



Schoolwide Positive Behavior Plan (SPBP)
Broward County Public Schools

SY 2026 – 2027



School Name:	New Renaissance Middle School
School Number:	3911

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	Kienna Knowles	7. Security Specialist/ Campus Monitor	Charles Carl
2. Point of Contact	Andreanna Williams	8. Social Worker	Regina Durand
3. BTU Representative	Nashla Cher-Frere	9. ESE Specialists	Tamika Lee
4. Parent/Community Representative	January Rodriguez	10. School Psychologist	Daisy Amador
5. Student Representative	Rilya Walton	11. Teacher	Shania Batson
6. School Counselor	Audwin Patterson	12. Resiliency Liaison	Bianca Jones

*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	8/5/2026			8/12/2026
2 nd Oct. 13 – Dec. 18	11/4/2026			11/10/2026
3 rd Jan. 5 – Mar. 18	1/13/2027			1/20/2027
4 th Mar. 29 – May 28	3/10/2027			3/17/2027

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>)	4/23/2026
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>)	8/7/2026
Present the 2026-27 SPBP to family and community stakeholders (<i>prior to September 30, 2026</i>)	8/27/2026

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:	860	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals		93%	Are your 0 – 1 referral > 80%?	☒ Yes ☐ No
II. 2 - 5 referrals (at risk students)	52	6%	Are your 2 - 5 referrals <15%?	☒ Yes ☐ No
III. > 5 referrals (high-risk students)	8	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> Data-Based Early Identification: The leadership team consistently reviews academic, attendance, and behavior data (FOCUS, grades, referrals) to identify at-risk and high-risk students early and communicate findings with counselors, teachers, and support staff. Collaborative Problem-Solving: Cross-disciplinary MTSS/CPS teams meet regularly to analyze student data, apply the MTSS At-Risk/Off-Track protocol, and document prevention and intervention plans to address emerging needs. Early Family & Student Engagement: Students identified as at risk participate in individual conferences with support staff, and families are engaged early to develop prevention strategies and monitor progress. Prevention & Monitoring Systems: Universal supports such as advisory lessons, behavior assemblies, mentoring groups, and monthly progress check-ins are used to strengthen protective factors and prevent escalation beyond Tier 1.	

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> Data Monitoring and Equity Audits • Discipline Data Review Teams: Regularly analyze discipline data by race, disability status, and language proficiency to identify patterns and disparities. • Equity Walks & Audits: Conduct classroom and common-area observations with an equity lens to assess instructional and behavioral practices

2. Professional Development and Staff Training • Culturally Responsive Classroom Management: Train all staff on bias-free discipline, microaggressions, and strategies for engaging diverse learners.
3. Restorative Practices and Relationship Building • Restorative Groups: Implement regular peer-to-peer counseling groups to resolve conflict and build community. • Mentoring Programs: Connect at-risk students with staff mentors or peer mentors for guidance and accountability.
4. Inclusive Support Systems • MTSS (Multi-Tiered System of Supports): Use Tier 1 behavioral support for all students, with targeted interventions at Tiers 2 and 3

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. Disruptive/Unruly Play	44
2. Fight Minor Altercation/Confrontation	40
3. Disobedience/Insubordination	36
4. Mistreatment of Peers	19
5. Class Cut/Skipping	18
TOTAL	157

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. Character. Do your best!
2. Acceptance & Respect. Do what is right!
3. Excellence. Treat others the way you want to be treated!
4. Always model safety!
5. Keep hands and feet to yourself!

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. Hallway	30
2. Restroom	13
3. Cafeteria	10

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	Restroom Rules	Classroom Rules
Click here to type your Expectation	Go directly to your destination Click here to type hallway rules.	Clean your eating space and pick up trash around your area Click here to type cafeteria rules.	Click here to select location rules OR Go, Flush, Wash, and Leave – Take care of your business quickly and return to class.	
Click here to type your Expectation	Keep hands and feet to yourself Click here to type hallway rules.	Follow all directions given by the cafe monitors/adults Click here to type cafeteria rules.	Click here to select location rules OR One at a Time – Only one person per stall; no hanging out or playing in the restroom.	
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.	Click here to select location rules OR Keep It Clean – Respect school property and leave the restroom the way you found it.	
Click here to type your Expectation	Walk on the right side of the hallway Click here to type hallway rules.	Remain seated Click here to type cafeteria rules.	Click here to select location rules OR Be Respectful – Give others privacy and always use appropriate language.	
Click here to type your Expectation	Have a pass when you are not with your class Click here to type hallway rules.	Use a level 1-2 voice Click here to type cafeteria rules.	Click here to select location rules OR Use Passes Properly –Always have a restroom pass and	

			return to your assigned area promptly.	
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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 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	8/7/2026	9:00 AM	Media center and Digital on Canvas
After Winter Break	1/4/2027	9:00 AM	Media center and Digital on Canvas
After Spring Break	3/31/2027	9:00 AM	Media center and Digital on Canvas

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	Restroom
Lesson Plan Dates			
Start of School Year	8/7/2026	8/7/2026	8/7/2026
After Winter Break	1/4/2027	1/4/2027	1/4/2027
After Spring Break	3/31/2027	3/31/2027	3/31/2027

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 Click to enter "other"	Monthly	Teachers School Counselors	Use the Rethink ED curriculum. Follow the pacing guide assigned by the district for grades 6-8.	Completion data Discipline Data BTA/SRA data
Internet Safety: Think B4U Post Click to enter "other"	Quarterly	Teachers District Support School Counselors	Follow the district assigned curriculum for Think B4U post. Follow up with activities in social science classes related to internet safety.	Completion data Discipline Data

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: ODR/ FOCUS Discipline Data Problem Identification Statement: Behavior data indicates a rise in office discipline referrals originating in restrooms. These incidents include skipping, vaping horseplay, vandalism, misuse of facilities, and peer conflicts.
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: If clear expectations are explicitly taught, supervision is strengthened, and appropriate behavior is positively reinforced, then restroom incidents will decrease. <i>The increase in restroom-related incidents is likely due to:</i> • Limited adult supervision during high-traffic times (transition periods, lunch, dismissal) • Unclear or inconsistently reinforced restroom expectations • Students using restrooms for socializing rather than intended use • Lack of positive reinforcement for appropriate restroom behavior SMART Goal Statement: By June 2026, the school will reduce restroom-related discipline referrals by 30% compared to baseline data through explicit instruction of restroom expectations, increased supervision, and a positive reinforcement system aligned to PBIS. • Specific: Focused on restroom-related incidents • Measurable: 30% reduction in referrals • Achievable: Implemented through existing PBIS/MTSS structures • Relevant: Supports schoolwide safety, respect, and equity • Time-Bound: Monitored quarterly with monthly data checks
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: Staff will be trained in the use of the schoolwide acknowledgment point system which could be exchanged within our school store for spirit related items, incentives, and events monthly. Security and other support staff will monitor and specifically look for students following the restroom rules. When a student follows the rule, the school staff will provide praise and award students points which will allow students to attend school events such as pizza parties, game days, or movie events. Teachers will award points to the students who return from the restroom promptly (within 3 minutes), and they will be entered into a raffle for a larger scale prize. Teachers will be encouraged to administer the school-wide bell ringer for students to complete upon arrival to the classroom.
4. Evaluation: A. Implementation fidelity	How will you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program/system? (2-3 sentences) . There will be a school-wide calendar that outlines what students will receive points for each day that aligns to the homeroom curriculum. PBIS and Cavalier Connect. Leadership (administration team) will conference with teachers who are not giving out points or who are not turning in 5 top names.

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)

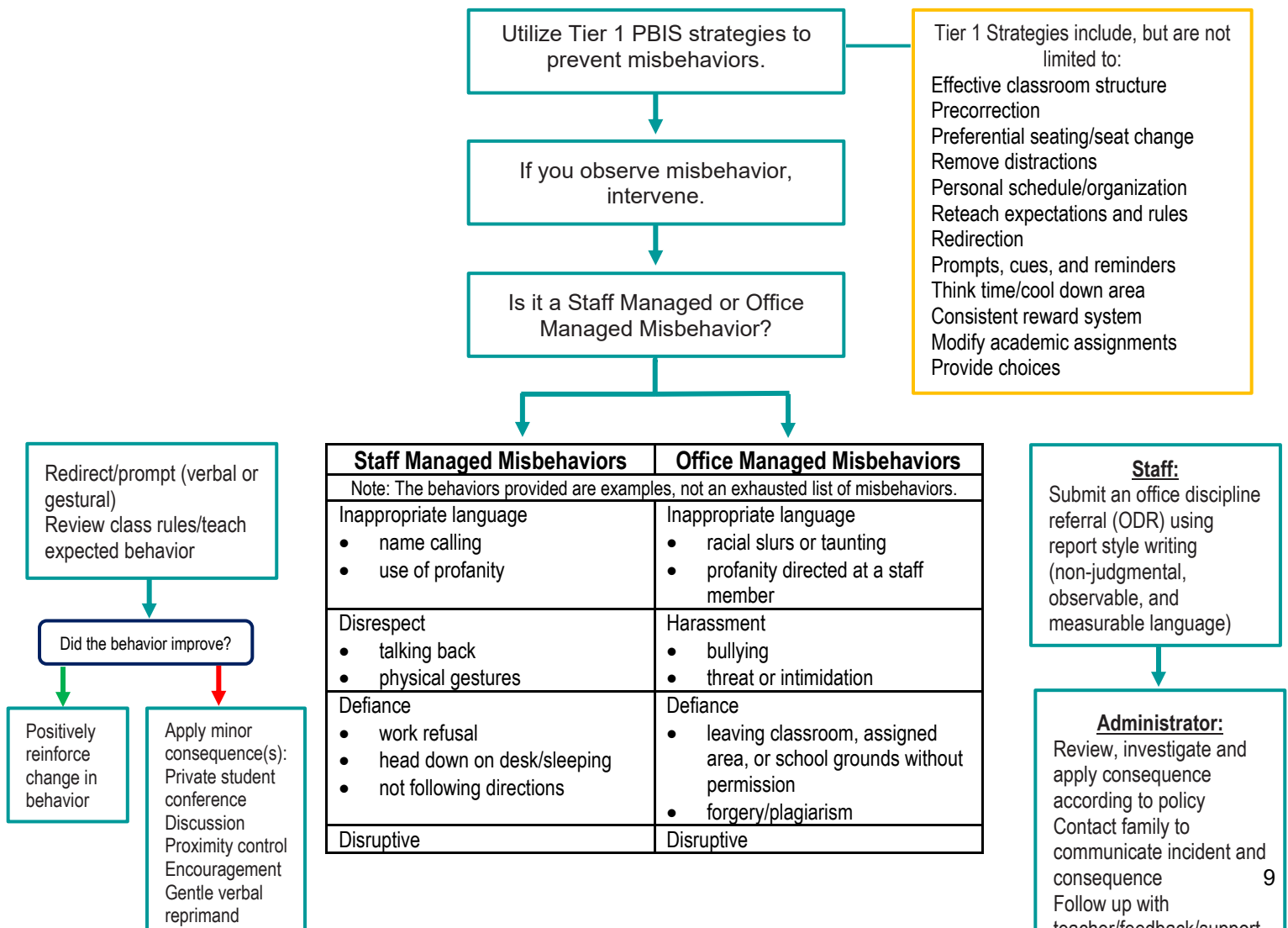
The systems will be deemed effective if 80% of students have no referrals and if 60% of students are eligible to participate in SPBP reward incentives

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, the school will recognize students who exemplify strong character by highlighting them during morning announcements, SAC meetings and presenting them with a "Kid of Character" certificate. Additionally, students that have earned points will receive Cavalier Bucks to use in the school store during lunchtime. These students will also be featured on the school's Character Wall and invited to a special monthly celebration with school leadership.

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. Conduct Monthly Classroom Walkthroughs: Leadership will observe classroom management strategies using a standardized rubric, providing specific feedback within 48 hours. 2. Facilitate Quarterly Professional Learning Sessions: Host targeted PD on classroom routines, behavior strategies, and relationship building, with attendance tracked and strategies modeled. 3. Implement Peer Coaching Cycles: Pair teachers for classroom observations and reflection on management practices, with at least one cycle completed per quarter. 4. Monitor Behavior Referral Data: Review referral trends bi-weekly to identify teachers needing support and measure the effectiveness of interventions over time.

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 :	182
Total number of <i>other</i> school-wide discipline referrals (not including classrooms):	262
% of referrals in the classroom:	41%
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
	<i>☑ check off Action Step when completed</i>
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 3rd 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 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 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 Click here to enter a date, 1. 2.
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, click here to enter area of focus <i>[identify one area of focus]</i> will indicate click here to enter # <i>[increased or decreased number or percentage]</i> as measured by Office Discipline Referrals (ODRs) in Focus.	1. 2.

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