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| **TFI Action Planning Form** | **1.4 – Teaching Expectations** |
| Guiding Questions | 1. Is the plan for teaching the expectations clearly documented (i.e., on the school calendar?) 2. Are there lesson plans for teaching the expectations in each setting? 3. Have the lesson plans been shared with the staff? 4. Do the lesson plans have ways for scaling lessons up or down depending on the ages of the students? |

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| **TFI Action Planning Form** | **1.3 – Behavioral Expectations** |
| Guiding Questions | 1. Are there 3-5 behavioral expectations? 2. Are the expectations stated positively? 3. Are there examples of the expectations by setting/location? 4. Are the expectations posted publicly throughout the school? 5. Are there expectations for student AND staff behavior? 6. Are the expectations stated clearly and succinctly? |

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| **TFI Action Planning Form** | **1.1 - Team Composition**  **1.2 - Operating Procedures** |
| Guiding Questions | 1. Has the team defined roles? 2. Are there representatives across grade levels/content areas included on the team? 3. Are students included on the team? 4. Has the team established meeting norms? 5. Does the team have and use an agenda at meetings? 6. Does the team track attendance at meetings? 7. Does the team meet at least monthly and are the dates included on the calendar? 8. Are meeting invitations/reminders sent out to the team members? 9. Are the meeting minutes shared with the team following meetings? 10. Is the meeting agenda shared with the team prior to meetings and used during the meetings? 11. Are the team roles defined/depicted on each meeting agenda? 12. Does the team action plan during the meetings and document the action plan? |

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| **TFI Action Planning Form** | **1.5 – Problem Behavior Definitions**  **1.6 – Discipline Policies** |
| Guiding Questions | 1. Are problem behavior definitions written down and documented? 2. Are the problem behavior definitions written clearly? 3. Do the definitions include examples and non-examples? 4. Is there clear differentiation between office-managed versus staff-managed problem behaviors? 5. Are all staff members trained on the problem behavior definitions? 6. Have the problem behavior definitions been shared with families? 7. Is there clear documentation of the discipline process and policies? 8. Are the discipline practices proactive and preventative? 9. Have the staff been trained in use and understanding of the discipline practices? 10. Is there clear differentiation between office-managed versus staff-managed problem behaviors on the ODR form? 11. Are all staff members trained on the problem behavior definitions and use of the ODR form? 12. Is there clear documentation of the discipline process and policies? 13. Are the discipline practices proactive and preventative? |

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| **TFI Action Planning Form** | **1.7 – Professional Development** |
| Guiding Questions | 1. Is there a faculty-wide orientation led by the full Tier I team? 2. Is there a scheduled annual orientation for new faculty? 3. Is there a schedule for training staff? 4. Are the training dates documented on the school calendar? 5. Is there a documented plan for substitutes and volunteers? 6. Is there a process for requesting assistance around behavioral concerns? |

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| **TFI Action Planning Form** | **1.9 – Feedback and Acknowledgement** |
| Guiding Questions | 1. Are acknowledgements linked to the behavioral expectations? 2. Are acknowledgements distributed across settings? 3. Is there a written, formal acknowledgement system in place (i.e., instructions for specific behavior feedback and provision of acknowledgements)? |

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| **TFI Action Planning Form** | **1.8 – Classroom Procedures** |
| Guiding Questions | 1. Do classroom procedures match proactive school-wide disciplinary practices? 2. Are positive stated expectations and consistent routines visible in the classroom? 3. Does the classroom have a system for acknowledging appropriate behavior? 4. Does the classroom have a system for responding to inappropriate behavior? |

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| **TFI Action Planning Form** | **1.10 – Faculty Involvement**  **1.11 – Student/Family/Community Involvement** |
| Guiding Questions | 1. Is school-wide data shared (at least) quarterly with all staff? 2. Is there a feedback system in place for all staff to provide input and feedback to the leadership team? 3. Is there a process for receiving feedback on Tier I supports? 4. Have students, staff, families, and community members provided input on Tier I core components within the past 12 months? What is the process for feedback? |

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| **TFI Action Planning Form** | **1.12 – Discipline Data** |
| Guiding Questions | 1. Is there a centralized data system to collect and organize behavior incident data? 2. Does the leadership team have instantaneous access to graphed reports summarizing discipline data? 3. Are those data organized to review all of the following: frequency of problem behavior events by behavior, location, time of day, and student? |
| **TFI Action Planning Form** | **1.13 – Data-Based Decision Making** |
| Guiding Questions | 1. Does the leadership team have access to school-wide discipline data? 2. Does the leadership team have access to school-wide academic data? 3. Are those data reviewed at least monthly? 4. Are those data used for decision-making and determining appropriate student supports? 5. Are those data used for action planning, and enhancing or modifying Tier I supports? |
| **TFI Action Planning Form** | **1.14 – Fidelity Data** |
| Guiding Questions | 1. Is fidelity assessment data collected at least once per year? 2. Are the fidelity data used for decision-making and action planning? |
| **TFI Action Planning Form** | **1.15 – Annual Evaluation** |
| Guiding Questions | 1. Is there an annual evaluation conducted for Tier I systems? 2. Are the outcomes shared with all stakeholders (faculty, students, family, etc.)? 3. Do the outcomes include both behavioral and academic information? 4. Are the outcomes linked to a Tier I action plan? 5. Does the action plan provide strategies for altering the plan based on the evaluation and outcomes? |