Missouri Schoolwide Positive Behavior Support Team Action Plan

School: Year:

**Items in BOLD Strongly Encouraged.** All Other Items Suggested; SSS= School Safety Survey, SAS= Self-Assessment Survey, TFI= Tiered Fidelity Inventory (numbered items come from Tier 1 Universal Checklist).

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| **Component** | **GOALS** | **STEPS, TIMELINE, RESOURCES, AND COMMUNICATION** | **WHO IS RESPONSIBLE** | **GOAL IMPLEMENTATION STATUS** | | | **GOAL EVALUATION MEASURE/ EVIDENCE** (Check those that apply. **Bold must be completed.**) |
| NO | PARTIAL | YES |
| **1. Common Philosophy & Purpose** | 1.1 A positive and proactive philosophy, a vision and essential beliefs or guiding principles about student behavior and discipline are in writing and included in the school handbook. |  |  |  |  |  | ☐ **Student Handbook**  ☐ **Staff Handbook**  ☐ Website  ☐ |
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| 1.2 The District or School Mission emphasizes both academic and behavioral outcomes (academic and social competency for all students). |  |  |  |  |  | ☐ **Student Handbook**  ☐ **Staff Handbook**  ☐ Website  ☐ |
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| 1.3 Staff understands the essential components of MO SW-PBS and has made a commitment to the work. |  |  |  |  |  | ☐ **SAS SW # 16**  ☐ Survey Data  ☐ |
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| NO | PARTIAL | YES |
| **2. Leadership** | 2.1 SW-PBS is one of the top School Improvement Goals. |  |  |  |  |  | ☐ **Student Handbook**  ☐ **Staff Handbook**  ☐ Website  ☐ |
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| 2.2 The administrator(s) states frequent and public support for SW-PBS through regular communication with staff, students, families, and community. (e.g., conversations, letters, newsletters, website) |  |  |  |  |  | ☐ **Student Handbook**  ☐ **Staff Handbook**  ☐ Website, Newsletters  ☐ SWS SW# 13  ☐ |
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| 2.3 The SW-PBS Leadership Team is representative of the building staff and includes active administrator participation. |  |  |  |  |  | ☐ **Team Roster**  ☐ SAS SW# 9 & 10  ☐ TFI # 1.1  ☐ |
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| 2.4 The SW-PBS Leadership Team meets regularly (at least monthly) to develop, monitor, or maintain effective practices and systems. |  |  |  |  |  | ☐ **Team Mtg Minutes or**  **Solution Plan**  ☐ SAS SW# 14  ☐ |
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| 2.5 There are processes for efficient and effective Leadership Team Meetings in place (e.g., roles, agenda, norms or ground rules, means for determining consensus, rotation of members, etc.). |  |  |  |  |  | ☐ Team Roster  ☐ **Team Mtg Minutes or**  **Solution Plan**  ☐ SAS SW# 9 & 10  ☐ TFI # 1.2  ☐ |
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| NO | PARTIAL | YES |
| **2. Leadership (continued)** | 2.6 Action planning is used to guide and review the Team’s work/ tasks |  |  |  |  |  | ☐ **Current Year Action**  **Plan**  ☐ |
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| 2.7 Meetings and professional learning are conducted with staff as needed to ensure they have the knowledge and skills needed to implement successfully, including a plan for new staff induction. |  |  |  |  |  | ☐ **Mtg. Agendas**  ☐ **Decision Making**  **Protocol**  ☐ **Professional**  **Learning Plan**  ☐ SAS SW# 17 & CR10  ☐ TFI # 1.7 & 1.10  ☐ |
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| 2.8 Effective processes to engage staff in the review or development of procedures, gain their consensus, and keep everyone well informed have been developed. |  |  |  |  |  | ☐ **Current Year Action**  **Plan**  ☐ SAS SW# 16 TFI  1.10  ☐ |
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| 2.9 Ways to develop and sustain staff effort are in place (e.g., new staff induction, sharing and discussions, coaching, feedback, etc.), and staff are recognized for their contributions to SW-PBS. |  |  |  |  |  | ☐ **Staff Mtg Minutes**  ☐ **Professional Learning Plan**  ☐ Memos, Emails, Bulletin Bd  ☐ SAS CR#10 TFI #1.10 |
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| NO | PARTIAL | YES |
| **3. Clarifying Expected Behavior** | 3.1 Select three to five schoolwide expectations that define success for all students and are applicable in all settings (e.g., respectful, cooperative, safe, kind). |  |  |  |  |  | ☐ **Schoolwide Matrix**  ☐ **Student Handbook**  ☐ **Staff Handbook**  ☐ Website, Newsletters  ☐ |
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| 3.2 Create a matrix of specific behaviors/rules to further clarify each schoolwide expectation for every setting. |  |  |  |  |  | ☐ **Student Handbook**  ☐ **Staff Handbook**  ☐ Website, Newsletters  ☐ |
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| 3.3 Determine procedures for each of the school’s non- classroom settings (e.g., arrival / departure, hallways, cafeteria, recess, restrooms, assemblies, etc.). |  |  |  |  |  | ☐ **Schoolwide Matrix**  ☐ SAS SW#1  ☐ |
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| 3.4 Ensure teachers have clarified behaviors/rules and procedures (e.g., arrival, small group, independent seatwork, etc.) to identify success in their classrooms that align with schoolwide expectations. |  |  |  |  |  | ☐ **Classroom Matrix**  ☐ **Schoolwide Matrix**  ☐ SAS CR# 6  ☐ |
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| NO | PARTIAL | YES |
| **4. Teaching Expected Behavior** | 4.1 Lessons on schoolwide, non-classroom and classroom expectations, rules and procedures have been developed and shared with all staff. |  |  |  |  |  | ☐ **Lesson Plans**  ☐ **Staff Handbooks**  ☐ SAS SW# 14  ☐ |
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| 4.2 An annual plan for the ongoing teaching of all expectations and rules has been developed and disseminated to all staff. |  |  |  |  |  | ☐ **Teaching Schedule**  ☐ **Staff Handbooks**  ☐ SAS SW# 15  ☐ |
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| 4.3 All staff actively teach lessons on schoolwide, non- classroom and classroom expectations, rules and procedures. |  |  |  |  |  | ☐ **Walk Through**  **Observation Data**  ☐ SAS SW #2  ☐ |
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| 4.4 All staff use common language in all settings with all students. |  |  |  |  |  | ☐ **Observation Data**  ☐ SAS SW# 16  ☐ |
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| 4.5 Staff regularly review expected behavior and reteach as needed (e.g., brief re- teaching, pre-corrects, and embedded across curricula). |  |  |  |  |  | ☐ **Observation Data**  ☐ ODR forms  ☐ |
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| 4.6 Orientation procedures that introduce expectations to new students have been developed. |  |  |  |  |  | ☐ **Staff Handbook**  ☐ **Student Handbook**  ☐ Website, Newsletters  ☐ |
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| NO | PARTIAL | YES |
| **5. Encouraging Expected Behavior** | 5.1 Staff use specific positive feedback to encourage expected behaviors at a high rate (4:1) in all settings. |  |  |  |  |  | ☐ **Staff Handbook**  ☐ Website  ☐ |
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| 5.2 Staff consistently use a schoolwide tangible reinforcement system to encourage desired student behavior. |  |  |  |  |  | ☐ **Observation Data**  ☐ SAS SW#3, NC# 4 & CR# 4  ☐ TFI # 1.9  ☐ |
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| 5.3 A continuum or menu of strategies to encourage appropriate behavior has been developed. |  |  |  |  |  | ☐ **Continuum / Menu for Reinforcement**  ☐ TFI # 1.9  ☐ |
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| **6. Discouraging Inappropriate Behavior** | 6.1 Staff view social/behavioral errors as opportunities to correct and teach the alternative or desirable behaviors and use instructional responses (e.g., redirect, reteach, conferencing, etc.). |  |  |  |  |  | ☐ **Student Handbook**  ☐ **Staff Handbook**  ☐ Website  ☐ |
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| 6.2 There is a clear framework for staff to determine what behaviors they manage and what behaviors should be office-managed. |  |  |  |  |  | ☐ **Student Handbook**  ☐ **Staff Handbook**  ☐ Website  ☐ Memos, Emails, Bulletin Bd  ☐ |
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| 6.3 There is a continuum or menu of strategies to discourage minor inappropriate behavior that promotes learning of appropriate replacement behaviors. |  |  |  |  |  | ☐ **Continuum / Menu for Discouragement**  ☐ SAS SW# 5 & 6 CR#  5 & 6  ☐ TFI # 1.6  ☐ |
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| 6.4 Staff uses responses to social errors that are respectful and reduce the probability of escalating behavior. |  |  |  |  |  | ☐ **Observation**  ☐ **Big 5 ODR Data**  ☐ SSAS SW# 5 CR# 5 |
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| 6.5 Staff utilizes appropriate strategies to de-escalate or diffuse intense behavior. |  |  |  |  |  | ☐ **Student Handbook**  ☐ **Staff Handbook**  ☐ SAS SW# 8  ☐ |
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| 6.6 There is a continuum or menu of strategies to address major inappropriate behaviors that includes alternatives to exclusionary practices such as suspension/expulsion. |  |  |  |  |  | ☐ **Continuum / Menu for Discouragement**  ☐ **Student Handbook**  ☐ **Staff Handbook**  ☐ Website, Newsletters  ☐ Memos, Emails, Bulletin Bd  ☐ |
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| **7. Ongoing Monitoring** | 7.1 Team and staff complete and discuss the PBIS Assessments (e.g., Self Assessment Survey, School Safety Survey, etc.) to monitor and guide development and implementation. |  |  |  |  |  | ☐ **SSS Results Graphs**  ☐ **SAS Results Graphs**  ☐ **SET or TFI Results**  **Graphs**  ☐ **Solution Plans Based on Results**  ☐ TFI 1.4  ☐ |
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| 7.2 A data system is used for collecting, analyzing, and reporting office discipline referrals (ODRs) in a Big 5 format. |  |  |  |  |  | ☐ **Big 5 Data Reports**  ☐ **Staff Handbook**  ☐ SAS SW# 11  ☐ Memos, Emails, Bulletin Bd  ☐ |
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| 7.3 A system for monitoring frequent minor misbehavior is used to facilitate planning, teaching, and intervention efforts. |  |  |  |  |  | ☐ **Minor Behavior**  **Reports**  ☐ **Staff Handbook**  ☐ SAS SW# 6  ☐ Memos, Emails, Bulletin Bd  ☐ |
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| 7.4 The SW-PBS Leadership Team reviews the Big 5 data report at least monthly and develops Solution Plan based on that data. |  |  |  |  |  | ☐ **Monthly Solution**  **Plan**  ☐ SAS SW# 11  ☐ |
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| NO | PARTIAL | YES |
| **7. Ongoing Monitoring (continued)** | 7.5 Team regularly communicates Big 5 data and Solution Plan with staff. |  |  |  |  |  | ☐ **Monthly Solution**  **Plan**  ☐ SAS SW# 12  ☐ Memos, Emails, Bulletin Bd  ☐ |
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| 7.6 There is a system for annually collecting, reviewing and reporting the MO SW-PBS School Data Profile factors (e.g., demographics, attendance, graduation/dropout rates, ODRs, state assessments, special education eligibility, assistance referrals, staff counts, etc.). |  |  |  |  |  | ☐ **Monthly Solution**  **Plan(s)**  ☐ SAS SW# 12, NC 9, CR 10  ☐ TFI # 1.15  ☐ |
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| 7.7 Routine implementation is monitored through observations, walk-throughs, informal surveys, interviews, etc. to provide ongoing feedback and support to staff and adjust as indicated. |  |  |  |  |  | ☐ **Student Handbook**  ☐ **Staff Handbook**  ☐ SAS SW# 18  ☐ Website  ☐ |
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| NO | PARTIAL | YES |
| **8. Effective Classroom Practices** | 8.1 Classroom rules are aligned with schoolwide expectations, posted, and referred to regularly. |  |  |  |  |  | ☐ **Staff Handbook**  ☐ **Classroom Matrix**  ☐ **Obsrevation**  ☐ SAS CR# 1  ☐ TFI # 1.8  ☐ Classroom Newsletter  ☐ Classroom Bulletin Bd  ☐ |
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| 8.2 Classroom procedures and routines are created, posted, taught, and referred to regularly. |  |  |  |  |  | ☐ **Staff Handbook**  ☐ **Classroom Matrix**  ☐ **Classroom News**  ☐ Observation  ☐ SAS CR# 1  ☐ Website  ☐ |
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| 8.3 Positive specific performance feedback is provided using a variety of strategies and at a ratio of 4:1. |  |  |  |  |  | ☐ **Observation**  ☐ SAS SW# 3 , CR# 4  ☐ TFI 3 8  ☐ |
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| 8.4 A variety of strategies (redirect, re-teach, provide choice, and conference with the student) are used consistently, immediately, respectfully in tone and demeanor in response to inappropriate behavior. |  |  |  |  |  | ☐ **Observation**  ☐ SAS, CR# 5  ☐ TFI 3 8  ☐ |
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| NO | PARTIAL | YES |
| **8. Effective Classroom Practices (continued)** | 8.5 Active supervision (scanning, moving and interacting) is consistently implemented. |  |  |  |  |  | ☐ **Staff Handbook**  ☐ **Observation**  ☐ SAS NC# 7  ☐ |
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| 8.6 A variety of strategies to increase students’ opportunities to respond (e.g., turn to talk, guided notes, response cards, etc.) are used. |  |  |  |  |  | ☐ **Staff Handbook**  ☐ **Observation**  ☐ Survey Data  ☐ |
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| 8.7 Activity sequencing and choice are offered in a variety of ways. |  |  |  |  |  | ☐ **Staff Handbook**  ☐ **Observation**  ☐ Survey Data  ☐ |
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| 8.8 A variety of strategies are used to address difficult academic tasks and to ensure academic success. |  |  |  |  |  | ☐ **Staff Handbook**  ☐ **Observation**  ☐ SAS CR# 9 |
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