

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 2019 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2018-2019) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 6 Elementary schools (includes K-8)
 - 3 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 10 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, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	33	19	52
K	36	38	74
1	34	41	75
2	34	31	65
3	44	34	78
4	46	42	88
5	47	46	93
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	274	251	525

*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 % American Indian or Alaska Native
 - 72 % Asian
 - 1 % Black or African American
 - 15 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 8 % White
 - 2 % 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 2017 – 2018 school year: 2%

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, 2017 until the end of the 2017-2018 school year	1
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	9
(3) Total of all transferred students [sum of rows (1) and (2)]	10
(4) Total number of students in the school as of October 1, 2017	500
(5) Total transferred students in row (3) divided by total students in row (4)	0.02
(6) Amount in row (5) multiplied by 100	2

6. English Language Learners (ELL) in the school: 15 %
80 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Armenian, Cambodian (Khmer), Mandarin, Cantonese, Hindi, Indonesian, Japanese, Korean, Spanish, Tagalog, Telugu, Urdu, Vietnamese

7. Students eligible for free/reduced-priced meals: 29 %
Total number students who qualify: 151

8. Students receiving special education services: 14 %
71 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>26</u> Autism | <u>2</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>2</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>6</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>12</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>16</u> Speech or Language Impairment |
| <u>2</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>6</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 7
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.	25
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	2
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	25
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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 0:1

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

Required Information	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	97%	96%	98%	97%	97%
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 2018.

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.

Longley Way is committed to developing responsible, empathetic leaders who respect others, persevere, and demonstrate student agency in a safe 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

Longley Way Elementary School (LW), one of six elementary schools in the Arcadia Unified School District (AUSD), is located in the southwest corner of Arcadia in the San Gabriel Valley. As a Title One school with varied ethnic population of approximately 500 students in Pre-K through 5th grades, our teachers are dedicated to providing personalized instruction for our diverse school community. Longley Way has a strong sense of community where everyone feels welcomed, valued, and appreciated. Our community includes families that are socioeconomically disadvantaged as well as those who very affluent. Our families highly value and actively support their children's education, and parent involvement is fostered through volunteer opportunities on campus, a strong home-school connection, and an active PTA.

Longley Way opened in 1951 as a part of Arcadia Unified School District. Modernization efforts in 1994 and again in 2015 provided improved classrooms including modern technology. Over the last five years we have shifted to utilizing one-to-one chromebooks in every classroom to enhance student learning. We have recently become a Leader in Me School and Advancement Via Individual Determination (AVID) Elementary School. We became a California Distinguished School in 2012 and again in 2018. A huge academic milestone for our school occurred when our English Language Arts (ELA) Smarter Balanced Assessment (SBA) scores increased from 70% proficient or advanced to 84% between 2016 and 2017. In the same year, students' math scores that were proficient or advanced increased 8%, from 72% to 80%, showing another remarkable gain. According to the California Dashboard that year, our socioeconomically disadvantaged students' test scores increased 29.3 points in ELA and 28.6 in math, and students with disabilities increased 35.7 points in ELA and 31.5 in math. This is a result of our staff being dedicated to high caliber teaching strategies and quality programs.

The professional staff is committed to academic excellence and strives to provide an innovative instructional program by integrating small group instruction, effective intervention strategies, and rigorous activities to meet high standards. To meet the needs of such a diverse student body, some of whom are new to America, teachers are often seen using the Gradual Release of Responsibility model of teaching. First, the teacher will explicitly teach a concept as the students watch, question, and reflect on what their teacher has done. Next the students are encouraged and asked to participate by helping the teacher with another concrete example of the concept. Slowly, students are released to show their own learning independently or with student partners. This technique provides teachers with the opportunity to target student needs while covering the scope and sequence of our academic standards.

Students are also provided the opportunity to expand their knowledge; and achievement gaps are bridged through the utilization of targeted, differentiated instruction using a Multi-Tier System of Supports (MTSS). Teachers make a concerted effort to get to know their students on a deeper level, taking into account students' individual academic, social, and emotional needs, as well as their cultural backgrounds. Key to student rapport has been our use of Restorative Practices where students and staff enter into safe, respectful, and mindful dialogue about personal successes, conflicts, or concerns. Through the process of Restorative Practices, our staff has focused not only on academic achievement, but also on emotional growth and promoting positive social interaction for students. Teachers not only work with families to bring about student success, but take part in Student Study Teams where our staff comes together to create behavior contracts that help to target and support students' behavioral needs. We also follow through with 504 plans and Individualized Education Plans (IEP).

Our instructional approach has shifted from teacher centered to learner centered, as teachers use a mixture of whole group, small group, and individualized instructional opportunities. In transition kindergarten (TK) through second grade, students rotate through centers while teachers focus on small group reading and/or math instruction. Students in third through fifth grade gain independence by being given specific assignments to complete individually or in pairs, while teachers pull small groups to reinforce target skills and standards. This provides intervention and enrichment.

Through AVID, teachers promote strong organizational skills which empower students to take charge of their learning. This includes the use of 2 and 3 column notes and daily agendas which students use to track

assignments. Students can personalize the use of these strategies to further their academic success. The AVID site team, consisting of teachers, meets monthly to determine, monitor, and reflect on best practices that will positively impact student achievement.

Teachers effectively implement strategies that support student agency and encourage students to be aware of their own learning styles. Goal setting is a critical part of school wide achievement. Students in TK through fifth grade set, monitor, and reflect on personal goals to ensure success. Primary students choose a personal and academic goal to work on each month, while upper grade students often have class community, personal, and academic goals that can be shown through data graphing and reflective dialogue. Students share their goals during student-led conferences, and goals are adjusted to encourage them to excel and do their best.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

For English language arts, students from TK-5th grade are exposed to a variety of fiction and non-fiction texts and explicitly taught close reading strategies to strengthen comprehension. In TK and Kindergarten, phonological awareness provides a strong foundation for reading, which is fostered through a multisensory approach with kinesthetic, auditory, verbal, and interpersonal learning opportunities. One fun TK activity that promotes phonemic awareness is creating individual hats to reinforce students' understanding of each letter of the alphabet. In upper grades, students learn how to cite textual evidence to support their answers using the ACE strategy: Answer, Cite, Explain. Online programs including Newsela and Readworks provide students engaging and high interest reading assignments that are standards-aligned and differentiated according to individual students' lexile levels. For example, a third grade teacher who has some students reading at the second grade level and others reading at a fourth grade level can assign all students the same article but at different lexiles, which allows all students to access the content but practice grade level standards.

Throughout the grades, thinking maps are an essential piece of the Write From the Beginning program that promote effective writing organization. Primary students learn how to write an introductory sentence, supporting details, and a concluding sentence. This foundation is expanded upon as upper students learn how to write multi-paragraph essays with effective introductions, detailed body paragraphs, and memorable conclusions.

Assessments are generated by teachers to evaluate students' mastery of state standards. These assessments use AVID's Costa's Level of Questioning, which help teachers to determine the depth of knowledge each student has in reading comprehension, vocabulary, listening skills, and writing. Small groups are organized based upon various formative and summative data, teacher observation, Standardized Test for the Assessment of Reading (STAR), and Benchmark assessments from our HMH Journeys curriculum.

1b. Mathematics:

For mathematics, TK students learn about numbers, shapes, and use 10-Frame Counting. This provides a solid foundation for kindergarten through 5th grade, as teachers provide explicit instruction of the five domains using both EnVision Pearson and Engage New York programs. Each year, previous grade level standards are built upon to foster both conceptual and procedural fluency. The eight mathematical practices are integrated into all lessons throughout the math curriculum. Teachers incorporate hands-on activities, including the use of manipulatives, visual models, and art. Number talks encourage students to develop their estimation, mental math, and flexible mathematical thinking and problem solving skills.

Online programs, including Khan Academy and XtraMath, provide students ample opportunities to practice math skills as well as challenge themselves to meet individual goals. A key strategy for students to develop their listening and speaking skills in math has been through ANT: Alone time, Neighbor time, and Team time. During this strategy, students are encouraged to develop their own thoughts, share their ideas with a partner, and then share with the class. This enhances students ability to positively critique each other's problem solving strategies. In addition to whole group instruction, students also experience math rotations, centers, math games, and intervention opportunities. Spiral review, Marcy Cook tiles, and challenge activities help reach the needs of all students, including those who are struggling or excelling. Our goal is to meet the individual needs of each student in multiple math standards.

Our STAR Renaissance monthly progress monitoring provides data on how students are advancing through the curriculum. Consistent use of formative and summative assessments fuels our small groups. Many teachers create their own assessments based on depth of knowledge questioning to determine the level of understanding for each mathematical concept: algorithm, modeling, reasoning, and real world performance

tasks. Other teachers use our district-adopted EnVision Pearson math curriculum to assign benchmark assessments. Exit tickets on the concept taught that day provide formative feedback that drives future instruction.

1c. Science:

In science, students experience real-world problems and phenomena that allow them not only to develop their critical thinking skills. As California has gradually rolled out the Next Generation Science Standards (NGSS), our teachers have developed engaging activities and lessons based upon the four science disciplines: Physical, Earth and Space, and Life Sciences, as well as Engineering and Technology Applications of Science. Teachers often use Mystery Science lessons to target specific standards with highly engaging tasks and assessments. Each grade builds upon the previous concepts taught. For example, kindergarten builds upon the motions of push and pull, while second grade learns about how gravity and magnets are forces of motion. By 4th-5th grade, students have graduated to the concepts of collision, energy, and Earth's gravity and magnetism.

Students look forward to science due to highly engaging and cooperative instructional approaches, including jigsaw activities, experiments, and videos. Experiencing science through the use of hands-on learning has increased student retention of material. One of the best approaches Longley Way utilizes is introducing a science unit with a phenomena. For example, fourth graders are shown a video of a teacher's dog with its eyes glowing red from the camera light. Students are asked why this happens and then guided through a series of experiments that encourage them to discover the answer for themselves. This productive struggle results in students taking ownership of their learning and joy in discovering how eyes work.

Field trips to locations, such as the Discovery Center, the Los Angeles Zoo, and Ocean Institute, as well as grade level assemblies, further enhance students' understanding and enjoyment of science. Students with limited English or academic challenges are provided modified assignments, peer support, anchor charts, and vocabulary visuals to ensure mastery of standards. Students are taught to be scientists in the classroom by taking notes on their observations, after which they create diagrams and record data that coincides with their activities. Assessments vary, and students are often given a choice as to how they want to demonstrate mastery of standards.

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

In social studies, students are engaged in civic education that promotes college and career readiness in reading, writing, speaking, listening, and language development. Cross-disciplinary literacy expectations are aligned with curriculum and classroom activities. Grade levels focus on grade-specific standards, addressing intellectual skills that encourage student engagement with inquiry, analysis, multiple perspectives, and ethical issues.

Longley Way uses the Harcourt School Publishers textbook as a resource for the scope and sequence of our social studies program. Primary students develop a concrete understanding of how communities work, which builds a foundation to understand the impact those communities have on themselves and the world around them. To enhance their understanding of history, third graders take field trips to the Arboretum and the La Brea Tar Pits, and fourth graders attend an overnight field trip where they do hands-on activities to learn about the five time periods of California history. Fifth grade students think like historians when they examine primary sources, such as The First Residents of Jamestown. They are also encouraged to develop a deeper appreciation of the challenges colonists faced through analyzing geographical choices for colonial settlements. Their annual Colonial Days gives students an opportunity to research a colonial trade, role-play, and dress as their tradesman. Art, singing, dancing, and colonial games are also part of the day's festivities.

Language arts is integrated into social studies across each grade level, allowing a blending of literature and historical content. For example, fourth graders read *By the Great Horn Spoon* which sparks their curiosity about California history, while fifth graders read historical fiction based on early America. Project-based learning, writing journals, cooperative learning groups, role-playing, and quizzes assess students' understanding.

Our English Language Development teacher co-teaches in social studies classrooms to reinforce vocabulary and reteach challenging concepts. After conferring with classroom teachers and discussing students' progress, Intervention teachers guide small groups to reteach specific topics to ensure students' understanding of historical content. Reading strategies are integrated, and formative assessments check students' comprehension of the texts.

1e. For secondary schools:

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

A unique feature of our school is that we offer special classes, including two Pre-K Special Day Classes (SDC) and one Pre-K Autism class. Our SDC programs are designed to specifically target the needs of each student as well as their IEP goals. The Ablenet curriculum provides students foundational reading, writing, and number skills. Social emotional development is encouraged through small group interactions and circle time, and students receive individualized instruction during rotations. The ultimate goal is to prepare them to eventually transition into general education classes. Students with a visual impairment are mainstreamed into general education classes, and appropriate modifications ensure their active participation. At Longley Way, we want to see all students succeed, and provide supports and structures that remove barriers from learning.

2. Other Curriculum Areas:

Students at Longley Way are provided the opportunity to grow and develop as whole learners in a variety of other curricular areas including visual and performing arts, physical education, and technology. These subjects enhance and develop a well-rounded education, and as such, are embraced as an integral part of our school day.

Visual arts is explored in each classroom as a means of individual expression. Multiple mediums, including watercolor, tempera, and pastels, give students opportunities to explore and express themselves. Clay is a student favorite and is easily fired using our on-site kiln. Finished art projects in various mediums are submitted each year to be highlighted at the Public Schools' Luncheon and displayed in our city's library. From there, select pieces go on to receive the Superintendent's Art Award which are showcased in the district office for the following year. Beginning this year, students also receive monthly art lessons from credentialed, freelance art teachers.

Music appreciation is taught in a multitude of ways. Students develop their knowledge starting with an understanding of instruments, notes, patterns, tempo, rhythm, and time. In fourth grade, students are given the opportunity to start playing their own instrument in either band or orchestra. Fifth graders are given even more opportunity to branch out into percussion instruments and advanced strings or brass. Our advanced music students are invited to perform at our school's winter show and with the middle school band and orchestra in the spring. In addition to instrumental music, second through fifth grade students can join our school's Glee Club which showcases their talents through song and dance. Glee performs at various retirement homes throughout our community as well as at multiple district-wide events.

Physical Education allows for students to develop their motor skills, movement concepts, and levels of physical fitness. Sports, such as basketball, football, hockey, and dance, as well as our annual Kids Heart Challenge provide students ample opportunities to develop teamwork, sportsmanship, and physical health. Our primary students receive physical education instruction from Arcadia High School students through our district's Cross Age Program, while the fifth grade curriculum prepares students for their Physical Fitness Test. Additionally, our lunch recess Fit Kids program provides students the opportunity to walk or run laps around the field, fulfilling personal distance goals. This provides a physical outlet for students who prefer to not participate in group games. Likewise, the Noon Games program promotes sportsmanship and leadership skills. Peer referees oversee student led games of kickball, volleyball, and mongo ball. At the end of each

semester, all participants vote for sportsmanship awards where teams and individual students are highlighted for their outstanding achievements in the games. We believe that sports and physical education allow students to excel in arenas outside of academics, as well as giving them space to refocus before learning in the classroom.

Technology is regarded as an integral tool to enhance students' learning and is integrated into daily lessons and learning activities. Students enjoy the use of district-provided one-to-one chromebooks, and teachers utilize a wide variety of online programs, including Google Drive, to provide differentiated instruction, engaging assignments, and accessible assessments. For example, primary students use programs such as A-Z readers to practice phonics and reading comprehension, and then might be asked to demonstrate their understanding of the main idea of a story by illustrating it on Google Draw. Many students also love using SeeSaw, a learning management system, because they can choose to draw, take a picture, record themselves, or write a note to demonstrate mastery of standards. Teachers use this program for formative assessment as well as a way to engage learners during small group rotations.

Digital citizenship starts early, as students learn how to keep personal information private including their usernames and passwords, and upper grade students are taught how to safely navigate the internet and cite sources to avoid plagiarism. By fourth grade, students use their knowledge of technology to create multimedia presentations which require researching credible websites. For example, students research their favorite California explorer, take notes on Google Docs, create a Tour Builder to share what they have learned, and then present their projects to the whole class to practice speaking and listening skills. Throughout all grades, we encourage students to explore and enhance their understanding of coding which helps connect technology skills to real world applications. We have seen the benefits of integrating technology into all aspects of curriculum, including higher engagement and a deeper commitment to learning.

3. Special Populations:

Our students develop a strong sense of empathy as they are exposed to a diverse group of learners, including SDC preschool and Pre-K, students with visual impairments, and students with Autism. Our largest special population is our English Language Learners (ELL), which is 22% of our total population. With 14 different languages spoken across campus, our goal is to support all students regardless of previous language acquisition. To provide additional support, Level 1 students receive English Language Arts tutoring before school for two additional hours per week. These small groups provide students opportunities to develop stronger vocabulary as well as practice their speaking and listening skills. During the school day, all ELL students receive reading and writing support through small group instruction, while collaborative teaching efforts help them access content in the general education classroom. Students are allowed to use translation apps to support them with core content and are often paired with students who are fluent in English, but also speak their native language. Teachers utilize embedded language support strategies, such as total physical response (TPR) and integrate visual supports across all subjects. For example, students might show the layers of sedimentary rock by alternating hands one on top of the other. Assignments and assessments are modified to allow students with limited English to demonstrate mastery of content without being hindered by a lack of English language skills.

Likewise, our students with learning disabilities are provided high quality instruction with specialized supports through IEPs, collaborative teaching, and inclusion support. The co-teaching model is implemented to provide students additional support within the general education classroom, and small group targeted instruction is also provided by intervention teachers and our school Academic Performance Coach (APC). Teachers are also cognizant about targeting instruction using multiple modalities of learning and incorporating students with disabilities into small groups where peer support is available. Students are offered a wide variety of options to demonstrate their understanding of content, including an opportunity to verbally explain concepts when written language is difficult. All students are able to access speech improvement services, regardless of whether they have an IEP or not.

At the beginning of each year, students in the general education classroom who need Tier 2 supports are identified. Those students who qualify receive Title One small group instruction before and during school,

and parent meetings are held regularly to ensure student success. In contrast, high performing students are provided opportunities to test out of material and work on independent challenge projects that promote critical thinking skills, collaboration, and leadership opportunities, such as peer tutoring. Students are provided choices as to how they want to demonstrate their knowledge, including using multiple technology programs such as Prezi, Screencastify, and Flipgrid.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Longley Way staff embodies a culture that is focused on providing an environment of love, encouragement, and positive regard for all students. Our commitment to developing empathetic, respectful, resilient, and persistent student leaders is shown in all classrooms and programs. Students are encouraged to take ownership over their space and learning, through a variety of student agency opportunities, including flexible seating, learning stations, and assignment options. Classroom mission statements are another way students can help drive their own learning, as they are collaboratively developed by students in all grade levels. The mission statement embodies who they are, what they do in class, and how they show themselves to be leaders. All of these efforts are to ensure that students feel valued as a part of our school community and experience a positive learning environment in which they feel safe to take academic risks.

Social emotional wellness is a priority at Longley Way and is fostered through a comprehensive schoolwide counseling program that is facilitated by a full time school counselor. Social emotional curriculum, such as Tomcat and Tabby Cat (TK), Kimochi's and Second Step are used weekly in kindergarten through second grade classrooms to teach students emotional vocabulary while enhancing positive pro-social skills. A wide range of counseling lessons are taught in 3rd-5th grade on a variety of topics, including organizational strategies, communication styles, respecting differences, emotional management, improving motivation/effort, and testing strategies. These topics are developed and tailored to classrooms and grade levels as needed. In addition, social skills are modeled and taught through weekly lunch bunch meetings with the counselor. These programs enable students to embrace one another and value their place in the Longley Way family.

Teacher agency is also promoted as teachers are encouraged to take risks that will enhance student learning, including trying new technology programs, implementing innovative teaching strategies, and embracing support from district instructional coaches. Teachers are encouraged to self advocate for students, classrooms, and grade levels in order to promote a positive work environment. Through learning walks, teachers also have opportunities to observe other classrooms and are encouraged to collaborate with other grade levels. Staff meetings are used as an opportunity for teachers to share successful strategies and reflect on motivational classroom experiences. We often reflect on our personal passions and ask how we can engage that creativity and excitement in our professional careers. Our school's administration strives to support teachers through weekly classroom visits and consistent constructive feedback based on our schoolwide focus. The collaborative efforts between administration and staff promote an environment of hard work and dedication that leads to our students' success.

2. Engaging Families and Community:

A key element to the success of our school is our consistent and varied communication with families. To maintain daily home-school communication, our teachers utilize computer apps, such as Class Dojo and Remind. In addition, parents are able to request meetings or contact teachers via email at any time. Schoolwide, we send out quarterly newsletters that our students help write, while the principal sends a newsletter twice a month to keep parents informed on all that is happening at school. In the fall, we host student-led conferences for all of our families and parent-teacher conferences in the spring where student academic and behavioral progress is discussed in detail. Longley Way also utilizes our all-call system for frequent phone call messages home to families.

Another way we maintain high engagement with our parents is through our strong partnership with our Parent Teacher Association (PTA). We work to foster leadership and empower our parents to serve on our PTA Executive Board, while always aiming for 100% PTA membership from our families. We have obtained 100% membership the past four years. The PTA exec board and members work collectively with our school staff to ensure our students receive engaging programs and activities. Some of these include an Ice Cream Social, Family Fun Nights, STEM Night, and Camporee. In addition to PTA, we have parents serve on our School Site Council, where they are key contributors to our school safety plan and site

achievement plan. This committee also provides feedback on our school goals and helps us analyze student data.

To gather feedback from all parents district-wide on a variety of school topics, our school district uses the Thought Exchange program to survey parents. We utilize this feedback at our own site to make changes and adjustments to our programs. We also engage families by embracing parent volunteers who read with students, help teachers with small groups, and prepare classroom materials. Currently we have approximately 32 volunteers who cumulatively work more than 50 hours a week to support teachers.

Finally, in the spring we have an AVID Career Day where we partner with community members and parents who share their college and career experiences with our students. Students love this event. Some learned how to draw a cartoon from an animation artist, others practiced tying suture knots with a cardiologist, and a make up artist demonstrated how makeup is used to create special effects in movies. This hands-on learning provides students an exciting opportunity to look into specialized careers.

3. Professional Development:

“Never Settle,” “Keep Growing,” “Whatever It Takes,” and “Lead with Passion,” are recent staff themes used at Longley Way that help exemplify our school’s professional development philosophy. Within that philosophy, we see ourselves as lifelong learners and believe there are always ways to improve our teaching practices to meet the needs of all students.

Our current site professional development focus is expanding our understanding of the skills related to Universal Design for Learning (UDL). This choice meets the criteria of our district Local Control Accountability Plan (LCAP) goals and helps us close the achievement gap of our struggling students. One way we are able to provide time to work on this professional development topic is through our monthly staff meetings, during which we collaboratively brainstorm effective UDL strategies to implement in our classrooms. Our school site also allocates funds for teachers to attend outside conferences and workshops. This has led teachers to experiment with UDL strategies, including multiple modalities to engage all students. This includes learner designed goals, flexible differentiated small group instruction, and multiple ways of expression, which provide equitable access to core curriculum. During weekly grade level meetings which occur during our early release day, teachers discuss which strategies are the most beneficial for all students.

Learning walks, which consist of visits to other school sites in our district, are also a key professional development opportunity we offer to our teachers so they can learn from colleagues. For example, teachers observed flexible seating options in other elementary classrooms which inspired them to try it for themselves. Likewise, the fifth grade team visits our local middle school to determine ways for students to successfully transition from elementary into middle school.

The impact of our professional learning model is most evident in our classrooms where instruction is consistently innovative, and teachers feel comfortable trying out new ideas and methods. A recent example includes our kindergarten teachers developing an AVID based organization system that fosters student responsibility with their assignments. Another is our 2nd grade incorporates reflective journals using a technology platform to capture student voice.

Additionally, our 4th and 5th grade teams use student choice menus that allow students to select how they demonstrate their understanding. These menus take into consideration students’ learning styles and multiple intelligences.

4. School Leadership:

At Longley Way Elementary we believe there is greatness in everyone and that leadership is a shared responsibility among teachers, staff, and students. The Leader in Me program encompasses the school culture, which promotes student leadership. It guides students in the 7 Habits of Happy Kids. These habits reflect the personality of our school and are interwoven into activities throughout each day. Students in 3rd

through 5th grade are taught to be proactive and begin with the end in mind by effectively using agendas to organize assignments and plan projects.

Our goal to be a Leader in Me school has led us to form action teams which oversee professional, student, and family learning, and school events. The principal serves as a team member and advisor on all of these teams. The Lighthouse Committee focuses on leadership for all, by providing guidance and support to these action teams, student clubs, and events.

The principal works to build leadership outward, empowering teachers, staff, and students to take on leadership roles within the school. Teachers and support staff serve on our School Site Council with other stakeholders. Recently the committee has been going through the process of creating our School's Mission Statement. In our weekly staff bulletin, there are AVID and Leader in Me teaching tips to help us continue to hone our teaching craft.

Student leaders have been elected and represent their peers at Student Council meetings. Philanthropic projects have encouraged students to think about other people, including Operation Gratitude during which students donated eighty pounds of their Halloween candy to soldiers. Likewise, blankets and socks were collected to help the homeless, and a Penny War fundraiser generated more than \$2,000 for California Wildfire victims.

The goal with all student leadership groups is to provide students a voice and build their leadership capacity. Morning student greeters foster a welcoming environment which helps students feel happy, safe, and ready to learn. Likewise, student representatives serve on our Principal's Advisory Team where they share their feedback and ideas on a variety of school related topics. These topics range from developing new student leadership opportunities to offering suggestions on how to improve recess activities. The principal also oversees student-led monthly assemblies and morning school announcements, which provide students opportunities to find their voice and synergize. When students feel empowered to demonstrate leadership skills, they are more likely to take ownership of their own learning, resulting in an increase in academic achievement and pride in their accomplishments.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

In 2016, Longley Way made a commitment to adopt a holistic social strategy called Restorative Practices. All teachers have been professionally trained to use this technique, and all grade levels embrace the concept of the Restorative Practice philosophy.

Restorative Practices is a process in which all members in a group are encouraged to engage in dialogue, which safely allows the expression of feelings and opinions. One aspect of Restorative Practices is using a technique similar to a class meeting, where all participants sit in a circular formation facing one another to discuss classroom goals, academic progress, or students' personal well being. Often these circles are used as opportunities for students to reflect on academic challenges, recent behavior, and current events. These structured meetings utilize guided questions and promote mutual respect as students learn how to express themselves effectively and listen to one another. Community circles also enhance students' sense of camaraderie, help them develop a stronger sense of self-worth, and strengthen meaningful relationships with fellow students and teachers. These circles result in students feeling valued by their teacher and peers, resulting in increased intrinsic motivation to learn in the classroom.

Conflict will always be apart of school life, but approaching solutions with restorative language often results in resolutions that build better relationships. As the facilitator, the teacher asks students to reflect on a concern, focusing on describing their feelings and brainstorming possible solutions. When students generate their own solutions, the decisions are mutually agreed upon and long-lasting. For example, when some upper grade students had a conflict over how to play soccer, a restorative circle was used to share everyone's feelings and brainstorm possible solutions. The result was a successful increase in empathy and personal accountability among students.

Restorative Practices have been one of the strongest strategies for social and academic success at our school for various reasons. It spans all academic content areas, and also bridges the gap for social and emotional development. They create a safe and open space for students to learn, where students are given the ability to discuss, explore, and examine not only themselves, but also their school community. We have found that these guiding principles improve student behavior, strengthen social relationships, and create a healthier school climate and culture. At Longley Way, we believe that Restorative Practices perfectly align to our core beliefs of empowering students to grow and develop into citizens who make a positive and profound impact on the world around them.