**Missouri School-wide Positive Behavior Support Tier 2 Team Action Plan**

School: Year:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Component** | **GOALS** | **STEPS AND DOCUMENTS** | **TIMELINE** | **WHO IS RESPONSIBLE FOR COMPLETION AND COMMUNICATION** | **EVALUATION MEASURE/ EVIDENCE** | **REVIEW STATUS**A = Achieved & MaintainI = In progressN = Not achieved |
| Sem 1 | Sem 2 |
| **1. Foundational Knowledge** | 1. Assess readiness for developing a Tier 2 system | A. Complete ***Tier 2 Readiness Checklist*** and use results to identify and record necessary action plan steps. |  | Completion: Communication: |  |  |  |
| 2. Gain staff commitment to develop Tier 2 | A. Conduct staff professional development session to establish awareness and gain commitment for development of a Tier 2 system and supports.B. Complete *Tier 2 Commitment* *Survey* with full staff.C. Review results from the Commitment Survey and make decisions about moving forward with development of a Tier 2 system interventions.• e.g., 80% or more of staff indicate “Yes” for 80% or more survey items. |  | Completion: Communication: |  |  |  |
| 3. Develop a Tier 2 team action plan | A. Complete the ***Tiered Fidelity Inventory*** (TFI) at: htt[ps://w](http://www.pbisapps.org/)ww.pb[isapps.org](http://www.pbisapps.org/)• Teams new to Tier 2 complete the TFI by October and April during their first year.• In subsequent years teams will only complete the TFI once, annually, before April 15.• Use results to identify and record necessary action plan steps. |  | Completion: Communication: |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Component** | **GOALS** | **STEPS AND DOCUMENTS** | **TIMELINE** | **WHO IS RESPONSIBLE FOR COMPLETION AND COMMUNICATION** | **EVALUATION MEASURE/ EVIDENCE** | **REVIEW STATUS**A = Achieved & MaintainI = In progressN = Not achieved |
| Sem 1 | Sem 2 |
| **2. Leadership** | 1. Establish a Tier 2 Team to oversee development and implementation of Tier 2 system & practices | A. Identify and document team meeting dates and times.• Use the ***Blank Schedule of******Meeting Dates & Times***B. Identify personnel who will oversee development and Implementation of Tier 2 data, system, and practices.C. Evaluate existing systems of support for addressing emotional and behavioral needs of students in your building and reallocate resources to develop an effective Tier 2 system.• Use ***Working Smarter Not******Harder Template***D. Identify and document team member role and responsibilities.• Use the ***Blank Team******Membership & Roles***E. Adopt a standard meeting agenda and format.• Use ***Blank Team Meeting******Agenda***F. Identify and document a communication plan for dissemination of information.• Use the ***Blank Communication******Plan*** |  | Completion: Communication: |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Component** | **GOALS** | **STEPS AND DOCUMENTS** | **TIMELINE** | **WHO IS RESPONSIBLE FOR COMPLETION AND COMMUNICATION** | **EVALUATION MEASURE/ EVIDENCE** | **REVIEW STATUS**A = Achieved & MaintainI = In progressN = Not achieved |
| Sem 1 | Sem 2 |
| **3. Student Identification Process** | 1. Develop a systematic process to identify students at-risk for social, emotional, and/or behavioral challenges | A. Develop a Teacher Nomination form that is simple and brief to complete.• Review ***Example Teacher******Nomination for Assistance***B. List academic and behavioral data that is currently collected in your school or district. Determine proficient, at-risk, and high-risk criteria for each measure. Indicate specific criteria that “trigger” referral to the Specialized Behavior Support Team.• Use ***Blank Existing School Data******Inventory***C. Develop and implement a system to administer regular, periodic screening for social, emotional and/ or behavioral risk• Use the ***Blank Student******Identification Plan***D. Create a calendar of ongoing professional development regarding Tier 2E. Use existing communication strategies to inform full staff about procedures for identifying students who need additional supports. |  | Completion: Communication: |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Component** | **GOALS** | **STEPS AND DOCUMENTS** | **TIMELINE** | **WHO IS RESPONSIBLE FOR COMPLETION AND COMMUNICATION** | **EVALUATION MEASURE/ EVIDENCE** | **REVIEW STATUS**A = Achieved & MaintainI = In progressN = Not achieved |
| Sem 1 | Sem 2 |
| **4. Selecting & Monitoring Function-Based Interventions** | 1. Develop a system for collecting information that clarifies the problem, identifies function of behavior and matches student need with readily available intervention. | A. Determine standard information to be collected about each student identified at-risk• Use ***Tier 2 Adapted FACTS Part A***or• ***Advanced Tiers Spreadsheet****Example information:*• Date identified, grade, gender,method of identification, problembehavior, ODRs, absences, minors,tardies, academic performance level& function of behaviorB. Develop an information collection process• Who will collect relevant information?• When will information be collected and reviewed (e.g., prior to or during team meeting)?• How will student information be recorded (e.g., Advanced Tiers Spreadsheet)?C. Document interventions selected for each student.• e.g., Use Advanced Tiers Spreadsheet |  | Completion: Communication: |  |  |  |
| 2. Identify a system for monitoring student progress. | A. Select a graphing tool• e.g., ***Use Advanced Tiers******Spreadsheet***B. Establish and document criteria for interpreting student data and making decisions about interventions.• Use ***Guidelines for Interpreting Student Data and Making Decisions Template*** |  | Completion: Communication: |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Component** | **GOALS** | **STEPS AND DOCUMENTS** | **TIMELINE** | **WHO IS RESPONSIBLE FOR COMPLETION AND COMMUNICATION** | **EVALUATION MEASURE/ EVIDENCE** | **REVIEW STATUS**A = Achieved & MaintainI = In progressN = Not achieved |
| Sem 1 | Sem 2 |
| **5. Plan and Implement Small Group Interventions** | 1. Select one small group intervention that will be developed in your setting.• Check-In, Check-Out• Social Skills Intervention Group• Check & Connect• FIRST STEP *Next*• Self-Monitoring | A. Plan and implement the selected intervention• Use the ***Intervention Development Checklist*** |  | Completion: Communication: |  |  |  |
| 2. Pilot the intervention with a small number of staff, students, and families. |  |  | Completion: Communication: |  |  |  |
| 3. Identify and train additional intervention facilitators as neededso that the intervention can be provided for greater numbers of students and sustained over time. |  |  | Completion: Communication: |  |  |  |
| 4. Document interventions that are regularly available in your setting. | A. Provide a written description of each intervention.• Use ***Intervention Essential******Features Template*** |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Component** | **GOALS** | **STEPS AND DOCUMENTS** | **TIMELINE** | **WHO IS RESPONSIBLE FOR COMPLETION AND COMMUNICATION** | **EVALUATION MEASURE/ EVIDENCE** | **REVIEW STATUS**A = Achieved & MaintainI = In progressN = Not achieved |
| Sem 1 | Sem 2 |
| **6. Monitoring Tier 2 Implementation Status** | 1. Regularly monitor Tier 2 implementation status. | A. Revise Action Plan based on analysis of TFI resultsB. Report results to Regional andTier 2 Consultants |  | Completion: Communication: |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Component** | **GOALS** | **STEPS AND DOCUMENTS** | **TIMELINE** | **WHO IS RESPONSIBLE FOR COMPLETION AND COMMUNICATION** | **EVALUATION MEASURE/ EVIDENCE** | **REVIEW STATUS**A = Achieved & MaintainI = In progressN = Not achieved |
| Sem 1 | Sem 2 |
| **7. Professional Learning** | 1. Develop a system for providing ongoing Professional Learning. | A. Develop a Tier 2 StaffHandbook.B. Develop a system for regularly updating staff.C. Identify plans for providing training to new team members and to staff who are new to the building each year.D. Identify plans for providing coaching to team members and to staff. |  | Completion: Communication: |  |  |  |