

GROUND WORK TIER 1 FRAMEWORK QUALITY INDICATORS

Utilize the Ground Work Quality Indicators as a tool to monitor the fidelity of the Tier 1 Ground Work framework. The Quality Indicators may be used to identify areas of success or components in need of further refinement and help to ensure sustainability of the framework over time.

Category	Mastery	Developing	Emerging
Connections	The campus connects individually with student families in direct format (phone, email, meeting) to invite & inform at least 2 times/year and uses group communication weekly.	The campus connects individually with student families in direct format (phone, email, meeting) to invite & inform at least once a year and use group communication monthly.	The campus does not connect individually with student families or does not send regular group communication throughout the year.
	Teachers intentionally greet students at the beginning of each day/class period every day.	Teachers intentionally greet students at the beginning of the day/class period several times a week.	An intentional greeting routine does not exist.
	Student greetings include elements of both Reach & Respond.	Student greetings includes elements of either Reach OR Respond.	An intentional greeting routine does not exist.
	Teachers facilitate student connections through intentional encounters daily.	Teachers facilitate student connections through intentional encounters on at least a weekly basis.	Teachers do not schedule intentional encounters or do so less than weekly.
	Families are invited to engage in community building activities on campus with their students on at least a quarterly basis.	Families are invited to engage in community building activities on campus with their students at least 2 times each year.	Community building activities are offered less than 2 times each year.
Skill Building	Three to five clearly defined core values are the foundation of the Tier 1 behavior system.	More than five clearly defined core values exist as the foundation of the Tier 1 behavior system.	There are no clearly defined core values.
	Core values are documented in a more detailed matrix format of expectation with observable, specific, and positive verbiage.	Core values are documented in a more detailed matrix format of expectations but use vague or negative verbiage.	Core values are not documented in a more detailed matrix format of expectations.
	Core values & expectations are reviewed and refined with input from internal campus staff and family/ community members to ensure equity.	Core values & expectations are reviewed and refined with input from internal campus staff only.	Core values & expectations are defined only by a campus team and input from other sources is not solicited.
	Visual cues and tools prompt the use of the core values/ expectations language among staff. Tools are evident throughout the school building and in all classrooms.	Visual cues and tools prompt the use of the core values/ expectations language among staff. Tools are only evident in some parts of the school building or classrooms.	Visual cues and tools to prompt the use of the core values/ expectations language do not exist.
	Core values & expectations are taught to all students annually through a comprehensive campus plan.	Core values & expectations are taught to all students annually based on teacher discretion/choice.	Core values & expectations are not intentionally taught to students.
	The campus plan for teaching core values/ expectations supports active learning. Students interact with one another, create products, and demonstrate their learning.	The campus plan for teaching core values/expectations is primarily passive. Students are told information but do not actively engage in activities to demonstrate their learning.	Core values/expectations are not intentionally taught to students through a campus plan.
	Core values & expectations are explicitly reviewed with all students multiple times during the school year, especially after school breaks (Thanksgiving, winter, spring).	Core values & expectations are reviewed with all students at least one time during the school year (i.e., after winter break).	Core values & expectations are not explicitly reviewed with students after the start of the year.
	Social, emotional & behavioral skills/topics are explicitly taught to all students throughout the year. This instruction is provided at least weekly (ES) or monthly (MS/HS).	Social, emotional & behavioral skills/topics are explicitly taught to all students throughout the year, but this instruction is provided less than weekly (ES) or less than monthly (MS/HS).	Social, emotional & behavioral skills/topics are not explicitly taught to all students.



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Acknowledgement Feedback	A school-wide acknowledgement system is implemented to teach and reinforce the school-wide expectations/ core values.	A school-wide acknowledgement system is in place but is not specific to the school-wide expectations/core values.	A school-wide acknowledgement system is not in place.
	Application of the acknowledgement system takes place at individual, class-wide and school-wide levels.	Application of the acknowledgement system only takes place at the individual or class-wide level.	A school-wide acknowledgement system is not in place.
	Acknowledgements are experienced daily for individuals, weekly/monthly class-wide, and monthly/quarterly school-wide.	Acknowledgements are experienced at all levels, but with lower frequency than those described at mastery.	A school-wide acknowledgement system is not in place.
	Individual application of acknowledgement includes a specific description of the behavior demonstrated.	Individual application of acknowledgement is general and not specifically connected to the behavior demonstrated.	A school-wide acknowledgement system is not in place.
	Class-wide and school-wide celebrations are inclusive of the entire group and take minimal time away from instruction.	Class-wide and school-wide celebrations are not inclusive of the entire group OR take away valuable time from instruction.	Class-wide and school-wide celebrations do not take place.
	A 3:1 ratio of acknowledgements to corrections is evident in interactions observed in common areas throughout the building.	A positive (2:1) or even ratio (1:1) of acknowledgements to corrections is evident in interactions observed in common areas throughout the building.	A negative ratio of acknowledgements to corrections is evident in interactions observed in common areas throughout the building.
	A 3:1 ratio of acknowledgments to corrections is evident in interactions observed in most classrooms.	A positive (2:1) or even ratio (1:1) of acknowledgements to corrections is evident in interactions observed in most classrooms.	A negative ratio of acknowledgements to corrections is evident in interactions observed in most classrooms.
Correction Feedback	A written document other than the Code of Conduct defines/categorizes behavior violations and provides guidance to staff for corrective actions.	A written document other than the Code of Conduct defines behavior violations OR provides guidance to staff for corrective actions.	A written document other than the Code of Conduct does not exist to guide corrective actions.
	Strategies to address behavior violations are provided to staff through a bank or toolbox. Staff are encouraged to implement the strategy that best applies to each situation.	Strategies to address behavior violations are provided to staff through a ladder of consequences. Staff apply strategies in a linear fashion.	Strategies to address behavior violations are not provided to staff.
	School procedures and strategies for challenging behavior minimize removal from instruction and emphasize proactive, instructional, and restorative responses.	School procedures and strategies for challenging behavior include both removal from instruction and proactive/ restorative responses.	School procedures and strategies for challenging behavior are primarily punitive and rely heavily on removal from instruction.
	Public and punitive corrective behavior processes (clip charts, names on board, etc.) are not evident in any classrooms.	Public and punitive corrective behavior processes are evident in fewer than 20% of classrooms.	Public and corrective behavior processes are evident in more than 20% of classrooms.
	Administrator's time is prioritized for proactive behavior support and instructional leadership. Fewer than 10% of students receive an office referral.	Administrator's time is balanced between proactive and reactive behavior support. Ten to 15% of students receive an office referral.	Administrators spend a large amount of time on reactive behavior support. More than 15% of the student population receives an office referral.
	The office discipline procedures link challenging behaviors to the school-wide expectations or core values that were violated through both written and verbal format.	The office discipline procedures link challenging behaviors to the school-wide expectations or core values that were violated through verbal format only.	There is not an explicit link made between challenging behaviors and school-wide expectations or core values.
	Administrators follow up with the classroom teacher after an office discipline referral to address skill or strategy needs for the teacher.	Administrators follow up with the classroom teacher after an office discipline referral to provide an update on the response.	Administrators do not follow up with the classroom teacher after an office discipline referral.
	School procedures designate referral for Tier 2 behavior intervention as a response to persistent challenging behavior.	School procedures to refer students for Tier 2 behavior intervention exist but are not specifically indicated as a response for persistent challenging behavior.	School procedures to refer students for Tier 2 behavior intervention do not exist.



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System Support	The team is representative of all campus staff groups and includes an administrator and community stakeholder.	The team has representatives from some campus staff and stakeholder groups, but not all.	A team does not exist.
	The team provides opportunities for student representatives to participate in planning and revision activities at least quarterly.	The team provides opportunities for student representatives to participate in planning and revision activities at least once each year.	The team does not include student representatives in their activities.
	The team receives direct feedback and support from personnel outside the campus with expertise in behavior systems. These personnel may be district-level staff, from regional/state service centers, or external consultants.	The team can identify personnel outside the campus who provide support in behavior systems (but have not accessed them this year). These personnel may be district-level staff, from regional/state service centers, or external consultants.	The team cannot identify personnel outside the campus who would provide support in behavior systems.
	Team meetings take place monthly for planning and review of Tier 1 systems.	Team meetings take place quarterly for planning and review of Tier 1 systems.	The team meets less than quarterly.
	Team meetings are guided by a clear agenda, documented with notes/minutes, and concluded with an action plan.	Team meetings include a clear agenda, documented notes, or the creation of an action plan.	Team meetings do not include an agenda, documented notes, or an action plan.
	Team members meet with their representative groups at least monthly to share information from the team meeting and solicit feedback on the Tier 1 system.	Team members meet with their representative groups at least quarterly to share information from the team meeting and solicit feedback on the Tier 1 system.	Team members do not meet with their representative groups with intention to share information or gather feedback.
	Topics related to Tier 1 behavior systems are communicated and supported by campus leaders through direct meeting opportunities and written communication.	Topics related to Tier 1 behavior systems are communicated and supported by campus leaders in written communication.	Campus leaders do not communicate topics related to Tier 1 behavior systems.
	There is a campus administrator present at all Tier 1 team meetings and trainings.	A campus administrator is present at some team meetings and trainings.	Campus administrators are not typically present at team meetings or trainings.
	A campus plan (handbook) is updated annually to guide implementation of the Tier 1 system. It includes school-wide expectations/ core values matrix, teaching plan, acknowledgments & corrective actions guidance.	A campus plan (handbook) exists to guide implementation but is not updated, OR the resource is missing a critical component(s).	A campus plan (handbook) does not exist to guide implementation of the Tier 1 system.
	Intentional activities are implemented to recognize and reinforce staff for their participation in the Tier 1 behavior system.	There are intentional activities for staff recognition, but it is not specific to participation in the Tier 1 behavior system.	There are not intentional activities to recognize or reinforce staff.
	New campus staff receive in-depth training on the Tier 1 behavior system, and returning staff are provided with system updates/refreshers on an annual basis.	A general review of the Tier 1 behavior system is provided to all staff annually.	Staff do not receive intentional and explicit training in the Tier 1 behavior system.
There is a formal coaching process in place to support all staff with Tier 1 behavior systems topics such as classroom management.	There is a formal coaching process in place to support some staff (i.e.: new teachers) with Tier 1 behavior system topics.	No formal coaching process is in place to support staff with Tier 1 behavior system topics.	



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Data Informed	The campus utilizes a Universal Behavior Screener for all students 2-3 times each year.	The campus utilizes a Universal Behavior Screener one time each year or only for some students.	The campus does not utilize a Universal Behavior Screener.
	The campus reviews the data from the Universal Behavior Screener in multiple teams. The Tier 1 team analyzes the results to identify campus-wide trends and needs for behavior systems.	The campus reviews the data from the Universal Behavior Screener only to identify individual students for intervention.	The campus does not utilize a Universal Behavior Screener.
	The team reviews office discipline referral (ODR) or incident report summaries on at least a quarterly basis.	The team reviews office discipline referral (ODR) or incident report summaries annually.	The team does not review ODR or incident report summaries.
	The team examines and discusses trends in infraction type, location, time/day, teacher/grade, and ethnicity. Team explicitly discusses areas of disproportionality.	The team examines trends such as infraction type and grade but does not dive more deeply into areas such as disproportionality.	The team does not review ODR or incident report summaries.
	The team collects and analyzes acknowledgment data on at least a quarterly basis.	The team collects and analyzes acknowledgment data annually.	The team does not collect or review acknowledgment data.
	The team annually solicits feedback from campus staff regarding the Tier 1 behavior system in a quantitative manner (analyzable).	The team annually solicits feedback from campus staff in verbal/informal or qualitative manner.	The team does not solicit feedback from campus staff annually.
	The team annually solicits feedback from community and family groups regarding the Tier 1 behavior system in a quantitative manner (analyzable).	The team annually solicits feedback from community and family groups regarding Tier 1 behavior systems in a verbal/informal or qualitative manner.	The team does not solicit feedback from community and family groups annually.
	The team annually solicits feedback from students regarding Tier 1 behavior systems in quantitative manner (analyzable).	The team annual solicits feedback from students regarding Tier 1 behavior systems in a verbal/informal or qualitative manner.	The team does not solicit feedback from students.
	Team reviews the fidelity of Tier 1 systems throughout the year with classroom walkthroughs, student/teacher interviews, and fidelity checklists.	The team reviews the fidelity of Tier 1 systems on an annual basis.	Team does not quantify or review the fidelity of Tier 1 systems.
	Data regarding the status of Tier 1 behavior systems (discipline data, acknowledgment data, disproportionality data, etc.) is shared with all staff at least 2 x year.	Data regarding the status of Tier 1 behavior systems (discipline data, acknowledgment data, disproportionality data, etc.) is shared with all staff annually.	Data regarding the status of Tier 1 behavior systems is not explicitly shared with staff.
	Data is used by the team to inform booster trainings, discussions, or other professional development activities for staff groups.	Booster training and activities are developed, but not based on specific data.	Booster training and activities are not developed.
The campus plan includes goals directly related to Tier 1 behavior systems. Data collected by the Tier 1 team is utilized to inform and evaluate these goals annually.	The campus plan includes goals directly related to Tier 1 behavior systems, but the team is not consulted when evaluating these goals.	The campus plan does not include goals directly related to Tier 1 behavior systems.	

