

Newport Coast Elementary School Model Programs and Practices

School Information

CDS (County District School) Code: 30665976118236

County: Orange

District (Local Educational Agency): Newport-Mesa Unified

School: Newport Coast Elementary School

Demographics

Enrollment: 559 students

Location Description: Suburban

Title I Funded: No

School Calendar: Traditional

Charter: Yes

Overview

As you approach Newport Coast Elementary, hear the 557 HOWLing students, staff, and parents. They have a great deal to HOWL about, because students in preschool through sixth grade are Honorable, Organized, and Wise Leaders (HOWL). HOWL is a key part of the school's Positive Behavior Interventions and Support program (PBIS) that provides clearly articulated expectations for students, and fosters school spirit and pride. Throughout the campus, murals communicate the HOWL theme, and signs and posters communicate behavioral expectations. Students collect HOWL "currency" when they exemplify targeted behaviors and can then purchase rewards at the school's PTA-sponsored Coyote Store.

The Newport Coast campus has a collegiate feel. Outside, see beautifully landscaped common areas that students and staff use for outdoor learning experiences. Inside, listen to students singing in the school choir and playing instruments in the orchestra. The HOWL program, campus layout, and arts programs contribute to the school's culture of high achievement, with standardized achievement results consistently placing Newport Coast in the top 10% of all California schools. In 2010 and 2014, Newport

Coast received recognition as a California Distinguished School. In July 2017, Newport Coast was named one of 17 schools in California to receive PBIS Platinum Status. The school has completed its transition to California State Standards and continues to prepare students to succeed in the 21st century.

Such high achievement would not be possible without significant partnerships among students, staff, and parents. Everyone works together as a community to bring out the best in each child. Staff members teach the whole child with tiered interventions that focus on academics, the arts, and behavior that promotes learning. Stakeholders meet regularly to discuss student progress, program success, and intervention/enrichment strategies across all grade levels. All staff members feel a professional responsibility for the success of every student.

The Parent Teacher Association (PTA) and NCE Education Foundation provide significant resources to support student learning, specifically in the areas of foundational reading skills, PBIS, and Response to Intervention (RtI). Parent-led groups are also instrumental in providing fiscal resources for the educational community, including the provision of instructional resources, teachers on special assignment (TOSAs), instructional assistants, technology, and visual/performing arts programs. In addition, teachers have the undergirding support of parents to accomplish the goal of every student learning at higher levels.

The Newport Coast community indeed has much to HOWL about.

Model Program and Practices

Name of Model Program/Practice: V

Length of Model Program/Practice: 5–8 years

Target Area(s): Closing the Achievement Gap, Education Supports

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

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

Description

PBIS is a proactive approach that addresses and reduces disruptive behaviors through multi-tiered interventions that teach students desirable behaviors and reward students for making good choices. Newport Coast Elementary (NCE) adopted PBIS to address the growing disruptive behavior of some students while also providing all students with the behavioral support they need to be successful in life. The new Every Student

Succeeds Act and CDE's Social Emotional Learning Guidelines view a positive climate as essential to academic success for all students.

The district has supplied funds, professional training, and support to implement PBIS programs at all elementary schools, but NCE was the first to establish a PBIS program and has implemented these unique practices:

- Professional development in research-based practices for Tier I.
- Structured data-based decision-making processes for referring, identifying, and implementing interventions for Tier II.
- Communicating the school's PBIS practices and data to all stakeholders, including parents, teachers, the PTA, and the school foundation.

PREPARATION: PBIS implementation begins by developing expectations and rules for the whole school, based on the PBIS guiding principles. This includes a multi-tiered prevention system that emphasizes consistency across the whole school, fidelity by staff members, data collection and decisions based on data, and support for students and staff. The School Wide Information Systems (SWIS) Suite, which aligns with the PBIS framework, is a confidential web-based information system to collect, summarize, and use student behavior data for decision making. All adults who work on the school campus must receive explicit training on the implementation and attend professional development trainings that focus on multi-leveled high quality coaching, follow-up supervisory coaching, and side-by-side coaching. Strong administrative leadership, staff buy-in, and collaboration on the behavior model are essential to success.

GOALS AND OUTCOMES: Goals and expected outcomes include:

- Build effective, positive school environments that increase school safety.
- Improve academic and behavioral outcomes for all students.
- Prevent and/or reduce problem behaviors using a collaborative, assessment-based approach for developing effective instruction and interventions.
- Teach and reinforce appropriate behavior to enhance social-emotional learning leading to durable lifestyle outcomes.

STUDENT BENEFITS: PBIS has reduced the number of behavioral issues on campus and provided more effective in-classroom learning time. The increase in engaged academic activities has improved the academic performance of all students. Students in intervention programs, with parental consent, attend Coping Skills counseling groups, which increase positive lifestyle behaviors due to a student's better communication and social skills. Students perform at higher academic levels when they are emotionally healthy.

Implementation and Monitoring

IMPLEMENTATION BASICS: A Universal Screener (U.S.), administered to students three times a year to identify at-risk students, is the basis of all of NCE's PBIS systems. The U.S. looks at patterns and correlations between externalizing and internalizing behaviors, office referrals, attendance, health office visits, and academics. This data is then used to determine appropriate student interventions and supports. Students participate in tiered interventions. Tier I seeks to prevent significant issues from developing through classroom-based approaches involving positive discipline and classroom management. Teachers hold morning meetings to discuss good choices, using the school-adopted behavior matrix as a reference. Matrix visuals, displaying desired behaviors, are visible everywhere on campus and serve as a common reference point for all staff. Students in Tier II have a Check In Check Out (CICO) program. Students in Tier III have individual Behavior Plans. Skills students learn in all tiers are to set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, make responsible decisions, and understand and manage emotions.

DATA AND MONITORING: The PBIS team provides direct support to all staff members on a daily basis, guiding practices and implementation. A variety of communication forms, such as Office Discipline Referrals (ODRs) and Request for Behavior Support, are effective in carrying out specific PBIS functions, including parent notifications. The forms and the U.S. provide data for monitoring students and PBIS practices. The monitoring data are invaluable when discussing how to best support at-risk students during Student Success Team and grade-level Professional Learning Community meetings. The PBIS newsletter, sent out to staff three times a year, has updated information concerning PBIS practices that occur on the campus, and strategies and research for Tier I and Tier II interventions.

PARENT ENGAGEMENT: Parents attend meetings to learn about best PBIS practices and receive resources and tools for supporting these practices at home. Students and parents access behavior matrices in the student planner, student handbook, and on the school website. Parents receive weekly email reminders from the PTA newsletter about best and reinforcement practices they can use at home. PTA and the NCE Foundation are currently working with the PBIS team to incorporate more murals and signage on the school campus.

PROFESSIONAL DEVELOPMENT: All certificated professional development meetings train staff in researched-based practices for implementing PBIS and tiered interventions, administration of the U.S., and analysis and collaboration based on data from the U.S. The principal meets regularly with classified staff to train and discuss best PBIS practices, resources, and data collection through Office Discipline Referrals.

Results and Outcomes

PROGRAM DATA RESULTS: Staff members state that U.S. data has increased their understanding of the correlation between wellness and academic performance. Parent

feedback from Check In Check Out (CICO) intervention and Behavior Reflection forms indicate that parents are using PBIS strategies at home. Classified aide and teacher observations indicate that K–2 students are able to identify expectations by pointing to or describing matrix pictures.

DATA REPORTS: Monthly reports are run to monitor student patterns and progress. These reports are produced from the SWIS database and summarize information about individual students, groups of students, and/or the entire student body over any time period. Information from collected data is dispersed three times per year to staff members in the PBIS newspaper, the Howl Herald.

MEASURES OF STUDENT SUCCESS: In 2016–17, 38 students were in CICO Tier II intervention. This dropped to 27 students in fall 2017. In 2016–17, six students were on a Tier III Behavior Plan. This dropped to two students by February 2018. The number of ODRs (referrals) written by teachers other than homeroom teachers and by classified staff during recess and lunchtime has increased, thus increasing monitoring and preventing escalating behaviors.

Students receiving PBIS tiered supports show steady overall growth in academics as measured by district benchmark assessments, improved report card grades, and teacher observations. In June 2017, SWIS data showed that 49% of ODRs were for adverse behaviors in the classroom. One school goal is to reduce the in-classroom behaviors to increase effective instructional time. By November 2017, classroom ODRs decreased to 46.45%. NCE expects to see this percentage continue to decrease in order to maximize instructional opportunities for all students in the classroom.

PROGRAM MONITORING AND IMPROVEMENT: A Request for Behavior Support form was created and implemented for teachers to document concerns and track effectiveness of practices utilized. The PBIS team meets monthly to analyze data, including Request for Behavior Support forms, and then modifies student supports to best serve their needs. For example, behavior issues in grades TK–2 sparked the creation of picture behavior matrices that identify good choices. These visuals are visible in all student areas of the campus. Both non-reading and English learner students have benefited, with behavioral issues reduced in grades TK–2.

Parents provide feedback on CICO and Behavior Reflection forms, including reports of how they are using PBIS strategies at home, so that the staff can immediately adjust individual student supports.