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|---|------------------------------|--|--|--|
| School Name: Lanier James Center | SPBP Score Sheet 2018 | | |  |
| School #: 405 | | | | |

Critical Element #1: Active Team with Administrative Participation

| Component | Zero Points | One Point | Two Points | Score |
|-----------|--|--|--|-------|
| | Principal Brainshark not watched by school member by 1/30/2018 | Watched by school member (not Principal) by 1/30/18 | Principal sign-in for school by Jan 30 2018 | 2 |
| | School signed into Overview Brainshark | | Brainshark not watched by school member by April 30 2018 | 2 |
| | Uploaded May 14 or after | | New template uploaded by May 14 | 2 |
| 1A | < 6 members or no administrative representation | Administrator, and names of 6 – 10 members, but does not include all grade level representation | Administrator, names of 6 - 10 members, all grades and all major stakeholders represented | 2 |
| 1B | < 4 dates | 4 dates, not quarterly or no name – title only | 4 quarterly dates, times and name of person responsible | 2 |

Critical Element #2: Faculty and Stakeholder buy in

| Component | Zero Points | One Point | Two Points | Score |
|-----------|-------------|---|---|-------|
| 2A | No date | Date, but no # of participants | Date, # of participants, name of person responsible | 2 |
| 2A | No date | Date, but no % approved | Date, % approved, name of person responsible | 2 |
| 2A | No date | Date, but no # of participants | Date, # of participants, name of person responsible | 2 |
| 2B | No date | Date on or after August 15, 2018 (student's first day of school) | Date prior to students first day, name of person responsible | 2 |
| 2B | No date | Date after Oct 1, 2018 | Date before Oct 1, 2017, name of person responsible | 2 |
| 2B | < 4 dates | 4 dates, not spread out quarterly | 4 quarterly dates, name of responsible person | 2 |

Critical Element #3: Expectations and Lesson Plans

| Component | Zero Points | One Point | Two Points | Score |
|-----------|--|--|--|-------|
| 3A | < 10, no n/a in blanks | 10 or "n/a", inaccurate names | All 10 completed or "n/a" in blanks, full incident name | 2 |
| 3B | < 3 in total, ≥ 2 are behaviors instead of characteristics | 3-5, only 1 is behavior instead of characteristic or does not meet characteristic criteria | 3-5, all global, subjective, generalizable, age appropriate, and positively stated | 2 |
| 3C | < 3 dates & times, or not in suggested timeline | 3 accurate dates & times, no person or location or title only of person | 3 dates/times, person, location, name of person responsible | 2 |

Critical Element #4: Rules and Lesson Plans

| Component | Zero Points | One Point | Two Points | Score |
|-----------|---|--|--|-------|
| 4A | < 3 (and no n/a) | 3, but inaccurate information (e.g., used "classroom") | 3 locations and 3 counts or n/a in blank | 2 |
| 4B | < 3 or > 5 or ≥ 2 not measurable or stated negatively ("Don't run") | 3 – 5, only 1 is not measurable (e.g. characteristics not behavior) or stated negatively | 3-5, observable & measurable, location specific, stated positively | 2 |
| 4C | < 3 dates & times, or not in suggested timeline | 3 accurate dates & times, no person or location or title only of person responsible | 3 dates/times, person, location, name of person responsible | 2 |

Critical Element #5: Reward Programs

| Component | Zero Points | One Point | Two Points | Score |
|-----------|---|--|--|-------|
| Step 1 | Vague or multiple behaviors or no data identified | Data identified, <i>measurable</i> behavior indicated, but no numerical data | Data identified, <i>measurable</i> behavior, numerical data | 2 |
| Step 2 | No hypothesis or no goal statement | Hypothesis and goal but goal statement is not SMART | Hypothesis, SMART goal statement | 2 |
| Step 3 | Type not chosen or description does not match type | Description of system, but missing details to implement effectively (<3 sentences) | Solid system for rewards can be implemented as written (≥ 3 sentences) | 2 |
| Step 4A | No data or incorrect data (student outcome) | Monitoring does not relate back to Step 3 or <2 sentences | Monitoring includes <i>measurable</i> data related to Step 3 (≥ 2 sentences) | 2 |
| Step 4B | No data or incorrect data (staff implementation) | Monitoring does not relate back to Step 3 or <2 sentences | Monitoring includes <i>measurable</i> data related to Step 3 (≥ 2 sentences) | 2 |

Critical Element #6: Discipline Process

| Component | Zero Points | One Point | Two Points | Score |
|-----------|--|--|--|-------|
| 6A | ≤ 4 misbehaviors or not observable misbehaviors | All 6, observable behaviors, <6 observable definitions | All 6, observable misbehaviors, all observable definitions | 2 |
| 6B | ≤ 4 consequences or menu/hierarchy not checked off | All 5, checked off, not appropriate consequences (e.g. can't be staff managed) | All 5, checked off, appropriate consequences | 1 |
| 6C | 2 misbehaviors not added | 2 misbehaviors added, <5 observable definitions | 2 misbehaviors added, <5 observable definitions, repetitive definition completed realistically | 2 |
| 6D | Not completed | Doesn't match 6A, B & C or is not complete for staff to use accurately | Completed for staff to use, matches 6A, B & C. | 2 |

Critical Element #7: Classroom Management Systems

| Component | Zero Points | One Point | Two Points | Score |
|-----------|---|---|---|-------|
| 7A | No boxes checked off | | All boxes checked off as indicated | 2 |
| 7B | Not checked off or no plan | Plan is incomplete (<3 sentences) or not enough detail to put into action | Checked off, specific action plan listed (≥ 3 sentences) | 2 |
| 7C | Data not entered or percentage not calculated or no check off | | Data entered, percentage indicated, 40% check off indicated | 2 |

Critical Element #8: School-wide Data Collection and Analysis

| Component | Zero Points | One Point | Two Points | Score |
|-----------|--|--|--|-------|
| 8A | No data entered or no yes/no check off | Incomplete / incorrect data | All data entered accurately or n/a, percentage indicated, yes/no checked off | 1 |
| 8B | Not checked off or no plan | Plan is incomplete (<3 sentences) or not enough detail to put into action | Checked off, specific action plan listed (≥ 3 sentences) | 2 |
| 8C | No data entered or no yes/no check off | Incomplete / incorrect data | All data entered accurately or n/a, difference indicated, yes/no checked | 2 |
| 8D | Not checked off or no plan | Plan is incomplete (<3 sentences) or not enough detail to put into action. | Checked off, specific action plan listed (≥ 3 sentences) | 2 |

| Critical Element #9: Implementation Planning | | | | |
|--|---|---|--|-------|
| Component | Zero Points | One Point | Two Points | Score |
| Plan | Not checked off or missing name | | Highlighted area checked off, name and title indicated | 2 |
| Binder | Not checked off or missing name | | Highlighted area checked off, name and title indicated | 2 |
| Critical Element #10: Evaluation | | | | |
| Component | Zero Points | One Point | Two Points | Score |
| 10A | < 4 unique goals | 4 unique goals, not all in SMART format | 4 unique goals, all in SMART format with person responsible | 2 |
| 10A | ≥ 2 goals are not measurable or not related to staff implementation | ≤ 1 goal is not measurable or not related to staff implementation | 4 unique goals are measurable and related to staff implementation | 2 |
| Component | Zero Points | One Point | Two Points | Score |
| 10B | < 4 unique goals | 4 unique goals, not all in SMART format | 4 unique goals, all in SMART format with person responsible | 2 |
| 10B | ≥ 2 goals not measurable or are not related to student outcomes | ≤ 1 goal is not measurable or not related to student outcomes | 4 unique goals are measurable and related to student outcomes | 2 |
| 3 Bonus points for completing survey | | | | 3 |
| Total Score | | | | 79.0 |
| SPBP School %: (Total Score / 78 x 100) | | | | 101.3 |
| >80%: Congratulations! Ensure this plan is shared with all stakeholders and implemented with fidelity throughout the year. | | | | |
| >60% and ≤80%: Good effort! Please review feedback and modify your plan so all staff can implement an effective plan. | | | | |
| ≤60%: Please seek district support to assist you in writing and implementing an effective plan. | | | | |
| 5. Nice 4 Step reward plan! 6C Didn't complete the last one - repetitive behaviors. 6D nice flow chart! 8A data not completed | | | | |

If you would like to become a **Certified PBIS school** or a **"CHAMPion" school** (80% of faculty CHAMPs Certified), please contact: Tyyne.Hogan@browardschools.com for further information