

Team Implementation Checklist (TIC)

This checklist is designed to be completed by the Wellbeing Team once a term to monitor activities for implementation of positive behaviour in a school. The team should complete the Action Plan at the same time to track items that are In Progress or Not Yet Started.

Status: A = Achieved, I = In Progress, N = Not Yet Started				
Date:				
Establish commitment				
1. Principal's Support & Active Involvement		Status:		
Admin attends positive behaviour meetings 80 % of time				
Admin defines social behavior as one of the top three goals for the school				
Admin actively participates in positive behaviour training				
2. Staff Support		Status:		
80% of staff document support that school climate/discipline is one of top three school improvement goals				
Admin/staff commit to positive behaviour systems for at least 3 years				
Establish & maintain team				
3. Team Established (Representative)		Status:		
Includes grade level teachers, specialists, parents, special educators, counselors.				
Team has established clear mission/purpose				
4. Team has regular meeting schedule, effective operating procedures		Status:		
Agenda and meeting minutes are used				
Team decisions are identified, and action plan developed				
5. Audit is completed for efficient integration of team with other teams/initiatives addressing behaviour		Status:		
Team has completed the "Working Smarter" matrix				

Status: A = Achieved, I = In Progress, N = Not Yet Started

Date:				
Self-assessment				
<p>6. Team completes self-assessment of current positive behaviour practices being used in the school</p> <p>The team has completed the TIC (progress monitoring), BoQ (annual assessment) or TFI.</p>	Status			
<p>7. Team summarises existing school discipline data</p> <p>The team uses behaviour referral data, attendance, & other behavioural data for decision making.</p>	Status			
<p>8. Team uses self-assessment information to build implementation action plan (areas of immediate focus)</p> <p>The team has an Action Plan guiding implementation of positive behaviour with specific actions scheduled to be performed.</p>	Status:			
Establish school-wide expectations: prevention systems				
<p>9. School-wide behaviour expectations are defined and posted in all areas of school</p> <p>3-5 positively and clearly stated expectations are defined.</p> <p>The expectations are posted in public areas of the school.</p>	Status:			
<p>10. School-wide teaching matrix developed</p> <p>Teaching matrix used to define how school-wide expectations apply to specific school locations.</p> <p>Teaching matrix distributed to all staff.</p>	Status:			
<p>11. Teaching plans for school-wide expectations are developed</p> <p>Lesson plans developed for teaching school-wide expectations at key locations throughout the school.</p> <p>Staff are involved in development of lesson plans.</p>	Status:			
<p>12. School-wide behavioural expectations taught directly & formally</p> <p>Schedule/plans for teaching the lessons plans for students are developed</p> <p>Staff and students know the defined expectations.</p> <p>School-wide expectations taught to all students</p> <p>Plan developed for teaching expectations to students to who enter the school mid-year.</p>	Status:			

Adapted from: Team Implementation Checklist, Version 3.1, June, 2014, Sugai, G., Horner, R., Lewis-Palmer, T., & Rossetto Dickey, C.