

# Illinois P B I S Network

## Individual School Readiness Checklist Revised 2-3-10

School: \_\_\_\_\_ District: \_\_\_\_\_ Date: \_\_\_\_\_ Internal Coach: \_\_\_\_\_ TAC: \_\_\_\_\_

Items to Complete	Check When In Place:																										
<p>1. A School Improvement Plan (SIP) exists that includes school-wide positive behavior interventions and supports as one of the top three school goals.</p> <p>Attach a recent copy of your SIP goals to this document:</p>																											
<p>2. A Positive Behavioral Interventions and Supports (PBIS) Team is formed and has broad representation including a building administrator, general education teachers with grade level representation, special education teacher, social worker and/or psychologist, specials teacher, paraprofessional, and family members. This team will commit to participate in the sequence of Tier 1/Universal training.</p> <table border="1" data-bbox="321 850 1614 1382"> <thead> <tr> <th data-bbox="321 850 942 894">Name:</th> <th data-bbox="942 850 1614 894">Position:</th> </tr> </thead> <tbody> <tr><td data-bbox="321 894 942 935">1.</td><td data-bbox="942 894 1614 935"></td></tr> <tr><td data-bbox="321 935 942 976">2.</td><td data-bbox="942 935 1614 976"></td></tr> <tr><td data-bbox="321 976 942 1016">3.</td><td data-bbox="942 976 1614 1016"></td></tr> <tr><td data-bbox="321 1016 942 1057">4.</td><td data-bbox="942 1016 1614 1057"></td></tr> <tr><td data-bbox="321 1057 942 1097">5.</td><td data-bbox="942 1057 1614 1097"></td></tr> <tr><td data-bbox="321 1097 942 1138">6.</td><td data-bbox="942 1097 1614 1138"></td></tr> <tr><td data-bbox="321 1138 942 1179">7.</td><td data-bbox="942 1138 1614 1179"></td></tr> <tr><td data-bbox="321 1179 942 1219">8.</td><td data-bbox="942 1179 1614 1219"></td></tr> <tr><td data-bbox="321 1219 942 1260">9.</td><td data-bbox="942 1219 1614 1260"></td></tr> <tr><td data-bbox="321 1260 942 1300">10.</td><td data-bbox="942 1260 1614 1300"></td></tr> <tr><td data-bbox="321 1300 942 1341">11.</td><td data-bbox="942 1300 1614 1341"></td></tr> <tr><td data-bbox="321 1341 942 1382">12.</td><td data-bbox="942 1341 1614 1382"></td></tr> </tbody> </table>	Name:	Position:	1.		2.		3.		4.		5.		6.		7.		8.		9.		10.		11.		12.		
Name:	Position:																										
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# Illinois P B I S Network

Revised 2-3-10

Individual School Readiness Checklist

Page 2 of 18

<p>3. The Principal or Assistant Principal, who is responsible for making discipline decisions, is an active participant on the PBIS Team and agrees to participate in the Tier 1/Universal team meeting on a consistent basis. In addition, the building administrator(s) will facilitate sharing of PBIS activities and discipline data with their staff on a monthly basis at staff meetings, through staff newsletter, or other forms of communication.</p> <p>Name of Principal or Assistant Principal: _____</p>	
<p>4. The Principal commits to School-wide PBIS and is aware that PBIS is a 3-5 year process that requires ongoing training across the continuum of behavior support and/or revisions of school's PBIS Plan.</p> <p>Signature of Principal: _____</p>	
<p>5. The school will complete the PBIS Data Audit tool with the most recent annual data, and use it at Tier 1/Universal team meetings to determine school priorities for action planning. (Appendix A)</p> <p>Attach data audit tool:</p>	
<p>6. The entire faculty, including the PBIS Team, participate in an overview presentation on School-wide PBIS.</p> <p>Date of Overview Presentation: _____</p>	
<p>7. The entire faculty will complete the Self-Assessment Survey and the results have been shared with all staff members.</p> <p>Date of Self-Assessment Survey: _____</p>	
<p>8. School will allocate/secure funding from their district to support PBIS.</p> <p>Identify funding source(s): _____</p> <p>_____</p>	

# Illinois P B I S Network

9. The PBIS Team commits to meet at least twice a month, during their first year of implementation, to analyze school-wide behavioral and academic data and to use this data in the problem-solving process.

**PBIS Team Meeting Dates**

Month	Meeting Date(s)	Month	Meeting Date(s)	Month	Meeting Date(s)
August		December		April	
September		January		May	
October		February		June	
November		March			

10. The school has a PBIS Internal Coach(es) who will commit to participate in the PBIS sequence of coaches training. For existing districts with *external coaching* in place, it is recommended that internal coaches begin their training series prior to school-team training. For new districts, this is a required expectation. This person will fulfill the responsibilities of an internal coach as delineated in the internal coach's job description (Appendix B).

Internal Coach: _____  Position: _____  Location/Address: _____  _____  Office Phone: _____  Cell Phone: _____  Fax: _____  Email: _____	Internal Coach: _____  Position: _____  Location/Address: _____  _____  Office Phone: _____  Cell Phone: _____  Fax: _____  Email: _____
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# Illinois P B I S Network

<p>11. The school will develop and implement a plan for integrating the Illinois Social Emotional Learning (SEL) standards within the school-wide PBIS structure. (Appendix C)</p>			
<p>12. The District PBIS Administrator, or the District external coach will collaborate with the school's internal coach to ensure that all of the system tools and data sources have been completed within timelines, shared with staff, and used in an appropriate manner. System tools include: Team Implementation Checklist (TIC), Phases of Implementation (POI), Benchmarks of Quality (BOQ), School Safety Survey (SSS), Self-Assessment Survey (SAS), and School Profile. Data sources include: discipline data, academic data, and educational environment data. See the explanation of PBIS evaluation tools. (Appendix D).</p>			
<p>13. The school will use the School-Wide Information System (SWIS) or comparable systems to collect, summarize, and analyze discipline data. A school staff member will be designated to enter discipline data into SWIS or a comparable system on a daily basis</p> <p>Identify discipline data management system: _____</p> <table border="1" style="width: 100%; margin-top: 10px;"> <tr> <td style="width: 50%; padding: 2px;">Name of staff member assigned to enter data:</td> <td style="width: 50%; padding: 2px;">Position:</td> </tr> </table>	Name of staff member assigned to enter data:	Position:	
Name of staff member assigned to enter data:	Position:		
<p>14. The school will complete a 3-5 year strategic PBIS action plan, addressing all three tiers, in conjunction with the school's Response to Intervention plan. The school will review its progress towards meeting the goals on the strategic PBIS action plan semiannually. (Appendix E)</p> <p>Attach strategic PBIS action plan:</p>			

# Illinois P B I S Network

15. Within 12 to 24 months, a PBIS Tier 2/Secondary team is formed and trained. The team has representation including a building administrator, special and general education teachers, social worker and/or psychologist, support staff and parent. This team will commit to participate in the sequence of Tier 2 training. The team will meet at least twice a month. The Tier 2/Secondary team will develop, monitor, and revise tier 2 interventions.

Name:	Position:
1.	
2.	
3.	
4.	
5.	
6.	

16. The tier 2/secondary team will commit to utilizing the tier 2/tier 3 systems tools such as the Out-of-Home-School Placement Tool to develop on-going team action steps.

17. Within 12 to 24 months, a PBIS Tier 3/Tertiary team is formed and trained. The team has representation including a building administrator, special and general education teachers, social worker and/or psychologist, and support staff. This team will commit to participate in the sequence of Tier 3 training. The Tier 3/Tertiary team will meet monthly to discuss data, systems, and practices and will meet on individual students as needed. This team will develop and implement comprehensive intervention plans for students with the most significant academic/behavioral/emotional challenges.

Name:	Position:
1.	
2.	
3.	
4.	
5.	
6.	

# Illinois P B I S Network

18. The tier 3/tertiary team will commit to utilizing the online SIMEO system to track progress of students receiving Tier 3 interventions including FBA/BIP and wraparound. The school will assign a SIMEO facilitator(s) to be trained to input data on students in Tier 3/Tertiary level interventions.

SIMEO Facilitator	Date Trained
1.	
2.	

Appendix A: Revised 08-25-09

**Illinois PBIS Network  
Data Audit Tool**  
(Individual Building or District)

**Directions:**

1. Collect and review the following data for either an individual building or all buildings in the district. Use the questions below to discuss priorities for building or district planning.

District Name and # or Building: \_\_\_\_\_

Person Completing: \_\_\_\_\_

**What relationships do we observe among these groups of data?  
How can this guide our vision and action planning?**

**Academic Data**  
Is Academic Achievement Improving?

- Is the school making AYP?
- Is the % of students meeting/exceeding (reading and math) standards increasing?
- Has the graduation rate improved?
- Has the drop out rate declined?
- Has the number of students retained decreased?

**Discipline Data**  
Are Discipline Problems Decreasing?  
Are Schools Safer?

- Are office discipline referrals decreasing?
- Are in school and out of school suspensions decreasing?
- Were there any expulsions?
- Is there a change in perceived safety predictability, and social quality of the school?

**Special Education Data**  
Are Special Education Placements Decreasing?  
Are Special Education Placements Proportionate?  
Are Student Placements in Restrictive Environments Decreasing?

- What % of students have IEPs? Is this number decreasing?
- Is the number of students referred to special education decreasing?
- Is the number of students who qualify for special education decreasing?
- What trends do you observe in restrictive environment placements?
- Are certain groups, by ethnicity or disability, over represented in IEP placement or disability categories?

# Illinois P B I S Network

Appendix A: Revised 08-25-09 (continued)

## Illinois PBIS Network Data Audit Tool

(Individual Building or District)

District Name and # or Building: \_\_\_\_\_

Person Completing: \_\_\_\_\_

Data Source:	Data:	Baseline:						Year One:						Year Two:								
IIRC ( <a href="http://iirc.niu.edu">http://iirc.niu.edu</a> )	Building or District Total Enrollment																					
IIRC ->Test results ( <a href="http://iirc.niu.edu">http://iirc.niu.edu</a> )	ISAT (3 <sup>rd</sup> -8 <sup>th</sup> ) & PSAE (11 <sup>th</sup> ) Scores (% Meets and Exceeds)	3 <sup>rd</sup> d	4 <sup>th</sup> h	5 <sup>th</sup> h	6 <sup>th</sup> h	7 <sup>th</sup> h	8 <sup>th</sup> h	11 <sup>th</sup> h	3 <sup>rd</sup> rd	4 <sup>th</sup> h	5 <sup>th</sup> h	6 <sup>th</sup> h	7 <sup>th</sup> h	8 <sup>th</sup> h	11 <sup>th</sup> h	3 <sup>rd</sup> rd	4 <sup>th</sup> h	5 <sup>th</sup> h	6 <sup>th</sup> h	7 <sup>th</sup> h	8 <sup>th</sup> h	11 <sup>th</sup> h
	Class of (i.e. 2010)																					
	Reading																					
	Math																					
	Writing																					
	Science																					
	Social Studies																					
IIRC ->About Students ->EE ( <a href="http://iirc.niu.edu">http://iirc.niu.edu</a> )	Graduation Rate for Last Academic Year (HS only)	#			%			#			%			#			%					
IIRC ->About Students ->EE ( <a href="http://iirc.niu.edu">http://iirc.niu.edu</a> )	Drop Out Rate for Last Academic Year (HS only)	#			%			#			%			#			%					
	Students Repeating Same Grade Level	#			%			#			%			#			%					
	Discipline	# of Events	# of Days	# of Students	# of Events	# of Days	# of Students	# of Events	# of Days	# of Students	# of Events	# of Days	# of Students									
From Building(s)	Office Discipline Ref. (ODRs)																					
From Building(s)	In-School Suspension																					
ISBE End-of-Year Report ( <a href="http://www.isbe.net/research/htmls/eoy_report.htm">www.isbe.net/research/htmls/eoy_report.htm</a> )	Out-of-School Suspension																					
ISBE End-of-Year Report (same as above)	Expulsion																					
IIRC (Enrollment) ( <a href="http://iirc.niu.edu">http://iirc.niu.edu</a> ); IE Point (IEPs)	Enrollment/IEPs by Ethnicity	Enrollment		IEP		Enrollment		IEP		Enrollment		IEP										
		#	%	#	%	#	%	#	%	#	%	#	%									
	American Indian																					
	Asian																					
	African American																					
	Hispanic/Latino																					
	Pacific Islander																					
	White																					
	Other																					
From Building(s)/District	Students Referred for Special Education Testing	#		%		#		%		#		%										
From Building(s)/District	# of Students Qualified for Special Education Services (IEPs)	#		%		#		%		#		%										
IE Point or Special Education Profile	Education Environment (EE)	#		%		#		%		#		%										
( <a href="http://webprod1.isbe.net/LEAPProfile/SearchCriteria1.aspx">http://webprod1.isbe.net/LEAPProfile/SearchCriteria1.aspx</a> )	0-20% Outside General Ed. (EE Code 01)																					
	21-60% Outside General Ed. (EE Code 02)																					
	61-100% Outside General Ed. (EE Code 03)																					
	Separate Public/Private Day School (EE Codes 04, 05, 08)																					
	Residential/Home/Hospital Setting (EE Codes 09, 10, 11, 12)																					



# Illinois P B I S Network

Appendix A: Revised 08-25-09 (continued)

## Illinois PBIS Network Data Audit Tool

(Individual Building or District)

District Name and # or Building: \_\_\_\_\_

Person Completing: \_\_\_\_\_

Data Source:	Data:	Year Three:							Year Four:							Year Five:						
IIRC ( <a href="http://iirc.niu.edu">http://iirc.niu.edu</a> )	<b>Building or District Total Enrollment</b>																					
IIRC ->Test results ( <a href="http://iirc.niu.edu">http://iirc.niu.edu</a> )	<b>ISAT (3<sup>rd</sup>-8<sup>th</sup>) &amp; PSAE (11<sup>th</sup>) Scores (% Meets and Exceeds)</b>	3 <sup>rd</sup> d	4 <sup>th</sup> h	5 <sup>th</sup> h	6 <sup>th</sup> h	7 <sup>th</sup> h	8 <sup>th</sup> h	11 <sup>th</sup> h	3 <sup>rd</sup> d	4 <sup>th</sup> h	5 <sup>th</sup> h	6 <sup>th</sup> h	7 <sup>th</sup> h	8 <sup>th</sup> h	11 <sup>th</sup> h	3 <sup>rd</sup> d	4 <sup>th</sup> h	5 <sup>th</sup> h	6 <sup>th</sup> h	7 <sup>th</sup> h	8 <sup>th</sup> h	11 <sup>th</sup> h
	Class of (i.e. 2010)																					
	Reading																					
	Math																					
	Writing																					
	Science																					
	Social Studies																					
IIRC ->About Students ->EE ( <a href="http://iirc.niu.edu">http://iirc.niu.edu</a> )	<b>Graduation Rate for Last Academic Year (HS only)</b>	#				%			#				%			#				%		
IIRC ->About Students ->EE ( <a href="http://iirc.niu.edu">http://iirc.niu.edu</a> )	<b>Drop Out Rate for Last Academic Year (HS only)</b>	#				%			#				%			#				%		
	<b>Students Repeating Same Grade Level</b>	#				%			#				%			#				%		
	<b>Discipline</b>	# of Events		# of Days		# of Students			# of Events		# of Days		# of Students			# of Events		# of Days		# of Students		
From Building(s)	Office Discipline Ref. (ODRs)																					
From Building(s)	In-School Suspension																					
ISBE End-of-Year Report ( <a href="http://www.isbe.net/research/htmls/eoy_report.htm">www.isbe.net/research/htmls/eoy_report.htm</a> )	Out-of-School Suspension																					
ISBE End-of-Year Report (same as above)	Expulsion																					
IIRC (Enrollment) ( <a href="http://iirc.niu.edu">http://iirc.niu.edu</a> ); IE Point (IEPs)	<b>Enrollment/IEPs by Ethnicity</b>	Enrollment		IEP		Enrollment		IEP		Enrollment		IEP		Enrollment		IEP						
	American Indian	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%					
	Asian																					
	African American																					
	Hispanic/Latino																					
	Pacific Islander																					
	White																					
	Other																					
From Building(s)/District	<b>Students Referred for Special Education Testing</b>	#				%			#				%			#				%		
From Building(s)/District	<b># of Students Qualified for Special Education Services (IEPs)</b>	#				%			#				%			#				%		
IE Point or Special Education Profile ( <a href="http://webprod1.isbe.net/LEAPProfile/SearchCriteria1.aspx">http://webprod1.isbe.net/LEAPProfile/SearchCriteria1.aspx</a> )	<b>Education Environment (EE)</b>	#				%			#				%			#				%		
	0-20% Outside General Ed. (EE Code 01)																					
	21-60% Outside General Ed. (EE Code 02)																					
	61-100% Outside General Ed. (EE Code 03)																					
	Separate Public/Private Day School (EE Codes 04, 05, 08)																					
	Residential/Home/Hospital Setting (EE Codes 09, 10, 11, 12)																					

Appendix B – 4.10.08

**INTERNAL COACH RECOMMENDED JOB DESCRIPTION**

**JOB TITLE: Internal Coach**

**JOB GOALS:**

- 1.) Attend and monitor PBIS Trainings with team
- 2.) Ensure that PBIS is implemented with integrity in their building
- 3.) Communication with the SIP team or member of SIP team
- 4.) Knows the research and practices related to school-wide behavioral support, including applied behavior analysis, and ability to use a variety of observational and interviewing skills

**QUALIFICATIONS:**

- 1.) Works in the building
- 2.) Completion of Tier 1/Universal Training
- 3.) Promotes shared decision-making but has the authority to initiate change (i.e., works closely with administrator/decision maker)
- 4.) Two to three year commitment
- 5.) Flexibility to attend leadership workshops

**COORDINATE WITH TEAM MEMBERS THE FOLLOWING:**

- 1.) Data collection in building (i.e., big five and academic data)
- 2.) Ensure expectations are taught, reinforced, and monitored at the school-wide level
- 3.) Celebrations/boosters
- 4.) Facilitation of monthly Tier 1/Universal Team meetings, including creating an agenda
- 5.) Communication of PBIS activities at faculty meetings
- 6.) Collect and analyze PBIS specific data (i.e., Team Implementation Checklist, BoQ, EBS, School Profile, Phases of Implementation and school data forms)
- 7.) Communicate with parent/parent liaison/PTA/PTO
- 8.) Annual report shared with district team (i.e., District Leadership Team, Board of Education)
- 9.) Network with other internal coaches, external coaches and sub-region coordinators

**POSSIBLE INCENTIVES:**

- Stipend
- Time in lieu of other assigned duties
- Additional prep period
- No Homeroom assignment
- Floating sub

## Appendix C

**Social and Emotional Learning and Positive Behavior Interventions and Supports  
DRAFT July 08****WHAT IS SOCIAL AND EMOTIONAL LEARNING (SEL)?**

SEL is the process through which children and adults develop the skills, attitudes and values necessary to acquire social and emotional competence. Social and emotional competence is the ability to understand, manage, and express the social and emotional aspects of one's life in ways that enable the successful management of life tasks such as learning, forming relationships, solving everyday problems and adapting to the complex demands of growth and development (*Promoting Social and Emotional Learning*, Zins et al.).

**WHAT ARE THE SOCIAL AND EMOTIONAL LEARNING STANDARDS?**

The Illinois State Board of Education (ISBE) partnered with ICMHP and the Collaborative for Academic, Social, and Emotional Learning (CASEL), at the University of Illinois at Chicago, to develop ten Social and Emotional Learning (SEL) Standards which specify the skills and competencies students need to achieve the three overarching SEL state learning goals including:

- Develop self-awareness and self-management skills to achieve school and life success
- Use social awareness and interpersonal skills to establish and maintain positive relationships
- Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts

The goals and standards are posted on the ISBE web site ([ISBE@state.il.us](mailto:ISBE@state.il.us) or at [www.CASEL.org](http://www.CASEL.org)).

**WHAT IS POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (PBIS)?**

Positive Behavior Interventions and Support is a systems approach to establishing the social culture and behavioral supports needed for all children in a school to achieve both social and academic success. As a Response to Intervention model, PBIS has tiered support, which enhances the capacity of schools to effectively educate all students. Data based decision aligns curricular instruction and behavioral supports to student and staff need. PBIS has proven its effectiveness and efficiency as an Evidence-Based Practice. (Sugai & Horner, 2007) The goal of PBIS is to establish host environments that support the adoption and sustained use of evidence based practices." For more information, go to: [www.PBISIllinois.org](http://www.PBISIllinois.org) or [www.PBIS.org](http://www.PBIS.org)

**HOW DO SEL AND PBIS WORK TOGETHER TO IMPROVE CLASSROOM, SCHOOL CLIMATE AND STUDENT SOCIAL, EMOTIONAL AND ACADEMIC SUCCESS**

Increasingly schools face the challenge of developing environments and systems that enable the adoption and sustained use of effective practices to improve students' social, emotional, and academic outcomes. Both PBIS and SEL share the belief that students are more successful in safe, well-managed, and supportive learning environments and that systematic and systemic prevention and promotion approaches are the most effective way to enhance student success. PBIS and SEL work together to create structured and caring environments that promote students' academic and social success. PBIS helps schools to develop environments with clear expectations for behavior that are taught, modeled, and reinforced. SEL builds on that structured school environment to provide explicit instruction to students on competencies aligned with the SEL state standards. The result is successful students who are prepared to be life long learners and make positive contributions as adults to society and the Illinois workforce.

Appendix D

**Illinois PBIS Network – FY10 PBIS Evaluation Tools and Recommended Timeline**

Updated 9.7.09dp

A hallmark of PBIS is the utilization of an integrated evaluation process for making data-based decisions. This document is intended to give coaches a quick reference to the most widely used tools for self-assessment and action planning in PBIS implementation, including those which are cross-referenced in the IL Phases of Implementation Tool and the School Recognition Process. The following implementation tools assist schools, districts, and the IL PBIS Network in answering these essential questions: 1) Do training and technical assistance provided by the Network result in PBIS Implementation?, 2) If schools implement PBIS, do they implement with fidelity?, 3) If schools implement PBIS, are they able to sustain implementation?, 4) Does PBIS implementation result in benefits to students?, and 5) Does PBIS implementation result in benefits to students with complex needs?

Tool/Measure	Purpose	Training Course	When Tool is Completed	Who Completes Tool	Where Tool is Found	Recognition Level
Self-Assessment Survey (SAS)	Assists with annual action planning, internal decision making, assessment of change over time, awareness of building staff and team validation.	U100s and C200s	Baseline & Annually (preferably in the Spring)	Completed by building level staff on PBS Surveys website	<a href="http://www.pbssurveys.org">www.pbssurveys.org</a>	Start-up, Emerging, Implementing, Fully Implementing, Exemplar
Team Implementation Checklist (TIC)	Guides PBIS team activities throughout the year; action planning and identifying technical assistance needs.	U100s and C200s	3x/year, for schools until they meet and maintain fidelity on the BoQ or SET	One team member completes checklist on PBS Surveys website with consensus of the team.	<a href="http://www.pbssurveys.org">www.pbssurveys.org</a>	Start-up
Multi-Tiered Action Plan (MAP)	Plan to guide implementation steps and technical assistance need at all three tiers of implementation.	U100s	At start-up, and at least 3x per year thereafter	Team members complete one unified action plan with data from TIC, BoQ, Pol, SAS, etc. Revisit plan as needed.	<a href="http://www.pbisillinois.org">www.pbisillinois.org</a> Getting Started -> Individual School Readiness Checklist -> Appendix E	Start-up, Emerging, Implementing, Fully Implementing, Exemplar
Phases of Implementation Tool (Pol)	Provides an itemized rubric to guide action planning at all three tiers of implementation.	Introduced: U200s and C200s Formally Taught: C202e	November 15, 2009. Schools have the option to update their Pol in April for the recognition application	External Coach completes with building-level team members knowledgeable in all 3 tiers of PBIS. Technical Assistance Coordinator provides TA to the External Coach and signs off, then sends to the LaGrange Park office.	<a href="http://www.pbisillinois.org">www.pbisillinois.org</a> Evaluation Tools -> Illinois PBIS Phases of Implementation	Start-up, Emerging, Implementing, Fully Implementing, Exemplar

Appendix D

**Illinois PBIS Network – FY10 PBIS Evaluation Tools and Recommended Timeline**

Updated 9.7.09dp

Tool/Measure	Purpose	Training Course	When Tool is Completed	Who Completes Tool	Where Tool is Found	Recognition Level
Benchmarks of Quality (BoQ)	Provides coaches and school-based teams with a way to assess and identify areas of strength and weakness for establishing future action plans.	Introduced: C200s Formally Taught: C201e	January through April. Recommended for all schools	Internal Coach and Team Members, along with Ext. Coach support. TACs enter on PBS Surveys website.	<a href="http://www.pbssurveys.org">www.pbssurveys.org</a>	Emerging, Implementing, Fully Implementing, Exemplar
School-wide Evaluation Tool (SET),	Assess features that are in place, determine annual goals for school-wide effective behavior support, evaluate on-going efforts toward school-wide behavior support, design and revise procedures as needed, and compare efforts toward school-wide effective behavior support from year to year.	n/a	In the spring in selected schools.	TAC	<a href="http://www.pbssurveys.org">www.pbssurveys.org</a>	Emerging, Implementing, Fully Implementing, Exemplar
School Profile Tool	Assists schools in evaluating the efforts and effects of PBIS implementation throughout the year. Also useful to celebrate successes, and guide future planning.	Introduced: U100s and U200s Formally Taught: C205e	Monthly, submitted June 4, 2010	Team members	<a href="http://www.pbisillinois.org">www.pbisillinois.org</a> Evaluation Tools -> PBIS School Profile Form	Implementing, Fully Implementing, Exemplar
Tier 2/ Tier 3 (Secondary/Tertiary) Interventions Tracking Tool	Assists schools in designing systems at the Tier 2/Secondary and Tier 3/Tertiary tiers of intervention, identifying areas of strength and need in current systems and supporting team procedures to be consistent, proactive and objective (data-based).	Introduced S100	Monthly	Completed by school Secondary/Tertiary Systems teams, reviewed with External Coach and TAC.	<a href="http://www.pbis.org">www.pbis.org</a> School -> Tools -> Tier 2/ Tier 3 (Secondary/Tertiary) Interventions Tracking Tool	Implementing, Fully Implementing, Exemplar
School Safety Survey (SSS)	Determines training and support needs related to school safety and violence prevention.	U100s and C200s	Baseline & Annually	Completed by a minimum of 5 building-level staff on PBS Surveys Website	<a href="http://www.pbssurveys.org">www.pbssurveys.org</a>	n/a

Appendix D

**Illinois PBIS Network – FY10 PBIS Evaluation Tools and Recommended Timeline**

Updated 9.7.09dp

Tool/Measure	Purpose	Training Course	When Tool is Completed	Who Completes Tool	Where Tool is Found	Recognition Level
Data Audit Tool	Measures impact on the following categories: Educational Environment (EE) Data, Office Discipline Referrals (ODRs), ODRs by Ethnicity, ODRs by IEP, In school Suspensions (ISSs), Out of School Suspensions (OSSs), Academic Data (ISAT)	AS50 and EX200	Baseline & Annually	External Coach completes for district level. Internal Coach completes for school level.	<a href="http://www.pbisillinois.org">www.pbisillinois.org</a> Evaluation Tools -> Data Audit Tool	n/a
Systematic Information Management for Educational Outcomes (SIMEO)	Provides progress monitoring information on home, school and community. Use data to improve student outcomes at the tertiary tier of implementation.	T300-301	Baseline and within every 30-90 days thereafter	Team, Teacher, Family Facilitator complete and review online.	<a href="http://www.accountabilitysolutions.com">www.accountabilitysolutions.com</a>	Fully Implementing, Exemplar

## Appendix D

**Recommended Timeline for Select Evaluation Tools**

<b>Self-Assessment Survey (SAS)</b>	<b>Suggested completion:</b> Baseline and then annually
<b>Recommended for:</b> All schools	<b>Purpose:</b> Assists with annual action planning, internal decision making, assessment of change over time, awareness of building staff and team validation.
<b>Data Audit Tool (Building Level)</b>	<b>Suggested completion:</b> Baseline and then annually
<b>Recommended for:</b> All schools	<b>Purpose:</b> Measures impact on the following categories: Educational Environment (EE) Data, Office Discipline Referrals (ODRs), ODRs by Ethnicity, ODRs by IEP, In school Suspensions (ISSs), Out of School Suspensions (OSSs), Academic Data (ISAT).
<b>School Safety Survey (SSS)</b>	<b>Suggested completion:</b> Baseline and then annually
<b>Recommended for:</b> All schools	<b>Purpose:</b> Determines training and support needs related to school safety and violence prevention.
<b>Team Implementation Checklist (TIC)</b>	<b>Suggested completion:</b> October, January, March
<b>Recommended for:</b> Schools beginning PBIS implementation	<b>Purpose:</b> Guides PBIS team activities throughout the year; action planning and identifying technical assistance needs.
<b>Tier 2/ Tier 3 (Secondary/Tertiary) Interventions Tracking Tool</b>	<b>Suggested completion:</b> Monthly
<b>Recommended for:</b> All schools	<b>Purpose:</b> Assists schools in designing systems at the Tier 2/Secondary and Tier 3/Tertiary tiers of intervention, identifying areas of strength and need in current systems and supporting team procedures to be consistent, proactive and objective (data-based).
<b>Phases of Implementation (Pol)</b>	<b>Suggested completion:</b> November 15, 2009. (Optional Spring updated Pol by April 30, 2010)
<b>Recommended for:</b> All schools	<b>Purpose:</b> Provides and itemized rubric to guide action planning at all three tiers of implementation.
<b>Benchmarks of Quality (BoQ)</b>	<b>Suggested completion:</b> January through April
<b>Recommended for:</b> All schools after first year of Tier 1/universal implementation	<b>Purpose:</b> Provides coaches and school-based teams with a way to assess and identify areas of strength and weakness for establishing future action plans.
<b>School Profile Tool</b>	<b>Suggested completion:</b> Monthly, submitted June 4, 2010
<b>Recommended for:</b> All schools	<b>Purpose:</b> Assists schools in evaluating the efforts and effects of PBIS implementation throughout the year. Also useful to celebrate successes, and guide future planning.
<b>School Recognition Application</b>	<b>Submitted June 4, 2010</b>
	<b>Purpose:</b> Although the application isn't an assessment tool, it is an opportunity for schools to review their past years successes and be recognized on their implementation efforts.

Appendix E

## Illinois PBIS Network – Multi-Tiered Action Plan (MAP)

**Directions:**

**School Name:** \_\_\_\_\_

1. Use one action plan to coordinate all of the building's PBIS implementation steps. This is a sample format; others can be used for the same purpose.
2. Sources of actions steps come from trainings, as well as tools such as BoQ, Pol, SAS, SSS, School Profile, etc. v8.20.09

Tier/Topic	Evidence/Data that Identifies Need	Next Steps		
		Action	Who?	When?



Appendix E

## Illinois PBIS Network – Multi-Tiered Action Plan (MAP)

v8.20.09

Tier/Topic	Evidence/Data that Identifies Need	Next Steps		
		Action	Who?	When?

## Appendix F

## Glossary of PBIS Terms and Abbreviations

- BEP – Behavior Education Plan
- BIP – Behavior Intervention Plan
- BoQ – Benchmarks of Quality
- CICO – Check-in Check-out
- CISS – Checklist for Individual Student Systems
- CnC – Check and Connect
- EE – Educational Environment
- FBA – Functional Behavior Assessment
- IC – Internal Coach
- IEP – Individualized Education Plan
- ISAT – Illinois Standards Achievement Test
- NCLB – No Child Left Behind
- PBIS – Positive Behavior Interventions and Supports
- PBS – Positive Behavior Supports
- Pol – Phases of Implementation
- Rtl – Response to Intervention
- SEL – Social Emotional Learning
- SET – School-Wide Evaluation Tool
- SIMEO – Systematic Information Management of Educational Outcomes
- SSBD – Systematic Screening for Behavior Disorders
- SWIS – School-Wide Information System
- TAC – Technical Assistance Coordinator