Monitoring Fidelity of Process Implementation - Behavior   
Building:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Year(s) of Implementation:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |
| --- | --- | --- |
| **Leadership Team** | Date | Evidence |
| * Are building leadership team meetings occurring as scheduled? |  |  |
| * Are decision making rules being used as planned? |  |  |
| * Is the communication plan being carried out as planned? |  |  |
| * Is the communication plan regularly refined based upon stakeholder, collaborative and leadership team feedback? |  |  |
| * Has the leadership team conducted an audit for integrating existing teams addressing all areas (reading, math, behavior)? |  |  |
| * Has the leadership team developed vertical and horizontal student transition plans? |  |  |
| **Staff Support and Buy-in** | Date | Evidence |
| * Is the school’s Shared Vision used by the leadership team and staff when making decisions? |  |  |
| * Are the school’s Core Beliefs used by the leadership team and staff when making decisions? |  |  |
| * Is the school connectedness/relationships dot activity being conducted on a regular basis and the information used to develop an Action Plan for students of concern? |  |  |
| * Is the leadership team sharing ODR/BIR data with staff on a regular basis? |  |  |
| * Are the 6 standards for family engagement being utilized? |  |  |
| * + Standard 1: Welcoming all families into the school community |  |  |
| * + Standard 2: Communicating effectively |  |  |
| * + Standard 3: Support student success |  |  |
| * + Standard 4: Speaking up for every child |  |  |
| * + Standard 5: Sharing power |  |  |
| * + Standard 6: Collaborating with community |  |  |
| * Is the plan for family engagement being implemented as planned? |  |  |
| **Professional Development Planning** | Date | Evidence |
| Is ongoing data review used to determine professional development needs? |  |  |
| **Assessment** | Date | Evidence |
| * Universal screening:   + Staff are using majors/minors with fidelity   + ODR/BIR data are analyzed at least monthly   + Universal screener is used to help identify at-risk students |  |  |
| * Progress monitoring data are being collected for all students in Tiers 2 and 3 |  |  |
| * Diagnostic assessment – Functional Behavior Assessment (FBA) used for all students in Tier 3 |  |  |
| * Outcomes assessment data are collected and analyzed |  |  |
| * Is the schedule for assessment being followed as planned? |  |  |
| * Is ongoing professional development about office discipline procedures and assessments being provided to all staff? |  |  |
| * Are new staff members trained on office discipline procedures and assessments? |  |  |
| * Are the plans to monitor fidelity of screening, progress monitoring, and diagnostic assessment being followed? |  |  |
| * Are ODR/BIR data being used to develop precision problem statements and solution tables when needed? |  |  |
| * Are solutions being monitored for implementation? |  |  |
| * Are evaluation data being collected and analyzed regarding solutions being implemented? |  |  |
| **Curriculum** | Date | Evidence |
| * Are building-wide expectations posted and infused into all building procedures and practices? |  |  |
| * Is there a process in place for regular review and revision of the behavior expectations matrix? |  |  |
| * Is the continuum of consequences/supports being implemented with fidelity? |  |  |
| * Is there a process in place for regular review and revision of the continuum of consequences/supports? |  |  |
| * Is the recognition system being used consistently by all staff? |  |  |
| * Is there a process in place for regular review and revision of the recognition system for students and for staff? |  |  |
| * Are supplemental (Tier 2) interventions being implemented according to plan? |  |  |
| * Are behavior intervention plans for students in Tier 3 being implemented according to plan? |  |  |

|  |  |  |
| --- | --- | --- |
| **Instruction** | Date | Evidence |
| * Have staff received professional development on common instructional/classroom management practices selected by the leadership team? |  |  |
| * Have teachers identified and developed needed classroom procedures and routines? |  |  |
| * Are lesson plans being developed and taught as planned? |  |  |
| * Is the schedule for instruction being followed as planned? |  |  |
| * Is the plan to monitor fidelity of teaching behavior lesson plans/behavior curriculum being implemented as planned? |  |  |
| * Is the schedule for instruction reviewed and refined regularly? |  |  |
| * Is ongoing professional development for instructional practices, classroom management, and behavioral curriculum instruction being provided for and utilized by staff? |  |  |