

U.S. Department of Education
2022 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 Mrs Michele Kunkle
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Hepburn-Lycoming Elementary School
(As it should appear in the official records)

School Mailing Address 355 Route 973 East
(If address is P.O. Box, also include street address.)

City Cogan Station State PA Zip Code+4 (9 digits total) 17728-9803

County Lycoming County

Telephone (570) 601-1112 Fax (570) 494-0534

Web site/URL https://www.wasd.org/our-schools/hepburn-lycoming-primary-school/welcome E-mail mkunkle@wasd.org

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

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Timothy Bowers E-mail tbowers@wasd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Williamsport Area School District Tel. (570) 327-5500

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

Date _____

(Superintendent's Signature)

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

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

Date _____

(School Board President's/Chairperson's Signature)

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

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

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2016 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2017, 2018, 2019, 2020 or 2021.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

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

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

PART II - DEMOGRAPHIC DATA

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

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

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

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

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
- Suburban
- Rural

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

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	37	36	73
1	30	24	54
2	44	32	76
3	30	39	69
4	0	0	0
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	141	131	272

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

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 2.8 % Black or African American
 - 4.2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 87 % White
 - 6 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2020 - 2021 school year: 7%

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, 2020 until the end of the 2020-2021 school year	8
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	12
(3) Total of all transferred students [sum of rows (1) and (2)]	20
(4) Total number of students in the school as of October 1, 2020	294
(5) Total transferred students in row (3) divided by total students in row (4)	0.07
(6) Amount in row (5) multiplied by 100	7

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

English Language Learners (ELL) in the school: 0 %
0 Total number ELL

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

Total number students who qualify: 143

8. Students receiving special education services with an IEP or 504: 14 %
37 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>0</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>1</u> Deaf-Blindness | <u>5</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>6</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>9</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. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	16
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.	1

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 18:1

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

Required Information	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	94%	95%	95%	95%	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 2021.

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.

Developing responsible citizens through excellence in education.

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

The Williamsport Area School District is an equal opportunity education institution and will not discriminate on the basis of race, color, national origin, sex, and handicap in its activities, programs, or employment practices as required by Title VI of the Civil Rights Act of 1964, Title IX Education of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disability Act of 1990. For information regarding civil rights or grievance procedures, services, activities, and facilities that are accessible to and usable by handicapped individuals, contact: Mrs. Anne Logue, Director of Human Resources, for issues related to staff, and Dr. Susan Bigger, Assistant Superintendent, for student related issues. Both are located at the Williamsport Area School District, 2780 West Fourth Street, Williamsport, PA 17701. Telephone number 570 -327-5500, ext. 40210 for Mrs. Logue and ext. 40511 for Dr. Bigger.

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

PART III – SCHOOL OVERVIEW

Hepburn Primary School is currently one of four schools in our school district. Our school is considered in a rural community of our school district in North Central Pennsylvania. Currently all our students are either bused to the school or parent drop off/pick up. Hepburn primary school is a family oriented school with a positive atmosphere, teachers and families who work as a team. The staff uses data-driven instruction and high expectations for students.

The impact of culture is strongly felt among the school community. The staff and the teachers work in collaborative morning meeting during our scheduled professional learning communities each day. The staff of the school work together, to solve professional matters including organizational, instructional, and curricular among many other issues as each member of the school sits on a committee(s).

The collegial relationships can be seen from the way the students, teachers and other staff members work together, feel valued and involved and support each other. Staff not only care about the students academically but also about their social-emotional well-being.

There have been many challenges during COVID-19 closures, moving in and out of in person instruction to remote instruction. We know that our biggest struggle currently is the learning loss and finding the resources and interventions to help the students with the learning loss. As a school community we know that the pandemic is not something we can control. Something we can control is celebrating the successes of our students, not only the students that are proficient and advanced but also celebrating the academic success of our below basic and basic students when they show movement in their academic progress and individual goals.

A strength our our school is that it is consider a community based school where staff works inside schools and establishes one-on-one relationships with students in grades K-3 to help them navigate issues and move beyond barriers in the classroom, at home, and in the community. As a team within the school we coordinate with local service providers to meet the needs of students and families, as well as providing critical resources, like food, housing, healthcare, counseling, access to remote technology, and more so that students and educators can focus on academics.

Finally, efficacy or self determination is impacted on the staff of this school because they all feel as part of the school community as they want it, and work tirelessly to improve their professional skills.

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:

We strive for inclusive practices where all students start in the least restrictive learning environment. Learning support teachers co-teach with regular education teachers. Teachers have received professional development in the area of differentiation and co-teaching approaches. Writing across the curriculum is emphasized. Higher level and critical thinking questioning have also been prioritized in the professional development plan. Student should be taught how to write about their thinking in a coherent manner. Teachers follow suggested pacing guides and multiple measure (assessment maps) Students have their individual electronic device as a learning tool and access instruction/assessment via Schoology at times. Student are provided many opportunities for collaborative conversations in the classroom. Teachers understand that learning must be social.

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

Our core ELA programming is designed to provide a layered approach to the science of reading for our Tier 1 students. We utilize the core program, Wonders, for all students in grades K to 3. This provides a spiraled curriculum to match common core standards, with emphasis on vocabulary and comprehension skills and strategies. Foundations provides a systemic program for our students in grades kindergarten to grade 2 in foundational skills; phonemic awareness, phonics/word study, high frequency word study, fluency, handwriting, and spelling. Finally, the Heggerty program is providing our students practice in phonemic and phonological awareness. Our Tier 2 and Tier 3 programming is linked to student needs. By using our diagnostic assessments, such as the Phonemic Awareness Screening Test or the Phonics Screener for Intervention, building based literacy coaches work with the reading and learning support specialists, as well as classroom teachers, to provide additional instruction for our Tier 2 and 3 students. This data driven instructional cycle forms our RTII, with formative assessments to monitor student progress. Acadience Data is used to benchmark and then progress monitor to ensure that the instructional pathway is meeting student need.

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

The core curriculum is a mastery program that includes all the units aligned with the national common core and then also aligned to ensure it meets the PA Core requirements. Teacher committees draft pacing guides to ensure the grade levels are working in teams. They are then able to discuss content and assessment data at given times. All summative assessments are common and aligned with the district report card.

The units of study include chapters. The summative assessment is at the end of the chapter. Prior to the start of the chapter, common diagnostic tests are available that determine if prerequisite skills are in place. Mid chapter reviews are another formative assessment to inform teachers of the level of mastery of the class. In each lesson, formative assessments are available to determine if a student needs support in the content before moving on in the lesson practice.

The math core program also includes a technology layer that can be utilized as summative assessment or additional practice. The technology option is also in place if students should need to learn remotely. The curriculum is also supplemented by other technology options. IXL is used in grades K and 1. Study Island is used in grades 2 and 3.

Fact Fluency practice is each day to ensure the student builds automaticity in all math facts. Spring Math has recently been added to the math instruction to close gaps found in some students due to the learning loss during the pandemic. Spring math focuses on numbers sense, numbers/operations and pre-algebra skills. This is implemented in grades K-3.

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

The science curriculum includes units in Life, Physical and Earth Space Science. It is aligned with the NGSS. In grades 1 and 2, students also learn about engineering and STEM. Students investigate the world around them using hands on experiences. The units go deep into the content over several weeks. Students are also exposed to career options in the field of Science/Stem. As a district, we have a pacing guide that helps our teachers embed the units into their curriculum as well as teach the modules in our FOSS Science and Engineering units as stand alone lessons. For example our first grade students do Engineering is Elementary, and they create play dough and make improvements to make their play dough better. In second grade Engineering is Elementary, students design bridges and they put the bridges to the weight test and enjoy making their predictions. Our third grade student really enjoy the Foss Landforms, Rocks, Soil lessons. All of our science units are highly engaging and hands on for our students.

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

Social Studies encompasses Social Emotional Learning and the understanding of how society operates. We learn community and eventually government and entrepreneurship. Students are exposed to career choices and create digital artifacts that will progress through the grade levels with the child. Students learn to read a textbook and demonstrate comprehension. First grade students focus on rules and laws in the first marking period and start Unit 2 of Where People Live. In marking period 3, they focus on Black History Month. Grade 2 students focus on social studies in the first nine weeks of Governing The People. In the third marking period they focus on Black History Month, and the forth marking period the unit of study is The World Around Us, and then move into the next unit of Using our Resources. Third Grade students focus on Unit 2 in the first marking period of Physical and Human Geography. In the third marking period, they they focus on Black history month, and in the fourth marking period, they focus on Working in Our Community/Saving and Spending our money.

We have curriculum guides that we call pacing guides that help our teachers pace their lessons throughout the year, as well as embedded Social Studies curriculum into our Core programing of English Language Arts.

1f. For secondary schools:

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

2. Other Curriculum Areas:

Students in grades kindergarten through 3rd grade participate in a Unified Arts program daily under the school's schedule. In a five day cycle, students in grades 1-3 receive two ½ hour class periods in Music and Physical Education as well health integration. On a fifth day, throughout the cycle, students in grades 1-3 receive one continuous hour of Visual Arts. Students in kindergarten have one day of each Unified Arts class and then they are exposed to two weekly courses called ABC (Action Based Centers) that involve Unified Arts teachers in exploratory and social skills, focused class periods. Library Media is taught at the beginning of every school year to all the K-3 students. All Unified Arts are taught by certified content teachers. Technology is embedded in our daily core lessons and taught to the students by the homeroom teacher. We provide professional development for our teachers to be able to embed the technology component to our core programing.

Every student has physical education and health curriculum twice a week with a certified teacher who teaches the fundamentals of movement following the Pennsylvania Standards at each grade level. The Action Based Centers is a program for kindergarten students first thing in the morning to activate the brain for learning for the day. As for health it is embedded into the physical education daily lessons and nutrition

is also touch upon.

Music Curriculum is tied the Pennsylvania Standards and aligned through out our district. Williamsport Area School District has an extensive music program and electives starting in the intermediate grades. Primary music at our school teaches the foundation skills such as steady beat. The students experience different modes of music as well singing, creating, and playing.

Art Curriculum is aligned to the Pennsylvania Standards and students have art once a week for an hour. We found that the hour of art has more benefits then two 30 minute lessons. The students listen to direct instruction and background to the art lesson before beginning to create their art pieces. Our students' art work is then displayed throughout our school all year long and at the end of the school year our students take home their own art portfolios from the entire school year work. All art work is graded based on a rubric which is explained during the direct instruction time.

3. Academic Supports

3a. Students performing below grade level:

Title I supports the development of foundational reading skills throughout all primary and intermediate schools. Title I services include six school-wide projects (K-6) and an instructional coaching model offering support to classroom teachers, Title I teachers, and specialists. Reading specialists use a 100% in-class instructional model, servicing students through small group teaching. Research and/or evidence-based instruction and programs are used and matched appropriately to students. Title I services are considered a Tier 2 intervention within the district's RtII model that compliments classroom Tier 1 core reading instructional practices. Title I services are aligned to the core reading program, Wonders. Students receive instruction that supports their progress and achievement of the PA Core standards and within the core reading program, focusing on the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension. Title I students in grades 3-6, receive additional instruction to support their achievement and progress on the PSSA.

3b. Students performing above grade level:

Classroom teachers differentiate their instruction to meet the needs of all students. Teachers collaborate with gifted teacher who is shared across the district to provide enrichment with in the general education classroom setting. In 3 grade in particular the gifted teacher pulls a group of 10-12 third graders throughout the year based on their math data to provide the students with high ordered math problem solving strategies. Classroom teachers also work with students on goal setting throughout the year when reviewing student data through student conferencing.

3c. Special education:

The Williamsport Area School District embraces the principle of Least Restrictive Environment and commits to educating all students in general education utilizing Supplementary Aids and Services. As a district, we provide on-going professional development, continuous quality improvement, and the necessary resources to ensure successful inclusive practices. We have supports for our students with our certified learning support teacher pushing into the regular education classrooms to provide services to the students in an inclusive environment, as well as pulling small groups of students to provide additional supports during RTII time at each grade level. The learning support teacher will use one of the 6 modes of teaching with the co-teacher: one teach, one assist; one teacher acts as the primary teacher while the other assists and supports the learners; one teach, one observe; station teaching; parallel teaching; and alternative or differentiated teaching. The most commonly used is team teaching.

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

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

As a district we have adopted the school-wide positive behavior expectations for all of students and staff that are taught and modeled throughout the school year. We refer to these as the 4B's (Be respectful, Be responsible, Be Present and Be Safe).

We found that engaging students in the learning process increases their attention and focus, motivates them to practice higher-level critical thinking skills, and promotes meaningful learning experiences. Staff use student-centered approach to instruction to increase opportunities for student engagement, which then helps everyone more successfully achieve the learning objectives.

Daily, staff promote student engagement through active learning. Active learning requires students to participate in class, as opposed to sitting and listening quietly. Strategies include, but are not limited to, brief question-and-answer sessions, discussion integrated into the lecture, impromptu writing assignments, hands-on activities, and experiential learning events.

At Hepburn primary school the staff to set clear expectations and use formative and summative assessments that provide helpful feedback to both the students and the educator.

Having set clear expectations academically, behaviorally and socially we found that the students could still be successful during the times of remote instruction. The school expectation in remote each morning, started with morning announcements that reviewed the 4 B's and academic expectations for the day.

2. Engaging Families and Community:

Strong family connections within our school community inform our Parent Teacher Organization. Fairlawn Church, Cogan Christian Church, and UPMC have all been excellent community partners to our school community. If there is a need, these organizations are the first to volunteer to help provide for the need. Examples include providing food to families in need and volunteering in or outside of the school when help is needed. UPMC donated water bottles for every student during the pandemic, so that students could use the water bottle filling stations. Local business also donate to our school for events such as field day and afterschool evening events. Just recently, one of our community resources stopped by the school and apologized for not supporting us like they have in the past due to COVID, and they asked that we use donated gift cards (6 gift cards at \$150 each) to help families in need over the summer. Our end of school year event is our field day event. During COVID, our teachers had to take over and plan and organize. This year we are able to have the PTO, High School Students, and the local church volunteers help set up, run, and organize each station. This allows our teachers to rotate through the stations and make more connections with their students. A local pizza shop has also donated pizza, drinks and snack to our third grade students at the conclusion of the statewide assessments.

3. Creating Professional Culture:

Strong professional learning communities (PLCs) are developed and utilized each morning from 8:20am-8:50 for teachers to collaborate, to receive coaching from a literacy coach, and (new this year) receive coaching from a primary math coach. As a district each year, we value the feedback from our instructional staff and ask them to complete a professional development needs survey which helps drive our district and building-wide professional development days. This allows the teaching staff to collaborate using their student data to improve instructional practices. Our teams work in grade levels, cross grade levels, and committees during this time. Also, this time allows us to co-plan and make sure that we are on pace using our multiple measures calendar. During our professional learning communities, teachers collaborate and discuss different techniques used to teach the same skill or talk about what has worked from them and what they maybe struggling with. We have also used it as an opportunity to co-score student writing and have professional conversations about why one person possibly scored it differently than another.

Since we have a pacing guide and a multiple measures calendar, our teaching pace is all the same and allows us to use district assessments to compare class data, grade level data, and building level data. As the principal of this building, it's exciting to the teachers race to the printer to get their data when we do our benchmark data three times a year.

4. School Leadership:

Instructional leadership teams are in place from the district level. The Superintendent, Assistant Superintendent, Directors of Student Services, Director of Human Resources, Director of Special Education, Director of Maintenance, Director of Technology, and Principal collaborate with the Elementary Curriculum Director and Director of Federal Programs, and Business Director. All Head Principals participate in the instructional leadership team every two weeks. The elementary team of principals work at least monthly with the curriculum leads to drive our professional development for our buildings and district. The building level focuses on monthly faculty meetings and daily grade level professional learning communities or specific building committees. Our school data team is an example of a committee that meets and discusses our building goals for academic achievement in both English Language Arts and Mathematics. Our building goals are centered on student achievement and monitoring Response to Intervention for our students across all grade levels in reading and math. The role of the principal is make sure that our professional development and professional learning communities are scheduled each week and to lead discussions with staff on student data meetings.

5. Culturally Responsive Teaching and Learning:

The building administrator makes sure the classrooms are heterogeneously assigned and the professional staff receive on-going professional development. It is important to make sure we get to know our students, be consistent in our communications, acknowledge and respect every student, be culturally sensitive, and incorporate diversity into our core programs and lessons. We embed a lot of our lessons into our reading core programs and each year in March, we focus on Black History Month in our core programs.

As a district we have several layers of supports for families. At the building level we have the administrator and guidance counselor, as well as a partnership with community services such as Diakon. As a district, with have additional supports to help with families. We have social workers, school outreach workers, a mental health and trauma coordinator, and a school psychologist. This year we launched Find Your Anchor, aimed at suicide prevention, awareness, and education. As a building, we met with grade level teams of teachers and students, and provided additional lessons for our staff to use with their students.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Our school's academic successes are based on supporting all students' needs, inside and outside the classroom, to help them become effective learners. Our school creates a culture of collaboration and shared responsibility among the staff and students and with families and our school community. The core programs that our district offers support students in a rich educational experience, supporting their academic and social/emotional learning so they develop the skills needed to succeed. Our district provides pacing guides for the core curriculum so that instruction is on pace for the school year. As a school, we provide customized learning to individual students through whole group instruction, small group instruction, differentiated instruction, and Response to Intervention. Our new learning management systems, Schoology, provides the technological resources for curriculum and instruction to continue with in-person learning or remote learning.

Finally, the strong support from staff, families, community members, and our school district has helped contribute to Hepburn Primary School's academic successes.