

U.S. Department of Education
2020 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. Laurie Davis
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Weathersfield Elementary School
(As it should appear in the official records)

School Mailing Address 3151 Darlington Drive
(If address is P.O. Box, also include street address.)

City Thousand Oaks State CA Zip Code+4 (9 digits total) 91360-4558

County Ventura

Telephone (805) 492-3563 Fax (805) 492-4452

Web site/URL http://www.conejousd.org/weathersfield E-mail lauriedavis@conejousd.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.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Mark McLaughlin E-mail mmclaughlin@conejousd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Conejo Valley Unified School District Tel. (805) 497-9511

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.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mrs. Cindy Goldberg
(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.

(School Board President's/Chairperson's Signature) Date _____

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 2020 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 2014 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: 2015, 2016, 2017, 2018, or 2019.
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 (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 17 Elementary schools (includes K-8)
 - 4 Middle/Junior high schools
 - 5 High schools
 - 0 K-12 schools
- 26 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	39	54	93
1	22	32	54
2	24	23	47
3	26	39	65
4	14	24	38
5	17	25	42
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	142	197	339

*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):
- 0.3 % American Indian or Alaska Native
 - 5.8 % Asian
 - 1.8 % Black or African American
 - 38.1 % Hispanic or Latino
 - 2.4 % Native Hawaiian or Other Pacific Islander
 - 51.6 % White
 - 0 % 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 2018 - 2019 school year: 9%

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, 2018 until the end of the 2018-2019 school year	13
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	15
(3) Total of all transferred students [sum of rows (1) and (2)]	28
(4) Total number of students in the school as of October 1, 2018	314
(5) Total transferred students in row (3) divided by total students in row (4)	0.09
(6) Amount in row (5) multiplied by 100	9

6. Specify each non-English language represented in the school (separate languages by commas):
Spanish, Italian, Japanese, Mandarin (Putonghua), Polish, Portuguese, Russian, Vietnamese

English Language Learners (ELL) in the school: 22 %
75 Total number ELL

7. Students eligible for free/reduced-priced meals: 28 %

Total number students who qualify: 94

8. Students receiving special education services: 10 %

35 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>2</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>2</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>10</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>20</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: 3

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	15
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	10
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	5
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 22:1

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

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	95%	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 2019.

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.

Through innovative academics and co-curricular programs, including the arts and activities, Weathersfield is committed to providing a lifelong love of learning for every student.

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

The Conejo Valley Unified School District has a districtwide program that provides families the opportunity to choice into a school that is not their home school. The Choice Program allows families to put a first and second choice on their application, and these are the only two schools that are considered. The program is administered by district office personnel and is a lottery selection system. Once families are notified, they have the option to accept the choice school offered or to decline and remain at their home school.

PART III - SUMMARY

Located in the heart of the Conejo Valley in the Ventura County region of Southern California, Weathersfield Elementary School is a vibrant TK-5 school with a current enrollment of 343 students. We are 1 of 17 elementary schools in the Conejo Valley Unified School District (CVUSD) and opened in 1961. Weathersfield is primarily a neighborhood school where many of our children grow up together in their tucked-away, suburban Thousand Oaks neighborhood. In recent years, however, more families have discovered the strengths and community spirit of our elementary school and they have used the intradistrict school choice process to bring their children to Weathersfield.

Weathersfield's mission is to provide innovative academic and co-curricular programs that provide students a lifelong love of learning and the opportunities to develop their interests, talents, and abilities. As a part of this mission, we provide a variety of fine and performing arts and other activity programs designed to enhance our students' academic experience and to develop the whole child. Weathersfield takes pride in having a warm and welcoming school environment and being a school community that cares deeply for our children and their academic and social emotional growth.

A key factor in becoming an Exemplary Achievement Gap Closing School has been our collective ability to harness the potential of our staff, students, and school community to create a focused improvement approach. Over a three-year period, we have intentionally and collaboratively created student-centered systems to address differentiation of instruction, intervention, school culture, social emotional and positive behavior supports, and parent and family engagement. In the late spring of 2017, due to a significant decrease in enrollment, student achievement, and school community engagement for the three years prior, the CVUSD Leadership Team determined the need for a leadership change at Weathersfield. When new leadership started at the school, the new principal quickly noticed the promise and capacity of the school team. Weathersfield has transformed into a vibrant, thriving learning center over the past three years. The new principal, a re-energized school leadership team, committed teaching and support staff, dynamic parent volunteers, and strong support from our district leadership has led to this transformation. In particular, we are very proud that our school has significantly narrowed the achievement gap, as reflected in our Smarter Balanced Assessment Consortium (SBAC) scores, California School Dashboard results, and in the school moving from a 6 to 9 out of 10 with a 10/10 Equity Index score on Great Schools. Moreover, Weathersfield has also had the highest state test score gains over the past two years of all schools in our high-achieving school district.

Weathersfield serves a diverse population of learners. Our current demographics are 51% White, 38% Hispanic, 5.8% Asian, 2.4% Native Hawaiian/Pacific Islander, 1.8% Black or African-American, and .3% Native American or Alaska Native. These numbers include 16% English Learners (EL), 12.3% Reclassified Fluent English Proficient, and 4.8% Initial Fluent English Proficient which means that almost one-third of our students speak a language other than English in their homes. In addition, 28% of our students participate in the free and reduced lunch program. On the California Assessment of Student Performance and Progress (CAASPP), all of our student groups have shown gains over the past two testing cycles. Not only are we moving students to proficient, but we are also moving students from proficient to exceeds standard with our focus on individual growth for all.

Our academic focus begins with high quality core instruction that is provided by the classroom teachers and includes purposeful differentiation and technology tools to meet the diverse needs of students. Our shared school science lab is designed for project-based learning and inquiry, which provides our students a place for experiments and exploration. In conjunction with strong first teaching practices, our schoolwide intervention program is designed to target all levels of learners in small group settings. To support parent and family engagement and build school to home connections with our English learner families, we have a bilingual facilitator and community outreach program specialist.

At Weathersfield, our strong academic practices embrace the need to also build social emotional skills in our students within a caring and positive school culture. Our character education program emphasizes the importance of positive choices and mindfulness to help children be good citizens and respectful, responsible

classmates. We offer a variety of recognition programs, including positive tickets for exemplary behavior and awards assemblies. For additional social emotional support, our counselor and special education staff provide individual and group guidance for students. Our stellar specialist program provides music, art, and physical education time for students, and professional collaboration time for teachers. Extracurricular offerings include our highly acclaimed chorus, band, and strings programs, as well as a number of after-school offerings such as sports, art, coding, and dance activities that create more connections to school.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

Weathersfield’s core curriculum is aligned to the California Common Core State Standards (CCSS) with an approach of both high expectations and strong support for all levels of learners. Our transitional kindergarten (TK) is part of a two-year program for students with summer and fall birthdays and has a distinct curriculum from kindergarten. All grade levels have protected time each morning for English language arts (ELA) and math. This protected time is designed to create a routine where our students can focus explicitly on these two critical subject areas at a time of day when they are most ready to learn. Due to the hands-on instructional approach we take with science and social studies, we teach these subjects in the afternoons.

Based on our philosophy of intentionally targeting individual learning needs, we strand differentiated instruction and support throughout all curricular areas. Strong tier 1 first instruction is the foundation of our academic programs. For tier 2, each teacher creates differentiated small groups in their classroom for all levels of learners. Tier 3 instruction is delivered by the teacher and specialized teaching staff to assist individual students in specific, targeted skill areas. In addition, our successful Intervention for All program targets all levels of learners in small group settings across a grade level. All of these instructional components have helped close the achievement gap and are guided by frequent progress monitoring, data analysis, and action.

Weathersfield’s strong academic focus is enhanced by technology supports and a science lab designed for project-based learning. In terms of next steps, as a district, we are in the process of implementing Universal Design for Learning (UDL) practices. We believe that the more we can intentionally design instruction with attention to individual students’ needs, the greater potential we will have to continue to close the achievement gap.

1b. Reading/English language arts

Weathersfield utilizes our district-adopted Macmillan-McGraw Hill California Treasures as the core Reading/English language arts curriculum for grades K-5, and for TK we use an adapted version titled Little Treasures. Our program has a technology component, Connect Ed, which has been instrumental in providing students with enhanced learning opportunities. In addition, we have core literature books at each grade level. Our reading program is taught in a 1.5 to 2 hour daily instructional block. The program is broken down into weekly instructional units that incorporate vocabulary building, foundational reading skills, fluency, comprehension, literary analysis, spelling, grammar, and writing.

Our teachers ensure that our students are receiving standards-based reading instruction at each grade level. Teachers incorporate Webb’s Depth of Knowledge into their daily instruction to create rigorous, effective questioning so that our students can develop multi-dimensional thinking skills. This has assisted us in keeping the bar high for our students to become critical thinkers, analyzers, and problem solvers. Moreover, our program is designed so that our students have the tools to make connections when reading their weekly stories. They are provided with a strong foundation in the area of vocabulary which enables them to extract meaning from their texts. Our program provides visual vocabulary cards and video vocabulary re-enforcers which have been highly effective tools for all students, particularly our English learners and students with disabilities. Reading comprehension is a strong focus of our ELA instructional program. Our students in grades 2-5 take the Scholastic Reading Inventory (SRI) throughout the school year to determine their Lexile levels. This provides us with data to ensure that students are reading in their appropriate growth range and that reading levels are increasing. In addition, students take Reading Counts tests at their Lexile levels which provide us with another layer of data to determine their level of comprehension. TK-1 teachers work to build thinking skills of reading comprehension while they also focus on building an essential reading foundation of phonics and fluency.

With regard to writing, we use the Step Up To Writing approach which has an excellent organizational structure to help students with the processes of pre-writing, drafting, revising, proofreading, editing, and publishing. The color-coded aspects of the program are great visual aids for our students to work through the intricate steps of the writing process.

All teachers at Weathersfield design instruction with a lens on equity and differentiation. Small group instruction targets all levels of learners as a core feature of our daily instructional program. This provides us the ability to target the specific strengths and gaps of our students through our instruction and intervention programs. In terms of using data to drive instruction, we use weekly quizzes, formative assessments, and district benchmark assessments, as well as teacher input. Our teachers meet weekly in their grade level teams to share best practices and review student data. Our collaborative commitment to providing a variety of auditory, visual, and kinesthetic learning opportunities has contributed to our success in closing the achievement gap.

1c. Mathematics

Weathersfield's K-5 math curriculum is the district-adopted Houghton Mifflin Harcourt GO Math! program. Our TK uses Pearson's enVisionmath, which is an activity-based, hands-on program for our youngest students. GO Math! has a five point instructional model for students to engage, explore, explain, elaborate, and evaluate. Our math program emphasizes that there are multiple ways to solve problems and gives students many opportunities to build and explain flexible thinking about numbers. Students use manipulatives for concrete, visual, and kinesthetic practice, which is essential for building conceptual understanding of mathematics. Think Central is the technology component of GO Math!, which is comprised of Math On The Spot and personal Math Trainer videos for additional reinforcement. Another feature of Think Central is that it provides access to lessons and workbook pages for our families at home to assist their children.

To be able to continuously practice their math facts and skills, our students have access to a number of math software programs. Students work towards mastery in the classroom and in the labs to practice their math using technology. We have a Principal's Challenge for our third graders to master their multiplication facts by the end of the school year. The students earn brag-tags for each skill mastered. This has provided our students the motivation needed to learn their facts. Next steps will be to extend this challenge to our second graders to master their addition and subtraction facts. We know that students who master their math facts are more successful with higher level mathematics.

To ensure that we have an on-going grasp of each students' math skill knowledge, our teachers regularly monitor student performance and provide their students with weekly and tri-annual benchmark assessments. This assessment data is analyzed by our teachers at their grade level meetings to help them provide focused instruction.

Overall, our rigorous math program encourages students to think critically, to problem solve, and has scaffolded support for all. After good first teaching, our teachers begin differentiated instruction by working with small, leveled student groups. These targeted groups then work through specific strategies that the teacher can review or extend as needed, so learners can solidify concepts being taught in the whole class setting. In particular for our English learners and students with disabilities, these small groups are vital for both breaking down and building mathematical language. Teachers can work with the number concepts in isolation with these students and then gradually add in the visual and verbal supports necessary to meet the language demands of the curriculum. Small group instruction has been extremely effective for all students as they receive individualized attention to ensure sequential understanding of the math concepts being taught.

1d. Science

Weathersfield uses the Full Option Science System (FOSS) program for science, which includes texts and kits for 3 inquiry-based units at each grade level. Our teachers have collaboratively created Next Generation Science Standards (NGSS) aligned lessons at every grade level to enhance our program. Throughout each

science unit, teachers use formative assessments that are analyzed in grade level teams to guide instruction and provide feedback to students. In addition, summative assessments are provided to all students, while our 5th grade students take the NGSS aligned California Science Test (CAST).

We have been fortunate to have high school level district science mentors working together with our teachers to enhance their knowledge of the NGSS approach, develop engaging science units and to create authentic assessments. Our mentors focused on the three dimensions of engineering practices, disciplinary core ideas, and cross-cutting concepts. This mentor program has brought our teachers above and beyond in the areas of science and NGSS-focused lessons.

Our TK-5 overarching science strands are: Earth & Space, Life, and Physical Science. Each inquiry-based unit delves into investigation, collaboration, problem solving, and experimentation. Our FOSS kits are filled with science materials for our students to conduct experiments. All science units begin with noticing phenomena, and then lessons include a clear objective and a big idea. Through a hands-on approach, students learn and explore like scientists. Students use online resources to collaboratively confirm and revise their predictions. This active, engaging learning approach enables students to work together, have robust discussions with their teacher and classmates, and create thought-provoking questions. In addition to the FOSS program, teachers utilize Mystery Science and other online resources to further engage their students in the wonders of science.

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

Weathersfield enthusiastically believes that students need to learn about civic responsibility and history. We promote an inquiry-based approach so that our students can explore societal roles and the part that they play as citizens in their community, state, nation, and world. Our district provides the Pearson Scott Foresman History-Social Science for California curriculum at each grade level, with the addition of We the People: The Citizen and the Constitution for our 5th grade classes. All teachers facilitate integration between history-social science and ELA. Instruction is guided through end of unit exams and authentic assessments, including projects and presentations, which result in timely feedback to students.

To highlight an example of the lower grade approach, our second graders focus on our community and helpers, which includes learning about first responders such as firefighters, police officers, doctors, etc. One of the integrated ELA student projects is to write letters to our first responders to thank them for what they do for us. In addition, we have a police officer give a presentation to the classes. Our students also learn about our leaders in government, which culminates in a report on one of the U.S. Presidents.

In fifth grade, the focus is primarily on U.S. history and government through the We the People curriculum which culminates in a districtwide student presentation celebration. Fifth graders engage in an in-depth study of the American Revolution, the Declaration of Independence and Constitution, the original thirteen colonies, and the early leaders of that time up to 1850. Moreover, students utilize their research strategies to create presentations using Google slides for state reports. A highlight is the Walk Through the Revolution interactive assembly.

All grade levels incorporate study and research of Black History Month, Women in History, and cultural diversity, and they develop multi-disciplinary projects on these topics.

1f. For secondary schools:

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

2. Other Curriculum Areas:

Our specialist programs provide students with specialized teachers who facilitate learning in music, art, and physical education (PE), beyond what their classroom teacher provides. This weekly schedule of specialist time is an avenue for deeper exploration for the students and also provides additional professional collaboration time for grade level teams of teachers to plan units of study, reflect on student work, and use

formative assessment data to guide our school-wide intervention efforts.

The Weathersfield music program promotes musical exposure, enjoyment, and literacy according to the California Standards for Music. At each grade level, we teach music theory, appreciation, and expression. Students experience music across generations and genres through listening, dancing, singing and playing instruments. Instrumentation begins early with percussion instruments around the world for our TK and K, and then piano for 1st and 2nd grade, recorders for 3rd grade, and handbells for 4th and 5th grade. In addition, students find great joy and expression in Boomwhackers and drum circle time. Every student participates in vocal music with a focus on proper breathing, vocalization, and harmonization. We take the more informal class expression a step further and teach performance. The children create choreography, take turns directing, learn stage presence, and then perform at assemblies and shows during the year. Our music program is treasured by our entire school community and inspires many students to dive deeper into extracurricular school chorus, band, and strings opportunities.

Weathersfield's art program is based on the California State Standards for Visual Arts and focuses on creating, presenting, responding to, and connecting with the arts. Over the years, we have had a combination of parent docent assistance and a primary grade art instructor. Our art teacher believes in an approach where "everyone is an artist", and she introduces our student artists to a variety of art mediums, styles, techniques, and processes. The development of student self-esteem and expression are pillars of our art program, and students share their artwork in the classroom and through a variety of campus opportunities. Students enjoy developmentally appropriate art projects in the style of selected artists who they study throughout the year. Our students have a love for art due to excellent instruction combined with encouragement of creative styles.

The PE program at Weathersfield is a comprehensive, well-rounded program that utilizes the tenets of the SPARK Physical Education curriculum, which is aligned with the California State Standards in Physical Education. Our PE specialists plan their lessons with a focus on a sport of the month. Students also get to work on enhancing motor skills, promoting good sportsmanship, and building cooperation and communication through physical activity. In addition, our students learn about nutrition and the importance of exercise as essential lifestyle elements. We have a strong nutrition program in the CVUSD, which requires each school to have wellness goals and activities.

Technology is an important tool that is interwoven into all grades TK-5. In tandem, we also teach and cultivate digital citizenship at each grade level. All classrooms are equipped with promethean boards, projectors, and document cameras to enhance instruction. In addition, our TK-1 classrooms have a combination of desktop computers and iPads for a half-class set of technology. For grades 2-5, we have half class sets of laptops, in addition to desktop computers. Each year we continue to build upon in-class student devices through our community Measure I Technology Bond. Our school also has two computer labs which each class visits twice weekly for working on technology skills, reinforcing academic skills, and creating projects.

Our Weathersfield students are true CHAMPS! We have incorporated the positive behavior intervention and support (PBIS) program of CHAMPS as a proactive approach to classroom and common area management across the school campus. Our teachers and principal determined the importance of having a consistent, school-wide message for our students. Our classrooms have incorporated visual charts for clear expectations for conversation (voice level), help, activity, movement, and participation. CHAMPS also provides a common framework and language to have productive and effective specialist and intervention classes as students work with many different teachers throughout the week. We have seen a big improvement in student behavior since we implemented CHAMPS and believe that positive expectations lead to positive behaviors.

3. Academic Supports:

3a. Students performing below grade level

To narrow the achievement gap for our students who are performing below grade level, we have implemented many systems to support students in the areas of ELA and math. All teachers provide high-

quality first teaching and include differentiation of instruction to meet the learning needs of their students. In addition, during grade level Intervention for All time, our struggling students receive targeted instruction to improve academic skills, build confidence, and raise achievement. In grades K-2, intervention is skill-based and provided 2-4 days per week based upon the needs of the students. Specialist teachers work with small groups to focus on foundational skills and the essential standards. In grades 3-5, our struggling students receive intervention 3 days per week in small groups to break the curriculum down to a simpler level and then receive individualized scaffolding support to help them meet grade level expectations.

Classroom teachers analyze student assessment data each week to progress monitor and guide their instruction as well as intervention supports. They do this in their grade level teams so that they can collaboratively share successes and address challenges through purposeful instruction in cooperation with the specialist teachers. Interim district benchmark assessments are administered tri-annually and help us further pinpoint intervention needs as well as provide feedback on our instructional program.

Weathersfield also has a number of volunteers, including parents, retired teachers, and retired staff members who work in classrooms to assist with small group instruction. Our library tech works with our lower grades, on a daily basis, during open times in her library schedule to provide our students with extra help. We are also very proud of our study-buddy program where our upper grade students read with our lower grade students to show the younger ones the value and joy of reading.

3b. Students performing above grade level

We are also cognizant of the needs of our students who are performing above grade level. For our high achievers, we have a variety of practices in place to ensure that they too are engaged in that challenging spot of productive struggle. Our teachers use Kaplan's Depth and Complexity Prompts to have students look at texts and assignments through different lenses such as patterns, big ideas, or ethics. Within each classroom, as part of our differentiated instructional model, our higher achievers receive small group instruction by their classroom teachers. During this time, these students are provided with higher level content and questions, lesson extensions, and project-based activities. Teachers analyze student work and provide feedback to students to guide them to the next level.

Our Intervention for All program is another avenue where all above grade level students are challenged to go above and beyond. These students stay with their classroom teacher during Intervention for All time and they are provided with challenge lessons and activities to tap into higher level thinking skills. This smaller group intervention is a targeted time for our above grade level students to work together in building their academic capacity and to reach higher levels of success.

In addition, we have a program called Lunch Bunch for our identified gifted and talented education students (GATE). The Lunch Bunch program is run by our site GATE facilitator. During this time, students are provided with thought provoking activities to tap into their higher level thinking abilities. They might take on an engineering challenge, listen to a guest speaker, or debate enticing topics.

3c. Special education

Weathersfield provides special education services and supports for students with individualized educational plans (IEP's) in grades TK-5. Our learning center model delivers specialized academic instruction (SAI) to students identified with mild to moderate disabilities via the support of a special education teacher and a paraeducator. We also have other CVUSD service providers such as a speech language pathologist (SLP), counselor, occupational therapist (OT), and adapted physical education (APE) teacher who provide required services to students. Our school psychologist is another key member of our special education team who carries out consultation, collaboration, and of course, assessment responsibilities.

Students come to the learning center for their SAI to work on IEP goals. Our learning center teacher collaborates with our general education teachers to provide supports, consultation, and assistance. Our teachers work together to provide classroom accommodations to create a successful learning environment where all students can access grade level content. Our goal is to keep our students in the least restrictive

environment while providing extra support in their areas of need. We build strong school-home partnerships and regularly communicate with our families to discuss special education student needs, successes, and concerns. Students in special education also have access to our Intervention for All program. This provides our children with an extra layer of academic assistance.

Our Special Education District Advisory Council (SEDAC) parent representative has been a valuable resource and conduit of connection for our families. Our SEDAC representative provides parents with updated district special education information and facilitates a support group for families to meet to share thoughts, concerns, and ideas. Our SEDAC representative meets with the principal after each SEDAC meeting to share information and is also a member of our school site council (SSC).

3d. ELLs, if a special program or intervention is offered

Weathersfield teachers and support staff provide targeted instruction for our English learner (EL) students and outreach to their families to ensure academic and social emotional success. We are proud to see that our California School Dashboard data continues to show significant increases for our English learner students.

Using the California ELD Standards in combination with the ELA CCSS, teachers provide both designated and integrated English language development (ELD) instruction on a daily basis within their classrooms. Designated ELD is delivered to our English learners in small groups by language level for 30 minutes each day. During designated ELD time, the focus is on the language standards and skills with an emphasis on active student participation. Integrated ELD instruction is layered throughout the school day to build the language skills required in all subject areas. This includes scaffolded instructional supports such as frontloading vocabulary or using sentence frames and graphic organizers to support writing tasks. Our more novice English learners in grades 2-5 also spend time building foundational English skills in the Rosetta Stone software program. All students participate in our Intervention for All programs. We have English learners in all levels of intervention from the most struggling to the highest achieving. Our monthly data analysis confirms the continued growth in our English learner student achievement. Our specific and intentional tier 1 and tier 2 ELD instruction, delivered both in the classroom and during intervention, has been instrumental in closing the achievement gap for our students.

Parent and family engagement is a critical piece for student achievement. We have a community outreach program specialist and a bilingual facilitator who work with our families to connect them to their child's education. Correspondences are sent home in Spanish to ensure school communication is effective.

3e. Other populations (e.g., migrant), if a special program or intervention is offered

Twenty eight percent of Weathersfield's students live at or below the poverty level. Over the past few years of state testing cycles, our socioeconomically disadvantaged (SED) students have made outstanding gains in both ELA and math that are significantly above the state averages. The narrowing of the achievement gap for our SED student population has been a purposeful process embedded within the successful school programs described throughout this application.

Our SED students participate in our Kiwanis K-Kids club, which provides life and leadership experiences through involvement in community service activities. The students work at charity events, help victims of disasters through community collections, pack care packages and compose letters to our troops, participate in food drives for the needy, and help with school and community fundraisers.

As an integral aspect of our Intervention for All program, our teachers regularly monitor the academic and social-emotional needs of our SED students. Through our consistent data monitoring process, teachers provide individualized assistance to target the academic needs of each SED student. To provide another layer of support to our families and students, our school counselor works to assist our students with coping skills to overcome some of the struggles they are experiencing.

Understanding the needs of our SED students and families, our staff members intentionally foster connections to school and ensure that our children have the resources necessary to learn and grow. Our

community outreach program specialist also works with our SED families to provide school to home support and build parent and family engagement. With many family events and school spirit activities, we make Weathersfield a connected cornerstone in the lives of our students and families.

As a result of these efforts, this unique population of students is thriving at Weathersfield and making visible academic gains toward closing the achievement gap.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Weathersfield cultivates a positive learning environment where our students have many opportunities to celebrate, connect, and give. In addition to receiving strong and focused academics, our children are provided with a myriad of programs and activities that engage and motivate them to improve the world around them and focus on their social emotional growth.

Our school assemblies bring the community together to celebrate the talents of our students. To build self-esteem and confidence, our students participate in awards assemblies every 6 weeks. We also hold Eagle Assemblies for students to sing together, receive recognitions, and hear announcements. For performance experience, students put on grade level plays, a patriotic 9-11 assembly, and a Veterans' Day celebration. Our talent show is a big hit with our students with excellent participation and great acts!

Weathersfield has a vibrant school and community spirit. Our active student council spirit days are very popular and include theme days such as favorite sports team, colleges, crazy hair, wonky socks, and more. To create a fun challenge and to raise money for an annual gift to the school, our student council has a yearly school-wide penny war. In addition, our student council and Kiwanis K-Kids club organize school-wide community service efforts from fundraising for cancer research to collecting food and toys for those in need. Our Abilities Awareness Week program lets students experience what it is like to be differently-abled. Our Kindness Week and Sandy Hook Start with Hello initiative have been excellent ways for our students to connect with each other in positive ways. There are many more activities throughout the year that make school an enjoyable and connected place to be.

To build our students' social-emotional toolkits, we have incorporated community circles in each classroom that foster connections between students. Weathersfield also emphasizes anti-bullying efforts. The principal presents a Stop Bullying Now assembly at the beginning of each year to set the tone and expectations for our students. The school counselor utilizes the Kelso's Choice program to provide problem-solving tools for students. Our 5th graders participate in the district's Stand Proud program which promotes team building, self-esteem, and confidence.

We have many motivators within and outside the classroom. Our children receive golden tickets and blue slips for positive behavior. We also have friendly competitions such as math challenges and the spelling bee. Students receive brag-tags and spirit sticks for their many accomplishments.

2. Engaging Families and Community:

Weathersfield has a warm and welcoming approach to parent and family engagement. We encourage communication and participation as we believe it takes a village to educate a child. Our entire school community is a family who works together for the success of our students. We have a robust volunteer program where families are working side by side with us to help with the many tasks needed to educate our students.

From the days prior to school beginning, Weathersfield aims to work closely with parents and build home-school connections. We hold Back to School Night before school even begins for TK and kindergarten and during the first full week of school for grades 1-5. We also celebrate the start of the school year with an ice cream social, playdate, and family picnic.

Weathersfield has an extremely active and highly supportive parent teacher association (PTA). We partner with our PTA to support student achievement, technology, enrichment activities, music, art, classroom supplies, assemblies, family events, and staff hospitality. In addition, PTA provides a myriad of activities for families including Science Night, Red Ribbon Week, Trunk or Treat, Movie Night, Fun Run, and Spring Carnival.

Our school site council (SSC) meets monthly as a collaborative group of parents, staff, and the principal. SSC is directly involved in the creation, implementation, and monitoring of our School Plan for Student Achievement (SPSA). As a component of SSC, we have parent representatives serving on various District Advisory Committees (DACs): SEDAC (special education), DELAC (English learner) GATE DAC (gifted and talented) and DAC (district advisory). Each month, these reps attend their district meeting, meet with the principal, and then provide their reports to SSC. They also help build parent and family engagement within each of their stakeholder communities. We have an English Language Advisory Council (ELAC) that plays an important role in supporting EL students and parent and family engagement.

For communication, we have a school website, two electronic marquees (inside and out), a weekly Eagle Flyer, twitter, PTA Facebook page, Remind texts, Blackboard voice call/email system and teacher/classroom websites. Our weekly Eagle Flyer and voice call/email correspondences are written in both English and Spanish. In addition, our bilingual facilitator translates classroom newsletters and PTA information for our Spanish speaking families. Every Wednesday, all families receive information from both school and PTA to keep them updated about school news.

3. Creating Professional Culture:

Teachers and staff at Weathersfield feel valued and supported through the collaborative leadership model the principal created when she arrived at the school three years ago. The first step was for the principal to meet with each staff member individually to get to know them as people. In addition, following those individual meetings, the principal met with focus groups of staff (e.g., teachers, office staff, campus supervisors, custodians, etc). These stakeholder groups each discussed what was working well, what was not working well, and how to move forward.

This approach has paid huge dividends for Weathersfield and built a strong foundation of professional collaboration. Teachers now meet together two times per week in grade level teams to collaborate, analyze student data, and determine best practices. This has fostered our closing of the achievement gap through a more focused approach on data analysis, which has led to specific, targeted interventions for students. Moreover, our collaboration model has also included ongoing data monitoring for student groups, including English learners and students with disabilities.

In terms of professional development, teachers have been trained on differentiation strategies guided by Carol Tomlinson's work. The teachers also focused on building capacity around individual learning styles and strengths. By recognizing their own personalized learning styles, the teachers realized the need to get to know their individual students and how they learn, which has helped propel them to differentiate instruction more effectively with their students. All Weathersfield teachers currently participate in the following ongoing professional development areas: Universal Design for Learning (UDL), grade-level content standards, assessment data analysis, social-emotional learning, mindfulness, NGSS, and differentiation. These are woven through staff meetings and also provided via district and site professional learning days.

Over the past 3 years we have intentionally built a professional culture that values collaboration, positivity, and innovation. Providing ongoing support and encouragement is a key factor in creating a safe and successful school environment, and our families recognize and appreciate the dedication and partnership with our teachers and staff.

4. School Leadership:

As discussed previously, Weathersfield has a collaborative leadership model on campus. Our principal believes that leadership starts with a model and evolves with a trusting team. The principal encourages all school stakeholders to feel a sense of ownership and cohesiveness. There are several leadership teams that help guide our school. Our instructional leadership team is comprised of the principal and five teachers. This team plans professional development and looks at next steps in technology, intervention, data driven instruction, and school climate. Staff meetings then provide a time to consult with the entire teaching staff. The second leadership team is the school management and operations team, comprised of the principal, office manager, office assistant and day custodian. This team works together to ensure that school operations

and facilities are running smoothly.

Other key aspects of our school's leadership are our PTA executive board, school site council, student council, GATE and ELD coordinators, and DAC parent representatives. All stakeholders from these groups have a vital voice in our events, academic/social emotional support, student activities, and everyday culture of our school. Each of these groups work closely with the principal to ensure collaboration, coordination, and communication.

Weathersfield's leadership teams are not just comprised of adults. Our student council and Kiwanis K-kids programs purposely aim to bring out student voice and choice in our school programs and activities. These groups of students work with their advisors and the principal to develop school-wide activities, spirit days, community outreach, and fundraisers for charity.

Beyond these formal leadership structures, the Weathersfield principal strives to connect with each student, teacher, staff member, and parent of the school community. First, the principal maintains an open door policy so that parents and staff know they can come to her at any time. She is also visible and connected across the campus from the playground to the classrooms to the dance parties. She loves the children and makes time to be with them. With strong beliefs in restorative practices, the principal seeks to understand her students and builds a palpable trust with them. Students come to her regularly for counsel and connection. The principal helps students learn and grow, not just academically, but as people who live in a broader world. With a trusting, tight-knit community, Weathersfield has been able to build a caring school culture and successful school programs.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

The one practice that we believe has been most instrumental in closing the achievement gap at Weathersfield is our Intervention for All program.

Our Intervention for All program is designed to provide academic support for each level of learner. When designing this program we determined there was a need to not only work with our struggling students, but to also provide focused support to enhance student achievement by meeting all children at their academic levels. Our 3rd-5th grade teachers plan together and commit to a common instructional schedule for their grade level so that our intervention can be held during the morning ELA and math time. Our teachers deliver their tier 1 core instruction and small group differentiation, and then our students move to intervention for a 40 minute period to support leveled learning during their independent work time. The intervention teachers break down that day's instruction to help below grade level students understand the complexities of the higher level curriculum being delivered. Our on and above grade level students are receiving challenging instruction from their teachers for the lessons learned that morning. Our K-2 teachers also plan together, however their intervention is held in the afternoons because our younger students are building critical foundational skills in reading, writing, and math when they are most attentive in the morning. These students have a focused, uninterrupted morning for core instruction and differentiation, and a targeted afternoon time to receive their skill-based intervention.

For all grade levels, our teachers work closely with our credentialed intervention specialists to ensure targeted instruction is provided. We intentionally selected below grade level students to work with the intervention specialists, leaving the students who are at and above grade level to work with their classroom teacher. This was done to ensure smaller groupings for students that need more support. Through data analysis and discussion, the teachers and principal collaboratively determine student groupings for intervention. Our groups include: far below/below, slightly below, and at/above grade level. These groups are fluid and evaluated every 6-8 weeks with students being moved between groups as needed.

We have specifically designed our Intervention for All program so that grades K-2 students focus on skilled-based, foundational learning while grades 3-5 focus on curriculum-based learning. By targeting all levels of learners, we have been able to make outstanding strides with closing the achievement gap for all student groups.