



Missouri SW-PBS School Recognition Program School Application 2016-2017

The purpose of the Missouri SW-PBS School Recognition Program is to identify and recognize Missouri schools for successful implementation of Schoolwide Systems of Positive Behavior Support. Criteria are based on effective implementation of the essential components outlined by the OSEP Center on Positive Behavioral Interventions and Support. Successful applicants will demonstrate exemplary performance in the following areas:

1. Use of data to direct instruction, problem solving and intervention efforts
2. Active use of creative and engaging recognition systems
3. Implementation of SW-PBS throughout the school environment
4. Systemic orientation of new students, parents and staff throughout the year
5. Active instruction for social and behavioral skills

Instructions:

- Download and save a blank copy of this fillable PDF to your computer.
- Complete this application with your school information, including digital signature from person completing application and school admin. (See <http://tinyurl.com/jyf97kk> for help creating and using a digital signature.)
- **Submit application to moswpbs@missouri.edu.**
- **All additional materials must be completed and submitted by mail or electronically to your Regional SW-PBS Consultant no later than April 15, 2017.**
- *Materials regularly submitted to consultants need not be resubmitted.*
- Notification of the award will be made by May 10, 2017.

RECOGNITION RECIPIENTS MUST AGREE TO SERVE AS DEMONSTRATION SITES FOR SW-PBS.

Demonstration sites may be called on to share their success in the following ways: (1) allow representatives from schools or districts to visit your building and attend a SW-PBS Leadership Team meeting, (2) share materials related to implementation, (3) provide data and other aspects of the implementation process for publication purposes, (4) participate in videos or other electronic tutorials produced by MO SW-PBS, and (5) arrange for SW-PBS information from your district/school to be displayed on your website.

To be considered for the Missouri SW-PBS School Recognition Program, this application and supporting documents must be submitted in accordance with the established timelines and meet all criteria.

FOR OFFICIAL MO SW-PBS USE ONLY

Date Received: _____ Application Complete: _____

Self-Assessment Survey Complete and Scores Verified at Designated Criterion: _____

Schoolwide Evaluation Tool (SET) at Designated Criterion for schools needing 2 SETs @ 80/80 or above (see pg 8): _____

School Safety Survey Complete: _____

Tiered Fidelity Inventory (TFI) at 70% for Tier 1 Subscale: _____

Tiered Fidelity Inventory (TFI) completed for Tiers 2-3 Subscales (if applicable): _____

Quarterly Data Submissions Complete:

1 st Quarter Meeting Minutes & Big 5 Data	2 nd Quarter Meeting Minutes & Big 5 Data	3 rd Quarter Meeting Minutes & Big 5 Data
1 st OR Solution Plan	2 nd OR Solution Plan	3 rd OR Solution plan

Narrative Meets Designated Requirements: _____

MO SW-PBS State Team Verification (please initial): _____ Recognition Level Awarded: _____

IDENTIFYING INFORMATION

District Name: _____

School Name: _____

SW-PBS Consultant: _____

School Website: _____

RPDC Region:

Number of Certified Building Staff: _____

Did 80% of Certified Staff Complete the Self-Assessment Survey (SAS) in 2016-2017? (Find this data on the PBISapps.org website, SAS "Total Score" report.)

Schoolwide *Percentage in Place*: _____

NonClassroom *Percentage in Place*: _____

Classroom *Percentage in Place*: _____

Check all tiers at which your school has received instruction/support from SW-PBS consultants during the 2016-2017 school year:

Tier 1

Tier 2

Tier 3

Select the MO SW-PBS Recognition Level your school is applying for with this application:

Bronze (Tier 1 w/ fidelity)

Silver (Tiers 1 & 2 w/ fidelity)

Gold (Tiers 1, 2, & 3 w/fidelity)

Other pertinent information if applicable:

Person Completing School Application Electronic Signature

Date

School Principal Electronic Signature

Date

SW-PBS Contact Person for Your School: _____

SW-PBS Contact Person's Email: _____

SW-PBS Contact Person's Phone: _____

NARRATIVE

Please complete the narrative to describe your SW-PBS Tier 1 process as it relates to systems, data and practices. Respond to each item within the categories of systems, data and practices as well as a section on unique features.

1. Systems:

- A. Briefly describe your system (on-going plan) for communicating your SW-PBS process with all faculty/staff/students/families throughout the school year.

For example: *Our team provides daily announcements for students and staff, weekly email updates to staff, and monthly newsletter updates for families. We also provide information through TWITTER, Facebook and our school website. We provide professional development at each monthly staff meeting and provide support as needed to grade level/departmental team meetings.*

2. Data:

- A. Briefly describe how Big 5 data is reviewed and used (1) to identify social behavioral skills for re-teaching/reminding and/or intensifying practice and (2) to inform staff on a regular basis.

For example: *We produce an updated office disciplinary report monthly. We use the Big 5 DBDM Digging Deeper form to analyze our data answering what, where, when, who, time of day, and overall students involved (triangle). We then use the Solution Plan form to decide steps for prevention, teaching, encouragement, error correction and methods for assessing fidelity of plan implementation.*

- B. Describe how you use the results of surveys to guide decision making and implementation. Focus on and emphasize your use of the data.
- Self-Assessment Survey (SAS)
 - School Safety Survey (SSS)
 - Schoolwide Evaluation Tool (SET) or Tiered Fidelity Inventory (TFI)

For example: *Our school uses the SAS survey data to identify areas to sustain and areas to improve. This year our SAS data indicates we should sustain our matrix and teaching procedures but we need to improve our recognition of appropriate behavior.*

C. Select two or more of the following and briefly describe **evidence** of improved outcomes or sustained outcomes over a period of years. Check those addressed:

Big 5 data reports

Overall student attendance

Overall tardy rates

Overall student rates of ISS, OSS or Expulsion

ODR data within the national range for your school's grade levels

Staff retention rates

Student Assistance Referrals

For example: *Our office discipline referrals continue to decline. This year we expect to see 15% fewer referrals overall, gaining our school 25 hours of instruction over the course of the year. Our per day per month average was below the PBIS National average 7 out of 9 months. We have seen a 25% reduction in Student Assistance referrals. Our attendance has remained above 91% for 92% of our students during this school year.*

3. Practices:

- A. Explain how teaching and encouraging social/behavioral skills consistently and with fidelity, improved the culture and climate in your building.

For example: *Our staff consistently uses our Warrior Words throughout the building. We have shared weekly lessons on our Google Drive and we adjust the schedule based on data. Students are engaged in developing video based lessons/informercials which are shared during advisory time. These videos are also posted on our website for families to access. Consistently modeling and recognizing desired student behaviors has resulted in more frequent positive interactions and strong relationships being formed between students and teachers.*

4. Unique Features:

- A. Include any other pertinent information you would like to share concerning unique features of the SW-PBS work in your school.

Some examples include (consider 1 example):

We have begun use of Google Drive to give all staff immediate access to up to date data, minutes and materials for implementation. This has helped to streamline communication process between admins, teachers, counselor, and Tier 1 & 2 teams.

Our student leaders participate in planning videos for teaching, celebration activities, and serve on student mediation panels for restorative practices. Student Leader groups have shared our Warrior Way process with community groups (e.g., Lions, School Board, Kiwanis) and presented at the MO State Administrators conference on the change in our schoolwide climate that has resulted from implementation by all stakeholders (students and staff alike). Our students visit the elementary schools and assist with getting the year off to a good start and at activities throughout the year. Additionally our students participate in new student induction.

We have developed a new staff induction process this year and continue to plan team rotation and professional development opportunities in building and with our RPDC supports so that everyone develops knowledge and skills for effective behavioral supports.

DATA SUBMISSION AND ASSESSMENT REQUIREMENTS

	SAS	SSS	SET or TFI	Quarterly Data
Tier 1	70% on Schoolwide, Non-Classroom and Classroom Subscales (with 80% preferred) completed by 80% of Staff	Completed by a minimum of 5 staff. (Completion by 80% of staff and participation by students and parents are encouraged.)	SET 80%/80% OR TFI Tier 1 70%	Quarter 1, 2, & 3 Team Meeting Minutes & Big 5 Data OR Solution Plan
Tier 2	Above	Above	SET 90%/90% OR TFI Tier 1 70% & Tier 2 Subscale Completed	Above
Tier 3	Above	Above	SET 90%/90% OR Tier 1 70% & Tiers 2 & 3 Subscales Completed	Above

SILVER/GOLD APPLICANTS ONLY

Intervention Outcome Data

Name of Intervention	Number of Students who Participated	Number of Students that Graduated	Number of students who participated in Tier 2 intervention(s) but required more intensive support.
Check-in Check-Out			
Social Skills Intervention Groups			
Check & Connect *			
Self-Monitoring			
FIRST STEP <i>Next</i>			
FBA/BIP (Tier 3 only)			
RENEW or Wraparound (Tier 3 Only)			

* Check & Connect is a typically a 2-year intervention and during your first year you won't likely have graduates.

All additional materials/artifacts must be completed and submitted by mail or electronically to your Regional SW-PBS Consultant no later than April 15, 2017.

See the complete Scoring Checklist for details:
<http://pbissouri.org/about/exemplar-schools>

MISSOURI SW-PBS QUICK ARTIFACT CHECKLIST, 2016-2017

For the detailed Scoring Checklist, please go to: <http://pbmissouri.org/about/exemplar-schools>

All materials must be submitted by mail or electronically to your Regional SW-PBS Consultant no later than April 15, 2017. Any artifacts previously submitted during the 2016-2017 school year do not need to be resubmitted.

BRONZE			SILVER			GOLD		
All required data collected and reported per level outlined on data collection schedule.								
VERIFICATION BY:	School	Consultant	VERIFICATION BY:	School	Consultant	VERIFICATION BY:	School	Consultant
Current Tier 1 Action Plan			All Bronze level artifacts submitted.			All Bronze and Silver level artifacts submitted.		
Tier 1 Universal Checklist			Current Tier 2 Action Plan			Current Tier 3 Action Plan		
Description of expectations and behaviors/rules in either a) Student/Family Handbook, b) newsletter(s) and/or c) school website.			Completed <i>Intervention Essential Features</i> for 2 interventions that are successfully implemented in your setting.			One completed FBA/BIP Evaluation Rubric. Include: <ul style="list-style-type: none"> FBA document Staff, student, family interviews ABC observations in settings/routines where problem behavior typically occurs AND in settings/routines where problem behavior is less likely to occur. BIP document Fidelity of Implementation document Social Validity document Documentation of student outcomes using template provided in application above. 		
Recognition Continuum			Documentation of student outcomes using template provided in application above.					
Description of encouragement and discouragement systems in either a) Student/Family Handbook, b) newsletter(s) and/or c) school website.								
Flowchart or chart with delineated levels of inappropriate behavior.								
Majors (office managed) and minors (staff managed) delineated and clearly defined.								
Sample lesson plan and documented year long teaching schedule.								
Schoolwide Matrix with classroom column or individual teacher classroom matrix example.								
Completed walk through observation form that includes classroom expectations, rules and routines.								