

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 [] Choice

Name of Principal Mr. Jeffrey William Heaney

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

Official School Name Woodland School

(As it should appear in the official records)

School Mailing Address 114 Stirling Road

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

City Warren State NJ Zip Code+4 (9 digits total) 07059-5772

County Somerset County

Telephone (908) 753-5300 Fax (908) 604-6633

Web site/URL http://www.warrentboe.org/schools/woodland/ E-mail jheaney@warrentboe.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. Matthew Mingle E-mail MMingle@warrentboe.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Warren Township School District Tel. (908) 753-5300

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. Tia Allocco
(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):
- 4 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 0 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	27	13	40
1	15	14	29
2	27	19	46
3	22	21	43
4	30	24	54
5	18	20	38
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	139	111	250

4. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 20 % Asian
 - 2 % Black or African American
 - 3 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 70 % 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: 4%

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	6
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	5
(3) Total of all transferred students [sum of rows (1) and (2)]	11
(4) Total number of students in the school as of October 1, 2015	250
(5) Total transferred students in row (3) divided by total students in row (4)	0.044
(6) Amount in row (5) multiplied by 100	4

6. English Language Learners (ELL) in the school: 2 %
6 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Albanian, Chinese, Czech, Gujarati, Malayalam, Portuguese, Russian, Spanish, Tamil, Telugu, Thai

7. Students eligible for free/reduced-priced meals: 0 %
Total number students who qualify: 0

8. Students receiving special education services: 11 %
27 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.

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

9. Number of years the principal has been in her/his position at this school: 3
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	15
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	14
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	9
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 17:1
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	96%	97%	97%	97%	97%
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 No
If yes, select the year in which your school received the award.

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

To provide an outstanding education that is engaging, fosters academic excellence, healthy social and emotional development and a lifelong passion for learning for all students.

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

Woodland School is one of four elementary schools serving children from grades kindergarten through five in the town of Warren in Somerset County, New Jersey. Our school has an enrollment of 250 students and over 45 highly qualified and extremely dedicated staff members. Woodland School opened in September of 1953 and additions were made in 1959 and 1963. Due to district enrollment decline Woodland School was closed in 1974. The population boom around 1995 allowed for Woodland School to be reopened on September 1, 1998. Our district is classified by the New Jersey Department of Education as being a district factor group "I", the second highest of eight socioeconomic groupings. Our parent community, whose profile includes scientists, attorneys, landscapers, and business owners, is well educated, supportive and committed to the mission of cultivating productive and caring human beings. Woodland families have high academic expectations for their children in the areas of academics, athletics and arts. Our diverse group of learners arrive on our front steps each day from well supported homes, prepared for the learning challenges, eager to make new friendships and happy to be at Woodland School.

The hallmark of the district and Woodland School is that we are a community of learners who believe that every child has the ability to succeed and has the right to an outstanding education. The uniqueness of each child is respected and every student is assured a safe and nurturing environment that instills a lifelong love of learning. Our mission is to give children the skills to be top-notch students and, more importantly, model human beings. While high performance on standardized tests is very important at Woodland School, we know that everything that matters cannot be measured.

A supportive and active PTO sponsors school wide events such as Young Author's Day, International Day, Science Day, Woodland Parent and Teacher Basketball Game, Field Day, Woodland Olympics as well as cultural arts assemblies. The PTO's "Dream it, Fund It" program provides teachers the opportunity to innovate programs and events directly tied to a unit of study that supports students' social, emotional and academic well being.

To promote the sense of unity and to encourage summer reading we established a "One-School, One-Book" project. This tradition promotes literacy and supports annual school wide themes. Recently, students and staff enjoyed reading "The One and Only Ivan" and learned the importance of kindness, compassion and accepting differences.

In order for students to be successful they must be emotionally and physically safe and healthy. During the school year a full time guidance counselor "pushes into" classrooms to deliver mindfulness lessons to promote students' emotional and interpersonal awareness. Health and wellness needs are met by a certificated school nurse. Students experience assembly programs, daily lessons and announcements around the six pillars of good character. Woodland's commitment to the social, emotional and academic growth of all students, allowed a student who is medically homebound as well as a student who was in a hospital battling cancer to virtually participate in classroom lessons. Students have recess every day which provides the opportunity to work through social issues, develop strategies for working together and to make new friends.

Academically, learning objectives, activities and assessments are clearly articulated across and between grade levels. Schedules are carefully designed to allow grade level teachers common prep time to share best practice, discuss student concerns, analyze data and establish common goals. Administrative led grade level meetings occur during this time which allow for strategic planning and professional development. Woodland's staff is known for their collaborative nature, willingness to share ideas and eagerness to support one another.

All staff design lessons that promote 21st century skills. Lesson planning maintains a strong commitment to promoting collaboration, encouraging effective communication, critical thinking and differentiation to meet student readiness levels. Staff members have implemented "Accountable Talk" in their classrooms which has truly enhanced student interpersonal skills. Educators do not teach from a book but rather create scenarios that place the learning responsibility on the students. Our REACH program allows for students

who are demonstrating mastery in the classroom to delve into deeper understanding of subject material; the ASAP and Reading Recovery programs are tailored to provide students support in the areas of mathematics and literacy.

Technology is used to connect students to each other and the world around them. All students and staff have access to Chromebooks and/ or iPads as well as to the Computer Lab. Our technology coach helps staff with effective implementation and ensures that the technology is working properly. Through video collaboration students are able to virtually connect and collaborate with students from other countries, NASA scientists, scientists currently working on the Great Barrier Reef as well as artists and historians.

Traditions at Woodland School are directly tied to the development of the whole child. Families and community members continue to partner with the Woodland staff to ensure that children receive what they need to be successful. Every spring we have the opportunity to meet incoming kindergarteners and their families. This is one of the most important annual events of the school year as all new students and families are welcomed into the Woodland family.

The Woodland School expectation is that we all support, encourage and celebrate one another. Three simple rules are introduced in kindergarten and reinforced throughout each child's Woodland experience:

- Take care of yourself
- Take care of each other
- Take care of our school

Our rules pave the way for a learning community that is healthy, respectful and safe.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Woodland School is one of four K-5 elementary schools within the Warren Township School District. The overall K-5 curriculum is based on a continuum of rigorous academic standards that exceed the NJ State Learning Standards. The overall school community has dedicated considerable resources in implementing a challenging standards based program in each core content area. Programs are continuously revised to emphasize cross cutting principles and practices that guide learning and instruction. Students are provided opportunities to be an actual reader, writer, mathematician, scientist and civic leader. In all areas, teachers make decisions that embrace core curriculum concepts while promoting learning situations that foster student enthusiasm and commitment to learning.

In English Language Arts, the school and district has a long standing commitment to balanced literacy approaches that emphasize student engagement in authentic reading experiences supported by the teacher through interactive read aloud, guided reading and strategy groups. In the early grades, Foundations has been implemented to provide students a multi-sensory based program to develop phonemic and phonetic skills and promote essential early reading skills. The Leveled Literacy Intervention program and Reading Recovery Program are used to provide intensive intervention and tier 2 supports. In the area of writing, the school emphasizes a writing workshop approach that uses Units of Study and Being A Writer as core resources. In all areas of ELA and reading, teachers emphasize individual conferencing and strategy groups to effectively differentiate student learning.

At Woodland School, we cultivate students who aspire to play vital roles in America's democracy. Social studies and civic responsibility skills are a focus of the school's overall climate and community. Students are exposed to classrooms that encourage informed decisions and allow students to apply their knowledge to the larger community. For example, students explore the impact of clean water on impoverished communities. Students then develop strategies to bring awareness about the importance of clean water and begin to raise funds to support less fortunate people. Students also acquire foundational skills to prepare them for the democratic processes and procedures. Students write persuasive essays around school and environmental issues and engage in debates and school wide elections. Primary grades are exposed to a democratic classroom in which students and teachers work together to develop classroom rules, expectations and decisions about their learning. Students in the intermediate grades are expected to read and write across the curriculum while they conduct authentic research of current local, national and international issues. Students also get involved in school governance and are empowered to become leaders, present at faculty and board meetings and get involved in building and community decisions.

In mathematics, the district and school use the Go Math program as the core resource. Teachers are supported by instructional coaches to develop strategies to individualize instruction. Teachers utilize structures like the Daily 3 and guided math. iPads, QR codes and GAFE are used to enable students access to a variety of open and subscription resources that promote and support student application of mathematical practices and attainment of grade level focus objectives. Students are provided compacting and support services to further tier instruction.

In the area of science, the school currently uses hands on FOSS and STC programs. The science program is intended to provide students experiences to promote scientific practices and skills. The school has proactively had members of the staff participate in NGSS training at the local community college's science institute to foster the process of understanding the standards with a goal of revising lessons to emphasize investigation around phenomena. A pre-engineering program has been in place for four years.

The approach to all curriculum areas emphasizes cross cutting practices within a student workshop model. Grades 3-5 work within a 1:1 Chromebook environment. Grades K-2 function within a 2:1 iPad environment. The emphasis on multidisciplinary practices within a technology rich environment promotes individualization of student learning. Teachers have the flexibility to make innovative decisions about how to best engage students, using curriculum programs as guides to address and ensure student learning.

Woodland School, in particular, also focuses on growth mindset practices that emphasize student's self-assessment of individual learning. This is coupled with a clear code of conduct that anchors civic expectations. Students are explicitly taught strategies related to accountable talk, claims evidence reasoning and collaboration skills that promote authentic student discussion and engagement.

These practices provide a foundation for a robust civic engagement as the very nature of a collaborative, student centered approach that requires a culture of learning and reflection. Students use technology tools to promote virtual field trips and investigations. Students in grade 5 participate in the BizTown Financial Literacy Program that is sponsored through Junior Achievement. Programs like Invention Convention, Talent Shows and Service Club provide students the chance to apply their learning to community sponsored events that emphasize public presentation skills. These areas are emphasized because of the manner in which they develop and contribute to the community engagement of all stakeholders.

2. Other Curriculum Areas:

The Woodland School student community participates in an extensive unified arts program that provides a broad range of opportunities offered by highly skilled staff.

All students in grades K-5 participate in weekly music instruction delivered by a certificated teacher of music. The program provides all students choral music instruction, instruction in the basics of reading music through recorder instruction, and opportunities to understand the importance of music within the school community and in their lives outside of school. Students in each grade participate in at least one public performance each year delivered to the students, staff and extended community. Students in grades 4 and 5 may also select to participate in instrumental lessons and performances.

Art instruction is scheduled weekly for all students in grades K-5. The program is instructed by a certificated teacher of art. The program provides all students the opportunity to participate in an exciting visual arts program that enables students to experience a variety of artistic media. Student artwork is displayed publicly in government buildings, the local library, the Board of Education office and throughout the school. The art teacher also utilizes Artsonia to provide additional ways for students and families to celebrate student art work.

Students in grades K-5 participate in a World Language program that is delivered by a certificated teacher of world language. Students in grade K experience in an introductory survey course. Students in grades 1 and 2, participate in two, 25 minute periods a week of world language instruction. Students in grades 3, 4 and 5 receive 75 minutes a week of world language instruction. The frequency and duration of world language instruction provide exposure that promotes increased conversational proficiency and prepare them for further language study.

Students in grades K-2 participate in two 25 minute periods a week of physical education, while students in grades 3-5 participate in 75 weekly minutes. Students have a 25 minute recess period each day to further emphasize physical activity. The program is taught by a certificated PE teacher. Students requiring additional Adapted Physical Education(APE) instruction take part in additional periods of PE to develop their skills. Adapted Physical Education is a physical education program which has been modified so that it is appropriate for a student with a disability. The PE program is also responsible for the schoolwide field day celebration and for collaborating with the PTO and other district schools to provide fifth grade students opportunities that prepare them to transition to the middle school.

A technology teacher and a media specialist are on the school staff to provide support and instruction in the areas of library skills and technology applications. Students experience direct instruction in the area of coding at certain grade levels. Students in grades 3, 4 and 5 work within a 1:1 Chromebook environment. The technology teacher and media specialist support students and staff in the use of digital tools like Google Classroom and Google G-Suite. Project based scenarios and research are planned with classroom teachers and supported by these programs. All students are able to visit the library as needed to access high interest reading materials.

The school employs a dedicated gifted and talented teacher. This teacher provides pull out programming to identified students in grades 3, 4 and 5 and is a resource to provide in class programming to students in all grades. Students are provided opportunities to participate in Continental Math League, math compacting, Invention Convention, the school talent show and a pre-engineering program called Innovation and Design.

A full time guidance counselor helps to anchor a character education program and support the entire staff's efforts to address the social and emotional health of school community. Lunch bunch groups, newcomer clubs, social groups and programs foster school wide character development. In recent years, the school has participated in a One Book, One School program in which character education lessons are delivered within the context of a shared book read by the entire school community.

3. Instructional Methods, Interventions, and Assessments:

Within each of the programs stated above is an intense focus on high standards and high levels of engagement for students. Common formative assessments that reflect an emphasis on standards based practices are administered at intervals throughout the year. Results are aggregated and staff are provided opportunities to reflect on class and individual profiles to identify individual learning gaps and differentiate instructional approaches.

Teachers engage in a comprehensive professional development program that emphasizes collaboration with building and district colleagues, development of pedagogical skills necessary for implementation of programs with high degree fidelity while supporting teacher innovation, and use of common formative assessment tools to reflect upon and guide instruction. To more thoroughly develop their effectiveness, teachers at Woodland School initiate PLCs around a variety of topics such as: The Daily Five, The Daily Three, Reading Strategies, NGSS Standards, and Digital Learning Tools.

In recent years, the school community has participated in professional development programs to support implementation of Common Core Curriculum Standards in ELA and Mathematics. ELA teachers attend designated release time training emphasizing specific practices around Reading Workshop, Leveled Literacy Intervention, Foundations, Standards Based Mathematics strategies, NGSS and use of technology as a blended learning tool. To support staff's efforts in implementing curriculum approaches, a stipended literacy coach and .5 instructional coach are available to work with staff and provide professional support related to specific curriculum strategies. Teachers are encouraged and provided support in using districtwide digital subscription services like RAZKids, Discovery Education and Think Central resources. Individual teachers are supported in their efforts to use digital open resource materials to individualize and support student learning. Programs like Xtra math are used by primary teachers by employing QR codes which enables students to use iPads to easily access a digital learning task. Upper grade teachers use Google Classroom to curate materials and enable students to easily access tasks to support personalized learning.

Annually, staff members collaborate with district grade level colleagues to analyze local and state assessment data. Meeting protocols are established and administrators serve as facilitators to support staff discussions around areas of strength, potential areas for improvement and instructional strategies and structures that may be employed. All grades K-5 staff administer benchmark assessments in areas of writing, reading and math. The writing and math assessments are locally developed and teachers engage in a process of anchoring scoring. The DRA is used to support reading assessment. All benchmark results are shared with parents at parent teacher conferences and at the end of the year to gauge student progress in these areas. The benchmark assessment information is used to identify students in need of academic support and enrichment services. Each elementary building within the district has two full time reading specialists, a math intervention specialists, a speech therapist, an occupational therapist, an ELL teacher and a G&T teacher. The academic support staff collaborate with staff to meet individual student needs and serve on the Intervention and Referral Services committee to develop action plans to address areas of greater need.

The instructional specialist, literacy coaches, and technology educators support and maintain high levels of student academic achievement. Consultants and professional development providers are identified by the district. All grade level teachers meet during release time sessions to work with consultants. These sessions are followed up by the instructional specialist to affect ongoing instructional improvement. Staff are

encouraged to differentiate and individualize professional learning through the development of PLCs that highlight best practices. The majority of all staff members exceed expectations for PLC hours. This is further supported by staff serving as in-service day professional development presenters and facilitators.

The instructional specialists and other teacher leaders serve on the building School Improvement Panel as well as the District Evaluation Advisory Committee. These committees analyze summative observation data and make recommendations about professional learning. Staff are provided the opportunity to participate in an alternate observation model. This model requires staff to record at least one lesson and reflect using the Danielson Framework to determine areas of personal strength and suggestions for professional learning. Administrators conduct listening conferences and provide support around professional learning areas an individual staff member may have identified. This work supports an overall focus on the whole child and core belief statements around engagement, collaborative student centered learning, differentiation, use of evidence of learning and technology.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

“It’s Always a Great Day at Woodland” is more than the motto of Woodland School; it is a way of life. Each day we work to foster a learning environment that enables our students to reach their full potential. To achieve this, every member of the Woodland family recognizes the need to support each child’s social, emotional and academic development.

Staff members' concerns are addressed, and their ideas are always valued by both administration and colleagues. This is evident in professional development, as teachers are not only given opportunities to select their workshops, but are also empowered to design and lead workshops during in-service days. Staff members regularly form professional learning communities in which they share best practice and celebrate their success. As members of various committees, staff play a key role in helping the principal make decisions for the betterment of the school. Monthly staff recognition awards and teacher appreciation weeks celebrate the great work and accomplishments of the staff. Weekly newsletters are focused on celebrating staff accomplishments and monthly faculty meetings begin with "Great things happening at Woodland School". At the latest board meeting we celebrated our Blue Ribbon nomination by having a student from every single classroom share their feelings as to why Woodland should be a Blue Ribbon school. The meeting, which was attended by every member of the staff, culminated with every student and teacher stating the words "At Woodland School, We ALL count".

Meeting our children’s social and emotional needs is a combined effort of staff, students, parents and community. Our teachers establish a positive rapport with each child in their classroom. Students are greeted at the start of the day with individual recognition. We make this personal connection to welcome our children to show them how interested we are in their daily home life and experiences. Morning announcements highlight staff and student birthdays, individual awards or community recognitions. Such daily routines remind every member of the Woodland family that they are valued.

One essential way of meeting our students’ emotional well-being is through the implementation of mindfulness in the classroom. Our students have developed skills to regulate their emotions and improve their concentration. Practicing mindfulness enhances kindness and compassion throughout our school climate and community.

Woodland School motivates our students to become active citizens in the world around them. Student leadership is a primary focus of our children's education. Students lead the reading buddy program, recycling program, morning announcements and are assembly coordinators. Positive leadership and character education define Woodland School’s values. These values are depicted in our hallway murals, school assemblies and daily interactions in the classroom environment.

Members of our Service Club and Student Leadership Association contribute to the community by raising awareness and empathy of the world around them. Leaders in these organizations visit classrooms to encourage their peers to participate in these worthy causes.

There are many other opportunities during the year for students to showcase their diverse talents and strengths through the integration of the arts. Grade levels participate in school musical productions, art shows and an Expressive Reading Showcase. Additionally, students exhibit their individual talents through a student organized talent show, instrumental concerts and physical fitness activities.

Woodland students are provided with a rigorous curriculum that builds academic success. Classrooms engage in 21st century learning, in which students work collaboratively with their peers, while teachers facilitate in the learning process. Woodland students take ownership of their learning and are challenged to be self-motivated workers, risk takers and problem solvers.

Our positive climate and culture provide a nurturing environment that enables students to achieve high academic success.

2. Engaging Families and Community:

The present and future success of our students is directly linked to the unique relationships that have been forged within the community where our children have many opportunities to shine. With the support of the PTO and community organizations, activities extend not only to the nuclear family, but globally, reminding our children we are citizens of a multi-generational, diverse world.

Nearly 100% parent attendance at Back to School Night sets the scene early in our school year planting the seeds for future growth of student achievement through the collaboration of staff, parent and community resources. As the year unfolds, teacher initiated, PTO supported programs are financed through the “Dream It, Fund It” program. These opportunities enhance a variety of learning modalities which afford all children diverse learning experiences that enrich instruction through virtual field trips and hands-on workshops. Multifaceted communication links the home, school and community and provides the foundation for student success and school improvement.

The culture and climate of the Woodland family is rooted in educating the whole child by providing dynamic, authentic experiences such as our 3rd grade Immigration Project. Students have an opportunity to share a familial interview and introduce the immigrant themselves where the immigration experience comes alive! From the classroom to a building wide endeavor, the responsibility of educating the whole child culminates with the partnership of staff, parents and community resources during International Day. The arts, culture, language and cuisine of various nationalities are showcased to foster an awareness, appreciation and respect for similarities and differences found in our community. Our theme-based, grade level musicals create an atmosphere of harmony for the student body, their families and local senior citizens’ enjoyment. Student success is showcased through singing, dancing and acting. Engaging families is another way where students feel empowered by the support of family members who coordinate and attend curricular and cultural celebrations.

Teachers, parents and students are equally invested in charitable projects that benefit the needs in our local community and beyond, teaching all participants the importance of contributing to the greater good. Student organized activities take place year round supporting local and regional charities. Students experience, at an early age, that if we do a little we can help a lot.

Footprints left by families and community members of Warren have made an indelible impression on the lives of Woodland students ensuring the present and future success of the whole child.

3. Professional Development:

Professional Development is an integral part of our growth as educators at Woodland School. In conjunction with the district, a pedagogical approach of data-driven PD has been developed and implemented. Woodland staff members have been trained in comprehensive programs such as Orton-Gillingham and the new NGSS standards. In addition to outside presenters (Conquer Math, Foundations, Gravity Goldberg-R/W Workshop, Lucy Calkins Units of Study), we find our colleagues to be our greatest resource. Staff members regularly deliver workshops to colleagues both in and out of district. These workshops are often followed up by Professional Learning Communities to continue the learning and development of student-centered instructional strategies in the classroom. Staff members at Woodland learn from one another and have used these opportunities for growth in the alternate evaluation process.

Woodland School teachers regularly engage in collaborative practices with their colleagues. Common planning time and collegial visits are used to share ideas and feedback to improve and enhance instruction. Teachers meet regularly with building and district (curriculum, reading, technology) coaches, enrichment teachers, special education teachers and instructional specialists and administrators to maintain, differentiate and elevate the level of instruction. Additionally, basic skills and Reading Recovery teachers deliver instruction both in and out of the classroom to provide the most inclusive model possible. These

collaborative efforts ensure that teachers are better able to incorporate new and innovative best practices and 21st century scenarios into their classrooms. Our dedicated educators also attend workshops, webinars and meet outside of the school day with colleagues to more effectively incorporate a whole child approach for each student they serve.

Professional learning is developed and coordinated to meet personal and district goals. Members of the Woodland staff serve on district PD committees and dedicate summer planning time to the development of a quality PD experience for all. Plans for year-long professional development are established through data driven analysis of standardized test scores, teacher evaluations, formative/summative classroom evaluations, benchmarks, PLC feedback and educator surveys. Each educator works toward the achievement of a district PDP as well as an individual plan with a specific focus. Individual goals are achieved through continuing education and graduate coursework.

The Woodland School staff continually avail themselves of the many opportunities that the district provides to grow professionally. Our innovative approaches to enhance ourselves professionally create an excitement for learning and a commitment to be the best educators we can be. By always striving to improve ourselves we set an example for each other and for our students. The work we do both individually and collaboratively in the continuous development of our craft is a testament to our students' success.

4. School Leadership:

Warren School District administrators, educators and parents have forged a true partnership to help students grow not only as students but as human beings. We believe all students, regardless of disability or demographics can excel. In order for this to occur, an environment must be created that nourishes a child not only academically but also socially and emotionally. Students must feel connected to their school. They must find meaning in their learning and be able to see connections to their real lives. In today's society we place a lot of emphasis on high stakes tests for students as well as teacher evaluations. While these both play a critical role in education, they cannot be the sole criteria by which we measure success. We must remember that we are working with human beings. We must realize that while we are teaching them about math, reading, writing and art we are also giving them valuable life lessons. The best educators do not judge their success by the number of A's that students receive. Their success is measured by the impact that they have on the life of a child. The best educators have an ability to convince children that they are capable of accomplishing anything that they believe they can.

The School Improvement Panel (ScIP) works to analyze state and local assessments to address areas in need of improvement as well as suggestions for professional development. The principal has established a spirit committee to promote a positive culture and climate, an advisory committee to allow the staff to offer feedback to improve the building, an intervention and referral services committee to help students who are struggling academically, socially and/or emotionally, a character education committee that works to implement programs that promote the pillars of character, as well as a facilities committee to design engaging classrooms where students feel welcome. District level administrators consisting of the superintendent, director and supervisor of curriculum, director and supervisor of special services, director of technology, business administrator, supervisor of building and grounds and all district principals meet bimonthly and focus on the goal of developing the whole child. Instructional rounds are conducted by district administration throughout the year to collaboratively assess the progress in the areas of student and teacher performance. Educators and the principal utilize grade level and faculty meetings to evaluate the social, emotional and academic growth of students. This time is also used to ensure that students are placed appropriately each year to maximize their potential.

Our Student Leadership Association or SLA, comprised of 4th and 5th graders, is designed to empower students. Through SLA, students take an active role in promoting exemplary character and behavior. SLA students also work to plan school wide events, serve as role models to the younger students and strategize and implement ways to make sure all students feel connected to one another.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Our highly qualified teachers advocate for our students by personalizing learning and supporting academic and personal growth. We continuously monitor and analyze student progress using a combination of formative and summative assessments. Data is analyzed in order to individualize student learning. The district's commitment to technology has allowed the classroom teachers to strengthen and differentiate the curriculum to meet each child's needs by using iPads and Chromebooks. The staff works closely with students to help them set goals, self-monitor progress, and take ownership of their learning. By engaging, challenging, and supporting our students, school-wide tests scores have increased year after year.

In addition to our rigorous curriculum, we are committed to challenging and supporting our students' personal development both inside and outside the classroom. By being part of a school community that values helping others, we support several students' health challenges by accommodating their learning needs. Cisco video conferencing technology allows these students to collaborate and communicate with their peers from the hospital or their homes. In addition, students connected globally with peers in South Korea during a padlet geography session and a cultural video exchange. Students also participate in virtual field trips where they are able to interact with the presenter, as well as, each other.

While making global connections, the student body is involved in a variety of community and school service projects in which they support each other as well as the surrounding community. Students run fundraisers for the local foodbank, Veteran's Hospital, and the American Heart Association. These programs provide students the opportunities to develop empathy for others and to connect with their community outside of the classroom.

The single tenet that has the most influence on the success of our school is the school-wide belief that when students are supported socially and emotionally, they reach their academic potential. To this end, the Woodland family works collaboratively to hone and incorporate best practices to ensure that each student receives the education necessary for an ever changing society. Prominent among these practices are a variety of workshop approaches that support balanced literacy, center based math instruction and a variety of research based differentiated approaches. The hallmark of Woodland School is our commitment to the development of our students' social, emotional, and academic growth.