




Schoolwide Positive Behavior Plan (SPBP)

Broward County Public Schools

SY 2025 – 2026



School Name:	Lauderdale Lakes Middle School
School Number:	1701

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	Althea Gibbons	7. Security Specialist/ Campus Monitor	Shakila McKissie
2. Point of Contact	Alexandria Wnuk	8. Social Worker	Tal Abbady
3. BTU Representative	Alma Rolle	9. School Nurse	Maribel Perez De Alejo
4. Parent/Community Representative	April Burrows-Callwood	10. Attendance Manager	Gerald Jones
5. Student Representative	Ahmiya Belony	11. Life Skills & Wellness Liaison	Alexandria Wnuk
6. School Counselor	Carmen Coste	12. Resiliency Liaison	Alexandria Wnuk

*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	8/5/2025	7:10AM		8/7/2025
2 nd	10/14/2025	7:10AM		10/16/2025
3 rd	1/6/2026	7:10AM		1/8/2026
4 th	3/24/2026	7:10AM		3/26/2026

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

CRITICAL ELEMENT # 3: Data Collection and Analysis

3A. Core Effectiveness: Use current 2024-2025 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:	738	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals	121	77%	Are your 0 – 1 referral > 80%?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
II. 2 - 5 referrals (at risk students)	119	16%	Are your 2 - 5 referrals <15%?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
III. > 5 referrals (high-risk students)	50	7%	Are your >5 referrals <5%?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<p>Answer either (a) or (b):</p> <p>(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.</p> <p>(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:</p> <p>Core Effectiveness Action Steps: <i>(3-4 detailed steps)</i></p> <ol style="list-style-type: none"> Utilize Compass Curriculum within the classrooms to allow students to reflect on their behaviors within instructional spaces. LLMS will use data from the LSW surveys from 2025 Spring and 2025 Fall to identify students in need of support and how we can best support that student, or group of students. Facilitate Positive Behavior Assemblies during the first 10 days of school for the 2025-2026 school 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:

<p>What activities/initiatives/programs will your school leadership team implement to prevent disproportionate discipline outcomes within sub group populations (race, SWD, ELL)?</p> <p>Disproportionality Action Steps: <i>(3-4 detailed steps)</i></p> <ol style="list-style-type: none"> Conduct a comprehensive analysis of disciplinary data to identify specific behaviors, demographics, and contexts contributing the disproportionality. Provide training and professional development opportunities for staff members on cultural competence, implicit bias restorative practices, and equitable discipline strategies. Collaborate with community organizations and cultural groups to provide resources, support, and advocacy for students and families affected by disproportionality. Empower students to participate in decision-making processes related to school climate, discipline, and equity.

CRITICAL ELEMENT # 4: Schoolwide Expectations & Location-based Rules

4A. Top five behavior incidents: **Use current 2024-2025 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 2024-2025	# Incidents
1. Disobedience/Insubordination	205
2. Unruly/Disruptive Behavior	135
3. Fighting (Medium)	116
4. Defiance of Auth/Hab 01 Violation	109
5. Disruptive/Unruly Play	68
TOTAL	633

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
4. Be a Viking
5.

4C. Top three school-wide locations: **Use current 2024-2025 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	224
2. School Grounds	85
3. Cafeteria	69

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 Rules	Classroom Rules
Be Respectful	Keep hands and feet to yourself Click here to type hallway rules.	Raise your hand and wait for help Click here to type cafeteria rules.	Place litter in garbage cans located near the bus area Click here to type location rules.	
Be Responsible	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.	Follow directions the first time given Click here to type location rules.	
Be Safe	Face forward Click here to type hallway rules.	Walk in the cafeteria Click here to type cafeteria rules.	Wear your ID badge Click here to type location rules.	
Be a Viking	Use Level 1 voice in the hallways Click here to type hallway rules.	Keep electronics in your backpack Click here to type cafeteria rules.	Stay in designated area Click here to type location rules.	

CRITICAL ELEMENT #5: Teaching Behavior

5A. At least one lesson plan for **each** schoolwide expectation above is distributed to instructional staff during pre-planning week and are maintained in the SPBP Binder.

Dates when the schoolwide expectations lesson plans are taught by instructional staff and noted in lesson plans:			
	Date(s)	Time:	Location(s):
Start of School Year	8/20/2025	Before/After each grade level lunch	Cafeteria
After Winter Break	1/7/2026	Before/After each grade level lunch	Cafeteria
After Spring Break	3/25/2026	Before/After each grade level lunch	Cafeteria

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

Dates when the rules lesson plans for common locations are taught by instructional staff and noted in lesson plans:			
Common Location	Hallway Rules	Cafeteria Rules	Select location
Lesson Plan Dates			
Start of School Year	8/20/2025	8/20/2025	8/20/2025
After Winter Break	1/7/2026	1/7/2026	1/7/2026
After Spring Break	3/25/2026	3/25/2026	3/25/2026

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"	Twice a month	Science and Social Studies Teachers	This will be implemented through the core classrooms.	Using Re-Think Ed Data. Resiliency Education Liaison will review data.
Character Education Click to enter "other"	Once a month	Social Studies Teachers	This will be implemented schoolwide.	Staff members will monitor student behavior in classes and throughout the campus.

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: A YTD discipline category breakdown of referral data in Focus was utilized to assist in identifying the problem. Problem Identification Statement: <i>There are many referrals issued for negative behaviors in the hallway.</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>Rules and expectations are not consistently enforced across the campus during hallway transitions between classes.</i> SMART Goal Statement: By the end of Quarter 4 of the 2025–2026 school year, we will reduce the percentage of discipline referrals for negative student behavior in the hallways from 37% to 20% by implementing consistent hallway supervision, reinforcing schoolwide behavior expectations, and providing targeted interventions for frequent offenders.
3. Intervention Design: Describe how you will implement a positive reward program/system to decrease this problem.	Type of Program/System: Lottery Description of Program/System: <i>Teachers and staff will hand out “Caught Doing Right” raffle tickets when they see students showing positive hallway behavior — like helping others, staying calm during transitions, or correcting peers respectfully. Weekly Raffles – Students will turn in tickets for a chance to win things like: Front-of-the-line lunch pass, lunch outside pass, Shout-outs on morning announcements, “VIP Lunch Table” with a friend, or if an entire grade reduces hallway referrals, they earn a spirit/field day.</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? (2-3 sentences) We will monitor fidelity by having staff members on post during transitions conducting regular walk-throughs during transition times to observe staff actively reinforcing hallway expectations and distributing rewards. A simple staff tracking log or digital form will be used weekly to record the number of reward cards given, which leadership will review to ensure consistent participation across grade levels. Periodic staff check-ins or surveys will also gather feedback and identify any needed adjustments to improve implementation.
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”? (2-3 sentences) We will measure the program’s impact by tracking the percentage of discipline referrals related to hallway behavior, aiming for a decrease from 37% to 20% by the end of Quarter 4. Additionally, we will monitor the number of reward tickets distributed and look for increases over time, indicating greater student engagement in positive behaviors. Student and staff surveys will also be used quarterly to gather perceptions of hallway climate and the program’s 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. 

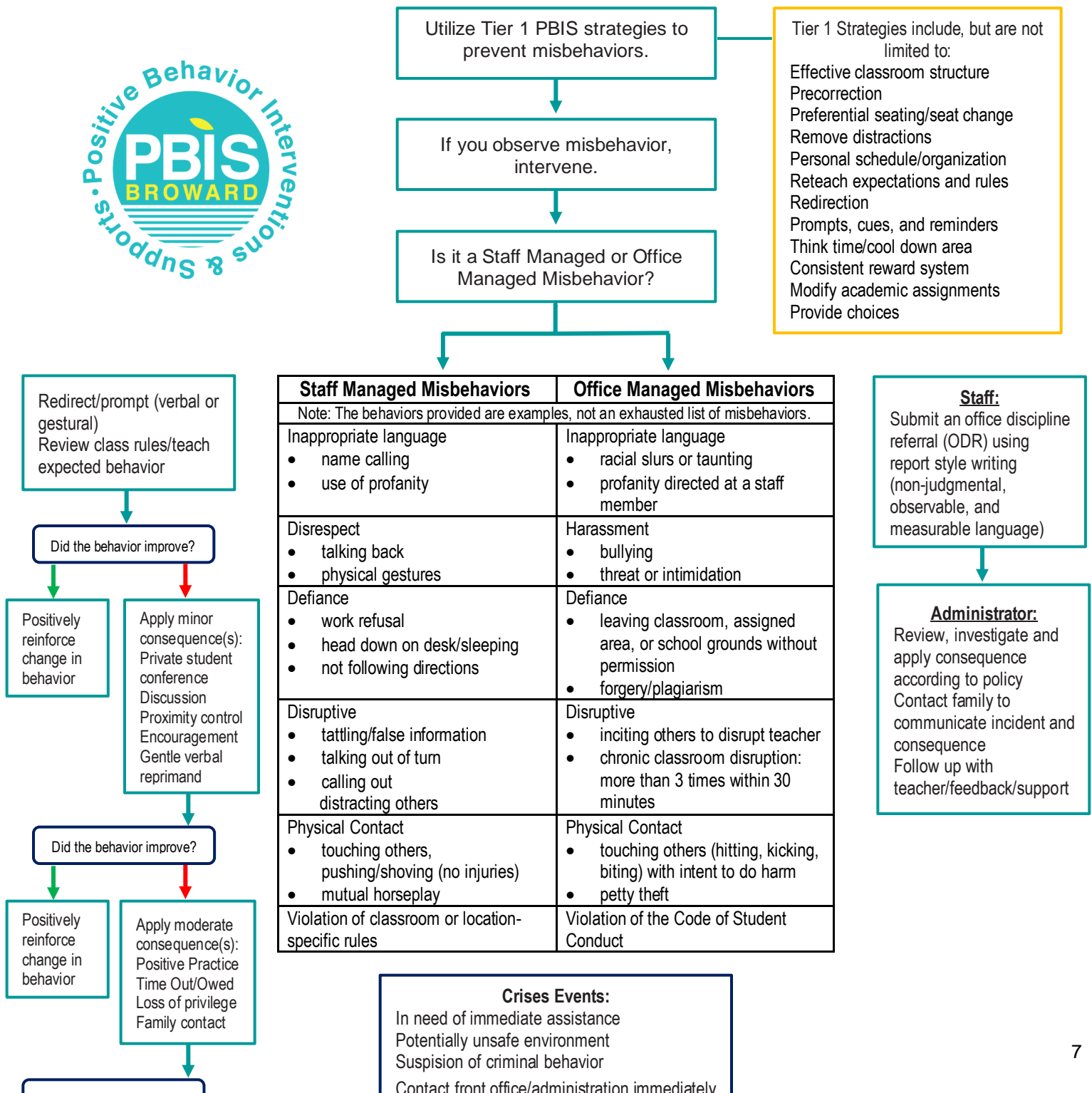
Monthly Character Traits	Plan Details
	How will you recognize <i>Kids of Character</i> each month? (2-3 sentences)

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 and staff will nominate students who consistently demonstrate strong character traits such as respect, responsibility, and integrity. Selected "Kids of Character" will be recognized with a certificate, a shout-out during announcements, their photo displayed on the digital slideshow in the front lobby, and a small reward like a treat or school privilege. These students may also be invited to a special monthly celebration or lunch with an administrator to reinforce their positive behavior.

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>
<input checked="" type="checkbox"/> CHAMPS <input checked="" type="checkbox"/> Positive Behavior Interventions and Supports and the Classroom https://fl-pda.org/#/category/26 <input type="checkbox"/> Other: Click here to enter name of system.	1: Incorporate LSW initiatives with active learning strategies such as group discussions, hands-on activities, or technology-based exercises in LSW lesson plans. 2: Use pre-assessments, like Re-Think Ed LSW survey to identify student learning needs and adjust lesson plans accordingly to accommodate diverse learning styles. 3: Establish a system for providing specific and timely praise or rewards to students who demonstrate positive behaviors, follow our C.O.D.E. of Honor school-wide expectations, which will improve school culture and decrease disciplinary referrals.

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

<input checked="" type="checkbox"/> CHAMPS 7 Up Checklist 
<input type="checkbox"/> Classroom Snapshot (Classroom Management Assessment) 
<input type="checkbox"/> PBIS Classroom Assistance Tool (CAT) 
<input type="checkbox"/> Other <i>(specify)</i> :

8C. Percentage of classroom referrals: **Use current 2024-2025 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 :	540
Total number of <i>other</i> school-wide discipline referrals (not including classrooms):	504
% of referrals in the classroom:	52%
Do more than 40% of your referrals come from the classroom?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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
	<input checked="" type="checkbox"/> check off Action Step when completed
Current	<input type="checkbox"/> 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	<input type="checkbox"/> Print up your SPBP and Feedback form BCPS Central <input type="checkbox"/> Provide SPBP presentation to all staff during Pre-Planning <input type="checkbox"/> Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders <input type="checkbox"/> Market and post School-wide Expectations and Location-specific Rules <input type="checkbox"/> Identify your district PBIS Specialist (Contact amber.jennings@browardschools.com for more information if you are unsure) <input type="checkbox"/> Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP (indicated in yellow)
August 1 st Quarter Team Meeting	<input type="checkbox"/> Determine any needed team training, such as: 4 Step Problem Solving Process series, PBIS 10 Critical Elements, Data Collection, etc. <input type="checkbox"/> Review previous year's SPBP and feedback form; make necessary modifications <input type="checkbox"/> Review previous year's data (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) <input type="checkbox"/> Verify and implement teaching schedule for Expectations and Rules behavior lesson plans <input type="checkbox"/> Implement the Reward System for all students as indicated in the SPBP <input type="checkbox"/> Ensure the Discipline Flow Chart is distributed to all staff and is being used as written <input type="checkbox"/> Present implementation data, behavior data, team activities and SPBP progress to entire staff <input type="checkbox"/> Ensure all teachers are using an evidence-based classroom management plan, such as CHAMPS <input type="checkbox"/> Confirm next quarterly PBIS team meeting date and time
September	<input type="checkbox"/> Provide SPBP stakeholder presentation by September 30 th <input type="checkbox"/> Ensure instructional staff know how to document Tier 1 Supplemental Strategies for behavior <input type="checkbox"/> 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	<input type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) <input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff <input type="checkbox"/> Ensure Core Effectiveness Action Steps are being implemented as written <input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator <input type="checkbox"/> Confirm next quarterly PBIS team meeting date and time
November	<input type="checkbox"/> Review/revise lesson plans as indicated by previous quarter behavior data <input type="checkbox"/> Ensure that the Student Outcome Monitoring Action Steps are being implemented as written
January 3 rd Quarter Team Meeting	<input type="checkbox"/> Staff to re-teach Expectations and Rules after winter break <input type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) <input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff <input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator <input type="checkbox"/> Confirm next quarterly PBIS team meeting date and time
February	<input type="checkbox"/> Check on recently hired staff for PBIS understanding - provide "PBIS 101" Brainshark resource <input type="checkbox"/> Utilize the Stakeholder SPBP Forms Survey to solicit input for planning next year's SPBP (optional)
March 4 th Quarter Team Meeting	<input type="checkbox"/> Ensure progress towards completion and submission of next year's SPBP <input type="checkbox"/> Staff to re-teach Expectations and Rules after spring break <input type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) <input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff <input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator
April	<input type="checkbox"/> Provide staff presentation and faculty vote on new SPBP for next year <input type="checkbox"/> Submit your SPBP in BCPS Central by April 30 th . Use this new SPBP in the next school year <input type="checkbox"/> 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.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	By 9/1/2025, 1. Recruit staff and students to assist with hanging posters 2. Mount posters at eye level in locations where they are easily visible.
100% of instructional staff has delivered expectations and rules lesson plans as written and when indicated.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	By 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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	By Click here to enter a date, 1. 2.
A recognition system is implemented by 100% staff for <i>all</i> students.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	By 9/1/2025, 1. Offer comprehensive training sessions to educate staff members on the principles, procedures, and benefits 2. Allow staff members to customize their approach to implementing the reward system based on their teaching style, classroom dynamics, and student population

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.
Behavior Incidents <i>Choose one ODR area of focus</i> Disobedience/Insubordination	By June 3, 2026, Disobedience/Insubordination will indicate 20% as measured by Office Discipline Referrals (ODRs) in Focus.	1. The PBIS team will review ODR data from Focus each month, specifically tracking incidents labeled as Disobedience/Insubordination. Trends will be analyzed by grade level, time of day, and location to adjust interventions and provide targeted support where needed. 2. Provide ongoing professional development and coaching for staff on effective classroom management, de-escalation strategies, and positive behavior reinforcement. Staff will also

		receive regular feedback and resources based on referral data trends to improve consistency in managing and redirecting student behavior.
--	--	---

SPBP Submission

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