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| **TFI Action Planning Form - Tier I Training** | | | | | |
| **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? |
| **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* |  |  |  |  |
| **1.2** | **Team Operating Procedures**   * *Meets at least monthly* * *Has a regular meeting format/agenda, minutes, defined meeting roles, and 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)* |  |  |  |  |
| **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* |  |  |  |  |
| **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)* |  |  |  |  |
| **1.6** | **Discipline Policies**   * *Emphasize proactive, instructive, and/or restorative approaches to student behavior* * *Policies and procedures are implemented consistently* |  |  |  |  |
| **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.* |  |  |  |  |
| **1.8** | **Classroom Procedures**   * *Expectations, routines, acknowledgements, and in-class continuum of consequences are consistent with school-wide systems and implemented within classrooms* |  |  |  |  |
| **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* * *At least 90% of a sample of staff uses the formal system of acknowledging positive behaviors* * *At least 50% of a sample of students have received an acknowledgement of positive behavior* * *System includes incentives for staff and families* |  |  |  |  |
| **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* |  |  |  |  |
| **1.11** | **Student/Family/Community Involvement**   * *Students, families, and community members provide input on expectations, acknowledgements, definitions, and consequences at least once a year* |  |  |  |  |
| **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* |  |  |  |  |
| **1.13** | **Data-based Decision Making**   * *Team reviews and uses discipline data and academic outcome data (e.g., curriculum-based measures) at least monthly for decision-making* * *Data shared with faculty monthly* |  |  |  |  |
| **1.14** | **Fidelity Data**   * *Team reviews and uses fidelity assessment data (e.g., SET, BoQ, TIC, SAS, TFI) at least once a year* |  |  |  |  |
| **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)* |  |  |  |  |
|  | **Other Tasks** | **Total:**  30/30 |  |  |  |