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| **TFI Action Planning Form - Tier I** |
| **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*
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| **1.2** | **Team Operating Procedures*** *Meets at least monthly*
* *Has a regular meeting format/agenda, minutes, defined meeting roles, and current action plan*
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| **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 (behavioral expectations matrix)*
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| **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*
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| **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)*
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| **1.6** | **Discipline Policies*** *Emphasize proactive, instructive, and/or restorative approaches to student behavior*
* *Policies and procedures are implemented consistently*
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| **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.*
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| **1.8** | **Classroom Procedures*** *Expectations, routines, acknowledgements, and in-class continuum of consequences are consistent with school-wide systems and implemented within classrooms*
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| **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*
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| **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*
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| **1.11** | **Student/Family/Community Involvement*** *Students, families, and community members provide input on expectations, acknowledgements, definitions, and consequences at least once a year*
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| **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*
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| **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*
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| **1.14** | **Fidelity Data*** *Team reviews and uses fidelity assessment data (e.g., SET, BoQ, TIC, SAS, TFI) at least once a year*
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| **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)*
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|  | **Other Tasks** | **Total:**30/30 |  |  |  |