

Glenknoll Elementary School Model Programs and Practices

School Information

CDS (County District School) Code: 30666476030027

County: Orange

District (Local Educational Agency): Placentia-Yorba Linda Unified

School: Glenknoll Elementary School

Demographics

Enrollment: 484 students

Location Description: Urban

Title I Funded: No

School Calendar: Traditional

Charter: No

Overview

Glenknoll Elementary School is home of the Cougars and prides itself on having a strong academic history, a safe and positive environment, and strong parent support. Glenknoll is a warm and welcoming neighborhood school located in Yorba Linda, California. Glenknoll currently serves 484 students that are enrolled in its pre-kindergarten through sixth grade program.

It is the mission of Glenknoll Elementary School to provide a stimulating and nurturing environment that supports students' academic and personal successes. We embrace creativity with an emphasis on developing 21st century skills in order to participate effectively in an ever-changing society. The strength behind our comprehensive learning environment are staff, students, parents, and the application of technology into the classroom. These four pillars provide the foundation to educating the whole child.

The Glenknoll staff is professional and dedicated to teaching the California State Standards and are passionate about integrating technology into their practice. Our staff is dedicated to professional development and are actively involved on district task

forces and lead teacher opportunities within our District's Professional Development Academy. Through Professional Learning Communities (PLC) teachers collaborate to analyze data, review best practices, and plan curriculum.

Glenknoll's commitment to the development of a positive learning environment continues to develop and be one of the cornerstone pieces to student success. We have continued to enhance our Positive Behavior Interventions and Support (PBIS) program over the past few years. This year we have included training and implementation of a Peer Assisted Leadership Program (PAL). In addition, our students are recognized for both academic and citizenship accomplishments throughout the school year.

Parent involvement is an important part of the success of Glenknoll Elementary School. Collectively, parents give countless hours helping in the classroom, working with our Parent Teachers Association (PTA), and supporting library and garden programs. Our PTA provides a variety of programs including Fibo Art, Imagination machine, Accelerated Reader, Book Fairs, and field trips among others.

As a previous Gold Ribbon and California Distinguished School recipient, Glenknoll continually strives for excellence. Our school continues to see positive trends in local assessments and we are proud of our students' achievement scores from the last two years of the Smarter Balanced Assessment. Glenknoll is a highly sought after school of choice within our district boundaries which validates the hard work teachers, students, and parents put forth each year.

Model Program and Practices

Name of Model Program/Practice: School-wide Positive Behavior Interventions and Supports

Length of Model Program/Practice: 5–8 years

Target Area(s): Closing the Achievement Gap, Parent, Family, and Community Involvement

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

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

Description

At Glenknoll, our goal is to provide a safe and respectful learning environment for all learners. Six years ago, our staff determined that while our academic program was strong, student behaviors were impacting student learning inside the classroom.

Originally, we began exploring Positive Behavioral Supports and Interventions (PBIS) to reduce student suspensions and detention rates. In addition to reducing these rates, we saw a positive change in our school's learning environment. Over the past five years, we have taken this structure and molded it to fit the unique needs of our school. Our PBIS Program supports our District's LCAP Focus Area 4.0: Safe and Respectful Environment. Through our program, we have committed to cultivate the emotional health, safety, and well-being of students through a safe and respectful environment. Our school-wide expectations encompass the acronym "PAWS" representing four behaviors that are encouraged around campus. These behaviors include Practice your personal best, Act responsibly, Work and play safely, and Show respect (PAWS).

We have adopted three tiers of care and intervention. All levels include positive support through the use of encouraging interactions, reward cards for modeling good behavior, and student leadership opportunities. Tier I is our basic level of support and is designed for students who have one or fewer office referrals. Tier II of our PBIS program is a moderate intervention level, consisting of students who have received two to five behavior tickets in a year. Tier III students have obtained multiple office referrals throughout the year.

One of the most widely used behavior supports on our campus is PAWS Cards. Students are taught the expectations in multiple ways, including a video that was created by teachers and students showing examples of how to practice the PAWS behaviors in structured and unstructured situations around campus. Each school year starts with lessons taught in context across the school. Students who demonstrate behavior consistent with our expectations are awarded PAWS cards. These reward cards are earned and redeemed at our student store. Our school PTA supports our PBIS program by operating a student store and providing prizes such as posters, water bottles, gift cards, pencils, and other PAWS themed school supplies.

Every Friday we hold a school spirit assembly to remind students of our school expectations and build school spirit. During these assemblies, we recite the pledge, our PAWS, and recognize individual students for outstanding academic and citizenship accomplishments. In addition, on Friday's once a month we reward students who have not received a ticket through a fun event called Ticket Free Friday.

Throughout the past five years of PBIS implementation, we have seen our school achieve success through increased positive behavior, decreased office referrals, a safe and respectful environment, academic success, and higher rates of attendance.

Implementation and Monitoring

Building capacity and leadership within our PBIS system of interventions is an important step in order to leverage meaningful change. Over time our PBIS team continues to grow and expand in new and exciting ways. Our PBIS team meets once a month to review and analyze data from the previous months. They review individual data and monitor progress of Tier II and Tier III students and are also able to offer support to teachers with specific needs. The PBIS team is available to teachers on campus for a

“Bring Your Own Behavior” session to brainstorm strategies to help specific students. The PBIS team is available to utilize their resources to bring in outside help if needed. This outside help includes the school Special Education staff, the Outreach Concern Counselor, district behavior specialists, and district autism specialist. We also continue to check several data points along the way for students that are being monitored. These include student attendance rates, performance on assessments, discipline records, grades, Smarter Balanced Assessment Data, parent feedback, and teacher observations. We continue to monitor and make improvements based upon staff, administration, and parent feedback.

In addition, at the beginning of each school year, the teachers and principal review the previous two years’ records of student referrals to the office for behavior intervention. Specific locations, times, and behaviors are discussed and interventions are identified. Based upon the data, we determined that while initial teaching was required in September, re-teaching would be required in January and April. Our data shows that these months have historically had the largest number of office referrals.

We continue to work with parents from our School Site Council (SSC) to support PBIS. At SSC Meetings, a representative of our PBIS team shares data with the stakeholders to help monitor the effectiveness of our PBIS program. Over time, we have been able to report a decrease in behavior tickets and an increase in positive student behaviors. We also take this time to inform parents and stakeholders about the supports the PBIS program offers. Parents are highly involved in our PBIS implementation. Parents are aware of the four PAWS and these are posted in a highly visible location on campus.

Glenknoll’s system of interventions continues to evolve over time and is still growing. Beginning this year we have recently expanded PBIS interventions to include Peer Assisted Leadership (PAL). These students are being trained in conflict mediation and positive behavior expectations to look for on the primary playground. At Glenknoll, we are convinced that a safe environment equates to a more engaged student.

Results and Outcomes

Our system of interventions was built out of critical conversations with all stakeholder groups at Glenknoll Elementary School. Glenknoll has seen a decline in students being sent to the office for referrals since the onset of our system. Previous years have shown a decline in students being given discipline notices. In the 2016–2017 school year, there was a change in how data was collected due to costs of the program. During that year there were 131 behavior tickets that were written collectively across the campus compared to the 2017–2018 school year, where we have only had 63 to date. This is a significant decline that we feel is connected to students feeling more successful at school. These conversations with staff and parent groups play a critical role in driving the interventions that have been developed. This data is regularly collected and shared with staff and stakeholders, and is vital for planning our behavioral supports throughout the year. This data shows success, and encourages staff and parents to continue their support for positive interventions for students.

We are pleased that the impact of this program continues to grow each year. New supports and interventions are currently being implemented including our new PAL Program. Many students have been positively impacted by our PBIS system and interventions, and our goal is for each student to continue to grow in personal responsibility for their own positive behaviors. Due to these many behavior interventions, staff is able to focus on academics during class time. Students are safe and encouraged to take academic risks. As mentioned earlier, Glenknoll is convinced that a safe environment equates to a more engaged student. In looking at student learning from our recent state scores, it shows positive results. The following data represents the percent of students meeting and exceeding Achievement Standards in grades third through sixth. The following scores show that our students are continuing to grow academically while finding Glenknoll a safe place to learn. The number of students meeting and exceeding achievement standards in English Language Arts from third through sixth are 74%, 73%, 79%, and 79%. In Math, students scored, 79%, 67%, 67%, and 73%.

Our goal is to teach students appropriate ways to resolve conflicts, control personal behavior, and make smart choices that will, in turn, lead to academic growth. Our PBIS interventions is a vibrant, growing process. At Glenknoll, we believe in giving students every opportunity to have their needs met and, as our mission statement says, to help them strive for academic, social, and personal excellence!