

Sandpiper School Model Programs and Practices

School Information

CDS (County District School) Code: 41688666114771

County: San Mateo

District (Local Educational Agency): Belmont-Redwood Shores Elementary

School: Sandpiper School

Demographics

Enrollment: 565 students

Location Description: Suburban

Title I Funded: No

School Calendar: Traditional

Charter: No

Overview

Sandpiper School is in the Belmont-Redwood Shores School District, which serves Kindergarten through 5th Grade students in the City of Belmont, Redwood Shores, as well as portions of Redwood City, San Carlos, and San Mateo. Sandpiper School is located in Redwood Shores (Redwood City) on the peninsula south of San Francisco, and east of Highway 101. It is one of six elementary schools and one middle school in the Belmont-Redwood Shores School District. Sandpiper serves 565 students in 22 general education classrooms, as well as the Learning Center Program (RSP/SDC).

Vision Statement

Sandpiper School is committed to working with our community to provide a high-quality educational program that allows students to meet their academic potential in an environment that inspires a love of learning. Students will develop a strong work ethic, exhibit high self-esteem, learn self-management skills and accept responsibility for their actions.

Mission Statement

Sandpiper School is a community of learners in which every person is well known and honored for their individuality. Students conduct themselves with pride, exhibit the highest standard of behavior, and demonstrate personal initiative in their education. Our school works with the community in a spirit of unity and mutual respect to promote excellence in the learning environment. Decisions center on the needs of children to provide a challenging integrated educational program that emphasizes creativity, innovation, and flexibility. Graduates possess the skills and knowledge to be successful in an interdependent world. More importantly, we have inspired students to be life-long learners.

Sandpiper School attends to the whole child. By working together to support our students' academic, behavioral, and social-emotional growth, we advance their love of learning, their ability to self-regulate, and their sense of well-being. We engage families and community partners while aligning initiatives, resources, and supports across the school, grades, and classrooms. We use student assessment and teacher collaboration to continually enrich and deepen standards-driven classroom instruction. We also cultivate rigor and meaning for all students using Universal Design for Learning principles for instructional planning and thoughtfully selected instructional materials. Most importantly, we strive to foster positive and inclusive environments for learning through Positive Behavioral Intervention and Support (PBIS).

Model Program and Practices

Name of Model Program/Practice: Positive Behavioral Interventions & Supports

Length of Model Program/Practice: 2–4 years

Target Area(s): Chronic Absenteeism and Dropout Prevention, Education Supports, Parent, Family, and Community Involvement

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, Data-Driven Decision Making, Social/Emotional/Behavioral Support

Description

PBIS at Sandpiper is a multi-tiered approach to building site-based systems that address student social, emotional and behavioral needs. We are distinguished from the district's model because we follow the PBIS framework with fidelity for teaching students expected behaviors, acknowledging expected behaviors, and identifying students who are in need of extra interventions and supports. Our Tier 1 work begins with teaching all students the school-wide behavior expectations of Be Safe, Be Tolerant, Be Accountable and Be Respectful, and how those expectations look in locations

throughout campus. Students who demonstrate the expected behaviors are acknowledged with STAR cards, which are used as reinforcers in the classroom and at weekly school assemblies.

Sandpiper adopted the PBIS framework because we believe that supporting positive social behavior is essential for students to make academic gains. We have students on campus who are academically on track, but they need behavioral supports and interventions in order for them to be successful in the school setting. PBIS was adopted because it aligns perfectly with our current SST process and it fills the need of having a framework for supporting student behavior. This practice is distinguished from the district's model because we actually have a functioning SST Tier 2 team that meets 1–2 times per month to discuss students with academic and behavioral challenges.

The needed resources for PBIS were staffing, training, time, and funding. A team was developed consisting of the principal and grade-level teacher leaders and they attended three years of paid training from the San Mateo County Office of Education. Behavior Intervention Manuals were purchased for every classroom teacher and token incentives were purchased for the students. The PBIS team meets 1–2 times per month and they present at staff meetings to solicit staff feedback and create buy-in for program implementation.

The anticipated outcomes in relation to students, parents, and the community is a positive school culture and climate, a strong school community, and behavior targets that are endorsed by students. The anticipated outcomes in relation to teacher development and support is learning evidenced-based strategies for reinforcing prosocial behavior and more time for academic instruction. PBIS benefits all students by systematically teaching behavior expectations and facilitating positive interactions with students, which helps them feel more connected to school. It benefits unique student populations because it offers Tier 2 or Tier 3 strategies for students who need another layer of support, such as behavior support plans or a check-in/check-out (CICO) system. It benefits students with social-emotional and behavioral needs because the programs main tenants focus on prevention of unwanted behaviors, teaching positive social expectations, and acknowledging positive behavior.

Implementation and Monitoring

Stakeholders are being engaged in the PBIS model in a variety of ways. Teachers receive weekly PBIS tip emails from the PBIS team to support them with implementation reminders. The weekly tips also become focal points when administrators walk the campus as evidence of PBIS implementation. The PBIS team elicits feedback from teachers at monthly advisory and staff meetings, and parents are asked for feedback at PTA meetings. Parents are also asked to engage in a variety of events, such as school day Principal Coffee Chats and evening Ed Nights, on the topics of PBIS & positive school discipline. This practice is distinguished from the district's model because our PBIS team and regular staff are 100% mutually invested in the success of the PBIS program and the outcome for students.

PBIS is communicated to the learning community using the STAR Behavior Matrix and behavior expectation posters that are in every classroom and at various locations around campus. The behavior matrix is taught to every student at the beginning of the year, and it is retaught with “booster lessons” after extensive school breaks, such as Winter Break. We also have assemblies every week with time is set aside to acknowledge the student body for positive behaviors, acknowledge STAR card winners, or to reteach specific behaviors, as needed. We also try to include students in how they want to show support for PBIS on campus. For example, our 6th graders are working on creating assembly videos that reinforce behavior expectations in the major problem behaviors.

PBIS is communicated to parents at Back to School Night each year, and current information is regularly updated on the school’s website and in bi-weekly PTA newsletters. Special events are organized for parents to strengthen community engagement. Parents have reported that they feel more connected to what’s happening at school and they are even trying to utilize the PBIS model to support student behavior at home.

PBIS has given teachers greater capacity to handle behavior incidents in the classroom while maximizing classroom instructional time. Teachers are able to quickly determine what is a teacher-managed behavior and what is an administration-managed behavior, and students are observed to spend more time in class focused on learning activities. The PBIS program has also built capacity among our support staff who can now address behavior concerns in the same manner as the credentialed teachers.

In order to evaluate the effectiveness of instructional learning activities, all behavior data from Office Discipline Referrals is tracked and entered into SWIS, which is a web-based information system that collects and analyzes data. Our staff uses the SWIS student behavior data to identify trends and identify steps for site-based decision making. SWIS data is presented to staff every other month and we discuss trends of maladaptive behaviors, as well as how to increase the occurrences of expected behaviors.

Results and Outcomes

PBIS results show a positive correlation between implementation and reduced Office Discipline Referrals. After initiating PBIS, 99% of our student population have received 0–1 ODRs, meaning the majority of our students are demonstrating expected behaviors. PBIS results also show a positive correlation between implementation and a positive school climate. According to the California Healthy Kids Survey, 93% of Sandpiper students feel happy and safe at school. Also, 83% of our students feel like they are a part of the school and have caring adult relationships. Evidence shows that a direct correlation exists between our increased PBIS implementation and positive, successful learning outcomes for all students. This is distinguished from the district because students at non-PBIS school report 83% of students feel happy and safe at school, and only 68% feel like they have caring adult relationships.

Since initiating PBIS, there have been marked improvements in academic performance and student reported social-emotional health over the last three years. California School Dashboard shows students are performing 77.6 points above level 3 in ELA (13.7 point increase), and 75.2 points above level 3 in Math (10.9 point increase). English Learner Progress is very high at 94.7% (2.2 increase). Suspension rate is very low at 0.2% (0.6 decline). Overall, PBIS successfully supports our Tier 1 students with 80% accuracy or better.

We are tracking five Tier 2 students using daily behavior goals, and 80% of the students are responding positively based on the percentages of 73%, 76%, 78%, 82%, and 90%. We are also tracking three Tier 3 students with behavior intervention plans (BIPs), which are revised multiple times throughout the year to ensure students are continuing to positively respond. Two out of three students are positively responding, while one of the student's responses are inconsistent. This is distinguished from the district's model because only two other school sites have a Tier 2 team, and no other sites have a Tier 3 team.

PBIS program results are used for continuous program improvement. The staff regularly looks at SWIS data using the Team-Initiated Problem Solving (TIPS) rubric to determine if there are behavioral trends that need addressing. Teachers and administrators also analyze student behavior to determine if the problem is a student issue that needs to be addressed (Tier 2 intervention) or a systems issue (Tier 1 evaluation of systems).

PBIS supports the recognition and encouragement of desired behaviors for targeted and non-targeted student groups. PBIS is successful due to its tiered approach and being universally accessible for 80%–85% of students, and it also includes supports for students with mid and high range needs for behavioral supports. Research suggests that kids need to observe five genuinely positive interactions for every one negative interaction in order to trust the school environment and feel supported by the adults.