

School Year			Number of Responses	Date Completed		
2021-22			25	02/04/2022		
Current Status			Feature	Improvement Priority		
In Place	Partial	Not	System: School-Wide	High	Medium	Low
59 %	41 %	0 %	1. A small number (e.g. 3-5) of positively and clearly stated student expectations or rules are defined.	36 %	14 %	50 %
27 %	41 %	32 %	2. Expected student behaviors are taught directly.	40 %	40 %	20 %
14 %	41 %	45 %	3. Expected student behaviors are rewarded regularly.	27 %	53 %	20 %
22 %	43 %	35 %	4. Problem behaviors (failure to meet expected student behaviors) are defined clearly.	67 %	20 %	13 %
30 %	39 %	30 %	5. Consequences for problem behaviors are defined clearly.	57 %	21 %	21 %
21 %	58 %	21 %	6. Distinctions between office v. classroom managed problem behaviors are clear.	25 %	50 %	25 %
33 %	48 %	19 %	7. Options exist to allow classroom instruction to continue when problem behavior occurs.	31 %	38 %	31 %
75 %	20 %	5 %	8. Procedures are in place to address emergency/dangerous situations.	23 %	23 %	54 %
56 %	31 %	13 %	9. A team exists for behavior support planning & problem solving.	18 %	36 %	45 %
61 %	33 %	6 %	10. School administrator is an active participant on the behavior support team.	30 %	40 %	30 %
46 %	38 %	15 %	11. Data on problem behavior patterns are collected and summarized within an on-going system.	0 %	71 %	29 %
20 %	33 %	47 %	12. Patterns of student problem behavior are reported to teams and faculty for active decision-making on a regular basis (e.g. monthly).	22 %	67 %	11 %
19 %	69 %	13 %	13. School has formal strategies for informing families about expected student behaviors at school.	42 %	42 %	17 %
0 %	67 %	33 %	14. Booster training activities for students are developed, modified, & conducted based on school data.	60 %	20 %	20 %
42 %	25 %	33 %	15. School-wide behavior support team has a budget for (a) teaching students, (b) on-going rewards, and (c) annual staff planning.	0 %	44 %	56 %
28 %	44 %	28 %	16. All staff are involved directly and/or indirectly in school-wide interventions.	31 %	46 %	23 %
19 %	63 %	19 %	17. The school team has access to on-going training and support from district personnel.	33 %	22 %	44 %
67 %	11 %	22 %	18. The school is required by the district to report on the social			

38 %	56 %	6 %	6. Scheduling of student movement ensures appropriate numbers of students in non-classroom spaces.	22 %	22 %	56 %
14 %	36 %	50 %	7. Staff receives regular opportunities for developing and improving active supervision skills.	13 %	13 %	75 %
14 %	57 %	29 %	8. Status of student behavior and management practices are evaluated quarterly from data.	33 %	33 %	33 %
39 %	39 %	22 %	9. All staff are involved directly or indirectly in management of non-classroom settings.	20 %	30 %	50 %

In Place	Partial	Not	System: Classroom	High	Medium	Low
52 %	48 %	0 %	1. Expected student behavior & routines in classrooms are stated positively & defined clearly.	15 %	46 %	38 %
35 %	50 %	15 %	2. Problem behaviors are defined clearly.	17 %	67 %	17 %
33 %	56 %	11 %	3. Expected student behavior & routines in classrooms are taught directly.	17 %	50 %	33 %
7 %	67 %	27 %	4. Expected student behaviors are acknowledged regularly			