

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

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[X] Public or [ ] Non-public

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

Name of Principal Mr. Brian Smith

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

Official School Name Rogers Elementary School

(As it should appear in the official records)

School Mailing Address 200 Rogers Street

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

City Waterloo                      State IL                      Zip Code+4 (9 digits total) 62298-1572

County Monroe County

Telephone (618) 939-3454                      Fax (618) 939-7980

Web site/URL http://www.wcusd5.net                      E-mail bsmith@wcusd5.net

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\*Mr. Brian Charron                      E-mail bcharron@wcusd5.net  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Waterloo Consolated School District 5    Tel. (618) 939-3453

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

Date \_\_\_\_\_  
\_\_\_\_\_  
(Superintendent's Signature)

Name of School Board  
President/Chairperson Mr. Johnny Caupert  
(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**

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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

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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):
- 3 Elementary schools (includes K-8)
  - 1 Middle/Junior high schools
  - 1 High schools
  - 0 K-12 schools
- 5 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	0	0	0
K	0	0	0
1	0	0	0
2	108	106	214
3	96	94	190
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
<b>Total Students</b>	204	200	404

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 0 % Asian
  - 1 % Black or African American
  - 2 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 94 % White
  - 3 % 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: 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 <i>to</i> the school after October 1, 2015 until the end of the 2015-2016 school year	13
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	13
(3) Total of all transferred students [sum of rows (1) and (2)]	26
(4) Total number of students in the school as of October 1, 2015	392
(5) Total transferred students in row (3) divided by total students in row (4)	0.066
(6) Amount in row (5) multiplied by 100	7

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

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

7. Students eligible for free/reduced-priced meals: 24 %  
Total number students who qualify: 94
8. Students receiving special education services: 18 %  
69 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.

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

9. Number of years the principal has been in her/his position at this school: 5
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	1
Classroom teachers including those teaching high school specialty subjects	19
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	10
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	5
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

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 22:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	97%	95%	96%	96%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**  
Show percentages to indicate the post-secondary status of students who graduated in Spring 2016.

<b>Post-Secondary Status</b>	
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. In a couple of sentences, provide the school's mission or vision statement.  
The Mission of Rogers Elementary is to provide a safe and also positive learning environment filled with educational opportunities that will assist each child in reaching their fullest potential.

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

## **PART III – SUMMARY**

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Rogers Elementary mission is "to provide a safe and also positive learning environment filled with educational opportunities that will assist each child in reaching their potential." This is the driving force that leads our staff and district as the Waterloo community continues to grow and has become more diverse.

Waterloo's history dates back to the 1780's when there was a small rural settlement called Bellefontaine located in Monroe County in southwestern Illinois. In 1816, another small settlement called Peterstown was formed in a neighboring area. As legend has it in 1818, a man named Emery Peters Rogers was instrumental in joining the two small settlements and called them "Waterloo." The area has continued to grow and in 1849, Waterloo received its Charter. The population has continued to grow ever since.

Waterloo Community School District consists of five buildings: Waterloo High School (9-12), Waterloo Junior High (6-8), Gardner Elementary (4-5), Rogers Elementary (2-3), and W.J. Zahnow (Pre K-1). Originally, the school district housed all of the grade levels in one building. Over the years as the town and community continued to grow, the school district built additional buildings. W. J. Zahnow was built in 1970 and Rogers opened in 1993. Rogers began as a 3rd through 5th grade building. In 1999, Gardner Elementary opened as Waterloo Junior High. The original building that housed all of the grades now became just the High School for the next 10 years. In 2009, the new high school was built and a year later the high school became our new junior high. This led to the shift of the elementary buildings and Rogers Elementary became 2nd and 3rd grade. Rogers currently serves over 400 students from Waterloo and surrounding communities in Monroe County: Hecker, Fults, Burksville, and Wartburg.

In an effort to represent and uphold the vision of WCUSD#5 and our serving communities, Rogers Elementary staff works diligently with our students and parents to ensure the needs of our students are met academically, socially, and emotionally. As our mission and vision guides us "we recognize the importance of teaming with parents and families to support the development of our children." With students moving buildings every two years throughout the elementary years, it is vital for our teachers and administration to build a strong rapport with our families and students as they begin attending Rogers. Throughout the year, we welcome parents, grandparents, and other community members into Rogers to become an integral part of our learning community. During the school year, we invite parents in for our meet the teacher night, open house, Read Across Rogers (our version of Read Across America), presidential speeches, inventors, and our annual book fair. In addition to those unique opportunities, we also encourage volunteers to assist in interventions, classroom helpers, and assist in the media center. The office staff sends out our Puppy Tales monthly highlighting what is going on at Rogers as well as reminders of upcoming events. We use our on-line database to communicate monthly and as needed throughout the school year. Teachers communicate with weekly newsletters, blogs, and Facebook pages. Parents volunteer to assist in classrooms for interventions, small group reading, incentives and parties, and many other areas around the school.

Our staff continually works together and is always collaborating to improve their teaching, curriculum, and opportunities for our students. Each member of our staff is involved in a committee that improves teaching and learning for our staff and students. The Problem Solving and PBIS committees are set up to give support for our students academically, emotionally, and socially. Common Core groups are set to align the curriculum to the Common Core Standards. We currently have Math, Science, and ELA groups actively working on adjusting the curriculum to those standards. Social Sciences are at the beginning stages as more information becomes available. Waterloo School District takes pride in implementing the new standards and preparing our students to meet the standards that are set.

Rogers Elementary School has been highly successful through the years and is worthy of National Blue Ribbon consideration. Our staff is committed to our students and is willing to put in the time and effort to adjust curriculum, provide interventions, and communicate with families to ensure the success of all of our students. Rogers' teachers are made up of a broad range of veteran teachers and new hires that have meshed together to educate high functioning critical thinkers that are building a solid foundation for years to come.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

The Waterloo Community Unit School District #5 has made a commitment to providing the necessary resources for early success in reading while providing the necessary interventions to move kids to reading at grade level. Although the balanced literacy program Literacy By Design is the "official" resource adopted by the school district, students at Rogers Elementary receive a balanced literacy curriculum enhanced by the grade level teachers using a variety of resources. Students at Rogers receive 90 minutes of reading instruction in a balanced approach using the following instructional practices: shared reading, guided reading, independent reading, and writing about reading, phonics, and word study. Additional support is provided daily in W.I.N. (What I Need) groups for students reading below grade level. Students are benchmarked in reading fluency and comprehension using AIMSweb three times a year. Teachers use the data in conjunction with other local data sources to determine level of instruction each student receives. Within the 90 minute reading block, students spend twenty minutes every other day in guided reading level small groups where they receive direct instruction applying reading strategies from whole group on books at their reading level. On non meeting days for students, they spend time reading and practicing strategies on their independent reading levels as well as working with words, phonics and fluency strategies.

The Waterloo Community School District #5 adopted Everyday Mathematics as the main resource for mathematics instruction for grades K-6 prior to Illinois adopting the Common Core State Standards. Everyday Mathematics 4 is the current core curriculum for our K-6 students, as our teachers recognize the importance of providing students with rigorous mathematics instruction. Students are provided with an instructional approach that spirals, revisiting concepts regularly to enhance the development of basic skills and concepts. Children continuously revisit concepts and repeatedly practice skills encountered earlier in the curriculum. Teachers also recognize the importance of allowing students time to make connections between their own mathematics knowledge and experiences, both in school and outside of school to deepen their understanding of math. Waterloo students spend time at the start of every lesson productively struggling with a math concept. Students discuss and solving a math message problem that allows for many approaches to its solution, relying on students background knowledge to communicate and solve. Not only are Waterloo students solving math problems, they are discussing mathematics thus gaining a deeper understanding into how math works and why.

The Social Studies Curriculum allows Rogers Elementary students to gain an understanding of people and how they live. Students study world, U.S. and local history. They are often comparing and analyzing the past and present. Social Studies is also interwoven into the reading and writing curriculums, where students spend time researching and writing about historical figures, events and places. Rogers students begin to explore the world of economics, they develop business plans, create goods to sale at the classroom market and then shop in the market with their earnings. Students also spend time learning outside the four walls of the classroom. They venture out on walking field trips around the town stopping at significant historical landmarks in Waterloo. They learn about the history of their own community and discuss the past that created our present. Students analyze changes and think critically about why those changes occurred. Rogers Elementary students embark on many virtual field trips as well using Google Arts and Culture to enhance and enrich their classroom learning.

Rogers Elementary teachers are currently in the transition phase of adopting the Next Generation Science Standards (NGSS). Teachers are attending professional development opportunities provided for by our local Regional Office of Education through Illinois Foundational Services that will train the teachers to identify the attributes of 3-dimensional learning while transforming elementary science education for students by engaging them in meaningful, relevant, and coherent investigations. Inquiry based activities are often accompanied by leveled readers that correspond to the different NGSS Standards. Rogers Elementary students spend time throughout the year completing and competing in STEM (Science Technology Engineering and Mathematics) challenges. Students often find themselves in real-life situations where in teams they must work together to plan, design, create, test and modify their creation based on test results.

## **2. Other Curriculum Areas:**

Music classes are broken up into vocabulary and symbols, pitches and hand signs, character education songs, performing with instruments and exploring theory and composition. Both grade levels focus on rhythm, melody, meter, and much more. In addition to their stand alone curriculum, our music department helps connect their music to special events throughout the year such as Grandparent's Day performance, Dr. Seuss week, Christmas sing along, etc. Students learn songs that support character education each quarter. Music and PE classes also join together for Music and Movement activities.

Physical Education classes are a good mix of traditional games and activities and focus on flexibility, cardio vascular endurance, and nutrition. All of the activities and games are focused to improve overall fitness and learning team concepts and individual goals. Within the state standards, we are "pumping up PE" working toward fitness and good "heart" health. Each year our elementary schools participate in Jump Rope For Heart to support the American Heart Association. The students work on "Heart Health" activities along with jump roping and raise money for the great cause. Waterloo School District has participated since 1998 and has raise over a half a million dollars for the AHA. Rogers has been one of the biggest contributors raising almost \$200,000 since we began our collections in 2002. Our PE teacher has made the collection into an event that concludes with an assembly for the students, staff, and community members to enjoy. The AHA sends many of their corporate officials to witness what Waterloo has been able to accomplish through the years.

Technology is an important part of the day for the students at Rogers Elementary School. All of our classrooms are outfitted with an interactive whiteboard and digital projector. Rogers Elementary School has three computer labs, as well as a mixture of chromebooks and ipads in every classroom creating a two to one student ratio. Students are exposed to all the major computer platforms. Not only do they receive instruction on best practices with the technology, they also learn about digital citizenship and web literacy. Rogers Elementary has a Media Specialist on staff who is a Google Certified Teacher and is available to help the staff integrate technology seamlessly into their instruction as well as helping with the instruction of the students. Technology is not only used to enhance and extend the curriculum but is also embedded within daily the curriculum. Students at Rogers are exposed to many different programs and web applications over the course of the year, including but not limited to all the various Google Apps for Education, website design and creation, video game creation, programming and coding.

## **3. Instructional Methods, Interventions, and Assessments:**

The core curriculum of Rogers Elementary was designed to differentiate the varying needs of all students. All students are benchmarked in reading fluency, reading comprehension, mathematics concepts and applications, and math computation using AIMSweb three times a year. Teachers use this data in conjunction with other local data sources to determine any necessary interventions. Teachers progress monitor their Tier II bi weekly and Tier III students weekly in both math and reading to evaluate the effectiveness of current interventions.



progress reports to allow for the monitoring of their student's progress. Standards-based report cards are issued quarterly. Reading and math data is also shared with parents after each AIMSweb benchmarking period, in September, January and May. Individual student's PARCC data is made available from PARCC created reports. The district posts all PARCC results on the district website.

## PART V – SCHOOL SUPPORTS

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### 1. School Climate/Culture:

Rogers Elementary has created a safe and positive school culture built on three basic rules: Be Respectful, Be Responsible, and Be Safe (known as our 3 B's). These basic principles are established throughout the building and reinforced by our Positive Behavior Intervention and Support (PBIS) committee. The PBIS team creates a positive atmosphere in our building that continues to reward positive behavior and not focus on the negative behavior. The PBIS team is made up of the social worker, two grade level teachers, specialty teacher, and the principal. Rogers teachers work with the PBIS team to teach our basic rules and expectations in every area of the building. The team conducts stations at the beginning of the year to go over the 3 B's in each area of the school: classroom, hallway, cafeteria, bathroom, and playground. These rules will also be reviewed after the first semester with either assemblies or videos.

The committee sets goals for our students on a quarterly basis. If students exhibit "Rockin' Rogers" behavior then they are able to attend the quarterly reward parties which consist of: extra recess, movie party, bowling party, and summer send-off. There are also weekly incentives. When a student behaves well or does something nice or special for someone they earn a "Rockin' Rogers." These slips are placed into a drawing in each classroom. Each Friday the principal announces it is time for Rockin' Rogers and plays a song dedicated to a student or group of students. Every classroom draws a student's name to come down to the office for a prize. The mix of weekly and quarterly rewards help highlight the positive behavior and students are rewarded more often.

In addition to rewarding the students for their great behavior, Rogers Elementary also highlights teacher performance. A monthly Teacher of the Month was set up district wide and each month teachers nominate a colleague that has exhibited the same qualities that we are looking for in our students. One teacher of the month is chosen from each of our buildings and receives a plaque. Our staff also celebrates birthdays monthly and on other special occasions such as: Nurse's Day, Secretary Day, Principal Day, Teacher Appreciation, and Support Staff Day. The teachers bring in special treats for everyone to enjoy to celebrate all that we do for our students.

Highlighting our successes with both student and staff allows for a more positive encouraging atmosphere. Once the atmosphere and attitudes are established, it allows for a more positive class room that is filled with students and staff that are ready to work and make everyone proud of their accomplishments.

### 2. Engaging Families and Community:

Rogers Elementary understands the importance of families and community. We welcome our parents and community members into the building as much as possible. Parents volunteer to help in classrooms and building wide to provide assistance to the teachers and students with interventions and classroom parties. Teachers communicate with parents on a daily basis through agendas, Class Dojo, webpages and weekly with Facebook and newsletters.

Throughout the year, Rogers invites parents and community members into the building to join us as we celebrate numerous events. At the beginning of the year our elementary buildings open the building for supply drop and meet the teacher event. This gives the students, teachers, and parents an opportunity to meet each other and explore the building prior to opening day. Later in the semester, we have our parent conferences and a few holiday parties. Each February, we celebrate reading with our Read Across Rogers/Dr. Seuss week. We invite community members to the school to be our special readers and we include our book fair that week to encourage reading. In the spring, we have a Grandparent's Day program. This is a unique day in our district, the only day that we only allow grandparents to have their day with their grandchildren. We also have a family trivia night as well as a movie night with parents and students.

Student success is a direct correlation of the parent, teacher, student relationship with support of the administration throughout the district. Our teachers take each opportunity they have to communicate with

the parents to highlight the successes their child has as well as areas for improvements. The administration takes the same approach as they work with parents, students, teachers, and support staff. We make sure all stakeholders are included as we assist the students to ensure success.

### **3. Professional Development:**

Professional Development is an important part of WCUSD#5 and the success that we have achieved. Rogers Elementary teachers have been fortunate with the opportunities that have been afforded to them by our Unit office. As the new evaluation system went into effect, the district took an aggressive approach to align our instruction with the new system. Along with a neighboring community, we invited Anita Archer to present at a workshop that focused on engagement in the classroom. Years later the approach that she trained our staff on is still evident in each and every classroom. In addition to the instructional approach, Waterloo School District began studying the new Common Core Standards. A leadership team of administrators attended a few workshops explaining the new standards that were going into effect. That team brought the information back to the buildings and began to teach the staff on what to expect. The next step of PD was to send a group of teachers to attend a more intensive workshops breaking down the information for specific grade levels. From that point, our teachers have been aligning our curriculum to the new standards in math and ELA. Each year since implementation, our teachers meet monthly or bi-monthly to adjust the curriculum. Our approach is that it will always be on-going and to be effective we have to continue to collaborate and adjust. Over the last two years, Rogers has begun the process for the new NGSS. We are taking the same approach and are working with the Regional Office of Education to provide the most updated materials and attend workshops through their office.

As we have minor turnover within the building, we use our newly implemented mentoring program to expose our new hires to our curriculum and expectations. As a building and district, we feel that some of our best PD is learning from each other and sharing ideas and experiences. Most of our teachers have their master's degrees and a handful of teachers are currently obtaining degrees in curriculum and instruction and administration. The variety of PD that is offered at Rogers as well as time set aside for collaboration and inquiry allows for our students to benefit from a staff that is not content and looking for ways to improve.

### **4. School Leadership:**

Rogers Elementary is comprised on many leadership teams and committees. The principal oversees all of the committees to ensure that the school's vision remains aligned to the district goals. The principal attends monthly administration meetings with principals from each of our buildings, superintendent, curriculum coordinator, and the special education coordinator. From these meetings, all building principals ensure that the district goals and policies funnel down to each building.

At the building level, the Internal Review team is the leadership team within Rogers. It consists of the principal, dean of students, grade level leaders, special education teacher, and a specialty teacher (PE/Music). This group works through daily, weekly, and monthly items that allows the year to go smooth and meet the needs of our students academically and with our procedures. In addition to the IR team, the Problem Solving team is assembled to meet our students' needs academically, socially, and emotionally. This committee works with teachers to assist on interventions and other ideas to allow the students to be more successful. The PS team consists of the principal, social worker, reading teachers, grade level teachers, special education teacher, and the school psychologist. They meet twice a month to assist the needs of our students and communicate with teachers on a weekly basis.

In addition to the IR and PS teams, Rogers also has a PBIS team that works with students to promote positive behaviors. This committee consists of the principal, grade level teachers, social worker, and the dean of students. This group sets weekly and monthly incentives for students to work towards. They also have incorporated "stop, walk, talk." This is a program that we teach our students to stand up for themselves and work through minor disagreements and undesired behaviors. By giving the students a voice and options for how to handle these situations, we are able to avoid additional confrontation and bullying behaviors. The PBIS team also analyzes data that highlights where they may be a concern or issue that are occurring in certain areas. Once the areas are exposed, the team works to set a weekly/monthly

incentive to improve behaviors in those areas.

The social committee is set to provide a way to celebrate the successes for our teachers in addition to the work we do for our students. The leadership teams understand that our teachers work hard for our students and we need to celebrate our successes. This committee sets up the birthday celebrations and special days for the nurses, support staff, and other groups. The administration and office staff creates a special event for teachers a few times during the year. The teachers and staff don't expect anything, but they are very appreciative of the gestures which help with the school climate which ultimately benefits our students.

## **Part VI – STRATEGIES FOR ACADEMIC SUCCESS**

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The success of our students starts with the community and parent support that are evident in every aspect of Waterloo and surrounding communities. For Waterloo Community Unit School District, we are blessed to have a community that values education and supports our district as a whole. Our district has a wonderful relationship with the Regional office of Education, city officials, Waterloo Police Department. The relationship that has been forged allows us to provide a safe and secure school for our students as well as providing support for families that need our help. Together we work together to help families financially, emotionally, and physically which allows our school district to provide a positive educational experience for all of our students. As our free and reduced lunch rate continues to climb, our students are still achieving some of the highest PARCC scores in the state over the past few years.

The school board, administration, teachers, and support staff all work collectively together to provide an "excellent educational experience for the total development of each student so they can become well-adjusted citizens, making positive contributions to society." At a time when there are financial uncertainties, our superintendent and school board has allowed Rogers Elementary classes to stay at a manageable size. The combination of manageable class sizes, curriculum aligned to Common Core Standards, and an RTI program that allows for daily individual interventions are core pieces to our academic success. Teachers training on engagement and their willingness to individualize instruction for our Reading program and interventions allow students to reach their potential and close gaps where necessary. The administration, teachers, and community all have the student first mentality that supports our students and allows for optimal success.