



**Schoolwide Positive Behavior Plan (SPBP)**  
Broward County Public Schools

SY 2026 – 2027



|                       |                 |
|-----------------------|-----------------|
| <b>School Name:</b>   | Lauderhill 6-12 |
| <b>School Number:</b> | 1391            |

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                   | Markis Facyson       | 7. Security Specialist/<br>Campus Monitor | Osagboro Sameem         |
| 2. Point of Contact                | Naomi Davis          | 8. Social Worker                          | Kerline Pierre Louis    |
| 3. BTU Representative              | Felicia Alvarez      | 9. School Nurse                           | Erika Paul              |
| 4. Parent/Community Representative | Jacqueline Benefield | 10. Attendance Manager                    | Latoya Dixon            |
| 5. Student Representative          | Isaiah Williams      | 11. Life Skills & Wellness Liaison        | Sharita Hunter          |
| 6. School Counselor                | Eyvette Ellis        | 12. Resiliency Liaison                    | Ayanna Whitworth-Barner |

\*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 <sup>st</sup><br>Aug. 10 – Oct. 9  | 8/4/2026                | 3 pm                    |  | 8/6/2026                                                |
| 2 <sup>nd</sup><br>Oct. 13 – Dec. 18 | 10/9/2026               | 3PM                     |  | 10/12/2026                                              |
| 3 <sup>rd</sup><br>Jan. 5 – Mar. 18  | 1/4/2027                | 3PM                     |  | 1/4/2027                                                |
| 4 <sup>th</sup><br>Mar. 29 – May 28  | 3/17/2027               | 3PM                     |  | 3/19/2027                                               |

### 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> )                                 | 4/2/2026  |
| Hold a <i>faculty</i> vote on the new SPBP ( <i>prior to April 30, 2026</i> )                        | 4/6/2026  |
| Provide training to faculty and staff ( <i>prior to September 30, 2026</i> )                         | 8/7/2026  |
| Present the 2026-27 SPBP to family and community stakeholders ( <i>prior to September 30, 2026</i> ) | 9/14/2026 |

## CRITICAL ELEMENT # 3: Data Collection and Analysis

### 3A. Core Effectiveness: Use current 2025-2026 school year behavior data as listed in Focus.

- Review your referral data YTD in Focus – Discipline Reports – *Students with Referrals*.
- Complete the yellow highlighted cells.
- Auto-calculate the “% of Total Population” by clicking on each “! Zero Divide” in the cells and pressing “Fn + F9”.
- Determine if the core is effective in all three areas.

|                                            |                |                       |                                |                                                                     |
|--------------------------------------------|----------------|-----------------------|--------------------------------|---------------------------------------------------------------------|
| TOTAL Population:                          | 628            | % of Total Population | Core Effectiveness             |                                                                     |
| # Referrals:                               | # of Students: |                       |                                |                                                                     |
| I. 0 - 1 referrals                         | 6              | 71%                   | Are your 0 – 1 referral > 80%? | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| II. 2 - 5 referrals<br>(at risk students)  | 28             | 4%                    | Are your 2 - 5 referrals <15%? | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| III. > 5 referrals<br>(high-risk students) | 155            | 25%                   | 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.<br>Based upon table 8A, is your core effective?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No |
| <p>Answer <b>either</b> (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"> <li>Periodic review of early warning indicators in FOCUS quarterly.</li> <li>Review FOCUS behavior referral data during CPST meetings.</li> <li>Actively seek input and feedback from teachers about students exhibiting academic or behavioral challenges.</li> <li>Develop screening process to identify students at risk based on factors such as attendance, academic performance, social emotional indicators and teacher observations.</li> </ol> |                                                                     |

**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)?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p>Disproportionality Action Steps: <i>(3-4 detailed steps)</i></p> <ol style="list-style-type: none"> <li>Identify professional development opportunities for staff training such as Culturally Responsive Teaching, Implicit Bias, etc.</li> <li>Utilize data to identify trends, over-referrals, or potential staff referral biases, and establish an equity leadership subcommittee to analyze the findings and implement responsive actions.</li> <li>Foster additional partnerships with families, community organizations and stakeholders.</li> <li>School-wide discipline data, disaggregated. by subgroup, will be presented to the faculty and staff quarterly during the 2026-27 SY.</li> </ol> |

## 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<br>Current Year 2025-2026 | # Incidents |
|----------------------------------------------------|-------------|
| 1.Mistreatment of Peers                            | 95          |
| 2.Disobedience/Insubordination                     | 86          |
| 3.Fight Minor/Altercation                          | 79          |
| 4.Inciting a Disturbance                           | 63          |
| 5.Defiance of Authority                            | 33          |
| TOTAL                                              | 356         |

**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.Prepared              |
| 2.Respectful            |
| 3.Involved              |
| 4.Discipline            |
| 5.Excellence            |

**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, <u>excluding Classroom</u> : |             |
|-----------------------------------------------|-------------|
| School Location(s)                            | # Incidents |
| 1. Cafeteria                                  | 75          |
| 2.Hallway                                     | 72          |
| 3.Gymnasium                                   | 35          |

**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                                    | Walk and talk quietly on the right side keep hands and feet to self | Use a quiet voice say “please” and “thank you”                                           | Take turns and share equipment during activities encourage each other to do better |                            |
| Be Responsible                                   | Go directly to your classroom follow adult directions               | Clean up your eating area Follow lunch procedures                                        | Return equipment Line up when called                                               |                            |
| Be Safe                                          | Keep hands, feet, and objects to yourself walk, don’t run           | Stay seated while eating raise your hand in the cafeteria if you want to leave your seat | Click here to type location rules. Use kind language Help others if needed         |                            |
| Be Kind                                          | Use kind language Help others if needed                             | Include others in conversation Wait patiently in line                                    | Encourage others Apologize if someone is hurt                                      |                            |
| Be Ready to Learn                                | Have materials ready Stay focused in line                           | Listen to cafeteria staff Transition quickly                                             | Follow adult instructions promptly                                                 |                            |

## 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                                                                                             | 8/6/2026  | 3PM   | Cafeteria    |
| After Winter Break                                                                                               | 1/4/2027  | 3PM   | Hallway      |
| After Spring Break                                                                                               | 3/19/2027 | 3PM   | GYM          |

**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 | Gym       |
| Lesson Plan Dates                                                                                                   |               |                 |           |
| Start of School Year                                                                                                | 8/10/2026     | 8/17/2026       | 8/24/2026 |
| After Winter Break                                                                                                  | 1/5/2027      | 1/11/2027       | 1/18/2027 |
| After Spring Break                                                                                                  | 3/29/2027     | 4/5/2027        | 4/12/2027 |

**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?<br><i>2-3 sentences</i>                                                                                                                       | How will it be monitored for effectiveness?                                                                                                                                    |
| Other<br>PBIS Tier 1 Strategies                  | During the first two weeks of school and revisited monthly in homeroom or advisory periods. | Classroom teachers and support staff with guidance from PBIS team. | School-wide behavior expectations will be explicitly taught, modeled, and reinforced using posters, lessons, and positive incentives.                                     | Discipline referral data will be reviewed monthly by the leadership and PBIS team. Student surveys and staff feedback will help assess clarity and consistency in expectations |
| Life Skills & Wellness<br>Click to enter "other" | Weekly during Study block or morning meetings throughout the school year.                   | Study block teachers with coaching from school counselors          | Lessons will be integrated into weekly schedules and include direct instruction, discussions, and role-plays focused on empathy, problem-solving, and emotion regulation. | Counselors and admin will conduct classroom walkthroughs and LS fidelity checks; pre and post assessments and behavior incident logs will be analyzed quarterly.               |

## 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

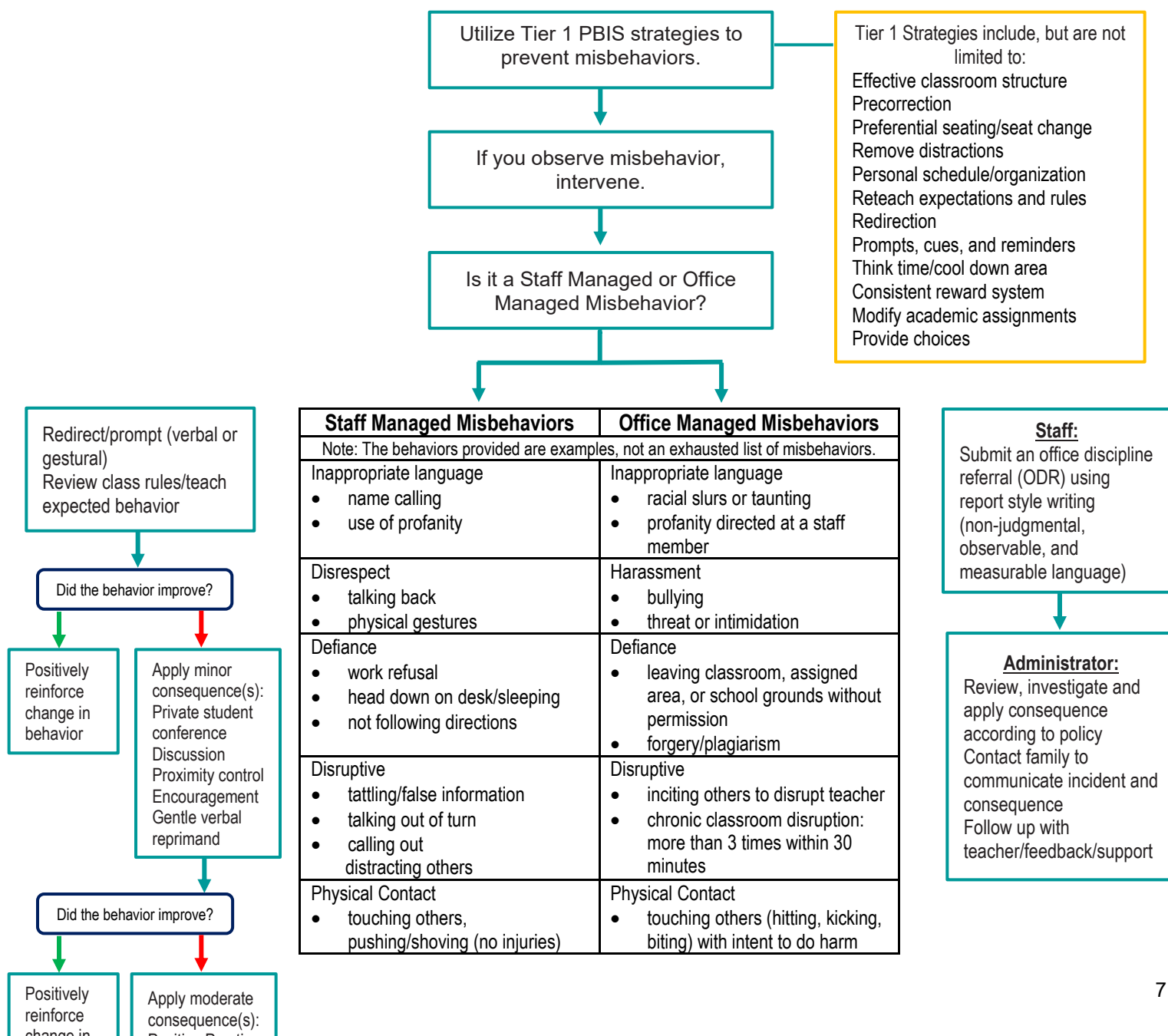
| 4 Step Problem Solving Process                                                                                                                                 | Plan Details                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1. Problem Identification:</b> Review your behavior data to identify one school-wide problem. What problem did you identify?<br><i>(use numerical data)</i> | <b>Data used:</b> <b>108 referrals for Mistreatment of Peers</b><br><br><b>Problem Identification Statement:</b> Students are demonstrating high levels of disrespectful and disruptive behaviors, particularly in the cafeteria and hallways, resulting in increased peer conflict and non-compliance with expectations.                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>2. Problem Analysis:</b> Why do you think this problem is occurring? What is your goal?<br><i>(create a SMART goal statement with numerical data)</i>       | <b>Hypothesis:</b> Students are not consistently reinforcing PRIDE expectations (especially Respectful and Disciplined) in unstructured settings, and there is inconsistent positive reinforcement from staff.<br><br><b>SMART Goal Statement:</b> By June 3, 2027, cafeteria and hallway referrals related to disrespect and disruption will decrease by 25% (from 147 combined incidents to 110 or fewer), as measured by ODR data in FOCUS.                                                                                                                                                                                                                                                                                                                                                          |
| <b>3. Intervention Design:</b> Describe how you will implement a positive reward program/system to decrease this problem.                                      | <b>Type of Program/System:</b> <b>Point system</b><br><br><b>Description of Program/System:</b> A schoolwide recognition system will be implemented where staff actively award “PRIDE Points” or “Panther Bucks” to students demonstrating expected behaviors, especially in the cafeteria and hallways. Staff will be trained to give specific praise tied to PRIDE (Prepared, Respectful, Involved, Disciplined, Excellent). Weekly drawings, monthly incentives, and grade-level competitions will reinforce positive behavior. Visual trackers (bulletin boards or digital dashboards) will display progress. Students can redeem rewards such as snacks, VIP lunch seating, or school privileges. Focus will be placed on catching students being respectful and compliant in high-incident areas. |
| <b>4. Evaluation:</b><br>A. Implementation fidelity                                                                                                            | <b>How will you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program/system?</b><br>Administrators and PBIS team members will conduct weekly walkthroughs to monitor staff participation in the recognition system. Data will include number of acknowledgments given per week and staff participation rates. Feedback will be provided during PLCs and faculty meetings.                                                                                                                                                                                                                                                                                                                                                                           |
| B. Student outcome monitoring <i>(use numerical data)</i>                                                                                                      | <b>How will you know if the reward program/system is positively impacting students? What measurable data will you use to determine “success”?</b><br>Success will be measured by a reduction in ODRs in targeted locations and behaviors – <b>from 149(highest in Feb.) to below 70 per month.</b><br>Monthly discipline reports will track cafeteria and hallway incidents, as well as trends in disrespect-related referrals. Student and staff surveys will also assess perception of school climate.                                                                                                                                                                                                                                                                                                |

**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<br>How will you recognize <i>Kids of Character</i> each month? (2-3 sentences)                                                                                                                                                                                                                                                                                                                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. September: Cooperation<br>2. October: Responsibility<br>3. November: Citizenship<br>4. December: Kindness<br>5. January: Respect<br>6. February: Honesty<br>7. March: Self-Control<br>8. April: Tolerance | Students will be recognized monthly through announcements, certificates, and incentives tied to each character trait. Teachers will nominate students who consistently demonstrate the monthly trait aligned with PRIDE expectations. Selected students will be highlighted on a “Kids of Character” board, receive recognition during school announcements, and participate in quarterly celebrations or incentives. |

## 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.





|                                                                    |                                                               |
|--------------------------------------------------------------------|---------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• mutual horseplay</li></ul> | <ul style="list-style-type: none"><li>• petty theft</li></ul> |
| 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>                                                                                                                                                                                                                                                                                                                                                                                                              |
| <input type="checkbox"/> CHAMPS<br><input checked="" type="checkbox"/> Positive Behavior Interventions and Supports and the Classroom <a href="https://fl-pda.org/#/category/26">https://fl-pda.org/#/category/26</a><br><input type="checkbox"/> Other: Click here to enter name of system | 1. Conduct monthly classroom walkthroughs focused on PRIDE-aligned expectations, student engagement, and behavior management strategies.<br><br>2. Provide targeted coaching and modeling for teachers struggling with classroom management, including CHAMPS/PBIS strategies.<br><br>3. Require all teachers to implement and display clear classroom expectations aligned to PRIDE and refer to them consistently during instruction.<br><br>4. Use discipline and referral data to identify teachers needing additional support and provide individualized action plans. |

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

|                                                                                                                                                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> CHAMPS 7 Up Checklist                                             |
| <input checked="" type="checkbox"/> Classroom Snapshot (Classroom Management Assessment)  |
| <input checked="" type="checkbox"/> PBIS Classroom Assistance Tool (CAT)                  |
| <input type="checkbox"/> 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 <b>from classrooms</b> :                                    | 313                                                                 |
| Total number of <i>other</i> <b>school-wide</b> discipline referrals (not including classrooms): | 243                                                                 |
| % of referrals in the classroom:                                                                 | 56%                                                                 |
| 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<br><input type="checkbox"/> Provide SPBP presentation to all staff during Pre-Planning<br><input type="checkbox"/> Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders<br><input type="checkbox"/> Market and post School-wide Expectations and Location-specific Rules<br><input type="checkbox"/> Identify your district PBIS Specialist<br>(Contact <a href="mailto:amber.jennings@browardschools.com">amber.jennings@browardschools.com</a> for more information if you are unsure)<br><input type="checkbox"/> Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP (indicated in yellow)                                                                                                                                                                                                                                                                                                                          |
| August<br>1 <sup>st</sup> 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.<br><input type="checkbox"/> Review previous year's SPBP and feedback form; make necessary modifications<br><input type="checkbox"/> Review previous year's data (Use the Tier 1 Agenda and Quarterly Big 5 Data template)<br><input type="checkbox"/> Verify and implement teaching schedule for Expectations and Rules behavior lesson plans<br><input type="checkbox"/> Implement the Reward System for all students as indicated in the SPBP<br><input type="checkbox"/> Ensure the Discipline Flow Chart is distributed to all staff and is being used as written<br><input type="checkbox"/> Present implementation data, behavior data, team activities and SPBP progress to entire staff<br><input type="checkbox"/> Ensure all teachers are using an evidence-based classroom management plan, such as CHAMPS<br><input type="checkbox"/> Confirm next quarterly PBIS team meeting date and time |
| September                                       | <input type="checkbox"/> Provide SPBP stakeholder presentation by September 30 <sup>th</sup><br><input type="checkbox"/> Ensure instructional staff know how to document Tier 1 Supplemental Strategies for behavior<br><input type="checkbox"/> Check for staff and teacher understanding of PBIS - provide "PBIS 101" training as a resource<br>Video training modules available at: <a href="https://browardschools.instructure.com/courses/1193624/">https://browardschools.instructure.com/courses/1193624/</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| October<br>2 <sup>nd</sup> Quarter Team Meeting | <input type="checkbox"/> Review previous quarter's data (Use Tier 1 Agenda and Quarter Big 5 Data template)<br><input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff<br><input type="checkbox"/> Ensure Core Effectiveness Action Steps are being implemented as written in Section 3B<br><input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your assigned PBIS Administrator<br><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<br><input type="checkbox"/> Ensure that the Student Outcome Monitoring Action Steps are being implemented as written in Section 10B                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| January<br>3 <sup>rd</sup> Quarter Team Meeting | <input type="checkbox"/> Staff to re-teach Expectations and Rules after winter break<br><input type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template)<br><input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff<br><input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your assigned PBIS Administrator<br><input type="checkbox"/> Confirm next quarterly PBIS team meeting date and time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| February                                        | <input type="checkbox"/> Check on newly hired staff for PBIS understanding - provide "PBIS 101" video training module<br><input type="checkbox"/> Utilize the Stakeholder SPBP Forms Survey to solicit input for planning next year's SPBP (optional)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

|                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>March</b><br><b>4<sup>th</sup> Quarter Team Meeting</b> | <input type="checkbox"/> Ensure progress towards completion and submission of next year's SPBP<br><input type="checkbox"/> Staff to re-teach Expectations and Rules after spring break<br><input type="checkbox"/> Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template)<br><input type="checkbox"/> Present implementation data, behavior data, team activities, and SPBP progress to entire staff<br><input type="checkbox"/> Complete Quarterly Big 5 Data Template and submit to your assigned PBIS Administrator |
| <b>April</b>                                               | <input type="checkbox"/> Provide staff presentation and faculty vote on new SPBP for next year<br><input type="checkbox"/> Submit your SPBP in BCPS Central by April 30 <sup>th</sup> . Use this new SPBP in the next school year<br><input type="checkbox"/> 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 <b>No</b> , 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 8/28/2026,<br>1. Conduct weekly walkthroughs and provide immediate feedback to ensure all areas display PRIDE expectations.<br>2. Provide printed posters and require teachers to verify posting during PLC or administrative check-ins. |
| 100% of instructional staff has delivered expectations and rules lesson plans as written and when indicated.                                                  | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | By 8/28/2026,<br>1. Require submission of lesson plan evidence and conduct random classroom observations.<br>2. Provide refresher PD and model lessons during PLCs or faculty meetings.                                                     |
| 100% of staff members are oriented to the Discipline Flow Chart. It is used consistently by 100% instructional staff, behavioral support, and administrators. | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | By 8/28/2026,<br>1. Provide targeted training on discipline procedures and expectations for consistency.<br>2. Monitor ODR quality and provide feedback on proper use of the flow chart.                                                    |
| A recognition system is implemented by 100% of staff for <i>all</i> students.                                                                                 | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | By 8/28/2026,<br>1. Track staff participation in PRIDE recognition and provide incentives for staff buy-in.<br>2. Highlight and celebrate staff effectively using PBIS strategies during meetings.                                          |

**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   | Targets cafeteria & hallway + PRIDE expectations |
| M | Measurable | 147 → 110                                        |
| A | Attainable | 25% is realistic with Tier 1 systems             |
| R | Realistic  | Directly tied to your highest problem areas      |
| T | Time-bound | By June 3, 2027 with monthly monitoring          |

## 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.                                                                                       |
|------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Overall ODRs</b><br><i>Choose one ODR area of focus</i> | By June 3, 2027, Cafeteria and Hallway Disrespect/Disruption will indicate 20% <i>decreased</i> as measured by Office Discipline Referrals (ODRs) in Focus. | 1. Rules and Expectations will be posted in the Hallways and Cafeteria for students to follow.<br><br>2. Implement targeted reteaching of PRIDE expectations after breaks and based on data trends. |

### SPBP Submission

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