

School Name:							Coach/Facilitator Name:						
Critical Elements	Benchmark						SCORE				Critical Element Totals		
											Score	Maximum	% (do not type here)
1: PBIS/Tier 1 Team Composition	1	Team has administrative support					3	2	1	0	0	9	0%
	2	Tier 1 Team includes at least one member able to provide expertise in each of the following a) coordinator/team facilitation b) behavior expertise (function-based thinking), c) coaching expertise, d) student academic and behavior patterns, e) knowledge of school operations across grade levels, f) knowledge of families including understanding of families from diverse backgrounds, g) student representation. *					3	2	1	0			
	3	Team has regular meetings (at least monthly)						2	1	0			
	4	Team has established a clear mission/purpose							1	0			
2: Faculty Commitment	5	Faculty are aware of behavior problems across campus through regular data sharing and are aware of and supportive of the need for school-wide effort to address student social and emotional competence and challenging behaviors. **						2	1	0	0	6	0%
	6	Faculty are involved in establishing and reviewing goals for PBIS.						2	1	0			
	7	Faculty feedback is obtained throughout year						2	1	0			
3: Effective Procedures for Responding to Challenging Behaviors	8	Discipline process described in narrative format or depicted in graphic format						2	1	0	0	18	0%
	9	Discipline process includes documentation procedures							1	0			
	10	Discipline referral form (including TAC) includes information useful in decision making						2	1	0			
	11	Problem behaviors are defined					3	2	1	0			
	12	Major/minor (Issues/Referrals) behaviors are clearly differentiated						2	1	0			
	13	Suggested array of appropriate responses to major (office-managed) problem behaviors in accordance with continuum of best practices							1	0			
	14	Educators have received training related to potential bias when responding to behavior challenges and have strategies to reflect on their responses to individual children. **						2	1	0			
	15	A process for teachers to request assistance for problem behaviors has been developed and teachers have opportunities to problem-solve with colleagues and family members in order to gain support in developing ideas for addressing problem behavior in the classroom. **						2	1	0			
	16	A team-based process for addressing individual students with persistent challenging behavior is developed and teachers can identify the steps for initiating the team-based process including fostering the family participation. **						2	1	0			
17	Individuals with behavioral expertise are utilized for coaching staff and families through the process of developing and implementing individualized intensive interventions for students in need of behavior support plans. **							1	0				
4: Data Entry & Analysis Plan Established	18	Data system is used to collect and analyze ODR data					3	2	1	0	0	8	0%
	19	Additional data is collected (attendance, grades, faculty attendance, Panorama SEL and surveys) and used by tier 1 team.							1	0			
	20	Data analyzed by PBIS/Tier 1 team at least monthly						2	1	0			
	21	Data shared with PBIS/Tier 1 Team and faculty monthly (minimum)						2	1	0			
5: School-Wide Expectations and Rules	22	3-5 positively stated school-wide expectations are posted around school					3	2	1	0	0	11	0%
	23	Expectations apply to both students and staff					3	2	1	0			
	24	Rules are developed and posted for specific settings (settings where data suggested rules are needed)						2	1	0			
	25	Rules are linked to to school-wide expectations							1	0			
	26	Staff are involved in development/maintenance of expectations and rules						2	1	0			

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6: Acknowledgement/Recognition Program Established	27	A system of acknowledgement has elements that are implemented consistently across campus.	3	2	1	0	0	16	0%
	28	A variety of methods are used to acknowledge students		2	1	0			
	29	Acknowledgements are linked to school-wide expectations and rules	3	2	1	0			
	30	Acknowledgements are varied to maintain student interest and reflect student voice (student age, culture, gender, and ability level to maintain student interest **		2	1	0			
	31	Ratios of acknowledgement to corrections are high	3	2	1	0			
	32	Students are involved in identifying/developing incentives			1	0			
	33	The system includes incentives for staff/faculty		2	1	0			
7: Lesson Plans for Teaching Expectations and Social & Emotional Competencies	34	Behavioral lessons includes teaching expectations and rules.		2	1	0	0	9	0%
	35	Lessons include examples and non-examples of appropriate behavior			1	0			
	36	Lessons use a variety of teaching strategies		2	1	0			
	37	Lessons that reinforce social and emotional competencies and behavior teaching are embedded into subject area curriculum.		2	1	0			
	38	Faculty/staff and students are involved in development & delivery of behavioral and SEL curriculum.			1	0			
	39	Strategies to share key features of PBIS program with families/community are developed and implemented			1	0			
8: Implementation Plan: Calendar and Actions	40	A training component to teach <u>all staff</u> the core features of school-wide expectations and discipline system is developed and reviewed annually.		2	1	0	0	13	0%
	41	Plans for training <u>staff</u> to teach students expectations/rules and acknowledgements are developed, scheduled and delivered		2	1	0			
	42	A plan for teaching <u>students</u> expectations/ rules/acknowledgements is developed scheduled and delivered	3	2	1	0			
	43	Booster sessions for <u>students and staff</u> are planned, scheduled, and implemented		2	1	0			
	44	Schedule for acknowledgements/incentives for the year is planned			1	0			
	45	Plans for orienting incoming staff and students are developed and implemented		2	1	0			
	46	Plans for involving families/community are developed and implemented			1	0			
9: Classroom Instruction, Systems and Routines	47	Classroom rules are defined for each of the school-wide expectations and are posted in classrooms		2	1	0	0	14	0%
	48	Classroom routines and procedures are explicitly identified for activities where problems often occur (e.g. entering class, asking questions, sharpening pencil, using restroom, dismissal)		2	1	0			
	49	Expected behavior and instructional routines in classrooms are taught, reinforced and acknowledged.		2	1	0			
	50	Classroom teachers use immediate and specific positive feedback		2	1	0			
	51	Acknowledgement of students demonstrating adherence to classroom rules and routines occurs <u>more frequently</u> than acknowledgement of inappropriate behaviors		2	1	0			
	52	Procedures exist for tracking classroom behavior problems		2	1	0			
	53	Classrooms have a range of consequences/interventions for problem behavior that are documented and consistently delivered		2	1	0			
10: Evaluation	54	Students and staff are surveyed about PBIS		2	1	0	0	13	0%
	55	Students and staff can identify expectations and rules (can be identified through surveys, random interviews, etc...)		2	1	0			
	56	Staff use referral process (including which behaviors are office managed vs. which are teacher managed) and forms/TAC appropriately (can be identified by reviewing completed forms, staff surveys, etc...)	3	2	1	0			
	57	Staff use acknowledgement system appropriately (can be identified by reviewing acknowledgement token distribution, surveys, etc...)	3	2	1	0			
	58	Outcomes (behavior problems, attendance, and morale) are documented and used to evaluate PBIS plan	3	2	1	0			
Scoring the Benchmarks of Quality:						Total Benchmarks	0	117	0%