

# Project ACHIEVE



**Building Strong Schools to  
Strengthen Student Outcomes**

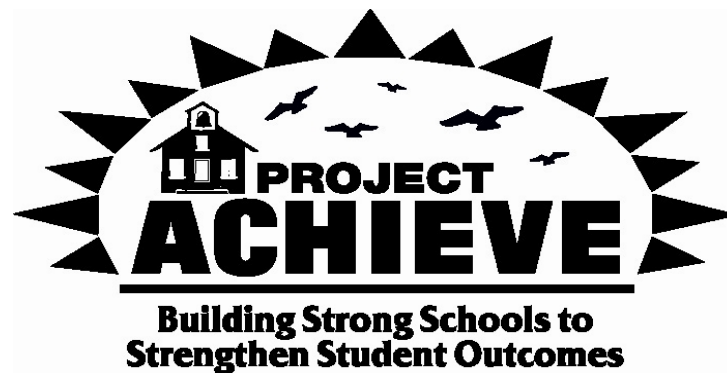
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## **APPLICATION FOR Project ACHIEVE ON-SITE CONSULTATION AND IMPLEMENTATION**

**For Full, Strategic Planning,  
Positive Behavioral Self-Management, and  
SPRINT/Response-to-Intervention Components**

VERSION: 1/1/07



## **Application for Project ACHIEVE School or District Implementation**

An application to participate in the Project ACHIEVE's on-site implementation of its Full, Strategic Planning, Positive Behavioral Support System (PBSS) and Early Intervention/SPRINT/Response-to-Intervention processes must come from the administrators and selected staff from each interested school or district. For interested schools, the application should be part of its school improvement process, and should come from the team or committee involved in that planning.

Below is the application for participation in Project ACHIEVE.

From each school wishing to participate in Project ACHIEVE (if this application is originating at the district level), we would appreciate completion of the following:

- a. The School Participation Coversheet;
- b. The School Profile Form;
- c. The School Commitment Checklist.

# District/School Coversheet for Project ACHIEVE Participation

**Name of District:**

**Date:**

**Address:**

**Phone/FAX:**

**Superintendent:**

**E-mail:**

**School District:**

**Website:**

**Application Approved by the Following:**

**Sign and Date:**

**Superintendent**

**Date**

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# School Coversheet for Project ACHIEVE Participation

(TO BE COMPLETED FOR EACH SCHOOL BEING CONSIDERED FOR THE PROJECT)

**Name of School:**

**Date:**

**Address:**

**Phone/FAX:**

**Grade Levels:**

**Principal:**

**E-mail:**

**School District:**

**Website:**

**Application Approved by the Following:**

**Sign and Date:**

**Building Principal**

**Date**

\_\_\_\_\_  
\_\_\_\_\_

**Chair, School Improvement Team**

**Date**

\_\_\_\_\_

## **Project ACHIEVE School Profile Form**

(TO BE COMPLETED FOR EACH SCHOOL BEING CONSIDERED FOR THE PROJECT)

**Name of School:**

**Date:**

**Address:**

**Phone/FAX:**

**Grade Levels:**

**Principal:**

**E-mail:**

**School District:**

**Website:**

**Profile Completed By:**  
(Names and Positions)

### **Demographic Profile of the School**

#### **A. Student Population**

Total number of students \_\_\_\_\_

	<b>CAUCASIAN</b>	<b>AFRICAN AMERICAN</b>	<b>HISPANIC</b>	<b>OTHER:</b>
<b>MALE</b>				
<b>FEMALE</b>				

Number/Percent of students receiving a free/reduced lunch \_\_\_\_\_

Number/Percent of students transported by bus \_\_\_\_\_

Average student attendance \_\_\_\_\_

Is there a formal Parent-Teacher organization \_\_\_\_\_

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Number/Percent of students receiving special education  
services \_\_\_\_\_

Specify Type and Number of Special Education services:

Type of Service

Number of Students Placed

Average number of students sent to the Principal's Office for  
disciplinary problems per month \_\_\_\_\_

Most common offenses:

Number of students receiving in-school suspension per year  
\_\_\_\_\_

Number of students suspended out-of-school per year  
\_\_\_\_\_

Does the building use corporal punishment \_\_\_\_\_

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**B. Staff (please provide staff list if possible)**

Number of teachers in the building \_\_\_\_\_

Number of administrators \_\_\_\_\_

Number of counselors: \_\_\_\_\_

Other Student Services Support Staff:

Chapter One Teachers \_\_\_\_\_

Reading Recovery Teachers \_\_\_\_\_

Instructional/Curriculum Specialists \_\_\_\_\_

School Psychologist \_\_\_\_\_

Social Worker \_\_\_\_\_

Parent Educators/Community Liaisons \_\_\_\_\_

Other (specify) \_\_\_\_\_

Other (specify) \_\_\_\_\_

Other (specify) \_\_\_\_\_

How long has the principal been principal of this building

\_\_\_\_\_

How many teachers have been in the building:

\_\_\_\_\_

Less than three years

\_\_\_\_\_

Three to eight years

\_\_\_\_\_

More than eight years

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**Organizational Profile of the School**

1. Is there a School Improvement (or Planning) Team \_\_\_\_\_
2. Is there a School Improvement (School Reform, In-Service, or other) Plan?  
\_\_\_\_\_ **(If so, please enclose)**
3. Does the building have a formal, systematic planning process?  
\_\_\_\_\_
4. How are long-term goals determined?
  
5. What is the school's formal mission statement?
  
  
  
  
  
  
  
  
  
  
6. What is different about the school now from what it was three years ago?





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12. Please rate (circle) the following to the best of your ability as it relates to your school:

**A. Safe and Orderly Environment**

1	2	3	4	5
Excellent	Very Good	Good	Fair	Poor

**B. Student Time on Task**

1	2	3	4	5
Excellent	Very Good	Good	Fair	Poor

**C. Clear School Mission**

1	2	3	4	5
Excellent	Very Good	Good	Fair	Poor

**D. Home-School Relations**

1	2	3	4	5
Excellent	Very Good	Good	Fair	Poor

**E. High Teacher Expectations**

1	2	3	4	5
Excellent	Very Good	Good	Fair	Poor

**F. Instructional Leadership**

1	2	3	4	5
Excellent	Very Good	Good	Fair	Poor

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**G. Staff Morale**

1	2	3	4	5
Excellent	Very Good	Good	Fair	Poor

**H. Smooth Administration**

1	2	3	4	5
Excellent	Very Good	Good	Fair	Poor

**I. Race Relations**

1	2	3	4	5
Excellent	Very Good	Good	Fair	Poor

**J. Building Resources**

1	2	3	4	5
Excellent	Very Good	Good	Fair	Poor

**K. High Expectations for Students**

1	2	3	4	5
Excellent	Very Good	Good	Fair	Poor

**Is there anything else you would like to tell us about your school?**

# Project ACHIEVE PBSS Commitment Checklist

(TO BE COMPLETED FOR EACH SCHOOL BEING CONSIDERED FOR THE PROJECT)

<u>Administrative and Conceptual Support for the PBSS Process</u>	Yes	No
1. Is there a willingness to make a multi-year commitment to PBSS activities, and to integrate them--relative to time, organization, and staff activities--into effective school and schooling activities?	_____	_____
2. Is there a willingness to make PBSS the central, unifying approach in the building relative to discipline, behavior management, and school safety, and to allow PBSS goals be written into the school's annual School Improvement and/or Staff Development plans?	_____	_____
3. Is there a willingness to include, as part of the PBSS approach a pre-referral process that encourages data-based problem-solving and functional assessment that is linked to interventions that are largely implemented in the general education classroom?	_____	_____
4. Is there a commitment to the staff training, on-site consultation, and technical assistance opportunities that are needed to implement the PBSS?	_____	_____
5. Is there a willingness to train/involve all school personnel in the PBSS process, not just certified/instructional personnel?	_____	_____
6. Is there a willingness to incorporate the new staff skills that are inherent in the PBSS process into the personnel evaluation process?	_____	_____
7. Is there a willingness to develop and support a building-based school safety and discipline system (a) that involves social skills training by regular classroom teachers, identified incentives for appropriate behavior, and a spectrum of consequences for different levels of inappropriate behavior; and	_____	_____
(b) that creates and continuously reinforces positive school-wide climates/environments (among students and staff);	_____	_____

<u>Conceptual and Administrative Support for the PBSS Process</u> (Continued)	Yes	No
8. Is there a willingness to develop and use an accountability and data management system that specifies, tracks, and continuously evaluates students' academic and social-behavioral outcomes, as well as other PBSS Process/building outcomes?	_____	_____
<u>Staffing and Staff Development</u>	Yes	No
1. Is there a willingness to have the student services/support staff in the building operate as a team?	_____	_____
2. Is there a willingness use your school psychologist, social workers/parent liaison, school counselor, and other instructional resources as intervention specialists?	_____	_____
3. Is there a willingness to use instructional staff, as necessary, to consult with colleagues to help design interventions and solve student-specific problems?	_____	_____
<u>Funding for the PBSS Process</u>	Yes	No
1. Is the building willing to use funds (as appropriate and needed) that are now budgeted for classroom management, school safety, and student social skills instruction for PBSS activities?	_____	_____
2. Is the building willing to commit funds for materials and/or supplies as needed?	_____	_____
3. Is the building willing to commit funds for teacher substitutes to release teachers for training or PBSS Process support activities as needed?	_____	_____
<u>Parent/Community Support for the PBSS Process</u>	Yes	No
1. Is the building will to integrate PBSS activities into those of the parent educator or home-school liaison as appropriate?	_____	_____
2. Is the school willing to actively involve parents in PBSS activities, including training in the social skills process and involvement in the development of the school's behavioral accountability system?	_____	_____

Collaborative Team Support for the PBSS Process

Yes

No

- |  |       |       |
|--|-------|-------|
| <p>1. Is the Building Principal willing to attend monthly meetings with other Principals whose buildings are involved in the PBSS Process for the purpose of sharing, discussing progress, and doing joint problem-solving (if more than one elementary building is participating in the district)?</p>  | _____ | _____ |
| <p>2. Is the Building Principal willing to release his/her pupil personnel staff for joint, monthly meetings of the pupil personnel staff from all of the buildings involved in the PBSS Process for the purpose of sharing, discussing progress, and doing problem-solving (if more than one elementary building is participating in the district)?</p> | _____ | _____ |
| <p>3. Is the Building Principal willing to release other staff (including instructional staff) <b>if they have been trained as District-level Trainers</b> for up to 5 days per year to provide training, technical consultation, and/or feedback to other schools in the district engaging in PBSS activities?</p>                                      | _____ | _____ |
| <p>4. Is there a willingness to establish a building School Discipline/School Climate Committee that has one teacher representative from each grade level and select others that meets regularly and is responsible for the building's prevention and intervention activities relative to social skills, school discipline, and behavior management?</p> | _____ | _____ |
| <p>5. Is there a willingness to establish, reconfigure, or support (as needed) the prereferral (Child Study or Teacher Assistance) Team toward a school prevention, problem-solving, consultation, and intervention team;</p> <p>that meets weekly,</p> <p>during the school day?</p>  | _____ | _____ |
| <p>6. Is there a willingness to arrange for grade-level teams of teacher to meet each week for approximately 45 minutes to coordinate curricular, problem-solving, social skills and behavior management, and other activities?</p>  | _____ | _____ |

**Form Completed and/or Approved by the Following:**

**Sign and Date:**

**Building Administrator**

**Date**

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**Sign and Date:**

**Chair, School Improvement Team  
(or the equivalent)**

**Date**

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**Other Signees (below):**