

**U.S. Department of Education**  
**2019 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

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

Name of Principal Mrs. Tammi Rainville

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

Official School Name Pico Canyon Elementary School

(As it should appear in the official records)

School Mailing Address 25255 Pico Canyon Road

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

Stevenson Ranch CA 91381-1658  
City State Zip Code+4 (9 digits total)

County Los Angeles County

Telephone (661) 291-4080

Fax (661) 291-4081

Web site/URL

om http://www.Newhallschooldistrict.c

E-mail trainville@newhall.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\*Mr. Jeffrey Pelzel

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail jpelzel@newhall.k12.ca.us

District Name Newhall School District Tel. (661) 291-4000

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 Mrs. Sue Solomon

(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**

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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

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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):
- 10 Elementary schools (includes K-8)
  - 0 Middle/Junior high schools
  - 0 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	0	0	0
K	64	65	129
1	53	56	109
2	55	67	122
3	56	70	126
4	70	57	127
5	70	73	143
6	83	68	151
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
<b>Total Students</b>	451	456	907

\*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
  - 28 % Asian
  - 3 % Black or African American
  - 29 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 32 % 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 2017 – 2018 school year: 11%

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.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2017 until the end of the 2017-2018 school year	50
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	47
(3) Total of all transferred students [sum of rows (1) and (2)]	97
(4) Total number of students in the school as of October 1, 2017	907
(5) Total transferred students in row (3) divided by total students in row (4)	0.11
(6) Amount in row (5) multiplied by 100	11

6. English Language Learners (ELL) in the school: 10 %  
88 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):  
Arabic, Armenian, Assyrian, Cantonese, Tagalog, Hindi, Hungarian, Indonesian, Italian, Japanese, Korean, Mandarin, Other Non-English, Polish, Portuguese, Punjabi, Russian, Spanish, Tamil, Telugu, Thai, Vietnamese

7. Students eligible for free/reduced-priced meals: 18 %  
Total number students who qualify: 166

8. Students receiving special education services: 9 %  
82 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>14</u> Autism                  | <u>5</u> Multiple Disabilities                 |
| <u>0</u> Deafness                 | <u>1</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness           | <u>4</u> Other Health Impaired                 |
| <u>0</u> Developmental Delay      | <u>13</u> Specific Learning Disability         |
| <u>0</u> Emotional Disturbance    | <u>33</u> Speech or Language Impairment        |
| <u>0</u> Hearing Impairment       | <u>0</u> Traumatic Brain Injury                |
| <u>12</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:

	<b>Number of Staff</b>
Administrators	2
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	34
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	10
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	14
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	6

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 26:1

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

<b>Required Information</b>	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	97%	97%	97%	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.

<b>Post-Secondary Status</b>	
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.

We will provide all students with a positive, challenging learning environment empowering them to become productive, educated citizens who are able to meet future responsibilities.

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**

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Pico Canyon Elementary School is located in Stevenson Ranch, a suburban community thirty miles north of Los Angeles. Pico Canyon opened its doors on August 21, 2003. Currently, 907 students are enrolled in transitional kindergarten through grade six. Three portable buildings were added to the campus in order to accommodate the addition of special education students with moderate to severe disabilities. Pico Canyon School serves a diverse neighborhood. Ten percent of our students are English Learners and our students speak over twenty different languages as a second language. Eighteen percent of our current student population is considered socio-economically disadvantaged. Surrounded by apartments, town homes, single-family homes and a park, the school has developed a strong identity and culture. Pico Canyon School embraces the “Character Counts” program. Positive Character traits, such as being purposeful and respectful, are an integral part of our schoolwide Positive Behavioral Interventions and Supports (PBIS) efforts. We have identified a continuum of behavior supports designed for all students and implemented in all areas of the school, including the classroom, lunchroom, restrooms, and playground. We invite you to visit [www.Newhallschooldistrict.com/Pico](http://www.Newhallschooldistrict.com/Pico) and view our PBIS video on the homepage.

Pico Canyon has 885 students in thirty-four general education classrooms and 22 students in three special day classrooms. In addition to the thirty-seven classroom teachers, Pico Canyon has a resource specialist teacher, two language and speech specialists, a school psychologist, a school counselor, three orchestra teachers (1 day per week), a visual arts teacher (1 day per week), a chorus and classroom music teacher (4 days per month), three part-time occupational therapists, and a part time adaptive physical education (PE) teacher. All students at Pico Canyon participate in Pico Fit. During Pico Fit, our grade level teachers work with a physical education playground supervisor to deliver a comprehensive PE program, using SPARK (Sports, Play, and Active Recreation for Kids). Our sixth grade students participate in a hip-hop residency through a districtwide grant, and our fifth grade students participate in a drama and science residency. Pico Canyon has a science lab, utilized by all grade levels as well as a computer lab. Technical specialists, working under the direction of grade level teachers and site administrators, support our labs.

We maintain a tradition of high expectations, academic excellence, and strong community support here at Pico. The families in the Pico Canyon community take pride in the school’s learning environment and in the continual development of a positive school culture and “Husky Pride.” Last year, Pico Canyon volunteers dedicated over 15,700 hours of documented service in our classrooms and in our school during schoolwide events. We collaborate with our PTA (Parent Teacher Association) to put on many student-centered events throughout the school year such as assemblies, dances, International Night, Variety Show, Reflections, movie nights, field trips, book fairs, and family restaurant nights.

Our students’ academic successes are a result of school-wide systems and shared leadership. At Pico Canyon, we operate as a community of leaders and learners. Our principal and assistant principal are instructional leaders, working with grade level team leads to facilitate cycles of learning, facilitated by our partners from The University of Washington Center for Educational Leadership (CEL). At each grade level, cycles of learning in English language arts and in Math are followed by “What I Need” (WIN) blocks of intervention and/or enrichment, based upon student outcomes. We have banked time in the Newhall School District; so that, on designated Fridays throughout the school year, grade level teams can work together as Professional Learning Communities around the four essential questions: What do we want our students to know and be able to do? How will we know students have met proficiency in the essential learning standards? How will we collectively respond when students do not meet proficiency? How will we collectively respond when students do meet proficiency?

Administrators utilize CEL’s four Dimensions of Instructional Leadership Framework (4D) to identify strong leadership practices that support our goal (and CEL’s Mission) of eliminating the achievement gap. Part of the development of leadership practice includes learning how to analyze instruction using CEL’s 5 Dimensions of Teaching and Learning (5D) Instructional Framework and the 5D+ Rubric for Instructional Growth and Teacher Evaluation. School leaders work in collaboration with stakeholders, such as Site Council and English Language Advisory Council representatives, to examine student outcomes, to look closely at student work, writing rubrics, and other district measures to inform budgeting priorities aligned to

the district's Local Control Accountability Plan. Pico Canyon is a school where students truly excel and where students love coming to school every day. During the spring of 2006, and again in the spring of 2018, Pico Canyon was recognized as a California Distinguished School, highlighting a school where the community comes together to help each child achieve their personal best. Pico Canyon was recognized as a California Business for Education Excellence Honor Roll School nine times.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

#### **1a. Reading/English language arts:**

The Benchmark Advance series, a program aligned to Common Core State Standards (CCSS), is utilized by all grade levels at Pico. Teachers use Depth and Complexity Icons (strategies to engage students in “higher-order” thinking skills), Thinking Maps (strategies to maximize reading comprehension), English Language Development (ELD) standards, and 21st century thinking skills (collaboration, critical thinking/problem solving, creativity, and communication) to supplement the program.

Effective writing is a high priority at our school. Teachers use scoring rubrics to evaluate student writing. In addition to rubrics, teachers use anchor papers to guide their scoring. Prior to scoring student writing, teachers go through a calibration process to ensure reliability in ratings. Our teachers also focus on constructed response and brief writes during instruction in reading so that students are regularly referring to text and extracting information as the basis of forming a complete answer in writing.

Each grade level team has developed a pacing guide for English language arts (ELA). They have agreed upon essential standards for the course of the school year. Student learning targets align to essential standards. Students are grouped for designated ELD instruction based upon their current levels of proficiency. Academic discourse (student talk reflecting discipline-specific knowledge) is a focus during instruction. “What I Need” (WIN) time takes place after Common Formative Assessments (CFAs) are given. WIN time ensures that students receive intervention and/or enrichment supports at the end of each unit, based upon student outcomes.

Teachers administer summative writing and English language arts assessments three times per year. Work is scored and entered into the IO Education Data System and used across the district. The IO Data System enables us to gather an analysis of individual student, classroom, and grade level results, by standard. Analysis of student results during team-led Professional Learning Community (PLC) work, allows each team an opportunity to develop new strategies to elevate performance.

#### **1b. Mathematics:**

The Bridges Math program, a program aligned to Common Core State Standards (CCSS), is used for students in grades K-5 and College Preparatory Math (CPM) is used for students in grade six at Pico. In grades K-2, we focus on concepts, skills and problem-solving related to addition and subtraction. In grades three-five, we focus on concepts, skills and problem solving related to multiplication and division of whole numbers and fractions. In grade six, we focus on ratios and proportional relationships and early algebraic expressions and equations.

Learning is carefully connected so that students can build new understanding on foundations built in previous years. There is greater rigor in building conceptual understanding, procedural skills (fluency), and application. We want to ensure that our students know why math procedures work. We also want students to develop speed and accuracy in calculations. Student knowledge around application means that students have sufficient conceptual understanding and procedural skills to use in situations that require mathematical knowledge (i.e., problem solving).

To support students’ mastery of the standards, we utilize Dreambox, a standards-aligned, web-based tutorial. Teachers incorporate Restate, Answer, Compute, and Explain (RACE) strategies to help students analyze and solve word problems. Teachers ensure that student talk reflects discipline-specific knowledge and ways of “thinking mathematically.” When using the RACE strategy, students must provide evidence to support their thinking.

Each grade level implements What I Need (WIN) time in the area of math. WIN time is designed to give

students what they need based on current assessment data. Grade level teams analyze data, for all student groups, from chapter assessments, from weekly assessments, and from team-developed common formative assessments. Once teams have analyzed relevant data, they distribute students into three-four leveled groups. Instruction is tailored to enrich or support each group's needs. Teams set aside 30 minutes a day, two-three times a week for WIN time. Analysis of student results during team-led Professional Learning Community (PLC) work, allows each team an opportunity to develop new strategies to elevate performance.

### **1c. Science:**

At Pico, and across our district, we have begun the transition to the Next Generation Science Standards (NGSS). Third grade teachers are in full implementation after three years of on-going professional development. Fifth grade teachers are in their third and final year of professional development. Teachers have been participating in demonstration lessons and collaboration with their colleagues to identify shifts they have successfully made in their instructional practices. Fourth grade teachers are in year two of implementation. Grades K-2 are entering the first stage of NGSS implementation, called the awareness phase. Teachers will be learning what NGSS is all about, including the content they will be responsible for teaching and the shifts in practice.

Kindergarten - grade level 5 teams are using NGSS aligned STEMscopes, a California resource built around the 5E lesson structure. The 5E model represents a shift in how teachers are teaching and lends itself to student self-discovery. The anatomy of a 5E lesson is: Engage via the presentation of a phenomena from the natural world; Explore via activities that teachers provide students in order to help students understand the scientific principles behind the phenomena; Explain via the teacher introducing vocabulary in context, and providing reading passages as well as video segments that lead to rich discussions; Elaborate by giving students the opportunity to extend what they have learned or to apply that learning to a project; and, Evaluate via performance tasks and constructed responses where students are applying what they have learned as a formal assessment.

Pico students, grades K-6, visit our dedicated science lab where classroom learning is extended and where students are given the opportunity to engage in the application of foundational scientific practices, such as predicting, hypothesizing, collecting data, summarizing, and drawing conclusions. Baseline data will be analyzed after our students participate in the NGSS-based science summative assessment this year. This will be the first year that we will have data sent back to the site for analysis. This data will allow us to conduct a gap-analysis for our students coming into 5th grade for testing in the area of science. Since the science curriculum builds from grade level to grade level at the elementary level, we will have a better understanding of where to address essential standards along the way, building to a cumulative understanding for children that will be assessed through NGSS-based state testing.

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

At Pico, and across our district, the history-social science (HSS) program is aligned to the History-Social Science Content Standards for California Public Schools. Teachers use Harcourt Reflections (Board-adopted publisher's program) as an instructional resource. Each grade level has a major theme that is the focus of instruction throughout the year. In kindergarten, teachers focus on a study of the local community; in first grade, teachers focus on a study of the components of a society and also a study of local geography; in second grade, teachers focus on a study of people in history; in third grade, teachers focus on a study of the development of communities in California; in fourth grade, teachers focus on a study of early California through statehood; in fifth grade, teachers focus on a study of the development of the United States, up to 1850; and in sixth grade, teachers focus on a study of the beginning of major Western and non- Western civilizations.

With the implementation of the Common Core State Standards (CCSS) in English language arts, teachers maximize reading and writing instruction time by integrating History and Social Studies standards with language arts (e.g., reading selections/writing activities). Our adopted Benchmark Advance reading series has grade-appropriate history and social studies lessons fully integrated into the readings and related learning activities. Students annotate text, compare texts, and extract information from texts as a

springboard for constructed response and brief writes. Teachers emphasize interpreting and drawing meaning from events in history as a way of deepening students' understanding of the world. Each grade level team celebrates a part of history with their students through experiential learning, celebrating a particular time or place with authentic activities and related projects. Teachers have designed performance tasks related to History-Social Science Content Standards and these serve as formal or summative assessments. We utilize data from these assessments to gauge student progress from one grade level to the next. We also analyze student writing from our History-Social Science assessments as a way of gauging the overall effectiveness of our district's comprehensive writing program.

**1e. For secondary schools:**

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

**2. Other Curriculum Areas:**

Pico Canyon students participate in a districtwide visual and performing arts program. All students in grades three-six receive standards-based lessons delivered by a credentialed art teacher. Students participate in lessons that combine art history and art appreciation with instruction and technique through a variety of media. Each lesson includes a creative expression component that directly addresses the California Visual and Performing Arts Content Standards. The overall goal is to provide every student the skills to communicate and interpret ideas visually.

Our certificated art teacher at Pico Canyon collaborates regularly with the classroom teachers in grades three-six. Collaboration between the art teacher and general education teacher occurs so that concepts from the Common Core State Standards (CCSS) can be integrated with the visual arts standards. We also partner with the Kennedy Center and College of the Canyons. Through these partnerships, classroom teachers at Pico have had professional development around deepening the connection of the visual arts to literature, history-social science and science.

Teachers at Pico Canyon select student work to be showcased in the District's annual Student Visual and Performing Art Show each year. This is an exciting time for students who are able to display a work of art in a gallery setting. This is a wonderful way to validate students' creativity in a public forum. Students from Pico have been invited to share their talents in instrumental and choral music at the Student Visual and Performing Art Show as well.

Pico Canyon students participate in a districtwide music program. All Transition Kindergarten (TK)–grade two students acquire foundational skills. All third grade students learn how to play the recorder. Starting in fourth grade, students participate in homogenous groups (strings, winds, percussion) for intense instrumental music instruction. Our certificated choral and instrumental teachers feel that this grouping approach maximizes learning unique to the class of instruments. Students then come together as orchestras (beginning, intermediate, honor), giving winter and spring concerts before packed houses of parents, family, and school community members. Our school-site chorus students (grades four-six) also attend the winter and spring concerts, performing throughout the evening.

Our sixth grade students participate in a hip-hop residency through a districtwide grant, and our fifth grade students participate in a drama and science residency as a part of our comprehensive Visual and Performing Arts program at Pico. We understand that the arts have the power to enrich and inspire children to engage with curriculum in deep and meaningful ways, and this is our intent. We are asking children to work cooperatively, to think critically, and to find solutions to problems. The arts support and develop the skills our students need to be successful in the 21st Century. At Pico Canyon, our classrooms are equipped as "21st Century Classrooms." Each classroom contains a teacher computer (connected to the internet), a sound system, a document camera, a projection system and a SMART 880 Interactive White Board. Teachers and

students (TK-five) utilize Lenovo laptops funded by voter-approved Measure E. We have one device to two students in grades K-2 and one device to one student in grades three-five. Our grade six students utilize Chromebooks, one device to one student. Teachers and students in grade six are accessing the Google Suite as an interactive way to enhance learning at home and at school.

Two teachers at Pico Canyon are a part of the Newhall School District's Technology Committee. The committee has identified three-five technology priority standards at each grade level that support mastery of the CCSS. Students are assessed on each standard based on a rubric that identifies a student as either Beginning, Proficient, or Advanced. Grade level goals include: basic technology operations, multimedia presentations and tools, research and gathering information and acceptable use, copyright, and plagiarism. Annually, our teachers take part in analyzing assessment results, along with the Technology Committee, in order to make recommendations on any needed technology resources.

At Pico Canyon, we believe that Physical Education is an important part of wellness. Being "well" helps students succeed academically. We implement a comprehensive Physical Education program, utilizing the SPARK curriculum. More information about SPARK can be found at <http://www.sparkpe.org/>. Fitness is a part of the Pico Canyon student day and our students know our program as "Pico Fit."

### **3. Special Populations:**

At Pico Canyon, we implement continual, articulated and aligned intervention practices to ensure that all students achieve grade level standards. Our Response to Intervention and Instruction (RtI2) model is a multi-tiered, problem solving approach designed to facilitate intervention efforts as well as enrichment efforts.

Our teachers provide high quality Tier I, standards-based differentiated instruction and support through scaffolding instruction for all students. Integrated and designated English language development takes place in all classrooms in order to ensure that English learners have equal access to core instruction.

Some students are in need of Tier II support, "core + more." In order to support all students, our teachers work collaboratively in teams to analyze and reflect on data to identify gaps in student learning. Flexible, small-group instruction takes place at all grade levels in the form of "What I Need" (WIN) time. The grade level collaborative teams monitor student progress in these focused groups at least every two weeks.

Some students are in need of intensive Tier III support in an even smaller group. Additional time, "core + more + more," is given to these students so that they have every opportunity to reach mastery of grade level standards. Our teachers work with our Resource Specialist and RtI2 Leadership Team to place students in smaller groups or in one-on-one support for additional time. We monitor student progress, via formative assessments, weekly in order to determine immediate next steps.

At Pico Canyon, there is an achievement gap of more than 10 percentage points identified for English learner (EL) students, Hispanic students, and students with disabilities when compared to all students. We have identified these students and we have formulated a plan in order to eliminate these achievement gaps. By the end of the second week of school, each grade level team reviews prior year data in the IO system using the Standards Report (disaggregated by EO, EL, Hispanic, and students with disabilities) in order to determine which essential standards should be a focus for differentiated support. Teams formulate a timeline for progress monitoring. Professional Learning Community (PLC) minutes reflect progress monitoring outcomes and include team responses. In the area of math, teachers use team-created common formative assessments and unit pre-assessments for progress monitoring. In English language arts (ELA), teachers utilize district pre-assessments along with Reading A-Z assessments for progress monitoring as well as team-created common formative assessments. Following each unit or trimester assessment, our RtI2 Leadership Team reviews the data to ensure that students are making progress.

Pico Canyon Gifted and Talented Education (GATE) students are offered differentiated opportunities rooted in the core curriculum, but not confined to it. A strong emphasis is placed on the development of responsibility, leadership skills, and study skills which assist students in reaching their full potential. We

engage GATE students and their families in an additional Back-to-School Night in order to gather input in our program. GATE nights include a Family Math Experience, and a Family Science Experience. GATE students participate on Pico's Robotics Team and lead the writing on our school newspaper, the P.C. Times.

## PART V – SCHOOL SUPPORTS

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### 1. School Climate/Culture:

Building meaningful relationships with students is at the heart of what we do daily to create a warm and inviting atmosphere for all children here at Pico Canyon. Academic optimism and the belief that all students can learn and grow is felt in every classroom, discussed in every grade level collaborative meeting, staff meeting, PTA meeting, and Instructional Leadership Team meeting. All adults on campus work to create a student-centered community from the moment a child steps onto our campus.

Teachers nurture a culture of kindness through Positive Behavioral Interventions and Supports (PBIS). Our Husky PRIDE promise (Be Purposeful, Be Respectful, Show Individual Responsibility, Demonstrate Discipline, and Model Excellence) is discussed daily, weekly, and celebrated often. We celebrate students in the classroom setting, during our schoolwide Flagpole Fridays in front of parents, with PRIDE slips on the playground, and over the loud speaker during Student Council Leadership announcements. We celebrate student attendance with pajama parties in our courtyard and with Luaus out on the playground.

Our school community supports emotional growth by providing a school counselor three days a week for students who require one-on-one or small social skills group intervention. Our school psychologist and administrators are a part of the support structure for students in need as well. We provide four anti-bullying, character building, PBIS, and kindness assemblies per school year. These assemblies guide students in conflict resolution and character building.

Our Special Day Class (SDC) students are partnered with general education students to build an inclusive community. They enjoy lunch together, complete projects together, and celebrate holidays together. This program is known as Circle of Friends. Circle of friends is an approach to enhancing the inclusion, in a mainstream setting, of any young person who is experiencing difficulty in school because of a disability, personal crisis or because of their challenging behavior towards others.

Our staff takes the time to build relationships and trust, sharing our ideas in a safe environment. We make it a point to celebrate one another through weekly PBIS challenges, public acknowledgement, “shout-outs”, kind notes, and recognition from administrators and peers alike.

Our parent community supports and celebrates our teachers in a multitude of ways. They generously donate supplies to our school and to our classrooms. They spend countless hours here at Pico in our workroom, in our classrooms, and at schoolwide events. Teachers are celebrated for an entire week during Teacher Appreciation and they are provided dinners during parent/teacher conferencing.

### 2. Engaging Families and Community:

It is one of Pico Canyon’s main goals to ensure our parents and families feel welcome, and understand that we truly value our partnership in their children’s educational journey. We are exceptionally fortunate to have a vibrant, supportive parent community. Evidence of Pico Canyon’s successful home to school partnership is contained with the results of several key questions on our School Effectiveness Survey. 1) “My child’s school encourages parents to participate in school activities,” resulted in a 95% positive response; 2) “My child’s school is neat, clean, and well maintained,” resulted in a 97% positive response; and, 3) “Overall, I am satisfied with my child’s school,” resulted in a 98% positive response.

Additionally, Pico Canyon administration, staff and School Site Council consistently seek parent input and ideas through Parent Education evenings, Parent Conferences, School Site Council surveys, and active participation within the school community. Administration and staff promote school spirit, culture and community through many school programs, including Husky PRIDE (Be Purposeful, Be Respectful, Show Individual Responsibility, Demonstrate Discipline, and Model Excellence) and the Character Counts! program.

Parents are kept well informed through the weekly newsletter, The Pico Press, monthly family calendars, and frequent use of School Messenger to convey important events and announcements. Administration is accessible through email, telephone, conference, open door policy, and a variety of Open Forum meetings.

Staff members promote school spirit, culture, and community by organizing student leaders who run Student Council, Red Ribbon Week, and Share the Holidays food and toy drives. Teachers host Back to School and Open House evenings, as well as are available for parent conferences throughout the year. They teach extended day intervention and enrichment opportunities, encourage parent and community volunteers within their classrooms, and publish classroom bulletins and newsletters.

Pico Canyon School Site Council is an active organization that annually publishes a parent survey, seeking community input and ideas. Additionally, they perform a School Site Council walk-through of classrooms, so that they can fully understand all of the education programs at our school.

We are truly fortunate to be the recipient of outstanding community involvement organized largely through our Parent Teachers Association, (PTA). Our PTA hosts a variety of activities to involve students and community, as well as supports student programs, such as field trips and assemblies for students. The PTA consistently encourages parent volunteerism and recognizes their countless hours of dedication to the children of Pico Canyon Elementary.

### **3. Professional Development:**

At Pico Canyon we understand that there are many different contexts for professional development. Our teachers eagerly participate in training at the district level, site level, and within collaborative grade level teams. Our teachers and teams are developing goals that align to our vision of promoting academic success for every student.

The Newhall School District seeks to collaborate with teachers and to support their important work through ongoing professional development. Our teachers participate in training around English language development, writing, mathematics, and science. Our district has brought in experts, from Solution Tree as well as from the Center for Educational Leadership (CEL), to work alongside teachers and school administrators as we develop our own capacity as Instructional Leadership Teams and Professional Learning Communities. Through district sponsored training, we are better able to engage the school community in using data to develop teaching and learning goals. We are using a schoolwide instructional framework that describes shared and common practices of highly effective teaching designed to improve student learning (CELs 5D+ Framework and Rubric).

At Pico Canyon, our Instructional Leadership Team has identified two indicators for instructional strategies, within CEL's 5D+ Framework, that we feel will have a positive impact on student learning for all students at the school site. We are focusing on daily learning targets that align to essential standards at each grade level in the core subject areas of English language arts and math. We are also focusing on student discourse, ensuring that student talk is a mix of teacher-student and student-to-student talk. We want to ensure that all students at Pico engage in talk that reflects discipline-specific knowledge and ways of thinking. Our Instructional Leadership Team has engaged in an inquiry cycle during the first half of the school year around these goals. We have conducted schoolwide learning walks in order to take data around teacher practice and student learning. We have identified next steps for continual improvement in teacher practice and in student learning.

Our grade level collaborative teams work as Professional Learning Communities (PLCs) with an Instructional Leadership Team member facilitating the work of each team. Facilitators have all attended PLC conferences. Teachers meet regularly to analyze student data in order to refine teaching strategies and to plan for blocks of intervention and/or enrichment based upon student needs. Teams are able to identify

professional development needs and then leverage existing support structures (instructional coaches, site administrators, or on-site grade level teams) for immediate response.

#### **4. School Leadership:**

At Pico Canyon, we operate as a community of leaders and learners. Our principal and assistant principal are instructional leaders, working with grade level collaborative teams to facilitate cycles of learning. Our work is championed by our partner, The University of Washington Center for Educational Leadership (CEL). Administrators use CEL's 4 Dimensions of Instructional Leadership framework to identify strong leadership practices that support our goal (and CEL's Mission) of eliminating the achievement gap. Part of the development of leadership practice includes learning how to analyze instruction using CEL's 5 Dimensions of Teaching and Learning (5D+) Instructional framework and Rubric for Instructional Growth and Teacher Evaluation.

The principal and assistant principal work alongside an Instructional Leadership Team at Pico. These lead teachers have been culled out to collaborate directly with site administrators for the purpose of identifying teaching and learning challenges that are unique to Pico Canyon. We then work together to support teachers, within each team, in solving these challenges. We simply believe in continuous improvement for all students. We do not work in isolation and we share our data as well as our best practices. We have data-driven response to intervention and instruction structures of our design. We find solutions for students who "get it" and for students "who don't get it yet."

Grade level collaborative teams work as true Professional Learning Communities with an Instructional Leadership Team member as facilitator. There is a laser focus on data analysis during collaborative team time throughout the school year. During the last few school years, our district has experienced a convergence of a number of large-scale initiatives. Teachers have consistently collaborated around the four essential questions of a PLC throughout. Teams have created pacing guides, identified essential standards, and published "I Can" statements in order to answer, "What do we expect students to learn?" Teams have created common formative assessments and they have used a data system to answer, "How will we know students learned it?" Teams have carved out "What I Need" (WIN) structures in order to respond to our students' needs.

Site administrators regularly meet with district leadership and the governing board to report out and to present school improvement initiatives. We do this at the site as well with our Site Council, PTA, and English language advisory council (ELAC) members. Site administrators continually model the competencies, attitudes, and behaviors we wish to see in all teachers serving our students here at Pico.

## **Part VI – STRATEGIES FOR ACADEMIC SUCCESS**

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During the 2018-19 school year, Pico Canyon’s Instructional Leadership Team identified two indicators for instructional strategies, within the Center for Educational Leadership’s (CELs) 5 Dimensions of Teaching and Learning (5D+) Framework, that we believe will have a positive impact on student learning for all students at the school site. We are focusing on daily learning targets that align to essential standards at each grade level in the core subject areas of English language arts. We want our students to be able to rephrase the learning target(s) in their own words and to explain why the learning target is important. If students understand the learning target, then they can use success criteria to communicate what they are learning. This will lead to our long-term goal around student self-assessment. We are also focusing on student discourse. We want to ensure that all students at Pico engage in talk that reflects discipline-specific knowledge and ways of thinking.

Before our Instructional Leadership Team worked on creating daily learning targets aligned to essential standards, we identified 8-10 priority standards for each grade level in the area of English language arts. We came together as a schoolwide Professional Learning Community to engage in vertical articulation and to ensure coherence in identified essential standards. Each collaborative grade level team then created pacing plans for the year and began the work of creating common formative assessments around essential standards and district benchmark assessments. Daily learning targets were written, aligned with grade level standards, and performance tasks that connected to the learning targets were agreed upon. The Instructional Leadership Team then began to work on student engagement and discourse. We began developing structures (sentence frames for discourse, partner cards for A/B partnerships, and classroom norms for partner talk). School administrators released grade level teams so that we could engage in professional development aimed at helping teachers to set expectations and to provide support for engagement strategies and structures that facilitate meaning making by all students. Our goal is for all students to have the opportunity to engage in discipline-specific meaning making that is, eventually, student-led.

Our Instructional Leadership Team has engaged in an inquiry cycle during the first half of the school year around the two identified indicators for instructional strategies, within (CELs) 5D+ Framework. We have conducted schoolwide learning walks in order to take data around teacher practice and student learning. We have identified next steps for continual improvement in teacher practice and in student learning.