



# PBIS COACHES TRAINING

FALL 2018

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PBIS Trainer & Coordinator

# AGENDA



- Welcome Activity
- Beginning of Year Checklist
- Tier 1 Meetings
  - Meeting Foundations
  - Meeting Minutes
- Ticket Out the Door



1. Think about one or two PBIS Celebrations you have had this year or end last year.
2. Find someone you don't know and share your celebration with them.
3. Repeat this two more times.
4. When you are with your third partner, stay together and raise your hand.

With your current partner...

Share one goal you would like to achieve during our session here today.

**NOTE:** Remember who you met with because you will be checking back with them at the end of our session today!



## PD Opportunities

- Internal-External Coaching Training
- Tier 1 in Review
- Tier 2 Update
- Tier 3 in Review

# DE Recognition

RECOGNITION LEVELS							
<b>EMERGING</b> This is the "installation" phase. Schools applying for this level of recognition have completed training and have developed the tools necessary for implementation.	<b>HONOR</b> Schools applying for this level have completed Tier 1 training, have all tools in place, are maintaining the foundation as implementation occurs.	<b>HONOR PLUS</b> School applying for this level meet fidelity criteria; and are implementing, maintaining Tier 1 and building Tier 2 systems.	<b>BANNER</b> Schools applying for this level meet criteria for Tier 1, achieved at least 70% on the Tiered Fidelity Inventory (TFI) and have one Tier 2 intervention in place with students accessing the intervention.	<b>BANNER PLUS</b> Schools applying for this level meet fidelity criteria for Tiers 1 and 2; and have two or more Tier 2 interventions in place with 70% of students responding positively.	<b>PARAMOUNT</b> Schools applying for this level are fully implementing and sustaining Tiers 1 and 2 and are building the full continuum that include highly individualized interventions.	<b>MODEL SCHOOL</b> Schools applying for this level are fully implementing and sustaining Tiers 1, 2 and 3 for at least three years. Fidelity criteria and positive student outcomes for each tier are evident.	<b>PBIS PERSON OF THE YEAR</b> Nominate a person who goes above and beyond to ensure the successful implementation of PBIS.

Recognition open until Dec. 14, 2018

Emerging: <https://goo.gl/forms/Z2ju9jYtctdKsiex1>

Honor/Honor Plus: <https://goo.gl/forms/fmlCuABTope8bCgB2>

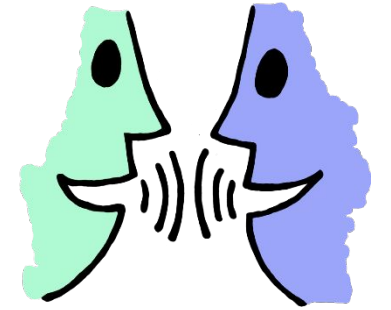
Banner/Banner Plus: <https://goo.gl/forms/y4M1tY4oP2JnFCYE2>

Paramount: <https://goo.gl/forms/UOPw7BR7EAyPRxmC2> (updated 10/11/18)

# BEGINNING OF THE YEAR CHECKLIST

- Individually
  - Review the steps at one tier
  - Mark those that are accomplished
  - Identify tasks that need enhancement
- At your table
  - Each person share-out one accomplished task and how you did it
- Large group
  - Choose one person to share-out to the group

Use the checklist to accompany your action planning this year





- **Meeting Foundations**
- Meeting Minutes & Logistics

**TIER 1 MEETINGS**



# MEETING FOUNDATIONS

## Tier I Coordination and Problem Solving Team Meeting Foundations

Tier I Team Purpose	Team Agreements
<ul style="list-style-type: none"> <li>Develop and implement Tier I systems &amp; interventions for social success</li> <li>Monitor fidelity of implementation of Tier I systems &amp; supports</li> <li>Monitor social progress for all students</li> <li>Screen, select, &amp; refer students in need of Tier II &amp; III supports</li> </ul>	<p><b>Respectful</b></p> <ul style="list-style-type: none"> <li>Before meeting: complete tasks and inform facilitator of absence/tardy</li> <li>During meeting: avoid side talk, stay focused</li> <li>Maintain confidentiality</li> </ul> <p><b>Responsible</b></p> <ul style="list-style-type: none"> <li>Maintain confidentiality</li> <li>Make decisions based on data</li> <li>Think about feasibility, social acceptability, &amp; contextual fit</li> </ul> <p><b>Ready</b></p> <ul style="list-style-type: none"> <li>Start and end meeting on time</li> <li>Be open to new ideas</li> </ul>

Team Members					
	Facilitator	Minute Taker	Data Analyst	Administrator	Others
Primary					
Back Up					

Team Meeting Schedule			
When	Where	Start/End Time	Meeting Minute Location

# TEAM PURPOSE

## Tier I Coordination and Problem Solving Team Meeting Foundations

Tier I Team Purpose	Team Agreements
<ul style="list-style-type: none"> <li>• Develop and implement Tier I systems &amp; interventions for social success</li> <li>• Monitor fidelity of implementation of Tier I systems &amp; supports</li> <li>• Monitor social progress for all students</li> <li>• Screen, select, &amp; refer students in need of Tier II &amp; III supports</li> </ul>	<p><b>Respectful</b></p> <ul style="list-style-type: none"> <li>• Before meeting: complete tasks and inform facilitator of absence/tardy</li> <li>• During meeting: avoid side talk, stay focused</li> <li>• Maintain confidentiality</li> </ul> <p><b>Responsible</b></p> <ul style="list-style-type: none"> <li>• Maintain confidentiality</li> <li>• Make decisions based on data</li> <li>• Think about feasibility, social acceptability, &amp; contextual fit</li> </ul> <p><b>Ready</b></p> <ul style="list-style-type: none"> <li>• Start and end meeting on time</li> <li>• Be open to new ideas</li> </ul>

Team Members					
	Facilitator	Minute Taker	Data Analyst	Administrator	Others
Primary					
Back Up					

Team Meeting Schedule			
When	Where	Start/End Time	Meeting Minute Location



***The purpose of the Tier I team is to:***

- Develop and implement Tier I systems & interventions for social success
- Monitor fidelity of implementation of Tier I systems & supports
- Monitor social progress for all students
- Screen, select, & refer students in need of Tier II & III supports

# TEAM AGREEMENTS

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Back Up					

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## **Respect**

- Before meeting, complete tasks, inform facilitator of absence/tardy, avoid side talk
- During meeting, avoid side talk, stay focused
- Start and end meeting on time

## **Relevance**

- Question fidelity of implementation
- Make data based decisions based on precision statements (what, where, when, who, why & how often)

## **Reality**

- Think about feasibility, social acceptability, & contextual fit

# More Examples of Team Agreements

1. Respect:  
active,  
equitable,  
attentive
2. Responsibility:  
task  
completion  
timeliness  
positivity
3. Reality:  
doable  
honesty

# TEAM MEMBERS

## Tier I Coordination and Problem Solving Team Meeting Foundations

Tier I Team Purpose	Team Agreements
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Team Members					
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Primary					
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Team Meeting Schedule			
When	Where	Start/End Time	Meeting Minute Location

# Roles of Team Members

Meeting  
Facilitator

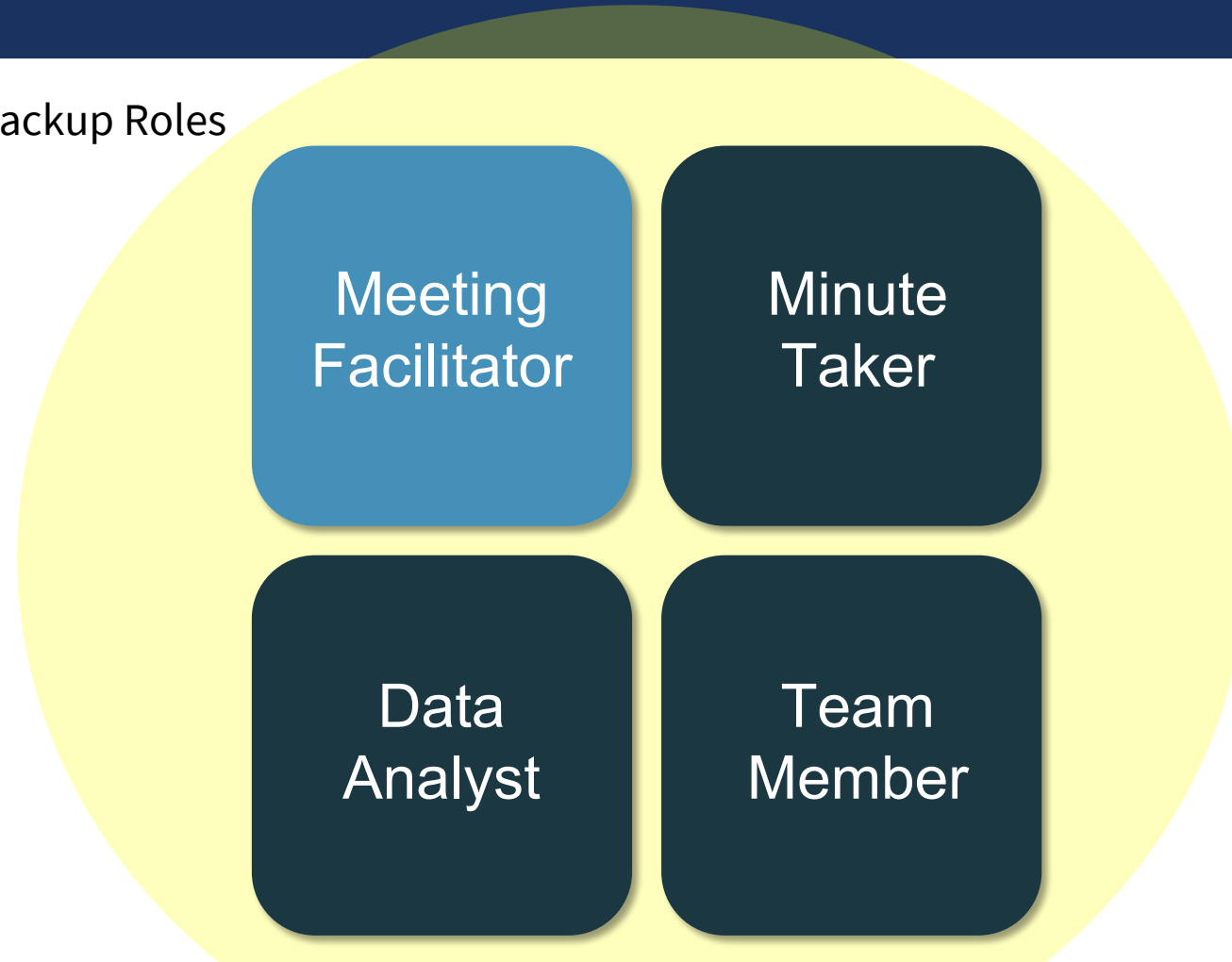
Minute  
Taker

Data  
Analyst

Team  
Member

# Roles of Team Members

Primary & Backup Roles



**Administrator** can be **back ups** to facilitator, data analyst, minute takers



# ROLES & RESPONSIBILITIES

## Meeting Facilitator Responsibilities

### Before meeting,

- 1) provides agenda items to Minute Taker
- 2) Starts meeting on time
- 3) Determines date, time, and location of next meeting

### At Meeting:

- 4) Manages the "flow" of meeting by adhering to the agenda
- 5) Prompts team members (as necessary) with the TIPS problem-solving "mantra"
  - a) Do we have a problem?
  - b) What is the precise nature of the problem?
  - c) Why does the problem exist, and what can we do about it?
  - d) For problems with existing solution actions
    - i) What is the implementation status of our solution actions - Not Started? Partially implemented? Implemented with fidelity? Stopped?
    - ii) What will we do to improve implementation of our solution actions?
    - iii) Are implemented solution actions "working" (i.e., reducing the rate/frequency of the targeted problem to our Goal level)?
- 6) Is active participant in meeting

## Data Analyst Responsibilities

### Before meeting

- 1) Analyze data (e.g., PowerSchool, Tableau) concerning frequency/rate of problem behaviors within the building
- 2) Identifies potential Precision Problem Statement and Current Levels in the SMART Goal Section of the Meeting Minutes (What, Who, Where, When, Why)
- 3) Provides update on *previously-defined problems* (i.e., precise problem statement, goal & timeline, frequency/rate for most recently-completed calendar month, direction of change in rate since last report, relationship of change to goal)
- 4) Add potential new problems to agenda in Meeting Minutes

### At meeting

- 5) Leads discussion in review of "did it work" section for prior months SMART Goal (Fidelity Data, Outcome Data, Next Steps)
- 6) Leads discussion for potential new Precision Problem Statement
- 7) Responds to team members' questions concerning data and produces additional data on request (e.g., additional Custom Reports)
- 8) Is active participant in meeting

## Minute Taker Responsibilities

### Before meeting

- 1) Collects agenda items from Meeting Facilitator
- 2) Prepares TIPS Meeting Minutes agenda, be sure to include last month's SMART goal and new SMART Goal
- 3) Prints copies of the TIPS Meeting Minutes for each team

## Team Member Responsibilities

### Before meeting

- 1) Recommends agenda items to Meeting Facilitator

### At meeting,

- 2) Responds to agenda items
- 3) Analyzes/interprets data; determines whether a new

# Activity 1

TIPS Team Training Activity Packet

## Activity 1: Roles & Responsibilities

1. Read through the roles & responsibilities of each position.
2. Highlight responsibilities that are already being completed by someone in your building.
3. Look at what is not highlighted and talk as a team about what these responsibilities could do to enhance your team.
4. Document changes on your Meeting Foundations Document from Shared Folder.

### Meeting Facilitator Responsibilities

#### Before meeting,

- 1) provides agenda items to Minute Taker
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#### At Meeting:

- 4) Manages the "flow" of meeting by adhering to the agenda
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Tier I Coordination and Problem Solving Team Meeting Foundations

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Team Members					
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Primary					
Back Up					

Team Meeting Schedule			
When	Where	Start/End Time	Meeting Minute Location

## TEAM TIME



- How does this compare to your current reality?
- What would be the benefits?
- What are your team's next steps?
- Start updating your forms.



- Meeting Foundations
- **Meeting Minutes & Logistics**

# TIER 1 MEETINGS

<b>Tier I Meeting Minutes</b>					School:	Enrollment:
Today's Meeting	Date	Time (begin and end)	Location	Facilitator	<b>Meeting Info</b>	
Next Meeting						
<b>Team Members &amp; Attendance</b> (Place "X" to left of name if present)						

<b>Today's Agenda Items:</b>	<b>Agenda Items for Next Meeting</b>
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____

<b>S.M.A.R.T. Goal and Monthly Action Plan</b>		<b>Did it work?</b>
Date of Initial Meeting: _____		Date(s) of Review Meeting: _____
* Specific * Measurable * Achievable * Realistic * Time Based *		<i>Review current levels and compare to goal.</i>
S M A R T G o a l	<b>Precision Problem Statement:</b> State the current problem so it describes: <i>What? Where? When? Who? Why?</i>	<b>Outcome Data (Current Levels):</b>
	<b>Current Levels:</b> <i>How Often?</i>	<b>Comparison to Goal</b> <input type="checkbox"/> Worse <input type="checkbox"/> No Change <input type="checkbox"/> Improved but not to goal <input type="checkbox"/> Goal met Notes: _____
	<b>Goal:</b> State where you would like your building to be in one month. Be sure it is SMART!	Notes: _____
A c t i o n P l a n	<b>Action Steps:</b> What & Who & By When	<b>Next Steps:</b> <input type="checkbox"/> Continue current plan <input type="checkbox"/> Modify plan <input type="checkbox"/> Discontinue plan <input type="checkbox"/> Other Notes: _____
	<b>Communication to Staff:</b> What & Who & By When	
	<b>Outcome Data:</b> What & Who & When	

### Organizational/Housekeeping Task List

Item	Discussion	Decisions and Tasks	Who?	By When?
Organizational/Housekeeping Task List				

### Evaluation of Team Meeting (Mark your ratings with an "X")

1. Was today's meeting a good use of our time?
2. In general, did we do a good job of tracking whether we are completing the tasks we agreed on at previous meetings?
3. In general, have we done a good job of actually completing the tasks we agreed on at previous meetings?
4. In general, are the completed tasks having the desired effects on student behavior?
5. Did meeting start on time?
6. Did meeting end on time?

	Our Rating		
	Yes	So-So	No

How did we do?

# MEETING INFORMATION

## Tier I Meeting Minutes

School:

Enrollment:
-------------

	Date	Time (begin and end)	Location	Facilitator	Minute Taker	Data Analyst
Today's Meeting						
Next Meeting						

Team Members & Attendance (Place "X" to left of name if present)						

- This will come right off of your Meeting Foundation Document
- Attendance can be used for TFI when it asks is 80% of members attending 80% of meetings



# AGENDA ITEMS

Today's Agenda Items:		Agenda Items for Next Meeting	
1. ....	4. ....	1. ....	.....
2. ....	5. ....	2. ....	.....
3. ....	6. ....	3. ....	.....

- You will have some recurring agenda items and others can be based on building/team needs
- If a topic comes up at a meeting that isn't on the agenda, you can add it to your list for next meeting

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# SMART Goals & Monthly Action Planning



# Problem based on data...

- \*What?
- \*Where?
- \*When?
- \*Who?
- \*Why?

S.M.A.R.T. Goal and Monthly Action Plan	
Date of Initial Meeting:	
* Specific * Measurable * Achievable * Realistic * Time Based *	
S M A R T G o a l	<b>Precision Problem Statement:</b> State the current problem so it describes: <i>What? Where? When? Who? Why?</i>
	<b>Current Levels:</b> <i>How Often?</i>
	<b>Goal:</b> State where you would like your building to be in one month. Be sure it is SMART!
A c t i o n P l a n	<b>Action Steps:</b> What & Who & By When
	<b>Communication to Staff:</b> What & Who & By When
	<b>Outcome Data:</b> What & Who & When

# START WITH POWER SCHOOL DATA

**Discipline**

GWAEA Discipline

1. Look at your Big 5 Data (Location, Problem Behavior, Time of Day, Student, Average Referrals Per Day Per Month)
2. Then use the Data View option in PowerSchool to look for correlations between that data

## PowerSchool Data View (Drill-Down) Worksheet

Use the Data View Reports to identify your precision problem statement to determine the problem you will focus on for monthly action planning. **Reminder:** Add filters one at a time and be sure to click **'Build Graph'** after each time you add a dimension to view.

### Version:

- PowerSchool
- Tableau

Primary Concern	<input type="checkbox"/> Who? <input type="checkbox"/> *What? <input type="checkbox"/> When? <input type="checkbox"/> *Where? *Often you will begin with one of these two questions.	Date Range:
Drill-Down Filter(s)	<input type="checkbox"/> Who? <input type="checkbox"/> What? <input type="checkbox"/> When? <input type="checkbox"/> Where? <input type="checkbox"/> Why?	
Drill-Down Filter(s)	<input type="checkbox"/> Who? <input type="checkbox"/> What? <input type="checkbox"/> When? <input type="checkbox"/> Where? <input type="checkbox"/> Why?	
Drill-Down Filter(s)	<input type="checkbox"/> Who? <input type="checkbox"/> What? <input type="checkbox"/> When? <input type="checkbox"/> Where? <input type="checkbox"/> Why?	
Drill-Down Filter(s)	<input type="checkbox"/> Who? <input type="checkbox"/> What? <input type="checkbox"/> When? <input type="checkbox"/> Where? <input type="checkbox"/> Why?	
Referral Summary:	Number of students involved: _____ Number of referrals included: _____	Is the problem best addressed through systems or with individual students? <input type="checkbox"/> Systems <input type="checkbox"/> Students

# LET'S SEE THIS IN ACTION!

- Videos of drill down
- Develop precision statement based on video and show where it goes in the meeting minutes template

# Example #3



LET'S SEE THIS IN ACTION!

Develop precision statement based on video and show where it goes in the meeting minutes template



## S.M.A.R.T. Goal and Monthly Action Plan

Date of Initial Meeting:

\* Specific \* Measurable \* Achievable \* Realistic \* Time Based \*

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**Precision Problem Statement:** State the current problem so it describes:

*What? Where? When? Who? Why?*

**7th grade students are displaying defiance and disrespect in the classroom to obtain peer attention.**

**Current Levels:**

*How Often?*

**Goal:** State where you would like your building to be in one month. Be sure it is SMART!

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**Action Steps:**

What & Who & By When

**Communication to Staff:**

What & Who & By When

**Outcome Data:**

What & Who & When

# Precision has Benefits

**Setting and Participants:** 1 Elementary school with total enrollment of 550 students and 3 classes per grade

## Primary Problem Statement

- Fighting and physical aggression on playground

## Precise Problem Statement

- High rates of physical aggression, disrespect and inappropriate language on the playground during second and third grade recess. Many students are involved and it appears they are trying to get access to equipment/games

## Implications

- Teach 180 2<sup>nd</sup> and 3<sup>rd</sup> graders vs. 550 K-5<sup>th</sup> graders
- Narrow instruction to routine for getting equipment/games

How many  
times per  
day?  
Has it been  
over time?

### S.M.A.R.T. Goal and Monthly Action Plan

Date of Initial Meeting:

\* Specific \* Measurable \* Achievable \* Realistic \* Time Based \*

S M A R T G o a l	<b>Precision Problem Statement:</b> State the current problem so it describes: <i>What? Where? When? Who? Why?</i>	
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	<b>Goal:</b> State where you would like your building to be in one month. Be sure it is SMART!	
A c t i o n P l a n	<b>Action Steps:</b> What & Who & By When	
	<b>Communication to Staff:</b> What & Who & By When	
	<b>Outcome Data:</b> What & Who & When	

# HOW TO CALCULATE CURRENT LEVELS

|

Total Number  
of Incidences

/Days

Divided by Total  
Number of Days

34

/18

1.88 per day

# HOW TO CALCULATE CURRENT LEVELS

|

Total Number  
of Incidences

/Days

Divided by Total  
Number of Days

16

/16

1 per day

## S.M.A.R.T. Goal and Monthly Action Plan

Date of Initial Meeting:

\* Specific \* Measurable \* Achievable \* Realistic \* Time Based \*

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**Precision Problem Statement:** State the current problem so it describes:

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**7th grade students are displaying defiance and disrespect in the classroom to obtain peer attention.**

**Current Levels:**

*How Often?*

**1 time per day**

**Goal:** State where you would like your building to be in one month. Be sure it is SMART!

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**Action Steps:**

*What & Who & By When*

**Communication to Staff:**

*What & Who & By When*

**Outcome Data:**

*What & Who & When*

### S.M.A.R.T. Goal and Monthly Action Plan

Date of Initial Meeting:

\* Specific \* Measurable \* Achievable \* Realistic \* Time Based \*


S M A R T G o a l	<b>Precision Problem Statement:</b> State the current problem so it describes: <i>What? Where? When? Who? Why?</i>	
	<b>Current Levels:</b> <i>How Often?</i>	
	<b>Goal:</b> State where you would like your building to be in one month. Be sure it is SMART!	
A c t i o n P l a n	<b>Action Steps:</b> <i>What &amp; Who &amp; By When</i>	
	<b>Communication to Staff:</b> <i>What &amp; Who &amp; By When</i>	
	<b>Outcome Data:</b> <i>What &amp; Who &amp; When</i>	



Be Realistic

\*What?

\*By When?

- 
- Based on the video, what would be a realistic goal?



## S.M.A.R.T. Goal and Monthly Action Plan

Date of Initial Meeting:

\* Specific \* Measurable \* Achievable \* Realistic \* Time Based \*

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**Precision Problem Statement:** State the current problem so it describes:

*What? Where? When? Who? Why?*

**7th grade students are displaying defiance and disrespect in the classroom to obtain peer attention.**

**Current Levels:**

*How Often?*

**1 time per day**

**Goal:** State where you would like your building to be in one month. Be sure it is SMART!

**7th grade students will display less than .5 incidences per day of defiance and disrespect in the classroom**

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**Action Steps:**

*What & Who & By When*

**Communication to Staff:**

*What & Who & By When*

**Outcome Data:**

*What & Who & When*

# Focus on:

\*Prevent

\*Teach

\*Reinforce

## S.M.A.R.T. Goal and Monthly Action Plan

Date of Initial Meeting:

\* Specific \* Measurable \* Achievable \* Realistic \* Time Based \*

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*How Often?*

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**Action Steps:**

*What & Who & By When*

**Communication to Staff:**

*What & Who & By When*

**Outcome Data:**

*What & Who & When*



Make sure everyone knows their role.

**S.M.A.R.T. Goal and Monthly Action Plan**

Date of Initial Meeting:

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**Action Steps:**

*What & Who & By When*

**Communication to Staff:**

*What & Who & By When*

**Outcome Data:**

*What & Who & When*



WHO is  
going to  
measure  
WHAT, by  
WHEN?

**S.M.A.R.T. Goal and Monthly Action Plan**

Date of Initial Meeting:

\* Specific \* Measurable \* Achievable \* Realistic \* Time Based \*

S  
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**Precision Problem Statement:** State the current problem so it describes:  
*What? Where? When? Who? Why?*

**Current Levels:**  
*How Often?*

**Goal:** State where you would like your building to be in one month. Be sure it is SMART!

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**Action Steps:**  
*What & Who & By When*

**Communication to Staff:**  
*What & Who & By When*

**Outcome Data:**  
*What & Who & When*



# Then, evaluate...

# Did it work?



Did it work?	
Date(s) of Review Meeting:	
<i>Review current levels and compare to goal.</i>	
<i>Outcome Data (Current Levels):</i>	
<b>Comparison to Goal</b>	
<input type="checkbox"/> Worse	
<input type="checkbox"/> No Change	
<input type="checkbox"/> Improved but not to goal	
<input type="checkbox"/> Goal met	
Notes:	
<b>Next Steps:</b>	
<input type="checkbox"/> Continue current plan	
<input type="checkbox"/> Modify plan	
<input type="checkbox"/> Discontinue plan	
<input type="checkbox"/> Other	
Notes:	

What does our data  
tell us?



<b>Did it work?</b>	
Date(s) of Review Meeting:	
<i>Review current levels and compare to goal.</i>	
<b>Outcome Data (Current Levels):</b>	
<b>Comparison to Goal</b>	
<input type="checkbox"/> Worse	
<input type="checkbox"/> No Change	
<input type="checkbox"/> Improved but not to goal	
<input type="checkbox"/> Goal met	
Notes:	
<b>Next Steps:</b>	
<input type="checkbox"/> Continue current plan	
<input type="checkbox"/> Modify plan	
<input type="checkbox"/> Discontinue plan	
<input type="checkbox"/> Other	
Notes:	

So, what is  
next?



<b>Did it work?</b>	
Date(s) of Review Meeting:	
<i>Review current levels and compare to goal.</i>	
<b>Outcome Data (Current Levels):</b>	
<b>Comparison to Goal</b>	
<input type="checkbox"/> Worse	
<input type="checkbox"/> No Change	
<input type="checkbox"/> Improved but not to goal	
<input type="checkbox"/> Goal met	
Notes:	
<b>Next Steps:</b>	
<input type="checkbox"/> Continue current plan	
<input type="checkbox"/> Modify plan	
<input type="checkbox"/> Discontinue plan	
<input type="checkbox"/> Other	
Notes:	

## TEAM TIME






- How does this compare to your current reality?
- What would be the benefits?
- What are your team's next steps?
- Start updating your forms.



# ANNUAL ACTION PLANNING

## Organizational/Housekeeping Task List

Item	Discussion	Decisions and Tasks	Who?	By When?
Annual Action Plan	Team will develop a Tier 1 Action plan based on TFI, SAS and other data.			
Staff Professional Development				
Tiered Fidelity Inventory (TFI)				
Self-Assessment Survey (SAS)				

# TFI Action Planning

## Organizational/Housekeeping Task List

Item	Discussion	Decisions and Tasks	Who?	By When?
Annual Action Planning	<p>Baseline: May TFI data indicates Team Composition is at a 25%</p> <p>Goal: By January, after completing identified action steps, the team will increase Team Composition on TFI to 100%.</p>	<ol style="list-style-type: none"> <li>1. Generate list of potential family members to add to team</li> <li>2. Invite family members to November 3<sup>rd</sup> Tier 1 Team Meeting to learn more about this role</li> <li>3. Follow up with family members to determine interest in joining team for the year</li> <li>4. Include all monthly meetings on building calendar</li> <li>5. Develop meeting minutes template that will be used at monthly meetings that includes space for running agenda items, including reviewing current action steps</li> <li>6. Take TFI again in January</li> </ol>	<ol style="list-style-type: none"> <li>1. Team</li> <li>2. Julie</li> <li>3. Julie</li> <li>4. Jim</li> <li>5. Sally</li> <li>6. Connie</li> <li>7. Team</li> </ol>	<ol style="list-style-type: none"> <li>1. Oct 1</li> <li>2. Nov 3</li> <li>3. Nov 10</li> <li>4. Oct 6</li> <li>5. Oct 6</li> <li>6. Oct 6</li> <li>7. Jan 6</li> </ol>


# SAS Action Planning

## Organizational/Housekeeping Task List

Item	Discussion	Decisions and Tasks	Who?	By When?
Annual Action Planning	<p>Baseline: May</p> <p>Subscale SAS data for violation system is at 68%</p> <p>Goal: By May, after completing identified action steps, Subscale SAS data for violation system will be at 80% or above.</p>	<ol style="list-style-type: none"><li>1. Complete Behavior Definitions Cheat Sheet using the DE Definitions, including real school examples</li><li>2. Review building flowchart for responding to problem behavior, including classroom continuum</li><li>3. Develop PD for all staff including overview of Behavior Definition Cheat Sheet and using the Building Flowchart with examples</li><li>4. Provide PD to all staff at staff meeting</li></ol>	<ol style="list-style-type: none"><li>1. Team</li><li>2. Team</li><li>3. Jenny, Mike &amp; Terri</li><li>4. Terri &amp; Jenny</li></ol>	<ol style="list-style-type: none"><li>1. 10.17</li><li>2. 10.17</li><li>3. 11.1</li><li>4. 11.5</li></ol>

# PROFESSIONAL DEVELOPMENT PLANS


## Organizational/Housekeeping Task List

Item	Discussion	Decisions and Tasks	Who?	By When?
Annual Action Plan	Team will develop a Tier 1 Action plan based on TFI, SAS and other data.			
Staff Professional Development				
Tiered Fidelity Inventory (TFI)				
Self-Assessment Survey (SAS)				

# SUB GROUP COMMITTEE NOTES

## Organizational/Housekeeping Task List


Item	Discussion	Decisions and Tasks	Who?	By When?
Annual Action Plan	Team will develop a Tier 1 Action plan based on TFI, SAS and other data.			
Staff Professional Development				
Tiered Fidelity Inventory (TFI)				
Self-Assessment Survey (SAS)				



# ANY OTHER TOPICS ON AGENDA

## Organizational/Housekeeping Task List

Item	Discussion	Decisions and Tasks	Who?	By When?
Annual Action Plan	Team will develop a Tier 1 Action plan based on TFI, SAS and other data.			
Staff Professional Development				
Tiered Fidelity Inventory (TFI)				
Self-Assessment Survey (SAS)				



# ACTION PLAN REMINDERS

- Has your team reviewed your SAS with your staff?
- Do you have a current action plan based on the SAS and TFI?



# PBIS ASSESSMENT WEBSITE: PBISASSESSMENT.ORG



- Make sure that you can access the assessment data for your school
- If you are new internal or external coach and don't have access, on a sticky note write:
  - Your full name
  - Your building and district
  - Your email address



## TEAM TIME



- How does this compare to your current reality?
- What would be the benefits?
- What are your team's next steps?
- Find your action plan from last year and review
  - Review timelines are they doable?
  - Are there people on your action plan that are no longer in your building?
  - Are there system changes that need to be considered?
  - How does your team review the action plan monthly?



Find your partner from the beginning of our session....

Ask: Did you meet your goal for this session?

# TICKET OUT THE DOOR

On a Notecard, please answer the following questions:

1. What topics/ activities were helpful?
2. What topics/activities would be helpful in the future?
3. Do you need technical support from us?  
(Indicate building/ contact name)
4. Please let us know if you would like to be a "Spotlight" school in the future?