School:

Date:

Attendees (*Capture attendees; if not all are voting, make note of that that are. E.g. Sally Smith (V), Joe Jones)*:

Date for Action Plan:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Item** | **Current Score** | **Quick Notes from Scoring/Action Planning Discussion** | **Action Step(s)** | **Who** | **When** |
| **Tier 1** | | | | | |
| **TEAMS** |  |  |  |  |  |
| 1.1 Team Composition  Tier I team includes a Tier I systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic & behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) student representation. |  |  |  |  |  |
| 1.2 Team Operating Procedures  Tier I team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan. |  |  |  |  |  |
| **IMPLEMENTATION** |  |  |  |  |  |
| 1.3 Behavioral Expectations  School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (i.e., school teaching matrix) defined and in place. |  | *Note: walkthrough item/max 1* |  |  |  |
| 1.4 Teaching Expectations  Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations. |  | *Note: walkthrough item/max 1* |  |  |  |
| **1.5 Problem Behavior Definitions**  School has clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems. |  |  |  |  |  |
| **1.6 Discipline Policies**  School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently. |  |  |  |  |  |
| **1.7 Professional Development**  A written process is used for orienting all faculty/staff on four core Tier I SWPBIS practices: (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance. |  |  |  |  |  |
| **1.8 Classroom Procedures**  Tier I features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems. |  |  |  |  |  |
| **1.9 Feedback and Acknowledgement**  A formal system (i.e., written set of procedures for specific behavior feedback that is [a] linked to school-wide expectations and [b] used across settings and within classrooms) is in place and used by at least 90% of a sample of staff and received by at least 50% of a sample of students. |  |  |  |  |  |
| **1.10 Faculty Involvement**  Faculty are shown school-wide data regularly and provide input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences) at least every 12 months. |  |  |  |  |  |
| **1.11 Student/Family/Community Involvement**  Stakeholders (students, families, and community members) provide input on universal foundations (e.g., expectations, consequences, acknowledgements) at least every 12 months. |  |  |  |  |  |
| **EVALUATION** |  |  |  |  |  |
| **1.12 Discipline Data**  Tier I team has instantaneous access to graphed reports summarizing discipline data organized by the frequency of problem behavior events by behavior, location, time of day, and by individual student. |  |  |  |  |  |
| **1.13 Data-Based Decision Making**  Tier I team reviews and uses discipline data and academic outcome data (e.g., curriculum-based measures, state tests) at least monthly for decision making. |  |  |  |  |  |
| **1.14 Fidelity Data**  Tier I team reviews and uses SWPBIS fidelity (e.g., Tiered Fidelity Inventory, Key Feature Eval/Status Tracker) data at least annually. |  |  |  |  |  |
| **1.15 Annual Evaluation**  Tier I team documents fidelity and effectiveness (including on academic outcomes) of Tier I practices at least annually (including year-by-year comparisons) that are shared in a usable format with stakeholders (staff, families, community, district). |  |  |  |  |  |