

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Ms. Molly Jo Alaimo
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Yick Wo Elementary School
(As it should appear in the official records)

School Mailing Address 2245 Jones Street
(If address is P.O. Box, also include street address.)

City San Francisco State CA Zip Code+4 (9 digits total) 94133-2207

County San Francisco

Telephone (415) 749-3540 Fax (415) 749-3543

Web site/URL https://www.sfusd.edu/school/yick-wo-alternative-elementary-school E-mail alaimom@sfusd.edu

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Vincent Matthews E-mail matthewsv@sfusd.edu
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name San Francisco Unified School District Tel. (415) 241-6565

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Mark Sanchez
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 64 Elementary schools (includes K-8)
 - 13 Middle/Junior high schools
 - 12 High schools
 - 0 K-12 schools
- 89 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	27	15	42
1	19	22	41
2	19	25	44
3	21	20	41
4	19	24	43
5	18	16	34
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	123	122	245

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 37 % Asian
 - 1 % Black or African American
 - 10 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 30 % White
 - 22 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: 4%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	8
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	3
(3) Total of all transferred students [sum of rows (1) and (2)]	11
(4) Total number of students in the school as of October 1, 2018	245
(5) Total transferred students in row (3) divided by total students in row (4)	0.04
(6) Amount in row (5) multiplied by 100	4

6. Specify each non-English language represented in the school (separate languages by commas):
Chinese, Spanish, Italian, Vietnamese, Russian, Korean

English Language Learners (ELL) in the school: 10 %
24 Total number ELL

7. Students eligible for free/reduced-priced meals: 33 %

Total number students who qualify: 82

8. Students receiving special education services: 10 %
25 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|------------------------------------------------|
| <u>10</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>4</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>10</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>10</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 1

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	11
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	7
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	7
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 22:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	95%	95%	96%	96%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2019.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

Yick Wo fosters lifelong learning by providing enriching academic, social, emotional, and technologically artistic and physical development experiences to every student.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III - SUMMARY

Yick Wo is a magical little school in the heart of the North Beach/Russian Hill neighborhoods of San Francisco. Walk down our brightly colored hallways, filled with student work, and you will hear various languages and see students of various backgrounds. You will also see and hear parents engaging with teachers and one another, talking about upcoming events or other matters that involve their kids. Our small size is a huge advantage for us because it allows us to build community and really get to know one another. Teachers and staff have close relationships with their students and one another.

We believe in educating the whole student at Yick Wo which means making sure our curriculum is rigorous and embedded with many supports and providing ample opportunities for students to show their talents in creative ways. We offer hands on learning in the form of projects and also the work in our outdoor garden and in art and music. We collaborate as a school to engage students in STEM projects twice a year. This fall, students engineered their own robot designs. We offer extra programs after school like Spanish club, keyboarding, and theater, just to name a few. We aim to offer something for everyone.

Every year, we have a multicultural fair to showcase and learn about the diverse backgrounds of our families. This gives students a chance to show their pride and engage the whole family. Our older students lead student council programs and take charge of our annual carnival which brings in all our families for fun and games. Our younger students take pride in harvesting our garden and taking care of our outside classroom areas. We try to provide every opportunity possible to give students a choice, and a voice at Yick Wo.

Our small size makes us unique and it also forces us to band together to make sure we have enough support and funding to protect our coveted programs like art, PE and our outdoor garden program. Our community works hard together and collaborates to help give our students what they need to succeed.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

At Yick Wo, we believe that knowing our students and families is at the heart of how we can guide them to success. We cater to strengths and we avoid a deficit approach model. Our students are bright and have lots of opinions and thoughts and so we engage them in their learning goals. We specifically made a focus on this this year. We know that when students have a voice in their learning objectives, they are more motivated to achieve.

We know that common core standards challenges students to think more deeply and critically and so we provide ample opportunities for students to express their learning through writing, projects, and sharing aloud. We also make sure to build in differentiation and if needed, interventions, to support our struggling students. We believe in a three tiered model of differentiated instruction where we provide level 1 support within the classroom in various ways. When needed, students can be pulled for intervention, or a specialist might push into the class to support. At level 3, we have strategic supports for our students with IEPs.

Teachers and staff provide feedback, they don't criticize, they encourage, instead of judge and they go above and beyond to make sure students get the support they need. Using standards as guidelines, we strive to teach to the whole child.

1b. Reading/English language arts

For literacy, our school uses the district adopted program, Lucy Calkins' Units of Study. This is aligned with our common core learning standards and this workshop approach is rigorous and yet meets students at the level they are at. In writing, we focus on the process, and building our writing, versus a completed, perfect looking final piece. This allows students to learn to develop their writing, make revisions and learn from their mistakes. In the upper grades, we have begun using google education apps to help in the writing process to motivate and engage writers. In reading, students are challenged to read books at their reading level and use self monitoring practices to push themselves. They are asked to think deeper into the text. Our workshop model for literacy really lets kids think depth, versus breadth, in their learning so they can become more critical thinkers and develop a growth mindset in their approach to literacy. Students are encouraged to see growth, rather than this perceived "A" grade. This differentiates learning organically in a way where students aren't "labeled" or standing out in any way.

Workshops follow a specific structure which includes word work, a mini lessons, the workshop itself, where students practice the lesson objective for that day, and also includes an interactive read aloud. This is a rigorous type of read aloud in which teachers read books at slightly higher level texts for kids to model how they navigate complex text. This is all aligned with the new common core standards. Students can expect this structure year after year which makes them feel more confident as they know what to expect.

Formative and summative assessments are used both at the district level and just within classrooms. Teachers conduct running records throughout the year and engage in 1:1 workshop conferencing to meet with students, assess their learning and develop new learning goals alongside their students. We encourage students to "publish" and share work whenever possible whether in small groups, conferences, or in their peer meetings.

1c. Mathematics

When common core came around, districts really had to scramble to find a program that met these standards. Our district took it a step further and co created their own units using a variety of different programs. Some included pieces of Engage NY and others were created by grade level teacher leaders themselves in our district. The district then rolled out a comprehensive curriculum for grades K-5.

In our math program, students are encouraged to think deeply, explain their reasoning, and try various ways to solve problems. They show their work using diagrams, stories, and numbers. This makes the learning more interactive, and differentiated. We supplement our math curriculum with computer programs such as IXL and Freckle. Students are more engaged when they have the opportunity to practice math in the computer lab.

Math lessons also follow a structure including some type of review, mini lesson, and independent work time-this is where teachers will pull small groups or work with students 1:1 to support them. This tiered support is in every classroom. We also make sure that grade levels are teaching the same thing to encourage collaboration with the math curriculum. Teachers use students exit tickets to assess learning as well as other assessments. Our math milestones are given by the district and challenges students to use one word problem to solve a variety of questions, forcing students to think deeper.

1d. Science

Students engage in various science activities and lessons designed to address the Next Generation Science Standards (NGSS). We use the district adopted curriculum, Amplify, to teach students science content in a way that encourages inquiry and questioning. In addition, classroom teachers use Mystery Science to supplement their lessons to support learners who need more visuals or simplified ways to access content. Our K-3 graders get outdoor science education through their time in the garden with our gardening teacher. Here, they learn about weather, plants, food chain, etc.

Students also get opportunities to study science in the real world during field trips. For example, our 5th graders go on a three night overnight to a nearby state park area and learn about local plants and wildlife, conservationism, farm to table, geology, biology and much much more! Finally, every year, our school engages in a school wide STEAM project to challenge our minds. This year, we designed robots and students had a chance to use their creativity and innovation to address science standards. Science is integrated in with other subjects as well, for example writing.

1e. Social studies/history/civic learning and engagement

From grades K-5, our social studies curriculum is robust and feels like a visit between learning about our past in a way to understand our present. We study local communities, all the way to our country's history. At the younger grades, student learn about close community agencies and how communities work. It sets them up for 3rd grade where they visit our local history and study the Ohlone and other Native American Tribes. They learn about local Bay Area History. So from K-3, students gradually gain a winder understanding of who we are and how we came to be presently.

The upper grades take this a step further and go into American History as a Nation. Understanding how the explorers impacted people, past and present, all the way to how our democracy was founded after The American Revolution. Our curriculum reads like a story and students get a chance to experience it all through videos, reading, projects and much more. Teachers integrate social studies as well into writing and other subjects.

1f. For secondary schools:

1g. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

At Yick Wo, we strive to educate the whole child. This means giving all our students ample opportunities to shine in many other curriculum areas. We are fortunate to have a strong PTO that supports many of these programs. Without our PTO, we would not have them.

For example, our visual arts program, serves all students in grades K-5 and encourages innovation, creativity

and the outlet to make mistakes! Our art teacher collaborates with classroom teachers to design lessons and projects that are not only engaging to students but aligned with our common core standards. Art is a subject that brings our community together- it often brings in many parent volunteers, we we auction off a lot of the work students create at our annual auction.

In addition to the visual arts, students in grades K-3 have music once a week where they learn everything from basic notes, to musical history, rhythm and beats! Our 3rd grades also have the opportunity to learn the recorder. Our 4th and 5th grade students get to choose an instrument and they spend 2 years learning how to play. We have students who play flute, trumpet, clarinet, trombone, violin, and cello! All students participate and learn, no matter what skills they come in with.

Being active and engaging in movement is crucial for our Yick Wo students. We offer 2 PE programs, one from the district and one funded through our PTO. The PE programs provide lessons on having healthy bodies and minds, teaches them games in a non competitive way and helps kids manage conflicts. We push activity, not sports. We encourage everyone to participate in the activity and to try new things in PE.

We also have a thriving outdoor gardening program where students not only plant and harvest vegetables and herbs in our garden, but they learn about nutrition, and the process of bringing food from the farm to the table. Our students really benefit from this because they can connect this to their own lives at home and teaches them to appreciate the nutritious food that is given to them at school or at home.

Yick Wo students love computers and they love to read! So we are working on building out digital library, offering more 1:1 chrome books for the upper grades and supporting a more comprehensive technology and library program. Students go to library once a week and depending on grade level, either participate in interactive read aloud, or work on research projects. This is an area that we are beginning to grow and Yick Wo.

All these programs support educating the whole child at Yick Wo. Our students really shine and thrive when they creative, build, play and discover!

3. Academic Supports:

3a. Students performing below grade level

Yick Wo follows a three tiered approach to intervention and support for students who are struggling. We first make sure teachers are trained and equipped to provide as much resources and scaffolds in the classroom as possible. This could include, but it not limited to, preferential seating, small groups workshops, anchor charts, modifying workload for certain students, and much more. If a student is still performing below grade level, we will conduct additional assessments to see what the needs are and we bring in our SAP team (Student Assistance Program) to decide how to support the student. This team is made up of our school social worker, school psychologist, special ed teacher, literacy coach, and the principal. The classroom teacher will come to a meeting to discuss his/her concerns about a student and the team works together to find support. Sometimes that might mean the student is seen in level 2 intervention and is pulled out for targeted instruction, or if needed, we might suggest assessment if we think a tier 3 approach, with an IEP is needed.

3b. Students performing above grade level

This is where teachers collaboration with parents is crucial. A lot of times, kids won't tell a teacher if they are not feeling challenged enough so we rely a lot on communication with parents to find this out. Our teachers and staff are flexible with assignments and will create more challenging work for students who need it. In addition, teachers carry out lots of creative projects and push students thinking and learning in class to always go beyond. This is embedded in daily lessons and so many students get that extra push that they need.

We also recognize that while some students might be performing above grade level, they might need support

with independence, or executive functioning skills so we might work on that. Students and families work together with teachers to build resources and support that is appropriate for each student. That is one of the advantages of our small school. Once again, it goes to show that we know our students, and we work with them to build the best learning experience for them.

3c. Special education

Here at Yick Wo, we have 2 autism focused special day classes. One for K-2, and one for 3-5. Our students require talkers and a class size ratio of 2:1. The IEP team at our school, which includes the classroom teacher, speech pathologist, occupational therapist, physical therapist, school psychologist, behavior specialist the principal and the parent, work closely together to build IEP goals that help our students grow and learn at their level. We meet many times throughout the year to check on goals and implement behavior plans. We have 5 1/2 paraprofessionals that are in the classroom to support the students as well and they are trained to know their students and support them with care and professionalism.

In our general education classes, we also have students with IEPs. Our special education teacher is the case manager for these students and works closely with the classroom teachers to create IEP goals that are appropriate for each student. He also works with 1 1/2 paras daily and they support in classrooms or pull small groups. At Yick Wo, we know that all our special education students are general education students first and so the classroom teachers are involved in every step of supporting their students, as is the parents. The IEP team here, which is the same as above, only this time including the gen ed teacher, collaborates and meets often to discuss best strategies and practices to support students with IEPs.

3d. ELLs, if a special program or intervention is offered

Our ELL population is the largest student group/program. Our ELL students receive daily designated English Language Development lessons from their classroom teacher using a district adopted program that includes daily lesson plans designed to support language development. In addition, students have access to embedded ELL support in class. For example, teachers might pull students during writing and give them sentence frames or starters, or produce vocabulary walls for students.

In our intervention groups, if we find that one of our ELLs is reading significantly below grade level, we will often put them in a tier 2 reading intervention group as well to help boost their reading levels. In our ELAC meetings, it was asked by our ELL parents that we provide an additional computer resource for our ELLs and so our site purchased a reading program that supports comprehension, vocabulary, and writing- all areas our ELLs need support with. We continue as a site, to assess our ELL programs and supports. We know that compared to their counterparts, they are scoring lower in standardized assessments. However, we also know they are some of our hardest working students. We encourage our ELLs to take leadership positions, speak in front of our community at assemblies or morning announcements. This builds confidence and shows our community that we value other languages and ALL our students.

3e. Other populations (e.g., migrant), if a special program or intervention is offered

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Yick Wo Elementary is a small school, charmingly nestled at the bottom of a hill, surrounded by the historical neighborhood of North Beach in San Francisco. Our tight-knit community is at the core of what we offer our students. In a big city, with modern day complications, our students come through the doors of our school into a safe and supported atmosphere. They are recognized and known, each child different and each child special.

We are a community that embraces the whole spectrum of our student body. With eleven general classrooms spanning six grades, multiple languages spoken, and two Special Day Classrooms, we have a diverse and robust student community. At our foundation, a strong team of teachers- some with decades of teaching experience behind them- all collaborating together, sharing ideas and creating learning opportunities for the students.

Our small size makes us nimble, able to adjust and support specific student needs, all the while keeping firmly anchored in the greater picture of learning success for all. A strong basis in academics is rounded out with classes in outdoor education, dance, music, art, and physical education. A child exposed to many different ways of thinking- from the tactile to the theoretical, from academic articulation to artistic expression- can evolve into a self possessed citizen capable of individual thought.

The spirit of inclusion leads the way in all events held within our school. We encourage the celebration of every tradition, religion, passion, and interest in our community. Each event creates a layer of exposure that is built upon. Every child has something to share. With a complex future facing our children we believe the assimilation of difference, the respectful honoring of contrast, gives our students an open mindset as they continue to grow and move through life. A critical foundation of compassion and consideration has been laid.

A student may spend six years of their young lives at Yick Wo. With every school event, field trip, playdate, and bake sale the connection and relationship strengthens the bonds between faculty, parents, and the students. Our school is the vital first step outside the home, the first community to support the process of our students learning the world and the person they wish to become.

2. Engaging Families and Community:

Yick Wo is gifted with a diverse and highly engaged community. The basic tenets that strengthen the relationship - trust, respect and empathy can be seen across interactions between the students, the parents, the teachers, and the staff. Like most schools Yick Wo is connected through a balance of physical and digital experiences which encourage both, community level engagement as well as one of one interactions.

The two governing bodies at the school, the PTO and the SSC have an engaged group of parents that gather continuous feedback from students, teachers and families to ensure decision making is centric to these stakeholders' most important needs. Critically, with Yick Wo being an English Learner School - the ELAC committee plays a crucial role in bridging the gap between families that require language support through weekly check-ins and representing that cohort at the PTO and SSC.

Konstella and emails are the primary digital platforms for communications between the community and the school. The SSC also uses google forms to get a pulse on the community through an annual survey - this year we saw that participation jump to over 40% response rate.

In person the school has monthly SSC and PTO meetings which are more formal opportunities for the community to engage. In addition to that - activities like Panda Chase (put together by parents), the Spring Carnival (put together by the student body and teachers), Cultural Day (hosted by ELAC) are examples of how the school ensures student engagement and growth. The school also encourages celebration of cultural

events like Diwali (the Indian festival) or participates in the Chinese New year parade which helps build awareness, respect for cultures and diversity.

Another example of this collaboration resulted in a thriving Urban Gardening program which is now offered to grades K-3. A few years ago the stakeholders decided that the small plot of muddy ground at the school which was mostly underutilized be converted into a working garden. Soon, the idea evolved with support from the principal and parent community into a small grant for raw material and seeds. Yick Wo's little garden is helping kids learn about the plant ecosystem, they are learning about snails and beetles and caterpillars while harvesting the strawberries or tomatoes for their fresh salad that day. You can hear them giggle, see them play with mud while teachers appreciate the hands-on science kids are now learning.

We also partner with nearby community programs like the Chinatown YMCA and Tel High, who provide before and after school care and various enrichment programs for our students. By partnering with these neighborhood non profits, we feel a unique sense of community. In addition, when planning fundraisers, we also support local businesses. We have partnered with two nearby restaurants to raise money for our PTO while also bringing them business.

Our school and community continues to grow keeping the whole child's education and well being at the center of it all. You can see a reflection of that in the smiling faces that walk through the door every morning ready for that assembly and day full of curiosity.

3. Creating Professional Culture:

In order for us to maintain a culture where we are student centered, it's imperative that teachers feel valued and heard. One way we do this is by co-planning as a staff the professional development plan for the following year. We take feedback and adjust our plans. For example, this year, teachers wanted to use our spring PD time to really develop our PBIS program at our site. This wasn't our original plan but based on the trainings that teacher leaders were attending, and looking at the needs of our school, we were able to shift our plans.

Teachers also are able to spend a portion of our all staff meeting time to discuss their own updates. Site principal heard that there was a need for this and supported this in the agenda. The Principal encourages teachers to take on leadership roles such as lead PDs, facilitate various committees, and so on. When teachers go above and beyond to practice their craft, plan, or design instruction that goes beyond their time, the site leader approves additional hours for them to be paid in recognition of their dedication.

Parents play a huge role in showing appreciation towards the teachers and staff. They do so by volunteering and helping out, supporting field trips and other school events so that it doesn't fall on the teachers or staff to do these. This is another example of how our entire community works together to support one another. This support and trust has led to school climate survey results where teachers reported feeling valued at our site.

4. School Leadership:

"There is no I in team" is a good way to describe the leadership philosophy at Yick Wo. Cheesy, but accurate! Decisions that directly affects students are made in the most collaborative way possible. One of our advantages of being so small is it opens up many organic ways of collaboration. Whether it's an informal chat in the hallways, an email from our room parents, or a formal joint PTO/SSC meeting, we strive for information to be accessible to all so that informed shared decision making can take place.

Transparency, clear communication and collaboration are at the heard of decision making at our site. For example, this year we implemented the first ever community meeting when discussing our current budget status as the first step for showing our data and how we make decisions at Yick Wo. This meeting was designed and facilitated by the principal, PTO board members and SSC members that includes parents and staff members. The principal shared the numbers and and other school data so that everyone at the community meeting was on the same page and had the information needed to brainstorm plans for next year. At the end, the principal was transparent in outlining what would happen next in the decision making

process. The instructional leadership team, made up of staff, and the SSC made up of staff and parents worked in tandem with the principal to analyze our student achievement data, and make decisions for next year based on that data and the feedback from other stakeholders.

Staff members and parents also take on leadership roles in the PTO, SSC, and also in in our instructional leadership team. Whenever possible teachers and staff are encouraged to lead meetings, professional development and other activities at school. This shared leadership is one of the many things that makes Yick Wo unique and is evident when you spend some time with our small community!

PART VI - STRATEGY FOR ACADEMIC SUCCESS

At Yick Wo, our small size has fostered many connections and relationships between all our stakeholders. This has allowed us to put into practice a powerful practice to meet students' needs: collaboration. Teachers meet weekly in their grade levels to analyze student work and decide on effective strategies, parents and staff members meet regularly in the hallways, during meetings, through emails, phone calls, bumping into one another at the park on the weekend. We hold staff meetings and PDs and other check ins, both formal and informal to discuss students. When a student is struggling, a team of people, the parent, teacher, school social worker, principal, etc. come together to hear the struggle and co-plan solutions. This collaboration brings out everyone's skills and assets so we can truly serve our community.

Various committees, made up of parents, staff, principal and teachers, brainstorm plans together around all our school issues whether it's PBIS strategies, budget decisions, or data analysis or even what to get our amazing secretary to show our appreciation! By sharing our knowledge and skills with one another, we all continue to learn to grow and learn. We know that no one person knows it all or carries all the knowledge and power. Collaboration truly is at the heart of who we are.

Our students benefit the most when we collaborate. Instead of one mind who help them, they get many. They also benefit because when we, the adult stakeholders, model collaboration, we are instilling that value and skill in our students. Students are always at the center here at Yick Wo. Our open, and cooperative collaboration drives the way we support them and one another.