

**School-wide Positive Behavior Plan (SPBP)**  
 Broward County Public Schools  
 SY 2022 - 2023



<b>School Name:</b>	Lauderhill Paul Turner Elementary School
<b>School Number:</b>	1381

**CRITICAL ELEMENT # 1: Active Team with Administrative Participation**

**1A. PBIS Team Members**

First and Last Name	Title	First and Last Name	Title
Michelle McKnight	1. Principal	Charlene Graham	7. ASD Teacher
Lamika Garland	2. BTU Representative/First Grade Teacher	Christopher Williams	8. Specials Teacher
Thomas Dusch	3. Assistant Principal/SPBP Point of Contact	Sophia Dessources	9. Kindergarten Teacher
Synasia Lee	4. Parent/Community Representative/Third Grade Teacher	Mallory Thompson	10. Second Grade Teacher
Sacha Brown	5. Equity Liaison/Paraprofessional	Chanikua Ellington	11. Third Grade Teacher
Jeraldne German	6. Fifth Grade Teacher	Kim Norris	12. Fourth Grade Teacher

**1B. Schedule of quarterly PBIS data meetings.**

Meeting Objectives:

1. Progress monitor the action steps indicated in Critical Element #9.
2. Collect & analyze fidelity of staff implementation data in #10A using the 4 Step Problem Solving Process.
3. Collect & analyze student outcome data in #10B 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>	8/24/2022	9:00 a.m.		8/29/2022
2 <sup>nd</sup>	12/14/2022	9:00 a.m.		12/19/2022
3 <sup>rd</sup>	3/15/2023	9:00 a.m.		3/27/2023
4 <sup>th</sup>	5/17/2023	9:00 a.m.		5/22/2023

**CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment:**

**2A. PBIS team communication/presentation of new SPBP to staff and stakeholders**

Action Steps:	Dates
Present the 2022-23 SPBP to staff ( <i>prior to May 27, 2022</i> )	5/17/2022
Hold a <i>faculty</i> vote on the new SPBP ( <i>prior to May 27, 2022</i> )	5/17/2022
Provide training to faculty and staff ( <i>prior to May 27, 2022</i> )	5/24/2022

**CRITICAL ELEMENT # 3: School-wide Expectations** 



**3A.** Top five behavior incidents data from the 2021-2022 school year as listed in BASIS 3.0.

Top 5 Behavior Incidents	# Incidents
1. Battery-Low Level	14
2. Unruly/Disruptive Behavior	10
3. Fight-Minor Altercation/Confrontation	7
4. Threat/Intimidation-Transient	5
5. Unsubstantiated Bullying	4

**3B.** 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.

School-wide Expectations
1. <b>B</b> e respectful to yourself and others in action and words
2. <b>E</b> xercise good manners in all areas
3. <b>S</b> how responsible behavior in all areas of the school
4. <b>T</b> reat others the way you want to be treated (words and actions)

**3C.** At least one lesson plan for **each** school-wide expectation above is distributed to instructional staff during pre-planning week and are maintained in the SPBP Binder.

Dates the school-wide expectations lesson plans are taught by instructional staff and noted in lesson plans.					
Lesson Plan Dates  					
	Expectation 1	Expectation 2	Expectation 3	Expectation 4	Expectation 5
Start of School Year	8/19/2022	8/19/2022	8/19/2022	8/19/2022	N/A
After Winter Break	1/13/2023	1/13/2023	1/13/2023	1/13/2023	N/A
After Spring Break	3/31/2023	3/31/2023	3/31/2023	3/31/2023	N/A


**CRITICAL ELEMENT #4: Location-based Rules** 

**4A.** Top three school-wide locations from the 2021-2022 school year for Behavior Events as listed in BASIS.

Top 3 Locations, <u>excluding Classroom</u> :	
School Location(s)	# Incidents
1. Cafeteria	14
2. Hallway	11
3. School Grounds/Playground/Other	1

**4B.** 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.

<b>School-wide Expectations and Location Rules</b>				Completed by each teacher:
<b>School-wide EXPECTATIONS</b>	<b>Hallway Rules</b>	<b>Cafeteria Rules</b>	<b>School Grounds Rules</b>	<b>Classroom Rules</b>
<p>Expectation #1:</p> <p>Be respectful to yourself and others in action and words</p>	<p>Walk with hands by your side</p>	<p>Sit and eat at the table, always facing forward, with both feet on the floor, and use a level 1 voice</p>	<p>Walk directly to your destination with your hands at your side at all times and your partner next to you</p>	
<p>Expectation #2:</p> <p>Exercise safety measures and good manners in all areas</p>	<p>Walk slowly to your destination while showing self-control in all situations</p>	<p>Remain in your seat and raise your hand for assistance</p>	<p>Demonstrate tolerance to each other and respect each other's boundaries</p>	
<p>Expectation #3:</p> <p>Show responsible behavior in all areas of the school</p>	<p>Walk on the right-hand side following adult instructions and use a level 0 voice</p>	<p>Clean up after yourself and line up quickly and quietly and use a level 1 voice</p>	<p>Keep the school clean by consuming all food inside the cafeteria and disposing of your trash in the trashcan</p>	
<p>Expectation #4:</p> <p>Treat others the way you want to be treated (words and actions)</p>	<p>Use words like, "excuse me" and "I'm sorry" if you accidentally bump into someone</p>	<p>Speak only to those students sitting near you at your table using a level 1 voice and only have school-friendly conversation</p>	<p>Use appropriate voice level (0-3) and use words like, "excuse me" and "I'm sorry" if you accidentally bump into someone</p>	

**4C.** At least one Rules Lesson Plan for **each** common location is distributed to instructional staff during pre-planning. This is aligned to the chart in section 4B. 

Dates when Rules Lesson Plans for common locations are taught by instructional staff and noted in Lesson Plans.			
Common Location	Hallway Rules	Cafeteria Rules	School Grounds
Lesson Plan Dates			
Start of School Year	8/19/2022	8/19/2022	8/19/2022
After Winter Break	1/13/2023	1/13/2023	1/13/2023
After Spring Break	3/31/2023	3/31/2023	3/31/2023

**CRITICAL ELEMENT # 5: Reward and Recognition Programs** 


5. The school-wide reward system focuses on one school-wide expectation OR one specific location at a time. The reward should be used to encourage, acknowledge, and reinforce students to exhibit positive behaviors.

**SMART\* Criteria:**

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

Identified School-wide Expectation OR Specific Location: **Show responsible behavior in all areas of the school**

4 Step Problem Solving Process	Plan Details
<p><b>1. Problem Identification:</b> Review your behavior data to identify one school-wide problem. What problem did you identify? <i>(use numerical data)</i>  <i>Note: Identified problem should be based upon data, such as ODRs. (Office Discipline Referral, ODR)</i></p>	<p><b>Data used:</b> Basis Behavior Dashboard</p> <p><b>Problem Identification Statement:</b> As a result of Battery-Low Level incidents in various locations across the campus being 41% of top infractions committed on campus.</p>
<p><b>2. Problem Analysis:</b> Why do you think this problem is occurring? What is your goal? <i>(use a SMART goal statement with numerical data)</i></p>	<p><b>Hypothesis:</b> Lack of consistency among teachers in how they hold students accountable for their behavior (both positive and negative behaviors).</p> <p><b>SMART Goal Statement:</b> By the end of June 2023, 80% of teachers will demonstrate consistency in their accountability for student behavior.</p>

<p><b>3. Intervention Design:</b> Describe how you will implement a positive reward program/system to decrease this problem. </p>	<p><b>Type of Program/System:</b> Token system</p> <p><b>Description of Program/System:</b>          Adults on campus will reward students with BEEP BUCKS based on following school-wide/classroom rules and expectations. This can be done at any point throughout the day and multiple times per day. Bucks cannot be taken away, only rewarded. Students will then be allowed to “purchase” items with those BEEP Bucks every 2 weeks.</p>
<p><b>4. Evaluation:</b>          A. Implementation fidelity</p>	<p><b>How will you monitor the fidelity (consistency and effectiveness) of the <u>staff's</u> implementation of the reward program/system?</b> <i>(2-3 sentences)</i>          We will monitor the number of students who get rewarded, and in whose class they are from. If there is a class not being rewarded, we will review the expectations.</p>
<p>B. Student outcome monitoring <i>(use numerical data)</i></p>	<p><b>How will you know if the reward program/system is positively impacting <u>students</u>? What measurable data will you use to determine “success”?</b> <i>(2-3 sentences)</i>          The number of Battery-Low Level behavior referrals will be reduced by 20%. The number of students being rewarded via the BEEP Buck system will increase. Student achievement will increase as a result of increased classroom time and focus on instruction.</p>

**CRITICAL ELEMENT #6: 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.

# Student Discipline Flowchart

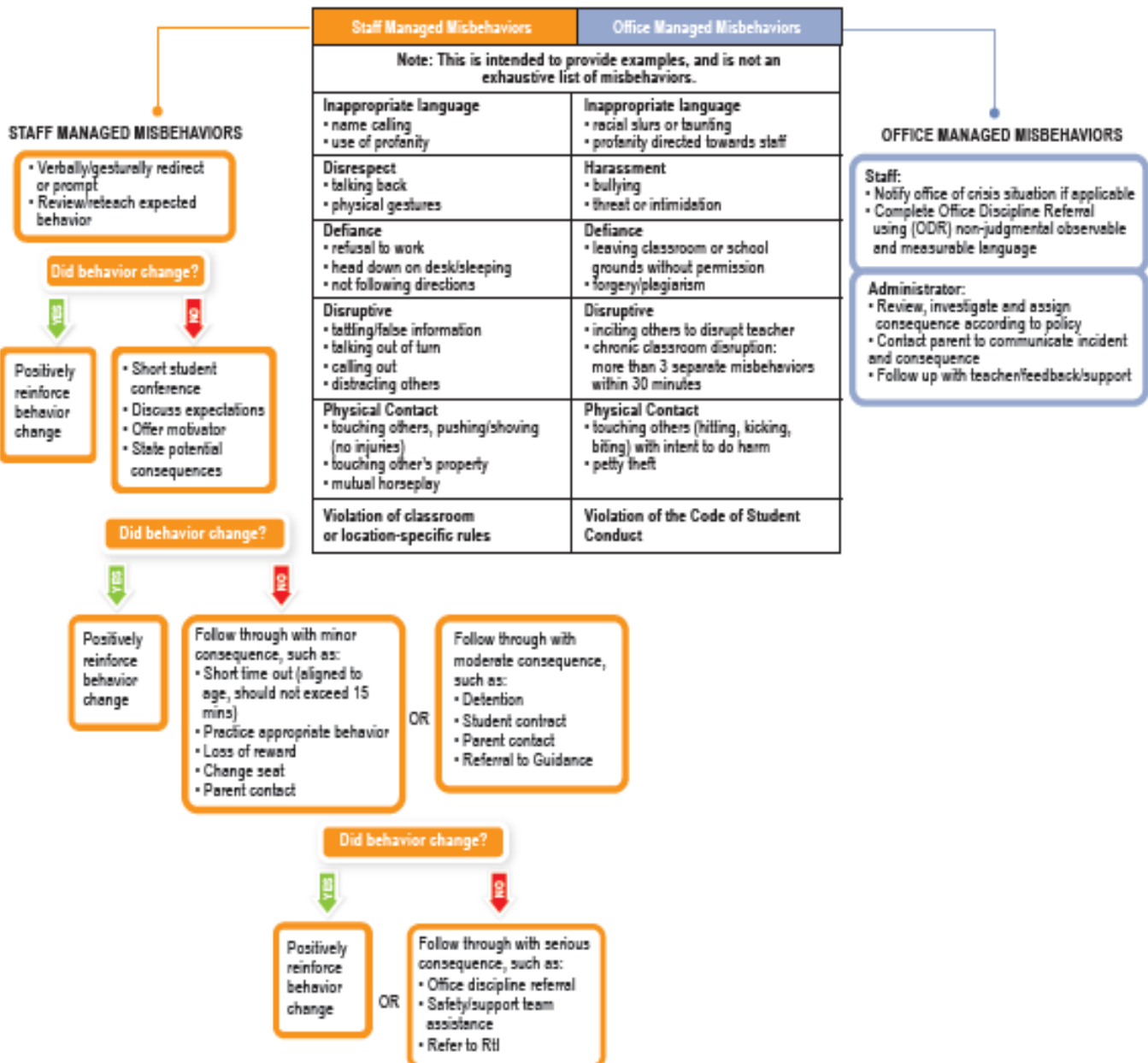
Always use Tier 1 PBIS strategies to prevent misbehaviors.

If you observe misbehavior, intervene immediately.

Tier 1 Strategies include:

- Pre-correction
- Re-teach expectations and rules
- Consistent reward system
- Personal schedule/organization
- Preferential seating/seat change
- Modify academic assignment
- Think time/cooling off area
- Pointlevel system
- Remove distractions
- Prompts, cues and reminders
- Provide choices
- Redirection

## Is it a Staff or Office Managed Misbehavior?






## CRITICAL ELEMENT # 7: Classroom Management Systems

### 7A. Evidence-based Tier 1 classroom management system:

Which evidence-based system(s) are you using?	Provide 2-3 action steps the team will take to help educators improve their classroom management system.
<input checked="" type="checkbox"/> CHAMPS <input type="checkbox"/> Positive Behavior Interventions and Supports and the Classroom <a href="https://fi-pda.org/#/category/26">https://fi-pda.org/#/category/26</a> <input type="checkbox"/> Other: Click here to enter name of system.	School Counselor and Assistant Principal 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.

### 7B. 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 type="checkbox"/> Classroom Snapshot (Classroom Management Assessment) 
<input type="checkbox"/> PBIS Classroom Assistance Tool (CAT) 
<input checked="" type="checkbox"/> Other ( <i>specify</i> ): Marzano's Domain 1 Design Questions 5, 6, 7, 8, 9

### 7C. Percentage of classroom referrals: Use 2021-2022 school year behavior data

Total number of discipline referrals <b>from classrooms</b> :	28
Total number of <i>other</i> <b>school-wide</b> discipline referrals (not including classrooms):	28
% of referrals in the classroom:	50%
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.**

If "Yes", school-wide classroom management professional development will be conducted:	
District iCHAMPS Training	If "Other", indicated system here: N/A


## CRITICAL ELEMENT # 8: Data Collection and Analysis



### 8A. Core Effectiveness: Use 2021-2022 school year behavior data

TOTAL Population:	554	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals		97%	Are your 0 – 1 referral > 80%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
II. 2 - 5 referrals (at risk students)	12	2%	Are your 2 - 5 referrals <15%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
III. > 5 referrals (high-risk students)	2	0%	Are your >5 referrals <5%?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

## 8B. Core Effectiveness Action Steps:

If you answered “Yes” to I, II, and III above, then your core is effective. Based upon table 8A, is your core effective?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Answer <b>either</b> (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: (2-4 steps)	
<ol style="list-style-type: none"> <li>1. We identify students based on the first referral</li> <li>2. That student is referred to speak to the guidance counselor</li> <li>3. Management/Behavior strategies are provided to the teacher as support</li> <li>4. The student may be entered into Behavior Rtl if, after the guidance session, they receive another referral</li> </ol>	

**8C.** 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., suspensions) for one subgroup when compared to all other subgroups. Please refer to and review the Relative Risk Ratio template in Critical Element #8 on the SPBP CANVAS Resource Page. Download and save the template to calculate and identify your school’s RRR relative to disproportionality among subgroups for behavioral referral 

If your RRR is greater than 1.0 for any subgroup, disproportionality is indicated for that subgroup. Is disproportionality shown in any of your subgroups? 	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
“Yes” indicates that action steps are needed for that specific subgroup. Your school leadership team should collaborate with your school’s Equity Liaison (EL) to identify the root cause of disparity and create a discipline goal with actionable steps to decrease subgroup disproportionality. Schools with an RRR $\geq$ 3.0 are significantly disproportionate. Use the root cause template provided to help you problem solve. 	

## Critical Elements # 9: SPBP Implementation Planning

The SPBP Implementation Plan guides the PBIS team in the development and execution of evidence-based practices. The PBIS team reviews and updates the plan quarterly to ensure fidelity of implementation.

Please refer to and review the SPBP Implementation Plan template in Critical Element #9 of the SPBP CANVAS Resource Page. Download and share the plan with your PBIS team members. Use the plan in your quarterly PBIS meetings.

“Yes” indicates that the school administration and the PBIS team have reviewed the SPBP Implementation Plan and that it will be updated quarterly.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
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## CRITICAL ELEMENT # 10: Evaluation

**10A. Staff** Implementation of the School-wide 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 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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No	By <a href="#">Click here to enter a date</a> , 1. 2.
100% of instructional staff has delivered expectations and rules lesson plans as written and when indicated.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	By <a href="#">Click here to enter a date</a> , 1. 2.





100% staff members are oriented to the Discipline Flow Chart. It is used consistently by 100% instructional staff, behavioral support, and administrators.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	By <a href="#">Click here to enter a date</a> , 1. 2.
A reward system is implemented by 100% staff for <i>all</i> students.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	By <a href="#">Click here to enter a date</a> , 1. 2.

**10B.** The SPBP is successful in positively impacting **students**: review 2021-2022 behavior data and create SMART goals. 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?"*

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>Behavior Incidents</b> (See critical element #3A)	By 6/09/2023, Battery-Low Level incidents will indicate a 20% reduction as measured by ODRs in BASIS.	1. Review behavior referrals to identify any hotspots in grades and/or classrooms 2. Provide support to those teachers and/or students who are demonstrating a need
<b>Top 3 event locations</b> (See critical element #4A)	By 6/09/2023 , the frequency of behavioral incidents in one top 3 locations, the cafeteria, will decrease by 10% as measured by ODRs in BASIS	1. Review behavior referrals to identify if this location is still an area in need of improvement and if there are any specific grade levels and/or classes demonstrating difficulty with appropriate behavior in the cafeteria. 2. The School Counselor will provide classroom lessons on appropriate behavior in the cafeteria to those classes and/or grade levels demonstrating difficulty.
<b>Core effectiveness</b> (See critical element #8A)	By 6/09/2023, the Core Effectiveness (students with 0-1 referrals) will increase by 10% as evidenced by ODRs in BASIS.	1. Review behavior referrals to identify any hotspots in grades and/or classrooms 2. Provide support to those teachers and/or students who are demonstrating a need
<b>Classroom referrals</b> (See critical element #7C)	By 6/09/2022 classroom referrals will decrease by 10% as evidenced by ODRs in BASIS.	1. Review behavior referrals to identify any hotspots in grades and/or classrooms 2. Provide support to those teachers and/or students who are demonstrating a need

SPBP Submission
<p>1. Upload completed SPBP into OneDrive </p> <p>2. Complete SPBP Submission Survey </p>