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

**Coastal Georgia Comprehensive Academy**

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

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

**January through May based on December TFI and November SAS – Used to close the 2021-2022 School Year**

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| **Subscale and  Tier I Features** | ***Mo./Yr.*** | | | ***Action Steps:*** |  |  |  |
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| **TEAMS** | **TFI SCORE**  **0, 1, 2** | | |  | **UPDATES TO THE STEPS SINCE LAST MONTH** | | |
| * 1. Team Composition   WE WILL CONTINUE TO SEEK OUT A PARENT MEMBER BUT ARE ELIMINATING THIS AS AN ACTION ITEM FOR NOW – AS OF JANUARY 2022 |  | 1 |  | 1. Parent representation 2. Student representation | Continue to look for a good Parent Rep. Possibly to meet with us quarterly, if not monthly. Right fit essential. Team will bring ideas for possible candidates. Team reps will ask their groups.  9-15-21 – No progress made to find a parent.  10-20-21 -  11-18-21  1-4-22 – Not enough ‘action” in this item – will move on to another item on which to focus. | | |
| 1.2 Team Operating Procedures |  |  | 2 | 1. Continue to meet monthly 2. Maintain up-to-date Action plan | Meeting monthly is def a strength of ours! 😊 - So far – so good with Action Plan. We have not exactly landed on the perfect format yet – decision to add updates to the Action Steps in this section each meeting.  9-15-21 –  10-20-21 -  11-18-21- | | |
| **IMPLEMENTATION** | **TFI SCORE**  **0, 1, 2** | | |  |  |  |  |
| 1.3 Behavioral Expectations |  |  | 2 | In place - solid | The expectations are solidly embedded. Said daily on the morning announcements. Continue to encourage their use in the daily language.  9-15-21-  10-20-21 -  11-18-21- | | |
| 1.4 Teaching Expectations |  |  | 2 | Social Skill of the Week. Lessons on CGCAtoGO.com.  Make requests from staff for lessons they found worthwhile | Weekly email sent to All Staff with Skill of the week. Student announcements daily with a tip about the skill.  9-15-21-  Lesson bank continues to grow.  10-20-21 -  11-18-21- | | |
| 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. | With majority of referrals coming in for defiance, disruption, and inappropriate language we need to keep a watch for referrals being made for behaviors that could be handled within the classroom. Understood that sometimes these behaviors are extreme enough to warrant a referral.  9-15-21- 62 referrals thus far. Top 5 students definitely trending. Continued referrals for defiance may need to be addressed.  10-20-21 -  11-18-21-  2-1-22 - | | |
| 1.6 Discipline Policies- ADDED IN FEBRUARY |  |  | 2 | Preplanning PBIS and Mindset training emphasize being proactive and working to deescalate. | 9-15-21-  10-20-21 -  11-18-21-  2-1-22 – Develop lessons, trainings, strategies for teachers to be able to handle some of the disruptive behaviors within the classroom. – List of reasons a teacher would want to handle the behavior at the classroom level instead of hand over to the II Room. Focus a lot on that relationship-building aspect of working through a problem together. | | |
| 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.) | 9-15-21 The State suggests that schools revisit the PBIS in the Classroom Trainings. CGCA did this several years ago – but it is time to do it again. Also mentioned at the State meeting was a presentation of Neutralizing routines for staff that may be worthwhile looking into. Information will be added to the website soon.  10-20-21 - The PBIS team has begun doing weekly PBIS Corner presentations at the Tuesday morning All Staff meetings. So far we have done one on the SAS, one on the Matrices, and one on maintaining the 4 to 1 ratio. Team members assigned behavior strategies for upcoming weeks – we will cover – proximity control, bouncing, planned ignoring, restructuring and regrouping – these are topics assigned so far. Takes us up to Thanksgiving break.  11-18-21- PBIS corner is going great – will continues this from now on! Great way to quickly get info out to an already gathered group. | | |
| 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? | 9-15-21-  10-20-21 - See 1.7 for procedure work…  11-18-21- | | |
| 1.9 Feedback and Acknowledgement |  |  | 2 | To strive to always hit the 4 to 1 (or better) | **10-20-21** - Mr. Ackerman did a PBIS corner this month on 4 to 1  We are having our first face to face PBIS Progress party this month – a Fall Festival in the Gym – 8 staff member have signed up to run booths – This Fall festival is always a big hit! Need contributions of sodas and treats.  2 more students have been added to the Progress level. Interviews are going great – giving students practice in speaking to group of adults. Starting to refine interview questions to fit the individual now.  We are looking for more ways to rewards students for accomplishments – ideas like One Month with no Ii’s or something like that. Maybe something academic – iReady achievement on diagnostics ?  11-18-21-  3-15-22 – Develop some large group incentives. Ideas include – groups at lunch, busses, | | |
| 1.10 Faculty Involvement |  |  | 2 | 1. Data sharing: website, email, component meetings | 10-20-21 - Information is shared regularly at All staff meetings to refer to our website for many things. Emails go out with info on Skill of the week, data updates, tips, etc  11-18-21- | | |
| 1.11 Student/Family/ Community Involvement |  | 1 |  | 1. More Family involvement would be good. | Ms. Campbell and Mr. B. will present a ZOOM on PBIS for parents. A basic information session about PBIS, II, Point System, etc. Offered twice On September 15th. Flyers going home with students. Possibly use the call-out system to inform parents.  9-15-21 – No one came to our morning session today – but we are hopeful that we will get an audience this afternoon for our second session.  10-20-21 - We added the Parent presentation to the website. May attempt another ZOOM in the Spring.  11-18-21-  1-4-22 – This continues to be an area of need as reflected in the last TFI. We need to get more creative about the ways we can bring information to and from families! Ideas include: newsletter, online surveys and forms,  2-1-22 – The Effingham Encompass program reached out to use for some information on how they could start to re-implement their PBIS program there. Specifically they were interested in the Intensive Intervention procedures. 3 PBIS Team members met with 3 faculty members. | | |
| **EVALUATION** | **TFI SCORE**  **0, 1, 2** | | |  |  |  |  |
| 1.12 Discipline Data |  |  | 2 | In place (SWIS) | 10-20-21 - Still collecting. Students are beginning to emerge as candidates for Tier 2–  11-18-21- 79 referrals for October and September – still need to talk about number of referrals for what we think should be handled in the classroom – disruption, defiance. | | |
| 1.13 Data-based Decision Making |  |  |  | 1. Both the PBIS Team and the CGCA Data Team look at the behavior data  2. | No real clear trends in time of day. Frequent flyers are emerging somewhat. Will continue to monitor for Tier 2 for this.  10-20-21 -  11-18-21-Tuesday is highest day for referrals – but this changes – Time continues to be around the 1PM mark. This is right at MS lunch time – Elementary is done with lunch at 1;00. Not sure of the magic of 1PM – unless it is just a time when students are wearing out/down – Need to look at in a more individual nature | | |
| 1.14 Fidelity Data |  |  | 2 | In place with the TFI and Walkthroughs. Admins walkthroughs of classrooms. | Looks good. Back with paper Point cards and Account Books.  10-20-21 - Teachers are posting the Point Card Goal Data to a Google sheet – is very great way to share data. This idea came from the CGCA Data Team who wanted to see Student daily PBIS data for their meetings.  11-18-21- | | |
| 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 | We will share our minutes and action plan on the website with any needed info redacted.  9-15-21 – The SAS will be coming up next month. We need to make sure that all staff understands their role in completing the SAS. Shooting for 80% completion of the SAS – we usually do pretty good with participation. Many times in the past staff has indicated that the priority section is a bit confusing so we are going to present at an All Staff before sending out the link  10-20-21 - Delivered a presentation on the SAS to All Staff – went over well. We are at 72% of staff participating so far with still more than a week before it closes!  11-18-21- Sas got 90% participation! We still had some obvious misunderstandings with people giving High Priority to items they considered to be full implemented. Still gained great info and insight from this tool as always. The greater majority of all items were scored with 90% full implementation. Staff indicated a need for Booster trainings for Students - Wea re assuming this is in addition to the Classroom Social Skills lessons that are done regularly in the classroom. Maybe create a Social Skills Tier 2 plan (has been discussed b4) to address particular skills for individuals/ small groups with similar needs.  2-1-22 - Design a survey for “community.” Who is our community? | | |

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| **Subscale and  Tier II Features** | ***Mo./Yr.*** | | | ***Action Steps:*** |  |  |
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| **TEAMS** | **TFI SCORE**  **0, 1, 2** | | |  |  |  |
| 2.1 Team Composition |  |  | 2 | 1. We have a Team!  2. |  | 1-4-22 – |
| 2.2 Team Operating Procedures  ADDED AS AN ACTION ITEM IN JANUARY 2022 |  |  | 1 | 1.Need more structured and frequently formal meetings.  2. |  | No meetings yet – still gathering data for referrals.  9-15-21-  10-20-21 -  11-18-21-  1-4-22 - Tier 2 needs to really formalize. We are doing so much mentoring and one-on-one with students who need extra support – but nothing is being documented officially. Informal meetings are held and the information is shared with this team but we need a solid formalized process that is on par with our Tier 1 team procedures.  2-1-22 - |
| 2.3 Screening |  |  | 1 | 1. Develop a written list of sources we use.  2. |  | Teacher referrals, SWIS, Attendance, Grade Reports, Parent concerns,  9-15-21-  10-20-21 -  11-18-21- |
| 2.4 Request for Assistance |  |  | 1 | 1. Create a request for assistance form that outlines the process for the Tier 2 supports  2. |  | 9-15-21- We are working on this form right now and getting feedback from the Team  10-20-21 -  11-18-21-  1-4-22 –  2-1-22 - Draft of a request form has been submitted for review  3-15-22 – New Request form has been created and approved by the group. Has been uploaded to the website. This form will be included in our PrePlanning training for introducing the more formalized Tier 2 intervention protocols. We will still continue to accept recommendations |
| **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 |  | Will begin to seek out Mentors for our Tier 2 mentor program.  Decide on some definite Tier 2 various strategies – So far they all strategies look like a form of Mentoring  9-15-21- Still gathering data and seeking mentors for this endeavor  10-20-21 -  11-18-21-  1-4-22 – Formulate a list of interventions that we can implement along with the skills deficits that these interventions support.  2-1-22 - |
| 2.6 Tier II Critical Features |  |  | 1 | 1. Tier 2 interventions that assist with structure, skill development, additional feedback  2. |  | 10-20-21 - consider creating a “class” in which specific skills can be retaught to some students who may benefit – although so many would benefit  11-18-21-  2-1-22 - |
| 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. |  | Can probably find this on the web already created somewhere. Good to give idea to others about how some strategies fit some behaviors better than others  9-15-21-  10-20-21 -  11-18-21-  2-1-22 – Knowledge of the function of the behavior is required – this will lead to an appropriate Tier 2 support to address the behavior.  3-15-22 – Add a support to address academic needs. This will have to be a creative selection since the vast majority of the students in Tier 1 have academic skills deficits. Perhaps to create a combination behavior/academic intervention for those students who consistently demonstrate the inappropriate behaviors in the same academic class for what it perceived to be an attempt to escape that particular academic class. |
| 2.8 Access to Tier I Supports – ADDED IN FEBRUARY |  |  | 2 | 1. Determine students’ Tier 1 supports are being delivered with fidelity,  2. |  | This is so essential and we need t continue to monitor this as we get closer to implementing some Tier 2 supports.  9-15-21-  10-20-21 -  11-18-21-  2-1-22 We will need to determine the extent of fidelity for the implementation of the Tier 1 system in each Tier 2 request.  A checklist or form of some sort that covers the major areas of Tier 1 – Daily Point cards, account books, use of rewards (point store,) 4 to1 positive ratio ( or higher), pleasant classroom climate, structured environment, behavior as a teaching moment and not a punishing one. A checklist that will enable staff to evaluate their level of Tier 1 implementation fidelity. Not a scolding checklist – an empowering, teaching one.  3-15-22 – |
| 2.9 Professional Development |  |  | 1 | 1. Develop procedure for informing staff/stakeholders  2. |  | 10-20-21 -  11-18-21-  2-1-22 – Members will design a training in order to deliver the process for requesting Tier 2 support for their students. |
| **EVALUATION** | **TFI SCORE**  **0, 1, 2** | | |  |  |  |
| 2.10 Level of Use |  |  | 1 | 1. Track proportion of students participating in Tier 2 supports  2. |  | None yet  10-20-21 -  11-18-21-  1-4-22 – At this time we have about 8% of the student population being supported with mentoring. We do so much – yet document so little! |
| 2.11 Student Performance Data |  |  | 1 | 1. Develop written criteria for what is considered “success.”  2. |  | We will use the goals on the Point Card and the SWIS data - each student should/could have unique criteria  9-15-21-  10-20-21 -  11-18-21- |
| 2.12 Fidelity Data |  |  | 1 | 1. Review our parameters and measures for fidelity of practice  2. |  | 1-4-22 – We are using the SWIS data for Office referrals as our success measure – Students were mostly all chosen for their frequent visits to the II Room and therefore a success measure is that they have fewer visits there.  We can assess Daily goals – set new ones for the time of implementation of the Tier 2 support. |
| 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. |  | We need some solid forms/ documents with this written out.  9-15-21-  10-20-21 -  11-18-21- |