


School Name: Driftwood ES	SPBP Score Sheet 2018			
School #: 721				

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	0
	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	1
1B	< 4 dates	4 dates, not quarterly or no name – title only	4 quarterly dates, times and name of person responsible	1

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, 2018, name of person responsible	2
2B	< 4 dates	4 dates, not spread out quarterly	4 quarterly dates, name of responsible person	1

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)	1
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	2
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	2
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)	0
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	1
3 Bonus points for completing survey				
Total Score				69.0
SPBP School %: (Total Score / 78 x 100)				88.5
>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.				
Nicely written SPBP! In section 1A, please consider enhancing your team to include a variety of stakeholder representation such as teachers (all grade levels), clerical, custodial, etc. Please plan <i>quarterly</i> SPBP team meeting dates (1B) and dates to share data and relevant information with staff (2B). The three school-wide expectations in section 3B are excellent. In section 4B, one of the rules is not positively stated and some are not observable and measurable. Rules should be specific and tell the students what to do rather than what not to do. In Critical Element 5: Reward Plan, the plan is great, however please be specific on the plan for staff implementation. How will you know which staff are consistently giving out "on task" tickets to students around campus and which staff will need more support with implementation? Great job defining student misbehavior and developing a consequence menu that addresses classroom managed misbehavior. In section 10B, although data indicate core effectiveness this year, please create two additional SMART goals which will be utilized to evaluate positive student outcomes for the 2018-19 school year.				

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