

## TIER I Tiered Fidelity Inventory (TFI) Rubric and Action Plan

School/District Parma School District - Ridge-Brook

Date 10/28/2020

TFI Total Score 18/30 - 60%

Reviewer (applicable if applying for PBIS Recognition) Lisa Scott and Kris Balestra

Date 10/28/20

TFI Item/Feature (Subscale: Teams)	2 Points	1 Point	0 Points	Possible Data Source(s)	Score
<p><b>1.1 Team Composition</b></p> <p>Tier I Team includes:</p> <ul style="list-style-type: none"> <li>✓ Tier I Systems Coordinator</li> <li>✓ School Administrator</li> <li>✓ Family Member</li> <li>✓ Student representative (High School)</li> <li>✓ Individuals able to provide: (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic/behavior patterns, (d) knowledge about operations of school across grade levels &amp; programs</li> </ul>	<p>Tier I team exists with coordinator, administrator, and all identified roles represented</p> <p style="text-align: center;"><b>AND</b></p> <p>Attendance at meetings of all roles is at or above 80%</p>	<p>All identified roles are not represented</p> <p style="text-align: center;"><b>OR</b></p> <p>Attendance at meetings of all members is less than 80% of the time</p>	<p>Team does not exist</p> <p style="text-align: center;"><b>OR</b></p> <p>Does not include a coordinator, school administrator or individuals with behavior expertise</p>	<ul style="list-style-type: none"> <li>• School organizational chart</li> <li>• Tier I team meeting minutes</li> <li>• List of team members and roles</li> <li>• Sign-in sheets</li> </ul>	<b>2</b>
Notes/Actions:		Resources Needed:	Who:	When:	

TFI Item/Feature (Subscale: Teams)	2 Points	1 Point	0 Points	Possible Data Source(s)	Score
<p><b>1.2 Team Operating Procedures</b></p> <p>Tier I Team meets at least monthly</p> <ul style="list-style-type: none"> <li>✓ Has regular meeting format/agenda</li> <li>✓ Minutes taken at each meeting</li> <li>✓ Participant roles are defined (e.g., facilitator, recorder, timekeeper, data manager etc.)</li> <li>✓ Current action plan</li> </ul>	<p>Team meets at least monthly</p> <p style="text-align: center;"><b>AND</b></p> <p>All 4 features are in place</p>	<p>Team meets at least monthly</p> <p style="text-align: center;"><b>AND</b></p> <p>At least 2 of the 4 features are in place</p>	<p>Team does not use regular meeting format/agenda, minutes, defined roles</p> <p style="text-align: center;"><b>OR</b></p> <p>A current action plan</p>	<ul style="list-style-type: none"> <li>• Tier I team meeting agendas &amp; minutes with team roles listed</li> <li>• Tier I Action Plan</li> </ul>	<b>2</b>
Notes/Actions:		Resources Needed:	Who:	When:	

TFI Item/Feature (Subscale: Implementation)	2 Points	1 Point	0 Points	Possible Data Source(s)	Score
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<p><b>1.3 Behavioral Expectations</b></p> <p>School has</p> <ul style="list-style-type: none"> <li>✓ Five or fewer positively stated school-wide behavioral expectations</li> <li>✓ Setting/location expectations and examples (e.g., cafeteria, hallway) for student and staff behaviors defined (i.e. school teaching matrix)</li> <li>✓ Setting specific expectations are posted throughout the school</li> </ul>	<p>All features are in place <b>AND</b> Staff walkthrough data shows evidence that at least 90% of staff could name 67% of expectations</p> <p><i>*Calculations dependent upon total # of expectations</i> 2/3 expectations = (67%) 3/4 expectations = (75%) 4/5 expectations = (80%)</p>	<p>School-wide behavior expectations are identified <b>BUT</b> Matrix is not developed <b>OR</b> Setting specific expectations are not posted <b>OR</b> Walkthrough data shows less than 90% of staff could name at least 67% of expectations</p>	<p>Behavioral expectations have not been identified <b>AND</b> Are not all positive <b>OR</b> Are more than 5 in number</p>	<ul style="list-style-type: none"> <li>• TFI Walkthrough Tool/Data</li> <li>• Handbook(s)</li> <li>• Matrix</li> <li>• Posters</li> </ul>	<b>2</b>
Notes/Actions:		Resources Needed:	Who:	When:	
<b>TFI Item/Feature (Subscale: Implementation)</b>	<b>2 Points</b>	<b>1 Point</b>	<b>0 Points</b>	Possible Data Source(s)	Score
<p><b>1.4 Teaching Expectations</b></p> <ul style="list-style-type: none"> <li>✓ Lesson plans are developed across classroom and school settings/locations</li> <li>✓ Expected academic and social behaviors are taught directly to ALL students in classrooms and school settings/locations</li> <li>✓ Written schedules are developed to teach expected behaviors across all settings/locations</li> </ul>	<p>All features are in place <b>AND</b> Student walkthrough data shows evidence that at least 70% of students could name at least 67% of expectations</p> <p>2/3 expectations = (67%) 3/4 expectations = (75%) 4/5 expectations = (80%)</p>	<p>Expected behaviors are taught informally or inconsistently <b>OR</b> Student walkthrough data shows evidence that less than 70% of students could name at least 67% of expectations</p>	<p>Expected behaviors are not taught</p>	<ul style="list-style-type: none"> <li>• TFI Walkthrough Tool/Data</li> <li>• PD calendar</li> <li>• Teaching expectations schedule</li> <li>• Lesson plans</li> <li>• Videos</li> <li>• Booster schedule</li> </ul>	<b>2</b>
Notes/Actions: The schedule did not specify when teachers are teaching the expectations. It appeared to be a master class schedule but not a schedule for specifically teaching behavioral expectations, however a written schedule for teaching expectations was included in your Prezi presentation.		Resources Needed:	Who:	When:	
<b>TFI Item/Feature (Subscale: Implementation)</b>	<b>2 Points</b>	<b>1 Point</b>	<b>0 Points</b>	Possible Data Source(s)	Score
<p><b>1.5 Problem Behavior Definition</b></p> <p>School has clear definitions for behaviors that interfere with academic and social success</p> <ul style="list-style-type: none"> <li>✓ Behaviors are clearly defined as either minor (staff-managed) or major (office-managed)</li> <li>✓ School has clear policy/procedure (e.g., flowchart) for addressing staff-managed or office-managed problem behaviors</li> <li>✓ Definitions/procedures shared with families/students</li> </ul>	<p>Definitions and procedures for managing problems are:</p> <ul style="list-style-type: none"> <li>• clearly defined</li> <li>• documented</li> <li>• trained</li> <li>• shared with families</li> </ul>	<p>Definitions and procedures exist <b>BUT ARE NOT</b> Clearly defined <b>AND/OR</b> Not organized by staff-versus office-managed problem behaviors</p>	<p><b>NO</b> clear definitions exist <b>AND</b> Procedures to manage problems are not clearly documented</p>	<ul style="list-style-type: none"> <li>• Handbook(s)</li> <li>• School Website</li> <li>• Flowchart, t-chart</li> <li>• School Policy</li> <li>• Office Referral Form</li> </ul>	<b>2</b>
Notes/Actions:		Resources Needed:	Who:	When:	
<b>TFI Item/Feature (Subscale: Implementation)</b>	<b>2 Points</b>	<b>1 Point</b>	<b>0 Points</b>	Possible Data Source(s)	Score

<p><b>1.6 Discipline Policies</b></p> <ul style="list-style-type: none"> <li>✓ School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior</li> <li>✓ Proactive approaches are implemented consistently</li> </ul>	<p>Documentation includes and emphasizes proactive approaches <b>AND</b> Administrator reports consistent use</p>	<p>Documentation includes and emphasizes proactive approaches but is not used consistently by staff</p>	<p>Documents contain only reactive and punitive consequences</p>	<ul style="list-style-type: none"> <li>• Discipline policy</li> <li>• Handbook(s)</li> <li>• Code of conduct</li> <li>• Flowchart, t-chart</li> <li>• Informal adminis. interview</li> </ul>	<b>2</b>
Notes/Actions:		Resources Needed:	Who:	When:	
<b>TFI Item/Feature (Subscale: Implementation)</b>	<b>2 Points</b>	<b>1 Point</b>	<b>0 Points</b>	Possible Data Source(s)	Score
<p><b>1.7 Professional Development</b></p> <p>Written process is used for orienting all faculty/staff (e.g., teachers, custodians, secretaries, assistants, etc.) on all 4 core Tier I School-wide PBIS practices:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teaching school-wide expectations</li> <li><input type="checkbox"/> Acknowledging appropriate behavior</li> <li><input type="checkbox"/> Correcting errors</li> <li><input type="checkbox"/> Requesting assistance</li> </ul>	<p>Formal process for teaching <b>ALL</b> staff <b>ALL</b> aspects of Tier I system including all 4 core Tier I practices are in place</p>	<p>Process is informal/unwritten <b>AND</b> Not part of professional development calendar <b>AND/OR</b> Does not include all staff or all 4 core Tier I practices</p>	<p><b>NO</b> process for teaching staff is in place</p>	<ul style="list-style-type: none"> <li>• PD calendar</li> <li>• Handbook(s)</li> </ul>	<b>1</b>
Notes/Actions: There doesn't appear to be a formal process for teaching all staff all 4 core tier 1 practices.		Resources Needed:	Who:	When:	
<b>TFI Item/Feature (Subscale: Implementation)</b>	<b>2 Points</b>	<b>1 Point</b>	<b>0 Points</b>	Possible Data Source(s)	Score
<p><b>1.8 Classroom Procedures</b></p> <p>Tier I features are implemented within classrooms and consistent with school-wide systems</p> <ul style="list-style-type: none"> <li>✓ Positively stated expectations</li> <li>✓ Consistent routines</li> <li><input type="checkbox"/> System for acknowledging appropriate behavior</li> <li><input type="checkbox"/> In-class continuum of consequences</li> </ul>	<p>Classrooms are formally implementing <b>ALL</b> core Tier I features, consistent with school-wide expectations</p>	<p>Classrooms are implementing <b>SOME</b> core Tier I features, consistent with school-wide expectations</p>	<p>Classrooms are <b>NOT</b> implementing core Tier I features</p>	<ul style="list-style-type: none"> <li>• Handbook(s)</li> <li>• Informal walkthroughs</li> <li>• Progress monitoring</li> <li>• Classroom data</li> </ul>	<b>1</b>
Notes/Actions: There is evidence of consistent routines but it wasn't evidence that classrooms are formally implementing all core tier 1 features with school-wide expectations.		Resources Needed:	Who:	When:	
<b>TFI Item/Feature (Subscale: Implementation)</b>	<b>2 Points</b>	<b>1 Point</b>	<b>0 Points</b>	Possible Data Source(s)	Score
<p><b>1.9 Feedback and Acknowledgement</b></p> <p>A formal system for acknowledging appropriate student behavior is in place and includes:</p> <ul style="list-style-type: none"> <li>✓ Written set of procedures for specific behavior feedback that is: <ul style="list-style-type: none"> <li>✓ Linked to school-wide expectations</li> <li>✓ Used across all settings and within classrooms</li> </ul> </li> </ul>	<p>Formal system for acknowledging appropriate student behavior is in place <b>AND</b> Is used by at least 90% of staff <b>AND</b></p>	<p>Formal system for acknowledging appropriate student behavior is in place <b>AND</b> Is used by at least 90% of staff <b>OR</b> Received by at least 50% of students</p>	<p><b>NO</b> formal system is in place for acknowledging appropriate student behavior</p>	<ul style="list-style-type: none"> <li>• TFI Walkthrough tool</li> <li>• Handbook(s)</li> <li>• School newsletters, websites, etc.</li> </ul>	<b>2</b>

	Received by at least 50% of students				
Notes/Actions:		Resources Needed:	Who:	When:	
<b>TFI Item/Feature (Subscale: Implementation)</b>	<b>2 Points</b>	<b>1 Point</b>	<b>0 Points</b>	Possible Data Source(s)	Score
<b>1.10 Faculty Involvement</b> <input type="checkbox"/> Faculty are shown school-wide behavioral data regularly <input type="checkbox"/> Faculty provides input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences) at least every 12 months	Staff are shown discipline data <b>at least 4 times</b> per year <b>AND</b> Has provided feedback on Tier I practices within the past 12 months	Staff are shown discipline data more than yearly <b>OR</b> Has provided feedback on Tier I practices within the past 12 months	Staff have not been shown data at least yearly <b>AND</b> Do not provide feedback	<ul style="list-style-type: none"> <li>• PBIS SAS</li> <li>• Informal surveys</li> <li>• Staff meeting minutes</li> <li>• Team meeting minutes</li> </ul>	<b>0</b>
Notes/Actions: There is not evidence of discipline data being shown at least yearly.		Resources Needed:	Who:	When:	
<b>TFI Item/Feature (Subscale: Implementation)</b>	<b>2 Points</b>	<b>1 Point</b>	<b>0 Points</b>	Possible Data Source(s)	Score
<b>1.11 Student/Family/Community</b> <input type="checkbox"/> Stakeholders (students, families, and community members) provide input on universal foundations (e.g., expectations, consequences, acknowledgements) at least every 12 months	Documentation exists that students, families and community members have provided feedback on Tier I practices within the past 12 months	Documentation of input on Tier I foundations exists <b>BUT NOT</b> Within the past 12 months <b>OR</b> Input but not from all types of stakeholders	<b>NO</b> documentation (or no opportunities) for stakeholder feedback on Tier I foundations	<ul style="list-style-type: none"> <li>• Surveys</li> <li>• Voting results from parent/family meetings</li> <li>• Team meeting minutes</li> </ul>	<b>0</b>
Notes/Actions: There isn't documentation of opportunities for stakeholder feedback on Tier 1 foundations.		Resources Needed:	Who:	When:	
<b>TFI Item/Feature (Subscale: Evaluation)</b>	<b>2 Points</b>	<b>1 Point</b>	<b>0 Points</b>	Possible Data Source(s)	Score
<b>1.12 Discipline Data</b> <input type="checkbox"/> There is a centralized data system to collect and organize behavior incident data <input type="checkbox"/> Tier I team has instantaneous access to graphed reports summarizing discipline data organized by frequency of problem behavior events by: <ul style="list-style-type: none"> <li><input type="checkbox"/> Behavior</li> <li><input type="checkbox"/> Location</li> <li><input type="checkbox"/> Time of day</li> <li><input type="checkbox"/> Individual student</li> </ul>	Discipline data system exists that allows instantaneous access to graphs of frequency of problem behavior events by: <ul style="list-style-type: none"> <li>• Behavior</li> <li>• Location</li> <li>• Time of day</li> <li>• Student</li> </ul>	Data system exists <b>BUT</b> Does not allow instantaneous access to full set of graphed reports	Centralized data system with ongoing decision making exists	<ul style="list-style-type: none"> <li>• School policy</li> <li>• Team meeting minutes</li> <li>• Student outcome data</li> </ul>	<b>1</b>
Notes/Actions: There is not evidence of a centralized data system with ongoing decision making. The Behavior evidence provided does not include time of day.		Resources Needed:	Who:	When:	
<b>TFI Item/Feature (Subscale: Evaluation)</b>	<b>2 Points</b>	<b>1 Point</b>	<b>0 Points</b>	Possible Data Source(s)	Score

<b>1.13 Data Based Decision Making</b> <input type="checkbox"/> Tier I team reviews and uses discipline data and academic outcome data (e.g., Curriculum-Based Measures, state tests, etc.) for decision-making at least monthly	Team reviews discipline data <p style="text-align: center;"><b>AND</b></p> Uses data for decision-making at least monthly  <i>*If data indicate an academic or behavior problem, an action plan is developed to enhance and modify Tier I supports</i>	Data is reviewed <p style="text-align: center;"><b>AND</b></p> Used for decision-making <p style="text-align: center;"><b>BUT LESS THAN</b></p> Monthly	<b>NO</b> process/protocol exists <p style="text-align: center;"><b>OR</b></p> Data are reviewed but not used	<ul style="list-style-type: none"> <li>• Data decision rules</li> <li>• Staff PD calendar</li> <li>• Handbook(s)</li> <li>• Team meeting minutes</li> </ul>	<b>0</b>
Notes/Actions: There is no evidence of a process/protocol for data being reviewed.		Resources Needed:	Who:	When:	
<b>TFI Item/Feature (Subscale: Evaluation)</b>	<b>2 Points</b>	<b>1 Point</b>	<b>0 Points</b>	Possible Data Source(s)	Score
<b>1.14 Fidelity Data</b> <input type="checkbox"/> Tier I team reviews and uses SWPBIS fidelity (e.g., SAS, TFI, BoQ, SET) data at least annually for decision making	Tier I fidelity data collected <p style="text-align: center;"><b>AND</b></p> Used for decision making annually	Tier I fidelity collected informally <p style="text-align: center;"><b>AND/OR</b></p> Less than annually	<b>NO</b> Tier I School-wide PBIS fidelity data collected	<ul style="list-style-type: none"> <li>• Handbook(s)</li> <li>• Newsletter</li> <li>• School Website</li> <li>• School policy</li> </ul>	<b>1</b>
Notes/Actions:		Resources Needed:	Who:	When:	
<b>TFI Item/Feature (Subscale: Evaluation)</b>	<b>2 Points</b>	<b>1 Point</b>	<b>0 Points</b>	Possible Data Source(s)	Score
<b>1.15 Annual Evaluation</b> <input type="checkbox"/> Tier I team documents fidelity and effectiveness (including academic outcomes) of Tier I practices at least annually (including year-by-year comparisons) <input type="checkbox"/> Outcomes/reports are shared with stakeholders at least annually (staff, families, community, Board) in a usable format	Evaluation conducted at least annually <p style="text-align: center;"><b>AND</b></p> Outcomes (including academics) are shared with stakeholders, with clear alterations in process based on evaluation	Evaluation conducted, but not annually <p style="text-align: center;"><b>OR</b></p> Outcomes are not used to shape Tier I process <p style="text-align: center;"><b>AND/OR</b></p> Not shared with stakeholders	<b>NO</b> evaluation takes place <p style="text-align: center;"><b>OR</b></p> Evaluation occurs without data	<ul style="list-style-type: none"> <li>• Staff, student, family surveys</li> <li>• Handbook(s)</li> <li>• Fidelity tools</li> <li>• Student outcomes</li> <li>• District reports</li> <li>• Newsletters</li> </ul>	<b>0</b>
Notes/Actions:  There is not evidence that an evaluation is conducted or outcomes are used to shape the tier 1 process.		Resources Needed:	Who:	When:	