

Park Village Elementary School Model Programs and Practices

School Information

CDS (County District School) Code: 37682966111314

County: San Diego

District (Local Educational Agency): Poway Unified

School: Park Village Elementary School

Demographics

Enrollment: 628 students

Location Description: Suburban

Title I Funded: No

School Calendar: Traditional

Charter: No

Overview

“Born to be Awesome...Not Perfect.”

Park Village Elementary School is a learning community where all students, staff and parents work together to seize daily opportunities to achieve the highest results. Striving for excellence in all we do is part of the Park Village heritage. Our school has been recognized as a 2000 & 2012 California Distinguished School, 2001 National Blue Ribbon School, and we received multiple California Business Education Excellence Honor Roll School awards. Built in 1994, Park Village Elementary is located in North San Diego County in the community of Rancho Penasquitos.

Achievement results at Park Village are far above the state average, with a ranking of 96th out of 5,650 California public elementary schools (according to Great Schools.com) and the number one ranked elementary school in San Diego County in 2017 (Niche). We consistently rank as one of the top performing schools in the Poway Unified School District. However, there are many other factors that make our school a standout, including a diverse student population, highly qualified and dedicated teachers, shared

leadership, personalized learning and a warm inviting school climate. An exceptional system that distinguishes Park Village from other is our Special Education Model.

Park Village is committed to providing nurturing and inspiring educational programs, so that all students realize their potential. Our program includes not only an emphasis on academics, but also the development of strong self-esteem, appreciation of the fine arts, and integration of Science, Technology, Engineering, and Math (STEM). Our Park Village Parent Teacher Association and Foundation work tirelessly to provide essential resources and funding to support the enrichment opportunities for students at our school. They host three fundraisers during the year; a pledge drive, an annual jog-a-thon, and Family Game Night. These fundraisers help provide additional instruction in music, physical education, technology, art, and science.

Learning comes first at Park Village Elementary School, where each child is valued and recognized for their unique qualities. Teachers, staff, parents and community members work together to ensure the success of all children. Our Mission Statement drives our goal of providing differentiated instruction for all students by using standards based lessons with the goal of every student meeting or exceeding grade level standards. Staff members provide personalized learning that promotes self-reliant, problem-solving students capable of achieving their fullest potential. These students will then go on to be active citizens who recognize that effort and persistence matter and that their self-direction and initiative will make their learning relevant, valuable, and meaningful.

Model Program and Practices

Name of Model Program/Practice: Special Education Model

Length of Model Program/Practice: 2–4 years

Target Area(s): Closing the Achievement Gap, Education Supports, Parent, Family, and Community Involvement, Professional Development, Science, Technology, Engineering, and Mathematics, Use of Technology

Target Population(s): Students with Disabilities

Strategies Used: School Climate, Small Learning Communities, Parent Engagement, Data-Driven Decision Making, Social/Emotional/Behavioral Support, Professional Development, Implementation of Academic Standards Basics (Teachers, Instructional Materials, Facilities)

Description

Park Village Special Education Model

When Park Village first opened, students with disabilities made up a small percentage of our population. Our staff included a resource teacher and speech pathologist, but there were no Autism Spectrum Disorder (ASD) classrooms on our campus.

Recognizing an increase in the number of students diagnosed with Autism and the desire to better support this targeted group, in 2008 Park Village opened one of the first academic ASD classrooms in the Poway Unified School District. The goal of the program was to meet the academic needs of this unique group of learners, as well as provide support in the areas of social skills development and emotional regulation.

For the past several years we have hosted four Autism Spectrum Disorder classrooms, staffed with a teacher and aides specially trained to support students with autism. Our program includes a preschool classroom, K–2 classroom, 2–3 classroom, and 4–5 classroom. Students in this program participate in their ASD classroom for a varied percentage of the school day, as prescribed in their Individualized Education Program (IEP). Many mainstream for one or more academic periods such as language arts or math. Additionally, they mainstream for “specials” such as art, music, library time, and computer lab. The goal is to increase this time to the maximum extent possible.

In addition to our ASD classrooms, our Resource Program (RSP) serves 35 students. General Education, ASD and RSP teachers value collaboration. Our staff includes: a Resource Specialist, Psychologist, Adaptive Physical Education instructor, Occupational Therapist and two Speech Pathologists for support of our students. Staff members work to create a climate of inclusion at Park Village. Mainstream students feel they belong to both classrooms. This results in a positive overall social-emotional growth for all students and creates a natural learning environment. In addition to academics our focus is to teach empathy, understanding, and acceptance.

Professional Learning is important to our Special Education model process for teachers, administrators, and non-instructional staff. ASD teachers come into the general education classroom and train the teacher and students on social language and empathy. Staff lead autism awareness classes and provide training in social learning. The district also provides in-services and specialty training. Our speech pathologist is one of two PUSD employees that are clinically trained in the Social Thinking Approach by Michelle Garcia Winner. This program teaches students with disabilities the strategies to improve social competency, both at home and in the classroom. Focusing on our LCAP goal of “Develop, implement, and embed a collaborative learning structure and system for adults and students to increase student achievement,” our staff has developed an environment in which all students make great strides in both academic learning and social-emotional development.

Implementation and Monitoring

Parents, teachers, staff and students are all valued stakeholders in the school’s Special Education Model. Park Village parents volunteer in the classroom, coordinate activities and attend field trips. Additionally, our community financially supports programs including; science lab, science night, music, technology, art, and P.E., along with field trips for our school. As a result of these programs our special education students have additional social opportunities to engage with typical grade level peers as members of our school community.

Staff members communicate via communication logs, surveys, email, classroom newsletters, formal and informal meetings, and Individualized Education Plans. Support materials are sent home with students prior to lessons. These include graphic organizers, weekly vocabulary, speech programs, and scaffolding materials to help facilitate front-loading for students. Progress reports are sent home three times a year as a formal evaluation tool to communicate with parents. Students may receive multiple progress reports from Speech, Resource, General Ed, Occupational Therapy, and an Autism Spectrum Disorder teacher.

At Back to School Night staff members are able to teach parents common consistent language and expectations to be used at both school and home. By using common language in both settings, we are setting our students up to succeed. Student ambassadors are given the opportunity to lead a collaborative social activity called “Lunch with Buddies” twice a month. Permission slips are sent home with general education students to participate, informing parents how they can support our program. This provides a venue to practice social interactions with typical peers in a structured social setting facilitated by our speech pathologist and other support staff. Community members donate time, materials, and money to supplement this activity.

The methods used to evaluate the effectiveness of parent and community engagement include LCAP, SSC, PUSD School Climate, and California Healthy Kids Assessment surveys, attendance data, suspension data and referrals. Students self evaluate daily using a Peer Awesomeness Chart, in three different areas, and then share the results at home. The PUSD Special Education Foundation has annual events that the community can participate in. Our community volunteers include graduate students doing internships, adult volunteers, and high school students who engage in community service.

The monitoring and assessment methods that we use to evaluate the effectiveness of our instructional learning activities include data collection sheets, progress on Individualized Education Program (IEP) goals, use of common social language across settings, progress notes, along with Measure of Academic Performance Index, Smarter Balanced Assessment Consortium, & District assessments.

Results and Outcomes

Team members in the Special Education Model monitor and use assessment results to evaluate the effectiveness of our Special Education Model. Our staff reflects on the attributes of the program during full day planning sessions in August and May. Each week the Special Education team meets with the principal to discuss progress in relation to student outcomes. Our staff utilizes Response to Intervention (RTI) meetings with the counselor or RTI coordinator as needed. We adjust and refine our program by increasing the amount of time individuals participate in general education setting.

Data to support our positive results include the following:

The attendance rate for this subgroup population is 97.8%, with a 1.1% increase over three years. Our chronic absenteeism rate has decreased by 50%. There has only been one suspension in this subgroup. In our 4th–5th grade ASD classroom 50% of the students have increased academic time in the general education classroom. 60% of those students are mainstreamed. 60% of the students in our 1st–3rd ASD classroom have increased their mainstream time. 70% of those students are mainstreamed. The remaining ASD students are those who do not go to general education for academic subjects. However, on average, these students spend 210 minutes per week in the general education classroom with their peers, attending subject such as P.E., science lab, music, library, and STEM. This amount of time has increased by 35 minutes per week in the past two years. Northwest Evaluation Association measures of academic performance reports shows that 86% have shown steady growth in ELA, and 100% in math (with more than one year of data).

We can measure success between student groups using different assessments. CAASPP data from the past two years reflects growth in both Language Arts and Math. Language arts went up 5% to 61% above grade level. The math went up 13% to 69% of students performing above grade level. Park Village ASD students' language arts average 24% above the PUSD average over the last two years, while the math average is 34% above the PUSD average over the past two years.

Our results also show areas in which we need continual program improvements. Reviewing LCAP data, surveys, school site-specific data, and our Single Plan for Student Achievement (SPSA), informs our team and helps us identify new targets and goals school-wide. Park Village ASD teachers will engage in more training for general education teachers regarding Autism Awareness, Social Language curriculum and Empathy Training. All school staff including our yard duties, office staff and librarian, will benefit from more clinical training and a broader knowledge regarding our ASD students and how to best support them. With our Special Education Model in place, and plans for future professional development, our school will continue to improve and strive to be “awesome ... not perfect”.