



Individual TFI Results

School: Vista HS

Date of TFI: April 4, 2019

CLS & KHSD Coach: Liz Gonzalez & Nakeisha Moya

Date of Action Plan Meeting: 5/1/19

Site Trends and Recommendations:

- Excellent job including all staff in Tier 1 meetings and addressing T1-T3 RISE issues at monthly faculty meetings
- Excellent job using RISE acknowledgement system
- Streamline the different versions of majors and minors flowchart into one document that works for your teachers

TIER I					
ITEM	2015-16 Score (0, 1, 2)	2016-17 Score (0, 1, 2)	2017-18 Score (0, 1, 2)	2018-19 Score (0, 1, 2)	Notes
1.1 Team Composition	2	2	2	2	Nice job including all staff in Tier 1 team and capturing student voice through focus groups
1.2 Team Operating Procedures	2	2	1	2	All staff meets as Tier 1 team monthly; team has assigned roles; evidence shows 80% attendance
1.3 Behavioral Expectations	1	2	2	2	Matrix developed and posted and 93% of staff knows 67% or more of expectations with most knowing all
1.4 Teaching Expectations	1	2	2	2	Team has various RISE lessons taught monthly during 2nd period and 86% of students surveyed knew 67% or more of the expectations with most knowing all of the expectations
1.5 Problem Behavior Definitions	1	1	2	2*	Flowchart developed with all staff buy in and shared with all stakeholders including subs; shared with students and parents verbally during Monday orientations

					RE: Streamline the different versions of your flowchart into one version that works for your campus
1.6 Discipline Policies	1	2	2	2	Good use of OCI and TOSA to do restorative and preventative work and excellent use of teacher collaboration to develop policies around issues such as cell phones and tardies
1.7 Professional Development	1	1	2	2	Excellent approach of addressing RISE T1-T3 issues and system at monthly all staff meetings and through Monday orientation
1.8 Classroom Procedures	1	1	1	2	All features of RISE were observable in classrooms with teachers using verbal acknowledgement and reporting the use of lessons and acknowledgement system. Students were clearly committed to supporting expectations.
1.9 Feedback and Acknowledgment	1	1	2	2	93% of staff surveyed report giving RISE acknowledgements and 64% of students surveyed report having received RISE acknowledgement. Nice job using various raffle incentives and acknowledging teachers for using the system.
1.10 Faculty Involvement	1	2	2	2	Evidence shows that all staff are shown various forms of data monthly (SAS, SHAPE, etc)
1.11 Student/Family/Community/ Involvement	0	1	2	2*	Evidence shows parents discuss RISE issues at quarterly SSC meetings; leadership teacher and students survey students on various T1 practices and discuss this data in class Re: Have leadership students and teacher create interview questions or surveys for students and document their use. Also document any discussions the leadership class has based on the survey results Re: Have leadership students and teacher create short parent survey regarding tier 1 RISE issues and discuss survey results in class so leadership teacher can take this information back to the T1 team
1.12 Discipline Data	2	2	2	2	SHAPE

1.13 Data-based Decision Making	2	2	1	2*	The team does an excellent job of analyzing student behavior anecdotal during monthly meetings. Evidence of these discussions and action plans for students are included in the evidence binder. Re: Use your dean or counselor to bring overall trends to the team and develop action plans based on those trends.
1.14 Fidelity Data	1	2	2	2	TFI
1.15 Annual Evaluation	0	1	2	2	Team shares recognition status and scores with all staff along with areas of growth and achievement. Status also shared in SSC meetings and on website.
TOTAL SCORE TIER I -	60%	80%	90%	100%	
TIER II					
ITEM	2015-16 Score (0, 1, 2)	2016-17 Score (0, 1, 2)	2017-18 Score (0, 1, 2)	2018-19 Score (0, 1, 2)	Notes
2.1 Team Composition	n/a	1	2	2	Good team development and attendance
2.2 Team Operating Procedures	n/a	2	2	2	Good teaming structures in place
2.3 Screening	n/a	1	1	2	Formalize use of flow-chart, including development of multiple data sources
2.4 Request for Assistance	n/a	2	2	1	Refine referral process for students and parent and who responds within 72 hours
2.5 Options for Tier II Interventions	n/a	1	2	2	Good menu of options
2.6 Tier II Critical Features	n/a	2	2	2	all interventions have core features; increase feedback with DPRs; consider formalizing CICO
2.7 Practices Matched to Student Need	n/a	1	2	2	matching to need process in place
2.8 Access to Tier I Supports	n/a	2	2	2	connected to SWPBIS
2.9 Professional Development	n/a	2	1	2	formal process to train all staff on process evident
2.10 Level of Use	n/a	1	1	1	more than 19% of students using service; recommend that team look at this from a T1 lens
2.11 Student Performance Data	n/a	1	1	2	Good data based decision and progress monitoring in place.

2.12 Fidelity Data	n/a	0	1	1	one formalized fidelity check process; need to develop self-eval process
2.13 Annual Evaluation	n/a	1	2	2	Continue prioritizing time for action planning. Great job sharing TFI results with staff.
TOTAL SCORE TIER II –	n/a	65%	81%	88%	

TIER III					
ITEM	2015-16 Score (0, 1, 2)	2016-17 Score (0, 1, 2)	2017-18 Score (0, 1, 2)	2018 -2019 Score (0, 1, 2)	Notes
3.1 Team Composition	n/a	n/a	1	2	Good team development and attendance
3.2 Team Operating Procedures	n/a	n/a	0	2	Good teaming structures in place
3.3 Screening	n/a	n/a	0	2	Uses multiple data sources for screening
3.4 Student Support Team	n/a	n/a	0	2	SSt's in place
3.5 Staffing	n/a	n/a	2	2	SW assigned to facilitate implementation of Tier III supports
3.6 Student/Family/Community Involvement	n/a	n/a	1	2	SW in place for accessing external resources
3.7 Professional Development	n/a	n/a	1	2	PD in place for SW and staff
3.8 Quality of Life Indicators	n/a	n/a	0	2	All elements in place on plans
3.9 Academic, Social, and Physical Indicators	n/a	n/a	0	2	All elements in place on plans
3.10 Hypothesis Statement	n/a	n/a	0	2	Good job operationalizing definition of problem behavior
3.11 Comprehensive Support	n/a	n/a	0	0	all elements need to be included



3.12 Formal and Natural Supports	n/a	n/a	0	1	include both formal and natural supports
3.13 Access to Tier I and Tier II Supports	n/a	n/a	0	2	Good job layering Tier I and II supports in plan
3.14 Data Systems	n/a	n/a	0	1	structures not fully in place yet (including holding fidelity meetings)
3.15 Data-Based Decision Making	n/a	n/a	0	1	Formal data decision process not fully in place
3.16 Level of Use	n/a	n/a	0	1	create support plans for all Tier III students
3.17 Annual Evaluation	n/a	n/a	1	2	Good job sharing outcomes with all stakeholders
TOTAL SCORE TIER III –	n/a	n/a	18%	82%	