

Los Coyotes Elementary Model Programs and Practices

School Information

CDS (County District School) Code: 30664726066823

County: Orange

District (Local Educational Agency): Centralia Elementary

School: Los Coyotes Elementary

Demographics

Enrollment: 533 students

Location Description: Suburban

Title I Funded: No

School Calendar: Traditional

Charter: No

Overview

Los Coyotes Elementary, located in the northwestern part of Orange County, is a school that provides a high quality educational experience to 533 students from diverse backgrounds in grades K–6. In partnership with parents and the community, our school is dedicated to producing responsible, self-confident scholars who master concepts, skills, and positive character attributes through a comprehensive, technologically enhanced, standards-based curriculum and MTSS structure. Our school environment has a collaborative spirit, a growth mindset, integrity, and mutual respect. Students at Los Coyotes come from lower, middle, and upper middle class homes, with 29% of the students currently qualifying for free or reduced lunch. English Learners comprise 15% of our student population, and speak 15 different languages. Student demographics by ethnicity are: White – 19%, Asian – 56%, Hispanic - 17%, African American – 1%, Other – 6%. Over 70% of the parents indicated their education level as college graduate or above, and tend to be highly involved in ensuring that their children obtain the best education possible.

Student academic achievement and positive behavior are the core factors at Los Coyotes used to measure success. We use data to drive all decisions, and focus on the mastery of 21st century skills. Teachers and staff work collaboratively to ensure the success of all students. Students at Los Coyotes aren't just enrolled in a particular classroom, they are active participants in a learning community. Students who require additional support are given that support through our Response to Intervention (RtI) structure which provides small group instruction during the regular instructional day with either a credentialed teacher or a highly skilled paraprofessional. Students who readily master curriculum are provided enrichment and accelerated learning. Chromecarts and a computer lab are available to students which ensures that technology is a top priority. Our school has implemented rigorous CCSS-aligned curriculum in both ELA and Math.

Los Coyotes Elementary School has a safe, respectful, and orderly environment. A Positive Behavior Intervention and Support (PBIS) program has been implemented since 2004, and students are very familiar with Coyote PRIDE (Positive, Respect, Integrity, Dependable, Excellence). Teachers and staff educate, monitor, enforce, and exhibit these attributes on a daily basis. Los Coyotes parents and community members actively support instruction and special events.

Los Coyotes is a school of high achievement. We maintain that achievement in light of the challenges that all schools face, by staying true to a cycle of continuous improvement. For the past two years, Los Coyotes has maintained a "blue" ranking in both ELA & Math on the California School Dashboard 5x5 grid, with 90.8 points above Level 3 in ELA, and 81.4 points above Level 3 in Math. Los Coyotes is currently ranked 13th in the county by schooldigger.com.

Model Program and Practices

Name of Model Program/Practice: Multi-Tiered Support System (MTSS)

Length of Model Program/Practice: 5–8 years

Target Area(s): Chronic Absenteeism and Dropout Prevention, Closing the Achievement Gap, Education Supports, Parent, Family, and Community Involvement, Professional Development, Science, Technology, Engineering, and Mathematics, Use of Technology

Target Population(s): Asian, Black or African American, Filipino, Hispanic, White, Socioeconomically Disadvantaged, English Learners, Students with Disabilities

Strategies Used: School Climate, Small Learning Communities, Parent Engagement, Data-Driven Decision Making, Social/Emotional/Behavioral Support, Professional Development, Implementation of Academic Standards Basics (Teachers, Instructional Materials, Facilities)

Description

At Los Coyotes, MTSS incorporates all we do with regard to supports for instruction and behavior. We have been a PBIS school for 14 years, and implemented RtI several years ago. Because both PBIS and RtI structures are tiered, focus on student success, require both teamwork and collaboration, and rely on data driven decision making, the next logical step was to fuse the two triangles. This not only helped staff to gain a deeper understanding of what we were trying to accomplish, but also made the diverse efforts that were taking place cohere with one another, and the practice became a much more comprehensive support system for students. We merged these two structures into MTSS five years ago. MTSS provides tiered support for students, with those supports being needed for fewer and fewer students at higher levels of the triangle. Tier I supports apply to all students, Tier II is targeted towards small groups, and Tier III interventions are highly individualized.

Because MTSS is so comprehensive and universal on our campus, it involves every staff member and student, as well as parents and community members. It consistently addresses the key issues of student academic achievement and well being. Nothing is more important. Every staff meeting and professional development event is centered around either one or both of the MTSS components. It is a natural part of all we do. Our PBIS team and Student Success Team (SST) meet regularly. We are careful to have cross-membership on both teams so they work together seamlessly. We see academics and behavior as a symbiotic relationship with our goal to create a positive spiral of achievement.

Teachers and staff consistently monitor student progress and behavior and provide tiered support as needed. Tier I supports are universal and ubiquitous. They provide a foundation upon which to address all of our standards for both academics and behavior. For academics, it's excellent first instruction with high student expectations partnered with rigorous objectives, materials and outcomes. For behavior, everything is centered around Coyote PRIDE. PRIDE is an acronym for the expected characteristics of being Positive, showing Respect, having Integrity, being Dependable, and demonstrating Excellence. Because MTSS encompasses virtually every student on campus, it consistently addresses the needs of all of our subgroups and other students for whom it is important to track progress: students with disabilities, English Learners, McKinney-Vento students, foster youth, Hispanic and African American students, as well as those with attendance issues. MTSS is intrinsic to our school's culture and climate and is "just how we do things." Because we are all unique and valuable individuals, no one is singled out, or made to feel stigmatized because they receive additional support.

Implementation and Monitoring

All stakeholders at Los Coyotes are involved in our MTSS structure. Teachers and staff are a critical component in the consistent and ever present application of our PBIS structure. Our Behavior Matrix, with PRIDE as its guiding acronym, is the document our entire campus community refers to when discussing behavior. Everyone shares a common vocabulary and common experiences, including the students! Twice yearly, we

conduct an Implementation Day where everyone, and at the same time, reviews our PRIDE expectations for every location on campus. Parents are involved in MTSS the following ways: as members of SST, 504 & IEP teams, consultants on our Behavior Team, and representatives on SSC/DELAC. They also provide input via Parent/Teacher Conferences, PTO meetings, and monthly Coffee Chats with the Principal. It is crucial to have an open line of communication about our MTSS structure so that stakeholders understand it, and can provide valuable input. The principal maintains an open door policy, with community members stopping in regularly to share their thoughts. She speaks daily with parents, both formally and informally, to get their input about both academics and behavior.

Some of the most positive parent comments on this year's LCAP survey are about the level of communication our school maintains. In addition to the above mentioned, we also employ the follow to ensure excellent parent and stakeholder communications: electronic marquee, electronic newsletter, weekly updated website, Sunday Night Messages via voice mail/email/text, Twitter, and Facebook. The site administrator is also the district PBIS coach, and provides much of the professional development for the campus community. All staff are trained and retrained on the foundational understandings of PBIS, as well as more nuanced revisions the site chooses to implement. Weekly PLC and staff meetings are used to generate continuous improvement, and are led by the Behavior Team. Grade level teams are given regular PLC time to discuss MTSS as it pertains to their students, and create intervention strategies. Our MTSS is monitored and assessed using multiple measures and resources. Our PBIS structure has a comprehensive method to track all referral and tiered intervention data, which is analyzed on a monthly basis by the Behavior Team to determine needs. That information is also put into Aeries so that we can derive student profiles as needed. Much of our data analysis and goal planning is derived from the Tiered Fidelity Inventory (TFI) which is done in the fall and spring which we use as the guiding document to create our yearly plan. Academic intervention progress and outcomes are also very carefully tracked and analyzed via the following: progress reports, formative assessments, chapter and unit tests, benchmark tests, report cards, CAASPP scores, CELDT/ELPAC results, and anecdotal records. At all times, both academic and behavior data are merged to create accurate student profiles.

Results and Outcomes

Our MTSS is monitored on a consistent basis via multiple measures. Tier I interventions involve 100% of our students, and includes much more than can be listed here; however, the two critical components are strict adherence to our PBIS structure, and excellent first instruction in the classroom. Los Coyotes has earned PBIS Silver and Gold Medals, and our CAASPP scores are outstanding with proficiency rates at 86% in Math and 87% in ELA. An analysis of last year's data show that approximately 80 students received Tier II interventions for academics, and 40 students for behavior. A total of 105 (20%) students receive Tier II supports in either academics or behavior , with 12 (2.2%) students receiving both. These students we monitor very carefully, since being "double-tagged" warrants further scrutiny of other factors that might affect success. Of the 52 students in Tier II academic interventions who took the CAASPP in

Spring 2017, 36 (or 69%) scored Standard Met or higher in both ELA and Math. These interventions occurred both during the instructional and before & after school. We had 32 students enrolled in a Tier II behavior intervention such as Check In/Check Out or ZONES of Regulation. Of those, nine students reduced the number and severity of their office referrals the following year. The report card marks for Behavior and Work Habits also improved with 80% receiving Satisfactory or higher marks. The comments are even more heart-warming as teachers inform parents of their child's "improved kindness and scholarly behavior." Tier III interventions involve a much smaller segment of our population. For academics we have 28 students on individualized plans, and eight students receiving individualized behavior support. One of these students is currently receiving Tier III supports for both. Because the vast majority of these students have a learning disability, it is our goal to incorporate their supports as seamlessly as possible into the regular education program. The SST members regularly work with the PBIS team to drill down the data to ensure we are continuously looking at student programs and progress. We maintain an open mind so as to remain flexible in our thinking about which intervention might meet the needs of which student. For example, we recently determined that Second Step, a Tier I intervention, could be tweaked to work as a Tier II for certain students. ZONES, a Tier II intervention, was reworked to function as a Tier I for an entire grade level. It helped that grade level team to greatly improve the way they dealt with challenging behavior. The critical understanding is: as the students incur additional levels of support, the supports at the previous levels do not fall away. Supports at Tiers II and III are in addition to, and not instead of, supports at Tier I. We provide the needed support, building skills and strategies, and gradually withdraw support when the student gains competency. This is our mission.