

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

[X] Public or [] Non-public

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

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

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

School Mailing Address 102 E 9th Avenue
(If address is P.O. Box, also include street address.)

City Webster State SD Zip Code+4 (9 digits total) 57274-1407

County Day County

Telephone (605) 345-4651 Fax (605) 345-4421

Web site/URL https://www.webster.k12.sd.us/ E-mail craig.case@k12.sd.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.

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Jim Block E-mail jim.block@k12.sd.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Webster Area 18-5 Tel. (605) 345-3548

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 Mr. Tom Sannes
(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, 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):
- 1 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 3 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	19	18	37
K	20	18	38
1	16	20	36
2	21	12	33
3	25	21	46
4	18	21	39
5	17	19	36
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	136	129	265

*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):
- 2 % American Indian or Alaska Native
 - 0 % Asian
 - 0 % Black or African American
 - 4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 89 % White
 - 5 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: 5%

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

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	6
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	8
(3) Total of all transferred students [sum of rows (1) and (2)]	14
(4) Total number of students in the school as of October 1, 2018	278
(5) Total transferred students in row (3) divided by total students in row (4)	0.05
(6) Amount in row (5) multiplied by 100	5

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

Spanish

English Language Learners (ELL) in the school: 1 %

3 Total number ELL

7. Students eligible for free/reduced-priced meals: 0 %

Total number students who qualify: 0

8. Students receiving special education services: 12 %

32 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>1</u> Autism | <u>1</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>3</u> Other Health Impaired |
| <u>1</u> Developmental Delay | <u>7</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>16</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>2</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: 19

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.	13
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	4
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	7
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	96%	97%	96%	97%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2019.

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 Webster Area School District will foster excellence in academics and co-curricular activities while encouraging students to achieve socially in an environment which embraces diversity within a global society and also, to foster leadership, to encourage service and to nurture personal growth centered upon the basic principles of kindness and respect to one another.

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

Webster Area Elementary is located in Webster, South Dakota, which is in the northeast corner of the state. Early in the 20th century, a modern facility replaced an earlier wood structure. In the early 1970's, a new elementary school was added to alleviate serious space problems. During the summer of 2010, the elementary underwent a total renovation. These improvements included adding walls/doors to the classrooms, an intercom system, and a new commons area. The elementary which serves preschool through 5th grade, enrolls 274, and has two sections k-5, with an average student classroom teacher ratio of 19:1. There are eight bus routes, which cover approximately 492 square miles. The racial makeup of the school is 89% white, 4 % Hispanic or Latino, 2% African American, and 5% in other racial/ethnicity groups.

Despite a lower median household family income of approximately \$40,982, we still have a great deal of support and our families place a high value on quality education. Many of our students come from a rural setting where a strong work ethic has been instilled in them. Webster has and continues to attract many from nearby states because of its Prairie Pothole region with the largest duck production in the continental U.S. The area is also popular for hunting pheasants, doves, whitetail deer, coyote, and fox. In addition to the hunting, fishing is another large draw to our community. The aforementioned brings a substantial amount of revenue to our community.

Webster's mission statement is a true cornerstone for our school, "The Webster Area School District will foster excellence in academics and co-curricular activities while encouraging students to achieve socially in an environment which embraces diversity within a global society and also, to foster leadership, to encourage service and to nurture personal growth centered upon the basic principles of kindness and respect to one another." We are proud of our staff's efforts and students' achievements on our state testing scores. "Excellence in academics" is represented in how the elementary excelled in the state testing. English Language Arts, Mathematics, and Science scores were 21, 36, and 40% higher than the state average. The 98% attendance rate is a product of the school's climate with students showing kindness and respect for one another. According to Schooldigger.com, Webster has ranked in the top ten for elementary schools in the last two years.

We continue to excellence through our goal in our vision statement, "Educate our students to become productive citizens in an ever-changing world." Our world has changed dramatically in the past few months with the COVID pandemic that has swept across our nation. Our staff and students have adjusted very well and are effectively learning through long-distance education.

One basic reason for Webster's successful growth is reaching our students from the very beginning when they enter our school in the preschool program designated for 4 year olds and our prekindergarten program which prepares 5 year olds for kindergarten the following year. That success continues through our elementary in our core subject areas and also in our physical education, music, library, and guidance classes.

We have had tremendous support from our local Parent Teacher Association. Because of their fundraising efforts such as our yearly jog-a-thon, our school will be rewarded with an outdoor classroom, which is currently under construction with hopes to be ready for the upcoming school year. This outdoor classroom will allow learning to take place in a different atmosphere, along with incorporating new activities into the lessons.

For assessment purposes and to make sure all students have a plan for growth, the school monitors and plans instruction with Northwest Evaluation Association (NWEA) Measurement of Academic Progress (Maps) testing three times a year. Teachers view results and then make plans to implement differentiated instruction to meet the needs for their students. With underachieving students, the school's Problem Solving Team (PST) tracks, discusses and plans interventions to help get students back on track. Our target assist Title program is also an aide in helping bolster academic success.

Webster Area Elementary has built a positive family atmosphere in the school and community. Our student-centered Homecoming parade in the fall draws the community together. Our students take part in the annual

Veteran's Day program held at our armory, where we have received a lot of positive feedback. Students are recognized monthly through a student of the month program which is published in our local newspaper. Our music department showcases their talents at our annual Christmas and spring concerts. We utilize the local bowling alley to reward our crossing guard members and student council leaders. We end the year with our physical education teachers orchestrating a student family fun day with various physical activities. We are proud of our school, programs, our staff, students, and community support. We look forward to a bright future ahead for our Webster Area Elementary Bearcats.

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

At Webster Area Elementary, our staff focuses on fostering excellence in academics, co-curricular activities, leadership, and personal growth in their students. Teachers utilize research-based curricula and strategies along with NWEA standardized assessments to differentiate instructions based on the needs of individual students. The NWEA Maps Growth Assessments are given to students in grades K-6 three times throughout the school year. After receiving the fall reports, teachers use the results to create Student Learning Objectives (SLOs) for each individual student to monitor growth. Staff are also encouraged to use reports to pinpoint areas of concern to focus on and areas of success that can be enriched in further study.

Our district has aligned its curricula in both the Common Core State Standards (CCSS) and South Dakota Content Standards (SDCS). Emphasis by both CCSS and SDCS is on creating college and career-ready students. Throughout the last few years, our staff has worked on balancing the need to transform educational instruction online and the need for hands-on learning. Our teachers have combined working with researched-based textbooks, Promethean boards, laptops, computer labs, and iPads to enrich student's learning and prepare them for the 21st-century workplace.

1b. Reading/English language arts

South Dakota's English Language Arts standards emphasize finding key ideas and details, crafting and structuring writing, integrating knowledge and ideas, and implementing a range of reading and text complexity. Webster staff supports these concepts with a comprehensive language arts program that focuses on building skills and establishing a foundation of reading. The program provides blended instruction and systematic support in phonics, word recognition, oral language, vocabulary, and fluency. The foundational skills are emphasized in grades prekindergarten (PK)-2 with the use of Pearson Reading Street through phonological awareness, phonics, and word recognition. Teachers in these primary grades create dynamic classrooms through the use of "center time" where students rotate to different activities, use partner and individual reading time, and storytelling. In grades 3-5, teachers utilize the Pearson program to develop collaborators and communicators by building oral language, content knowledge, research, and inquiry. Flexibility of the program provides opportunities for the teachers to create content focused activities. In the older grades, teachers focus on reading fiction and non-fiction novels to develop comprehensive skills, as well as using reading groups at differentiated reading levels. Writing lessons are incorporated throughout the program with mini lessons and interactive notebooks to build argumentative and opinion, informative, and narrative written expression. Assessments are built throughout the elementary program with weekly, benchmark, unit and semester tests. The results are used by teachers and PST teams to determine the progress and need of the class and students.

The Accelerated Reader Program is used to support independent reading. The program is a student-led initiative to promote a love of reading. Online standardized reading assessments are taken through the renaissance learning website to determine the comprehension level of each student. Students are encouraged at the class level and school level to participate in borrowing library books at their reading level, and take the comprehension and vocabulary quizzes. Throughout the elementary, classes and individuals have multiple reading goals. At age-appropriate levels, students earn individual prizes such as pencils, erasers, t-shirts, and parties. Also, classroom teachers create class goals to promote collaboration to win additional rewards in their classrooms. Teachers use data from the quizzes online to determine reading level, comprehension level, and monitor student progress.

1c. Mathematics

Problem-solving, communicating, reasoning and proof, making connections, using representations, and using mathematics to make sense of the world are South Dakota's Standards for Mathematics. Math

instruction at Webster Elementary follows a researched-based approach to build and reinforce math skills that translate from the classroom instruction to daily life applications. Houghton Mifflin Harcourt's "Go Math" series focuses on conceptual understanding, problem-solving, fluency, numeric reasoning, and operational skills. Students are prompted to explore, explain, extend, and evaluate their progress. In grades PK-2, teachers focus on building the basics with playful strategies. Games, fun worksheets, and activities are used intermittently to engage and promote interactions. Scaffolding from the fundamentals are used in the upper elementary with more complex content. Teachers use blended content that utilizes multiple monitoring and assessment tools to facilitate differentiated learning for the needs of individual students. To monitor students' progress in math, Webster utilizes a combination of weekly, unit, and semester assessments through the "Go Math" Series, IXL, NWEA Maps, and additional resources.

IXL Learning is an additional comprehensive program Webster staff uses to reinforce math standards that are taught in the classroom. IXL is aligned with CCSS and South Dakota State Standards. Teachers utilize the program both at home and school to help as a monitoring and teaching tool. Students use the program online to perform game-like activities. Teachers can use the real-time diagnostics and analytic features to differentiate for students that are struggling or thriving in their class.

1d. Science

Houghton Mifflin Harcourt's "Fusion" series emphasizes building science literacy and engineering abilities. At each grade, teachers focus on life science, physical science, Earth and space science, and STEM (Science, Technology, Engineering, and Mathematics). These fundamentals are developed through the use of textbooks, digital lessons, and hands-on or virtual labs. Throughout these means of instruction there are directed, guided, and independent inquiry. This allows students at different levels to be successful at engaging in investigation, asking questions, drawing conclusions, and sharing findings. Throughout the elementary, students are given opportunities to learn through a variety of means such as plays about science-related themes, field trips to learn about ecosystems and water systems in our area, and science fairs.

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

Webster strives to promote critical thinking, communication, problem-solving, and inquiry in geography, history, economics, and civics. Teachers use a combination of Pearson "Realize" and additional resources to teach the students about the state, country, and world they live in. The program focuses on drawing evidence, practicing reading skills, drawing conclusions, building vocabulary, and narrative writing. Pearson "Realize" emphasizes learning through storytelling, literacy instructions, and online activities. Additional activities like dioramas, geography-bees, and living wax museums are used to increase interest and understanding in Social studies.

1f. For secondary schools:

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

Webster Area Elementary prekindergarten (PK) and Preschool (PS) provides standards-based instruction in the core curriculum areas of English Language Arts (ELA), Math, Motor Skills, and Social Skills. Science and Social Studies skills are taught but are not summatively assessed. Under the domain of ELA, Reading Foundation, Writing, Speaking and Listening, and Language skills are taught. Under the Math domain, Counting and Cardinality, Number and Operations, Measurement and Data, and Geometry are taught. There is a focus on fine motor skills and social skills to ensure Kindergarten readiness. Fine motor skills are taught through cutting, coloring, and playing with or manipulating small objects.

The skills that are taught and assessed in the preschool and prekindergarten program are based on the South Dakota Early Learning Guidelines and South Dakota State Standards for grades K-5. The skills listed on the quarterly report to parents (report card) were assimilated by mapping out the expectations from Kindergarten through grade 2. The skills taught and assessed in preschool and prekindergarten are the foundational skills for learning throughout the early elementary grades.

A majority of skills are taught through thematic and seasonal instruction. For example, during March, a “Dr. Seuss” thematic unit is used to teach phonics and rhyming. Themes are the vehicle through which the children are introduced to the skills and ideas. The classroom teacher uses formative assessment the most since she is constantly in and among her students while they are working and discovering. Formative assessment allows for immediate redirection if needed or advanced questioning for students who have an early understanding of the skill. Formative assessment also allows for immediate differentiated instruction during a lesson. Summative assessments are conducted at the end of each quarter and recorded on the report card, which is shared with parents.

The impact of early learning over time is important to note. After analyzing the current 2nd graders December Maps scores from 2019, 2018, and 2017, it was determined that an average of 85% of the students who went through the Webster Area preschool and/or prekindergarten programs are at or above the norm in math and an average of 81% are at or above the norm in reading. An average of 80% of the students who didn’t go through Webster’s early learning programs scored at or above the norm for math and an average of 62% scored at or above in reading. These averages prove that students who have gone through the Webster Area School’s preschool and/or prekindergarten program can sustain at or above norm scores through grade two.

2. Other Curriculum Areas:

At Webster Area Elementary, non-core subjects for students Prekindergarten through 5th Grade include: music, physical education (PE), guidance, and library. Health and nutrition are incorporated into PE and guidance. Technology and art are prevalent throughout the school, but are not separate classes. Webster staff implements art and technology systematically in each grade through projects, lessons, and units.

Music and PE are on a “Specials” rotation for approximately 30 minutes every other day. Library is scheduled once a week, but is available as needed for students. Guidance is provided every other week to students. In a typical month, students will have equal amounts of instructions in these areas. Recess occurs three times a day for 15-20 minutes each recess.

All students in grades kindergarten through 5th grade participate in the music curriculum. Students learn to become musically literate, while honing their skills in singing and instrumental music, as well as developing a passion for music appreciation. All students attend weekly rehearsals where they memorize lines, choreography, and work on performing as an ensemble as well as soloists. They work to master their skills during each week to perform a Christmas concert and a spring concert. The elementary musical is an example of an extracurricular activity that students in grades 3 through 5 can participate in, and use their musical skills while also building new ones. Students as young as 3rd grade perform lead roles in the production of Disney’s The Lion King Jr. This year, 68 students in grades 3-8 chose to participate in the musical with 28 students receiving lead roles.

All elementary students participate in physical education, as fitness is crucial to the development in every aspect of daily life. Physical education teachers design lesson plans in accordance with the South Dakota Physical Education Content Standards and the national standards in Physical Education. The Prekindergarten through 2nd grade level uses the SPARK curriculum for Physical Education classes. The program has many different lessons that engage students in health and wellness. The curriculum develops a variety of basic movement and manipulative skills. In grades 3 through 5, students are educated on the benefits of eating healthy, treating others with respect, exercising, and avoiding harmful situations. All the aforementioned lead to developing knowledge to be taken into the real world. In the spring of the year, students participate in the Kids Heart Challenge, raising awareness and money for the American Heart Association.

The library allows for easy access for the students as it sits in the center of the elementary. The prekindergarten through 2nd grade visit the library, our librarian reads a book to them. During the reading, she also applies an extension from the classroom and incorporates predicting, visualizing, and comprehension monitoring. Students then have the opportunity to choose a book for their reading level. 3rd through 5th grade are given time to find books in the fiction and the nonfiction sections, and use the rest of

the class time for quiet reading. During their time in the library, students are able to work towards their Accelerated Reader goals and are allowed to take quizzes. As previously stated, individuals and classrooms have specific AR goals and incentives. However, we also have library-based AR incentives including receiving a student-designed t-shirt and students adding their name on the AR Wall of Fame in the school commons for all to see.

Guidance at Webster is taught by a certified school counselor with an emphasis on American School Counselor Association National Standards. Webster's school counselor uses a combination of technology, games, presentations, and assessments to achieve academic, personal/social, and career success. Classroom guidance is used as a primary intervention throughout the school. In classroom guidance, sections are taught in a grade-appropriate manner. These lessons pertain to classroom behavior, kindness, conflict resolution, bullying and bystanders, executive functioning, and career exploration. Group and individual counseling are used as secondary and tertiary interventions for students. The school counselor uses recommendations from teachers, parents, and student referrals. Themes in individual counseling and group counseling include self-esteem, self-control, and social skills. A needs assessment is also sent to all teachers at the end of every year to determine the needs of students and to promote yearly improvement. All three counseling areas are implemented to help promote our mission to encourage respect, kindness, and citizenship throughout our school.

3. Academic Supports:

3a. Students performing below grade level

As stated earlier, Webster Area Elementary uses MAPs testing three times a year to assess, and monitor students' progress. Knowing the skill level, areas of mastery, and areas of weakness, teachers are highly encouraged to use differentiated instruction for their students. These assessments, classroom assessments, and teacher recommendations help to determine the needs, progress, and supports suited to each individual student. Aforementioned resources along with our PST's, and Title I program make it possible for Webster to address students that are at, above or below grade level as well as students on IEPs.

Webster Area Elementary School has a targeted assist Title I program, which means it is a pullout program where students leave their classroom and come into the Title I classroom once or twice each day. Title staff service students in PK through 5th grade for 20-25 minutes in reading and 20-25 minutes in math. Title staff keep the groups small, anywhere from two to five students. In this way, the students get much needed individualized instruction. Students qualify for this program by teacher and/or parent recommendation and by the scores in MAP testing. Through teacher collaboration we follow the classroom teacher's lesson plans each week and work on the same skills as they are in the classroom. Title staff measure progress by tracking their chapter/unit tests taken in the classroom. When staff identify a child who is not making gains or not showing much growth, staff get involved in the PST (Problem Solving Team) process with the classroom teacher, school counselor, and teachers from prior years. This process is ongoing where Title staff brainstorm different interventions to try to help the child. If these interventions do not work, the team may suggest testing with the school's psychologist. Staff track Title I students throughout their school career and are very pleased to report that many of the students who were in Title I in their elementary years have gone on to be on the honor roll. Staff feel this may be due in some part to the student getting the individualized attention they received in Title I that they needed at a critical point in their life to be successful.

3b. Students performing above grade level

To note, Webster does not have an organized gifted program. However, Webster's enrichment goal is to find students who need more than the core curriculum in order to adequately grow over the course of an academic year. The identification process uses tools such as screeners, classroom observations and other anecdotal information, in addition to nationally-normed and locally-normed quantitative data, to develop a profile of a student. The school then utilizes existing structures, such as Problem Solving Teams, teacher/parent referrals to assist in identifying advanced learners as well as students needing advanced Intervention. A student needing advanced interventions is a student who has been identified as an advanced learner AND requires advanced interventions beyond differentiated core instruction in order to meet their

individual learning needs. Once a student has been identified as needing advanced interventions, and the same is implemented, progress monitoring follows the student's response to the intervention(s). Progress monitoring is the process of continually collecting information about what the student knows and how the child is growing as a learner. Learning is dynamic and adjusts to the pace, depth, and complexity of a subject based on what the student shows they have learned. The goal is to promote a match between student needs and their curriculum and experiences.

Teachers use a variety of ways to tailor instruction so that students performing above grade level continue to be challenged. In the reading area, most teachers use guided reading groups to meet the needs of the students. Students performing above grade level are given advanced reading material and are monitored for fluency and comprehension. Our school also uses the Accelerated Reader (AR) program. The detailed reports that are provided give the teachers insight into how their students are progressing. In Math, most teachers use IXL math, enrichment worksheets, and small group instruction to meet the needs of all students including above grade level students. Our teachers have also used the online platform of both reading and math curricula to challenge students.

3c. Special education

For special education, instruction is based on each individual student on an IEP and their needs. For full pull out students receiving reading services, Reading Mastery is used as the curriculum. Reading Mastery is a basal program that uses direct instruction to help students master essential decoding and comprehension skills. For students who get their main reading instruction in the general education classroom and come to the resource room for extra help, Reading Street, which is used in the general education classrooms, is used. For full pull out students receiving math services, Go Math! is used as the curriculum. Go Math! is aligned with the goals of the common core standards. Go Math! is also used with the students on IEPs who receive their main math instruction in the general education classroom.

The intervention used with a majority of the students on IEPs is direct instruction. Direct instruction is the breaking down of learning tasks into small, sequential steps. This intervention works well with a majority of the students in special education. Another intervention used is cooperative learning. This is used with the students in prekindergarten and kindergarten when they are all together in the resource room. Cooperative learning is taking a skill and putting it into a group activity at the students' academic and social levels.

Observation is one of the biggest forms of assessment used in the special education classroom. Letting students show the special education teacher what they have learned without knowing they are being evaluated gives the best results. Formative assessments are used for some of the older students in the special education classroom. Formative assessments are given at the end of each lesson, rather than at the end of an entire unit or course. These formative assessments aren't in the form of a paper test; instead, they write about a specific topic learned or drawing a character or scene they have read about.

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

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Part of Webster Area Elementary Schools Mission is to foster personal growth centered upon the basic principles of kindness and respect to one another. Community size, school environment, staff involvement, and school-wide programs makes achieving this goal attainable. Being part of a small community brings everyone together. Webster’s Midwest mentality means everyone is greeted with a smile and a positive welcome. Both newcomers to our community and long-standing families are welcomed and encouraged to get involved in our school activities throughout the year.

School environment is also a factor in supporting our students for success academically, socially, and emotionally. Our class sizes are small, promoting more one-on-one relationships to build with both students and parents in our community. It also allows staff members to catch students that are struggling in the classroom or in social situations. Depending on the needs, students are given the help either by the teacher or the school counselor.

Webster staff puts their hearts into our school. They create fun and engaging environments with reading corners, flexible seating, colorful decorations, and positive personalities. Our teachers create engaging activities and assignments to motivate students and keep them engaged. Most of our elementary staff is also using ClassDojo to promote positive behaviors both inside and outside of the classroom. Students can be rewarded as individuals or a class. After reaching a benchmark, students are given the opportunity to earn rewards such as extra recess, eating in the classroom, a shoe-free class or etc... These meaningful relationships, built between teachers and students can be seen throughout the years as students come back to visit past teachers.

School Programs are also a major part of creating a positive atmosphere where students flourish. In grades PK-5 teachers nominate students to be Students of the Month. Teachers take overall effort, behavior in and out of the classroom, and attendance into consideration. Programs like our “Bearcat Buddies”, “Reading Buddies”, Student Council, and Crossing Guard also allow for a positive interaction between our upper and lower elementary grades. Each program focuses on different interest areas to provide activities for all students.

Connections are a big part of how Webster engages and motivates students. The size of our community, school environment, staff involvement, and school programs make sure that every student feels connected to our school. Because of the positive connection, students and staff are able to strive for excellence academically, socially, and emotionally.

2. Engaging Families and Community:

Webster Area Elementary School excels at engaging families and the community. A few days before the start of the school year an invitation is extended to students, families, and community members to attend the school for an open house for a very affordable family barbeque (\$1 meal for all ages). Students are encouraged to bring their supplies, visit their classrooms, and meet with their teacher. Various clubs and organizations have tables set up for parents to sign up or to learn more about the various programs available outside the school. The open house also allows a time for parents to purchase school activity passes, booster club attire, and set up their lunch accounts. The bus company is available to answer questions parents may have about routes or drivers. We also hold a preschool/kindergarten open house in the spring to give families an opportunity to visit the school and meet with teachers and administration. This helps the school gather information and get a better understanding of how many will be involved with preschool, prekindergarten, and kindergarten for the upcoming year.

Near the end of the first quarter we hold school-wide parent-teacher conferences. Google docs is used for parents to sign up for a conference time that works best for them. The Parent Teacher Association provides a supper for the teachers on this day, through donations from school families. There is also a book fair set

up for students and parents to have an opportunity to purchase books.

Our Title Fun Night allows students and families to come together for an evening of games, snacking, and fun learning activities. Staff update parents on strategies to help enhance their child's learning at home.

In addition to the aforementioned, we have great community support through various programs such as reading award t-shirts and student of the month prizes which are sponsored by several local businesses. Throughout the school year our local law enforcement visits classrooms, covering various issues with our students such as stranger danger, biking safety, good character traits, and internet/phone safety.

Students are given an opportunity to be leaders by being involved in student council, crossing guard (5th grade), and fifth grade/kindergarten reading buddy program.

Our community celebrates two major festivals in the fall, Pumpkin Fest and German Fest. Students are involved through the coloring contest for German Fest and pumpkins are donated from members of the community so each student has the opportunity to participate in the decorating contest for Pumpkin Fest.

3. Creating Professional Culture:

The Webster Area School District provides professional development opportunities for teachers across the experience spectrum.

New teachers participate in a new teacher orientation upon their arrival in the district. First, veteran teachers provide a review of their experience and suggestions for better preparation to those new to the district and new to the field of education. Also, new teachers are paired with a local mentor and are strongly encouraged to participate in the state mentor/mentee program. Our pre-calendar professional development days typically include training on technology integration, school culture, or school safety.

All teachers participate in five professional development days during the school year. The topics typically include: curriculum development, technology integration, engaging students in learning, behavior management, assessment review/development, school improvement, etc. Para-professionals and other support staff are included in all relevant training. An annual regional professional development opportunity provides researched-based instruction and training with locally and nationally recognized presenters. This day also provides the opportunity for our teachers to collaborate with other teachers at the grade level and specific content areas. Teachers are encouraged to participate in regional or state professional development that may enhance their skills as a teacher and facilitator. We have had teachers participate in the content standard development and assessment development at the state level in the areas of math, science, and reading. Our teachers, counselors, and administrators participate in monthly regional meetings and state conventions.

Teachers are afforded the opportunity to attend one professional development activity of their choice annually within the state with the registration fee and school transportation provided. The school district allows this as professional leave and also provides a substitute teacher. Our teachers are also given \$450 toward professional development activities that occur outside of the teacher contract/calendar. Teachers who complete coursework online or attend training on weekends or in the summer are compensated accordingly.

Teachers also participate in our annual book review facilitated by administrators. Each quarter allows teachers of various grade levels and content areas to discuss and collaborate. Teachers may complete the book review for college credit.

Our district celebrates all teachers and staff during teacher appreciation week with a variety of activities including staff breakfast that is prepared by administrators. Each school year ends with an annual staff picnic also prepared by administrators. Our district also honors a Teacher of the Year and a Support Staff Member of the Year.

4. School Leadership:

Webster Area School's administration is led by the superintendent/high school principal, assistant high school principal, and K-8 principal/special education director. The superintendent's role is to oversee the entire school to ensure policies/procedures are being followed, and to maintain fiscal responsibility. The leadership philosophy of the administration is similar to the school's mission statement. The mission statement is "The Webster Area School District will foster excellence in academics and co-curricular activities while encouraging students to achieve socially in an environment which embraces diversity within a global society and also, to foster leadership, to encourage service and to nurture personal growth centered upon the basic principles of kindness and respect to one another." The principal believes in shared leadership and relies heavily on his staff members to carry out the mission of the school. The principal leads, evaluates, disciplines, supports his staff, and promotes growth. He truly enjoys the Webster area and has been a leader in the school and community for 19 years.

Excellence in academics and co-curricular activities are both important to the growth and development of the students. The principal and school staff encourage the students to not only work hard in the classroom, but to also be involved in activities outside of the classroom, such as youth sports, music, Destination Imagination, church youth groups, and 4H. The principal and staff spend many hours volunteering their time outside of school to nurture the students' personal growth in these activities. Not only does this help the students succeed, but it builds strong relationships among the principal, staff, students, and community.

Growing kindness and respect between the principal, staff, and students is a team effort at Webster Area Elementary. The principal is a huge proponent of being present in the hallways, visiting with students during lunchroom supervision, and visiting the classrooms. He enjoys connecting with the students and hearing their stories from in and outside of school. Building positive relationships with the students is important to the principal and is followed by the staff. The principal drives the bus often for field trips and various activities. At the end of the school year the principal rewards his student council members and crossing guards with bowling and pizza, and top readers with a trip to Pizza Hut.

Leadership at Webster Elementary is shared between the principal and the teachers. The principal seeks the teachers' input on policies and decision making. Our school stands out with dedicated and caring staff who work hard at creating a safe environment in which all students can learn and thrive in. Students are celebrated, rewarded, and recognized for their academic success, as well as their character, and positive behavior through the ongoing student of the month program.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Our teachers take pride in their efforts to empower all students to grow academically. One practice that has been most instrumental in Webster Area Elementary School's success is our collaborative commitment to academic excellence. Although each teacher focuses on grade-level standards, effective instruction exists only through a collaborative implementation of an aligned curriculum. Our teachers work as a team at each grade level, from grade to grade, and within the elementary as a whole. Our teachers collaborate in numerous ways such as data collection and analysis, Problem Solving Teams (PST), and professional development opportunities.

First and foremost, we are a data-driven school. Teachers are encouraged during in-service days to collaborate and discuss gaps and strengths in curricula. This data is gathered through various means to make important decisions about curriculum, instructional strategies, and student competencies. The assessments used include: Measure of Academic Progress (MAP), Smarter Balanced Assessment (SBA), Accelerated Reader (AR), and IXL Math. These collaboration meetings provide the opportunity to ensure that the education given to students is constantly evolving.

Webster's Problem Solving Teams are another integral part of our academic success. The collaboration at these meetings promotes growth not only for struggling and striving students, but also for self-improvement in staff. Teachers have the ability to share interventions, enrichment ideas, additional resources that are customizable for individual students, and teaching styles. Our PST's are important to make sure no student is left behind.

Finally, our teachers are committed to providing instruction with a curriculum that is aligned to the standards. Teachers collectively identify relevant professional development needs that provide the best instructional practices and consistent alignment/transition from grade to grade. The teacher collaboration that exists during professional development opportunities and during the ongoing efforts to establish and maintain this educational culture, help make our staff a strong team.

The staff at Webster school isn't just a staff, but a team, a family. Everything we do is to improve our program and the success of our students. Webster's Vision statement is to "Educate our students to become productive citizens in an ever-changing world". As a school, we are successful because of the collaboration our teachers participate in by collecting and analyzing data, cooperate in PST meetings, and engage in professional development.