



Schoolwide Positive Behavior Plan (SPBP)

Broward County Public Schools

SY 2026 – 2027



School Name:	Endeavour Primary Learning Center
School Number:	3301

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	Anitra Fleming	7. Security Specialist/ Campus Monitor	Ronald Samuel
2. Point of Contact	Raymond Thomas	8. Social Worker	Christine Bryant
3. BTU Representative	LaFaye Moore	9. School Nurse	Edna Sooms
4. Parent/Community Representative	Esther Granzio	10. Attendance Manager	Kathleen Louis
5. Student Representative	Ethan Dorelant	11. Life Skills & Wellness Liaison	Lydia Knighton
6. School Counselor	Lydia Knighton	12. Resiliency Liaison	Lydia Knighton

*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	9/4/2026	7:45am		9/10/2026
2 nd Oct. 13 – Dec. 18	10/16/2026	7:45am		10/22/2026
3 rd Jan. 5 – Mar. 18	1/8/2027	7:45am		1/14/2027
4 th Mar. 29 – May 28	4/2/2027	7:45am		4/8/2027

CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment

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

Action Steps:	Dates
Present the 2026-27 SPBP to staff (<i>prior to April 30, 2026</i>)	4/24/2026
Hold a <i>faculty</i> vote on the new SPBP (<i>prior to April 30, 2026</i>)	4/28/2026
Provide training to faculty and staff (<i>prior to September 30, 2026</i>)	9/9/2026
Present the 2026-27 SPBP to family and community stakeholders (<i>prior to September 30, 2026</i>)	9/24/2026

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:	296	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals	15	98%	Are your 0 – 1 referral > 80%?	☐ Yes ☐ No
II. 2 - 5 referrals (at risk students)	6	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: (3-4 detailed steps) - Continue to review Behavior Data. - Continue to hold structured data chats with instructional teams. - Continue to monitor attendance, behavior, and social emotional indicators. - Continue to follow a clear referral and intervention process.	

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: (3-4 detailed steps) 1. Equity-Focused Data Reviews 2. Culturally responsive PBIS practices. Ensuring the school-wide expectations are taught in ways that reflect students' cultural and linguistic backgrounds. 3. Professional Development on equity and bias. 4. Restorative practice and alternative discipline strategies.

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. DISOBEDIENCE/INSUBORDINATION (KG-2nd)	8
2. INSUBORDINATION (KG-2nd)DISOBEDIENCE	6
3. UNRULY/DISRUPTIVEBEHAVIOR (3rd-5th	4
4. UNRULY/DISRUPTIVEBEHAVIOR (KG-2nd	3
TOTAL	21

- 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.Show Kindness
2.On Task
3. Act Responsibly
4.Resect Yourself and Others
5.

- 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	28
2. Hallway	4
3. Cafeteria	3

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
Show Kindness	Walk to your class Click here to type hallway rules.	Clean your eating space and pick up trash around your area Click here to type cafeteria rules.	Click here to select location rules OR Click here to type location rules.	Listen when others are talking.
On Task	Remain in your line Click here to type hallway rules.	Use a level 1-2 voice Click here to type cafeteria rules.	Click here to select location rules OR Click here to type location rules.	Follow directions the first time given.
Act Responsible	Two feet, one square Click here to type hallway rules.	Keep hands, feet and objects to yourself Click here to type cafeteria rules.	Click here to select location rules OR Click here to type location rules.	Keep hands, feet, and objects to yourself
Respect Yourself	Use a finger wave to say hello Click here to type hallway rules.	Remain seated Click here to type cafeteria rules.	Click here to select location rules OR Click here to type location rules.	Show respect for school and personal property
Respect Others	Walk with hands by your side Click here to type hallway rules.	Stay in assigned area Click here to type cafeteria rules.	Click here to select location rules OR Click here to type location rules.	Stay in your assigned areas.

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	8/13/2026	7:45am	Classroom
After Winter Break	1/6/2027	7:45am	Classroom
After Spring Break	3/31/2027	7:45am	Classroom

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	8/13/2026	8/13/2026	8/13/2026
After Winter Break	1/6/2027	1/6/2027	1/6/2027
After Spring Break	3/31/2027	3/31/2027	3/31/2027

5C. Prevention programs and other schoolwide student support initiatives can be used to proactively teach positive behavior and prosocial skills. Use this chart to plan for how you will use District supported programs and initiatives to promote positive behavior on campus.

Program/Initiative	Plan Details			
	When will it be taught?	Who will teach it?	How will it be implemented? <i>2-3 sentences</i>	How will it be monitored for effectiveness?
Resiliency Curriculum Click to enter "other"	During Specials	Specials Teachers	Implemented through the resiliency and Laurens Kids platforms.	Monitor the rate of completion
Character Education Click to enter "other"	During Guidance Groups	Guidance Counselor	Taught throw the guidance classroom groups.	Through the monthly celebration and morning announcement questions.

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: Rocket Reward Tickets / Lottery

4 Step Problem Solving Process	Plan Details
1. Problem Identification: Review your behavior data to identify one school-wide problem. What problem did you identify? <i>(use numerical data)</i>	Data used: ODR Problem Identification Statement: Based on our behavior data, we have recorded 28 classroom referrals, which indicates a notable trend of increased classroom-based behavioral disruptions. This suggests that a significant portion of student behavior concerns are occurring within the classroom setting during instruction, rather than in common areas (e.g., cafeteria, hallways, recess). The volume of 28 referrals points to a pattern that may be impacting instructional time, student engagement, and overall classroom management. Problem Statement: There is a high frequency of classroom referrals (28 total), indicating a school-wide need to strengthen Tier 1 classroom management practices, student engagement strategies, and proactive behavior supports to reduce disruptions during instructional time.
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: The high number of 28 classroom referrals is likely occurring due to inconsistencies in Tier 1 classroom management practices, including varying expectations for student behavior, limited use of proactive strategies (e.g., clear procedures, active engagement, positive reinforcement), and inconsistent implementation of the school-wide behavior plan. Additionally, gaps in student engagement during instruction and transitions may be contributing to off-task behaviors that escalate into referrals. SMART Goal Statement: By the end of Quarter 4, Endeavour Primary Learning Center will reduce classroom behavior referrals by 25% (from 28 to 21 or fewer referrals) by strengthening Tier 1 classroom management practices, increasing active student engagement, and implementing consistent school-wide behavior expectations, as measured by monthly behavior referral data and administrative walkthroughs.
3. Intervention Design: Describe how you will implement a positive reward program/system to decrease this problem.	Type of Program/System: Token system Description of Program/System: To help reduce hallway behavior referrals, we will implement a positive reward system called Rocket Rewards. Staff members will recognize students who show respectful, responsible, and safe behavior during hallway transitions by giving them a Rocket Reward ticket. These tickets will be collected and entered into a weekly drawing held every Friday in the front office. Winners will receive a prize from the front office, such as a school supply bundle, snack item, or special privilege. This system will motivate students to make better choices, increase accountability, and promote a positive school culture during transition times.
4. Evaluation: A. Implementation fidelity	How will you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program/system? To monitor the fidelity of the Rocket Rewards program, we will track the number of tickets distributed by staff each week to ensure consistency in its implementation. Additionally, we will review the frequency of hallway behavior referrals and gather feedback from staff during monthly meetings to assess the effectiveness of the program and make adjustments as needed. Regular observations and communication will help maintain accountability and ensure the program's success.

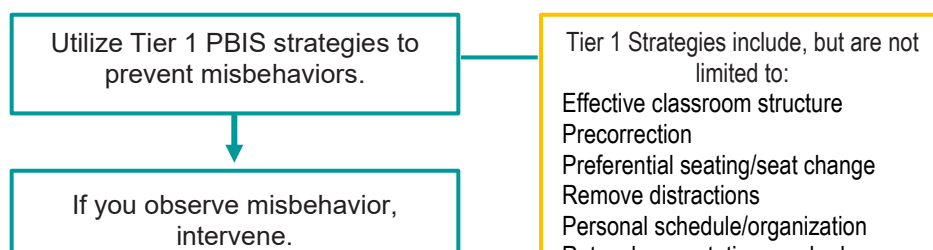
B. Student outcome monitoring <i>(use numerical data)</i>	How will you know if the reward program/system is positively impacting students? What measurable data will you use to determine “success”? We will monitor the following data points: • Reduction in Classroom Referrals Compare baseline data (28 referrals) to ongoing monthly totals. A consistent decrease will indicate improvement in student behavior. • Increase in Positive Behavior Data Track the number of rewards given (i-Ready Bucks, Rocket Rewards, PBIS incentives). An increase shows students are meeting expectations more consistently. • Improved Classroom Engagement Walkthrough data (glows & grows) will reflect higher levels of: ○ On-task behavior ○ Active participation ○ Smooth transitions • i-Ready and Academic Engagement Metrics Monitor: ○ Time on task (≥45 minutes) ○ Lessons passed (2+ per week) ○ Pass rates (≥75%) Improved consistency suggests students are more motivated and focused. • Attendance and Tardiness Trends Improved daily attendance and reduced tardiness can indicate increased student motivation and connection to school.

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? <i>(2-3 sentences)</i>
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, we will recognize students who demonstrate outstanding character through our Kids of Character program. These students will be celebrated with a special announcement and their picture will be posted on the school's bulletin board and social media platforms. This public recognition will highlight their positive behavior and serve as an inspiration for others to embody the school's values

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.





Staff Managed Misbehaviors	Office Managed Misbehaviors
Note: The behaviors provided are examples, not an exhausted list of misbehaviors.	
Inappropriate language • name calling • use of profanity	Inappropriate language • racial slurs or taunting • profanity directed at a staff member
Disrespect • talking back • physical gestures	Harassment • bullying • threat or intimidation
Defiance • work refusal • head down on desk/sleeping • not following directions	Defiance • leaving classroom, assigned area, or school grounds without permission • forgery/plagiarism
Disruptive • tattling/false information • talking out of turn • calling out • distracting others	Disruptive • inciting others to disrupt teacher • chronic classroom disruption: more than 3 times within 30 minutes
Physical Contact • touching others, pushing/shoving (no injuries) • mutual horseplay	Physical Contact • touching others (hitting, kicking, biting) with intent to do harm • petty theft
Violation of classroom or location-specific rules	Violation of the Code of Student Conduct

CRITICAL ELEMENT # 8: Classroom Management Systems

8A. Evidence-based Tier 1 classroom management system:

Which evidence-based system(s) are you using?	Provide 3-4 measurable and observable action steps the team will take to help educators improve their classroom management system. <i>(3-4 detailed steps)</i>
☒ CHAMPS ☒ Positive Behavior Interventions and Supports and the Classroom https://fl-pda.org/#/category/26 ☐ Other: Click here to enter name of system	1. Champs Training for All Staff 2. Classroom implementation and Observation 3. District support for implementation 4. Data tracking of Behavioral Referrals

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

☒ CHAMPS 7 Up Checklist 
☒ Classroom Snapshot (Classroom Management Assessment) 
☐ PBIS Classroom Assistance Tool (CAT) 
☐ Other <i>(specify)</i> :

8C. Percentage of classroom referrals: **Use current 2025-2026 school year behavior data** as listed in Focus.

(a) Review your classroom data YTD in Focus – Discipline – Category Breakdown – *Location*.

(b) Complete the yellow highlighted cells.

(c) Auto-calculate the % of referrals in the classroom by clicking on “!Zero Divide” in the next cell and pressing “Fn + F9” together.

Total number of discipline referrals from classrooms :	28
Total number of <i>other</i> school-wide discipline referrals (not including classrooms):	11
% of referrals in the classroom:	72%
Do more than 40% of your referrals come from the classroom?	☒ Yes ☐ No

If >40% of discipline referrals come from the classroom, it suggests Tier 1 classroom management implementation may need to be strengthened school wide.

Critical Elements # 9: SPBP Implementation Planning

RED Font = Action Steps for all schools in Broward County

GREY Font = Best Practices for all schools in Broward County

TEAL Font = Resources available at <https://browardschools.instructure.com/enroll/PWF673>

Implementation Action Plan	
Month	Action Steps
	<i>☑ check off Action Step when completed</i>
Current	☐ Create an SPBP binder or portfolio to retain (for 2 years) hard copies of: your SPBPs, Action Plans, staff PBIS professional development attendance, stakeholder training attendance, quarterly meeting agendas, quarterly staff behavior presentations, voting attendance and outcome, Expectations lesson plans and Rules lesson plans
Pre-Planning	☐ Print up your SPBP and Feedback form BCPS Central ☐ Provide SPBP presentation to all staff during Pre-Planning ☐ Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders ☐ Market and post School-wide Expectations and Location-specific Rules ☐ Identify your district PBIS Specialist (Contact amber.jennings@browardschools.com for more information if you are unsure) ☐ Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP (indicated in yellow)
August 1 st Quarter Team Meeting	☐ Determine any needed team training, such as: 4 Step Problem Solving Process series, PBIS 10 Critical Elements, Data Collection, etc. ☐ Review previous year's SPBP and feedback form; make necessary modifications ☐ Review previous year's data (Use the Tier 1 Agenda and Quarterly Big 5 Data template) ☐ Verify and implement teaching schedule for Expectations and Rules behavior lesson plans ☐ Implement the Reward System for all students as indicated in the SPBP ☐ Ensure the Discipline Flow Chart is distributed to all staff and is being used as written ☐ Present implementation data, behavior data, team activities and SPBP progress to entire staff ☐ Ensure all teachers are using an evidence-based classroom management plan, such as CHAMPS ☐ Confirm next quarterly PBIS team meeting date and time
September	☐ Provide SPBP stakeholder presentation by September 30 th ☐ Ensure instructional staff know how to document Tier 1 Supplemental Strategies for behavior ☐ Check for staff and teacher understanding of PBIS - provide "PBIS 101" training as a resource Video training modules available at: https://browardschools.instructure.com/courses/1193624/
October 2 nd Quarter Team Meeting	☐ Review previous quarter's data (Use Tier 1 Agenda and Quarter Big 5 Data template) ☐ Present implementation data, behavior data, team activities, and SPBP progress to entire staff ☐ Ensure Core Effectiveness Action Steps are being implemented as written in Section 3B ☐ Complete Quarterly Big 5 Data Template and submit to your assigned PBIS Administrator ☐ Confirm next quarterly PBIS team meeting date and time
November	☐ Review/revise lesson plans as indicated by previous quarter behavior data ☐ Ensure that the Student Outcome Monitoring Action Steps are being implemented as written in Section 10B
January 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 Click here to enter a date, 1. 2.

10B. The SPBP is successful in positively impacting **students**: review behavior data and create a SMART goal. Evaluate implementation and create action steps to review in quarterly PBIS meeting.

"If staff are implementing the SPBP consistently and effectively, is it positively impacting students? How will you know?"

SMART Criteria:

S	Specific	Concrete, detailed, focused, and well defined. Results-focused and action-orientated.
M	Measurable	The measurement sources (data) are defined numerically in order to track progress towards the objective.
A	Attainable	Objectives are achievable in the near future to maintain motivation.
R	Realistic	Staff have the resources to achieve the objective- time, personnel, materials, etc.
T	Time-bound	Agreed-on time frames create the necessary urgency and prompt action.

STUDENT Outcome Monitoring		
Student Outcome Data	Complete the SMART goal to determine "successful" student outcomes <i>(use numerical data)</i>	List 2 action steps your team will take to ensure this goal is monitored and meets or exceeds the SMART goal.
Select an item <i>Choose one ODR area of focus</i>	By June 3, 2027, click here to enter area of focus <i>[identify one area of focus]</i> will indicate click here to enter # <i>[increased or decreased number or percentage]</i> as measured by Office Discipline Referrals (ODRs) in Focus.	1. 2.

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

