



**Baldy View Elementary's Annual Evaluation
2024-2025**

1. What conclusions have you reached about the fidelity of your PBIS program based on the data from the SAS, TFI, and Kelvin Surveys (include multi-year comparisons, if applicable)?

Baldy View continued the implementation of interventions for the 2024-25 school year, such as Boys/Girls Circle, CICO, and Girls Empowerment. Utilizing digital tracking tools for Tier 2 interventions enabled us to validate their effectiveness, monitor progress, and make necessary changes to continue supporting student behavior and ensure students were first receiving support at the Tier 1 level. One conclusion we were able to make this year, as compared to the 2023-2024 school year, was a massive decrease in the number of students receiving Tier II support, which reflects the work we were doing to build a strong Tier I foundation; for instance making sure other interventions at the tier 1 level have been attempted before reaching out to Tier II for a more comprehensive approach. Our Kelvin surveys for both students and families have remained consistent for several years now, with an average score of 97% in connectedness and safety amongst students and families. Our yearly TFI scores have shown a slow increase over time, as we solidify and enhance systems throughout the school, particularly onboarding new staff who join the team each year. With sustainability in mind, we have been able to communicate and reinforce positive practices.

2. Based on the data, what were the strengths of your PBIS program this year? (Include information from Tiers 1 & 2, if applicable)

The strengths of Baldy View's PBIS program this year can be observed with the approaches taken toward restorative practices and social-emotional wellness for our students. Looking at Aeries Discipline Dashboard, our suspension rates are significantly lower than the district average and Baldy View's rates in the past three years. Students who struggle to follow the behavior expectations are part of the Tier 2 and 3 interventions established this year. We have seen strong results in our Boys Council, Girls Empowerment, and Social Skills group, specifically with the decreased number of referrals and students reporting incidents to a staff member.



3. Based on the data, what actions will you take in the coming school year to improve the fidelity of your PBIS program? (Include information from Tiers 1 & 2, if applicable)

Baldy View will take action to establish a system to ensure data entry is shared amongst stakeholders, specifically the criteria for each level of support and how to access it. This will support progress monitoring and ensuring. We will continue communicating the Tier II process to have a system in place if new staff members join the team. This year, the data shows that the team did an excellent job facilitating the Girls Group, and we would like to expand this to other grade levels and offer multiple times in the school year. The goal is to have multiple cycles throughout the year. The team will work on identifying criteria for attending the groups so they can anticipate the needs and plan accordingly in a timely manner.

***Complete if applicable for Tier 3**

4. To what extent do you believe the Tier 3 supports provided by our team have effectively met the individualized needs of students, families, and school personnel this year? Consider factors such as the responsiveness to student behaviors, family engagement, and the support provided to school staff. Are there specific examples or data points that highlight successes or areas needing improvement?

The Tier 3 support provided by our team has been highly effective in meeting the individualized needs of students, families, and school personnel this year. Several key factors include the team developing a detailed and individualized plan, collaborating with the teacher, and using ongoing data collection to adjust strategies as needed. The drastic change in student behavior and increased engagement in the classroom are clear indicators of success. The inclusion of the guardian in the planning process ensured a whole-picture view of the student's needs, which likely led to greater consistency in support across school and home environments. This level of partnership is essential for long-term success. Additionally, the team's monthly check-ins and continuous refinement of strategies ensured that the teacher had the necessary support. This improved the teacher's confidence in managing the students' needs and contributed to a positive learning environment for the whole class.



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