

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Mr. Michael D Mosgrove
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Park Village Elementary School
(As it should appear in the official records)

School Mailing Address 7930 Park Village Road
(If address is P.O. Box, also include street address.)

City San Diego State CA Zip Code+4 (9 digits total) 92129-3781

County San Diego

Telephone (858) 484-5621 Fax (858) 484-5138

Web site/URL https://powayusd.com/en-US/Schools/ES/PVES/Home E-mail mmosgrove@powayusd.com

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. Marian Kim-Phelps E-mail mkimphelps@powayusd.com
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Poway Unified School District Tel. (858) 521-2800

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 Mrs. Michelle O'Connor-Ratcliff
(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

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

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):
- 26 Elementary schools (includes K-8)
 - 7 Middle/Junior high schools
 - 6 High schools
 - 0 K-12 schools
- 39 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	10	6	16
K	53	47	100
1	60	50	110
2	42	41	83
3	49	45	94
4	51	49	100
5	50	41	91
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	315	279	594

*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
 - 46.9 % Asian
 - 0.8 % Black or African American
 - 7.9 % Hispanic or Latino
 - 0.2 % Native Hawaiian or Other Pacific Islander
 - 28.5 % White
 - 15.7 % 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 2018 - 2019 school year: 5%

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

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	27
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	29
(4) Total number of students in the school as of October 1, 2018	597
(5) Total transferred students in row (3) divided by total students in row (4)	0.05
(6) Amount in row (5) multiplied by 100	5

6. Specify each non-English language represented in the school (separate languages by commas):
- Arabic, Chaldean, French, Hindi, Japanese, Korean, Lao, Mandarin (Putonghua), Marathi, Nepali, Other non English Language, Pilipino (Tagalog), Russian, Spanish, Tamil, Telugu, Vietnamese

English Language Learners (ELL) in the school: 12 %
74 Total number ELL

7. Students eligible for free/reduced-priced meals: 9 %

Total number students who qualify: 55

8. Students receiving special education services: 17 %

100 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>38</u> Autism | <u>0</u> Multiple Disabilities |
| <u>1</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>9</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>15</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>37</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: 5

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:

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	22
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	8
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	28
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 24:1

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

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	96%	96%	97%	98%	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 2019.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award. 2001

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

Our mission is to provide differentiated instruction for all students so that every student will have the necessary skills for school success.

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

Built in 1994, Park Village Elementary School is located in North San Diego County in the community of Rancho Peñasquitos. Our school enrollment is approximately 600 students representing a rich blend of cultures and over thirty five unique languages and dialects. Park Village has been recognized as a California Business for Excellence Foundation Honor Roll Recipient in 2009, 2010, 2012, 2016, and 2018, a California Distinguished School in 2000, 2012 and 2018, and a National Blue Ribbon School of Excellence in 2001.

The teachers, staff, and families of Park Village share a remarkable enthusiasm for educating our children. Our school hosts twenty-four classrooms in grades ranging from pre-K through fifth grade. We provide a Resource Specialist Program, four Autism Spectrum Disorder (ASD) classrooms spanning all grade levels, a psychologist, two speech pathologists, and an occupational therapist to support 17% of our population requiring special education services. In addition, our English Language Learner Program supports thirteen percent of learners with language acquisition.

Park Village is committed to providing a nurturing and inspiring educational program for all students in order for them to realize their full potential. Our program not only includes an emphasis on academics, but also the development of strong self-esteem, an appreciation of the arts, an interest in science, and an understanding of technology as a 21st century learning tool.

Communication and collaboration are key elements to the success of our school. E-mail, automated ConnectEd voicemail messages, the Penguin News eNewsletter, Foundation newsletter, student and teacher newsletters, and an annual yearbook, represent a partnership between staff, parents, and students. PTA, Foundation, and community volunteers typically provide over 20,000 hours of service to enrich the learning opportunities on our campus.

Learning comes first at Park Village Elementary School, where each child is valued and recognized. Our mission is to provide differentiated instruction for all students so that every student will have the necessary skills for school success. Our vision is to provide all Park Village Elementary School students the educational opportunities that will foster self-directed, capable learners who will succeed in a rigorous, standards-based curriculum.

Staff members provide personalized learning that promotes self-reliant, problem-solving students, capable of achieving their fullest potential. Park Village students become active citizens who recognize that effort and persistence matter, and that their self-direction and initiative will make their learning relevant, valuable, and meaningful. All students are prepared for a range of opportunities and choices made available to them as they pursue their interests and passions beyond high school graduation.

Park Village staff members value the exchange of ideas directed toward students' success. All staff members participate as partners in our collaborative, professional learning community. We engage in respectful dialogue, focused on a culture of universal achievement and ownership of all students. We are committed to fostering relationships that ensure all students make positive connections with all staff. We value our citizens as individual learners and will never give up on them.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

Park Village teachers take pride in being innovative educators whose practice is grounded in research. The California State Standards lay the foundation for all content that is taught, and teachers use a variety of pedagogical practices to ensure that all students have access to grade-level content.

Whenever possible, teachers integrate content areas. This allows multiple standards to be addressed simultaneously, and makes the work that children are participating in meaningful. Problem and project-based learning opportunities allow for this type of integration and are highly engaging. Projects and lessons are thoughtfully designed to include opportunities for critical thinking and problem solving, academic discourse, collaboration, and design thinking processes.

For projects to be successful, Park Village teachers understand that they must be accessible to students. A first step in creating accessible instruction is having a deep understanding of each child. Teachers utilize formative and summative assessments regularly to gauge understanding and inform instruction. Teachers also use this data to form flexible groupings during language arts and math instruction. Small groups receive differentiated instruction and participate in collaborative learning opportunities. Learning is also personalized by using “menus” or “playlists” that offer student voice and choice options for independent learning tasks. Within a structured environment, children often decide how they will dive into projects and in what ways they will demonstrate their understanding. Peer and adult feedback is pivotal in this process, and children become excited as they discover ways to improve their work.

Park Village educators seek to create an environment where learning is a lifelong adventure and each child feels successful and is eager to continue to learn and grow!

1b. Reading/English language arts

Park Village teachers utilize the Benchmark Advance program as the foundation of instruction. This foundation consists of explicit phonemic awareness and phonics instruction, decoding and fluency practice, and differentiated guided reading. Various comprehension strategies are taught, modeled, and practiced, and teachers use questions and discussion prompts to ensure that children are challenged to think at increasingly complex levels. Intentional decisions are made about the texts presented to students, ensuring they have access to thrilling and relatable fiction titles and complex informative texts. Once per week, students visit our school library, which holds over 12,000 unique titles. During this time, our librarian shares a meaningful book or lesson, and students are given time to check out texts that match their needs and interests.

Primary teachers implement the Daily 5 structure in order to foster stamina, offer choice, and empower children to be independent readers and writers. Working together, teachers invite students in from other classes of differing grade levels. Older students pair with younger children, providing the opportunity to assume various roles such as mentor, partner, and audience member. Older children are empowered when they are able to teach and support younger children, reinforcing their skills. By working with their older counterparts, children in the primary grades are inspired and they develop true enthusiasm for learning.

Park Village students participate in writing workshops consisting of mini-lessons in narrative, informative, and opinion writing. During workshops, children are exposed to models and mentor texts that help them discover what makes writing powerful. As they work through the stages of the writing process, they participate in conferences with teachers and peers. Children learn how to give and receive positive, constructive feedback which is then used to improve their work. In addition to helping children hone their writing skills, this practice fosters metacognition and a growth mindset.

Our teachers and administrators have developed a set of CORE literacy assessments that are implemented at NBRS 2020

each grade level. These research-based assessments allow teachers to identify and track literacy strengths and needs throughout each year, and, through an online data console, provide important information as students transition from one grade to the next. Data is used to create individualized and measurable goals that both teachers and students can monitor. Standardized Measures of Academic Progress (MAP) assessments are administered three times per year, beginning in first grade. Reading and Language MAP tests provide the ability to track overall literacy progress, as well as progress in specific areas, such as the comprehension of key ideas and details of informational text and vocabulary acquisition. Teachers use this information to guide instruction and to create flexible groupings for the presentation of differentiated lessons. In writing, teachers utilize rubrics throughout the writing process to ensure that children understand expectations and receive specific feedback that helps them grow. As a result of our efforts, 87.34% of our students met or exceeded standards on the English Language Arts portion of the California Assessment of Student Performance and Progress (CAASPP) in 2019.

1c. Mathematics

Math Expressions, a district-adopted curriculum aligned with the California State Standards, serves as the foundation of instruction. Instead of rote drills, focus is on the use of real-world problems and rich math tasks to teach fundamental concepts. Multi-modal strategies are employed so that students with various learning styles can access each concept.

Children in primary grades take part in math centers as well as developmentally appropriate games which build their confidence, skill level, and engagement with mathematics. All children individually and collaboratively work through math performance tasks that encourage problem-solving and foster growth mindset. Upper elementary children build on prior knowledge by not only engaging in complex problem-solving, but also by sharing their mathematical reasoning verbally and in writing using a Claim, Evidence, Reasoning (CER) format. Teachers also work together to create support materials such as language frames, word banks, and scaffolded performance tasks to help children build their mathematical lexicon. Children participate in regular reflection and goal-setting and their input is considered when creating flexible math groupings.

Teachers utilize the Number Talks strategy to present a problem, pattern, or phenomena that students discuss and analyze together. Students are taught to work through complex problems and patterns mentally using different strategies, and how to respectfully participate in academic discourse. This practice empowers them to share their thinking out loud. Digital platforms such as Desmos.com and Google Classroom are also used for collaboration amongst students. These tools allow children to complete tasks together, give and receive feedback, and revise computations and mathematical reasoning based upon the feedback they receive.

While Park Village teachers are adept at using technology to enhance math instruction, teachers also recognize the importance of putting away technology and connecting mathematics to the natural world. The grounds of our campus as well as the park and preserve across the street are used as a resource to bring mathematical concepts to life. For example, primary students have participated in campus walks to find shapes and upper grade students have been participating in “Forest School” sessions where they seek out geometry and measurement concepts in nature.

To further supplement and differentiate instruction, students use McGraw Hill’s Assessment and Learning in Knowledge Spaces (ALEKS) program, a computer-adaptive assessment and learning system that uses artificial intelligence to instruct children on topics based upon their unique instructional levels. Work is open-ended, rather than multiple choice, and frequent assessments ensure mastery of key concepts and content.

As with language arts, teachers and administrators work together to craft thoughtful formative and summative assessments. MAP assessments are administered three times each year, providing data with regard to student strengths, needs, and growth in all major standard areas. On a day-to-day basis, teachers administer exit tickets, unit assessments, and performance tasks in order to guide and differentiate future instruction. As a result of our efforts, 84.79% of our students met or exceeded standards on the mathematics portion of the California Assessment of Student Performance and Progress (CAASPP) in 2019.

1d. Science

Park Village teachers and administrators have worked closely with our school's non-profit foundation to acquire funding for a science teacher and lab. Our science teacher collaborates with grade-level teams to design hands-on, inquiry-based labs that compliment each teacher's current unit of study. Teachers provide inquiry-based lessons and activities designed to meet the rigorous Next Generation Science Standards (NGSS). They often utilize natural phenomena to tie scientific concepts to real world experiences, fostering interest and curiosity. Children throughout the school also participate in Design Thinking projects which highlight engineering practices and problem-solving skills paired with relevant grade-level science concepts.

Additionally, Park Village teachers provide supplemental science activities through our outdoor gardens. Children learn about plant features, adaptations, and life cycles, as well as how seasonal changes impact plant life. Fourth and fifth grade students have the opportunity to observe and study plants growing in an indoor aeroponic Tower Garden as well as those grown outdoors.

Formative and summative assessments provide data to make informed decisions about science instruction and activities. Our science teacher and classroom teachers collaborate to ensure that students are acquiring necessary knowledge and skills. Students use worksheets and science notebooks to annotate drawings and diagrams, record and track data, reflect, and draw conclusions. Summative assessments, including quizzes and tests, are also used to measure academic growth. Developmental rubrics provide students with opportunities to reflect on their understanding of the academic content. Each spring, fifth grade students participate in the California Science Test (CAST). Results are analyzed by administrators and classroom teachers to identify areas of focus for instructional improvement.

Community and family involvement is key when it comes to science at Park Village. Each year, our school hosts a Science Night for each grade level (kindergarten through fifth grade), during which children and families participate in investigations and experiments aligned with each grade-level's curriculum. Our science teacher facilitates each of these nights with help from community volunteers.

Park Village students participate and compete in the annual San Diego County Science Field Day event and First Lego League robotics programs. Student teams solve science and engineering problems related to NGSS topics.

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

When planning projects and instruction for history and social studies, teachers at Park Village seek to help children understand how events of the past impact our lives today, and how we can learn from history to create a better future. Park Village teachers expose children in all grades to expert presenters who visit our school to speak in classrooms and conduct assemblies. Through the use of technology, teachers are able to bring experts from all over the world into the classroom via Skype. Children are exposed to history not only through rich secondary texts and experiences that describe events of the past, but through primary sources that offer firsthand accounts by those who witnessed history as it happened. The use of primary sources helps educators ensure that they are offering a view of history that is unbiased. They encourage children to critically examine multiple perspectives of historical events in order to draw their own conclusions.

Assessments are vital in the planning process and in making sure that children are acquiring the knowledge and skills outlined by the California State Standards. While quizzes and summative unit assessments provide important feedback for students' understanding of content knowledge, a stronger emphasis is placed on real world application of skills and understanding through individual and collaborative projects. Project rubrics, reflections, and student writing samples help teachers understand how students acquire knowledge as well as how they synthesize and apply what they've learned.

Students are immersed in history by participating in plays and living history field trips, such as a reenactment of life on a pre-revolutionary merchant ship. Another example of these immersive experiences is an annual fifth grade field trip to Junior Achievement's BizTown. Students spend weeks preparing for the trip by learning about the way our economy works, applying for, interviewing, and securing jobs, setting up

checking and savings accounts, and building a business plan. On the day of the trip, each child carries out his or her job, earns money, pays taxes, and makes decisions about how to spend or save what remains. Having participated, students develop a much deeper understanding of how our economy works. The experience also provides a glimpse into the world of work, and how they will become contributing members of society.

1f. For secondary schools:

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

Park Village hosts two preschool classrooms, one general education classroom and one Autism Spectrum Disorder (ASD) special education classroom. Both programs are designed to teach children using the California State Standards for preschool. Teachers focus on pre-academic skills for reading, writing, math, fine and gross motor skills, and social-emotional development. Students are engaged in a multitude of hands-on activities that foster their overall growth and development. Readiness for kindergarten is assessed throughout the year and is reported using a standards-aligned, developmental progress report. Teachers at Park Village report that children who have participated in our preschool program have a solid foundation for success as they transition to kindergarten.

Additionally, our ASD classroom places a strong emphasis on communication and language development by using a picture exchange visual communication system. Tuned Into Learning, a music therapy approach with visuals, songs, movement, and social thinking, is also implemented daily. Neurotypical peers are integrated into this classroom to provide models for identified students on the autism spectrum. This setting provides a tremendous growth opportunity for all children in the classroom. There are also many opportunities for mainstreaming including music class, physical education, school-wide assemblies, and other fun school activities.

2. Other Curriculum Areas:

Students participate in weekly music classes with an experienced music teacher. Students learn foundations of rhythm and beat patterns and read music through solfege instruction. Fourth graders learn to play the recorder, and fifth graders the ukulele. Fifth graders also participate in our band and orchestra program, providing regular hands-on experience and performances. Additionally, students at all grade levels grow as speakers and performers by participating in plays and musical presentations before audiences of their classmates, parents, and community members.

Visual arts is a valued component of our program. Students participate in Meet the Masters, an art program run by trained volunteers who teach about the life, artistic style, and techniques used by each artist. Student artwork emulates that of the artist.

Our PTA facilitates the Reflections Program, a national visual and performing arts showcase that focuses on a new theme each year. Student work is displayed in our front office and in shared spaces throughout campus. Each year, several submissions by Park Village students are recognized at the county, regional, and state levels.

Students participate in PE with the classroom teacher and with an experienced PE coach. Individual classes include movement and physical activity, with lessons and explicit standards-based teaching and play. Grades K-5 attend a 30-minute session once per week with our PE coach to learn skills, practice sportsmanship, and experience success.

Twice per week during recess time, students participate in activities with Rancho YMCA Playground Partners coaches. Playground Partners provide structured, inclusive outdoor games with a focus on sportsmanship and character development. Additionally, every Park Village student is invited to participate in Running Club. Students attend running sessions before school and during recess in order to accumulate miles. Each spring, fifth grade students train and compete in a cross country run and all students participate in a schoolwide Fun Run with an emphasis on participation and inclusion. Nutritional health and education

is just as valuable as physical health. Garden harvest days enable students to learn about nutritious food choices as they harvest and eat vegetables they have grown in our gardens.

The use of technology encompasses far more than the use of specific tools. Technology lessons have a foundation in digital citizenship and digital literacy. Teachers work with the Substitution, Augmentation, Modification, Redefinition (SAMR) model to ensure they are providing a range of meaningful technological opportunities. Additionally, teachers collaborate in order to make sure that these opportunities provide voice and choice for students. Students and teachers alike share thinking and learning through the use of Apple TV in each classroom, which allows students to display and present their work to the class. Collaborative platforms such as FlipGrid, Padlet, Seesaw, and Google Suite provide ways for students to hone 21st century skills. In grades 3-5, our foundation-supported 1:1 program provides a loaned iPad for every student. Students in grades K-2 have access to iPads in their classrooms at a 4:1 ratio. Additionally, Park Village provides eight chromebook carts and a computer lab, along with chromebooks in our common spaces and library (325 accessible devices). Our library media technician works closely with teachers and staff to provide additional support and instruction in the use of technology for learning.

Understanding and encouraging social emotional health, character building, and general life skills are essential elements for student learning. Park Village students participate in the Character Counts! program, wherein the Six Pillars of Character guide student and staff choices (trustworthiness, respect, responsibility, fairness, caring, and citizenship). Students also participate in Second Step lessons which promote problem solving skills, and anti-bullying and bystander behavior. Park Village is recognized as an Anti Defamation League No Place For Hate school. All grade levels participate in several classroom lessons and activities per year focused on helping students identify their unique strengths as well as recognizing strengths in others. Our community participates in the annual Walk Against Hate to further promote inclusion at school and in our community.

Growth mindset and mindfulness are taught and reflected upon daily by implementing a daily Mindful Minute and classroom lessons. Students have leadership opportunities through student council and Penguin Peace Leaders, where students help monitor the playground and assist others in problem solving and conflict resolution.

3. Academic Supports:

3a. Students performing below grade level

Research-based instruction is the foundation of Response to Intervention (RTI). When students perform below grade level in any area, teachers collaborate to deliver differentiated instruction and interventions. Frequent formal and informal assessments are conducted in order to inform these choices. Identified students' data and needs are entered into an online RTI console which allows teachers to track interventions used and to collect data to drive educational decisions. Teachers and parents work collaboratively to create learning and/or behavior goals for each student, meeting frequently to monitor progress. The RTI data console also allows teachers, administrators, and support staff to monitor targeted student goals across school years. In 2018-2019, 36 students went through the RTI process.

Grade level teams collaborate frequently to review data in order to close the achievement gap for targeted student groups. Teachers identify specific skills needed and implement research-based teaching practices to allow for targeted and differentiated instruction. Approximately 40 students with specific reading needs in grades 1-5 meet with credentialed Reading Impact teachers for 30 minutes, five days per week, to practice skills such as phonics, fluency, and comprehension. In 2018-2019, children who participated in this program saw, on average, an 11-point gain in their reading MAP scores at the end of the year. Additionally, all students utilize Lexia, a skills-based software, to enhance reading skills. Students who would benefit from increased reading or math instruction are included in our Tech Club. One hundred forty-five students participate in Tech Club twice a week for 30 minutes, allowing for further practice of foundational skills through computer-adaptive programs. For students with social-emotional needs, we offer weekly support groups that focus on friendship, growth mindset, motivation, communication, and confidence. These groups serve approximately 50 students and are run by our school counselor and student support services assistant.

3b. Students performing above grade level

According to 2018-2019 California Assessment of Student Performance and Progress (CAASPP) data, 60% of students in grades 3-5 performed at or above grade level in both reading and mathematics. In order to meet the needs of all students, teachers collaborate across grade levels to identify the continuum of California State Standards, grade to grade. Students have opportunities to work beyond current grade level standards through extension math activities and the use of computer adaptive platforms. Both McGraw Hill's ALEKS math program in grades 2-5 and Lexia/ Power Up in grades 3-5, allow students to work beyond grade-level standards at their appropriate instructional level. Core curricula in Benchmark (language arts) and Math Expressions include extension activities for each lesson, providing deeper levels of thinking and extended learning.

Teachers and parents work together to identify potential gifted and talented education (GATE) students. GATE testing is available for students in grades 2-5. Additional common assessments are administered to gain multiple measures of student skills and enable evidence-based collaboration among teachers, administrators, and support staff.

Above all, the focus for students performing above grade level is enhancing students' depth of knowledge. Rather than asking students to recall information or answer questions, an emphasis is placed on applying learning to real world concepts, making connections, and finding multiple solutions and approaches. Additionally, teachers focus on open-ended questioning, problem-based and project-based learning, and the development of 21st century skills. Student voice and choice in projects affords learners the ability to self-select learning opportunities according to interests and preferred modalities. Growth mindset is imperative for all learners, especially high achievers. All staff have created a culture of embracing mistakes and failing forward, with the goal of ensuring all learners, including high achievers, view mistakes as opportunities for growth and advancement of their learning.

3c. Special education

Seventeen percent of Park Village students receive special education services, and we support them in a variety of ways. Park Village's culture emphasizes the importance of integrated access for all students. Therefore, teachers, support staff, and families collaborate frequently in order to best meet the needs of each student. We have four special day academic autism support classes that serve students from preschool through fifth grade. Students from these classes are included within a general education class whenever possible, pushing-in for music, PE, library, science lab, and/or core academic subjects.

We also support students with an individualized education plan (IEP) within a general education classroom setting through a Resource Specialist Program (RSP) teacher. Our RSP teacher utilizes both a push-in and pull-out model to individualize instruction for each identified student based on their IEP goals. Small groups are used for targeted practice, and pushing into the general education classroom gives immediate support to students and teachers. Frequent data collection enables RSP and general education teachers to adjust instruction, grouping, and strategies to improve teaching and target further learning.

Our speech pathologists run push-in or pull-out instructional groups to target individual student goals ranging from social thinking to articulation. Indoor recess is offered to students grades K-5 once a week, which allows students with social deficits to interact, play games, work in a maker's space, or garden with model peers under the supervision of our speech pathologist. Our occupational therapist, adaptive physical education (APE) teacher, and school psychologist regularly consult with school staff to add their expertise to craft individualized lessons, behavior plans, and supports for students.

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

Thirteen percent of students at Park Village are English Language Learners, and our teachers and staff work together to ensure that they have equal access to content as their English language ability grows. A veteran Park Village teacher acts as our school's EL Coordinator. She works with the district to analyze student data for trends and needs at our school, which are then reported to our principal and school site council. She has

participated in extensive professional development in order to gain a full understanding of best practices, which she shares with teachers through staff, grade-level, and individual meetings.

Park Village has an instructional assistant who is dedicated entirely to working with our English learners. She works closely with our EL Coordinator to plan, carry out, and track supplemental instruction. Each week she holds 3-4 30-minute sessions with English learners to make sure that they are able to access our English language arts and mathematics instruction. Additionally, she works with newcomer students (those who have scored in the Level 1-2 range) to build vocabulary and conversational skills. Our EL coordinator and instructional assistant work in tandem to make sure that teachers and parents have the materials they need for their child's language development.

Park Village English learners are excelling. According to 2019 CAASPP data, 86% of English learners are making progress towards English proficiency. This is almost twice the California state average. A deeper look at this data shows that, in language arts, while our English-only students scored 67 points above the standard in the language arts section, our reclassified English learners scored 106 points above the standard. In mathematics, our English-only students scored 77 points above the standard, and our reclassified English learners scored 115 points above the standard.

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

At Park Village, each year and each day itself begins with teachers taking time to build relationships with their students. The teachers, staff, students, and parents truly regard themselves as one big family, and we believe that this is the best first step towards supporting the academic, social, and emotional growth of all students. In the Fall of each year, teachers begin building classroom routines and procedures that lay the foundation for a positive, supportive, and safe environment. Class meetings are held regularly so that children can get to know their peers and their teacher, and so that children have a familiar format in which to solve problems and build community. According to the 2018-2019 California Healthy Kids Survey, 93% of children surveyed reported feeling safe at school most or all of the time.

In many classrooms you will find that the class regularly works together to solve problems on an individual, classroom, and school level. In one classroom, these meetings led students to initiate the creation of a “Climate Action Club,” that would work to reduce litter and encourage recycling and other behaviors in order to reduce human impact on the environment. The relationships that we build and the way that we empower students to make decisions and solve problems greatly increases student efficacy. They know we believe in them, so they believe in themselves. In addition to building efficacy, these practices lead to an increased sense of ownership. Students understand that they play a large role in caring for the community and that they are in charge of their own learning and of who they are as a citizen in the world.

Educators across the school work very hard to choose classroom projects and activities that will engage and motivate students. Since so much time is spent understanding who our students are and what piques their interests, we are better equipped to choose learning activities that we know they will want to dive into. Multi-modal lessons, exciting problem- and project-based learning experiences, and activity menus that offer student voice and choice are just some of the strategies we use to engage our students. It should also be noted that teachers never feel that they are alone in creating this environment or planning engaging activities. Teachers, staff, specialists, and administrators have an incredibly special bond at Park Village, and just like our students, we’ll never let our colleagues fail.

2. Engaging Families and Community:

Park Village is a community where every person strives to make a difference for all children. Administrators, teachers, support staff, families, and the community at large all work together to ensure the success of each student. From the moment families step on campus, they are valued and welcomed. Teachers and staff strive to communicate with parents and value their voice. Weekly school-to-home communication is sent to families, along with frequent classroom updates. Teachers communicate with families in a variety of ways, such as online platforms like Google Classroom and Seesaw, emails, phone calls, and formal and informal conferences. Families appreciate that teachers are available, and teachers view parents as valuable partners in their child’s education.

Parents can serve in both formal and informal capacities through PTA, our educational foundation, school site council, or as classroom volunteers. Our PTA and foundation sponsor several school wide activities to engage families in our school community. The annual multi-cultural fair celebrates our cultural diversity through the sharing of cultures, food, and games. Every month our school invites families to join their child for lunch at school with Picnic with a Penguin. Parents are also included at our monthly Friday Flag assembly, either as presenters or active audience members. In an effort to gain further parent involvement and support, our Dad’s Club, open to any adult, hosts weekend clean-up events on campus. They have painted handball courts, gardened, fixed backpack racks, attended to sprinkler systems for our school garden, and more. The Dad’s club also hosts our annual trail ride, a bike safety information day and trail ride for students and families on the hiking trails surrounding Park Village. We believe strongly that opening our campus to families allows for increased engagement in learning and adds to our strong sense of community.

In 2018, with the support of our school foundation and PTA, Park Village broke ground on our school

garden. The Master Gardeners Association of San Diego's School Garden Committee works closely with teachers and students of Park Village to help plan our garden and align gardening lessons with Next Generation Science Standards (NGSS). The garden is a prime example of community involvement, from donated soil, sprinkler parts, and materials, to community expertise and hours of work shared. Families, staff, and students alike appreciate having an additional space to gather and work together.

3. Creating Professional Culture:

Teachers throughout Park Village will agree, there is something very special about our community. It is a place where teachers feel like they can do their best work and thrive because of the level of support and care. From the custodians to the principal, the staff knows that each and every person is essential in creating the best place to learn and grow for our students.

Participation in collaboration and professional development is the norm at Park Village. Grade level teams meet regularly to work on academic planning, schoolwide initiatives, and to support each other in making sure our students are successful. Each grade level meets with our principal twice a year for articulation meetings. During these meetings teachers share the strengths and needs of their students so that as a team, teachers can problem-solve how to meet their needs. Each specialist at our school, from the psychologists to the speech pathologists and occupational therapists, have shown that they want to help every child who might need them; and our principal makes sure that they have the support necessary to do that.

Through our district, teachers are able to participate in self-selected professional development courses called teaching and learning cooperatives (TLCs). TLCs are initiated by teachers who have expertise they would like to share or who would like to engage in the study of a particular topic with their colleagues. Once it's been approved by the district, other teachers are welcomed to sign up and participate in the course. This program enables teachers to choose professional development courses that fit their current needs and interests, and it creates a community of teachers who can work together to implement newly acquired skills.

One thing that makes teachers and staff at all levels feel so valued at Park Village is the structure of shared leadership that our administrators have created. Teachers feel that their opinions and ideas matter and that their thoughts are integral to the decision-making process. Our principal has set an important example for us. He looks for the best in others and acknowledges the value that everyone brings to the table; and this has become the norm for everyone at our school. This attitude empowers teachers and staff to share their knowledge, and it increases overall confidence and shared efficacy.

4. School Leadership:

According to educational researcher, John Hattie, school leaders play an integral role in school success. He believes "... the greatest influence on student progression in learning is having highly expert, inspired and passionate teachers and school leaders working together to maximise the effect of their teaching on all students in their care. There is a major role for school leaders: to harness the expertise in their schools and to lead successful transformations" (Hattie, 2015).

Every member of our Park Village community is pivotal in the school's success. Each voice is valued, and teachers are encouraged to share their individual expertise. There is a culture of shared voice and leadership that encourages all stakeholders to collaborate and share their personal expertise, interests, and vision.

Individual strengths and areas of expertise are shared with the community through various leadership opportunities. Staff meetings facilitate discussions and encourage dialogue. Often, our staff participates in a design thinking process, working to solve problems in a creative and collaborative way. Grade-Level Team Leaders work closely with our principal to share ideas and concerns and to disseminate pertinent information back to staff. Response to Intervention (RTI) Leaders collaborate with teachers and families to ensure the success of every student. Professional Learning Leaders (PLL's) attend professional development in specific subject areas, and teach and guide staff members in that specific strand.

learning who provides support to all classes in the areas of curriculum, technology, teaching practices, supplemental materials, and overall classroom environment.

Parents are celebrated as leaders on our campus. Our PTA and foundation, Running Club, Dad's Club, School Garden, Meet the Masters, Family Game Night, Multicultural Fair, Junior Achievement, field trips, and Book Fair, all contribute to our student life, and come about as the direct result of shared leadership with our families and community.

All students are encouraged to take on leadership roles. Student Council members and Penguin Peace Leaders are exposed to opportunities for advocacy, leadership, and problem-solving. Each classroom celebrates individual student strengths, and enables leadership opportunities through student jobs, presentations, sharing of ideas, and leading through example with good character.

All stakeholders are viewed as leaders at Park Village. This shared belief fosters collaboration and promotes strong relationships and shared vision for the success of our students.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

When teachers and students are asked why Park Village is an extraordinary place to teach and learn, there is one consistent response. Park Village is a family. Members of the Park Village community share the responsibilities necessary to enable and empower all students to succeed.

Recognizing the power of this dynamic, we have determined that the driving force behind the success of our students and teachers is collective teacher efficacy (CTE). Albert Bandura coined this term and defines it as “a group’s shared belief in the conjoint capabilities to organize and execute the courses of action required to produce given levels of attainment” (Bandura, 1993). Teachers, staff, and administrators at Park Village understand that our organization works at optimal levels when everyone, from the custodians to the principal, is valued, and that we will always work together to offer the highest quality program possible. Everyone believes they have a direct impact on the success of our students.

Park Village’s CTE begins with the individual. Our principal supports and empowers teachers. He is present in our classrooms, regularly offers feedback, and promotes a collaborative culture necessary to help our students thrive. Although teachers individually feel confident in their practice, this network magnifies our ability to meet the varied needs of our students.

Through grade-level collaboration and staff meetings, we are able to share our individual expertise for the benefit of the whole. Meetings are structured so that we walk away with a plan or strategy that will improve our practice. For example, we observed that students were entering school with less empathy and increased behavioral challenges. Our principal brought in professional development focused on Positive Behavioral Interventions and Supports (PBIS). Our SLP shared her expertise at each staff meeting by presenting lessons and resources in social thinking. This work resulted in the development of school-wide common language and practices to address this developing need in our population.

When individual students exhibit a need, teachers, staff, and parents partner to make sure our collective knowledge and expertise are employed to help the child succeed. Our principal makes sure we have time to collaborate, and school specialists such as occupational therapists, counselors, and psychologists make time to observe children and consult with teachers even outside of their regular caseload. We know that we are capable of incredible things, and together, we refuse to let our students fail.