

U.S. Department of Education
2021 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Mr. Leon L Spinka
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Okawville Grade School
(As it should appear in the official records)

School Mailing Address 400 S Hanover Street
(If address is P.O. Box, also include street address.)

City Okawville State IL Zip Code+4 (9 digits total) 62271-0127

County Washington

Telephone (618) 243-6157 Fax (618) 243-9066

Web site/URL
<https://sites.google.com/a/okawvillek12.org/district10/> E-mail lspinka@okawvillek12.org

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

Date _____

(Principal's Signature)

Name of Superintendent* Mr. Scott Fuhrhop E-mail sfuhrhop@okawvillek12.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name West Washington County Community School District 10 Tel. (618) 243-6454

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. Kurt Heckert
(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, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The electronic signature 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 2021 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 must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2015 and grades participating in statewide assessments must have been part of the school for at least the three years prior to September 2019.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2016, 2017, 2018, 2019 or 2020.
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 current school year (2020-2021) unless otherwise stated.

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

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

SCHOOL (To be completed by all schools. Only include demographic data for the nominated school, not the district.)

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, 2020 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	4	1	5
K	17	20	37
1	15	22	37
2	14	18	32
3	13	21	34
4	9	22	31
5	0	0	0
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	72	104	176

*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
 - 0.2 % Asian
 - 0.8 % Black or African American
 - 0.1 % Hispanic or Latino
 - 0.2 % Native Hawaiian or Other Pacific Islander
 - 98.7 % 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 2019 - 2020 school year: 10%

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, 2019 until the end of the 2019-2020 school year	8
(2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year	16
(3) Total of all transferred students [sum of rows (1) and (2)]	24
(4) Total number of students in the school as of October 1, 2019	241
(5) Total transferred students in row (3) divided by total students in row (4)	0.10
(6) Amount in row (5) multiplied by 100	10

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

Spanish

English Language Learners (ELL) in the school: 9 %
15 Total number ELL

7. Students eligible for free/reduced-priced meals: 99 %

Total number students who qualify: 175

8. Students receiving special education services: 45 %

80 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. All students receiving special education services should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>4</u> Autism | <u>1</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>0</u> Other Health Impaired |
| <u>5</u> Developmental Delay | <u>0</u> Specific Learning Disability |
| <u>20</u> Emotional Disturbance | <u>30</u> Speech or Language Impairment |
| <u>3</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>1</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 8

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. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	3
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	33
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.	11
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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

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

Required Information	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Daily student attendance	97%	97%	96%	97%	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 2020.

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.

West Washington County District Schools are creating a climate, culture, and curriculum for college/career ready students.

16. Briefly describe how your school has been operating during the current 2020-2021 school year (e.g., open as usual, online only, a hybrid model, etc.)? If different grade levels in your building operate in different ways, include this. If the school began with one model and switched to another partially through the year, include this as well.

West Washington County District #10 has been 100% in classroom instruction for the entire 2020-2021 school year.

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

PART III - SUMMARY

Geographically speaking, Okawville is a village that is located in West Washington County Illinois. Surrounded by an abundance of farmland, Okawville is located immediately off of Interstate 64, approximately 45 miles East of St. Louis, MO. With rich heritage as a foundation, the Okawville community displays small town values and pride through Okawville schools. Okawville boasts academic excellence, church, civic organizations and businesses that are rooted in faith and family values.

The most significant strategy used within the school and community that encourages and challenges all students to develop their full potential includes the shared pride community members have for their town and school. This includes the commitment to community members to have and provide the best educational environment, buildings and support so students are provided every opportunity to be successful. All decisions made by the School Board, Administration, Teacher Union, PTO, Church Parish, and Town Council are centered around doing what is best for the children of Okawville. The sense of adult pride is carried over into the individual student performances in and outside of the classroom. With the support of each parent and community member, the Okawville teachers lead and guide students through grade level, standard based curriculum that supports and encourages each student to develop their full academic, emotional, and social potential. This results in a group of students who perform well academically, socially, athletically, and are fully prepared to meet whatever secondary and post-secondary goals they set for themselves.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

Kindergarten:

Skill development and school readiness continue to be a focus in the classroom. Students enter kindergarten displaying a wide range of skills, reading levels, math skills and overall maturity levels. In order to fully prepare students to move from the kindergarten classroom into the elementary curriculum the teacher uses a variety of resources, assessments and diagnostic tools. Students are grouped in to literacy groups according to their reading levels and instruction is adjusted to meet the specific needs of each group. Students are exposed to writing activities on a daily basis. Students count words, find punctuation, place words in the correct order, write sentences and create illustrations for the sentences they write. Kindergarten students use math concepts in most every part of their day. Math activities include calendar time, timed addition and subtraction tests, decomposing numbers, patterns and money. The kindergarten teacher uses assessments to monitor and identify student progress and development. Students who demonstrate below grade level standards are placed into one on one or small group intervention groups where they receive specific skill development instruction and are more closely progressed monitored.

Elementary (1st-4th Grade) Curriculum:

The Elementary reading curriculum (Ready GEN) uses a basal approach to reading instruction that combine language arts and reading curriculum. Teachers utilize a number of instructional strategies that focus on vocabulary, reading comprehension and decoding skills, author's point of view, theme, discussion skills, writing skills, and assessments of students' level of comprehension and vocabulary. Generally speaking, each teacher looks for fun ways to engage students in reading activities and that bring each story to life.

The elementary students are engaged in the "enVision Mathematics" that is fully aligned with common core. Students are engaged in daily guided and independent practice lessons designed to lead students to mastery of specific grade level standards. Some of these activities include peer to peer and hands on lessons that reinforce the instructional objective. The curriculum provides a starting point for teachers, but they also build upon their instruction by utilizing a repertoire of instructional and assessment tools to determine whether the student has mastered the new concepts. Math homework is assigned for reinforcement of the newly presented concept. If students do not demonstrate competency, the teacher uses the information to provide direct or whole class instruction that supports the skill development of students. Individual students who continue to struggle with concepts are placed into the math RTI program.

The elementary science curriculum is provided by Science from Murf, LLC, by Ryan Murphy. Teachers use the text as a resource and often bring in outside resources and to supplement the science curriculum. Experiments are what make science and learning fun. Teachers engage students in as many hands on science experiments as time and resources permit. Throughout the lesson, students are exposed to vocabulary that reinforces concepts and real world terms that are connected to newly adopted science standards.

The elementary social student curriculum is "Illinois: Our Home". The publisher is Gibbs Smith. Students engage in U.S and World History, geography, history, and economy of regions and foreign countries. This curriculum provides the teachers the opportunity to expose students to specific world cultures, languages, climate, food and history of many different countries.

1a. For secondary schools (middle and/or high school grades):

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

Pre-School Curriculum (3/4 year old Program):

The Pre-K Program in Okawville is a grant funded program administered by the Regional Office of Education #13 and is housed at Okawville Grade School five afternoons a week. The Pre-K program uses a Curriculum which is aligned with Early Childhood learning standards. The curriculum features studies that are enjoyable, in-depth investigations that begin with children's questions and encourages them to apply skills in literacy, math, the arts, and technology as they explore concepts in science and social studies. The focus of the curriculum is to provide curriculum, assessment and diagnostic tools that are used to indicate student readiness for primary school. The Pre-K program has a huge positive impact on an individual students' level of school readiness and success in the Kindergarten classroom.

2. Other Curriculum Areas:

Visual and Performing Arts (Music) - All students are exposed to visual and performing arts through their K-6 curriculum and attend both choral and band classes five times a week. The focus of the Okawville Arts program is to expose students to various instruments, composers, musical styles, and basics of music theory. The program not only teaches music, but also math (scales, tones), history (composers, musical genres), and language (written music is like language in that it has syntax, structure, rules.) Third grade students are introduced to recorders and chose which band instrument they are going to learn. Fourth grade students are given the opportunity to join beginning band, and then we have 5th & 6th band available.

Physical Education- Every student is enrolled and participates in a 45 minute per class every day. We believe that engaging students in a variety of physical education promotes lifelong health and fitness awareness and activity. The focus of our physical education classroom is to expose students to a variety of activities that students can participate in with a group or individually; to learn, understand and be able to apply the history, rules, skills, and dynamics of the sports activity; to learn, understand, and be able to engage with peers and work collaboratively on improving their skills/knowledge while working together to accomplish a common goal; to be able to initiate and develop a successful offense/defense and game strategy; and for students to gain greater balance, endurance, and cardiovascular system. Students are also exposed to health and nutrition curriculum through each per course. By combining movement with health and nutrition concepts, our students have a better understanding of what it means to live a healthy lifestyle that extends past their years at Okawville Grade School.

Technology- Students begin to learn how to use the computer and develop skills beginning in Kindergarten. The Kindergarten students are using both desk top computers and Chromebooks in their daily lessons. Each of the elementary classrooms has desk top computers within their classrooms and students are able to access Chromebooks as needed. By making technology an intricate part of the curriculum, all students are given the opportunity to learn important computer skills which will enhance their education now and in the future.

3. Academic Supports:

All available research indicates that students who are not reading, decoding, fluent and able to comprehend at the 3rd grade level (by the end of their 3rd grade year) are more at risk of being retained, or dropping out of school. In order to combat this statistic, the focus of the Okawville staff is to target elementary students reading below grade levels and provide one on one targeted instruction to "catch" these students up to their grade level peers. In addition, the Okawville teachers are committed to differentiating their instruction so all students are able to learn and demonstrate growth.

Okawville students reading comprehension and math skills are assessed through weekly progress monitoring in AIMSweb and benchmarks scores are accumulated three times per school year to identify growth. This assessment data provides the specific information teachers need to provide direct and targeted instruction for struggling students. Teachers use books and materials within the classroom that match the student's reading level and scores. During in-class instruction, each classroom teacher provides accommodations, reteaching, skill development and curriculum at the

academic level of the student. The regular assessment of students provides data for teachers to record and track student progress. Students who fall below grade level standards are pulled out of non instructional activities and are provided support by a reading or math interventionist (RTI). The RTI teachers are able to provide small group and/or one to one targeted reading and/or math instruction for those students who are not progressing at the same rate as their peers. Once a student demonstrates grade level competency on their weekly assessments they return to their regular schedules.

The commitment of the West Washington School Board is to provide necessary funds for individual and/or small group, supplementary literacy interventions is significant. Teachers are provided the resources and tools necessary to embed interventions and support within their instructional activities. In addition, students the opportunity to receive the personal attention and instruction they require through the assistance of an RTI Teacher.

The Okawville teaching staff utilizes a variety of norm referenced tests to assess individual student growth. IN addition, each teacher uses both formal and informal assessments with in their class to assess the individual daily progress of the students. All assessments and the data produced are used by the instructional staff to set individual, grade level and school wide improvement goals. Teachers create assessments that are aligned with common core standards, IAR assessment results and results from the 5 Essential Survey tool.

School improvement time provides teachers with time to analyze individual student performance data and evaluate the effectiveness of their instruction. The Okawville staff believes it is important to engage in a process of continuous evaluation of where teachers, students and parents each have a responsibility for setting and reaching the goals that are set for the school and individual students.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

The overall Okawville School climate is shared between all stake holders: School boards, Administration, certified and non certified staff, parents and community members. All stake holders hold students to high levels of academic and behavioral expectations. In addition, the stake holders provide the financial support required for the school to meet these high expectations. The School Board works hard to maintain a high level of fiscal responsibility to the local community and tax payers to ensure each dollar spent directly impacts and supports student achievement and growth. The Parent Teacher Organization works closely with the school board to ensure all of the instructional, academic, supplies, and social needs of a school system are met. Often times the PTO steps in and provides the financial support required for the school to keep up to date curriculum, technology, and resources in the hands of the students.

By establishing a climate of shared leadership, the Okawville Grade School promotes and empowers an environment where teachers are involved in the decision making process. The teachers are important members of the school community and are invited to share their concerns and needs with the school board and have dual decision making within the PTO. As equal members of the PTO, teachers are able to freely share their needs during monthly meetings and have equal voting rights to determine how funds will be used to support the needs of the school and students.

The Okawville Staff works hard to engage and motivate all students to be involved in the school community, both academically and socially. When students demonstrate achievement within the classroom setting, the entire class celebrates that achievement together. When an entire class or groups of students achieve their set goals the achievement is celebrated. The PTO also provides the financial support required to motivate and reward student with fun activities such as movies, fun days, assemblies and other types of school wide celebrations.

2. Engaging Families and Community:

The opportunity to work with families of diverse backgrounds that include differences in education attainment levels of parents, socio economical discrepancies, ethnic, racial and religious beliefs, provides the Okawville teaching staff with number of challenges. The Okawville teachers are very aware of how important the entire community is to the health and well-being of the school district. In order to bold and sustain productive relationships with parents and community members of diverse backgrounds, the teachers carefully observe and listen to the needs of students and their parents. The Okawville administration and teachers work toward making sure all stake holders have a voice in establishing the school's mission, vision and goals. In addition, the Okawville teachers and administrative staff work with community age nice to provide a variety of support services for any specific academic, physical, and social/emotional needs of students and their families. The Okawville administrative and teaching staff has worked with local community members to provide backpacks, school supplies, clothes, coats, health care services, mental health services and food regardless of families' level of need. In every interaction with every child and parent it is the Okawville school staff's goal to provide a school climate where all members of the school community feel welcomed, respected and a valued member of our school community. The direct result of interacting with adults and students with dignity and respect is a school climate that is student-centered, warm, welcoming, non-threatening and accommodating of the individual interests and needs of all students.

3. Creating Professional Culture:

Okawville is committed to utilizing professional development to effectively meet the professional responsibilities of teachers and begin moving students toward higher levels of comprehension and achievement. In order to provide high quality standards aligned professional development, Title II funds are used entirely by teachers for the sole purpose of reimbursing and securing high quality professional development activities. The staff development plan is linked to the district's overall mission and specific school improvement goals. This plan is designed to have the greatest impact on student growth by compiling

concrete data that is reflective of the stated needs of the teachers and interests of the entire learning community.

Much of the Okawville professional development includes activities that improve and increase teacher's knowledge of academic subjects and enable each teacher to align core curriculum with common core standards. Teachers work collaboratively to ensure there is vertical and horizontal alignment between core curriculum, attend grade level curriculum workshops that focus on providing them with the resources and tools they can utilize to improve student performance.

Teachers are encouraged to pursue activities that meet their specific instructional goals, student needs and school improvement outcomes. Teachers who attend professional development workshops bring new information back to their colleagues and provide mini professional development activities for the entire staff. Each professional development activity includes an evaluation component and teachers provide feedback to their colleagues and building administrator after completing the activity. This feedback is used to determine the impact the activity has upon the teacher and how it will impact student growth and our school improvement plan.

4. School Leadership:

All individuals within a school community are equal contributors to its success and accomplishments, and the only difference between these individuals is the roles in which they serve: school board member, administrator, and teacher, supporting staff, parent, student and community member. The current leadership style is to work collaboratively with all members of the school community to establish and maintain a shared vision and goal for the school that is aligned with the District's mission, vision and goals. The Board of Education maintains an open door policy for any staff or community member to voice an opinion or concern for the betterment of the district. The input received from various stakeholders in the district is vital to the decisions made by the Board. In order to support the board's philosophy, the superintendent works to build trust among the board of education, teachers, community members, parents and students and keep the lines of communication open. The school board is committed to being accessible, approachable, and visible throughout the school and local community so all stakeholders have an opportunity to build a trusting relationship with one another.

In order to be effective, both the school board and superintendent strive to be good communicators and listeners so each stakeholder believes they have a voice in the decisions being made and trust that the ethically right decision will be made. In addition to establishing a climate of trust and commitment to shared mission, vision and goals, the school board and superintendent promises shared leadership and responsibility among the Okawville teachers and staff. The school board believes that each member of the school community shares the responsibility for teaching, learning, and using data to evaluate student growth, and supporting efforts to provide a high quality academic program for students. This responsibility is shared between the teaching staff, parents and entire Okawville town. As a result, each member of the school community is devoted to providing high quality instruction, curriculum and supports to positively impact the lives of all students. By being student centered, collaborative in nature, devoted to the educational process and strong work ethic, the entire school community works collaboratively to provide the curriculum and support necessary for all students to be successful and prepared to be work force and college ready. The direct result of this shared responsibility and commitment to providing high quality and student centered curriculum is a student population that is academically, socially and personally successful.

5. Culturally Responsive Teaching and Learning:

Foreign Language is embedded into our existing curriculum. Since a small number of Okawville students are English Second Language Learners with non-English speaking parents, the elementary teachers embed Spanish Language instruction, including vocabulary lessons in both English and Spanish, comparing the origins of words and how many English words are derived from different languages and cultural activities. In order to support the language development and continue to expose students to foreign language(s), the 5/6th grade social studies curriculum includes Spanish

language vocabulary development, the study of Spanish culture and an exposure to countries where Spanish is the primary language spoken. Both Spanish and English signs are displayed in areas throughout the building that provide visual reminders for our students and assist them in developing their Spanish and English vocabulary skills and for students to recognize the importance of being bi-lingual.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

There is not one practice that stands alone in creating an environment where the Okawville student is impacted. It is a collective, holistic approach to meeting the needs of each and every individual student. It is because of the Okawville town's commitment to the education process of children that our school is successful. The school board, administrators, teachers, staff and parents are unified organization of individuals who care and give their time and attention to meeting the everyday academic, social and emotional needs of each student. Even in the time of financial uncertainty, the reduction of state aide and the looming impact of property tax freezes, if there is a need, the community rallies together to address that need. With that said, the one practice that significantly impacts and makes the Okawville Elementary School District 62 so successful is the commitment of the entire Okawville town.