Assemblies
After Winter Break	1/6/2026	During Class	Classrooms
After Spring Break	3/23/2026	During Class	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	Bus
Lesson Plan Dates			
Start of School Year	8/11/2025	8/11/2025	8/11/2025
After Winter Break	1/6/2026	1/6/2026	1/6/2026
After Spring Break	3/23/2026	3/23/2026	3/23/2026

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? <i>2-3 sentences</i>	How will it be monitored for effectiveness?
Resiliency Curriculum Start With Hello	Students will have bi-weekly lessons planned by the District.	Lessons will be taught by critical thinking teachers.	Critical thinking teachers for each grade level will instruct students using the specified calendar. Teachers will have two weeks to cover topic.	The administrator and school counselor will monitor weekly completions.
Internet Safety: Think B4U Post Choose Peace/Stop Violence	Students will be taught the importance of on-line safety, dangers and consequences of social media.	Peer Counseling and Social Studies teachers.	Teachers will provide activities in class, as well as challenges for students throughout the schoolyear.	Administrators will monitor the number of incidents with student mistreatment of peers on-line and in school. Continuous student and parent training and reminders of social media etiquette.


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: Problem Identification Statement: Unruly/disruptive behavior is the second top behavior incident for the 2024-2025 school year, this is a consistent concern yearly. These infractions impair the academic progress of our students. For the 2023-2024 school year, unruly/disruptive behavior was the second top behavior concern with 100 incidents. At this point in the school year, we are already 62 more incidents of unruly/disruptive behavior than we were last year.
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: <i>Teachers need training on consistent implementation across all classrooms regarding school-wide initiatives and expectations. Parent communication along with a teacher-buddy system for students in need of time-outs would assist in diminishing the numbers of incidents for unruly/disruptive behavior.</i> SMART Goal Statement: By June of 2026, the total number of ODR's for unruly/disruptive behavior will not exceed 75 incidents. This will demonstrate a decrease of 46% based on the current data.
3. Intervention Design: Describe how you will implement a positive reward program/system to decrease this problem.	Type of Program/System: <i>Economic simulation system</i> Description of Program/System: Titan Bucks Incentive Program. Students are rewarded with Titan Bucks when they display exemplary behavior or exceptional achievement. The Titan Bucks can be redeemed during each quarter where students can purchase various items. Suggestions include but are not limited to treats, school pride, and school supplies. Any Instructional, Non-Instructional or Administrator can give out Titan Bucks.
4. Evaluation: A. Implementation fidelity	How will you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program/system? During the Titan Buck redemption, students are called to redeem bucks earned within their classrooms. We will monitor how many students per class are being rewarded and the distribution of Titan Bucks per teacher. We will provide support to teachers who may need assistance with rolling out the system.

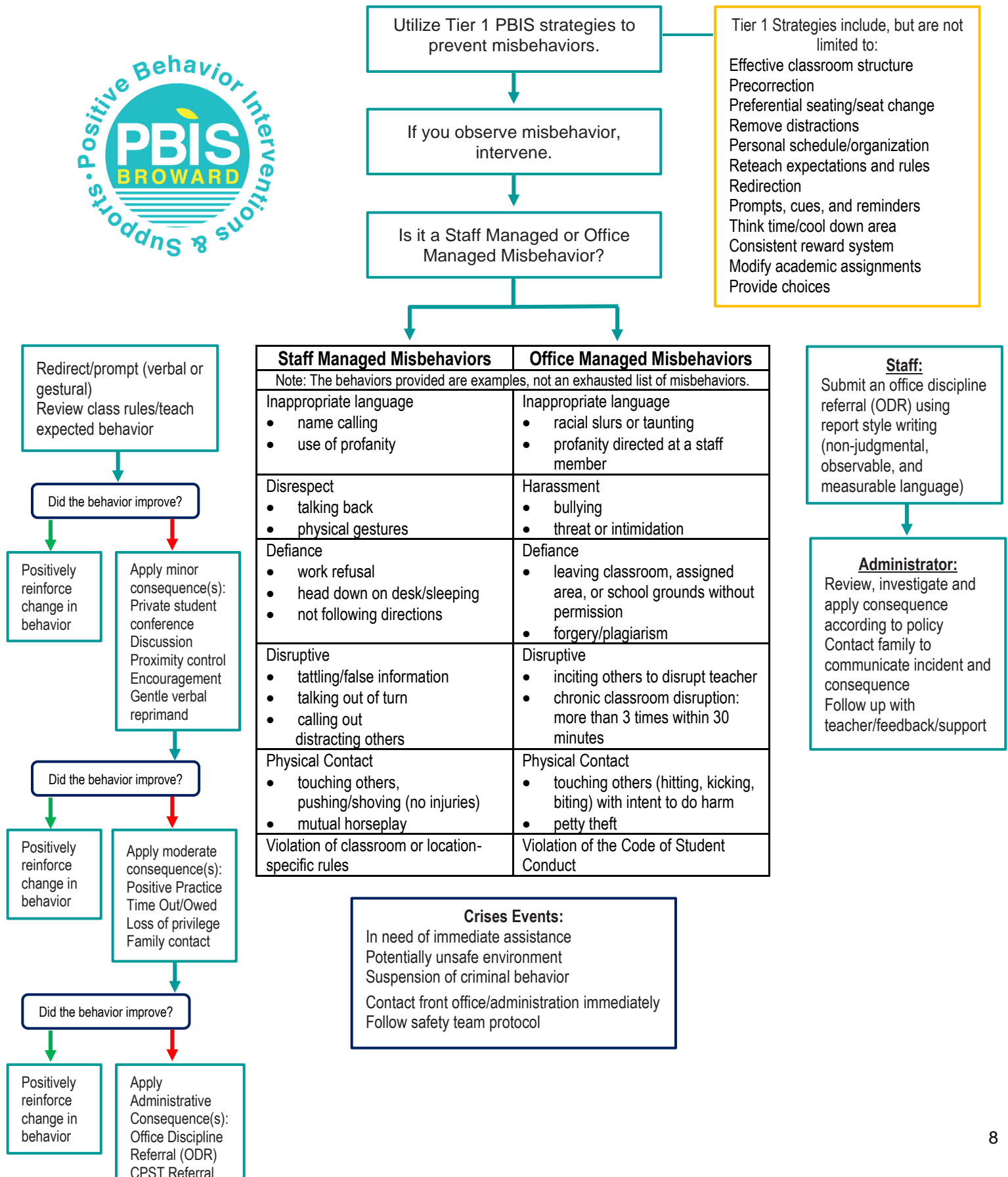
<p>B. Student outcome monitoring <i>(use numerical data)</i></p>	<p>How will you know if the reward program/system is positively impacting students? What measurable data will you use to determine “success”?</p> <p>We will know that that reward system works when we see a decrease in the number of unruly/disruptive referrals. Success will be achieved by a 46% decrease in the number of referrals.</p> <p>Additionally, we will see the academic growth for students based on quarterly grades because they will be in class more often.</p>
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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>
<ol style="list-style-type: none"> 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 	<p>Our school counselor, Dr. Dierdre Wilson, takes the lead in orchestrating the Kids of Character each month. Each month she requests nominations of students who demonstrate exemplary characteristics of the trait for the month. The nominees are recognized with our principal, Mr. Rayner Garranchan, and complimented publicly through announcements.</p> <p>See example below:</p> <div data-bbox="846 873 1243 1398" data-label="Image"> </div> <div data-bbox="660 1423 1442 1467" data-label="Section-Header"> <p>CHARACTER - THE CORE OF OUR LIVES</p> </div> <p>Nova Faculty Member's Name and Position: _____</p> <p>Nominee's Name/Grade Level: _____</p> <p>Character Trait= September: Cooperation</p> <p>Please indicate why you nominated this individual: _____</p> <p>Kids of Character that you observed this month, send to Dr. Wilson, School Counselor-Thank You</p>

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>
<input type="checkbox"/> CHAMPS <input checked="" type="checkbox"/> Positive Behavior Interventions and Supports and the Classroom https://fl-pda.org/#/category/26 <input type="checkbox"/> Other: Click here to enter name of system.	1. Provide teachers with training prior to the first day of school, during pre-planning, and give teachers online resources that they can present to the students. 2. Allow teachers to contact the committee if they need help implementing any of the SPBP expectations; members can provide teachers with interventions strategies and peer modeling strategies. 3. Review the referral data, quarterly, and encourage teachers with excessive referrals to get support from PBIS Team.

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

<input type="checkbox"/> CHAMPS 7 Up Checklist 
<input type="checkbox"/> Classroom Snapshot (Classroom Management Assessment) 
<input type="checkbox"/> PBIS Classroom Assistance Tool (CAT) 
<input checked="" type="checkbox"/> Other <i>(specify)</i> : Classroom Observations

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 :	575
Total number of <i>other</i> school-wide discipline referrals (not including classrooms):	569
% of referrals in the classroom:	50%
Do more than 40% of your referrals come from the classroom?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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
	<input checked="" type="checkbox"/> check off Action Step when completed
Current	<input type="checkbox"/> 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	<input type="checkbox"/> Print up your SPBP and Feedback form BCPS Central <input type="checkbox"/> Provide SPBP presentation to all staff during Pre-Planning <input type="checkbox"/> Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders <input type="checkbox"/> Market and post School-wide Expectations and Location-specific Rules <input type="checkbox"/> Identify your district PBIS Specialist (Contact amber.jennings@browardschools.com for more information if you are unsure) <input type="checkbox"/> Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP (indicated in yellow)
August 1 st Quarter Team Meeting	<input type="checkbox"/> Determine any needed team training, such as: 4 Step Problem Solving Process series, PBIS 10 Critical Elements, Data Collection, etc. <input type="checkbox"/> Review previous year's SPBP and feedback form; make necessary modifications <input type="checkbox"/> Review previous year's data (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) <input type="checkbox"/> Verify and implement teaching schedule for Expectations and Rules behavior lesson plans <input type="checkbox"/> Implement the Reward System for all students as indicated in the SPBP <input type="checkbox"/> Ensure the Discipline Flow Chart is distributed to all staff and is being used as written <input type="checkbox"/> Present implementation data, behavior data, team activities and SPBP progress to entire staff <input type="checkbox"/> Ensure all teachers are using an evidence-based classroom management plan, such as CHAMPS <input type="checkbox"/> Confirm next quarterly PBIS team meeting date and time
September	<input type="checkbox"/> Provide SPBP stakeholder presentation by September 30 th <input type="checkbox"/> Ensure instructional staff know how to document Tier 1 Supplemental Strategies for behavior <input type="checkbox"/> 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 2 nd Quarter Team Meeting	<input type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) <input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff <input type="checkbox"/> Ensure Core Effectiveness Action Steps are being implemented as written <input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator <input type="checkbox"/> Confirm next quarterly PBIS team meeting date and time
November	<input type="checkbox"/> Review/revise lesson plans as indicated by previous quarter behavior data <input type="checkbox"/> Ensure that the Student Outcome Monitoring Action Steps are being implemented as written
January 3 rd Quarter Team Meeting	<input type="checkbox"/> Staff to re-teach Expectations and Rules after winter break <input type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) <input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff <input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator <input type="checkbox"/> Confirm next quarterly PBIS team meeting date and time
February	<input type="checkbox"/> Check on recently hired staff for PBIS understanding - provide "PBIS 101" Brainshark resource <input type="checkbox"/> Utilize the Stakeholder SPBP Forms Survey to solicit input for planning next year's SPBP (optional)
March 4 th Quarter Team Meeting	<input type="checkbox"/> Ensure progress towards completion and submission of next year's SPBP <input type="checkbox"/> Staff to re-teach Expectations and Rules after spring break <input type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) <input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff <input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator
April	<input type="checkbox"/> Provide staff presentation and faculty vote on new SPBP for next year <input type="checkbox"/> Submit your SPBP in BCPS Central by April 30 th . Use this new SPBP in the next school year <input type="checkbox"/> 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.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	By 8/8/2025, 1.New posters up by August 8, 2025 2.Include the school-wide rules in daily announcements
100% of instructional staff has delivered expectations and rules lesson plans as written and when indicated.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	By 8/11/2025, 1.Implementation for New Year August 11, 2025 2.Continue to check lesson plans quarterly; administration will verify that each class has classroom expectations posted
100% of staff members are oriented to the Discipline Flow Chart. It is used consistently by 100% instructional staff, behavioral support, and administrators.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	By 8/8/2025, 1.Teachers will receive orientation August 8, 2025 2.Colored copy of flow chart provided to each staff member to post near desk as a reminder
A recognition system is implemented by 100% staff for <i>all</i> students.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	By 8/8/2025, 1.New liaison needed for Titan Bucks Program 2.Orientation with staff August 8, 2025


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.
Unruly/Disruptive Behavior	By June 3, 2026, 90% of the school population will indicate not have any referrals for unruly/disruptive behavior as measured by Office Discipline Referrals (ODRs) in Focus.	1.Redirection Strategies Training for all general education teachers 2.Reinstallation of Titan Bucks Program

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