

P.B.I.S. IMPLEMENTATION PLAN

2026-2027

School Name

P.B.I.S. TEAM MEMBERS (TFI FEATURES 1.1 & 1.2)

Tier I team includes a Tier I systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) student representation.

DESIGNATED ROLE	NAME	TITLE/POSITION <i>e.g. BIT/Tier 2 Intervention</i>
Leader		
(CO) Leader		
Administrator (Data Manager)		
ABIT Member		
Climate Club Facilitator		
Member		
Member		
Member		
Member		
Member		
Member		
Member		
Member		
Member		
Member		
Member		
Member		
Member		

BEHAVIORIAL EXPECTATIONS, RULES DEVELOPED & TEACHING EXPECTATIONS

TFI Features 1.3 & 1.4

- **School has five or fewer positively stated behavioral expectations** and examples by setting/location for students and staff behaviors defined and in place.
- **Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations.**

Possible Sources: Staff handbook, student handbook, Professional development calendar, and lesson plans

State School-wide PBIS Expectations:

SCHOOL-WIDE ACKNOWLEDGEMENT

REWARD/RECOGNITION PROGRAM ESTABLISHED (TFI FEATURE 1.5)

A formal system is in place and used by at least 90% of a sample of staff and received by at least 50% of a sample of students.

Name the school-wide reward/recognition system used:

SCHOOL PBIS EVENTS/ACTIVITIES CALENDAR

DATE	TIME	LOCATION	EVENT/ACTIVITY

FACULTY COMMITMENT (TFI FEATURE 1.14)

Faculty are shown school-wide data regularly and provide input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences) at least every 12 months.

Remember, PBIS is for **everyone** on campus. It is a school-wide initiative.

The faculty and staff of _____ are committed to:

- Be aware of behavior problems across campus (regular data sharing).
- Be involved in establishing and reviewing goals.
- Develop strategies for sharing data.
- Create procedures to get our faculty and staff input and feedback on the implementation plan.
- Collect, share, and analyze data (ODR, attendance, grades, and surveys) at least once per month with PBIS team and faculty/staff.
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DATA ENTRY & ANALYSIS PLAN ESTABLISHED

(TFI FEATURES 1.2 & 1.17)

Team has instantaneous access to graphed reports summarizing discipline data organized by the frequency of problem behavior events by behavior, location, time of day, and by individual student. Team reviews and uses discipline data and academic outcome data at least monthly for decision-making.

Possible Sources: JCampus Discipline Data, School policy, team meeting minutes, student outcome data, data decision rules, staff professional development calendar, and staff handbook

Monthly Team Meeting Calendar

Month	Date	Time	Location
August			
September			
October			
November			

December			
January			
February			
March			
April (Conduct TFI Walk-through)			
May (Conduct TFI)			

ANNUAL EVALUATION (TFI FEATURE 1.20)

Team documents fidelity and effectiveness on Tier I practices at least annually (including year-by-year comparisons) that are shared with stakeholders.

Possible Sources: TFI 3.0 Tier 1; Staff, student, and family surveys; school policy; student outcomes; and school newsletters

The faculty and staff of _____ will evaluate the fidelity and effectiveness on Tier I practice by using the following tools:

- SWPBIS Tiered Fidelity Inventory Walkthrough Tool
- TFI 3.0 Tier 1 Features
- School Climate Survey (Panorama)
- School Discipline Data JCampus Reports
- Attendance Data JCampus Reports
- List any other data used:

PBIS Programmatic Intervention Implementation Plan

This PBIS Programmatic Intervention Implementation Plan document was designed as a way to combine all information regarding SMART goals, school climate improvement focus areas, and intervention programs. This document should be updated regularly as goals, focus areas, and interventions change throughout the school year as necessary.

School Name	School Year	PBIS Leader (s)

Directions: Please list the SMART goals you have identified for your school this school year based on student/staff/parent survey results and school-level incident data. Remember, the goals should be Specific, Measurable, Attainable, Relevant, and Timely. Add additional space as necessary.

SMART goals are determined by TFI Features, school data (discipline and attendance) and school climate survey results. Please create at least 1 SMART goal focusing on improving attendance and 2 goals focusing on discipline.

Focus Area	SMART Goal	Date Achieved
Attendance		
Discipline		
Discipline		

VERIFICATION OF TIER II INTERVENTIONS AND SUPPORTS

PBIS Team uses written request for assistance form and process that are timely and available to all staff, families, and students. (TFI Feature 2.4)

The tool(s) used at our school are:

- ☐ Tier II Referral Form
- ☐ JCampus minor referral
- ☐ Bullying Report Box
- ☐ Restorative Practices Referral
- ☐ Other:

PBIS Team has multiple ongoing behavior support interventions with documented evidence of effectiveness matched to student need. (TFI Feature 2.5)

Our staff has access to a number of interventions through...

☐ Pbisworld.com

☐ re-Referral Intervention Manual

☐ Conscious Discipline

☐ Restorative Practices

☐ Leader in Me

☐ Other:

VERIFICATION OF TIER III INTERVENTIONS AND SUPPORTS

The PBIS Tier 3 team (ABIT) uses decision rules and data (e.g., ODRs, Tier 2 performance, academic progress, absences, teacher/ family/student nominations) to identify students who require Tier 3 supports. (TFI Feature 3.3)

For each individual student support plan, a uniquely constructed team exists (with input/approval from student/ family about who is on the team) to design, implement, monitor, and adapt the student specific support plan. (TFI Feature 3.4)

Students receiving Tier 3 supports have access to, and are included in, available Tier 1 and Tier 2 supports. (TFI Feature 3.13)

Academic and Behavioral Intervention Team (ABIT) Members:

NAME		POSITION
1)		
2)		
3)		
4)		
5)		
6)		
7)		
8)		

9)		
10)		

Social and emotional literacy is not a program; it is a values-based concept concerned with relationships and societal connection. The Collaborative for Social Emotional Learning or CASEL (a leading USA organization developing the enhancement of SEL) defines Social Emotional Learning (SEL) as 'the process through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions; set and achieve positive goals; feel and show empathy for others; establish and maintain positive relationships with others; and make responsible decisions.

Does your school utilize any Social-Emotional Learning Strategies?

☐ YES

☐ NO

If so, please name the method and how it is utilized.

Examples: Conscious Discipline, Restorative Practices, Leader in Me

Name Of Strategy:

Is implementation school-wide, classroom-based, or both?

If used in the classroom, please provide examples of how it is used.

If used in the discipline office, please provide examples of how it is used.

When and how are parents or guardians involved in this process?

How are students introduced and taught this technique?

What structures, routines, or programs are in place to support implementation?