

Bay Farm School Model Programs and Practices

School Information

CDS (County District School) Code: 01611196110779

County: Alameda

District (Local Educational Agency): Alameda Unified

School: Bay Farm School

Demographics

Enrollment: 637 students

Location Description: Suburban

Title I Funded: No

School Calendar: Traditional

Charter: No

Overview

In 1992 Bay Farm School opened its doors to 260 students as a K–8, year-round school of choice with the motto that “it takes a whole village to raise a child.” Over the past 25 years the school has gone through many changes including losing its year-round status and becoming a K–5 school. In 2011 the Alameda Unified School District (AUSD) Board of Education granted Bay Farm School the opportunity to develop an Innovative Plan for 21st Century Learning. This plan, with matching support from the PTSA, allowed the school to not only infuse the latest technology (SMART Boards, Chromebooks, iPads, BYOD) and 21st Century skills to our already enriched environment, but we once again became a K–8 school. We grew our middle school program one grade at a time and are now in our 3rd successful year of K–8 serving 638 students!

Winning the National Green Ribbon School Award in 2016 was the highlight of many years of hard work and collaborative efforts between multiple outside agencies and an incredibly supportive PTSA. Our large Outdoor Learning Center (OLC) has a full-time garden specialist who works with all K–8 students on nutrition and environmental sciences. We also have a nationally registered half acre butterfly habitat and several

seasonal growing sections. Our school events are zero waste, and we continuously strive for new ways to reduce our carbon footprint. Our parents say, “Bay Farm is the centerpiece of our community.”

Bay Farm School has a diverse make-up of learners. We are 33.8% Asian, 26.4% White, 14.3% Hispanic, 17% 2 or More Races, 3.8% Filipino, 3.3% Black/African American, .5% Pacific Islander, 9.9% Socioeconomically Disadvantaged, 11.9% English Language Learners, and 7.1% Students with Disabilities. In 2016–17 all of our subgroups either maintained or made progress on the 2016–17 CAASPP testing in both Math and English Language Arts (ELA). This feat did not happen in isolation. Bay Farm’s Multi-Tiered System of Support (MTSS) has ensured that every child is given the opportunity she/he needs to be a successful student and citizen of our community. In 2011 we developed a Learning Center that allowed all students with intensive and strategic needs and Individual Education Plans (IEP) to have a seat and be fully included in general education classrooms which would provide the least restrictive environment. This change allowed students both with and without an IEP access to services that were offered in the Learning Center. Additionally, the implementation of Positive Behavior Systems of Support (PBIS) in 2016 and the Coordination of Services Team (COST) in 2017 have given our school a system to support positive behavior, track areas of concern, and provide timely appropriate interventions.

Bay Farm School is proud of the progress we have made.

Dedicated staff, involved parents, and hard-working students still believe that “it takes a village to raise a child,” and we work tirelessly together toward continuous improvement.

Model Program and Practices

Name of Model Program/Practice: Positive Behavior Intervention Systems (PBIS)/
Coordination of Services Team (COST)

Length of Model Program/Practice: 2–4 years

Target Area(s): Chronic Absenteeism and Dropout Prevention, Closing the
Achievement Gap, Education Supports, Professional Development

Target Population(s): Black or African American, Filipino, Hispanic, Pacific Islander,
White, Two or More Races, Socioeconomically Disadvantaged,
English Learners, Students with Disabilities

Strategies Used: School Climate, Parent Engagement, Data-Driven Decision Making,
Social/Emotional/Behavioral Support, Professional Development

Description

When allowed to restructure from K–5 to K–8 in 2012, one of the most difficult challenges was in creating a K–8 culture unique to a school that receives over 100 new

students yearly. Implementation of PBIS/COST supports all students, especially new and Learning Disabled students by creating shared expectations for behavior with positive encouragement and a systematic way to provide emotional/academic support that is expeditious and data driven.

In 2015 a team of teachers and the principal attended PBIS training at the district and county offices. During the initial year the team met weekly to develop a plan and resource kits for teachers with the \$500 budget from the district. At staff meetings the team shared the ongoing development of the plan to gain group buy-in. By the end of the 2015–16 school year we had:

1. Set our goal: "To catch everyone being good!"
2. Established 3 new school rules (the 3 Bs): Be Kind, Be Safe, Be Responsible, and
3. Developed a clear implementation time line for 2016–17.

"To catch everyone being good" our team created a reward system that includes a Dolphin Award. When students receive an award, they also receive a grade level colored bead. Students bring their awards to a box in the office, and Student Council reviews them at the end of every month, selecting 12 students across grade levels to be recognized at our Morning Ceremony, A parent member of our PBIS team takes pictures to post on our "Gotta Catch 'Em All" bulletin board in our Multi-Purpose Room. Beads are placed in a grade level jar to earn extra recess once filled. The grade level with the most Dolphin Awards in the month earned the right to keep "Squirt" (our life-size dolphin mascot) in their rooms for the month. Our purpose is to keep the focus on positive, safe, proactive behaviors.

The PBIS Team and staff also created a system that includes: defined school expectations, a verbal reminder about expected behavior, an "Uh Oh" Slip documenting repeated misbehavior followed up by an e-mail home from the teacher, and a referral to the office form if the behavior continued. The addition of AERIES tracking and the COST Team has enabled us to see data about behavior patterns and modify interventions as needed.

Our entire staff, student body, and parent community were trained in our new system through a series of staff meetings, all-school assemblies, newsletters to parents, and presentations at PTSA meetings. Parents on the PBIS team were key to getting community buy-in because they reported regularly to PTSA.

Learning Disabled students with behavior needs benefit greatly from recognition for positive behaviors. We've had far fewer behavior incidents with this group of students. PBIS develops self esteem, a positive work ethic, good attendance, and on-task behaviors in all students, K–8, which aligns with LCAP Goals 1 and 2A. To address the 2 chronically absent or 1 suspended student, the principal met with the families in person to problem solve.

Implementation and Monitoring

We launched in 2016 by adding the new PBIS 3B Rules and Consequence Chart to our online school handbook which every parent signs after reading. During the beginning of the year in-service, all staff, including paraprofessionals, noon supervisors, custodians, and office staff were given a PBIS Kit. The kit included: Dolphin Awards, an explanation of the 3Bs, school wide area expectations, Uh Oh Slips, referral forms, and a time-line for the rollout.

The 2016–17 year started with three (K–2, 3–5, 6–8) school assemblies led by the PBIS Team and Principal to describe the 3Bs, expectations, and rewards/consequences. Classes took walking field-trips around the school to discuss how the rules apply in each area. Teachers were given materials and directions to develop their class rules under the headings of the 3Bs (i.e., Be kind - Only use kind words, Help the environment by cleaning up trash). In October, the first parent update about PBIS was sent out in the school newsletter, and presentations were given at PTSA meetings on PBIS and COST. Additionally, the PBIS team, which included parents, staff, and principal, continued to meet once a week, and time was allotted at every staff meeting to give updates and receive feedback on how things were going.

By midyear we started to monitor the Uh Oh slips and look for infraction patterns. Lunch was a hot spot for many students. Noon supervisors received a refresher course, and the PTSA agreed to purchase more playground equipment. After the winter break, a second assembly led by the PBIS team and our Student Leadership was provided to each grade-level to reinforce the 3Bs, Dolphin Awards, and positive behaviors that we had been seeing. We also launched an all-school campaign for students to create a poster that we could copy and put in every room.

To monitor progress, we had three Tiered Fidelity Inventory (TFI) meetings with a PBIS coordinator. The inventory provided scaled ratings and written feedback of our progress in three specific areas: teams, implementation of program, and evaluation. The TFI coordinator also talked to teachers, parents, and students on campus to see if they could name the 3Bs and if they had personally received a Dolphin Award. In May 2017 we surpassed an overall score of 85% qualifying us for a .5 intervention lead (IL) who started in the 2017–18 school year. Our IL person has been key in organizing the COST team that includes the IL, principal, psychologist, counselor, and teachers from lower/upper grades. They meet bi-monthly to discuss struggling students, suggest Tier 1 or 2 services, monitor progress for 6–8 weeks looking at result data, and determine if further intervention is needed. A Check-in/ Check-out (CICO) system was added after data showed problems among K–2 students that affected behavior and performance. After 8 weeks, 5 of the 7 students referred no longer needed it.

Results and Outcomes

Our first TFI meeting in 12/16 reported an overall score of 47% complete in 3 areas; Teams, Implementation, and Evaluation. On 2/18 we scored 93% complete, indicating staff and students are using the program. This score qualified us for a .5 Intervention

Lead (IL) for 2017–18 to help develop COST and coordinate existing interventions more effectively. The TFI also provided us with specific input on next steps (i.e., adding more signs).

Staff reflection forms were useful. They requested tier 1 ideas. So, the COST team created a list of interventions for classroom use. The team also attends weekly grade level meetings to support staff's input of intervention data into AERIES. We now have specific data to support decisions that are made about students and problems. COST's bi-monthly meetings to discuss struggling students and review data reduced the number of referrals to our Student Study Team for Tier 3 interventions/testing by 1/3 so far this year. A recent data review showed a spike in problems with K–2 students on Mondays and Fridays at lunch when students are most tired. The implementation of a CICO system with an adult has successfully improved behaviors of 5 of the 7 students referred without further intervention. A social skills class was created to support our target population of Students with Disabilities, resulting in zero behavior problems for the group this year. This quick data driven time line for support has improved overall behavior which in turn prevents academic slippage.

Another positive outcome was that our 2015–16 suspension rate of .7% went down to an even lower .5% in 2016–17. Our chronic Absenteeism Rate is 1.4%, 9.4% lower than our district average, and represents only 2 students. Additionally, our attendance rate is 97.6%.

Each year 5th and 7th grade students are given The Healthy Kids Survey which asks a series of questions about how they feel about being at our school. Typical questions include: Are you happy at this school? Do you feel safe at this school? 69% of 5th graders responded "most of the time" and "all of the time." 75% of our 7th graders responded "I agree" and "I strongly agree" which is great, but it still leaves room for improvement! To increase this rating we are piloting Community Circles in K–8 this year and Restorative Circles for 6–8 next year.

At a recent district walk-through, it was noted during debriefing that over 90% of our students were on-task during 3 classroom observations. This outside data further supports our PBIS/COST work.

One of the most exciting results that we feel was influenced by PBIS/COST was the increase of CAASPP test scores. We maintained or went up in every subcategory. Our target group of Students with Disabilities scores increased significantly in both Math (+19 points) and ELA (+15 points) on the Status and Change Report available on the CA School Dashboard. These overall positive results are exciting, and we look forward to more improvement in the future.