



Schoolwide Positive Behavior Plan (SPBP)
Broward County Public Schools

SY 2026 – 2027



School Name:	Forest Glen Middle School
School Number:	3051

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	Jon La Rosa	7. Security Specialist/ Campus Monitor	Michael Milligan
2. Point of Contact	Laura Barris	8. Social Worker	Olivia Creary
3. BTU Representative	Patrick Auger	9. School Nurse	Cheryl Sealy
4. Parent/Community Representative	Lauren Orbesen	10. Attendance Manager	Jennifer Morra
5. Student Representative	Bear Orbesen	11. Life Skills & Wellness Liaison	Portia Durden
6. School Counselor	Patrick Auger	12. Resiliency Liaison	Lakia Brandon

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	10/12/2026	8:35am – 9:10am	➡	10/16/2026
2 nd Oct. 13 – Dec. 18	1/4/2027	8:35am – 9:10am	➡	1/8/2027
3 rd Jan. 5 – Mar. 18	3/19/2027	8:35am – 9:10am	➡	4/2/2027
4 th Mar. 29 – May 28	5/24/2027	8:35am – 9:10am	➡	5/27/2027

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>)	4/24/2026
Hold a <i>faculty</i> vote on the new SPBP (<i>prior to April 30, 2026</i>)	4/24/2026
Provide training to faculty and staff (<i>prior to September 30, 2026</i>)	8/5/2026
Present the 2026-27 SPBP to family and community stakeholders (<i>prior to September 30, 2026</i>)	8/7/2026

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:	911	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals	783	85.9%	Are your 0 – 1 referral > 80%?	☒ Yes ☐ No
II. 2 - 5 referrals (at risk students)	83	9%	Are your 2 - 5 referrals <15%?	☒ Yes ☐ No
III. > 5 referrals (high-risk students)	45	4.9%	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> 1. Continue to utilize ticket system for rewarding positive behavior on campus 2. Continue to hold quarterly grade level behavior expectation assemblies emphasizing our Glen House Rules 3. Continue to have our Student Support Instructional Specialist and Guidance Team identify at-risk and high-risk students from the start of the school year and build relationships with those students so behaviors can be monitored and minimized throughout the year	

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> 1. Work with staff to develop a culture of instructional responses to behavior rather than punitive responses 2. Focus on and implement positive relationship building between teachers and students 3. Utilize after school clubs and sports as incentives for students to maintain positive behavior on campus, encouraging coaches and club sponsors to play active roles in mentoring their students

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	119
2. Disruptive/unruly play	85
3. Profanity – Use of insulting/obscene language	60
4. Dress Code Violation	60
5. Disobedience/Subordination	56
TOTAL	380

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 Safe

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	111
2. Restroom	58
3. Cafeteria	56

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	Before & After School Rules	Classroom Rules
Be Respectful	Keep electronics in your backpack	Follow all directions given by the cafe monitors/adults	Follow all reasonable requests made by adults.	
Be Responsible	Follow adult directives	Clean your eating space and pick up trash around your area	Stay in designated area	
Be Safe	Go directly to your destination	Stay in assigned area	Wear your ID badge	

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	All Class Periods	All locations will be discussed each day during the first week of school
After Winter Break	1/5/2027	TBD	Meeting in designated location with grade level administrator and guidance counselor
After Spring Break	3/29/2027	TBD	Meeting in designated location with grade level administrator and guidance counselor

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	School-Wide
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?
Character Education	Taught monthly	First period teachers	At the beginning of each new month, new character education traits will be introduced during first period classes (through morning announcements). Teachers will discuss the trait, have a group discussion about the trait, and the trait will be reinforced in schoolwide settings (i.e. in the cafeteria during lunch).	Teachers will submit names monthly of students who demonstrate the taught trait and those students will be recognized and receive certificates to celebrate their positive behavior.

Resiliency Curriculum	Quarterly	Each quarter different departments will teach the resiliency curriculum to students.	Students will complete resiliency lessons in class. Teachers will share the videos and hold discussions with the whole class. Then, students will complete individual tasks on Canvas.	Our guidance director will monitor completion of resiliency lessons to ensure they are being taught with fidelity to all students.
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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: 26% of our schoolwide referrals resulted from students displaying unruly/disruptive behavior or engaging in disruptive/unruly play. Problem Identification Statement: <i>Students are struggling with the “be respectful and be responsible” expectation in classrooms and in the hallways.</i>
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>This problem is occurring due to a need for a shift in teachers from using disruptive behavior as a reason to consequence students instead of as an opportunity to teach students strategies for correcting the behavior.</i> SMART Goal Statement: Forest Glen Middle School will decrease the percentage of students receiving referrals for unruly/disruptive behavior and disruptive/unruly play from 26% in the 2025-2026 school year to less than 20% for the 2026-2027 school year by increasing teacher/student relationship building practices and using proactive classroom management for instruction as evidence by referral data gathered in FOCUS.
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: <i>Students will receive tickets when they demonstrate positive behavior. All staff will reward students for positive behaviors inside the classroom, in hallways, and in the cafeteria. Teachers and staff will receive professional development regarding when to give out tickets. Teachers will be reminded to use the ticket system throughout the school year.</i>
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>Quarterly survey data from teachers and celebrating teachers who are actively promoting the ticket system.</i>

B. Student outcome monitoring (use numerical data)

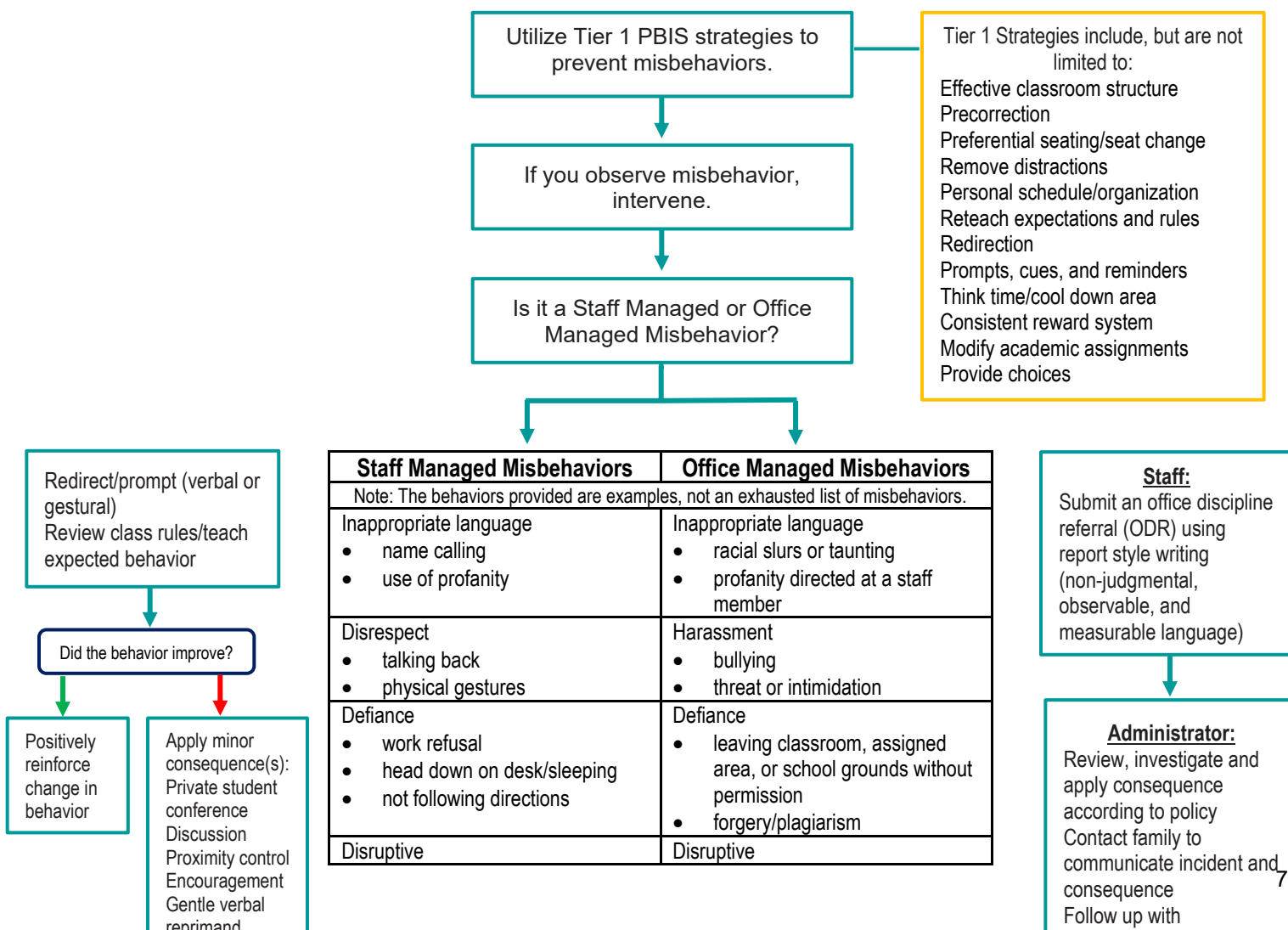
How will you know if the reward program/system is positively impacting students? What measurable data will you use to determine "success"? (As we have each incentive cart day, we will monitor the number of students who have tickets and are able to participate. We will also monitor the number of tickets each student is coming to the cart with.

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	Each month teachers will nominate students who have demonstrated the month's character trait. Students will be recognized on our morning announcements and receive a certificate. Students will also be recognized at our end of the year awards assembly for their exemplary behavior in these trait areas.

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. Coaching and support will be provided in-house for teachers 2. Weekly announcements will be made reminding teachers to reward students with tickets 3. Grade level teams will meet to align classroom management practices and create aligned classroom management plans

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>):

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 :	426
Total number of <i>other</i> school-wide discipline referrals (not including classrooms):	415
% of referrals in the classroom:	51%
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 Click here to enter a date, 1. 2.
100% of instructional staff has delivered expectations and rules lesson plans as written and when indicated.	☐ Yes ☒ No	By 8/3/2026, 1. Create and distribute digital presentations for teachers to share with students. 2. Review plan for sharing presentations during planning week.
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 Click here to enter a date, 1. 2.
A recognition system is implemented by 100% of staff for <i>all</i> students.	☒ Yes ☐ No	By Click here to enter a date, 1. 2.

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, incidents of unruly/disruptive behavior will decrease by %9% as measured by Office Discipline Referrals (ODRs) in Focus.	1. Teachers will be trained on the importance of building strong relationships with their students 2. Teachers will use the ticket system to reward positive behavior as an instructive tool for addressing these behaviors in the classroom.

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