

**U.S. Department of Education**  
**2019 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

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

Name of Principal Mr. Todd Hawley

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

Official School Name Delwood Elementary School

(As it should appear in the official records)

School Mailing Address 311 Delmar Avenue

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

Delmar IA 52037-9799  
City State Zip Code+4 (9 digits total)

County Clinton County

Telephone (563) 674-4164

Fax (563) 674-4134

Web site/URL

<https://sites.google.com/a/delwood.k12.ia.us/delwood-csd/>

E-mail thawley@delwood.k12.ia.us

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. Todd Hawley

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail thawley@delwood.k12.ia.us

District Name Delwood Community School District Tel. (563) 674-4164

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. Ron Filloon

(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. 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

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Data should be provided for the most recent school year (2018-2019) unless otherwise stated.

### DISTRICT

1. Number of schools in the district (per district designation):
- 1 Elementary schools (includes K-8)
  - 0 Middle/Junior high schools
  - 0 High schools
  - 0 K-12 schools
- 1 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
  - Rural or small city/town
3. 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	9	10	19
K	16	9	25
1	13	10	23
2	13	9	22
3	9	11	20
4	6	8	14
5	12	11	23
6	7	9	16
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>	85	77	162

\*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
  - 0 % Asian
  - 4 % Black or African American
  - 1 % Hispanic or Latino
  - 1 % Native Hawaiian or Other Pacific Islander
  - 88 % White
  - 6 % 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: 4%

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.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2017 until the end of the 2017-2018 school year	5
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	3
(3) Total of all transferred students [sum of rows (1) and (2)]	8
(4) Total number of students in the school as of October 1, 2017	178
(5) Total transferred students in row (3) divided by total students in row (4)	0.04
(6) Amount in row (5) multiplied by 100	4

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: 44%  
Total number students who qualify: 71

8. Students receiving special education services: 15 %  
25 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>19</u> Multiple Disabilities                |
| <u>0</u> Deafness                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>0</u> Other Health Impaired                 |
| <u>0</u> Developmental Delay     | <u>0</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance   | <u>5</u> Speech or Language Impairment         |
| <u>0</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Intellectual Disability | <u>1</u> Visual Impairment Including Blindness |

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:

	<b>Number of Staff</b>
Administrators	1
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	9
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	7
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	7
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 18:1

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

<b>Required Information</b>	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	96%	96%	96%	96%	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 2018.

<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

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.

Delwood Community School District strives to meet the individual needs of children in a family atmosphere, promoting positive and creative learning.

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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The Delwood Community School District is located in Delmar, Iowa, about thirty minutes north of the Quad Cities. Delwood CSD was created when the schools of Delmar and Elwood combined in 1963-1964. Delwood began a 7-12 whole grade sharing agreement with Maquoketa School District in the fall of 1987. Delmar is a rural community of around 500 residents. Delmar is known for having a restored depot that was part of the Orphan Train in the late 1800's. The town also boasts one of the oldest Calabooses (jails) in Iowa. It was built in the late 1800's and is on the Historic Registry. Delmar is building a splash pad and full basketball court in the summer of 2019.

Over 40% of Delwood's student population qualified for free and reduced lunch in 2018. Thirty percent of Delwood's student population open enrolls in from other districts in the area. Most of the families in Delmar travel to the Quad Cities for work. Like many rural towns, the school is the hub of activity. The community uses the gym for events during the year and fills the building on nights of school concerts.

A strong and committed school board supports the Delwood School District. One of the school board goals is to maintain a strong preschool in our district. To that end, this year we completed a new \$960,000 Preschool addition to our building to better serve the preschool students in the area.

Delwood has a strong Muti-Tiered System of Supports for students who need assistance in academics. We are very fortunate to have several general education support staff in the building to help and assist teachers and students at Delwood, especially with daily interventions in reading and math.

Delwood Elementary is going through the first year training of Positive Behavioral Interventions and Support (PBIS) with our local AEA. We had those types of initiatives the last couple of years but we are going through the official training this year. This year we also began having morning meetings in the grade level classrooms. During those meetings we incorporated social skill training for our students and reinforced these skills building-wide. Last year we began to notice a rise in students' social and emotional needs. In response to those concerns, the Delwood School Board supported our building by hiring a full time counselor. This position allows for classroom instruction once per week, small group lunch buddies and personal 1-1 counseling through the week.

Delwood recently brought back their Parent Teacher Organization. This group meets monthly and helps support the school community with parent nights, Sunday activities in the gym, classroom necessities and classroom volunteers. They design fundraisers 3-4 times per year and those resources go back into the building or for classroom needs.

Delwood has a Student Council that helps foster a climate for student voice and service. The Council members read the daily announcements to the student body over the intercom. They also help with fundraisers for the school such as popcorn Friday where students pay for a bag of popcorn to support the activities of the Student Council. Student Council members also help around the school when needed.

The Delwood Elementary staff is very proud to be nominated as a National Blue Ribbon School and have an opportunity to represent the state of Iowa. Our Delwood Community School District is dedicated to helping our young people of Iowa be great citizens and high achievers in any field they choose. The state of Iowa has a great history and tradition of excellence and we plan to continue that path.

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

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

#### **1a. Reading/English language arts:**

The staff at Delwood Elementary provides a rich Reading/Language Arts curriculum to all our students. We have reviewed the Iowa Core Standards and have evaluated our "Priority Standards" during professional development throughout the year. Our grade level teachers have been using Standard Referenced Grading and Reporting for the last two years and have completed the evaluation of priority standards for Reading and Math.

Our reading curriculum was purchased after a strong vetting process and teachers use this in their daily practice. Our upper elementary grades incorporate novels and connect this to their social studies standards. Teachers also have the opportunity to use their own creativity as they work through the standards. Our students are exposed to whole group instruction, small group differentiation and independent practice. Delwood has tremendous paraeducator support for our teachers. We believe that small group instruction allows for specific skill work, enrichment and support for all learners. Students are exposed to print from a variety of resources daily. Students are enriched within the text and given opportunities to self-monitor and self reflect daily.

#### **1b. Mathematics:**

Delwood has used the same math curriculum the last 10 years with a more recent edition update last year. Our teachers believe in the spiraling advantage this curriculum offers along with the technology component. Units are continually reinforced throughout the year and the standards are reviewed consistently. The last 3-5 years of assessment data has shown grades 2-6 scoring 90% and above on Iowa Assessments.

Our upper grades use the Multi Tiered Systems of Support time to use flexible grade groupings and teachers for math. Students move between grade levels to receive support in the areas of their need and extension activities, and not necessarily by grade level. Students at all grade levels also use their MTSS time for specific math programs that have been found to be researched based and computer aided.

#### **1c. Science:**

Delwood has evaluated the new Next Generation Science Standards and have examined the science curriculum we use in conjunction with these standards. We use specific kits from our AEA and have found those to be hands on, aligned to the NGSS and engaging. Our science scores have consistently been in the low 90% and have great success with their resources.

Delwood CSD recently purchased a new STEM program that impacts all students in grades K-6. The program is called Defined STEM and it engages students through project based learning and aligns to the Iowa Core. The lessons are relevant, encourage critical thinking and collaboration and provide an authentic assessment of their understanding. Teachers are provided with all of the essential project design elements needed to implement and assess high-quality project based learning: interdisciplinary performance tasks, literacy tasks, engaging videos, research resources, an assessment manager and more. Real-world videos set the stage for each lesson by showing the practical application of STEM educational concepts within a company/industry. Performance and literacy tasks built around a specific job ask the students to apply the knowledge learned in a real-world scenario. Our students love the new Defined STEM units and we feel that many of the skills are exactly what employers are looking for: creativity, collaboration and the ability to communicate and think outside the box.

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



Delwood is using the new Social Studies Standards developed within the last year. We have two teachers that are attending trainings throughout the year. They provide support and training to our other grade level teachers. Social studies curriculum also includes applying the 21st Century skills, which become imbedded throughout the lessons. Two years ago our students had the opportunity to partner with the University of Iowa on a community-wide project. The project included community interviews and discovering the connection of past and present.

**1e. For secondary schools:**

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

Delwood Elementary has been a licensed Center since 2015. The Iowa Statewide Voluntary Preschool Program for Four-Year-Old Children (SWVPP) is an important part of the state's comprehensive early childhood effort, providing more opportunities for young children to access quality preschool and enter school ready to learn. Our preschool programs serve 3 and 4-year-old children with a range of abilities representing the social, linguistic, cultural, and economic diversity of families within the Delwood area. We have a morning and an afternoon program with wrap around childcare services throughout the day. Our before school program starts at 7:00 AM for families that need the service. We also have an after school program that ends at 5:30 to support the wrap around care needed in our community.

The Creative Curriculum for Preschool is a comprehensive, research-based curriculum that features exploration and discovery as a way of learning, enabling children to develop confidence, creativity, and lifelong critical thinking skills. It is designed to help educators at all levels of experience plan and implement a developmentally appropriate, content-rich program for children with diverse backgrounds and skill levels. The 38 research-based objectives are the heart of the curriculum and define the path teachers take with children in their classroom. They inform every aspect of teaching, include predictors of school success, and are aligned with state early learning guidelines and the Head Start Early Learning Outcomes Framework.

Preschool teachers utilize the GOLD Assessment system to provide comprehensive learning reports for families and other stakeholders within the community. At Delwood we see an increase in kindergarten development with students who have had our 3 and 4 year old preschool, as to those who have not attended.

**2. Other Curriculum Areas:**

Delwood students participate in vocal music at least 2 times per week. We just recently started a Fine Arts Night at Delwood. We have students play musical vignettes throughout the building while the art students display and explain their art projects centered on a specific theme. This is incorporated as a fundraising opportunity for 5th/6th grade band and yearly field trips.

Delwood has a teacher who splits their day between media/library and physical education. Our objective in PE is to provide a safe and supportive classroom where all students can enjoy physical activity. Our PE teacher incorporates health, fitness, eating and outside activity for better health. Students participate in Jump Rope For Heart and Walk Across Iowa every year.

Students have morning meetings at least 3 times per week that revolve around Boystown social skills training. Teachers have specific lessons around 16 social skills that involve practicing and role-playing. These skills are posted in the cafeteria and in classrooms, and teachers reference and review these on a when needed basis in the 2nd semester. The language used in these skills becomes embedded into the culture of the building. Delwood's school counselor focuses on essential standards from the American School Counselor Association. Each grade level meets with the school counselor at least once a week. The counselor and grade level teacher talk about specific skills that need to be addressed and lessons then support those specific skills. Our counselor has lunch groups specific to certain needed topics and meets with students individually throughout the week.

### **3. Special Populations:**

At Delwood Elementary we believe all students can learn. We truly believe in the word YET! It is a growth mindset belief that when we provide quality research-based interventions and progress monitor those interventions, we will see success.

Students who have not met benchmark in the Fastbridge/Curriculum Based Measurement are progress monitored weekly. We take these assessments 3 times per year along with the Measures of Academic Progress (MAP) We use weekly formative assessments at each grade level and determine if those are having the impact we desire. Teachers determine next steps when an intervention change is appropriate. Our entire staff works diligently to support and provide quality interventions daily to those students who have not yet achieved mastery. I love Fridays! Students come to me throughout the day to show me their graphs of progress. We believe that when students self reflect and monitor their own learning they will be more engaged with the learning.

We try to use a full 90-100 minutes daily to deliver instruction in reading and math, using various programs. During that time, students receive whole group instruction, small group specific instruction to skills and independent practice. It is common to see teachers, and support staff working with students in small groups in our building. The reading curriculum also uses differentiated texts to support varied levels of learning. This allows students to access the standards and still be reading rich and informative texts. We also use myOn Reader, which has thousands of books at different levels of lexile scores. When used consistently throughout the year our students have accessed hundreds of extra hours in and out of school with text. Our school also uses MTSS time for math. We have flexible grouping in grades 4-6th grade and students are grouped every few weeks based on need in the math standard. We have designated 30 minutes daily for this to occur. We also use ST Math during the day, which is a research-based program that engages the brain with pictures of mathematical concepts.

## PART V – SCHOOL SUPPORTS

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### 1. School Climate/Culture:

Delwood Elementary has been using Positive Behavior Interventions and Supports for the last 3 years. We have just officially gone through year 1 of our PBIS training. We have school-wide behavior expectations, positive quarterly assemblies based on our PBIS expectations and a weekly R.O.C.K student Award. ROCK stands for Respect your school, Others deserve respect, Celebrate success and Keep doing your best.

We recently created a red ticket system. Teachers award red tickets to each other or to their classes when expectations are being met or noticed. These tickets are placed in class-specific containers in our cafeteria where all the students can see them. At the end of the week the tickets are counted for each class. The principal goes to the winning classroom for the week and announces it over the intercom at the end of the day.

We have also incorporated morning meetings 3 times per week with social skill training. We use the Boystown social skills model and incorporate those into our daily lessons. This year we went from a part time counselor to a full time position. This has helped support those students who need small group counseling and behavioral supports.

### 2. Engaging Families and Community:

Delwood is a small community that strongly supports its school and high expectations. Our mission statement involves education and parental support: “Delwood Community School District strives to meet the individual needs of children in a family atmosphere, promoting positive and creative learning.” We strive to build positive relationships with families and our community.

At the beginning of the year we have an open house so parents can come to school and visit with the teachers to learn more about the classroom and the routines. Our Preschool teachers schedule family home visits early in August to share their procedures and provide parents an opportunity to share more information about their student and family. We also have parent-teacher conferences two times a year and have above 95% participation in those conferences.

The school provides a monthly newsletter to share information about what is happening in various classrooms and information from the principal/superintendent. The school also monitors its website and updates information weekly for parent access.

The superintendent is active in the community with the Lion's Organization and Delmar Development Committee. He also effectively uses Twitter for positive communication about what is happening at school and uses the local radio station to discuss topics on air at least two times a year.

Delwood recently reinstated the parent teacher organization. It is made up of a small group of parents who meet monthly to discuss how to support the school, teachers, administration and the community. The PTO also schedules Sunday Funday through the winter months to bring families to the school. These are fun gym activities to get people exercising or playing games with their children and others. PTO also schedules parent nights that help teach and inform parents of internet safety and trauma.

Delwood has a School Advisory Committee that meets a couple of times a year. They bring thoughts and ideas to administration and the administration shares upcoming projects and student achievement data.

Teachers communicate regularly with parents through Class Dojo, Google classroom, phone calls, emails, and a daily planner. The Delwood School District has a very positive relationship with the Maquoketa Sentinel Newspaper and had several stories written in the last year. We also have parent volunteers within the building to help teachers with classroom tasks and celebrations.

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

The Delwood Elementary staff have engaged with the Iowa Core and have spent a large amount of time investing in Standards Referenced Grading and Reporting. Our teachers have gone through the math, reading, and language arts standards and prioritized them in each grade level. Along with prioritizing the standards, the teachers have looked at how students will show evidence of meeting those standards.

Professional development time is set aside every other Wednesday for Professional Learning Communities. Teams of teachers, support staff and special education teachers meet to look at academic and behavior data. Teachers share the responsibility of looking at the data and then helping to put together strategies for academic or behavior interventions. We believe that our professional development needs to be practical and incorporates strategies that can influence the learning environment in the classroom. Teachers have opportunities to attend conferences in the areas of reading, social studies, science and technology. Teachers then share that information with their peers during professional development opportunities throughout the year. Our teachers also have the opportunity to choose their own professional development learning opportunities through video sessions provided by administration through the year.

At Delwood we also believe in the use of technology to engage and make learning more relevant for students. The Delwood staff has been using Chrome books with the 4-6th grade students and Ipads in the early grades. The upper elementary students interact with technology daily and use that technology to enhance the standards and curriculum.

Our Delwood staff also engages in climate and culture activities that benefit classroom management. We have provided professional development around Boystown Strategies and PBIS throughout the year. We have a PBIS team that provides quarterly information and strategies to the staff.

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

The Delwood School District has a Superintendent/Principal position. This person helps align the school board's goals and the building goals so that all stakeholders clearly understand the vision and mission of the school district. Having a superintendent/principal in the same position allows for a more direct approach to decision-making and policy implementation.

The philosophy of leadership is a unique style of shared and collaborative. The staff at Delwood plays an integral part in helping make decisions that impact the building. Since Delwood is a small rural school, the principal involves all staff in the process of curriculum, technology and climate choices. Next year the Superintendent will be shared with a neighboring district and the Delwood School District will be hiring a full time principal for the elementary building. This will help to streamline professional development and allow the principal more time and discussion with staff.

Delwood Elementary has a Building Leadership team that meets monthly to discuss climate, behavior and academics. This group is part of the Teacher Leadership Initiative in Iowa and they spend about an hour helping to plan initiatives or discuss building concerns that impact culture and climate. This group also looks at building-wide data and the Multi Tiered System of Supports that are in place and if the school is meeting all the needs of our students.

Delwood also uses an Instructional Coach that is a full time resource through the TLC process. This person works with teachers to find resources and interventions that supports student learning. The instructional coach also helps with data analysis, one-on-one intervention and helps plan staff development. We have used this position for the last several years and the staff appreciates the extra support, which this position fulfills.

The Delwood staff shares resources easily with each other and collaborates on Wednesday early outs in PLC teams. This allows for a more shared leadership style where all participants have a leadership role. Our PLC teams work together to find solutions to academic and behavioral concerns. The Delwood

teachers and staff are a family of learners that want what's best for students. They go above and beyond helping students in our building.

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

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Delwood Elementary success has many layers. One area that has had a large influence on our academic success is the consistent, all hands on deck approach to our Multi Tiered Systems of Support (MTSS), coupled with our professional learning communities (PLC). At Delwood Elementary, general education teachers work interdependently in teams to achieve a common goal. The principal and instructional coach meet with teams twice a month to look at data and students that are receiving interventions. Teachers share the intervention responsibility with paras, our reading interventionist, PE and band teacher. All of these people work closely with small groups of students daily. Teachers share the belief that ALL students can learn! Our teachers have 45-60 minutes to meet on every other Wednesday to collaborate and plan for students' instruction in the PLC process. The process looks at Richard Dufour's work on PLC groups and these 4 questions:

1. What do we expect our students to learn?
2. How will we know they are learning?
3. How will we respond when they don't learn?
4. How will we respond if they already know?