

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

[X] Public or [] Non-public

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

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

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

School Mailing Address 801 South 8th Avenue West
(If address is P.O. Box, also include street address.)

City Newton State IA Zip Code+4 (9 digits total) 50208-4452

County Jasper County

Telephone (641) 792-7311 Fax _____

Web site/URL https://www.newtoncsd.org/our-schools/woodrow-wilson-elementary E-mail schustert@newton.k12.ia.us

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

(Principal's Signature) Date _____

Name of Superintendent* Mr. Bob Callaghan E-mail callaghanb@newton.k12.ia.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Newton Community School District Tel. (641) 792-5809

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. Robyn Friedman
(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):
- 4 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 6 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	0	0	0
K	28	27	55
1	34	27	61
2	27	26	53
3	31	27	58
4	27	36	63
5	0	0	0
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	147	143	290

*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):
- 0.1 % American Indian or Alaska Native
 - 2.8 % Asian
 - 2.1 % Black or African American
 - 5.9 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 84.2 % White
 - 4.9 % 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 2018 - 2019 school year: 19%

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

People move in and out of here very frequently.

Economics - parents are chasing jobs.

Broken homes - children must find a stable place to live. For Woodrow Wilson, many children are living with grandparents, relatives, in and out of foster care, intervention of GAL (guardian ad litem), etc.

Loss of Maytag - changed the job market.

Lack of housing - limitation of apartment availability and affordable housing.

Homelessness - growing concern.

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	31
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	22
(3) Total of all transferred students [sum of rows (1) and (2)]	53
(4) Total number of students in the school as of October 1, 2018	284
(5) Total transferred students in row (3) divided by total students in row (4)	0.19
(6) Amount in row (5) multiplied by 100	19

6. Specify each non-English language represented in the school (separate languages by commas):
Spanish, Arabic, Chinese, Punjabi

English Language Learners (ELL) in the school: 4 %

11 Total number ELL

7. Students eligible for free/reduced-priced meals: 53 %

Total number students who qualify: 154

8. Students receiving special education services: 14 %

42 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>3</u> Autism | <u>1</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>14</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>26</u> Specific Learning Disability |
| <u>4</u> Emotional Disturbance | <u>10</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>1</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 6

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.	15
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	7
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 19:1

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	95%	95%	96%	95%	95%
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.

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

The Newton Community School District empowers every learner to achieve a lifetime of personal 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

Newton is a rural community located 30 minutes east of the Des Moines Metropolitan area. Newton's population is approximately 15,000 residents. Newton is located in Jasper County, which is the 17th largest of the 99 counties in Iowa. Jasper County is home to approximately 37,000 residents.

Prior to the COVID-19 pandemic, Newton and Jasper County had an unemployment rate near 2.5%, with 12.5% poverty. Fifty-nine percent of the students in Newton Community School District receive free and reduced-price lunch, making the district the 42nd most impoverished of 309 school districts in Iowa. The Newton community continues to recover from the loss of Maytag Corporation, which left Newton in 2008.

Woodrow Wilson School is a unique school in many ways. Woodrow Wilson designates 90-120 minutes daily to reading/language arts and 60-90 minutes daily to math instruction using whole and small group instruction. Woodrow Wilson is not afraid to implement new things for the betterment of our students. Last year each grade level designated intervention time where students worked on specific skills. This evolved into a daily, 20-minute common building intervention called What I Need or W.I.N. Adults assisted students with specific individualized skills. It is an all hands-on deck approach where assistance comes from many different adults including specials teachers (art, music, PE, guidance), the principal and instructional coach. Through W.I.N., we target specific skills to close the gap or enrich students who need extra challenge.

Monthly, we challenge students with Cardinal Club by mixing grade levels around guided social-emotional learning. The focus is relationship building – student-to-student, student-to-staff, and staff-to-student. Our lesson focus is the Growth Mindset theme. The staff and students love this time. Students at Woodrow Wilson have thirty minutes of PE twice every six days, daily access to a twenty-minute lunch recess, and an additional fifteen-minute recess throughout the day. Excitement surrounds this time of exercise and learning about physical fitness, and it is rejuvenating. Woodrow Wilson's full-time licensed counselor meets every class for 20-minutes each six-day cycle. Additionally, she makes time to meet regularly with small groups and with students one-on-one on an as-needed basis.

Woodrow Wilson is also proud of its PBIS banner-school designation recognized by the state for validity and implementation. The PBIS leadership team consists of a grade-level general education teacher, a special education teacher, our instructional coach, a member of our local AEA, and our guidance counselor. Discussion regarding student needs and identification of student celebrations guide the Tier I agenda. Our Tier 2 PBIS team consists of our AEA representative, guidance counselor, a special education teacher and the principal. This team analyzes minor and major office referral data and determines trends in areas, types of behavior, times or days when behavior occurs with a goal of providing the safest community environment possible.

Woodrow Wilson's leadership team meets two times a month and consists of a grade-level general education teacher, a specials teacher, our instructional coach and principal. The first monthly meeting focuses on instructional improvement, and implementation of steps necessary to become certified by Marzano Resources as a High Reliability School; the second meeting centers on nuts and bolts designed to improve the efficiency of school operations. Woodrow Wilson also serves the most behaviorally challenged elementary school students in the district's resource-focused behavior program. The district supports the behavior program with two full-time, certified behavior teachers supported by a behavior interventionist. This program serves between six to 12 students with programming ranging from fully self-contained to varying stages of re-integration in the general education classroom.

Woodrow Wilson utilizes the Capturing Kids Hearts model as a systematic way to build positive relationships. Every teacher receives professional development support designed to assist him or her in the implementation of relationship building in his or her classroom. The theory is you cannot capture a kid's mind without first capturing their heart. Students are welcomed to their rooms each morning with a greeting (hand shake, fist bump, hug) and a "Good Morning." At some point in the day, students share "good things" with their classmates and teacher. At the end of the day, students are launched with a purpose. Woodrow Wilson had a group of teachers that volunteered to gain professional development regarding Capturing Kids Hearts. This core group of teachers formed the Process Champions Team for Woodrow Wilson. The Process Champions team focuses time at monthly Morning Meet-Ups to monitor fidelity of implementation and provide supports, strategies and new ideas focused on Capturing Kids' Hearts.

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

Each teacher posts grade level learning targets daily. District grade level teams have worked diligently throughout this past year to determine which learning goals are essential, supporting, or requiring additional learning for their grade level. Classroom teachers use a variety of instructional practices based on student needs. The gradual release of responsibility model is a widely used practice. Third and fourth grade students are 1:1 with Chromebooks, which allows for unique instructional opportunities. Grade level teams meet frequently to analyze and discuss student data. Teams have a designated sixty-minute collaboration time every six-day cycle. Early out Mondays allow our teams an additional ninety minutes to focus on the four Professional Learning Community questions 1) What do we expect our students to learn? 2) How will we know if they are learning it? 3) How will we respond when they don't learn? and 4) How will we respond if they already know it?

Formative data is used to change small groups within the classroom as well as W.I.N Time groups. Teachers use a wide variety of informal assessments of their whole class to monitor progress towards desired learning goals. Data days are held quarterly to analyze and discuss summative data.

The Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) tests provide us with information in both math and reading. The areas of focus in math include operations and algebraic thinking, numbers and operations, measurement and data, and geometry. The focus areas for reading include foundational skills, language and writing, literature and informational, and vocabulary use and other functions.

Formative Assessment System for Teachers (FAST) testing is used to monitor the number of words read per minute and their accuracy for students in first through fourth grade. First grade students are also tested over sight words, nonsense words, word segmenting. Kindergarten students are tested over letter names, letter sounds, concepts of print, onset sounds, word segmenting, nonsense words, and sight words.

1b. Reading/English language arts

Literacy taught in kindergarten is based on Iowa Common Core state standards with a major focus on essential early reading foundational skills. Our Wonders curriculum program, as well as supplementary resources including “Making Reading Heavenly” and “Michael Haggerty,” provide a well-balanced literary experience for the students. Students are able to develop their phonemic awareness, phonics, word recognition, print concepts, and early writing skills through direct instruction, small group instruction, literacy stations, and intervention time. Students are individually assessed weekly to monthly on essential skills, and their proficiency levels are tracked. Students performing below proficiency are monitored and given targeted interventions by a classroom teacher or Title I teacher. Students performing above proficiency have opportunities to work on extension and enrichment activities, including introductions to first grade material.

Second grade teachers spend a lot of time focusing on developing fluency, comprehension skills, and understanding what they are reading. They focus on the following comprehension skills: problem and solution, main idea and key details, problem and solution, author's purpose, and compare and contrast. These skills are taught in both large and small groups during a six-day cycle. At the end of each six-day cycle students are given a formative assessment. The data that we obtain from each student allows us to determine what students need specific small-group interventions.

Third and fourth grade's focus in reading is continuing fluency development alongside teaching comprehension skills. The comprehension skills we focus on include point of view, theme, problem and solution, cause and effect, main ideas and details. These are taught in large group, small group, and

independently using several pieces of literature each six day cycle within the McGraw Hill/Wonders Reading program. We use student data to meet the needs of our students in small group settings as well as through interventions that target specific skills needs. In language arts, the students develop their skills of sentence and paragraph writing as well as the proper use of verbs, nouns, and adjectives. This culminates in four major writing projects each year, which includes fictional narratives, personal narratives, opinion essays, and informational writing.

1c. Mathematics

Math is taught based on Iowa Common Core state standards with a major focus on the standards that have been deemed essential for our grade. Students are taught a deep understanding of mathematical concepts through direct instruction, independent practice, partner work, and fluency games. Formative and summative assessments directly align to these standards, and students are individually assessed monthly. Teachers use a common set of scales to determine proficiency. Students who are performing below proficiency are given additional instruction individually or in small groups. Students who are performing above proficiency are given extension opportunities through technology programs/apps and resources provided by the TAG teacher.

Woodrow Wilson's second and third grade teachers use Eureka Math, which is a Common Core-aligned curriculum that equates mathematical concepts to stories, with the aim of developing conceptual understanding. Eureka Math encourages students to use various mental strategies to solve problems, and to focus on the process instead of the answer. Each lesson consists of four critical components: fluency practice, concept development, application problems, and student debrief/exit ticket. Together these components promote a balanced and rigorous instruction. Exit Tickets are used as a formative assessment to form small groups for math, including those students who need math extension. Zearn is the online component that allows us to either reteach, pre-teach, or accelerate our students' learning. Eureka was designed with a logical progression in mind, starting in PK and going through 12th grade. This logical progression allows teachers to know what skills students have and what they should focus on next year. Over the course of the year, students move through modules that build on the previous module. Modules are tagged to grade level standards taught in each lesson. This allows teachers to quickly identify the focus areas for each lesson. The language being used across the different grade levels and modules becomes common to both students and parents. Students are encouraged to use a variety of strategies when solving problems instead of focusing on just getting the correct answer. .

1d. Science

Science experiences are guided by the Next Generation Science Standards, and include topics covering life science, earth science, physical science, and engineering. Students explore topics through a hands-on format, while making connections to relevant and real parts of their life. Our district adopted Pearson Elevate Science. The lessons are designed to promote inquiry and inquisitiveness in a three-dimensional learning format. The format, designed by Elevate Science, blends print and digital learning into a seamless student-centered experience. Students participate in whole group, small group, and individual activities throughout the lessons. Each lesson in a unit has a short quiz that can be used as a formative assessment to determine which students may need a bit more guidance. Formative assessments may be conducted in an unobtrusive manner by teacher observation as well. The quizzes that go along with the lessons provide feedback that helps teachers determine if the students understand the concept and are ready to move on or if there is a group that might need some re-teaching before moving on. At the end of every unit, there is a more in depth assessment that the teacher can use as a summative assessment.

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

Social studies topics are taught in an embedded and cross-curricular manner. Students explore topics such as family and community; past, present, and future time; and geography and space in ways that are meaningful to them in relationship to their own lives and personal experiences. These topics appear in many literacy activities and are enhanced through Scholastic resources or guest speakers. Fourth grade's focus is an overview of the United States. They begin with history from Native Americans to present day. There is a

focus on geography and economy before they investigate each of the five regions. Within each region, the students learn about geography, economy, and people specific to each region. As a culminating project, the students complete a state project that encompasses all of these concepts through a wide variety of differentiated projects.

1f. For secondary schools:

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

2. Other Curriculum Areas:

Students at Woodrow Wilson attend Physical Education class for two 30-minute periods throughout a six-day cycle. PE provides our students with the knowledge, processes, and skills to become physically educated. This education helps our students to become physically fit and responsible in their activity choices and behaviors for a lifetime. During PE class, students are also given nutritional knowledge, skills, and assessment tools. These include, but are not limited to, the benefits of healthy eating, recognizing healthy meal choices relating to the MyPlate nutrition guide, and assessing personal eating habits. Woodrow Wilson students also have the physical benefit of a 20-minute lunch recess and an additional 15-minute recess throughout the day.

Students at Woodrow Wilson Elementary school learn a variety of technology skills throughout the year. All grades learn basic keyboarding skills, how to be a good digital citizen online and how to operate a computer. Each grade level has also learned how to use Google Earth to visit other places around the world and have learned how to use a variety of Google programs. Kindergarten and first grade focus on mouse skills and learning the basic function on a computer as well. Second grade reviews mouse skills, computer functions and learns how to research as well as make a poster using the computer. Third and fourth grade learn how to research using a computer, create PowerPoint presentations and learn how to code using code.org. Each grade level has literacy incorporated in some way. Kindergarten and first grade learn about where to find books and how to treat them. Second through fourth grade get a review of the library and learn how to research using the internet.

In the visual arts program, kindergarten, first, and second grade meet twice each six-day cycle for 30 minutes, while third and fourth graders meet once a cycle for one hour. We plan projects that introduce students to a wide range of art making processes, and we give them an opportunity to use a variety of art mediums while meeting the National Core Art Standards (creating, presenting, responding, and connecting). Our focus is more on the artistic process, critical thinking, and lessons learned over the final product. We give many “put-ups” in our studio to encourage students to communicate, collaborate, and become creative risk takers. We also strive to have students put their own personal meaning in every project by making connections to their lives and their community. Students have an opportunity to exhibit their best artwork in a school Art Show, and we display their work throughout the community. This helps to build pride in their own work and develops value and appreciation for other artwork they see.

All of the students in kindergarten through fourth grade attend music two times every six days for thirty minutes. We meet Iowa Core for the Fine Arts standards for general music which include creating, performing, responding, and connecting (these standards are similar to the National Standards). We focus on music literacy, preparing students to read music in performing ensembles, which supports the essential literacy skills acquired in the classroom. Students perform in a grade level concert once every year where they exhibit the content they have learned during class. Preparing for performances require students to utilize reading skills including text genres, pronunciation and articulation (diction), and historical perspectives. At the same time, these performance situations allow students to reflect critically on performance criteria such as interpretation, expressiveness, and live performance etiquette.

3. Academic Supports:

3a. Students performing below grade level

Woodrow Wilson works hard to ensure all students receive the support they need to reach their full academic potential. Grade level teams along with Title 1, special education, and administration meet frequently for data days. At these meetings, each child's FAST testing results along with anecdotal notes and teacher concerns or celebrations are discussed. If a child is not making adequate progress or the achievement gap continues to widen, they are placed in an intervention (sometimes through the classroom teacher, Title teacher, or both) that fits their skill deficiencies so that the gap can be closed. These small group interventions are fluid and change as children's needs and abilities change. For example, at the beginning of a school year, we had a handful of second graders who had major phonics and decoding difficulties. They joined a structured small group phonics program. As the year continued, and when the team met again, it was clear that one of the students, though still not at benchmark, became proficient in decoding skills and rather than phonics, would benefit from extra fluency practice. As a result, that child was moved to a different intervention that suited their needs.

Through team effort and interventions designed to fit student needs, Woodrow Wilson has seen great academic growth in its students. Woodrow Wilson's school climate fosters celebrations of success. Students are recognized in weekly shout-outs and assembly awards for improvement in their learning and success in reaching their goals.

If a notable achievement gap is observed in a classroom or grade level, interventions are designed and implemented for the deficient group. For instance, last year when the data showed that a significant number of our second graders were below benchmark on fluency scores, but meeting targets on accuracy scores, repeated reading interventions were started to address the fluency deficiency. The repeated reading interventions utilized all teachers throughout the grade level, providing needed instruction for this skill. This all hands-on deck solution using classroom teachers and title teachers was effective in boosting our fluency scores over a period of time.

Another important component in our interventions is including students in the learning process. Learning targets are clearly communicated to students at the beginning of each group. Students are aware of their goal and they are part of charting their own progress. This visual tracking tool helps keep us focused on achieving important reading goals.

3b. Students performing above grade level

Woodrow Wilson teachers are very data driven and responsive to students' needs. Classroom teachers use their own resources combined with the talented and gifted teacher/department as a continual resource in reaching students that are scoring above classroom average. Teachers utilize PLC time to consistently review MAP and classroom data to flexibly group students. Math extensions, games, problem-solving sets are offered from the TAG teacher and used in the regular classrooms. Small group reading texts with extension and enrichment activities are shared freely from the TAG department and within grade levels.

Examples of this can be seen daily in the regular classroom. Math groups/centers based on MAP and classroom assessments. Centers are assigned according to the needs of students, maximizing the time students spend learning with like peers and learning new material. High achieving students are scheduled specifically at centers that provide enrichment/instruction on their level. One of the centers, "teacher time", allows the teacher to provide explicit instruction and enrichment activities to stretch these high achieving students.

In the language arts area, teachers again are grouping students (based on MAP and classroom data) to provide instruction on students' level. Small group reading is occurring with texts that extend the reading level of the above grade level students. Activities are planned and choices given that encourage exploration and individual interests. A specific example can be found in the way that second graders used a variety of non-fiction texts to research insects of their choice and complete a folder/lap book with their findings.

3c. Special education

Special education students are broken into groups depending on their individual needs. For example, a student is assessed on their letter sounds, and if they do not know all of the letter sounds, they are placed in a group where they are taught letter sounds. Once they know all of the sounds, they are assessed again to see if they can blend those sounds into words.

From the special education procedural manual, the IEP team develops a program that is designed so that the student can progress toward meeting annual goals of the IEP, be involved in and progress in the general curriculum (including the LEA's implementation of the Iowa Core Curriculum), participate in nonacademic and extracurricular activities, and be educated with nondisabled peers. The IEP process involves on-going progress monitoring and decision-making, which is based on the student's needs and is used to improve student results.

These services can be implemented in a specially designed format in a separate room from peers, in the general education classroom, or using accommodations and modifications for the general education classroom.

Students are grouped or sometimes provided 1:1 instruction depending on their specific academic, social, or behavioral need. When teaching behavioral and social skills, students may be taught the skills in a special education classroom. Special education teachers and staff then help students generalize these skills to various school settings to help them be more successful.

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

Woodrow Wilson's ELL program has three main goals to meet the needs of our diverse students, including English language development, academic achievement, and cross-cultural goals. For English language development, students must become proficient in the English language skills of speaking, writing, reading, and listening to achieve academic success, for academic achievement, teachers strive to increase student proficiency in reading and math to help students successfully participate in other classroom learning situations. To meet cross-cultural goals, teachers work with students to develop and/or reinforce positive attitudes toward self, school, and community and to assist students in functioning within American society.

To accomplish these goals, we use the Pullout model of instruction, which includes the use of second language acquisition techniques, methodology, and special curriculum designed to teach English language skills in a small group setting outside of their classroom. Students are identified using a Home Language Survey and the ELPA21 Dynamic Screener. Once parent permission is received, students are placed in small groups with students of similar grade and language levels. Within the ELL classroom students work with a certified ELL teacher one-on-one, collaboratively, and independently to learn English listening, speaking, reading, and writing, content and academic vocabulary, study skills and cultural orientation. These students remain in an ELL small group until they achieve a proficient score on the yearly ELPA21. The certified ELL teacher monitors students whose parents refuse services and those that have exited the ELL program and their classroom teacher to ensure the student is able to sustain academic progress in content area classes and on district assessments. For all identified ELL students, whether they are in the program, identified with refused services, or exited within the last 2 years, the ELL and classroom teacher work collaboratively to make accommodations to meet the needs of the individual students. These accommodations may include, but are not limited to, examples/models of expected work, shortened instructions with simple sentences, access to manipulatives, content at the students language and reading level, providing necessary background knowledge, and translated materials.

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Woodrow Wilson has a full time licensed school counselor. She meets with each class for thirty minutes once every six-cycle days. Our school counselor creates classroom lessons focused on social/emotional development, academic achievement and career awareness. She helps identify and address student concerns and needs, meets with students for individual and small group counseling to teach specific skills and strategies, partners with staff to collect data and adjust programming, and works with community members to connect students and families with outside resources. Woodrow Wilson is a PBIS school that has been recognized by the state for its validity and implementation. Woodrow Wilson has a PBIS leadership team that consists of a general education teacher from each grade level, a special education teacher, the instructional coach, a member of the local AEA, and a school counselor. They meet to discuss the needs of the students and discuss how to celebrate student success. They have a Tier 2 PBIS team, which consists of an AEA representative, school counselor, special education teacher and the principal. Tier 2 supports often consist of group interventions. Specific Tier 2 interventions include practices such as social skills groups, self-management, and academic supports. The Tier 2 team looks at behavior data and office referrals to determine what time of day the behavior is occurring, the specific type of behavior, and where the behavior is occurring. Reviewing this data can help ensure we have a safe school and community while meeting the individual needs of our students. With the help of our school counselor, PBIS team, and staff, we are able to identify which students need additional support from our school counselor.

Woodrow Wilson staff is constantly looking for ways to engage, motivate and inspire students. We highlight academic achievements during quarterly assemblies through a slide show; we set goals with students and celebrate with them when they achieve those goals. We have a Cardinal of the Week recognition every Friday for academic achievements and just recently, we received a grant for a book vending machine, which we plan to use as a reward for students when they achieve something they have worked hard to accomplish. When it comes to the social and emotional learning of our students, we use our common 20-minute building wide RTI time once a month to have Cardinal Club. Cardinal Club is a mixed group of students, kindergarten through fourth grade who have been assigned to a staff member in our building. General education teachers, specials teachers, Title teachers, special education teachers, and our instructional coach, these teachers take their group of students and teach a lesson that has been developed by our school counselor around social and emotional learning. It is a time for learning, relationship building, and fun!

2. Engaging Families and Community:

Woodrow Wilson has worked closely with families and community members. Our close partnerships provide additional support for our students. We collaborated with Newton High School students to create a mentoring program with the high school students and our elementary students. The high school student and elementary student meet once a week for twenty minutes at Woodrow Wilson. Through mentoring, students are provided a role model and taught relationship-building skills. We collaborate with our local United Way to ensure the students and families in our community have necessities. We worked with Kinetic Edge to provide Occupational Therapy for students needing assistance with coping skills, anxiety, calming down, etc. Occupational Therapy serves students in such a wide range of areas. A local church reached out to “adopt” Woodrow Wilson to help with many of the needs our school has. They gave money that went toward teachers’ classroom budgets, provided a hot dog meal, new shoes, haircuts, and bounce houses for our annual Open House. With their support, we nearly had a 100% turn out at our open house. Every year, we host a math and/or literacy night that includes fun and educational activities for students and families. We had pancakes, hot chocolate, and cookies to help bring parents and students to this fun and educational evening.

During the holiday season, students have the opportunity to read or have someone read them Christmas Carols. Once the student reads the book of carols, their names are entered into a drawing. Woodrow Wilson staff drew one name per grade level. The winner was treated with educators singing to them at their house one evening. All enjoyed this caroling event because even if their name was not drawn, we all met at the

school the same evening for hot chocolate and sang more Christmas songs.

One of the more popular events we have done the past several years is One School One Book. This program helps build connections within our school community through the reading and discussion of one novel in the hope of creating a culture of reading and a more literate, empathetic and successful school. Our PTA purchases the same book for every child and every staff member (teacher, support staff, administration, custodians, and kitchen workers). This is a shared experience with all family members. Although parents are encouraged to read each evening, we do have different adults read parts of the book that are recorded and posted on social media. Teachers are encouraged to revisit the previous reading in class and there are trivia questions each morning for the students to answer during our morning announcements. These partnerships help build stronger relationships between Woodrow Wilson students/families and our community.

3. Creating Professional Culture:

Our school culture and environment is one that promotes a feeling of belonging to a family. We are always looking for ways to celebrate, recognize, and honor our teachers to make sure they feel valued and supported. A staff shout-out board hangs in our lounge where staff can recognize one another for all the great things they are doing. We also celebrate our teachers through weekly shout-outs on Fridays during the morning announcements and once a quarter we have staff members nominate one teacher who they feel is a Teacher of Character. This teacher is recognized during our PBIS assembly in front of students and staff. When our teachers need a little pick me up, a sunshine cart full of snacks and drinks is brought around. It's just one of the many ways we let our teachers know that we appreciate them. Jean coupons is another treat that our teachers enjoy getting. These coupons are given out quite often for all those little things that teachers do that often go unrecognized. Our social committee celebrates staff members' birthdays through monthly luncheons. They recognize our secretary, nurse, custodian, and guidance counselor too. We also take time throughout the school year to schedule much-needed Can't Talk About Education socials that enable our staff to just enjoy each other's company.

Our school's professional development approach is one in which we create a space for teachers to share ideas and collaborate in their learning, often in job-embedded contexts that relate to new instructional strategies. Full day professional development opportunities are held once a month. These professional development days are context focused, and include active learning, collaboration, coaching and expert support. This professional learning also provides built in time for teachers to provide feedback and reflect on their learning. We give our teachers adequate time to learn, practice, implement, and reflect upon new strategies that facilitate changes in their practice. Professional development helps our teachers to not only be competent in their profession, but also excel in it. An ongoing process continues throughout an individual's entire teaching career.

Culture is a key element of school success. Our teachers share strong educational values and work together to improve their craft. We are committed to putting students first and building a culture where everyone feels they belong and it shows.

4. School Leadership:

Woodrow Wilson Elementary leadership philosophy embraces and promotes collaboration. Woodrow Wilson has many opportunities for one to be involved in leadership roles. For example, we have a leadership team that consists of one teacher from each grade level, a specials' teacher, and our instructional coach. We meet twice a month striving to improve instruction and the overall efficiency of the school. The principal leads these meetings and provides an agenda. The instructional coach takes notes and sends out the finalized notes to the whole Woodrow Wilson staff. The decisions can be as large as what we need for professional development to specific as how to improve after school duties to maintain safety for all students. Another leadership opportunity for our staff is serving on our Positive Behavior Interventions and Supports (PBIS) team. This leadership team consists of the principal, the counselor, one representative from each grade level, a special education teacher, and a representative from our local AEA. This team focuses on the safety of the school and looks for ways to celebrate students and staff.

Students at Woodrow Wilson have the opportunity to earn Cardinal of the Week chosen every Friday by staff members. We have quarterly assemblies to celebrate attendance, Most Improved, and Kid of Character. We have a social committee that consists of four teachers to ensure the staff stays connected with celebrations in and out of school. Woodrow Wilson has clear expectations for teachers and has a feedback protocol when questions arise. Teachers always have the opportunity to communicate with the principal face to face. If meeting face to face is not possible, for some reason, the teachers may fill out an electronic feedback form. To foster transparency, the principal responds via the form and lets the teacher know what the decision was and why.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

The one practice that has been the most instrumental in Woodrow Wilson's success is our building-wide response to intervention time called W.I.N (What I Need). During W.I.N, students travel to different teachers or even grade levels to get exactly what they need. This twenty-minute intervention time allows teachers and grade level teams to target specific skills needed to help close instructional gaps. Teams gather formative data and collaborate every few weeks to look at this data and make changes to their groups. Some type of pre-test and post-test data is always gathered. The goal behind our W.I.N time is to intervene on the individual learning targets instead of the big overarching learning goal. Woodrow Wilson has been fortunate enough to be able to provide enrichment activities for some of our students during W.I.N time. As we continue to evaluate students' needs and look at data, we have been able to meet students' social emotional needs with small groups during W.I.N. time.