Schoolwide Positive Behavior Plan (SPBP)
Broward County Public Schools

==SY 2025 – 2026==

School Name:	Bair Middle School
School Number:	2611

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	Dr. Keietta Givens	7. Security Specialist/ Campus Monitor	Cregg Hankerson
2. Point of Contact	Lynette Lendick	8. Social Worker	Marie Jussome
3. BTU Representative	Paulette Daley	9. School Nurse	Kristina Noziere
4. Parent/Community Representative	Tamara Dawes	10. Attendance Manager	Ms. Applys
5. Student Representative	Mikyle Sukoo	11. Life Skills & Wellness Liaison	
6. School Counselor	Kahane Williams	12. Resiliency Liaison	Kahane Williams

*Optional Team Member(s): Family Therapist, Grade Level/Content Area Representatives, Clerical, Custodial, Food/Nutrition

1B. Schedule of quarterly team meetings.
Meeting Objectives:
1. Progress monitor the action steps indicated in Critical Element #9.
2. Collect & analyze student outcome data using the 4 Step Problem Solving Process.

Quarter	PBIS Data Meeting Dates	PBIS Data Meeting Times		Faculty and Staff Data Communication/Presentation Dates
1st	9/27/2025	8:20	➡	5/30/2025
2nd	12/18/2025	8:20	➡	1/9/2026
3rd	2/20/2026	8:20	➡	3/13/2026
4th	4/24/2026	8:20	➡	5/8/2026

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)*	4/25/2025
Hold a *faculty* vote on the new SPBP *(prior to April 30, 2025)*	4/29/2025
Provide training to faculty and staff *(prior to September 30, 2025)*	8/6/2026
Present the 2025-26 SPBP to family and community stakeholders *(prior to September 30, 2025)*	9/4/2025

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: # Referrals:	# of Students:	% of Total Population	Core Effectiveness	
I. 0 - 1 referrals	599	87%	Are your 0 – 1 referral > 80%?	☒Yes ☐No
II. 2 - 5 referrals (at risk students)	60	9%	Are your 2 - 5 referrals <15%?	☒Yes ☐No
III. > 5 referrals (high-risk students)	28	4%	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. Mentorship of targeted students to impact high risk students.

2. Suite 360

3. Monitor Tier 1 strategies Implementation

4.Resiliency Training

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. Working with FI Inclusion Network to assist with ESE scheduling.

2. Working with Inclusion Network for ELL scheduling

3. Created support classes to support the ESE students needs

4. Mentorship program for lowest 30%

5. Small group pullouts

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. Minor fight	71
2. Disruptive unruly play	70
3. Unruly disruptive behavior	43
4. Disobedience/Insubordination	27
5. Profanity to staff member	23
TOTAL	234

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 positive
2.   Be Responsible
3.   Be involved
4.   Be Determined
5.   Be Exceptional

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. Hallway	**75**
2. Cafeteria	**31**
3. Gym	**26**

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			
Schoolwide EXPECTATIONS	Hallway Rules	Cafeteria Rules	Click here to enter location: Rules
Be Positive	Click here to select hallway rules OR **Have your ID badge visible at all times Follow adult directives**	Click here to select cafeteria rules OR **Follow all directions given by the cafe monitors/adults**	Click here to select location rules OR **Be respectful to driver and peers**
Be Responsible	Click here to select hallway rules OR **Walk on the right side of the hallway**	Click here to select cafeteria rules OR **Clean your eating space and pick up trash around your area**	Click here to select location rules OR **Practice social distancing**
Be Involved	Click here to select hallway rules OR **Work with classmates to keep assigned area neat**	Click here to select cafeteria rules OR **Raise your hand to get the attention of an attendant/adult**	Click here to select location rules OR **Keep the bus clean**
Be Determined	Click here to select hallway rules OR **Go directly to your destination**	Click here to select cafeteria rules OR **Avoid distractions when standing in line**	Click here to select location rules OR **Arrive 10 minutes before route's scheduled morning pick up**
Be Exceptional	Click here to select hallway rules OR **Keep walking until you arrive to destination**	Click here to select cafeteria rules OR **Sit properly with legs under the table**	Click here to select location rules OR **Remind peers of bus expectations, as needed**

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	9:30am	1st period
After Winter Break	1/9/2026	9:30am	1st period
After Spring Break	3/25/2026	9:30am	1st period

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**	**Gym**
Lesson Plan Dates			
Start of School Year	8/18/2025	8/18/2025	8/18/2025
After Winter Break	1/9/20206	1/9/2026	1/9/2026
After Spring Break	3/25/2026	3/25/2026	3/25/2026

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 in the Science and Social Studies of the none tested grades.	The teachers and the counselor will be responsible for teaching the curriculum.	On those days we will suspend curriculum and then focus on teaching the soft skills to the kids.	The counselors and administration team will monitor referrals.
Character Education **Click to enter "other"**	Character education will be taught in rotating core classes.	The counselors will push in the classrooms to teach the principle.	It will be taught in the classroom with an interactive lesson to check for understanding.	The administrator over guidance will monitor its implementation.

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

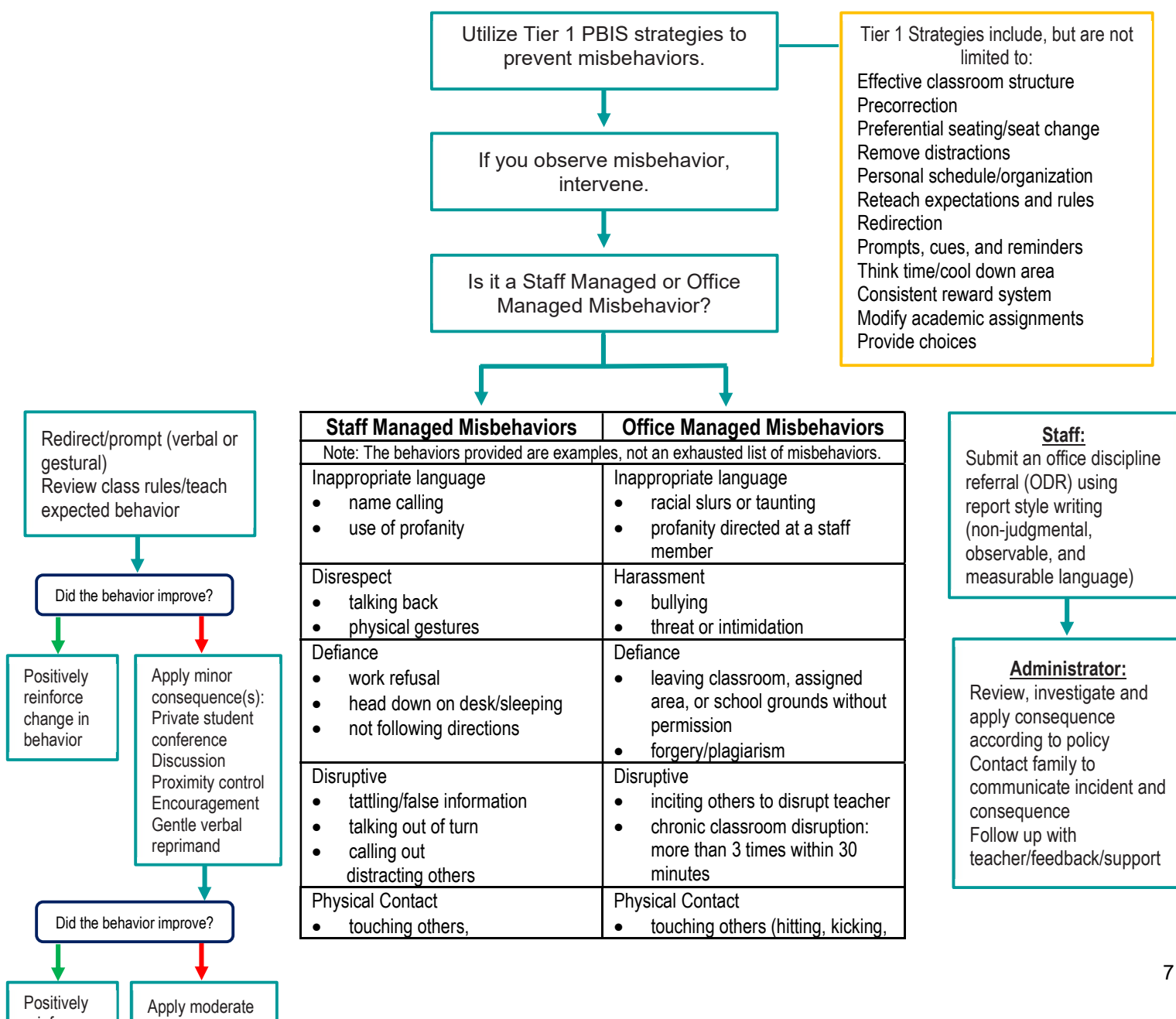| 4 Step Problem Solving Process	Plan Details
1. Problem Identification: Review your behavior data to identify one school-wide problem. What problem did you identify? *(use numerical data)*	**Data used: Discipline referrals as noted in FOCUS** **Problem Identification Statement: The problem identified was increase of incidents in the hallway from 60 referrals in the 23/24 to 75 referrals in the 24/25 school year.**
2. Problem Analysis: Why do you think this problem is occurring? What is your goal? *(create a SMART goal statement with numerical data)*	**Hypothesis:** Students lack maturity and decision-making skills, therefore need highly structured environments that infuse LSW techniques and strategies from the Resiliency lessons provided by the district to help them develop much needed skillsets, while holding them accountable for their actions. **SMART Goal Statement: By the end of the 2015-26 year we see a reduction in hallway referrals by 10%.**
3. Intervention Design: Describe how you will implement a positive reward program/system to decrease this problem.	**Type of Program/System:** *Point system* **Description of Program/System:** *In support of our 5 school-wide expectations, we have identified key components to use within our Classroom DOJO point system (On-task, On time, In dress code, positive interactions, and demonstrating P.R.I.D.E.) that will be tracked every 1st period and a randomly chosen component will be tracked throughout each period daily. Biweekly, 2 students from each grade level, will be randomly selected from the top 50 "ON TASK" point holders of each grade. Students will receive a certificate and be spotlighted on the morning announcements. The intentional celebration of these students and why they are being celebrated will assist in promoting our incentive system.*
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?** **DOJO Administrator Contact will send out a weekly email as a reminder. Teachers will also receive recognition for their participation in the school initiative. DOJO Site Coordinator will send monthly updates of teacher usage, as well, so that we can engage specified teachers who are not participating.**
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"? Discipline data will be collected from FOCUS monthly to determine the effectiveness of this Be Responsible ("on-task") expectation specific reward program. The team will meet on 10/24/2025, to determine if monthly data compared to the 2024-2025 school year demonstrates maintenance or decrease.**

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. ℹ️

Monthly Character Traits	**Plan Details** How will you recognize *Kids of Character* each month? *(2-3 sentences)*

	With the assistance of the teacher and support staff we identify students that are demonstrating those traits in the school. We will follow a similar reward system.
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	Month, Treat September-Ice cream October- Cookies and Juice November-Ice Cream December-Cookies and Juice January-Ice Cream February-Heart candies March- Cookies and juice April-Donuts

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.

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]

Apply moderate

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,	Physical Contact • touching others (hitting, kicking,

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

pushing/shoving (no injuries) • mutual horseplay	biting) with intent to do harm • petty theft
Violation of classroom or location-specific rules	Violation of the Code of Student Conduct

CRITICAL ELEMENT # 8: Classroom Management Systems

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

Which evidence-based system(s) are you using?	Provide 3-4 measurable and observable action steps the team will take to help educators improve their classroom management system. *(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.Share "Quick Notes" will all staff – school -generated monthly resource assisting in SEL, Tier 1, and other classroom management strategies 2. Infuse Classroom Management segment into monthly TIER meetings 3. Offer monthly Professional Development opportunities for teachers with an emphasis on LSW and classroom management 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 *(specify):*

8C. Percentage of classroom referrals: ***<u>Use current 2024-2025 school year behavior data</u>*** 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**:	243
Total number of *other* **school-wide** discipline referrals (not including classrooms):	279
% of referrals in the classroom:	46%
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. <u>Staff</u> 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 8/11/2025 1.Assign responsible support staff to specific area to post and monitor condition of postings and replace as necessary 2.Keep laminated posters readily accessible to alleviate delay in any necessary repostings.
100% of instructional staff has delivered expectations and rules lesson plans as written and when indicated.	☒Yes ☐No	By 9/30/2025, 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 8/11/2025, 1.Review flow chart during pre-planning to account for new staff and needed clarifications 2.Provide all staff with a copy of the flow chart to be posted near their desk or in the classroom
A recognition system is implemented by 100% staff for *all* students.	☒Yes ☐No	By 4/30/2025, School counselors will be responsible for the implementaion

10B. The SPBP is successful in positively impacting **<u>students</u>**: 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.
Select an item *Choose one ODR area of focus*	By June 3, 2026, The incidents happening in the hallways will see a reduction of 10% as measured by Office Discipline Referrals (ODRs) in Focus.	1. Monthly Resiliency lesson rotations facilitated by Guidance Department 2.Teaching and reciting the "Bair Mantra" daily via morning announcements

SPBP Submission

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