

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 2018 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 2012 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: 2013, 2014, 2015, 2016, or 2017.
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 (2017-2018) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 10 Elementary schools (includes K-8)
 - 2 Middle/Junior high schools
 - 3 High schools
 - 0 K-12 schools
- 15 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
 - Rural or small city/town
3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	24	20	44
5	22	26	48
6	37	29	66
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	83	75	158

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 12 % Asian
 - 0 % Black or African American
 - 10 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 71 % White
 - 7 % 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 2016 – 2017 school year: 5%

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

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2016 until the end of the 2016-2017 school year	5
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	4
(3) Total of all transferred students [sum of rows (1) and (2)]	9
(4) Total number of students in the school as of October 1, 2016	182
(5) Total transferred students in row (3) divided by total students in row (4)	0.05
(6) Amount in row (5) multiplied by 100	5

6. English Language Learners (ELL) in the school: 1%
1 Total number ELL

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

7. Students eligible for free/reduced-priced meals: 15%
Total number students who qualify: 24

8. Students receiving special education services: 1 %
2 Total number of students served

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

- | | |
|----------------------------------|--|
| <u>0</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>0</u> Other Health Impaired |
| <u>0</u> Developmentally Delayed | <u>0</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>2</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 3
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, e.g., third grade teacher, history teacher, algebra teacher.	5
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	3
Paraprofessionals under the supervision of a 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.	1

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 31:1

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

Required Information	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
Daily student attendance	95%	97%	99%	97%	99%
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 2017.

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. 2012

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

A choice for a rigorous curriculum at an accelerated pace with a focus on innovation and exploration that engages students to grow academically and personally.

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

Any student in 4th, 5th, or 6th grade who lives within district boundaries may choose to attend Teach Elementary by following the open enrollment process in the district. In the event there are more requests than space available, a lottery will be conducted.

PART III – SUMMARY

Teach Elementary School (TES) is located on the Central Coast of California in the city of San Luis Obispo (SLO). TES offers challenging academics in an engaging learning environment for students in grades four through six. Our mission is to provide an alternative choice for parents and students in the San Luis Coastal Unified School District (District). TES is designed for students whose needs include a rigorous curriculum, the opportunity for challenge and enrichment, an outlet for creativity and individuality, and an atmosphere that promotes leadership, responsibility, collaboration, and independence. Our vision is to empower our students to become innovators, explorers, lifelong learners, and contributors to a diverse global community. Our school community shares a commitment to provide rich, varied learning opportunities for all students to grow intellectually, socially, emotionally, and creatively. TES is a safe place for students to develop their strengths, and the desire and skills to persevere in areas for growth.

The 2017 California Assessment of Student Performance and Progress (CAASPP) results indicate TES students perform at the highest levels in both English Language Arts (ELA) and mathematics. More than 90% of our students demonstrate proficiency or higher in both ELA and math, with a minimal Achievement Gap for students living in poverty and students with a primary language other than English. With school-wide goals for all students to meet or exceed standards in all academic areas, TES is a choice for many district families.

Our rigorous, district-adopted Common Core-aligned curriculum provides a basis for instruction across content areas. With the 2012 adoption of the California Common Core State Standards (CACCSS) in ELA and math, our school district began a systematic approach to shift both instructional practice and curriculum district-wide in all K-12 classrooms. In 2013, California followed with the adoption of the Next Generation Science Standards (NGSS). In order for our students to meet expectations, new instructional practices, curricular resources, and assessment techniques would be needed to ensure student success.

As a National Blue Ribbon School in 2012, TES was poised to welcome the increase in rigor and expectations. These are pillars of our accelerated learning program. TES teachers have endeavored over the past several years to develop instructional techniques, implement newly adopted curriculum, and continue to expand the TES program to provide relevant, engaging learning experiences for our highly motivated students.

With our most instrumental practice, the Innovation and Exploration Initiative (IEI) since 2014, and Project-Based Learning (PBL) since 2016, TES has been developing 21st Century Learners who are world citizens with 4C skills: Critical thinking, Communication, Collaboration, and Creativity. Teachers utilize a variety of instructional strategies to provide a deeper, broader exploration of content, meaningful dives into real-world problem-solving, and opportunities for each student to enhance strengths, develop areas for growth, and fail forward in a supportive learning environment. Engineering and design thinking skills are developed through yearlong, in-depth robotics coding, computer-aided design and 3-D printing, and digital arts and multimedia production projects. Outdoor learning experiences allow students to develop an understanding of and compassion for the environment. Study trips to The Coastal Institute at Camp Ocean Pines, the Nature Bridge Environmental Science Program in Yosemite National Park, and the Catalina Island Marine Institute combine NGSS, hands-on experiential learning, and environmental awareness into meaningful, real-world learning. In addition, a growing school garden allows students to become stewards of their own little patch of Earth.

In 2014, TES was relocated to allow for expansion of the program. The proximity of our new campus to California Polytechnic State University (Cal Poly) offers a variety of mutually beneficial learning experiences. We embrace their “Learn By Doing” philosophy. By partnering with university professors, students, and organizations, our students have access to extraordinary experiences and learning opportunities; establishing a clear vision of the pathway to college early in their K-12 education. Other partnerships throughout the community enhance learning for TES students as well. Our students learn about their impact in the community through service, and they benefit from the considerable volunteer and financial support provided by TES parents, who are an integral part of our school community. Through our

partnerships, we are able to bring experts in the field into classrooms, provide extraordinary learning experiences for students, and connect our students to the local and global community.

Honored as a 2012 Blue Ribbon School, TES continues to strive for excellence and challenge our own thinking about our program, changing and growing along the way. We consider what students need to be critical thinkers and problem solvers today, and everyday into the future. Our program is a dynamic, growing entity because of the creative influence and shared leadership of our students, teachers, parents, and community.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

District adoptions within the last five years have provided teachers with a foundation for the rigor and depth that are the cornerstone principles of the TES program.

The Teachers College Reading and Writing Project (TCRWP) Writing Units of Study (WUOS) were implemented in 2014. Since then, teachers have taught the writing process using WUOS lessons in informational, opinion/argument, and narrative writing. The curriculum includes explicit lessons and ample opportunities for students to write and revise their work. It provides a comprehensive assessment framework, including learning progressions, rubrics, and student exemplars to support teacher observation as well as formative and summative assessment of student writing. By conferring with individual students and small groups, teachers adjust instruction in real time based on student needs. In addition, student tools for self-monitoring are built into the instructional materials, empowering students to become drivers of their own growth in writing.

In 2016, we adopted the TCRWP Reading Units of Study (RUOS) curriculum, which partnered well with the writing curriculum. Lessons in skills and strategies have helped students become powerful readers and critical thinkers. Reading instruction is focused on developing readers by providing strategy lessons and ample opportunities for students to read high-interest literature and informational texts. The RUOS curriculum also provides comprehensive learning progressions and performance tasks that give teachers and students a framework for scaffolding learning up the text-complexity ladder.

With the TCRWP curricula as a foundation, TES teachers design integrated cross-curricular units to provide students multiple opportunities throughout the year to blend reading, writing, research and inquiry, and speaking and listening with content from other disciplines. For example, our current social studies adoptions, "Houghton Mifflin History Social Studies California" (Grades 4-5) and "Holt World History Ancient Civilizations" (Grade 6), provide informational reading text as part of our integrated units. Students develop a deep understanding of cultures, geography, economics, and a sense of history through reading, writing, researching, and presenting projects with a social studies lens.

Our reading and writing curricula also develop civic and social responsibility with lessons based on social issues and activism in which students form evidence-based opinions and advocate for a cause. In addition, the Steps to Respect, Leader in Me, and Common Sense Media Digital Citizenship curricula provide a variety of lessons for teachers, our school counselor, and school librarian to intentionally teach the skills needed to become ethical, contributing, compassionate leaders in our community.

The 2015 K-5 district adoption of The Math Learning Center "Bridges in Mathematics" curriculum supported teachers who were shifting instructional practice. Classroom math lessons focus on developing students' conceptual understanding of mathematics and their mathematical practice toolkit. This articulated curriculum focuses on building mathematical understanding through a combination of problem-solving and skill building. The adoption of College Preparatory Mathematics for students in sixth grade supported TES teachers making a similar shift in instructional practice. Sixth grade math lessons are student-centered, structured for collaborative group inquiry that is guided by teachers. Lessons spiral learning to mastery over time, balancing the development of procedural fluency, deep conceptual understanding, problem-solving, and extension and application. Our mathematics curricula allow teachers to teach deeply into mathematical content while building mathematical practice in daily instruction. Our students benefit from engaging in rigorous content in a problem-solving context.

The 2016 K-5 science NGSS-aligned curriculum adoption began a three-year implementation of the Lawrence Hall of Science Full Option Science System (FOSS) curriculum. The curriculum provides inquiry-based, hands-on science lessons. The lessons are designed to allow students to engage in scientific practices and analysis while exploring content and the natural world. Teachers utilize the curriculum to guide student inquiry, structure opportunities to observe phenomena, and provide reading and research to

deepen student understanding of the science behind their observations. In addition to FOSS, we are piloting the sixth grade Amplify digital curriculum. Both science curricula include an engineering strand. TES teachers augment engineering standards through a robust engineering program.

Supplemental curriculum and experiential learning; such as Walk-Through Histories, overnight study trips, and local field trips, provide students with experiences that deepen and broaden science and social studies content. TES students are highly engaged learners, developing 4C skills through integrated curricular units and experiential learning.

2. Other Curriculum Areas:

Augmenting the core curriculum, our school focuses on all aspects of Science, Technology, Engineering, Arts, Mathematics (STEAM) education and considers innovation and exploration opportunities instrumental to the educational experience of all TES students. We are a tech-forward campus, and the first school in our district to implement one-to-one devices. Our classroom lessons leverage technology as a tool to support learning. By the time our students complete sixth grade, they will have experiences across a variety of devices including Chromebooks, iPads, and laptop computers. In addition, students develop expertise in utilizing Google Apps for Education to access lessons, complete assignments and projects, and collaborate and communicate with classmates. New technologies and applications are regularly explored by our teachers to support classroom learning.

Since 2014, TES has collaborated with Cal Poly professors and engineering students to develop a deep engineering/technology program for TES students. Our school-wide IEI engages students in the engineering design process through whole-class, large-scale projects. TES has developed year-long engineering strands in LEGO Mindstorm robotics for all fourth grade students (2015), and TinkerCAD and 3D printing for all fifth grade students (2016). This year, sixth grade students will be creating movies and multimedia presentations using iPads and iMac workstations with Pro Apps.

Visual and performing arts are part of our weekly program. A twelve-week artist-in-residence program teaches drawing and sculpture for all students. A music specialist teaches all students weekly lessons focused on voice, rhythm, and percussion. All students learn to play both the recorder and guitar. In sixth grade, students can join the school wind, brass, and percussion band. All students have performing arts opportunities in music, through classroom plays and performances, and at assemblies and the bi-annual school variety show. Sixth grade students learn theater skills, culminating with their own theatrical production. All students attend a professional performing arts show at the Cal Poly Performing Arts Center.

All students also participate in an elective program offering five-week mini-courses in STEAM. Mini-courses are taught by teachers, parents, Cal Poly students and other community organizations. These experts provide students with amazing opportunities to extend their learning, such as DNA analysis, Scratch coding, solar energy production, landscape architecture, Chinese language, Mock Trial, painting, improvisational theater, hip-hop dance, statistical randomness, and yoga.

Physical education (PE), health, and nutrition are essential elements of student health and well-being. All TES students engage in PE activities twice a week with a credentialed PE Specialist. Lessons are focused on individual fitness and skills, team sports, cooperation, and sportsmanship.

All fifth and sixth grade students participate in district adopted Health and Family Living curriculum. Lessons focus on developing an understanding of human reproductive systems, puberty, and healthy lifestyle choices.

Nutrition education at our school begins with the healthy, well balanced breakfast and lunches served daily. Our visionary Food Service Director, who has begun a farm to table initiative across our district, collaborated with one of our fifth grade vegan students to serve the first vegan lunch entree district-wide. Our school garden initiative includes nutrition education as one of its goals. A University of California Nutrition Extender and Teach parent has helped students plant, nurture, and grow our own edible garden. At harvest, the students host a tasting festival of freshly grown vegetables, herbs, and fruits, and sell the

remaining harvested items at an after school farmers' market with proceeds supporting the garden. Students sort lunch waste into trash, recycling, and food waste for composting and maintain the compost bin to create nutrient-rich soil for the garden.

Our school library houses a collection of 5,500 books to support student interests. All students visit the library regularly to borrow books and to learn researching skills. In addition, our Library Tech teaches digital citizenship skills so students can utilize technology to create, collaborate, and communicate in a safe, responsible, and respectful manner. The TES Library is a hub of activity where students gather in their free time to play games, hold student-initiated club meetings, read, and meet with friends.

3. Instructional Methods, Interventions, and Assessments:

Classroom instructional practice has shifted significantly during the past several years. With new standards and expectations, new curricular resources, and an imperative to support 21st Century student outcomes, teachers have further developed student-centered instruction in their classrooms.

Instruction based on highly engaging integrated units of study provides students with a purpose for their reading and writing and infuses literacy across all content areas. Using the Google Suite for Education platform, teachers and students leverage technology to develop 4C skills.

Teachers provide reading and writing instruction in a workshop model focused on providing extended time for students to engage in reading books and writing texts. Reading and writing strategies are taught through daily mini-lessons, inviting students to apply learning to the individual reading or writing they do each day. Critical thinking and communication skills are emphasized in daily instruction. Teachers confer with students to assess, scaffold, and extend student learning. Performance assessments, learning progressions, rubrics, and exemplars are used to measure student progress. Students use these same tools to develop their ability to self- and peer-assess their work. Students reflect on their progress and set learning goals for themselves. Students and teachers together create a portfolio of work that exhibits their learning across time, and allows them to be reflective about their growth and next steps.

Collaborative conversations support student learning across all subject areas. TES instruction utilizes student discourse to encourage students to entertain the ideas and thinking of others and question one another to explore content more deeply. Oral presentations provide students with opportunities to both develop speaking and listening skills. Speakers present research and ideas to an audience, while listeners identify main ideas, ask questions, and provide peer feedback to classmate speakers.

Mathematics instruction focuses on problem-solving, skill building, and mathematical discourse. Teachers develop conceptual understanding of mathematical concepts by teaching students multiple approaches to problems. Mathematical modeling is used to support student understanding of given problems and provides them with tools to apply to new mathematical problems. Along with developing deep conceptual understanding, instruction focuses on fluency and procedural skills to strengthen student mathematical efficiency. Fourth and Fifth grade teachers engage students in daily mathematical discourse through Number Corner calendar math talks, providing students opportunities to analyze patterns, apply concepts, and question, argue, and challenge each other's thinking. Sixth grade students build on the foundation of K-5 mathematics instruction to work in collaborative groups to solve problems. The teacher facilitates learning by introducing mathematical concepts, connecting previous learning, and supporting team problem-solving with questioning techniques. Daily instruction in grades 4-6 requires students to communicate and justify their thinking in writing. Checkpoints, exit tickets, weekly quizzes, and unit assessments, along with teacher conferring, provide a variety of formative and summative information to guide teacher instruction for whole group and individual student learning.

TES places an emphasis on inquiry-based, project-based, and experiential learning to engage our highly motivated students. Inquiry-based science instruction allows students to explore scientific content and work like scientists to investigate the natural world. Engineering, outdoor education, and service learning pair perfectly with real world PBL. Teachers design project work across curricular areas to incorporate PBL techniques. For example, students flex their entrepreneurial skills in the fourth grade Mini-Mall; research,

report, create interactive artifacts, and present as docents in our fifth grade Native American Museum; and write and produce their own play in sixth grade.

District assessments in reading, writing, and mathematics provide trimester progress monitoring data to ensure students are meeting grade level expectations. Teachers meet in grade level data teams with the principal to review assessment results. The team analyzes assessments and student performance to inform upcoming instruction. For the small number of students who are not meeting trimester expectations, an individualized plan is created to support their learning. All intervention is provided by the classroom teacher. In addition, teachers meet with the parents of all struggling students to garner home support for students. Our school site goals for academic achievement are set for every student to meet or exceed standards in every subject area. Our achievement gap is minimal for students living in poverty and learning English. High expectations, rigorous academics, and regular monitoring of student progress help us achieve these goals.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

As a school of choice, TES attracts students who are interested in learning the curriculum at a faster pace and exploring its breadth and depth through enriching, experiential learning. TES students choose this challenge, taking academic risks and growing grit.

TES is a small school of 158 students in grades 4th through 6th. Our school size and configuration creates a camaraderie among staff, students, and parents, who work together toward common goals. Not only teachers, but also our school secretary, custodian, librarian, counselor, and principal know the students well and ensure a safe space where students feel free to be themselves, ask questions, and develop creative solutions. Students develop ownership of their learning by having a voice and choice in their work. They have opportunities to reflect on their learning and engage in self and peer assessment. Students work collaboratively and learn from one another. Parents are active, supportive partners, working with teachers to hold students accountable to high academic and behavior expectations. All members of the community bring ideas to the table and work together to create an incredible learning environment.

We develop our culture of care with intention so that all members of the community feel valued and empowered. Weekly communication through school newsletters, our website, and social media inform our community and encourage participation and feedback. Throughout the year, school-wide social, academic, and parent educational events draw our community together.

We build teams within our community and collaborate on projects, inside and outside of the classroom. For example, extended overnight study trips are scheduled early in the school year so students can bond with their classmates. Students interact across grade levels in Tiger Challenge field day teams, on the playground, during electives, on Battle of the Books teams, and in self-generated clubs during lunch.

The school rules of: be safe, be kind, be responsible, and be respectful hold students accountable to being good citizens of their school community. When problems arise, communication and restorative justice help students learn and grow from mistakes. Tiger Pride assemblies are opportunities for students to be recognized as leaders by their classmates, for students to perform and showcase academic work, and for parents and teachers to be recognized and appreciated for their work.

At TES, each staff member takes on an area of expertise to support colleagues. This creates an environment where teachers feel both valued and supported. At the end of the year, staff is recognized at a staff breakfast for their unique contributions, challenges and successes of the school year. Events like our week-long Staff Appreciation and monthly breakfasts show teachers how much parents honor and value them. Staff are nominated for District Employee of the Year awards and are recognized by our school board.

This rigorous, supportive environment, allows students to take deep dives into self-discovery as they experience a wide range of learning opportunities designed to both develop their strengths and challenge them in their areas for growth.

2. Engaging Families and Community:

Parent and community involvement are fundamental to the nature and success of TES. Our students benefit from the over 3,450 volunteer hours contributed by our parent and local community, and they give back to the community through service projects of their own. These connections provide students with academic and enrichment experiences, as well as an opportunity to develop an awareness of their place in the world and the impact they have on others.

Our close proximity to Cal Poly enables collaborations with college faculty and students to develop and strengthen TES engineering programs including those with the Art in Architecture Club and Cal Poly Racing Team. Cal Poly student athletes, club organizations, and teacher candidates regularly volunteer in

classrooms and school-wide events. Our students have visited Cal Poly student exhibitions, observed the college newspaper, radio, and television studios, and collaborated with theater students.

Wider community groups, including Integrated Waste Management, One Cool Earth, CP Landscaping, the Center of Service in Action at Cal Poly, Growing Grounds, and TES parents helped create our school gardens. Also, Amazon presented Hour of Code to classrooms.

Parents share in the leadership of our school through Booster Club, School Site Council, and district-wide committees, and provide volunteer and financial support for classroom, campus, and offsite camp activities. Parents share their expertise by instructing five-week STEAM electives and by presenting cultures, countries, and real world concerns during Global Awareness Day. Parents help organize school-wide events including Battle of the Books and the Science Fair. Parents mentor our students to create the school yearbook and the sixth grade play. Parents build community camaraderie with a school kick-off ice cream social, Tiger family lunches, staff appreciation events, Chili Cook Off and Pancake Breakfast.

Service learning is an integral part our school program, developing our students into global citizens by building understanding and compassion. Fourth graders donate annual Mini-Mall proceeds to a local charity, such as the American Red Cross Thomas Fire Fund. Our Student Council hosts the annual “For Kids From Kids Toy Drive” for District homeless and foster youth students and an annual Penny War for a local charity, such as the Women’s Shelter Program. School-wide community service opportunities are broadly supported by staff and families. TES hosts the SLO County Big Brothers Big Sisters Holiday Party for over 200 “biggs and littles,” hosts an aid station for the SLO Marathon, and participates in the community-wide service day, Love SLO.

3. Professional Development:

With the adoption of the CACCSS, our district has provided multi-year, comprehensive Professional Development (PD) for our elementary teachers and administrators.

To support shifts in mathematics content and mathematical practice standards, our teachers participated in district-wide PD to develop instructional strategies to address the modeling, problem-solving, mathematical reasoning and discourse expectations in the CACCSS. With school-wide implementation underway, teachers continue to participate in curriculum-based PD and classroom observation/coaching. Our school’s math support teacher meets with district colleagues to discuss topics and then provides ongoing site level professional learning.

Similarly, TES teachers have attended multi-year, district-wide PD to shift instructional practice and implement newly adopted curriculum in reading and writing. Weeklong summer institutes helped us establish reading and writing workshop classroom models, and ongoing PD support teachers in using these models with their students. In writing, we have focused on using student work to calibrate teachers on grade level proficiency expectations. School-based PD has focused on using student work to explore reading and listening learning progressions, examine student work across grade levels, and connect curricular materials to Smarter Balanced Assessment Consortium (SBAC) interim assessment expectations.

TES teachers developed expertise with NGSS and the FOSS and Amplify curricula through science PD. For site-based goals in STEAM and student-centered learning, TES teachers engaged in specific PD opportunities, such as Google Apps for Education, Techie Boot camps, LEGO Mindstorm Robotics, Substitution Augmentation Modification Redefinition (SAMR) model for educational technology, Family Engineering, Screencastify the Danielson Framework, Student-Centered Learning, School Safety, and Positive Behavior Strategies. Teachers and the principal attended the Deeper Learning Conference and the Buck Institute Project-Based Learning Training, and visited other exemplary schools in the state, to gain insight and ideas to improve our program. As a model school in the use of technology, TES has designed and hosted workshops for other district teachers to share tech tools in 2015 and to spread our robotics program to district classrooms in 2017.

In addition, our staff meets regularly in a professional learning community data team to analyze student

work and assessment data in order to calibrate, inform classroom instruction, support individual student needs, and learn from each other. Our student achievement directly reflects the effort teachers have made to shift instructional practice and implement new curriculum through extensive PD opportunities. We are a team of lifelong learners, modeling this practice as professionals for our students.

4. School Leadership:

Our principal develops a shared leadership philosophy among all TES stakeholders. Our principal builds relationships among our community by being present and accessible on the playground, in the classrooms, and during pick up and drop off. She works diligently with students, teachers, staff, and parents to create the vision of student-centered learning at TES. Our principal guides stakeholders to develop a School Plan for Student Achievement (SPSA) that supports experiential learning and develops the 4C skills, including engineering, gardening, and visual and performing arts. As the leader of staff meeting professional development and the Teach Management Team, our principal ensures curriculum, instruction, assessment, and the school calendar supports student achievement and the vision and mission of our program.

SPSA goals require extensive planning and funding for our school program. Parent leaders on our School Site Council and Booster Club help develop programs, align budgets, and support fundraising efforts. Parents provide expertise and leadership to initiate and further school goals, as evidenced by our school garden and deep engineering strands. Parent feedback results in school facility improvements, parent education and Coffee with the Principal topics, and increased home-school communication.

Each TES teacher assumes an instructional leadership role in a key area of our program. Teacher leaders provide colleague support, identify opportunities for program growth, and organize school-wide events in their area of specialization. This allows each area of our program to expand and provide rigorous, challenging, and engaging academics to support student achievement. As a small school with limited staff, everyone pitches in to create an exemplary student learning environment.

With high expectations for student academics and behavior, TES promotes the idea that leadership begins with students owning their learning and behavior. Learning opportunities develop students as strong collaborators, skilled at being both leaders and members of a team. TES students learn to embrace challenge, lead change, hold each other accountable, and take responsibility for their learning and actions. They are proud ambassadors of their school.

Our Teach community values and embraces change and recognizes that TES, itself, is a dynamic, growing entity because of the vision, leadership, and creative influence of our principal, teachers, students, staff, parents, and community.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

The IEI has been the most instrumental practice for our school's success. In 2014, with the emergence of STEM education, our teachers collaborated with a Cal Poly Biomedical Engineering professor and parent to launch the IEI to engage students in integrated learning and the engineering design process through whole-class, large-scale projects. Students identify real world problems, examine existing product solutions, and apply reading, writing, research, and critical thinking skills to design, innovate, and improve solutions.

Each classroom has a budget of \$200 to build a large-scale project. Students pitch and vote on the problem to solve and design possible solutions. Student teams market their projects with how-to-manuals, websites, brochures, commercials, slideshows, and/or slogans. Class teams break into research, construction, technology, and marketing teams. These collaborative teams are often assisted by Cal Poly engineering students and community experts in the field. IEI integrates ELA with STEAM and has been implemented to provide depth and rigor in academics.

At the Annual IEI Showcase, students present their solutions to a panel of dignitaries, including a Cal Poly professor, the District Superintendent, and a School Board Member. Panelists award each class project as Most Innovative, Futuristic or Revolutionary. Past IEI projects include a shark detection system, a backyard desalination device, a human foosball game, the repurposing of the Morro Bay Power Plant, a playground for children with disabilities, and an emergency preparedness kit.

CAASPP results for 2017 indicate that 96% and 94% of TES students met or exceeded ELA and Math standards, respectively. Our achievement gap for socioeconomically disadvantaged students is minimal, with 88% and 91% meeting or exceeding ELA and Math standards, respectively.

IEI develops students' 4C skills. Our District's BrightBytes student survey showed that the following skills occur at least monthly: 99% of TES students conduct research online and 70% are asked to collect and analyze data for critical thinking; 87% receive feedback from classmates for communication; 99% develop or present multimedia presentations for creativity; and 97% are asked to collaborate.

IEI provides students with opportunities to work independently and collaboratively to explore and solve real problems and present innovative, creative solutions to authentic audiences. Our IEI has fundamentally changed the way we think about teaching, learning, and student engagement. Innovation and exploration is not just a practice, it is also our mindset.