Missouri SW-PBS School Recognition Application Preparation Worksheet
2017-2018

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:
- Complete and submit the Recognition Application Google Form (use this worksheet to help you prepare the information).
- All additional materials must be completed and submitted by mail or electronically to your Regional SW-PBS Consultant no later than April 16, 2018.
- Materials regularly submitted to consultants need not be resubmitted.
- Notification of the award will be made by May 11, 2018.

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.

DATA SUBMISSION AND ASSESSMENT REQUIREMENTS

	SAS	SSS	SET or TFI	Quarterly Data
Tier 1	70% on Schoolwide, Non-Classroom and Classroom Subscales completed by 80% of Staff	Completed by a minimum of 5 staff. (Completion by 80% of staff and participation by students and parents is 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% AND Tier 2 TFI Subscale Completed	ABOVE
Tier 3	ABOVE	ABOVE	SET 90%/90% OR TFI Tier 1 70% AND Tiers 2 & 3 TFI Subscales Completed	ABOVE

School or Program Name: _____

District Name: _____

Preparer's Name: _____

Preparer's Email: _____

Administrator's Name: _____

Administrator's Email: _____

School Website: _____

RPDC Region: _____

Applying for Recognition Level:
- ☐ Bronze (Tier 1 with fidelity)
- ☐ Silver (Tiers 1 & 2 with fidelity)
- ☐ Gold (Tiers 1, 2, & 3 with fidelity)

Number of Certified Building Staff: _____

Did 80% of Certified Staff Complete the Self-Assessment Survey (SAS) in 2017-2018?
(Find this data on the PBISapps.org website, SAS "Total Score" report.)
School-wide Percentage in Place: _____
Non-Classroom Percentage in Place: _____
Classroom Percentage in Place: _____

Indicate all tiers at which your school has received instruction/support from SW-PBS consultants.
Tier 1: ___ Preparation ___ Emerging ___ Emerging Advanced
Tier 2: ___ Tier 2 ___ Tier 2 Advanced
Tier 3: ___ Tier 3 ___ Tier 3 Advanced
___ Maintenance

School Information

<table>
<tr>
<td colspan="2">Program Setting:
☐ Urban
☐ Suburban
☐ Rural
☐ Charter</td>
<td>Grades Served:
☐ Pre K
☐ Elementary
☐ Middle/Jr.
☐ High School
☐ Other _____</td>
<td>Number of Admins _____

Number of Certified Staff _____

Number of Support Staff _____</td>
</tr>
<tr>
<td colspan="2">School Enrollment Total _____
NUMBER of students who are:
White _____
African American _____
Latinx _____
Asian/Pacific Islander _____
Native American _____
Multi-Racial _____
With IEPs _____
Receiving Free/Reduced Lunch
_____</td>
<td>Attendance
NUMBER of students who:

Had at least 90% attendance during the 2016 – 2017 school year

_____

Currently have at least 90% attendance for the Current school year as of March 31
_____</td>
<td>Office Discipline Referrals

NUMBER of ODRs during the 2016 – 2017 school year

_____

NUMBER of ODRs during the Current school year as of March 31

_____</td>
</tr>
<tr>
<td colspan="2">Office Discipline Referrals

Number of students Currently with no ODRs
_____
Number of students Currently with 1 ODR
_____
Number of students Currently with 2-5 ODRs
_____
Number of students Currently with 6 or more ODRs
_____</td>
<td>In School Suspension

NUMBER of incidents resulting in ISS during the 2016 – 2017 school year

_____

NUMBER of incidents resulting in ISS during the Current school year as of March 31

_____</td>
<td>Out of School Suspension

NUMBER of incidents resulting in OSS during the 2016 – 2017 school year

_____

NUMBER of incidents resulting in OSS during the Current school year as of March 31

_____</td>
</tr>
<tr>
<td colspan="2">Students with IEPs Attendance
NUMBER of <u>students with IEPs</u> who:

Had at least 90% attendance during the 2016 – 2017 school year

_____

Currently have at least 90% attendance for the Current school year as of March 31
_____</td>
<td>ODRs for Students with IEPs

NUMBER of <u>students with IEPs</u> who have received 1 or more ODR during the 2016-2017 school year

_____

NUMBER of <u>students with IEPs</u> who have received 1 or more ODRs during the during the Current school year as of March 31
_____</td>
<td>ISS for Students with IEPs

NUMBER of <u>students with IEPs</u> who received ISS at least once during the 2016-2017 school year

_____

NUMBER of <u>students with IEPs</u> who received ISS at least once during the Current school year as of March 31

_____</td>
</tr>
<tr>
<td colspan="2">OSS for Students with IEPs
NUMBER of <u>students with IEPs</u> who received OSS at least once during the 2016-2017 school year
_____
NUMBER of <u>students with IEPs</u> who received ISS at least once during the Current school year as of March 31
_____</td>
<td></td>
<td></td>
</tr>
</table>

You will also prepare a short response to the following questions:
(Use this worksheet to make notes for your narrative, or type in a separate document to cut and paste into the application)

Briefly describe what is being done here across Tiers 1, 2 or 3 (Examples include teaching lessons, providing positive recognition, celebrating success, providing Tier 2 or Tier 3 interventions to students who need extra supports, etc.)
Briefly describe unique features of your SW-PBS implementation: (Examples include staff matrix, student team, student made lessons, use of videos, unique recognition systems; answer is limited to 3000 characters)
Describe other outcomes for students or staff that are associated with your SW-PBS implementation over the last school year: (This item is optional; answer may include outcomes not listed above, including academic, staff attendance, school climate surveys, etc.; limit your answer to 3000 characters)

SILVER/GOLD APPLICANTS ONLY

Intervention Outcome Data

Name of Intervention	Number of Students who Participated (Total for the year to date)	Number of Students Demonstrating a Positive Response (Actively Participating Now)	Number of Students who Graduated	Number of students who participated in intervention(s) but required more intensive support.
Check-in Check-Out				
Social Skills Intervention Groups				
Check & Connect *				
Self-Monitoring				
FIRST STEP Next				
FBA/BIP (Tier 3 only)				
RENEW or Wraparound (SSD Only)				

* Check & Connect is a 2-year intervention. During your first year of implementing, you won't typically 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 16, 2018.

Click here to access the Recognition Artifact Checklist