**PBS CAMPUS IMPLEMENTATION REPORT FOR AUGUST- DECEMBER 2008*****What is the purpose of the PBS campus report?***

The campus report provides a snapshot of current PBS implementation at a particular campus. There are two sections of the report. The first section- *Implementation Level of PBS Activities* summarizes levels of implementation for the various PBS activities. The second section *Campus Identified Needs and Priorities* lists PBS activities that the campus PBS team has identified as a priority to be addressed in the coming months. The PBS campus report is generated three times a year and is intended to provide feedback for ongoing PBS planning and implementation.

How are the implementation levels of PBS activities assessed?

PBS activities are rated by the external coach using the *AISD PBS Benchmark Tool*. The *PBS Benchmark Tool* consists of 35 activities in seven PBS areas. Percentages on the bar graph represent proportion of activities within each area that are at the specified implementation level. For example, 40 % advanced implementation in the data management area indicates 2 out of the 5 activities under data management are in the advanced implementation level. The bar graph identifies PBS areas that are being successfully implemented (indicated by a higher percentage of activities in the advanced and intermediate levels of implementation), and the PBS areas that have yet to be successfully implemented (indicated by a higher percentage of activities in the no action and beginning levels of implementation).

How are the campus needs and priorities identified?

Campus priorities are derived from the *Campus Assessment and Planning Tool (CAPT)* completed by the campus PBS team. The activity status section of the *CAPT* consists of 46 activities in six PBS areas. Team members indicate the present status of PBS activities and the priority for their improvement. All activities that are identified as high priority for improvement are listed in the campus report. These activities are clustered by their intended purpose of understanding, managing, collaborating, implementing, and refining PBS. Immediate priorities refer to the activities that campus team will be addressing over the next two months.

How are results on the PBS report interpreted?

It is important to remember that the goal of this evaluation report is to provide data feedback for next planning steps. While activities in the advanced levels of implementation do indicate success, the data included in this report is mainly referred to examine change in implementation levels across struggling PBS areas, over the course of an academic year. Identifying PBS areas that are in the initial levels of implementation will allow the campus PBS team to determine which areas require more planning and support. Results from the campus report can help teams to identify when their needs and priorities are aligned and make necessary adjustments when they are not.



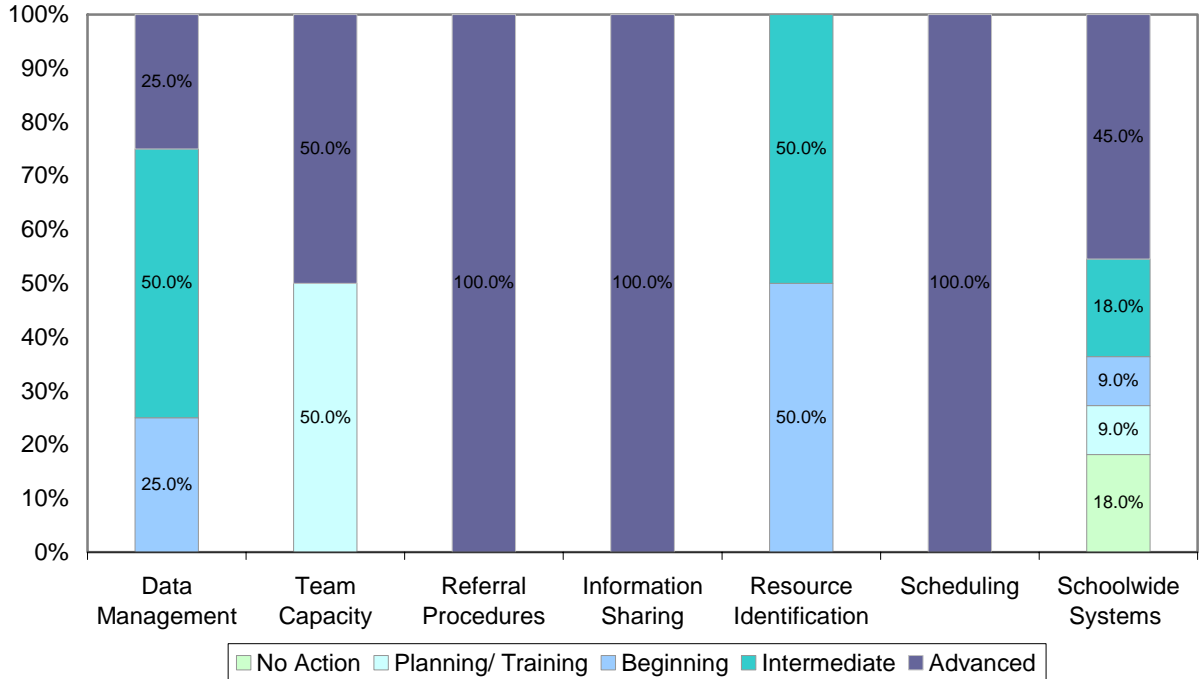
PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS: ALLAN

COACH: AMELIA NIETO

QUARTER: SEPTEMBER-NOVEMBER 2008

IMPLEMENTATION LEVEL OF PBS ACTIVITIES



Source: AISD PBS Benchmark Tool (completed by external coach). Graph indicates percentage of activities that are in each level of implementation within the seven implementation areas.

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES

	ACTION PLANNED
Understanding PBS	<ul style="list-style-type: none"> Train staff in active supervision
Managing PBS	
Collaborating for PBS	
Impacting through PBS	
Refining PBS	

Source: AISD Campus Assessment and Planning Tool (CAPT- Activities Status Section) (completed by campus with/out external coach). The table lists which activities campus teams have identified as priorities to improve their capacity across the five phases of PBS implementation



PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES (CONTINUED)

IMMEDIATE PRIORITIES (FROM THE CAPT)

- Classroom Expectations are aligned to Guidelines for Success. Classroom Reinforcement Systems are aligned to guidelines for Success.

TOOLKITS ITEMS UTILIZED

- Readiness

Source: AISD Campus Assessment and Planning Tool (CAPT) (completed by campus with/out external coach). Table indicates *activities* and *action steps* that the team has identified as a priority for the next three months (minimum of two items) and the toolkit items utilized on campus

ADDITIONAL COMMENTS



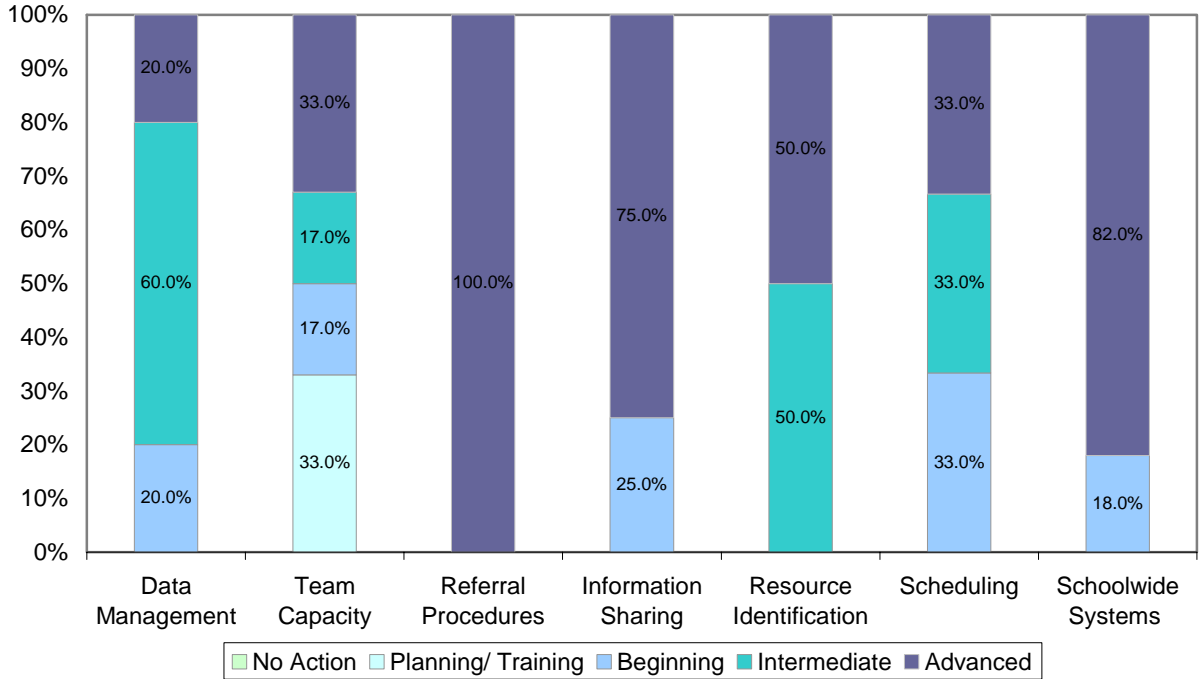
PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS: ANDREWS

COACH: SERGIO BARRIOS

QUARTER: SEPTEMBER-NOVEMBER 2008

IMPLEMENTATION LEVEL OF PBS ACTIVITIES



Source: AISD PBS Benchmark Tool (completed by external coach). Graph indicates percentage of activities that are in each level of implementation within the seven implementation areas.

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES

	ACTION PLANNED
Understanding PBS	<ul style="list-style-type: none"> Schedule training/ other resources to orient new staff members to PBS Fill PBS team roles throughout the year Keep a regularly updated copy of the PBS toolkit
Managing PBS	<ul style="list-style-type: none"> Train staff in active supervision Collect Data for referral using the standard district ODR form (DEEDS) Use SASI to collect/summarize discipline referrals Update SASI regularly
Collaborating for PBS	<ul style="list-style-type: none"> Include the flowchart outlining referral to campus agencies in the campus binder Include flowchart for external agency referrals in binder; Include Decision Tree for minor versus major behaviors Ensure broad team representation
Impacting through PBS	<ul style="list-style-type: none"> Train a team member to conduct classroom observations; Train a team member to conduct common area observations Conduct classroom observations every fall and spring; Conduct common area observations every fall and spring Train a team member to conduct student behavioral observations; Train a team member to pull SASI data Select a campus staff contact for accessing other data sources Post expectations for arrival and dismissal
Refining PBS	<ul style="list-style-type: none"> Implement reinforcement systems for expected adult behaviors; Implement student behavior reinforcement systems Share data trends regularly with campus staff Share data trends regularly with the IMPACT Team Align expectations to classroom settings; Align reinforcement systems to classroom settings

Source: AISD Campus Assessment and Planning Tool (CAPT- Activities Status Section) (completed by campus with/out external coach). The table lists which activities campus teams have identified as priorities to improve their capacity across the five phases of PBS implementation



PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES (CONTINUED)

IMMEDIATE PRIORITIES (FROM THE CAPT)

- Train people in common area observations.
- Share data on regular basis.
- Begin using referral forms & protocols.
- Guidelines for success in each classroom. Student work displayed in all classrooms. Improve procedures for arrival & dismissal.

TOOLKITS ITEMS UTILIZED

Source: AISD Campus Assessment and Planning Tool (CAPT) (completed by campus with/out external coach). Table indicates *activities* and *action steps* that the team has identified as a priority for the next three months (minimum of two items) and the toolkit items utilized on campus

ADDITIONAL COMMENTS



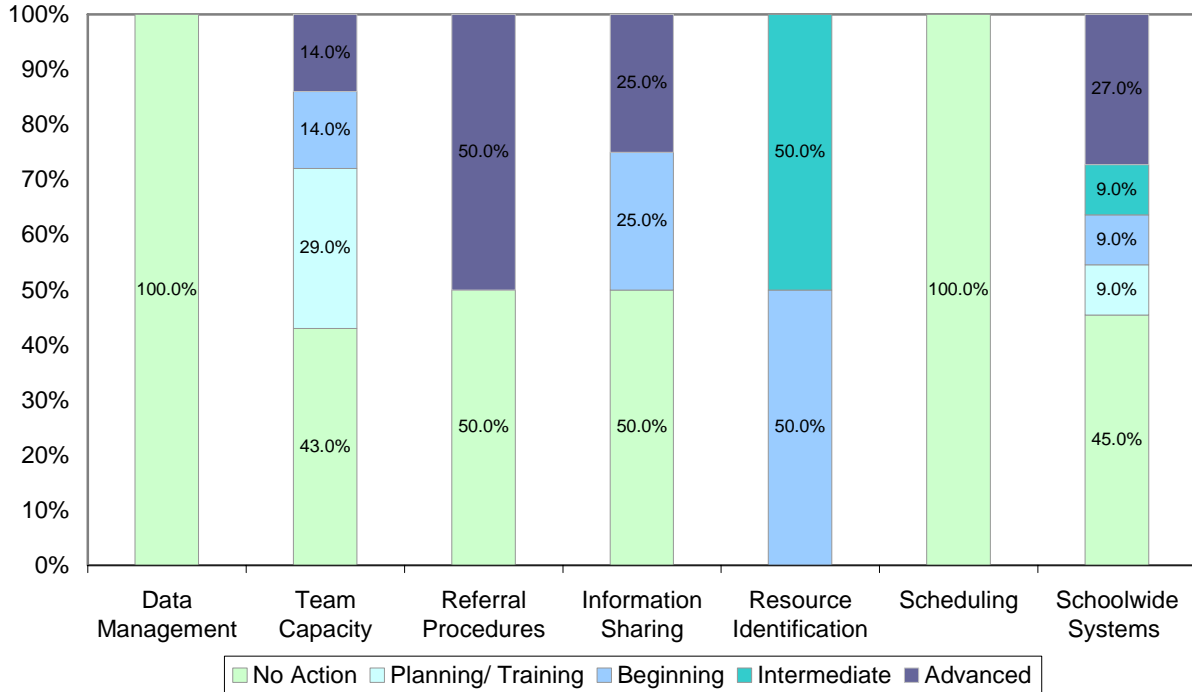
PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS: ANN RICHARDS

COACH: LINDA ZANDERS

QUARTER: SEPTEMBER-NOVEMBER 2008

IMPLEMENTATION LEVEL OF PBS ACTIVITIES



Source: AISD PBS Benchmark Tool (completed by external coach). Graph indicates percentage of activities that are in each level of implementation within the seven implementation areas.

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES

	ACTION PLANNED
Understanding PBS	<ul style="list-style-type: none"> • Include completed meeting agendas/minutes in the campus binder
Managing PBS	
Collaborating for PBS	
Impacting through PBS	<ul style="list-style-type: none"> • Identify campus guidelines for success • Post expectations for dismissal • Post expectations for arrival • Post expectations for cafeteria • Post expectations for hallways • Post expectations for restroom • Post expectations for assembly
Refining PBS	

Source: AISD Campus Assessment and Planning Tool (CAPT- Activities Status Section) (completed by campus with/out external coach). The table lists which activities campus teams have identified as priorities to improve their capacity across the five phases of PBS implementation



PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES (CONTINUED)

IMMEDIATE PRIORITIES (FROM THE CAPT)

- Post Expectations
- include meeting agenda

TOOLKITS ITEMS UTILIZED

Source: AISD Campus Assessment and Planning Tool (CAPT) (completed by campus with/out external coach). Table indicates *activities* and *action steps* that the team has identified as a priority for the next three months (minimum of two items) and the toolkit items utilized on campus

ADDITIONAL COMMENTS



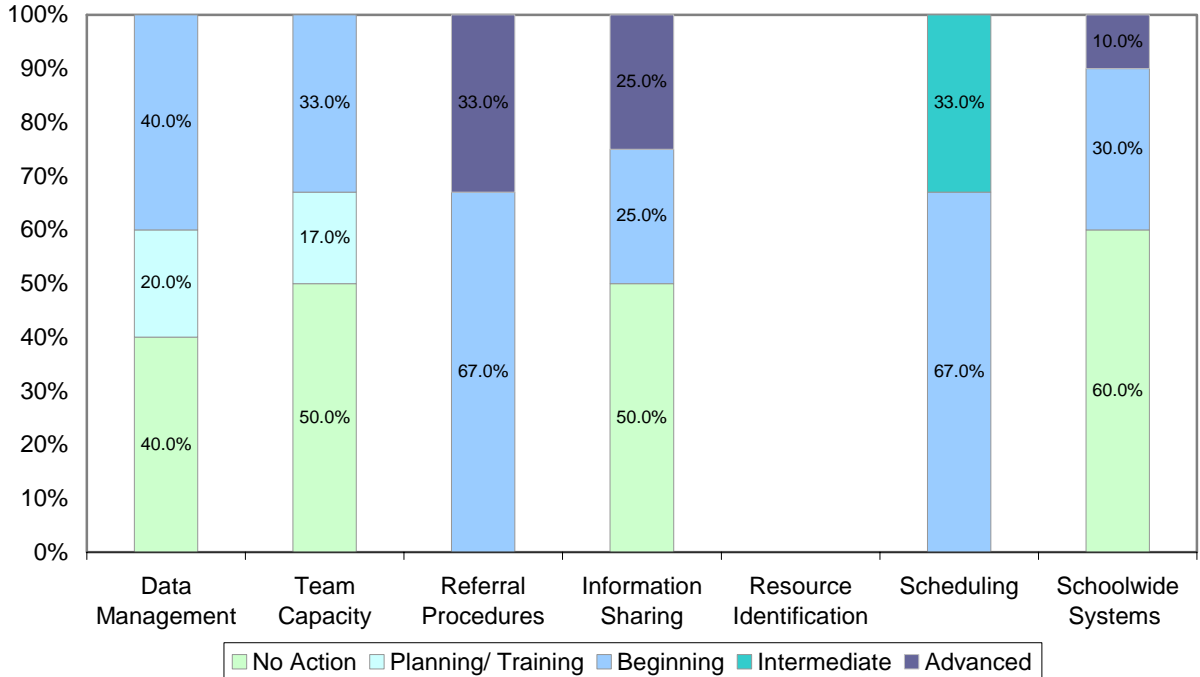
PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS: BARRINGTON

COACH: GRACE MARTINO-BREWSTER

QUARTER: SEPTEMBER-NOVEMBER 2008

IMPLEMENTATION LEVEL OF PBS ACTIVITIES



Source: AISD PBS Benchmark Tool (completed by external coach). Graph indicates percentage of activities that are in each level of implementation within the seven implementation areas.

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES

	ACTION PLANNED
Understanding PBS	<ul style="list-style-type: none"> Schedule training/ other resources to orient new staff members to PBS; List/ Identify office versus classroom managed problem behaviors Train staff in active supervision
Managing PBS	<ul style="list-style-type: none"> Collect Data for referral using the standard district ODR form (DEEDS) Use SASI to collect/summarize discipline referrals Create procedures for on campus services referrals Create procedures for PBS coaches referrals
Collaborating for PBS	<ul style="list-style-type: none"> Always use consultation requests prior to conducting observations Include the discipline referral form in the campus binder Include the flowchart outlining referral to campus agencies in the campus binder Include the signed Staff Agreement/ Ballot in the campus binder Include completed meeting agendas/minutes in the campus binder
Impacting through PBS	<ul style="list-style-type: none"> Conduct classroom observations every fall and spring Conduct common area observations every fall and spring Post expectations for dismissal; Post expectations for arrival Implement reinforcement systems for expected adult behaviors
Refining PBS	<ul style="list-style-type: none"> Review data at campus team meetings Share data trends regularly with campus staff Align reinforcement systems to classroom settings

Source: AISD Campus Assessment and Planning Tool (CAPT- Activities Status Section) (completed by campus with/out external coach). The table lists which activities campus teams have identified as priorities to improve their capacity across the five phases of PBS implementation



PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES (CONTINUED)

IMMEDIATE PRIORITIES (FROM THE CAPT)

- Staff training on PBS needed ASAP. Bathroom expectations needed

TOOLKITS ITEMS UTILIZED

- Framework for Understanding Poverty
- Scaffolding Classroom Management
- Power Struggles

Source: AISD Campus Assessment and Planning Tool (CAPT) (completed by campus with/out external coach). Table indicates *activities* and *action steps* that the team has identified as a priority for the next three months (minimum of two items) and the toolkit items utilized on campus

ADDITIONAL COMMENTS



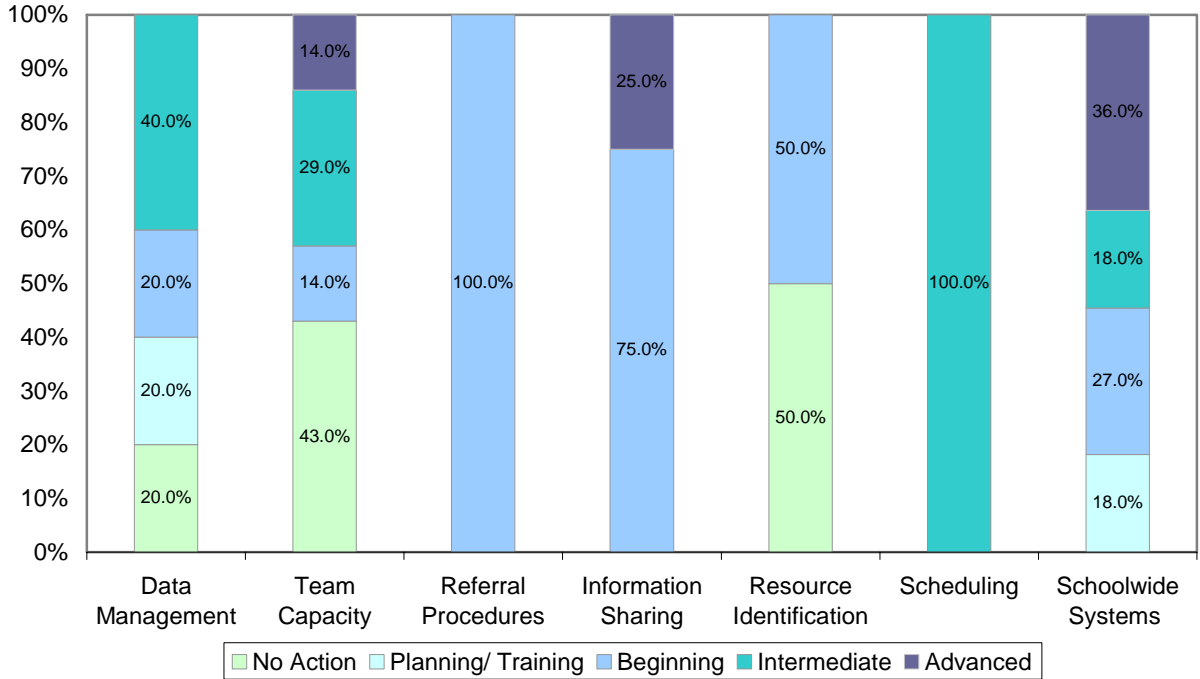
PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS: BECKER

COACH: AIMEE EDWARDS-HUNTER

QUARTER: SEPTEMBER-NOVEMBER 2008

IMPLEMENTATION LEVEL OF PBS ACTIVITIES



Source: AISD PBS Benchmark Tool (completed by external coach). Graph indicates percentage of activities that are in each level of implementation within the seven implementation areas.

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES

	ACTION PLANNED
Understanding PBS	<ul style="list-style-type: none"> List/ Identify office versus classroom managed problem behaviors Keep a regularly updated copy of the PBS toolkit Keep PBS toolkit at a designated advertised location on campus Always use consultation requests prior to conducting observations Include Decision Tree for minor versus major behaviors
Managing PBS	
Collaborating for PBS	
Impacting through PBS	<ul style="list-style-type: none"> Conduct classroom observations every fall and spring Post expectations for arrival Share data trends regularly with campus staff Align expectations to classroom settings Align reinforcement systems to classroom settings Address issues that may have caused data trends Address what staff and team might do to change or maintain data trends
Refining PBS	

Source: AISD Campus Assessment and Planning Tool (CAPT- Activities Status Section) (completed by campus with/out external coach). The table lists which activities campus teams have identified as priorities to improve their capacity across the five phases of PBS implementation



PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES (CONTINUED)

IMMEDIATE PRIORITIES (FROM THE CAPT)

- Data trends shared regularly with campus staff
- There is a clear distinction between office vs. classroom managed behavior problems.
- Arrival expectations

TOOLKITS ITEMS UTILIZED

- Framework for Understanding Poverty
- Scaffolding Classroom Management
- Power Struggles

Source: AISD Campus Assessment and Planning Tool (CAPT) (completed by campus with/out external coach). Table indicates *activities* and *action steps* that the team has identified as a priority for the next three months (minimum of two items) and the toolkit items utilized on campus

ADDITIONAL COMMENTS



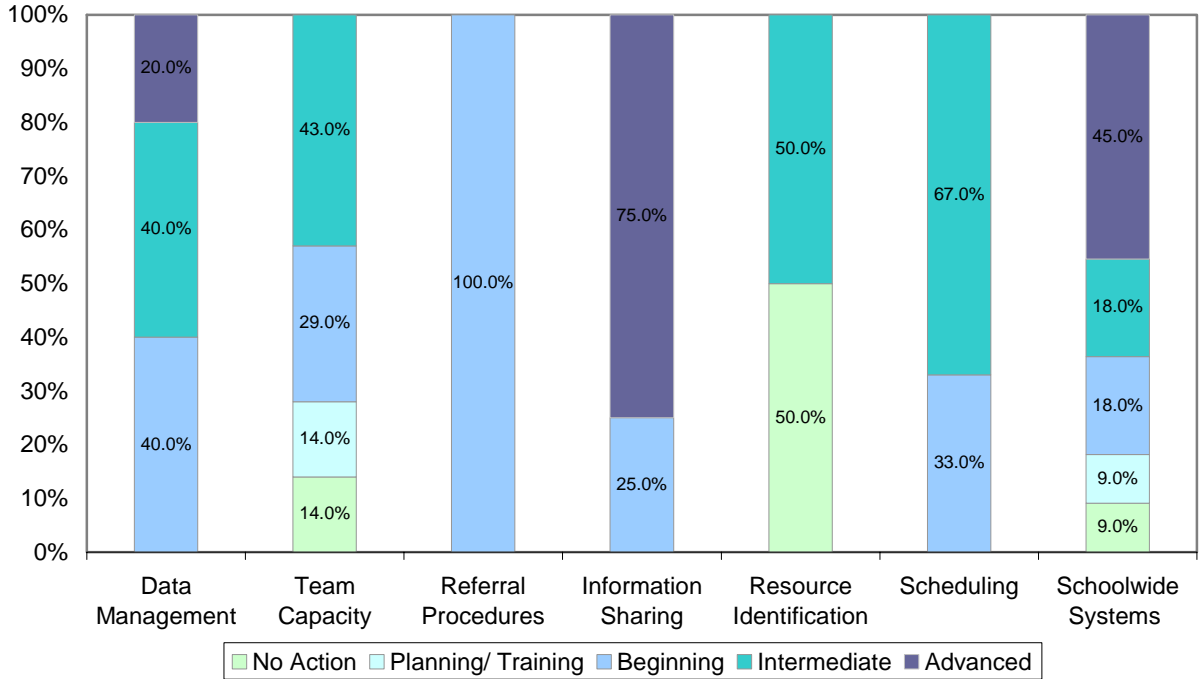
PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS: BLAZIER

COACH: JULES NARCISSE

QUARTER: SEPTEMBER-NOVEMBER 2008

IMPLEMENTATION LEVEL OF PBS ACTIVITIES



Source: AISD PBS Benchmark Tool (completed by external coach). Graph indicates percentage of activities that are in each level of implementation within the seven implementation areas.

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES

	ACTION PLANNED
Understanding PBS	<ul style="list-style-type: none"> • Include the discipline referral form in the campus binder • Include the flowchart outlining referral to campus agencies in the campus binder • Include Decision Tree for minor versus major behaviors • Include the signed Staff Agreement/ Ballot in the campus binder
Managing PBS	
Collaborating for PBS	
Impacting through PBS	
Refining PBS	

Source: AISD Campus Assessment and Planning Tool (CAPT- Activities Status Section) (completed by campus with/out external coach). The table lists which activities campus teams have identified as priorities to improve their capacity across the five phases of PBS implementation



PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES (CONTINUED)

IMMEDIATE PRIORITIES (FROM THE CAPT)

- Discipline referral Flowchart
- Schoolwide reinforcement program
- Get all things that are missing & put them in the binder.

TOOLKITS ITEMS UTILIZED

Source: AISD Campus Assessment and Planning Tool (CAPT) (completed by campus with/out external coach). Table indicates *activities* and *action steps* that the team has identified as a priority for the next three months (minimum of two items) and the toolkit items utilized on campus

ADDITIONAL COMMENTS



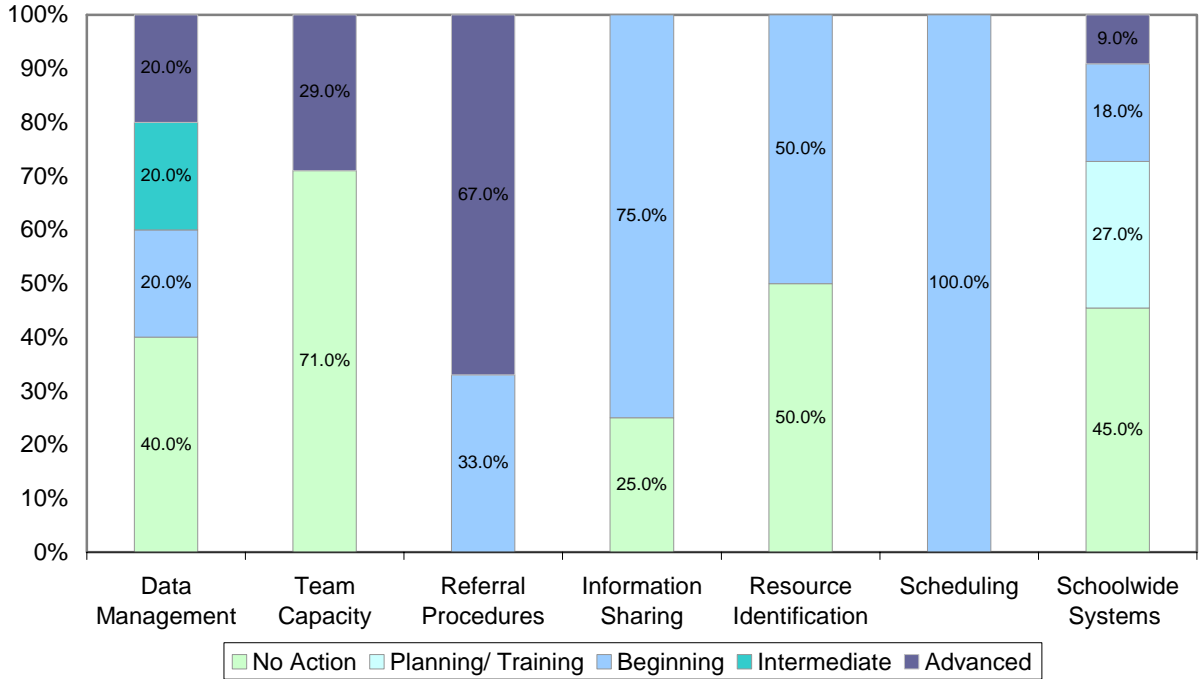
PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS: BRENTWOOD

COACH: LINDA ZANDERS

QUARTER: SEPTEMBER-NOVEMBER 2008

IMPLEMENTATION LEVEL OF PBS ACTIVITIES



Source: AISD PBS Benchmark Tool (completed by external coach). Graph indicates percentage of activities that are in each level of implementation within the seven implementation areas.

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES

	ACTION PLANNED
Understanding PBS	<ul style="list-style-type: none"> Schedule training/ other resources to orient new staff members to PBS; Ensure broad team representation
Managing PBS	
Collaborating for PBS	
Impacting through PBS	<ul style="list-style-type: none"> Conduct common area observations every fall and spring Review data at campus team meetings Address issues that may have caused data trends Address what staff and team might do to change or maintain data trends
Refining PBS	

Source: AISD Campus Assessment and Planning Tool (CAPT- Activities Status Section) (completed by campus with/out external coach). The table lists which activities campus teams have identified as priorities to improve their capacity across the five phases of PBS implementation



PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES (CONTINUED)

IMMEDIATE PRIORITIES (FROM THE CAPT)

- Administrates representation on learn
- Cafeteria reinforcement systems

TOOLKITS ITEMS UTILIZED

Source: AISD Campus Assessment and Planning Tool (CAPT) (completed by campus with/out external coach). Table indicates *activities* and *action steps* that the team has identified as a priority for the next three months (minimum of two items) and the toolkit items utilized on campus

ADDITIONAL COMMENTS



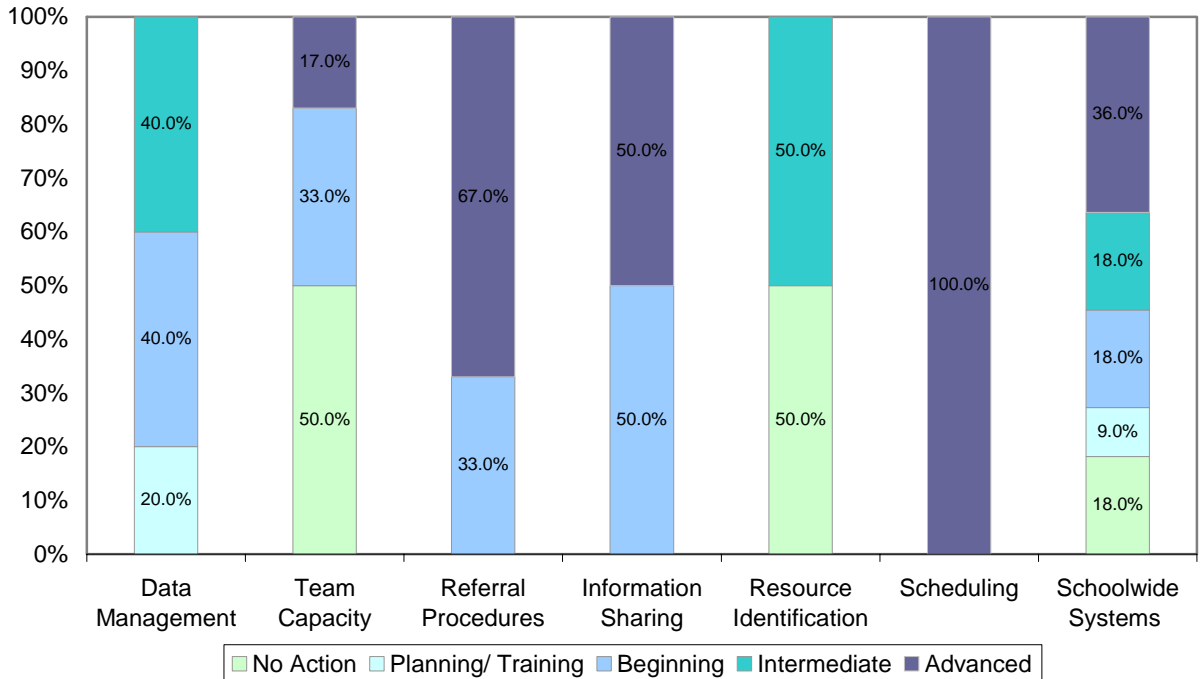
PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS: BROOKE

COACH: BRENDA HAMMER

QUARTER: SEPTEMBER-NOVEMBER 2008

IMPLEMENTATION LEVEL OF PBS ACTIVITIES



Source: AISD PBS Benchmark Tool (completed by external coach). Graph indicates percentage of activities that are in each level of implementation within the seven implementation areas.

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES

	ACTION PLANNED
Understanding PBS	<ul style="list-style-type: none"> Create procedures for on campus services referrals
Managing PBS	
Collaborating for PBS	
Impacting through PBS	<ul style="list-style-type: none"> Align expectations to classroom settings Align reinforcement systems to classroom settings
Refining PBS	

Source: AISD Campus Assessment and Planning Tool (CAPT- Activities Status Section) (completed by campus with/out external coach). The table lists which activities campus teams have identified as priorities to improve their capacity across the five phases of PBS implementation



PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES (CONTINUED)

IMMEDIATE PRIORITIES (FROM THE CAPT)

- Campus Staff use active supervision regularly.

TOOLKITS ITEMS UTILIZED

Source: AISD Campus Assessment and Planning Tool (CAPT) (completed by campus with/out external coach). Table indicates *activities* and *action steps* that the team has identified as a priority for the next three months (minimum of two items) and the toolkit items utilized on campus

ADDITIONAL COMMENTS



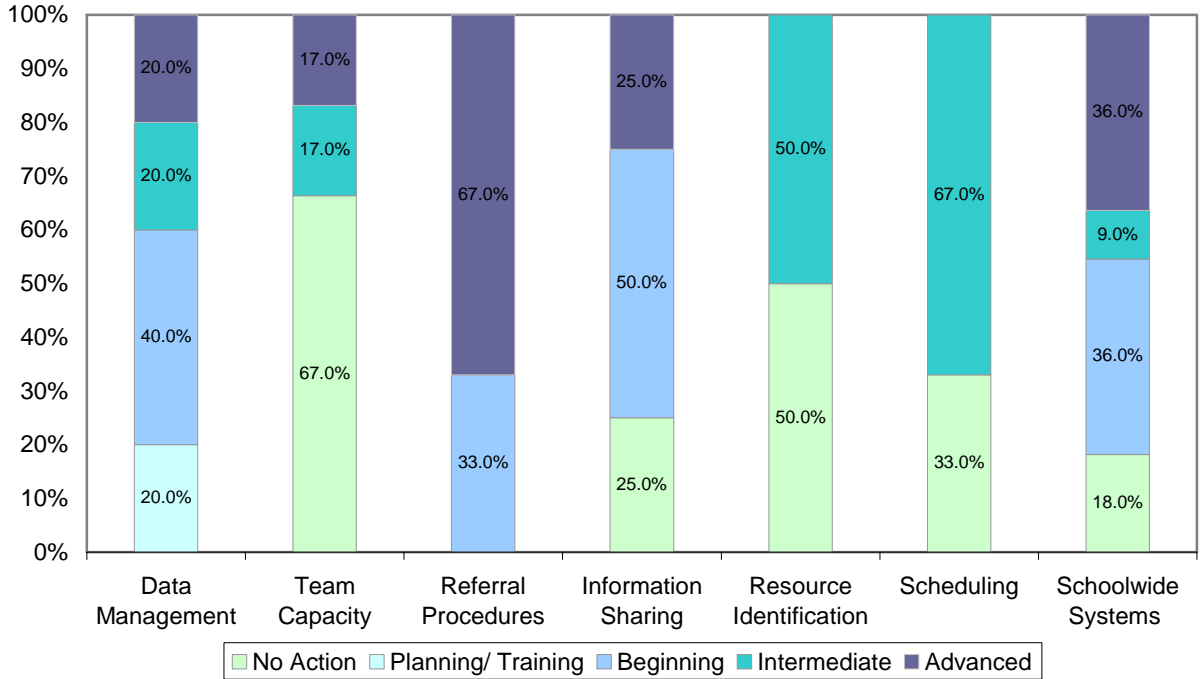
PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS: BROWN

COACH: SERGIO BARRIOS

QUARTER: SEPTEMBER-NOVEMBER 2008

IMPLEMENTATION LEVEL OF PBS ACTIVITIES



Source: AISD PBS Benchmark Tool (completed by external coach). Graph indicates percentage of activities that are in each level of implementation within the seven implementation areas.

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES

ACTION PLANNED	
Understanding PBS	<ul style="list-style-type: none"> Keep a regularly updated copy of the PBS toolkit; Keep PBS toolkit at a designated advertised location on campus Collect Data for referral using the standard district ODR form (DEEDS) Use SASI to collect/summarize discipline referrals Update SASI regularly Include flowchart for external agency referrals in binder Include the signed Staff Agreement/ Ballot in the campus binder
Managing PBS	
Collaborating for PBS	
Impacting through PBS	<ul style="list-style-type: none"> Train a team member to conduct classroom observations Train a team member to conduct common area observations Conduct classroom observations every fall and spring Conduct common area observations every fall and spring Train a team member to conduct student behavioral observations Post expectations for arrival; Post expectations for assembly Review data at campus team meetings Share data trends regularly with campus staff; Share data trends regularly with the IMPACT Team Address issues that may have caused data trends Address what staff and team might do to change or maintain data trends
Refining PBS	

Source: AISD Campus Assessment and Planning Tool (CAPT- Activities Status Section) (completed by campus with/out external coach). The table lists which activities campus teams have identified as priorities to improve their capacity across the five phases of PBS implementation



PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES (CONTINUED)

IMMEDIATE PRIORITIES (FROM THE CAPT)

- Train people to access data (SASI, DEEDS)
- Able to share trends with IMPACT
- Identify community resources.
- Every team meeting should be data driven

TOOLKITS ITEMS UTILIZED

Source: AISD Campus Assessment and Planning Tool (CAPT) (completed by campus with/out external coach). Table indicates *activities* and *action steps* that the team has identified as a priority for the next three months (minimum of two items) and the toolkit items utilized on campus

ADDITIONAL COMMENTS



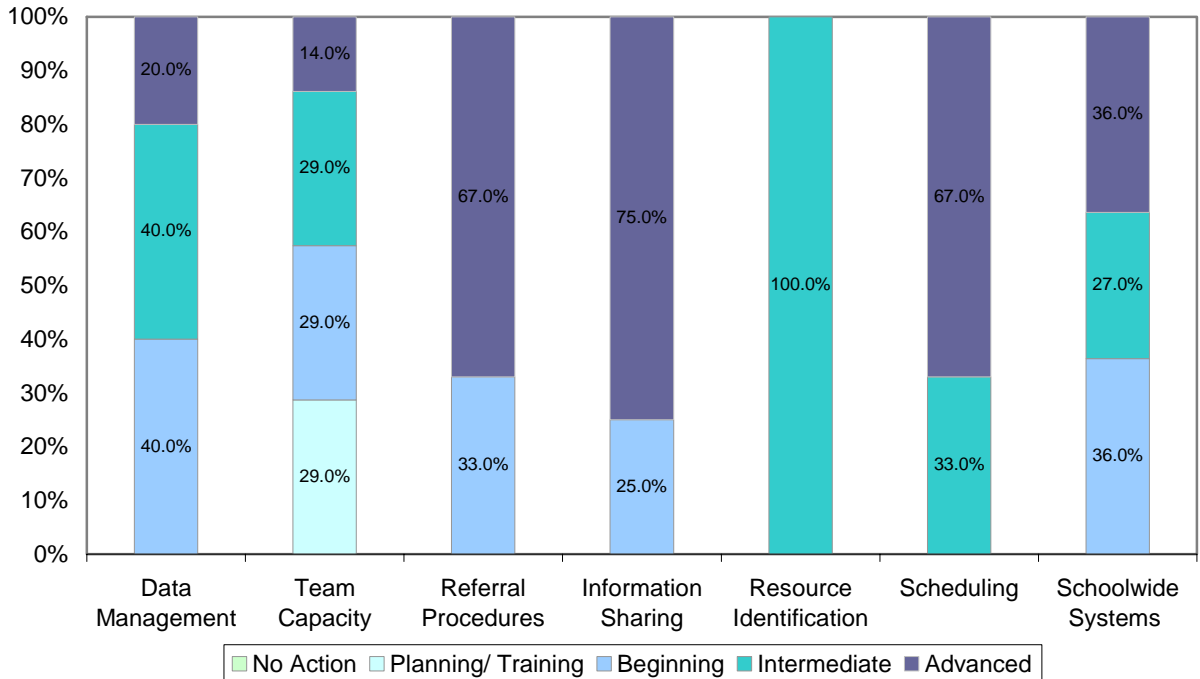
PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS: BURNET

COACH: JANE ROSS

QUARTER: SEPTEMBER-NOVEMBER 2008

IMPLEMENTATION LEVEL OF PBS ACTIVITIES



Source: AISD PBS Benchmark Tool (completed by external coach). Graph indicates percentage of activities that are in each level of implementation within the seven implementation areas.

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES

	ACTION PLANNED
Understanding PBS	<ul style="list-style-type: none"> Keep a regularly updated copy of the PBS toolkit Create procedures for PBS coaches referrals Include the discipline referral form in the campus binder Include the flowchart outlining referral to campus agencies in the campus binder Include flowchart for external agency referrals in binder Include Decision Tree for minor versus major behaviors Include the signed Staff Agreement/ Ballot in the campus binder Include completed meeting agendas/minutes in the campus binder
Managing PBS	
Collaborating for PBS	
Impacting through PBS	<ul style="list-style-type: none"> Train a team member to conduct common area observations Post expectations for dismissal; Post expectations for arrival Post expectations for cafeteria Post expectations for restroom Post expectations for assembly Post expectations for courtyard Share data trends regularly with campus staff Address what staff and team might do to change or maintain data trends
Refining PBS	

Source: AISD Campus Assessment and Planning Tool (CAPT- Activities Status Section) (completed by campus with/out external coach). The table lists which activities campus teams have identified as priorities to improve their capacity across the five phases of PBS implementation



PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES (CONTINUED)

IMMEDIATE PRIORITIES (FROM THE CAPT)

- (3rd of the 3 priorities) Train the full PBS team to conduct classroom observation and common area observations.
- Post signs throughout school
- Update the campus PBS Binder

TOOLKITS ITEMS UTILIZED

- Active Supervision
- Behavioral Narration
- Consensus Building Consultation Request Form
- Data Driven Decision Making
- Improvement Cycle Life Skills
- Map of AISD Resources
- Recovery (Cool Down)
- Scaffolding Classroom Management
- Team Meeting Structure

Source: AISD Campus Assessment and Planning Tool (CAPT) (completed by campus with/out external coach). Table indicates *activities* and *action steps* that the team has identified as a priority for the next three months (minimum of two items) and the toolkit items utilized on campus

ADDITIONAL COMMENTS



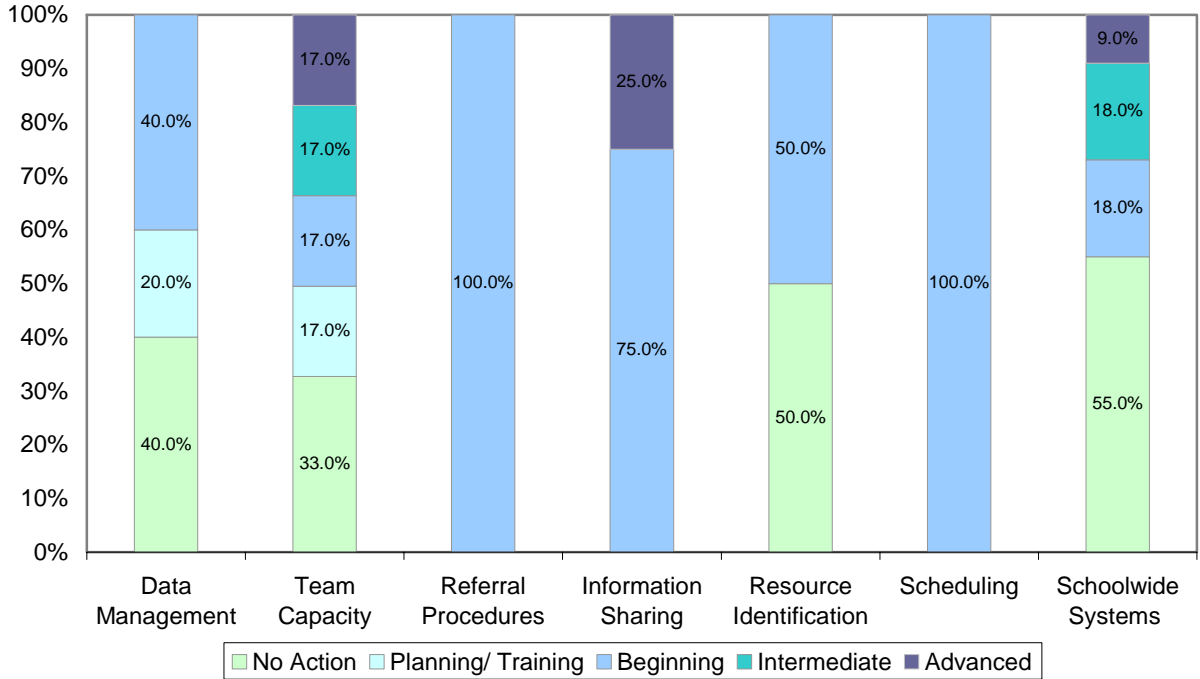
PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS: CASEY

COACH: BRENDA HAMMER

QUARTER: SEPTEMBER-NOVEMBER 2008

IMPLEMENTATION LEVEL OF PBS ACTIVITIES



Source: AISD PBS Benchmark Tool (completed by external coach). Graph indicates percentage of activities that are in each level of implementation within the seven implementation areas.

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES

	ACTION PLANNED
Understanding PBS	<ul style="list-style-type: none"> Schedule training/ other resources to orient new staff members to PBS; Train staff in active supervision Create procedures for PBS coaches referrals
Managing PBS	
Collaborating for PBS	
Impacting through PBS	<ul style="list-style-type: none"> Train a team member to conduct classroom observations Train a team member to conduct common area observations Implement reinforcement systems for expected adult behaviors Implement student behavior reinforcement systems Share data trends regularly with campus staff
Refining PBS	

Source: AISD Campus Assessment and Planning Tool (CAPT- Activities Status Section) (completed by campus with/out external coach). The table lists which activities campus teams have identified as priorities to improve their capacity across the five phases of PBS implementation



PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES (CONTINUED)

IMMEDIATE PRIORITIES (FROM THE CAPT)

TOOLKITS ITEMS UTILIZED

Source: AISD Campus Assessment and Planning Tool (CAPT) (completed by campus with/out external coach). Table indicates *activities* and *action steps* that the team has identified as a priority for the next three months (minimum of two items) and the toolkit items utilized on campus

ADDITIONAL COMMENTS



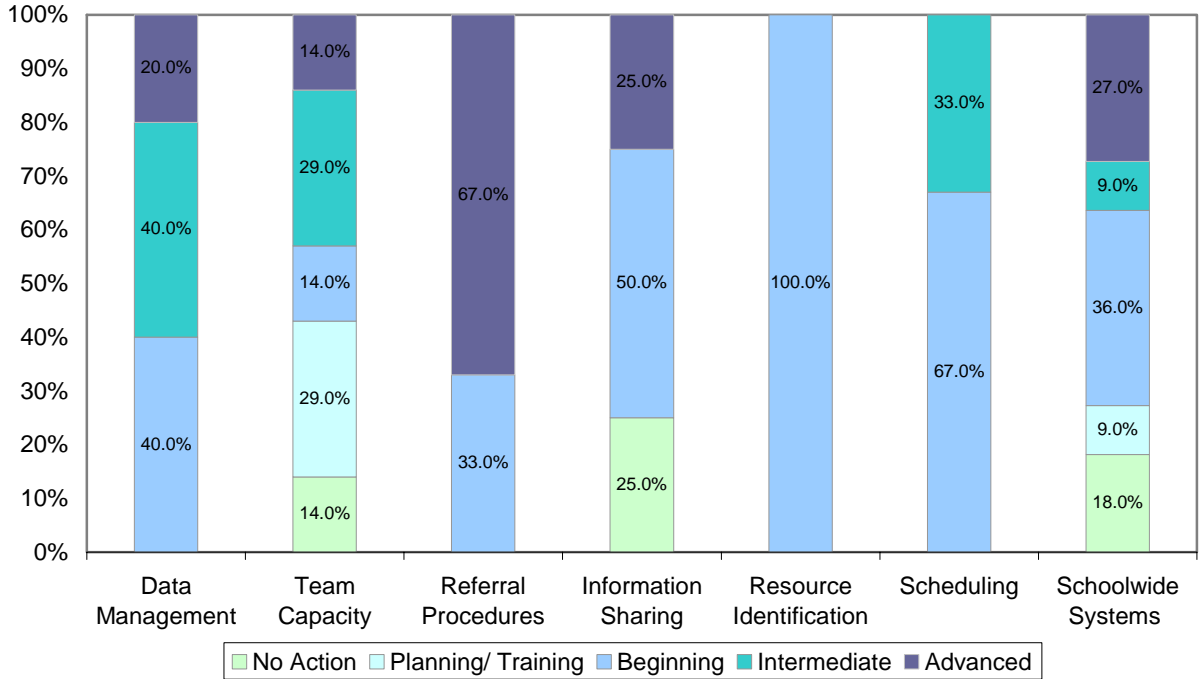
PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS: CLAYTON

COACH: SERGIO BARRIOS

QUARTER: SEPTEMBER-NOVEMBER 2008

IMPLEMENTATION LEVEL OF PBS ACTIVITIES



Source: AISD PBS Benchmark Tool (completed by external coach). Graph indicates percentage of activities that are in each level of implementation within the seven implementation areas.

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES

	ACTION PLANNED
Understanding PBS	<ul style="list-style-type: none"> Fill PBS team roles throughout the year Establish procedures for making referrals to PBS coaches Always use consultation requests prior to conducting observations
Managing PBS	
Collaborating for PBS	
Impacting through PBS	<ul style="list-style-type: none"> Post expectations for playground Review data at team meetings Address issues that may have caused data trends Address what staff and team might do to address data trends
Refining PBS	

Source: AISD Campus Assessment and Planning Tool (CAPT- Activities Status Section) (completed by campus with/out external coach). The table lists which activities campus teams have identified as priorities to improve their capacity across the five phases of PBS implementation



PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES (CONTINUED)

IMMEDIATE PRIORITIES (FROM THE CAPT)

- Identify and build roles and responsibilities
- Use protocols for PBS model
- Develop and use staff survey for PBS priorities
- Establish process for assessing external coach as a resource
- Post arrival/dismissal procedures
- Examine referral trends for trends
- Use disaggregated data to address campus concerns
- Get referral copy in binder
- Get decision tree
- Organize PBS toolkit in library

TOOLKITS ITEMS UTILIZED

Source: AISD Campus Assessment and Planning Tool (CAPT) (completed by campus with/out external coach). Table indicates *activities* and *action steps* that the team has identified as a priority for the next three months (minimum of two items) and the toolkit items utilized on campus

ADDITIONAL COMMENTS



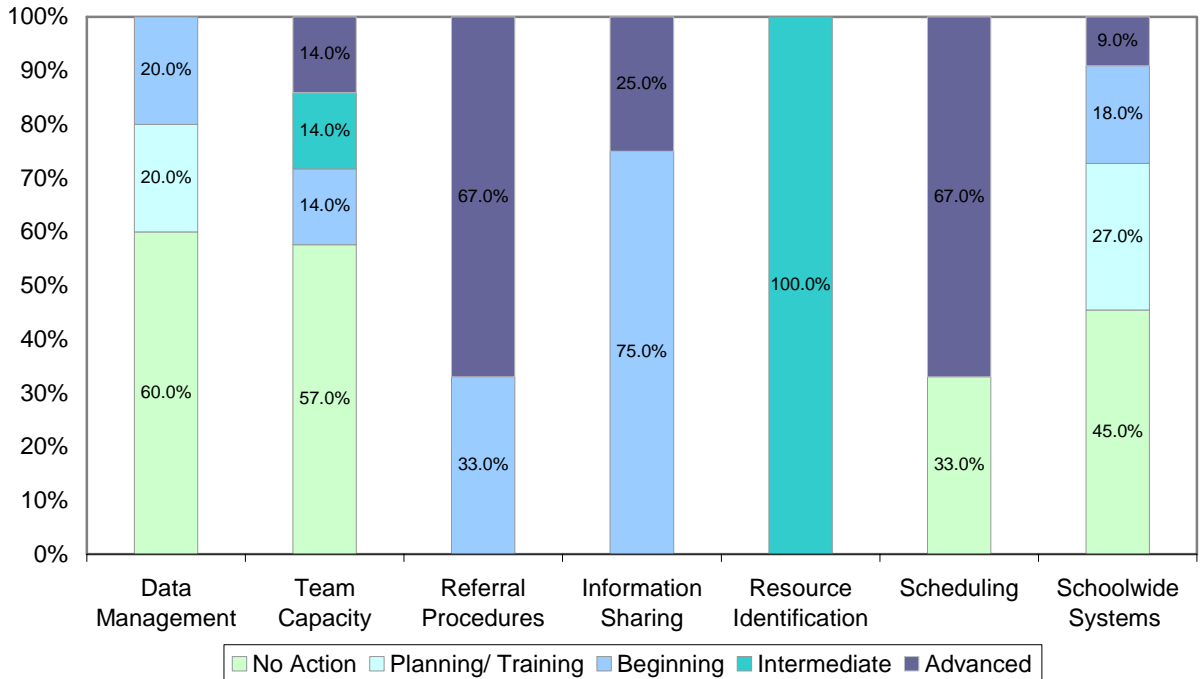
PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS: COOK

COACH: CARLA ROBERSON

QUARTER: SEPTEMBER-NOVEMBER 2008

IMPLEMENTATION LEVEL OF PBS ACTIVITIES



Source: AISD PBS Benchmark Tool (completed by external coach). Graph indicates percentage of activities that are in each level of implementation within the seven implementation areas.

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES

	ACTION PLANNED
Understanding PBS	<ul style="list-style-type: none"> Schedule training/ other resources to orient new staff members to PBS; Fill PBS team roles throughout the year List/ Identify office versus classroom managed problem behaviors Train staff in active supervision Collect Data for referral using the standard district ODR form (DEEDS) Create procedures for PBS coaches referrals Always use consultation requests prior to conducting observations
Managing PBS	
Collaborating for PBS	
Impacting through PBS	<ul style="list-style-type: none"> Conduct classroom observations every fall and spring Conduct common area observations every fall and spring Train a team member to pull SASI data Post expectations for dismissal; Post expectations for arrival Post expectations for cafeteria Post expectations for restroom Post expectations for assembly Post expectations for playground Review data at campus team meetings Address issues that may have caused data trends
Refining PBS	

Source: AISD Campus Assessment and Planning Tool (CAPT- Activities Status Section) (completed by campus with/out external coach). The table lists which activities campus teams have identified as priorities to improve their capacity across the five phases of PBS implementation



PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES (CONTINUED)

IMMEDIATE PRIORITIES (FROM THE CAPT)

- Filling all the roles must be completed this quarter. Ensure that team members connect with outlying campus departments.
- Team DATA person must be assigned as soon as possible. Data person to complete SASI/ ACCESS data training.
- Counselor/TEAM to be made aware all the resources that are available in the ACCESS grant
- Guidelines for success to be posted; expectations should be posted
- Team Meeting agendas should reflect time to discuss all data. Referral Data should be compared to the IMPACT lists, CR's and observation notes.
- Binder to include CR process for outside agencies. Binder to include Flowchart for referring to outside agencies.

TOOLKIT ITEMS UTILIZED

Source: AISD Campus Assessment and Planning Tool (CAPT) (completed by campus with/out external coach). Table indicates *activities* and *action steps* that the team has identified as a priority for the next three months (minimum of two items) and the toolkit items utilized on campus

ADDITIONAL COMMENTS



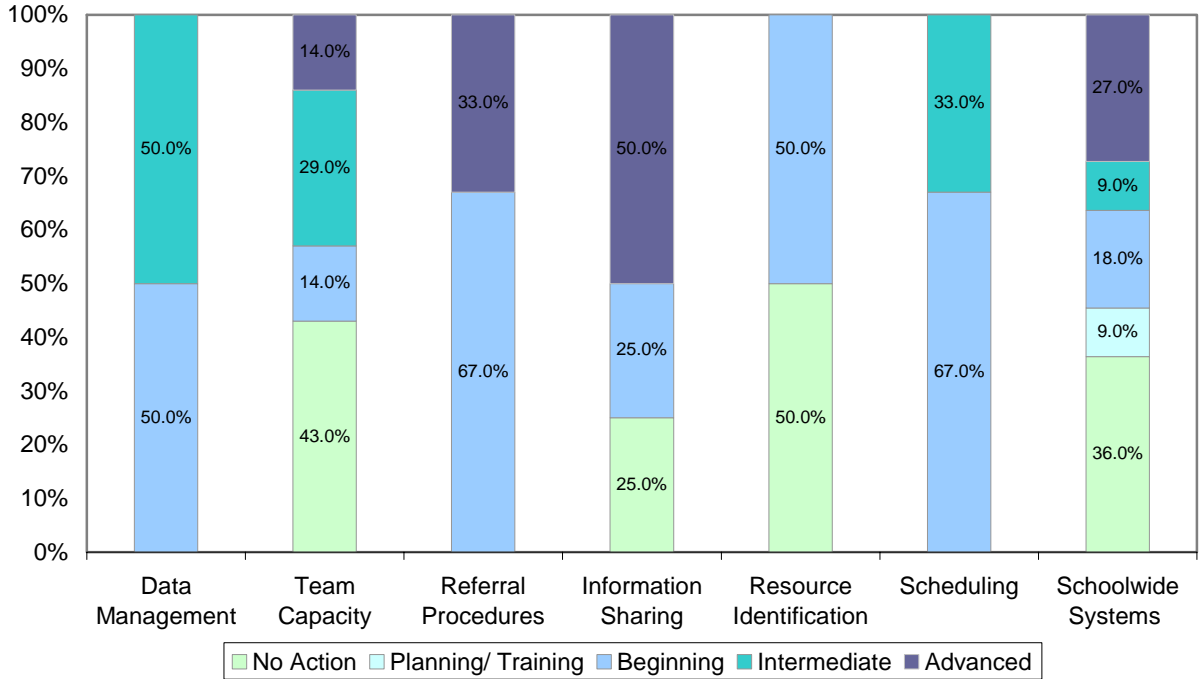
PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS: COVINGTON

COACH: MARISA ZAPPONE

QUARTER: SEPTEMBER-NOVEMBER 2008

IMPLEMENTATION LEVEL OF PBS ACTIVITIES



Source: AISD PBS Benchmark Tool (completed by external coach). Graph indicates percentage of activities that are in each level of implementation within the seven implementation areas.

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES

	ACTION PLANNED
Understanding PBS	<ul style="list-style-type: none"> Keep a regularly updated copy of the PBS toolkit Train staff in active supervision Include completed meeting agendas/minutes in the campus binder
Managing PBS	
Collaborating for PBS	
Impacting through PBS	<ul style="list-style-type: none"> Conduct classroom observations every fall and spring Conduct common area observations every fall and spring Train a team member to pull SASI data Identify campus guidelines for success Post expectations for arrival; Post expectations for cafeteria Post expectations for hallways; Post expectations for restroom Post expectations for assembly; Post expectations for courtyard Implement student behavior reinforcement systems Share data trends regularly with campus staff; Share data trends regularly with the IMPACT Team Align reinforcement systems to classroom settings
Refining PBS	

Source: AISD Campus Assessment and Planning Tool (CAPT- Activities Status Section) (completed by campus with/out external coach). The table lists which activities campus teams have identified as priorities to improve their capacity across the five phases of PBS implementation



PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES (CONTINUED)

IMMEDIATE PRIORITIES (FROM THE CAPT)

- Campus staff are trained in active supervision and regularly practice active supervision.
- Share data trends regularly with campus
- Review of common area expectations for students and development of expectations for adults; ensure consistent use of the pride tickets incentive system

TOOLKIT ITEMS UTILIZED

- Active Supervision
- Behavioral Narration
- Life Skills
- Scaffolding Classroom Management
- Targeted Classroom Reinforcement System1

Source: AISD Campus Assessment and Planning Tool (CAPT) (completed by campus with/out external coach). Table indicates *activities* and *action steps* that the team has identified as a priority for the next three months (minimum of two items) and the toolkit items utilized on campus

ADDITIONAL COMMENTS



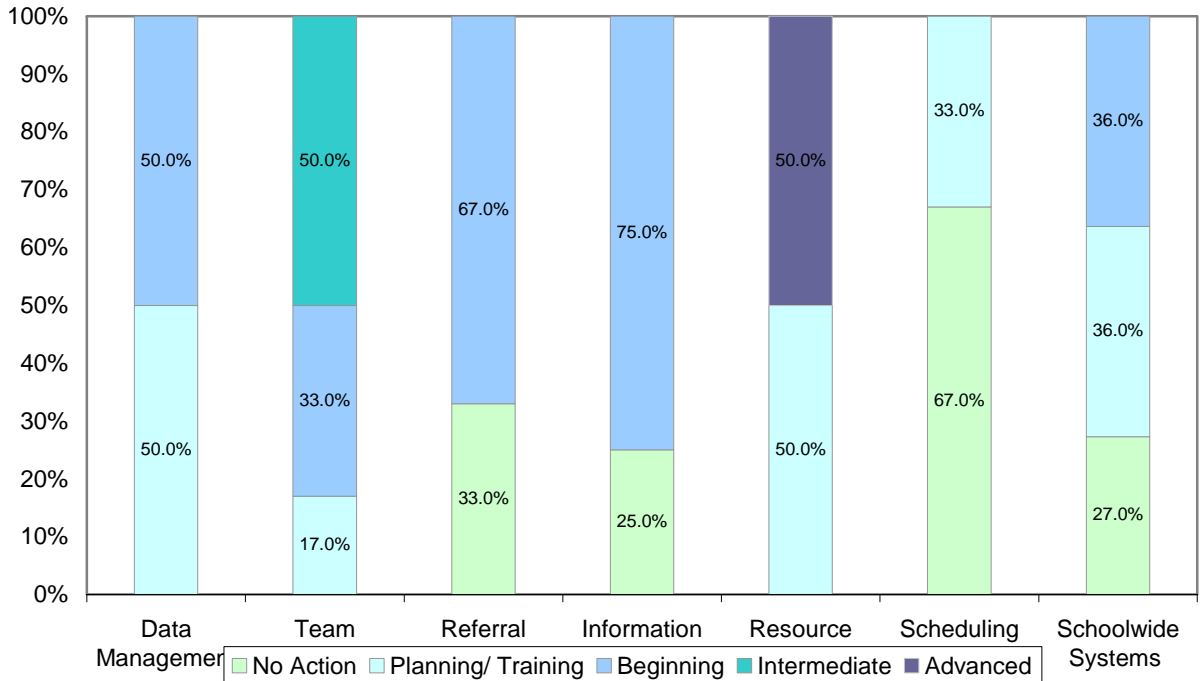
PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS: DOBIE

COACH: JULES NARCISSE

QUARTER: SEPTEMBER-NOVEMBER 2008

IMPLEMENTATION LEVEL OF PBS ACTIVITIES



Source: AISD PBS Benchmark Tool (completed by external coach). Graph indicates percentage of activities that are in each level of implementation within the seven implementation areas.

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES

	ACTION PLANNED
Understanding PBS	<ul style="list-style-type: none"> • Create procedures for PBS coaches referrals
Managing PBS	
Collaborating for PBS	
Impacting through PBS	<ul style="list-style-type: none"> • Train a team member to conduct common area observations • Conduct classroom observations every fall and spring • Conduct common area observations every fall and spring
Refining PBS	

Source: AISD Campus Assessment and Planning Tool (CAPT- Activities Status Section) (completed by campus with/out external coach). The table lists which activities campus teams have identified as priorities to improve their capacity across the five phases of PBS implementation



PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES (CONTINUED)

IMMEDIATE PRIORITIES (FROM THE CAPT)

- None developed; none posted

TOOLKITS ITEMS UTILIZED

Source: AISD Campus Assessment and Planning Tool (CAPT) (completed by campus with/out external coach). Table indicates *activities* and *action steps* that the team has identified as a priority for the next three months (minimum of two items) and the toolkit items utilized on campus

ADDITIONAL COMMENTS



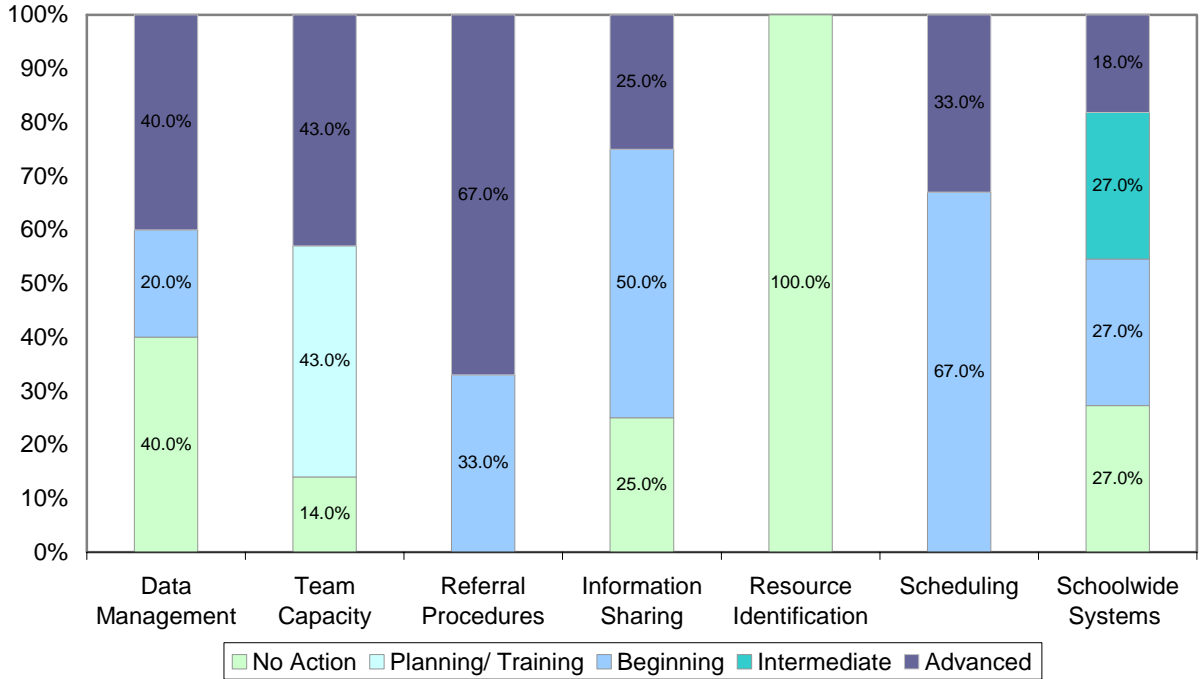
PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS: FULMORE

COACH: SERGIO BARRIOS

QUARTER: SEPTEMBER-NOVEMBER 2008

IMPLEMENTATION LEVEL OF PBS ACTIVITIES



Source: AISD PBS Benchmark Tool (completed by external coach). Graph indicates percentage of activities that are in each level of implementation within the seven implementation areas.

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES

	ACTION PLANNED
Understanding PBS	<ul style="list-style-type: none"> List/ Identify office versus classroom managed problem behaviors Keep a regularly updated copy of the PBS toolkit Keep PBS toolkit at a designated advertised location on campus Create procedures for PBS coaches referrals Always use consultation requests prior to conducting observations
Managing PBS	
Collaborating for PBS	
Impacting through PBS	<ul style="list-style-type: none"> Train a team member to conduct classroom observations; Conduct classroom observations every fall and spring Train a team member to conduct student behavioral observations Identify campus guidelines for success Post expectations for dismissal; Post expectations for arrival Post expectations for hallways; Post expectations for restroom; Post expectations for other Review data at campus team meetings Share data trends regularly with the IMPACT Team Align expectations to classroom settings; Align reinforcement systems to classroom settings Address issues that may have caused data trends Address what staff and team might do to change or maintain data trends
Refining PBS	

Source: AISD Campus Assessment and Planning Tool (CAPT- Activities Status Section) (completed by campus with/out external coach). The table lists which activities campus teams have identified as priorities to improve their capacity across the five phases of PBS implementation



PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES (CONTINUED)

IMMEDIATE PRIORITIES (FROM THE CAPT)

- PBS Team members will be trained in conducting classroom and Stud. Observations (John Thomsny and Crystal)
- Sallie McCutchen has been trained
- To have a clear destiction between classroom management behaviorand office referral
- Assembly; Dismissal; Arrival
- At each PBS team Mtg.
- Place hard copy of documents.

TOOLKITS ITEMS UTILIZED

Source: AISD Campus Assessment and Planning Tool (CAPT) (completed by campus with/out external coach). Table indicates *activities* and *action steps* that the team has identified as a priority for the next three months (minimum of two items) and the toolkit items utilized on campus

ADDITIONAL COMMENTS



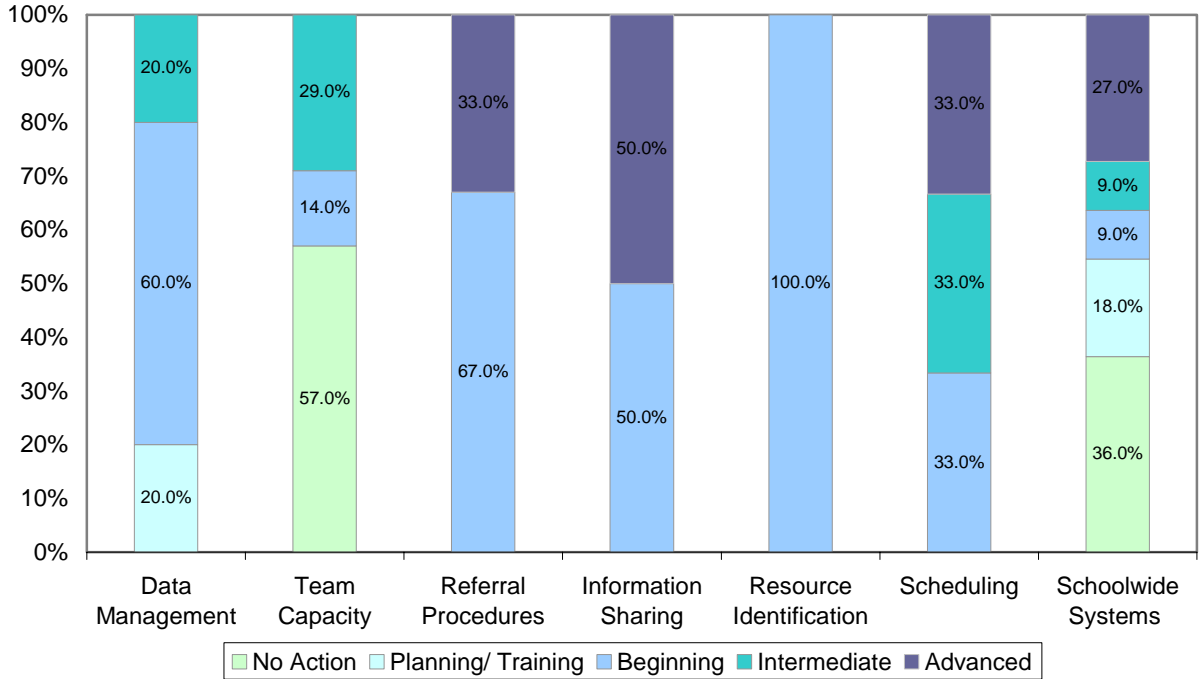
PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS: GARCIA

COACH: CARLA ROBERSON

QUARTER: SEPTEMBER-NOVEMBER 2008

IMPLEMENTATION LEVEL OF PBS ACTIVITIES



Source: AISD PBS Benchmark Tool (completed by external coach). Graph indicates percentage of activities that are in each level of implementation within the seven implementation areas.

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES

	ACTION PLANNED
Understanding PBS	<ul style="list-style-type: none"> Schedule training/ other resources to orient new staff members to PBS; Fill PBS team roles throughout the year Fill PBS team roles throughout the year Train staff in active supervision Collect Data for referral using the standard district ODR form (DEEDS) Create procedures for PBS coaches referrals Always use consultation requests prior to conducting observations
Managing PBS	
Collaborating for PBS	
Impacting through PBS	<ul style="list-style-type: none"> Conduct classroom observations every fall and spring Conduct common area observations every fall and spring Post expectations for dismissal; Post expectations for arrival Post expectations for cafeteria; Post expectations for hallways Post expectations for restroom; Post expectations for assembly; Post expectations for library Implement student behavior reinforcement systems Review data at campus team meetings Address issues that may have caused data trends Address what staff and team might do to change or maintain data trends
Refining PBS	

Source: AISD Campus Assessment and Planning Tool (CAPT- Activities Status Section) (completed by campus with/out external coach). The table lists which activities campus teams have identified as priorities to improve their capacity across the five phases of PBS implementation



PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES (CONTINUED)

IMMEDIATE PRIORITIES (FROM THE CAPT)

- Filling all the roles must be completed this quarter. Ensure that team members connect with outlying campus departments.
- Counselors/TEAM to make aware all the resources that are available in the ACCESS grant.
- Guidelines for success to be posted. Expectations should be posted.
- Referral Data should be compared to the IMPACT lists, CR's and Observation notes.
- Binder to include CR process for outside agencies. Binder to include Flowchart for referring to outside agencies.

TOOLKIT ITEMS UTILIZED

- Active Supervision
- Power Struggles

Source: AISD Campus Assessment and Planning Tool (CAPT) (completed by campus with/out external coach). Table indicates *activities* and *action steps* that the team has identified as a priority for the next three months (minimum of two items) and the toolkit items utilized on campus

ADDITIONAL COMMENTS



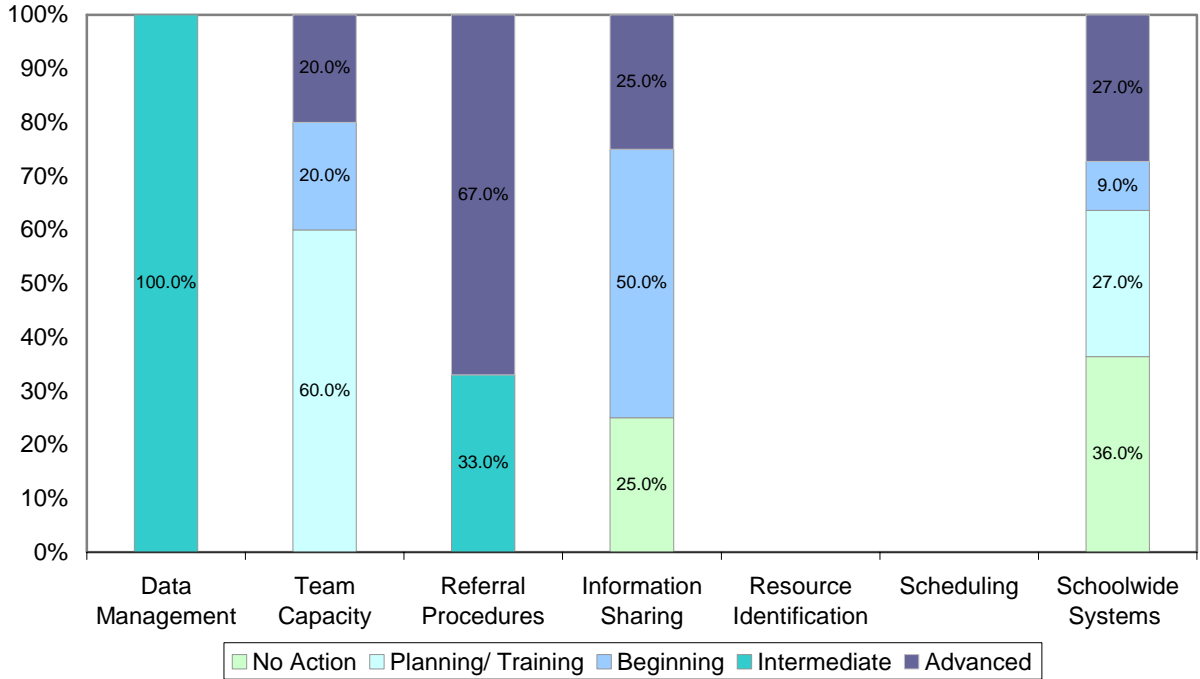
PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS: GOVALLE

COACH: AMELIA NIETO

QUARTER: SEPTEMBER-NOVEMBER 2008

IMPLEMENTATION LEVEL OF PBS ACTIVITIES



Source: AISD PBS Benchmark Tool (completed by external coach). Graph indicates percentage of activities that are in each level of implementation within the seven implementation areas.

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES

	ACTION PLANNED
Understanding PBS	<ul style="list-style-type: none"> • Train staff in active supervision • Ensure broad team representation
Managing PBS	
Collaborating for PBS	
Impacting through PBS	<ul style="list-style-type: none"> • Conduct common area observations every fall and spring • Implement reinforcement systems for expected adult behaviors • Implement student behavior reinforcement systems • Share data trends regularly with campus staff • Align expectations to classroom settings
Refining PBS	

Source: AISD Campus Assessment and Planning Tool (CAPT- Activities Status Section) (completed by campus with/out external coach). The table lists which activities campus teams have identified as priorities to improve their capacity across the five phases of PBS implementation



PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES (CONTINUED)

IMMEDIATE PRIORITIES (FROM THE CAPT)

- Data trends are shared regularly with campus staff.
- Reinforcement systems are used for expected student behaviors.

TOOLKITS ITEMS UTILIZED

- Fish Sticks

Source: AISD Campus Assessment and Planning Tool (CAPT) (completed by campus with/out external coach). Table indicates *activities* and *action steps* that the team has identified as a priority for the next three months (minimum of two items) and the toolkit items utilized on campus

ADDITIONAL COMMENTS



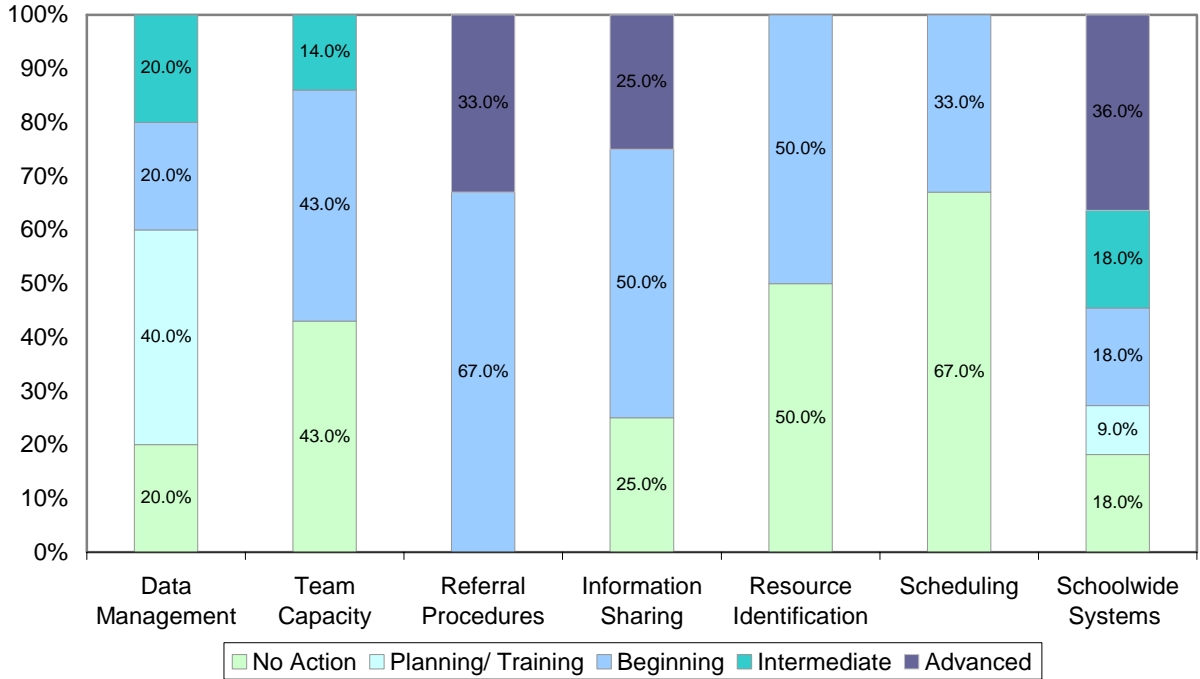
PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS: GRAHAM

COACH: AIMEE EDWARDS-HUNTER

QUARTER: SEPTEMBER-NOVEMBER 2008

IMPLEMENTATION LEVEL OF PBS ACTIVITIES



Source: AISD PBS Benchmark Tool (completed by external coach). Graph indicates percentage of activities that are in each level of implementation within the seven implementation areas.

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES

	ACTION PLANNED
Understanding PBS	<ul style="list-style-type: none"> List/ Identify office versus classroom managed problem behaviors Keep a regularly updated copy of the PBS toolkit Keep PBS toolkit at a designated advertised location on campus
Managing PBS	<ul style="list-style-type: none"> Train staff in active supervision Update SASI regularly Create procedures for PBS coaches referrals
Collaborating for PBS	<ul style="list-style-type: none"> Always use consultation requests prior to conducting observations Include the discipline referral form in the campus binder Include Decision Tree for minor versus major behaviors Ensure broad team representation
Impacting through PBS	<ul style="list-style-type: none"> Train a team member to conduct common area observations Post expectations for dismissal; Post expectations for restroom Post expectations for assembly Review data at campus team meetings Share data trends regularly with campus staff
Refining PBS	<ul style="list-style-type: none"> Align expectations to classroom settings Align reinforcement systems to classroom settings Address issues that may have caused data trends Address what staff and team might do to change or maintain data trends

Source: AISD Campus Assessment and Planning Tool (CAPT- Activities Status Section) (completed by campus with/out external coach). The table lists which activities campus teams have identified as priorities to improve their capacity across the five phases of PBS implementation



PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES (CONTINUED)

IMMEDIATE PRIORITIES (FROM THE CAPT)

- Include more representative team members
- Utilize PBS Consultation Request process
- Have expectations posted in all common areas.
- Review data trends at every PBS meeting and share info with staff.
- Get updated PBS binder.

TOOLKITS ITEMS UTILIZED

Source: AISD Campus Assessment and Planning Tool (CAPT) (completed by campus with/out external coach). Table indicates *activities* and *action steps* that the team has identified as a priority for the next three months (minimum of two items) and the toolkit items utilized on campus

ADDITIONAL COMMENTS



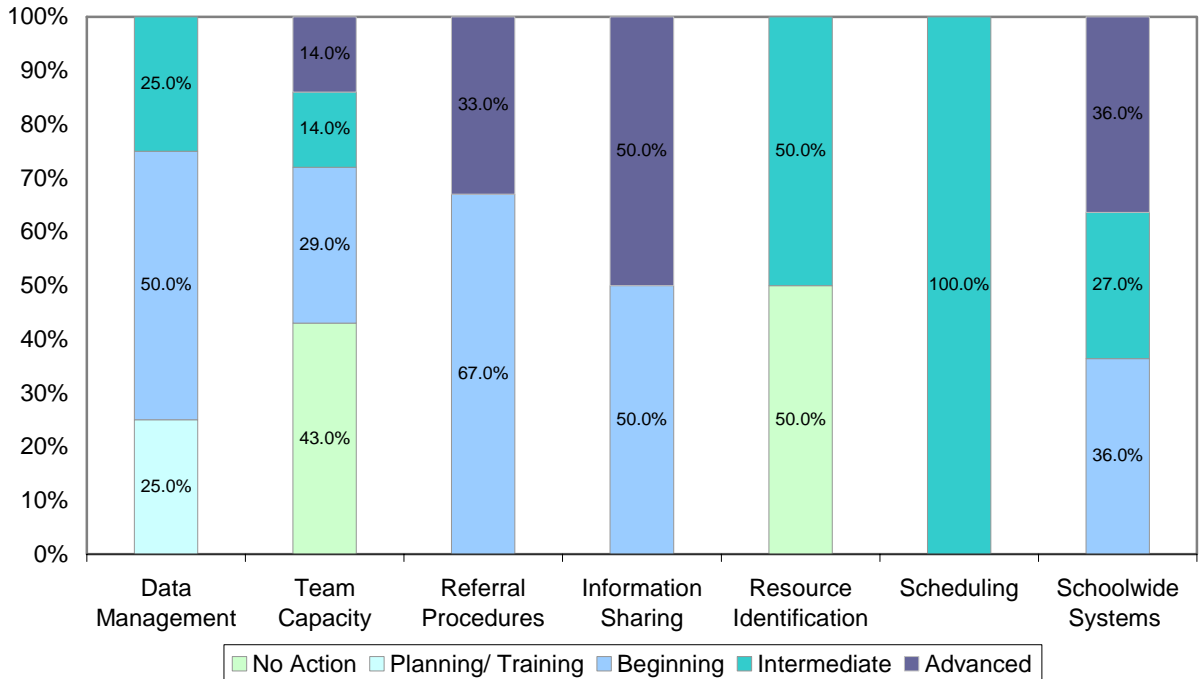
PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS: GULLETT

COACH: AIMEE EDWARDS-HUNTER

QUARTER: SEPTEMBER-NOVEMBER 2008

IMPLEMENTATION LEVEL OF PBS ACTIVITIES



Source: AISD PBS Benchmark Tool (completed by external coach). Graph indicates percentage of activities that are in each level of implementation within the seven implementation areas.

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES

	ACTION PLANNED
Understanding PBS	<ul style="list-style-type: none"> Keep a regularly updated copy of the PBS toolkit Keep PBS toolkit at a designated advertised location on campus Ensure broad team representation
Managing PBS	
Collaborating for PBS	
Impacting through PBS	<ul style="list-style-type: none"> Train a team member to pull SASI data Review data at campus team meetings Share data trends regularly with campus staff Share data trends regularly with the IMPACT Team Address issues that may have caused data trends Address what staff and team might do to change or maintain data trends
Refining PBS	

Source: AISD Campus Assessment and Planning Tool (CAPT- Activities Status Section) (completed by campus with/out external coach). The table lists which activities campus teams have identified as priorities to improve their capacity across the five phases of PBS implementation



PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES (CONTINUED)

IMMEDIATE PRIORITIES (FROM THE CAPT)

- have representative team members join PBS team. Train another team member (besides principal) to pull data from SASI.
- Increase use of data/trends in decision-making & goal setting on campus.

TOOLKITS ITEMS UTILIZED

- Data Driven Decision Making

Source: AISD Campus Assessment and Planning Tool (CAPT) (completed by campus with/out external coach). Table indicates *activities* and *action steps* that the team has identified as a priority for the next three months (minimum of two items) and the toolkit items utilized on campus

ADDITIONAL COMMENTS



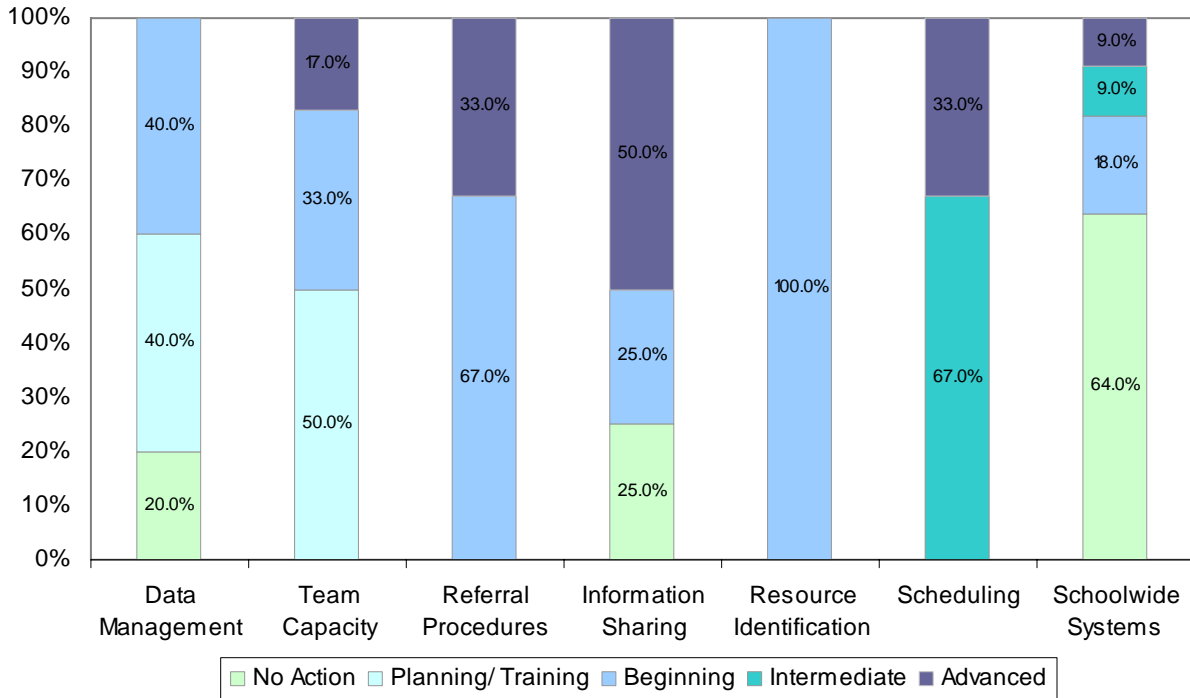
PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS: HART

COACH: BRENDA HAMMER

QUARTER: SEPTEMBER-NOVEMBER 2008

IMPLEMENTATION LEVEL OF PBS ACTIVITIES



Source: AISD PBS Benchmark Tool (completed by external coach). Graph indicates percentage of activities that are in each level of implementation within the seven implementation areas.

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES

	ACTION PLANNED
Understanding PBS	
Managing PBS	
Collaborating for PBS	
Impacting through PBS	
Refining PBS	

Source: AISD Campus Assessment and Planning Tool (CAPT- Activities Status Section) (completed by campus with/out external coach). The table lists which activities campus teams have identified as priorities to improve their capacity across the five phases of PBS implementation



PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES (CONTINUED)

IMMEDIATE PRIORITIES (FROM THE CAPT)

TOOLKITS ITEMS UTILIZED

Source: AISD Campus Assessment and Planning Tool (CAPT) (completed by campus with/out external coach). Table indicates *activities* and *action steps* that the team has identified as a priority for the next three months (minimum of two items) and the toolkit items utilized on campus

ADDITIONAL COMMENTS



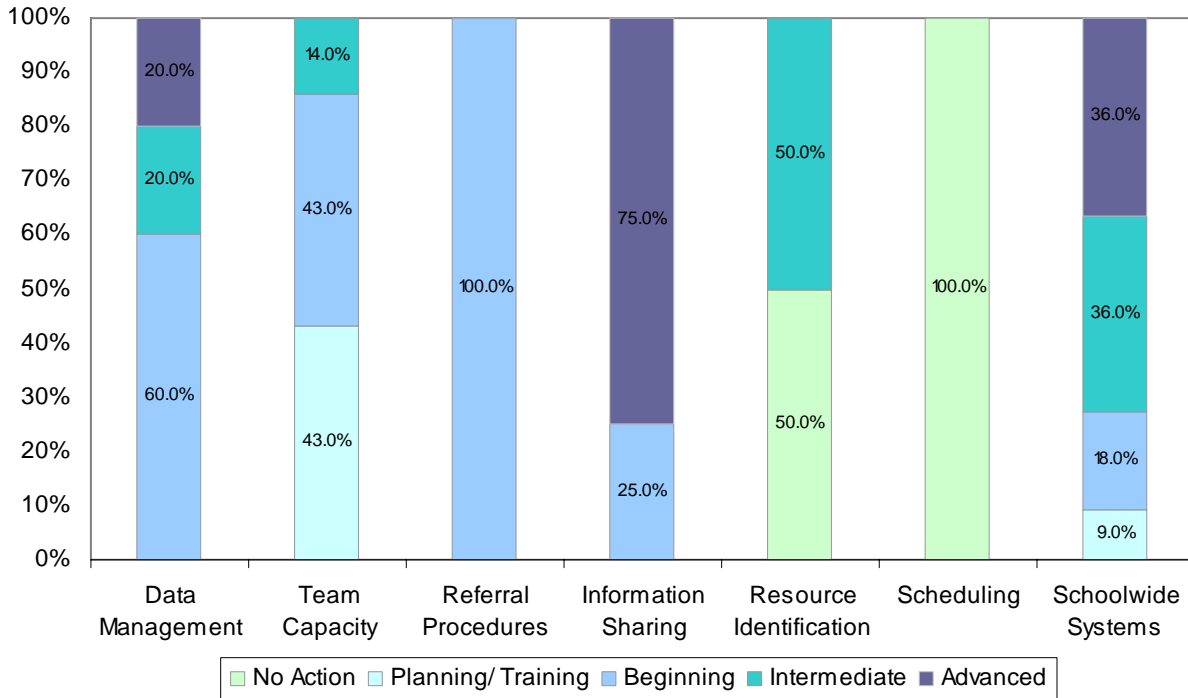
PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS: JORDAN

COACH: JULES NARCISSE

QUARTER: SEPTEMBER-NOVEMBER 2008

IMPLEMENTATION LEVEL OF PBS ACTIVITIES



Source: AISD PBS Benchmark Tool (completed by external coach). Graph indicates percentage of activities that are in each level of implementation within the seven implementation areas.

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES

	ACTION PLANNED
Understanding PBS	<ul style="list-style-type: none"> • Create and follow procedures for making referrals to PBS coaches (consultation request form) Fill PBS team roles throughout the year • Train staff in active supervision and use active supervision regularly
Managing PBS	
Collaborating for PBS	
Impacting through PBS	
Refining PBS	

Source: AISD Campus Assessment and Planning Tool (CAPT- Activities Status Section) (completed by campus with/out external coach). The table lists which activities campus teams have identified as priorities to improve their capacity across the five phases of PBS implementation



PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES (CONTINUED)

IMMEDIATE PRIORITIES (FROM THE CAPT)

- More meetings; designated meeting time

TOOLKITS ITEMS UTILIZED

Source: AISD Campus Assessment and Planning Tool (CAPT) (completed by campus with/out external coach). Table indicates *activities* and *action steps* that the team has identified as a priority for the next three months (minimum of two items) and the toolkit items utilized on campus

ADDITIONAL COMMENTS



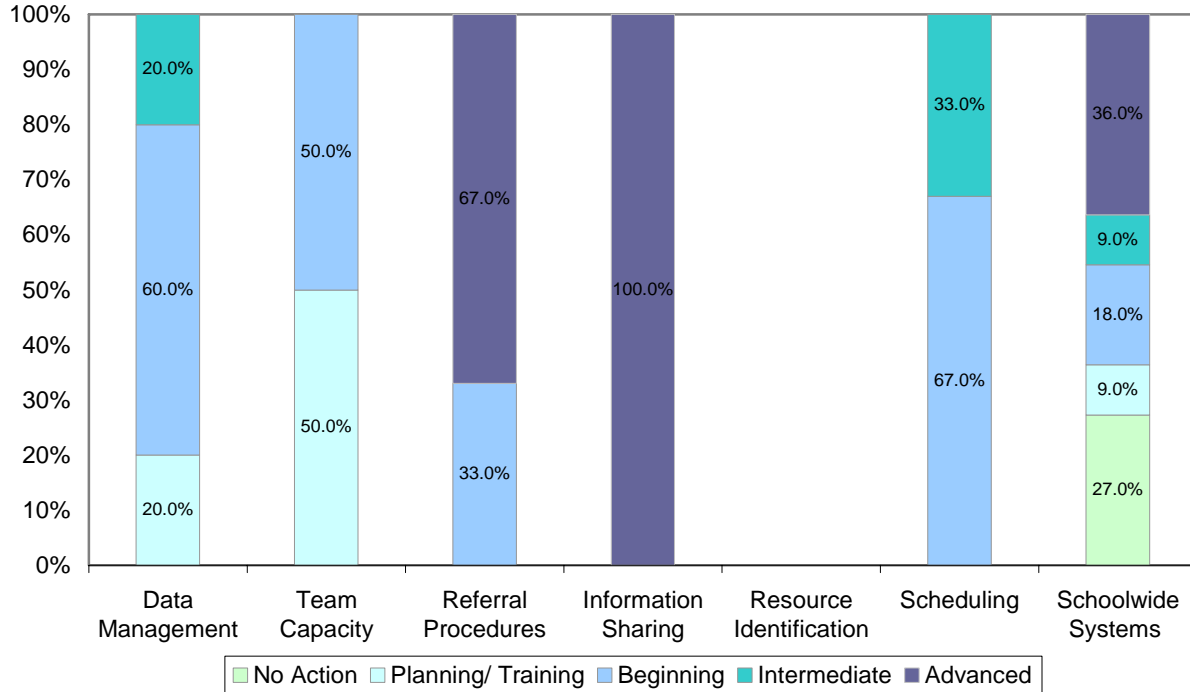
PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS: JOSLIN

COACH: GRACE MARTINO-BREWSTER

QUARTER: SEPTEMBER-NOVEMBER 2008

IMPLEMENTATION LEVEL OF PBS ACTIVITIES



Source: AISD PBS Benchmark Tool (completed by external coach). Graph indicates percentage of activities that are in each level of implementation within the seven implementation areas.

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES

	ACTION PLANNED
Understanding PBS	<ul style="list-style-type: none"> Schedule training/ other resources to orient new staff members to PBS; Fill PBS team roles throughout the year Fill PBS team roles throughout the year Train staff in active supervision Include completed meeting agendas/minutes in the campus binder Ensure broad team representation
Managing PBS	
Collaborating for PBS	
Impacting through PBS	<ul style="list-style-type: none"> Implement student behavior reinforcement systems Review data at campus team meetings Align expectations to classroom settings Align reinforcement systems to classroom settings
Refining PBS	

Source: AISD Campus Assessment and Planning Tool (CAPT- Activities Status Section) (completed by campus with/out external coach). The table lists which activities campus teams have identified as priorities to improve their capacity across the five phases of PBS implementation



PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES (CONTINUED)

IMMEDIATE PRIORITIES (FROM THE CAPT)

- Establish complete team with wide representation from all areas. Establish consistently scheduled meetings that meet regularly.
- Create consistent campus wide referral process.
- Review current guidelines.

TOOLKITS ITEMS UTILIZED

Source: AISD Campus Assessment and Planning Tool (CAPT) (completed by campus with/out external coach). Table indicates *activities* and *action steps* that the team has identified as a priority for the next three months (minimum of two items) and the toolkit items utilized on campus

ADDITIONAL COMMENTS



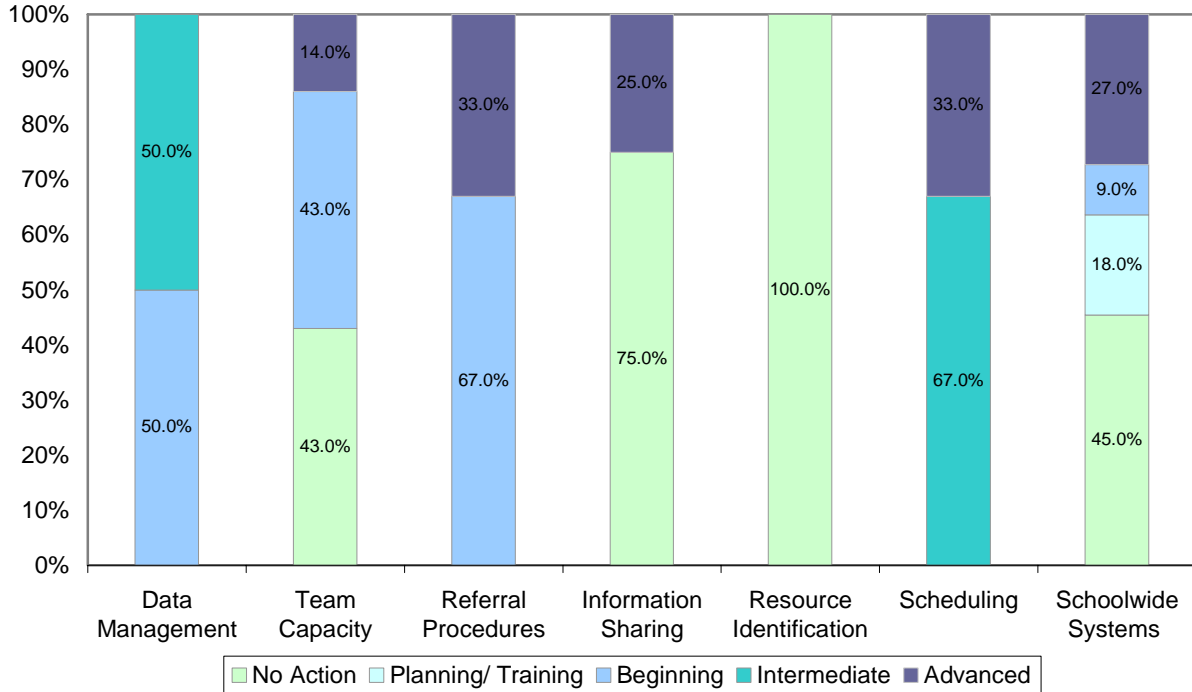
PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS: KEALING

COACH: JOHN THOMS

QUARTER: SEPTEMBER-NOVEMBER 2008

IMPLEMENTATION LEVEL OF PBS ACTIVITIES



Source: AISD PBS Benchmark Tool (completed by external coach). Graph indicates percentage of activities that are in each level of implementation within the seven implementation areas.

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES

	ACTION PLANNED
Understanding PBS	<ul style="list-style-type: none"> Schedule training/ other resources to orient new staff members to PBS; List/ Identify office versus classroom managed problem behaviors Keep a regularly updated copy of the PBS toolkit
Managing PBS	<ul style="list-style-type: none"> Keep PBS toolkit at a designated advertised location on campus Train staff in active supervision Include the discipline referral form in the campus binder
Collaborating for PBS	<ul style="list-style-type: none"> Include the flowchart outlining referral to campus agencies in the campus binder Include flowchart for external agency referrals in binder Include Decision Tree for minor versus major behaviors Include the signed Staff Agreement/ Ballot in the campus binder Include completed meeting agendas/minutes in the campus binder
Impacting through PBS	<ul style="list-style-type: none"> Identify campus guidelines for success Post expectations for dismissal; Post expectations for arrival Post expectations for cafeteria, hallways, restroom, courtyard
Refining PBS	<ul style="list-style-type: none"> Implement reinforcement systems for expected adult behaviors Implement student behavior reinforcement systems Share data trends regularly with campus staff Align reinforcement systems to classroom settings

Source: AISD Campus Assessment and Planning Tool (CAPT- Activities Status Section) (completed by campus with/out external coach). The table lists which activities campus teams have identified as priorities to improve their capacity across the five phases of PBS implementation



PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES (CONTINUED)

IMMEDIATE PRIORITIES (FROM THE CAPT)

- Campus staff are trained in and use active supervision regularly.
- Develop student and adult behavior expectations for common areas.

TOOLKIT ITEMS UTILIZED

-

Source: AISD Campus Assessment and Planning Tool (CAPT) (completed by campus with/out external coach). Table indicates *activities* and *action steps* that the team has identified as a priority for the next three months (minimum of two items) and the toolkit items utilized on campus

ADDITIONAL COMMENTS



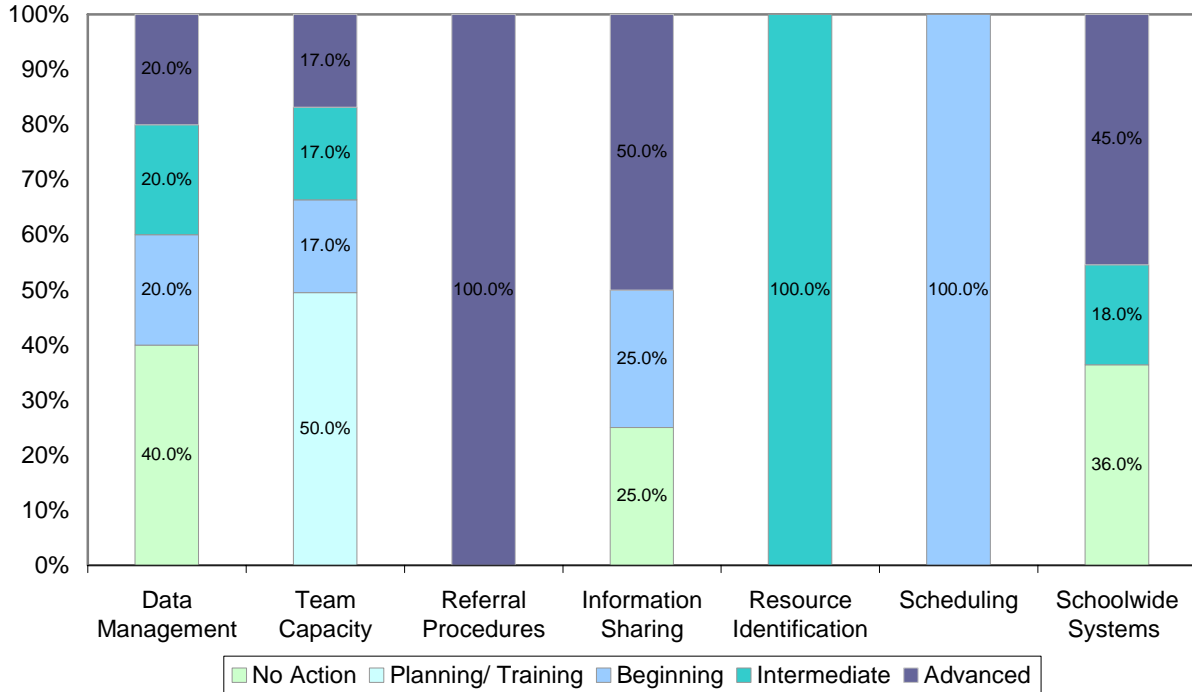
PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS: KOCUREK

COACH: JOHN THOMS

QUARTER: SEPTEMBER-NOVEMBER 2008

IMPLEMENTATION LEVEL OF PBS ACTIVITIES



Source: AISD PBS Benchmark Tool (completed by external coach). Graph indicates percentage of activities that are in each level of implementation within the seven implementation areas.

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES

	ACTION PLANNED
Understanding PBS	<ul style="list-style-type: none"> Fill PBS team roles throughout the year Ensure broad team representation
Managing PBS	
Collaborating for PBS	
Impacting through PBS	
Refining PBS	

Source: AISD Campus Assessment and Planning Tool (CAPT- Activities Status Section) (completed by campus with/out external coach). The table lists which activities campus teams have identified as priorities to improve their capacity across the five phases of PBS implementation



PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES (CONTINUED)

IMMEDIATE PRIORITIES (FROM THE CAPT)

- The team has broad representation (including behavior specialist or team member with behavioral specialist or team member with behavioral expertise, administrator(s), guidance counselor, parents and regular and special education teachers)
- There is a defined system for collecting/summarizing discipline referrals
- See Campus PBS Binder Activity List

TOOLKIT ITEMS UTILIZED

Source: AISD Campus Assessment and Planning Tool (CAPT) (completed by campus with/out external coach). Table indicates *activities* and *action steps* that the team has identified as a priority for the next three months (minimum of two items) and the toolkit items utilized on campus

ADDITIONAL COMMENTS



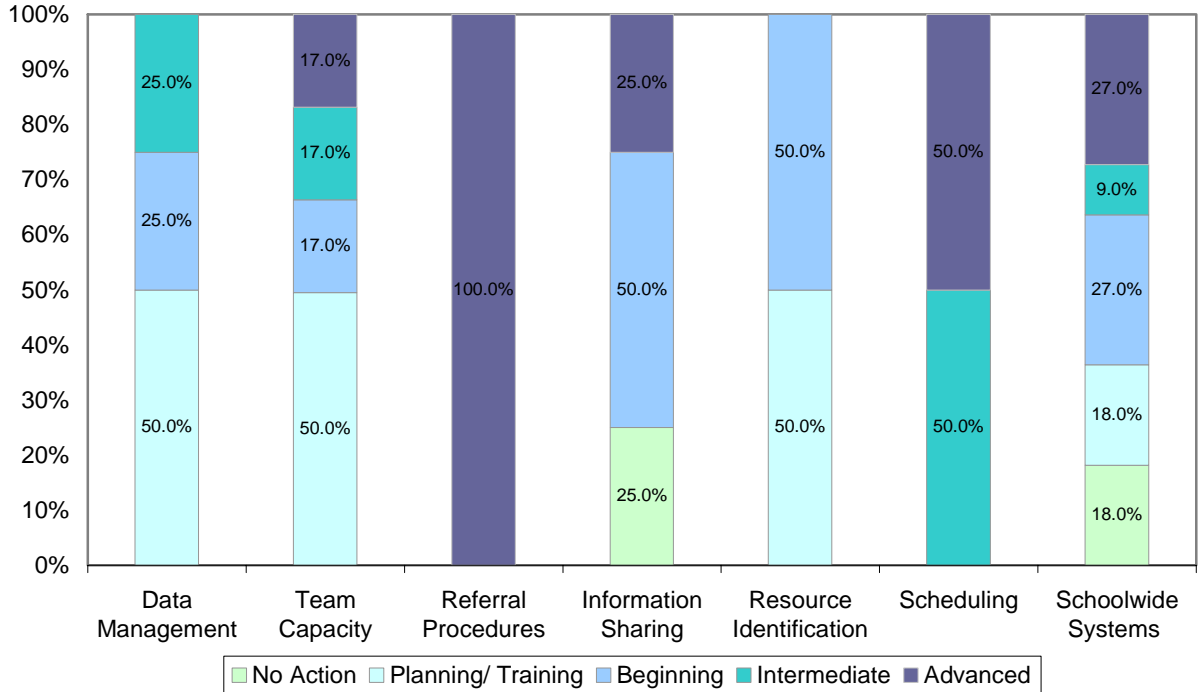
PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS: LANGFORD

COACH: AMELIA NIETO

QUARTER: SEPTEMBER-NOVEMBER 2008

IMPLEMENTATION LEVEL OF PBS ACTIVITIES



Source: AISD PBS Benchmark Tool (completed by external coach). Graph indicates percentage of activities that are in each level of implementation within the seven implementation areas.

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES

	ACTION PLANNED
Understanding PBS	<ul style="list-style-type: none"> • Include completed meeting agendas/minutes in the campus binder
Managing PBS	
Collaborating for PBS	
Impacting through PBS	
Refining PBS	
	<ul style="list-style-type: none"> • Train a team member to conduct common area observations • Conduct common area observations every fall and spring • Train a team member to conduct student behavioral observations • Train a team member to pull SASI data • Review data at campus team meetings • Address issues that may have caused data trends • Address what staff and team might do to change or maintain data trends

Source: AISD Campus Assessment and Planning Tool (CAPT- Activities Status Section) (completed by campus with/out external coach). The table lists which activities campus teams have identified as priorities to improve their capacity across the five phases of PBS implementation



PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES (CONTINUED)

IMMEDIATE PRIORITIES (FROM THE CAPT)

- Classroom Supports
- Student expectations not posted

TOOLKITS ITEMS UTILIZED

- Scaffolding Classroom Management

Source: AISD Campus Assessment and Planning Tool (CAPT) (completed by campus with/out external coach). Table indicates *activities* and *action steps* that the team has identified as a priority for the next three months (minimum of two items) and the toolkit items utilized on campus

ADDITIONAL COMMENTS



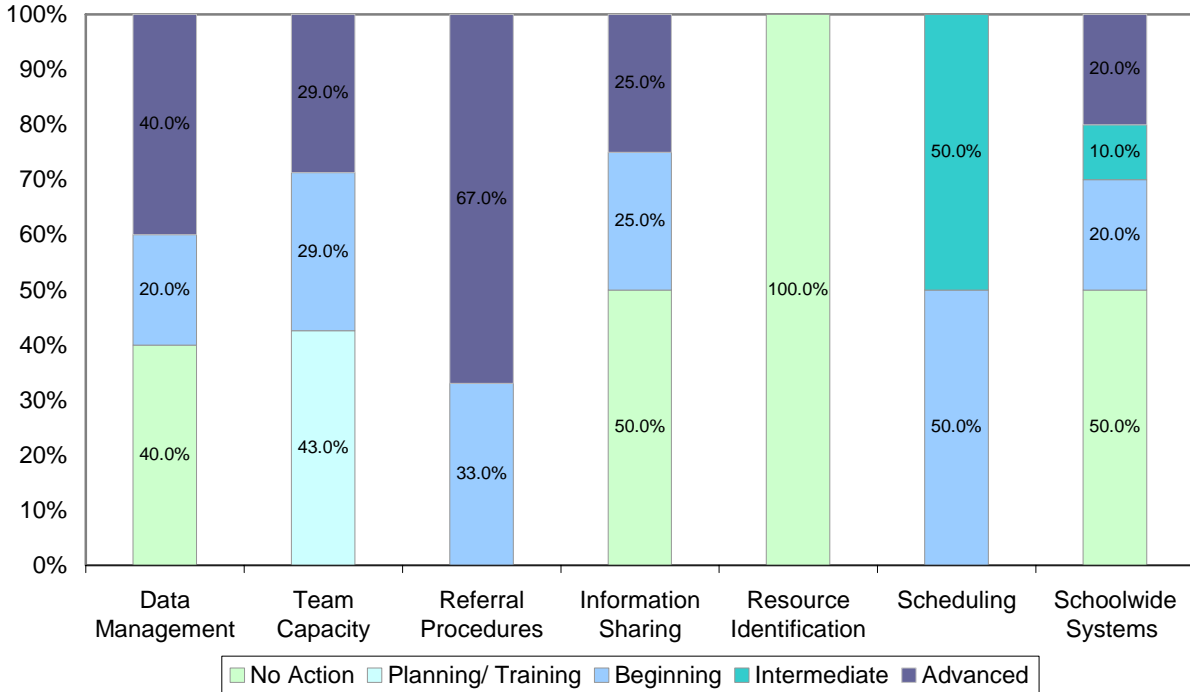
PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS: LINDER

COACH: NOAH DIGGS

QUARTER: SEPTEMBER-NOVEMBER 2008

IMPLEMENTATION LEVEL OF PBS ACTIVITIES



Source: AISD PBS Benchmark Tool (completed by external coach). Graph indicates percentage of activities that are in each level of implementation within the seven implementation areas.

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES

	ACTION PLANNED
Understanding PBS	<ul style="list-style-type: none"> Schedule training/ other resources to orient new staff members to PBS; Fill PBS team roles throughout the year List/ Identify office versus classroom managed problem behaviors Keep a regularly updated copy of the PBS toolkit
Managing PBS	<ul style="list-style-type: none"> Keep PBS toolkit at a designated advertised location on campus Create procedures for external agencies referrals and PBS coaches Always use consultation requests prior to conducting observations
Collaborating for PBS	<ul style="list-style-type: none"> Include the discipline referral form in the campus binder; Include the flowchart outlining referral to campus agencies in the campus binder Include flowchart for external agency referrals in binder; Include Decision Tree for minor versus major behaviors Include the signed Staff Agreement/ Ballot in the campus binder; Include completed meeting agendas/minutes in the campus binder Ensure broad team representation
Impacting through PBS	<ul style="list-style-type: none"> Train a team member to conduct classroom, common area, and student behavior observations Conduct classroom and common area observations every fall and spring Identify campus guidelines for success
Refining PBS	<ul style="list-style-type: none"> Post expectations for dismissal, arrival, cafeteria, hallways, and restroom Implement reinforcement systems for expected adult behaviors Review data at campus team meetings Share data trends regularly with campus staff and IMPACT team Address issues that may have caused data trends or what staff and team might do to change or maintain data trends

Source: AISD Campus Assessment and Planning Tool (CAPT- Activities Status Section) (completed by campus with/out external coach). The table lists which activities campus teams have identified as priorities to improve their capacity across the five phases of PBS implementation



PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES (CONTINUED)

IMMEDIATE PRIORITIES (FROM THE CAPT)

TOOLKITS ITEMS UTILIZED

Source: AISD Campus Assessment and Planning Tool (CAPT) (completed by campus with/out external coach). Table indicates *activities* and *action steps* that the team has identified as a priority for the next three months (minimum of two items) and the toolkit items utilized on campus

ADDITIONAL COMMENTS



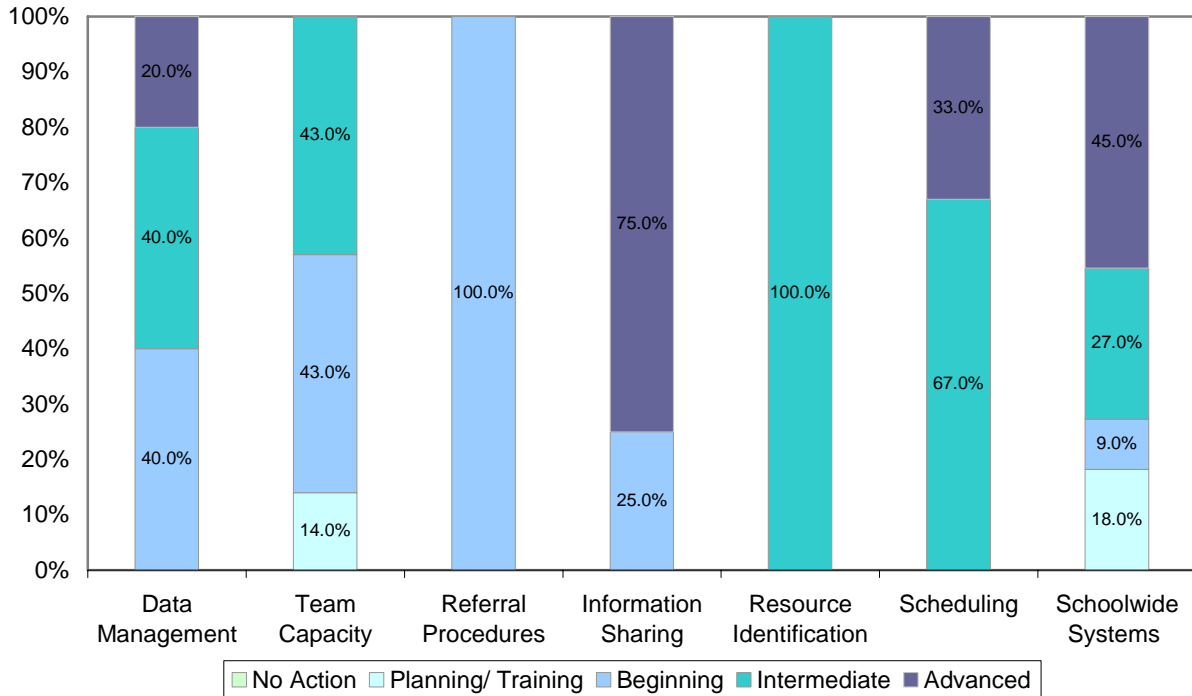
PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS: LUCYREAD

COACH: JULES NARCISSE

QUARTER: SEPTEMBER-NOVEMBER 2008

IMPLEMENTATION LEVEL OF PBS ACTIVITIES



Source: AISD PBS Benchmark Tool (completed by external coach). Graph indicates percentage of activities that are in each level of implementation within the seven implementation areas.

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES

ACTION PLANNED	
Understanding PBS	<ul style="list-style-type: none"> Schedule training/ other resources to orient new staff members to PBS; Fill PBS team roles throughout the year List/ Identify office versus classroom managed problem behaviors Keep a regularly updated copy of the PBS toolkit
Managing PBS	<ul style="list-style-type: none"> Train staff in active supervision Use SASI to collect/summarize discipline referrals Create procedures for PBS coaches referrals
Collaborating for PBS	<ul style="list-style-type: none"> Always use consultation requests prior to conducting observations Include completed meeting agendas/minutes in the campus binder Ensure broad team representation
Impacting through PBS	<ul style="list-style-type: none"> Conduct classroom observations every fall and spring Conduct common area observations every fall and spring Train a team member to conduct student behavioral observations Post expectations for arrival and dismissal Post expectations for cafeteria, hallways, restroom; Review data at campus team meetings
Refining PBS	<ul style="list-style-type: none"> Share data trends regularly with campus staff Share data trends regularly with the IMPACT Team Address issues that may have caused data trends Address what staff and team might do to change or maintain data trends

Source: AISD Campus Assessment and Planning Tool (CAPT- Activities Status Section) (completed by campus with/out external coach). The table lists which activities campus teams have identified as priorities to improve their capacity across the five phases of PBS implementation



PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES (CONTINUED)

IMMEDIATE PRIORITIES (FROM THE CAPT)

- need more members
- Provide staff with referrals for service
- posting expectations
- Need to place campus PBS Binder in a common area

TOOLKITS ITEMS UTILIZED

- SAMA

Source: AISD Campus Assessment and Planning Tool (CAPT) (completed by campus with/out external coach). Table indicates *activities* and *action steps* that the team has identified as a priority for the next three months (minimum of two items) and the toolkit items utilized on campus

ADDITIONAL COMMENTS



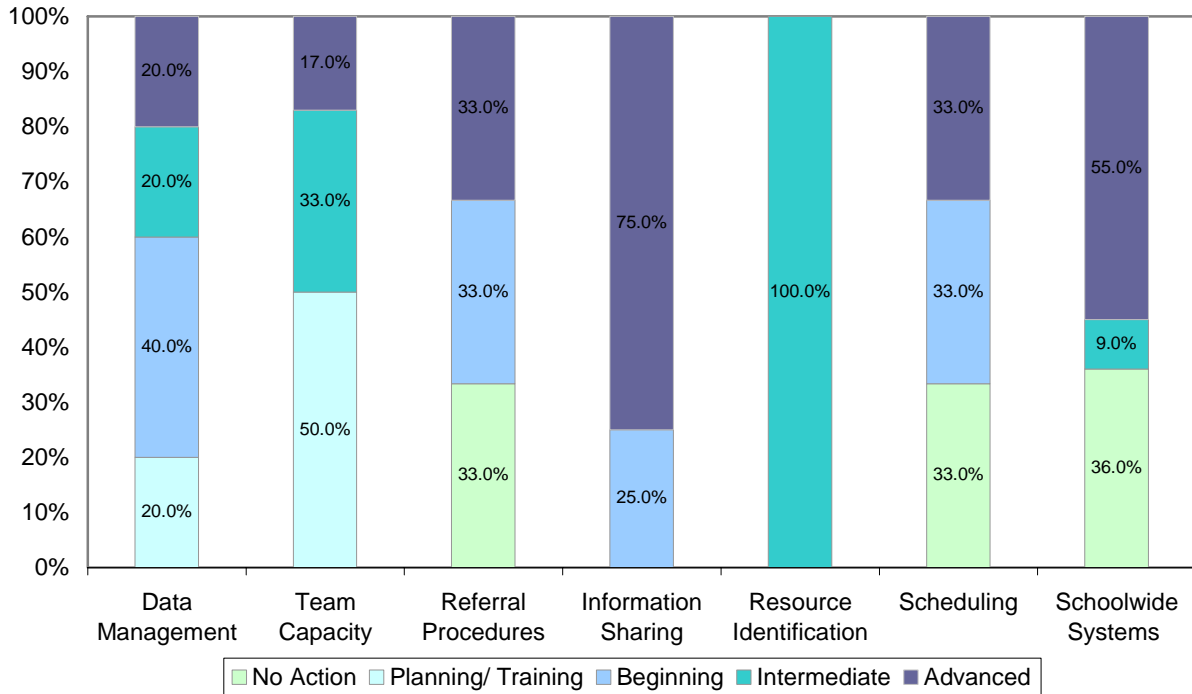
PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS: MAPLEWOOD

COACH: JOHN THOMS

QUARTER: SEPTEMBER-NOVEMBER 2008

IMPLEMENTATION LEVEL OF PBS ACTIVITIES



Source: AISD PBS Benchmark Tool (completed by external coach). Graph indicates percentage of activities that are in each level of implementation within the seven implementation areas.

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES

	ACTION PLANNED
Understanding PBS	<ul style="list-style-type: none"> Create procedures for on campus services referrals Implement reinforcement systems for expected adult behaviors Review data at campus team meetings Share data trends regularly with the IMPACT Team Address issues that may have caused data trends Address what staff and team might do to change or maintain data trends
Managing PBS	
Collaborating for PBS	
Impacting through PBS	
Refining PBS	

Source: AISD Campus Assessment and Planning Tool (CAPT- Activities Status Section) (completed by campus with/out external coach). The table lists which activities campus teams have identified as priorities to improve their capacity across the five phases of PBS implementation



PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES (CONTINUED)

IMMEDIATE PRIORITIES (FROM THE CAPT)

- Staff trained in active supervision
- Data trends need to be shared with impact team

TOOLKITS ITEMS UTILIZED

-

Source: AISD Campus Assessment and Planning Tool (CAPT) (completed by campus with/out external coach). Table indicates *activities* and *action steps* that the team has identified as a priority for the next three months (minimum of two items) and the toolkit items utilized on campus

ADDITIONAL COMMENTS



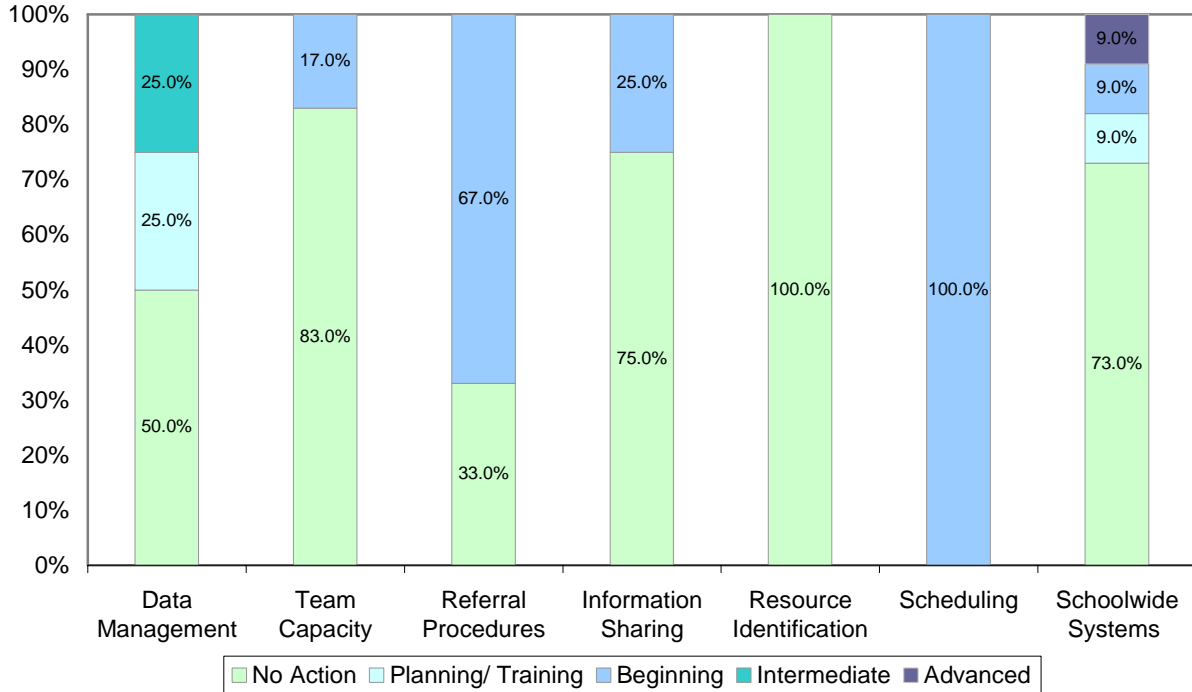
PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS: MARTIN

COACH: HEATHER HATTON

QUARTER: SEPTEMBER-NOVEMBER 2008

IMPLEMENTATION LEVEL OF PBS ACTIVITIES



Source: AISD PBS Benchmark Tool (completed by external coach). Graph indicates percentage of activities that are in each level of implementation within the seven implementation areas.

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES

	ACTION PLANNED
Understanding PBS	<ul style="list-style-type: none"> Schedule training/ other resources to orient new staff members to PBS Fill PBS team roles throughout the year Ensure broad team representation
Managing PBS	
Collaborating for PBS	
Impacting through PBS	<ul style="list-style-type: none"> Conduct classroom observations every fall and spring Conduct common area observations every fall and spring
Refining PBS	

Source: AISD Campus Assessment and Planning Tool (CAPT- Activities Status Section) (completed by campus with/out external coach). The table lists which activities campus teams have identified as priorities to improve their capacity across the five phases of PBS implementation



PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES (CONTINUED)

IMMEDIATE PRIORITIES (FROM THE CAPT)

- The team has broad representation including
- posting expectations; schoolwide incentives reinforcements

TOOLKITS ITEMS UTILIZED

Source: AISD Campus Assessment and Planning Tool (CAPT) (completed by campus with/out external coach). Table indicates *activities* and *action steps* that the team has identified as a priority for the next three months (minimum of two items) and the toolkit items utilized on campus

ADDITIONAL COMMENTS



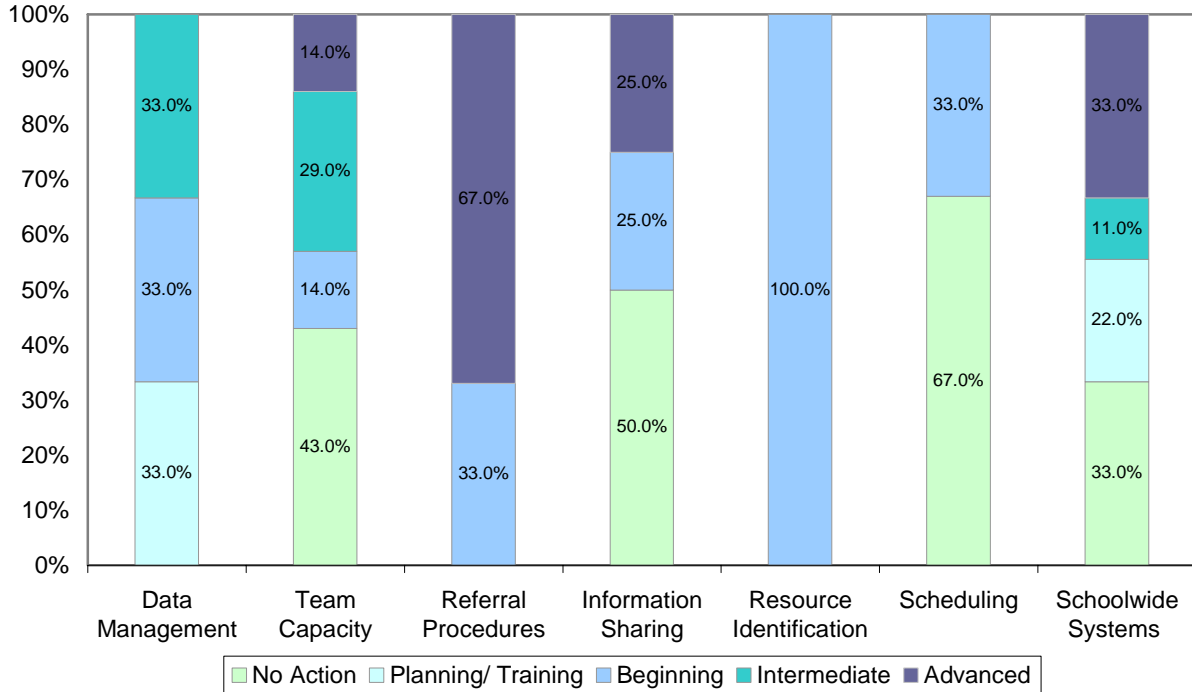
PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS: MENDEZ

COACH: HEATHER HATTON

QUARTER: SEPTEMBER-NOVEMBER 2008

IMPLEMENTATION LEVEL OF PBS ACTIVITIES



Source: AISD PBS Benchmark Tool (completed by external coach). Graph indicates percentage of activities that are in each level of implementation within the seven implementation areas.

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES

	ACTION PLANNED
Understanding PBS	<ul style="list-style-type: none"> List/ Identify office versus classroom managed problem behaviors Keep a regularly updated copy of the PBS toolkit Keep PBS toolkit at a designated advertised location on campus Train staff in active supervision Create procedures for on campus services referrals Create procedures for external agencies referrals Create procedures for PBS coaches referrals
Managing PBS	
Collaborating for PBS	
Impacting through PBS	<ul style="list-style-type: none"> Train staff in active supervision Implement student behavior reinforcement systems Review data at campus team meetings
Refining PBS	

Source: AISD Campus Assessment and Planning Tool (CAPT- Activities Status Section) (completed by campus with/out external coach). The table lists which activities campus teams have identified as priorities to improve their capacity across the five phases of PBS implementation



PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES (CONTINUED)

IMMEDIATE PRIORITIES (FROM THE CAPT)

TOOLKITS ITEMS UTILIZED

Source: AISD Campus Assessment and Planning Tool (CAPT) (completed by campus with/out external coach). Table indicates *activities* and *action steps* that the team has identified as a priority for the next three months (minimum of two items) and the toolkit items utilized on campus

ADDITIONAL COMMENTS



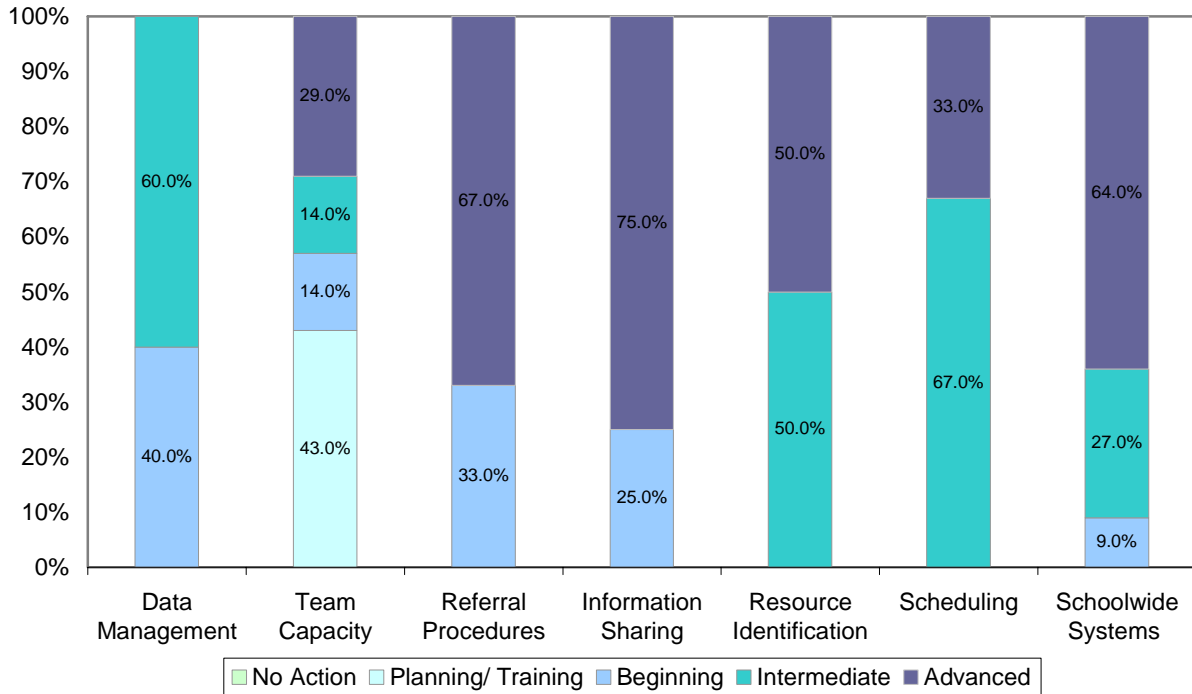
PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS: METZ

COACH: JANE ROSS

QUARTER: SEPTEMBER-NOVEMBER 2008

IMPLEMENTATION LEVEL OF PBS ACTIVITIES



Source: AISD PBS Benchmark Tool (completed by external coach). Graph indicates percentage of activities that are in each level of implementation within the seven implementation areas.

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES

	ACTION PLANNED
Understanding PBS	<ul style="list-style-type: none"> Keep a regularly updated copy of the PBS toolkit Create procedures for PBS coaches referrals Include the discipline referral form in the campus binder Include the flowchart outlining referral to campus agencies in the campus binder
Managing PBS	
Collaborating for PBS	
Impacting through PBS	<ul style="list-style-type: none"> Train a team member to conduct classroom observations Train a team member to conduct common area observations Train a team member to conduct student behavioral observations Share data trends regularly with campus staff Address what staff and team might do to change or maintain data trends
Refining PBS	

Source: AISD Campus Assessment and Planning Tool (CAPT- Activities Status Section) (completed by campus with/out external coach). The table lists which activities campus teams have identified as priorities to improve their capacity across the five phases of PBS implementation



PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES (CONTINUED)

IMMEDIATE PRIORITIES (FROM THE CAPT)

- Train the full PBS team to conduct classroom observation and common area observation
- Update the campus PBS Binder

TOOLKITS ITEMS UTILIZED

- Active Supervision
- Behavioral Narration
- Consensus Building Consultation Request Form
- Data Driven Decision Making
- Improvement Cycle
- Recovery (Cool Down)
- Scaffolding Classroom Management Self-Monitoring
- Team Meeting Structure
- True Colors

Source: AISD Campus Assessment and Planning Tool (CAPT) (completed by campus with/out external coach). Table indicates *activities* and *action steps* that the team has identified as a priority for the next three months (minimum of two items) and the toolkit items utilized on campus

ADDITIONAL COMMENTS



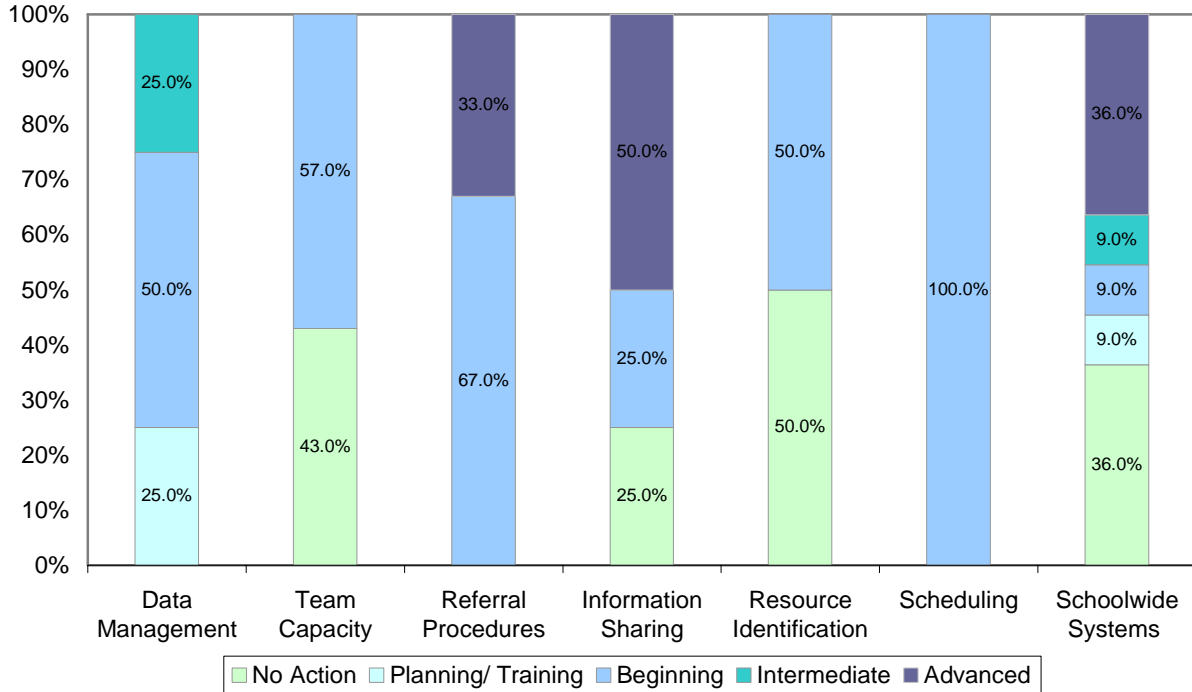
PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS: OAK HILL

COACH: MARISA ZAPPONE

QUARTER: SEPTEMBER-NOVEMBER 2008

IMPLEMENTATION LEVEL OF PBS ACTIVITIES



Source: AISD PBS Benchmark Tool (completed by external coach). Graph indicates percentage of activities that are in each level of implementation within the seven implementation areas.

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES

	ACTION PLANNED
Understanding PBS	<ul style="list-style-type: none"> Train staff in active supervision
Managing PBS	
Collaborating for PBS	
Impacting through PBS	
Refining PBS	

Source: AISD Campus Assessment and Planning Tool (CAPT- Activities Status Section) (completed by campus with/out external coach). The table lists which activities campus teams have identified as priorities to improve their capacity across the five phases of PBS implementation



PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES (CONTINUED)

IMMEDIATE PRIORITIES (FROM THE CAPT)

- Active supervision
- cafeteria procedures
- Review discipline referral data

TOOLKITS ITEMS UTILIZED

- Behavioral Narration
- Scaffolding Classroom Management
- Targeted Classroom Reinforcement System1

Source: AISD Campus Assessment and Planning Tool (CAPT) (completed by campus with/out external coach). Table indicates *activities* and *action steps* that the team has identified as a priority for the next three months (minimum of two items) and the toolkit items utilized on campus

ADDITIONAL COMMENTS



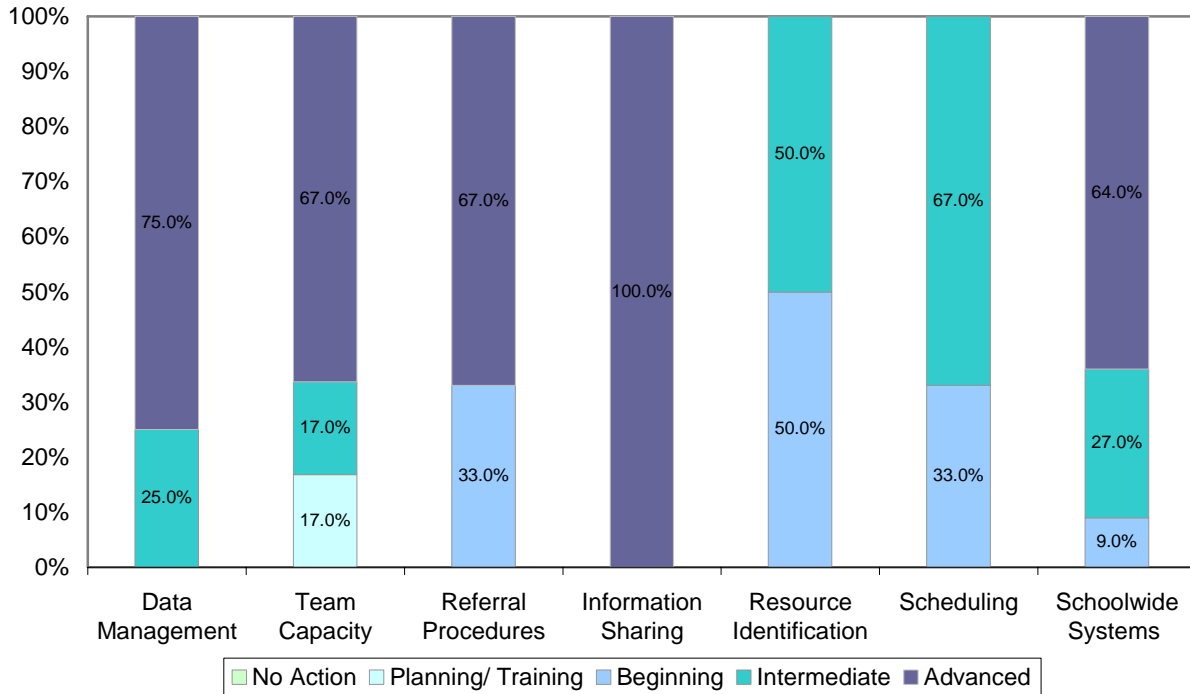
PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS: ODOM

COACH: JUDY STUBBLEFIELD

QUARTER: SEPTEMBER-NOVEMBER 2008

IMPLEMENTATION LEVEL OF PBS ACTIVITIES



Source: AISD PBS Benchmark Tool (completed by external coach). Graph indicates percentage of activities that are in each level of implementation within the seven implementation areas.

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES

	ACTION PLANNED
Understanding PBS	<ul style="list-style-type: none"> Fill PBS team roles throughout the year Collect Data for referral using the standard district ODR form (DEEDS) Use SASI to collect/summarize discipline referrals Ensure broad team representation
Managing PBS	
Collaborating for PBS	
Impacting through PBS	<ul style="list-style-type: none"> Train a team member to conduct classroom observations Train a team member to conduct common area observations Conduct classroom observations every fall and spring Conduct common area observations every fall and spring Implement reinforcement systems for expected adult behaviors Implement student behavior reinforcement systems Review data at campus team meetings Align expectations to classroom settings Align reinforcement systems to classroom settings
Refining PBS	

Source: AISD Campus Assessment and Planning Tool (CAPT- Activities Status Section) (completed by campus with/out external coach). The table lists which activities campus teams have identified as priorities to improve their capacity across the five phases of PBS implementation



PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES (CONTINUED)

IMMEDIATE PRIORITIES (FROM THE CAPT)

- Complete and update classroom and common area observation

TOOLKITS ITEMS UTILIZED

Source: AISD Campus Assessment and Planning Tool (CAPT) (completed by campus with/out external coach). Table indicates *activities* and *action steps* that the team has identified as a priority for the next three months (minimum of two items) and the toolkit items utilized on campus

ADDITIONAL COMMENTS



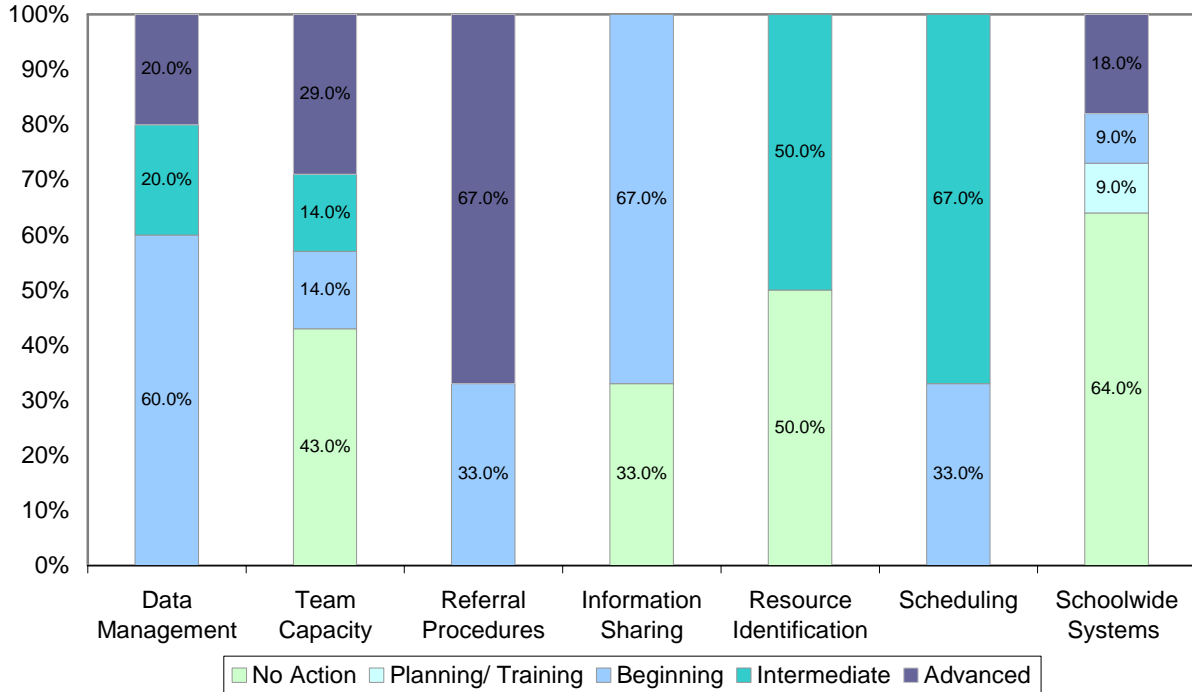
PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS: ORTEGA

COACH: MARISA ZAPPONE

QUARTER: SEPTEMBER-NOVEMBER 2008

IMPLEMENTATION LEVEL OF PBS ACTIVITIES



Source: AISD PBS Benchmark Tool (completed by external coach). Graph indicates percentage of activities that are in each level of implementation within the seven implementation areas.

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES

	ACTION PLANNED
Understanding PBS	<ul style="list-style-type: none"> • Train staff in active supervision • Include the discipline referral form in the campus binder • Include completed meeting agendas/minutes in the campus binder
Managing PBS	
Collaborating for PBS	
Impacting through PBS	<ul style="list-style-type: none"> • Train a team member to conduct common area observations • Conduct common area observations every fall and spring • Post expectations for arrival and dismissal • Post expectations for cafeteria, hallways, restroom, hallways, restroom, playground • Post expectations for afterschool • Implement reinforcement systems for expected adult behaviors • Review data at campus team meetings • Share data trends regularly with campus staff
Refining PBS	

Source: AISD Campus Assessment and Planning Tool (CAPT- Activities Status Section) (completed by campus with/out external coach). The table lists which activities campus teams have identified as priorities to improve their capacity across the five phases of PBS implementation



PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES (CONTINUED)

IMMEDIATE PRIORITIES (FROM THE CAPT)

- Data trends are shared regularly with campus.
- Gather input, finalize, and post, and teach common area expectations to students and staff
- Review common area and classroom observation data at team meetings.

TOOLKITS ITEMS UTILIZED

- Behavioral Narration
- Managing Non-Compliance
- Scaffolding Classroom Management
- Spectrum of Interventions

Source: AISD Campus Assessment and Planning Tool (CAPT) (completed by campus with/out external coach). Table indicates *activities* and *action steps* that the team has identified as a priority for the next three months (minimum of two items) and the toolkit items utilized on campus

ADDITIONAL COMMENTS



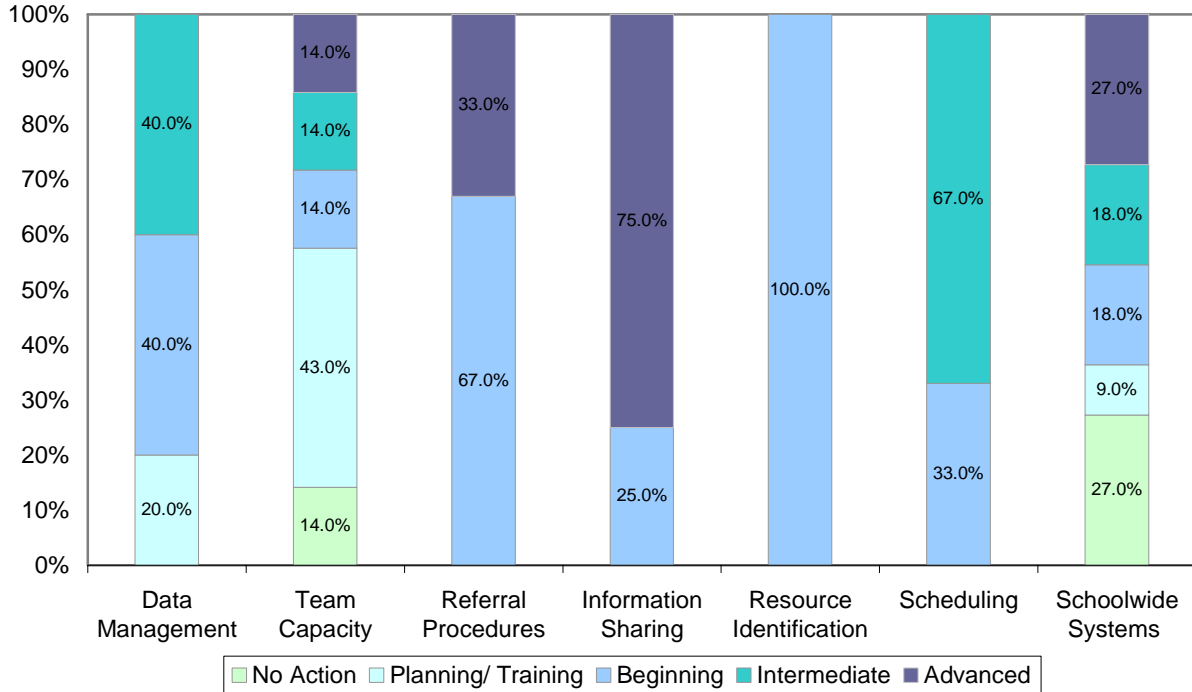
PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS: OVERTON

COACH: CARLA ROBERSON

QUARTER: SEPTEMBER-NOVEMBER 2008

IMPLEMENTATION LEVEL OF PBS ACTIVITIES



Source: AISD PBS Benchmark Tool (completed by external coach). Graph indicates percentage of activities that are in each level of implementation within the seven implementation areas.

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES

	ACTION PLANNED
Understanding PBS	<ul style="list-style-type: none"> Schedule training/ other resources to orient new staff members to PBS; Train staff in active supervision Collect data for referral using the standard district ODR form (DEEDS) Create procedures for PBS coaches referrals Always use consultation requests prior to conducting observations
Managing PBS	
Collaborating for PBS	
Impacting through PBS	<ul style="list-style-type: none"> Conduct classroom observations every fall and spring Conduct common area observations every fall and spring Train a team member to conduct student behavioral observations Post expectations for cafeteria Post expectations for library Review data at campus team meetings Align expectations to classroom settings Address issues that may have caused data trends
Refining PBS	

Source: AISD Campus Assessment and Planning Tool (CAPT- Activities Status Section) (completed by campus with/out external coach). The table lists which activities campus teams have identified as priorities to improve their capacity across the five phases of PBS implementation



PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES (CONTINUED)

IMMEDIATE PRIORITIES (FROM THE CAPT)

- Filling all the roles must be completed this quarter. Ensure that team members connect with outlying campus departments.
- Counselors/Team to be made aware all the resources that are available in the ACCESS grant
- Team meeting agendas should reflect time to discuss all data. Referral data should be compares to the IMPACT lists. CR's and observation notes.
- Binder to include CR process for outside agencies.

TOOLKITS ITEMS UTILIZED

Source: AISD Campus Assessment and Planning Tool (CAPT) (completed by campus with/out external coach). Table indicates *activities* and *action steps* that the team has identified as a priority for the next three months (minimum of two items) and the toolkit items utilized on campus

ADDITIONAL COMMENTS



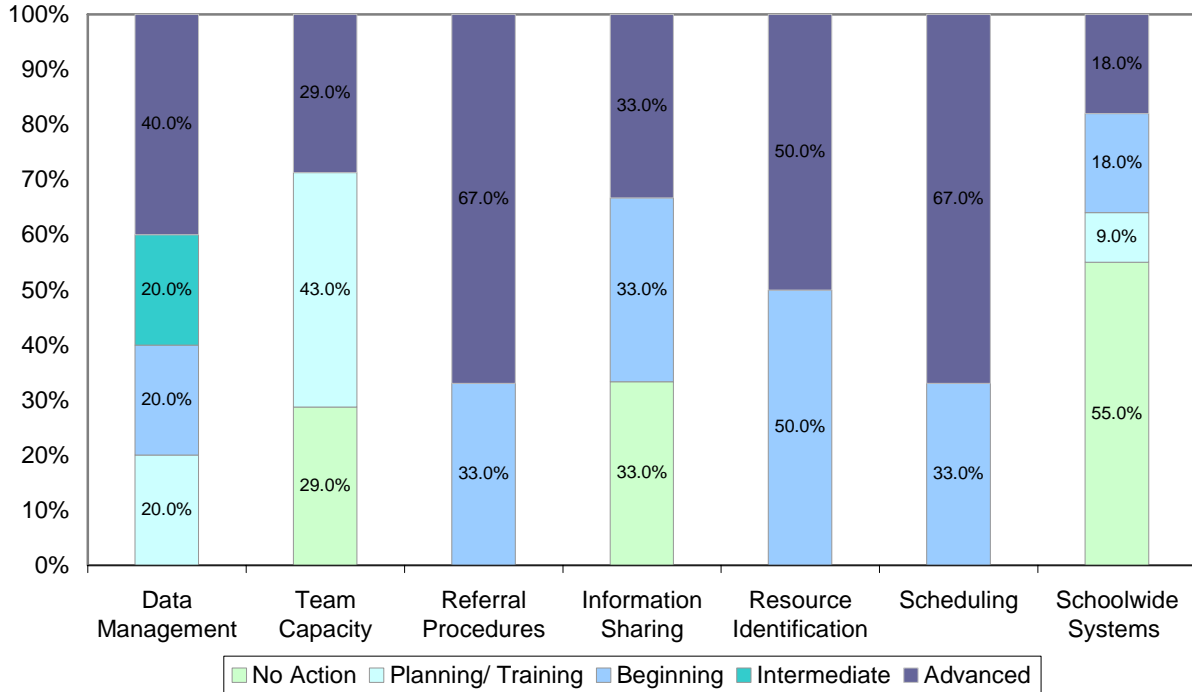
PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS: PALM

COACH: LINDA ZANDERS

QUARTER: SEPTEMBER-NOVEMBER 2008

IMPLEMENTATION LEVEL OF PBS ACTIVITIES



Source: AISD PBS Benchmark Tool (completed by external coach). Graph indicates percentage of activities that are in each level of implementation within the seven implementation areas.

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES

	ACTION PLANNED
Understanding PBS	<ul style="list-style-type: none"> List/ Identify office versus classroom managed problem behaviors Train staff in active supervision Create procedures for on campus services referrals Create procedures for external agencies referrals Create procedures for PBS coaches referrals Include completed meeting agendas/minutes in the campus binder
Managing PBS	
Collaborating for PBS	
Impacting through PBS	<ul style="list-style-type: none"> Train a team member to conduct classroom and common area observations Conduct classroom and common area observations every fall and spring Train a team member to conduct student behavioral observations Post expectations for arrival and dismissal Post expectations for hallways, restroom Implement reinforcement systems for expected adult and student behaviors Review data at campus team meetings Share data trends regularly with campus staff and IMPACT team Align expectations and reinforcement systems to classroom settings Address issues that may have caused data trends and what staff and team might do to change or maintain data trends
Refining PBS	

Source: AISD Campus Assessment and Planning Tool (CAPT- Activities Status Section) (completed by campus with/out external coach). The table lists which activities campus teams have identified as priorities to improve their capacity across the five phases of PBS implementation



PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES (CONTINUED)

IMMEDIATE PRIORITIES (FROM THE CAPT)

- The PBS team has worked diligently to fill all places on the PBS committee. Number of meetings.
- Cafeteria and Hallways were the first two high priority areas identified. Playground areas.

TOOLKITS ITEMS UTILIZED

Source: AISD Campus Assessment and Planning Tool (CAPT) (completed by campus with/out external coach). Table indicates *activities* and *action steps* that the team has identified as a priority for the next three months (minimum of two items) and the toolkit items utilized on campus

ADDITIONAL COMMENTS



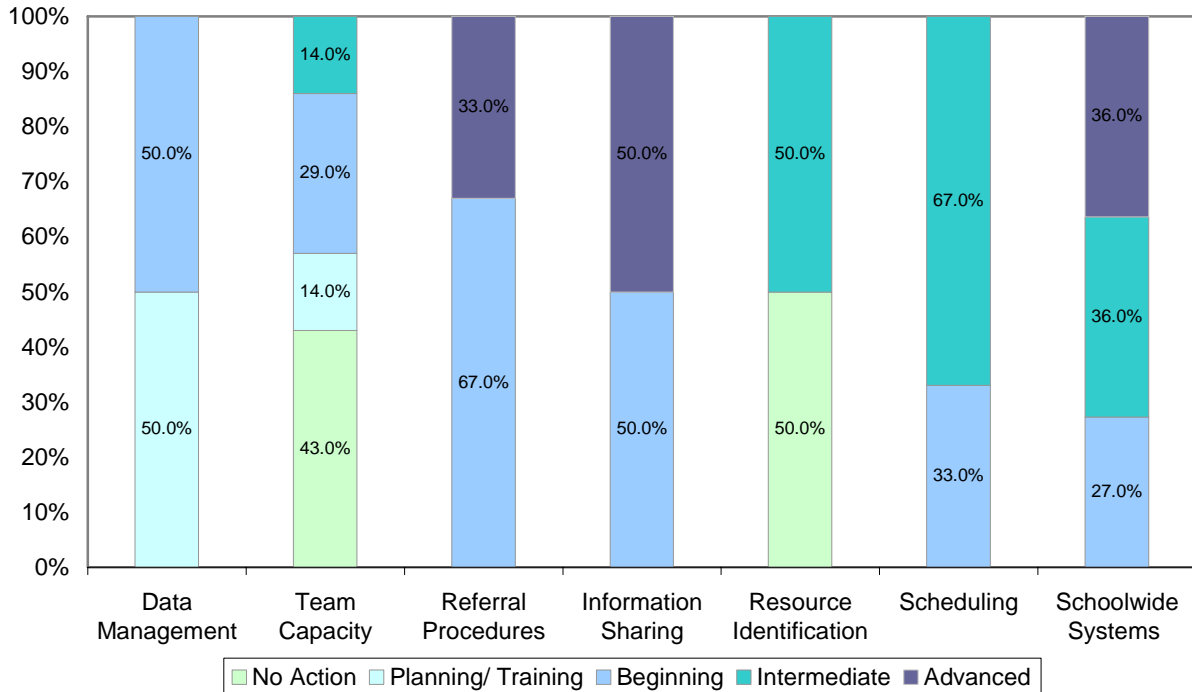
PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS: PATTON

COACH: AIMEE EDWARDS-HUNTER

QUARTER: SEPTEMBER-NOVEMBER 2008

IMPLEMENTATION LEVEL OF PBS ACTIVITIES



Source: AISD PBS Benchmark Tool (completed by external coach). Graph indicates percentage of activities that are in each level of implementation within the seven implementation areas.

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES

	ACTION PLANNED
Understanding PBS	<ul style="list-style-type: none"> List/ Identify office versus classroom managed problem behaviors Keep a regularly updated copy of the PBS toolkit Collect Data for referral using the standard district ODR form (DEEDS) Ensure broad team representation
Managing PBS	
Collaborating for PBS	
Impacting through PBS	<ul style="list-style-type: none"> Post expectations for hallways Post expectations for restroom Review data at campus team meetings Share data trends regularly with campus staff Share data trends regularly with the IMPACT Team Align expectations to classroom settings Align reinforcement systems to classroom settings Address issues that may have caused data trends Address what staff and team might do to change or maintain data trends
Refining PBS	

Source: AISD Campus Assessment and Planning Tool (CAPT- Activities Status Section) (completed by campus with/out external coach). The table lists which activities campus teams have identified as priorities to improve their capacity across the five phases of PBS implementation



PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES (CONTINUED)

IMMEDIATE PRIORITIES (FROM THE CAPT)

- The team has broad representation (including a team member with behavioral expertise, administrator(s), regular and special education teachers)
- Expectations for hallways & restrooms are posted, expectations are aligned to classroom settings

TOOLKITS ITEMS UTILIZED

Source: AISD Campus Assessment and Planning Tool (CAPT) (completed by campus with/out external coach). Table indicates *activities* and *action steps* that the team has identified as a priority for the next three months (minimum of two items) and the toolkit items utilized on campus

ADDITIONAL COMMENTS



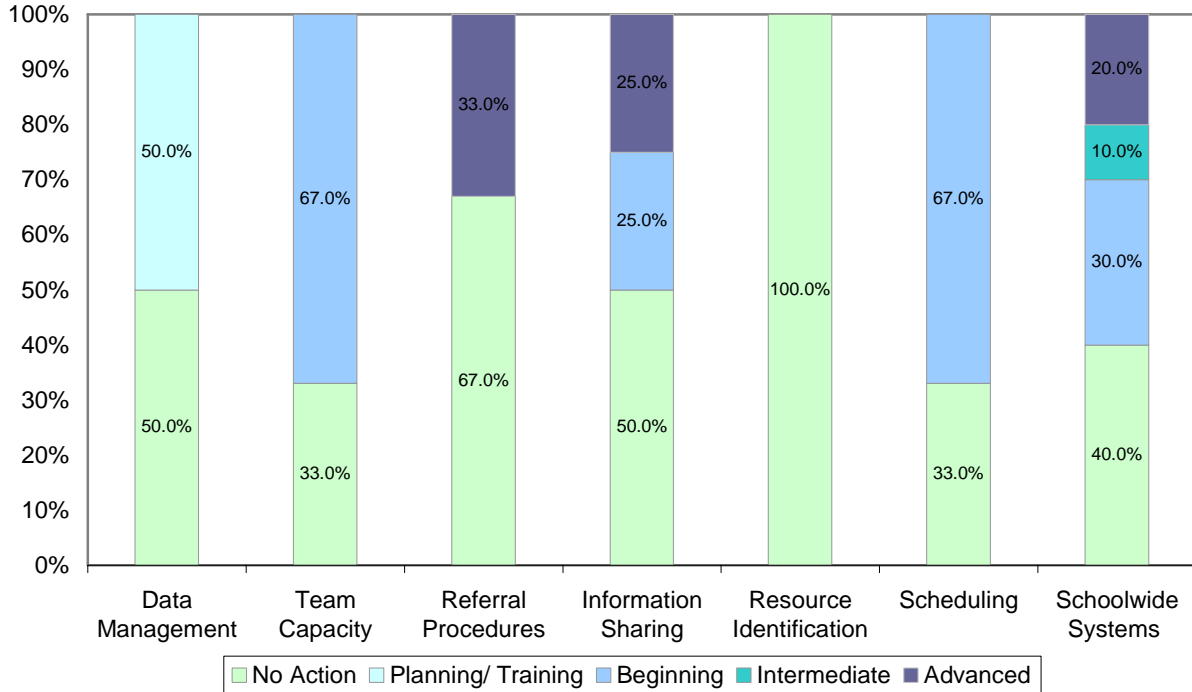
PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS: PEARCE

COACH: GRACE MARTINO-BREWSTER

QUARTER: SEPTEMBER-NOVEMBER 2008

IMPLEMENTATION LEVEL OF PBS ACTIVITIES



Source: AISD PBS Benchmark Tool (completed by external coach). Graph indicates percentage of activities that are in each level of implementation within the seven implementation areas.

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES

	ACTION PLANNED
Understanding PBS	
Managing PBS	
Collaborating for PBS	
Impacting through PBS	
Refining PBS	

Source: AISD Campus Assessment and Planning Tool (CAPT- Activities Status Section) (completed by campus with/out external coach). The table lists which activities campus teams have identified as priorities to improve their capacity across the five phases of PBS implementation



PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES (CONTINUED)

IMMEDIATE PRIORITIES (FROM THE CAPT)

TOOLKITS ITEMS UTILIZED

Source: AISD Campus Assessment and Planning Tool (CAPT) (completed by campus with/out external coach). Table indicates *activities* and *action steps* that the team has identified as a priority for the next three months (minimum of two items) and the toolkit items utilized on campus

ADDITIONAL COMMENTS



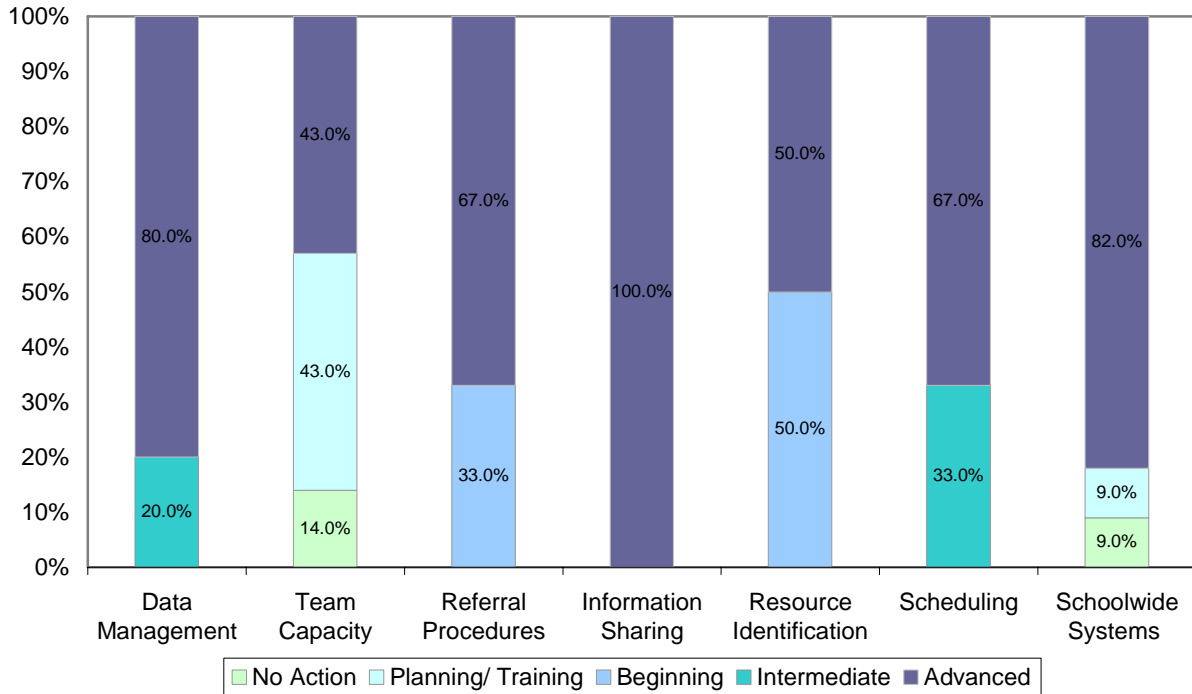
PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS: PEASE

COACH: LINDA ZANDERS

QUARTER: SEPTEMBER-NOVEMBER 2008

IMPLEMENTATION LEVEL OF PBS ACTIVITIES



Source: AISD PBS Benchmark Tool (completed by external coach). Graph indicates percentage of activities that are in each level of implementation within the seven implementation areas.

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES

	ACTION PLANNED
Understanding PBS	
Managing PBS	
Collaborating for PBS	
Impacting through PBS	
Refining PBS	

Source: AISD Campus Assessment and Planning Tool (CAPT- Activities Status Section) (completed by campus with/out external coach). The table lists which activities campus teams have identified as priorities to improve their capacity across the five phases of PBS implementation



PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES (CONTINUED)

IMMEDIATE PRIORITIES (FROM THE CAPT)

- Our biggest priority for the Pease Elementary campus is making a smooth transition from CAE, to adjusting our classroom environments and instruction to include the SMART agreements.
- Another priority for our campus is completing the CAPT

TOOLKITS ITEMS UTILIZED

Source: AISD Campus Assessment and Planning Tool (CAPT) (completed by campus with/out external coach). Table indicates *activities* and *action steps* that the team has identified as a priority for the next three months (minimum of two items) and the toolkit items utilized on campus

ADDITIONAL COMMENTS



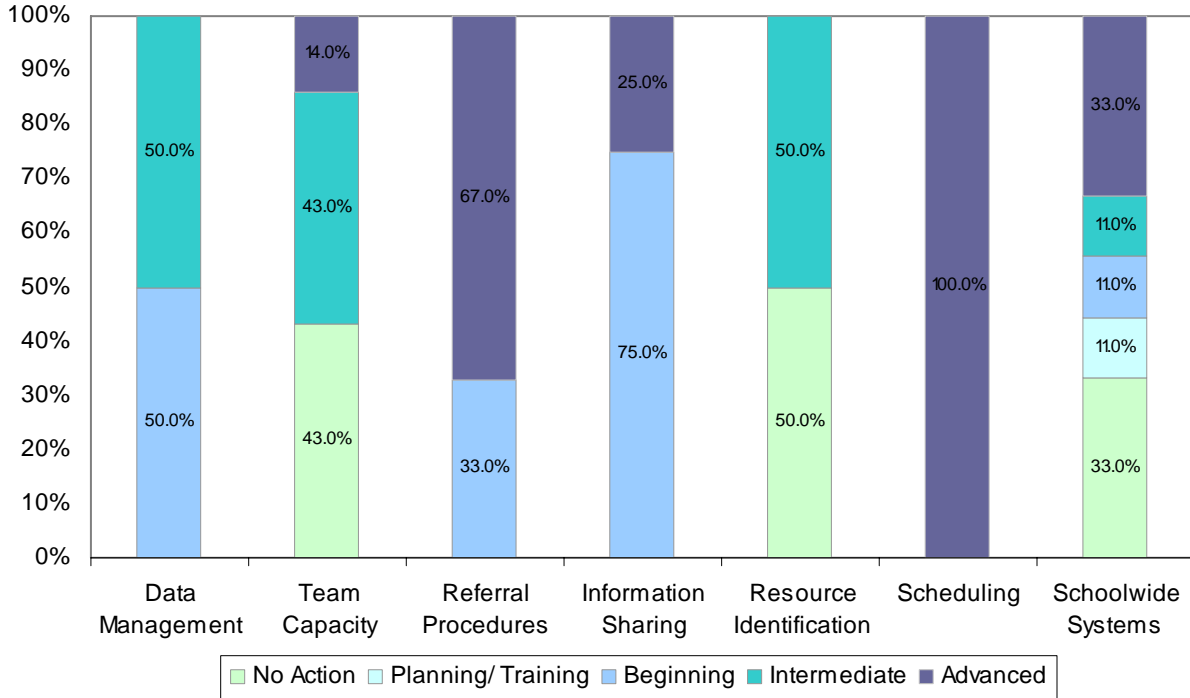
PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS: PEREZ

COACH: HEATHER HATTON

QUARTER: SEPTEMBER-NOVEMBER 2008

IMPLEMENTATION LEVEL OF PBS ACTIVITIES



Source: AISD PBS Benchmark Tool (completed by external coach). Graph indicates percentage of activities that are in each level of implementation within the seven implementation areas.

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES

	ACTION PLANNED
Understanding PBS	<ul style="list-style-type: none"> List/ Identify office versus classroom managed problem behaviors Keep a regularly updated copy of the PBS toolkit Keep PBS toolkit at a designated advertised location on campus
Managing PBS	<ul style="list-style-type: none"> Train staff in active supervision Create procedures for PBS coaches referrals Include the discipline referral form in the campus binder
Collaborating for PBS	<ul style="list-style-type: none"> Include the flowchart outlining referral to campus agencies in the campus binder Include flowchart for external agency referrals in binder Include Decision Tree for minor versus major behaviors Include the signed Staff Agreement/ Ballot in the campus binder Include completed meeting agendas/minutes in the campus binder
Impacting through PBS	<ul style="list-style-type: none"> Post expectations for dismissal; Post expectations for arrival Post expectations for cafeteria Post expectations for restroom
Refining PBS	<ul style="list-style-type: none"> Implement reinforcement systems for expected adult behaviors Implement student behavior reinforcement systems Share data trends regularly with campus staff Share data trends regularly with the IMPACT Team

Source: AISD Campus Assessment and Planning Tool (CAPT- Activities Status Section) (completed by campus with/out external coach). The table lists which activities campus teams have identified as priorities to improve their capacity across the five phases of PBS implementation



PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES (CONTINUED)

IMMEDIATE PRIORITIES (FROM THE CAPT)

- Data trends are shared regularly with the IMPACT team. Data trends share with campus staff.
- There are procedures for making referrals to PBS coaches (consult. Req. form) There is a clear distinction between office versus classroom managed problem behaviors.
- Post common areas signage. Reinforcement systems are used for expected adult behaviors.
- Assemble team binder.

TOOLKIT ITEMS UTILIZED

Source: AISD Campus Assessment and Planning Tool (CAPT) (completed by campus with/out external coach). Table indicates *activities* and *action steps* that the team has identified as a priority for the next three months (minimum of two items) and the toolkit items utilized on campus

ADDITIONAL COMMENTS



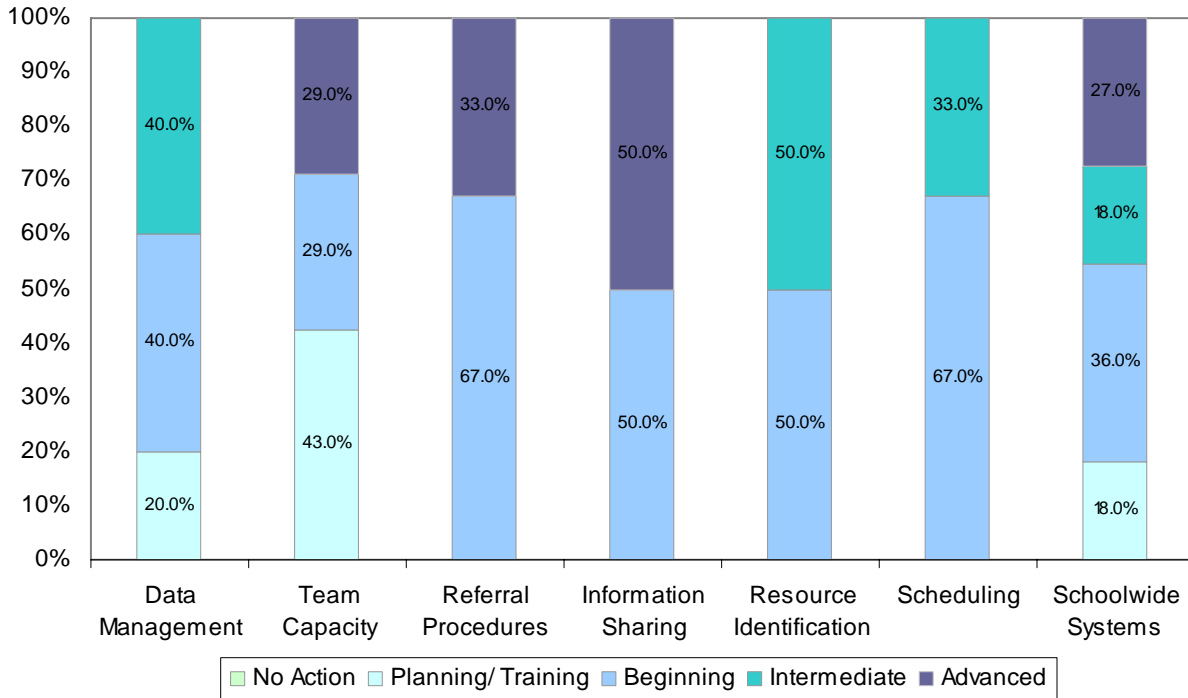
PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS: PICKLE

COACH: JANE ROSS

QUARTER: SEPTEMBER-NOVEMBER 2008

IMPLEMENTATION LEVEL OF PBS ACTIVITIES



Source: AISD PBS Benchmark Tool (completed by external coach). Graph indicates percentage of activities that are in each level of implementation within the seven implementation areas.

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES

	ACTION PLANNED
Understanding PBS	<ul style="list-style-type: none"> Keep a regularly updated copy of the PBS toolkit Create procedures for PBS coaches referrals Include the discipline referral form in the campus binder
Managing PBS	<ul style="list-style-type: none"> Include the flowchart outlining referral to campus agencies in the campus binder Include flowchart for external agency referrals in binder Include Decision Tree for minor versus major behaviors
Collaborating for PBS	<ul style="list-style-type: none"> Include the signed Staff Agreement/ Ballot in the campus binder Include completed meeting agendas/minutes in the campus binder
Impacting through PBS	<ul style="list-style-type: none"> Train a team member to conduct classroom observations Train a team member to conduct common area observations Train a team member to pull SASI data
Refining PBS	<ul style="list-style-type: none"> Post expectations for arrival and dismissal Post expectations for cafeteria, hallways, restroom, and playground Share data trends regularly with campus staff Align expectations to classroom settings Address what staff and team might do to change or maintain data trends

Source: AISD Campus Assessment and Planning Tool (CAPT- Activities Status Section) (completed by campus with/out external coach). The table lists which activities campus teams have identified as priorities to improve their capacity across the five phases of PBS implementation



PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES (CONTINUED)

IMMEDIATE PRIORITIES (FROM THE CAPT)

- Ensure that all school-wide guidelines for success and common area expectations are explicitly taught to all students and reviewed daily.
- Update the campus PBS Binder

TOOLKIT ITEMS UTILIZED

- Active Supervision
- Behavioral Narration
- Consensus Building Consultation Request Form
- Data Driven Decision Making
- Improvement Cycle
- Recovery (Cool Down)
- Scaffolding Classroom Management
- Team Meeting Structure

Source: AISD Campus Assessment and Planning Tool (CAPT) (completed by campus with/out external coach). Table indicates *activities* and *action steps* that the team has identified as a priority for the next three months (minimum of two items) and the toolkit items utilized on campus

ADDITIONAL COMMENTS



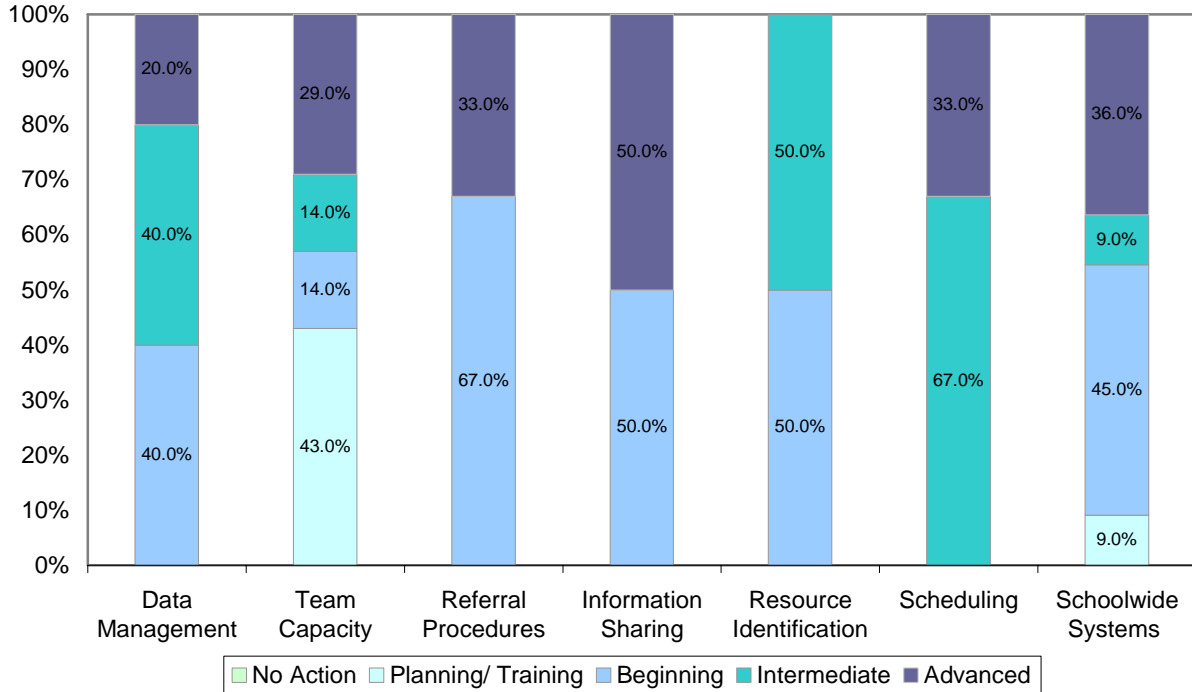
PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS: REAGAN

COACH: JANE ROSS

QUARTER: SEPTEMBER-NOVEMBER 2008

IMPLEMENTATION LEVEL OF PBS ACTIVITIES



Source: AISD PBS Benchmark Tool (completed by external coach). Graph indicates percentage of activities that are in each level of implementation within the seven implementation areas.

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES

	ACTION PLANNED
Understanding PBS	<ul style="list-style-type: none"> Keep a regularly updated copy of the PBS toolkit Create procedures for PBS coaches referrals Include the discipline referral form in the campus binder Include the flowchart outlining referral to campus agencies in the campus binder Include flowchart for external agency referrals in binder Include Decision Tree for minor versus major behaviors Include the signed Staff Agreement/ Ballot in the campus binder Include completed meeting agendas/minutes in the campus binder
Managing PBS	
Collaborating for PBS	
Impacting through PBS	<ul style="list-style-type: none"> Train a team member to conduct classroom and common area observations Train a team member to conduct student behavioral observations Train a team member to pull SASI data Post expectations for arrival and dismissal Post expectations for cafeteria, hallways, restroom, Post expectations for Open Mall Implement student behavior reinforcement systems Share data trends regularly with campus staff and what staff and team might do to change or maintain data trends
Refining PBS	

Source: AISD Campus Assessment and Planning Tool (CAPT- Activities Status Section) (completed by campus with/out external coach). The table lists which activities campus teams have identified as priorities to improve their capacity across the five phases of PBS implementation



PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES (CONTINUED)

IMMEDIATE PRIORITIES (FROM THE CAPT)

- Train the full PBS team to conduct classroom observation and common area observation.
- Post signs throughout the school
- Update the campus PBS binder

TOOLKITS ITEMS UTILIZED

- Active Supervision
- Behavioral Narration
- Consensus Building Consultation Request Form
- Data Driven Decision Making
- Improvement Cycle
- Map of AISD Resources
- Scaffolding Classroom Management
- Team Meeting Structure

Source: AISD Campus Assessment and Planning Tool (CAPT) (completed by campus with/out external coach). Table indicates *activities* and *action steps* that the team has identified as a priority for the next three months (minimum of two items) and the toolkit items utilized on campus

ADDITIONAL COMMENTS



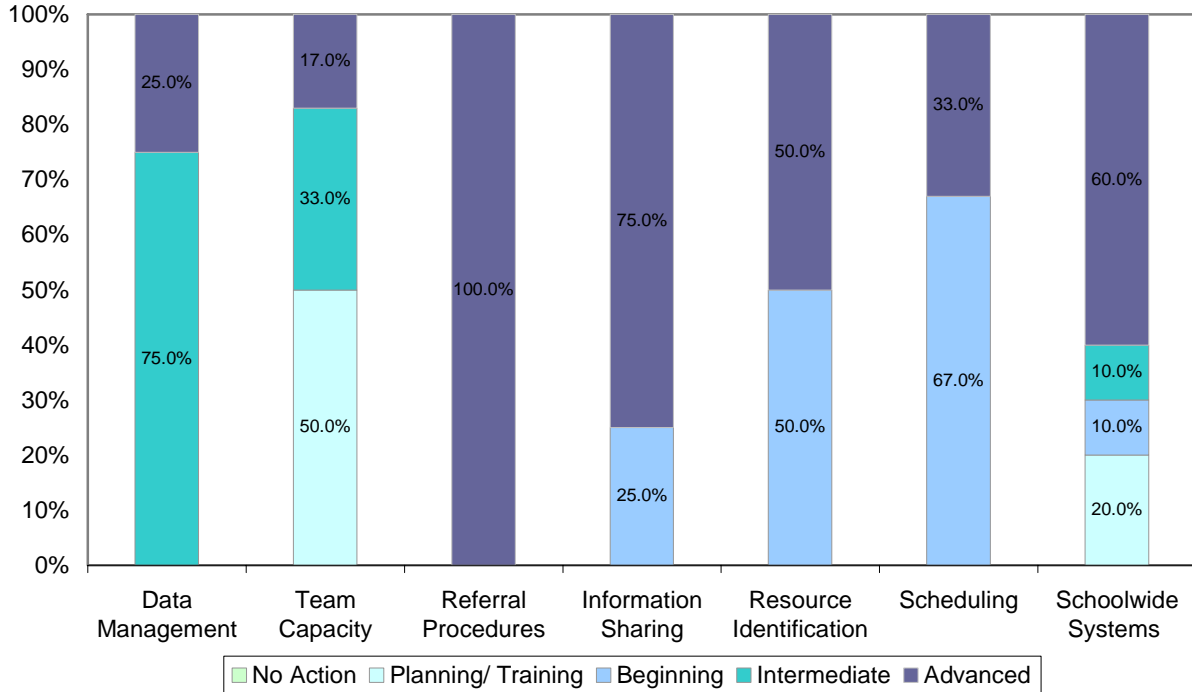
PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS: REILLY

COACH: AMELIA NIETO

QUARTER: SEPTEMBER-NOVEMBER 2008

IMPLEMENTATION LEVEL OF PBS ACTIVITIES



Source: AISD PBS Benchmark Tool (completed by external coach). Graph indicates percentage of activities that are in each level of implementation within the seven implementation areas.

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES

	ACTION PLANNED
Understanding PBS	
Managing PBS	
Collaborating for PBS	
Impacting through PBS	<ul style="list-style-type: none"> Select a campus staff contact for accessing other data sources Review data at campus team meetings Share data trends regularly with campus staff Share data trends regularly with the IMPACT Team
Refining PBS	<ul style="list-style-type: none"> Address issues that may have caused data trends Address what staff and team might do to change or maintain data trends

Source: AISD Campus Assessment and Planning Tool (CAPT- Activities Status Section) (completed by campus with/out external coach). The table lists which activities campus teams have identified as priorities to improve their capacity across the five phases of PBS implementation



PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES (CONTINUED)

IMMEDIATE PRIORITIES (FROM THE CAPT)

- Data trends are shares regularly with the IMPACT team. data trends are shared regularly with campus staff
- Campus team review data at meetings Team addresses issues that may have caused data trends; team addresses what staff and team might do to change or maintain data trends

TOOLKITS ITEMS UTILIZED

- Active Supervision
- Scaffolding Classroom Management

Source: AISD Campus Assessment and Planning Tool (CAPT) (completed by campus with/out external coach). Table indicates *activities* and *action steps* that the team has identified as a priority for the next three months (minimum of two items) and the toolkit items utilized on campus

ADDITIONAL COMMENTS



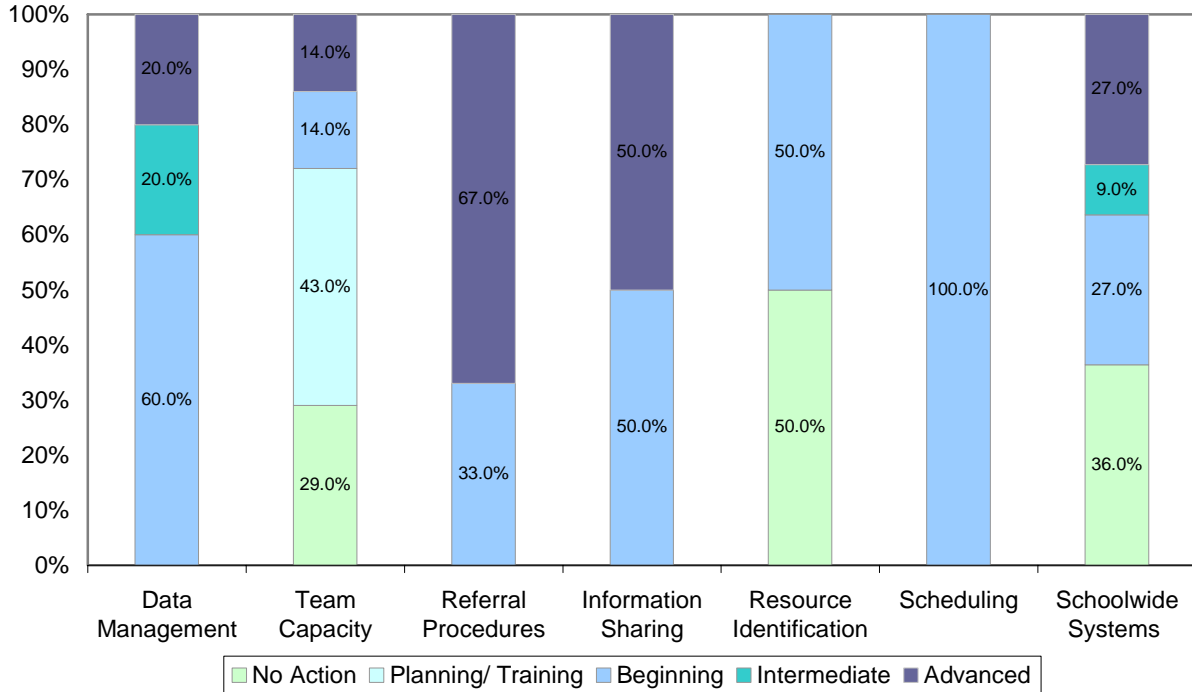
PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS: RODRIGUEZ

COACH: LINDA ZANDERS

QUARTER: SEPTEMBER-NOVEMBER 2008

IMPLEMENTATION LEVEL OF PBS ACTIVITIES



Source: AISD PBS Benchmark Tool (completed by external coach). Graph indicates percentage of activities that are in each level of implementation within the seven implementation areas.

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES

	ACTION PLANNED
Understanding PBS	<ul style="list-style-type: none"> Schedule training/ other resources to orient new staff members to PBS; Always use consultation requests prior to conducting observations Include the flowchart outlining referral to campus agencies in the campus binder Include flowchart for external agency referrals in binder Include Decision Tree for minor versus major behaviors
Managing PBS	
Collaborating for PBS	
Impacting through PBS	<ul style="list-style-type: none"> Train a team member to conduct classroom observations Conduct classroom observations every fall and spring Train a team member to pull SASI data Implement reinforcement systems for expected adult behaviors Review data at campus team meetings Share data trends regularly with campus staff Share data trends regularly with the IMPACT Team Address issues that may have caused data trends Address what staff and team might do to change or maintain data trends
Refining PBS	

Source: AISD Campus Assessment and Planning Tool (CAPT- Activities Status Section) (completed by campus with/out external coach). The table lists which activities campus teams have identified as priorities to improve their capacity across the five phases of PBS implementation



PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES (CONTINUED)

IMMEDIATE PRIORITIES (FROM THE CAPT)

- training on SASI
- Data trends are shared with impact team Trends shared with staff
- Distinctin between office verusu classroom
- Team review issues causing trends
- Binder includes flow chart

TOOLKITS ITEMS UTILIZED

Source: AISD Campus Assessment and Planning Tool (CAPT) (completed by campus with/out external coach). Table indicates *activities* and *action steps* that the team has identified as a priority for the next three months (minimum of two items) and the toolkit items utilized on campus

ADDITIONAL COMMENTS



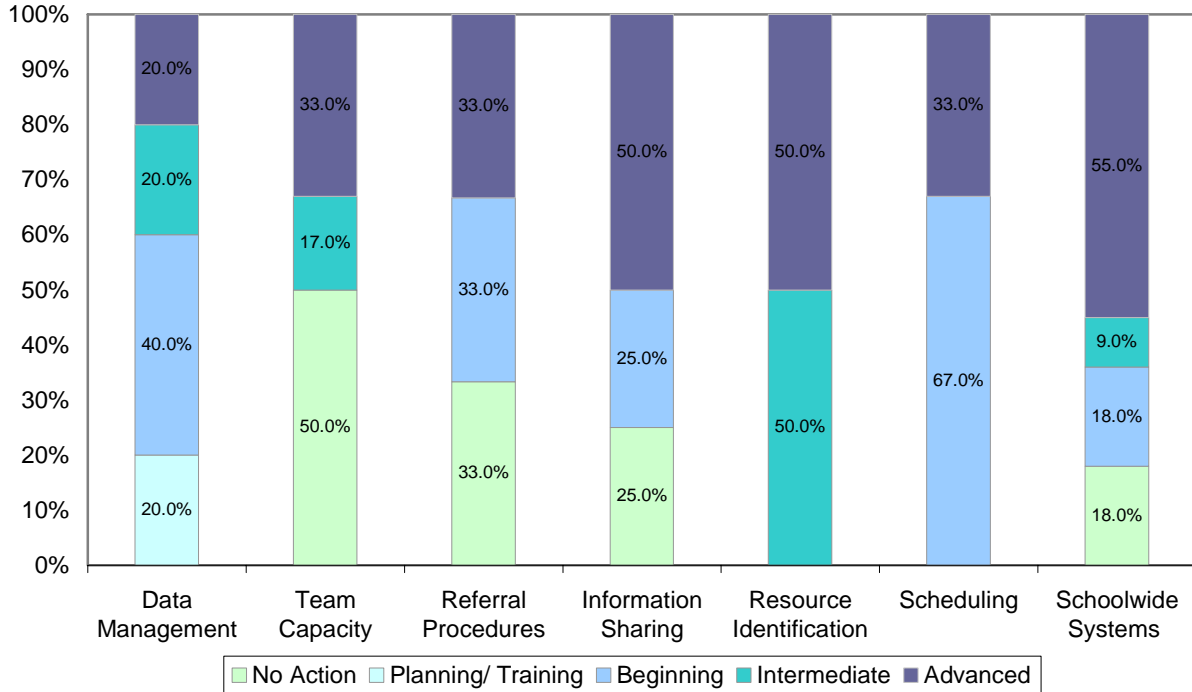
PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS: SANCHEZ

COACH: SERGIO BARRIOS

QUARTER: SEPTEMBER-NOVEMBER 2008

IMPLEMENTATION LEVEL OF PBS ACTIVITIES



Source: AISD PBS Benchmark Tool (completed by external coach). Graph indicates percentage of activities that are in each level of implementation within the seven implementation areas.

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES

	ACTION PLANNED
Understanding PBS	<ul style="list-style-type: none"> List/ Identify office versus classroom managed problem behaviors Keep a regularly updated copy of the PBS toolkit Keep PBS toolkit at a designated advertised location on campus Collect Data for referral using the standard district ODR form (DEEDS) Use SASI to collect/summarize discipline referrals Update SASI regularly Create procedures for on campus services referrals, external agencies referrals, and PBS coaches referrals Always use consultation requests prior to conducting observations Include the discipline referral form in the campus binder Include the flowchart outlining referral to campus agencies in the campus binder Include flowchart for external agency referrals in binder Include Decision Tree for minor versus major behaviors Include the signed Staff Agreement/ Ballot in the campus binder Include completed meeting agendas/minutes in the campus binder Conduct classroom observations and common area observations every fall and spring Train a team member to pull SASI data Review data at campus team meetings Share data trends regularly with campus staff and IMPACT Team Address issues that may have caused data trends and what staff and team might do to change or maintain data trends
Managing PBS	
Collaborating for PBS	
Impacting through PBS	
Refining PBS	

Source: AISD Campus Assessment and Planning Tool (CAPT- Activities Status Section) (completed by campus with/out external coach). The table lists which activities campus teams have identified as priorities to improve their capacity across the five phases of PBS implementation



PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES (CONTINUED)

IMMEDIATE PRIORITIES (FROM THE CAPT)

- Train admin and internal coaches in how to pull SASI data start updating SASI
- PBS protocols will be in place clear sidinctions between office and class management
- cafeteria
- Use PBS meeting template PBS team will use data in meetings
- Establish and use binder

TOOLKITS ITEMS UTILIZED

Source: AISD Campus Assessment and Planning Tool (CAPT) (completed by campus with/ out external coach). Table indicates *activities* and *action steps* that the team has identified as a priority for the next three months (minimum of two items) and the toolkit items utilized on campus

ADDITIONAL COMMENTS



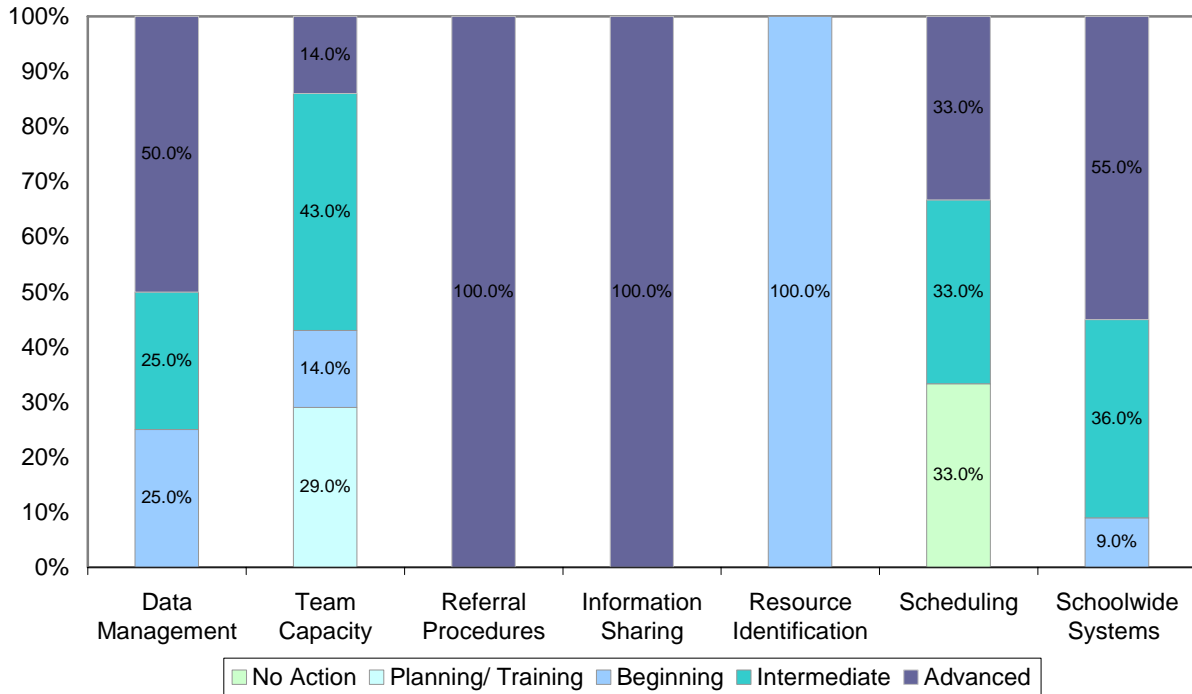
PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS: SMALL

COACH: JUDY STUBBLEFIELD

QUARTER: SEPTEMBER-NOVEMBER 2008

IMPLEMENTATION LEVEL OF PBS ACTIVITIES



Source: AISD PBS Benchmark Tool (completed by external coach). Graph indicates percentage of activities that are in each level of implementation within the seven implementation areas.

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES

	ACTION PLANNED
Understanding PBS	<ul style="list-style-type: none"> Schedule training/ other resources to orient new staff members to PBS; Fill PBS team roles throughout the year List/ Identify office versus classroom managed problem behaviors Fill PBS team roles throughout the year Train staff in active supervision Collect Data for referral using the standard district ODR form (DEEDS) Use SASI to collect/summarize discipline referrals Create procedures for on campus services referrals Ensure broad team representation
Managing PBS	
Collaborating for PBS	
Impacting through PBS	<ul style="list-style-type: none"> Train a team member to conduct classroom and common area observations Conduct classroom observations and common area observations every fall and spring Train a team member to pull SASI data Train staff in active supervision Post expectations for arrival and dismissal Post expectations for cafeteria, hallways, restroom Implement reinforcement systems for expected adult behaviors Implement student behavior reinforcement systems Align expectations to classroom settings Align reinforcement systems to classroom settings
Refining PBS	

Source: AISD Campus Assessment and Planning Tool (CAPT- Activities Status Section) (completed by campus with/out external coach). The table lists which activities campus teams have identified as priorities to improve their capacity across the five phases of PBS implementation



PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES (CONTINUED)

IMMEDIATE PRIORITIES (FROM THE CAPT)

- Classroom/common area observation
- Active supervision for hallways

TOOLKITS ITEMS UTILIZED

Source: AISD Campus Assessment and Planning Tool (CAPT) (completed by campus with/out external coach). Table indicates *activities* and *action steps* that the team has identified as a priority for the next three months (minimum of two items) and the toolkit items utilized on campus

ADDITIONAL COMMENTS



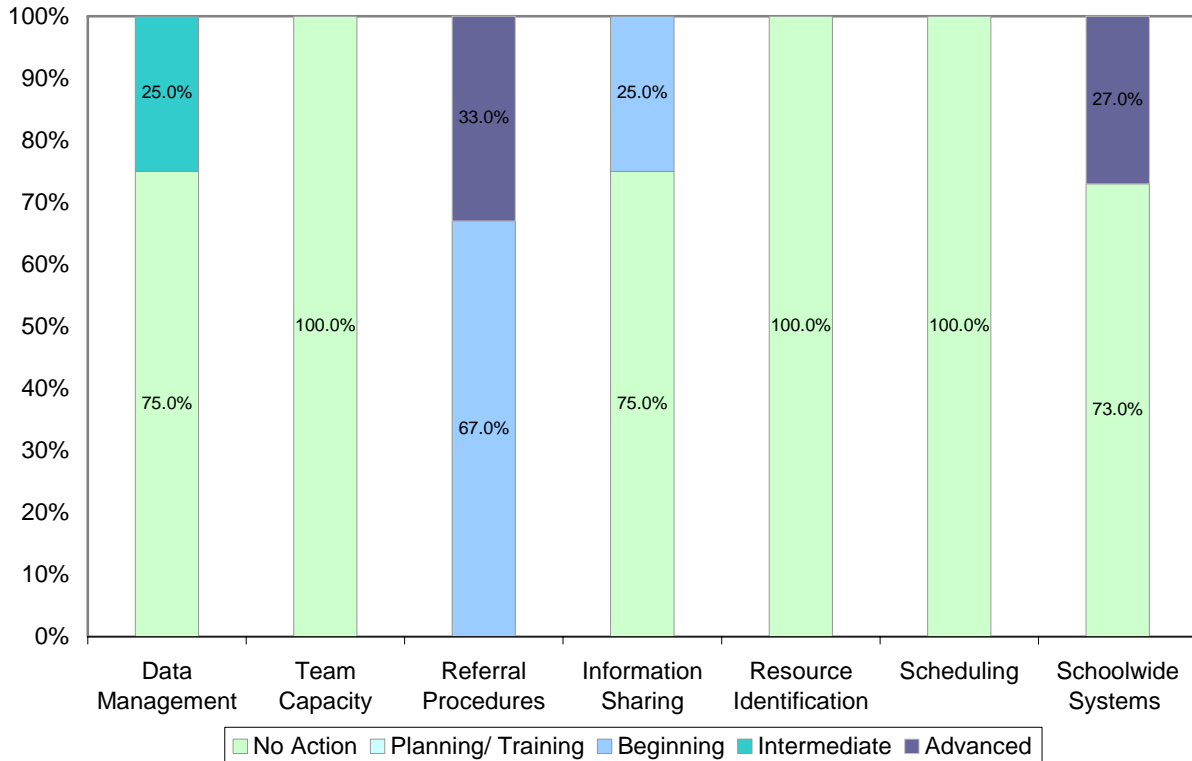
PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS: TRAVIS

COACH: JOHN THOMS

QUARTER: SEPTEMBER-NOVEMBER 2008

IMPLEMENTATION LEVEL OF PBS ACTIVITIES



Source: AISD PBS Benchmark Tool (completed by external coach). Graph indicates percentage of activities that are in each level of implementation within the seven implementation areas.

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES

	ACTION PLANNED
Understanding PBS	<ul style="list-style-type: none"> Fill PBS team roles throughout the year Keep a regularly updated copy of the PBS toolkit Keep PBS toolkit at a designated advertised location on campus Collect Data for referral using the standard district ODR form (DEEDS) Use SASI to collect/summarize discipline referrals Ensure broad team representation
Managing PBS	
Collaborating for PBS	
Impacting through PBS	<ul style="list-style-type: none"> Conduct classroom observations and common areas every fall and spring Identify campus guidelines for success Post expectations for arrival, dismissal, cafeteria, hallways, and restroom Implement reinforcement systems for expected adult and student behaviors Review data at campus team meetings Share data trends regularly with campus staff Align reinforcement systems to classroom settings Address issues that may have caused data trends and what staff and team might do to change or maintain data trends
Refining PBS	

Source: AISD Campus Assessment and Planning Tool (CAPT- Activities Status Section) (completed by campus with/out external coach). The table lists which activities campus teams have identified as priorities to improve their capacity across the five phases of PBS implementation



PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES (CONTINUED)

IMMEDIATE PRIORITIES (FROM THE CAPT)

- Assemble and meet PBS team
- Complete CAPT

TOOLKITS ITEMS UTILIZED

Source: AISD Campus Assessment and Planning Tool (CAPT) (completed by campus with/out external coach). Table indicates *activities* and *action steps* that the team has identified as a priority for the next three months (minimum of two items) and the toolkit items utilized on campus

ADDITIONAL COMMENTS



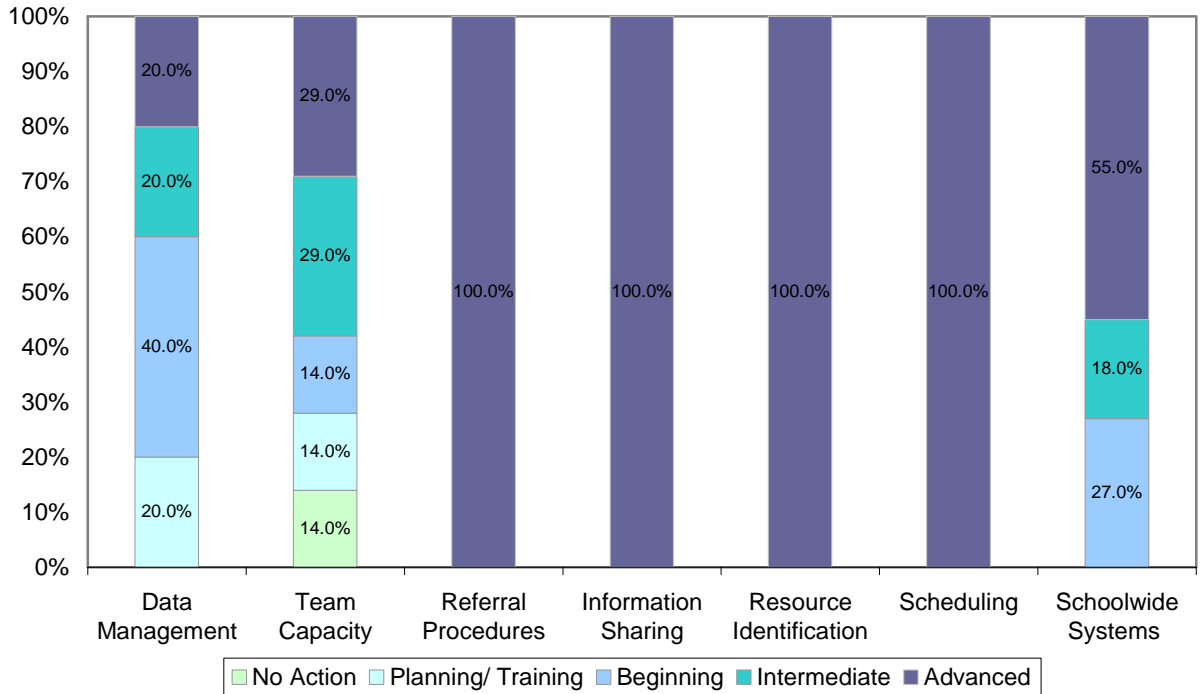
PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS: WALNUT CREEK

COACH: CARLA ROBERSON

QUARTER: SEPTEMBER-NOVEMBER 2008

IMPLEMENTATION LEVEL OF PBS ACTIVITIES



Source: AISD PBS Benchmark Tool (completed by external coach). Graph indicates percentage of activities that are in each level of implementation within the seven implementation areas.

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES

	ACTION PLANNED
Understanding PBS	<ul style="list-style-type: none"> Schedule training/ other resources to orient new staff members to PBS; Train staff in active supervision Collect Data for referral using the standard district ODR form (DEEDS) Create procedures for PBS coaches referrals Always use consultation requests prior to conducting observations
Managing PBS	
Collaborating for PBS	
Impacting through PBS	<ul style="list-style-type: none"> Conduct classroom observations every fall and spring Conduct common area observations every fall and spring Train a team member to conduct student behavioral observations Select a campus staff contact for accessing other data sources Post expectations for cafeteria Review data at campus team meetings Align expectations to classroom settings Address issues that may have caused data trends
Refining PBS	

Source: AISD Campus Assessment and Planning Tool (CAPT- Activities Status Section) (completed by campus with/out external coach). The table lists which activities campus teams have identified as priorities to improve their capacity across the five phases of PBS implementation



PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES (CONTINUED)

IMMEDIATE PRIORITIES (FROM THE CAPT)

- Filling all the roles must be completed this quarter. Ensure that team members connect with outlying campus departments.
- Counselors/Team to be made aware all the resources that are available in the ACCESS grant
- Team meeting agendas should reflect time to discuss all data. Team meeting agendas should reflect IMPACT lists, CR's and observation notes.
- Binder to include CR process for outside agencies. Binder to include Flowchart for referring to outside agencies.

TOOLKITS ITEMS UTILIZED

Source: AISD Campus Assessment and Planning Tool (CAPT) (completed by campus with/out external coach). Table indicates *activities* and *action steps* that the team has identified as a priority for the next three months (minimum of two items) and the toolkit items utilized on campus

ADDITIONAL COMMENTS



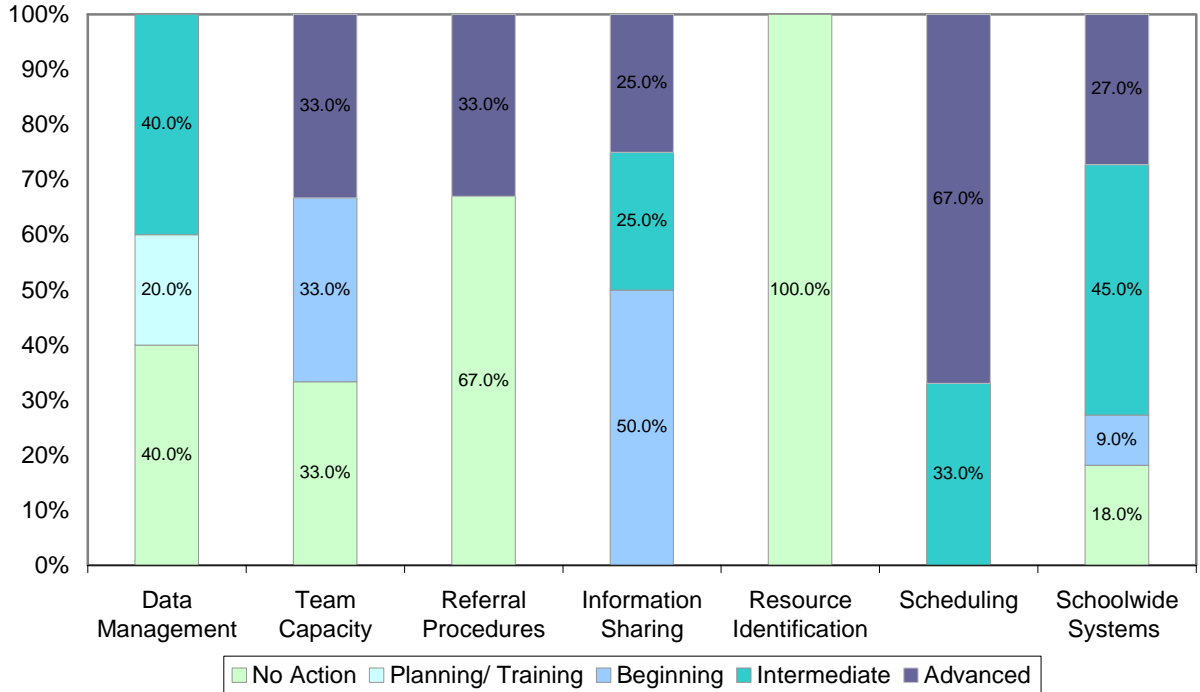
PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS: WEBB

COACH: BRENDA HAMMER

QUARTER: SEPTEMBER-NOVEMBER 2008

IMPLEMENTATION LEVEL OF PBS ACTIVITIES



Source: AISD PBS Benchmark Tool (completed by external coach). Graph indicates percentage of activities that are in each level of implementation within the seven implementation areas.

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES

	ACTION PLANNED
Understanding PBS	
Managing PBS	
Collaborating for PBS	
Impacting through PBS	
Refining PBS	

Source: AISD Campus Assessment and Planning Tool (CAPT- Activities Status Section) (completed by campus with/out external coach). The table lists which activities campus teams have identified as priorities to improve their capacity across the five phases of PBS implementation



PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES (CONTINUED)

IMMEDIATE PRIORITIES (FROM THE CAPT)

TOOLKITS ITEMS UTILIZED

- Bullying- Not in our school
- CHAMPS Consultation Request Form
- Life Skills
- Mentoring
- Peer Mediation
- SAMA
- Team Meeting Structure
- True Colors
- Community Resources

Source: AISD Campus Assessment and Planning Tool (CAPT) (completed by campus with/out external coach). Table indicates *activities* and *action steps* that the team has identified as a priority for the next three months (minimum of two items) and the toolkit items utilized on campus

ADDITIONAL COMMENTS



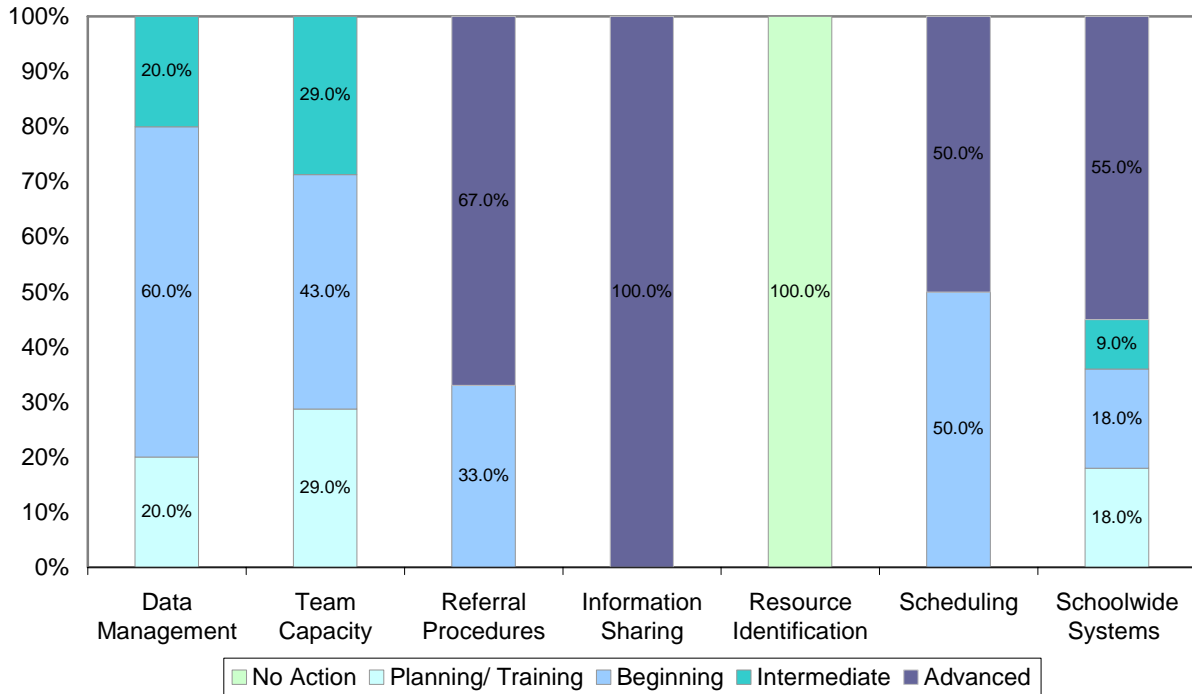
PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS: WIDEN

COACH: GRACE MARTINO-BREWSTER

QUARTER: SEPTEMBER-NOVEMBER 2008

IMPLEMENTATION LEVEL OF PBS ACTIVITIES



Source: AISD PBS Benchmark Tool (completed by external coach). Graph indicates percentage of activities that are in each level of implementation within the seven implementation areas.

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES

	ACTION PLANNED
Understanding PBS	<ul style="list-style-type: none"> Use SASI to collect/summarize discipline referrals
Managing PBS	
Collaborating for PBS	
Impacting through PBS	
Refining PBS	
	<ul style="list-style-type: none"> Post expectations for cafeteria Review data at campus team meetings Share data trends regularly with campus staff

Source: AISD Campus Assessment and Planning Tool (CAPT- Activities Status Section) (completed by campus with/out external coach). The table lists which activities campus teams have identified as priorities to improve their capacity across the five phases of PBS implementation



PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES (CONTINUED)

IMMEDIATE PRIORITIES (FROM THE CAPT)

- Accurate Referred Data
- Cafeteria

TOOLKITS ITEMS UTILIZED

Source: AISD Campus Assessment and Planning Tool (CAPT) (completed by campus with/out external coach). Table indicates *activities* and *action steps* that the team has identified as a priority for the next three months (minimum of two items) and the toolkit items utilized on campus

ADDITIONAL COMMENTS



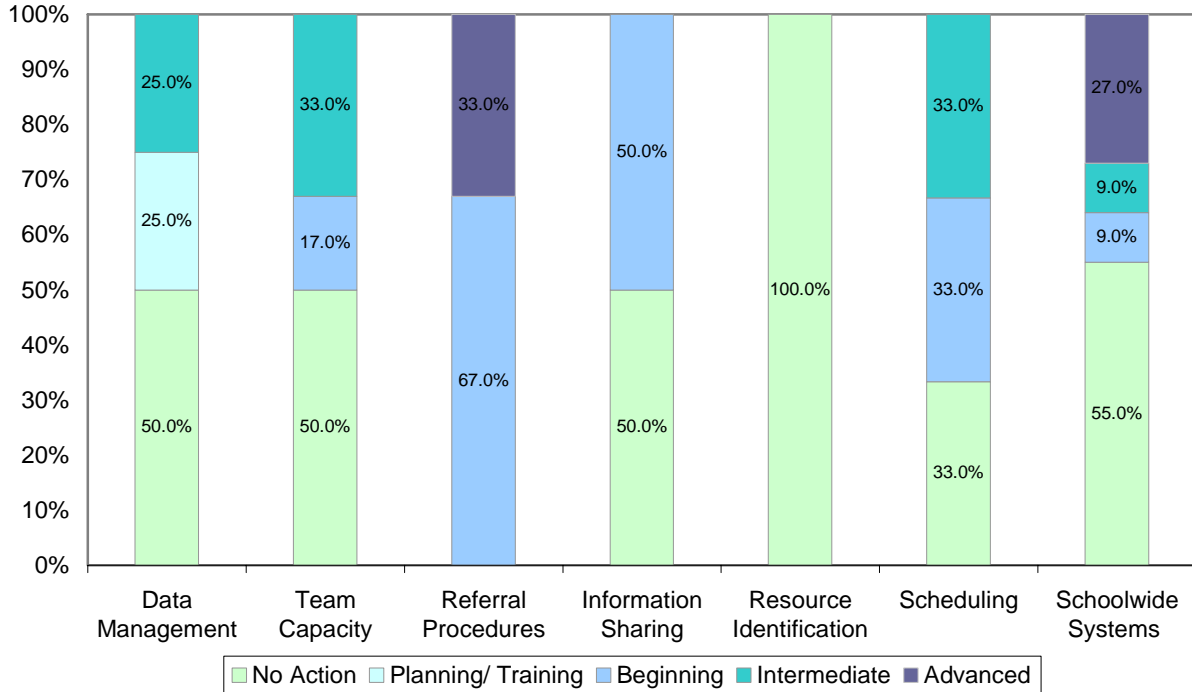
PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS: WINN

COACH: JOHN THOMS

QUARTER: SEPTEMBER-NOVEMBER 2008

IMPLEMENTATION LEVEL OF PBS ACTIVITIES



Source: AISD PBS Benchmark Tool (completed by external coach). Graph indicates percentage of activities that are in each level of implementation within the seven implementation areas.

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES

	ACTION PLANNED
Understanding PBS	<ul style="list-style-type: none"> Schedule training/ other resources to orient new staff members to PBS List/ Identify office versus classroom managed problem behaviors Fill PBS team roles throughout the year Train staff in active supervision Use SASI to collect/summarize discipline referrals Update SASI regularly Ensure broad team representation
Managing PBS	
Collaborating for PBS	
Impacting through PBS	<ul style="list-style-type: none"> Train a team member to pull SASI data Post expectations for restroom Review data at campus team meetings
Refining PBS	

Source: AISD Campus Assessment and Planning Tool (CAPT- Activities Status Section) (completed by campus with/out external coach). The table lists which activities campus teams have identified as priorities to improve their capacity across the five phases of PBS implementation



PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES (CONTINUED)

IMMEDIATE PRIORITIES (FROM THE CAPT)

- Build grade level representation on the PBS team and assign roles
- Complete all school-wide expectations and post

TOOLKIT ITEMS UTILIZED

Source: AISD Campus Assessment and Planning Tool (CAPT) (completed by campus with/out external coach). Table indicates *activities* and *action steps* that the team has identified as a priority for the next three months (minimum of two items) and the toolkit items utilized on campus

ADDITIONAL COMMENTS



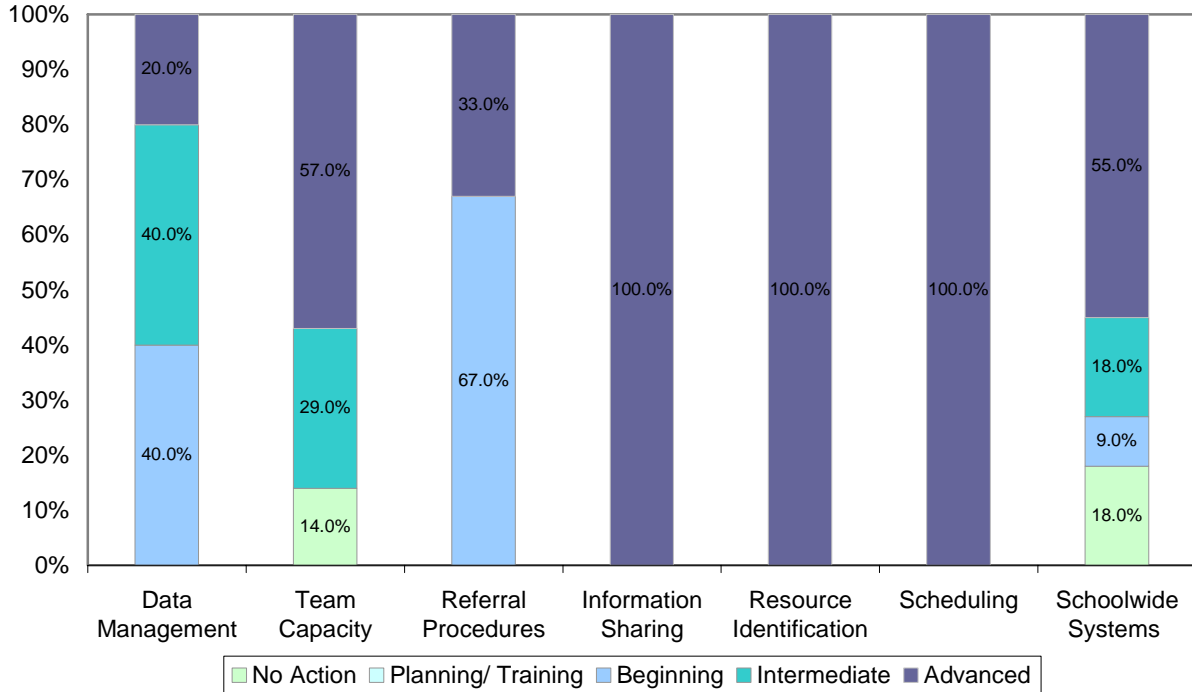
PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS: WOOLDRIDGE

COACH: CARLA ROBERSON

QUARTER: SEPTEMBER-NOVEMBER 2008

IMPLEMENTATION LEVEL OF PBS ACTIVITIES



Source: AISD PBS Benchmark Tool (completed by external coach). Graph indicates percentage of activities that are in each level of implementation within the seven implementation areas.

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES

	ACTION PLANNED
Understanding PBS	<ul style="list-style-type: none"> Schedule training/ other resources to orient new staff members to PBS Fill PBS team roles throughout the year Train staff in active supervision
Managing PBS	
Collaborating for PBS	
Impacting through PBS	<ul style="list-style-type: none"> Collect Data for referral using the standard district ODR form (DEEDS) Create procedures for PBS coaches referrals Always use consultation requests prior to conducting observations
Refining PBS	
	<ul style="list-style-type: none"> Conduct classroom observations every fall and spring Conduct common area observations every fall and spring Train a team member to conduct student behavioral observations Review data at campus team meetings Align expectations to classroom settings Address issues that may have caused data trends

Source: AISD Campus Assessment and Planning Tool (CAPT- Activities Status Section) (completed by campus with/out external coach). The table lists which activities campus teams have identified as priorities to improve their capacity across the five phases of PBS implementation



PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES (CONTINUED)

IMMEDIATE PRIORITIES (FROM THE CAPT)

- Filling all the roles must be completed this quarter Ensure that team members connect with outlying campus departments
- Counselors/TEAM to be made aware all the resources that are available in the ACCESS grant
- Team meeting agendas should reflect time to discuss all data. Referral data should be compared to the IMPACT lists, CR's and observation notes.
- Binder to include CR process for outside agencies. Binder to include Flowchart for referring to outside agencies.

TOOLKITS ITEMS UTILIZED

Source: AISD Campus Assessment and Planning Tool (CAPT) (completed by campus with/out external coach). Table indicates *activities* and *action steps* that the team has identified as a priority for the next three months (minimum of two items) and the toolkit items utilized on campus

ADDITIONAL COMMENTS



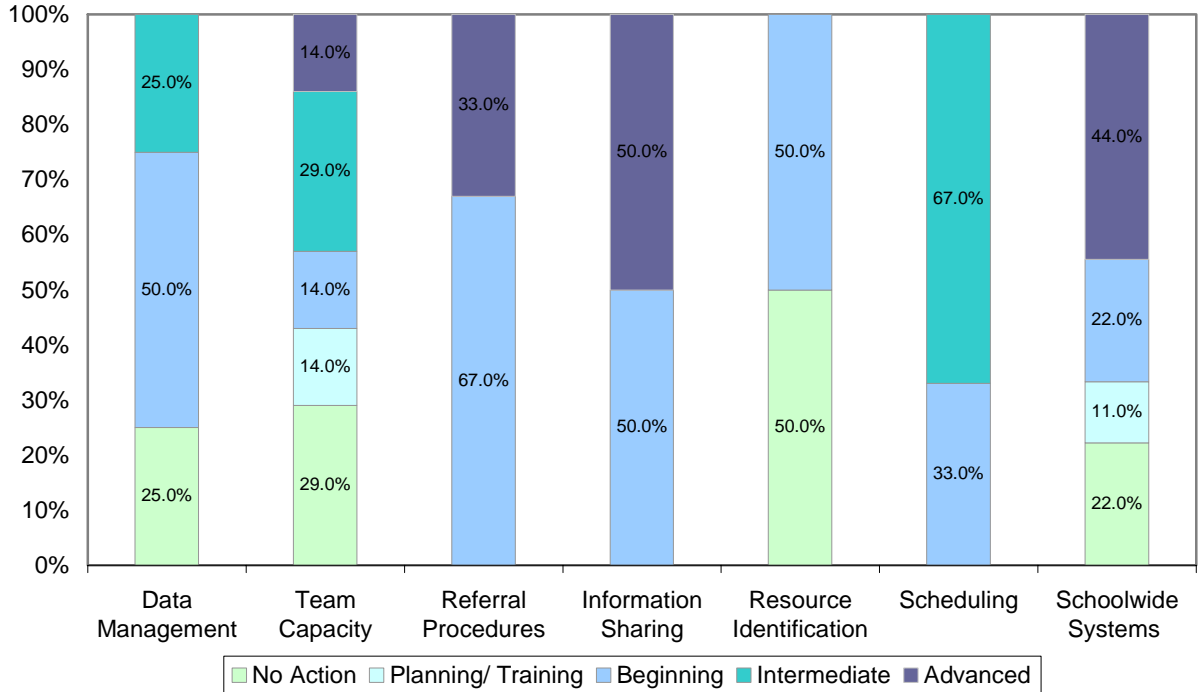
PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS: ZAVALA

COACH: HEATHER HATTON

QUARTER: SEPTEMBER-NOVEMBER 2008

IMPLEMENTATION LEVEL OF PBS ACTIVITIES



Source: AISD PBS Benchmark Tool (completed by external coach). Graph indicates percentage of activities that are in each level of implementation within the seven implementation areas.

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES

	ACTION PLANNED
Understanding PBS	
Managing PBS	
Collaborating for PBS	
Impacting through PBS	
Refining PBS	

Source: AISD Campus Assessment and Planning Tool (CAPT- Activities Status Section) (completed by campus with/out external coach). The table lists which activities campus teams have identified as priorities to improve their capacity across the five phases of PBS implementation



PBS QUARTERLY IMPLEMENTATION REPORT

CAMPUS IDENTIFIED ACTIONS AND PRIORITIES (CONTINUED)

IMMEDIATE PRIORITIES (FROM THE CAPT)

TOOLKIT ITEMS UTILIZED

Source: AISD Campus Assessment and Planning Tool (CAPT) (completed by campus with/out external coach). Table indicates *activities* and *action steps* that the team has identified as a priority for the next three months (minimum of two items) and the toolkit items utilized on campus

ADDITIONAL COMMENTS
