**Tier 1 Action Planning Checklist**

The skills and products that are pivotal to MO SW-PBS are identified below and organized by the Es- sential Components. Used to guide team action planning, the specific content related to each of these skills or products will be gradually included in your training and technical assistance process. As such, it creates a roadmap of what should be in place to ensure a positive, proactive and instructional approach to social and behavioral skills.

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| Common Purpose and Philosophy | √ Developed |
| 1. Beliefs — What Is Your “Why”? — are written. |  |
| 2. School mission is reviewed or created. |  |
| 3. School vision is reviewed or created. |  |
| 4. Staff commitment to SW-PBS is documented. |  |

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| Leadership | √ Developed |
| 1. A SW-PBS Leadership Team that is representative of your school has been established. |  |
| 2. SW-PBS Leadership Team meetings are scheduled. |  |
| 3. SW-PBS Leadership Team working agreements are written and used during meetings. |  |
| 4. A standard agenda format is used for each team meeting. |  |
| 5. Decision-making processes have been adopted. |  |
| 6. Team roles have been assigned. |  |
| 7. A system for collaborative teaming has been created. |  |

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| Clarifying Expected Behavior | √ Developed |
| 1. 3-5 schoolwide expectations have been selected and shared with staff. |  |
| 2. A matrix of specific schoolwide rules has been created and shared  with staff. |  |
| 3. Every teacher has developed classroom rules that align with school- wide expectations (ETLP #1). |  |
| 4. Procedures for each of the school’s non-classroom settings have been developed and shared with all staff. |  |
| 5. Every teacher has developed procedures for common classroom activities (ETLP #2). |  |

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| Teaching Expected Behavior | √ Developed |
| 1. The process of writing lesson plans is documented. |  |
| 2. Lesson plans for initial teaching of all schoolwide and classroom behaviors, procedures, and rules are written. |  |
| 3. Lesson plans for maintenance "booster" teaching of schoolwide and classroom behaviors, procedures, and rules are written. |  |
| 4. A schedule for teaching expectations across schoolwide, non-class- room, and classroom settings has been developed. |  |
| 5. Professional learning on the Effective Teaching and Learning Practices (ETLPs) has been provided to all instructional staff (ETLP #5-8). |  |

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| Encouraging Expected Behavior | √ Developed |
| 1. Professional learning on the importance and impact of positive con- sequences on student behavior and school climate is developed and provided. |  |
| 2. Professional learning on the use preferred adult behaviors is developed and provided. |  |
| 3. Professional learning on the effectively using positive specific feed- back is developed and provided. |  |
| 4. Schoolwide system to encourage students’ use of expected behaviors (matrix) and staff use of positive specific feedback in non-class- room settings has been developed. |  |
| 5. Classwide system is developed in each classroom to encourage students’ use of expected classroom rules and procedures and teachrs’ use of positive specific feedback is observed (ETLP #3). |  |
| 6. Written strategies to encourage staff and families are developed, disseminated, and monitored. |  |
| 7. Methods to monitor staff’s use of encouragement strategies with students are developed. |  |

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| Discouraging Unexpected Behavior | √ Developed |
| 1. Major or office-managed behaviors are defined. |  |
| 2. An office discipline report (ODR) form is developed. |  |
| 3. Procedures for the use of office referrals are clarified. |  |
| 4. A list of “minor” or staff-managed behaviors and strategies to address them is created. |  |
| 5. Use of strategies to discourage unexpected "minor" behavior is encouraged (ETLP #4). |  |
| 6. A process to monitor “minor” student behavior is developed. |  |
| 7. A document describing your system to discourage unexpected behavior is created. |  |

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| Ongoing Monitoring | √ Developed |
| 1. Data is used to guide development and implementation of systems and practices. |  |
| 1. a. An Action Plan Checklist is used to guide and assess the development and implementation of your SW-PBS framework. |  |
| 1. b. Procedures for the use of office referrals are written. |  |
| 1. c. PBIS Assessments survey results are completed and discussed. |  |
| 1. d. MO SW-PBS School Outcome Data is collected, reviewed and reported annually. |  |
| 1. e. Routine implementation is monitored with other sources of data. |  |
| 1. f. Summative implementation and outcome data are reviewed. |  |
| 2. Office discipline referral (ODR) Big 5 data is used to make school- wide decisions. |  |
| 2. a. An electronic data management system is used to collect, analyze, and report ODRs in a Big 5 format. |  |
| 2. b. The SW-PBS Leadership Team reviews the Big 5 data report at least monthly and makes decisions based on that data. |  |
| 2. c. The team regularly communicates Big 5 data and solution plan with staff. |  |
| 3. Academic and behavioral data are reviewed to make decisions. |  |
| 4. A survey is used to assess schoolwide safety and climate. |  |

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| Professional Development | √ Developed |
| 1. A multi-tiered support framework for teachers is developed. |  |
| a. Tier 1 Universal Teacher Support |  |
| b. Tier 2 Targeted Teacher Support |  |
| c. Tier 3 Individualized Teacher Support |  |
| 2. A staff handbook is developed and disseminated. |  |