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| **Tier I Training – Action Planning Form** |
| **School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Date Completed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| Tennessee’s Multi-tiered system of supports (MTSS) encompasses programs, practices, and interventions to support *all* students across learning domains — academic, behavioral, and social and emotional. The TN-MTSS Center provides training and support to improve district and school capacity to implement an integrated model of a multi-tiered system of supports. Our work centers around strengthening the essential components of this framework: screening, progress monitoring, a multi-level prevention and intervention system, and data-based decision-making. The resources found in this training are designed to help your team establish a safe and welcoming school environment that optimizes learning opportunities and prioritizes high-quality instruction. For additional information on enhancing academic supports, visit the Tennessee Department of Education’s [*Response to Intervention Framework Manual*](https://nam04.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.tn.gov%2Fcontent%2Fdam%2Ftn%2Feducation%2Fspecial-education%2Frti%2Frti2_manual.pdf&data=04%7C01%7Cdia.davis%40vanderbilt.edu%7Cdacaa3a9dfea41f61d2108d95813f12c%7Cba5a7f39e3be4ab3b45067fa80faecad%7C0%7C0%7C637637664929016885%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=2pJU3S%2FnVWCN7AcZYCWSbhfnUcDgyYbYEn2P%2BcpEuFA%3D&reserved=0).**Instructions:** Complete each activity as a team and delegate unfished tasks. Corresponding TFI Items are noted within each section.  |
| **Description** | ***What*** work needs to be completed?***Does*** this relate to a system in place to support academics? | ***How*** *will you gather and use staff input?*  | ***Who*** completes the work? | ***When*** will work be completed? |
| **Tier I Implementation Manual Components** | **Tier I School Teams*** *Purpose Statement*
* *Meeting Foundations and Agenda*

**TFI Items**1.1 - Team Composition1.2 - Team Operating Procedures |  |  |  |  |
| **Behavioral Expectations*** *Behavioral Expectations*
* *Behavioral Expectations Matrix*

**TFI Items**1.3 - Behavioral Expectations |  |  |  |  |
| **Teaching Expectations*** *Lesson Plans*
* *Teaching the Plan to Students*

**TFI Items**1.4 - Teaching Expectations | List team members responsible for writing each lesson plan here: |  |  |  |
| **Problem Behavior Definitions*** *Defining Problem Behaviors and Office-Managed vs. Staff-Managed Chart*

**TFI Items**1.5 - Problem Behavior Definitions |  |  |  |  |
| **Faculty Involvement*** *Planning for Stakeholder Input*

**TFI Items**1.10 - Faculty Involvement | List how your team will secure faculty input: |  |  |  |
| **Tier I Implementation Manual Components** | **Discipline Procedures*** *Discipline Process Flowchart*
* *Creating ODR Form*

**TFI Items**1.6 - Discipline Policies1.12 - Discipline Data |  |  |  |  |
| **Data-Based Decision Making*** *Data Collection Plan*

**TFI Items**1.12 - Discipline Data1.13 - Data-Based Decision Making1.14 - Fidelity Data1.15 - Annual Evaluation |  |  |  |  |
| **Feedback and Acknowledgement*** *Acknowledgement System Matrix for Students, Staff, and Family/Community*

**TFI Items**1.9 - Feedback and Acknowledgement |  |  |  |  |
| **Student, Family, and Community Involvement*** *Teaching the Plan to Family & Community*

**TFI Items**1.11 - Student, Family, and Community Involvement  |  |  |  |  |
| **Professional Development** * *Calendar*
* *Teaching the Plan to Staff*

**TFI Items**1.7 - Professional Development |  |  |  |  |
| **Other Tasks***Schedule Tier I Team Planning Meeting*  |  |  |  |  |