



Schoolwide Positive Behavior Plan (SPBP)
Broward County Public Schools

SY 2026 – 2027



School Name:	Lauderhill Paul Turner
School Number:	1381

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	Michelle Engram-McKnight	7. Security Specialist/ Campus Monitor	Franco Fernandez
2. Point of Contact	Marie Rho	8. Social Worker	Wislande Charles
3. BTU Representative	Lamika Garland	9. School Nurse	Edna Soomans
4. Parent/Community Representative	Lethea Ingram	10. Attendance Manager	Bree Lee
5. Student Representative	NA	11. Life Skills & Wellness Liaison	Carline Eustache
6. School Counselor	Carline Eustache	12. Resiliency Liaison	Carline Eustache

*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	8/4/2026	2:00-2:45 PM		8/18/2026
2 nd Oct. 13 – Dec. 18	11/3/2026	2:00-2:45 PM		11/10/2026
3 rd Jan. 5 – Mar. 18	1/5/2027	2:00-2:45 PM		1/12/2027
4 th Mar. 29 – May 28	3/30/2027	2:00-2:45 PM		4/6/2027

CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment

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

Action Steps:	Dates
Present the 2025-26 SPBP to staff (<i>prior to April 30, 2026</i>)	4/6/2026
Hold a <i>faculty</i> vote on the new SPBP (<i>prior to April 30, 2026</i>)	4/17/2026
Provide training to faculty and staff (<i>prior to September 30, 2026</i>)	8/4/2026
Present the 2025-26 SPBP to family and community stakeholders (<i>prior to September 30, 2026</i>)	9/30/2026

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:	624	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals	25	98%	Are your 0 – 1 referral > 80%?	☒ Yes ☐ No
II. 2 - 5 referrals (at risk students)	14	2%	Are your 2 - 5 referrals <15%?	☒ Yes ☐ No
III. > 5 referrals (high-risk students)	0	0%	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> - Provide training for all teachers and staff who interact with students regarding schoolwide expectations along with monitoring classroom implementation. - Students will participate in school-wide expectation assemblies per quarter. - Utilize FOCUS to monitor behavior data quarterly and analyze early warning indicators to specially identify factors such as attendance concerns and struggling learners. - Provide interventions for students who are high-risk with behavior plans.	

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> - Provide professional development for all teachers during preplanning week and revisit expectations each semester. - Throughout the school year, collaborate with other district departments such as ESE, ESOL, etc. to provide professional development in the areas of implicit bias, cultural responsiveness; in an effort to support our growing population of ELL students. - Implement and monitor use of the Discipline Flow Chart by teachers and promote identifying high risk students and refer them RtI/MTSS, esp. early in the school year.

4. Foster partnership with all stakeholders such as our parents to promote an increased understanding of cultural norms and differences.

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. BATTERY (LOW LEVEL) (3rd-5 th)	9
2. MISTREATMENT OF PEERS (KG-2nd)	6
3. BATTERY (LOW LEVEL) (KG-2nd)	5
4. MISTREATMENT OF PEERS (3rd-5 th)	5
5. Profanity – Use of Insulting/Obscene Language (3rd-5th)	5
TOTAL	30

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 Accountable
3. Be Responsible
4. Be Kind

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. Classroom	37
3. Cafeteria	4
4. Hallway	7

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	Click here to enter location: Rules	Classroom Rules
Be Respectful	Keep hands and feet to yourself	Clean your eating space and pick up trash around your area	Follow directions the first time given	
Be Accountable	Go directly to your destination	Follow all directions given by the cafe monitors/adults	Demonstrate tolerance to each other and respect each other's boundaries	
Be Responsible	Remain in your line	Raise your hand to get the attention of an attendant/adult	Keep the school clean by consuming all food inside the cafeteria and disposing of your trash in the trashcan	
Be Kind	Use words like, "excuse me" and "I'm sorry" if you accidentally bump into someone	Clean your eating space and pick up trash around your area	Use appropriate voice level (0-3) and use words like "excuse me" and "I'm sorry" if you accidentally bump into someone.	

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	8/11/2026	8:15 AM	Classroom & Cafeteria
After Winter Break	1/5/2027	8:15 AM	Classroom & Cafeteria
After Spring Break	3/29/2027	8:15 AM	Classroom & 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	8/11/2026	8/11/2026	8/11/2026
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?
Resiliency Curriculum	Resilience curriculum will be covered on a monthly basis in class and also during media.	Classroom teachers, with the support of the school guidance counselor along with the media specialist.	The school guidance counselor communicates with the classroom teachers. She will provide guidance regarding which lessons are the current focus and due dates are provided for implementation; biweekly and monthly.	The school counselor monitors ReThink Ed lesson completion continuously and also receives updates through the district monthly.
Character Education	Monthly lessons provided via Life Skills and Wellness ReThink Ed scope and sequence.	Classroom Teachers and School Counselor	Monthly, the guidance counselor communicates with all teachers, schoolwide with a request to nominate one student via email regarding the character of the month. The teachers are provided with a due date for	A celebration is held monthly in the cafeteria for each recipient. The students also receive a certificate. The guidance counselor works closely with the

			submission via email or FORMS.	assistant principal to ensure the character of the month is a monthly focus. The character focus is reiterated to students who show risk of misbehavior.
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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: FOCUS Discipline Data Problem Identification Statement: Based on the top incidents from FOCUS Discipline Data, BATTERY (LOW LEVEL) (3rd-5 th) is a school-wide behavior problem to address. This accounts for 9 out of 60 referrals which account for 15% of the incident that occurred for the school year 2025-2026.
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: BATTERY (LOW LEVEL) (3rd-5 th) is an occurring concern that arrived mainly when substitutes were present. Students demonstrated lack of control because of the adult monitoring them not being a familiar person. SMART Goal Statement: By June 2027 the number of referrals for BATTERY (LOW LEVEL) (3 rd -5 th) will decrease by 10%.
3. Intervention Design: Describe how you will implement a positive reward program/system to decrease this problem.	Type of Program/System: Focus Points system Via the classroom teachers, the AM and PM announcements, as well as during lunch time, the school staff will promote the positive behaviors that we want to see displayed, which counteract the negative behaviors that are being displayed on campus. The school staff will reward students with BEEP Points based on following school-wide/classroom rules and expectations. This can be done at any time throughout the day and multiple times per day. BEEP Points cannot be taken away, only rewarded. Students will then be allowed to utilize their points to redeem through purchase items, participate in the incentives room every two weeks.
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 the number of students receiving BEEP Points and which classes those students are in, to determine if teachers are assigning BEEP Points consistently through FOCUS. We will review the expectations if the BEEP Points are not used with fidelity.
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 monitor behavior data to determine if we are seeing a decrease in the top behavior incident. Based on the data, the number of students invited to the school-wide incentive game room or the number of students who can utilize the BEEP Points will indicate effectiveness of the system. The measurable outcome is to

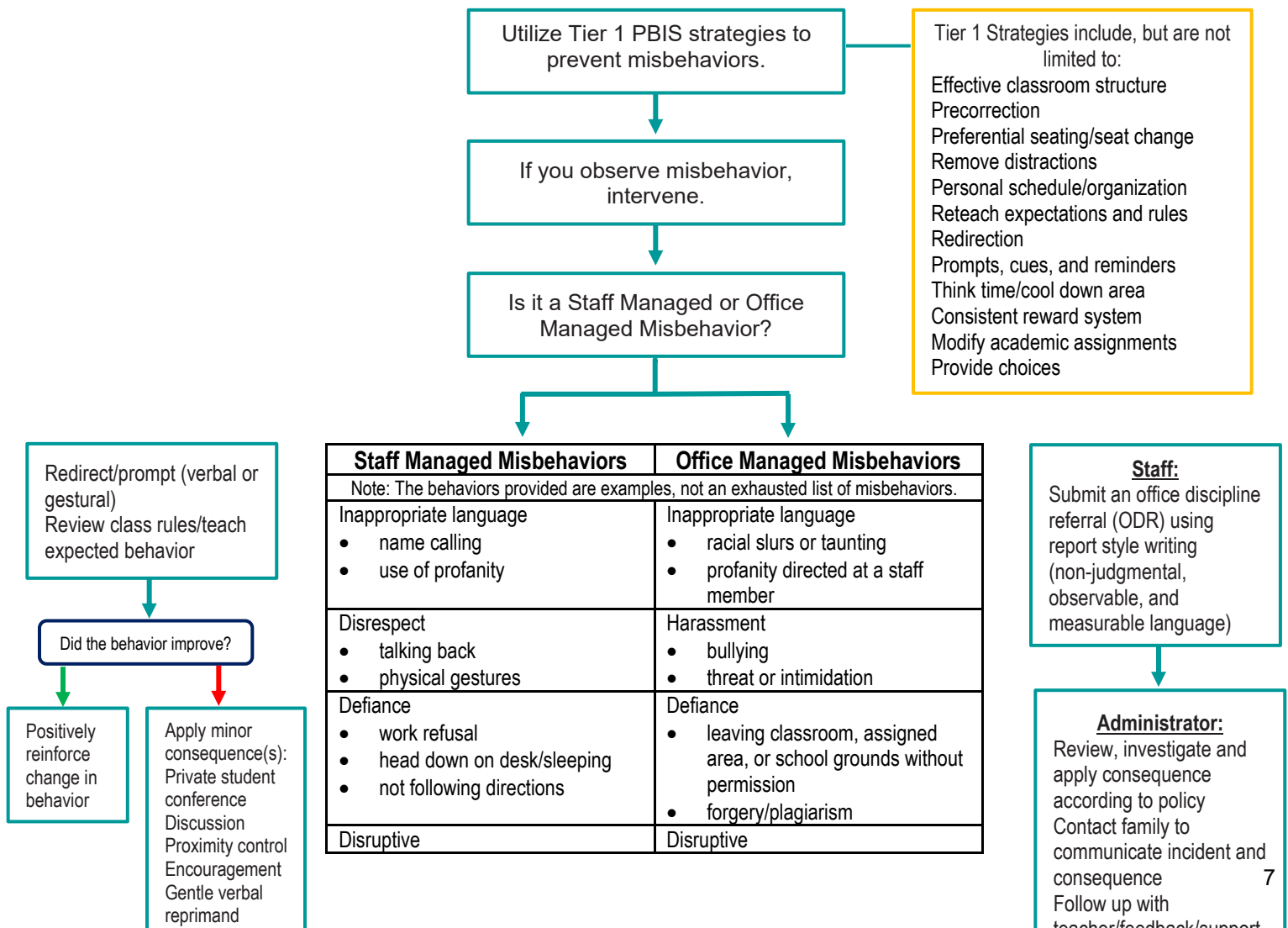
analyze the monthly data for the most common infractions with a goal of 10% decrease overall. In addition to monitoring for a decreased number of referrals monthly.

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	Kids of Character is managed by the guidance counselor. On a monthly basis, teachers are informed to nominate a student from their class or homeroom who depicts the character of focus. The students receive their certificate during class and are celebrated during their grade level lunch period. Every day, students are reminded of the current character trait during the morning announcements.

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	The Assistant Principal and School Counselor will monitor the behavioral referral data. The Assistant Principal and School Counselor will assist teachers who demonstrate a need by providing resources on developing a positive learning environment in their classroom. They will then meet with the teacher and develop expectations for implementation. Next, each will be monitored for implementation. If necessary, modeling of those expectations will occur, as well as ongoing monitoring of implementation. Newer teachers who require support with classroom management are also referred to the district PBIS representative from the district who supports LPT.

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> : Marzano's FTEM Domains 1 and 3

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 :	37
Total number of <i>other</i> school-wide discipline referrals (not including classrooms):	23
% of referrals in the classroom:	62%
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 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 9/30/2026, 1. Leadership team will review and provide examples of reward systems the staff can implement with the students for positive behaviors during preplanning week. 2. As part of the various grade level team meeting minutes turned in to administration, each team will be required to update the reward system they are currently using, how it's being monitored and notify administration of support required. This will be an ongoing process during the school year.

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, Simple Battery (3-5) will indicate a 10% decrease as measured by Office Discipline Referrals (ODRs) in Focus.	1. Administration will review behavior referrals to identify any red flags in grades and/or classrooms. 2. Provide support to those teachers, grade levels, and/or students who are demonstrating a need, utilizing Character Ed., Resilience, Rethink Ed. Lauren's Kids Lessons.

SPBP Submission

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