

SWPBS Sustainability: Self Assessment and Action Plan for the Universal Level of SWPBS by School Teams

Purposes:

1. Assist school teams in appraising the status and outcomes of sustainability efforts.
2. Guide action planning for sustainability.

Guidelines for Use:

- Complete self assessment as a team.
- Consider existing efforts, initiatives, and/or programs that may be inter-related.
- Emphasize measurable outcomes (e.g., fiscal support, newsletters).

Date _____

Members of Team Completing Self-Assessment _____

Instructions:

1. Identify the extent to which each feature is fully in place, partially in place, or not at all in place.
2. As a team, identify priorities for the upcoming year and circle them.
3. Record features to be targeted in the upcoming year on the Action plan and complete the action plan, identifying objectives, who is responsible for guiding activities, and the targeted start and completion dates.

Sustainability Self-Assessment and Planning Tool for Schools Focused on Sustained Implementation at the Universal Level

<u>FEATURE</u>		Is This In Place?		
		Yes	Partial	No
Leadership Team	1. Team includes representation from administration, grade-level teachers, specialists, staff, students (high school)			
	2. Team completes a 3-5 year action plan.			
	3. At least one team member attends district meetings on regular basis, shares data with district coordinator			
	4. At least one team member attends meetings for intensive behavior support and coordinates sharing of data			
	5. Team defines regular meeting schedule & meeting process (agenda, minutes, etc).			
	6. Coordinator(s) is identified who has adequate FTE to manage day-to-day operations			
	7. Role of coordinator is clear to all stakeholders			
	8. Coordinator has expertise to guide team in planning, implementation, and evaluation			
Funding	9. Costs of program per year are identified and budgeted for			
	10. Benefits of program (documented as time saved, money saved, etc) are documented and cost/benefit ratio is computed on at least an annual basis			
	11. Funding sources to cover activities for at least three years are secured			
	12. Funding sources to cover activities for next five to ten years are identified (may be in consort with district team)			
Visibility	13. Groups who control funding and/or exert influence are identified and steps are taken to align program with their vision & mission			
	14. A year-long plan is in place for presenting outcomes to groups controlling funding and exerting influence (including who presents, what is presented, and target dates for presentations)			
	15. Dissemination strategies are identified & implemented to keep stakeholders aware of activities & accomplishments (e.g., website, newsletter, conferences, TV).			
	16. Plan exists for enhancing visibility at key times throughout school year (e.g., at beginning of year, after breaks)			

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Political Support	17. Student social behavior is one of the top five goals for the school and school district			
Political Support (Cont)	18. Leadership team provides summative report to school and district administration at least annually, highlighting steps completed in Action Plan and outcomes (student behavior, staff, administrative behavior, other outcomes)			
	19. PBS policy statement developed & endorsed.			
	20. District administration supports PBS efforts and participates actively (e.g., emphasizes importance to administrators and staff in the school, attends meetings at least annually)			
Blending with New Initiatives	21. Team members are informed of upcoming initiatives and agendas before they are implemented in a school			
	22. Team has plan for reviewing new initiatives and braiding PBS into those initiatives (person with expertise in PBS must be involved)			
	23. Individual is identified who will showcase braided initiatives to administration is identified			
Training Capacity	24. Leadership team has established trainers to build and sustain expertise in all teachers and staff in the school			
	25. Team uses data to identify training needs on an annual basis			
	26. Training schedule with stated objectives, measurable outcomes, and identified participants is developed annually			
	27. Ongoing training needs for coach(es) are identified and shared with district team			
	28. Training is budgeted for annually			
Coaching Capacity	29. A coach attends all meetings of emerging school teams (teams that have not met implementation criteria), and at least quarterly meetings of established teams.			
	30. Coaches are available to consult with school teams as needed			
	31. Coach receives supervision/assistance from District personnel with expertise in behavior analysis			
	32. Coach attends all district SWPBS meetings			

Evaluation	33. Evaluation process exists for assessing SWPBS (a) implementation fidelity (b) impact on student outcomes, (c) impact on administrator, teacher, and staff outcomes, & (d) implementation of leadership team's action plan			
	34. School-based information systems (e.g., data collection tools & evaluation processes) are in place and school team reviews data at least quarterly			
	35. At least one team member has expertise in evaluating school data and determining which graphs are relevant, need to be used for decision making,			
	36. Team evaluates data and uses data to guide action planning			

Action Plan for Completion of Sustainability Activities for Universal Interventions

Feature	Objectives	Who is Responsible	Target Start Date	Target Completion Date