District leadership teams (DLTs) that participate in the MMD-B pilot project have a prescribed framework of systems, data and practice activities, that if implemented with fidelity, consistency and equity will lead to the team’s self-described outcomes. The activities are briefly outlined below.

<table>
<thead>
<tr>
<th>District Activity</th>
<th>Year 1 Examples and Evidence</th>
</tr>
</thead>
</table>
| **1. Develop, refine, engage, and evaluate district wide (DW) collaborative teaming practices that support DW Tier 1 SW-PBS implementation.** | receive training on collaborative teaming; establish leadership team (suggested: cabinet/district leader with decision-making authority, academic and behavioral expertise, PD fluency, data/evaluation fluency, stakeholder representation); establish norms; establish decision-making model; establish roles & responsibilities; establish communication system; establish system to evaluate effectiveness of team (at least biannually); adapt standardized training content for collaborative teaming; incorporate into professional development plan; provide training

**Evidence:**

___ team roles & responsibilities
___ agendas/solution plans
___ action plan
___ District Leadership Team Self-assessment Tool (DLT-SAT)
___ Other

| **2. Audit district and school activities and resources annually.** | assess district initiatives and resources through a process similar to MO SW-PBS Working Smarter Template around universal supports

**Evidence:**

___ working smarter or similar document
___ District Leadership Team Self-assessment Tool (DLT-SAT)
___ Other

| **3. Develop/refine system of data-based decision-making (DBDM) capacity.** | receive training on DBDM; identify stakeholders critical to addressing each of the components; design systems to support each component; adapt standardized content for DBDM; incorporate into professional development plan; provide training

**Evidence:**

___ agenda/solution plans
___ District Leadership Team Self-assessment Tool (DLT-SAT)
___ Other
<table>
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<tr>
<th>4. Engage in data-based decision making processes (on a regular basis) that address implementation and outcomes at the district and building levels.</th>
<th>identify improvement goals from data (at least one related to behavior), identify practices that will be done to effect goals (district and building levels), identify systems to support implementation of practices, identify data points that can progress monitor fidelity of implementation and outcomes of practices and systems, develop an evaluation system to monitor and make adjustments [3-5 year action plan]</th>
</tr>
</thead>
</table>
| Evidence: | ___ meeting minutes
___ SW-PBS District Data Tracking Tool
___ data reports
___ Other |

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<tr>
<th>5. Develop/refine systems to define, teach and reinforce desired adult instructional behaviors (e.g., MO Teacher Standards, Effective Teaching and Learning Practices [ETLPs], etc.)</th>
<th>outline/define professional development plan that includes focus area(s) of the year and includes opportunities for all staff, booster/refresh, and a system for new teacher/staff indoctrination</th>
</tr>
</thead>
</table>
| Evidence: | ___ professional development plan for the district for all staff
___ Other |

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<tr>
<th>6. Develop/refine DLT knowledge of function based thinking (FBT)</th>
<th>receive training on content; adapt standardized training content for FBT; incorporate into professional development plan; provide training</th>
</tr>
</thead>
</table>
| Evidence: | ___ agenda for DLT training
___ adapted training content for FBT
___ documentation of building training
___ Other |

<table>
<thead>
<tr>
<th>7. Develop/refine DLT knowledge of ETLPs (school-wide and class-wide): expectations, teaching, encouraging, &amp; discouraging</th>
<th>receive training on content; adapt standardized training content for identified ETLPs; incorporate into professional development plan; provide training</th>
</tr>
</thead>
</table>
| Evidence: | ___ agenda for DLT training
___ adapted training content for ETLPs
___ documentation of building training
___ Other |
Building leadership teams (BLTs), and collaborative teams (CTs) (e.g., grade level, department level, vertical teams) within buildings that participate in the MMD-B pilot project have a prescribed framework of systems, data and practice activities, that if implemented with fidelity, consistency and equity will lead to the team’s self-described outcomes. The activities are briefly outlined below.

<table>
<thead>
<tr>
<th>Building Activities</th>
<th>Year 1 Examples and Evidence</th>
</tr>
</thead>
</table>
| 1. Develop, refine, engage, and evaluate building leadership team (BLT) that includes behavior as part of improvement process. | receive training on collaborative teaming; establish leadership team (suggested: administrator with decision-making authority, academic and behavioral expertise, stakeholder representation); establish norms; establish decision-making model; establish roles & responsibilities; establish communication system; establish system to evaluate effectiveness of team (at least biannually) **Evidence:**  
  ___ team roles & responsibilities  
  ___ agendas/solution plans  
  ___ action plan  
  ___ Other |
| 2. All instructional staff actively engage in regular collaborative team (CT) meetings. | receive training; all instructional staff participate in CT meetings **Evidence:**  
  ___ team roles & responsibilities  
  ___ agendas/solution plans  
  ___ action plan  
  ___ Other |
| 3. All instructional staff actively engage in ongoing DBDM around behavior during CT meetings. | receive training; all instructional staff participate in DBDM process that includes behavior **Evidence:**  
  ___ meeting minutes  
  ___ data reports  
  ___ Other |
| 4. All instructional staff engage in ETLPs (school-wide/class-wide). | attend training on the following ETLPs: FBT, expectations, teaching, encouraging, discouraging; develop systems to support implementation of practices **Evidence:**  
  ___ documentation of building training  
  ___ Other |
| 5. All instructional staff participate in requested data activities (e.g., self-assessment practice profiles (SAPP), | develop system to support staff in completing data activities - purpose, instructions, adequate time to complete, system to progress monitor completion **Evidence:**  
  ___ data reports indicating participation |
### Self-Assessment Survey (SAS)

<table>
<thead>
<tr>
<th>Additional Building Level Activities that demonstrate implementation with fidelity, consistency and equity.</th>
</tr>
</thead>
</table>
| **Collaborative Teams (CT)**  
Collaborative teams demonstrate mastery of the practice as documented on the practice profile. 80% of CTs have members complete SAPP at the proficiency level evidences mastery. |
| **Classroom Observation**  
Building team conducts a single observation in 80% of classrooms and aggregates data for each ETLP observed (expectations, teaching, encouraging, and discouraging). |
| **Effective Teaching/Learning Practices (ETLP)**  
Instructional staffs demonstrate mastery of at least one effective teaching/learning practice as demonstrated on the practice profile. 80% of collaborative teams have 80% of members completing a SAPP for expectations, teaching, encouraging, and discouraging. |
| **Function Based Thinking (FBT)**  
Instructional staffs demonstrate mastery of FBT as demonstrated on the practice profile. 80% of staff performing at the proficiency level demonstrates mastery. |
| **Data-Based Decision Making**  
At least 50% of CTs have 80% of members self-evaluate the teams performance by completing the DBDM SAPP. |