

Turtle Rock Elementary School Model Programs and Practices

School Information

CDS (County District School) Code: 30736506068647

County: Orange

District (Local Educational Agency): Irvine Unified

School: Turtle Rock Elementary School

Demographics

Enrollment: 860 students

Location Description: Suburban

Title I Funded: No

School Calendar: Traditional

Charter: No

Overview

"Turtle Rock is a multicultural community of learners who focus on flexible thinking, cooperative problem solving and creativity. Together we respectfully value each other and our unique contributions. We teach, practice and promote tolerance by embracing diversity for all. Each of us demonstrates integrity, honesty and accountability. We are global citizens preparing for the world of tomorrow."

Turtle Rock Elementary School has had a tradition of excellence in the Irvine Unified School District since opening its doors in 1970. Serving Transitional Kindergarten (TK) through sixth grades, Turtle Rock, in collaboration with our parents, students and community partners, has created a broadly effective educational program that focuses on individual student needs, and has nurtured a sense of unity and pride among its stakeholders. Our facility houses 28 classrooms that include general education, special education, gifted and talented, and magnet classes for exceptionally gifted students. Each classroom is self-contained and all permanent classroom buildings contain a central flexible learning space for small group collaboration. Our site also includes dedicated spaces for music, science, special education services, counseling services,

and intervention classes. The school has a state-of-the-art technology infrastructure to support our 1:1 Chromebook program in grades 1–6 and iPad program in grades TK and Kindergarten.

Turtle Rock Elementary School serves a highly diverse community of students. Our attendance area includes faculty and family student housing units of the University of California, Irvine. We also have students who reside in a family crisis shelter. Over half of our students come from second language households, and many of these students are newcomers to the United States. Our differences become our strengths through collaboration with our families and community partners. A positive school culture exists with a targeted emphasis on a school-wide Positive Behavioral Intervention and Supports system. We call our program R.O.C.K.S. The acronym stands for the core characteristics of Respect, Organization, Cooperation, Kindness, and Safety. Our school-wide system enables Turtle Rock stakeholders to consistently promote, teach, and maintain these positive behavior characteristics as we come together from diverse backgrounds to learn. At Turtle Rock we R.O.C.K On!

Our teachers and staff carefully address various learner needs including those of 98 exceptionally gifted students, 55 special education students, 191 socio-economically disadvantaged students and 200 English learners. Our success is in large part a result of our professional learning communities and staff development that link standards, instruction, targeted support and assessment components to student outcomes.

Model Program and Practices

Name of Model Program/Practice: R.O.C.K.S/PBIS

Length of Model Program/Practice: 8+ years

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

Target Population(s): Asian, 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, Implementation of Academic Standards Basics (Teachers, Instructional Materials, Facilities)

Description

The R.O.C.K.S./PBIS program is an essential part of an overarching Multi-Tiered Systems of Support (MTSS) process at Turtle Rock that provides academic, behavioral, and social/emotional support for students. The R.O.C.K.S. site team works in

conjunction with the other members of the MTSS team (the Intervention Lead Teacher, EL Site TOSA, PLC TOSA, school nurse, counselors and administration) to provide integrated wrap-around support services to meet the academic and social needs of our students.

The R.O.C.K.S. /PBIS program was first implemented in 2006 with the goal of reducing negative behaviors and increasing overall student performance. The staff identified five key behavioral characteristics it wanted to explicitly teach to students. The characteristics that comprise the R.O.C.K.S. acronym are Respect, Organization, Cooperation, Kindness, and Safety. The program design has three fully implemented tiers that are monitored by the PBIS team who includes the site principal, the administrative TOSA and the classroom teachers. Tier I focuses on 80% of the student population with general interventions. These interventions include the school's Behavior Matrix, matrix implementation lessons, R.O.C.K.S. incentive tickets and prizes, and positive behavior recognition assemblies. Tier II addresses the needs of approximately 15% of the student body with targeted interventions that include a referral to the Student Study Team process, a Check In/Check Out behavior plan, small group counseling, and an academic intervention program. This tier also includes a restorative justice practice of behavioral self-reflection called a Thought R.O.C.K. Tier III supports the top 5% of students with behavioral needs. At this tier students may be referred for 1:1 counseling with our Elementary Resource Counselor (ERC). The ERC may also provide family counseling and additional referrals for parenting classes. Students at this level may also be referred to the PBIS team for a Functional Behavioral Analysis and a Behavior Plan. Integral to the program is a monitoring system and professional development plan that will allow the program to grow and develop as the stakeholders and their academic, social and behavioral needs change.

The R.O.C.K.S./PBIS program differentiates itself from the the district's program by providing additional opportunities for students to positively contribute to the school climate. We have created a student leadership team that assists in administering the incentive program and in the running of the R.O.C.K.S behavior recognition assemblies. We also have implemented a Jr. Coach program that promotes safe, fair and fun play during lunch and recesses. The R.O.C.K.S./PBIS team has been integrated into the MTSS system, and stakeholders have been included in the support and promotion of this program. Thus, this program greatly impacts our school climate and diverse needs of our students.

Implementation and Monitoring

The implementation of the R.O.C.K.S./PBIS program at Turtle Rock has grown to include participation and input from all stakeholders. Our annual program monitoring process resulted in a 2016–17 recognition by the California PBIS Coalition as a Silver Award Winner for our fidelity to the national PBIS framework.

Each year our administrator, administrative TOSA, teachers and para-professionals implement lesson plans to teach students the expected behaviors in specific areas around campus. These lessons are delivered through engaging presentations that

include staff and students. All staff can recognize positive student behavior by handing out Turtle Tickets which can exchange for motivational prizes. Our Parent Teacher Association (PTA) financially supports the program with funding for prizes. The PTA also has embraced Super T (the PBIS mascot and logo) as well as our R.O.C.K.S acronym. Stakeholders use our R.O.C.K.S branding widely when promoting our school and its programs.

Monitoring components are thoughtfully built into the R.O.C.K.S./PBIS program. The 2016–17 Turtle Rock Hanover Annual Survey indicates that a majority of stakeholders feel satisfaction with the school in areas including inclusion, communication, educational experience and overall sense of safety. Additionally, teachers complete a Self-Assessment Survey that indicates which areas of our PBIS program need to become priorities for professional development. The staff has dedicated staff meeting and staff development time to immerse itself in effective practices to meet the social/emotional needs of students. In addition, the results from a second survey administered to the staff, the School Wide Tiered Fidelity Inventory (TFI), is used for future professional development planning, strategic implementation actions, as well as in the development of the Safe School Plan. Our monitoring process resulted in our recognition for the Silver Award for fidelity to the national PBIS framework by the California PBIS Coalition.

The R.O.C.K.S./PBIS program is differentiated from the district program by offering expanded individual opportunities for student engagement through participation in a student leadership team and a Jr. Coach program. We have also expanded the program by incorporating the R.O.C.K.S./PBIS team into the MTSS system. Finally, families are included in the program through our annual communication to parents, as well as via classroom communications. We view the program as a compact between the families and the school to work together to help student achieve high academic standards and become responsible both at school and at home. We hold all stakeholders to the ideal that we will treat each other with respect and kindness, as well as support the school with good decision-making and a spirit of volunteerism.

Results and Outcomes

Since the inception of our R.O.C.K.S./PBIS program, we have observed quantitative evidence of outstanding academic growth. We believe that R.O.C.K.S./PBIS has been a significant factor in our student's achievements. From 2007 to 2013, our API scores increased 20 points from 955 to 975. From 2015 to 2017, our Smarter Balance performance placed us consistently in the High or Very High range of all State Indicators. In this same period, our EL students scored 95.8, 95.1 and 94.8 points consecutively, placing them in the Very High Level of performance on the Dashboard. Additionally, Students with Disabilities and our Socio-Economic Disadvantaged students' scored 24.4 points and 30.3 points above Level 3 respectively. This places their performance at the High Level on the Dashboard.

Our R.O.C.K.S./PBIS program distinguishes itself from the district PBIS model in that our level of implementation focuses beyond school-wide expectations and onto Tier II and III individualized student interventions. Office referral slips streamline the behavior

program and provide a way of tracking students on both the SWIS Program and through our Aeries student data system. During the 2013–2018 period, the number of referrals for defiance, physical aggression and fighting dropped from 291 to 41. We also correlate our very low suspension rate (0.2%) on the 2017 California Dashboard to the program's focus on responsibility, respect and organization.

Turtle Rock Elementary's R.O.C.K.S./PBIS program is also distinct from the district in that we have a consistent qualitative and quantitative self-reflection process for our teachers and the R.O.C.K.S./PBIS Team. Annually we re-examine our PBIS action plan to make it more reflective of today's priorities. As part of this process, teachers complete a Self-Assessment Survey that indicates which areas of our PBIS program should become priorities and areas for professional development. In addition, the School-wide Tiered Fidelity Inventory, completed by our PBIS team, provides useful information for staff development and community reporting. Finally, we use the IUSD Hanover Annual Survey, which collects data from our parents, staff and children, to determine further school climate areas we need to address. As a staff, we are regularly evaluating policies and procedures to ensure that our current PBIS practices meet the needs of our growing and changing population.

We are proud of the results and outcomes of our R.O.C.K.S./PBIS data. We will continue to R.O.C.K. On at Turtle Rock Elementary!