



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



| | | | |
|--|-------------------|--------------------|----|
| School Name: | Westglades Middle | | |
| School # | 3871 | Review Team | 20 |
| 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 | 3 |
| Submit | Incorrect template uploaded | Correct template uploaded May 1, 2025 through June 9, 2025 | Correct template uploaded on or before April 30, 2025 | 1 |
| 1A | No administrator or < 6 titles represented | Administrator, 6 - 11 stakeholder titles represented | Administrator, ≥ 12 stakeholder titles represented | 1 |
| 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) or 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> | 3 |
| 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. | | | |

| 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: | This is a well-written Expectations and Rules Chart! Post it in all classrooms and common areas of the school! | | | |

| 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: | Lesson plans should be taught in the beginning of the school year, after long breaks, and throughout the year as needed to shape student behavior. | | | |

| 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 | 1 |
| 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 or 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: | An effective school-wide reward system is based on, and evaluated by, clear data. It must have specific details so it can be implemented as written. Consider revising this critical element. | | | |

| 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 and 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 or percentage not calculated accurately | | Data entered, percentage calculated accurately, 40% check off indicated, system indicated if "Yes" | 3 |
| Feedback: | Well done! Research shows that teachers who implement an evidence-based classroom management system have fewer behavior problems, a more positive classroom environment, and greater academic achievement. | | | |

| Critical Element #9: SPBP Implementation Planning | | | | |
|--|---------------------|--------------------|--------------------|-------|
| Item | Zero Point Criteria | One Point Criteria | Two Point Criteria | Score |
| 9 | | | | |
| Feedback: | | | | |

| 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 | 3 |
| Feedback: | Great job! Make sure to monitor your student outcome goal throughout the year. | | | |

| | |
|---|-------------|
| Total Points | 70 |
| 2 Bonus Points- Staff Survey | 0 |
| Total | 70 |
| SPBP School Score (%): | 94.6 |
| ≥80%: Congratulations! <u>Share this plan with all staff and stakeholders</u> and implement it with fidelity throughout the year. Modify it as needed for continuous improvement. | |
| >60% and <80%: Good effort! Please review your feedback and <u>modify this plan</u> so all staff can implement it effectively. Contact the your PBIS Specialist for assistance. | |

<60%: Please **seek district support from your PBIS Specialist** 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.