

U.S. Department of Education
2017 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Dr. Paulina Cho

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

Official School Name Wedgeworth Elementary School

(As it should appear in the official records)

School Mailing Address 16949 Wedgeworth Drive

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

City Hacienda Heights State CA Zip Code+4 (9 digits total) 91745-3124

County Los Angeles

Telephone (626) 933-8100 Fax (626) 855-3790

Web site/URL http://wedgeworth.hlpusd.k12.ca.us/ E-mail pcho@hlpusd.k12.ca.us

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*Mrs. Cynthia Parulan-Colfer E-mail cpcolfer@hlpusd.k12.ca.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Hacienda la Puente Unified School District Tel. (626) 933-3801

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 Dr. Joseph Chang
(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. 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.)
2. 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 and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 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.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2011 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2012, 2013, 2014, 2015, or 2016.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
9. 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.
10. 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.
11. 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.
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.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2016-2017) unless otherwise stated.

DISTRICT

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. Number of students as of October 1, 2016 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	31	41	72
1	39	33	72
2	35	42	77
3	41	44	85
4	39	23	62
5	31	20	51
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	216	203	419

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 57 % Asian
 - 1 % Black or African American
 - 31 % Hispanic or Latino
 - 4 % Native Hawaiian or Other Pacific Islander
 - 4 % White
 - 3 % 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 2015 – 2016 school year: 26%

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, 2015 until the end of the 2015-2016 school year	57
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	47
(3) Total of all transferred students [sum of rows (1) and (2)]	104
(4) Total number of students in the school as of October 1, 2015	395
(5) Total transferred students in row (3) divided by total students in row (4)	0.263
(6) Amount in row (5) multiplied by 100	26

6. English Language Learners (ELL) in the school: 37 %
157 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
American Sign Language, Arabic, Burmese, Cantonese, Filipino, French, Japanese, Korean, Mandarin, Spanish, Vietnamese

7. Students eligible for free/reduced-priced meals: 44 %
Total number students who qualify: 183
8. Students receiving special education services: 3 %
12 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.

- 1 Autism
- 0 Deafness
- 0 Deaf-Blindness
- 0 Emotional Disturbance
- 0 Hearing Impairment
- 0 Mental Retardation
- 0 Multiple Disabilities
- 0 Orthopedic Impairment
- 3 Other Health Impaired
- 8 Specific Learning Disability
- 5 Speech or Language Impairment
- 0 Traumatic Brain Injury
- 0 Visual Impairment Including Blindness
- 0 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 4
10. Use Full-Time Equivalents (FTEs), rounded to 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	19
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	0
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	0
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	0

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 24:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	98%	98%	98%	98%	98%
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 2016.

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.

Wedgeworth Elementary offers excellence through high expectations for academic achievement, character building, active parent and community involvement, and the maintenance of a caring learning environment.

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

Wedgeworth Elementary is a Title I Academic Achievement, Gold Ribbon, California Distinguished, and California Business for Education Excellence School located in Hacienda Heights, a large urban community within Los Angeles County. It is a Title 1 campus that serves 419 students in grades Kindergarten through fifth. Our student population is comprised of 57% Asian, 31% Hispanic or Latino, and 12% other ethnicities. We serve a diverse student body of 37% English Learners, 44% socio-economically disadvantaged, 3% students with disabilities, and 35% eligible 4th and 5th grade students designated Gifted and Talented Education (GATE). As evidenced by student data from multiple measures, our students continue to show improved academic growth each year. In addition, Wedgeworth received blue rankings, the highest performance level, from the new California School Dashboard accountability system on every overall measure of student success.

We believe that high expectations, rich instructional programming, focus on character development, and teacher innovation within a safe and caring learning environment build strong student leaders who are able to solve complex problems and contribute to an ever-changing global community.

Wedgeworth prides itself on its development and implementation of a world-class education. We have a strong history of academic excellence that provides a rigorous K-5 curriculum including foreign language programs focused on infusing 21st century skills including technology, literacy, and project-based learning (PBL). From the moment one steps onto campus, Warrior pride is evident through the actions and behaviors of all stakeholders. Rigorous academics are reinforced and enhanced through innovative school programs and extracurricular activities.

Wedgeworth's signature program is World Language. Created in response to the community's request, we deliver a bilingual, multicultural learning environment by providing 50% instruction in Mandarin and 50% instruction in English within the Dual Immersion (DI) program as well as through daily Mandarin language instruction, Foreign Language Early Start (FLES). Approximately, 66% of Wedgeworth's students participate in the DI program which implements Common Core State Standards in both languages in order to ensure that all students achieve academic success, and in addition, become biliterate and bicultural citizens.

Wedgeworth is also proud to provide an innovative variety of educational programs. The school has embedded enrichment blocks during school hours where students are given access to elective courses. Second through fifth grade students select classes in Research, Math Application, Science, Technology, Engineering, Art, and Mathematics (STEAM), Band, Science Olympiad, and Student Leadership. Additionally, students who require extra support in core content areas are provided with intervention to practice and strengthen their skills to meet grade level standards. These elective classes are offered on a wheel that rotates each trimester. Moreover, Wedgeworth provides an extensive range of after school programs such as Art and Science Clubs, Kid-netic Kids, Reading or Math Enrichment, and Academic Intervention.

Perseverance, Respect, Integrity, Determination/ Dedication, and Excellence (PRIDE) lay the behavioral foundation for Wedgeworth students. The essential characteristics of PRIDE are reinforced through various incentives and recognitions such as monthly and trimester awards assemblies and PRIDE tickets. Wedgeworth believes in a balanced approach to education whereby our students are not only academically proficient but also grow as responsible, civic citizens. Thus, students are encouraged and supported when they "push their own limits" in regards to their bodies, minds, and moral character.

Wedgeworth believes that students achieve at their highest potential when their social-emotional needs are being met. Our PRIDE program consistently results in the development of prosocial student behavior and positive outcomes. Beyond PRIDE, our school utilizes Social-Emotional Learning (SEL) curriculum, a Student Support Teacher on Special Assignment (TOSA), and Positive Behavior Interventions and Support (PBIS) to contribute to a positive and supportive learning environment. For students who demonstrate a need for more intensive support, our Multi-Tiered Systems of Support (MTSS) team collaboratively

develops appropriate interventions and monitors student progress on a monthly basis.

Behavioral data along with academic achievement results are routinely reviewed and analyzed through the staff leadership team and parent leadership groups. Along with monitoring MTSS data, our dedicated staff ensures that 21st century skills are infused and implemented into our curriculum and instruction in order for students to fully develop the competence and acquire the knowledge needed to make positive choices for their futures. Through a strong partnership with our parent community, we are able to provide a nurturing and supportive learning environment for all students. Because we believe that students excel when they are engaged in meaningful and challenging school work, our entire staff is dedicated to continuous learning through professional learning communities (PLC), professional development (PD), and analysis of school achievement data to discover the most effective teaching practices. We set high expectations for our students and ourselves through hard work, perseverance, and commitment to continuous learning.

Together, we collaborate to ensure our students' success not only toward college and career readiness (CCR), but also college and career competitiveness. In this way, our students will be prepared for the jobs in their futures that may not yet exist. Ultimately, Wedgeworth Elementary School, "Home of the Warriors," is a special and unique place where students, staff, parents, and community partners learn, grow, and succeed together.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Wedgeworth promotes a balanced literacy approach focusing on best first instruction and effective research-based practices to provide high quality education to all students. Utilizing McGraw Hill Wonders, which is aligned with the California English Language Arts (ELA)/ English Language Development (ELD) Framework, lessons are designed around the five key themes: Meaning Making, Language Development, Effective Expression, Content Knowledge, and Foundational Skills. Teachers provide direct instruction and differentiated scaffolds such as anchor charts and language frames to support student learning. Purposeful, strategic lessons on reading comprehension, writing, foundational skills, speaking and listening, and language are modeled and practiced in the classrooms. Depth of Knowledge (DOK) levels are carefully integrated to deepen understanding and provide collaborative opportunities for students to engage in high levels of verbal and written discourse with peers using Kagan structured collaborative strategies. Teachers utilize Nancy Fetzler reading and writing strategies (notes, chants, and organizers) to craft narrative and informational texts and apply to performance tasks. Students learn to synthesize ideas from multiple sources, develop full understanding of the writing process, and cite textual evidence for argumentative and informative essays. ELD lessons are aligned to the core curriculum to allow access to rigorous text with support. Scholastic News, print, and online sources provide students the opportunity to read about real-world informational text on current events. Thinking maps, graphic organizers, and visual supports are also used to enhance and assist student learning.

Math instruction at Wedgeworth is rooted in the eight Mathematical Practices to build students' conceptual understanding, foster communication skills, and provide opportunities for productive struggle and cognitive perseverance. Go Math from Houghton Mifflin Harcourt is the curriculum utilized to support math instruction. ThinkCentral is Go Math's online curriculum that provides teachers and students with access to digital resources including assessments and reporting. Students can interact with SBAC-like adaptive assignments, and teachers are provided both automatic reporting and intervention systems. Teachers routinely use the strategies of the 5 E's (Engage, Explore, Explain, Elaborate, and Evaluate) and layers of facilitation to motivate students to solve real-world problems in order to develop deeper understandings of math concepts and have opportunities for meaningful academic discourse.

Science instruction at Wedgeworth utilizes STEAM modules to prepare students for CCR and success. Students are taught using the Pearson Scott Foresman curriculum with our new initiative toward integration of the Next Generation of Science Standards, including the eight Science and Engineering Practices, the Disciplinary Core Ideas, and the seven Crosscutting Concepts. Scholastic's Science Spin magazine offers online components that support students' understanding of all science foundational skills. Students are also continuously engaged in lessons that focus on hands-on experiments, the scientific method, and the incorporation of technology and independent research. Enrichment courses such as Science Olympiad and STEAM classes are offered to students to support foundational learning. Student engagement and activities of high interest, with standards-based technology integration, along with writing and speaking about new concepts enable them to demonstrate mastery as seen through annual 2016 California Standards Test Science data resulted in nearly 80% of students performing at Proficient or Advanced, significantly closing the achievement gap among student subgroups. Additionally, for the last two years, Wedgeworth has earned the gold medal at the Los Angeles County Science Olympiad competition where students explore different STEAM concepts and compete through both intellectual and building challenges.

Social Studies/History is taught using the California Scott Foresman curriculum with the support of Studies Weekly Newspapers (grades 4-5), which also includes online components. Teachers promote questioning at all DOK levels and require students to provide text evidence for their responses. We believe it is important to model and promote civic learning and engagement of our students by involving them in their community in many ways. Our Student Leadership utilizes the democratic voting process to brainstorm global and social issues and reach consensus in identifying a schoolwide focus. "Helping Hands" was selected to serve as a common theme around which the entire student body developed their research projects. These included making donations of supplies to various social services organizations such as supporting our soldiers

overseas through Operation Gratitude, distributing toys to Children’s Hospital of Orange County, and providing supplies to support local animal shelters. Students also achieve the standards through music instruction. For example, the 4th and 5th graders presented “America the Beautiful” in the 2016-2017 school year, which included a play about major historical figures and songs and poems, all aligned to grade level standards. Outside of the classrooms, students have the opportunity to extend their learning by attending various field trips that bring the standards and learning alive.

2. Other Curriculum Areas:

Twenty-first Century skills are strongly integrated into the arts, physical education, foreign language, and technology. We believe that visual and performing arts contribute to the development of the whole child and serve as an integral part of their education. As such, Wedgeworth provides a variety of opportunities for students to perform and showcase their skills. Band is offered to 5th graders three times a week; recorder lessons are offered to all Dual Immersion (DI) students in grades 2-5. Students in these music programs perform at various concerts including our promotion ceremonies.

Each grade level presents its annual musical centered around a common grade level theme. All productions are choreographed and written by our teachers. Our concerts are performed in both English and Mandarin and include four components: recitation of poetry, songs, short play, and dances. To celebrate the Lunar New Year, our DI and FLES students present a spectacular multicultural performance. This is the grand celebration for the year where all stakeholders and community leaders such as our Congressman and his representatives attend.

In addition to performing arts, Wedgeworth provides art lessons and art clubs to incite creativity, critical thinking, and freedom of expression. Students learn about various artists, art styles, and produce works such as animations, paintings, and sculptures. Student work is displayed during school events as well as at the annual District Art Show where approximately sixty pieces are selected from Wedgeworth and showcased to the public. Last year, our second grade students received 2nd place and thirteen students were recognized as “honorable mentions.”

Emphasizing physical fitness, health, and nutrition are very important at our school. Students learn habits to promote and ensure a lifelong healthy lifestyle through monthly rotations in various sports, activities, and calisthenics in Physical Education for 20 minutes each day. During excessively hot or rainy days, classes use an online program, Adventure to Fitness and GoNoodle, to engage students in physical activity by using their imagination and movement. The Los Angeles County Sheriff’s Department gives presentations to our 4th and 5th grade students using a positive life choice curriculum. The Success Through Awareness and Resistance (STAR) program teaches drug and violence prevention, positive choices, and short and long term goal setting. In recent years, we have implemented a schoolwide healthy eating campaign by encouraging students to eat healthy snacks during recess and lunch, removing sugary snacks from classroom celebrations, and empowering our families to promote a healthy lifestyle at home.

Mandarin DI program is one of Wedgeworth’s signature programs. Our district provides a K-12 pathway to support Dual Immersion (DI) students. Wedgeworth is in its seventh year of offering Mandarin/English DI and FLES program to students in grades K-5. Approximately, two-thirds of our students are enrolled in the program. We promote bilingual, cross-cultural competency by providing a 50/50 instructional model with linguistically balanced classrooms. Our DI teachers ensure that all students have peer models with whom to practice academic and conversational language, thus building native-like proficiency in both languages. Students benefit not only academically, but are also cognitively challenged in their language and literacy development. For students who are not enrolled in DI, we offer our FLES program to all students for 30 minutes each day where they learn conversational Mandarin and cultural awareness. Through Wedgeworth’s World Language programs, our students are equipped with skills necessary to become bilingual, biliterate, and bicultural citizens.

Technology is a major component of our curriculum and gives students access to the online skills necessary to become successful in the 21st Century. At Wedgeworth, we are equipped with state-of-the art technology and equipment to help support student learning and teacher instruction. With the adoption of a new ELA

curriculum, we offer a 2:1 device program to support vocabulary development, writing, reading/annotation, on the spot videos, and more. Tablets allow for wireless teacher monitoring and instruction. The Lightspeed System enables teachers to manage tools and push to shortcuts, videos, and applications to student devices. Our district's online assessments and data management system allows teachers to easily analyze student data to better provide appropriate interventions to students. Classes rotate weekly through our two computer labs. In 4th-5th grade classrooms, teachers utilize SMART TVs to facilitate collaborative and interactive instruction. Two iPad carts and two laptop carts are circulated among all classrooms. Students utilize Google docs, develop iMovies, practice skills using the web-based curriculum and educational websites, conduct research, use coding, and learn computer literacy skills such as navigation, keyboarding, and research techniques as early as kindergarten level.

3. Instructional Methods, Interventions, and Assessments:

Wedgeworth differentiates academic instruction in order to meet the diverse needs of our students. Teachers work together with students and their parents to identify individual learning needs and to provide accommodations, modifications, and unique instructional opportunities. With the implementation of California Common Core State Standards, we have shifted from a direct instruction model to a gradual release of responsibility approach that is focused on instilling the 4 C's: communication, collaboration, critical thinking, and creativity. Our classrooms have transformed into environments with reduced teacher directed instruction and increased student-centered interaction. Staff scaffolds DOK and GATE icons for all students to use at varying degrees to annotate text. GATE students receive specialized instruction during the day and are challenged to combine the icons at a more complex level. They are also actively challenged with theme-based, technology enhanced performance tasks in after school enrichment classes. Strategies like Total Physical Response (TPR) and specially designed academic instruction in English support our English learners and encourage active student engagement.

A typical lesson begins with a presentation of an inquiry or essential question. Students are provided time to discuss and grapple with the concept through peer dialogue. Teachers facilitate the process by asking probing questions and providing resource materials to students when necessary. To encourage deeper levels of thinking, analysis, and application, PBL projects are assigned as culminating activities to reinforce and extend student learning.

Wedgeworth employs a tiered instructional approach to address the needs of all students. In Tier I, teachers frequently check for student understanding, present multiple representations of new concepts, provide opportunities for TPR, utilize power teaching strategies to ensure student engagement. Data derived from a universal screener administered each trimester and other curricular and local assessments are used to determine which students are performing below grade level. These Tier II students are strategically placed into small intervention groups and classes based on their individual areas of need and receive support both during the instructional day as well as during extended learning time after school. Students who do not respond to Tier II interventions are considered for more intensive support, which may include referral to the Student Focus Team (SFT) and additional services such as targeted individualized academic intervention with various accommodations and modifications.

Wedgeworth teachers utilize multiple measures of data to inform instruction and improve student learning. We analyze and disaggregate data by individual student and significant subgroups in order to design appropriate interventions to assist each student in meeting grade level standards. By doing so, teachers are able to identify practices that yield the greatest positive learning outcomes as well as areas for further development. Diagnostic assessments enable teachers to identify at-risk students early in the year.

Grade level teams meet in PLCs bimonthly to analyze summative and formative assessment data: state, district, curriculum based and grade level common assessments and informal observations. Our Raz-Kids and iChinese Reader online reading programs provide diagnostic data that we use to form leveled groups, design targeted instruction, and identify students needing intervention. These data are used by the Leadership Team to plan for professional development. Students meet 1:1 with their teachers twice a year during data chats to set goals and monitor their progress. The cornerstone of our success has been the development of a system where students take ownership of their learning and demonstrate a passion for the

highest levels of achievement possible.

Transparency is essential within our school community. Staff prioritizes communication of our assessment results in multiple ways with all stakeholders. Our School Site Council discusses these results and makes recommendations for revisions to the School Plan. Data presentations are conducted at various parent meetings, and social media is utilized to showcase our students' achievements. We partner with the local Hsi Lai Temple who recognizes and awards scholarships to high achieving, economically-disadvantaged students. Additionally, we proudly display our various assessment results on our office bulletin board, and parents have access to view their students' progress through our online gradebook. Our teachers go above and beyond to ensure their accessibility to parents and work to maintain a line of open communication to discuss student progress and achievement.

In order to maintain high levels of achievement, students are offered a variety of enrichment classes during the school day and after school. Subjects include World Language, Engineering and Robotics, Fine Arts, Academic Extension, and Student Leadership. Within the classroom, our highest achieving students are continuously challenged through participation in the GATE program. These students learn and use various multimedia tools to summarize and display their research projects around a variety of topics.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

At Wedgeworth Elementary School, PRIDE lays the foundation for our students. Our school's PBIS expectations matrix is displayed throughout the campus, explicitly taught, reviewed, and reiterated throughout the school year. Students who model PRIDE behavior are rewarded with tickets by any staff member. A drawing occurs every Friday to celebrate students' success. Recognized students receive rewards from the principal's prize box.

Students are engaged in their learning through a variety of instructional strategies including but not limited to: Kagan Cooperative Learning, multiple opportunities to respond, Guided Language Acquisition Design strategies, choral response, layers of facilitation, and Thinking Maps. Teachers use these strategies to increase think time, student talk time, active engagement, and peer collaboration. Teachers utilize randomizing applications such as Class Dojo and equity sticks to check for understanding throughout the day.

Wedgeworth provides motivational programs that help promote regular attendance, positive behavior, and academic achievement. To recognize perfect attendance, students receive a certificate at monthly assemblies and medals at Trimester Awards. At the end of the school year, students receive a plaque and attend a special field trip. Names of students with perfect attendance are showcased in the multipurpose room (MPR), office, and newsletter.

For behavior, Wedgeworth School implements MTSS. The MTSS team meets on a monthly basis to review and monitor student progress. In Tier I, 16 proactive classroom management techniques are used in the classrooms to maintain and create a positive learning environment. Teachers greet students at the door, use proximity, utilize an interactive daily schedule, and teach social-emotional skills using the Second Step curriculum.

Twice a year, teachers conduct a universal screening to develop a list of students needing Tier 2 intervention. Teacher and parent input and recommendations drive the development of individual students' action plans. Based on teacher ratings, students may receive additional services such as social skills counseling, mentor-check in and check out, self-monitoring, or a behavior contract. Students may also be referred to the SFT for additional academic and behavioral support.

To support teachers in successful MTSS implementation, we are fortunate to have a part time District Student Support TOSA who delivers weekly social-emotional learning lessons to Tier II students in small group settings. In addition, she provides monthly PD and regular push-in assistance to classroom teachers. Overall, a positive climate and collaborative culture contribute to our teachers' sense of value as important members of the team.

2. Engaging Families and Community:

Wedgeworth is proud to be a family-oriented community. Our parent groups and business community contribute tremendously to the success of our students. We host an array of parent workshops to strengthen the culture of collaboration between school and home and focus on using evidence-based strategies to support academic and behavioral growth. Away from school, parents are able to utilize the resources and learnings from the workshops to help maintain consistency between home and school. Along with parent support, Wedgeworth benefits from local business donations such as Krispy Crème, Starbucks, and Walmart who contribute items for fundraising, hospitality, and students' materials and supplies.

Our highly involved Parent Teacher Association (PTA) goes above and beyond to plan and provide special events that create lifelong memories for our students. Annually, our PTA raises and contributes over \$10,000 to purchase materials and supplies for our classrooms, prizes to promote our reading incentive program, trophies and other awards for recognition ceremonies, annual subscriptions to web-based

instructional programs, and transportation for various off-campus activities. In addition to our PTA, we have active parent volunteers who support our students both inside and outside of the classroom. Parents assist teachers by working in small groups to help students practice basic skills, assisting in arts and crafts, as well as maintaining campus beautification. Our parent volunteers also assist with recess and lunch supervision and set up decorations for school events and performances.

Communicating a clear vision has been essential to the partnership between our school and community members. Wedgeworth uses social media, school and class REMIND, Class Dojo, daily information folders, and student planners as a means to correspond with families and encourage involvement in volunteer opportunities. Our principal regularly sends recorded phone and text messages and email blasts with announcements and reminders as well as personally invites and encourages parents to participate in opportunities such as School Site Council, English Language Advisory Committee, Dual Immersion Parent Advisory Committee, Title I parent meetings, and monthly Café with the Principal. Our parents volunteer as photographers/videographers to document and celebrate all of the fun, enriching activities as well as school performances and events. Artifacts such as photo collages, student work samples, and videos are displayed in the MPR as well as in our front office and are included in our school website and social media.

At Wedgeworth, we celebrate diversity daily, but embrace and highlight various cultures at our annual multicultural celebration event. We provide a welcoming resource room on campus for our parent volunteers to plan and work on school projects, which in turn, supports our students and teachers.

3. Professional Development:

The Wedgeworth staff uses data to identify areas of need for professional development. In order for teachers and staff to make targeted changes identified as a need through an analysis of the data, teachers are given a variety of PD opportunities. While there are a number of important initiatives taking place at Wedgeworth, our school's focus areas are: effective PLCs and strategic data analysis, MTSS, instructional best practices and strategies, and our overall literacy program improvement. Many of the initial trainings for teachers and administrators begin at the district level, but as a school, Wedgeworth develops an implementation plan and continuously works within grade level teams to most effectively incorporate best practices into their lesson plans. Trainings are offered in these areas and all teachers are expected to implement them with fidelity. Each initiative is thoroughly taught and progress is monitored by the principal for maximum effectiveness.

We employ the Trainer of Trainers model where teachers and our principal attend various conferences and workshops and, in turn, train our colleagues. A strategically selected group of teachers annually attends summer workshops to become experts and share strategies to be implemented throughout the year. Our district has provided PD over the last several years on the PLC process, where collaborative teams share data and make decisions about instruction. We have focused on the process for universally screening students and identifying target students in need of academic or behavioral support. In addition to the district-wide focus on PLCs, we have implemented the MTSS as well as PBIS models whereby students learn expected behaviors in all settings on campus with consistent reinforcement.

PD for instructional best practices is vital to the success at Wedgeworth. Our long-term commitment to the strategies of Nancy Fetzner and Thinking Maps has directly impacted our continued success in reading and writing. As new teachers come on board, they receive trainings through our district's instructional TOSAs as well as through site trainings. Learned skills and strategies are implemented in both English and Mandarin classes. Students learn the text structures and organization in both narrative and expository texts using graphic organizers to help format their ideas. Because of our fidelity to these strategies, we have progressively moved into a greater depth of implementation across all grade levels and have strengthened our literacy program.

Over the past three years, we have focused on instructional strategies to engage students through communication, collaboration, critical thinking, and creativity. Teachers have learned about Depth of Knowledge and how to engage students in understanding the different levels of questioning with increased

cognitive demands. The District's ongoing trainings on Kagan structures and layers of facilitation support student engagement and collaboration.

4. School Leadership:

The leadership philosophy at Wedgeworth is team-oriented and driven by high expectations with an open-door approach and support in accomplishing the goals that are set-forth by its stakeholders. It operates best within a distributive leadership model where responsibilities of tasks are shared among teachers, staff, and parent leaders.

Our parent community participates in decision making processes, which promote collaboration and harmonious working relationships. This model has had a tremendous impact on student and teacher productivity. All stakeholders have input in school decisions as evidenced by the positive relationship between the principal and School Site Council, other parent groups, and school staff. Parent involvement and input are sought and welcomed.

Wedgeworth staff has a multitude of opportunities to participate in leadership roles. Some of these include Faculty Leadership Team comprised of teacher leaders from each grade level, MTSS Leadership Team consisting of the principal, Student Support TOSA, and a teacher from each grade level, Dual Immersion Leadership Team comprised of a primary and an upper grade teacher, School Site Council, PTA, and Dual Immersion Parent Advisory Committee consisting of DI parents and two teacher leaders.

Students are encouraged to participate in leadership opportunities through Student Leadership. These students lead various school activities and events including monthly presentations on colleges and universities to promote a college going culture. Beyond our local school community, leadership students are empowered to coordinate schoolwide service learning projects such as this year's "Helping Hands," a project geared towards encouraging community involvement to support various service organizations. Additionally, students organize and coordinate campaign activities for the Attendance Awareness Month, Red Ribbon, Read Across America Week as well as end-of-the year fun activities.

It is our principal's top priority to provide students with a safe and effective learning environment, full of rich experiences. She models collaborative decision-making, listens to all perspectives, and seeks to achieve consensus in the process. She is highly accessible, approachable, and can be found visiting classrooms, joining students on the playground during recess, and greeting students and parents before and after school.

The communication of a clear vision and purpose is of utmost importance at Wedgeworth. Each year, our leadership team decides on a theme to launch the school year. This sets the focus, goal, and vision for all stakeholders and is revisited throughout the year. This year's theme is "Culture of achievement...One team...One goal...One success." Our leadership teams meet regularly to refine goals, monitor priorities, and guide all members on the journey towards ensuring every student's success.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Wedgeworth Elementary School offers a robust academic program that focuses on honing 21st century skills with an emphasis on technology and literacy to engage and enhance student learning. The Celebration of Learning and enrichment classes are two signature practices that showcase and provide extended academic opportunities for our students.

Civic education and engagement continue to be the center of our schoolwide Celebration of Learning event, a comprehensive interdisciplinary project derived from real world problems. It is a student-centered, project-based learning process and experience with a strong emphasis on STEAM. The uniqueness of this program leads to an event that promotes community involvement through awareness, donations, interviews, and presentations. An example of this includes the Spring Celebration of Learning event, “Saving Planet Earth.” Each grade level selected a topic revolving around the 3 Rs-Reduce, Recycle, and Reuse. Grades K-1 created various 3D models such as robots, buildings, and clothes using household recycled materials. Grades 2-3 focused on solar energy and designed various models of solar ovens to learn about energy conservation. Grades 4-5 researched air and water pollution and their impact on Earth. All projects required students to include an engineering model accompanied by a written research report, presentation board, iMovie, media presentation using PowerPoint or Prezi, and a storybook. These events unite the community by raising awareness and providing helpful tips and resources while showcasing the critical thinking, collaborative work, and successful presentations of our students.

Enrichment classes are another innovative program offered to our students during school hours including: FLES, Chinese language instruction with a focus on oral language and cultural awareness; Science Olympiad, preparation of students for Los Angeles County Science competitions; Student Leadership, support for school events and campaigns; STEAM, focus on robotics and coding; Math Applications, integration of literacy and hands-on math; and Math and Reading intervention, strengthening and building fluency and content knowledge. Moreover, we offer a variety of after school programs to our students to enhance their skills and understanding to support their learning. These include extended classes focused on literacy and math problem solving, intervention classes for both reading/writing and math, science clubs, art clubs, as well as Kid-netic Kids focused on teaching various sports. Not only do these classes help meet the needs of all students, but also, they have evolved into a plethora of significant opportunities empowering our students to learn and grow. Students’ participation in the schoolwide Celebration of Learning events and daily enrichment classes not only strengthens their content knowledge in each core subject area, but these experiences also sharpen students’ collaboration, critical thinking, and communication skills as well as augments their abilities to think creatively from a global perspective.