**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

|  |  |  |
| --- | --- | --- |
| Program Setting:   * Urban * Suburban * Rural * Charter | Grades Served:   * Pre K * Elementary * Middle/Jr. * High School * Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Number of Admins \_\_\_\_\_\_\_\_\_\_\_  Number of Certified Staff \_\_\_\_\_\_\_\_  Number of Support Staff \_\_\_\_\_\_\_\_\_ |
| 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  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 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**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Office Discipline Referrals  **NUMBER** of ODRs during the **2016 – 2017** school year  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **NUMBER** of ODRs during the **Current** school year as of **March 31**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 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  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 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**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 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**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Students with IEPs Attendance  **NUMBER** of students with IEPs 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**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | ODRs for Students with IEPs  **NUMBER** of students with IEPs who have received 1 or more ODR during the 2016-2017 school year  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **NUMBER** of students with IEPs who have received 1 or more ODRs during the during the **Current** school year as of **March 31**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | ISS for Students with IEPs  **NUMBER** of students with IEPs who received ISS at least once during the **2016-2017** school year  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **NUMBER** of students with IEPs who received ISS at least once during the **Current** school year as of **March 31**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| OSS for Students with IEPs  **NUMBER** of students with IEPs who received OSS at least once during the **2016-2017** school year  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  **NUMBER** of students with IEPs who received ISS at least once during the **Current** school year as of **March 31**  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  | |
| 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](http://pbismissouri.org/wp-content/uploads/2018/01/Final-MISSOURI-SW-PBS-QUICK-ARTIFACT-CHECKLIST.pdf?x30198)