

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 Mrs. Michele Christopher

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

Official School Name Warren Elementary School

(As it should appear in the official records)

School Mailing Address 141 Weiss Road

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

St. Peters MO 63376-7741
City State Zip Code+4 (9 digits total)

County St. Charles County

Telephone (636) 851-6100

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E-mail michele.christopher@fhdschools.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. Mary Hendricks-Harris E-mail mary.hendricks-harris@fhdschools.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Francis Howell R-III School District Tel. (636) 851-4000

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. Rene Cope
(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

1. Number of schools in the district (per district designation):
- 10 Elementary schools (includes K-8)
 - 5 Middle/Junior high schools
 - 4 High schools
 - 0 K-12 schools
- 19 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	0	0	0
K	82	62	144
1	64	69	133
2	89	80	169
3	67	77	144
4	77	66	143
5	89	69	158
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	468	423	891

*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
 - 4 % Asian
 - 4 % Black or African American
 - 5 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 82 % White
 - 4 % 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: 7%

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	31
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	28
(3) Total of all transferred students [sum of rows (1) and (2)]	59
(4) Total number of students in the school as of October 1, 2017	857
(5) Total transferred students in row (3) divided by total students in row (4)	0.07
(6) Amount in row (5) multiplied by 100	7

6. English Language Learners (ELL) in the school: 5%
44 Total number ELL

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

Amharic, Arabic, Bengali, Chinese, Dutch, Filipino, French, Gujarati, Japanese, Korean, Lao, Mandar, Panjabi, Polish, Portuguese, Russian, Spanish, Swahili, Tamil, Telugu, Turkish, Ukrainian, Vietnamese

7. Students eligible for free/reduced-priced meals: 12%
 Total number students who qualify: 105

8. Students receiving special education services: 10 %
85 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>8</u> Autism | <u>3</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>17</u> Other Health Impaired |
| <u>10</u> Developmental Delay | <u>11</u> Specific Learning Disability |
| <u>7</u> Emotional Disturbance | <u>4</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>2</u> Intellectual Disability | <u>3</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	3
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	39
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	28
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	24
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	7

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 23:1

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

Required Information	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	96%	96%	97%	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.

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.

Warren Elementary School will be a community of learners in which all students develop excellence in character education, leadership, and academic achievement.

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

Located in St. Charles, Missouri, a suburb of St. Louis Missouri, Warren Elementary School (WES) is one of ten elementary schools in the Francis Howell School District (FHSD). The District encompasses approximately 157 square miles, comprised of 23 Pre K-12 schools, and educates over 16,000 students. Warren opened its doors in 2000 to support a growing, local community. WES is centrally located within the district in the city of Cottleville and services approximately 900 kindergarten through 5th grade students. WES services mostly middle-class families, who are actively involved in the community and the education of their students. WES meets the diverse needs of all learners, which include 12% of students qualifying for free and reduced lunch, 5% English Language Learners (ELL) (who account for 23 different languages spoken in their homes), 10% special education (SPED) students, and 6% gifted learners.

WES is student-centered, family-oriented, and supported by its community. WES's faculty members believe in educating the whole child by providing students with the necessary tools for academic success and continued intellectual, social, and emotional growth. The school's vision is articulated by what has become known as The Warren Way. The pillars of The Warren Way are Respect, Responsibility, Relationships, and Results (4R's). These values became the foundational blueprint for WES's thriving climate and culture.

For nearly two decades, Warren's staff and community have worked tirelessly to evaluate and research best practices in the ever-changing field of education. Our journey has evolved into a multifaceted, whole child approach. WES has a talented, compassionate, and dedicated staff with 82% of certified staff holding advanced degrees. The school's 72 certified staff members average 16 years of experience, with 80% who have taught 10 or more years. In order to support various district and building initiatives, WES provides staff with choice-based, professional learning opportunities aligned with interests and individual teacher needs. WES staff are provided dedicated collaboration time with job-alike colleagues for the purpose of applying new learning and strengthening their craft. Teachers value learning from other experts in the building through observations, model classrooms, instructional coaching, mentorships, vertical teaming, and reflective Professional Learning Community (PLC) discussions.

Over the past 12 years, one of the cornerstones of WES's success is the fidelity to which our school operates as a PLC. Under the leadership of the current administrative team, WES has maintained a culture of shared accountability committed to a laser-like focus on high levels of student learning for all. All members of the Warren community are committed to a results-oriented, common purpose articulated through a collaboratively developed mission, vision, values, goals and annual School Improvement Plan (SIP). PLC teams relentlessly question the status-quo through collective inquiry and action orientation, resulting in the implementation of best practices in teaching and learning for all students. Warren has maintained high levels of academic performance on the Missouri Assessment Program (MAP), scoring well above the state average in all academic areas. In 2013, WES was named a Top Five Missouri School in the area of English Language Arts (ELA) and has recently been recognized for our success on the 2018 Assessing Comprehension and Communication in English State-to-State for ELLs (ACCESS). Warren ELL students' scores were the highest in the state of Missouri and showed significant academic growth from the previous year, advancing from number seven to number one.

WES embarked on a cultural change by adopting the Leader in Me (LIM) model in the 2013 - 2014 school year. LIM fit seamlessly with the existing Positive Behavioral Interventions and Supports (PBIS) and the 4R's. The state of Missouri awarded Warren PBIS Bronze level status in 2013 and 2014. In 2014, Warren was one of a few select schools, worldwide, awarded the "I Am a Leader Foundation Grant". Through the LIM process, WES established dedicated leadership time, known as Warren Wednesdays. During this protected time, students have the opportunity to become self-directed learners and partners in shared decision-making, through student-led activities including recognition, celebrations, leadership roles, goal setting, monitoring progress, and student-led conferences. WES hosts yearly Leadership Days to spotlight student leadership and goal setting efforts. In 2018, WES underwent a rigorous evaluation process and was awarded Lighthouse School status as an internationally recognized leadership school.

Accountability among all school stakeholders is a key component to high levels of achievement for all

students. As part of the LIM philosophy, students take an active role in their learning by setting achievement, attendance, behavior, and personal goals. Students develop action plans, monitor progress, and celebrate successes. School transparency and inclusiveness are fostered by publicly displaying achievement and progress data in classrooms, hallways, and through various social media portals. By merging best practices of PLC, PBIS, LIM, the Warren 4R's, social and emotional supports (Sanctuary Model, Trauma-Informed Practices, Restorative Practices), equity and diversity training, Warren's culture both promotes and guides students to their final destination, becoming "Learners and Leaders for Life".

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

WES utilizes the research-based Balanced Literacy model, which includes reader's workshop, writer's workshop, and word study. This model provides differentiated learning opportunities to assist in meeting the individual needs of all students. Teachers incorporate the Lucy Calkins' Units of Study for Reading and Writing, which are intensely researched by the Teachers College, Columbia University. Teachers integrate other best practice curriculum resources and structures such as the Fountas and Pinnell Literacy Continuum and guided reading and writing. Best practices and research-based resources align with district curriculum and Missouri Learning Standards to provide consistency across grade levels through the use of learning progressions. This practice ensures the best support for all students while addressing the learning standards. FHSD's core curriculum provides high levels of engagement for students, which promotes high volume reading and writing. WES teachers provide small group instruction to meet individual student needs based on data collected through anecdotal notes, screening data, and benchmark assessments. Conferencing with students independently to discuss their progress and provide next steps assists students in reaching high levels of literacy targets. At WES, there is an intentional focus on student ownership of their learning through the setting of individual goals focused on reading behaviors, which promote a deeper understanding and love of literature. During word study, students have multiple learning opportunities focused on developing phonemic awareness and increasing phonics knowledge. Students build words, break words apart, and learn about patterns within words. Intermediate students study the morphology of words and how to understand the meaning of the word based on word parts. Through the use of Marzano's six-step vocabulary structure, students have multiple opportunities to engage in language building. WES has developed a comprehensive ELA program, allowing students to reach high levels of learning. All Warren K-5 classroom teachers, instructional specialists, and administrators receive high-quality professional development (PD) from district instructional coaches and staff developers from the Teachers College to maintain high quality ELA instruction.

1b. Mathematics:

WES utilizes the enVision Math Realize Edition, aligned with the Missouri Learning Standards, to provide students with high rigor to support all levels of learning. The FHSD's math curriculum moves students through the stages of concrete, pictorial, and abstract, which research supports is how students best learn math; this supports both conceptual and procedural knowledge. Along with the mathematical topics of Number Sense, Operations, Fractions, Geometry, and Measurement, teachers emphasize the use of mathematical practices that lead to proficient math thinkers. Students are encouraged to make sense of problems and persevere, use appropriate tools, reason quantitatively, and construct viable arguments to justify their answers. Problem-Based Interactive Learning promotes these practices by focusing students on critical thinking as they work in partners to persevere through an introductory problem that does not have an immediate solution. Warren teachers encourage students to share ideas and strategies to foster a deeper understanding, which allows for a focus on problem-solving rather than simply finding an answer. Students are also given the opportunity for class discussion, while working independently, to apply their new knowledge and skills. Formative and summative assessments, including district benchmarks, are used to gauge student progress. Teachers utilize assessment data to plan for intervention, additional practice, or extensions to meet the diverse needs of all students. Additionally, WES teachers employ resources such as pre-tests, researched-based interventions, tutoring, math centers, flexible grouping, extensions, and technology (Study Island, Prodigy, IXLMath, Khan Academy) to ensure all students are mastering the learning targets. High levels of quality instruction are sustained through ongoing instructional support from District content leaders and ongoing PD from experts in the field of mathematics. WES provides opportunities for parent involvement through online access to math curriculum resources to support the home/school learning partnership.

1c. Science:

Warren students regularly explore real-world science problems and provide solutions by integrating Three-Dimensional Learning found within the Next Generation Science Standards (NGSS). Instruction offers hands-on opportunities for students to demonstrate their learning through Science and Engineering Practices. Learning activities encourage students to ask questions, create models, and design investigations. Inquiry-based instruction, embedded in classroom investigations, focuses on phenomena-based learning. Mystery Science is an online resource used in many classrooms to develop a love of science and intentionally explore the wonders of the world around them. WES students engage in STEAM (Science, Technology, Engineering, Arts, Mathematics) activities within the classroom through Makerspace activities and experiments. WES K-5 students are routinely assessed on NGSS through a variety of assessment measures, including science labs, investigations, performance events, and summative assessments. Fifth grade students are assessed on NGSS and their knowledge and application of the scientific method through the MAP. Outside of the classroom, Warren students can expand their scientific minds through a variety of opportunities. WES organizes a special day specifically focused on STEAM events and activities, which include a host of community partners and volunteers. Students have the opportunity to participate in a variety of hands-on, inquiry-based learning opportunities, including, coding, robotics, aviation, augmented reality, music engineering and production, criminal science investigation, Botany, and Biomed. Students are excited to participate in FHSD sponsored STEAM challenges designed to enhance higher-level thinking and problem-solving. Traditionally, a large number of Warren students attend district summer STEAM camps. For the past six years, the Warren Wizards have represented WES as the only elementary robotics team in the FHSD. The focus of the Warren Wizards is team collaboration, student-led group work, owning the process, and student problem-solving. The Warren Wizards represented WES at the First Lego Leagues Eastern Missouri Championship for the last six years with the following results: advanced to state twice, won robot design at the state level, regionally won the core values award, robot design, project, and grand championship. Every year the fifth grade Wizards mentor the incoming fourth grade Wizards.

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

WES believes that a 21st Century social studies program should serve as the foundation for responsible citizenship by preparing our students, who have diverse cultures and viewpoints, to be productive citizens in a global, democratic society. FHSD social studies content is integrated into ELA, science, and Leader in Me lessons. At WES, civics, government, history, geography, and economics come to life through storytelling, interactive simulations, field trips (including virtual), evaluating and analyzing quality literature, Kids Voting, and community involvement. Students develop civic competence through our Veteran's Day celebration, mock elections, student-led voting, and Junior Achievement BizTown. WES teachers expose students to primary sources, such as guest speakers and artifacts, to provide authentic learning experiences for the diverse learners present. K-5 students are assessed on their understanding of various concepts through formative and summative assessments, performance events, and writing assignments.

1e. For secondary schools:

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

2. Other Curriculum Areas:

WES believes learning extends beyond the core curriculum and recognizes that students who may struggle within the regular classroom setting may find their voice and leadership potential within the subjects of other curricular areas. WES K-5 students attend Art, Music, and Physical Education (PE) every third day. Grade level counseling classes meet regularly with frequent, interspersed group or individual counseling. Library Media classes occur every other week.

All WES students sing, dance, create, play, and experience music. Each lesson is all-inclusive and allows for students to engage in creativity, movement, performance, analysis, critical thinking, and intellectual

stimulation, supported by a vast amount of resources including musical instruments and up-to-date technology. Choice-based learning with music stations promotes individuality and self-discovery while also expanding students' synergistic and communicative skills. An extra-curricular choir has over one hundred 4th and 5th grade participants, with weekly rehearsals and numerous opportunities for leadership and performance.

WES visual arts education encompasses a focus on inquiry-based instruction, which promotes creative and critical thinking skills through the development of basic foundational art skills. Through LIM leadership roles, students' voices and experiences are honored in the art studio and beyond. WES students in the Curative Curators LIM leadership role play a critical role in creating a positive, aesthetic environment with artwork such as ceiling tiles aligned with LIM principles, special event decorations, display cases and artwork from every level displayed throughout the school. Through both individual and collaborative art-making experiences, students at WES explore new ways of thinking, reasoning, investigating, and communicating as they develop new techniques, approaches, and habits.

WES students participate in a variety of activities to engage in healthy behaviors in both the PE classroom and throughout their daily lives. WES coaches encourage students to set personal fitness goals and further engage students in being fit for life through the use of technology. PE classes incorporate LIM Habit 7, Sharpen the Saw, by teaching students about the benefits of a healthy lifestyle and physical activity. Squad leaders have various responsibilities including leading daily exercises, set-up, and clean-up. Additionally, WES Fitness Fanatics, a LIM leadership role, promote physical fitness beyond the gym, by sponsoring wellness activities (Color Run, walking laps at recess, making Brain Break videos) throughout the school year. Extra-curricular intramurals provide a valuable extension of the PE program, with students participating in team-building and sporting events within WES and with other elementary schools in the district.

All aspects of library, media, and technology at WES are focused on supporting the core curriculum, promoting literacy, and developing 21st Century learners. Through book tastings, book fairs, annual author visits, and the development of a diverse collection, the Library Media Specialist (LMS) works tirelessly to foster a love of reading. Principles of digital citizenship are taught to prepare students to be safe and responsible users of technology, who communicate through various digital platforms. The LMS provides WES students with robust STEAM opportunities, such as coding and dynamic engineering units. Students in the Page Turners LIM leadership role work in collaboration with the LMS to promote the Learning Commons and the joy of reading.

WES implements a comprehensive guidance program in large, small, and individual settings to address the social and emotional needs of our students. Warren counselors synergize to structure multi-tiered supports and resources to meet the increasing, social-emotional needs of students, while seamlessly integrating the tenants of the building LIM and PBIS philosophies. Guidance counselors work to create a climate where students learn social skills, conflict resolution, and planning skills. Students access supports through lessons and individualized Tier II behavioral interventions, such as access to a recovery room, Check-In/Check-Out, Reset and Return, Behavioral Specialist Para support, Educational Support Counseling (ESC), Social Skills, small group, and access to outside community resources.

Through the PBIS and LIM curricula, the WES community works together to create a culture that nurtures and celebrates respect for self and others, responsible actions, leadership, and healthy, caring relationships, while focusing on academic achievement. Staff and community work together to establish ongoing school-wide expectations, systems of recognition, leadership opportunities, and service learning for our students. Through the implementation of PBIS and LIM, Warren students understand the importance of individual contribution and accountability to the greater school community. In short, change begins with us.

3. Special Populations:

WES is a community of highly dedicated, professional learners who strive to meet the individual learning needs of every student. Warren teachers and instructional specialists utilize dedicated time to collaboratively plan, review curriculum, and identify research-based instructional strategies. Common weekly PLC time

focuses on answering the four PLC guiding questions. Teachers and instructional specialists analyze student benchmark assessment data, identify data triggers, analyze subgroup data, and allocate resources for the purpose of planning targeted interventions and extensions. Once students are placed in interventions, teachers monitor intervention progress data, social-emotional behavior data, and priority standards growth to ensure the diverse learning needs of all students are met.

The Student Teacher Assistance Team (STAT) meets to discuss students who are not responding to Tier I interventions. The interdisciplinary STAT reviews the student's intervention history, progress monitoring data, and parent concerns. The team considers multi-tiered supports available and the specific needs of the individual student. Students may be placed in a more intensive intervention based on the outcome of the STAT process. Tiered supports at WES consist of Reading Recovery, Leveled Literacy Intervention, Interactive Writing, Focus Math, extensions, counseling, attendance support, home visits, social skills, and SPED services.

In alignment with Warren's whole child approach to learning, Warren's SPED and ELL teachers take a unique approach to meeting the needs of all students regardless of their abilities. These highly trained experts play an active role in all aspects of the grade level PLC process. Whether students with special needs are meeting or exceeding grade level expectations or are under performing on district or state assessments, WES specialists use a variety of research-based Tier II and Tier III instructional methods. Additional collaboration time allows SPED and ELL PLC teams to effectively allocate resources, match student needs with teacher expertise, provide modifications and accommodations, communicate progress with parents, and participate in high quality PD.

WES SPED teachers believe helping their students understand their own Individual Education Plan (IEP) empowers students to create learning goals aligned with their specific learning needs. Students can focus on individual learning goals in multiple settings, have a sense of ownership for their learning, and have conversations at home with parents about their progress. Ensuring a strong school to home relationship engages parents to be empowered members of the IEP team when developing new goals for their child.

WES has an ELL population which meaningfully engages and excels in all aspects of the curriculum, academic services, and school culture. ELL students participate in district and state assessments with varying levels of accommodations. Over the past several years, ELL students have shown significant academic growth. On the 2018 MAP, a higher percentage of ELL students performed advanced or proficient than the overall population.

Warren's gifted education program is designed to meet the unique learning needs of exceptional learners, emphasizing student-driven, inquiry-based learning. WES utilizes a universal screener for all 1st and 3rd grade students to identify gifted learners. The gifted curriculum is grounded in the 21st Century learning standards of collaboration, communication, critical thinking, and creativity. Extensions at every grade level focus on convergent, divergent, visual/spatial, and evaluative thinking. Engineering units promote problem-solving skills, communication, collaboration, and project-based learning. Through both the gifted program and extensions, WES meets the academic and affective needs of our gifted learner population.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Warren's inclusive, foundational philosophy, known as the Warren Way, is rooted in valuing the unique talents, gifts, contributions, and commitment of all community members. With this foundation in place, WES guides students to high levels of academic success by growing leaders to their full potential and providing a safe and caring school community. WES's mission is to develop "Learners and Leaders for Life." This school motto was created and adopted by students as part of the LIM journey. WES staff work tirelessly to cultivate a caring and cooperative school culture by fostering personal character and moral integrity through PBIS and LIM lessons, principles, modeling, and accountability. At WES, these principles are somewhere and everywhere. Expectations are high for all WES stakeholders to promote academic excellence in a safe and supportive environment.

Warren's learning environment is leadership-oriented, empowering, and positive. Growth mindset practices encourage WES students to challenge themselves and take ownership of their learning. Teacher feedback related to effort and hard work changes students' negative perceptions about their abilities, thereby leading to increased student achievement. As part of the LIM paradigms of Everyone has Genius and Change Starts with Me, students write personal mission statements, develop and track academic and personal goals in their leadership binders, participate in restorative community circles, and engage in student-led conferences. All students are encouraged to demonstrate the Warren 4R's in all areas of the school environment. Accomplishments are acknowledged and celebrated often through Positive Office Referrals, student-led celebration assemblies, in-class goal celebrations, and daily recognition notes affectionately known as Wags. Students can also recognize peers and staff with a Rainbow Rock Award for displaying one or more of the 7 Habits. The Agents of Awesome, a LIM leadership role, find creative ways to celebrate students and staff and spread positivity and goodwill throughout the community.

WES staff members have played an integral role in the transformational leadership culture of the school. Through facilitating student leadership roles and collaborative planning practices, each staff member has the opportunity to invest and serve in a position that fosters a positive and inclusive school climate. Valuing teacher knowledge, skills, and talents and encouraging shared leadership contribute to school success. Teacher leaders serve as STAT members, facilitate committees and action teams, sponsor student activities, and play an active role in the school improvement process. WES celebrates staff for strengths and contributions to the learning environment (Teacher of the Year Award, Support Staff of the Year, and ongoing staff recognition). The shared commitment of supporting and challenging all learners, in and beyond individual classrooms, to reach their full potential cultivates a climate and culture of success.

2. Engaging Families and Community:

Cultivating parent, family, and community involvement in the educational process has resulted in higher academic performance and closing the achievement gap for all WES students. When WES opened its doors in 2000, community members, parents, and staff collaboratively developed the Warren Way as the overarching philosophy with an intentional focus on relationships and results. Invested families and communities translate into thriving students. To this end, Warren has hosted 4R nights and Leadership Days that have included literacy nights, STEAM events, bike rodeos, multicultural fairs, math nights, and service-learning projects. Two of these events were recognized as a Promising Partnership Practice by John Hopkins University. Providing learning experiences outside of the regular school day aligns with Warren's overall mission and goals to create a caring and collaborative community culture.

WES is intentional in fostering parent and community partnerships in all aspects of the school improvement process. Warren's SIP identifies ways to incorporate John Hopkins University's Six Keys to Successful School, Family, and Community Partnerships into each goal area. WES involves key stakeholders by surveying parents, developing family-friendly policies to meet the diverse needs of learners, providing informative presentations on school-related initiatives (curriculum, LIM, Gifted Education, technology), providing ESC services, and collaborating with higher education institutions. A

school Facebook and Twitter account are used to showcase daily life at WES. Parents are informed about their student's learning and ongoing opportunities for parent involvement through a variety of channels (SeeSaw, S'more, Remind, eNews).

At WES we acknowledge that a student's day encompasses more than what happens between the school bells. Vacation Station (VS), FHSD's before and after school program, is also an integral aspect of our community. The VS staff develop lesson plans that support the curriculum through fun, hands-on enrichment, STEAM learning, social-emotional skills, and annual play productions. Warren's VS is unique because the lead facilitator and other VS staff are actively involved in the school, by supporting school initiatives, participating in action teams, leadership roles, student meetings, 4R nights, and Leadership Days.

Special events are intentionally planned to let the community and families know their value to our school, while also building a shared vision and culture at Warren. Special events happen at various grade levels to develop community beyond the walls of our school: Mother's Day Tea, Writing with Dads, Grandparents' Day, Love of Literacy, Games with Guests, and Drug Abuse Resistance Education (DARE). Warren has a very active Parent-Teacher Organization (PTO) dedicated to promoting student achievement, supporting school staff, and focusing on the Warren Way.

3. Professional Development:

Professional Development has always been of the utmost importance to WES staff, as collaboration and time to learn from each other are invaluable experiences. All WES teachers participate in high-quality PD focused on best practices in curriculum, instruction, and assessment. WES teachers have the opportunity to participate in choice-based, district provided PD. Needs assessment survey results are used to identify the areas of PD most needed and desired by staff. Self-selected PD strands connect best practice and support the application of new knowledge. New teachers are provided with extensive training and support, engaging in more than 75 hours of intentional learning, providing them the necessary scaffolds and supports to be successful in today's multifaceted classroom. Building PD is aligned with the school SIP including instructional coaching cycles, model classrooms, content leader training, collaborative walkthroughs, book studies, mentor/buddy programs, institutes, and conferences. Through the PLC process, there are opportunities for school-based initiative PD, such as interventions, curriculum, assessment, and Classroom Instruction that Works (CITW), all of which drive school improvement and meet the learning needs of all students.

WES teachers participate in a wide variety of district PD opportunities. The district utilizes in-house experts, as well as leading experts in various content areas to provide our teachers with high-quality training on district initiatives. Some of the high priority PD initiatives have included Balanced Literacy, Assessment for Learning, Response to Intervention (RTI), Kagan Cooperative Learning, enVisions Math, McREL's CITW, Adaptive Schools, Excellence with Equity, Sanctuary, Trauma Informed Institute, Restorative Practices, NGSS, and Lucy Caulkins Homegrown Institute for Writing. While the district often brings in experts to lead the training, the district diligently develops FHSD's capacity of local expertise through the Train-the-Trainer model and peer coaching.

At WES, a systematic approach to PD ensures consistency and the sustainability of instructional practices. Developing teacher leaders, participating in collaborative walkthroughs, intentional monitoring of implementation practices, providing evaluation feedback, time for reflection, and the use of data from evaluations and surveys to measure effectiveness result in high levels of student achievement. WES believes well-designed PD is an essential component of a successful comprehensive system of teaching and learning which supports all students in developing the knowledge, skills, and competencies to thrive in the 21st century.

4. School Leadership:

As FHSD's only internationally recognized LIM Lighthouse School, Warren's collaboratively derived motto "Learners and Leaders for Life," exemplifies WES's philosophy that all members of the school

community possess leadership qualities and the capacity to achieve great things. WES values shared leadership. Building principals strive to build leadership capacity among staff and students, resulting in a climate of high expectations and achievement. WES's transformational leadership approach inspires the WES community to reach their full potential, one that they may have yet to recognize within themselves.

WES's administrative team, comprised of a principal and two assistant principals, is focused on creating a sustainable system of distributive leadership and growth. Warren's leadership philosophy fosters autonomy in all individuals of the learning community, empowering them to problem solve and innovate by utilizing their unique talents and strengths. As part of our LIM journey, school-wide committees and leadership opportunities have evolved to promote shared leadership and teacher-facilitated action teams (Culture, Leadership, and Academics) aligned to the LIM framework. The Lighthouse Team, comprised of key stakeholders from all areas of the school, including parents, facilitate action teams aligned to school improvement efforts. Each action team plays a role in planning, problem-solving, leading change, and promoting WES's mission. The action teams provide the structure for staff to engage in shared decision-making opportunities focused on best practices in curriculum, instruction, and assessment. Leadership action teams and grade level PLC teams work collaboratively to analyze data to inform instructional decisions that ensure all students are learning at high levels and closing the achievement gap. When staff members believe their opinions and ideas are valued, they feel supported and empowered to lead change that directly benefits students.

Under the LIM framework, WES has adopted a philosophical perspective of finding the leadership potential of every child, every day. All students take ownership of their learning by setting and monitoring academic and personal goals regularly. WES students communicate their academic progress to parents and other adults through their leadership notebooks and student-led conferences. All WES students have the opportunity to apply for and participate in various leadership roles which best utilize their individual strengths and unique skills and talents. The Student Lighthouse Team facilitates change in our school by advocating for students' voice and choice. Student leaders created a recognition system to celebrate students and adults for their contributions to the Warren community. WES strives to empower students with the mindset and resources to lead in their academic and personal growth.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

At WES, we believe a whole child approach to educating students is imperative for preparing children to meet the global demands of the 21st Century. Through the Warren Way and living the LIM 7 Habits, the belief in unlocking the potential of all students has profoundly contributed to Warren’s academic success by creating a culture of shared responsibility, accountability, and empowered students and staff. Achievement data is visible in the classroom and throughout the school using grade level and school-wide scoreboards. All WES students are actively engaged in the learning process. Students set and monitor individual goals in student leadership notebooks and gain an understanding of how effort correlates to high levels of individual, classroom, grade level, and overall school success. Students sharing their leadership notebooks with parents results in a shared vision for overall student success and strengthens the home-school connection. Through personalized learning experiences, service learning, and participation in choice-based leadership roles, students feel connected to WES and the broader school community.

Under the umbrella of the Warren Way, all WES stakeholders recognize the successful development of the whole child extends beyond the classroom. The importance of social-emotional learning is increasingly recognized as a critical component of every child's development and academic success. Meaningful, strategic, and research-based methods for teaching students self-regulation skills, social skills, and empathy, are embedded in Warren's daily practice. Ongoing PD, the use of proactive healthy lifestyle strategies, and the implementation of social-emotional curricula assist WES students in maintaining positive relationships, developing problem-solving skills, making responsible decisions, and empathizing with others.

WES students thrive as responsible, self-confident learners in a safe environment enriched with caring and supportive adults. WES believes that the demands of the 21st Century require a comprehensive approach to learning. The integration of the Warren Way with LIM, in combination with the shared, philosophical belief in educating the whole child, has played an instrumental role in WES’s educational practices and has proven to be a powerful paradigm of Warren's school culture and academic success.