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| TFI Action Planning Form - Tier II | | | | | |
| School:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | Date Completed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | |
| Instructions: As a team, review your score for each element and establish an Action Plan. | | | | | |
| Item # | Description | Score | ***What*** work needs to be completed? | ***Who*** will help complete the work? | ***When*** will work be completed by? |
| 2.1 | Team Composition   * Includes Tier II systems coordinator * Includes individuals with applied behavioral expertise, administrative authority, knowledge about operation of school across grade levels and programs |  |  |  |  |
| 2.2 | Team Operating Procedures   * Meets at least monthly * Has a regular meeting format/agenda, minutes, defined meeting roles, and current action plan |  |  |  |  |
| 2.3 | Screening   * Tier II Team uses decision rules and multiple sources of data to identify students who require Tier II supports * Data sources include ODRs, academic progress, screening tools, attendance, and/or nominations |  |  |  |  |
| 2.4 | Request for Assistance   * Tier II team uses written request for assistance form * Tier II team uses process that is timely and available to all staff, families, and students. |  |  |  |  |
| 2.5 | Options for Tier II Interventions   * Tier II team has multiple ongoing behavior support interventions * Interventions have documented evidence of effectiveness matched to student need |  |  |  |  |
| 2.6 | Tier II Critical Features   * Tier II behavior support interventions provide additional instruction/time for student skill development, additional structure/predictability, and/or increased opportunity for feedback |  |  |  |  |
| 2.7 | Practices Matched to Student Need   * Formal process is in place to select Tier II interventions * Interventions are matched to student need and adapted to improve contextual fit |  |  |  |  |
| 2.8 | Access to Tier I Supports   * Tier II supports are explicitly linked to Tier I supports * Students receiving Tier II supports have access to, and are included in, Tier I supports |  |  |  |  |
| 2.9 | Professional Development   * Written process is followed for teaching all relevant staff how to refer students and implement each Tier II intervention in place |  |  |  |  |
| 2.10 | Level of Use   * Team follows written process to track proportion of students participating in Tier II supports * Access to Tier II supports is proportionate |  |  |  |  |
| 2.11 | Student Performance Data   * Tier II team tracks proportion of students experiencing success * Tier II team uses Tier II intervention outcome data and decision rules for progress monitoring and modification |  |  |  |  |
| 2.12 | Fidelity Data   * Tier II team has a protocol for ongoing review of fidelity for each Tier II practice |  |  |  |  |
| 2.13 | Annual Evaluation   * Tier II team assesses overall effectiveness and efficiency of strategies at least annually * Reviews data-decision rules to identify students, range of interventions available, fidelity of implementation, and on-going support to implementers * Evaluations are shared with staff and district leadership |  |  |  |  |
|  | Other Tasks | Total: |  |  |  |





