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| **Tiered Fidelity Inventory (TFI) Action Planning Form - Tier I** | |
| **School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ District: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **RTI2-B Coach: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | **Total Score: \_\_\_\_\_\_\_\_\_ /30 = \_\_\_\_\_\_\_\_\_\_\_%**  **Date Completed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| **Instructions: *As a team***, review your score for each element and establish an Action Plan for each item. | |

| Item # | Description | Scoring Criteria | Team Score | Provide ***evidence*** for score.  ***What*** work needs to be completed to achieve high fidelity? | ***Who*** will help complete the work? | ***When*** will work be completed? |
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| **1.1** | **Team Composition**   * *Includes an administrator, systems coordinator, family member, and student representation* * *Includes individuals with applied behavioral expertise, coaching expertise, knowledge of student academic and behavior patterns, and knowledge about the operations of the school* | 0 = Tier I team does not exist or does not include coordinator, school administrator, or individuals with applied behavioral expertise  1 = Tier I team exists, but does not include all identified roles or attendance of these members is below 80%  2 = Tier I team exists with coordinator, administrator, and all identified roles represented, AND attendance of all roles is at or above 80% |  |  |  |  |
| **1.2** | **Team Operating Procedures**   * *Meets at least monthly* * *Has a regular meeting format/agenda, minutes, defined meeting roles, and current action plan* | 0 = Tier I team does not use regular meeting format/agenda, minutes, defined roles, or a current action plan  1 = Tier I team has at least 2 but not all 4 features  2 = Tier I team meets at least monthly and uses regular meeting format/agenda, minutes, defined roles, AND has a current action plan |  |  |  |  |
| **1.3** | **Behavioral Expectations**   * *3-5 positively stated behavioral expectations* * *Expectations displayed in all settings (e.g., hallways, bathrooms, cafeteria, etc.)* * *Examples by setting/location for student and staff behaviors defined and in place (school teaching matrix)* | 0 = Behavioral expectations have not been identified, are not all positive, or are more than 5 in number  1 = Behavioral expectations identified but may not include a matrix or be posted  2 = Five or fewer behavioral expectations exist that are positive, posted, and identified for specific settings (i.e., matrix) AND at least 90% of staff can list at least 67% of the expectations |  |  |  |  |
| **1.4** | **Teaching Expectations**   * *Academic and social behaviors taught directly to all students in classrooms and across other settings* * *A plan for when to teach and re-teach the expectations throughout the year (e.g., dates on professional development calendar)* * *Lesson plans are created for every setting in school and include examples and non-examples, variety of teaching strategies, and ways to acknowledge appropriate behavior* | 0 = Expected behaviors are not taught  1 = Expected behaviors are taught informally or inconsistently  2 = Formal system with written schedules is used to teach expected behaviors directly to students across classroom and campus settings AND at least 70% of students can list at least 67% of the expectations |  |  |  |  |
| **1.5** | **Problem Behavior Definitions**   * *Clear definitions for behaviors that interfere with academic and social success* * *Clear policy/procedure for addressing office-managed versus staff- managed problems (e.g., flowchart)* | 0 = No clear definitions exist, and procedures to manage problems are not clearly documented  1 = Definitions and procedures exist but are not clear and/or not organized by staff- versus office-managed problems  2 = Definitions and procedures for managing problems are clearly defined, documented, trained, and shared with families |  |  |  |  |
| **1.6** | **Discipline Policies**   * *Emphasize proactive, instructive, and/or restorative approaches to student behavior* * *Policies and procedures are implemented consistently* | 0 = Documents contain only reactive and punitive consequences  1 = Documentation includes and emphasizes proactive approaches  2 = Documentation includes and emphasizes proactive approaches AND administrator reports consistent use |  |  |  |  |
| **1.7** | **Professional Development**   * *Written process is used for orienting all faculty/staff on 4 core Tier I practices: teaching expectations, acknowledging appropriate behavior, correcting errors, requesting assistance* * *Plan in place for refresher trainings, new staff, and substitutes.* | 0 = No process for teaching staff is in place  1 = Process is informal/unwritten, not part of professional development calendar, and/ or does not include all staff or all 4 core Tier I practices  2 = Formal process for teaching all staff all aspects of Tier I system, including all 4 core Tier I practices |  |  |  |  |
| **1.8** | **Classroom Procedures**   * *Expectations, routines, acknowledgements, and in-class continuum of consequences are consistent with school-wide systems and implemented within classrooms* | 0 = Classrooms are not formally implementing Tier I  1 = Classrooms are informally implementing Tier I but no formal system exists  2 = Classrooms are formally implementing all core Tier I features, consistent with school-wide expectations |  |  |  |  |
| **1.9** | **Feedback and Acknowledgement**   * *Written system for specific behavior feedback is in place* * *System is linked to expectations and used across all settings and within classrooms* * *System includes incentives for staff and families* | 0 = No formal system for acknowledging students  1 = Formal system is in place and is used by at least 90% of staff OR received by at least 50% of students  2 = Formal system for acknowledging student behavior is used by at least 90% of staff AND received by at least 50% of students |  |  |  |  |
| **1.10** | **Faculty Involvement**   * *Faculty are shown school-wide data regularly* * *Faculty provide input on expectations, acknowledgements, definitions, and consequences at least once a year* * *Faculty feedback is obtained yearly* | 0 = Faculty are not shown data at least yearly and do not provide input  1 = Faculty have been shown data more than yearly OR have provided feedback on Tier I foundations within the past 12 months but not both  2 = Faculty are shown data at least 4 times per year AND have provided feedback on Tier I practices within the past 12 months |  |  |  |  |
| **1.11** | **Student/Family/Community Involvement**   * *Students, families, and community members provide input on expectations, acknowledgements, definitions, and consequences at least once a year* | 0 = No documentation (or no opportunities) for stakeholder feedback on Tier I foundations  1 = Documentation of input on Tier I foundations, but not within the past 12 months or input but not from all types of stakeholders  2 = Documentation exists that students, families, and community members have provided feedback on Tier I practices within the past 12 months |  |  |  |  |
| **1.12** | **Discipline Data**   * *Team has instantaneous access to graphed reports summarizing discipline data* * *Discipline data organized by the frequency of problem behavior events by behavior, location, time of day, and individual student* | 0 = No centralized data system with ongoing decision making exists  1 = Data system exists but does not allow instantaneous access to full set of graphed reports  2 = Discipline data system exists that allows instantaneous access to graphs of frequency of problem behavior events by behavior, location, time of day, and student |  |  |  |  |
| **1.13** | **Data-based Decision Making**   * *Team reviews and uses discipline data and academic outcome data at least monthly for decision-making* * *Data shared with faculty monthly* | 0 = No process/protocol exists, or data are reviewed but not used  1 = Data reviewed and used for decision- making, but less than monthly  2 = Team reviews discipline data and uses data for decision-making at least monthly. If data indicate an academic or behavior problem, an action plan is developed to enhance or modify Tier I supports |  |  |  |  |
| **1.14** | **Fidelity Data**   * *Team reviews and uses fidelity assessment data (e.g., TFI) at least once a year* | 0 = No Tier I SWPBIS fidelity data collected  1 = Tier I fidelity collected informally and/or less often than annually  2 = Tier I fidelity data collected and used for decision making annually |  |  |  |  |
| **1.15** | **Annual Evaluation**   * *Team documents fidelity and effectiveness (including academic outcomes) of Tier I practices at least once a year* * *Outcomes (behavior problems, attendance, morale) are documented and used to evaluate plan* * *Results of yearly evaluations are shared with stakeholders (staff, families, community, district)* | 0 = No evaluation takes place, or evaluation occurs without data  1 = Evaluation conducted, but not annually, or outcomes are not used to shape the Tier I process and/or not shared with stakeholders  2 = Evaluation conducted at least annually, and outcomes (including academics) shared with stakeholders, with clear alterations in process based on evaluation |  |  |  |  |