**Tiered Fidelity Inventory (TFI) – PBIS Action Plan**

**Coastal Georgia Comprehensive Academy**

**PBIS District/Site Coordinator/ PBIS School Coach: Cindy Campbell**

**Today’s DATE: July 29th, 2021 – First Meeting of the New School Year!**

**BASED on the Last TFI of the 2020-2021 School year – USED to open up the 2021-2022 School Year.**

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| **Subscale and  Tier I Features** | ***Mo./Yr.*** | | | ***Action Steps:*** |  |  |  |
|  |  |  |
| **TEAMS** | **TFI SCORE**  **0, 1, 2** | | |  |  | | |
| 1.1 Team Composition |  | 1 |  | 1. Parent representation 2. Student representation | We will continue to seek out a viable Parent participant this year.  Possible role for a student. | | |
| 1.2 Team Operating Procedures |  |  | 2 | 1. Continue to meet monthly 2. Maintain up-to-date Action plan |  | | |
| **IMPLEMENTATION** | **TFI SCORE**  **0, 1, 2** | | |  |  |  |  |
| 1.3 Behavioral Expectations |  |  | 2 | In place - solid |  | | |
| 1.4 Teaching Expectations |  |  | 2 | Social Skill of the Week. Lessons on CGCAtoGO.com.  Make requests from staff for lessons they found worthwhile |  | | |
| 1.5 Problem Behavior Definitions |  |  | 2 | Definitely have clear definitions of behaviors. Majority of staff utilize Intensive Intervention appropriately. Will still have referrals that could have been dealt with at the classroom level, but we also think headway is being made to cut down on unnecessary office referrals. Key to this is to help teachers with strategies available to them. |  | | |
| 1.6 Discipline Policies |  |  | 2 | Preplanning PBIS and Mindset training emphasize being proactive and working to deescalate. |  | | |
| 1.7 Professional Development |  |  | 2 | The process scored in this item has been embedded in our program for a very long time. (teaching expectations, acknowledging appropriate behavior, correcting errors, and asking for assistance.) |  | | |
| 1.8 Classroom Procedures |  |  | 2 | Using the matrices, importance of rules/ routines/ procedures/ schedule.    Is there a written/formal in-class continuum of consequences? What would that look like for our students? |  | | |
| 1.9 Feedback and Acknowledgement |  |  | 2 | To strive to always hit the 4 to 1 (or better) |  | | |
| 1.10 Faculty Involvement |  |  | 2 | 1. Data sharing: website, email, component meetings |  | | |
| 1.11 Student/Family/ Community Involvement |  | 1 |  | 1. More Family involvement would be good. |  | | |
| **EVALUATION** | **TFI SCORE**  **0, 1, 2** | | |  |  |  |  |
| 1.12 Discipline Data |  |  | 2 | In place (SWIS) |  | | |
| 1.13 Data-based Decision Making |  |  |  | 1. Both the PBIS Team and the CGCA Data Team look at the behavior data  2. |  | | |
| 1.14 Fidelity Data |  |  | 2 | In place with the TFI and Walkthroughs. Admins walkthroughs of classrooms. |  | | |
| 1.15 Annual Evaluation |  | 1 |  | 1. We scored ourselves a 1 due to our sharing seems to remain within our walls. 2. Consider ways to share with more stakeholders without compromising any confidentiality |  | | |

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| **Subscale and  Tier II Features** | ***Mo./Yr.*** | | | ***Action Steps:*** |  |  |
| *5* | *14* | *2021* |
| **TEAMS** | **TFI SCORE**  **0, 1, 2** | | |  |  |  |
| 2.1 Team Composition |  |  | 2 | 1. We have a Team!  2. |  |  |
| 2.2 Team Operating Procedures |  |  | 1 | 1.Need more structured and frequently formal meetings.  2. |  |  |
| 2.3 Screening |  |  | 1 | 1. Develop a written list of sources we use.  2. |  |  |
| 2.4 Request for Assistance |  |  | 1 | 1. Create a request for assistance form that outlines the process for the Tier 2 supports  2. |  |  |
| **INTERVENTIONS** | **TFI SCORE**  **0, 1, 2** | | |  |  |  |
| 2.5 Options for Tier II Interventions |  |  | 1 | 1. Our own version of Check-in Check-out, Mentors,  2. We need more Tier 2 support strategies |  |  |
| 2.6 Tier II Critical Features |  |  | 1 | 1. Tier 2 interventions that assist with structure, skill development, additional feedback  2. |  |  |
| 2.7 Practices Matched to Student Need |  |  | 1 | 1. Develop a list of Interventions and the behavior that they support – for example CICO is a good match for attention-seeking students  2. |  |  |
| 2.8 Access to Tier I Supports |  |  | 2 | 1. Determine students’ Tier 1 supports are being delivered with fidelity,  2. |  |  |
| 2.9 Professional Development |  |  | 1 | 1. Develop procedure for informing staff/stakeholders  2. |  |  |
| **EVALUATION** | **TFI SCORE**  **0, 1, 2** | | |  |  |  |
| 2.10 Level of Use |  |  | 1 | 1. Track proportion of students participating in Tier 2 supports  2. |  |  |
| 2.11 Student Performance Data |  |  | 1 | 1. Develop written criteria for what is considered “success.”  2. |  |  |
| 2.12 Fidelity Data |  |  | 1 | 1. Review our parameters and measures for fidelity of practice  2. |  |  |
| 2.13 Annual Evaluation |  |  | 1 | 1. Evaluate every point made above – Supports used, how requests are made, how students are selected, how it is determined that the support is working, etc.  2. |  |  |