

Brywood Elementary Model Programs and Practices

School Information

CDS (County District School) Code: 30736506102719

County: Orange

District (Local Educational Agency): Irvine Unified

School: Brywood Elementary

Demographics

Enrollment: 579 students

Location Description: Suburban

Title I Funded: Yes

Type of Program: School-wide

School Calendar: Traditional

Charter: No

Overview

Brywood Elementary School is located in a suburban community in Orange County. Since 1980, the school has served kindergarten through sixth grade students. Today, Brywood serves a multi-ethnic community of 579 students who speak 24 different languages.

At Brywood Elementary School we believe that all students can learn, deserve access to a rich instructional program and have the opportunity to be their greatest selves in an environment that supports intellectual risk-taking. Our students realize their personal and academic achievement goals through the use of growth mindset strategies. The Brywood staff, in partnership with our community, strives to maintain a caring, student-centered environment that makes all decisions that support and optimize student learning. Our staff uses every resource available to support the social/emotional and academic needs of all students. Our Positive Behavior Intervention and Support program is the foundation of support on which we build student effort, ability and self-

esteem. We celebrate student success through our weekly Flag Deck Assembly and S.C.O.R.E. Recognition Program (Success, Compassion, On-Task, Respect, Effort). To enhance the academic program, Brywood's first through sixth grade students participate in visual and performing arts education through the district sponsored Art Program. Fourth through sixth grade students participate in either the Instrumental or Vocal Music Program. Students also have the opportunity to participate in academic team challenges including Math Counts, Elementary Science Olympiad and the American Mathematics Competition 8.

We believe that well-informed parents who are actively engaged in the decision making process through School Site Council, GATE Parent Meetings, DELAC and Special Education Advisory Council relative to their children's education contribute significantly to the success of each student and the school as a whole. The Brywood PTA provides extra programs and activities that give our students that "extra" boost to enrich their learning opportunities. As key partners of our school community, the Brywood PTA also coordinates educational assemblies and programs that align with our school wide character and community building activities.

In 1991 Brywood received the United States Department of Education National Blue Ribbon Award for Excellence in Education. Brywood has been honored twice as an Honor Roll School by the Campaign for Business & Education Excellence for closing the achievement gap. Brywood has also received the Positive Behavior Intervention and Support Bronze Award in 2016 and the Silver Award in 2017 for the staff's effort in implementing core features of the PBIS program.

The Brywood staff works in grade level Professional Learning Communities to analyze data, problem solve, adjust instructional practices and align interventions that will successfully address and close student achievement gaps.

Model Program and Practices

Name of Model Program/Practice: Brywood's Sharing and Caring Program

Length of Model Program/Practice: 2–4 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): American Indian, Asian, Black or African American, Filipino, Hispanic, White, Two or More Races, Socioeconomically Disadvantaged, English Learners, Students with Disabilities

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

Implementation of Academic Standards Basics (Teachers, Instructional Materials, Facilities)

Description

The Sharing and Caring Support System is how the Brywood staff, administration, and parents work in a concerted effort to achieve the district's vision, analyze outcomes and provide our students with the highest quality educational program that supports academic, behavioral and social/emotional support. What makes Brywood's program unique is that since its inception, we have continuously revised our process and practices in order to offer our students a program that is reflective of their needs and supports the whole child. We have aligned resources, staff, professional development, research based programs, and supports to enhance the efficacy of all tiers of intervention. All of our support systems are implemented with fluidity so that as students demonstrate limited progress or mastery, the next tier of intervention can be delivered to support the students regular education program. Initially, we solely focused on behavioral and academic needs. Although progress was being made, it was soon determined that the missing factor was our ability to address the social/emotional needs of our students. With the addition of an Elementary Resource Counselor (ERC) we have increased support for all tiers of interventions.

The Extended Learning Program, taught by certificated teachers, is a morning or afternoon intervention session that supports our general and special education students who are identified as academically at-risk. The curriculum is customized for the needs of the identified students who participate in the program. Students receive small group instruction (6:1) in writing, math, reading comprehension, or phonics/reading fluency customized on their needs.

The core of our behavioral intervention is our PBIS program. The implementation of PBIS allows our staff to work together to determine the characteristics of our school-wide behavior program. Through the process the staff identify expected behaviors, define our "major" vs. "minor" behaviors and develop a better understanding of the function behind the behaviors. Introducing, modeling, and reinforcing positive social behavior is an important part of Brywood's S.C.O.R.E. (Success, Compassion, On-Task, Respect, Effort) program. Teaching behavioral expectations and rewarding students for following them is a more positive approach than waiting for misbehavior to occur before responding.

Our social/emotional supports include our Expedition lunchtime program. Brywood staff provide lunchtime opportunities for students to properly engage socially with adult supervision. Activities include arts and crafts, song, dance, and facilitated free play. Our ERC provides a six week lunchtime "Boys Lunch Club" and "Girls Lunch Club" program for 5th/6th grade students. On separate days the counselor assists with building student confidence and addresses the impact of social media, appearance ideals and how to engage in appropriate social skills.

Implementation and Monitoring

During monthly MTSS Team meetings, the Primary and Upper Intervention Lead teachers share progress monitoring student data for each grade level. As the team reviews data, they can identify the specific academic supports that can be delivered during Extended Learning, daily Response to Instruction lessons, and intervention support that is built into the instructional day. The MTSS Team, with input from grade level PLC's, determine when the plan for the next Tier of Intervention should be formulated and shared with the student's parents. The goal is to continually adjust the individualized instructional program, intervention and supports that allow at-risk students to develop the skills necessary for academic success and mastery of grade level Common Core Content Standards.

Our PBIS Team oversees the implementation of the essential components of PBIS and worked with the staff to identify behavioral expectations for students. This resulted in the creation of our school-wide matrix that identifies what S.C.O.R.E. behavior looks and sounds like as you move about the school. The S.C.O.R.E. program is rolled out to students the first week of school and consists of student created Behavior Expectation Videos for all school locations, a teacher handbook of lessons/activities and a student handbook. Brywood S.C.O.R.E. cards are distributed by staff to students to acknowledge, reinforce and recognize students for S.C.O.R.E. behavior. Students use the S.C.O.R.E. cards to earn entry into Trimester Incentive Parties. The Brywood PTA donates prizes and contributes to the activities of the events. To monitor the effectiveness of PBIS, our PBIS Team meets on a monthly basis to review SWIS data and make adjustments to components of the S.C.O.R.E. program.

Expedition lunchtime program allows for students to self-select participation. When analysis of SWIS data indicates that particular students need behavioral support during recess, they are invited to join Expedition until behaviors decrease. Approximately 100-150 students participate in the 30 minute Expedition lunch program. The ERC provides the MTSS Team with data on the progress of students in the Boys/Girls Lunch Club program. Through review of the data, the topics for the next session of the Lunch Club program are determined. Teachers complete student risk assessments to identify potential social/emotional needs.

Our MTSS team, staff, PTA, PBIS Team and School Site Council conduct an annual data review from multiple stakeholder perspectives to set SPSA and LCAP goals for the following year. Our staff has received training in Multi-Tiered Systems of Support, Professional Learning Communities, Thinking Maps, Write From the Beginning, PBIS - Classroom Interventions and Supports and Understanding Function of Behavior. Academic goals and program components are regularly communicated to stakeholders through staff and SSC meetings, School Handbook, Flag Deck, and weekly Brywood Newsletter.

Results and Outcomes

Our ability to analyze district universal screeners, multiple measures, California Dashboard data, and site data provides Brywood staff a consistent data report to monitor student growth over time and across grades. This gives teachers an initial indication of students who may need additional support or enrichment. This consistency means we have a common tool that facilitates conversations about student performance and serves as one of the multiple measures in determining whether students qualify for any of our site intervention programs. The assessments also provide a snapshot of student performance for targeted and non-targeted student groups, which supports us in leveraging resources by focusing our goals, resources, and diagnostic efforts where they are needed most. As a result, we have utilized our LCFF base and supplemental funding and Title I funding to target the needs of our most at-risk students (H and SWD). We began by creating a plan for Professional Learning in subjects that would improve our strategies for closing the achievement gap. We hired additional instructional assistants to support instruction and reduce group size during Response to Instruction and Interventions. The number of hours for the PE Paraprofessional were increased to allow teachers to be released and meet weekly in PLC's. The increased PE support also allowed for instructional assistants to be released to meet with the teachers they support for increased collaboration and alignment of program goals. In addition, we were able to fund an extra day for our school site TOSA to support and coordinate interventions and monitor program efficacy.

The MTSS and PBIS teams also created a Request for Assistance Form that teachers can use between scheduled Sharing and Caring Days. This form allows teachers to share immediate student concerns with their grade level team and the MTSS team. Should an adjustment to teaching strategies not support the immediate concern, the teams can implement the appropriate tiered intervention program or support service that will address the student's academic, social/emotional or behavioral need.

Qualitative data indicates that the number of students participating in the lunch time program has remained constant with 100 of our students who voluntarily participate in the program. Quantitative data such as PBIS/SWIS shows that behavior referrals in all areas have decreased by 10% and classroom matrix systems have improved classroom behavior. Over the past three years we have provided Extended Learning to 110 students which correlates to an increase in students reaching proficiency on STAR Renaissance ELA and Math. California Dashboard data indicates that our English Learner, ELA and Math scores remain in the blue level. In ELA and Math, California Dashboard Scores have increased by 14 points and 9 points respectively in 2017.