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

**Coastal Georgia Comprehensive Academy**

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

**Today’s DATE: August 25, 2021**

**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:*** |  |  |  |
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| **TEAMS** | **TFI SCORE**  **0, 1, 2** | | |  | **UPDATES TO THE STEPS SINCE LAST MONTH** | | |
| 1.1 Team Composition |  | 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. | | |
| 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. | | |
| **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. | | |
| 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.  Lesson bank continues to grow. | | |
| 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. | | |
| 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. | 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. | | |
| **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. | No real clear trends in time of day. Frequent flyers are emerging somewhat. Will continue to monitor for Tier 2 for this. | | |
| 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. | | |
| 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. | | |

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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. |  | No meetings yet – still gathering data for referrals |
| 2.3 Screening |  |  | 1 | 1. Develop a written list of sources we use.  2. |  | Teacher referrals, SWIS, Attendance, Grade Reports, Parent concerns, |
| 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 |  | 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 |
| 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. |  | 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 |
| 2.8 Access to Tier I Supports |  |  | 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. |
| 2.9 Professional Development |  |  | 1 | 1. Develop procedure for informing staff/stakeholders  2. |  | No referrals or requests yet --- |
| **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 |
| 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 |
| 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. |  | We need some solid documents with this written out. |