

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

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

School Mailing Address 430 Caroline Avenue
(If address is P.O. Box, also include street address.)

City Williamstown State WV Zip Code+4 (9 digits total) 26187-0000

County Wood

Telephone (304) 375-7675 Fax (304) 375-4894

Web site/URL http://woodcountyschoolswv.com E-mail hmannix@k12.wv.us

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent* Mr. William Hosaflook E-mail whosaflo@k12.wv.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Wood County Schools Tel. (304) 420-9665

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Rick Olcott
(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 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):
- 19 Elementary schools (includes K-8)
 - 6 Middle/Junior high schools
 - 3 High schools
 - 0 K-12 schools
- 28 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	29	30	59
K	31	32	63
1	42	32	74
2	28	46	74
3	48	26	74
4	32	36	68
5	32	39	71
6	40	45	85
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	282	286	568

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

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 0.1 % Asian
 - 0.1 % Black or African American
 - 0.1 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 99.5 % White
 - 0.2 % 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: 8%

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	27
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	19
(3) Total of all transferred students [sum of rows (1) and (2)]	46
(4) Total number of students in the school as of October 1, 2018	570
(5) Total transferred students in row (3) divided by total students in row (4)	0.08
(6) Amount in row (5) multiplied by 100	8

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

Russian

English Language Learners (ELL) in the school: 0 %

1 Total number ELL

7. Students eligible for free/reduced-priced meals: 27 %

Total number students who qualify: 155

8. Students receiving special education services: 4 %

25 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|-----------------------------------|--|
| <u>0</u> Autism | <u>3</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>8</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>0</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>1</u> Traumatic Brain Injury |
| <u>12</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 12

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

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	26
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	8
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	8
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	0

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%	94%	94%	95%	95%
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. 2008

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

Be the Best Bee You Can Be

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

Williamstown Elementary School (WES), home of the YellowJackets, is located in northern rural Wood County, West Virginia on the banks of the Ohio River across from Marietta, Ohio. The city of Williamstown was named after the founder, Isaac Williams, who settled on the land in 1787. In 1907, the cornerstone ceremony was held for the construction of our current elementary school. The original grade configuration for the school was first through twelfth grades. In 1945, the first bond levy for Wood County was passed to build a new high school facility. This facility was completed in 1947 and the existing building became Williamstown Elementary School.

In 2008, Williamstown Elementary School was named a National Blue Ribbon School. Since then, academic excellence has continued to be a focus of both the service and professional staff of WES. However, after the 2008 award, Williamstown Elementary School's experienced a significant change in leadership which negatively impacted the professional and learning culture of the school for several years. The administration of Wood County Schools conducted a culture survey of service and professional personnel and determined that while staff continued to maintain a level of high achievement, the school needed a leader who would foster a positive culture. The foundation of our school never wavered and we continue to set high expectations for ourselves and for our students.

Williamstown Elementary School has an enrollment of 568 students in grades Pre-K through sixth grades. The 568 students include three PreK classes, four kindergarten classes, three classes in grades first through fifth and four sixth grade classes. The majority of our students either walk to school or are dropped off by parents. Each morning our students are greeted by both principals as they come into the building. The principal has a morning meeting with students prior to the beginning of their day. As a school, we say the pledge and our school motto. Our attendance rate is one of the highest in the county at 95% currently. This trend has been steady over the past five years.

Our community plays a vital role in our school. We have many volunteers that assist our school with projects, tutoring, safety demonstrations, career days and community helpers. Our PTA has four strong officers who hold monthly meetings with a declining participation seen in the past few years. However, our community rallies for auctions, carnivals, readathons and fundraisers sponsored by the PTA. Our PTA has assisted our school in raising over \$200,000 in resources for our new playgrounds as the bond for the new building does not provide.

Our staff consists of 40 professional staff in which 32 of them either have students who attend Williamstown Elementary or High School or have been graduates from Williamstown High School or both. They have a vested interest in the education of our students because it goes beyond high expectations as what we do touches the lives of their own families. All teachers provide high-interest activities that are tailored to the needs of all students. Williamstown Elementary School provides these activities within the parameters of the West Virginia College and Career Readiness Standards.

The students at Williamstown Elementary School have the opportunity to expand their academic day by participating in a strings program, choir, county sports (basketball and track) and after-school clubs (both academic and social). The Williamstown community also provides our students with a wide variety of activities to engage our students in after-school functions and organizations.

Williamstown Elementary School has a predominately Caucasian population with only 3% of our students who are Asian, African American, Hispanic and Multi-Racial. Of these categories, the highest percentage are those that are Multi-Racial. Our Low SES population is at 27% which has seen a rise of 7% over the past five years. Our school has 106 students with an IEP in which 29 are gifted, 25 are multi-categorical and the remainder are speech students who may be dually served in the gifted and multi-categorical programs.

We are currently building a new facility to house Pre-K through fifth grades. This will be a grade configuration change as the sixth grade will be moving to the high school facility with a creation of a true middle school. The new facility will be complete for the 2020-2021 school year. The new elementary school will provide our students with a state of the art facility. Our goal is to lead the county with technology, STEAM and STEM by becoming a model Apple 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

The basis of Williamstown Elementary School’s philosophy is imbedded in our school mission statement “Be the Best Bee You Can Be.” This is our overarching mantra in everything we do from academics, to sports, to the arts and to student/student, staff/student, staff/staff, staff/administration and staff/community relationships. Our staff and community expectations for our students and ourselves balance the needs of the individual learner with the needs of the classroom.

We believe the purpose of education is to follow the guidelines set forth through the West Virginia College and Readiness Standards by developing the social, emotional, intellectual and physical development of our students. We begin with the learning environment in which each individual student’s education is based upon their own needs. We focus our lesson plans based on a data driven method with the individual students needs in mind.

Williamstown Elementary School believes that the learning environment plays a key role in fostering the growth and learning of our students and their basic needs. Establishing an environment where each child feels safe to express his or her successes and failures is key to the balance of the needs of the individual learner with the needs of the classroom community.

1b. Reading/English language arts

Reading Instruction is delivered through a variety of methods at Williamstown, but the goal is the same: to provide students with skills to become strategic, independent readers with the knowledge and experiences necessary to become lifelong readers. Starting in Pre-K and continuing throughout the 6th grade, it is necessary to provide time and access to high-interest books on the level of all students. Teachers must foster the love of reading, this is often accomplished through reading aloud. Our classrooms are equipped with classroom libraries as well as flexible, comfortable seating. Students spend time every day reading for pleasure.

Reading instruction is done through whole group and small group guided reading groups, and individual and small group pull-outs with interventionists to meet the needs of all students. In addition to the county adopted series, teachers supplement with Daily 5, Secret Stories, Zoo Phonics, author studies, i-Ready Pathways, and novel studies to teach reading skills through engaging and interactive ways.

Writing instruction is an integral part of our curriculum. Beginning in Pre-Kindergarten and continuing through sixth, students write in journals. In primary grades, students are taught through guided writing. Students are taught writing using the 4-square model. Beginning in third grade, students use the MI Writing Program to hone writing skills. As students’ writing progresses, students complete book journals which promote text to text, self, and world connections as well as increase vocabulary skills. In sixth grade, students complete a "someone special" writing activity honoring someone in their lives that has had a positive influence on them.

Williamstown Elementary School uses a wide range of assessment for Reading/English language arts. Each student is given the I-Ready diagnostic benchmark assessment four times a year. Grades K-2 also use the Guided Reading Toolkit to ascertain guided reading levels. They monitor the levels of students quarterly. After the initial assessment, grade level teams, interventionists, special education teachers, and administration analyze data and create intervention groupings. The interventionist and special education teachers utilize I-Ready Growth Checks monthly. Those teachers also do additional testing to ensure the success of their students. Tests given include the Quick Phonics Screener, Running Records, and interest surveys. Our groups are fluid and flexible. Teachers meet monthly to adjust the groups to meet the needs of all students.

1c. Mathematics

At Williamstown Elementary School, we strive to ensure that students recognize that mathematics is everywhere around them and help them develop skills and knowledge to be confident in solving problems in school and real life. Number Talks is used at each grade level to ensure that students develop number sense. Beginning in Pre-K and continuing until it is no longer needed, students use manipulatives and hands-on materials to help solidify math concepts. Direct instruction is in place throughout all grade levels to help students develop a strong foundation for mathematical skills. Movement activities are used to keep students actively engaged while learning and moving. Students are taught to use tools such as hundred's charts and number lines, to help solve problems.

Our teachers are firm believers in the use of data. Math data is gathered and analyzed constantly to make sure we are meeting the needs of our students. Each student is given the I-Ready benchmark four times a year. The students are then placed on a pathway for math intervention based on their assessment data. Students that are below grade level have biweekly growth checks to keep their pathway fluid to fill the gaps in each student's math instruction. Small group instruction is utilized with students with similar deficiencies. Math stations and games are used throughout to strengthen their skills through problem solving, games, practice, and small group instruction. These stations and games allow for enrichment of higher-level math students and additional support for those who are struggling. Classroom teachers provide intervention through small groups and individualized reteaching. Students use I-Ready regularly, the program is individualized and allows students to work at their own level.

STEAM/STEM activities are also used to teach math concepts. Morning Tubs are used in grades kindergarten through first to allow students to explore, create, and communicate while playing. Students in grades 4-6 have the opportunity to participate in Math Field Day. Our school has represented our county on the state level the past 2 years.

1d. Science

An inquiry-based approach using the scientific method is used in our science classrooms. We want our students to use curiosity and reasoning collaboratively to understand the world around them. Starting in Pre-K, students have a science center where they can investigate and use scientific equipment such as microscopes and scales. In addition to using the scientific method in kindergarten through sixth grade, science is integrated through reading and math.

Teachers use a wide variety of assessment tools to evaluate each student's science knowledge. Science journals, lab reports, informal observations, and formative and summative assessments are utilized in all classrooms to assess science skills and understanding.

Our teachers provide our students with a vast amount of STEM activities in conjunction with our science curriculum. STEM activities are a favorite of our students. Beginning with science centers in Pre-K and continuing throughout the school, our students enjoy STEM days. Pumpkin and egg drops, owl pellet exploration, a spaghetti noodle challenge, a paper chain challenge, shelf for your elf, and boat challenges are a few examples of STEAM/STEM activities completed by various grade levels. Trout eggs are also hatched and released as part of sixth grade science program. Teachers in all grade levels bring their students to observe the process. As a culmination of science activities, sixth graders participate in a three-day, two-night trip to The Wilds in Cumberland, Ohio. The focus of this trip is all things science with activities led by The Wilds' education team.

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

Our students are proud of their community and school. One thing that we try to instill in our students at an early age is a sense of community. Each person has a role in taking care of our school and community. Students learn how to work collaboratively with one another valuing each other's opinions as well as how to be a good classmate. This is the foundation of all social studies skills.

Social studies is embedded into the reading/language arts curriculum beginning in pre-k. In addition, all grades cover a wide variety of social studies topics. Community helpers and career days are a vital part of our curriculum in every grade. Second graders complete a Flat Stanley unit and study the geography and history of the locations that each “Flat Stanley” visits. Third graders participate in a unit on economics each year. Local businesses explain various topics including supply and demand. The unit culminates with Economics Day where students “sell” handmade products to others. Sixth graders complete a study about the Great Depression. A Living Museum is open to community members, parents, and other students as they present what they have learned.

Social Studies skills are assessed in a variety of ways. Project rubrics, formal and informal assessments, and work integrated assessments are utilized to determine student mastery of skills.

At Williamstown Elementary School, we value the sense of community and civic responsibility. Our students participate in a variety of service activities. First graders perform one community service activity each month. Our second graders present a Veteran’s Day program for the community and the school. Our counselor is the leader of the Kind Kids Club, a part of the Kiwanis Club.

1f. For secondary schools:

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

Williamstown Elementary School provides a universal Pre-K program as outlined by the West Virginia State Department of Education in collaboration with the WV Head Start program. The basis for our instructional approach is based on the Creative Curriculum and we assess our instruction through the ELRS (Early Learning Reporting System). Our staff is committed to providing our students with a hands-on exploration and experimentation with different types of technology, science and meaningful play. We promote and foster social and emotional skills to maintain healthy relationships and cooperative group play for positive peer to peer interaction.

Our Pre-K program fosters the development of gross and fine motor skills to improve balance, coordination, pencil grip and scissor skills. Our students are allocated an hour daily for gross motor skills. Fine motor skills are developed throughout station work and one on one instruction with the teacher or teacher's aide.

Williamstown Elementary School’s Pre-K staff work collaboratively with our kindergarten staff to ensure a seamless transition between the expectations of students starting our kindergarten program. Our Pre-K staff works on skills such as name recognition, visual and sound identification of upper and lower case letters, counting from 1-20, basic colors and shapes, basic patterning, comparing items with the use of taller, shorter, heavier, lighter, bigger and smaller, one to one correspondence and following 2-3 step instructions. The expectations placed upon our kindergarten students cannot be achieved without our solid Pre-K curriculum.

We see the positive impact that our PreK program has had on our school as students’ academic levels prior to entering kindergarten. The assessment results that we utilize for all incoming kindergarten students demonstrate the success of our program in comparison to those students who did not attend a formal program.

2. Other Curriculum Areas:

Williamstown Elementary School is blessed to have many opportunities for our students beyond the academic day. Our fourth grade students piloted an art cart program with the assistance of ARTSBRIDGE. ARTSBRIDGE provides the arts to the community through Arts Education. ARTSBRIDGE is committed to working with the schools in the Mid-Ohio Valley to ensure that performing arts and art experiences are available to young students throughout the school year. Williamstown was one of five elementary schools in the county that were lucky enough to have this program taught by artists. This program has now expanded to every fourth grade class in Wood County and it is now funded by our board of education.

Williamstown Elementary School also provides all students the opportunity to participate in a strings program. The Williamstown Strings Program is a modified Suzuki Program that encompasses students in grades 2-12. In the beginning years, students learn the foundations of playing primarily through rote memorization of Suzuki repertoire while focusing on solid technique and tone production. In the late elementary years, note reading and music theory become a bigger part of the curriculum. The middle school string ensemble places an emphasis on music reading fluency and ensemble playing while reinforcing playing technique. Once students reach the high school level the repertoire increases in difficulty greatly, and students work together with a focus on musical precision, balance, phrasing, and overall musicianship.

Williamstown Elementary School students receive physical education instruction for 40 minutes three times weekly. Two physical education teachers work collaboratively to provide a robust program. Grades 4-6 are assessed based on the Fitness Gram Assessment. Physical Education teachers use the 4th grade students as a baseline. They track growth of these students periodically throughout the school year. Our physical education teachers integrate phonics, phonemic awareness and math skills in their lessons to support our primary math and reading programs. Our grade level teachers support our physical education curriculum by utilizing a variety of brain breaks and a walking program. Students in grades kindergarten through 6th grade have a 30 minute recess daily. Students in grades 3rd-6th can participate in both of our school based basketball and track programs. The Williamstown Community provides the opportunity for students to play baseball, football, cheer and wrestling. A variety of camps are provided over long school breaks and in the summer to encourage our students to be physically active.

Williamstown Elementary teachers and students are one to one with Apple devices. This is the first step for our school becoming a Model Apple School. In the transition to our new building, a focus of our plans is to create an all encompassing Apple Learning Environment that includes coding and computer science. Each classroom will be equip with an Apple TV and a 75 inch TV for interactive learning through the use of Apple Classroom. Williamstown Elementary will have an Apple Mac Lab that will seat 30 students.

3. Academic Supports:

3a. Students performing below grade level

Williamstown Elementary School provides students who are performing below grade level with a tailored intervention plan to meet the needs of each student. We have two intervention specialists with master's degrees in reading who utilize research-based practices to create individualized plans for a tiered approach for students with common gaps and those who need individualized instruction.

Our interventionists support grades kindergarten through fifth grade students who fall below grade level in reading. Early intervention in grades kindergarten and first grades is paramount to meet the basic skills necessary to build a solid foundation. We prioritize these grade levels by offering intervention in the classroom as a co-teaching model and with a pull-out program to individualize plans for students.

Math intervention is provided by our classroom teachers. We utilize the iReady program to fill in the gaps based on benchmark assessments. Each student has a pathway created to meet their own needs. Each math teacher sets aside time weekly for students to complete forty-five minutes of online instruction weekly. As the students navigate these online lessons, the teachers monitor and provide immediate intervention for any student who is struggling.

3b. Students performing above grade level

Williamstown Elementary School believes that all students have the right to learn something new every day. Whether or not these students are in regular education, special education or in the gifted program. Similar our intervention program for those who need to fill in gaps, we must provide for our above average or gifted students. Differentiation is the key to the success of all students.

As a school, our teachers provide a tiered approach for all of our students to meet their ELA needs. Units or projects are based on the needs of all of our students. Whether these units or projects are meant for group

work or as individual work, we must provide expectations based on the students' needs. To ensure that our students have the tools to succeed in life, it is a priority to teach our students to work in collaborative groups. Therefore, each classroom provides our students with individual and group projects. Rubrics are a vital tool to set expectations for each student based on their academic level.

Our current math series and intervention program, Ready and iReady, provides for not only intervention but also for those above grade level as well. Every student takes a benchmark assessment and those results create pathways for each student to meet their individualized needs. Number Talks is also utilized in all of our classrooms to foster higher level thinking skills in mathematics.

Our county provides a TREK and Special Topics program for students who qualify for our gifted program. In grades first and second grades, the county provides a teacher to work in small group in each school. In grades third through fifth, the county has established a program in a central location for students in grades third through fifth.

3c. Special education

Williamstown Elementary School has one multi-categorical program that serves students from grades kindergarten through sixth grade. Our students qualified as other health impaired, learning disabled, traumatic brain injury and mild to moderate mental impairment. We currently have one teacher and four one-on-one aides that assist our students throughout the educational day.

Each and every student in our program has an IEP based on the data provided by evaluation testing, teacher observations and data, classroom work and benchmark assessments. Our special education teacher writes lesson plans for each student in her classroom. A binder is provided to each student with weekly plans placed in the front sleeve on the binder. Small group and one-on-one instruction are provided to students based on their individual goals. Classroom aides work collaboratively with direct instruction from the classroom teacher to ensure student goals are being achieved.

Williamstown also provides our students with ELA interventions from our reading specialists. These programs are geared to addressing specific skill deficits and are flexible in nature based on students' needs. Mathematic intervention is provided by both the classroom teacher and the special education teacher. They work collaboratively to ensure skills deficits are being addressed.

We have seen tremendous success with our special education program. Our iReady winter benchmark showed a 112% increase in ELA and an 83% increase in mathematics based on typical growth expectations set for all students. We have decreased students in red by 23% in ELA and by 35% in mathematics.

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

Our county provides a teacher for our ELL program. Williamstown Elementary School has one teacher that travels in the county to provide intervention for our ELL students. The teacher provides an ELA intervention for our ELL students. She meets with these students weekly and works with these students in a one on one setting focusing on skill deficits based on data provided by our interventionists. Our interventionists utilize a variety of assessments to determine an instructional plan for our ELL students.

Annually, our ELL teacher assesses our students with an assessment tool provided by our state for our ELL learners.

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Engaging students in the learning process increases their attention and motivation. Active learning strategies utilized by our staff include Think-Pair-Share, Role Play, Games, and Peer Review. Many of our teachers use social media as a means to engage students especially during the COVID pandemic. Our students participated in Virtual Spirit Weeks, listened to staff members reading stories online, used Facebook, Class Dojo, and Live Grades to continue their education.

As we know, students who aren't engaged are not learning. When students' minds drift off, they are losing valuable learning time. Our teachers know that it is necessary to provide students with brain breaks to ensure optimal learning. Students love to participate in Go Noodle dances and other movement break activities.

Students in grades Pre-K through second participate in learning stations. These learning stations allow for small group instruction, learning activities that allow students to work collaboratively with peers, technology use, and frequent movement to ensure student engagement.

Our second through sixth grades use a departmentalized model. Students switch classes every 45 minutes to an hour. Frequent class changes enhance engagement. During these class periods, teachers use a variety of instructional methods to keep students engaged. Whole group, small group, collaborative pairs, one on one instruction are all utilized to meet the needs of each student.

We feel it is important to recognize all students' achievements. Students are recognized for both academic and nonacademic achievements during our whole school morning meeting. All teachers recognize students for their growth in I-Ready. Students are recognized for Accelerated Reader achievements. They receive dog tags to recognize point values. Students who meet their Accelerated Reader goal are rewarded with a pool party. Science Fair, Social Studies Fair, and Math Field Day winners are recognized both at the school and county levels. We also recognize sports teams, musicians, dancers, and gymnasts. We hope that through this recognition students will continue to strive for success.

2. Engaging Families and Community:

Each academic year, we begin with an Open House where families are encouraged to become apart of Williamstown Elementary School. Our administration has an open-door policy and parents know if they have a concern, it will be taken seriously. We encourage our communities to be an active part of our school. The open, welcoming environment leads to strong bonds that will form a cohesive school environment.

We have a very active PTA that holds various activities for our students. Some of the favorite activities include Santa Shop, classroom parties, the school carnival as well as an end of the year grade level celebrations. Even though our attendance at PTA meetings has dwindled, we always have more than enough volunteers to provide successful events for our community. The families who participate in activities outside the school day have a more positive relationship with staff because of the informal setting in which they communicate. This leads to a positive effect on learning.

During the school day, parents and community members volunteer in classrooms. They take on a variety of roles while volunteering. Some work as tutors, some create art projects, while others read aloud to the class. We have a large number of people who volunteer weekly in their child's classroom.

We are blessed to have Williamstown Bank as our business partner. They provide a wide range of opportunities to our students. Pre-K through sixth graders participate in a monthly banking where they can learn to save money. Second graders take a tour of the bank each year to learn about banking. An academic awards banquet is provided for 6th graders to honor their academic excellence and achievements.

This year we entered uncharted territory with the COVID-19 pandemic and the closure of schools for an extended period of time. Because of the close relationships we have established with parents the transition was almost seamless. Teachers communicate with parents through a variety of methods including Class Dojo, Live Grades, Facebook, and Remind 101. Because that line of communication was established, teachers were able to provide instruction and instructional materials to parents and students.

The administration uses various forms of communication to stay in touch with the community. While we have an open-door policy, we were unable to do that during the pandemic. We had already established a Facebook page, messaged parents through Remind 101 and Live Grades. We were able to continue to use these platforms to get out information quickly and efficiently. We were started an Instagram and Twitter account so that we could reach more members of the community.

3. Creating Professional Culture:

Williamstown Elementary School creates a cohesive professional culture through the use of our school leadership team. Our team works collaboratively to maintain and create high quality professional development. We utilize book studies, county trainings, school-based trainings and our county curriculum specialists to provide our staff with professional development sessions that create impact in our classrooms.

Our county provides trainings for new adoption series, technology, safety and mandated state assessment trainings. The county allows the schools to meet the needs of our staff by giving us the flexibility to have trainings that are specific to our school. As stated earlier, it is our goal to become a Model Apple School. We have two technology integration specialists that are Apple Training Certified. They have and will support our efforts in the transition to our new building with whole group, small group and one-on-one instruction in various aspects of Apple Classroom.

Our focus at Williamstown is to provide the best education for our students. By doing so, we have to have strong grade level collaboration where we base instruction on data. Our weekly collaboration meetings provide our staff with professional partnerships. We provide one another with ideas, strategies and techniques that work for professional growth in our classrooms. By creating this type of environment, we allow our staff to feel engaged and valued as an educator.

Williamstown utilizes our staff as specialists to provide professional trainings for teachers. We have several reading specialists, math specialists and Nationally Board Certified teachers who are willing to provide professional trainings for staff. We focus our efforts on the need of the teachers. We use curriculum specialists to model good teaching and in turn have the teachers model lessons for specialists. We set up times for them to collaborate afterwards for immediate feedback. This is done in a nonthreatening environment in which the teachers request the county specialists as needed.

4. School Leadership:

Williamstown Elementary School's leadership model is established by having a teacher leader at each grade level, math team and special area. The teacher leaders and their teams collaborate weekly with administration. The team leader is responsible for creating meeting agendas and recording minutes on our collaboration binder on OneNote. The team leaders meet with the administration as a part of the school's curriculum and leadership team. In an effort to fulfill the curricular needs of our students, we identify the needs of our classrooms with the use of data. We utilize data to drive our decisions for whole, small and one-on-one instruction.

Intervention leaders meet with grade level teams on an alternating basis. These meetings are held to discuss data, concerns for specific students and to make changes to our flexible intervention groups. The intervention leaders and grade level teams have a cohesive relationship where the prime goal is to make the best academic decisions for students. Our flexible groups are arranged by the team based the specific need of each student. Those with like needs are grouped together.

Our school's math team meets regularly to review data, share ideas and complete book studies to enhance our math curriculum. One teacher serves as the math team leader and is a member of both the school curriculum and leadership team. Our math team works closely with our county curriculum specialists. Our math team leader opens his classroom for others in our school and county to observe his delivery model. Number Talks is a model we utilize throughout our school.

Student leadership opportunities are available through K-Kids Club, 6th grade helpers, reading buddies, peer tutors and student mentors. Our 6th grade students play a key role in our leadership program. They serve as door holders, Pre-K and kindergarten helpers, morning greeters and role models. We set high standards and expectations for all our students. The standards by which we hold our 6th grade leaders is one where we build strong leadership skills and responsibilities. By teaching our students what it means to be a leader, we are setting the foundation for success in their future.

Our community also takes a role in our leadership efforts at Williamstown Elementary School. Our PTA officers work collaboratively with our administration to provide our students with opportunities we would not be able to fund. Our PTA helped us raised over \$200,000 for our new elementary school's playground. They made it their mission to work with our community to raise the funds that were needed. One member of our PTA and an at large community member also serves on our Local School Improvement Committee.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

There is not a single reason why Williamstown Elementary School is successful, however there is one attribute that stands out from others; student-staff relationships. Our staff is vested in all aspects of our students' lives. From the first time a student enters the doors of Williamstown Elementary School, they become part of our family. We want our children to be successful in school as well as all parts of their lives. Our goal is to educate the whole child.

Learning is not only academic, but social and emotional. We feel positive relationships will enhance a student's achievement, allow them to trust in their teachers, and will help them to find interest and excitement to associate with school. Students are able to learn better if they feel safe and confident in their learning environment. Positive, stable relationships with teachers can act as a buffer against any issues the student might be facing outside the school environment.

Our school does an excellent job educating the whole child. Our teachers encourage students to grow in every area. They make sure the students are healthy, safe, supported, engaged, and challenged. Starting in Pre-K throughout sixth grade, our school nurse begins educating our students on personal hygiene, heart health, dental health, nutrition and many other topics. Our teachers create safe classrooms by enforcing class rules, teaching conflict-resolution strategies, and having a good rapport with students so they feel comfortable reporting an issue. Teachers begin each year assessing students. The data is discussed during team meetings and students' education is tailored to meet individual needs. Teachers strive to provide engaging activities for all students. They use interactive projects, technology, and group projects to motivate students to increase engagement.

Teachers and administration are actively involved in all parts of our students' lives. It is not uncommon for staff to attend sporting events, recitals, fairs, bees and other various activities our students are involved. The visibility at functions and events is important, not only for the students, but also for the community as a whole.