

U.S. Department of Education
2019 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 Ms. Barbara Soto Pujadas

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

Official School Name Henry S. West Laboratory School

(As it should appear in the official records)

School Mailing Address 5300 Carillo Street

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

Coral Gables FL 33146-2058
City State Zip Code+4 (9 digits total)

County Miami-Dade County

Telephone (305) 661-7661

Fax

Web site/URL https://www.westlabschool.org

E-mail pr5831@dadeschools.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. Alberto Carvalho

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail acarvalho@dadeschools.net

District Name Dade County School District Tel. (305) 995-1000

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 Ms. Perla Tabares Hantman

(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. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration 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.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. 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 (2018-2019) unless otherwise stated.

DISTRICT

- Number of schools in the district (per district designation):
 - 219 Elementary schools (includes K-8)
 - 50 Middle/Junior high schools
 - 63 High schools
 - 0 K-12 schools

332 TOTAL

SCHOOL (To be completed by all schools)

- Category that best describes the area where the school is located:
 - Urban or large central city
 - Suburban
 - Rural or small city/town
- Number of students as of October 1, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	14	23	37
1	21	20	41
2	27	21	48
3	28	16	44
4	26	22	48
5	30	18	48
6	23	13	36
7	22	13	35
8	19	11	30
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	210	157	367

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

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 6 % Black or African American
 - 66 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 26 % 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 2017 – 2018 school year: 2%

If the mobility rate is above 15%, please explain.

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2017 until the end of the 2017-2018 school year	1
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	6
(3) Total of all transferred students [sum of rows (1) and (2)]	7
(4) Total number of students in the school as of October 1, 2017	354
(5) Total transferred students in row (3) divided by total students in row (4)	0.02
(6) Amount in row (5) multiplied by 100	2

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

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

7. Students eligible for free/reduced-priced meals: 25%
Total number students who qualify: 91

8. Students receiving special education services: 5 %
18 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>0</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>8</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>7</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>1</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 12
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	2
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	21
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	3
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	2
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 17:1

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

Required Information	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	97%	97%	97%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2018.

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.

Henry S. West Laboratory School will provide high quality education for all students and will pioneer the possibilities of change in the teaching and learning process.

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

Students are randomly selected through a lottery process managed by the District’s Schools of Choice Office.

PART III – SUMMARY

Henry S. West Laboratory School was the District’s first School of Choice. Henry S. West Laboratory School was established in 1954 as an experimental school of choice associated with the School of Education at the University of Miami. Henry S. West Laboratory School has been an “A” rated school for over 15 years. The school’s administration and faculty collaborate with the University’s Department of Teaching and Learning throughout the entire school year.

The school serves students from all Miami-Dade County. Students are selected through a lottery process managed by the District’s Schools of Choice Office. Fifty-seven percent of the student population is male and 43 percent of the student population is female. The racial/ethnic composition is as follows: 66% Hispanic, 26% White, 6% African American, 1% Asian, and 1% Biracial. Twenty-five percent of our students qualify for free/reduced lunch based on their parents' socio-economic status.

Reading, Mathematics and Science intervention is offered to all students based on the results of graded weekly assessments. All graded assignments are completed independently and must be aligned to grade level standards. Subject area departments meet at the beginning of every school year to determine what will be graded and the weight of each assignment. This process ensures the proper identification of students for referral to the School Support Team for intervention and/or enrichment opportunities.

Grade level and department teams are offered temporary duty days to reflect on and revise their long-range plans based on first semester student data. These learning communities are led and facilitated by teacher leaders.

Additionally, our school’s Professional Development Liaison proposes courses through the District’s My Learning Plan platform. These school-site courses are designed based on the results of needs assessment surveys completed by teachers. As a result, all school-site professional development facilitated at the school by our teacher leaders are aligned to the analysis of student data.

In September 2016, the school was featured in a Miami Herald article, “One Miami-Dade school says no to homework; will others follow?” for the school’s innovative approach to home learning. The faculty committed to no longer grading homework or penalizing students for not completing it. In most cases, home learning is individualized for remediation and/or enrichment opportunities. This decision reflected a growing concern that students and their families were overstressed with the amount of home learning that was being sent and the importance that the administration and faculty place on students’ emotional well-being.

Furthermore, for the past decade, the school counselor’s schedule includes weekly lessons in all classrooms (Kindergarten – Eighth grades). This Social Emotional Learning (SEL) rich curriculum incorporates the District’s Values Matter initiative in addition to a research-based character education and leadership component.

Other programs offered to students that serve to enhance their experience at school include the Peer-Mediator program, the No Place for Hate designation process, Safer/Stronger Kids, University of Florida monthly yoga classes, Big Brothers/Sisters (20 students matched this year), and UM STARS.

Our unique partnership with the University of Miami includes the offering of middle school electives that are taught in conjunction with university professors. For the last three years, since the inception of our middle school, our sixth graders participate in Project IF (Imagine the Future). This is a unique Science, Technology, Engineering, Arts, Mathematics (STEAM) elective that engages the students through the production of multimedia science fiction presentations through integrated and collaborative learning.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

Core Curriculum, Instruction and Assessment in Reading/English Language Arts for Kindergarten – fifth grade is offered using the McGraw Hill Reading program. The 90-minute uninterrupted reading block provides a framework to deliver highly effective reading instruction: systematic delivery of explicit grade level instruction, scaffolding, differentiation, and intensive intervention/enrichment when appropriate. The 30-minute Writing block focuses on opinion, informative, and narrative writing.

In grades 6th – 8th, the core curriculum includes an integrated study of language arts designed to enhance reading, writing, speaking, and listening skills using text of varying complexity. The teachers use a novel-based curriculum to supplement the core program. The alternate day block schedule model facilitates the extension of literary activities that enhance the core instruction. These activities include novel studies and group projects that are aligned to the Florida standards. The District-created task cards serve as a resource used at home and at school to ensure that the analysis of text is aligned to higher order questioning and higher order text analysis.

All assessments are aligned to the grade level standards taught the prior week(s). Additionally, reading assessments are cold reads (text not reviewed with students prior to the assessment date). This approach ensures that students are not using recall skills to answer correctly. Instead, they are assessed on specific benchmarks as all test items are aligned to the Florida standards and to FSA-type questions. This Assessment data is used for weekly remediation that is focused on the specific skill(s) not mastered on the test.

1b. Mathematics:

Core Curriculum, Instruction and Assessment in Mathematics in grades Kindergarten – fifth grades are offered during an uninterrupted one-hour instructional block. Our mathematics block framework incorporates whole group and small group instruction. The instructional block allows time for the review of previously taught skills, how the previously taught skills relate to the new skills being taught and an opportunity to practice for mastery. During practice for mastery, the teacher may pull selected students for immediate remediation. Students may also be assigned to work with a peer in a small group setting. Connections to real-world experiences are made daily.

Furthermore, our Mathematics teachers use a differentiated problem-based learning approach to engage the students. This instructional model ensures that students at all levels have an opportunity to practice the concepts at a complexity level that is appropriate for them.

The alternate day block schedule model in the middle grades allows for a 10-minute engaging anticipatory set that builds relevance and bring concepts out of long-term memory. This is also the opportunity for the teacher to set the stage for learning. Thereafter, a 15-20-minute direct instruction component follows the 10-minute anticipatory set. During this time, students may be lectured to or collectively review/learn new mathematics problems guided by the teacher. A 30-minute application component allows students to show what they have learned either individually or in a small group setting. The last 30 minutes of the block allow for the teacher to formally and/or informally assess mastery of the content or skill. The teacher may also use this time for re-teaching and/or enrichment.

All eighth-grade students are enrolled in an Algebra I Honors course.

All Mathematics assessments are aligned to the grade level standards taught the prior week(s). Students are required to show their work to receive full credit on test items. This process allows teachers to identify what area(s) to target during weekly remediation.

1c. Science:

Core Curriculum, Instruction and Assessment in Science in grades Kindergarten – fifth grades are offered daily during a 30-minute uninterrupted instructional block. All classes have a one-hour Science inquiry block at least once per week.

Our Science teachers use a problem-based learning and technology-based support model for a highly effective Science instructional approach. Many opportunities are provided for students to make connections to real-world problems. Additionally, Science is also integrated in the other disciplines when appropriate. The District’s “Success Using Science Literature Connections in the Classroom” promotes this practice.

The District pacing guide serves as an effective resource to ensure the instruction of the Next Generation Sunshine State Standards, topic, essential content, and objectives. The Science instructional framework includes a spiraling component (bell-ringer), the introduction of relevant vocabulary, technology, suggested strategies, assessment and labs. The five E model of instruction is used in every lesson: Engage, Explore, Explain, Elaborate, and Evaluate. Beyond that, teachers also make connections with related programs such as: Dream in Green, Fairchild Challenge, Elementary Science Fair and Gardening.

All weekly assessments and graded assignments (including labs) are aligned to the grade level standards taught the prior week(s). Weekly remediation is provided to fifth grade students to help prepare them for the upcoming Florida Comprehensive Assessment Test 2.0.

In the middle grades, the alternate day block schedule model allows for students to extend their learning beyond the traditional instructional framework. Science teachers use pre-planned essential questions to guide student conversation and group work. This model extends the rigor and relevance of the lesson, allows for differentiated instruction and peer tutoring/support. All eighth-grade students are enrolled in a Physical Science Honors course.

1d. Social studies/history/civic learning and engagement

Core Curriculum, Instructional and Assessment in Social Science in grades Kindergarten – fifth grades serve to prepare our students to be knowledgeable, informed and active citizens in a global society. Our Social Science program promotes civic competence and the values that continue to shape our country and society.

Our Social Science teachers use a variety of instructional approaches that include but are not limited to, Activity-Based learning, visits to museums, debate and discussion, and the permanent display of student work, pictures, and charts than can be referred to throughout the school year.

During Social Science lessons, students are regularly required to look at and analyze visual historical information. They also analyze political cartoons and symbols and are challenged to share what they believe pictures and symbols to mean as well as the underlying message and historical context behind the political cartoons.

Questions they may be asked to consider include: “What message do you think the creator of the cartoon tried to convey?” “What evidence can you use from the picture to support your answer?” Parents are encouraged to read and use primary and secondary sources, political cartoons, newspapers and magazines at home with their child(ren).

Additionally, students and their families are encouraged to read blogs on topics of current events and discuss. Student Accountable Talk is a strategy that is evident school-wide. It provides a way for students to grapple with accurate and relevant knowledge, engage in active and attentive listening and respond to further develop their argument and point. As Student Accountable Talk progresses, students demonstrate the skills of higher-order thinking through written work and their capacity for rigorous thinking. When ideas and reasoning are acknowledged, corrected, challenged, and extended daily students hear and practice higher-order habits of mind and thinking skills. These instructional approaches also support higher order reading strategies.

Students are assessed weekly on teacher-created and District-provided assessments. Additionally, they are assessed at the end of the year on the State End of Course assessments.

1e. For secondary schools:

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

2. Other Curriculum Areas:

All students in Kindergarten – fifth grades participate in Art and Music classes one hour per week. Our Visual Arts and Music program offers a comprehensive curriculum that integrates ideas, skills, knowledge, values and creative ability. The goal is to develop and/or enhance students' artistic talents, aesthetic sensitivity and self-expression.

Physical Education is also offered to all elementary students for 150 minutes per week. Our sixth-grade students receive Physical Education on an alternate day block schedule model. The physical education curriculum is aligned to the National Standards for K-12 Physical Education and promotes the development of a physically literate individual. Students learn the skills necessary to participate in a variety of physical activities. They learn the implications and benefits of involvement in various types of physical activities. Students are encouraged to participate regularly in physical activity in order to remain fit and learn the value of physical activity and its contributions to a healthful lifestyle.

Students in grades Kindergarten and First grade receive Spanish instruction through the Extended Foreign Language (EFL) model (one hour per day). After second grade, Spanish is offered through the World Languages model (150 minutes per week). This model offers students the opportunity to become proficient in speaking, reading and writing in English and one other language. The EFL curriculum is aligned to the District's Reading program. The Spanish curriculum is designed to help students become functionally literate in Spanish and provides for the systematic development of language learning in the areas of listening, speaking, reading, and writing. This curriculum also fosters awareness and understanding of the cultures in which Spanish is spoken.

This school year, we are working on earning the Science, Technology, Engineering, and Mathematics (STEM) designation from the District. The work involved in achieving this recognition allow our students and teachers to be involved in promoting STEM education and its integration among its disciplines. This designation impacts professional growth and student understanding through the participation in the District's annual Science Fair, SECME trainings, and STEAM Expo.

The school's counselor conducts weekly lessons in all classrooms (Kindergarten – Eighth grades). Our Social Emotional Learning (SEL) program supports character building and life skills. They include Peer Mediation, Sandy Hook Promise, Red Ribbon Week – Substance Abuse Awareness, Bullying Prevention Classroom Lessons, No Place for Hate, Values Matter Classroom Lessons, Fruit and Vegetable Challenge – Health and Nutrition, Safer Smarter Kids – Lauren's Kids, Do the Right Thing Recognition Program, Big Brothers Big Sisters – Mentoring, Growth Mindset and Yoga and Mindful Meditation.

3. Special Populations:

Henry S. West Laboratory School designs instruction and interventions to meet the diverse and individual needs of our special student populations.

All students receive weekly intervention in Reading and Mathematics (as do our fifth and eighth grade students in Science) based on the results of their weekly grade level assessments. This intervention is offered

by a certified teacher outside of the instructional block during a pre-identified special area class. The benefit of this approach is that students performing below, and/or above grade level have an opportunity to close the achievement gap in specific skills.

Our school's home learning policy includes sending work home for students who would benefit from enrichment activities. We recognize that high achieving students can also be "at risk" of not making annual learning gains if they are not challenged.

The results of the 2018 FSA reflect that there was a 20% gap between the academic performance of our Students with Disabilities (SWD) and our standard curriculum students in Reading and Mathematics. This was identified as a priority item in our School Improvement Plan. The plan to close this achievement gap includes the redesigning of the intervention model for these students. This year, our SWD students performing below grade level are serviced separately for intervention by the school's SPED teacher. The goals on their Individual Education Plan are used to develop meaningful intervention activities.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Students at Henry S. West Laboratory School are exposed to a variety of culturally based programs and activities that enhance learning experiences and overall development. Students are being exposed to and participate in a host of activities throughout the year such as: Walk Safe Program, Hispanic Heritage Month, Black History Month, Say No to Drugs, Bike Safety, Performing Arts and Cultural Passport Field trips, Anti-bullying, Picnic with Papa, Cyber bullying, Career Day, Donuts with Dad, Character Education Program, and Leadership classes. Through these programs, students are better able to adapt to their social surroundings, conduct themselves appropriately in real-world situations, and tap into and explore their interests. The staff, parents and community at Henry S. West Laboratory School provide a nurturing, comfortable and supportive environment where students are aware of the high expectations for their success. The learning is structured to create positive interactive experiences between teachers and students, which cultivates a highly effective and well-functioning classroom environment.

Henry S. West Laboratory School implements a variety of social skill - based programs and activities that enhance students' social problem-solving skills and contribute to the students' overall development. Our school counselor implements The Character Education Curriculum, and the Say No to Drugs Program. Our school counselor implements student and parent Anti-bullying, Peer Mediators, Cyber bullying and Safer Stronger Kids Programs throughout the year. Additionally, teachers and administration implement the Code of Student Conduct via a progressive discipline plan. Students are provided opportunities to discuss and problem solve positive alternative choices. Through these programs, students are better able to adapt to their social surroundings, conduct themselves appropriately in real-world situations, and tap into and develop problem-solving and conflict resolution skills.

Teachers are provided common planning time across grade levels and departments to encourage collaborative planning and instruction. Professional Learning Community meetings are scheduled monthly. During these monthly meetings the English Language Arts, Mathematics and Science liaisons are afforded an opportunity to update the instructional staff with the most current information presented at their respective district iCAD meetings. Additionally, The Literacy Leadership Team (LLT) members meet once a month to focus on areas of literacy concerns across the school. They analyze the ongoing formative and summative data collected, identify trends of student needs, and reflect on school wide trends that affect the academic and social need of our students.

2. Engaging Families and Community:

Family and community involvement are critical to the success of our school and the full development of our students. The school's administrative team and selected teacher leaders meet with the Parent Teacher Organization (PTO) monthly to discuss how the Board can support the school's initiatives as they relate to supporting our teachers and to student achievement.

Last year, the PTO replaced over 30 computers in the school's computer lab. This year, the PTO sponsored students who entered the District's Science Fair. Additionally, through the PTO's fundraising efforts, the school employs one paraprofessional/clerical assistant for every grade level in the elementary, lastly, over \$90,000 was raised to pay the salaries of these pivotal individuals.

Moreover, our PTO has secured the partnerships of many community organizations including Mercedes Benz of Coral Gables, Angles Construction, Byrd Martinez Certified Public Accountants and Publix Supermarkets. These organizations have sponsored events such as our annual school carnival and 1,2,3 I'm Possible Race. They have also made monetary donations to the PTO.

Slow Foods of Miami is partnering with the school's Kindergarten and second grade teachers to create a butterfly and vegetable garden. This activity is one of many that will support our school's application to be a STEM designated school.

3. Professional Development:

The administrative team individually conferences with all teachers during data chats to analyze their students' data and determine areas of strengths and weakness. Based on the needs of the faculty, staff, and school, Professional Development opportunities were offered, created, and delivered at the school site. The PD “Best Practices for STEM Instruction” was designed to enable the participant to identify the latest instructional strategies, innovative teaching techniques and/or new instructional materials that can be used in a specific job assignment to improve the instructional process. The PD will introduce the STEM School Designation components and their correlation to our school site. The participants will identify and implement research-based utilization technologies that can be used to improve the teaching and learning environment. Our teachers will create their own STEM activity models incorporating standards for science and mathematics. Additionally, they will identify the engineering design process and create an anchor chart to help students visualize the components for engineering.

The PD “Best Practices for Teaching Students with Disabilities” enabled educators to develop best practices when teaching students with disabilities that can be integrated across all content areas. Teachers analyzed school-wide data, determined instructional activities, developed effective strategies, and explored the role of the appropriate use of accommodations in the general education setting to support students with disabilities in all content areas.

4. School Leadership:

The school’s Leadership team is comprised of the Principal, Assistant Principal, English Language Arts Department Chairperson, Mathematics Department Chairperson, Science Chairperson, Professional Development Liaison, Technology Liaison and Magnet Lead Teacher.

Faculty and staff are integral members of the decision-making process. Additionally, shared leadership is encouraged by the administrative team. Faculty and staff take on leadership roles when a subject matter in which they are experts arise. All team members share the responsibility for informal and formal leadership as we work towards common goals and practices. Furthermore, our teacher leaders are responsible for the development of in-house professional development that is specifically tailored to the suggestions and needs of the staff.

The school leadership team at Henry S. West Laboratory School believes in all students' ability to learn and explicitly supports difficult decisions and policies by improving the school's practice of instruction and advanced learning. This is evidenced by the way students assume responsibility for their learning. The leadership team relentlessly pursues the implementation of what is right for students. Intervention is implemented daily and opportunities for enrichment and/or remediation are provided on a weekly basis.

Through the use of ongoing progress monitoring, the school’s Principal and Assistant Principal work closely with the school's Professional Development Liaison in order to identify and provide targeted, customized professional development that is aligned with student data.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

The successful implementation of the Response to Intervention (RtI) process at Henry S. West Laboratory School has been the most influential in the school's success. Our school-based RtI Leadership Team roles/functions are as follows:

The Principal oversees the RtI process and monitors the fidelity of its implementation. The Assistant Principal coordinates and facilitates the School Support Team (SST) meetings. The School Social Worker reviews the student's background screening and provides pertinent information regarding the case. When applicable, the school counselor shares information related to Social Emotional learning issues that may affect the student's progress and/or ability to access his/her education.

During the SST meetings, teachers provide data specific to students' academic strengths and weaknesses. All SST members (including the parents) review all data highlighting both the positive and negative issues impacting the student's functioning at school and determine whether any risk factors are present. Based on the outcome of the data analysis and the Guidelines for Determining the Presence of Significant Risk Factors, individualized interventions are then developed, according to the level of RtI. The school psychologist may evaluate students to determine optional placements.

This practice ensures that students in need of intervention and/or enrichment opportunities are identified in the primary grades. All services (academic and/or emotional) needed for students to access their education are put in place with fidelity and monitored consistently by administration during progress monitoring meetings and data chats. Our school's grading policy mentioned in the summary section of this application supports the successful implementation of this practice.