



MOUNT TORO HIGH SCHOOL

A Model Continuation School

BE M.O.R.E.

PBIS Annual Evaluation Summary 2020-2021

TIER 1

Tier 1 Team Members

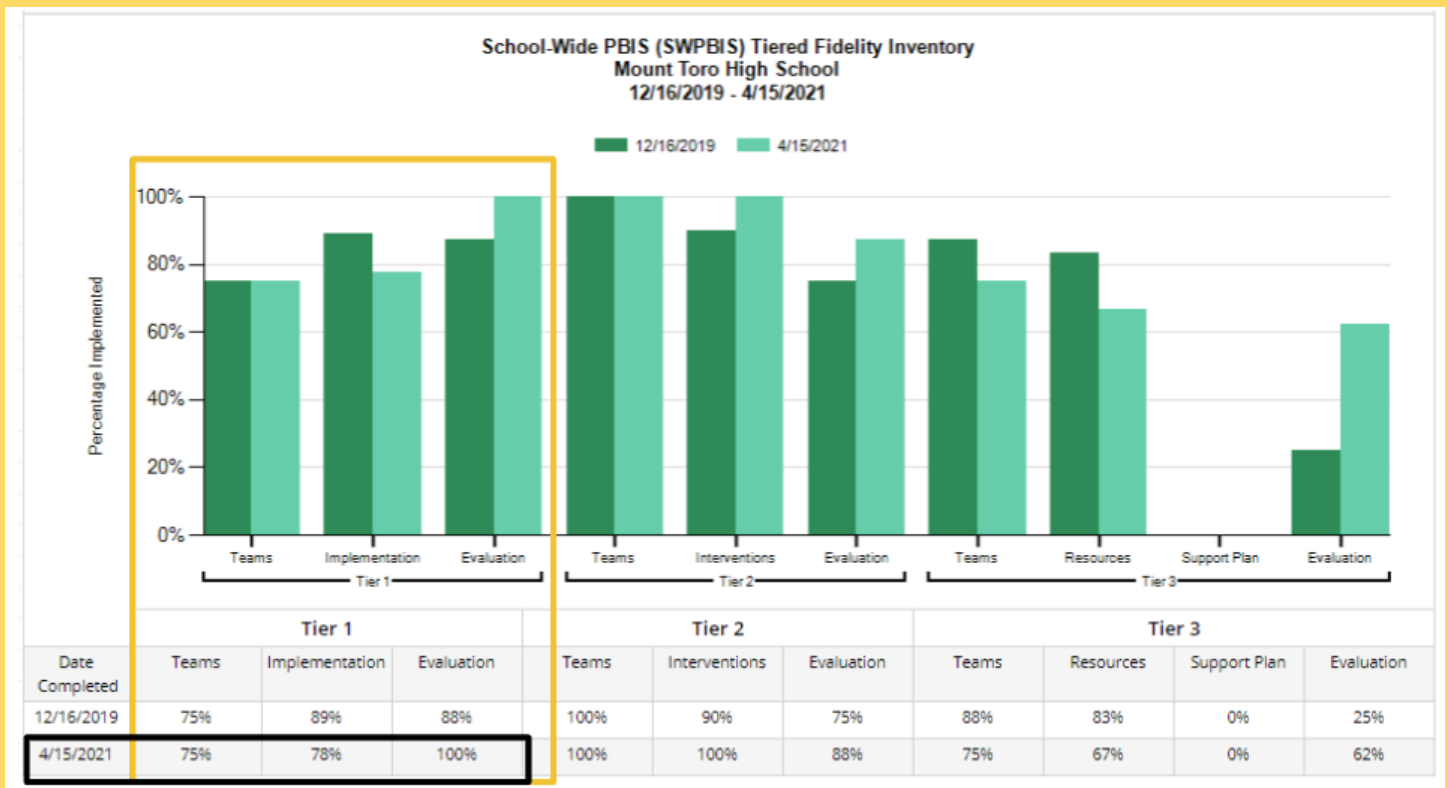
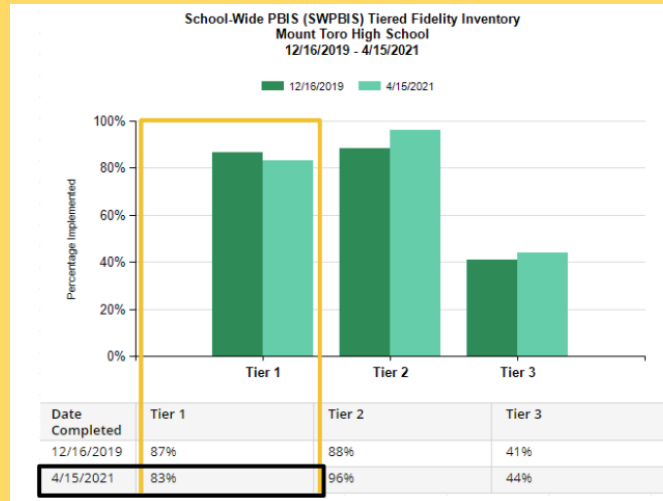
*Administrator	Gloria Chaidez	*Member/Minute Taker	Henry Cinnamon
*Coach	Hayley Newman	*Member	Mark Haddan
*Team Lead	Pedro Edeza	*Member	Michelle Johnson
		*Member	Steve Alvarado
		*Member	TBD

How are we implementing PBIS at our school in Tier I?

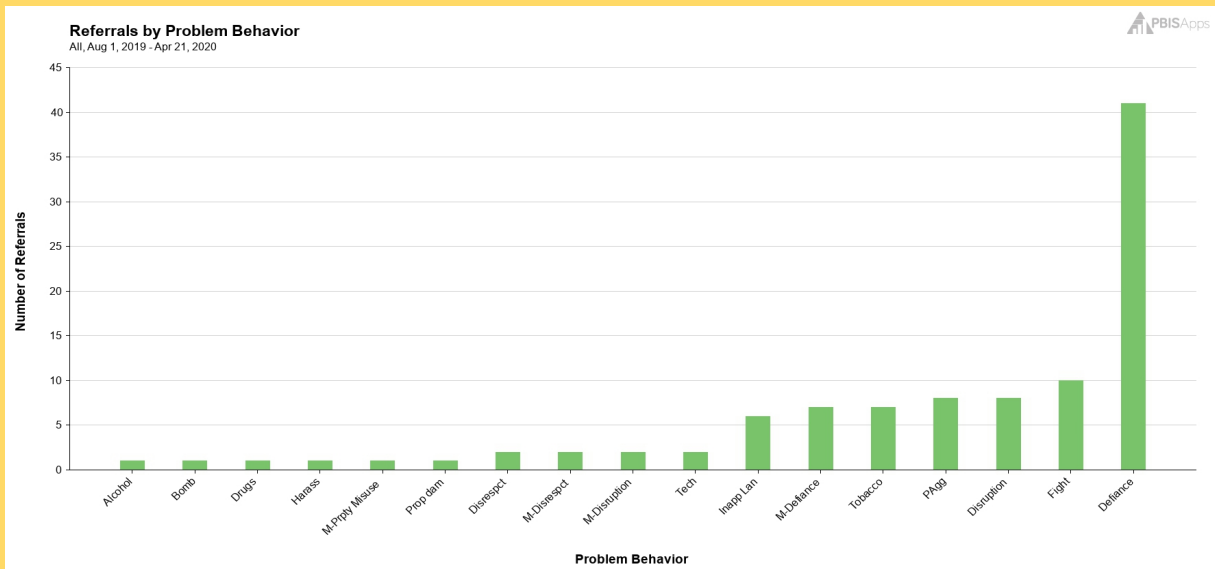
Mount Toro is utilizing a virtual acknowledgement system through a google doc that all staff have access to and are able to remotely acknowledge students with Virtual Toro Chips. These are compiled on a google spreadsheet. MTHS uses these sheets to randomly select students and provide students with recognitions. This is done weekly and shared during homeroom via google slide to all students. Students could pick up awards at set hours during the school day.

BE MORE PBIS Lessons are shared weekly and school wide to reach all students. This is done during homeroom school wide.

Tiered Fidelity Inventory (TFI)

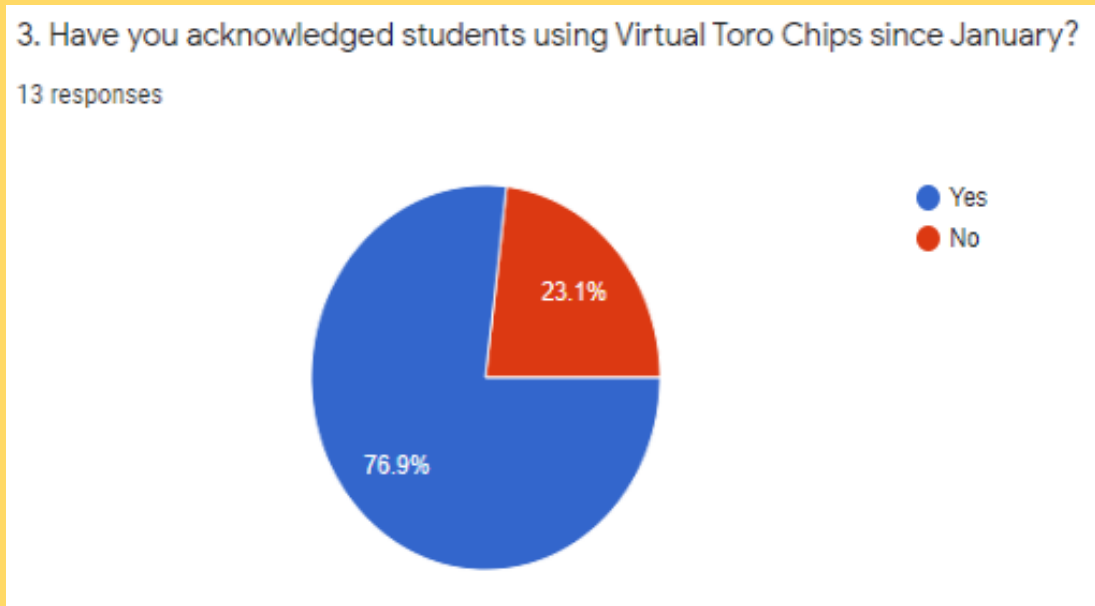


The Tiered Fidelity Inventory (our PBIS assessment) indicates that we are implementing Tier I with fidelity at 78%. Within the core features, we are above the benchmark of 70% in all three categories. We are 75% in Teams due to lack of a parent member which was not a requirement when PBIS was first introduced. In our action plan, we have focused on items to improve parent involvement.



What is our Office Discipline Referral rate?

Since the initiation of Distance Learning ODR have dramatically declined to Zero compared to a previous referral rate of .5 referrals a day during the fall semester and consistent from previous year 2018-19. With the return of students ODR remains at zero. Classroom size for in person has remained relatively small with students who choose to attend being present in class compared to the large number of students who choose to stay home learning virtually. The data shows ODR has been impacted due to this hybrid system of instruction.

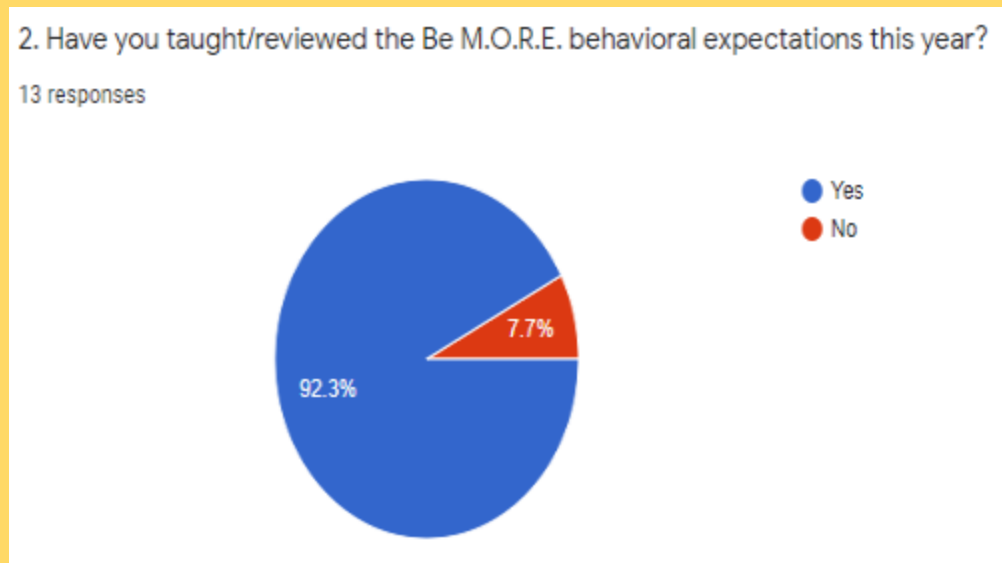


One of the action items the PBIS Team is working on is ensuring all teachers and staff are using the Virtual Chip Recognition System. So far only three teachers have acknowledged students using Virtual Toro Chips.

Data-based PBIS Lesson

In efforts to maintain ODR Data, we learned that defiance by students was still the leading cause of student referrals, along with an increase in lack of tolerance and bullying. With Distance Learning we have observed the end to Defiance by students, however; defiance continues to manifest itself in the form of low attendance, low credit completion, students' who are present to google meets but not participating. We continued to teach existing lessons on defiance and created two new lessons for tolerance and public displays of affection which were taught school-wide.

Today, we have created 16 PBIS lessons which we share with the students every week during homeroom (one lesson per week). In Addition, we have collaborated with other teachers district wide to create 5 new lessons to support students with distance learning and the covid-19 pandemic. These new lessons were taught online to Mount Toro students during the stay home period.



What is our Action Plan for the next school year?

1. Replace the student representative who has graduated.
2. Recruit a parent member.
3. Continue to search for contributions from the community to support our reward system.

If you are interested in serving as a member of the PBIS Team, please contact Pedro Edeza at pedro.edeza@salinasuhd.org.

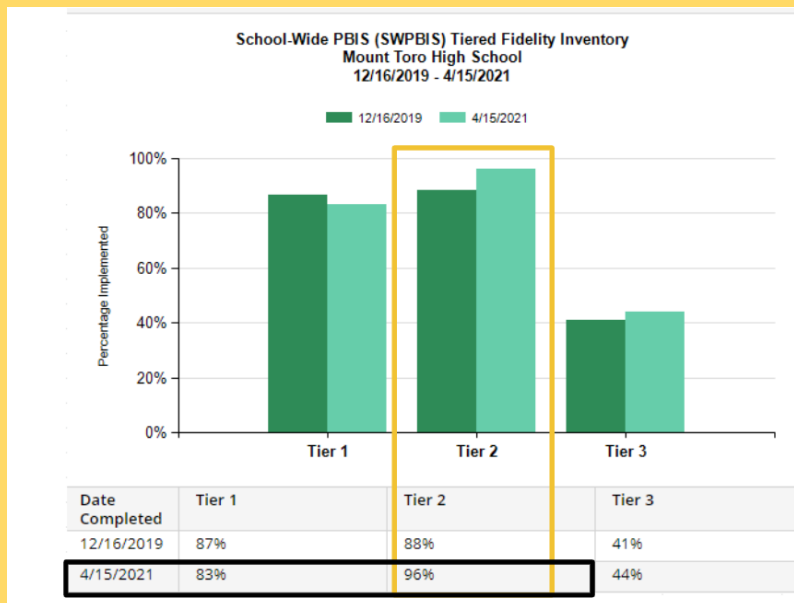
TIER 2

Tier 2-3 Team Members

*Administrator	Gloria Chaidez	*Member/Minute Taker	Sandra Domingcil
*Coach	Hayley Newman	*Member/Alternate Lead	Suzanne Fleming (<i>Resource Specialist</i>)
*Team Lead	Carolina Mandujano	*Member	Melissa Gonzalez
		*Member	Esmeralda Saavedra(<i>MCBH</i>)
		*Member	Laura Xirum(<i>CHS</i>)

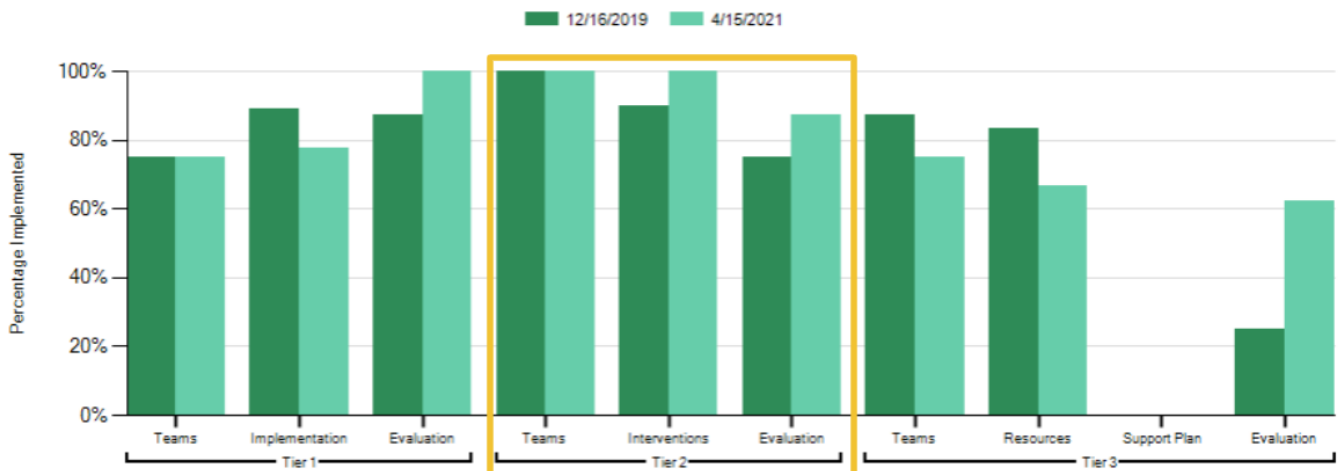
What is the status of PBIS implementation?

The TFI indicates that we are implementing Tier II with fidelity at 96%. Fidelity for PBIS equates to 80%.



Within the core features of Tier 2, we are strong in the areas of team composition (100%) and interventions (100%). An area of growth is identified as evaluation (88%).

**School-Wide PBIS (SWPBIS) Tiered Fidelity Inventory
Mount Toro High School
12/16/2019 - 4/15/2021**



Date Completed	Tier 1			Tier 2			Tier 3			
	Teams	Implementation	Evaluation	Teams	Interventions	Evaluation	Teams	Resources	Support Plan	Evaluation
12/16/2019	75%	89%	88%	100%	90%	75%	88%	83%	0%	25%
4/15/2021	75%	78%	100%	100%	100%	88%	75%	67%	0%	62%

How effective are Tier 2 Interventions?

Check-in/Check-Out and the Student Achievement Plan are the most common interventions for students who need behavior and/or academic support.

These two interventions provide:

- Access to Adult Attention
- Option for Avoiding Aversive Activities
- Option for Avoiding Aversive Social Peer/Adult Attention
- Structural Prompts for “What To Do” Throughout the Day
- At Least 5 Times During the Day When Positive Feedback is Set Up
- A School-Home Communication System
- Opportunity for Adaptation into a Self-Management System

See below for the 2020-2021 school year data for these two interventions.

Intervention	# of Students	# of Students Meeting Goal	% Successful
Check-in/Check-Out (Behavior)	24	19	79%
Student Achievement Plan (Academics) <i>(formerly known as Watch-List)</i>	305 <small>(students enrolled in the 20-21 SY)</small>	93	30%
Winter Intersession	78	62	79%
Spring Intersession	67	51	76%

The students who successfully met their goal in Check-in/Check-out, self-regulated behavior. The student's self-regulation was measured by their absence in the Student Monitoring Document and Office Discipline Referrals (ODR's).

The students who successfully met their goal in the Student Achievement Plan earned 61% or more potential credits in one or more Learning Cycles.

The students who successfully met their goal in Winter Intersession, increased their chances to be a 2020-2021 May Graduate.

The students who successfully met their goal in Spring Intersession, increased their chances to be a 2020-2021 May Graduate.

What is our Action Plan for the next school year?

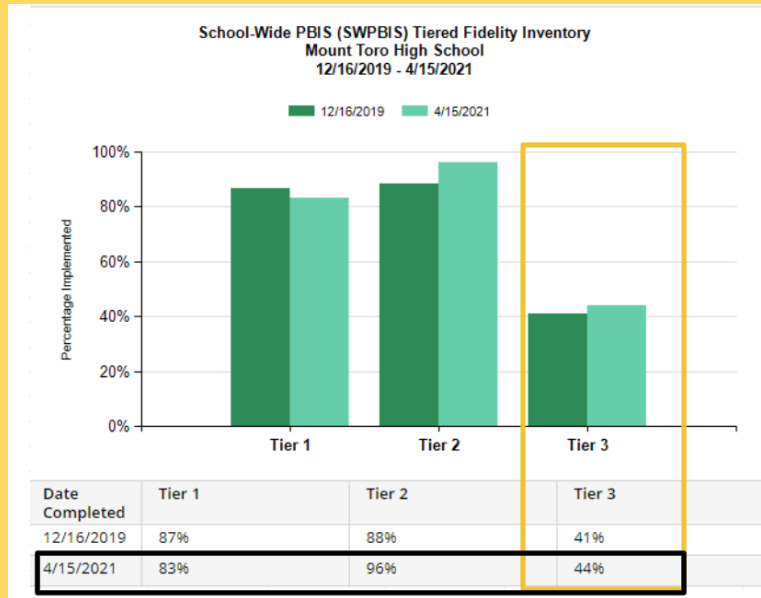
For the 2021-2022 school year, the Mount Toro High School - PBIS Tier 2 Team plans to improve implementation in the area of Student Performance Data. Improvement will be made by addressing 2.11 Fidelity Data. See our plan below.

Subscale	Item	Current Score	Action(s)	Person(s) Responsible	Timeline
Evaluation	2.11 Student Performance Data	1	1)The Tier 2-3 team lead will create data decision rules for our Tier 2 Intervention and Tier 2-3 lead will add the number of students participating/responding to our interventions to our agenda.	PBIS Team Lead	Monthly

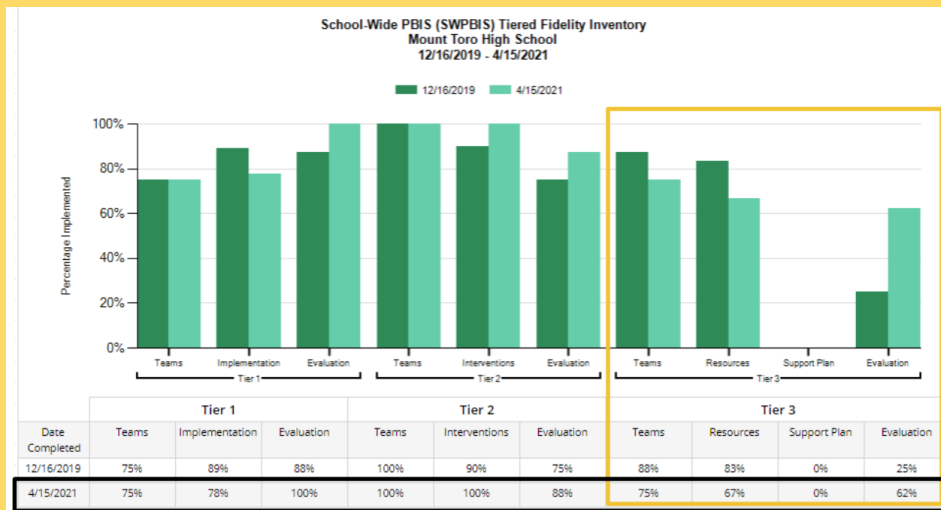
TIER 3

What is the status of PBIS implementation?

The TFI indicates that we can improve in Tier 3 implementation (44%).



Within the core features, we are strong in the area of our team composition (75%) and resources (67%) and have some specific areas in Tier III we want to target for improvement. This includes the implementation of a support plan (0%) and evaluation (62%).



How effective are our Tier 3 Interventions?

For the majority of the 2020-2021 school year there was not a need for implementation of the MTHS - PBIS Tier 3 team. This was due to positive student response to Tier 2 interventions.

<i>Intervention</i>	<i># of Students</i>	<i># of Students Meeting Goal</i>	<i>% Successful</i>
Modified setting	0	0	0%

What is our Action Plan for the next school year?

To address student support plans and implementation of Tier 3 interventions with fidelity, the MTHS - PBIS Tier 3 team plans to improve on Data System 3.14 and . See our plan below.

Subscale	Item	Current Score	Action(s)	Person(s) Responsible	Timeline
Teams	3.14 Data System	1	Summarized data reports will be provided to staff at least once a month.	PBIS Tier 3 Team Lead	As made available in the school year
Resources	3.11 Comprehensive Support	0	Behavior support plans to include or consider (a) prevention strategies, (b) teaching strategies, (c) strategies for removing rewards for problem behavior, (d) specific rewards for desired behavior, (e) safety elements where needed, (f) a systematic process for assessing fidelity and impact, and (g) the action plan for putting the support plan in place.	PBIS Tier 3 Team Lead	As made available in the school year