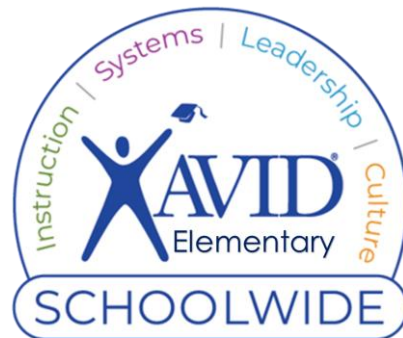


School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory (TFI) 2.1 Canyon Crest Elementary School



Presented By: Mrs. Julie Bello, School Counselor

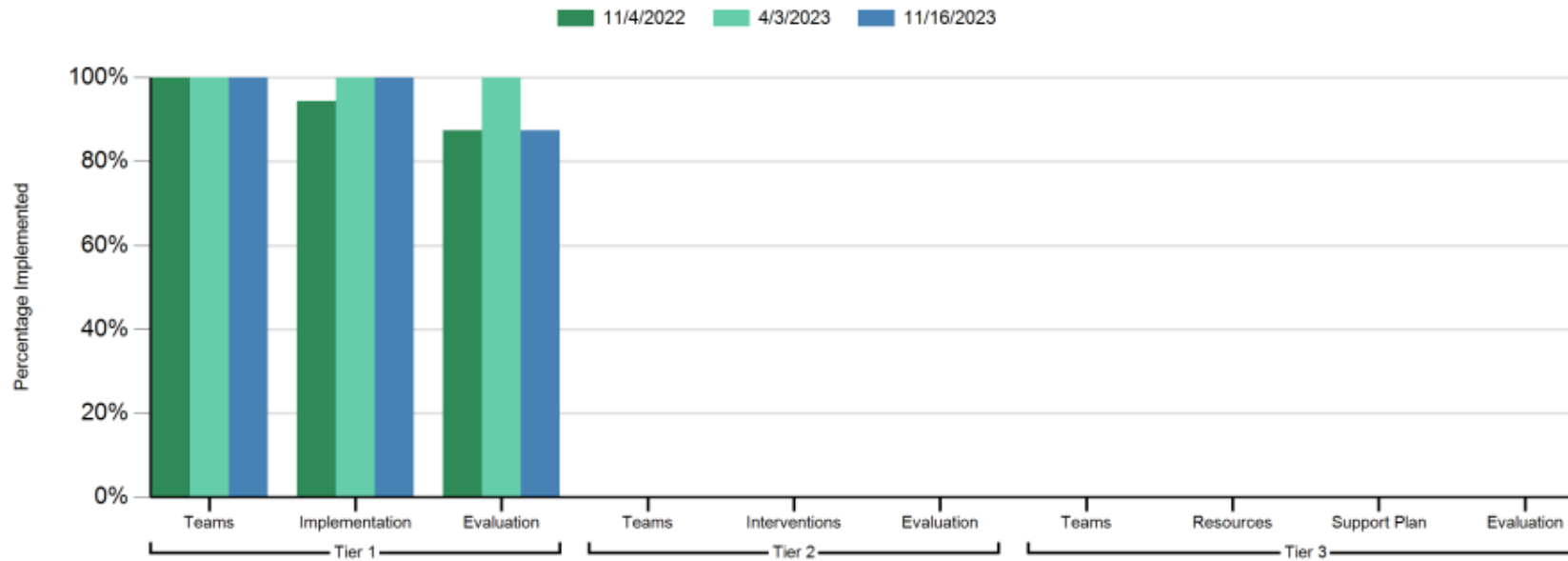
Wednesday, November 29, 2023

PBIS Leadership Team

Expertise	Name
Administrator	Jacqueline Piddington
Coach	Julie Bello
Teachers	1 st Lisa Flores 2 nd : Andrew Danapilis 3 rd : La Shan Murray-Patterson 4 th : Melanie McKinney 5 th : Diana Flores
Staff with Behavioral Expertise	Julie Bello Melanie McKinney
Family Representative Classified Representative/Bilingual Community Aide	Almeda Richardson Sindy De La Rosa
Student Voice	Lorilei E. 5 th

Canyon Crest Elementary School
Fontana, California

School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory
Canyon Crest Elementary School
11/4/2022 - 11/16/2023



Date Completed	Tier 1			Tier 2			Tier 3			
	Teams	Implementation	Evaluation	Teams	Interventions	Evaluation	Teams	Resources	Support Plan	Evaluation
11/4/2022	100%	94%	88%	NA	NA	NA	NA	NA	NA	NA
4/3/2023	100%	100%	100%	NA	NA	NA	NA	NA	NA	NA
11/16/2023	100%	100%	88%	NA	NA	NA	NA	NA	NA	NA

School Year: 2022-23

Date Completed: 11/4/2022 - 11/16/2023

Tier 1: Universal SWPBIS Features

Teams	11/4/22	4/3/23	11/16/23
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.	2	2	2
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.	2	2	2
	Feature 1 Total:	4 of 4	4 of 4

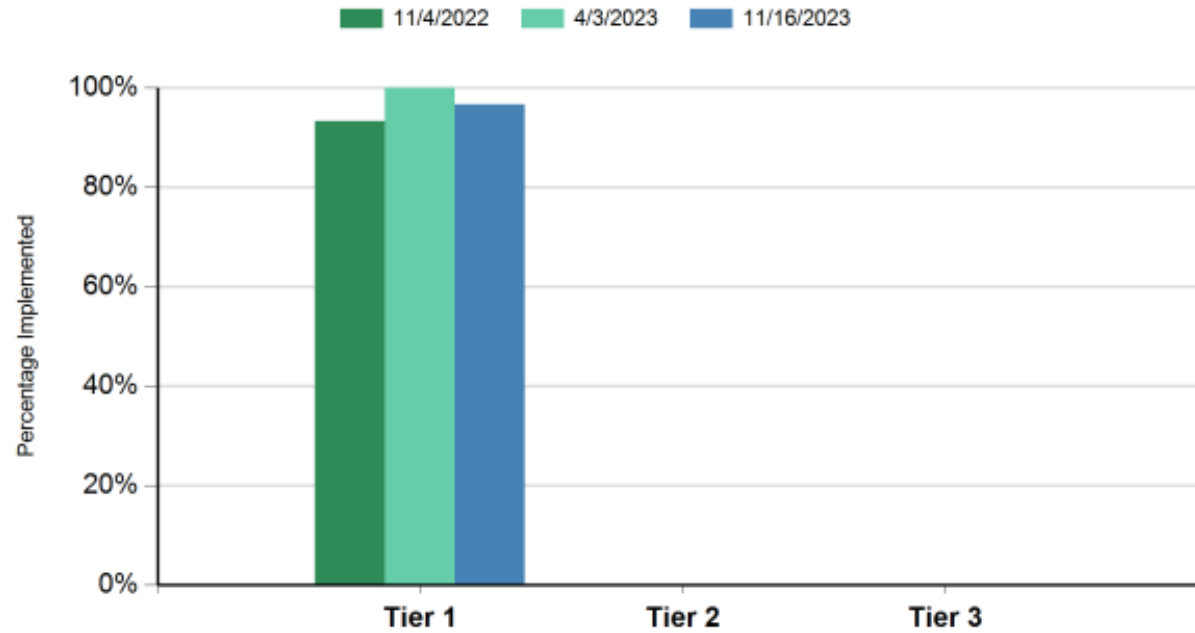
Implementation	11/4/22	4/3/23	11/16/23
3. Behavioral Expectations: School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (i.e., school teaching matrix) defined and in place.	1	2	2
4. Teaching Expectations: Expected academic 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	2	2
6. Discipline Policies: School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently.	2	2	2
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.	2	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.	2	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.	2	2	2
Feature 2 Total:	17 of 18	18 of 18	18 of 18

Evaluation	11/4/22	4/3/23	11/16/23
<p>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.</p>	2	2	1
<p>13. Data-Based Decision Making: Tier 1 team reviews and uses discipline data at least monthly for decision-making.</p>	2	2	2
<p>14. Fidelity Data: Tier 1 team reviews and uses SWPBIS fidelity (e.g., SET, BoQ, TIC, SAS, Tiered Fidelity Inventory) data at least annually.</p>	1	2	2
<p>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.</p>	2	2	2
<p>Feature 3 Total: 7 of 8 8 of 8 7 of 8</p>			

Canyon Crest Elementary School

Fontana, California

School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory Canyon Crest Elementary School 11/4/2022 - 11/16/2023

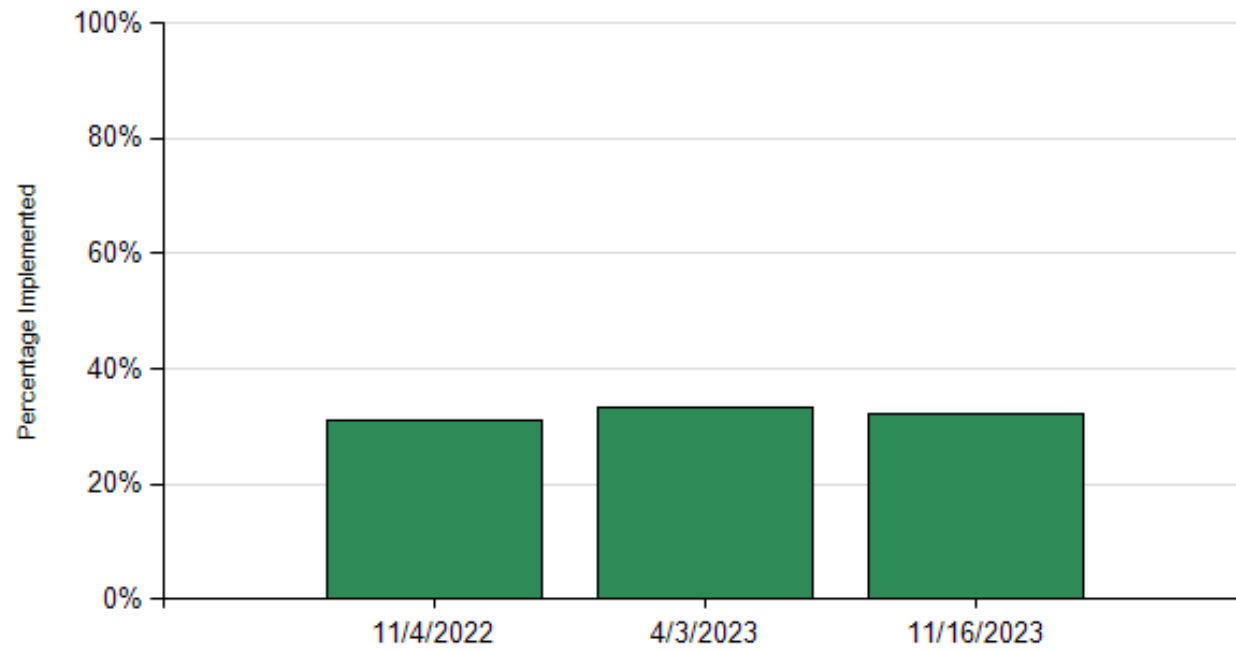


Date Completed	Tier 1	Tier 2	Tier 3
11/4/2022	93%	NA	NA
4/3/2023	100%	NA	NA
11/16/2023	97%	NA	NA

Canyon Crest Elementary School

Fontana, California

School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory Canyon Crest Elementary School 11/4/2022 - 11/16/2023



Date Completed	Total Percentage
11/4/2022	31%
4/3/2023	33%
11/16/2023	32%

Implementation Strengths:



Overall score of 97%



Students interviewed identified our PBIS Expectations and spoke about their experience with Coyote Cash and Coyote Class Cash.

6 -
Kinder
3 - 1st
grade
2 - 2nd
grade
3 - 3rd
grade
5 - 5th
grade



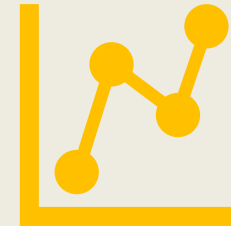
Implementation Opportunity for Improvement



State why students are receiving Coyote Cash.



Add linkable artifacts into PBIS Leadership Meeting Action Plans.



Improve the data graph shared with staff and stakeholders.

