

Tier 1: Universal PBIS Features

This section may be completed individually or with other tiers as part of the full Tiered Fidelity Inventory.

Subscale: Leadership Team

1.1 TEAM COMPOSITION

Tier 1 leadership team includes the following roles: 1-2 Tier 1 system coordinators (e.g., coaches), a school administrator, a representative group of educators (e.g., grade level or departmental representation, general and special education, certified and non-certified staff), students, family members who do not work for the school district, members from marginalized groups, relevant community partners (e.g., mental health providers), and individuals who actively provide expertise in the following areas:

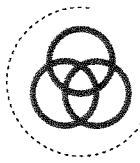
- applied behavior support
- mental health and trauma
- academic instruction
- coaching
- equity
- physical health and wellness (e.g., nurse, health teacher)
- data systems and information regarding system and student academic and SEB strengths and needs
- operations of the school across grade levels and programs

Possible Data Sources

- School organizational chart
- Tier 1 team meeting minutes

Scoring Criteria

0	Team does not exist or does not include a coordinator, school administrator, or individuals with applied behavioral expertise.
1	Team exists, but does not include all identified roles, or participation of these members is below 80%.
2	Team with all roles exists and is actively engaged with participation of all roles at or above 80%.
3	Team with all roles exists, is actively engaged with participation of all roles at or above 80%, and either a written process is followed for selecting, orienting, recruiting, and retaining team members or Tier 1 leadership team includes members from the group that is most exposed to disparate outcomes in this school (e.g., exclusionary discipline, bullying, mental health referrals).
4	Team with all roles exists, is actively engaged with participation of all roles at or above 80%, and both a written process is followed for selecting, orienting, recruiting, and retaining team members and Tier 1 leadership team includes members from the group that is most exposed to disparate outcomes in this school.



1.2 TEAM OPERATING PROCEDURES

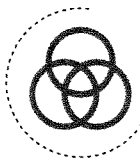
Tier 1 leadership team has (a) regular meeting format/agenda that prompts the regular review of Tier 1 practices, systems, and data, (b) minutes available to all staff for review, (c) established and regularly used team norms, (d) defined meeting roles (e.g., timekeeper, facilitator, recorder), (e) regular (e.g., quarterly) two-way data sharing and communication with advanced tiers teams to inform decision making, (f) a current action plan, (g) procedure for evaluating fidelity of team operating procedures (e.g., Team Initiated Problem Solving [TIPS] Fidelity Checklist) at least twice annually, and (h) a formal process to monitor the impact of team norms and procedures on ensuring all team members are able to participate as equal partners.

Possible Data Sources

- Tier 1 team meeting agendas and minutes
- Tier 1 action plan
- Tier 1 meeting roles descriptions
- Team Initiated Problem Solving (TIPS) fidelity checklist items 1-9

Scoring Criteria

0	Team does not meet monthly, use regular meeting format/agenda, minutes, defined roles, or a current action plan.
1	Team meets at least monthly and has at least three but not all six of the procedures listed a-f .
2	Team meets at least monthly and has at least four but not all six of the procedures listed a-f .
3	Team meets at least monthly and has at least five but not all six of the procedures listed a-f, and either g or h .
4	Team meets at least monthly and has all eight of the procedures listed a-h .



Subscale: Practices

1.3 SCHOOLWIDE EXPECTATIONS

The school has established a set of five or fewer positively stated schoolwide SEB expectations or values that are (a) aligned to the school vision for climate and culture (item 1.11), (b) posted accessibly (e.g., in at least the two most common home languages, developmentally appropriate) around the school, (c) defined in a schoolwide teaching matrix with specific examples by setting and routine, (d) known by staff, (e) aligned to SEB standards or curriculum.

Possible Data Sources

- TFI 1 walkthrough tool
- SEB standards/ Matrix alignment grid
- Staff handbook
- Student handbook

Scoring Criteria

0	Schoolwide expectations have not been identified, are not all positive, or are more than five in number.
1	Five or fewer positive schoolwide expectations exist but may not be aligned with the school vision, accessibly posted, identified for specific settings and routines (i.e., teaching matrix), or known by staff.
2	Five or fewer positive schoolwide expectations exist, are aligned with the school vision, accessibly posted, and identified for specific settings and routines (i.e., teaching matrix), and at least 80% of staff can list at least 67% of the expectations.
3	Five or fewer positive schoolwide expectations exist, are aligned with the school vision, accessibly posted, identified for specific settings and routines (i.e., teaching matrix), and at least 90% of staff can list all of the expectations.
4	Five or fewer positive schoolwide expectations exist that are aligned with the school vision, accessibly posted, identified for specific settings and routines (i.e., teaching matrix), and at least 90% of staff can list all of the expectations, and SEB curriculum or standards are clearly aligned to the schoolwide expectations and explicit within teaching matrix.



1.4 SCHOOLWIDE EXPECTATIONS TAUGHT

Educators explicitly teach expectations through the established examples and routines reflected in the teaching matrix and integrate active supervision and prompting, reviewing, and reinforcing expectations within existing SEB or academic instruction.

Possible Data Sources

- Lesson plans
- TFI walkthrough tool
- Professional development calendar

Scoring Criteria

0	Schoolwide expectations are not taught.
1	Schoolwide expectations are taught informally or inconsistently .
2	A written process for scheduled delivery of lesson plans is used to directly teach, practice, actively supervise, and prompt academic/SEB competencies and routines as defined in the schoolwide teaching matrix across all settings, and at least 80% of students can list all of the expectations and give an example of at least one expectation within a particular setting or routine.
3	A written process for scheduled delivery of lesson plans is used to directly teach, practice, actively supervise and prompt, academic/SEB competencies and routines as defined in the schoolwide teaching matrix across all settings, at least 80% of students can list all of the expectations and give an example of at least one expectation within a particular setting or routine, and at least 50% of educators can give an example of how schoolwide expectations are monitored, prompted, reviewed, or reinforced within SEB or academic instruction.
4	A written process for scheduled delivery of lesson plans is used to directly teach, practice, actively supervise and prompt, academic/SEB competencies and routines as defined in the schoolwide teaching matrix across all settings, at least 80% of students can list all of the expectations and give an example of at least one expectation within a particular setting or routine, and at least 80% of educators can give an example of how schoolwide expectations are monitored, prompted, reviewed, or reinforced within SEB or academic instruction.

1.5 SCHOOLWIDE ACKNOWLEDGMENT

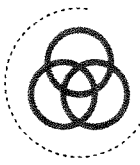
Educators consistently and equitably implement a written process for delivering behavior-specific praise that is (a) linked to schoolwide expectations, (b) used across settings, (c) documented (e.g., electronically tracked, count of tokens) and (d) differentiated to meet students' needs to acknowledge students' academic and SEB skills in a manner valued by students.

Possible Data Sources

- TFI walkthrough tool
- School handbook or documentation of acknowledgment system
- Data on staff acknowledgment (e.g., feedback collected via Be+ app, count of positive/praise tickets)

Scoring Criteria

0	No written process for acknowledging students is used; very few (<20%) educators consistently and equitably acknowledge students, OR very few (<20%) students experience acknowledgment in a manner they value.
1	A written process for delivering acknowledgment with at least two of the four features a-d is used and few (20-40%) educators consistently and equitably acknowledge students, or few (20-40%) students experience acknowledgment in a manner they value.
2	A written process for delivering acknowledgment with all four features a-d is used and some (40- 60%) educators consistently and equitably acknowledge students, or some (40- 60%) students experience acknowledgment in a manner they value.
3	A written process for delivering acknowledgment with all 4 features a-d is used and most (60-80%) educators consistently and equitably acknowledge students, or most (60-80%) students experience acknowledgment in a manner they value.
4	A written process for delivering acknowledgment with all 4 features a-d is used and almost all (>80%) educators consistently and equitably acknowledge students, and almost all (>80%) students experience acknowledgment in a manner they value.



1.6 CONTEXTUALLY INAPPROPRIATE BEHAVIOR DEFINITIONS

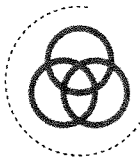
The school has established, documented, and shared with staff, students and families clear definitions and a continuum of major to minor contextually inappropriate behaviors that interfere with academic and SEB access and success (e.g., T-chart of office-supported versus staff-supported behaviors), including examples and non-examples to clarify situational appropriateness, clear definitions of crisis behaviors, and reviewed to ensure behaviors deemed unacceptable in the school context are grounded in purpose.

Possible Data Sources

- TFI walkthrough tool
- School policy
- Cultural Responsiveness Field Guide: Schoolwide expectations and matrix examination activity
- Staff handbook
- Discipline flowchart
- Student handbook

Scoring Criteria

0	Definitions do not exist or are not clearly documented.
1	Definitions and documentation exist but are not clear or not organized by office vs. staff supported.
2	Definitions of contextually inappropriate behavior are clear (i.e., include examples and non-examples to clarify situational variability), documented, trained, and shared with families, and 80% of staff agree about what behaviors are office vs. staff supported.
3	Definitions of contextually inappropriate behavior are clear, documented, trained, and shared with families, 80% of staff agree about what behaviors are office vs. staff supported including either clearly defined crisis behaviors or behaviors determined to be unacceptable in the school setting are grounded in actual purpose (i.e., to keep students safe, to enable learning).
4	Definitions of contextually inappropriate behavior are clear, documented, trained, and shared with families, 80% of staff agree about what behaviors are office vs. staff supported including clearly defined crisis behaviors, and behaviors determined to be unacceptable in the school setting are grounded in actual purpose (i.e., to keep students safe, to enable learning).



1.7 RESPONSES TO CONTEXTUALLY INAPPROPRIATE BEHAVIOR

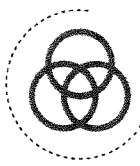
Educators consistently and equitably implement a continuum of functionally-relevant, instructional, and restorative responses to contextually inappropriate behavior (e.g., response flowchart) that (a) reminds or (re) teaches expectations, as appropriate, to promote student SEB growth and wellness; (b) prioritizes student access to classroom instruction; and (c) emphasizes de-escalation and safety planning (e.g., a standard protocol for temporarily supporting students in crisis until more intensive supports can be implemented), when necessary, to reduce the need for crisis responses.

Possible Data Sources

- Discipline policy
- Student handbook
- Code of conduct
- TFI walkthrough interview

Scoring Criteria

0	Continuum includes only reactive and punitive consequences.
1	Continuum includes and emphasizes functionally-relevant, instructional, and restorative responses .
2	Continuum includes and emphasizes functionally-relevant, instructional, and restorative responses, and at least 70% of staff members report consistent and equitable use, and policies restrict the use of out-of-school suspensions only to behaviors with safety concerns.
3	Continuum includes and emphasizes functionally-relevant, instructional, and restorative responses, and at least 70% of staff members report consistent and equitable use, policies restrict the use of out-of-school suspensions only to behaviors with safety concerns, and a standard protocol for supporting students in crisis until more intensive supports can be put in place exists with all staff trained and supported to deescalate crisis behaviors effectively.
4	Continuum includes and emphasizes functionally-relevant, instructional, and restorative responses, at least 70% of staff members report consistent and equitable use, policies restrict the use of out-of-school suspensions only to behaviors with safety concerns, a standard protocol for supporting students in crisis until more intensive supports can be put in place exists with all staff trained and supported to deescalate crisis behaviors effectively, and restrictive procedures such as restraint are eliminated or if used/ allowed, actively monitored for reduction.



1.8 CRISIS AND EMERGENCY RESPONSE PLAN LINKED TO SCHOOLWIDE SUPPORTS

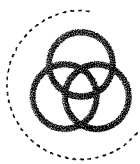
Schoolwide expectations are explicitly defined for crisis response routines within the schoolwide matrix and the documented crisis and emergency response plan (e.g., evacuation, lockdown or shelter in place) includes plans to prompt and reinforce expectations during crisis drill activities and strategies to support student and staff wellness before, during, and after crisis drill or response.

Possible Data Sources

- Crisis response plan documentation
- Team action plan
- Staff and student wellness plans

Scoring Criteria

0	No crisis response plan exists or no evidence of alignment to schoolwide expectations evident.
1	A crisis response plan is clearly documented , and procedures are informally linked to schoolwide expectations .
2	Schoolwide expectations are explicitly defined for crisis response routines within the school-wide matrix , expectations are actively taught, prompted, and reinforced during crisis drill activities .
3	Schoolwide expectations are explicitly defined for crisis response routines within the schoolwide matrix, expectations are actively taught, prompted, and reinforced during crisis drill activities, and crisis response plan includes strategies to promote student and staff wellness before, during, and after crisis drill or response .
4	Schoolwide expectations are explicitly defined for crisis response routines within the schoolwide matrix, expectations are actively taught, prompted, and reinforced during crisis drill activities, and crisis response plan includes differentiated strategies to promote student and staff wellness before, during, and after crisis drill or response.



1.9 SCHOOLWIDE PRACTICES USED IN CLASSROOMS

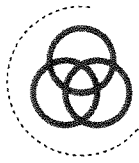
Educators implement foundational Tier 1 practices (explicitly teach, prompt, and review schoolwide expectations as described in 1.4; implement schoolwide acknowledgments as described in 1.5; and respond to challenging behavior as described in 1.7) across all classroom locations and routines and integrate these supports within all academic and SEB instruction in a culturally responsive manner.

Possible Data Sources

- TFI walkthrough tool

Scoring Criteria

0	No or very few (<20%) educators consistently implement all foundational Tier 1 practices (schoolwide expectations, acknowledgments, and responses) in a culturally-responsive manner in the classroom.
1	Few (20-39%) educators consistently implement all foundational Tier 1 practices (schoolwide expectations, acknowledgments, and responses) in a culturally-responsive manner in the classroom.
2	Some (40-60%) educators are consistently implementing all foundational Tier 1 practices (schoolwide expectations, acknowledgments, and responses) in a culturally-responsive manner in the classroom.
3	Most (61-80%) educators are consistently implementing all foundational Tier 1 practices (schoolwide expectations, acknowledgments, and responses) in a culturally-responsive manner in the classroom and some (40%-60%) educators report integrating these supports within academic and SEB instruction.
4	Almost all (>80%) educators are consistently implementing all foundational Tier 1 practices (schoolwide expectations, acknowledgments, and responses) in a culturally-responsive manner in the classroom and most (>61%) educators report integrating these supports within academic and SEB instruction.



1.10 CLASSROOM PRACTICES

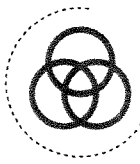
Educators consistently and equitably implement positive and proactive classroom practices—including building relationships with students; developing a safe environment; prompting predictable routines and expected behavior; actively providing OTRs, active supervision, and specific feedback (i.e., specific praise and supportive corrections); and ensuring a high ratio ($\geq 5:1$) of positive to corrective feedback.

Possible Data Sources

- TFI Classroom Data Summary Worksheet

Scoring Criteria

0	No or very few (<20%) educators consistently and equitably implement positive and proactive practices OR we do not measure this .
1	Few (20-39%) educators consistently and equitably implement positive and proactive practices.
2	Some (40-60%) educators consistently and equitably implement positive and proactive practices.
3	Most (61-80%) educators consistently and equitably implement positive and proactive practices.
4	Almost all (>80%) educators consistently and equitably implement positive and proactive practices.



Subscale: Systems

1.11 ESTABLISHED PRIORITY

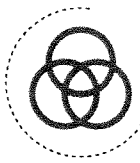
The school has a clear purpose statement and established priority for developing and implementing SEB support within a PBIS/MTSS framework aligned to key school and district initiatives and strategic plans and clearly communicated to all educators.

Possible Data Sources

- Working smarter matrix
- School (student/parent) handbook
- School improvement plans
- School website
- TFI walkthrough tool

Scoring Criteria

0	SEB support within a PBIS/MTSS framework is not a documented school priority .
1	Priority of SEB support within a PBIS/MTSS framework is informally documented (e.g., meeting minutes, administrator statement).
2	Priority of SEB support within a PBIS/MTSS framework is clearly documented as one of the top 3 school improvement goals within school improvement plans.
3	Priority of SEB support within a PBIS/MTSS framework is clearly documented as one of the top 3 school improvement goals within school improvement plans, and leadership team alignment with related initiatives has been assessed (e.g., working smarter matrix).
4	Priority of SEB support within a PBIS/MTSS framework is clearly documented as one of the top 3 school improvement goals within school improvement plans, leadership team alignment with related initiatives has been assessed (e.g., working smarter matrix), and at least 80% of staff can articulate how implementation supports school improvement goals .



1.12 SCHOOLWIDE PROFESSIONAL DEVELOPMENT AND COACHING

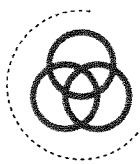
Tier 1 leadership team develops, documents, and implements a comprehensive, data-informed, and differentiated professional development system (PBIS/MTSS for staff), supported by adequate FTE and aligned to other relevant school initiatives, that includes initial and ongoing training, coaching, and supportive performance feedback to all school or community-employed faculty/staff on foundational knowledge and Tier 1 practices (items 1.3-1.9).

Possible Data Sources

- Professional development (PD) calendar
- Staff handbook
- Coaching logs

Scoring Criteria

0	Process for training, coaching, and providing feedback is informal (i.e., does not include all staff or all schoolwide Tier 1 practices, is not written, and/or is not part of PD calendar).
1	A written process for training, coaching, and providing feedback exists and includes all staff and all schoolwide Tier 1 practices.
2	A written process for training, coaching, and providing feedback includes all staff and all schoolwide Tier 1 practices and is used as part of continuous PD cycle , (i.e., is part of PD calendar).
3	A written process for training, coaching, and providing feedback includes all staff and all schoolwide Tier 1 practices, is used as part of continuous PD cycle, and additional supports are differentiated based on data-informed need, or PD is aligned with other school initiatives and supports.
4	A written process for training, coaching, and providing feedback includes all staff and all schoolwide Tier 1 practices, is used as part of continuous PD cycle, additional supports are differentiated based on data-informed need, and PD is aligned with other school initiatives and supports.



1.13 CLASSROOM PROFESSIONAL DEVELOPMENT AND COACHING

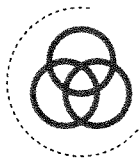
Tier 1 leadership team develops, documents, and implements a comprehensive, data-driven, and differentiated professional development system (PBIS/MTSS for staff), supported by adequate FTE and aligned to other relevant school initiatives, that includes initial and ongoing training, coaching, and supportive performance feedback to support educators' implementation of positive and proactive classroom practices (described in item 1.10).

Possible Data Sources

- Professional development calendar
- Staff handbook
- Coaching logs

Scoring Criteria

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| 0 | Process for training, coaching, and providing feedback is informal (i.e., does not include all staff or all classroom Tier 1 practices, is not written, and/or is not part of PD calendar). |
| 1 | A written process for training, coaching, and providing feedback exists and includes all staff and all classroom Tier 1 practices. |
| 2 | A written process for training, coaching, and providing feedback includes all staff and all classroom Tier 1 practices and is used as part of continuous PD cycle , (i.e., is part of PD calendar). |
| 3 | A written process for training, coaching, and providing feedback includes all staff and all classroom Tier 1 practices, is used as part of continuous PD cycle, and additional supports are differentiated based on data-informed need, or PD is aligned with other school initiatives and supports. |
| 4 | A written process for training, coaching, and providing feedback includes all staff and all classroom Tier 1 practices, is used as part of continuous PD cycle, additional supports are differentiated based on data-informed need, and PD is aligned with other school initiatives and supports. |



1.14 FACULTY AND STAFF ENGAGEMENT

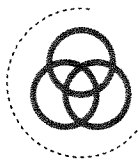
Tier 1 leadership teams purposefully and regularly engage all faculty and staff in co-designing and actively revising the content and the implementation of foundational Tier 1 practices (items 1.3-1.10) and systems (items 1.12-1.13) based on the regular review of schoolwide and community data.

Possible Data Sources

- PBIS Self-assessment Survey
- Feedback and Input Survey (FIS)
- Informal Surveys
- Staff meeting minutes
- Team meeting minutes
- Social validity surveys
- Staff handbook

Scoring Criteria

0	No documentation or no opportunities exist for engaging faculty and staff on examining data or developing/revising foundational Tier 1 practices.
1	Faculty and staff are engaged in providing input on foundational Tier 1 practices based on a review of school and community data, within the past 12 months .
2	Faculty and staff are actively engaged in the selection and interpretation of school and community data and provide input on the development or implementation of foundational Tier 1 practices within the past 12 months .
3	Faculty and staff are actively engaged in the selection and interpretation of school and community data, and provide input on the development or implementation of foundational Tier 1 practices, at least twice per year .
4	Faculty and staff are actively engaged in the selection and interpretation of school and community data, provide input on the development or implementation of foundational Tier 1 practices at least twice per year, and if data indicate a problem, an action plan is developed to enhance or modify foundational Tier 1 practices .



1.15 STUDENT ENGAGEMENT

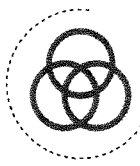
Tier 1 leadership teams purposefully and regularly engage students that are representative of (a) the schools' demographics and (b) any marginalized groups in co-designing and actively revising the content and the implementation of foundational Tier 1 practices (items 1.3-1.10) based on the regular review of schoolwide and community data.

Possible Data Sources

- Feedback and Input Survey (FIS)
- Social validity surveys

Scoring Criteria

0	No documentation or no opportunities exist to engage students in examining data or developing/revising foundational Tier 1 practices.
1	Some students are engaged in providing input on foundational Tier 1 practices based on a review of school and community data, within the past 12 months .
2	A representative group of students is actively engaged in the selection and interpretation of school and community data and provide input on the development or implementation of foundational Tier 1 practices within the past 12 months .
3	A representative group of students is actively engaged in the selection and interpretation of school and community data, and provide input on the development or implementation of foundational Tier 1 practices at least twice per year .
4	A representative group of students is actively engaged in the selection and interpretation of school and community data, provide input on the development or implementation of foundational Tier 1 practices at least twice per year, and if data indicate a problem, an action plan is developed to enhance or modify foundational Tier 1 practices .



1.16 FAMILY AND COMMUNITY ENGAGEMENT

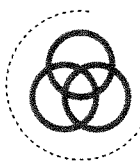
Tier 1 leadership teams purposefully and regularly engage families and community members that are representative of (a) the schools' demographics and (b) any marginalized groups in co-designing and actively revising the content and the implementation of foundational Tier 1 practices (items 1.3-1.10) based on the regular review of schoolwide and community data.

Possible Data Sources

- Voting results from parent/family meeting
- Team meeting minutes
- Feedback and Input Survey (FIS)

Scoring Criteria

0	No documentation or no opportunities exist to engage families and community members in examining data or developing/ revising foundational Tier 1 practices.
1	Some families and community members are engaged in providing input on foundational Tier 1 practices based on a review of school and community data, within the past 12 months .
2	A representative group(s) of families and community members is actively engaged in the selection and interpretation of school and community data and provide input on the development or implementation of foundational Tier 1 practices, within the past 12 months .
3	A representative group(s) of families and community members are actively engaged in the selection and interpretation of school and community data, and provide input on the development or implementation of foundational Tier 1 practices, at least twice per year .
4	A representative group(s) of families and community members are actively engaged in the selection and interpretation of school and community data, provide input on the development or implementation of foundational Tier 1 practices at least twice per year, and if data indicate a problem, an action plan is developed to enhance or modify foundational Tier 1 practices .



Subscale: Data

1.17 DECISION MAKING WITH BEHAVIOR DATA

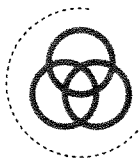
Tier 1 leadership team has access to behavior data (e.g., discipline referrals, removal from assigned instructional environment, suspensions, expulsions) that includes (a) all information relevant for decision making (e.g., behavior, date/time, location, student), (b) perceived function, and (c) disciplinary actions organized by the behavior type, frequency of events over time (per day per month), location, time of day, consequence, and by individual student, and uses discipline data at least monthly to develop and regularly re-evaluate a profile of overall strengths and needs that inform the development and delivery of equitable Tier 1 foundational and classroom practices (items 1.3-1.10).

Possible Data Sources

- Data reports
- Team meeting minutes and action plans

Scoring Criteria

0	Behavior data sources cannot be accessed by leadership team and/or are not used for data-informed actions.
1	Behavior data sources exist and are accessible and team reviews and uses discipline data for data-informed actions, but less than monthly .
2	Behavior data sources exist, are accessible, the team reports data accurately reflect behavior in the building and data can be aggregated and disaggregated (e.g., race/ethnicity, IEP/504, language status, gender) to identify both strengths and concerns.
3	Behavior data sources exist, are accessible, are shared with staff at least monthly , the team reports data accurately reflect behavior in the building, data can be aggregated and disaggregated (e.g., race/ethnicity, IEP/504, language status, gender) to identify both strengths and concerns, and team reviews and uses discipline data for data-informed actions at least monthly.
4	Behavior data sources exist, are accessible, are shared with staff at least monthly, the team reports data accurately reflect behavior in the building, data can be aggregated and disaggregated (e.g., race/ethnicity, IEP/504, language status, gender) to identify both strengths and concerns, team reviews and uses discipline data for data-informed actions at least monthly including monitoring for equitable implementation and outcomes. If data indicate a problem, an action plan is developed to enhance or modify foundational Tier 1 practices.



1.18 USING SCHOOL AND COMMUNITY DATA TO INFORM TIER 1

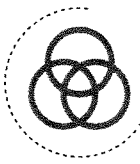
Tier 1 leadership team has regular access to and uses a variety of additional schoolwide (e.g., school climate surveys, attendance, nurse or counselor visit logs, universal screening) and community data sources (e.g., community resource profiles, basic needs [e.g., food and housing], health care access, community events), to develop and regularly re-evaluate a profile of overall strengths and needs that informs the development and delivery of equitable Tier 1 foundational and classroom practices (items 1.4-1.10).

Possible Data Sources

- Data reports
- Team meeting minutes
- Action plan

Scoring Criteria

0	School and community data sources do not exist or cannot be accessed and are not used to develop and re-evaluate a profile of overall strengths and needs.
1	School or community data sources exist and can be accessed and at least 1 school or community data source is used to develop and re-evaluate a profile of overall strengths and needs.
2	Multiple school and community data sources exist and can be accessed and can be aggregated and disaggregated (e.g., race/ethnicity, IEP/504, language status, gender) to identify both strengths and concerns.
3	Multiple school and community data sources exist, can be accessed, can be aggregated and disaggregated (e.g., race/ethnicity, IEP/504, language status, gender) to identify both strengths and concerns, and multiple school and community data sources are used to develop and re-evaluate a profile of overall strengths and needs at least annually. If data indicate a problem, an action plan is developed to enhance or modify foundational Tier 1 practices.
4	Multiple school and community data sources exist, can be accessed, can be aggregated and disaggregated (e.g., race/ethnicity, IEP/504, language status, gender) to identify both strengths and concerns, and multiple school and community data sources are used to develop and re-evaluate a profile of overall strengths and needs, at least quarterly. If data indicate a problem, an action plan is developed to enhance or modify foundational Tier 1 practices.



1.19 DECISION MAKING WITH FIDELITY DATA

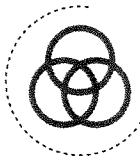
Tier 1 leadership team reviews and uses schoolwide (e.g., TFI, BoQ, TIC, SAS, SET) and other fidelity data (e.g., classroom implementation, Tier 1 SEB curriculum, staff wellness systems) at least annually.

Possible Data Sources

- Data reports
- Action plan
- Team meeting minutes and action plans

Scoring Criteria

0	Tier 1 fidelity data are collected informally and/or less than annually .
1	Tier 1 fidelity data are collected and used for decision making annually .
2	Multiple Tier 1 fidelity assessments are collected and used for decision making annually .
3	Multiple Tier 1 fidelity assessments are conducted, including at least one classroom fidelity measure , and used for decision making more than once each year .
4	Multiple Tier 1 fidelity assessments are conducted and used for decision making at least three times in the past year, including fidelity assessments in at least 50% of classrooms .



1.20 EVALUATION PLAN

Tier 1 leadership team establishes a plan and then documents the fidelity and effectiveness of equitable Tier 1 practices at least annually (including year-by-year comparisons) that are (a) integrated with other data to inform overall school improvement efforts and (b) shared with partners (staff, families, community, district) in a usable format.

Possible Data Sources

- Action plan
- District evaluation reports
- School webpage
- School evaluation reports
- School newspapers

Scoring Criteria

0	Tier 1 leadership team does not document fidelity and effectiveness of Tier 1 practices at least annually.
1	Tier 1 leadership team documents fidelity or effectiveness of Tier 1 practices at least annually.
2	Tier 1 leadership team documents fidelity and effectiveness of Tier 1 practices at least annually.
3	Tier 1 leadership team documents fidelity and effectiveness of Tier 1 practices at least annually and data is integrated with other data sources to inform overall school improvement efforts and partners are informed .
4	Tier 1 leadership team documents fidelity and effectiveness of Tier 1 practices at least annually and data is integrated with other data sources to inform overall school improvement efforts, partners are informed, clear action items and alterations are in process based on evaluation .