**PBIS Action Plan**

**Building: Date:**

**Team Members:**

| **Activity** | **Activity Task Analysis (What)** | **Who** | **By When** |
| --- | --- | --- | --- |
| **1. Administrator’s Support and Active Involvement** |  |  |  |
| **2. Faculty / Staff Support** |  |  |  |
| **3. Team Established (Representative)** |  |  |  |
| **4. Team has regular meeting schedule, effective operating procedures** |  |  |  |
| **5. Audit is completed for efficient integration of team with other teams /initiatives addressing behavior support** |  |  |  |
| **6. Team completes self-assessment of current PBIS practices being used in the school** |  |  |  |
| **7. Team summarizes existing school discipline data** |  |  |  |
| **8.** **Team uses self-assessment information to build implementation Action Plan (areas of immediate focus)** |  |  |  |
| **9. 3-5 school-wide behaviors expectations are defined and posted in all areas of building** |  |  |  |
| **10. School-wide teaching matrix developed** |  |  |  |
| **11. Teaching plans for SW expectations are developed** |  |  |  |

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| **Activity** | **Activity Task Analysis (What)** | **Who** | **By When** |
| **12. SW behavioral expectations taught directly and formally** |  |  |  |
| **13. System in place to acknowledge/reward SW expectations** |  |  |  |
| **14. Clearly defined & consistent consequences and procedures for undesirable behaviors are developed** |  |  |  |
| **15. Team has completed a SW classroom systems summary** |  |  |  |
| **16. Action plan in place to address any classroom systems identified as a high priority for change** |  |  |  |
| **17. Data system in place to monitor office discipline referral rates that come from classrooms** |  |  |  |
| **18. Discipline are gathered, summarized and reported at least quarterly to whole faculty** |  |  |  |

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| **Activity** | **Activity Task Analysis (What)** | **Who** | **By When** |
| **19. Discipline data are available to Team at least monthly in a form and depth needed for problem solving** |  |  |  |
| **20. Personnel with behavior expertise are identified and involved** |  |  |  |
| **21. At least one staff member of the school is able to conduct simple functional behavioral assessments** |  |  |  |
| **22. Intensive, individual student support team structure in place to use function-based supports** |  |  |  |