

SWPBIS Tiered Fidelity Inventory (TFI)
 Note Taking for Action Planning
Mona Shores High School, Michigan

| Tier 1 | | | | | | |
|----------------|----------------------------------|---------------|---|-----------------------|----------|--|
| Subscale | Item | Current Score | Action(s) | Person(s) Responsible | Timeline | |
| Teams | 1.1 Team Composition | 2 | Consider adding a parent | Lori, Anne, Jen | | |
| | 1.2 Team Operating Procedures | 2 | | | | |
| Implementation | 1.3 Behavioral Expectations | 2 | Ways to boost what we are doing | Team Discussion | | |
| | 1.4 Teaching Expectations | 2 | Front office staff review giving out of passes | Jen at FO retreat | | |
| | 1.5 Problem Behavior Definitions | 2 | Discuss this summer maybe creating a card that we can give to staff | Joe with team member | | |
| | 1.6 Discipline Policies | 2 | | | | |
| | | | 2 | | | |
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| | 1.7 Professional Development | | | | |
| | 1.8 Classroom Procedures | 2 | | | |
| | 1.9 Feedback and Acknowledgement | 1 | Use of PRIDE passes - attendance related, all received that got 'A', etc. (overuse) | Team Discussion | |
| | 1.10 Faculty Involvement | 2 | | | |
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| Evaluation | 1.11 Student/Family/Community Involvement | 1 | Request links early enough so we can get the School Climate surveys completed by all stakeholders Get student feedback in other ways during the year | Bill? Team Discussion | |
| | 1.12 Discipline Data | 2 | | | |
| | 1.13 Data-Based Decision Making | 2 | | | |
| | 1.14 Fidelity Data | 2 | | | |
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| | 1.15 Annual Evaluation | | | | |
|---------------------------|---------------------------------------|---------------|--|--|-----------------|
| Tier 2 Updated 6/16/17 | | | | | |
| Subscale | Item | Current Score | Action(s) | Person(s) Responsible | Timeline |
| Teams | 2.1 Team Composition | 1 1 | Need to meet in between data review and the assigning of students. Add Cindy to the data review. Then Lori next year, Fall 2017. | Joe/Doug/Cindy/Lori | |
| | 2.2 Team Operating Procedures | 1 1 | Add formal minutes with members present date, and the roles/responsibilities. Create agendas for Tier 2 meetings, roles, action plans | Joe/Lori meet and then talk to Leslie. | |
| | 2.3 Screening | 2 2 | Policy is set to run data for identifying students. Within 3 days, we should have a plan. (see slide 28 SAIG 2.0) | | |
| | 2.4 Request for Assistance | 1 1 | Form - link live on webpage for parents Staff has link google document Consider adding link for families | Joe/Lori | |
| Interventions | 2.5 Options for Tier II interventions | 1 1 | In future, add additional interventions. Check in/out- documented 2 min. X 10 days in a row- add data collection | Cindy Doug Lori | 1 year from now |
| | 2.6 Tier II Critical Features | 1 2 | Need further knowledge on a) and b). Add Tier 2 handbook (Slide 34-38 SAIG 2.0) | Slide 82 | |

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| | 2.7 Practices Matched to Student Need | 1 | Need a selection of interventions to be able to do this. Right now, we have CICO and Check and Connect. Once we have more, create a chart that coordinates the interventions with the functions of behavior (with a column on how linking the intervention to Tier 1, example PRIDE pass) Social skills group- 4 to 5 groups (Slides 40-42 SAIG 2.0) | Counselors | |
| | 2.8 Access to Tier 1 Supports | 2 2 | | | |
| | 2.9 Professional Development | 1 2 | Formally with staff...have intention to do this, but waiting until things were in place, including the training of the Spec Ed staff. QPD training | | |
| Evaluati on | 2.10 Level of Use | 1 1 | We are tracking, just not within the threshold listed. Add interventions to reach 5% receiving Tier 2 support(social groups) (SLIDES 89-95 SAIG 2.0) | | |
| | 2.11 Student Performance Data | 1 1 | Using SWIS graph, but need a system identifying when needs need altering. Schedule Tier 2 training- 1 per term to evaluate process (slides 96-103 SAIG 2.0) | | |

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| | 2.12 Fidelity Data | 0 0 | We need to learn more about how to track interventions. Need monthly checklist. Need additional training for coordinators for Joe/Lori. Slides 104-110 (SAIG 2.0) | | |
|----------|-------------------------------|---------------|--|-----------------------|----------|
| | 2.13 Annual Evaluation | 1 0 | Be sure we do this to help drive action plan for 2017-2018. Be sure to then share with staff. Create action plan - Slides 111-end (SAIG 2.0) | | |
| Tier 3 | | | | | |
| Subscale | Item | Current Score | Action(s) | Person(s) Responsible | Timeline |
| Teams | 3.1 Team Composition | 0 | | | |
| | 3.2 Team Operating Procedures | | | | |
| | 3.3 Screening | 1 | Data decision rules need to be established. We can adjust the rules if too many students are falling in these rules and do not have the manpower to cover. | | |
| | 3.4 Student Support Team | 2 | | | |

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| Resources | 3.5 Staffing | 1 | Ensure that <u>all</u> students with an <u>IEP</u> are receiving Tier III supports. | | |
| | 3.6 Student/Family/Community Involvement | 2 | | | |
| | 3.7 Professional Development | 0 | PD needed for roles with this supports (project best...training special ed staff). | | |
| Support Plans | 3.8 Quality of Life Indicators | 1 | Add a quality of life component to our process. We feel strongly that the student strengths are a priority in the plan. | | |
| | 3.9 Academic, Social, and Physical Indicators | 2 | | | |
| | 3.10 Hypothesis Statement | 1 | Continue further with our beginnings of FBAs...can be a result of SIT review for behavior. Be sure we always have a hypothesis statement - ex. Student is doing _____ due to _____ and thus we will do _____. | | |
| | | 0 | Behavior intervention plans need to include the 7 care support plan features. | | |

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| | 3.11 Comprehensive Support | | | | |
| | 3.12 Formal and Natural Supports | 0 | For each behavior plan, who is the facilitator/keeper of the supports? This needs to be defined. | | |
| | 3.13 Access to Tier I and Tier II Supports | 2 | | | |
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| Evaluati on | 3.14 Data System | 0 | Need to put a behavior support plan in place. SWIS has a tool for monitoring Tier III. | | |
| | 3.15 Data-Based Decision Making | 2 | | | |
| | 3.16 Level of Use | 1 | Strong in academic, but need Tier III behavior outlined. | | |
| | 3.17 Annual Evaluation | 0 | At the end of the year, we need to look at our SIT data, review the impact, and what changes need to be made for next year. | | |
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Promoting Positive School Climate (PPSC) – October 2015 (updated for Tier III on 05/02/16) – Adapted from:

