
PBIS ANNUAL SUMMARY

Jehue Middle School Annual PBIS Report FALL 2024

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

The Tiered Fidelity Inventory (our PBIS assessment) indicated that at the end of the 2023-2024 School Year we were implementing Tier I with fidelity at 90%. Within the core features, we were above benchmark in Implementation and Evaluation. In our action plan, we have chosen to focus on the following two items that we received a low score on to improve our PBIS structure in Tier I: 1.1 Team Composition & 1.9 Feedback and Acknowledgement.

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

Our Tiered Fidelity Inventory at the end of the 2023-2024 School Year indicated that we were implementing Tier II with fidelity at 81%, Within the core features, we were above the benchmark in Implementation and Evaluation. In our action plan, we have focused on items to improve our PBIS structure in Tier II: 2.10 Level of Use & 2.11 Student Performance Data

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

Our Tiered Fidelity Inventory at the end of the 2023-2024 School Year indicated that we were implementing Tier III with fidelity at 53%, Within the core features, we were below benchmark in Implementation and Evaluation. In our action plan, we have focused on items to improve our PBIS structure in Tier III: 3.2 Team Operating Procedure, 3.3 Screening & 3.4 Student Support Team.

How is our attendance?

Our Attendance Initiative is producing excellent results and we are working to continue to improve our attendance. Thank you families for your help in this wonderful progress?

2022 -2023

92.87%

2023 - 2024

91.44%

Check in Check Out outcomes

During our 2023-2024 school year we had 45 students in our Check-In Check-Out program. Our Check-in Check-Out program had an 85% success rate. Thirty-eight students out of the forty-five had lowered their tardies from their original number of tardies once they got into the program

BSP outcomes

During our 2023-2024 school year we had three students on a PBIS Behavior Support Plan. Each student worked on improving their behaviors and meeting our behavior expectations. Two out of the three students showed improvement.

Data Updates

Last Year's TFI Results

Year	Tier I	Tier II	Tier III
2023 - 2024	90%	81%	53%
2022 - 2023	88%	62%	50%
2021 - 2022	100%	100%	70%
2020 - 2021	75%	75%	N/A

Panorama Ed Survey (SEL Screener)

Year	Self Management		Emotion Regulation		Self Efficacy		Behaviors around Anxiety	
	Fall	Spr	Fall	Spr	Fall	Spr	Fall	Spr
2023 - 2024	72%	72%	47%	50%	45%	44%	26%	28%
2022 - 2023	68%	67%	51%	49%	44%	45%	30%	28%
2021 - 2022	74%	70%	54%	53%	49%	49%	31%	29%
2020 - 2021	73%	71%	56%	59%	50%	48%	30%	29%

SAS (Self Assessment Survey) Scores

Year	Schoolwide	Classroom	Tier II	Tier III
2023 - 2024	83%	89%	79%	75%
Year	Schoolwide	Classroom	Non Classroom	Individually
2022 - 2023	73%	72%	74%	68%
2021 - 2022	51%	44%	50%	34%
2020 - 2021	73%	68%	71%	54%
2019 - 2020	69%	71%	66%	56%

What is our Action Plan for this School Year?

Tier I

In reviewing our behavioral, attendance, & PBIS data, we have the following goals:

1. We will expand our Tier I training to make sure that all of our staff; AVID Tutors, Noon Aides, Classroom Aides & Instructional assistance are aware of our three behavior expectations.
2. Our team will work on establishing a system to scan and house our monthly team meetings and agenda so they are kept safe until our annual formal TFI.
3. Our team will work on getting a written process on how to implement and carry out our Feedback and Acknowledgement system placed into our Staff PBIS Handbook.

Tier II

1. Our team will work on developing a Tier II student Tracker System that is formatted to meet TFI requirements.
2. Our team will work on creating and developing a written process for selecting Tier II students interventions that are matched to student needs & behaviors.
3. Our team will work on placing the percentage of students experiencing success in Tier 2 services into the Tier 2 Tracker system to show the difference between those succeeding and those struggling in Tier 2.

Tier III

1. Our team will work on creating a monthly agenda format that includes a current action plan.
2. Our team will work on developing a Tier III Screener that will help us identify students who need Tier III services.
3. Our team will work on developing support teams for our Tier III students on Behavior Support Plans that are more inclusive of various members.

If you are interested in serving as a member on the PBIS Team, please contact Teresa Robinson at trobinso@rialtousd.org or call the school at 909--421-7377.

**School-Wide PBIS (SWPBIS) Tiered
Fidelity Inventory**

Jehue

(William G.)

Middle

School

Colton,

California

School Year: 2022-23

Date Completed: 4/28/2023

Tier 1: Universal SWPBIS Features

Teams

4/
28
/2
3

1. Team Composition: Tier 1

2

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. Team Operating

2

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.

**Feature 1 Total: 4
of
4**

Implementation	4/ 28 /2 3
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3. Behavioral Expectations:	1
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.	
4. Teaching Expectations: Expected academic and social	2

behaviors are taught directly to

all students in classrooms and

across other campus

settings/locations.

5. Problem Behavior

1

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.

6. Discipline Policies: School	2
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policies and procedures

describe and emphasize

proactive, instructive, and/or

restorative approaches to

student behavior that are

implemented consistently.

7. Professional Development: 2

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.

8. Classroom Procedures: Tier 2

1 features (school-wide)

expectations, routines,

acknowledgements, in-class

continuum of consequences) are

implemented within classrooms

and consistent with school-wide

systems.

9. Feedback and

1

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.

10. Faculty Involvement:

2

Faculty are shown school-wide

data regularly and provide input

on universal foundations (e.g.,

expectations,

acknowledgements, definitions,

consequences) at least every 12

months.

11.

2

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.

**Feature 2 Total: 15
of
18**

Evaluation	4/ 28 /2 3
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12. Discipline Data: Tier 1 team 2

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.

13. Data-Based Decision

2

Making: Tier 1 team reviews

and uses discipline data at least

monthly for decision-making.

14. Fidelity Data: Tier 1 team

2

reviews and uses SWPBIS

fidelity (e.g., SET, BoQ, TIC,

SAS, Tiered Fidelity Inventory)

data at least annually.

15. Annual Evaluation: Tier 1 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.

**Feature 3 Total: 7
of
8**

Tier 2: Targeted SWPBIS Features

Teams	4/ 28 /2 3
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1. Team Composition: Tier 2	2
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(or combined Tier 2 & 3) team

includes a Tier 2 systems

coordinator and individuals able

to provide (a) applied behavioral

expertise, (b) administrative

authority, (c) knowledge of

students, and (d) knowledge

about operation of school across

grade levels and programs.

2. Team Operating

2

Procedures: Tier 2 team meets

at least monthly and has (a)

regular meeting format/agenda,

(b) minutes, (c) defined meeting

roles, and (d) a current action

plan.

3. Screening: Tier 2 team uses 1

decision rules and multiple

sources of data (e.g., ODRs,

academic progress, screening

tools, attendance,

teacher/family/student

nominations) to identify students

who require Tier 2 supports.

4. Request for Assistance: Tier 2

2 planning team uses written

request for assistance form and

process that are timely and

available to all staff, families,

and students.

**Feature 4 Total: 7
of
8**

Interventions

**4/
28
/2
3**

5. Options for Tier 2

2

Interventions: Tier 2 team has

multiple ongoing behavior

support interventions with

documented evidence of

effectiveness matched to

student need.

6. Tier 2 Critical Features: Tier 0

2 behavior support interventions

provide (a) additional

instruction/time for student skill

development, (b) additional

structure/predictability, and/or (c)

increased opportunity for

feedback (e.g., daily progress

report).

7. Practices Matched to

1

Student Need: A formal

process is in place to select Tier

2 interventions that are (a)

matched to student need (e.g.,

behavioral function), and (b)

adapted to improve contextual fit

(e.g., culture, developmental

level).

8. Access to Tier 1 Supports: 2

Tier 2 supports are explicitly

linked to Tier 1 supports, and

students receiving Tier 2

supports have access to, and

are included in, Tier 1 supports.

9. Professional Development: 1

A written process is followed for

teaching all relevant staff how to

refer students and implement

each Tier 2 intervention that is in

place.

**Feature 5 Total: 6
of
10**

Evaluation	4/ 28 /2 3
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10. Level of Use: Team follows 2

written process to track

proportion of students

participating in Tier 2 supports,

and access is proportionate.

11. Student Performance Data: 1

Tier 2 team tracks proportion of

students experiencing success

(% of participating students

being successful) and uses Tier

2 intervention outcomes data

and decision rules for progress

monitoring and modification.

12. Fidelity Data: Tier 2 team

1

has a protocol for ongoing

review of fidelity for each Tier 2

practice.

13. Annual Evaluation: At least 1

annually, Tier 2 team assesses

overall effectiveness and

efficiency of strategies, including

data-decision rules to identify

students, range of interventions

available, fidelity of

implementation, and on-going

support to implementers; and

evaluations are shared with staff

and district leadership.

**Feature 6 Total: 5
of
8**

**Tier 3: Intensive
SWPBIS Features**

Teams	4/ 28 /2 3
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1. Team Composition: Tier 3	1
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systems planning team (or

combined Tier 2 & 3 team)

includes a Tier 3 systems

coordinator and individuals who

can provide (a) applied

behavioral expertise, (b)

administrative authority, (c)

multi-agency supports (e.g.,

person centered planning,

wraparound, RENEW) expertise,

(d) knowledge of students, and

(e) knowledge about the

operations of the school across

grade levels and programs.

2. Team Operating

1

Procedures: Tier 3 team meets

at least monthly and has (a)

regular meeting format/agenda,

(b) minutes, (c) defined meeting

roles, and (d) a current action

plan.

3. Screening: Tier 3 team uses 1

decision rules and data (e.g.,

ODRs, Tier 2 performance,

academic progress, absences,

teacher/family/student

nominations) to identify students

who require Tier 3 supports.

4. Student Support Team: For 0

each **individual student**

support plan, a uniquely

constructed team exists (with

input/approval from student/

family about who is on the team)

to design, implement, monitor,

and adapt the student-specific

support plan.

**Feature 7 Total: 3
of
8**

Resources

**4/
28
/2
3**

5. Staffing: An administrative

2

plan is used to ensure adequate

staff is assigned to facilitate

individualized plans for the

students enrolled in Tier 3

supports.

6. Student/Family/Community 1

Involvement: Tier 3 team has

district contact person(s) with

access to external support

agencies and resources for

planning and implementing

non-school-based interventions

(e.g., intensive mental health) as

needed.

7. Professional Development	1
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A written process is followed for

teaching all relevant staff about

basic behavioral theory, function

of behavior, and function-based

intervention.

**Feature 8 Total: 4
of
6**

Support Plan

**4/
28
/2
3**

8. Quality of Life Indicators:

1

Assessment includes student

strengths and identification of

student/family preferences for

individualized support options to

meet their stated needs across

life domains (e.g., academics,

health, career, social).

9. Academic, Social, and

1

Physical Indicators:

Assessment data are available

for academic (e.g., reading,

math, writing), behavioral (e.g.,

attendance, functional

behavioral assessment,

suspension/expulsion), medical,

and mental health strengths and

needs, across life domains

where relevant.

10. Hypothesis Statement:

2

Behavior support plans include a

hypothesis statement, including

(a) operational description of

problem behavior, (b)

identification of context where

problem behavior is most likely,

and (c) maintaining reinforcers

(e.g., behavioral function) in this

context.

11. Comprehensive Support: 0

Behavior support plans 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.

12. Formal and Natural

1

Supports: Behavior support

plan(s) requiring extensive and

coordinated support (e.g.,

person centered planning,

wraparound, RENEW)

documents quality of life

strengths and needs to be

completed by formal (e.g.,

school/district personnel) and

natural (e.g., family, friends)

supporters.

13. Access to Tier 1 and Tier 2 1

Support: Students receiving

Tier 3 supports have access to,

and are included in, available

Tier 1 and Tier 2 supports.

**Feature 9 Total: 6
of
12**

Evaluation

**4/
28
/2
3**

14. Data System: Aggregated 1

(i.e., overall school-level) Tier 3

data are summarized and

reported to staff at least monthly

on (a) fidelity of support plan

implementation, and (b) impact

on student outcomes.

15. Data-Based Decision

1

Making: Each student's

individual support team meets at

least monthly (or more

frequently if needed) and uses

data to modify the support plan

to improve fidelity of plan

implementation and impact on

quality of life, academic, and

behavior outcomes.

16. Level of Use: Team follows 1

written process to track

proportion of students

participating in Tier 3 supports,

and access is proportionate.

17. Annual Evaluation: At least 1

annually, the Tier 3 systems

team assesses the extent to

which Tier 3 supports are

meeting the needs of students,

families, and school personnel;

and evaluations are used to

guide action planning.

**Feature 10 Total: 4
of
8**



3/3
0/2
02
4
8:0
4:1
1
PM

1 of 1