



XXXXX District
XXXX Elementary School

SCHOOL-WIDE PBIS TIERED FIDELITY INVENTORY REPORT

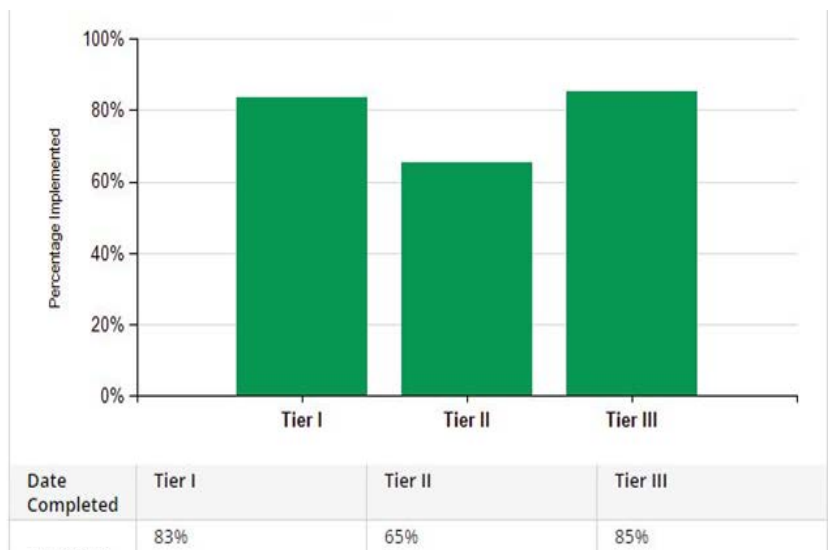
Prepared By: Johnny Consultant, AGENCY

INTRODUCTION

A School-Wide PBIS Tiered Fidelity Inventory (SWPBIS TFI) was conducted at XXXX Elementary School in XXXXX District on DATE. Johnny Consultant joined the school’s PBIS Leadership Team including Administrators, Coaches, and Teacher Leaders – ATTENDEE NAMES. During the assessment, COACH NAME entered the responses into PBIS Apps, and COACH NAME recorded the team’s Action Plan. The primary purpose of the SWPBIS TFI is to provide an index of the extent to which PBIS core features (across all three tiers) are in place within a school. It is a self-assessment tool designed to assist school teams, faculty, families, and administrators evaluate progress and guide implementation and action planning.

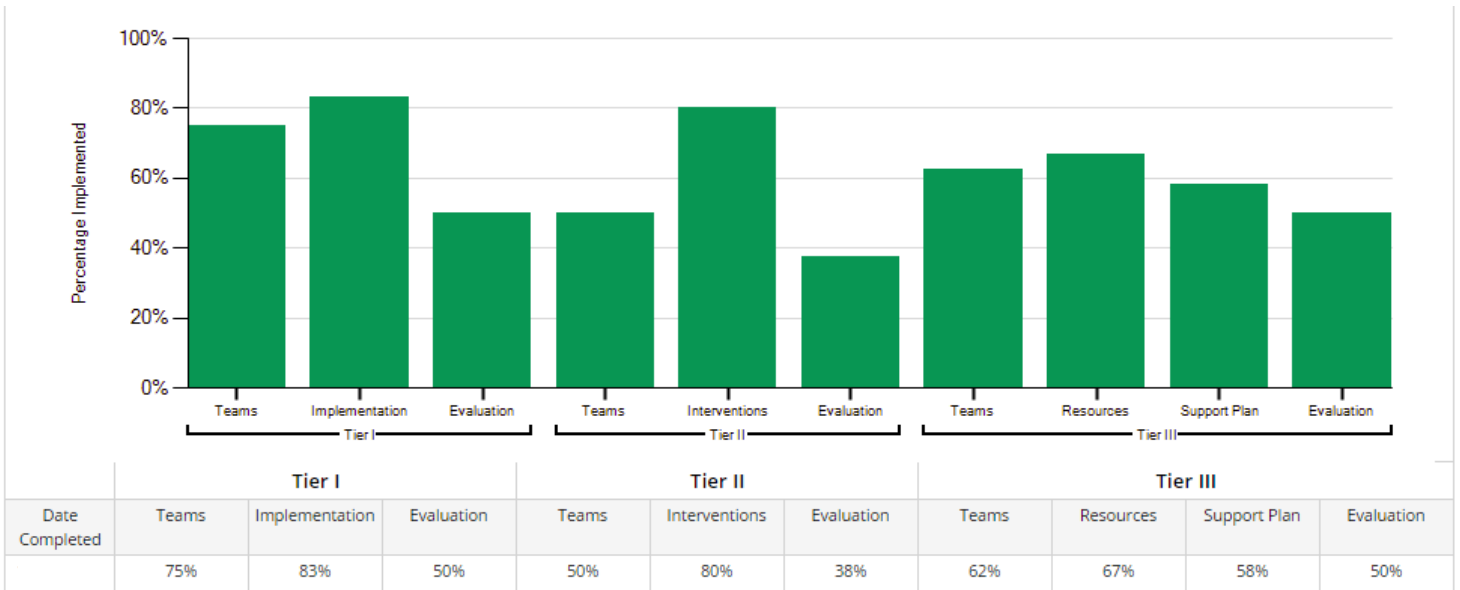
SCALE GRAPH

The TFI process is a facilitated self-assessment and the scores derived are based upon the indicator ratings developed by the school team with the assistance of the facilitator. The Scale Graph shows the results of the process in each Tier. To date, fidelity scores have not been established for Tiers II and III. A scale score of 70% in Tier I would indicate implementation fidelity at that Tier. It is important for the team to review the Subscale Graph that appears in the next section to see in more detail the areas for improvement.



SUBSCALE GRAPH

By reviewing the Subscale Graph, teams can analyze their performance in the subcategories noted for each tier. Tier I: scores include teams, implementation and evaluation; Tier II: scores include teams, interventions and evaluation; and Tier III scores include teams, resources, support plan and evaluation.



HIGHLIGHTS OF IMPLEMENTATION

During the TFI administration, the PBIS Leadership Team noted the following highlights of implementation.

1. The team willingly and enthusiastically engaged in the process throughout, and carefully and thoughtfully considered the current implementation.
2. The team readily developed a high-quality Action Plan with steps to ensure implementation improvement.
3. 100% of students interviewed reported having received a Ticket since October of this school year and when probed could readily identify the pillar or behavior for which it was received.



4. The hallways and classrooms visited were obviously student-centered with vibrant bulletin boards and displays of student work. Several staff members described ways in which they incorporate student feedback into the acknowledgement system.

RECOMMENDATIONS

1. Consider conducting the SAS with staff prior to revisiting the Action Plan in order to gather feedback from staff on what is currently in place and what items should be prioritized for improvement.
2. When prioritizing Action Steps ensure that the team considers those items that will have the largest impact on implementation and are in line with other school climate and improvements goals and objectives.
3. Consider grouping action items into two categories - Systems and Practices so that the team can ensure that the necessary systems are in place prior to implementing changes in practice.
4. Develop a schedule for reteaching expectations overall as well as in classroom and non-classroom settings periodically during the school year. Consider times of year when student behavior appears to slide, or when data suggests reteaching is necessary.
5. Find ways to include relevant stakeholder feedback into the development of the Tier I systems and practices thereby encouraging commitment to the process.

Additionally, we suggest that you seek assistance to boost your content knowledge and assistance with respect to:

1. Create professional learning opportunities for all staff on processes and practices necessary for the successful implementation of PBIS.
2. Consider providing additional learning opportunities to members of the team with respect to the core features of PBIS, particularly those who are new to PBIS or to the team.

RESOURCES

Schools seeking assistance from consultants specializing in PBIS training and technical assistance can contact the following:

www.ct.gov/sde/sctg
<http://ctserc.org/sctg>





A statewide resource:

Dana Gordon-Gannuscio, Education Services Specialist - PBIS

State Education Resource Center (SERC)

25 Industrial Park Road, Middletown, CT 06457

(860) 632-1485 x231

Gordon-Gannuscio@ctserc.org

The local Regional Education Service Center serving your community:

NAME OF RESC AND DESIGNATED CONSULTANT AUTO FILLED BASED ON WHERE SCHOOL IS

www.ct.gov/sde/sctg
<http://ctserc.org/sctg>

