



Broward County Public Schools SPBP Score and Feedback Form 2026-27



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|--|---------------------|--------------------|---|
| School Name: | Silver Lakes Middle | | |
| School # | 2971 | Review Team | 7 |
| 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 | 0 |
| Submit | Incorrect template uploaded | Correct template uploaded May 1, 2026 through June 9, 2026 | Correct template uploaded on or before April 30, 2026 | 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: | Good job! Having an active team with Administrative participation is imperative to implementing an effective SPBP. | | | |

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, 2026) | 2 |
| | No faculty vote date entered | | Faculty vote date entered in correct time period (prior to April 30, 2026) | 2 |
| | No training date entered | | Training date entered in correct time period (prior to September 30, 2026) | 2 |
| | No community presentation date entered | | Presentation date entered in correct time period (prior to September 30, 2026) | 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 | 1 |
| 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: | The calculations are incorrect. Please revise them according to the instructions provided in the 3A Template. | | | |

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. However, it is recommended to allow teachers to input their own classroom rules. | | | |

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

| | |
|-------------------------------|-------------|
| Total Points | 69 |
| 2 Bonus Points- Staff Survey | 0 |
| Total | 69 |
| SPBP School Score (%): | 93.2 |

≥80%: **Congratulations! Share this plan with all staff and stakeholders** 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 **modify this plan** 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 School Culture & Student Support Department at 754-321-1603 for further information.