

Audience: *PBIS Tier I Teams that are building a monitoring plan for the coming school year.*

Instructions: *This document is a guide to help teams focus on data for decision making and develop a monitoring plan that meets the local context. It is **not** meant to be a comprehensive or prescriptive plan. The result should be an agreement among team members on what questions to ask, what information should be reviewed, and how often. Teams should review their monitoring plan at least annually to reflect changing needs.*

- .Tier I - This section of the guide is designed to assist teams as they identify the fundamental questions and monitoring norms at the universal level.
- .Tier II - This section of the guide is designed to assist teams as they identify connecting points with the school-wide Tier II team.
- .Tier III - This section of the guide is designed to assist teams as they identify connecting points with the school-wide Tier III team.
- .Wrap-up - This section of the guide is designed to assist teams as they identify the final questions and tasks to incorporate into the monitoring plan.

Example Team Monitoring Plan *(Plan includes examples and possible recommendations, not meant to be prescriptive)*

Tier I Team Universal School-Wide					
Today's Date: <i>9/10/15</i>			Next Review Date: <i>6/10/16</i>		
Tier I Team Meeting Schedule	<i>Every 2nd Wednesday</i>	Tier I Coordinator	<i>Gary Noland</i>	Tier I Data Analyst	<i>Bethany Parks</i>
Tier II Team Meeting Schedule	<i>Every 1st & 3rd Tuesday</i>	Tier II Coordinator	<i>Margie Rose</i>	Tier II Data Analyst	<i>Joe Binder</i>
Tier III Team Meeting Schedule		Tier III Coordinator		Tier III Data Analyst	
What are the fundamental questions we want to ask regularly?		What data are available? What other data are needed?		How often will we review these data?	
Tier I					
<i>Instructions: This section of the guide is designed to assist teams as they identify the fundamental questions and monitoring norms at the universal level.</i>					
How are we doing school-wide? <i>*Compared to last month, last year, national/local norms</i>		-Social Behavior (e.g., referral data, universal screening data) -Academics (e.g., grades, standardized assessment data, universal screening data) -Attendance -Teacher/Staff reports		Monthly analysis (to share at monthly meetings)	
What are the red flags from the data we want to know more about? <i>Examples: We had an increase in referrals last month. We have several students skipping 5th period.</i>				Monthly analysis (to share at monthly meetings)	
What is/are the Precise Problem Statement? <i>WHERE, WHEN, WHAT, WHO, and WHY (maintaining consequence)</i>		<i>Deeper analysis of above data sources to pinpoint issue with precision.</i>		Drafted to share at monthly meetings for team review & action planning	
Are any students showing signs of needing additional social or academic supports?		<i>Universal Screening data</i>		Six weeks after academic year begins and shortly after winter & spring breaks	

Tier II (System-level check)		
<i>Instructions: This section of the guide is designed to assist teams as they identify connecting points with the school-wide Tier II team.</i>		
How are the Tier II intervention systems working? (e.g., fidelity of implementation, benefit to students)	<i>Fidelity/component checklist Overall student outcome data Anecdotal summary reports from Tier II team members</i>	<i>Quarterly</i>
How many students are receiving Tier II supports?	<i>Proportionality of students compared to total enrollment (12-15%)</i>	<i>Quarterly</i>
Have we identified students who should be referred for Tier II supports?		
Tier III (System-level check)		
<i>Instructions: This section of the guide is designed to assist teams as they identify connecting points with the school-wide Tier III team.</i>		
How many students are receiving Tier III supports?	<i>Proportionality of students compared to total enrollment (3-5%)</i>	<i>Quarterly</i>
How are the Tier III intervention systems working? (e.g., fidelity of implementation, benefit to students)	<i>Social Behavior (e.g., ISSET, BAT) Academics (Policies & Procedures for FBA & BSP) Anecdotal summary reports from Tier III team members</i>	<i>Quarterly</i>
Have we identified students who should be referred for Tier III supports?	<i>Student Names:</i>	
Wrap-Up Routine		
<i>Instructions: This section of the guide is designed to assist teams as they identify the final questions and tasks to incorporate into the monitoring plan.</i>		
Are additional data needed to make decisions?		<i>Monthly</i>
What are the follow-up tasks and action items for this team?		<i>Monthly</i>
Do team members have the information and resources needed to move forward with assigned tasks?		<i>Monthly</i>
What information needs to be shared with other stakeholders?	<i>Brief summary report with Tier II/III team, all staff, & district leadership team</i>	<i>Monthly/Quarterly</i>

Multi-tiered Data Review and Monitoring Plan Guide

Audience: PBIS Tier I Teams that are building a monitoring plan for the coming school year.

Instructions: This document is a guide to help teams focus on data for decision making and develop a monitoring plan that meets the local context. It is not meant to be a comprehensive or prescriptive plan. The result should be an agreement among team members on what questions to ask, what information should be reviewed, and how often. Teams should review their monitoring plan at least annually to reflect changing needs.

Tier I Team Universal School-Wide					
Today's Date:			Next Review Date:		
Tier I Team Meeting Schedule		Tier I Coordinator		Tier I Data Analyst	
Tier II Team Meeting Schedule		Tier II Coordinator		Tier II Data Analyst	
Tier III Team Meeting Schedule		Tier III Coordinator		Tier III Data Analyst	
What are the fundamental questions we want to ask regularly?		What data are available? What other data are needed?		How often will we review these data?	
Tier I					
<i>Instructions:</i> This section of the guide is designed to assist teams as they identify the fundamental questions and monitoring norms at the universal level.					
How are we doing school-wide?					
What are the red flags from the data we want to know more about?					
What is/are the Precise Problem Statement?		<i>Where:</i> <i>When:</i> <i>What:</i> <i>Who:</i> <i>Why (maintaining consequence):</i>			
Are any students showing signs of needing additional social or academic supports?					

Tier II (System-level check) <i>Instructions: This section of the guide is designed to assist teams as they identify connecting points with the school-wide Tier II team.</i>		
How are the Tier II intervention systems working?	<i>Fidelity:</i> <i>Outcome:</i>	
How many students are receiving Tier II supports?		
Have we identified students who should be referred for Tier II supports?		
Tier III (System-level check) <i>Instructions: This section of the guide is designed to assist teams as they identify connecting points with the school-wide Tier III team.</i>		
How are the Tier III intervention systems working?	<i>Fidelity:</i> <i>Outcome:</i>	
How many students are receiving Tier III supports?		
Have we identified students who should be referred for Tier III supports?		
Wrap-Up Routine <i>Instructions: This section of the guide is designed to assist teams as they identify the final questions and tasks to incorporate into the monitoring plan.</i>		
Are additional data needed to make decisions?		
What are the follow-up tasks and action items for this team?		
Do team members have the information and resources needed to move forward with assigned tasks?		
What information needs to be shared with other stakeholders?		
<i>Teams:</i>		