Schoolwide Positive Behavior Plan (SPBP)
Broward County Public Schools

SY 2025 – 2026

School Name:	Sheridan Technical College and Technical High School
School Number:	1051

Please refer to the SPBP Canvas Resource page to access video tutorials, guidance, and resources for completing the 2025-2026 SPBP template. ℹ️

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	Wendolynn Mola	7. Security Specialist/ Campus Monitor	Katrina Smalls
2. Point of Contact	Wendolynn Mola	8. Social Worker	Ahlam Ibrahim
3. BTU Representative	Michael Fisher	9. School Nurse	Yolanda Tumot
4. Parent/Community Representative	Richard Matos	10. Attendance Manager	Vanessa Rizo
5. Student Representative	Aniyah Smith	11. Life Skills & Wellness Liaison	Ahlam Ibrahim
6. School Counselor	Andie Segal	12. Resiliency Liaison	Rita Horton
*Teacher Leader	Dineen Williams	*Literacy Specialist	Esther Charles
ESE Specialist	Mary Hood	ESE Support Facilitator	Kim Lloyd

*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
1st	8/8/2025	1:45PM	→	9/10/2025
2nd	10/16/2025	1:45PM	→	11/12/2025
3rd	1/8/2026	1:45PM	→	2/11/2026
4th	3/26/2026	1:45PM	→	4/8/2026

CRITICAL ELEMENT # 2: Faculty & Stakeholder Commitment

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

Action Steps:	Dates
Present the 2025-26 SPBP to staff *(prior to April 30, 2025)*	4/23/2025
Hold a *faculty* vote on the new SPBP *(prior to April 30, 2025)*	4/30/2025

Provide training to faculty and staff *(prior to September 30, 2025)*	8/8/2025
Present the 2025-26 SPBP to family and community stakeholders *(prior to September 30, 2025)*	8/15/2025

CRITICAL ELEMENT # 3: Data Collection and Analysis

3A. Core Effectiveness: ***Use current 2024-2025 school year behavior data*** as listed in Focus.
   (a) Review your referral data YTD in Focus – Discipline Reports – *Students with Referrals*.
   (b) Complete the yellow highlighted cells.
   (c) Auto-calculate the "% of Total Population" by clicking on each "!Zero Divide" in the cells and pressing "Fn + F9".
   (d) Determine if the core is effective in all three areas.

TOTAL Population:	475	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals	28	99%	Are your 0 – 1 referral > 80%?	☒Yes ☐No
II. 2 - 5 referrals (at risk students)	4	1%	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 *at the beginning* of the next school year to improve core strength:

Core Effectiveness Action Steps: *(3-4 detailed steps)*

1. Standing at doors between class change, arrival, and dismissal.

2. Proactive conversations with students about behavioral expectations for students in the magnet programs.

3. Fast pass detentions for hallway infractions of basic 5 expectations (tardies, uniform/ID, horseplay, profanity, and communication devices)

4. Positive reinforcement for students following expectations.

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 subgroup populations (race, SWD, ELL)?

Disproportionality Action Steps: *(3-4 detailed steps)*

1. Identify trend data among referrals: i.e. ethnicity, grade, male/female.

2. Individual counseling for students with multiple disciplinary interventions with school counselor and admin follow-up.

3. Referrals to RTI/MTSS Team

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

4A. Top five behavior incidents: ***Use current 2024-2025 school year behavior data*** as listed in Focus.
  (a) Review your referral data YTD in Focus – Discipline – Category Breakdown – *Highest Discipline Code*.
  (b) Complete the chart by identifying the top five behavior incidents and the number of incidents for each type.
  (c) Complete the yellow highlighted cells.
  (d) Auto-calculate the total # of referrals by clicking on "0" and pressing "Fn + F9" together.

Top 5 Behavior Incidents Current Year 2024-2025	# Incidents
1. Insulting/Profane/Obscene Language	6
2. Cell Phone Violation	5
3. Disruptive/Unruly Play	3
4. Cheating (Major)	2
5. Mistreatment of Peers, Fighting (Med), Technology Use, Tobacco/Vape, Theft (Minor)	2 (each)
TOTAL	26

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. Focus on common goal = Graduation.
2. Report issues of concern = See something, say something.
3. Make good choices.
4. Be responsible for self with accountability.
5. Honor code.

4C. Top three school-wide locations: ***Use current 2024-2025 school year behavior data*** as listed in Focus.
  (a) Review your referral data YTD in Focus – Discipline – Category Breakdown – *Location*.
  (b) 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. Gymnasium	3
2. Cafeteria and Hallway	2 (each)
3. Playground	2

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	Transportation Rules	Classroom Rules
Professionalism	**Have your ID badge visible at all times** School ID on your person.	**Keep hands, feet and objects to yourself** No skipping in food lines.	**Park in spaces marked for students** Student drivers follow driving expectations.	
Self-Regulation	**Walk to your class** Be on time for class.	**Clean up after yourself** Take trash with you to garbage cans.	**Walk while in the bus loop** Find your bus to not miss your ride to/from STC/HS or at dismissal.	
Responsibility	**Go directly to your destination** Be ready to work.	**Stay in assigned area** Café, Hallways, Outside Pavillion	**Ride your designated bus** Find your bus to not miss your ride to/from STC/HS or at dismissal.	
Accountability	**Have a pass when you are not with your class** Recover work missed.	**Clean your eating space and pick up trash around your area** Follow magnet contract expectations.	**Stay in designated area** Find your bus to not miss your ride to/from STC/HS or at dismissal.	
Respect	**Follow adult directives** Follow magnet contract expectations.	**Follow all directions given by the cafe monitors/adults** Follow magnet contract expectations.	**Follow directions the first time given** Follow magnet contract expectations.	

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	8/8/2025	8AM	Room 159
After Winter Break	1/6/2026	Each Block	Each Classroom
After Spring Break	4/7/2026	Each Block	Each 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**	**Bus**
Lesson Plan Dates			
Start of School Year	8/11/2025	8/11/2025	8/11/2025
After Winter Break	1/6/2026	1/6/2026	1/6/2026
After Spring Break	4/7/2026	4/7/2026	4/7/2026

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

Program/Initiative	Plan Details			
	When will it be taught?	**Who will teach it?**	**How will it be implemented?** *2-3 sentences*	**How will it be monitored for effectiveness?**
Resiliency Curriculum **Click to enter "other"**	Monthly	All Teachers	STHS will follow the district's implementation plan for Resiliency Education as mandated by the State of Florida.	Admin will check Dashboard data monthly via Educational Assessment, Analysis & Research SharePoint
Choose Peace/Stop Violence **Click to enter "other"**	Monthly	Crime Watch & Human/Equity Liaison.	Classroom teachers and support staff will be encouraged to support the activities sponsored by the Equity/Diversity and Crime Watch Clubs.	Student engagement in activities and correlated discipline referral data (non-violent v. violent infractions).

CRITICAL ELEMENT # 6: Recognition Programs

6A. The schoolwide recognition system focuses on reinforcing schoolwide expectations OR a specific location where referrals often occur. The recognition should be used to encourage, acknowledge, and reinforce students to exhibit positive behaviors.

Identified Schoolwide Expectation OR Specific Location: Click here to enter Expectation OR Location

4 Step Problem Solving Process	Plan Details
1. Problem Identification: Review your behavior data to identify one school-wide problem. What problem did you identify? *(use numerical data)*	**Data used:** - *Discipline (DMS) Referrals* **Problem Identification Statement:** - *Although 6 of 32, or 18%, discipline referrals were written to document "insulting/profane/obscene language", the combination of "disruptive/unruly play", "disruptive/unruly behavior", "mistreatment of peers", and "fighting (medium)" combined to a total of 8 of 32, or 25%, of our discipline referrals.*
2. Problem Analysis: Why do you think this problem is occurring? What is your goal? *(create a SMART goal statement with numerical data)*	**Hypothesis:** - *Student supervision can be increased in the gym and/or playground/athletic areas outside of school building during lunch.* **SMART Goal Statement:** - *The number of students receiving a referral as a result from unruly play and/or disruptive behavior that leads to an altercation will decrease by 50% in the 2026SY.*
3. Intervention Design: Describe how you will implement a positive reward program/system to decrease this problem.	**Type of Program/System:** Lottery **Description of Program/System:** - *Grade level assemblies at the start of each new semester (August 2025 and January 2026) to reiterate expectations and school norms for students to follow. Student Support Services Team Members will be identified to meet with students to provide acceptable strategies to use in the school setting. Recognition program for "Caught in the Act" student behaviors, where students receive school swag by staff members when they display appropriate behavior. Quarterly review of discipline data with Leadership Team to discuss student behavior trends as related to the implementation of SPBP. Encouraging students to act responsibly at all times during the school day.*
4. Evaluation: A. Implementation fidelity	**How will you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program/system?** - *Monthly-Bimonthly review of discipline data as measured in DMS Referrals and hallway detention slips, with measure of quantity, infraction, and progressive consequences. Disaggregate the data based on location, time, and grade level, in relation to the infractions recorded.*
B. Student outcome monitoring *(use numerical data)*	**How will you know if the reward program/system is positively impacting students? What measurable data will you use to determine "success"?** - *"Success" will be measured by the number of DMS Referrals decreasing by at least 50% with additional/corresponding feedback from faculty and Student Support Services Staff Members.*

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. 🛈

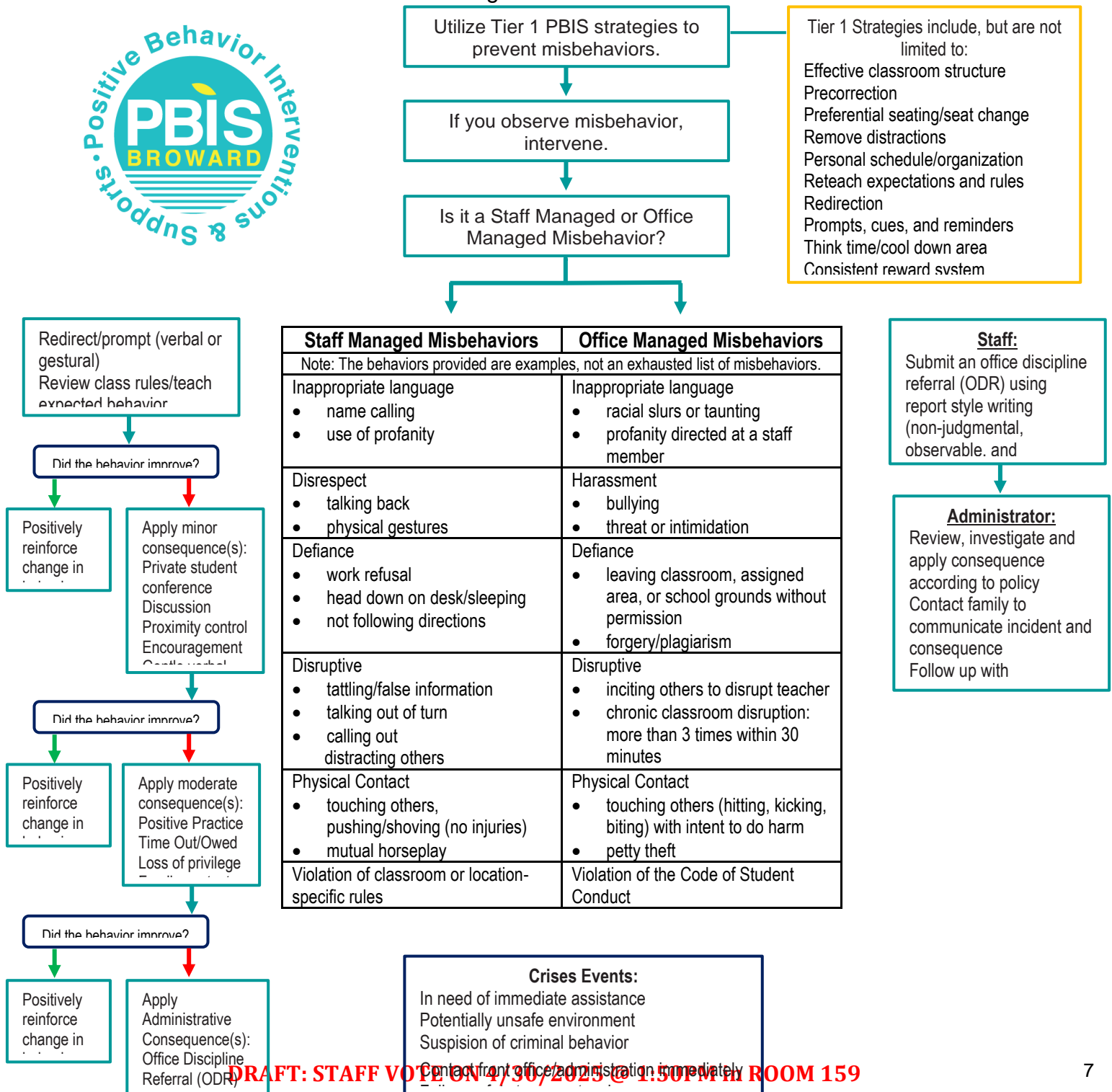| Monthly Character Traits	Plan Details How will you recognize *Kids of Character* each month? *(2-3 sentences)*

1. September: Cooperation
2. October: Responsibility
3. November: Citizenship
4. December: Kindness
5. January: Respect
6. February: Honesty
7. March: Self-Control
8. April: Tolerance

Each month, members of the Student Support Services Team will request staff to nominate students for the identified KOC Trait. Student names will be posted to the morning announcements and on Wolf TV. Identified students will receive a KOC Certificate, have their photo taken with their certificate, and photos will be included on Wolf TV and the Wolf Wire eNewsletter. And bulletin board to come!

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.

Utilize Tier 1 PBIS strategies to prevent misbehaviors.

Tier 1 Strategies include, but are not limited to:
Effective classroom structure
Precorrection
Preferential seating/seat change
Remove distractions
Personal schedule/organization
Reteach expectations and rules
Redirection
Prompts, cues, and reminders
Think time/cool down area
Consistent reward system

If you observe misbehavior, intervene.

Is it a Staff Managed or Office Managed Misbehavior?

Redirect/prompt (verbal or gestural)
Review class rules/teach expected behavior

Did the behavior improve?

Positively reinforce change in behavior

Apply minor consequence(s):
Private student conference
Discussion
Proximity control
Encouragement
Gentle verbal

Did the behavior improve?

Positively reinforce change in behavior

Apply moderate consequence(s):
Positive Practice
Time Out/Owed
Loss of privilege

Did the behavior improve?

Positively reinforce change in behavior

Apply Administrative Consequence(s):
Office Discipline Referral (ODR)

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

Staff:
Submit an office discipline referral (ODR) using report style writing (non-judgmental, observable. and

Administrator:
Review, investigate and apply consequence according to policy
Contact family to communicate incident and consequence
Follow up with

Crises Events:
In need of immediate assistance
Potentially unsafe environment
Suspision of criminal behavior
Contact front office/administration immediately

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. *(3-4 detailed steps)*
☐ CHAMPS ☐ Positive Behavior Interventions and Supports and the Classroom https://fl-pda.org/#/category/26 ☒ Other: **Coalition of Essential Schools Principles Behavior in a Thoughtful School**	1. SPBP Team will provide resources for teachers as needed to help with classroom management, if needed. 2. SPBT will review discipline data to address any trend behaviors in a class or grade level. 3. School Counselors will collaborate with teachers to provide individual counseling sessions for identified students.

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 *(specify):* **Monitored through the implementation of classroom rules, procedures, and expectations based on the Coalitionof Essential Schools.**

8C. Percentage of classroom referrals: ***Use current 2024-2025 school year behavior data*** as listed in Focus.
(a) Review your classroom data YTD in Focus – Discipline – Category Breakdown – *Location*.
(b) Complete the yellow highlighted cells.
(c) Auto-calculate the % of referrals in the classroom by clicking on "!Zero Divide" in the next cell and pressing "Fn + F9" together.

Total number of discipline referrals **from classrooms**:	18
Total number of *other* **school-wide** discipline referrals (not including classrooms):	14
% of referrals in the classroom:	56%
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

Month	Implementation Action Plan
	Action Steps ☒ *check off Action Step when completed*
Current	☐ Create an SPBP binder or portfolio to retain (for 2 years) hard copies of: your SPBPs, Action Plans, staff PBIS professional development attendance, stakeholder training attendance, quarterly meeting agendas, quarterly staff behavior presentations, voting attendance and outcome, Expectations lesson plans and Rules lesson plans
Pre-Planning	☐ Print up your SPBP and Feedback form BCPS Central ☐ Provide SPBP presentation to all staff during Pre-Planning ☐ Disseminate the current SPBP (hard copy or electronically) to all staff and stakeholders ☐ Market and post School-wide Expectations and Location-specific Rules ☐ Identify your district PBIS Specialist (Contact amber.jennings@browardschools.com for more information if you are unsure) ☐ Ensure schedule of quarterly meeting dates for entire year as indicated in the SPBP (indicated in yellow)
August **1st 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 Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) ☐ 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 30th ☐ 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 Brainshark available at: http://www.brainshark.com/browardschools/PBIS101
October **2nd Quarter Team Meeting**	☐ Review previous quarter's data. (Use Tier 1 Agenda and Quarter Big 5 Data template on PBIS Canvas page) ☐ Present implementation data, behavior data, team activities, and SPBP progress to entire staff ☐ Ensure Core Effectiveness Action Steps are being implemented as written ☐ Complete Quarterly Big 5 Data Template and submit to your 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
January **3rd 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 on PBIS Canvas page) ☐ Present implementation data, behavior data, team activities, and SPBP progress to entire staff ☐ Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator ☐ Confirm **next** quarterly PBIS team meeting date and time
February	☐ Check on recently hired staff for PBIS understanding - provide "PBIS 101" Brainshark resource ☐ Utilize the Stakeholder SPBP Forms Survey to solicit input for planning next year's SPBP *(optional)*
March **4th 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 on PBIS Canvas page) ☐ Present implementation data, behavior data, team activities, and SPBP progress to entire staff ☐ Complete Quarterly Big 5 Data Template and submit to your PBIS Administrator
April	☐ Provide staff presentation and faculty vote on new SPBP for next year ☐ Submit your SPBP in BCPS Central by April 30th. 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 8/15/2025, 1. Post expectations for student goals and achievement. 2. Incorporate these goals into conversations with students during preventative/corrective feedback.
100% of instructional staff has delivered expectations and rules lesson plans as written and when indicated.	☒Yes ☐No	By 8/15/2025, 1. N/A
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 8/15/2025, 1. Staff meetings will include review of agreed student goal and achievement expectations. 2. Admin will review DMS data for progress monitoring.
A recognition system is implemented by 100% staff for *all* students.	☐Yes ☒No	By 8/15/2025, 1. Opportunities for recognition/incentives will be discussed at Leadership Team and SSS Team Mtgs. 2. Staff will purposely share names of students who are "Caught in the Act" for positive recognition opportunities.

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 *(use numerical data)*	List 2 action steps your team will take to ensure this goal is monitored and meets or exceeds the SMART goal.
Classroom Referrals *Choose one ODR area of focus*	By June 3, 2026, **Classroom Referrals** will indicate a **50% decrease in percentage** as measured by Office Discipline Referrals (ODRs) in Focus.	1. Post agreed-upon goals and expectations in classrooms and common areas. 2. Student gatherings and communications (i.e. assemblies, presentations, announcements, publications) will reinforce the expectations and goals for student success.

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