U.S. Department of Education
2015 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 Dr. Greg Scott Carenza
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

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

School Mailing Address 12955 Aurora Avenue
(If address is P.O. Box, also include street address.)

City Urbandale   State IA   Zip Code+4 (9 digits total) 50323-2464

County   Polk County   State School Code Number* 77-6579-0455

Telephone 515-331-8600   Fax   515-331-8604

Web site/URL
            http://www.urbandaleschools.com/
schools/webster-elementary/   E-mail carenzag@urbandaleschools.com

Twitter Handle
@UrbandaleSchool   Facebook Page   Google+

YouTube/URL   Blog   Other Social Media Link

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

_____Date_____
(Principal's Signature)

Name of Superintendent*Dr. Doug Stilwell
(Specify: Ms., Miss, Mrs., Dr., Mr.,   E-mail:
                                                        stilwelld@urbandaleschools.com
Other)

District Name Urbandale Community School District   Tel.   515-457-5000
I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Christopher Gunnare
(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 that it is accurate.

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

*Non-public Schools: If the information requested is not applicable, write N/A in the space.

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

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. 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.)

2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, a public school must meet the state's AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.

5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.

6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

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

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

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

                                                8 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [ ] Suburban with characteristics typical of an urban area
   [X] Suburban
   [ ] Small city or town in a rural area
   [ ] Rural

3. 5 Number of years the principal has been in her/his position at this school.

4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	67	50	117
K	32	41	73
1	45	45	90
2	46	37	83
3	33	37	70
4	34	42	76
5	36	45	81
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	0	0	0
Total Students	293	297	590

5. Racial/ethnic composition of   1 % American Indian or Alaska Native
    the school: 4 % Asian
                                        1 % Black or African American
                                        3 % Hispanic or Latino
                                        0 % Native Hawaiian or Other Pacific Islander
                                       87 % White
                                        4 % 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.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 7%

    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 *to* the school after October 1, 2013 until the end of the school year	12
(2) Number of students who transferred *from* the school after October 1, 2013 until the end of the school year	22
(3) Total of all transferred students [sum of rows (1) and (2)]	34
(4) Total number of students in the school as of October 1	494
(5) Total transferred students in row (3) divided by total students in row (4)	0.069
(6) Amount in row (5) multiplied by 100	7

7. English Language Learners (ELL) in the school: 5 %
                                                      31 Total number ELL
    Number of non-English languages represented: 7
    Specify non-English languages: Bosnian, Spanish, Vietnamese, Chinese, Arabic, Telugu, Gujarti

8. Students eligible for free/reduced-priced meals: 6 %

    Total number students who qualify: 33

Information for Public Schools Only - Data Provided by the State

The state has reported that 5 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 6 %
                                                        36 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 categories.

    8 Autism   1 Orthopedic Impairment
    0 Deafness   5 Other Health Impaired
    0 Deaf-Blindness   3 Specific Learning Disability
    5 Emotional Disturbance   17 Speech or Language Impairment
    1 Hearing Impairment   0 Traumatic Brain Injury
    7 Mental Retardation   1 Visual Impairment Including Blindness
    2 Multiple Disabilities   12 Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of
    personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	20
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	12
Paraprofessionals	27
Student support personnel e.g., guidance 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   23:1

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	97%	97%	96%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**
     Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

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 X

     If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: To foster in our students a passion and curiosity for lifelong learning that helps them to achieve their own personal best.

PART III – SUMMARY

Webster Elementary School is a pre-kindergarten through fifth grade school located in the heart of the Midwest in Urbandale, Iowa. Urbandale, a suburb of the capital city Des Moines, is a progressive and thriving community with over 40,000 residents that believe strongly in the value and importance of education. The residents of Urbandale have worked together to form a close-knit community that values the very things a quality education provides. The strong partnership between the city, the school district, local businesses, and our residents serves to elevate our community and schools in many ways. The city and school district have formed a strong relationship with the understanding that each organization is critical to the short and long term success of our community.

The vision of the Urbandale Community School District is clear "to be a school district that brings learning to life for everyone." With over 3,900 students from pre-kindergarten through twelfth grade, our desire to help all students work and learn at the highest levels is critical. Urbandale is an increasingly diverse community that serves families that speak over 54 languages and, as a result, the staff has worked very hard to embrace this diversity and ensure strong learning for every student. The district prides itself on our work to implement a focus on quality and continual improvement in education as a means for creating a strong learning system.

Webster Elementary School, which opened in the fall of 2006, is the newest of Urbandale's elementary schools. It is located at what was once the site of an early one-room country school in an area called Webster Township. While the locations of our two schools might be the same, so much has changed since the days of that one-room schoolhouse. When Webster Elementary opened, it was home to approximately 180 students in grades K-5. Nine years later, in the fall of 2014, our school population had grown to 590 students in grades pre-kindergarten through fifth. During that time, we saw not only a growth of students, but also a large growth of staff to accommodate the increase in students.

As our building grew in size, the staff committed themselves to also attending to the development and maintenance of a culture focused on the establishment of relationships between students, staff, and their families. To do this, we created a myriad of opportunities for both students and their families to get involved at our school. A strong Parent-Teacher Organization (PTO) works as a liaison between our classroom teachers and staff and parents to help support high levels of teaching and learning. Community building events have formed the foundation for a culture focused on relationships. Ultimately, our mission statement, "To foster in our students a passion for lifelong learning that helps them to achieve their own personal best" is the anchor for our work each day. Our focus is on educating the whole child and working to provide each student with a wide variety of experiences

Many milestones serve as the foundation for the strong learning community that has been built at Webster. First, the addition of pre-school programming for both three and four year olds has allowed us the opportunity to provide academic, social, emotional, and physical supports where possible to ensure students are ready to learn. Our addition of special programs staff to better serve the needs of our most diverse learners has helped to create a culture where differentiation and engagement are the focus of lesson development.

There are several key strategies that have been utilized to help us reach and obtain our goals. Most importantly, our building has embraced a focus on the ideal of continual improvement as a means for enhancing our learning system. Staff members are committed to using the continual improvement lens to examine ways in which we can improve our work with students. We actively seek feedback from all of our school stakeholders and examine that feedback in light of ways we can improve our practice.

Secondly, the staff at Webster place their focus on what matters most, which is building and maintaining relationships with students and their families. From the moment a student enrolls at Webster, we work to help him or her identify their strengths and develop learning goals for improvement. In addition to our general education curriculum, we work to provide our students with opportunities for participation in clubs

and groups such as a running club, drama club, chorus, and art club. These opportunities present students with the chance to make critical connections between their learning in class and their lives outside of school.

As part of our learning system, our staff has been committed to pursuing our mission, vision, and values of our school and the school district. We hold students and staff to high expectations and, at the same time, create a system where celebrations and recognition are held on a weekly basis.

PART IV – CURRICULUM AND INSTRUCTION

1. **Core Curriculum:**

Over the past five years, the Urbandale Community School District has utilized a quality and continual improvement framework to review and improve our work in the four core academic areas of reading, math, science, and social studies. As a result of this approach, staff throughout the district, and at Webster Elementary School, have been intricately involved in the development of a rigorous curriculum for grades PK-5. Teachers at each grade level work collaboratively, through the use of a Professional Learning Communities (PLC) model, to identify key standards and benchmarks for each curriculum area. This collaboration ensures that all students at each grade level receive a guaranteed and viable curriculum and, subsequently, allows for teachers to review and compare student work to ensure that those key concepts/skills are mastered. Teachers carefully utilize pre- and post-test data to develop differentiated instructional groups that meet students at their instructional levels.

Reading / English Language Arts

Our district standards and benchmarks form a strong foundation for our high levels of learning in reading and English language arts. Over the course of the past five years, our teachers have worked closely with district Literacy Leaders to review curriculum, gain clarity and consensus around those essential standards and benchmarks, and facilitate teacher understanding of key reading skills. In addition, a thorough study of the Iowa Core and its standards was utilized to more effectively align classroom instruction to meet those standards. Our district utilizes the Understanding By Design (UbD) framework, or backwards design model, to implement narrative and informational text units that result in deep learning and understanding for our students. Instructional blocks of 90 minutes or more in reading are used to support a balanced literacy framework. Teachers carefully utilize the Gradual Release of Responsibility method to ensure student mastery of key literacy skills.

Mathematics

Over the course of the last three years, our district has undergone a careful review of our math standards and benchmarks as well as a review of Iowa Core standards. This work, coupled with a study and review of the Standards of Mathematical Practice, has significantly increased the understanding of best practice in math for our staff. The Every Day Math program was piloted and adopted for use in math classrooms K-5 and, with its spiraling approach, has provided a strong framework for the introduction and review of key math skills at each grade level. Classroom teachers have utilized the technology component of this program to facilitate hands-on learning opportunities at differentiated levels, create formative and summative assessment opportunities, and allow for practice both in school and at home.

Science

Five years ago, as part of the curriculum review cycle, our staff reviewed and updated the district science standards and benchmarks. This work was conducted in line with an understanding of National Science Education standards and the 5 E's of science (engage, explore, explain, elaborate, evaluate). In addition, our staff has worked to study and understand the Iowa Core Science K-2 and 3-5 standards and identify ways to ensure our science instruction reflects the level of rigor addressed in the Iowa Core. To that extent, Webster has been piloting the National Geographic Science curriculum with a focus on an inquiry approach and attention to the scientific method. Students keep science journals as a means for "thinking like a scientist" and to practice the skills of strong science inquiry, which ultimately leaders to high levels of engagement and motivation for our students.

Social Studies

The Urbandale Community School District utilizes district standards and benchmarks developed with guidance from national standards and best practice instructional recommendations. Our social studies

curriculum uses a sequential, historical venture through history to study influential experiences in from early exploration to basic U.S. history and government. This learning is done through the use of primary and secondary sources, both in print and online, with the addition of artifacts and research that support those key concepts and skills being taught. A focus on social studies at the local, state, and national levels provides students with a context for deep learning.

Webster Elementary is also home to three and four year-old students in the Adventuretime Pre-School program. This program offers a strong foundation for students through the use of the Creative Curriculum and the GOLD assessment system. A strong education in early literacy skills and mathematics helps to ensure that students are ready for kindergarten. In addition, our pre-school teachers focus heavily on providing key social and emotional learning opportunities where students can grow into happy and healthy individuals. Pre-School teachers at Webster also utilize the Professional Learning Communities approach to gain clarity around key learning targets and opportunities for differentiation. Baseline assessment data, collected in the first two weeks of the kindergarten school year, provide evidence of the high levels of student learning that happen in pre-school and allow kindergarten teachers the opportunity to avoid the re-teaching of early literacy skills that have already been mastered.

2. **Other Curriculum Areas:**

The mission of the Urbandale Community School District is "Teaching All, Reaching All" and the work of our teachers in the non-core areas of curriculum fits perfectly with that mission. At Webster, we believe in educating the whole child and providing a variety of rich, meaningful learning activities in these areas that help students to make meaningful connections between the core curriculum and the arts.

During the school day, students attend art, music, PE, or guidance under the direction of a certified teacher. Working collaboratively using the PLC framework, the teachers plan and implement district standards and benchmarks for each grade level. The teachers identify opportunities for cross-curricular integration with general education teachers in the core content areas, all with the hopes of extending student learning and creating lasting instructional connections. Each teacher has successfully used the Plan-Do-Study-Act (PDSA) cycle to involve students in the understanding of key learning targets being covered in class and the monitoring of their progress towards those key goals.

Students in our visual arts program at Webster experience a curriculum that builds on itself from year to year and exposes students to key learning targets in art history, skill development, and the creative process. Students in kindergarten through grade five participate in art classes. Each homeroom classroom will have art one time every six day for between 30 and 60 minutes, depending on the grade level. A high value is placed on communicating key learning targets with parents, along with the need to display evidence of that learning, via student artwork, around the school. Through the PDSA process, students monitor their own learning, provide feedback about methodologies used to learn content, and solve problems in their work. Through the use of technology, students experience and learn, both visually and aurally, about the type of art they are creating. They learn about famous authors of past and present as well as examples of art that exist in the world around them.

Students in grades K-5 also participate in vocal music classes twice every six days for 30 or 40 minutes each time. Students learn a curriculum that is comprised of district standards and benchmarks tied in with the National Standards for Music Education. Regular music programs for students at each grade level provide them an opportunity to demonstrate their learning for an audience and to see specific vocal and instrumental music skills being demonstrated. Students learn key skills in music appreciation, vocal music, and the basics in instrumental education. In addition, students in grades 4 and 5 have the opportunity to participate in a chorus class held before school at least one time every six days. This chorus is open to any student interested in learning more about music and practicing their skills. Nearly 50 students participate in this special program.

Subsequently, our instrumental music program is open to students in fifth grade and sees traditionally high levels of student involvement at Webster. This program builds off of the high quality vocal music provided,

beginning in kindergarten, and teaches students the fundamentals of music. Two band concerts are held each year where students are able to demonstrate their learning through performance.

Students also participate in physical education classes twice every six days for between 30 and 40 minutes each time. The goal of our physical education program, in addition to the learning of key skills and concepts, is to encourage students to take the lead in their own learning. Fourth and fifth grade students take turns as student leaders in class explaining sport specific skills to other in the class. This encourages them to think of how to explain it to other students in ways they can understand. Our younger students learn developmentally appropriate skills by content area and also learn about the fundamentals of demonstrating good character and sportsmanship in school and on the field when playing sports in the community.

Finally, a comprehensive guidance program is offered to all students in grades K-5 once every six days. The focus of our guidance program is to provide support to our students in helping them to grow and develop into strong individuals, both socially and emotionally. Students have the opportunity to work with their guidance counselor in both large and small groups as well as individually. Our guidance teacher works very hard to build strong relationships with our students and their families in hopes of encouraging happy and healthy behaviors.

3. **Instructional Methods and Interventions:**

Webster Elementary employs a three-tier system to meet the diverse and individual needs of students to achieve instructional goals. With a focus on the instructional cycle, teachers must carefully plan to address student learning throughout the unit of instruction.

First, all students are pre-tested prior to instruction to determine their educational needs. Then, grade level Professional Learning Community (PLC) teams, which include grade level teachers and special programs staff, place students in appropriate instructional groupings based on their learning needs. Students are offered differentiated opportunities for learning based on their data from initial pre-test assessments. Careful consideration is given to creating a variety of learning opportunities for students at all three instructional levels (remedial, core, enrichment). Instruction is shaped around student rate of growth and across the scope of concrete to abstract concepts in reading/ELA and math. Students are allowed to work at the rate that meets their instructional level based on data collected from formative assessments for reading, word study and math.

Students whose data is representative of tier 2 would receive supplemental instructional support. This would include small group work in reading/ELA and math. These supplemental interventions are developed in grade level PLC teams and, carefully, the team must work to support the teacher in helping students improve in their learning. Each week, teachers deliver additional instruction to these students (targeted to their instructional needs) and use a weekly progress monitoring probe or other assessment to assess student learning and identify growth over time. Students are involved in monitoring their data and progress toward identified goals, while teachers regularly communicate with parents regarding their child's progress toward the goals.

Students whose needs are indicative of Tier 3 would receive intensive instructional support to help them achieve success. Either individually, or in very small groups, students would receive highly targeted instruction based on specific learning needs. Whether remedial in nature, or enrichment based, the instruction would be designed around very specific learning goals and targets. Careful attention to attainment of goals is made to ensure that instructional methods are effective and are differentiated enough to meet student needs.

The staff at Webster has utilized the Professional Learning Communities model to ensure high quality instruction that meets the needs of all students. It is also critical that this instruction results in high levels of engagement and learning for our students.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results Narrative Summary:**

A careful examination of the performance data for students at Webster Elementary, in the areas of mathematics and English/language arts, reveals that, over the course of the last five years, proficiency levels have remained very steady, regardless of grade level or content area. While student performance may have slightly fluctuated up or down, from year to year, overall performance remains extremely strong. We carefully examine and compare yearly performance data for both grade levels and cohort groups.

Grade Level Performance

In reading, student proficiency rates rose over 2% these past five years in grades three and four, with the exception of 5th grade, which decreased by 3.8%. In math, while both third and fifth grade students saw a decrease in proficiency no greater than 1% over the past five years, our fourth grade students have increased in proficiency by 2.3%. This data indicates the strength of our core instruction in our K-5 system.

Cohort Group Performance

Over the course of the three years of testing for grades 3-5, student proficiency scores remain extremely high. Overall, there tends to be slight declines, as well as slight gains, in student performance, depending on the grade level. For the most part, those changes, either positive or to the negative, were never greater than 5%. One significant increase of 10.5% in the number of students proficient in math occurred for students who moved from 3rd to 4th grade. This growth can most likely be attributed to our implementation of the Everyday Math program, which provided teachers with structured materials for teaching math.

Our analysis reveals that we were able to maintain these high levels of student achievement while seeing significant increases in student enrollment over the past five years, including a nearly doubled enrollment in our fourth grade classes. In addition, support from our reading specialist and ESL teachers, through a co-teaching model, has enabled us to create a strong core instruction that helps our students to be successful in the upper grades.

2. **Assessment for Instruction and Learning and Sharing Assessment Results:**

Given our strong focus on continual improvement as a means for enhancing student learning, we have established a strong process for using student assessment data, and other non-academic data points, to guide our school improvement work.

First, the staff at Webster has worked hard to establish and communicate building SMART goals (in both academic and non-academic areas) that are tied to district goals. This alignment helps ensure that our efforts at the building level support and improve learning at the district level as well. Prior to the start of a new school year, our building leadership team collects, and analyzes, data from our district and state assessments and uses the Plan-Do-Study-Act (PDSA) process to identify strengths as well as opportunities for improvement. We view this data, along with trend data for the previous years, to develop strong goals in key content areas.

Next, as the school year progresses, we utilize data day meetings to more closely examine screening, diagnostic, and progress monitoring data on a regular basis. On a classroom level, teachers are well trained to use screening data to identify students at risk of future academic failure. Teachers then use diagnostic tests to clearly identify the concepts or skills that students need to be successful. Our grade level teams utilize the Professional Learning Communities (PLC) approach to review pre- and post-test data, along with other formative and summative assessment data, to ensure student performance is improving. Teachers share classroom performance data openly in hopes of identifying best practice instruction that can be utilized in every classroom.

Data review meetings are then held every 30 days to review building wide student performance and to determine appropriate supports for students at all instructional levels. During these meetings, current student data is reviewed, along with progress monitoring data, to ensure students are making appropriate growth.

This cycle repeats itself in the spring when we examine student performance from the Iowa Assessments test and look at the overall health of our instructional system.

Part VI School Support

1. School Climate/Culture

Webster is an elementary school that strives to make each child feel welcome and a valued part of our school community. Our work is guided by our building mission statement, which challenges us, as a staff, to help each student to achieve his or her own personal best. We work to exemplify our mission statement and place strong emphasis on creating meaningful learning opportunities for students academically, socially, emotionally, and physically.

First, teachers work together as grade level teams in Professional Learning Communities (PLCs) to design and deliver instruction that benefits all students. Through careful lesson planning, teachers are encouraged to create lessons that are based on the characteristics of effective instruction. Teachers spend a significant amount of time using current assessment data to differentiate instruction to meet all student needs. Through this collaboration, a strong sense of commitment has developed to ensure that all students are successful in attaining key learning targets. Instructionally, we utilize the Plan-Do-Study-Act (PDSA) process to make learning targets clear and assess student progress towards those goals.

Socially and emotionally, we utilize positive, proactive instruction in self-regulation, executive functioning skills, and Character Counts to help students to learn important skills for monitoring one's own self. Through this work, students have a voice in their education through classroom meetings, as well as student choice in activities. They can participate in school activities such as student council, drama club, or the Artist Guild in order to learn and demonstrate their leadership abilities. Students work with other grade level children to build connections through buddies or when working in their small group character lessons (called J-Hawk Huddles). Both of these groups focus on how to recognize the talents and skills of each other and build character. This hard work is showcased during whole school assemblies that are planned with and led by students. At these assemblies, celebrations of hard work and student success are announced.

As a building, we believe in a shared leadership approach where all stakeholders can impact the system, and make improvements, in positive ways. Each week, our staff takes time to recognize and celebrate successes in our daily work, regardless of how big or small the success. In addition, our building leadership and building improvement teams serve as conduits between the principal and the teachers in making valued improvements at the building level. This work could not be done without the support of the principal, who values our hard work by taking roadblocks away so the teachers can work hard to help students grow and achieve.

2. Engaging Families and Community

At Webster Elementary, we recognize that our school is only as strong as the families and community members that support it. At the heart of our work to engage our families and the community is a belief that parents are their child's first teacher. From the moment a family enters our school, we believe it is important to get to know the child and their family personally and to learn about each child's individual learning style and needs.

Webster has an open door policy with their families and the surrounding community. Our Parent-Teacher Organization (PTO) is very active and encourages all families to come join and support their children through a variety of activities and opportunities. The PTO Executive Board officers have created a strong mission statement that guides their work. That mission statement, "Encouraging Kids, Connecting Families, Serving Webster" guides all of their decision-making. Webster PTO is an organization that encourages involvement from all families and is dedicated to helping all students succeed in school. A volunteer project, called "Two Hour Power" allows parents, grandparents, or other volunteers to sign up to give of their time volunteering in any number of ways. The PTO budget also reflects spending in the three areas of the mission statement. This ensures that the resources raised by our families goes directly to enhancing teaching and learning for both students and teachers. The PTO sponsors special events

throughout the year, such as a book fair, to encourage family reading and support our work toward our building goals. They also provide partners in the classroom to work with students to practice key academic skills, prep materials or supervise projects. Without the critical help of our PTO, we would likely not be as successful as we have been in helping support student learning.

Community members and organizations also serve an important function in our daily work at Webster. Our student council members work closely with local agencies to identify service projects that can be run at school to benefit others. By educating our student body about those in need in our community, we can engage them in the work of volunteerism and the idea of giving back to others. We work to further engage families by sponsoring events like literacy night, science night and fun (carnival) night in which school and community members come together to help support student learning and well-being. Together with our community, we are working to help students learn the key values of citizenship and responsibility.

3. Professional Development

Planning for effective professional development takes careful consideration on the part of the building leadership team at Webster. Utilizing a Plan-Do-Study-Act (PDSA) approach, this team has worked to utilize building performance data, and other data points, to create building SMART goals that carefully guide our work. Our team has successfully used the Iowa Professional Development Model (IPDM) to carefully identify key content areas for study and/or review.

With this information, we carefully develop a staff development calendar that reflects each stage of the IPDM. Staff balance the need to learn new content or skills with the need to implement the new learning in the classroom and ultimately reflect on their own implementation. The PDSA process provides us the best foundation to do this work.

Our building leadership team conducts the planning for our staff development. They carefully consider student performance data, examine and identify patterns and trends, and collect input from staff to get a complete picture of the needs of the building. Every 60 days, this team reviews the building goals and identifies specific actions steps that must be taken to help ensure we meet that goal. This leadership team also communicates these action steps to the staff to ensure that everyone understands the direction we are taking as a school.

In the days after the review, our leadership team carefully plans staff development sessions that balance learning with practice, reflection with refinement. All certified staff members at Webster participate in our staff development and connections are made between staff development content and our related arts or special programs classes. In our work with Professional Learning Communities (PLCs), we have been careful to break our new learning into smaller segments, with specific outcomes to be demonstrated after each training. The building principal, along with the leadership team members, monitors implementation of the new learning and listens carefully to teachers to make improvements to building trainings. Self-assessments related to the content areas are a large part of our work and help individual staff members to reflect upon their own strengths, as well as areas for growth and improvement.

At the end of the 60-day period, our leadership team reconvenes to assess our progress towards our goals. We openly and honestly discuss the strengths and weaknesses of our plan and we seek dialogue that helps us to ensure we are making the best decisions for our staff.

4. School Leadership

At Webster Elementary School, we recognize that a continual improvement approach means that we must work hard to create a shared leadership structure where all stakeholders contribute to the success of the students and the school. It is through this shared leadership that all staff are empowered to work and learn at high levels.

At the heart of our leadership structure is our building leadership team that works closely with the building

principal to carefully plan the development of building goals. Utilizing a Plan-Do-Study-Act (PDSA) process, we use a variety of current data sources to identify specific action steps to meet building, and subsequently, district goals. The leadership team facilitates regular communication with staff to share progress towards those identified goals.

With the leadership team focused on directing our work related to student achievement goals, we are able to utilize a committee structure to support the operations of our building on a variety of levels. By engaging staff in the work of these committees, we are able to create a culture where staff can influence and shape our critical work.

A building improvement team is utilized to focus on the development of our culture and climate. Made up of representatives from all stakeholder groups at Webster, the purpose of this group is to solicit feedback related to the operations of the building. As a team, we work to identify areas for improvement within the building and identify action steps to make those improvements. Our discussion and work is clearly communicated with staff on an ongoing basis.

Additional committees focused on addressing school security and safety (Crisis Team), student interventions and support (Building Assistance Team), and our reading bookroom (Guided Reading Bookroom) are utilized to help provide direction to staff in achievement of building and district goals. These committees meet at least 1 time a month and communicate about their work and their needs to our leadership team and the principal. Each of these committees uses a continual improvement approach to identify and implement action steps.

With a clear focus on our building goals and strategies for improvement, the staff are able to work together to identify the biggest leverage action steps that will result in improved learning for students. The PDSA process provides the framework for ensuring that those action steps are well thought out in advanced and result in last improvements.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math | **Test:** ITBS / Iowa Assessments
All Students Tested/Grade: 3 | **Edition/Publication Year:** 2013
Publisher: Riverside Publishing Company |

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES*					
Proficient and above	94	83	93	98	95
Advanced	58	41	34	57	53
Number of students tested	74	79	79	54	60
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficient and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	94	87	92	100	94
Advanced	58	43	35	65	53
Number of students tested	70	71	71	43	54
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: The Iowa Test of Basic Skills (ITBS) assessment was administered to students through the 2010-2011 school year. Beginning with the 2011-2012 school year, the Iowa Assessments test was administered to students. There was minimal change in assessment results due to this change in assessments.

STATE CRITERION--REFERENCED TESTS

Subject: Math	Test: ITBS / Iowa Assessments
All Students Tested/Grade: 4	Edition/Publication Year: 2013
Publisher: Riverside Publishing Company	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES*					
Proficient and above	95	92	94	100	92
Advanced	57	30	42	55	33
Number of students tested	82	82	52	60	42
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficient and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	94	94	100	100	94
Advanced	60	31	45	59	36
Number of students tested	71	73	40	52	36
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: The Iowa Test of Basic Skills (ITBS) assessment was administered to students through the 2010-2011 school year. Beginning with the 2011-2012 school year, the Iowa Assessments test was administered to students. There was minimal change in assessment results due to this change in assessments.

STATE CRITERION--REFERENCED TESTS

Subject: Math	Test: ITBS / Iowa Assessments
All Students Tested/Grade: 5	Edition/Publication Year: 2013
Publisher: Riverside Publishing Company	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES*					
Proficient and above	95	94	89	92	96
Advanced	50	38	40	31	34
Number of students tested	80	52	57	42	50
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficient and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	94	97	90	94	95
Advanced	50	39	41	33	33
Number of students tested	72	41	51	36	45
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: The Iowa Test of Basic Skills (ITBS) assessment was administered to students through the 2010-2011 school year. Beginning with the 2011-2012 school year, the Iowa Assessments test was administered to students. There was minimal change in assessment results due to this change in assessments.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA	Test: ITBS / Iowa Assessments
All Students Tested/Grade: 3	Edition/Publication Year: 2013
Publisher: Riverside Publishing Company	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES*					
Proficient and above	96	89	94	96	93
Advanced	44	35	31	16	36
Number of students tested	74	79	79	54	60
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficient and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	95	91	94	97	92
Advanced	45	36	33	18	38
Number of students tested	70	71	71	43	54
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: The Iowa Test of Basic Skills (ITBS) assessment was administered to students through the 2010-2011 school year. Beginning with the 2011-2012 school year, the Iowa Assessments test was administered to students. There was minimal change in assessment results due to this change in assessments.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA	Test: ITBS / Iowa Assessments
All Students Tested/Grade: 4	Edition/Publication Year: 2013
Publisher: Riverside Publishing Company	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES*					
Proficient and above	90	89	94	100	88
Advanced	39	32	30	56	23
Number of students tested	82	82	52	60	42
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficient and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	91	87	100	100	88
Advanced	42	35	32	59	25
Number of students tested	71	73	40	52	36
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: The Iowa Test of Basic Skills (ITBS) assessment was administered to students through the 2010-2011 school year. Beginning with the 2011-2012 school year, the Iowa Assessments test was administered to students. There was minimal change in assessment results due to this change in assessments.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA	Test: ITBS / Iowa Assessments
All Students Tested/Grade: 5	Edition/Publication Year: 2013
Publisher: Riverside Publishing Company	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES*					
Proficient and above	90	92	96	95	93
Advanced	36	19	36	19	24
Number of students tested	80	52	57	42	49
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficient and above					
Advanced					
Number of students tested					
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	90	95	96	94	93
Advanced	38	19	39	22	22
Number of students tested	72	41	51	36	44
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: The Iowa Test of Basic Skills (ITBS) assessment was administered to students through the 2010-2011 school year. Beginning with the 2011-2012 school year, the Iowa Assessments test was administered to students. There was minimal change in assessment results due to this change in assessments.