




Schoolwide Positive Behavior Plan (SPBP)

Broward County Public Schools

SY 2025 – 2026



School Name:	Walter C. Young Middle School
School Number:	3001

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. Ben Reeves	7. Security Specialist/ Campus Monitor	Wardell Copeland
2. Point of Contact	Dr. Ben Reeves	8. Social Worker	Anaëlle Marcelin
3. BTU Representative	Gabriella Bennett	9. School Nurse	Stephanie Geis
4. Parent/Community Representative	Kristin Zara	10. Attendance Manager	Natasha Rosas
5. Student Representative	Taylor Benard	11. Life Skills & Wellness Liaison	Melissa Wahlstrom
6. School Counselor	Ximena Menendez	12. Resiliency Liaison	Andrew Caputo

*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	8/4/2025	8:10AM		8/6/2025
2 nd	10/7/2025	8:10AM		10/10/2025
3 rd	1/5/2026	8:10AM		1/6/2026
4 th	3/23/2026	8:10AM		4/7/2026

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>)	4/24/2025
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:	689	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals		91%	Are your 0 – 1 referral > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
II. 2 - 5 referrals (at risk students)	56	8%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
III. > 5 referrals (high-risk students)	8	1%	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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<p>Answer either (a) or (b):</p> <p>(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.</p> <p>(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:</p> <p>Core Effectiveness Action Steps: <i>(3-4 detailed steps)</i></p> <ol style="list-style-type: none"> Continue to provide professional development for all teachers on CHAMPS to increase positive school behavior. Continue to provide professional development for all teachers via the District PBIS Specialist to increase and implement classroom management strategies. Continue to create a school culture that encourages staff and students to promote the same message concerning school-wide student behavior, so that the school can effectively mitigate disruption of the educational environment and increase educational momentum. 	

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)?
<p>Disproportionality Action Steps: <i>(3-4 detailed steps)</i></p> <ol style="list-style-type: none"> Provide professional development for staff members in the areas of Equity and Diversity. Request professional development via the District PBIS Specialist on Implementing strategies to promote Equity and Diversity. Have the Equity and Diversity Liaison for Walter C. Young Middle provide appropriate student-centered classroom lessons.

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. Disobedience/Insubordination	138
2. Fighting (Medium)	27
3. Disruptive / Unruly Play	24
4. Fighting (Minor)	19
5. Out of Assigned Area	18
TOTAL	226

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 Cooperative
2. Exercise Respect
3. Show Self-Control
4. Time Management Awareness

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, <u>excluding Classroom</u> :	
School Location(s)	# Incidents
1. School Grounds	99
2. Restroom	18
3. Cafeteria	18

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: School Ground Rules	Classroom Rules
Be Cooperative	Click here to select hallway rules OR Have a hall pass when you are not with your class	Click here to select cafeteria rules OR Sit at your assigned table	Click here to select location rules OR Engage in appropriate conduct by following the student code of conduct	
Exercise Respect	Click here to select hallway rules OR Use voice level 1	Click here to select cafeteria rules OR Follow all directions given by café monitor	Click here to select location rules OR Engage in productive and positive interactions with staff and students	
Show Self Control	Click here to select hallway rules OR Keep your hands and feet to yourself	Click here to select cafeteria rules OR Keep your area clean	Click here to select location rules OR Follow HBO (Hands, Body, Objects) protocol	
Time Management	Click here to select hallway rules OR Walk directly to your destination	Click here to select cafeteria rules OR Raise your hand and wait for help	Click here to select location rules OR Walk and talk with your peers between classes instead of standing in one location)	
Click here to type your Expectation	Click here to select hallway rules OR Click here to type hallway rules.	Click here to select cafeteria rules OR Click here to type cafeteria rules.	Click here to select location rules OR Click here to type location rules.	

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	9:00AM	Classrooms
After Winter Break	1/6/2026	9:00AM	Classrooms
After Spring Break	3/23/2026	9:00AM	Classrooms

5B. At least one Rules Lesson Plan for **each** common location is distributed to instructional staff during pre-planning. This is aligned to the **Schoolwide Expectation/Location-based Rules** chart in section 4D. Location-based rules should be taught and reinforced in the context of the location in the beginning of the year, after long breaks, and throughout the year as necessary.

Dates when the rules lesson plans for common locations are taught by instructional staff and noted in lesson plans:			
Common Location	Hallway Rules	Cafeteria Rules	Select location
Lesson Plan Dates			
Start of School Year	8/11/2025	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 Click to enter "other"	During Study Hall for 6 th Grade; During Science for 7 th Grade; During Social Studies for 8 th Grade	Classroom Teachers	The Resiliency Curriculum will be used as a resource for teachers. This will enable teachers to deliver student-centered lessons. Students will be able to apply what they learned to the classroom, cafeteria, hallways, restrooms, and school grounds.	Data will be reviewed from Rethink Ed to determine the number of lessons taught and the number of completed activities by students.
Select a program 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.

Identified Schoolwide Expectation OR Specific Location: Disobedience / Insubordination

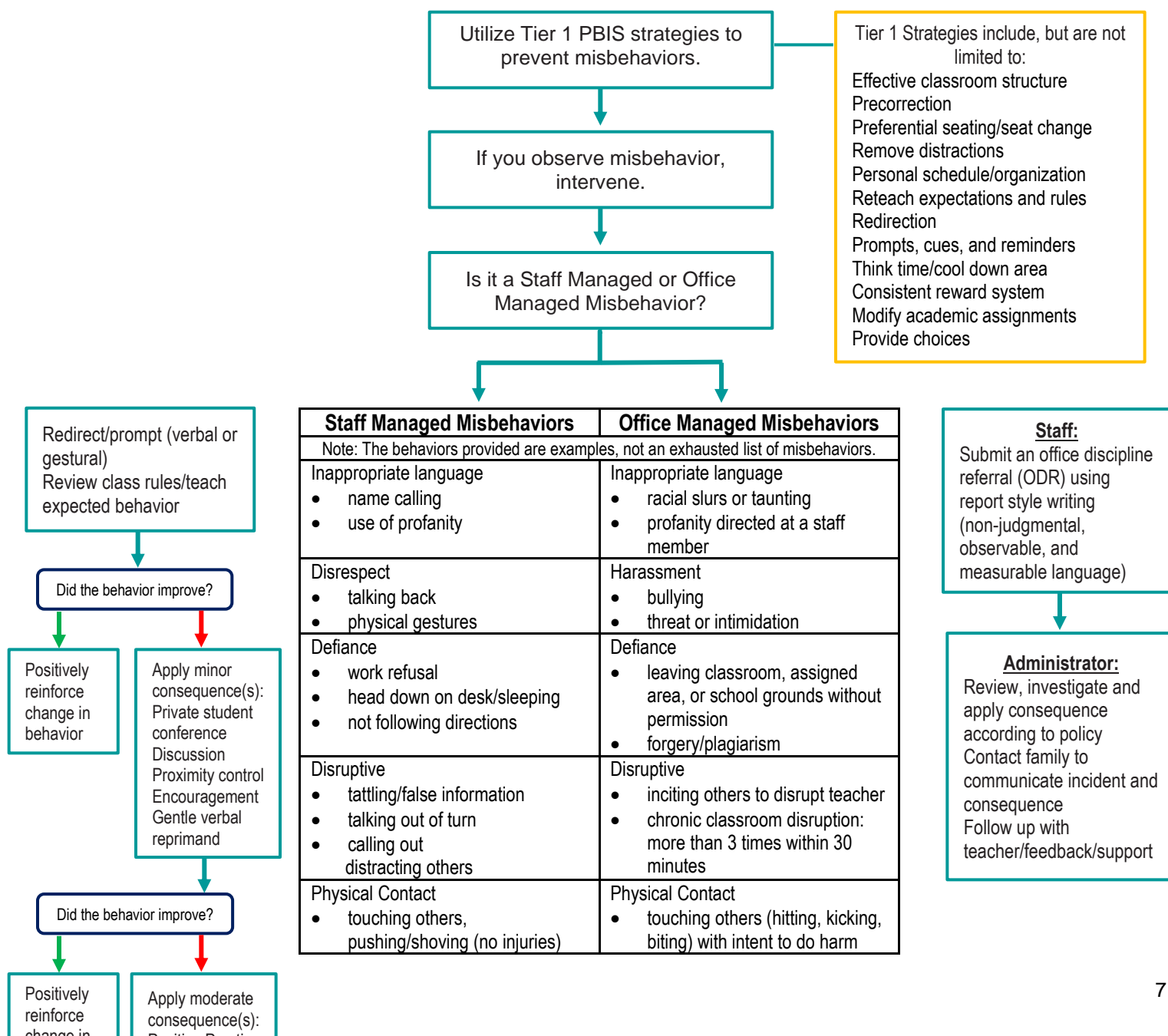
4 Step Problem Solving Process	Plan Details
1. Problem Identification: Review your behavior data to identify one school-wide problem. What problem did you identify? <i>(use numerical data)</i>	Data used: Highest 5 Infractions to the Student Code of Conduct Problem Identification Statement: Students are not complying with reasonable directives from staff members when given.
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: Students are displaying a sense of entitlement and intentionally not adhering to staff directive at times, especially when other students are present and observing the incident. SMART Goal Statement: 90% of students will follow reasonable directives given by staff members the first time they are given.
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? Knights Bucks Incentive School-wide Positive Behavior Program: This positive behavior incentive program is comprised of all staff members rewarding students reflecting positive behavior by issuing them “Knights Bucks” (play money) on a daily basis. Students that receive “Knights Bucks” are able to accrue them and spend them in the Knights Bucks Store during their appropriate grade level lunch, which occurs each month. Teachers and staff will reward students with Knights Bucks for a wide variety of positive behaviors including being on time to class, being compliant with the unified dress code & student I.D. badge policy, maintaining grades of As, Bs, and Cs, showing respect towards staff and other students, showing self-control, and additional positive behaviors that teachers and staff observe.
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) Students and staff will be interviewed regularly to gain feedback on how the Knights Bucks Incentive (KBI) Program is working. The number of students participating in the KBI Incentive Store event will reflect the effectiveness of students being issued Knights Bucks. Further effectiveness of the KBI Program will be reflected by a 20% decrease in classroom and school grounds negative behavior.
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) The number of students participating in the KBI Incentive Store event will reflect the effectiveness of students being issued Knights Bucks. Further effectiveness of the KBI Program will be reflected by a 20% decrease in classroom and school grounds negative behavior.

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	At Walter C. Young Middle School, students are nominated each month for Kids of Character on the monthly character trait. Those selected receive a certificate in recognition of their positive behavior. At the end of the school year, one student is chosen from the group of monthly nominees to be honored for their exceptional character at the Annual Kids of Character Awards Ceremony.

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.








<ul style="list-style-type: none">• mutual horseplay	<ul style="list-style-type: none">• 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. <i>(3-4 detailed steps)</i>
<input checked="" type="checkbox"/> CHAMPS <input 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. Walter C. Young's staff will be surveyed to determine what percentage of teachers have been trained in the classroom management system. 2. Collaboration with the District PBIS Specialist will be done to provide support in training 100% of Walter C. Young's teachers on the use of the CHAMPS classroom management system. 3. Classroom incidents data will be used to determine what strategies need to be implemented to decrease negative behavior in the classroom by 20%

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

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

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 :	172
Total number of <i>other</i> school-wide discipline referrals (not including classrooms):	168
% of referrals in the classroom:	50.59%
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 4th 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 <i>current</i> SPBP through the end of the current school year

CRITICAL ELEMENT # 10: Evaluation

10A. Staff Implementation of the Schoolwide Positive Behavior Plan: review goals, evaluate implementation, and create 2 action steps to review in quarterly PBIS meetings.

"Are staff implementing the SPBP with fidelity? If not, how will you address this area?"

STAFF Implementation Monitoring		
Staff Implementation Goal	Quarterly Team Review: Implemented with fidelity?	If you answered No , enter 2 action steps your school will take to move towards this goal by the next PBIS meeting.
100% of hallways, front office, cafeteria, and other public areas all have schoolwide expectations and location-specific rules posted.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	By 8/11/2025, 1. Schoolwide Expectations Posters will be re-created 2. New Schoolwide Expectations Posters will continue to be posted in all common public areas.
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 8/15/2025, 1. This goal will have been accomplished. 2. This goal will continue to be accomplished after the winter break and after the spring break.
100% of staff members are oriented to the Discipline Flow Chart. It is used consistently by 100% instructional staff, behavioral support, and administrators.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	By 8/11/2025, 1. All instructional staff will continue to refer to the BCPS Discipline Matrix when assigning referrals in the DMS (Discipline Management System). 2. All instructional staff will continue to refer to the BCPS Student Code of Conduct when assigning referrals.
A recognition system is implemented by 100% staff for <i>all</i> students.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	By 8/8/2025, 1. All instructional staff will receive a training on the protocols of the schoolwide positive behavior plan.

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.

<p>Select an item <i>Choose one ODR area of focus</i></p>	<p>By June 3, 2026, Core Effectiveness (Disobedience/Insubordination incidents) will indicate a 15% decrease as measured by Office Discipline Referrals (ODRs) in Focus.</p>	<ol style="list-style-type: none"> 1. Review referral data on incidents that have occurred in the classroom on a quarterly basis. 2. Classroom teachers will implement strategies learned from I-CHAMPS and CHAMPS training in the classroom to decrease classroom disruptions.
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SPBP Submission	
<ol style="list-style-type: none"> 1. Upload completed SPBP (as PDF) into BCPS Central in the School Improvement Plan.  2. Complete PBIS Point of Contact form. 