

U.S. Department of Education
2017 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Dr. Robert Briggerman

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

Official School Name Jack L. Weaver Elementary School

(As it should appear in the official records)

School Mailing Address 11872 Wembley Road

(If address is P.O. Box, also include street address.)

City Los Alamitos State CA Zip Code+4 (9 digits total) 90720-2200

County Orange County

Telephone (562) 799-4580 Fax (562) 799-4589

Web site/URL http://www.losal.org/Domain/709 E-mail rbriggerman@losal.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. Sherry Kropp E-mail skropp@losal.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Los Alamitos Unified School District Tel. (562) 799-4700

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. Megan Cutuli
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date _____

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

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

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

Part I – Eligibility Certification

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

1. 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. 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 and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 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.
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 2011 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: 2012, 2013, 2014, 2015, or 2016.
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 has not been identified by the state as "persistently dangerous" within the last two years.
9. 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.
10. 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.
11. 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.
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.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2016-2017) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 6 Elementary schools (includes K-8)
 - 2 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 9 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
 - Suburban
 - Small city or town in a rural area
 - Rural
3. Number of students as of October 1, 2016 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	14	10	24
K	66	66	132
1	54	63	117
2	53	50	103
3	55	57	112
4	41	62	103
5	47	54	101
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	330	362	692

4. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 35 % Asian
 - 1 % Black or African American
 - 18 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 43 % White
 - 1 % 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 2015 – 2016 school year: 2%

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, 2015 until the end of the 2015-2016 school year	4
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	8
(3) Total of all transferred students [sum of rows (1) and (2)]	12
(4) Total number of students in the school as of October 1, 2015	682
(5) Total transferred students in row (3) divided by total students in row (4)	0.018
(6) Amount in row (5) multiplied by 100	2

6. English Language Learners (ELL) in the school: 3 %
19 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Japanese, Korean, Mandarin, Spanish, Vietnamese.

7. Students eligible for free/reduced-priced meals: 6 %
Total number students who qualify: 34

8. Students receiving special education services: 10 %
70 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|--------------------------------|--|
| <u>19</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>4</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>3</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>56</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>2</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>0</u> Developmentally Delayed |

9. Number of years the principal has been in her/his position at this school: 2
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers including those teaching high school specialty subjects	30
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	3
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	19
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

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	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	98%	98%	98%	97%	98%
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 2016.

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 X No

If yes, select the year in which your school received the award. 2004

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

The Jack L. Weaver School Mission is to provide a safe and nurturing environment that fosters life-long learning. Weaver School is dedicated to academic excellence. We value parents and community members as

partners in education. By continually promoting character development, we prepare students to become responsible citizens in our diverse society. Year-round education provides a continuous opportunity for optimal learning.

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

Weaver is a non-boundaried public school within the Los Alamitos Unified School District. Students enroll on a first-come, first-served basis. Students from neighboring districts fill the remaining spaces on inter-district transfer agreements. If there are more student requests than spaces available, spots are filled with a lottery with the in-district students having priority first.

PART III – SUMMARY

Jack L. Weaver's reputation has made it a highly sought after school of choice both within the Los Alamitos Unified School District and from neighboring districts as well. Nestled in the suburban neighborhood of Rossmoor in the City of Los Alamitos, California, Weaver is surrounded by single family homes, tree-lined streets, and nearby parks. The Weaver school community is diverse. As a modified single track, year-round school, Weaver attracts a wide range of families from many socioeconomic and ethnic backgrounds. The school has no attendance boundaries as it is the only year-round school in the district. Enrollment in Weaver is typically filled early with a waiting list for those who must be accepted through a lottery drawing.

Pride evolves from Weaver's outstanding traditions, achievements, and accomplishments. Weaver is a model school in Orange County and has received numerous accolades since its re-opening in the 1996 - 1997 school year. Weaver is a standards-based school and has maintained both the highest test scores in the Los Alamitos Unified School District and in Orange County. It is ranked among the top three schools in the county. Our staff is highly talented and has embraced the Common Core State Standards and also the Next Generation Science Standards. Weaver previously received the National Blue Ribbon School Award in 2004. Since then, the school has been a three-time recipient of the California Distinguished School Award, a Golden Bell Award for our signature practice in Cognitively Guided Instruction (CGI), and in 2016 the California Gold Ribbon School Award with a special commendation for CGI.

The heart of the school's mission centers on rigorous curriculum, high expectations, skillful staff members, character development, social responsibility, and family/community partnerships. Weaver is also a hub for a specialized program for pre-school/Kinder children with autism and a non-categorical special needs program for students with other disabilities. This program consists of four classrooms with certificated teachers and multiple instructional aides coordinating a program of 33 students. Kids Korner, an on-site before and after school childcare facility, provides nurturing care for 333 students. Weaver also shares its campus with the district's Child Development Center. This program services one classroom of children ages 3-5 in a pre-school program. Additionally, all students have the opportunity to extend their learning in after school classes through our partnership with the Los Alamitos Education Foundation and the Youth Center of Los Alamitos. Through these organizations, students are able to participate in after school enrichment classes in Foreign Language, Martial Arts, Art, Instrumental Music, and Fitness. Scholarships are available for the families who need assistance to enroll their students.

Weaver Elementary operates on a modified year-round calendar. School opens at the beginning of August and ends the second week of June. Students have a six-week summer and breaks are spread evenly throughout the year. This continual cycle of learning facilitates academic success for all students. Weaver operates with a growth mindset and is firmly committed to developing the learning potentials of all students. "Best first" instructional practices that are research based are delivered consistently across all grade levels. Purposeful instruction along with intervention is designed to support all students.

Additionally, Weaver has a long standing tradition of creating a sense of connectedness to our families and community. This is accomplished through a strong PTA, a non-profit corporation called Friends of Weaver, and the dedication of our teaching staff who welcome partners in education.

Support staff at Weaver includes a school office coordinator, a part-time office clerk, a part-time psychologist, two speech and language specialists, a part-time credentialed media specialist, a part-time health clerk, a part-time credentialed music teacher, and a counselor who is on site one day a week. Two part-time cafeteria workers serve hot lunches, and seven playground supervisors provide both structured play activities and informal supervision during lunch.

As dedicated child advocates, staff, parents, and community members all take pride in Weaver's fine reputation and help fulfill our school motto: "A Great Place To Learn."

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

While the four Cs (Creativity, critical thinking, collaboration and communication) are the buzz words of the day in relation to the common core standards and 21st Century learners, they are deeply imbedded into the heart of teaching and learning at Weaver School. Every student has access to a rigorous, comprehensive curriculum. Carefully crafted instruction in the core subjects of reading, writing, mathematics, science and social studies is balanced with fine arts, physical education, technology, character and civic education. Character and civic education is incorporated through signature instructional practices that lead to "big ideas," regular assemblies where students are recognized for character and civic achievement, and through a strong student leadership program that involves all site students in civic and philanthropic projects. Daily schedules at every grade level build in long, flexible instructional blocks of time, with maximum emphasis on bell-to-bell instruction.

Weaver utilizes a blended literacy program that includes reader's and writer's workshop, novel studies, and guided reading instruction. Frequent and on-going assessment drives our instruction. Individualized results from the Fountas and Pinnell reading assessment system is used to develop prescriptive and purposeful instruction. Teachers work with literacy standards on a classroom language wall to strengthen phonemic awareness, build high frequency words, and strengthen spelling and grammar. There is a gradual shift from "learning to read" to "reading to learn" along with an emphasis on increasing fluency and comprehension skills. All students participate in extended critical analysis of literature through Socratic seminars. Guided reading involves instructional groups that are flexible and focus on comprehension, vocabulary, decoding skills, and reciprocal teaching. Depth and Complexity Prompts are incorporated in all subject areas. Universal themes include change, conflict, order vs. chaos, patterns, power, structure, and systems helping to develop essential questions for readers.

All staff use a variety of tools to support writing. Several teachers visited New York to study at the teacher's college with Lucy Calkins to develop these writing strategies. Students gain practice and knowledge in informative/explanative writing, narratives, opinions, persuasive/argumentative, expository and other purposeful writing prompts. Writing prompts are also often aligned to literature pieces so that there is purposeful writing aligned to fiction and informational text.

Today, our school-wide math achievement shows 99% of our third graders advanced or proficient in mathematics! This remarkable achievement is a result of giving ordinary students extraordinary experiences in mathematics. Cognitively Guided Instruction (CGI) in math is a philosophy developed around the ability of children to think mathematically. The impact of CGI on the ability of students to understand math and think critically in all subjects showed remarkable growth in both district and state benchmark assessments. Weaver has trained over 1000 teachers throughout the state of California and is a model school for teachers and administrators. Each year, the school hosts over 300 visitors to observe our math instruction. In addition, math walls were created to allow for additional discourse in math for all students in K - 3. Students are also asked to write responses about their mathematical thinking through the use of a 5-step lesson frame that includes the use of depth and complexity prompts.

To address the need for increased instruction in spatial relations, the Music Intelligence Neural Development (M.I.N.D.) Research Institute program, developed for grades TK-5 has been implemented at Weaver. M.I.N.D. enhances five basic math concepts: proportional math, fraction, symmetry graphs, and pre-algebra through the use of visual representation. In addition, students participate each week in a 40-minute session in the piano lab. Research has shown the direct correlation between music, symmetry, and patterns to enhance mathematical understanding. All students grades 1 - 5 learn to read music and play piano at Weaver.

Weaver uses an inquiry approach in Science and Social Science. In Science, we utilize the Next Generation Science Standards. Teachers use hands-on experiments and real-life experiences to reinforce concepts. Students travel outside of the school to engage in project-based learning. In Social Science, students

participate in a simulation activity that includes research and application. In fourth grade, students travel to Sacramento for a day and explore the gold country, a major focus of 4th grade California History. Weaver has pride in our inclusive student leadership program that includes training and community service. Annual Veteran's ceremonies attract hundreds of community members.

The site's pre-school includes readiness for formal learning experiences. Academic readiness skills include letter recognition, phonemic awareness, reading, and number awareness and sense. CGI is used in math to develop early skills.

2. Other Curriculum Areas:

Weaver actively pursues avenues to extend and enrich the curriculum beyond the core curriculum for all of its students. The school community believes in providing students with opportunities that foster an appreciation for the arts, healthy living, and a well-rounded education.

Weaver has a special partnership with the Pacific Symphony Class Act program which exposes all students to classical symphonic music. Each year students have a guest musician from the symphony. Classroom lessons, performances, assemblies, and a Youth Concert Finale contribute to a love for classical music. Parents become involved through a special Class Act family night where our resident musician and other musicians from the symphony perform for our community.

The Los Alamitos Unified School District provides a music teacher for 35 minutes weekly in grades 1 - 5. Students learn to read and play music on keyboards. In addition, musical performances are conducted for various grades throughout the year. A school Choir meets weekly and performs at different functions throughout the year including an All District Choral Festival each Spring. Instrumental music is available to students after school through the Los Alamitos Youth Center. Students play an instrument in strings, brass, woodwinds or percussion. This well-established program has numerous students, many of whom have continued into middle and high school.

Students at Weaver participate in visual arts through Meet the Masters. This program is sustained through a cadre of parent volunteers who lead lessons for all students. Students K - 5 attend 5 artist lessons per year. In addition, student created wall murals add to the culture of our campus community.

Physical Education, including skill and fitness, is provided to all students 100 minutes each week. Additional P.E. time is made available to students during small group remediation and intervention instruction for math or reading. All 5th grade students participate in the California Physical Fitness Testing.

Weaver has a sister school in Beijing, China. This partnership is available through the Global Cultural Education Foundation. We offer a weekly Mandarin program. Mandarin is also offered in our after school program.

Weaver was the first elementary school to have a 1:1 iPad program TK - 5. Teachers use iPads daily for research and projects that are directly related to classroom instruction. Additionally, all students are released for 35 minutes of Science, Technology, Engineering, Art, and Math (STEAM) instruction weekly. This curriculum includes instruction in keyboarding, Google Classroom, Google Office Suite, Coding, and Project Lead the Way in our maker space.

After school classes are also offered in Spanish, Mandarin, Hip-Hop, Art, Academic Chess, Economics, Martial Arts, Lego Robotics, and Math Olympiad. These courses are offered through the Los Alamitos Education Foundation.

In addition, extended learning is provided off campus through both day and overnight trips to local destinations that provide application and real-life project-based learning. Students visit local ecological reserves, government agencies, aerospace labs, and local farms.

3. Instructional Methods, Interventions, and Assessments:

Weaver has been recognized for our ability to close the achievement gap for our significant subgroups. Recent data shows an increase of 18% in ELA and an increase of 31% in Math in 3rd grade in our Hispanic/Latino Subgroup. This increase leveled the playing field for all sub groups. High levels of student learning and achieving begins with rigorous best, first instruction. All students are instructed at a very high level and intensive interventions are quickly implemented to fill in gaps and support academic achievement through frequent and careful evaluation of assessment data.

At the beginning of each year, teachers analyze the Standardized and District Benchmark Data of each child. The site develops an intervention plan for any student who is not proficient on assessments from the previous year. Throughout the year, ongoing analysis yields information on how instruction should improve learning. Teachers of students in K - 2 administer benchmark exams and reading assessments on students three times a year and make instructional plans based on student progress. Intervention plans are monitored and developed as needs arise. Plans are also made for students who are already advanced to ensure that they are continuing to develop at their level. In grades 3 - 5, students take a mid-year Interim Comprehensive Assessment which mirrors the end of the year Smarter Balanced. Data from this mid-year exam is gathered to monitor student progress toward the Common Core State Standards and adjust instruction and interventions accordingly. A wide range of frequent formative assessments also regularly track student progress. Teachers use running records, anecdotal observation data, quick comprehension checks, pre-tests and post-tests to determine student progress. Students also participate in a variety of projects, presentations, and performance based assessments so that teachers are also able to measure additional skills such as critical and creative thinking, communication and collaboration.

In reading, instruction is driven by on-going assessment. Fountas and Pinnell assessments are used to gauge reading fluency, accuracy, comprehension, retelling, and rate. Data collected is used to appropriately place students in strategy and skill groups that match their learning need. Students who are more than one year below proficiency attend a daily reading lab that utilizes Lindamood Bell techniques to help students visualize words and increase comprehension. Our reading lab teachers are highly trained and continually coached by our district reading teachers on special assignment. In addition, all teachers are trained in the reading foundations for the common core (RFCC) and are given opportunities to observe as well as receive coaching. Classroom instruction incorporates a workshop model of a variety of mini lessons, small group directed instruction, and Socratic seminar.

In math, CGI allows for differentiation of instruction by providing 3 data sets for each problem. Students self-select or are prompted to choose appropriate difficulty. In grades 3 - 5, teachers use a Response to Instruction (RTI) approach to mathematics. At the beginning of each unit, there is a pre-test. Teachers then analyze data and form groupings based on student need. All students take the same post-test at the end of the unit and then teachers form new groupings at the beginning of the next unit. Students are in RTI groups four days a week for math and in their heterogeneous group one day a week. In addition, student falling more than one year below proficiency are placed in additional math remediation groups conducted by the classroom teacher.

Smarter Balanced Assessment Consortium (SBAC) standardized test data demonstrates that the site's practices lead to high achievement. For the 2014-15 school year, site scores for all testing grade levels (3-5) in English Language Arts (ELA) and Math were at 85% or higher in terms of number of students proficient or advanced. In the 2015-16 school year, all students in all grade levels tested (3-5) were at 87% proficient or higher with growth in ELA and Math from the previous year in grades 3 and 4. In grade 5, the proficiency level remained the same in ELA (87%) from 2015 to 2016, while math dropped slightly from 91% to 89%. However, the 2016 group improved in their proficiency level from their 4th grade year (2015). Their proficiency level increased from 85% to 89%.

In terms of the achievement gap, Weaver has three significant sub-groups, Asian, Hispanic/Latino, and White. Between the two testing years of 2015 and 2016, the Asian and White sub-groups performed very similarly showing similar growth. While performing similarly in grades 4 and 5, the Hispanic/Latino sub-group made significant gains in grade 3. In the 2016 test year, the Hispanic/Latino sub-group proficiency

rate in grade 3 was 95% in ELA and 100% in Math compared to 77% and 69% from just the previous year. This considerably leveled the playing field among all sub-groups. The site is carefully examining this growth to ensure continued balance among Weaver's sub-groups.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

"Weaver is a creative, energetic, school. A place where students learn from talented teachers, family volunteers, and each other. Weaver is a place where new ideas are encouraged, developed, expanded, and cherished." Parent volunteer.

If one word describes the school climate at Weaver, it is "inclusive." From the active parent community, to staff, and to all students, Weaver believes that inclusion supports a healthy culture where everyone is accepted and is a valued member of our community. School-wide expectations include specific guidelines that are directly related to this culture. Students are positively reinforced when they are "caught" contributing to our inclusive culture. Our school suspension rate is less than 2%. Students are engaged in productive and rigorous activities.

Weaver school is a place where "everyone knows your name." There is a personal feel on the campus that contributes to the engaging and motivating climate. Numerous family activities also contribute to our engaging and motivating culture. Families attend our weekly Flag Ceremony where we celebrate patriotism, random acts of kindness, and positive social behaviors. "High Fives" are given to students as they are caught being good. Good citizens are recognized as well as students with perfect attendance.

Additionally, many family dining and fun nights provide a way for families to come together and enjoy each other's company in an informal environment. Each year, the PTA puts on a Carnival and a Spring Summer Jam that are simply fun venues to bring together our school community. These events utilize student volunteers from our feeder middle schools and high school. Our events typically draw thousands of participants.

Students who experience hurdles are first referred to our Student Success Team. We evaluate students referred to the team and form action plans. Our discussion includes topics of academic, social, and emotional concerns, as well as attendance, health, organizational and study skills. Recommendation for action may include small group instruction, Reading Lab, peer tutoring, after school clinics occupational therapy, English Language development, counseling, behavioral contracts, modified instructional strategies, and increased home to school communication. Psychoeducational evaluations sometimes result through this process.

Professional learning communities have been a long standing tradition over the last 20 years. Teachers are accustomed to sharing best practices as well as opening their doors for colleagues. Principal's advisory committee is utilized as a forum for school-wide issues. Each year, a site teacher is selected as Weaver Teacher of the Year through the local Lion's Club. Staff members nominate a candidate to receive this special recognition. This is truly meaningful as they are selected from among their peers. A staff appreciation week by our site PTA acknowledges and appreciates the dedication of our teachers each year.

2. Engaging Families and Community:

Beginning with just 100 families in 1996, Weaver establish a very special close knit relationship with the parent community. Parents were not just volunteers, but rather partners in education. The goal was and still is involvement vs. inclusion. At Weaver, our families are involved in many ways. Our parent volunteerism has tripled since the time of the re-opening.

Families are directly involved in instructional processes. We engage in a process whereby decisions are made based on what's best for students and individual family needs. Parents are very welcome and encouraged to volunteer. The parent education level is high. Many parents have advanced degrees in science, engineering, technology, education, the arts, and other fields. Many parents often come in and teach lessons in their professional fields. Additionally, there is no shortage of classroom volunteers.

To support the site in leadership needs, parents are also encouraged to participate in our PTA and Friends of Weaver, where they may be actively engaged in decisions affecting the schools. The School Site Council consists of parents and staff who develop achievement goals and how site funding will be allocated to support goal attainment.

When students struggle and are in need of support, Weaver brings the family into the loop to address concerns. School Success Team meetings, 504 meetings, and IEP meetings all include active parent participation. Assessments include parent input. Additionally, prior to Formal processes, teachers reach out to parents via telephone or email to quickly address and resolve concerns.

There are a variety of communication mechanisms to keep parents informed. The school year is divided into three academic trimesters. After each academic trimester Teachers send home report cards to students demonstrating student progress. At the first trimester, all parents participate in school conference regarding their student's progress. At the second trimester, the teacher and/or parent may request a conference to check in on student progress.

Regular communication come home via a school auto dialer, a weekly e-newsletter created by the PTA, and personal emails and phone calls. The site also maintains an Instagram and Twitter accounts to provide parents with glimpses of their school day. The school also uses a Remind app to notify the parents of emergencies, and urgent matters.

3. Professional Development:

The district has a five-year comprehensive Professional Development Plan for all new teachers. Teachers spend approximately 10 days of training each year on the district's signature practices. District teachers on special assignment (experts in the different signature classes) also come to Weaver to coach and work with individual teachers on the practices as they implement them in their classrooms. Weaver also places each new teacher with a site master teacher to provide support and propel best practices.

The district also offers a robust professional development calendar for all veteran teachers. Teachers may choose to attend training days in our signature practices.

Each year the site Principal conducts Fall planning/Spring review meetings with each teaching staff member. They discuss student data and develop intervention plans for struggling students, talk about enriching options for advanced students, and discuss ways to push proficient students to advanced. Additionally, each teacher develops two professional goals to work on of their choice. In the Spring, a review meeting is conducted to determine level of success and implementation of student data and of the professional development goals.

Weavers teachers have 2 1/2 hours weekly of release time for common grade level planning. It is used to collaboratively discuss standards-based lessons, score assessments, analyze results, and plan for the next steps to ensure that students meet grade level standards. District-wide grade level meetings allow for the sharing of effective strategies, as well as discussion of practices to improve student achievement, engage and support student learning, provide content skills and pedagogy, and utilize assessment data to guide instruction.

All teachers are also released one day per month to work as a PLC team, where they analyze student data and plan units and make instructional plans based on student data. When needed they also develop and adjust individual student intervention plans during this time.

Weaver has also had a long standing relationship with the Cotsen Foundation for the Art of Teaching. This local foundation's mission is to provide teachers the opportunity to learn and share best teaching practices. Weaver was one of the first schools to join the foundation and has become one of the foundations highly sought after destinations. Weaver hosts four visits each year and demos CGI to many visitors. The sharing of lessons and collaboration that happens between our demonstration teachers and the visitors is always an opportunity to grow professionally.

4. School Leadership:

Weaver Elementary operates on a shared leadership model based on Interest-based decision making. The site maintains a Principal's Advisory Committee that meets monthly to make decisions and discuss issues. The decision-based approach is based on the bargaining process that we maintain with the Teacher's Association. When decisions are made, the number one goal is to make them in the best interest of students. Under this structure, teachers and staff remove their personal feelings and emotions to ensure that decisions about policies, programs, relationships, and resources are focused on student need and achievement.

Parents are also part of the leadership process. The site firmly has established a positive partnership with the parent community and parents lead in a variety of positions through PTA and Friend's of Weaver a forward funding group that fundraises specifically for programs that advance student achievement.

The School Site Council is a body comprised of staff members (both certificated and classified) and parents who develop a yearly Single School Plan of Achievement. This document consists of goals in multiple areas that are tied to student achievement. This body develops student achievement goals and others. The goals also include how site monies through our Local Control Accountability Plan will be spent to support these goals. These decisions are made based on critical analyses of assessment data.

The site also works very closely with the school district. The leadership at the district is also very supportive to the site with all student needs and is very involved in working with Weaver on improvement of student achievement.

A strong site Support Staff consisting of a Psychologist, part-time counselor, 2 Speech and Language Pathologists support student social and emotional needs in order to support them with academic success.

Weaver also believes in providing student voice in decisions affecting the school. A very active student leadership program, the Ambassadors, provides students with many leadership opportunities. This is an inclusive 5th grade leadership program. This year over sixty 5th graders are participating in the Ambassador Program. The Ambassador program teaches student leadership, civic involvement, public speaking skills, and social justice issues. The rest of the school is also involved in the program through two annual fundraising drive for a needy charity. This year, as the husband of one of our staff members has just been diagnosed with ALS, Our two C.A.R.E.S. (Compassion, Action, Responsibility, Empathy, and Support) weeks were dedicated to ALS Guardian Angels, a local ALS charity who supports afflicted families with a variety of needs. Between a cash donation drive in the fall that was supported by a girl scout troop as well, and a spring gift card drive, Weaver raised over \$15,000.00 to support this needy cause. Next year, Weaver is looking to expand the Ambassador program by having room delegates from each classroom that will be an Ambassador liaison for their classroom.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Weaver's primary emphasis is high achievement for all students. We share a vision to re-think current practices, reflect on current research, examine school structures, and challenge long standing traditions to ensure maximal learning for all students. Standards apply to all students, even those who in the past may not have been held to high standards, or those who may have a history of low performance. Our vision includes setting and re-setting goals for achievement, and believing that no bar is ever too high to reach.

Data driven instruction is our key component in moving both struggling and high-achieving students from good to great and from great to extraordinary. It is the motivation behind what we teach, how we teach, what we do when students have not learned, and what we do if they have because we need to challenge all students to achieve at their highest potential.

Needing more time for collaboration and deeper discussions, we reorganized the budget to include one full day each month for every grade level teams to collaborate. Teams develop common assessments and dialogue about gaps in learning, and have in-depth conversations regarding improving teaching and learning. Our teams at Weaver analyze their own practices and begin to re-shape the delivery of instruction to improve learning for both the struggling and advanced students.

A variety of research based strategies and philosophies such as an RTI model, a non-verbal approach to teaching math using spatial temporal strategies (M.I.N.D), exclusion brainstorming, workshop models that build collaboration, and Cognitively Guided Instruction (CGI) are used with all students. We have provided safety nets through student study teams, crisis intervention, and social skills development groups. Every student learns differently so we fill our "tool box" with multiple strategies so that our instruction can be differentiated and purposefully focused.

Our inquiry based philosophy began with the implementation of CGI in Math years ago. The math data skyrocketed as a result of the implementation of this approach. Since then, this type of inquiry-based questioning using the Depth and Complexity prompts and other strategies has transcended the curriculum.

Building community connections is an integral part of our school culture. Parents and community members are invited as partners in school-wide events, community service projects, and "friendraising."

All of these combined, along with the spirit of the staff student and community, make Weaver a great place to learn.