

**U.S. Department of Education**  
**2022 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

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

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

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

School Mailing Address 7171 Etiwanda Avenue  
(If address is P.O. Box, also include street address.)

City Etiwanda State CA Zip Code+4 (9 digits total) 91739-9714

County San Bernardino County

Telephone (909) 463-7026 Fax (909) 463-4838

Web site/URL https://grp.etiwanda.org E-mail nicholas\_zajicek@etiwanda.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

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

Name of Superintendent\* Mrs. Charlayne Sprague E-mail charlayne\_sprague@etiwanda.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Etiwanda Elementary School District Tel. (909) 899-2451

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

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

Name of School Board President/Chairperson Mrs. Brynna Cadman  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

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

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

*\*Non-public Schools: If the information requested is not applicable, leave blank.*

## **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 2021 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 must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2016 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: 2017, 2018, 2019, 2020 or 2021.
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. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

**The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.**

## PART II - DEMOGRAPHIC DATA

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Data should be provided for the current school year (2021-2022) unless otherwise stated.

**DISTRICT** (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 14 Elementary schools (includes K-8)
  - 4 Middle/Junior high schools
  - 0 High schools
  - 0 K-12 schools
- 18 TOTAL

**SCHOOL** (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

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 in the school as of October 1, 2021 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	37	31	68
K	52	40	92
1	54	38	92
2	40	34	74
3	42	47	89
4	38	37	75
5	49	44	93
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
<b>Total Students</b>	312	271	583

\*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 1 % American Indian or Alaska Native
  - 22 % Asian
  - 4 % Black or African American
  - 41 % Hispanic or Latino
  - 1 % Native Hawaiian or Other Pacific Islander
  - 22 % White
  - 9 % 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 2020 - 2021 school year: 2%

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

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2020 until the end of the 2020-2021 school year	5
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	4
(3) Total of all transferred students [sum of rows (1) and (2)]	9
(4) Total number of students in the school as of October 1, 2020	552
(5) Total transferred students in row (3) divided by total students in row (4)	0.02
(6) Amount in row (5) multiplied by 100	2

6. Specify each non-English language represented in the school (separate languages by commas):  
Arabic, ASL, Bengali, Cantonese, Farsi, Gujarati, Hindi, Indonesian, Mandarin, Punjabi, Spanish, Tamil, Telugu, and Vietnamese

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

7. Students eligible for free/reduced-priced meals: 30 %  
 Total number students who qualify: 173

8. Students receiving special education services with an IEP or 504: 15 %  
88 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. All students receiving special education services with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- |                                  |  |
|----------------------------------|--|
| <u>19</u> Autism                 | <u>0</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>1</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>7</u> Other Health Impaired                 |
| <u>0</u> Developmental Delay     | <u>10</u> Specific Learning Disability         |
| <u>0</u> Emotional Disturbance   | <u>48</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: 8
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. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	<b>Number of Staff</b>
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	24
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	2
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	8
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.

<b>Required Information</b>	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	97%	97%	97%	97%	98%
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 2021.

<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.

Grapeland Elementary School is committed to providing a quality education with an emphasis on academics. We believe students are our highest priority. All students are capable of learning and are worthy of our best efforts. All students should have access to a balanced, rigorous, standards-based curriculum derived through a quality culturally responsive instructional program. All students will flourish in an atmosphere of love and respect.

16. Provide a URL link to or text of the school’s nondiscrimination policy.

Non-Discrimination Policies:

<http://www.etiwanda.k12.ca.us/cms/One.aspx?portalId=221529&pageId=12264612>

Anti-harassment Policies:

<http://www.etiwanda.k12.ca.us/cms/One.aspx?portalId=221529&pageId=12263082>

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

## **PART III – SCHOOL OVERVIEW**

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Grapeland Elementary School consists of a diverse population of students with a variety of cultural backgrounds. Etiwanda, California is situated within an hour's drive of mountain ski resorts, southern California beaches, and desert parks, providing fun for all outdoor enthusiasts with pleasant weather year round. Many of our parents are educated, professional, and are involved in our dynamic school community focused on what's best for students. Our families are generous to the cause of serving others with their time and resources, and this speaks to the high level of commitment to working with the school to promote high quality teaching and learning for all at Grapeland.

A highlight of our site's academic programming is our site's reading program beyond the core English language arts (ELA) curriculum. Since our first year as a school, we have built an extensive library boasting 35,000 books and a daily circulation of hundreds of student library resources to support our love for reading. Site leadership and all instructional staff promote and engage students in reading daily; and, together we design and promote incentives throughout the school year to increase overall reading engagement. Our school community supports our students to set reading goals four times per year; and, over 85% of our students achieve these goals four times per year. Teachers work with the students and their families who do not make their reading goals each marking period to assist in eliminating barriers.

Grapeland has a very effective tiered system of Positive Behavioral Interventions and Supports (PBIS) that support positive behavior, another hallmark of our school. A variety of tier one proactive interventions are a way of life on campus that involves students, teachers, support staff and physical education (PE) aides who take an active role in setting expectations for behavior. When tier two and three interventions are in order, Grapeland has a team in place to review data, provide evidence-based support, and monitor progress through a robust referral system led by a team of stakeholders who commit to meeting regularly to collaborate. The PBIS team, working with campus support staff and the PE team, maintains a playground support system to establish a safe and secure environment for students to get along and grow socio-emotionally outside the classroom. Each teacher and playground campus support employee on campus is responsible for direct instruction of playground expectations for respectful and responsible behavior. This begins at the classroom line-ups during the first week of school. Activity areas, which include the handball court, basketball court, play structure and soccer field, are all contexts for teaching and learning. In collaboration with the PE staff, campus support and administration set up a schedule for teachers to rotate students through each station of play two times each year. Monthly, the PE team reinforces the learning with direct instruction and extra play, making corrections as needed.

Each week, the campus support works with site administration to choose a student expectation to review and reinforce with lunch time music on Friday. The expectation is displayed in the workroom for teachers to see and out on a sandwich board for students to reference and set weekly goals. This tier one system of support carries over to the classrooms and provides students another context to learn how to be safe, respectful and responsible. Based on referral data, this system of student support addresses 95% of the student misbehaviors and allows Grapeland to focus on tier two check-in, check-out systems for the other 5% of the population in grades one through five. Campus support team members are accountable for roughly 15 students who require daily contact. Administration runs lunchtime tournaments like March Madness basketball, a morning walking program, and provides new and fresh activity stations throughout the year to keep students engaged in a variety of positive ways. Student survey data suggests that bully-type behavior is down and students feel safe and respected, an evidence that solid proactive PBIS structures are in place and effective; these attributes all contribute to our site's uniqueness.

During the 2020-21 school year, Grapeland Elementary, with the expectation that all students would continue to learn from a distance during the pandemic, maintained high levels of student engagement using technology. Students who maintained active engagement in their distance learning each school day were eligible for being awarded the "Daily Engagement Award." Students received ring pops and the phrase, "I'm engaged! See my ring?" became a coveted honor! Each recipient was given site-wide recognition for their connection to their learning on the weekly school video each Monday. Teachers chose students for monthly Great Grizzly awards and administrators supported these recognition programs by inviting students to non-



academic “game show” style days on select Mondays each month. Providing a space for students to enjoy time with their peers in this format while connecting with other students proved to be good for their emotional well-being and overall school connectedness. Most students in the school were part of a special time with the administration team during distance learning; we found this fun and engaging for all!

## **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:**

Grapeland Elementary School believes in the philosophy that every child can learn. Staff recognize that all children are unique and require different approaches in order to reach their full potential. To this end, we have incorporated many programs and strategies in a solid effort to connect with every student in our school.

Grade-level teams meet frequently to collaborate on lessons, using data and best practices to drive instruction. By working together, staff can ensure that we deliver lessons that are engaging to all students while keeping fidelity to our district-adopted curriculum. Part of the collaboration time we spend in grade-level meetings is used to plan for our student Universal Access time, affectionately called "W.I.N." Time (What I need Time) as a way to remind teachers of our main focus. We consider this a sacred 90-minutes of designated time per week. Collaboration time in the professional learning community allows staff to plan instruction for universal access (UA) to meet the individual needs of each child, ranging from the needs of each struggling student to those needing enrichment.

Formative and summative assessments drive all that staff do at Grapeland Elementary. Each year, students are given assessments three times, using the iReady program. The diagnostic component informs staff of student performance levels in various domains in reading and math. It also is used for grouping the students, provides online lessons for each individual, and supplies a bank of lessons for teachers to use. The iReady is an incredible resource for identifying students' strengths and areas for growth and helps ensure teachers are staying on track with each child, and only one component to our multi measures battery. Students also take the STAR reading test multiple times a year to establish a grade equivalent and independent reading level. In addition, students are given Fountas & Pinnell reading assessments for information about their reading behaviors and independent reading level, which guide teachers in their literacy groupings.

Grade-level Parents Are Onboard (PRO) Nights were held this year in order to help our parents with instruction at home. Each team of educators held a virtual meeting to share information about grade-level academic expectations, supports for in-home learning, and instructional technology support centered around student needs.

#### **1b. Reading/English language arts curriculum content, instruction, and assessment:**

The McGraw-Hill Wonders Program (California Edition) is the foundation of our balanced reading/ELA program. All of our teachers have had multiple training sessions on the program and continued professional development is offered through our instruction department to build capacity. The program includes a scope and sequence with each unit that has a detailed plan supporting all learners. A daily designated block of ELA instruction includes lessons that are presented both in a whole group and small group settings. Through the use of the many program components, such as their Language Development Program and leveled readers, teachers are able to present curriculum at each child's instructional level. Staff utilizes the Tier 1 resources, such as the English Language Development (ELD) workbook, level up lessons, and many online resources. There are also resources that include text from multiple genres that assist teachers in working with emerging, expanding, and bridging readers. Small group lessons, leveled readers, and the Adaptive Learning program for English learners are included for approaching level readers and support Tier 2 students. Resources for Tier 3 support, such as alternate text with foundational skills practice and support round out the balanced instructional program for ELA.

To supplement the writing components in Wonders, we have adopted the Step Up to Writing program. Step Up to Writing's support aids students in producing organized and clear writing. It establishes a common approach to writing across the grade levels and offers proven writing strategies that are built upon each other

as students progress through different grade levels and genres of writing.

If students are struggling with phonics or reading comprehension, primary teachers have been trained and have access to the Project Read program. This program uses direct instruction and many multi-sensory activities that are often used in small group or one on one instruction with trained personnel.

Renaissance's STAR reading program, part of our multiple measures, is used multiple times each year to test students on their reading levels. This program then assigns students a grade and independent reading level. The grade equivalent is then used to assign a zone of proximal development (ZPD), a level that the students should be reading to maximize reading growth. Each library book has been color-coded to match these levels, so students can easily access books in the level they need. This goal is then transferred to Accelerated Reader (AR), where students are given a reading points goal for four different marking periods during the year. If students make their reading goal by passing online quizzes about the books they have read, students are eligible for school-wide rewards such as a barbecue lunch or Super Recess. Grapeland students are excited and motivated to read and meet their goals, and those who do not meet these goals become a focus for teachers who look to eliminate barriers.

Students are also encouraged to participate in the Battle of the Books (BOB). A selected book list is created and students in grades 3-5 are encouraged to read the books and take tests on them. If they read and pass the tests for enough books, they are invited to compete in a district-wide battle that is held in the spring.

Reading Club is an after-school program developed to help students that are struggling in phonics and other reading skills. Lessons target students' needs and are focused on "filling the gaps" that were missed for these students. Teacher leaders use the i-Ready diagnostic tool to measure progress along with other progress monitoring tools. Students are celebrated for their commitment to attend each session and give their very best to learn. Program facilitators focus on our identified most at-risk student groups which include socioeconomically identified (SED), Multi-language learners, and those students two grades and below in reading.

### **1c. Mathematics curriculum content, instruction, and assessment:**

Our district-adopted mathematics curriculum is the GO Math! program by Houghton Mifflin. Go Math! Is written to support today's learners by using the 5E instructional model of Engage, Explore, Explain, Elaborate, and Evaluate. This model is essential in developing mathematical understanding for all students and instrumental in our efforts to shift into common core math teaching and learning. The program offers many opportunities for differentiated instruction, such as a reteach, practice, and enrichment component for each lesson. To help support conceptual understanding, students often use white boards and manipulatives. Engagement strategies are essential in keeping students motivated to learn, so students can often be seen solving problems together using Kagan engagement strategies, such as Numbered Heads Together, where the teacher poses a question and students privately write their answers before sharing with their group and coming to a consensus as to the best answer. Go Math! provides a strong online program in ThinkCentral. This platform includes a Personal Math trainer, where teachers can assign extra practice and offers students additional time to hone their mathematics skills. The Personal Math trainer also will provide students with feedback on how they are progressing. Online tutorials are provided for students to reinforce their learning and an item shared at parent nights for at home learning.

Students in grades 3-5 use the NextGen math program to enhance their conceptual understanding of math. Through games and digital manipulatives, students are again exposed to all their grade-level standards and are shown different ways that questions can be asked. This resource allows teachers to supplement their curriculum with meticulously planned Common Core practice assessments or intervention material for those in need. NextGen also provides students the opportunity to develop procedural fluency through online practice.

iReady provides benchmark reports on student performance in all mathematical domains. Teachers and grade-level teams analyze this data to drive instruction in each of the domains to ensure students in need are given extra instruction in order to help them reach proficiency.

Like reading, an after-school Math Club has been developed to help those struggling in math. This school year, data showed need for intensive instruction in upper grades and our intervention team planned accordingly. The data is shared with teachers who then group according to the appropriate math domains. In the classroom teachers work with small groups using hands-on activities to help bring those students up to grade level. During the program's data window staff celebrates the hard-working students each time a learning barrier has been eliminated. Students enjoy the small group time with expert teachers and engaging instructional staff.

#### **1d. Science curriculum content, instruction, and assessment:**

Amplify Science is the district-adopted science curriculum, which is built around the Next Generation Science Standards. The program uses a variety of strategies, such as hands-on activities, investigations, literacy work, and digital tools to teach the state standards. Investigation notebooks are used to record data and observations, as well as give students a space to make drawings of what they have done and complete writings. These notebooks have supports embedded to scaffold activities for all learners. With every unit at each grade level, students become engineers and scientists who try and understand the real world. As with the other curricular areas, students use active engagement strategies from Kagan to build understanding. During science, observers find students reviewing vocabulary using the Quiz-Quiz-Trade strategy or working with their table partners to recall what they have learned in a lesson using the Fan-N-Pick. Any of the numerous strategies that teachers choose to use from Kagan will help students solidify their science knowledge and understanding.

Students use information learned in the program when participating in school-wide STEAM (Science, Technology, Engineering, Art, and Math) days. Here they are able to work together to learn and investigate phenomena such as forces and motion or magnetism. Equally as exciting, the Parent Teacher Association (PTA) has hosted STEAM Family Nights to get families excited about science and to create a love of science!

In addition, after school enrichment classes are held to foster the love of science with our students. Classes are held in six-week blocks and cover different areas of science, including a Lego class where students used engineering skills to build bridges that were able to hold various amounts of weight. All of the classes are presented with the intention of creating 21-century scientists, and students really enjoy the enrichment.

Zingy Learning is used in grades 3-5 to supplement what is being learned in our science program. It is an interactive program that covers all science standards in these grade levels. The lessons in this program allow the students to watch videos of actual experiments and then take a quiz on what was covered. Teachers use this program in order to review what has been taught and prepare the students for state testing and the next grade level. Finally, our site is committed to the district and county science fair competition, which is a culminating learning experience for our upper grade students to showcase their projects.

#### **1e. Social studies/history/civic learning curriculum content, instruction, and assessment:**

The California Preschool Learning Foundations (CPLF) drives the core curriculum areas that are taught in the fully inclusive CLOUDS preschool program at Grapeland. The core curriculum is based off the domains highlighted in the CPLF: social-emotional development, language and literacy, and English-language development and mathematics. The CPLF as well as the Desired Results Developmental Profile (DRDP) are both evidence-based tools and expectations that our preschool program uses to assist early childhood educators in helping preschoolers to progress along the developmental continuum. These domains build and align with their future academic standards. Research has shown that a high-quality program and early intervention promote and support a strong academic foundation for preschoolers. Instructional staff in the CLOUDS preschool program take part in site staff meetings where preschool teachers can vertically articulate with K-3 grade teachers in an effort to provide continuity and effective scope and sequencing of curriculum and instruction.

The impact of early education helps foster the “learn to learn skills” needed in school along with exposure to

social-emotional regulation and social expectations. These students also gain exposure to pre-academics which is establishing a developmentally appropriate learning foundation for school readiness. Kindergarten early literacy data at Grapeland Elementary School, using the i-Ready diagnostics and the ESGI (Educational Software for Guiding Instruction) tool, suggests that students who have experienced the inclusive preschool program have higher levels of skill attainment or early adoption of said skills. In addition, for those who have challenges learning early literacy and math skills, the preschool program becomes a key component for early identification which in turn supports intervention teams in targeting these students early.

**1f. For secondary schools:**

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

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**2. Other Curriculum Areas:**

Like all elementary schools in the Etiwanda School District (ESD), each student at Grapeland Elementary is exposed with a broad course of study in other curricular areas. Students express themselves through the visual arts which is found in all core curriculum areas. Students show understanding through illustrating stories, and reading and writing poetry to name a few. Teachers design math lessons that incorporate colorful flip books, google classroom interactive slides, and dioramas for science and social studies. Our teachers showcase these class projects during our annual Open House and families enjoy these artistic representations of student learning.

Teachers at each grade level infuse the visual and performing arts standards. Students perform living wax museum presentations or visual art resource projects showing understanding of researched animal projects each year in third grade. Fourth graders enjoy history coming alive at the “Gold Rush” day in spring, taking on a role as banker, railroad worker, or miner. Fifth graders choose a state to research and then develop a state float representing key artifacts from one of the fifty states. A site-wide parade provides a forum for fifth grade students to present their visual arts projects. Our fifth grade Grapeland band is led by the band teacher from the middle school. Later in the year they are joined by our three other feeder schools for an evening concert highlighting their hard work in the performing arts.

Students in our afterschool choir program meet for a trimester, and as a culminating event, present school

day rehearsals with our school and return in the evening for a final performance for their families. This VAPA program runs in Winter and Spring. In addition to choir each year, our PTA sponsors a music appreciation program for all grades. Students in all grades get exposed to key elements of music instruction, including use of recorders as a precursor to fifth grade band. Funding from well planned fundraisers allows our school to hire a credentialed music teacher who meets with each class for thirty minutes every other week during the school year.

In addition to the VAPA (visual and performin arts) programming Grapeland offers, staff begin each day with a health and well-being activity on the playground. Our Walking Program provides the necessary structure for students to get daily exercise, set lap goals, and a chance to be recognized for accomplishing student and grade level goals. In addition, this fitness program allows students an active opportunity and social time before they must begin to focus in the classroom. To maintain a level of physical fitness, coordination, manipulation skills, and the sportsmanship needed for game play, our students also attend two 45-minute sessions a week of physical education (PE), meeting the PE state standard. A district provided P.E. specialist and his/her instructional aides design and implement physical education instruction. With a fun mixture of aerobic exercise, gross motor skill development, and creative game play, students enjoy their physical education. The PE team creates highly engaging activities with fun themes like Hunger Games (dodge ball) and capture the flag. Of course, the students have to run the mile as well!

Technology is a strategic priority in our school district. Part of the plan is to provide every first through fifth grade student with a Chromebook which allowed our district and school site to pivot quickly and effectively during the virtual learning school year. With the automation of standardized assessments, our staff realized the benefit of preparing students to share their knowledge using their district provided Chromebooks. Teachers push out activities on Google Classroom and from their ELA and Math online programs and model successful writing, using other instructional technologies. Students use their Chromebook to research content, create and share exciting collaborative projects. Our Gifted and Talented (GATE) learners have had the opportunity to study coding in year's past. Grapeland provides other technology tools such as iPads with interactive whiteboard software, document cameras, and LCD projectors to support teachers in effectively engaging students in a digital era.

The school library is a busy place, but it also provides robust resources for our instructional staff. Our school library provides the majority of the reading books for our students and is open an accessible to all students each day. The district provided library paraprofessional helps to foster a true love of reading with once a week class visits for check out, book talks, and storytelling. Students listen to a selection of books and vote for their favorite to be named California Young Reader Medal winner. Many of our upper grade students have the opportunity to assist the library team with various tasks. Our Accelerated Reader (AR) and Battle of the Books programs are firmly rooted in the library. The library paraprofessional, teaming with our teachers, help tracks progress and encourage these readers to go further with their learning. Our library welcomes students before school, during lunch recess, and after school for return/check out. As a result of a dynamic and robust library program, Grapeland boasts many of the Battle of the Book winners at our annual district competition each spring.

Students struggling with emotional issues receive support through site-based CARES counselling to address barriers that may be impacting their learning. Grapeland staff is committed to maintaining a bully-free zone where preventive measures include assemblies, a monthly GREAT Grizzly character award, and "take five" lessons during lunch times help to promote kindness and respect to all on campus. Our district-wide bullying complaint procedure is firmly in place, taking reports from students, parents, and anonymous persons through an online report. Documentation includes an incident reporting form, investigation process, and policy for discipline and corrective actions. Additional activities create a climate of caring that we are so proud of at Grapeland. Yearly student service learning projects, in collaboration with PTA help to reinforce the importance of showing empathy for others by raising awareness of those less fortunate in our community. Past projects include collecting toys, providing Thanksgiving meals, and setting up a system for donation of gently used mittens, gloves and beanies for those in need locally.

### **3. Academic Supports**

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

Each day, small group instruction occurs in the classroom at all grade levels as a part of ELA and Math core instruction time. Teachers use diagnostic data to create instructional small groupings for remediation, on level/above level enrichment. Students receive differentiated instruction during the grade level common time Universal Access (UA) for two forty-five-minute sessions per week. The groups must be the result of data driven design and teachers must engage in intentional planning to cover the skill deficits. Teachers scaffold lessons to provide the missing foundational skill if necessary or focus on design engaging lessons to extend learning.

Each year, the School Site Council made of 10 key stakeholders collaborate on the strategies found in the Single Plan for Student Achievement (SPSA) goals set forth by the committee. Our focus is on increasing student achievement in specific identified student groups (Free/Reduced Priced Meals, English language learners (ELL), and Foster youth (FREL). It is our desire that our focused efforts close the achievement gap over time. This advisory group looks to fund staffing and materials for two after-school intervention programs. Each six-week program saw an average of 48 struggling students in grades 2-5 benefit from engaging lessons focused on filling gaps evident on i-Ready ELA and Math diagnostic testing. These after-school programs will continue to be offered as a noticeable improvement seen on state testing, grades, and other measures.

Students who continue to struggle are identified early on and taken through the Student Study Team (SST) process. This method supports a student through a systematic and collaborative effort. Several interventions are put in place and take in consideration a student's response to said interventions. Led by our principal, the team consists of general education teachers, special education staff, and the school psychologist. The principal consults with the teacher and moves into the steps needed to address concerns about student progress. The teacher shares concerns, gathers data, baselines, and receives some initial recommendations from the grade level team. Teachers document implementation of the strategies and review students' progress for approximately 4-6 weeks to determine if the implemented supports were sufficient. If the student does not respond adequately to these interventions, the teacher brings the student to the SST, where educators collaborate regarding further recommendations to benefit the student. Parents have an important role in this meeting to ensure that everyone is working together towards supporting the student in a myriad of ways. Follow-up meetings are scheduled, the student's progress is recorded, and higher-tiered interventions are considered and implemented if appropriate. Many students taken through this process are able to continue without the need of additional supports. For those students who continue to perform below grade level despite the numerous well-documented tiered supports put into place, the team has the option to refer the student for special education testing to determine if more supports and accommodations are in order.

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

Grapeland teachers and site administration are dedicated to increasing student achievement for all students, regardless of student need. Progress on growth is a focus for all students, including those that start the year at or above grade level as measured by multiple measures in the fall. These students must be given opportunities at their instructional level to ensure they are growing as learners, the bulk of which is done during the grade level UA time. Students who prove mastery of the content are offered challenging activities to take the place of the other assignment. Students in grades four and five who are designated GATE or as Gifted and Talented Education learners based on state testing criteria, work in groups or work on extending their learning, taught by a certificated GATE teacher during reading time. Optional extended day opportunities for them have included Meet the Masters art, E3 (Enrichment Educational Experiences) afterschool programs, and other afterschool enrichment. Our grade level leaders in collaboration with their teaching teams help to offer enrichment activities that foster creativity, extend their inquisitive minds, and offer opportunities to socialize with other like-minded peers.

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

At Grapeland high expectations are maintained for all students, whether or not a disability exists. Our special education team includes a school psychologist, full-time Resource Specialist, K-5 Speech and Language Pathologist, part time Speech and Language Pathology Assistant, and two part-time paraprofessionals who work diligently to ensure our students' needs are met through the implementation of Individualized Educational Programs (IEP). If the efforts of intervention action plans through general education supports are implemented and the student response is not sufficient, students are referred for a psycho-educational evaluation to determine if they qualify for special education services. IEP goals agreed upon by the team, which includes the parent. The special education department then offers a wide continuum of service options to provide support to students in the least restrictive environment. Students who require additional services to address other needs such as fine or gross motor delays, sensory, vision, hearing, orthopedic impairment, assistive technology, behavior, among others, are referred to specialists who can assess their needs and propose an appropriate course of action to the IEP team. Supports can be implemented as needed to service students in the general education class or in a pull-out model. Our special education team is highly skilled, dedicated to provide the best in supports, and very collaborative in the process. In past years, our special education staff have been recognized by parents and educators at a yearend SELPA celebration highlighting exemplary practices that support special need students.

### **3d. English Language Learners, if a special program or intervention is offered:**

Grapeland's Multi-Language learner (MLL) population exceeds 12% and requires the collaborative efforts of district and site personnel to best use resources to ensure students learning English are well supported. Grapeland's MLL's are from various ethnic backgrounds, so a strong system of support for these students is required. Students designated as English learners are administered the English Language Proficiency Assessments for California (ELPAC) annually, which determines their summative level of proficiency. A multi-pronged approach is used to help these learners acquire their English Language skills. Newcomers who have been in the U.S. for less than a year are provided with a translation tablet to help them better communicate their needs with staff and peers.

All Grapeland teachers are Cross-cultural, Language, and Academic Development (CLAD) trained and develop lessons daily using strategies to help in develop second language skills in these students. For those students in grades one through five scoring in levels one and two on the ELPAC, a specialized online component called Imagine Learning is incorporated into their instructional day to hone in on more specific skills. The Imagine Learning program monitors progress in the areas of literacy, grammar, and oral vocabulary and is very engaging to students. Following a baseline test, a specific learning plan is generated tailored to a student's individual needs, using a series of lessons, videos, and games to increase engagement and motivation.

To further support our multi-language learners, Grapeland provides instructional aides who work with these students several days a week in small groups. These students are monitored for progress and given additional instruction in areas of deficit. School administration and instructional aides collaborate to provide fun incentives to encourage student efforts. The students are highlighted at award assemblies for their individual growth and efforts in learning English. MLL's in Transitional Kindergarten (TK) and kindergarten, are exposed to a program and environment that is language-rich with numerous supports naturally built into their instructional day. Newcomers at these levels are provided with a classroom instructional aide for a small portion of the day to meet with small groups or in the classroom setting to assure the student is comfortable and learning foundational English skills.

ELPAC results and re-designation numbers provide strong evidence that our students are benefiting from language-rich classroom environments and are part of a balanced program for acquiring English. Each year we reclassify a large number of MLL students as Fluent English Proficient (FEP). This strong indicator points to the hard work and dedication of our instructional staff and students throughout the year. We also recognize the high level of parent engagement required for these students to achieve which has been a focus area both district-wide in the LCAP (Local Control and Accountability) plan and part of our School Site Council's recommendation each year. Results on state assessments for years have proven this multi-faceted approach is having lasting and meaningful results for this student group.



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

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

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

Since opening Grapeland school gate in 2003, our school community lovingly refers to our campus as every child's favorite place to be! Simply put, staff make learning fun and engaging and are relentless in teaching high standards for academic and positive behavior. Engaging students effectively begins at the school entrance each morning. The main goal is to build the capacity of our students educationally, socially, emotionally, physically, and culturally. Staff foster a welcoming environment beginning with our students warmly greeted each day by our school administrators, teachers, and campus support staff on duty. Our walking program gives them an opportunity to meet with friends and burn off some energy on our playground before they line up by classroom number.

Many opportunities for engagement are incorporated in the day-to-day instruction in each classroom. These efforts to involve students in the curriculum and cooperative groups for learning is critical to the growth and development of our students. To help in this endeavor, Grapeland teachers have received five days of Kagan Cooperative training to learn special engagement structures. Kagan structures facilitate class and team-building, providing students with the opportunity to get to know one another and engage in a positive manner, creating a family atmosphere where they motivate each other to do their personal best. Teachers provide a classroom climate where students feel empowered and in control of their own learning. Teachers are trained in Growth Mindset techniques to eliminate fixed thinking which can hinder learning confidence.

Even though the circumstances of the pandemic presented challenges for all, our school site continued to move forward with many of our traditional student engagement strategies to encourage a positive school environment. Teachers continued to choose students for monthly Great Grizzly awards and administrators supported these recognition programs by inviting students to non-academic “game show” style days on select days each month. Providing time for students to enjoy one another in this format while connecting with other students proved to be effective for their emotional well-being and overall school connectedness.

Our Accelerated Reader event days brought students by the closed campus to pick up a prepackaged snow cone, take part in a zoom celebration after distance learning days, and play screen games on the zoom grid. Each of the events had a cultural theme and highlighted important holidays and festivals like Lunar New Year while connecting students in fun and engaging ways. We remained steadfast in larger site-wide events like Black History Month by offering engaging lessons and links to rich literature with online book fairs with a cultural emphasis. It was our site’s goal to maintain the learning experiences we have always held in high esteem.

As we all enjoy in-seat instruction this year, we continue to reflect on last year’s efforts to use technology for maintaining student engagement. We have retained much of the instructional technology we used last year. Teachers continue to use Google classroom, and students have less issues with navigating the Chromebooks and associated apps. As a leadership team, we continue to use our survey results and academic data to guide us. Our local iReady data in the fall showed some learning loss in reading and math but by late December, nearly half of our students hit their typical growth for the school year. We believe we are on the road to recovery. In many ways Grapeland Elementary and its students are better off having gone through the distance learning experience and better prepared to pivot once again if needed.

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

Each year our grade level leaders review parent survey data and collaborate to design parent nights to help foster parent engagement in student learning. Each trimester our PRO Nights (Parents are Onboard) bring parents on campus with the goal of taking away three components key to increasing student achievement or addressing a learning need. Even during the pandemic, we were able to hold two successful parent evenings focused on using the latest technology used in the classroom; and we offered resource links to parents to support their efforts at home in a myriad of ways. It was important to align our actions with key LCAP goals set forth by the district's stakeholders. Our standards-based focus did not change, but we

pivoted in the manner of how we delivered the material when the demands of distance learning came into play.

Our latest parent survey data suggests that 98% of our parents agree that there are opportunities for parents to get involved in the school's decision-making process. We understand the importance of school to home connectedness and the power of the collective wisdom from all stakeholders. Our parents are key to supporting our shared vision, and we continuously look for ways to strengthen this partnership. Every Sunday, family newsletters are sent electronically and include resource links and features that recognize students for academic achievements. This is an effort to keep the school community engaged, even during the school closures. We have adjusted well to maintain the engagement of learning for all. During the school closure, student incentives, awards, and AR event prizes were highlighted on live or pre-recorded video. Items like gift cards, restaurant certificates, and small prizes were placed in "drive-by" folders every other Friday in our driveway loop for families to pick up. Folders contained student work graded by the teacher and new assignments, hands-on project items and materials, and holiday treats.

The school has set up business partnerships with restaurant food chains, and other small businesses that could provide incentives for our students and extra resources to keep our staff moving along during challenging times. Our collaborative efforts working with the PTA, school staff, and outside agencies helped us generously serve our local community women's shelter with necessary items and time resources--each promoting empathy for others, an engaging and worthy endeavor for all.

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

As in our district, all trainings and curriculum development are a response to our student assessment results, defined goals on our SPSA, and close alignment with our Local Control Accountability Plan (LCAP) and the California content standards. Grapeland teachers as lifelong learners are supported in their continuing growth as progressive educators through multiple district professional development sessions, grade level collaboration, and site staff meetings. During the school year, our staff participates in two district-sponsored professional development and planning days with content determined by new educational trends or textbook adoptions. Teachers also enthusiastically participate in two full days of data analysis and intentional planning in September, January, and April.

Each Grapeland staff meeting begins with a lively Kagan team building activity to foster collegiality and then becomes an opportunity for targeted professional development usually focused on district initiatives, strategic priorities, or our site-specific goals. Our site meeting agenda activities provide opportunities for trainings and collaboration, and for staff to participate in the decision-making process. Each are recognized as important stakeholders in the educational program at Grapeland Elementary. Teachers also serve as expert teacher of teachers if they have a specific skill set, a successful instructional strategy, or have attended a conference from which others may benefit.

For further guidance, teachers may request in-class guidance and suggestions from a professional development support provider. These Teachers on Special Assignment (TOSA) receive training to support our educators through professional collaborative workshops and conferences on supporting teachers, pedagogy, and student achievement. All teachers new to the district begin the year with a traditional school bus ride to see all the schools in the district before attending a new teacher academy. One cannot help but feel part of the Etiwanda family once he/she experiences the support systems for new employees. New teacher academy begins before other district teachers return each year with sessions on equity, special populations, classroom management, and the pedagogical approaches and practices followed by our ESD teachers.

New first and second-year preliminary credentialed teachers are enrolled in a state designed and sponsored induction program known as California Teacher Induction. New teachers work with veteran ESD Induction support providers over the next two years, and attend training sessions on the implementation of district technologies, assessments, and curriculum scope and sequences. Induction teachers' professional development is provided based on a candidate's individual learning plan, and monthly meetings with their support providers focus on implementation and growth within the California Standards for the Teaching

Profession. School site administrators join for triad meetings to check on progress and supports as needed.

Any teacher who is experiencing difficulty or has shown they need improvement may voluntarily select or be required to participate in the district's Peer Assistance and Review (PAR) process. A veteran support teacher observes in their classroom, meets to discuss areas of need, and provides feedback for staff development. Paraprofessionals or classified employees are prepared to work in their role through yearly staff notification sessions as well as through district and site staff development trainings and meetings. In addition, workshops are offered by county office and local special education for both certificated and classified personnel.

During school closures, site administration coordinated a virtual professional reading book club using "The Distance Learning Playbook," and teachers met over Zoom to discuss the module focus of the week. Together, the teachers would learn and implement new strategies related to online instruction and professional readings which were rich in relevance and added a nice support in a year our staff needed additional strategies to deliver engaging instruction. It is relevant to add that teachers are provided paid weekly professional development opportunities (Bits and Bytes) throughout the school year, taught by teacher leaders using the technology in the classroom. Many teachers took advantage of this training opportunity while teaching from home.

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

Following in the "Etiwanda Way," our success as a school is attributed only through the collaborative and collegial culture of our district. Respect for all employees of an organization comes from the superintendent and his cabinet, who each exemplifies servant leadership. Our district management provides an effective process that encourages feedback from all stakeholders before making key decisions; over time, these collaborative processes, which tap into the collective wisdom of many lead to "Excellence in Education," which is our district motto. Their ability to express a vision for our student achievement and ongoing assistance in pursuing that vision is also transformative and results in creating more effective leaders; this is what great leadership is all about!

At Grapeland, we are not just a group of colleagues, but a family that supports one another, working towards a common goal; we believe that all children can and will learn. To assist sites in reaching this lofty goal, our superintendent meets with the principal in specific goal meetings three times a year to analyze what student benchmark data reveals, the action plans that follow, and gives continued guidance towards closing gaps in learning. Twice monthly, the Principal and Co-Administrator meetings prepare and inspire us to be instructional leaders on campus. Even during school closures, district management continued to provide instructional support weekly. As the weeks progress, Grapeland administrators join teachers for professional development sessions offered by the district to increase the transfer of professional learning to classroom applications, another quality system of support. Designing lessons with clearly defined learning intentions and communicating success criteria of professional learning helps administrators give constructive feedback and assistance where needed. Informal walk-throughs by the principal and teaching vice principal (TVP) allow administration to experience the positive classroom climates and culturally responsive learning environments that are an important part of a successful school.

Teachers are empowered to serve as leaders on campus in many capacities. Committees are created at the beginning of the year to encourage staff participation and leadership. The PBIS, Read Across America Week, Site Safety, Student Recognition, and Sunshine Committee members meet and plan events and activities to engage staff and students. The yearlong position of Grade Level Chair (GLC) requires one teacher to attend district meetings and facilitate their professional knowledge to the rest of the grade level. They are an important conduit between grade level teachers and administration. Their leadership style models that of administration with a feeling of empowerment and encouragement for all, which enables us to achieve continued success. With strong leadership at all levels, we are confident that we will meet the challenges of the educational future while continuing to pursue the goal of closing the achievement gap.

#### **5. Culturally Responsive Teaching and Learning:**

Grapeland's school community consists of numerous cultural/ethnic backgrounds and with over 16 different languages spoken in the hallways. This makes Grapeland a very diverse campus. A banner that displays "Welcome All" in all 16 languages hangs above the Grapeland school entrance, where all students are greeted daily by the principal. In surveys, parents have expressed appreciation for how well our staff welcomes each and every student, whether it be daily at the entrance, in the office, or during school community activities. Year after year, Grapeland's parent and student survey data reflect a positive agreement to the statement that our school is inclusive and cares for all types of learners and their individual needs.

Our staff values the diversity found on our campus, and even though we have much more work to go, our efforts do not go unnoticed. Our staff's own demographic make-up reflects our school cultural demographics as a whole, and site leadership works well with stakeholder groups like the Schoolsite Council (SSC) and the AAPEAC (African American Parent Education Advisory Committee) to learn new ideas on how to be inclusive and practice equity campus wide. Certainly, more training is needed at both the site and district level, but it is clear that Etiwanda School District is committed to many key actions to facilitate equitable practices in our school community. A few funding sources have been put into place to help support our library with multi-cultural literature, have provided professional readings and workbooks for teachers, and have provided various other provisions for student learning and support as needed.

The district has created three cohort groups to be trained in creating awareness and practice culturally responsive teaching. This approach involves many in the process. Currently, Grapeland has two members on the committee who work with district trainers to bring key learnings back to the site to share with staff. Teachers look to plan instruction through the lenses of VABB, (validate, affirm, build, and bridge). During the three-year plan, school staff will be trained in culturally responsive practices; and, site representatives plan to conduct equity walks on campus as a way to encourage participation, celebrate progress, and build accountability. Professional readings and staff discussions are in the plans to bring more awareness and provide the necessary classroom strategies to bring this vision to a reality.

As part of student engagement, teachers employ several strategies that build classroom community and inclusiveness using engagement strategies developed by Kagan. Instructional staff employ many of the Kagan cooperative group strategies that build teamwork and overall class community and are intentional in infusing these practices in their daily instruction. The district continues to provide support and the necessary resources for on-site coaching led by resident expert teachers; the district and our site remains committed to this initiative to ensure our staff is prepared to address the latest current events and/or social movements that have a direct impact on our school community at large.

Grapeland leadership works with stakeholder groups to develop cultural awareness found in Black History Month, Lunar New Year, Ramadan, and Kwanzaa units of study. Students are exposed to the contributions to humanity of those around the world and dive deeper into each. Each year, as teachers grow in their capacity to instruct students in ways that are sensitive to diverse cultures, the more we all grow in our understanding of the various cultures and ethnic backgrounds found at Grapeland. In turn, all students and staff benefit greatly, creating a safe and welcoming campus for all to learn and grow.

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

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Grapeland has had a long-standing tradition to tap into all aspects of the assessment process, utilizing state and local tests to drive the instructional programming on our campus. Students have always been part of this process. With the guidance and support of teachers and instructional staff, students choose a focus area for academic growth and set goals for improvement prior to each diagnostic assessment window. Classroom posters and group success visual representations help our site create a climate of engagement and positive affirmation about this important diagnostic tool.

Once the diagnostics are completed at each trimester, the real work begins. Reports generated by i-Ready are analyzed during scheduled data days, staff meetings, grade level meetings, and bi-weekly release time during grade level PE blocks. This year, we added three workshop days where 45-minutes is set aside for each grade level team to work with the i-Ready publisher's professional development team reviewing the data, exploring the components of support built into the program, and chart student success or areas of growth. Staff is guided on which reports best demonstrate gaps in student learning, then use that information to develop specific lessons to fill those gaps. This essential practice drives each block of whole group, small group, and Universal Access time planning, in addition to quality intervention opportunities to ensure a well balanced ELA and math programs.

Included in the comprehensive approach to using diagnostics as an instructional tool, teachers, and administrators develop a process for holding data chats with students after the first and second diagnostics. These chats give teachers an opportunity to monitor typical and stretch growth with each student; but, more importantly, provide a platform to discuss how students feel about their learning and what support they believe they need. We observe that this practice creates ownership in the learning process. Even our youngest students begin to experience academic success and feel motivated in a positive way when setting and reaching a classroom goal.

In addition to our tier one efforts with diagnostic growth data, our teachers reflect on the progress of individual students. In year's past, teachers created a Plan of Action for Student Success (PASS) plan for those in most dire need. PASS students are selected based on student performance on the first benchmark diagnostic in i-Ready. In response, a specific and direct instructional plan is developed to target areas of deficit and the steps to take before the next assessment to fill in those gaps. Teachers are intentional in involving the student in this process and intentional in engaging the family in school life. We have found PASS plans as an essential practice in motivating students to take ownership of their learning and often the hook for engaging the families at a deeper level as well.

As the summative testing window approaches in the spring, strategies are reviewed to avoid test frustration; assessments are chunked and spread over the course of several days to lessen test anxiety. Teachers explain to students that this is only one measure of their knowledge. Involving students in the testing process from planning to giving one's best effort is greatly enhanced by our practice to involve students and their families in the goal setting process; it may be our most impactful method for the academic success we have experienced year after year!