

**U.S. Department of Education**  
**2020 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 [X] Magnet [ ] Choice

Name of Principal Mrs. Donna Magers Grim  
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Green Valley Elementary School  
(As it should appear in the official records)

School Mailing Address 1001 Diablo Road  
(If address is P.O. Box, also include street address.)

City Danville State CA Zip Code+4 (9 digits total) 94526-1923

County Contra Costa

Telephone (925) 855-5400 Fax (925) 837-3807

Web site/URL https://gves-srvusd-ca.schoolloop.com/ E-mail dgrim@srvusd.net

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.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Dr. John Malloy E-mail Superintendent@srvusd.net  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name San Ramon Valley Unified School District Tel. (925) 552-5500

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.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board  
President/Chairperson Mr. Greg Marvel  
(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.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

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 2020 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 2014 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: 2015, 2016, 2017, 2018, or 2019.
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 (2019-2020) unless otherwise stated.

**DISTRICT** (Question 1 is not applicable to non-public schools)

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

**SCHOOL** (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)  
 Suburban  
 Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	17	6	23
K	41	33	74
1	44	34	78
2	51	31	82
3	41	38	79
4	45	41	86
5	34	45	79
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
<b>Total Students</b>	273	228	501

\*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):
- 0 % American Indian or Alaska Native
  - 10 % Asian
  - 0.5 % Black or African American
  - 8.9 % Hispanic or Latino
  - 0.2 % Native Hawaiian or Other Pacific Islander
  - 68.4 % White
  - 12 % 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 2018 - 2019 school year: 4%

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, 2018 until the end of the 2018-2019 school year	6
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	12
(3) Total of all transferred students [sum of rows (1) and (2)]	18
(4) Total number of students in the school as of October 1, 2018	501
(5) Total transferred students in row (3) divided by total students in row (4)	0.04
(6) Amount in row (5) multiplied by 100	4

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

Hindi, Russian, Cantonese, French, Spanish, Mandarin

English Language Learners (ELL) in the school: 2 %

11 Total number ELL

7. Students eligible for free/reduced-priced meals: 2 %

Total number students who qualify: 10

8. Students receiving special education services: 9 %

45 Total number of students served

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

- |                                  |                                                |
|----------------------------------|------------------------------------------------|
| <u>0</u> Autism                  | <u>0</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>0</u> Other Health Impaired                 |
| <u>0</u> Developmental Delay     | <u>30</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>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 9

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	20
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	4
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	11
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 25:1

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

<b>Required Information</b>	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	97%	97%	96%	97%	96%
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 2019.

<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.

The Green Valley Community believes in growing every child academically, socially, and emotionally through balanced, relevant curriculum in a collaborative and respectful environment.

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

Green Valley is in the process of becoming a magnet school and will begin formally inviting in students from outside of the district boundaries beginning in the 2012-22 school year. No selection process has been identified by the school or school district at time of submission of application for the National Blue Ribbon.

## **PART III - SUMMARY**

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Green Valley Elementary School is nestled at the foot of Mt. Diablo in the town of Danville, California. Established in 1954, Green Valley is a community school, currently housing 501 students in grades TK-5. Green Valley serves students from a well educated parent population who work in a wide variety of skilled professions. The student population is comprised of 69% caucasian, 10% asian, 12% students identifying as two or more races, and less than 1% of students identifying as hispanic or black. Green Valley benefits from an exceptional sense of community and our students benefit from our solid partnership with all stakeholders. Our teaching staff, school site council (SSC), parent teacher association (PTA), and parent learning fund (LF), are the foundational supports that provide our students with an excellent learning environment. In a community that places high expectations on student achievement, while maintaining a deep appreciation for student creativity and artistic expression, Green Valley has relied strongly on our school mission and vision, to ensure whole child development is always our number one priority.

One key strategy that supports Green Valley students is the highly integrated and coordinated work of our stakeholders. The teaching staff, school site council, parent teacher association, and parent learning fund each take on very specific roles and work collaboratively to create a well rounded school atmosphere. As an example, teacher and staff representatives sit on the SSC, PTA, and LF. This representation ensures the voice of educators is present and integrated into the school's goal setting, supplemental program selections, extra curricular activities, and supports for all students. The school site council establishes data driven goals for academic and social-emotional wellness. The parent learning fund raises money in support of the personnel and programs deemed necessary to support academic and social-emotional achievement. PTA sponsors multiple community events that bring families and teaching staff together. Each stakeholder group is its own entity, but all work together in coordinated support of students.

Green Valley has three unique characteristics that set it apart from other elementary schools. The first is its emphasis on the identification of students' strengths/talents. The second is its use of "student snapshots" and the third is our commitment to a continuous improvement model. This combination of approaches is what makes Green Valley a unique school.

Two years ago Green Valley adopted a strengths based approach as the foundation of our school culture and climate. Students are taught beginning day one to understand the "talents/strengths" of achieving, caring, competing, confidence, dependability, discoverer, future-thinker, relating, organizer, and presence. Staff teach that everyone brings these strengths to school and students are encouraged and supported in recognizing these talents in themselves and others. Beginning in the 4th grade year, every student takes a survey that identifies the top three talents they lean into most often. Teachers then provide a series of weekly lessons that focus on using what is "strong not wrong". The end result of this concentrated work is that our students build on their natural talents and learn to use those strengths to approach their challenges. Because of this work Green Valley students develop their sense self-esteem and an appreciation of others.

Eight years ago, Green Valley began what we refer to as snapshots. Snapshots have evolved into a weekly meeting with a team composed of our school psychologist, resource teacher, speech teacher, one general education teacher, and the site administrator. This team meets every Tuesday morning and teachers are allowed to come in to discuss students they have concerns about. The team is prepared to offer ideas for tier one assistance, knows when to increase services for tier two interventions and checks back in with teachers to monitor and discuss student progress every eight weeks. Should a student need further assistance the snapshot team will call for a student study team (SST), where the family is invited in to discuss the student's needs. Because the snapshot process is designed to promote intervention at the tier one level, Green Valley finds we are able to meet student needs early and well. Should a student not respond to the tier one and two interventions offered, the team can work with families to determine if a special education assessment is needed. The snapshot process ensures that every child is known by name and need so Green Valley can provide the best early intervention possible.

Lastly, Green Valley has been fully immersed in a continuous improvement model for the past nine years. This process involves a cycle called plan-do-study-act (PDSA) that establishes a process for repeated

analysis and tweaking of educational approaches that yield measurable student improvement. This (PDSA) process involves creating an initial plan (plan) based on data. The school then tries the plan out (do). After a period of time our teachers and school site council actively study the plan to identify successes and areas of improvement (study). Once the areas for improvement are assessed, the plan is modified and adjusted to try again (act). This entire continuous improvement process takes place until our data demonstrates students are achieving, improving, and our data shows desired results. Green Valley uses this approach in all of our work with stakeholders on behalf of whole child development for every student.

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

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### **1. Core Curriculum, Instruction, and Assessment.**

**1a.** Overall approach, which may include overarching philosophy or approaches common across subject areas

Green Valley’s approach to academics is predicated in the belief that educating the whole child comes first. Our overall approach is to recognize from day one the specific talents that each child draws upon in their daily life as well as to identify any areas of need the child may have that might limit their full potential. Teaching to the whole child means we place significant value on student interest, and we work to create opportunities for integration and interconnection of the humanities with the core subject areas of reading, writing, mathematics, and science. This shared philosophy is at the heart of Green Valley’s work to incorporate a Project Based Learning (PBL) approach to instruction with high levels of differentiation to achieve maximum effect for our students. PBL draws upon student strengths, student interest, and integration of multiple subject areas to foster whole child development and has reflected itself in Green Valley continually improving assessment scores within California Assessment of Student Performance and Progress (CAASPP) testing protocols.

In addition, Green Valley’s emphasis on the whole child places strong focus on Tier one intervention and believes in effectively reducing student class size ratios through the dedicated use of Instructional Assistants (IA’s) to support reading development in grades TK-2 and math development in grades 3-5. This approach to intervention and instruction has been in place for over fifteen years and manifests itself in Green Valley’s high level of reading proficiency, 98%, for students leaving first grade. Further, Green Valley has made significant investments in a number of early literacy intervention programs including Reading Recovery, and before school math intervention. These investments have had a dramatic impact in a reduction of the number of students that have tested at the not-proficient level of the CAASPP. Finally, our staff has done significant work in their grade level Professional Learning Communities, (PLC) to determine essential standards in reading/english language arts, mathematics, science, and social studies. These essential standards are then viewed vertically across the grades to ensure there is agreement and continuity of academic progression through the grade levels that matches Common Core State Standards. An overview of the approach for each of these core areas is discussed below.

#### **1b.** Reading/English language arts

The foundational curriculum for Green Valley’s English Language Arts (ELA) program is the Teachers’ College Reading Writing Project (TCRWP). Green Valley has followed this curriculum for the past fifteen years and chooses to do so because it allows teachers to differentiate instruction for students. Green Valley has recognized the need for expansion of this curriculum to include supplemental instruction in phonics and grammar. As such, the school has added structured literacy instruction (SLI), an explicit and systematic approach to phonics. SLI is recommended for students with dyslexia but we have found that it works well for all readers and provides a strong foundation in phonemic awareness. Green Valley has also begun to use Patterns of Power as a supplemental grammar curriculum. This program meshes tightly with TCRWP and has added a dimension of instruction to our ELA work that has rounded out our offerings and helped our ELA programming to be more robust.

Our primary source of reading assessment comes through the use of reading running records. All teachers are highly trained to use this diagnostic and students are assessed every six to eight weeks to determine progress. As part of our work using Teachers College Readers Writers Project (TCRWP) we have been well supported by our school district with professional development from Teachers’ College trainers and our district Teachers on Special Assignment (TSA). These professionals have worked many hours to teach staff correct administration and diagnostic analysis of student progress using reading running records. The attention to detail with regard to administering this assessment has ensured teachers are well versed in using this powerful assessment tool.

An integral component of our ELA tiered intervention is the use of highly trained instructional assistants

(IA's). Green Valley students benefit from having these professionals in the classroom for one hour thirty minutes every day. In our primary grades (TK-2) these individuals are there during the ELA portion of the day to assist with conducting small group reading instruction. They effectively reduce class size and provide assistance with word work, fluency practice, and one-on-one reading practice.

The pinnacle of our ELA intervention work is our three fully trained Reading Recovery teachers. For the past six years we have placed these teachers in a position to serve twelve or more students in the first grade with thirty minutes of one-on-one reading assistance five days a week. These teachers all work at the kindergarten level which ends at 12:25 PM each day. This leaves their afternoons open for the delivery of Reading Recovery services. This dedicated time for struggling emergent readers is a top tier early intervention and known best practice. The combination of instructional assistants, small groupings, solid tier I and II interventions in the classroom combined with a powerful tier III intervention such as Reading Recovery mean that 98% of our students leaving first grade are reading at standard.

### **1c. Mathematics**

In the area of mathematics, Green Valley has spent the past five years working through our PDSA process to elevate our students' achievement. Our core curriculum is Engage New York/Eureka Mathematics. This curriculum has been in use over the past four years and is part of a comprehensive approach to mathematics instruction that addresses whole child development by providing critical thinking strategies to solve math equations rather than algorithm based instruction. The staff also rely on strategies from Kim Sutton (Creative Mathematics), Silicon Valley Math Initiative (SVMI) approaches such as Problem of the Month (POM), and the use of weekly Number Talks (Sherry Parish) to supplement our base curriculum. In the past two and a half years, we have also added in the use of an adaptive computer program called Dreambox which individualizes student practice with base skill development. Every student in the school uses Dreambox for at least 45 minutes a week. This combination of approaches is used in classrooms for 60-75 minutes daily across all grade levels.

Math lessons mirror the best practice we have learned to use in ELA; this approach involves instruction of a whole group mini lesson first, then breaking into small groupings for guided practice and application as well as individual work with Dreambox. All classrooms grades 3-5 utilize their IA's to support small group practice, while teachers work one-on-one with students providing opportunities for individual assessments and interventions, as needed.

Math assessment is provided through the use of daily exit tickets, unit exams, POM, and Dreambox evaluations. Teachers spend time in PLC's looking at each of these areas to determine student progress. Green Valley has placed significant emphasis on the development of number concepts as the basis for mathematical success. As such, students who are struggling with this area of mathematical development (grades 3-5) are invited into math intervention. This tier II intervention has been in place over the past four years. Math intervention classes are provided three mornings a week for 45 minutes and run by two IA's with math instructional backgrounds. Intervention is game based (Kim Sutton strategies are used) and run in eight week cycles. Every eight weeks student progress is assessed and reported on. The impact of these interventions has been significant as math proficiency has improved for all student groups on CAASPP testing.

The school site council has spent significant time looking at mathematics data and determined that early intervention in math requires Green Valley to begin our math intervention at first grade moving forward. This intense and focused look at mathematics over the past two years has culminated with our site plan determining an increased allocation of site funds to expand math intervention beginning in the 20/21 school year.

### **1d. Science**

Growing capacity for science education has been a priority effort at Green Valley over the past nine years. Our focus has been to incorporate experience based science instruction everywhere possible within the curriculum and on the school campus. The experience based science approach provides a fertile opportunity

for learning and enabling whole child development. Green Valley's work began through renovation of an existing garden that fell into disrepair. The garden has been totally renovated over the past three years and is now an outdoor classroom for the integration of life sciences at Green Valley. In addition Green Valley created a maker's space, as a support for Next Generation Science Standards (NGSS). Recently, Green Valley adopted the Twig science curriculum. Teachers have spent this school year learning the curriculum and it has been integrated into the weekly science labs for students. Our science specialist works in collaboration with general education teachers to coordinate lab experiences for students that expand on the science concepts taught in the regular classroom. Both general education teachers and the science specialist incorporate the garden and maker's space into science lessons to maximize authentic science experiences for students.

Science assessment is performed through the use of student notebooks, observation and discussion. Students also take in class exams that are provided through the Twig curriculum. At the 5th grade level students participate in statewide assessments. Green Valley does not provide direct intervention in the area of science.

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

The humanities thrive at Green Valley. The school integrates social studies/history/community service within our ELA lessons on a daily basis. This has been a natural area for our growing expansion of project based learning (PBL). The teaching staff utilizes the existing Houghton Mifflin Social Studies curriculum and integrates it within the context of field trips, integrated lessons involving our maker's space, garden, and community service.

A specific example of integrated work involving social studies takes place each year when 2nd grade classes learn about the Danville community and extend this knowledge into creating maps of the downtown area. Students are then taught simple coding skills. These skills are used to program "bots" from our maker's space. Students practice learning how to program the "bots" by navigating the town's streets. This navigation includes learning the cardinal directions. Lesson integration continues when students practice combining written directions and code to drive their "bot" from one part of town to another. This unit of study culminates when directions are exchanged between students who then practice navigating their "bot" through town using another's written directions and code. By combining the social studies curriculum with writing and coding the lessons become highly interactive and engaging.

Another specific example of integrating a social studies lesson took place this year as 5th graders held our school's first formal PBL and planned a Colonial Days Fair for the entire school. This fair, completely planned by the students (at the request of our PTA) saw students growing plants in the garden space to support live demonstrations about how color was added to fabric via plant extracts. Students researched, planned, wrote, and provided live demonstrations on multiple aspects of Colonial Life (games played, food grown, fabric dyeing, clothing worn, candle making, government simulations, doll making, dancing, etc). The entire school community was invited to participate in and experienced this fair.

Green Valley also teaches community service through growing and donating food from our garden to the local food bank. Over the past two years, the school has donated over 500 pounds of onions and carrots at the end of the school year. Our students also participate in the Wheelchair Foundation and Heifer Foundation.

Assessment of the Social Sciences is completed through participation, notebooks, final projects and presentations that demonstrate understanding of the topics studied. Green Valley does not offer intervention in the area of Social Studies.

#### **1f. For secondary schools:**

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

## **2. Other Curriculum Areas:**

In addition to academic curricula, Green Valley's belief in fostering whole child development with an emphasis on strengths includes a variety of supporting curricula. These programs are an excellent example of the highly functioning relationship between the key stakeholders of PTA, site council, and parent learning fund, as it is through their efforts that the priorities are set, funds are raised, and resources are made available to support Green Valley's important programs. When viewed through our lens of building upon student strengths/talents, these supporting curricula exist because Green Valley is fully dedicated to developing each student where they are strongest and using those strengths to support overall growth and wellness. These curricula include physical education with a certificated coach, visual and performing arts with a certificated music teacher, computer/technology education, and instruction on the use of our library for research as well as in support of pleasure reading. The many programs that support social and emotional development and well-being are predicated on teaching students to recognize their own talents and those of others. In addition students are able to sign up for enrichment classes that take place after school to support language development, computer coding, chess, and cooking. All enrichment courses are available via scholarship when necessary.

Our PE coach is on campus three days a week to teach classes and has spent the past two years providing professional development for staff to increase their knowledge of incorporating fun games in support of physical fitness for the general education classroom. This training augments Green Valley's already highly integrated and differentiated academic curricula. Our coach has instructed TK and kinder teachers in age appropriate psycho-motor programs and overseen the purchase of developmentally appropriate equipment to support this program.

We are fortunate to have a music teacher who meets with students TK-5th grade for 50 minutes per week. Our music program involves students at each grade level giving a performance once or more a year to foster important skills in presentation and development of their own self confidence. The classes involve singing, learning to read music, playing musical instruments and incorporating Orff principles of music across all grades. In addition we have a certificated instrumental band/strings teacher who works with 4th and 5th graders (who opt in) three times a week learning to play an instrument. Green Valley hosts three performances each year by band/strings students.

Our general education teaching staff is provided with a classroom specifically equipped to support the teaching of the arts. This classroom has a vast array of art supplies and several supplemental curricula devoted to teaching art appreciation and works of the masters. The classroom also provides space to work with clay and other media and makes use of our ceramics and pottery firing kiln. Teachers sign up to use this space on a weekly basis.

All classes TK-5th grade visit our computer lab weekly. This lab is supported by an IA who works in unison with classroom teachers to support the use of technology and digital citizenship. Students learn the importance of digital citizenship, how to keyboard, create digital presentations, navigate all aspects of electronic documents, and code. Students also learn how to use digital media creation tools culminating in their own digital production with voice over. In addition to our computer lab our school has one-to-one Chromebook devices for students grades 2-5 and multiple iPads for use in TK-1st grade. Our maker's space has a green screen that enables students to explore digital editing and the use of technology in creative arts, such as movie making.

Students visit our library weekly. Our library clerk is proficient in teaching students how to perform background research using library resources and often works in unison with our computer IA. This combination of support allows teachers to provide students with multiple options when working to prepare reports on assigned material. The library clerk also provides story times, and gathers materials that support teachers in the classroom.

## **3. Academic Supports:**

### **3a. Students performing below grade level**

Seriously underperforming students in grade 1 are provided one-on-one Reading Recovery services. This intervention lasts between 12-20 weeks, is provided 30 minutes a day, five days a week. During sacred academic time for TK-2nd grade, underperforming students receive support via small group instruction. Teachers and their IA's use programs such as, SLI, Barton, Read Naturally, read one-on-one, or read in small groups to provide targeted intervention aimed at decreasing achievement gaps. Because IA's work in tandem with the general education teacher, lessons are highly individualized. Teachers assess reading skills using Reading Running Records every six to eight weeks. This provides the basis for our flexible groups and informs teachers on needed next steps. Students performing below grade level will also be focused on word work which is highly individualized and supports ELA development.

During sacred academic time for grades 3-5, underperforming students receive support in mathematics via small group instruction. These students also benefit from the teacher working in tandem with their IA's. The use of the Dreambox math program, which is highly individualized, serves students as does the before-school math intervention class. Before-school math intervention is provided to 6 students per grade level and offered three times a week for 45 minutes.

### **3b. Students performing above grade level**

Students performing above grade level are identified via teacher observation and in class assessments. These students are offered multiple opportunities for extension both inside and outside of the regular academic day. They are clustered in groups of six to eight per classroom where they are encouraged to participate in Passion Projects as a way to explore areas of personal interest and talent. Other examples of extensions for high performing students are participation in Math Olympiad, mock trials, debates, robotics, and engineering. The later of these services are provided by PTA before and after-school enrichment programs.

### **3c. Special education**

Special Education students are supported via a robust push-in/pull-out strategy. The strategy places the majority of its focus on push-in services provided by the resource teacher and a special education paraprofessional. During the period of sacred academic time when IA's are in the classroom these two specialists work in collaboration and in tandem with the general education teacher to provide support in small flexible groupings. Additionally, when sacred academic time does not fully match up with the students' individual education plan (IEP) goals these students are pulled into the resource room for very directed one-on-one instruction. The resource room is viewed as a learning lab and many of the same approaches used in flexible groupings are used to support students with IEPs. This combined style of support minimizes students being singled out and maximizes use of school resources to assist student learning.

### **3d. ELLs, if a special program or intervention is offered**

### **3e. Other populations (e.g., migrant), if a special program or intervention is offered**

## **PART V – SCHOOL CLIMATE AND CULTURE**

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### **1. Engaging Students:**

Green Valley is a happy place. Students are brought into a vibrant school community that thrives on celebrating a love of learning. Our school has a variety of ways to pull students in and engage them in the learning process. Our Colt Cards are passed out as a connection to and celebration of our children exhibiting the student strengths of achieving, caring, competing, confidence, dependability, discoverer, future-thinker, relating, organizer, and presence. Students place one portion of the card in a drawing box and the other portion of the card goes home to share. Once a week there is a drawing and one winner per grade level is honored for his/her use of a strength. In addition, Green Valley engages students through our “Buddy” classes. Each grade level is paired with another ( TK-2nd/3rd combo, kinder/4th grade, 1st/3rd grade, and 2nd/5th grade). These buddy classes get together two times a month to share a wide variety of interests designed to foster whole child development and activities include sing-a-longs, art projects, reader’s theater performances, and garden time.

One great example of engaging students that ties into our commitment toward embracing student strengths is our monthly school wide shared reading. Each month Green Valley has a specially selected book that is read in each classroom. The book showcases a student strength that is highlighted throughout the month. Buddy classes get together to hear the story and complete an art or writing project that is then displayed in our multipurpose room for everyone else to enjoy.

Our student leadership program provides many students the opportunity to serve as Morning Greeters. Green Valley Morning Greeters stand at the front of the school and in the back parking lot where students are dropped each day. Their purpose is to provide a big welcome as the school day begins. Our student leadership sponsors and trains students who enjoy serving as Peacemakers. Peacemakers are peer-to-peer assistants who help with conflict resolution during recess times. Leadership also hosts a wide variety of spirit days throughout the year. Theme days such as come dressed as your favorite book character and superhero dress up day are combined with Friday Green Valley Spirit Days where green and white, our school colors, are worn.

Our teaching staff decorates one dedicated bulletin board each month with positive messages for students. On the first school day of each month, children are crowded around this bulletin board to see what the teachers have created for them.

One last example of engaging students to support a positive environment is our monthly school wide shared reading. Every month we have a specially selected book that is read in each classroom. The book showcases the strength of the month. Quite often buddy classes get together to hear the story and complete an art or writing project that is then displayed on the walls of our multipurpose room for everyone else to enjoy.

Each of these is an example of how Green Valley works to create student engagement and connectedness as part of a school community that celebrates the whole child.

### **2. Engaging Families and Community:**

Green Valley shares an amazing partnership with our supporting organizations, The parent learning fund, PTA, and school site council. These groups, while each highly independent, work together in support of our students. Their collaboration is at the heart of inviting families to fully participate in all that Green Valley has to offer our school community.

Each year begins with a welcome social for all new and returning families. The entire staff is present to introduce themselves and welcome everyone into the new year. The PTA hosts this event which takes place the afternoon preceding the first day of school. This gathering is tradition and sets a positive tone for the year.

At our Back To School Night, the principal takes time to introduce the organizations and their leaders. Each leader reaches out inviting the community to participate in whatever capacity they feel they are able. This invitation begins with a video put together showcasing all that our school community entails and how the parent learning fund, school site council, and PTA work together to create this sense of community in support of our students.

During Back to School Night, the principal shares information about school goals, and how each organization works to support them. Celebrations of success and areas of focus for the year are also shared during this gathering.

At our annual Fall Festival, the community gathers to enjoy a wide variety of fun filled events. This event is hosted by our PTA. They work in close collaboration with the parent learning fund to provide a family centered and fun filled event. It is typical that previous Green Valley students return to visit teachers which speaks to the connectedness even our past students have to Green Valley. This event takes place at the end of September and kicks off a series of events targeted at bringing our families together.

Other events that bring our community together in support of children include our Science Fun Night, Spelling Bee, Ability Awareness Week, Words Matter Week, our annual Learning Fund Auction Gala, the Green Valley Goes Global Event, the Spring Fling, dine out nights (where families dine at a local restaurant and the restaurant gives a portion of the proceeds back to the school) and our annual Field Day. Each event is focused on supporting children while providing a wide range of opportunities for families to join in and feel connected to our school community.

### **3. Creating Professional Culture:**

Green Valley is blessed with an exceptional staff. This includes not only highly trained and effective teachers but an exemplary set of instructional assistants and support staff, all of whom are committed to the success of the whole child. Staff input is valued and seen as experienced and professional insight focused on the academic and social-emotional well being of children. Strong representation exists to allow for voice in decision making. Teacher representatives sit on the school site council, PTA, parent learning fund and various other committees that support student growth. Grade level leaders meet monthly with the principal to address staff needs and ideas in support of students. Teacher representation at our monthly Learning Fund, PTA, and school site council meetings ensure that educational perspective is foremost during all decision making.

Conversation is structured to incorporate time for processing how to honor long held traditions while assimilating newly researched educational approaches. Staff are encouraged and expected to participate in decision making through the lens of data collection, use of our annual surveys, and use of their professional expertise. All lenses are highly respected avenues of information.

All staff know the administration has an open door policy that coupled with the other decision making processes allows for individual voice as pertains to decision making. This combination of grade level representation, joint collaboration with parents, and individual voice provide for a professional culture where each teacher knows they are valued for their knowledge and insight with respect to student success.

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

The leadership of Green Valley believes the success of a school is predicated on establishing strong relationships throughout the entire Green Valley community. Strong relationships built on trust, transparency, and communication provide the foundation necessary for detailed goal setting and analysis as pertains to the development of rigor and relevance in the school setting. It is the site administrator's belief that children are best known by their family, that teachers are experts of instructional technique, and that in all decisions we make as leaders and stakeholders, the correct decision will always put the needs of our students first. Just as our strengths based approach influences our curriculum decision making, it recognizes stakeholder strengths and the necessity of working together to capitalize on these in support of all decision making.

Green Valley's leadership structure is organized around the leadership teams of our four main stakeholder organizations, the school site council, which sets goals and allocates resources for instructional programs at Green Valley beyond those provided by the school district, the PTA, which provides before and after-school enrichment services, as well as community networking, and the parent learning fund, which provides significant fundraising services each year that fund academic and enrichment programs, and finally the staff of certificated and classified educators, who provide academic services to the students of Green Valley. Each organization's leadership team is composed of Green Valley parents, staff, and the site administrator. Further, each stakeholder organization has shared representatives with that of the coordinating stakeholder organizations. This highly integrated structure enables effective near and long-term planning and execution of Green Valley's mission and vision. Central to this structure is the site principal. It is the role of the principal to align each organization's vision, both near and long term, to educate the organization members on the importance of shared vision, to set the specific action oriented agenda for the decision cycle of each organization, to build consensus on the proper decision for Green Valley students, and to lead each of the organizations to coordinate effectively to optimize the necessary and limited resources available to achieve the respective vision.

An example of this highly coordinated effort began in 2014, when the principal led the school site council on a data driven study of early reader performance with data provided by Reading Running Records and annual state assessments. During this study, it was identified that an overhaul of existing intervention programs would benefit students. This data and vision was shared with the coordinating organizations, which resulted in resources being allocated via the parent learning fund to provide intervention training for Green Valley staff, which allowed several teachers to undergo a rigorous two-year training in Reading Recovery techniques, and the PTA which provided resources for before and after-school reading intervention programs. The results of this coordinated effort was to bring early reader proficiency to 98% at the end of grade 1.

## **PART VI - STRATEGY FOR ACADEMIC SUCCESS**

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Green Valley's top strategy for academic success is one that makes programs, supports and interventions available for immediate access to students in need. This strategy is the weekly snapshot meeting. Snapshot meetings occur every Tuesday morning and their purpose is to identify at risk students in need of short-term intervention. Their goal is to prevent these students from falling irrecoverably behind their peers. Snapshot meetings are voluntarily attended by teachers, last no more than fifteen minutes, and teachers may bring forth as many students as they desire for discussion. The meetings are also attended by the school psychologist, resource teacher, speech teacher, a general education teacher and the principal. Snapshots provide a rapid response to necessary short-cycle intervention.

Green Valley's Snapshot process has evolved over several years and began as twice a year meetings where teachers were released by a substitute to meet and discuss students of concern. As staff reviewed methods of improving this strategy, the PDSA cycle was used over the course of two full years and landed on the current structure of meetings each Tuesday morning. Staff have determined this provides teachers with more opportunity to meet, does not force unnecessary meetings, and provides structure to circle back and check on student progress through the consistent short-cycle eight week touch base meetings.

Snapshots help Green Valley address student needs early and provide immediate intervention at the lowest level possible. As students are brought up for updates the team is able to quickly determine if more interventions are needed or if the student has received the correct amount of support to continue on and prosper. Snapshots are Green Valley's highly consistent look at students in support of their overall social-emotional and academic well-being.