Shoreview Elementary
PBIS Tier I Implementation Report

Tiered Fidelity Inventory

April 10, 2020

Report compiled by Linda Blanch, Euclid City Schools PBIS Coach

Introduction

The primary purpose of the Tiered Fidelity Inventory (TFI) is to provide a measurable score to indicate the extent to which PBIS tiered supports are in place within a building. The TFI process is a facilitated self-assessment completed by the school PBIS team with the assistance of their PBIS coach and an outside facilitator, if possible. The full inventory contains 3 sections with 10 subscales, for 45 total items assessed. Each individual item is scored by the team on a scale from 0-2: 0 indicates the item is not yet implemented, 1 indicates partial implementation, and 2 indicates full implementation.

It is recommended the TFI be completed quarterly to create action steps until there is 70% implementation. After a school reaches 70% implementation, a TFI should be completed a couple of times a year, and eventually once a year to maintain PBIS fidelity.

This report pertains to the TFI which was completed by the Shoreview PBIS team on March 9, 2020. Linda Blanch, Euclid City School District's PBIS Coordinator, assisted the school's PBIS team, which included the building principal and teachers. Prior to the team portion of the inventory, Linda Blanch conducted a walkthrough of the building, during which students and staff were randomly selected as interview subjects to assess their knowledge of the school-wide expectations and rewards system.

All graphs below will indicate scores for this administration as well as those completed in Jan. 2019 and May 2018.
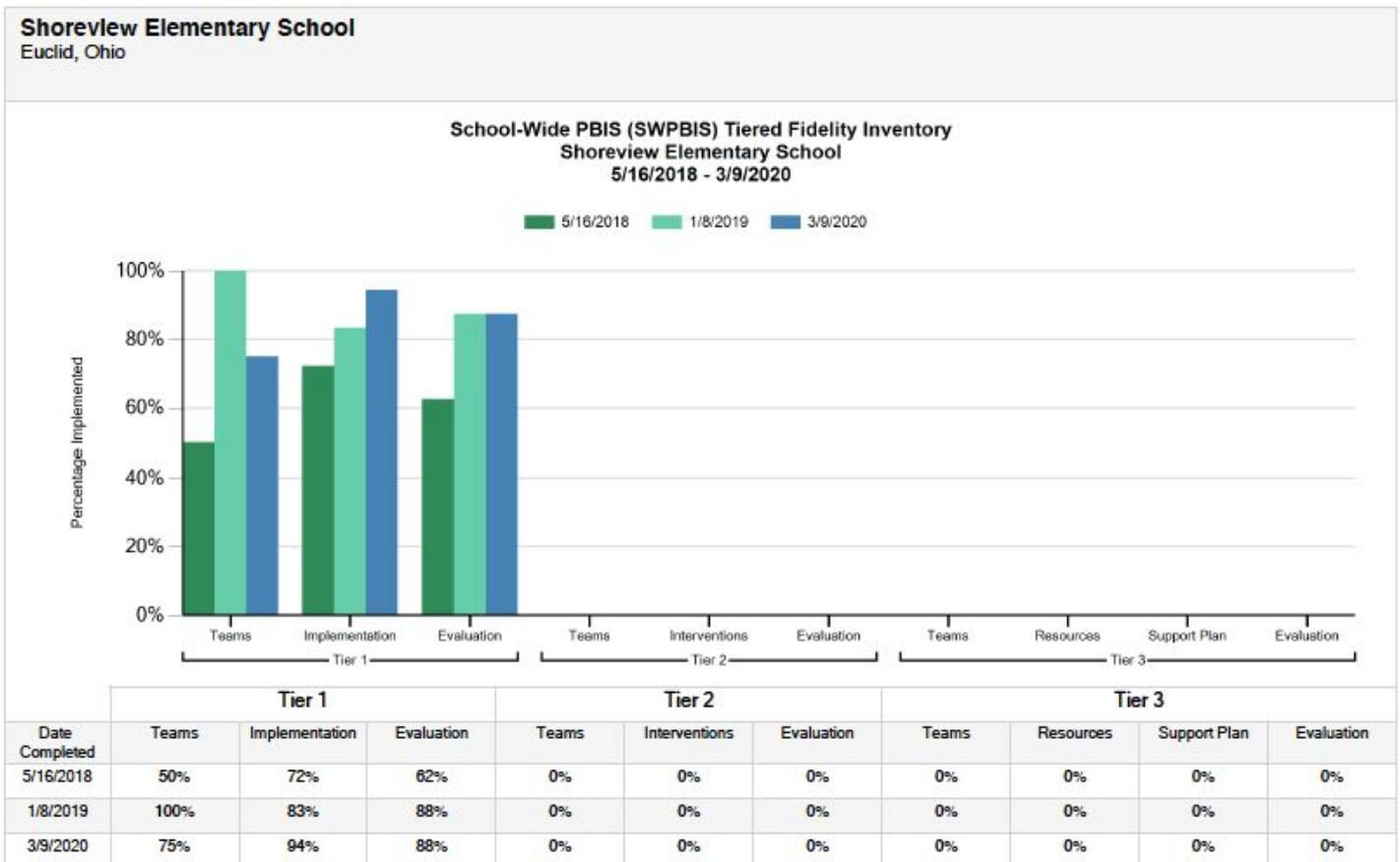
TFI Scale Graph

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The Scale Graph shows the results of the processes in place for each tier. This TFI only evaluated supports for Tier I, therefore Tier II and Tier III supports show results of 0% in the report. This result should not be considered a negative score at this time. The Scale Graph reflects that **Tier I PBIS implementation is at 90%**. This Tier I score shows an improvement of 3 percentage points over the one completed last year and more significant improvement over the one completed in 2018. It is important for the team to review the Subscale Graph that appears in the next section to examine in greater detail the areas currently in need of improvement.

Date Completed	Tier 1	Tier 2	Tier 3
5/16/2018	67%	0%	0%
1/8/2019	87%	0%	0%
3/9/2020	90%	0%	0%
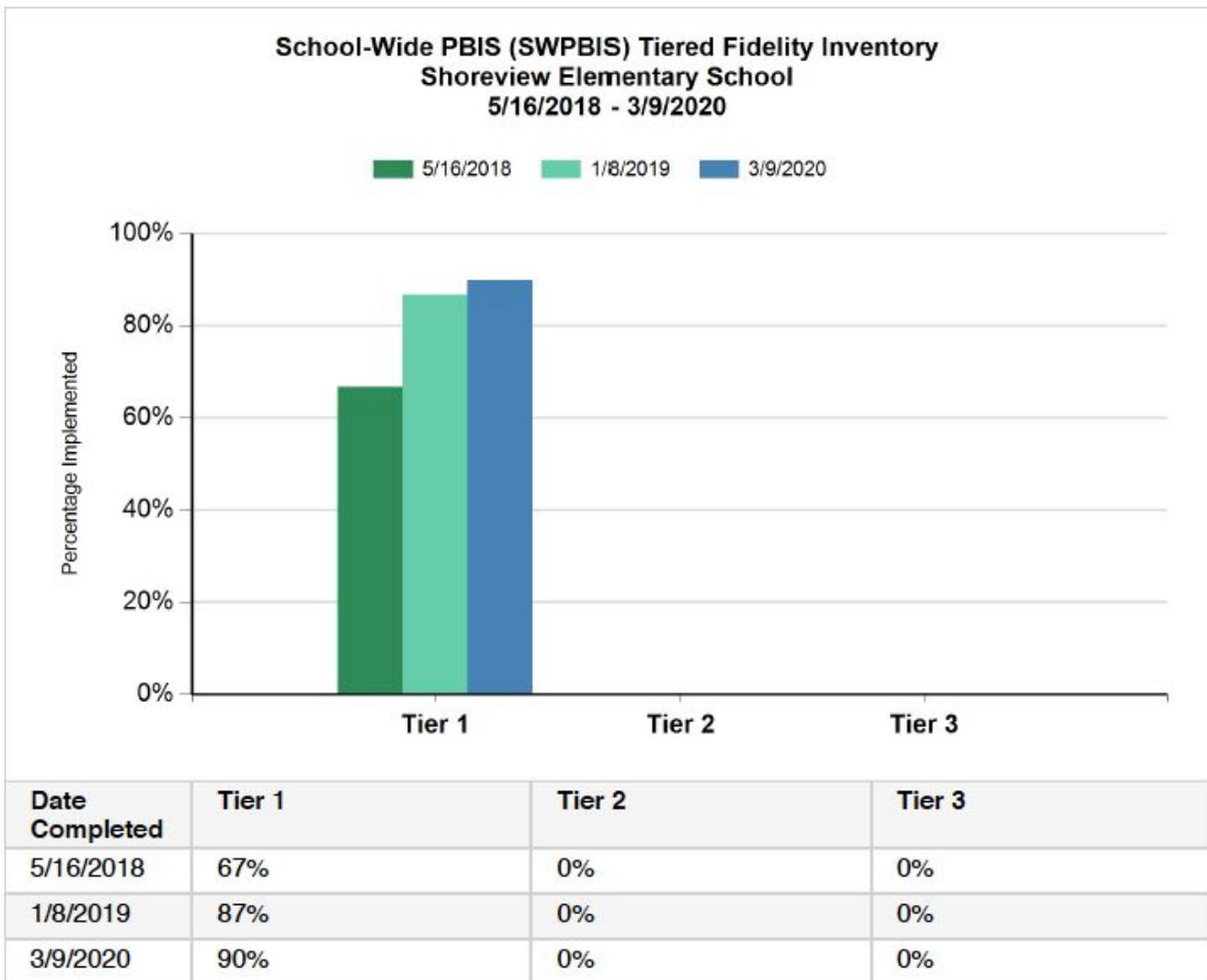
TFI Subscale Graph

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By reviewing the Subscale Graph, teams can analyze their performance in the subcategories for each tier. At the time of this TFI, only Tier I has been analyzed. Tier I subcategories include: *Teams*, *Implementation*, and *Evaluation*. The Subscale Graph reflects a ***Teams* score of 75%**, an ***Implementation* score of 94%** and an ***Evaluation* score of 88%.** These scores reflect improvement in the areas of Implementation and Evaluation, but a decline in the Teams score from 100% to 75%. This is largely due to the lack of parent representation on the PBIS team.

Shoreview Elementary School
Euclid, Ohio

School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory
Shoreview Elementary School
5/16/2018 - 3/9/2020

Date Completed	Tier 1			Tier 2			Tier 3			
	Teams	Implementation	Evaluation	Teams	Interventions	Evaluation	Teams	Resources	Support Plan	Evaluation
5/16/2018	50%	72%	62%	0%	0%	0%	0%	0%	0%	0%
1/8/2019	100%	83%	88%	0%	0%	0%	0%	0%	0%	0%
3/9/2020	75%	94%	88%	0%	0%	0%	0%	0%	0%	0%

The score for each TFI item provides information about specific strengths and areas for improvement.

There were no items rated a 0 by the team, so all elements of Tier I are at least partially implemented. For the purposes of action planning, all items scored as a 1 are in need of improvement. **There are 3 features of Tier I which were scored as a 1.** They are:

Item 1.1: Team Composition

Item 1.6: Discipline Policies

Item 1.13: Data-Based Decision Making

Shoreview Elementary School
Euclid, Ohio

School Year: 2018-19
Date Completed: 5/16/2018 - 3/9/2020

Tier 1: Universal SWPBIS Features

Teams	5/16/18	1/8/19	3/9/20
1. Team Composition: Tier 1 team includes a Tier 1 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 and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) student representation.	1	2	1
2. Team Operating Procedures: Tier 1 team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.	1	2	2

Implementation	5/16/18	1/8/19	3/9/20
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.	2	2	2
4. **Teaching Expectations**: Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations.	2	2	2
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.	2	1	2
6. **Discipline Policies**: School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently.	1	2	1
7. **Professional Development**: A written process is used for orienting all faculty/staff on 4 core Tier 1 SWPBIS practices: (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance.	1	2	2
8. **Classroom Procedures**: Tier 1 features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems.	2	2	2
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	2	2
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.	2	2	2
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.	0	0	2

Evaluation	5/16/18	1/8/19	3/9/20
12. **Discipline Data**: Tier 1 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	2	2
13. **Data-Based Decision Making**: Tier 1 team reviews and uses discipline data at least monthly for decision-making.	1	2	1
14. **Fidelity Data**: Tier 1 team reviews and uses SWPBIS fidelity (e.g., SET, BoQ, TIC, SAS, Tiered Fidelity Inventory) data at least annually.	2	2	2
15. **Annual Evaluation**: Tier 1 team documents fidelity and effectiveness of Tier 1 practices at least annually (including year-by-year comparisons) that are shared with stakeholders (staff, families, community, district) in a usable format.	1	1	2

Highlights of Implementation

Linda Blanch, Internal Coach, noted the following highlights of PBIS implementation at Euclid High School:

1. The PBIS team willingly engaged in the TFI process and carefully considered the status of implementation, often listening to various points of view and reaching a consensus.

2. The PBIS team is led by building Principal, Mary Thomas, indicating strong administrative support and dedication to improvement of the PBIS efforts at Shoreview

3. Linda Blanch, PBIS Coordinator, conducts regular classroom walkthroughs at Shoreview and notes the presence of PBIS classroom posters in all classrooms, as well as frequent use of positive language by teachers.

4. The PBIS team created action steps for each item on the TFI for which they scored a 1. The team is encouraged to review the Action Plan at each meeting.

5. The Shoreview PBIS team has a comprehensive website, which includes their discipline flowchart, the behavior expectations matrix and a calendar of reward events.

Recommendations

1. When action planning, it is important for the team to consider items that will have the greatest impact on implementation and are in line with other school climate and improvement goals.

2. The team is encouraged to seek parent input and representation on their Tier I team.

3. In answering the question, "Do you believe your staff consistently use proactive strategies to address behavior?," Principal Mary Thomas answered "somewhat," indicating a need for improvement in this area. The team should consider providing consistent professional development on this topic during the 2020-2021 school year, paired with classroom walkthroughs and peer coaching.

4. The team scored a "1" on Item 13: Data-Based Decision Making. It is important for the team to review behavior data at every meeting and to use data in all decision-making.

5. The Shoreview Student Handbook does not have a description of PBIS or behavior definitions. The team is encouraged to make these additions to their Handbook before the start of the 2020-2021 school year.