

Country Springs Elementary School Model Programs and Practices

School Information

CDS (County District School) Code: 36676786111710

County: San Bernardino

District (Local Educational Agency): Chino Valley Unified

School: Country Springs Elementary School

Demographics

Enrollment: 615 students

Location Description: Suburban

Title I Funded: No

School Calendar: Traditional

Charter: No

Overview

Country Springs Elementary School, home of the All-Stars, was established in 1994 in the heart of Chino Hills, California. The commitment to success demonstrated by students, staff, and parents has resulted in our being twice named both a California Distinguished School and a National Blue Ribbon School.

A unique characteristic of Country Springs is the baseball theme throughout the school. All classrooms are named after a different baseball stadium and other rooms and offices each have their own unique name. For example, the office is the Clubhouse, the health office is the Training Room, and the multi-purpose room is the Hall of Fame.

The baseball theme is also used for student recognition. The monthly awards are called Most Valuable Pupil (MVP) awards for outstanding academic achievement. Trimester awards are called the Coach's Award (good citizenship), RBI Award (homework), and Batting 1000 Award (attendance). Every Wednesday is "Baseball Day" where all students and staff are encouraged to wear baseball attire, establishing a strong sense of pride to the school.

At Monday morning assemblies, students review PBIS school-wide expectations and what it takes to be a Country Springs All-Star: Be Safe, Be Respectful, and Be Responsible. Students are taught what an All-Star looks like and/or sounds like in a variety of circumstances to instill that being an All-Star will lead to success. Students take pride in being an All-Star and supporting their peers in appropriate All-Star behaviors.

Country Springs places an emphasis on visual and performing arts throughout the curriculum among all grade levels. The California Common Core State Standards (CCSS) are utilized as the foundation to incorporate the arts in learning. A greater sense of excitement, a higher self-esteem among students, and a stronger academic performance is gained by incorporating visual and performing arts.

Country Springs is home to three self-contained classrooms of students with special needs all with a primary disability of autism ranging from grades 2–6. These students receive instruction in this Special Education setting with opportunities to be included with general education peers throughout the school day. Country Springs also has a Specialized Academic Instruction (SAI) program, an Occupational Therapy room, a strong English Language Learner (ELL) program which supports the sixteen different languages/dialects spoken by our students, an intervention teacher to support struggling students in English-Language Arts through Multi-Tiered Systems of Support (MTSS-A), a part-time behavior counselor who works with identified groups (MTSS-B) and an instructional coach to support teachers with implementing effective instructional strategies with the CCSS and the NGSS.

The school community takes a great sense of pride in making all services and experiences provided to each student each school day focused on learning that will enable all students to be college and career ready.

Model Program and Practices

Name of Model Program/Practice: Positive Behavior Intervention and Support

Length of Model Program/Practice: Less than 2 years

Target Area(s): Education Supports, Parent, Family, and Community Involvement, Professional Development

Target Population(s): American Indian, 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

Description

In adopting the PBIS system we have modified our reward and consequence system to be in line with PBIS and our schoolwide baseball theme. An essential element to increasing desired behaviors is our frequency used recognition program (Trading Cards). These cards are now imprinted with our three schoolwide expectations and staff explains for which behavior the student is being recognized and marks it on the Trading Card. The cards provide motivation for students to demonstrate desired behaviors, promote positive relationships between staff and students, and reinforce specific positive praise for the students who are demonstrating the schoolwide expectations. Our consequence slips (Strike) is also imprinted with our three schoolwide expectations and, just as with the Trading Cards, staff explains the behavior for which the strike was given and marks this on the Strike. Parents are expected to sign and return a copy of the Strike.

The essential resources for PBIS are PBIS posters and matrices as well as the PBIS Team. If you were to walk on campus you would see PBIS Posters with the behavior expectations for each area (i.e.: Hall of Fame, Press Box, Field of Dreams, etc.). We currently have a PBIS team that includes a parent representative that meets regularly during minimum days to discuss our action plan and next steps. Our PBIS team, along with staff input have created PBIS matrices for students and staff to refer to while around campus. The collaborative PBIS meetings allow for data analysis, monitoring of effectiveness of the program and the planning of professional development activities for our school staff. Country Springs is very fortunate to have staff who fully believe in the PBIS system. After PBIS team meetings, information is shared with staff during our Professional Learning Communities (PLC) and/or monthly staff meetings. All staff members are able to provide feedback and request assistance on implementing the program in their classroom.

The goal of PBIS is to decrease problematic behaviors and shift the focus to rewarding desired behaviors which would improve academic outcomes for all students. The common language and behavioral expectations are schoolwide ensuring that all students are aware of what behaviors are acceptable for different areas around campus. All staff has been informed and trained on how to implement redirecting/reteaching desired behaviors, when to assign a consequence (Strike) and when to recognize desired behaviors (Trading Cards). The common language used by all staff assists with all students knowing that all staff holds the same expectations for everyone on campus. Such expectations have been explicitly taught with examples of desired behavior in and out of the classroom on a regular basis and at our PBIS Kick-off. This shared system has been adopted by staff, communicated to parents and practiced by students.

Implementation and Monitoring

Parents are engaged in PBIS by having an active parent representative present at PBIS Team meetings. We held a parent information night regarding PBIS informing parents about the implementation of the program. At this meeting we addressed questions and

concerns. Parents were invited to participate in the schoolwide PBIS Kick-off event as volunteers, rotate to station areas with classes, to learn about the expectations across campus. Recently, we've improved our methods for communicating PBIS improvements and receiving parent feedback by including PBIS in our School Site Council and PFA meeting agendas. To receive student feedback, we've included PBIS updates and reviews into our Safe School Ambassadors (SSA) and our student council meetings.

The PBIS team regularly communicates with school staff about the program to keep staff informed and address any questions and/or concerns. The PBIS team has worked together to ensure that the program is effective by completing multiple internal Tiered Fidelity Inventory (TFI) Walk Throughs as well as an external TFI. These are done to monitor fidelity of the program. Data from the TFI's is examined and this data provides information for our next steps. Information from the TFI's is shared with school staff so we can collaborate on ensuring that the program is implemented with fidelity to warrant positive steps toward the systems goal. Most PBIS communication is shared at PLC and/or staff meetings where time is allocated for feedback and professional learning development activities.

The Tiered Fidelity Inventory (TFI) is an assessment used to evaluate the fidelity of PBIS implementation across campus. The PBIS team conducts observations in classrooms to assess the accuracy of staff utilizing the common language, recognizing positive behavior, clear and specific feedback and responding to problematic behaviors. After each classroom visit the PBIS team discusses their observations before recording data from their task sheet. There is an analysis of classroom observations and staff and student interviews that is discussed before creating an action plan. This data and action plan steps are shared with staff at PLC's and Staff meetings to communicate the progress and receive feedback. This school year we've had two internal TFI's and one external TFI with an outside influence to assist in assessing fidelity.

Trading Cards can be exchanged weekly by students for a pencil (5 cards) or a restaurant certificate (25 cards). Strikes are on NCR paper and a copy is recorded by the PBIS team for later analysis.

Results and Outcomes

Data from the TFI and data from the recognition/consequences (Trading Cards/Strikes) are used to evaluate PBIS in relation to student outcomes. Student interview data and Strikes are calculated and analyzed for our action steps toward improving the system for student outcomes. Location of Strikes is analyzed and this data is used to reteach/reinforce the schoolwide expectations for areas of the highest number of Strikes the previous week and month. Reteaching is done by the classroom teacher and reinforcing of the area expectations is done during our Monday Morning Assembly. Feedback from stakeholders and data from the TFI demonstrate positive results for student outcomes. Country Springs is near achieving Silver status within our first year of full implementation of PBIS. Results of collected data is shared with staff at PLC's and/or monthly staff meetings where program improvement can be celebrated, issues and concerns are addressed in the form of an updated action plan. Country Springs

staff works collaboratively to review each step of PBIS implementation for success. With stakeholder buy-in we are driven to make PBIS a success at Country Springs.