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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 expertise1 = 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 plan1 = Tier I team has at least 2 but not all 4 features2 = 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 number1 = Behavioral expectations identified but may not include a matrix or be posted2 = 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 taught1 = Expected behaviors are taught informally or inconsistently2 = 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 documented1 = Definitions and procedures exist but are not clear and/or not organized by staff- versus office-managed problems2 = 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 consequences1 = Documentation includes and emphasizes proactive approaches2 = 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 place1 = Process is informal/unwritten, not part of professional development calendar, and/ or does not include all staff or all 4 core Tier I practices2 = 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 I1 = Classrooms are informally implementing Tier I but no formal system exists2 = 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 students1 = Formal system is in place and is used by at least 90% of staff OR received by at least 50% of students2 = 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 input1 = Faculty have been shown data more than yearly OR have provided feedback on Tier I foundations within the past 12 months but not both2 = 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 foundations1 = Documentation of input on Tier I foundations, but not within the past 12 months or input but not from all types of stakeholders2 = 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 exists1 = Data system exists but does not allow instantaneous access to full set of graphed reports2 = 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 used1 = Data reviewed and used for decision- making, but less than monthly2 = 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 collected1 = Tier I fidelity collected informally and/or less often than annually2 = 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 data1 = Evaluation conducted, but not annually, or outcomes are not used to shape the Tier I process and/or not shared with stakeholders2 = Evaluation conducted at least annually, and outcomes (including academics) shared with stakeholders, with clear alterations in process based on evaluation |  |  |  |  |