*Directions: Following reflection of items on the Key Feature Status Tracker, engage in action planning as a team. Action plan templates are available organized by the four components of a Tier 1: School-wide PBS/MTSS Framework. Review items noted as In Place to note if action is needed to maintain this status. Review items noted as Partially in Place or Not in Place, and reflect on priority for implementation. Move forward in detaining action items around prioritized items.*

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| **School-wide PBS Tier 1: Program Development and Evaluation** | | | |
| **Activity** | **Activity Task Analysis** | **Who** | **When/Timeline** |
| Data  * Timely referral entry * School Climate Survey data * DASNPBS Data * ODR-Big 5 reviewed monthly/Shared staff-wide 3x * Data is used in program modifications and evaluation plan is developed |  |  |  |
| Problem-solving Teams  * Representative team * Monthly meeting * Tier 2 & 3 Problem solving team |  |  |  |
| Professional Learning & Resources  * School Improvement Plan: measurable positive behavior goals * Staff PBS Overview and new staff orientation * Staff PD in specific area based on need * SWPBS training attendance * Monitoring of program integrity * Resources and time * Parent/caregiver information |  |  |  |

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| Prevention: Implementing Schoolwide & Classroom Systems | | | |
| **Activity** | **Activity Task Analysis** | **Who** | **When/Timeline** |
| Positive Relations  * Regular positive contacts home * Positive teacher-student and student-student relations * Respect for diversity |  |  |  |
| **Expectations/Teaching**   * SW-PBS with ALL students * Student perspective on expectations and safety * Post expectations * Staff and student expectation knowledge * Teaching materials * Kick-off events & booster sessions |  |  |  |
| **Acknowledgment System**   * Recognition system matrix * Recognize student’s positive behavior * Recognize staff’s positive behavior |  |  |  |
| **Safety**   * Crisis plan/lockdown procedures * Student safety perspective |  |  |  |

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| Correcting Behavior Problems | | | |
| **Activity** | **Activity Task Analysis** | **Who** | **When/Timeline** |
| * ODR system: minor vs. major behaviors identified |  |  |  |
| * ODR system: minor vs. major behaviors defined |  |  |  |
| * Problem behavior response procedure |  |  |  |
| * Staff informed of ODR management system |  |  |  |
| * Staff encouraged to handle minor behavior problems in classroom |  |  |  |
| * Administrators teach social problem solving skills and decision making skills |  |  |  |
| * Positive Classroom Behavior Support |  |  |  |
| * School staff teach social problem solving and decision making skills |  |  |  |
| * Parents/caregivers and school staff communicate |  |  |  |

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| Developing Self-Discipline | | | |
| **Activity** | **Activity Task Analysis** | **Who** | **When/Timeline** |
| * School policies & goals |  |  |  |
| * Social Emotional curriculum |  |  |  |
| * Variety of school-wide activities:   + Service learning   + Assemblies   + School-wide displays |  |  |  |
| * Students in school-wide decision making |  |  |  |
| * Students in classroom decision making |  |  |  |
| * Recognize students for the impact their behavior has on others; reflecting social-emotional competencies |  |  |  |