



Schoolwide Positive Behavior Plan (SPBP)
Broward County Public Schools



SY 2026 – 2027

School Name:	Nova Middle School
School Number:	1311

Please refer to the SPBP Canvas Resource page to access video tutorials, guidance, and resources for completing the 2025-2026 SPBP template.

CRITICAL ELEMENT # 1: Active Team with Administrative Participation

1A. Integrated MTSS School-Leadership Team Members

Title	First and Last Name	Title	First and Last Name
1. Administrator	Melissa Johnkins	7. Security Specialist/ Campus Monitor	Shaquanda Greaves
2. Point of Contact	Javier Gonzalez	8. Social Worker	Marie Ann Dubin
3. BTU Representative	Monique Scott	9. School Nurse	Addie Garrick
4. Parent/Community Representative	Michelliah McCraney	10. Attendance Manager	Tiffany Novembre
5. Student Representative	Kole Coore	11. Life Skills & Wellness Liaison	Juanda Smith
6. School Counselor	Brenda Erie	12. Resiliency Liaison	Brenda Erie

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

1B. Schedule of quarterly team meetings.

Meeting Objectives:

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

Quarter	PBIS Data Meeting Dates	PBIS Data Meeting Times		Faculty and Staff Data Communication/Presentation Dates
1 st Aug. 10 – Oct. 9	8/3/2026	3:00PM		8/7/2026
2 nd Oct. 13 – Dec. 18	10/12/2026	3:00PM		10/16/2026
3 rd Jan. 5 – Mar. 18	1/4/2027	3:00PM		1/8/2027
4 th Mar. 29 – May 28	3/19/2027	3:00PM		4/5/2027

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, 2026</i>)	4/6/2026
Hold a <i>faculty</i> vote on the new SPBP (<i>prior to April 30, 2026</i>)	4/27/2026
Provide training to faculty and staff (<i>prior to September 30, 2026</i>)	8/7/2026
Present the 2025-26 SPBP to family and community stakeholders (<i>prior to September 30, 2026</i>)	9/8/2026

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:	1288	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals	208	83.9%	Are your 0 – 1 referral >80%?	☒ Yes ☐ No
II. 2 - 5 referrals (at risk students)	191	14.8%	Are your 2 - 5 referrals <15%?	☒ Yes ☐ No
III. > 5 referrals (high-risk students)	50	3.8%	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> - We will continue to implement our school-wide procedures and expectations. - Administrators will conduct discipline meetings in class to advise school-wide procedures and expectations. - Administrators will conduct grade level discipline assemblies to advise school-wide procedures and expectations. - Classroom teachers will teach and implement school-wide procedures and expectations. - We will continue to provide CHAMPS Training for new teachers and refresher training for experienced teachers. - We will continue to train staff on Tier 1 interventions and the process for Rtl referrals.	

3C. Disproportionality is often measured with the relative risk statistic calculation (Relative Risk Ratio = RRR), a measure that indicates the probability of a certain event (e.g., referrals) for one subgroup when compared to all other subgroups.

Relative Risk Ratio calculations are coming soon with the Focus Data System migration.

3D. Disproportionality Action Steps:

What activities/initiatives/programs will your school leadership team implement to prevent disproportionate discipline outcomes within sub group populations (race, SWD, ELL)?
Disproportionality Action Steps: <i>(3-4 detailed steps)</i> - Of the 159 current unruly/disruptive behavior referrals, 124 were ESE students. The first step is ESE classroom strategies training for all general ed teachers. - Monthly, workshops provided by an ESE support facilitator on strategies to assist with behavior management for ESE students.

3. ESE support facilitators, administrators, and school counselors will develop behavior goals, in collaboration with the students, incentives for students per grade level.

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. Cellphone Violation	164
2. Unruly/Disruptive Behavior	159
3. Out of Assigned Area	153
4. Disobedience/ Insubordination	95
5. Battery Low Level	86
TOTAL	657

4B. School-wide expectations are 3 – 5 positive characteristics (*not behaviors*) that counteract the top school-wide misbehaviors in section 3A. ALL people on campus are expected to model these expectations.

Schoolwide Expectations
1. Be Respectful
2. Be Responsible
3. Be Prepared
4. Be Positive
5. Be Cooperative

4C. Top three school-wide locations: **Use current 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	198
2. School Grounds	124
3. Cafeteria	110

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	School Grounds	Classroom Rules
Be Respectful	Go directly to your destination Use appropriate language	Follow all directions given by the cafe monitors/adults Do not touch other people's food	Follow directions the first time given Follow adult directives	
Be Responsible	Have your ID badge visible at all times Arrive to class on-time	Clean your eating space and pick up trash around your area Throw all of your trash in the garbage	Keep hands and feet to yourself Keep electronics in your backpack during instructional hours	
Be Prepared	Go directly to your destination Keep bookbag with you at all times	Sit with your class Have ID ready to scan	Go directly to designated area immediately	
Be Positive	Use a finger wave to say hello Exchange polite conversation	Use a level 1-2 voice Give compliments	Use positive and appropriate language	
Be Cooperative	Follow adult directives Interact with students	Walk in the cafeteria	Help peers in need of assistance	

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	During Class/Second Week of School from Administration (By Grade Level)	Classrooms/Auditorium for Grade Level Discipline Assemblies
After Winter Break	1/5/2027	During Class	Classrooms
After Spring Break	3/29/2027	During Class	Classrooms

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

Dates when the rules lesson plans for common locations are taught by instructional staff and noted in lesson plans:			
Common Location	Hallway Rules	School Grounds	Cafeteria
Lesson Plan Dates			
Start of School Year	8/10/2026	8/10/2026	8/10/2026
After Winter Break	1/5/2027	01/05/2027	1/5/2027
After Spring Break	3/29/2027	3/29/2027	03/29/2027

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

				reminders of social media etiquette.
Peer Conflict Mediation	Fifteen students have been trained in the 5-steps to conflict resolution for the 2026-2027 school year.	Peer Counseling Teacher	Students will assist with conflict mediations during lunch and/or elective classes.	The administrators and school peer counseling teacher will monitor the number of resolutions successfully completed.

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: Focus 04/06/2026 Unruly/Disruptive Behavior Problem Identification Statement: The most referrals are received in the hallway and are mainly for unruly disruptive behavior. There are 159 referrals for unruly/disruptive behavior.
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: Lack of supervision in the hallways SMART Goal Statement: By June 1, 2027, the number of referrals for unruly/disruptive behavior will decrease by 15% by increasing supervision in the hallway and increasing positive behavior recognition through issuing Titan Bucks within the hallway.
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: Titan Bucks Incentive Program. Students are rewarded with Titan Bucks when they display exemplary behavior or exceptional achievement. The Titan Bucks can be redeemed during each quarter where students can purchase various items. Suggestions include but are not limited to treats, school pride, and school supplies. Any Instructional, Non-Instructional or Administrator can give out Titan Bucks.

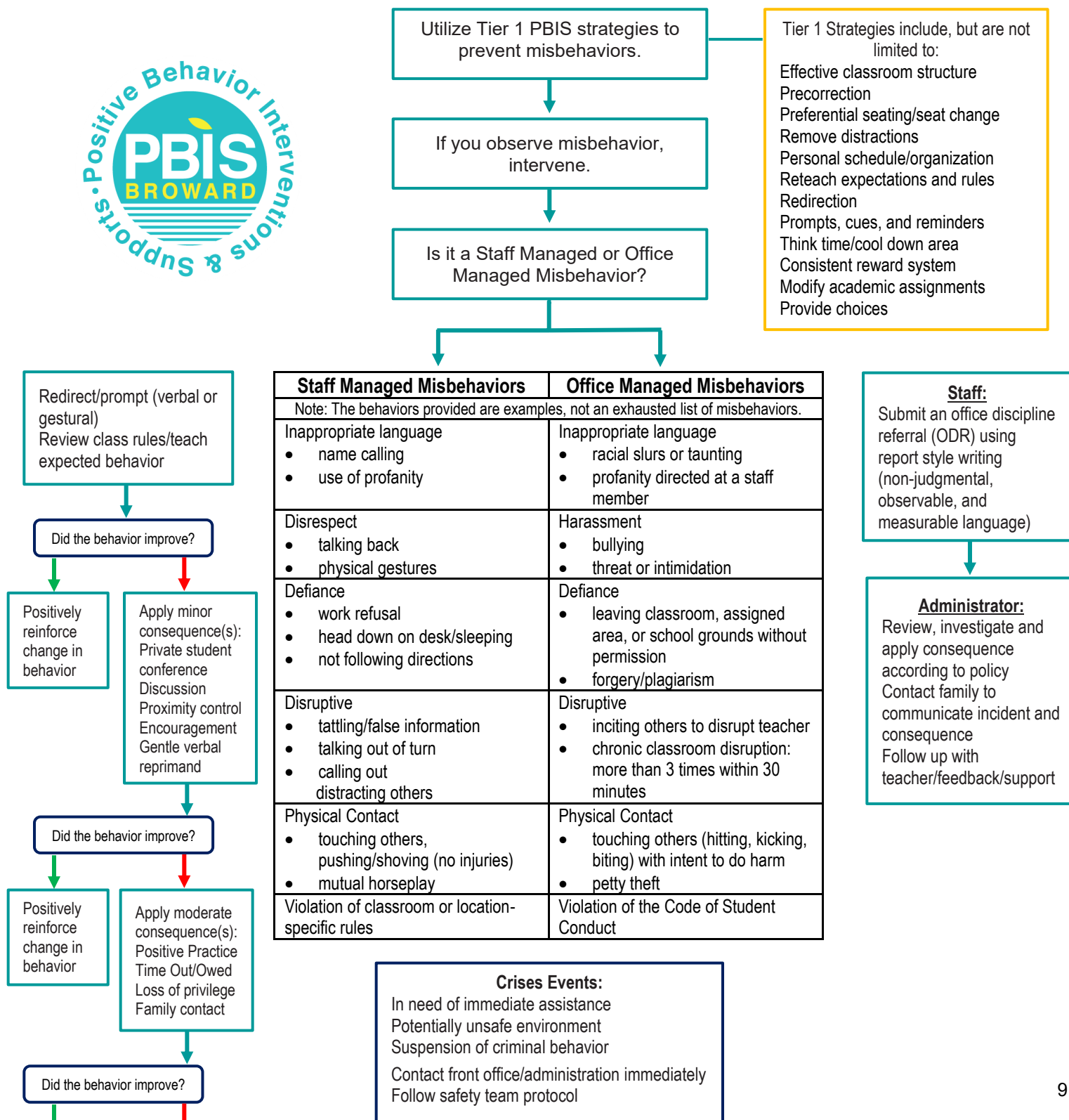
4. Evaluation: A. Implementation fidelity	How will you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program/system? During the Titan Buck redemption, students are called to redeem bucks earned within their classrooms. We will monitor how many students per class are being rewarded and the distribution of Titan Bucks per teacher. We will provide support to teachers who may need assistance with rolling out the system.
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"? To assess the impact of the reward program, the team will review office discipline referrals in FOCUS to see a decrease of 10% compared to the previous year. In addition, the team will survey students to gain insight and feedback regarding reward program effectiveness.

6B. Character Education is an educational and award program utilized to teach and recognize students who display positive character traits each month. Please refer to the BCPS website for lesson plans, videos and additional resources to support this recognition program at your school. 

Monthly Character Traits	Plan Details How will you recognize <i>Kids of Character</i> each month? <i>(2-3 sentences)</i>
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	Our school counselor, Dr. Dierdre Wilson, takes the lead in orchestrating the Kids of Character each month. Each month she requests nominations of students who demonstrate exemplary characteristics of the trait for the month. The nominees are recognized with our principal, Mr. Rayner Garranchan, and complimented publicly through announcements. See example below: CHARACTER - THE CORE OF OUR LIVES Nova Faculty Member's Name and Position: _____ Nominee's Name/Grade Level: _____ Character Trait= September: Cooperation Please indicate why you nominated this individual: _____ Kids of Character that you observed this month, send to Dr. Wilson, School Counselor-Thank You

CRITICAL ELEMENT #7: Effective Discipline Procedures

You can choose to use the flow chart below or create your own. This flow chart is posted in all classrooms and used to teach students during behavior lessons.



CRITICAL ELEMENT # 8: Classroom Management Systems

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

Which evidence-based system(s) are you using?	Provide 3-4 measurable and observable action steps the team will take to help educators improve their classroom management system. <i>(3-4 detailed steps)</i>
☐ 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 teachers with training prior to the first day of school, during pre-planning, and give teachers online resources that they can present to the students. 2. Allow teachers to contact the committee if they need help implementing any of the SPBP expectations; members can provide teachers with interventions strategies and peer modeling strategies. 3. Review the referral data, quarterly, and encourage teachers with excessive referrals to get support from PBIS Team.

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

☐ CHAMPS 7 Up Checklist 
☐ Classroom Snapshot (Classroom Management Assessment) 
☐ PBIS Classroom Assistance Tool (CAT) 
☒ Other (<i>specify</i>): Classroom Observations

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 :	690
Total number of <i>other</i> school-wide discipline referrals (not including classrooms):	1282
% of referrals in the classroom:	53.8%
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 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 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 Brainshark available at: http://www.brainshark.com/browardschools/PBIS101
October 2 nd 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 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 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 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 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 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	
100% of instructional staff has delivered expectations and rules lesson plans as written and when indicated.	☒ Yes ☐ No	
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	
A recognition system is implemented by 100% staff for <i>all</i> students.	☐ Yes ☒ No	By 8/3/2026, 1.New liaison needed for Titan Bucks Program 2.Orientation with staff first week of school

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

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

SMART Criteria:

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

STUDENT Outcome Monitoring		
Student Outcome Data	Complete the SMART goal to determine "successful" student outcomes <i>(use numerical data)</i>	List 2 action steps your team will take to ensure this goal is monitored and meets or exceeds the SMART goal.
Unruly/Disruptive Behavior	By May 28, 2027, 90% of the school population will indicate not have any referrals for unruly/disruptive behavior as measured by Office Discipline Referrals (ODRs) in Focus.	1.Redirection Strategies Training for all general education teachers 2.Reinstallation of Titan Bucks Program

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