



Schoolwide Positive Behavior Plan (SPBP)

Broward County Public Schools

SY 2026 – 2027



School Name:	McFatter Technical High School
School Number:	1291

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	Darryl Harris	7. Security Specialist/ Campus Monitor	Daniel Collins
2. Point of Contact	Natalie Guy	8. Social Worker	Karah Fort
3. BTU Representative	David Wood	9. School Nurse	Whitney McCoy
4. Parent/Community Representative	Marie Nanni	10. Attendance Manager	Dagean Staple
5. Student Representative	Jazmin Lakhani	11. Life Skills & Wellness Liaison	Christina Williams
6. School Counselor	Maritza Baez	12. Resiliency Liaison	Christina Williams

*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	9/7/2026	8:45am		9/9/2026
2 nd Oct. 13 – Dec. 18	11/2/2026	8:45am		11/4/2026
3 rd Jan. 5 – Mar. 18	2/8/2027	8:45am		2/10/2027
4 th Mar. 29 – May 28	4/19/2027	8:45am		4/21/2027

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>)	4/27/2026
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>)	8/5/2026
Present the 2026-27 SPBP to family and community stakeholders (<i>prior to September 30, 2026</i>)	8/18/2026

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:	667	% of Total Population	Core Effectiveness	
# Referrals:	# of Students:			
I. 0 - 1 referrals	20	.03	Are your 0 – 1 referral > 80%?	☒ Yes ☐ No
II. 2 - 5 referrals (at risk students)	4	.005	Are your 2 - 5 referrals <15%?	☒ Yes ☐ No
III. > 5 referrals (high-risk students)	1	.001	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) - Continuous administrative and security presence in hallways and low traffic areas. - Continuous use of hall passes to ensure students are not out of assigned area.	

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) - Summer Bridge program to acclimate incoming 9th graders to expectations and reward systems. - Grade Assembly at start of school year. - Prominently display rules in classrooms. - Refer at-risk students to guidance counselor for early intervention.

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. Unruly/Disruptive Play	15
2. Unauthorized/Improper Cell Phone Use	7
3. Skipping Class	4
4. Missing ID Badge	3
5.	
TOTAL	29

- 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. Students will keep hands, feet, and objects to themselves and avoid horseplay, rough housing, or disruptive behavior that could lead to injury or interrupt the learning environment.
2. Personal cell phones and electronic devices must be used only at approved times and for appropriate purposes, as directed by school staff.
3. Students are expected to attend all scheduled classes on time and remain in their assigned locations unless given permission to leave.
4. Students must wear their school-issued ID badge at all times while on campus and present it when requested by staff.
5. Students will follow directions the first time given, stay engaged during instructional time, and avoid behaviors that disrupt teaching and learning.

- 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. Cafeteria	2
2. Hallway	2
3. Student Area	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	Student Area Rules	Classroom Rules
Students will keep hands, feet, and objects to themselves and avoid horseplay, rough housing, or disruptive behavior that could lead to injury or interrupt the learning environment.	Click here to select hallway rules OR Walk calmly and keep your hands to yourself at all times.	Click here to select cafeteria rules OR Keep hands, feet, and food to yourself while eating and socializing.	Click here to select location rules OR No horseplay or rough housing; respect others' space.	
Personal cell phones and electronic devices must be used only at approved times and for appropriate purposes, as directed by school staff.	Click here to select hallway rules OR Keep phones put away and out of sight during transitions.	Click here to select cafeteria rules OR Use phones appropriately and put them away when directed.	Click here to select location rules OR Use devices only for approved purposes and when permitted.	
Students are expected to attend all scheduled classes on time and remain in their assigned locations unless given permission to leave.	Click here to select hallway rules OR Go straight to your next class without stopping or lingering.	Click here to select cafeteria rules OR Report directly to lunch and remain in approved area(s) during lunch time.	Click here to select location rules OR Be in your assigned location with a pass if required.	
Students must wear their school-issued ID badge at all times while on campus and present it when requested by staff.	Click here to select hallway rules OR IDs must be visible at all times during transitions.	Click here to select cafeteria rules OR Wear your ID and have it visible while in line and seated.	Click here to select location rules OR Always wear and present your ID when asked by staff.	
Students will follow directions the first time given, stay engaged during instructional time, and avoid behaviors that disrupt teaching and learning.	Click here to select hallway rules OR Keep noise levels low to avoid disrupting nearby classes.	Click here to select cafeteria rules OR Clean up after yourself and keep your area neat.	Click here to select location rules OR Stay on task and follow staff directions the first time.	

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	8/17/2026	9:15am	Classroom
After Winter Break	1/11/2027	9:15am	Classroom
After Spring Break	3/29/2027	9:15am	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	8/17/2026	8/17/2026	8/17/2026
After Winter Break	1/11/2027	1/11/2027	1/11/2027
After Spring Break	3/29/2027	3/29/2027	3/29/2027

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

Program/Initiative	Plan Details			
	When will it be taught?	Who will teach it?	How will it be implemented? <i>2-3 sentences</i>	How will it be monitored for effectiveness?
Select a program Click to enter "other"	Quarterly	Guidance Director (Martiza Baez)	Character education will be taught quarterly through thematic lessons and activities focused on core values such as respect, responsibility, integrity, and empathy, integrated into advisory periods and classroom instruction.	Assistant Director (Darryl Harris)
Select a program Click to enter "other"	Quarterly	School Social Worker (Karah Fort)	Life skills and wellness will be taught quarterly through targeted lessons that focus on topics such as goal setting, time management, emotional regulation, and healthy lifestyle choices. Instruction will be embedded into advisory sessions and supported by school-wide initiatives, guest speakers,	Assistant Director (Darryl Harris)

			and interactive activities that promote personal growth and well-being.	
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CRITICAL ELEMENT # 6: Recognition Programs

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

Identified Schoolwide Expectation OR Specific Location: Be Safe and Respectful at All Times

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: Discipline Referrals in Focus Problem Identification Statement: <i>Disruptive/Unruly Play/Behavior</i>
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: <i>Students may engage in disruptive or unruly behavior due to a desire for peer attention, especially in less structured settings like transitions or lunch. Inconsistent expectations or supervision can increase opportunities for these behaviors to occur. Additionally, boredom, excess energy, or difficulty with self-regulation may contribute to students seeking stimulation through disruptive actions.</i> SMART Goal Statement: By April 2027, McFatter Technical High School will reduce documented incidents of disruptive and unruly play by 60%, as measured by discipline referral data, through the consistent implementation of clear schoolwide expectations and classroom-based strategies, including structured routines, engaging instruction, active monitoring, and immediate redirection of off-task behavior, along with targeted supervision during high-risk times and locations.
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: <i>The school will implement a schoolwide token incentive system in which students earn points or tickets for demonstrating positive behaviors, such as appropriate transitions and following directions. Tokens will be distributed consistently by staff, especially during high-risk times, and can be redeemed for incentives like snacks, privileges, or school-based rewards. The system will be monitored regularly to ensure consistency and to track improvements in student behavior.</i>
4. Evaluation: A. Implementation fidelity	How will you monitor the fidelity (consistency and effectiveness) of the staff's implementation of the reward program/system? <i>Fidelity will be monitored through regular walkthroughs and observations to ensure staff are consistently distributing tokens and reinforcing expectations across settings. Token distribution data will be reviewed to identify patterns, including which staff are implementing the system and when and where rewards are being given. Feedback will be provided during PLCs or staff meetings to address inconsistencies and strengthen implementation.</i>

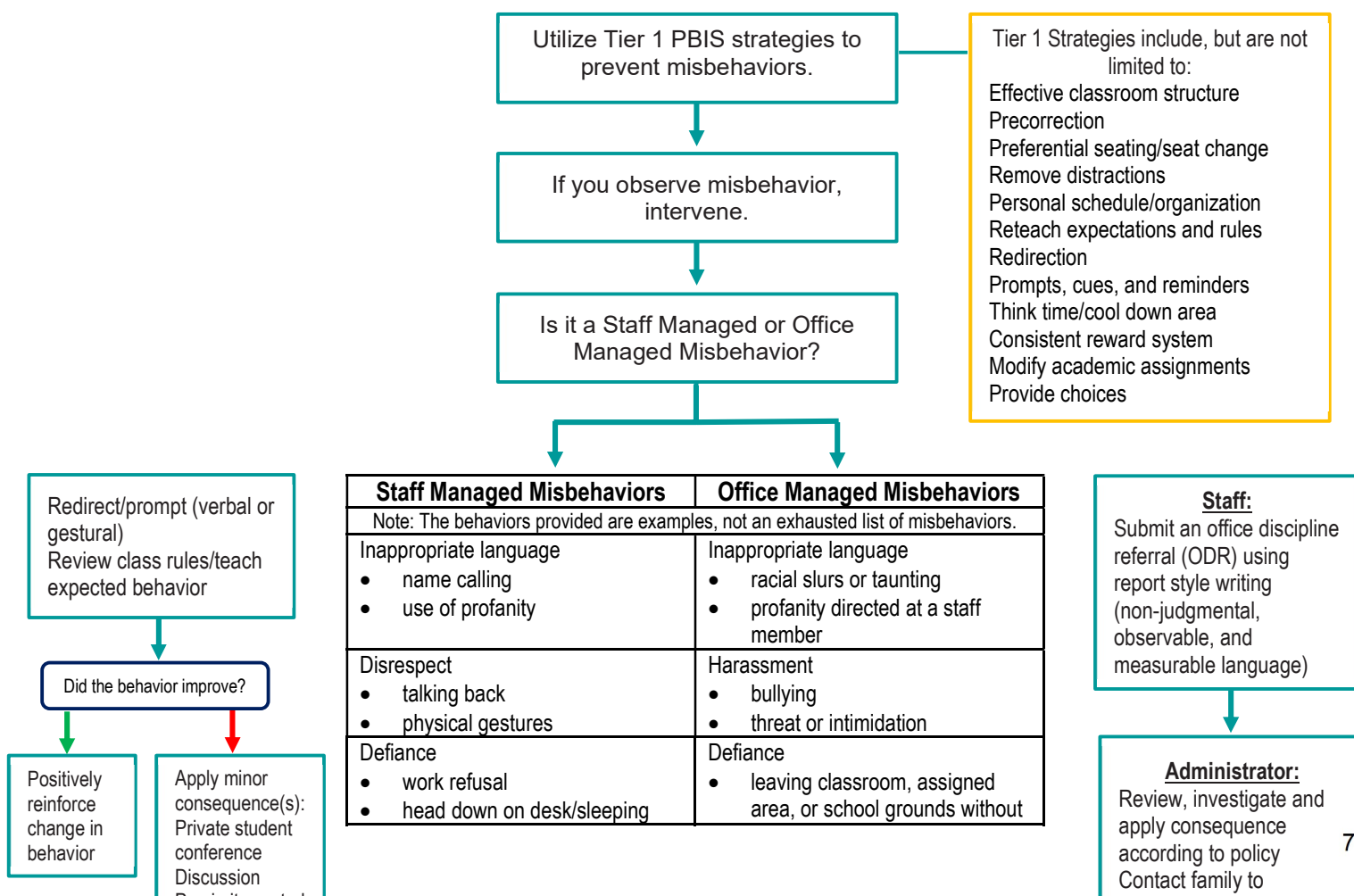
B. Student outcome monitoring (use numerical data)	How will you know if the reward program/system is positively impacting students? What measurable data will you use to determine “success”? <i>Success will be measured by a decrease in documented discipline referrals for disruptive and unruly behavior, with progress monitored monthly against the 60% reduction goal. Additional data will include trends in token distribution, student participation rates, and improved on-task behavior observed during walkthroughs. Student and staff feedback may also be used to assess the overall effectiveness and perception of the program.</i>
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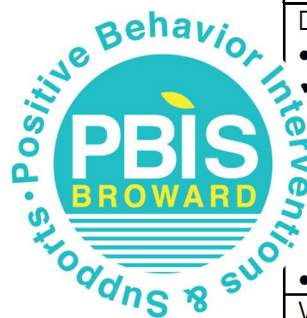
6B. Character Education is an educational and award program utilized to teach and recognize students who display positive character traits each month. Please refer to the BCPS website for lesson plans, videos and additional resources to support this recognition program at your school. 

Monthly Character Traits	Plan Details How will you recognize <i>Kids of Character</i> each month? (2-3 sentences)
1. September: Cooperation 2. October: Responsibility 3. November: Citizenship 4. December: Kindness 5. January: Respect 6. February: Honesty 7. March: Self-Control 8. April: Tolerance	Students who exemplify the monthly character trait will be nominated by teachers and staff and recognized during school announcements and on a dedicated “Kids of Character” bulletin board. Each recipient will receive a certificate and small token of appreciation, and their accomplishments will be highlighted in the school newsletter. This recognition fosters a positive school culture and encourages all students to model strong character.

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.





not following directions	- 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. Conduct quarterly professional development sessions focused on proactive classroom management strategies. 2. Provide model classroom observations and debriefs to showcase effective management techniques. 3. Offer individualized coaching and support for teachers struggling with behavior management. 4. Monitor implementation through walkthroughs and provide timely, actionable feedback.

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 :	25
Total number of <i>other</i> school-wide discipline referrals (not including classrooms):	11
% of referrals in the classroom:	69%
Do more than 40% of your referrals come from the classroom?	☒ Yes ☐ No

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

Critical Elements # 9: SPBP Implementation Planning

RED Font = Action Steps for all schools in Broward County

GREY Font = Best Practices for all schools in Broward County

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

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

CRITICAL ELEMENT # 10: Evaluation

10A. Staff Implementation of the Schoolwide Positive Behavior Plan: review goals, evaluate implementation, and create 2 action steps to review in quarterly PBIS meetings.

"Are staff implementing the SPBP with fidelity? If not, how will you address this area?"

STAFF Implementation Monitoring		
Staff Implementation Goal	Quarterly Team Review: Implemented with fidelity?	If you answered No , enter 2 action steps your school will take to move towards this goal by the next PBIS meeting.
100% of hallways, front office, cafeteria, and other public areas all have school-wide expectations and location-specific rules posted.	☒ Yes ☐ No	By Click here to enter a date, 1. 2.
100% of instructional staff has delivered expectations and rules lesson plans as written and when indicated.	☒ Yes ☐ No	By Click here to enter a date, 1. 2.
100% of staff members are oriented to the Discipline Flow Chart. It is used consistently by 100% instructional staff, behavioral support, and administrators.	☐ Yes ☒ No	By 8/5/2026, 1. Review the Discipline Flow Chart with all staff during pre-planning and require signed acknowledgment of understanding. 2. Conduct quarterly refreshers and monitor implementation through walkthroughs and behavior referral reviews.
A recognition system is implemented by 100% of staff for <i>all</i> students.	☐ Yes ☒ No	By 8/5/2026, 1. Train all staff on the school-wide recognition system during pre-planning and provide clear expectations for use. 2. Track participation monthly and share data with staff to celebrate usage and identify areas for improvement.

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.
Behavior Incidents	By June 3, 2027, documented incidents of disruptive and unruly play will decrease by 60% as measured by Office Discipline Referrals (ODRs) in Focus.	1. Implement and train staff on the schoolwide expectations and token reward system, including clear procedures for teaching expectations, consistently reinforcing positive behavior, and using classroom strategies such as active monitoring and structured routines. 2. Conduct ongoing monitoring and data reviews, including monthly analysis of discipline referrals and token distribution, along with walkthroughs and feedback during PLCs to ensure consistent implementation and make adjustments as needed.

SPBP Submission

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