

U.S. Department of Education
2023 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 Mrs. Heidi Sutton

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Apple Valley Elementary School

(As it should appear in the official records)

School Mailing Address 7 North 88th Avenue

(If address is P.O. Box, also include street address.)

City Yakima State WA Zip Code+4 (9 digits total) 98908-1408

County Yakima County

Telephone (509) 972-5510

Fax _____

Web site/URL <https://av.wvsd208.org>

E-mail Suttonh@wvsd208.org

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. Peter Finch E-mail finchp@wvsd208.org

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name West Valley School District #208 (Yakima) Tel. (509) 972-6000

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. Michael Thorner

(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, leave blank.*

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 2023 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 must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
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. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. 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.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

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

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

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 in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	9
K	64
1	64
2	68
3	71
4	70
5	77
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	423

*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):
- 1.4 % American Indian or Alaska Native
 - 1 % Asian
 - 0.2 % Black or African American
 - 39 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 54.9 % White
 - 3.5 % 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 2021 - 2022 school year: 17%

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

Of the 17% mobility factors of those leaving Apple Valley (AV): 71% moved out of AV boundary, 12% transferred to other district school for program needs, and 17% were remanded to home boundary school.

Of the 17% mobility factors of those coming to AV: 64% students moved into our AV boundary, 22% exited a private school or home school program and enrolled in our public school, 10% transferred to district program at AV, 2% were McKinney-Vento students, and 2% were out of district students accepted to our enrollment.

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, 2021 until the end of the 2021-2022 school year	26
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	44
(3) Total of all transferred students [sum of rows (1) and (2)]	70
(4) Total number of students in the school as of October 1, 2021	416
(5) Total transferred students in row (3) divided by total students in row (4)	0.17
(6) Amount in row (5) multiplied by 100	17

6. Specify each non-English language represented in the school (separate languages by commas):

Spanish, Arabic

English Language Learners (ELL) in the school: 8 %
34 Total number ELL

7. Students eligible for free/reduced-priced meals: 39 %

Total number students who qualify: 164

8. Students receiving special education services with an IEP: 18 %
Total number of students served 78

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>9</u> Autism	<u>3</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>10</u> Other Health Impaired
<u>17</u> Developmental Delay	<u>9</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>28</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 2 %
Total number of students served: 8

10. Number of years the principal has been in the position at this school: 13

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	19
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	8
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	19
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

12. 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

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

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	68%	87%	95%	87%	90%
High school graduation rate	0%	0%	0%	0%	0%

14. **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 2022.

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%

15. 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.

16. In a couple of sentences, provide the school's mission or vision statement.

Cougar PRIDE! Our theme, our motto, and our belief. We take pride in our students, our families, our success, and our school. Our staff and students believe in an environment of expectations, support of everyone, and learning that occurs through discovery and engagement.

17. Provide a URL link to the school's nondiscrimination policy.

<https://av.wvwd208.org/assets/pdfs/5010-Nondiscrimination-and-Affirmative-Action.pdf>

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

N/A

PART III – SCHOOL OVERVIEW

Nestled to the west of downtown Yakima, Apple Valley Elementary is located in a quiet residential area with nearby fruit orchards and open land. Our unincorporated West Valley is a suburban area considered part of greater Yakima. Our local slogan, The Palm Springs of Washington, defines our region's weather and desert environment that attracts many from the westside of the Cascade Range seeking our sunny days and desert cool evenings. Situated in a productive agricultural region noted for apples, vineyards, and hop production, Yakima is approximately 60 miles southeast of Mount Rainier and neighbors the Yakama Nation Native American Tribe. Families are settling to our area for employment with the new Pacific Northwest University Health campus, positions in the many agricultural sectors of the wine or brewery industry, or for the proximity to year-round outdoor activities such as skiing, water sports, and hiking. Getting away from the urban rush of the west side of the state turns many into "Eastsiders" once they hit this side of the Cascades.

The West Valley School District is a combination of six elementary schools, one mid-level campus, a 7-12 innovation center, and one high school. In February 2019, the West Valley community passed a construction bond measure due to aging facilities and overcrowding. Apple Valley was one of two schools relocated to a former freshman campus during construction. Moving a combined enrollment of nearly 700 students and staff onto one campus provided a unique solution to the construction timeline. Both elementary schools were rebuilt on their original grounds within the desired two-year time frame. Apple Valley, constructed in 1969, was demolished, and a new 65,000 square foot campus was reopened following great anticipation of all stakeholders. Prior to our relocation, several of our classroom teachers taught in a co-teaching model due to room shortages. Co-teaching continued at the freshman campus due to lack of rooms for our two-year relocation. Strong teaching relationships were formed as trust, patience, and innovation were vital to make this experience work for all involved. Staff and students were constantly brainstorming creative solutions to unforeseen obstacles such as, a lack of classrooms, recess on fields meant for high school sports, bussing, and parent drop off/pick-up procedures for two schools. We grew tremendously through this experience, strengthening small group instruction, planning, collaboration, and the necessity to be flexible while ensuring solid instructional practices for our students. It was during those two years that staff also faced COVID and then a modified pandemic schedule.

With great pride and enthusiasm, our spacious, modern building opened in the fall of 2021. Due to district boundary changes and grade level adjustments, we shifted to a P-5 configuration from our previous K-4. This included the addition of many new staff members and programs, including a new Developmental Learning Center (DLC), special education preschool, and a transitional kindergarten (TK) class. The addition of these new early childhood programs, resulted in the increase of early intervention and kindergarten readiness. Our TK students are fully integrated into our schedule, specialists, recess, and daily routines.

Our motto "Cougar Pride" is visible and alive throughout our building. Courage, our cougar mascot, welcomes all learners to our building and our cougar standards establish behavioral expectations in a Positive Behavioral Interventions and Supports (PBIS) model. Ten selected character trait words are posted in hallways, and one is taught and modeled every month. PBIS is utilized throughout our building with the use of Cougar Pride tickets. Saving up and spending tickets at our student store or cashing them in quarterly for Cougar Pride Days is a great motivator. Students participate in self-selected activities such as art, Legos, basketball, reading with flashlights, STEM, fingernail painting and more celebrating positive behavior.

Students are at the heart of Apple Valley. Monthly assemblies are held to honor students for character and academic achievement as they strut down our red carpet for recognition in front of our entire student body. Every month, birthdays are acknowledged when students get to select a novel or picture book from our book vending machine. Staff also uses "Golden Tickets" to recognize extraordinary student behavior. These tickets can be exchanged for a golden coin to select a book from the vending machine. Whether it is before, during, or after the school day, students are busy participating in numerous clubs and activities, including our marimba band, patrol, leadership, and honor guard.

The longevity and a commitment to Apple Valley on the part of our staff is the backbone to our family community as their career home. Our staff turnover rate is low. Numerous staff members are West Valley graduates and several attended our building as elementary students. Our staff and families are dedicated to our success, engagement, and high rigor in the classrooms.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Reading/English language arts curriculum content, instruction, and assessment:

English Language Arts (ELA) curricular decisions are based on professional development, coaching cycles, and assessment data. Although we utilize district-adopted curriculum, teacher autonomy is valued. Explicit phonics, fluency, and phonemic awareness instruction occur daily in our TK-2nd grade classrooms based on the science of reading. More advanced vocabulary and comprehension instruction in our intermediate grades are key components to our ELA program. Personalized pathways are generated by Imagine Language and Literacy which provides our students with an opportunity to practice reading, writing, and speaking through an online platform. The intentional design of our grade level ELA blocks ensures all students receive Tier 1 instruction. In these blocks, teachers deliver whole group instruction along with small group station rotation lessons. Daily, formative assessments guide grade level team planning in response to student needs. Stepping into our ELA classrooms, you will find students reading, conversing, writing, and listening. We utilize Heggerty and Wonders to strengthen foundational skills in the lower grades. With a strong foundational building block to literacy in our primary grades, students then move on to use Read Side by Side and Journeys curriculum in our intermediate grades. In-depth novel studies allow students to develop an understanding of character development and themes.

Zoom conferences with favorite authors bring a sense of familiarity and personalization to the students' repertoire of literacy. Students write to and receive feedback from the authors, building tangible ties with books. The depth of academic conversations is immediately apparent to any visitor to our building. A child walking down the hallway, waiting in line, or eating lunch can often be seen with their eyes glued to a book. Comprehension skills are sharpened by the volume of reading and building of background knowledge in every school day. Classroom libraries are rich with fiction and nonfiction literature. Our goal is to have books in our children's hands.

1b. Mathematics curriculum content, instruction, and assessment:

High expectations and rigor set the standard for math instruction. Within our School Improvement Plan (SIP), specific, measurable, achievable, relevant, and time-bound (SMART) math goals are created by each grade level team based on iReady data. Common plan time and Professional Learning Communities (PLC) foster collaboration, sharing of best practices, data deconstruction, and math instructional planning.

Apple Valley has adopted Ready Math for Tier 1 instruction based on the comprehensive resources available while creating strong, independent mathematical thinkers. Washington State Math Standards and district power standards are addressed through a variety of targets and "I Can" statements for each lesson. Students become real-world problem solvers while developing strong mathematical reasoning skills and habits. Our online iReady math program enhances our classroom curriculum to create personal learning pathways for students based on a math diagnostic taken three times a year. Teachers have the ability to move student pathways to tailor each student's learning needs.

All of our elementary teachers understand the importance of teaching place value. Number talks engage students in conversations and discourse building on Tier 2 academic vocabulary. Fact fluency is practiced to build automaticity. Motivational strategies generate an enthusiasm for learning. Our teachers utilize multisensory, engaging, and hands-on activities. Songs, raps, and chants are heard coming from classrooms enriching the math process. Student thinking and investigation into a variety of methods lead our discussions. Sharing their work on whiteboards, paper, and smartboards adds a visual component with meaning making of the problem.

Classroom teachers also value and utilize daily math stations in the classrooms. During our grade level math blocks, students are not just passive learners. Students are actively engaged with manipulatives and work collaboratively to solve problems, play math games, and build foundational skills and fluency.

Daily formative assessments and power standards are used by staff to make instructional in-the-moment decisions. Our teachers also utilize formal assessments from Ready Math as well as assessments created by our district teacher leaders based on the state standards. With a variety of common assessments, teachers are able to calibrate what is and isn't working instructionally through deep dives in grade level PLCs driving instructional roadmaps.

In addition to our dedicated time for math each school day, we also offer targeted assistance before or after school in our 3rd-5th grade classes. These small groups are identified based on needs assessment regarding specific math learning targets. Twice a week, students meet with a certified staff member for intentional intervention on foundational skills to reinforce their knowledge and gain understanding of concepts.

1c. Science curriculum content, instruction, and assessment:

As a member of the Educational Service District (ESD) 105 Science Cooperative governed by the Science Executive Committee, we share in the use of Next Generation Science kits. Classrooms receive a variety of rich standards-based modules three times a year. Professional development is provided asynchronous or in-person by our local ESD, along with specifically trained teachers within our district. Science is hands-on, and exploratory, and encourages students to see themselves as scientists, engineers, and problem solvers. Teachers assess their students through summative and formative assessments. Interactive notebooks, group projects, data collections, and work samples are used to show students' success with the standards. Every year, fifth grade students in Washington state are given the Washington Comprehensive Assessment of Science (WCAS). In the spring of 2022, Apple Valley fifth graders scored 81% proficient on the WCAS.

Last spring our fifth grade students were able to participate in a state grant through Outdoor Schools Washington. This grant offer our fifth grade students and teachers the opportunity to engage in four days and nights at Camp Waskowitz, in North Bend, Washington. This opportunity gave our students the ability to take what they had been learning in the classroom and experience it in the great outdoors. While learning in nature, kids were involved in hands-on field work: identifying questions, gathering data, analyzing information, and proposing solutions. Through this work, students were able to further explore science in the natural environment, fostering a lifelong relationship with our planet. Along with our fifth grade students, our transition kindergarteners, kindergarten, and first grade students also experience field trips, one being the West Valley Farm days. This annual spring field trip is organized by our very own West Valley High School and Innovation Center students and teachers. It features local farm animals, agricultural activities, and outdoor learning. Additionally, our school has formed connections within our surrounding community. The Department of Ecology, North Yakima Conservation District, Yakima Waste Management, Naches Ranger Station, and the Pacific Science Center Science on Wheels Van can be seen throughout our classrooms engaging our students beyond the scope and sequence of a book. These guest speakers, activities, and field trips help support our current science standards and spark curiosity and a love of exploration.

1d. Social studies/history/civic learning curriculum content, instruction, and assessment:

Students are presented with state standards in social studies that are integrated into curricular areas of our ELA instruction. Through the collaboration with the CIA (Collect-Interpret-Apply) approach in our 3rd-5th grades, students are introduced to numerous fiction and nonfiction resources in civics, economics, geography and specifically history. Engaging high interest novels, use of Scholastic News and Storyworks publications support critical thinking and differentiated instruction focusing on social studies standards. For example, the study of Washington State History encompasses the use of novels and nonfiction texts depicting the expedition of Lewis and Clark. These resources were purchased through a grant from our local Yakama Nation Legends Casino.

Teachers use project-based learning to further students' understanding of social studies content. A popular fourth grade simulation project on the Westward Movement allows students to learn about the motivation for moving west and the hardships faced along the journey. The class is divided into "wagon" trains with each student receiving full identity and background. They pack their wagons, based on need, cost, and bulk

weight of supplies. Each day the groups are given scenarios to research and problem solve in order to make progress along the trail. Their focus is not only on the historical material, but the social aspect of discussion and compromise.

In fifth grade, students dive into early American history and the Revolutionary War addressing the experience of slavery, the causes of the American Revolution, the realities of war and the aftermath. Students use the text *Chains* and a rich selection of resources to address state standards. These types of projects engage our learners and challenge students to think outside the box and make meaningful connections with the outside world.

Additionally, our school engages students in civic activities that focus on the heritage of members of the armed forces within their families. Students are invited to share information about service men and women current or past, and feature them on our Veterans' Wall of Honor. Our students' multi-cultural backgrounds are featured in the stars with photos and information on their members' service in domestic and foreign military agencies.

1e. For schools that serve grades 7-12:

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

In 2021, a district special education preschool joined our building and in the fall of 2022 we welcomed a transitional kindergarten classroom. Support of our youngest learners' transition into kindergarten is making a tangible difference in student achievement and kindergarten readiness. Our early childhood program staff have ongoing conversations with families on their children's learning and development, screening and assessment, and the family's goals for their children. Alignment of Washington State Early Learning and Development Guidelines (B-3rd grade), state standards and our district badge book lead to rich learning opportunities and positive outcomes for our youngest learners. Our transitional kindergarten team including a certified teacher and two talented paraeducators provide experiences rich in language development. The use of Creative Curriculum addresses all six domains in a developmentally appropriate, whole-child approach.

The West Valley School District has provided outreach and support to the child care providers in our community for years. We consider our preschool and childcare providers as "Official Partners." We meet with them monthly to determine professional development needs as well as support for any barriers the child care and preschool centers may face as they work to ensure that all the children in their care are kindergarten ready. At Apple Valley, we reach out to several early learning and child care providers who are located in our neighborhood. We have a kindergarten teacher that attends the Official Partner Meetings and we make sure our providers attend the Early Learning training for parents and providers that the district sponsors three times a year. It's in our best interest to support neighborhood early learning providers to ensure that all of our students arrive at kindergarten with the skills and abilities needed to be successful. We have developed a positive relationship with several of the larger centers in our neighborhood.

In Washington State, we assess all incoming kindergarten children using the Teaching Strategies Gold assessment tool. This kindergarten observational assessment is part of a state-wide initiative called WaKIDS that focuses on school readiness. Our district uses the WaKIDS data to measure the effectiveness of our early learning outreach to providers and parents. In 2016, an average of 30% of Apple Valley students were considered kindergarten ready in all six domains of the WaKIDS Assessment. Strong collaboration and outreach has resulted in continuous growth this year, with 66% of students considered kindergarten ready in all six domains.

Parents play an important role as the first and most important teacher of their children prior to school entry. At Apple Valley, we encourage parents to support their young children's development through our Play and Learn Initiative. Families bring their young children, ages 1-5, on Friday afternoons to a classroom filled with developmentally appropriate materials to engage in fun playtime activities while building connections

and learning new skills. Participants enjoy free interactive time with their children with district Play and Learn staff. It's a great way for neighborhood families without Apple Valley school-aged children to get to know the school staff and become comfortable with the school building.

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Apple Valley values the arts as an integral part of the whole child's school experience. Through music, lyrical movement, and instrumental experiences, students are exposed to a variety of methodologies. Music is offered TK-5th grade twice a week for 30 minute periods by our certified teacher. Discovery of a child's interest in singing, drumming, and performing is developed in the classroom and showcased in grade level performances. In recent years marimba has also grown on our campus. After receiving district grant funding, our music teacher participated in professional development opportunities in "World of Marimba and Drumming" instruction and purchased instruments. Rhythm, eye contact, and active listening to others brings a new dimension to the music. Highlights of our student marimba band are shared at assemblies and concerts. We also welcome our West Valley secondary band and choir, our Yakima Symphony Orchestra, local performing arts studios, and Ted Brown Music as community partners in exposing our students to the arts.

As a new building, members of our staff collaborated with an art liaison from ArtsWA foundation to select an artist building artwork. We are excited to unveil our project promoting our Apple Valley culture, natural resources and colors of the Yakima Valley within the composition.

2b. Physical education/health/nutrition

Transitional kindergarten (TK) through fifth grade participate twice weekly in a 30 minute physical education class taught by our certified teacher. Our physical education program is closely aligned with the Washington State Standards, and heavily emphasizes health and wellness, purposeful play, individual and team-based skills, as well as social-emotional well-being. Physical education at Apple Valley aims to create a positive environment where students feel comfortable enough to express their unique personalities while enjoying physical fitness. Our goal is to not only teach the required skills needed to succeed at the next level, but to leave students with positive memories and experiences that serve as a foundation for lifelong health and wellness.

Additional extracurricular activities such as Mileage Club, an opportunity for all students to walk or run miles throughout the year, and intramural sports are also offered. A giant trophy with a men's size 14 shoe was created a few years ago by our PE teacher and is awarded monthly to the class with the highest miles accumulated in Mileage Club. Anticipation of the big shoe trophy is exciting, and students are on edge every assembly for the new class to be announced. Individual students are acknowledged with mileage charms and milestone t-shirts for 50 and 100 miles per year. This program culminates in May with our annual James Jog-a-Thon which honors a beloved teacher who passed away several years ago. High school students, West Valley staff, and our families join our special jog-a-thon and lunch event.

2c. Foreign language(s), if offered (if not offered, leave blank)

2d. Technology/library/media

Supported by a paraeducator, our library is open, bright, and full of books encouraging students to join on an adventure and meet new literary characters. A bulletin board proudly shares our belief, "Reading Is Dreaming With Your Eyes Open." Students spend an hour in the library weekly learning various library skills including genre studies, guidelines for selecting books, and the appreciation and love of literature. Our library paraeducator instills the love for books and authors through themed book studies, introduction of

new authors, and support of three book fairs during the year.

Technology lessons with a computer lab paraeducator in typing, Google classroom platform, interactive games, Imagine Learning lessons, and computer literacy engages students in digital literacy and citizenship. These classes occur twice a week for thirty minutes. Students are introduced to beginning coding programming with the Bee Bots and work their way to Ozobots and Lego 2.0 in the later grades. Students in K-5 have been provided a chromebook through our district blended learning initiative. Through the use of Google classrooms, parents have become an integral part of the child's education. Viewing their work, daily calendars, and projects promotes a partnership among staff and families. Our digital curriculum offers a broad scope of instructional options including Google slide shows, and differentiated menus. Balancing the use of digital curriculum with other learning experiences that are hands-on, collaborative, and creative is imperative in our education mission.

2e. Any other interesting or innovative curriculum programs you would like to share

Apple Valley is a leader in the West Valley School District's Mastery Based Learning initiative. Currently, students in preschool through second grade have swapped grades for badges. Each of these four levels has a standards aligned Badge Book which guides each student's goals and progress. Students earn badges representing success criteria as they master grade level Common Core Standards. Students in preschool through second grade are able to articulate what badges they are currently working towards and how to earn them. Teachers work with the families of their students to create Personal Badges, which may include anything from eating vegetables to learning to count in Japanese. Becoming a self-paced, mastery based elementary school is our goal, with students taking ownership of all areas of their learning. A teacher representative from grades 3, 4 and 5 will participate on district committees next school year to complete our work in this area. It's exciting to see the progress our students are making in the younger grades towards mastering grade level standards since this implementation.

Another innovative opportunity has been providing after school clubs for students this year. Through district funding, we have offered a cooking and craft club, Lego club, art club, and leadership club. Staffed by our teachers and paraeducators, children participate in a variety of engaging activities in a multi-grade level setting. One fourth grade teacher's approach to a watercolor class provides exploration in the techniques involved in creating color, value, shape and edges. Projects include landscape, florals, seascapes, birds, and animals. Student artists have developed self confidence and the ability to see their work as an evolving process.

Our counselor integrates Social-Emotional Learning (SEL) instruction into every classroom and our monthly assemblies. Utilization of Second Steps curriculum provides common language for students, lessons on conflict resolution, and accountability. Students learn how to self regulate and problem solve while listening to stories. During the engaging lesson, they have the opportunity to talk about the ways to respectfully solve the problems presented to them through the scenarios. With these tools, our students build stronger relationships with their peers. To enhance our curriculum, we are fortunate to have Kassie, our certified therapy dog, visit our campus regularly. Kassie, can often be found snuggled up with a student or running laps during our weekly Mileage Club. After receiving a local grant, our counselor created a soothing and captivating location nicknamed the "Den". Children find comfort in the calm atmosphere, an invaluable part of our school climate and culture.

3. Academic Supports

3a. Students performing below grade level:

Apple Valley staff collaborates on a regular basis to meet the needs of all of our learners. Student academic progress is monitored using a multi-tiered system of support based on progress monitoring, diagnostic, formative, and summative data. The iReady Reading Diagnostic, DIBELS Eighth Edition benchmark assessments, and iReady math diagnostic are given three times a year as summative tools. In addition, students who do not score at benchmark on the iReady reading diagnostic and DIBELS are also progress monitored monthly. Based on our beginning of the year summative data, students who fall in the bottom

quartile in reading receive additional support in our Learning Assistance Program (LAP) and reading workshop model. Students who show the need for Tier 2 small group instruction are placed in reading workshop groups taught by teachers and paraprofessionals. These groups meet four times a week for 30-45 minutes depending on the grade level. Tier 2 students are placed in groups based on REWARDS and Core Phonics Surveys to fill holes in learning gaps. These groups are fluid. If a student's progress monitoring shows they have made significant growth on a particular skill or area, that student is moved to a more appropriate group tailored to fit his or her needs. Our belief and the goal of our Tier 2 instruction is to fill holes and gaps so all students meet benchmark, grade level standards.

We have invested in a variety of curriculum for our Tier 2 and Tier 3 students, knowing that our students' needs are wide and varied. All students in Kindergarten through second grade receive Heggerty instruction to develop phonological awareness, a building block to future reading success. We also use the Institute for Multisensory Education's Orton Gillingham curriculum, Phonics for Reading, and Reading Excellence: Word Attack & Rate Development Strategies (REWARDS) curriculum for phonics instruction that is systematic, sequential, and based on the science of reading. Students who need to improve in the area of fluency are supported with Read Naturally, setting goals and practicing weekly fluency passages. Students whose data reveal a comprehension deficit are taught using Strategies to Achieve Reading Success (STARS), Wonders and Journeys leveled materials, and Read Side by Side book clubs.

Students are placed in a Tier 3 instructional group if summative and progress monitoring data reveal that Tier 2 instruction is not positively impacting the student's growth. Tier 3 instruction is delivered by our special education teacher and instructional coach along with paraprofessionals. We work to ensure these are our smallest groups, striving to give students the most individualized instruction possible.

Student grouping for Tier 2 and Tier 3 support is fluid. Through collaborative monthly PLCs and building data days three times a year, student monitoring for remediation, growth, and placement is continually reevaluated and adjusted as needed.

3b. Students performing above grade level:

Students identified as highly capable are served at Apple Valley in their inclusionary general education classroom as part of the "Benchmark and Beyond" program. The Cognitive Abilities Test (Cogat) is administered yearly to all second graders for initial highly capable identification. Teacher and parent recommendations are included in the multidisciplinary selection process. Highly capable services include opportunities for students to participate in differentiated and enhanced instruction by their classroom teacher designed to meet areas of strength. In our district, third-fifth graders identified as highly capable are invited to a self-contained program at a neighboring elementary school. We are very proud that out of the majority of our families faced with the decision to move schools for services, many remain with our staff and their neighborhood grade level peers at Apple Valley. Teachers meet the academic and social emotional needs of our highly capable students through project-based learning, accelerated pacing, personalized pathways on our online iReady and Imagine Learning platforms, and the classroom delivery of advanced curriculum. The district's highly capable coordinator provides resources such as a monthly newsletter, Google classroom, and professional development seminars, focusing on learning styles and goal-setting for these students. Apple Valley staff utilize professional development books to gain clarity on the needs of students and techniques for implementing stimulating lessons centered around student choice.

3c. Students with disabilities:

One of our strongest cohesive teams is our multidisciplinary staffing team leading our work as an inclusive environment. This team, facilitated by our part-time school psychologist, includes our special education teachers, counselor, part-time Board Certified Behavioral Analyst (BCBA), principal, instructional coach, speech and language pathologist (SLP), part-time occupational therapist and the special services coordinator, and special services director, and general education teacher. The team collaborates fully for the whole child and meets once a week, focusing on Individualized Education Program (IEP) goals, evaluation discussions, behavioral interventions and brainstorming, partnerships with parents or outside supports, and scheduling needs.

Administration utilizes the Haring Center for Inclusive Education Principles and Practices to Build and Sustain Inclusive Schools as our guide for goal identification of continuous growth and goals for our SIP. Additionally, our instructional coach serves on the Inclusionary Practices Project Team for our district.

Our school provides a true continuum of services to students with disabilities, beginning with a developmental preschool for children ages three through five and a transitional kindergarten program for those students preparing to enter kindergarten the following year. Both of these programs include typically developing children as well as children who have been identified as requiring special education services. At the elementary level, our resource room teacher provides specially designed instruction in academics, social-emotional, and adaptive skills in both push-in and pull-out models, as is determined most appropriate for each child. A focus on the data regarding students' progress allows student intervention groups to change based on current needs, so students receive services in their least restrictive environment, be that the resource room, the LAP room, or a general education classroom. Our building also serves children from throughout the district who require a more intensive level of support in two Developmental Learning Centers (DLCs). These students are each part of a general education classroom community and participate in as much of the general education curriculum as possible.

3d. English Language Learners:

Providing the best start to a school year includes the sharing of WIDA English language proficiency assessment results with all staff. Teachers are given the opportunity to work with our building instructional coach and district multilingual coach to best serve English language learners. We work to specifically target individual needs in reading, writing, listening, and speaking.

Our Apple Valley classroom teachers and instructional coach have all been trained in Guided Language Acquisition Design (GLAD). Teachers use inclusionary practices and a supportive mainstream model to serve our multilingual learners within the core. Staff are able to utilize our digital platform, Ellevation, to monitor progress, gather data, and gain clarity on English Language Development (ELD) lessons for their students.

In addition, our Journeys and Wonders curriculum both have an ELD component. A GLAD trained paraprofessional works with identified students in each grade level to offer additional small group instruction utilizing this curriculum. Instructors also use Imagine Language and Literacy offline resources as needed. With the wide variety of resources available to staff, our multilingual learners are speaking, reading, listening, and writing daily, increasing their English language proficiency.

3e. Other populations, if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Inside our classroom walls, staff intentionally target student engagement strategies. Cougar standards guide students to make good decisions, solve problems, and show respect. From the smallest gestures of welcoming everyone daily at our doors, to implementing morning meetings and soft starts, our students enter classrooms feeling supported and heard throughout the day. Student-centered “morning meetings” are built into our daily schedule offering students the opportunity for sharing, listening, and community building within their classroom. After COVID-19, a need for children to talk and build communicative skills surfaced. Soft starts with STEM based hands-on activities greet many children in the morning, allowing for creativity and imaginative play with peers. Our day starts off with positive interactions and eases them into the curriculum, reinforcing academic and social skills in lively ways. Last year, we also created and implemented our first “Move Up Day,” an opportunity for all students to meet teachers for the following school year, participate in a team building activity, and encourage excitement for a new adventure in the fall.

In recent interviews for our district strategic planning, students shared opinions and examples of their perception of inclusion within our school culture. They spoke of spirit days, assemblies, Courage our mascot, participation in leadership crew, safety patrol, honor guard, recess, and the “fun” we have at Apple Valley. Stop by our office digital monitor and wait with our students anxiously hoping for their smile in a photo to appear. We feature our students on our social media frequently, strengthening the message of an inclusive setting and positive place for everyone.

Our students and community have given our building a vote of confidence and are proud to say they attend Apple Valley. Last spring at the district Dollars for Scholars annual awards banquet, college scholarships were awarded to 21 former Apple Valley students and high school seniors. We are proud of the outstanding number of alumni striving for career and college readiness in academics, music and arts, and community service.

2. Engaging Families and Community:

The basis for our family success lies with an active and supportive Parent Teacher Organization (PTO). With the completion of our new campus two years ago, we have intentionally prioritized a community partnership. Events bring out our extended families, neighbors, and especially former students who give back through their volunteer work. We love the high school students who join us for our annual Monster Ball or Donuts with Grown Ups events. A back to school barbecue, in conjunction with our Open House, welcomes all families and neighbors to our campus in the fall with our Watch D.O.G.S (Dads of Great Students) serving up burgers. In the spring, our staff shows their appreciation for our PTO, students, and families with our ice cream social.

Family Engagement conferences build cohesive relationships at the start of each new year. During their collaborative conference, the focus is on social-emotional information, family and child data, and developmental standards that will bolster partnerships throughout the year. A half day schedule during the first week of school allows time for these valuable meetings. Our young kindergarten learners are invited to a screening day prior to the first day of school to engage in play, art, and fine motor activities. Through this introduction day to kindergarten, our team of staff gather social-emotional data on individuals to support their placement in a classroom.

Community partnerships include work with Love on a Leash, Watch D.O.G.S, collaboration with local Department of Social and Health Services (DSHS) and counseling agencies, our Yakima Police Department, Pegasus Project, local churches and businesses. Our school has been adopted by our neighboring church which contributes backpacks and school supplies to students every fall. We strive to be a neighborhood school by reaching out to area organizations which have strengthened the resources for student and family services in mental health and social-emotional needs as well as informative visits by many stakeholders. Assemblies, animal visits, tours and public speaking events engage our students in future workforce

concepts and community activities to strengthen their learning. Partnerships with the National Forest, Franklin Conservation District, Yakima Libraries, Department of Ecology, local environmental outdoor school camps, and the waste management landfill provide our students with connections to the outdoors and environmental lessons. Through community funding of grants from Albertsons, Safeway, Yakama Legends Casino, West Valley Schools Foundation, Fresh Hop, and Yakima Rotary, our students have been provided with flexible seating alternatives, books and literature, math games and manipulatives, our Marimba drum equipment, and many other educational supports. Contributions to our local community including Coats for Kids, Humane Society, YWCA, Northwest Harvest, and the Salvation Army Giving Tree provide necessities for our local Yakima families. Instilling the lifelong practice of giving back to those in need is valued by our school community.

3. Creating Professional Culture:

Culture based on our clear focus of common high expectations and strong collegial work empowers our professional culture. Grade level teams willingly choose to spend time outside of district directed PLC and professional development meetings to plan lessons, units, and assessments. Common plan times are valued by staff who enjoy collaborating and learning from one another. The commitment to student success is remarkable. Meetings invite input, discussions, and conversations for change and progression. Our principal and coach participate in walk throughs and observations with a building focus on engagement and standards aligned teaching.

We are also proud and grateful for the talent of our instructional coach and the student-centered coaching model used at Apple Valley. This model has strengthened the instructional focus and practices within our certified and classified teams. Her classroom visits, guided data conversations, and planning with teachers create learning opportunities to ensure student growth. Resourcefulness among peers provides others with best strategies and quick classroom adjustments. Time at staff meetings and PLC sessions allow for share outs, gallery walks of ideas, and opportunities to vertically hear from peers. Our paraeducators are also constant learners. Fully invited to our staff meetings or PLC, paraeducators participate in an assortment of online training as well as ESD sponsored events and instructional delivery skills modeled by our coach. Mentor teachers are identified and promoted at Apple Valley. Three of our special education staff and our counselor facilitate and lead district teachers for their prospective peer group in PLC discussions and learning. Numerous practicum students and student teachers are learning under our master teachers from various local certification programs, including two current paraeducators seeking teaching degrees.

All staff are valued, recognized, and invited to participate in school-wide activities. Monthly assemblies have a crew of staff preparing and sharing an activity with all students. Our famed Zoo Crew is pure excitement for everyone in the hallways or at our functions. Inflatable characters including a pink unicorn, our mascot, two species of dinosaurs, a shark and our newly introduced Mr. Potato Head are fan favorites throughout our building. Staff participation in dances or skits is humorous for everyone.

Our Apple Valley Sunshine Committee supports and recognizes one another as a workplace family. When building our master schedule, time to enjoy lunch and partake in monthly luncheons is an important aspect of our family-centered atmosphere. Interpersonal relationships lead the work of our teams and professional community. Time is essential and allocated building optional time or building supported learning work supports the mission. Often administration offers to cover classes for staff to staff collaborations, or allowance of parent conversations that strengthen relationships. Modeling of collaborative practices, finesse with difficult conversations and tricky situations, and empathy for family situations occurs by administration connecting all stakeholders to the goal. It may take some time to get to the end result, however the journey is instilled with trust, respect and ability to advocate.

During the time of our construction move to the freshman campus, our culture and climate was challenged not only by the physical constraints of sharing a building with another school, but the scheduling, brainstorming and trial and error that occurred throughout the two years. Many barriers had to be addressed and removed as our staff resiliently forged ahead knowing that a stronger community, and sense of belonging was our end goal. Tireless work occurred by our principal, planning teams, grade level leaders and specialists coordinating together on structural design, furniture, curricular needs, and safety in a larger, NBRS 2023

modern building. In the spring, our staff also faced COVID-19 and pivoted to online teaching giving their all to our students. It was challenging, yet everyone made it through and joined us in the new building for our adventure.

4. School Leadership:

Creating an incredibly talented staff encourages discussion, feedback, relationships and trust. Our Apple Valley family has supported us through times of death, grief, and life celebrations. Hiring is consistently about the person and the fit with our team. We strive to find individuals similar in mindset and energy contributing to the hard work of stretching our thinking. Shared leadership with PLC teacher leaders, our Instructional Leadership Team (ILT) and our student-centered coaching model, support the academic vision. Students' social-emotional needs are supported with Care, Pride, and our multidisciplinary staffing teams. Facilitated by our counselor, along with certified and classified staff members, the Care team meets monthly to support teachers with possible interventions for individual students. Our Pride team is composed of a member from each grade level, principal, coach, classified and specialist representatives who meet twice a month on our student events, our cougar pride mission, purchase of playground equipment, family events, and staff self-care opportunities.

Visibility, presence, and connection is the philosophy driving our administration. Awareness of families, students, and staff creates a network of valued relationships. Our principal knows every student's name and captivates our learners in supportive and caring interactions. Students know they belong and are cared for from minor scrapes and bruises to emotional and behavioral support that instills expectations of treatment towards others. Behavioral conflicts and student mistakes happen, yet they are approached with a mixture of expectations and respect by our principal, counselor, or office staff. Relationships must be built first in order to work through conflict and see results and change of behaviors and actions.

The favorite aspect of our principal's job is the interaction with amazing people every day. Creating personal and professional relationships provides everyone with our goals, an open and trustworthy voice, and validation of their work at Apple Valley. Our staff meetings begin with engaging activities, what's good for students, is good for adult learners. Humor and positive synergy are priorities for staff gatherings and meetings. In August, all staff were requested to provide their "Walk Up" song before our professional development meetings. During our breaks, a snippet was played and staff had to guess the musical taste of their colleagues. Similar use of lottery tickets, our annual turkey hunt, bowling, and group scavenger hunt provide team building opportunities investing everyone in the professional learning through our interactive, engaging atmosphere.

Our learning community is supportive of professional growth and channeling the strengths of members of our team. The use of book studies, availability of numerous professional books and materials in our staff library and principal's office, and sharing of ideas through a Google platform, builds our collegial relationships. Walk into our principal's office and a professional book or picture book may be offered based on a current conversation topic. Staff are encouraged to try new ideas and improve their craft, empowering their leadership capacity. Choosing to be a part of the process and establishing opportunities for peer observations, reflection, and collaboration through class coverage gives all staff an opportunity to grow. Recently, full day subs were provided to a couple of teams for spring planning and creation of pacing guides aligned with our essential standards. The fall professional development (PD) plan includes grade level release time throughout the year. Collaboration with our principal and instructional coach will strengthen our focus around teacher clarity and mastery based instruction. Leading with enthusiasm, trust, and compassion have built our foundation for a strong learning community.

Effective tools are in place for communication to families and staff. Social media platforms such as Remind, Facebook, Instagram, our school webpage, and family Skyward emails actively engage and inform everyone daily. Our children and climate are represented through our social media platforms. Lines of communication are open between all stakeholders sharing student success, instructional goals, safety information, and the happenings of our Apple Valley Cougars daily.

5. Culturally Responsive Teaching and Learning:

For the past two years, our district has focused on equity, inclusion, and culturally responsive education by means of book studies and professional development. Apple Valley has begun the journey, analyzing long standing practices and rituals that we now realize might be barriers to all children and families. Aspects of social inclusion are changing our beliefs, processes, and procedures slowly and with intention. New district leadership is providing surveys for staff, families, and students to pinpoint areas of need and effective PD within our Equity and Inclusion initiative.

At Apple Valley we are proud of our support of kids as their own individual self. We allow them to be who they are and celebrate their character and personalities on their path of self discovery. A child's safety and sense of belonging within our community is supported by staff. This has taken work and appreciation of a child's unique strengths and personalities. In August, our teachers meet with every family prior to the first day of school. During these Family Engagement Meetings, teachers ask families about their goals for their children, as well as cultural traditions, holidays, customs and traits significant for understanding our community and supporting their children. Educating our staff on religious practices and customs, such as Ramadan, and offering students a space for prayer and fasting is something we have incorporated in our yearly practice. Recognizing our need to adapt to diversity of language and culture at Apple Valley prepares our students for a multicultural world. Awareness of materials including culturally relevant library books, bulletin boards that promote women and leaders of color move us in the direction of culturally responsive practices. Classroom libraries have been enhanced to provide "windows and mirrors" for the diverse cultural backgrounds of our students. We have further work to go and plan on using fall PD for continued challenging conversations and examination of biases and long standing practices.

PART VI - STRATEGY FOR EXCELLENCE

The essence of our Apple Valley success is our relationships. Guest teachers and visitors are amazed at the enthusiasm, respect, and engagement of all learners on our campus. Comments consistently reflect on our relationships and the opportunities provided to our students. Everyone is immersed in learning. Our students are engaged with each other, our staff, and our families through positive interactions, constant verbal communications of support, and high expectations leading to achievement. Relationships are our groundwork every fall. From the initial Family Engagement meeting or the very first time the child steps into a classroom for learning, the relationship with staff and their peers is our priority. Our first day of school always includes “all hands on deck”. Every staff member not engaged with a homeroom is out meeting families, directing traffic, navigating our halls, and sharing a smile. This is our opportunity for a first impression and our belief is to make it the best for all families. Relationships built on open communication are essential. Positive notes and postcards home, monthly classroom newsletters, phone calls and social media platform messages all provide families with a snapshot of their child’s day and individual successes. During the COVID months our staff gathered in our neighborhoods for a mapped out car parade. Staff decorated cars and our Zoo Crew waved and greeted students and families on numerous occasions. We all needed the connection and joy with our families.

Internal staff relationships play a vital role in the working environment at Apple Valley. We pride ourselves on being a tight-knit community within our school. Many staff members initiate social gatherings after school hours. This allows for our staff members to bond, reflect, and encourage one another. The relationships at Apple Valley are not just collegial, but true friendships of trust and respect. When our young learners see adults act professionally and with decorum it builds trust and respect for all school staff members. Overall, these positive relationships have an impact on the development and success of our students, generating a positive example for children. It creates a learning environment that is supportive and conducive to academic achievement.

Cougar Pride is our theme, our motto, and our belief. Students and staff thrive at Apple Valley through discovery and strong interpersonal relationships. Cohesive partnerships enrich our experiences on our beautiful campus. Apple Valley continues to grow and learn striving for high achievement.