



Schoolwide Positive Behavior Plan (SPBP)

Broward County Public Schools

SY 2026 – 2027



School Name:	Margate Middle
School Number:	0581

Please refer to the SPBP Canvas Resource page to access video tutorials, guidance, and resources for completing the 2026-2027 SPBP template.

CRITICAL ELEMENT # 1: Active Team with Administrative Participation

1A. Integrated MTSS School-Leadership Team Members

Title	First and Last Name	Title	First and Last Name
1. Administrator	Sabine B. Phillips	7. Security Specialist/ Campus Monitor	Davidson Gill
2. Point of Contact	Guy Trenard	8. Social Worker	Tamika Vixamar
3. BTU Representative	Latia Troutman	9. School Nurse	District Provided
4. Parent/Community Representative	Tamika Vixamar	10. Attendance Manager	Annmarie Greenwood
5. Student Representative	Destiny Ambrose	11. Life Skills & Wellness Liaison	Claudia Boswell
6. School Counselor	Stephanie Williams	12. Resiliency Liaison	Latia Troutman

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

1B. Schedule of quarterly team meetings.

Meeting Objectives:

1. Progress monitor the action steps indicated in Critical Element #9.
2. Collect & analyze student outcome data using the 4 Step Problem Solving Process.

Quarter	PBIS Data Meeting Dates	PBIS Data Meeting Times		Faculty and Staff Data Communication/Presentation Dates
1 st Aug. 10 – Oct. 9	10/23/2026			11/6/2026
2 nd Oct. 13 – Dec. 18	1/29/2027			2/5/2027
3 rd Jan. 5 – Mar. 18	3/19/2027			4/2/2027
4 th Mar. 29 – May 28	5/28/2027			5/7/2027

CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment

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

Action Steps:	Dates
Present the 2026-27 SPBP to staff (<i>prior to April 30, 2026</i>)	4/10/2026
Hold a <i>faculty</i> vote on the new SPBP (<i>prior to April 30, 2026</i>)	4/30/2026
Provide training to faculty and staff (<i>prior to September 30, 2026</i>)	8/7/2026
Present the 2026-27 SPBP to family and community stakeholders (<i>prior to September 30, 2026</i>)	9/22/2026

CRITICAL ELEMENT # 3: Data Collection and Analysis

3A. Core Effectiveness: Use current 2025-2026 school year behavior data as listed in Focus.

- Review your referral data YTD in Focus – Discipline Reports – *Students with Referrals*.
- Complete the yellow highlighted cells.
- Auto-calculate the “% of Total Population” by clicking on each “!Zero Divide” in the cells and pressing “Fn + F9”.
- Determine if the core is effective in all three areas.

TOTAL Population:	810	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals	674	83%	Are your 0 – 1 referral > 80%?	☐ Yes ☒ No
II. 2 - 5 referrals (at risk students)	106	13%	Are your 2 - 5 referrals <15%?	☒ Yes ☐ No
III. > 5 referrals (high-risk students)	30	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 <i>at the beginning</i> of the next school year to improve core strength:	
Core Effectiveness Action Steps: <i>(3-4 detailed steps)</i> - Refer students to MTSS for > 2 Office Discipline Referrals - Review behavior data using FOCUS Behavior Dashboard on monthly basis through the PBIS PLC meetings - Share behavior data and action plan/steps with staff	

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> - Provide targeted classroom guidance for 6th graders on middle school expectations, behavior, and self-management, with support for at-risk subgroups. - Expand mentoring by pairing at-risk students with trained adults who build relationships and provide ongoing behavioral and social-emotional support. - Host a Parent Success Night to increase family awareness of school expectations and strengthen support for student success. - Conduct discipline assemblies twice a year to reinforce school-wide expectations and promote positive behavior.

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

- 4A.** Top five behavior incidents: **Use current 2025-2026 school year behavior data** as listed in Focus.
- Review your referral data YTD in Focus – Discipline – Category Breakdown – *Highest Discipline Code*.
 - Complete the chart by identifying the top five behavior incidents and the number of incidents for each type.
 - Complete the yellow highlighted cells.
 - Auto-calculate the total # of referrals by clicking on “0” and pressing “Fn + F9” together.

Top 5 Behavior Incidents Current Year 2025-2026	# Incidents
1.Unruly/Disruptive Behavior	92
2.Disobedience/Insubordination	71
3.Fight-Minor/Altercation/Confrontation	43
4.Class Cut (Skipping)	34
5.Mistreatment of Peers	26
TOTAL	266

- 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.Goal-Oriented
2.Respectful
3.Empathetic
4.Accountable
5.Trustworthy

- 4C.** Top three school-wide locations: **Use current 2025-2026 school year behavior data** as listed in Focus.
- Review your referral data YTD in Focus – Discipline – Category Breakdown – *Location*.
 - Complete the chart by identifying the top three schoolwide locations, excluding classroom and the number of incidents for each location.

Top 3 Locations, excluding Classroom :	
School Location(s)	# Incidents
1. Hallway	100
2.Cafeteria	46
3.Restroom	30

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
Goal-Oriented	Walk on the right side of the hallway.	Raise your hand and wait for help.	Follow directions the first time given.	
Respectful	Go directly to your destination.	Clean your eating space and pick up trash around your area.	Keep hands and feet to yourself.	
Empathetic	Assist your fellow Spartans.	Report any time you are being treated unfairly.	Play fairly with fellow Spartans.	
Accountable	If you drop something, pick it up.	Utilize a pass to leave the cafeteria.	Bring your clothes to wear for P.E.	
Trustworthy	If you see something, say something to an adult.	Assist others as needed.	Play like a Spartan: Responsibly, Respectfully, and Fairly.	

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	8/10/2026	9:20 A.M.	Classroom-During Advisory
After Winter Break	1/5/2027	Time Will Vary	Ambrosia Café (Grade Level Assemblies)
After Spring Break	3/29/2027	Time Will Vary	Ambrosia Café (Grade Level Assemblies)

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	8/10/2026	8/10/2026	8/10/2026
After Winter Break	1/5/2027	1/5/2027	1/5/2027
After Spring Break	3/29/2027	3/29/2027	3/29/2027

5C. Prevention programs and other schoolwide student support initiatives can be used to proactively teach positive behavior and prosocial skills. Use this chart to plan for how you will use District supported programs and initiatives to promote positive behavior on campus.

Program/Initiative	Plan Details			
	When will it be taught?	Who will teach it?	How will it be implemented? <i>2-3 sentences</i>	How will it be monitored for effectiveness?
Other Spartan Bucks Reward System	Within the first two weeks of school.	All Classroom teachers.	Students who demonstrate appropriate behavior in the classroom, hallways, gym, and cafeteria will receive a Spartan Buck as positive reinforcement. Teachers will be provided with Spartan Bucks at the beginning of each quarter and may retrieve additional Bucks from Student Affairs as needed. Every three weeks, students will have the opportunity to use their Spartan Bucks to purchase items such as snacks, school supplies, or small prizes from the Spartan Cart.	Using Forms, a survey will be created for students to complete. The survey will provide information on whether the teachers are implementing the reward system.

Other CHAMPS	During Pre-Planning	District PBIS staff will provide professional development. Additionally, experienced teachers will provide ongoing training and support.	Teachers will create a plan of action and implementation in their classroom.	Walkthrough data will be used to monitor effectiveness.
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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: According to discipline referral data, our top incident has decreased; however, incidents occurring in restrooms have increased. 2025-2026: 30 referrals
2. Problem Analysis: Why do you think this problem is occurring? What is your goal? <i>(create a SMART goal statement with numerical data)</i>	Hypothesis: Teachers are not consistently monitoring the duration of student restroom use when issuing passes, leading to a need for a clearly defined, school-wide restroom procedure and expectations for student behavior. SMART Goal Statement: By May 2027, we will reduce restroom-related incidents by 25%, decreasing from 30 referrals to 22 referrals, as measured by discipline referral data.
3. Intervention Design: Describe how you will implement a positive reward program/system to decrease this problem.	Type of Program/System: Economic simulation system Description of Program/System: Students who demonstrate appropriate behavior in the classroom, hallways, gym, and cafeteria will receive a Spartan Buck as a positive reinforcement. Teachers will be provided with Spartan Bucks at the beginning of each quarter and may request additional Bucks from Student Affairs as needed. Every three weeks, students can use their Spartan Bucks to purchase items such as snacks, school supplies, or small prizes from the Spartan Cart.
4. Evaluation: A. Implementation fidelity	How will you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program/system? <i>(2-3 sentences)</i> Fidelity of implementation will be monitored through student feedback collected via surveys created using Google Forms. The survey will gather information on whether teachers are consistently implementing the reward system and distributing Spartan Bucks as expected. The data will be reviewed regularly to identify trends, ensure consistency across staff, and determine if additional support or adjustments are needed.

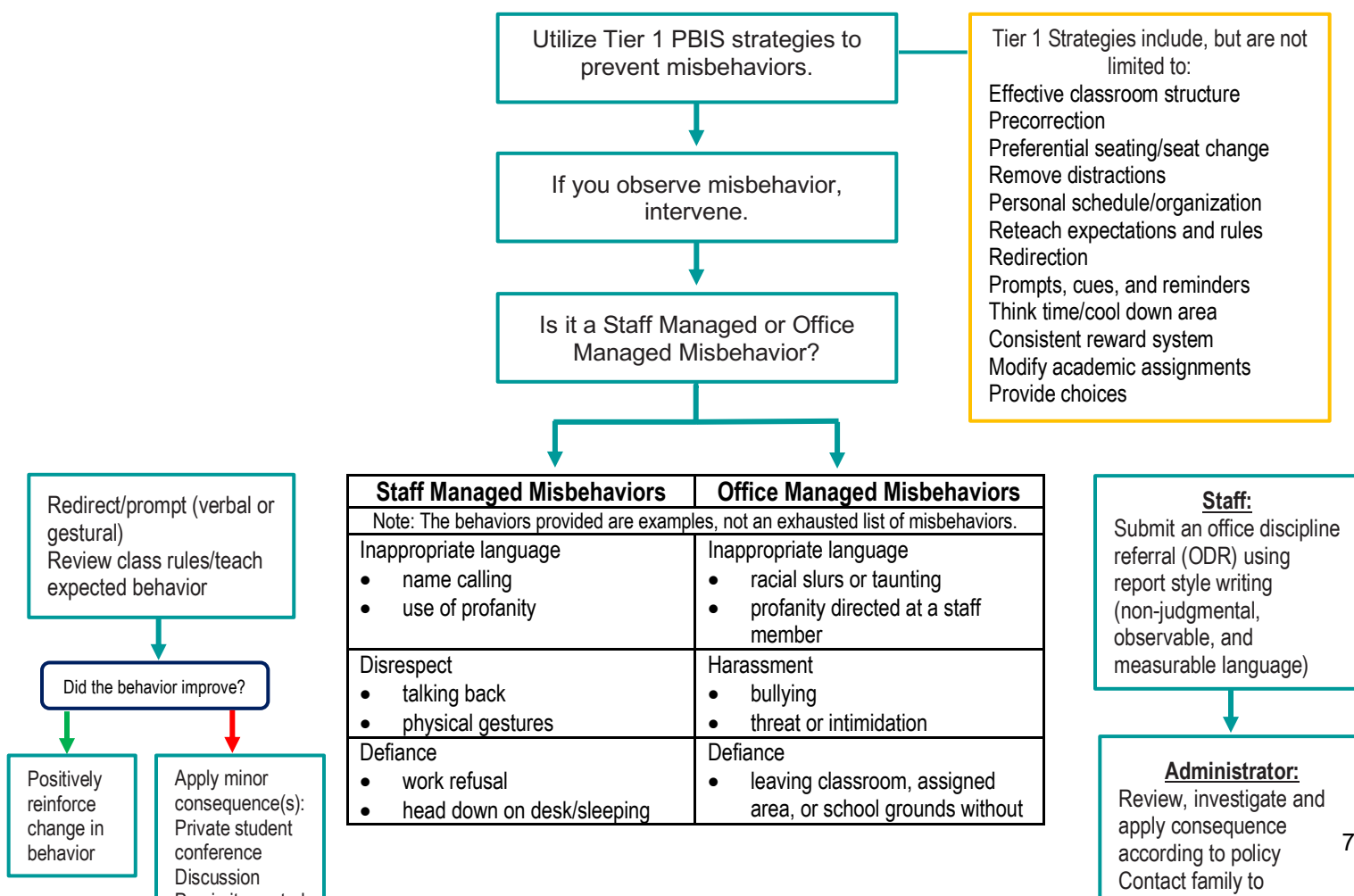
B. Student outcome monitoring (<i>use numerical data</i>)	How will you know if the reward program/system is positively impacting students? What measurable data will you use to determine “success”? (2-3 sentences) The effectiveness of the reward program will be measured by monitoring discipline referral data on a monthly and quarterly basis. A decrease in referrals related to unruly/disruptive or inappropriate behavior will indicate that the program is having a positive impact on student behavior. Additional data, such as trends across grade levels or locations (e.g., classrooms, hallways, restrooms), may also be reviewed to determine overall success and areas for improvement.
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6B. Character Education is an educational and award program utilized to teach and recognize students who display positive character traits each month. Please refer to the BCPS website for lesson plans, videos and additional resources to support this recognition program at your school. 

Monthly Character Traits	Plan Details How will you recognize <i>Kids of Character</i> each month? (2-3 sentences)
1. September: Cooperation 2. October: Responsibility 3. November: Citizenship 4. December: Kindness 5. January: Respect 6. February: Honesty 7. March: Self-Control 8. April: Tolerance	Teachers select two students to be recognized monthly at SAC meetings.

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.





not following directions	- 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

CRITICAL ELEMENT # 8: Classroom Management Systems

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

Which evidence-based system(s) are you using?	Provide 3-4 measurable and observable action steps the team will take to help educators improve their classroom management system. <i>(3-4 detailed steps)</i>
☒ CHAMPS ☐ Positive Behavior Interventions and Supports and the Classroom https://fl-pda.org/#/category/26 ☐ Other: Click here to enter name of system	1. Provide professional development on the Spartan Success Plan, including review of the 2025–2026 SPBP, PBIS framework, classroom management strategies, and CHAMPS implementation guidelines. 2. Conduct regular walkthroughs using the CHAMPS “7-Up” Checklist and PBIS schoolwide checklist to monitor implementation and provide feedback. 3. Provide targeted, individualized support to first-year teachers, teachers with high referral rates, and those who request assistance, including coaching and modeling of effective classroom management strategies. 4. Monitor and review discipline referral data monthly to identify trends and adjust support and interventions as needed.

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 2025-2026 school year behavior data** as listed in Focus.

(a) Review your classroom data YTD in Focus – Discipline – Category Breakdown – *Location*.

(b) Complete the yellow highlighted cells.

(c) Auto-calculate the % of referrals in the classroom by clicking on “!Zero Divide” in the next cell and pressing “Fn + F9” together.

Total number of discipline referrals from classrooms :	374
Total number of <i>other</i> school-wide discipline referrals (not including classrooms):	227
% of referrals in the classroom:	62%
Do more than 40% of your referrals come from the classroom?	☒ Yes ☐ No

If >40% of discipline referrals come from the classroom, it suggests Tier 1 classroom management implementation may need to be strengthened school wide.

Critical Elements # 9: SPBP Implementation Planning

RED Font = Action Steps for all schools in Broward County

GREY Font = Best Practices for all schools in Broward County

TEAL Font = Resources available at <https://browardschools.instructure.com/enroll/PWF673>

Implementation Action Plan	
Month	Action Steps
	☒ check off Action Step when completed
Current	☐ Create an SPBP binder or portfolio to retain (for 2 years) hard copies of: your SPBPs, Action Plans, staff PBIS professional development attendance, stakeholder training attendance, quarterly meeting agendas, quarterly staff behavior presentations, voting attendance and outcome, Expectations lesson plans and Rules lesson plans
Pre-Planning	☐ Print up your SPBP and Feedback form BCPS Central ☐ Provide SPBP presentation to all staff during Pre-Planning ☐ Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders ☐ Market and post School-wide Expectations and Location-specific Rules ☐ Identify your district PBIS Specialist (Contact amber.jennings@browardschools.com for more information if you are unsure) ☐ Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP (indicated in yellow)
August 1 st Quarter Team Meeting	☐ Determine any needed team training, such as: 4 Step Problem Solving Process series, PBIS 10 Critical Elements, Data Collection, etc. ☐ Review previous year's SPBP and feedback form; make necessary modifications ☐ Review previous year's data (Use the Tier 1 Agenda and Quarterly Big 5 Data template) ☐ Verify and implement teaching schedule for Expectations and Rules behavior lesson plans ☐ Implement the Reward System for all students as indicated in the SPBP ☐ Ensure the Discipline Flow Chart is distributed to all staff and is being used as written ☐ Present implementation data, behavior data, team activities and SPBP progress to entire staff ☐ Ensure all teachers are using an evidence-based classroom management plan, such as CHAMPS ☐ Confirm next quarterly PBIS team meeting date and time
September	☐ Provide SPBP stakeholder presentation by September 30 th ☐ Ensure instructional staff know how to document Tier 1 Supplemental Strategies for behavior ☐ Check for staff and teacher understanding of PBIS - provide "PBIS 101" training as a resource Video training modules available at: https://browardschools.instructure.com/courses/1193624/
October 2 nd Quarter Team Meeting	☐ Review previous quarter's data (Use Tier 1 Agenda and Quarter Big 5 Data template) ☐ Present implementation data, behavior data, team activities, and SPBP progress to entire staff ☐ Ensure Core Effectiveness Action Steps are being implemented as written in Section 3B ☐ Complete Quarterly Big 5 Data Template and submit to your assigned PBIS Administrator ☐ Confirm next quarterly PBIS team meeting date and time
November	☐ Review/revise lesson plans as indicated by previous quarter behavior data ☐ Ensure that the Student Outcome Monitoring Action Steps are being implemented as written in Section 10B
January 3 rd Quarter Team Meeting	☐ Staff to re-teach Expectations and Rules after winter break ☐ Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template) ☐ Present implementation data, behavior data, team activities, and SPBP progress to entire staff ☐ Complete Quarterly Big 5 Data Template and submit to your assigned PBIS Administrator ☐ Confirm next quarterly PBIS team meeting date and time
February	☐ Check on newly hired staff for PBIS understanding - provide "PBIS 101" video training module ☐ Utilize the Stakeholder SPBP Forms Survey to solicit input for planning next year's SPBP (optional)
March 4 th Quarter Team Meeting	☐ Ensure progress towards completion and submission of next year's SPBP ☐ Staff to re-teach Expectations and Rules after spring break ☐ Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template) ☐ Present implementation data, behavior data, team activities, and SPBP progress to entire staff ☐ Complete Quarterly Big 5 Data Template and submit to your assigned PBIS Administrator
April	☐ Provide staff presentation and faculty vote on new SPBP for next year ☐ Submit your SPBP in BCPS Central by April 30 th . Use this new SPBP in the next school year ☐ Continue implementing your current SPBP through the end of the current school year

CRITICAL ELEMENT # 10: Evaluation

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

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

STAFF Implementation Monitoring		
Staff Implementation Goal	Quarterly Team Review: Implemented with fidelity?	If you answered No , enter 2 action steps your school will take to move towards this goal by the next PBIS meeting.
100% of hallways, front office, cafeteria, and other public areas all have school-wide expectations and location-specific rules posted.	☒ Yes ☐ No	By 8/5/2026, 1. PBIS Team will print posters. 2. PBIS Team will hang posters.
100% of instructional staff has delivered expectations and rules lesson plans as written and when indicated.	☒ Yes ☐ No	By 8/14/2026, 1. PBIS Team will create/adjust/review lessons plan before pre-planning week. 2. Teachers will give specific lessons throughout the week tailored to expectations.
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 8/7/2026, 1. Discipline Flow Chart will be taught to teachers during the Spartan Success Plan PD.
A recognition system is implemented by 100% of staff for <i>all</i> students.	☒ Yes ☐ No	By 8/11/2026, 1. Teachers will be taught the PBIS Plan for 2026-2027. 2. Teachers will be given Spartan Bucks.

10B. The SPBP is successful in positively impacting **students**: review behavior data and create a SMART goal. Evaluate implementation and create action steps to review in quarterly PBIS meeting.

"If staff are implementing the SPBP consistently and effectively, is it positively impacting students? How will you know?"

SMART Criteria:

S	Specific	Concrete, detailed, focused, and well defined. Results-focused and action-orientated.
M	Measurable	The measurement sources (data) are defined numerically in order to track progress towards the objective.
A	Attainable	Objectives are achievable in the near future to maintain motivation.
R	Realistic	Staff have the resources to achieve the objective- time, personnel, materials, etc.
T	Time-bound	Agreed-on time frames create the necessary urgency and prompt action.

STUDENT Outcome Monitoring		
Student Outcome Data	Complete the SMART goal to determine "successful" student outcomes <i>(use numerical data)</i>	List 2 action steps your team will take to ensure this goal is monitored and meets or exceeds the SMART goal.
Select an item <i>Choose one ODR area of focus</i>	By May 29, 2026, incidents of unruly/disruptive behavior will decrease by 10%, as measured by Office Discipline Referrals (ODRs) in Focus.	1. Refer students with more than two unruly/disruptive behavior incidents to the MTSS team for targeted interventions and progress monitoring. 2. Provide ongoing support to teachers by modeling and coaching effective classroom management strategies and monitor referral data monthly to assess progress toward the goal.

SPBP Submission

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