



## Broward County Public Schools SPBP Score and Feedback Form 2025-26



|  |            |                    |   |
|--|------------|--------------------|---|
| <b>School Name:</b>  | Cypress ES |                    |   |
| <b>School #</b>  | 1781       | <b>Review Team</b> | 4 |
| Highlighted items in yellow cells earn an extra point (for a total of 3) when ALL of the two point criteria are met. |            |                    |   |

| Critical Element #1: Active Team with Administrative Participation |   |  |   |       |
|--|---|--|---|-------|
| Item   | Zero Point Criteria   | One Point Criteria   | Two Point Criteria  | Score |
| Contact Survey   | Survey not completed  | Survey completed by a non-administrator or completed after April 30th. | Survey completed by the SPBP administrator on or before April 30th      | 1     |
| Submit   | Incorrect template uploaded   | Correct template uploaded May 1, 2025 through June 9, 2025             | Correct template uploaded on or before April 30, 2025                   | 3     |
| 1A   | No administrator or < 6 titles represented  | Administrator, 6 - 11 stakeholder titles represented                   | Administrator, ≥ 12 stakeholder titles represented                      | 2     |
| 1B   | < 4 team meetings OR < 4 presentation dates   | 4 team meetings & presentation dates, but not quarterly                | 4 <i>quarterly</i> team meetings & presentation dates and times entered | 2     |
| Feedback:  | Strong Tier 1 teams meet quarterly, have a SPBP administrator, and 6-12 members who represent all stakeholders. |  |   |       |

| Critical Element #2: Faculty and Stakeholder Commitment |  |                    |  |       |
|---|--|--------------------|--|-------|
| Item  | Zero Point Criteria  | One Point Criteria | Two Point Criteria   | Score |
| 2   | No staff presentation date entered   |                    | Presentation date entered in correct time period (prior to April 30, 2025)     | 2     |
|   | No faculty vote date entered   |                    | Faculty vote date entered in correct time period (prior to April 30, 2025)     | 2     |
|   | No training date entered   |                    | Training date entered in correct time period (prior to September 30, 2025)     | 2     |
|   | No community presentation date entered   |                    | Presentation date entered in correct time period (prior to September 30, 2025) | 2     |
| Feedback:   | Good job keeping your staff and stakeholders in the SPBP loop. This increases buy-in, commitment, and cohesive implementation. |                    |  |       |

| Critical Element #3: Data Collection and Analysis |   |  |  |       |
|---|---|--|--|-------|
| Item  | Zero Point Criteria   | One Point Criteria   | Two Point Criteria   | Score |
| 3A  | 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                                   | 3     |
| 3B  | Not checked off or plan not entered or incomplete   | Plan is incomplete (< 3 steps) <b>or</b> not enough details to put into action | Checked off, specific actionable plan lists ≥ 3 steps with <i>enough details for anyone to put into action</i> | 1     |
| 3C  |   |  |  |       |
| 3D  | Plan not entered or incomplete  | Plan is incomplete (< 3 steps) or not enough details to put into action        | specific actionable plan lists ≥ 3 steps with enough details for anyone to put into action                     | 2     |
| Feedback:   | An actionable plan should include three or more specific and detailed steps to be effectively implemented for your targeted sub-group. Consider enhancing your action steps in the Core Effectiveness area. |  |  |       |

### Critical Element #4: Schoolwide Expectations & Location-based Rules

| Item      | Zero Point Criteria  | One Point Criteria   | Two Point Criteria  | Score |
|-----------|--|--|---|-------|
| 4A        | < 5 behaviors, < 5 #, no n/a in blanks,  | 5 behaviors or "n/a" in blanks, inaccurate names or # (not from FOCUS)                   | All 5 behaviors and # or "n/a" in blanks, full incident name from FOCUS   | 2     |
| 4B        | < 3 in total, or ≥ 2 are behaviors instead of characteristics  | 3-5, one is a behavior instead of a characteristic or does not meet expectation criteria | 3-5, <i>characteristics</i> , simple, generalizable to ALL people, age-appropriate, and positively stated                           | 3     |
| 4C        | < 3 locations and no n/a   | 3 locations, but inaccurate information (e.g., used "classroom")                         | 3 locations and 3 numbers or n/a in blanks  | 2     |
| 4D        | < 3 or > 5 rules under each location heading   | Expectations entered, 3 - 5 rules under each location, unused drop downs deleted         | Expectations entered, 3 - 5 rules under each location, unused dropdowns deleted, teacher column left blank for teachers to complete | 3     |
|           | ≥ 2 rules are not measurable or are negatively stated  | Only 1 rule is not measurable, observable, or is negatively stated                       | All rules are measurable, observable, and are positively stated   | 3     |
| Feedback: | These expectations will be a solid foundation for your SPBP implementation. Refer to them frequently as part of the school climate and language. |  |   |       |

### Critical Element #5: Teaching Behavior

| Item      | Zero Point Criteria   | One Point Criteria   | Two Point Criteria  | Score |
|-----------|---|--|---|-------|
| 5A        | < 3 dates, times, or locations entered, or incorrect time periods   | 3 dates, times, or locations entered, but not in correct time periods    | 3 accurate dates, times, and locations for teaching schoolwide expectations             | 2     |
| 5B        | Chosen location not completed or does not match 4C  | Locations correct, < 3 dates or not in the correct timeline              | All accurate locations with 3 dates in the correct timeline for teaching location rules | 2     |
| 5C        | < 2 prevention programs identified, no plan details   | 2 prevention programs identified, incomplete plan details, < 2 sentences | 2 prevention programs identified, complete plan details entered, 2-3 detailed sentences | 2     |
| Feedback: | Great job! Teaching schoolwide expectations and location-based rules is imperative to the success of your SPBP. |  |   |       |

### Critical Element #6: Recognition Programs

| Item       | Zero Point Criteria   | One Point Criteria  | Two Point Criteria   | Score |
|------------|---|---|--|-------|
| 6A Step 1  | Unmeasurable or no numerical data identified  | Data identified, <i>measurable</i> behavior indicated, but no numerical data                | Data identified, <i>measurable</i> behavior, numerical data  | 2     |
| 6A Step 2  | No hypothesis or no goal statement  | Hypothesis and goal but goal statement is not SMART   | Hypothesis, SMART goal statement   | 2     |
| 6A Step 3  | System does not match goal  | Description of system, but missing details or steps to implement effectively (<5 sentences) | Complete system for rewards is detailed enough to be implemented <u>as written</u> (≥ 5 sentences) | 3     |
| 6A Step 4A | No data or incorrect data (i.e., student outcome)   | Staff data does not relate back to Step 3 or <2 sentences                                   | Staff data includes <i>measurable</i> data related to Step 3 (≥ 2 sentences)                       | 2     |
| 6A Step 4B | No data <b>or</b> incorrect data (i.e., staff implementation)   | Student data doesn't relate back to Step 3 or <2 sentences                                  | Student data includes <i>measurable</i> data related to Step 3 (≥ 2 sentences)                     | 2     |
| 6B         | No plan details entered   | Incomplete plan details, <2 sentences   | Complete plan details entered, 2-3 detailed sentences  | 2     |
| Feedback:  | This is a good reward system! Ensure all staff support it and ALL students have the opportunity to participate and be successful. |   |  |       |

### Critical Element #7: Effective Discipline Procedures (Flow Chart)

| Item | Zero Point Criteria | One Point Criteria | Two Point Criteria | Score |
|------|---------------------|--------------------|--------------------|-------|
|------|---------------------|--------------------|--------------------|-------|

|           |  |  |  |   |
|-----------|--|--|--|---|
| 7         | < 5 Misbehaviors and examples included in flow chart   | ≥ 5 staff managed and office managed misbehaviors but < 5 measurable examples or definitions | Includes ≥ 5 specific staff-managed <b>and</b> office-managed behaviors <i>with measurable examples or definitions</i> | 2 |
|           | Chart is not completed for staff to use accurately   | Flow chart branches do not flow or do not come to a satisfactory termination                 | All branches of flow chart are easy to follow and come to a satisfactory termination                                   | 2 |
| Feedback: | This is a thorough Discipline Flow Chart! Ensure all your staff understand it and use it consistently with all students. |  |  |   |

### Critical Element #8: Classroom Management Systems

| Item      | Zero Point Criteria  | One Point Criteria                                   | Two Point Criteria   | Score |
|-----------|--|--|--|-------|
| 8A        | No box checked off, < 2 action steps   | Box checked off, 3-4 action steps but not measurable | Box checked off, 3-4 measurable and observable action steps  | 2     |
| 8B        | Assessment not checked off   | Assessment checked off                               |  | 1     |
| 8C        | Data not entered <b>or</b> percentage not calculated accurately  |  | Data entered, percentage calculated accurately, 40% check off indicated, system indicated if "Yes" | 3     |
| Feedback: | If more than 40% of your referrals come from the classroom, consider implementing school-wide classroom management professional development. |  |  |       |

### Critical Element #9: SPBP Implementation Planning

| Item      | Zero Point Criteria   | One Point Criteria | Two Point Criteria | Score |
|-----------|---|--------------------|--------------------|-------|
| 9         |   |                    |                    |       |
| Feedback: | Share this timeline with all your staff in quarterly staff presentations. |                    |                    |       |

### Critical Element #10: Evaluation

| Item      | Zero Point Criteria  | One Point Criteria   | Two Point Criteria   | Score |
|-----------|--|--|--|-------|
| 10A       | No "yes/no" checked off, incomplete, or < 2 action steps for each goal if checked "no" |  | "Yes/no" checked off 4 goals; if checked "no" ≥ 2 measurable and observable actions steps completed for each goal    | 3     |
| 10B       | No student outcome data, No or inaccurate SMART goal, No action steps completed        | Student outcome data selected, SMART goal completed accurately, < 2 measurable and observable action steps completed | Student outcome data selected, SMART goal completed accurately, ≥ 2 measurable and observable action steps completed | 1     |
| Feedback: | Please make sure to have a completed SMART goal.                                       |  |  |       |

|   |             |
|---|-------------|
| Total Points  | 68          |
| 2 Bonus Points- Staff Survey  | 0           |
| <b>Total</b>  | <b>68</b>   |
| <b>SPBP School Score (%):</b>   | <b>91.9</b> |
| ≥80%: <b>Congratulations! Share this plan with all staff and stakeholders</b> and implement it <b>with fidelity</b> throughout the year. Modify it as needed for continuous improvement.                    |             |
| >60% and <80%: Good effort! Please review your feedback and <b>modify this plan</b> so all staff can implement it effectively. Contact the your PBIS Specialist for assistance.                             |             |
| ≤60%: Please <b>seek district support from your PBIS Specialist</b> to assist you in developing and implementing an effective plan. Consider sending a team to a PBIS Tier 1 Professional Learning session. |             |

If you would like to become a certified **PBIS school**, please contact the Equity, Diversity & School Climate Department at 754-321-1655 for further information.