



Schoolwide Positive Behavior Plan (SPBP)
Broward County Public Schools

SY 2026 – 2027



School Name:	Parkway Middle School
School Number:	0701

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	Kimberly Kyle-Jones	7. Security Specialist/ Campus Monitor	Glen Robinson
2. Point of Contact	Lakeya Avant	8. Social Worker	Veronne McMain
3. BTU Representative	Ellen Morris	9. School Nurse	Jennifer Agenor
4. Parent/Community Representative	Lisa Boles	10. Attendance Manager	Marjorie Espinoza
5. Student Representative	Daisy Addison	11. Life Skills & Wellness Liaison	Carl Coleman
6. School Counselor	Dashonya Thompson	12. Resiliency Liaison	Lakeya Avant

*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	8/12/2026	9:15am		Click to enter a date.
2 nd Oct. 13 – Dec. 18	11/4/2026	9:15am		Click to enter a date.
3 rd Jan. 5 – Mar. 18	3/17/2027	9:15am		Click to enter a date.
4 th Mar. 29 – May 28	5/26/2027	9:15am		Click to enter a date.

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>)	4/28/2026
Hold a <i>faculty</i> vote on the new SPBP (<i>prior to April 30, 2026</i>)	4/28/2026
Provide training to faculty and staff (<i>prior to September 30, 2026</i>)	Click here to enter a date.
Present the 2026-27 SPBP to family and community stakeholders (<i>prior to September 30, 2026</i>)	Click here to enter a date.

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:		% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals	553	!Zero Divide	Are your 0 – 1 referral > 80%?	☐ Yes ☒ No
II. 2 - 5 referrals (at risk students)	168	!Zero Divide	Are your 2 - 5 referrals <15%?	☐ Yes ☒ No
III. > 5 referrals (high-risk students)	71	!Zero Divide	Are your >5 referrals <5%?	☐ Yes ☒ No

3B. Core Effectiveness Action Steps:

If you answered “Yes” to I, II, and III above, then your core is effective. Based upon table 8A, is your core effective?		☐ Yes ☒ No
Answer either (a) or (b): (a) If your core is effective, then identify action steps your school leadership team should continue to take for early identification of at risk or high-risk students. (b) If you answered “No” to at least one of the items above (I, II, or III) then indicate the supports and interventions and action steps your school leadership team will implement <i>at the beginning</i> of the next school year to improve core strength: Core Effectiveness Action Steps: <i>(3-4 detailed steps)</i> - Professional learning will continue to be provided to staff members who require support addressing Tier 1 and 2 student behaviors. - Critical students needing Tier 2 and Tier 3 behavioral support and interventions will be identified by the team through the MTSS and RtI process. - The schoolwide reward system program that identifies incentives for students, classes, and grade levels will continue to be implemented. - The Leadership Team will identify staff members who require additional support on an individual level (to be provided by District Support 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> - Parkway Middle’s Leadership Team will conduct quarterly expectations assemblies for the students (all populations by grade level). - During internal suspension and other intervention opportunities, staff will utilize Suite 360 to target appropriate behaviors through guidance lessons (all populations).

3. The Parkway Empowerment Program will be implemented for students who have been identified as needing additional support due to academic and behavior deficiencies (non-ESE students only).

4.

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. Disobedience/Insubordination (6 th -8 th)	237
2. Unserved Detention (6 th -8 th)	196
3. Class Cutting/Skipping (6 th -8 th)	151
4. Unruly/Disruptive Behavior (6 th -8 th)	134
5. Defiance of Authority-Habitual (6 th -8 th)	128
TOTAL	846

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. Parkway LEADS the way with Respect.
2. Parkway LEADS the way with Responsibility.
3. Parkway LEADS the way with Safety.
4. Parkway LEADS the way with PRIDE! PASSION! PURPOSE!
5.

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. School Grounds	311
2. Hallway	161
3. Gymnasium	93

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
Click here to type your Expectation	Follow adult directives Click here to type hallway rules.	Raise your hand to get the attention of an attendant/adult Click here to type cafeteria rules.	Board the bus one at a time Click here to type location rules.	
Click here to type your Expectation	Have a pass when you are not with your class Click here to type hallway rules.	Clean your eating space and pick up trash around your area Click here to type cafeteria rules.	Stay in designated area Click here to type location rules.	
Click here to type your Expectation	Keep hands and feet to yourself Click here to type hallway rules.	Keep hands, feet and objects to yourself Click here to type cafeteria rules.	Remain on the sidewalk until your driver stops and opens the door Click here to type location rules.	
Click here to type your Expectation	Click here to select hallway rules OR Care for your schoolgrounds and schoolmates. Also be kind to yourself. Stay focused on setting and reaching your goals.	Follow all directions given by the cafe monitors/adults Click here to type cafeteria rules.	Place litter in garbage cans located near the bus area Click here to type location rules.	
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	8/12/2026	6th Grade-9:45am 7th Grade-8:00am 8th Grade-1:15pm	Auditorium
After Winter Break	1/6/2027	6th Grade-9:45am 7th Grade-8:00am 8th Grade-1:15pm	Auditorium
After Spring Break	3/29/2027	6th Grade-9:45am 7th Grade-8:00am 8th Grade-1:15pm	Auditorium

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	8/12/2026	8/12/2026	8/12/2026
After Winter Break	1/6/2027	1/6/2027	1/6/2027
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?
Life Skills & Wellness Click to enter "other"	Monthly	School Counseling Department	The Guidance team will go into the classrooms and provide instruction 1x per month.	The Guidance team will have students complete reflections and/or surveys.
Select a program NFL: Never Found Late	Beginning of every quarter (during grade level expectation meetings)	Administration	Admin will promote the importance of good attendance. There will be quarterly incentives that rewards students who are present and on time for class.	Administration will continue to use the database created to track student tardies. Administration will compare data from previous years, but

				also quarter to quarter.
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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: Incident/discipline data via Focus Problem Identification Statement: There were 649 referrals processed for incidents that occurred in the classroom. More incidents occurred in this location than anywhere else on the school grounds.
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>Why do you think this problem is occurring?</i> Not all teachers implement a progressive discipline process in class. If there is a process in place, it is not consistently implemented. Students also lack the skills and motivation to comply with schoolwide expectations. SMART Goal Statement: By September 2026, all staff will have received TIPS training to support classroom management (procedures & routines and engagement & rigor). By September 2026, a student-driven rewards system program will be implemented to reinforce expectations for appropriate behavior.
3. Intervention Design: Describe how you will implement a positive reward program/system to decrease this problem.	Type of Program/System: Select an item Description of Program/System: (<i>≥ 4 sentences</i>) How you will implement a positive reward program/system to decrease this problem? All staff members will be given Cavalier Cash to incentivize students who meet schoolwide expectations and LEAD the way with PRIDE! PASSION! PURPOSE! Teachers and staff will be provided with Cavalier Cash to dispense to the students for appropriately demonstrating the expectations. Students will be able to use Cavalier Cash to purchase snacks and items located in the Cavalier Cash Concession Stand. Administration will provide “special items” to further incentivize the students (ie. Lunch with the principal).
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? (<i>2-3 sentences</i>) Cavalier Cash and the concession stand will be monitored. Administration will also monitor referrals—comparing teachers who consistently implement the incentive to those teachers who do not consistently implement the incentive.

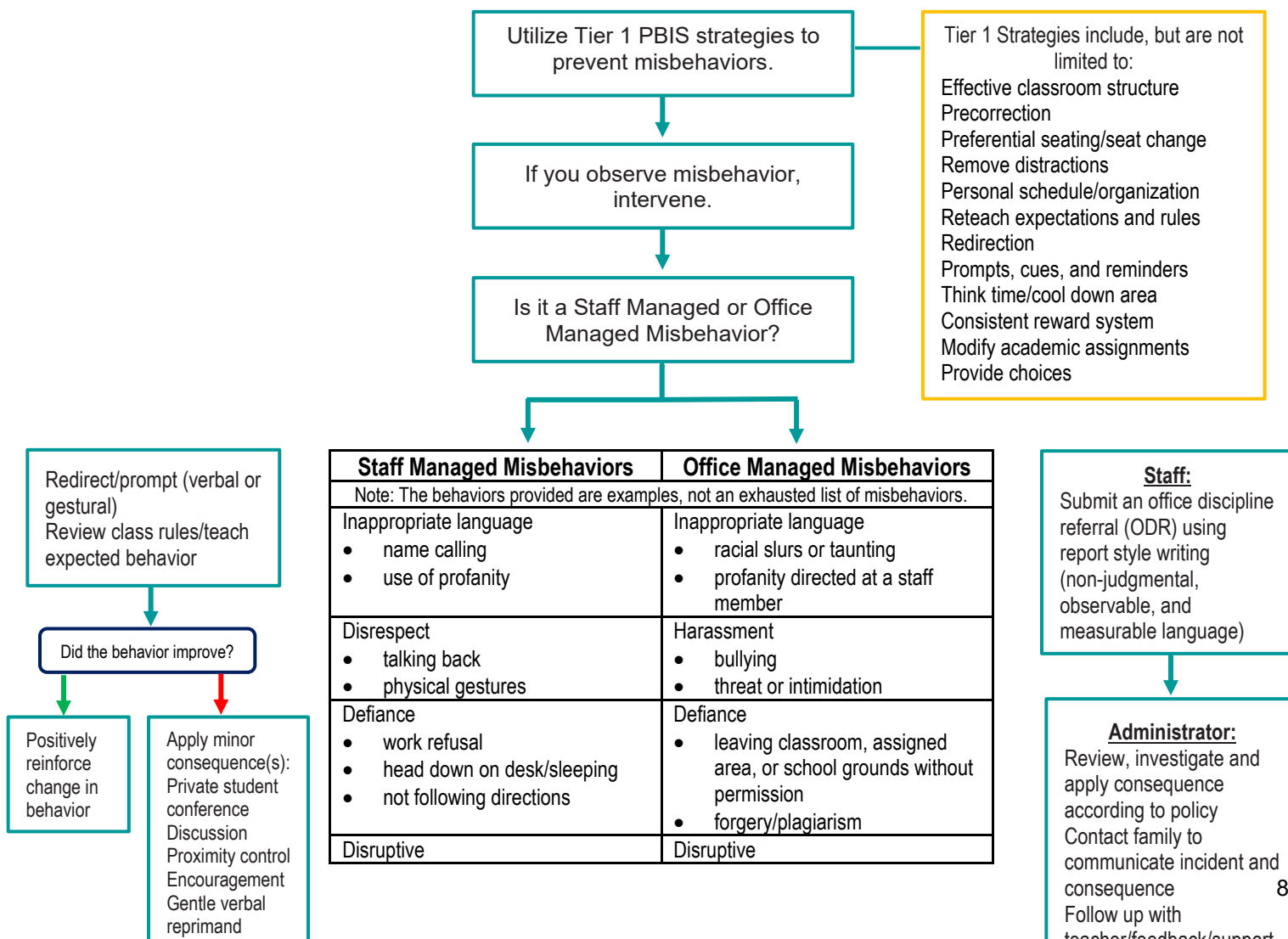
B. Student outcome monitoring (use numerical data)	How will you know if the reward program/system is positively impacting students? What measurable data will you use to determine “success”? (2-3 sentences) A decrease in referrals and in-class/in-school consequences will determine “success”.
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6B. 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 will nominate a student from each content area every month and those students will be rewarded. There will be bimonthly celebrations for those students. Parents will be invited and students will receive a certificate and a treat to enjoy after the 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.





- tattling/false information - talking out of turn - calling out distracting others	- 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. Administration will conduct walkthroughs and provide immediate feedback to teachers via forms posted in every classroom. 2. High-performing teachers will be utilized to model effective classroom management. 3. In-house PD will be used to focus on areas of concern in each content area or grade level (schoolwide if necessary).

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 (<i>specify</i>): Administration created and utilizes a walkthrough tool that is posted in every classroom.

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 :	649
Total number of <i>other</i> school-wide discipline referrals (not including classrooms):	876
% of referrals in the classroom:	43%
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 8/10/2026, 1. The support and behavior teams will conduct walkthroughs to ensure all items are posted 2. Administrations will follow up with support and behavior teams to ensure that all items are posted
100% of instructional staff has delivered expectations and rules lesson plans as written and when indicated.	☐ Yes ☒ No	By 8/17/2026, 1. Administrative walkthroughs 2. Students will sign off on receiving 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 9/7/2026, 1. The support team will provide training during Planning week to ensure that staff members are aware of expectations. 2. Administration will use the walkthrough tool to monitor the success of this goal.
A recognition system is implemented by 100% of staff for <i>all</i> students.	☐ Yes ☒ No	By 8/24/2026, 1. Administrative walkthroughs 2. Utilization of Cavalier Cash and purchasing of concession stand items

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 June 3, 2027, the percentage of classroom referrals <i>[identify one area of focus]</i> will indicate a 25% decrease <i>[increased or decreased number or percentage]</i> as measured by Office Discipline Referrals (ODRs) in Focus.	1. The behavior team, along with the administration, will monitor referral data quarterly. 2. Staff will be provided with adequate training to support a higher level of accountability in the classroom setting.

SPBP Submission

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