

Survey of Expectations, Readiness, Strengths, and Needs of Staff and Stakeholders

Please score with a 1, 2, 3, or 4 each of the following statements: <div style="display: flex; justify-content: space-around; margin-top: 5px;"> 1—Strongly disagree 3—Somewhat agree </div> <div style="display: flex; justify-content: space-around; margin-top: 5px;"> 2—Somewhat disagree 4—Strongly agree </div>	
Statement	Score
Staff (teachers, campus supervisors, office staff, cafeteria workers, and so on) know the schoolwide behavioral expectations.	
Staff accept collective responsibility for defining and teaching behavioral expectations.	
Staff consistently model, teach, and nurture behavioral expectations.	
Staff intentionally foster and nurture positive relationships with all students.	
Students know the schoolwide expectations.	
Parents know the schoolwide expectations.	
Follow-through on behavioral infractions is timely.	
Staff clearly communicate follow-through on behavioral infractions.	
Staff view behavioral deficits in the same manner as reading deficits—students lack skills and require supplemental supports.	
After an incident, staff reteach the appropriate behavior skills, ask students to self-reflect, and then guide students toward restitution, in addition to giving consequences.	
Classroom environments promote positive behaviors.	
Lesson designs and topics promote positive behaviors.	
Staff teach the schoolwide expectations to students.	
Staff model schoolwide expectations to students.	
Staff recognize students for displaying desired behaviors more often than they reprimand students for undesired behaviors.	
Staff agree on what type of problem behaviors to refer to the office.	
Staff understand and follow specific steps to initiate intensive supports for vulnerable students.	
The RTI team (principal, administrators, counselors, special education staff, and teachers) uses evidence for making decisions in designing, implementing, and revising behavioral supports.	
The RTI team regularly and efficiently collects evidence of student learning of behavioral expectations.	
Behavior is a focus of schoolwide collaboration discussions and professional development.	