



Schoolwide Positive Behavior Plan (SPBP)
Broward County Public Schools



SY 2026 – 2027

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 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	Dr. Ben Reeves	7. Security Specialist/ Campus Monitor	Wardell Copeland
2. Point of Contact	Dr. Ben Reeves	8. Social Worker	Anaelle 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	Yazmine Ibrahim	11. Life Skills & Wellness Liaison	Melissa Wahlstrom
6. School Counselor	Iara Arambales Cosa	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 Aug. 10 – Oct. 9	8/3/2026	9:00 AM		8/5/2026
2 nd Oct. 13 – Dec. 18	10/6/2026	9:00 AM		10/9/2026
3 rd Jan. 5 – Mar. 18	1/4/2027	9:00 AM		1/5/2027
4 th Mar. 29 – May 28	3/22/2027	9:00 AM		4/6/2027

CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment

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

Action Steps:	Dates
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Present the 2026-27 SPBP to staff (<i>prior to April 30, 2026</i>)	4/24/2026
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 2026-27 SPBP to family and community stakeholders (<i>prior to September 30, 2026</i>)	9/1/2026

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:	628			
# Referrals:	# of Students:	% of Total Population	Core Effectiveness	
I. 0 - 1 referrals		90%	Are your 0 – 1 referral > 80%?	☒ Yes ☐ No
II. 2 - 5 referrals (at risk students)	55	9%	Are your 2 - 5 referrals <15%?	☒ Yes ☐ No
III. > 5 referrals (high-risk students)	9	1%	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> - 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.

3D. Disproportionality Action Steps:

What activities/initiatives/programs will your school leadership team implement to prevent disproportionate discipline outcomes within sub group populations (race, SWD, ELL)?

Disproportionality Action Steps: *(3-4 detailed steps)*

1. Ensure that all classrooms are equitable in having technology, materials, and supplies to meet the needs of all students.
2. Ensure that all teachers are highly qualified to teach.
3. Ensure that all teachers are engaging in appropriate professional development that will impact teaching and learning Effectively.

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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.

- (a) Review your referral data YTD in Focus – Discipline – Category Breakdown – *Highest Discipline Code*.
- (b) Complete the chart by identifying the top five behavior incidents and the number of incidents for each type.
- (c) Complete the yellow highlighted cells.
- (d) Auto-calculate the total # of referrals by clicking on “0” and pressing “Fn + F9” together.

Top 5 Behavior Incidents Current Year 2025-2026	# Incidents
1. Disobedience/Insubordination	106
2. Unruly/Disruptive Behavior	30
3. Low Level Battery	30
4. Out of Assigned Area	27
5. Fighting (Minor Altercation)	20
TOTAL	213

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

Schoolwide Expectations
1. Be Cooperative

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2. Exercise Respect
3. Show Self-Control
4. Time Management Awareness
5.

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

Top 3 Locations, excluding Classroom :	
School Location(s)	# Incidents
1. School Grounds	45
2. Hallway	31
3. Cafeteria	26

4D. Expectations and Rules Chart for common areas of school campus:

This chart is posted in all classrooms and used to teach students during behavior lessons.

Schoolwide Expectations and Location-based Rules				Completed by each teacher:
Schoolwide EXPECTATIONS	Hallway Rules	Cafeteria Rules	School Grounds	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 Refrain from verbal & physical altercations	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.	
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CRITICAL ELEMENT #5: Teaching Behavior

5A. At least one lesson plan for **each** schoolwide expectation above is distributed to instructional staff during preplanning 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	9:00 AM	Classrooms
After Winter Break	1/5/2027	9:00 AM	Classrooms
After Spring Break	3/29/2027	9:00 AM	Classrooms

5B. At least one Rules Lesson Plan for **each** common location is distributed to instructional staff during preplanning. This is aligned to the **Schoolwide Expectation/Location-based Rules** chart in section 4D. Locationbased 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	School Grounds
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 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 Language Arts 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 studentcentered 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"				
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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.

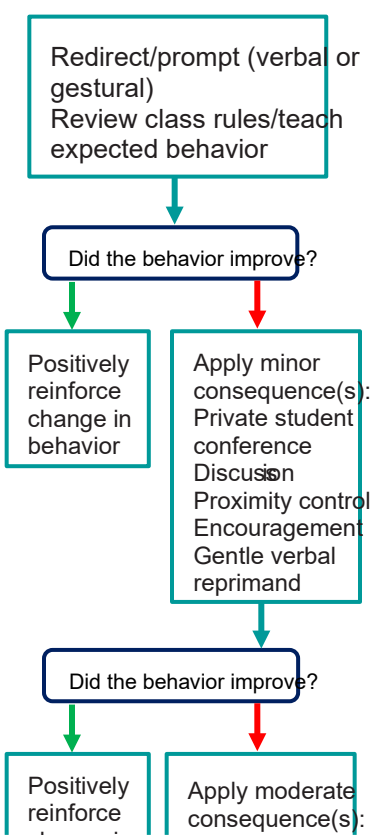
Identified Schoolwide Expectation OR Specific Location: Click here to enter Expectation OR Location

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? (use numerical data)	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? (create a SMART goal statement with numerical data)	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) daily. Students that receive "Knights Bucks" can accrue them and spend them in the Knights Bucks Store during their appropriate grade level lunch, which occurs each quarter. 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 progressing. 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 15% decrease in classroom and school grounds negative behavior.
B. Student outcome monitoring (use numerical data)	How will you know if the reward program/system is positively impacting <u>students</u> ? What measurable data will you use to determine "success"? (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 15% 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.

Staff Managed Misbehaviors	Office Managed Misbehaviors
Note: The behaviors provided are examples, not an exhausted list of misbehaviors.	
Inappropriate language - name calling - use of profanity	Inappropriate language - racial slurs or taunting - profanity directed at a staff member
Disrespect - talking back - physical gestures	Harassment - bullying - threat or intimidation
Defiance - work refusal - head down on desk/sleeping - not following directions	Defiance - leaving classroom, assigned area, or school grounds without permission - forgery/plagiarism
Disruptive - tattling/false information - talking out of turn - calling out distracting others	Disruptive - inciting others to disrupt teacher - chronic classroom disruption: more than 3 times within 30 minutes
Physical Contact touching others, pushing/shoving (no injuries)	Physical Contact touching others (hitting, kicking, biting) with intent to do harm

Submit an office discipline referral (ODR) using report style writing (non-judgmental, observable, and measurable language)

Administrator:

Review, investigate and apply consequence according to policy. Contact family to communicate incident and consequence. Follow up with teacher/feedback/support.



Utilize Tier 1 PBIS strategies to prevent misbehaviors.

If you observe misbehavior, intervene.

Is it a Staff Managed or Office Managed Misbehavior?

Tier 1 Strategies include, but are not limited to:

Effective classroom structure
Precorrection
Preferential seating/seat change
Remove distractions
Personal schedule/organization
Reteach expectations and rules
Redirection
Prompts, cues, and reminders
Think time/cool down area
Consistent reward system
Modify academic assignments
Provide choices

• mutual horseplay	• petty theft
Violation of classroom or locationspecific rules	Violation of the Code of Student Conduct

Staff:

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. 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 15%

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>): The Collaborative Problem Solving Team meets weekly to discuss response to interventions that have been placed in FOCUS to support students experiencing difficulty with negative behavior and / or poor academics.

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 :	200
Total number of <i>other</i> school-wide discipline referrals (not including classrooms):	154
% of referrals in the classroom:	56%
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 <i>(optional)</i>
March 4th Quarter Team Meeting	☐ Ensure progress towards completion and submission of next year's SPBP ☐ Staff to re-teach Expectations and Rules after spring break ☐ Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template) ☐ 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 <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.	☒ Yes ☐ No	By 8/10/2026, 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 have delivered expectations and rules lesson plans as written and when indicated.	☒ Yes ☐ No	By 8/14/2026, 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.	☒ Yes ☐ No	By 8/10/2026, 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% of staff for <i>all</i> students.	☒ Yes ☐ No	By 8/7/2026, 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 actionorientated.
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, Core Effectiveness (Disobedience/Insubordination incidents) will indicate a 15% decrease as measured by Office Discipline Referrals (ODRs) in	1. Review of 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.
SPBP Submission		
1. Upload completed SPBP (as PDF) into BCPS Central in the School Improvement Plan.  2. Complete PBIS Point of Contact form. 		